STUDENT TEACHERS' CHALLENGES IN DESIGNING CRITICAL LITERACY LESSON PLAN AT UIN SUNAN AMPEL SURABAYA

THESIS

Submitted in partial fulfillment of the requirements for the degree of sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

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Key words: Critical literacy, lesson plan, critical literacy lesson plan, the challenges in critical literacy lesson plan.

K-13 revised curriculum requires teachers to design the tasks that develop students' literacy skills. They need to improve students' abilities in processing information to implementing new curricula. In embedding the literacy skill, teachers need to design lesson plan that focus on intended skill. This research aimed to identify the student teachers ability in designing critical literacy lesson plan and the challenges that they may have when writing it. To explore the issue, this study collected the data from content analysis, interviews, and questionnaires on how they design critical literacy lesson plans. The findings indicated that the majority of student teachers included critical literacy activities in their lesson plans throughout several phases. The challenges they have in designing critical literacy lesson plan were defining objectives, determining materials, selecting assessment, choosing activity, and providing the instructions. This study highlights that student teachers should be able to design critical literacy lesson plan to promote literacy skills in the classroom.

ABSTRACT

Adnin, Nur. (2021). Students Teachers Challenges in Designing Critical Literacy Lesson Plan at Uin Sunan Ampel Surabaya. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University Surabaya. Pembimbing: Dr. Irma Soraya, M.Pd. and Dr. Mohammad Salik, M.Ag.

Kata kunci: literasi kritis, RPP, rancangan pembelajaran, RPP literasi kritis, tantangan RPP literasi kritis

Revisi kurikulum K-13 menuntut guru untuk merancang tugas-tugas yang mengembangkan kemampuan literasi siswa. Mereka perlu meningkatkan kemampuan siswa dalam memproses informasi untuk menerapkan kurikulum baru. Dalam menanamkan keterampilan literasi, guru perlu merancang rencana pembelajaran yang fokus pada keterampilan yang Penelitian ini bertujuan untuk mengidentifikasi dimaksudkan. kemampuan calon guru dalam merancang RPP literasi kritis dan tantangan yang mungkin mereka hadapi saat menulisnya. Untuk mengeksplorasi masalah, penelitian ini mengumpulkan data dari analisis isi, wawancara, dan kuesioner tentang bagaimana mereka merancang rencana pelajaran literasi kritis. Temuan menunjukkan bahwa sebagian besar calon guru memasukkan kegiatan literasi kritis dalam rencana pelajaran mereka selama beberapa fase. Tantangan yang mereka hadapi dalam merancang RPP literasi kritis adalah mendefinisikan tujuan, menentukan materi, memilih penilaian, memilih kegiatan, memberikan petunjuk. Studi ini menunjukkan bahwa calon guru harus merancang pelajaran kritis mampu rencana literasi untuk mempromosikan keterampilan literasi di kelas.

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CHAPTER 1 INTRODUCTION

This chapter is an introduction of this research which consists of the background of the research, research question, objectives of the research, significance of the research, scope, and limitation, and definition of the key terms used in this research are all included in this chapter.

A. Background of the Research

The curriculum of education in Indonesia has experienced several upgrades up to 10 times. Curriculum in Indonesia has been upgraded in1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013. This system will constantly be dynamic to develop the best system possible. The government regards social, economic, political, and cultural conditions in changing and revising the system of the curriculum in Indonesia. ¹The Indonesian Government expected that the new curriculum will assist students in adapting to the circumstances, which requires pupils to think critically and creatively to face new challenges in the millennial age. Now, the newest curriculum program in Indonesia's curriculum 2013 which is leading the students to think critically requires a teaching and learning process to integrate activities that facilitate students to improve their higher order thinking skills. Especially in Teaching English. The critical thinking approach is implemented in language teaching and learning activities at schools or institutions. This condition eventually demands teachers' pedagogical skills in delivering materials based on the curriculum that has been provided by the government that focuses on High Order Thinking (HOTS). This also required student teachers to learn how to adapt to the new curriculum and be well prepared in real classes in the future.

The teacher in Indonesia was adapted to be a center in teaching learning activities. Meanwhile, in the socializing 2013 curriculum, the teachers and student teachers were asked to make students the center focus at teaching and learning process. Having said that, this curriculum, however, does not clearly explain what kind of strategy would fit in to be implemented in the class.

¹Hilfa Millati Azka, English Teacher's Problems In Developing Lesson Plan Based On 2013 Curriculum In State Islamic Senior High School 2 Kudus, (Semarang: Walisongo Islamic University, 2014), 1

Meanwhile, in the middle of implementing the critical thinking or HOTS in curriculum, the government added a new curriculum in 2017 and it is called the K-13 Revised. It is used on the Literacy strategy which leads the student to think critically based on literacy. This additional curriculum either leaves confusion or less explanation to student teacher and teachers understanding. Some of them assume that having Critical Literacy is the same as Critical Thinking in teaching learning activities performance.²

In further, teachers and student teachers should know the differences between Critical Literacy and Critical Thinking in the curriculum to avoid confusion and misleading before they do teaching learning activities in class. Critical literacy has a meaning which is about the integration of developing abilities to explain and make texts according to context, accuracy, efficacy, and fluency. Critical thinking is how to think rationally and make logical connections, assumptions, ideas, and beliefs. Some experts also supported that Critical thinking approaches focused on how the students use their logic and comprehension, while critical literacy focuses on understanding language to examine the idea that related to relationships of power in certain places. Based on everything that has been stated so far the teachers and students should become aware that critical literacy in learning activity will encourage students to think critically and reconstruct ideas in a text.

The application of critical literacy has been applied in Indonesia since 2017 as published K 13 Revised. Those phenomena gave the researcher an assumption that the Indonesian English pedagogical area needs additional findings that will support the information of teachers' challenges, especially in making critical literacy lesson plans. Underlined, the researcher aims to know how the students teachers make a lesson plan which will lead the student to have their understanding of their social practices using a literacy approach. Subsequently, it will reveal the challenges the students

²Kristi. G, "Critical Thinking and Critical Literacy: Mutually Exclusive?". *IJ-SoT*. Vol. 14No. 1, Art. 5, February 2020, 1

³Lee, C.J. Myths About Critical Literacy: What Teachers Need To Unlearn. Journal of Language and Literacy Education. 2011. 97

teachers in achieving how to develop lesson plans in Critical Literacy Lesson Plan. As a tool, researchers used Kemendikbud's K-13 revision that supported the critical literacy lesson plan to check student teachers' lesson plans whether they already arranged their lesson plan very well or not.

Talking about curriculum and teaching and learning strategies will be related to teaching and learning activities and lesson plans. It leads to the way students teachers are making the lesson plan before doing classroom teaching and learning. Designing a lesson plan is inevitably a fundamental aspect of teaching and learning. It also needs much special attention because planning a lesson can initiate effective teaching to lead the teacher and can imply critical literacy in the lesson plan. It will also be checked through some aspects of the whole lesson plan. These are six aspects of a systematic lesson plan according to Reiser and Dick that will be used to check the lesson plan as a whole: instructional goals and objectives, instructional activities, media and assessment, and instruction revision⁴.

Having lesson planning is very important because it is the main process in instruction. Arif Hidayatullah explained that the lesson plan includes objectives where each objective has different aims in a learning activity. If the lesson planning is arranged systematically, the teachers will lead instructions effectively and help to build teachers' confidence to teach. It will help the students to understand the lesson easily because the teacher will do teaching learning activities systematically and coherently. It will show easily the opportunity of the students to reach optimal achievement. It also demonstrates that the critical literacy lesoon plan may guide and optimize the student teachers in preparation some activities to improve students' ability in acquiring and conveying knowledge during teaching learning process.

Despite the importance of lesson plans, making Critical Literacy lesson plans could be a very confusing experience which

⁴Reiser, R. W. Dick. *Instructional Planning: A Guide for Teacher*, (Massachusetts: Allyn and Bacon, 1996), 13

⁵Arif Hidayatulah, Bachelor Degree Thesis: "An Analysis on Lesson Plan Ade By English Teacher at The Seventh Grade Students of SMP Muhammadiyah I Kartasura", (Surakarta: IAIN Surakarta, 2016.

leads the teachers to accept that challenge in designing Critical Literacy lesson plans. Yet, this certain confusion in this study happens because of the revised curriculum K-13 that is adding a Critical Literacy approach in the teaching learning process and most student teachers assume critical literacy is the same with critical thinking or high order thinking. This misconception between critical literacy and critical thinking will lead teachers to apply different strategies in designing lesson plans to perform teaching learning practice. Those challenges seem to happen in student teachers in UIN Sunan Ampel Surabaya. As pioneer teachers, they should be checked and trained well though they are already enabled to make Critical Literacy Lesson Plan. The explanations above lead the researcher to make up two research questions for this study. The first research question is how do students teachers of the English Teacher Department design their critical literacy lesson plan. The second research question is what are the challenges of designing critical literacy lesson plans. To support this research, these are several relevant researchers this research.

The first research is done by Gin Gustine entitled "Designing and implementing a critical literacy based approach in an Indonesian EFL Secondary School". This research talked about what if critical literacy is implemented in Indonesia and it will tell the impact of using critical literacy in the pedagogy system in Indonesia especially in students' sight whether it would increase them to get the better achievement or not. This study was conducted considering that the subjects of this study needed to prepare their skills in teaching. The finding of the study stated that the challenge faced by teachers and students was their ignorance of the approach. The majority of the students stated that critical literacy in foreign languages is a challenge for students, especially in English. Therefore, some students rejected this approach because of difficulties in English proficiency.

The second previous study of this research was conducted in April 2017 by Isaak Papadopoulos, a Ph.D. student at the Aristotle University of Thessaloniki-Greece, and Dr. Elena Grava from

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⁶ Gin Gin Gustine, "Designing and Implementing A Critical Literacy Based Approach In An Indonesian EFL", International Journal of Indonesian Studies, 2014. Vol.1.1

Associate Professor of Applied Linguistic University of Western Macedonia Greece entitled "Promoting Critical Literacy in The context of EFL: Implementing a Project to Young Learner". This study talked about the significant improvement of student's language skills and critical thinking in EFL and also their ability to review texts from different perspectives.⁷ The students focused on the strengths and the interest of various texts and they paid attention to the worldviews and social realities presented in the texts. In addition, they can discuss controversial issues in sports and topics in a collaborative, interactive, and communicative EFL context. They were accustomed to practicing techniques of identifying and assessing responses to the text. This is an alternative to improve critical awareness skills and ensure that the use of language aims to create social reality, express and interpret the meaning of multimodal EFL texts, and enhance viewpoints on various types and genres of texts.

The third previous study of this research was conducted by Guangtian Zhang entitled "Learning Critical Literacy in ESL Classroom". This study shows that critical literacy has a significant effect on ESL learning⁸ and some suggestive strategies to help ESL instructors tackle these problems at the practical stage. Some challenges have been found by the researcher from this study such as ESL students did not have the appropriate background knowledge about the historical, social, and cultural issues that occur in western countries. Besides, a learning culture did not emphasize the authority of a text and there are specific problems in the application of critical literacy in ESL classrooms. For example, ESL students prefer to use their first language in communicating and discussing rather than using English. This is due to their low English skills.

In general, According to those past studies have concentrated on discussing critical literacy implementation and impact. Two of them are concerned with incorporating critical

⁷Isaak Papapdopoulos-Eleni Griva, "Promoting Critical Literacy in The EFL Context: Implementing A Project To Young Leaner". Research Gate. 2017.1

⁸Guangtian Zhang. "Learning Critical Literacy in ESL Classrooms". *Scientific Research building*. Vol 6. 2015. 1

literacy into teaching learning activities in the classroom, while the other two are concerned with the problems that students encounter in acquiring critical literacy. Another research focused on identifying the advantages of critical literacy lesson plan. In this study, the researcher examined how the students teachers develop their lesson plans which include the critical literacy approach and the challenges that may occur while desingning it. However, there has not yet been research that focuses on field the challenges in designing critical literacy lesson plan by student teachers especially. As a result, the researcher must undertake a study to learn about the problems that student teachers experienced while developing critical literacy lesson plans: the design of critical literacy lesson plan and student teachers challenge when writing critical literacy lesson plans. This research looks into how they create critical literacy lesson plans and the difficulties they face while doing so.

This idea comes out based on the researcher's experience itself since the researcher felt confused between critical thinking and critical literacy in making lesson plans based on the literature approach during PPL II. It was caused because the government demands having and implementing literacy programs in learning activities. It will focus on the students teachers in designing critical lesson plans that are used in real teaching practice in school by sixth semester students at English Teacher Education Department UIN Sunan Ampel Surabaya. The researcher already did an unwritten preliminary survey and the researcher found out that some preservice teachers still have a problem in making critical literacy lesson plans at UIN Sunan Ampel. Therefore, the researcher was able to retrieve the data easily because of already familiar with the education system. Then, the researcher assumes that in maintaining the standard, student teachers in UIN Sunan Ampel always need to be measured in their product especially in their lesson plan after taking the Microteaching class and PPL II. It will also help to define whether they already understood how to make this lesson plan and it will help us to know, they have competency in designing lesson plans and help this university to keep the accreditation and always be better in training their student teachers in the future. So, the researcher took place in UIN Sunan Ampel Surabaya to do this study.

B. Research Question

- 1. How do the student teachers of the English teacher department design their critical literacy lesson plan?
- 2. What challenges do they have in designing a critical literacy lesson plan?

C. Objectives of the Research

- 1. To know the students teachers design their lesson plan using a critical literacy approach.
- 2. Find out the students teachers challenges in designing the literacy lesson plan.

D. Significance of the Research

This research will describe the strategies of student teachers in designing their lesson plans based on critical literacy and observe the student teachers challenges to using a critical literacy approach in designing their lesson plan and the impact of their performance. They can be a valuable and worthwhile input for the training of English teachers from the department of English Teachers Education, the researcher, and the other researchers.

- 1. For the student teachers, this research can be a benchmark for their success in designing lesson plans using a systematic critical literacy approach based on several checklists included in Kemendikbud's book.
- 2. For the researcher, this research will serve as a guideline in developing a critical literacy lesson plan and provide a clearer explanation that critical literacy is different from critical thinking.
- 3. For future researchers, it can be an input to conduct further study on critical literacy. For the next research, it can be talking other focus which about the challenge of the critical literacy in the field of teaching practice
- 4. Last, this study can be additional information in increasing teacher professionalism in teaching.

E. Scope and Limitation

This study is to design a critical literacy lesson plan based on Kemendikbud's book which includes the literacy and 2013 revised curriculum as well as the challenges faced by student teachers. The new curriculum wants to encourage the literacy program which is hoping that it would help the students have a better understanding after having a literacy approach.

Then, the limitation of this study is student teacher candidates who have passed the sixth semester in the 2019 period at UIN Sunan Ampel Surabaya. Data was collected from nine classes that had been provided in Microteaching and had done PPL II before.

F. Definition of Key Terms

This study presents several definitions of key terms that aim to equalize perceptions of the meaning related to the title of this study. The key terms of this study are:

1. Lesson Plan

The lesson plan is a written guide by showing the objectives that the students will assimilate, learn, and perform. In other words, the lesson plan was made by the teachers which contains the goals, steps, and assessments to teach students in the teaching learning process. The lesson plan used in this study was developed by student teachers in a real classroom during the 2019 PPL 1 academic year. The lesson plan included the literacy program that has been re-newed by Kemendikbud. It may be used as a template for developing a daily plan in the classroom that organizes content, supplies, and activities in promoting critical literacy.

2. Challenges

The concept of challenges in education is testing capability uses tasks or some conditions to improve another ability. Thus, the challenge in this study could be a task that shows the teacher has common trouble and it aims to improve their ability in designing lesson plans. One of the challenges of every new teacher will be faced with the prospect of having a dilemma while preparing lesson plans for his or her classroom. Then, the challenges teachers usually may find is in setting an objective, selecting the assessment, material, instruction, and choosing the teaching activity.

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⁹Roxana Trigueros, Lesson Plan Lesson Plan (University El Savador), 1 ¹⁰Neill J. "The Concept of Challenge: Growth via Stress with Support" (http://www.wilderdom.com/risk/ChallengeConceptGrowthByStressWithSupport.html, accessed on May 21 2019)

¹¹Teachnology, "Common Mistakes When Making Lesson Plan" http://www.teach-nology.com/teachers/lesson_plans/mistakes.html [Accessed 10 May 2019: Online]

3. Critical Literacy

The word critical is defining the ability to argue and judge. While the term literacy is the teaching strategy using the integration of improving the ability to interpret and create texts with context, accuracy, confidence, fluency, and efficacy which integrates the knowledge and leads the student to identify social practices which lead to understanding the problem. Is this study, critical literacy will define how the teacher makes a plan and how to lead the students to interpret the context of literature or background information or circumstances to get their understanding during the teaching and learning process.



¹²As cited by Gin Gin Gustine, Disertasi Doktor: "Critical Literacy in an Indonesian EFL Setting: Sustaining Professional Learning". (Victoria: Deakin University, 2014).

¹³Victoria State , A Guide to Effective Literacy Interaction (Ontario Education:Canada), 10

CHAPTER II REVIEW OF RELATED LITERATURE

This chapter discusses the theories and several previous studies that discuss the challenges of analyzing critical literacy lesson plans.

A. Theoretical Framework

1. Critical Literacy

There is so much ambiguity that has been faced by English Teachers in English Foreign Learner settings. Critical literacy and critical thinking applied in the Indonesian curriculum are not explained very well to teachers. The majority of teachers think that critical literacy is often referred to as critical thinking. Lewison, Leland, and Harste's theory states critical thinking approach concentrates more on logic and comprehension which are different from critical literacies that focus on identifying social practices that maintain the dominant way of understanding the world. The practice of critical literacy is different from critical thinking skills in a socio-political context.¹⁴ This actively demonstrates that critical literacy is really important to develop the abilities and skills in processing information by students. The particular reason for the circumstance is having errors in processing and analyzing information by students will have fatal consequences for the development of their way of thinking. The differences between critical literacy and critical thinking will make students teachers aware that critical literacy in the teaching learning process will encourage students to accept, reject, or reconstruct ideas in text not only to encourage them to think critically. It is proven by Mauly Halwat in his journal "Developing Students" Critical Literacy in Reading Class at An English Education Department in Indonesia" that students need to absorb and

Language and Literacy Education, Vol. 7 No. 1, 2011, 97.

¹⁴As cited by Lee, C. J. "Myths about critical literacy: What teachers need to unlearn". *Journal of*

filtrate information in any media so they can reflect any useful information and give them ideas. 15

a. Models of Critical Literacy

Theoretical position of critical literacy in English Learner Language (ELL) settings has variations of models. According to Luke and Freebody, critical literacy provides code breaking, meaning, using text, and analyzing text. 16 Code breaking refers to students gathering all information. Making meaning signifies the students associate the information based on their experiences. Then, Students are exposed to various textbooks so that students can explain what the author said and predict. Lewison in Gustine stated describes that critical literacy has four models of critical literacy that clear up common beliefs, examine multiple viewpoints, emphasizing the understanding of literacy into social-political context, and take action to promote social justice so that students will implement to promote social justice in their attitude (it does not require to be an activist).¹⁷ Abednia proposed that familiarizing students with any literacy context, students negotiate in reading information, students collaboratively discuss, and students reflect all the information into a journal. 18

Based on the critical literacy models above, it shows that having critical literacy in teaching learning makes

¹⁵ Mauly Halwat, "Developing Students' Critical Literacy in Reading Class at An English Education Department in Indonesia". International Conference on Language, Literature and Teaching, April 2017, 474

¹⁶ Luke, A.- Freebody, P. (Eds.), Constructing critical literacies: teaching and learning textual practice (Cresskill, NJ: Hampton Press, 1997), 185-223

¹⁷ Gin Gin Gustine, DisertasiDoktor: "Critical Literacy in an Indonesian EFL Setting: Sustaining Professional Learning". (Victoria: Deakin University, 2014).

¹⁸Abednia. A, & Izadinia. M, "Critical pedagogy in ELT classroom: Exploring contributions of critical literacy to learners' critical consciousness". Language Awareness, Vol. 22 No. 4, October 2012, 338-352.

students aware of the different perspectives that do not always depend on the author's intent but also on the background knowledge and context of the text. It can be assumed that critical literacy leads students teachers to challenges to implement critical literacy in their classes, especially in leading their students to get a deeper understanding from some perspectives. In addition, the writer also focuses on student teachers organizing critical literacy.

b. Critical Literacy in Lesson Plan

The notion of critical literacy is the use of critical literacy that advocates for the adoption of a critical perspective on the text in the lesson plan, or in other words, the lesson plan use literacy will help teachers to create activities in the classroom that encourage the student to be able to actively analyze the texts and also express messages that form the basis of text arguments.

Most of the participants of this study have been through some sort of dilemma in designing their critical literacy lesson plan, so the teacher's strategy in lesson plans is very important to encourage students to get critical literacy. The students teacher have to create a lesson plan that provides critical literacy which will help organize critical literacy in the classroom. Some points will help to organize critical literacy lesson plans from Kemendikbud's Book Lesson Plan. They have some aspects such as before reading, whilst reading, and after reading.

- 1. "Before reading" has some steps that include making predictions of the text that will be read and identifying what's the purpose of reading the text.
- 2. "Whilst Reading" is how the reader be able to identify relevant information, visualize (it is not a text form), make information that needed, and also make a linkage
- 3. "After reading" let the reader make a summary, evaluate the text, and the reader also confirm, revise, or reject predictions.

In this framework, the researcher proposes the development of critical literacy in lesson planning that was made by the student teacher. This framework will be used on

checking how student teachers implement critical literacy step by step through activity in the teaching learning process. Table 2.1 shows the alignment of components of critical literacy that includes in a lesson plan.

Table 2.1 Component of Critical Lesson Plan

Literacy Strategy in	Steps in Critical		
Learning	Literacy	Description	
	Make Prediction	Students predict what they will read	
Before Reading	Identify the purpose	Students need to know the purpose and the	
	of reading	aim of what will they read	
	Identify relevant information	Students distinguish which information that they needed most	
When Reading	Visualize	Students distinguish the information by visualizing (un texted form)	
	Make Information	Students gather all the information	
	Make Linkages	Students relate all the information to each other	
	Make Summary	Students express their conclusion based on their understanding	
	Evaluate Text	Students determine the value of the text	
After Reading	Confirm the text	Students confirm the evaluation	
	Revise	Students revise their conclusion	
	Rejection	Students reject the evaluation based on their argument based	

In addition, those steps provided by Kemendikbud are helpful to measure some steps that participants have done in organizing their lesson plans. It is also related to some aspects in models of critical literacy that were explained by some experts that the design of critical literacy by Kemendikbud gives a chance for students to get possible different information which depends on the author's purpose, background knowledge, and the context.

2. Challenges

The concept of challenges in education philosophy is a capacity test that uses a test or specific situation to develop another ability. 19 Challenge is one part of achieving goals. In education settings, it aims to help the teacher achieve a better job especially in making lesson plans. The issues are related to the development of education, specifically the content standard, process and framework standard, educational personnel standard, facility and infrastructure standard, management and financing standard, and assessment standard, which all refer to eight national standards of education.²⁰

Then, it can be concluded that teachers might find some difficulties in the process of making lesson plans. For the limitation, the challenge that will be used is using Bob Kizlik Theory. Bob Kizlik argues that the challenges that will be faced by the teacher in making lesson plans are: framing the objective, selecting the assessment and material, knowing the instruction and the teaching activity.²¹

- Framing the Objective: it is presenting what is to be learned in a completely objective. In this term, it consists of the objectives in terms of what an individual student will do and what needs to be achieved. The limitation is needed using a behavioral verb.
- **Selecting the assessment:** It is a part of the tool measurement whether the students have already accomplished the objective

¹⁹James Neill. "The Concept of Challenge: Growth via Stress with

(http://www.wilderdom.com/risk/ChallengeConceptGrowthByStressWit hSupport.html, accessed on May 21 2019)

²⁰BSNP, Standar Nasional Pendidikan, Available at http://bsnp-Indonesia.org/id/?page id=61.html acessed at September, 08 2018 ²¹Bob Kizlik. "Five Common Mistakes in Writing Lesson Plans (and How to Avoid them)", (http://www.adprima.com/mistakes.htm) accessed on

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that the teacher wants. It is still incorporating with the objectives of the lessons that show the results of the students can grasp the lesson successfully

- c. **Selecting the material:** it is a teaching material that will be taught in the teaching and learning activity.
- d. **Knowing the instruction:** teacher planning in delivering lessons to make the learning process efficient.
- e. Choosing the teaching activity: It indicates how other activities/materials will be used to reinforce and extend the teaching learning process. It will help the teacher to do time management in the classroom.

The researcher concluded that the teachers should have prepared five aspects in their lesson plans. Then, the teacher can reflect and measure their abilities whether they are facing some difficulties so that the researcher will know the teachers' challenges in designing critical literacy lesson plans based on five aspects.

B. REVIEW RELATED STUDIES

Several relevant studies have been done in this field. The first research was from Keene Boikhutso which was entitled "The Theory into Practice Dilemma: Lesson Planning Challenges Facing Botswana Students teachers". This research talked about students teachers always faced a dilemma in making lesson plans especially in constructing the instructional objectives, applying traditional teaching learning approaches, failing to specify how to evaluate the students and how to know students are successfully mastering the lesson which is already suited to the teacher's expectations or not. The result of this study showed that student teachers are more using Knowledge and Comprehension type of behavioral verbs and also most of the student teachers commonly used the old approaches. This study is using qualitative research and used two methods in collecting data: document analysis and classroom observations. This study explained some issues found in this study. First, student teachers are more likely to rely on the use of knowledge and understanding of behavioral verb types during their lesson planning and preparation. Second, the student teachers face some challenges in preparing lesson planning such as low articulation of instructional goals, adopting a traditional teaching and learning approach, and other findings from this research are more

examination-oriented so that the teacher looked in a rush to complete the teaching practice in specified time.

The second research was done by Hilfa Millati Azka which entitled "English Teachers' Problems in Developing Lesson Plan Based on 2013 Curriculum in State Islamic Senior High School 2 Kudus". It aims to find out the problems in developing their lesson plan using the student center and host which was conducted before the K-13 revised application. The method in this research is qualitative descriptive. The result showed that teachers did not understand the essence of the 2013 curriculum in implementing a scientific approach in a learning activity, formulating indicators, and assessment techniques in lesson plans based on the 2013 curriculum. The result of this study explained 33, 33 % of teachers agreed that lesson plans were developed by teachers in other schools and 66, 67 %. In addition, 66.67% of teachers were having difficulties in choosing materials, 33, 33% of teachers had no issues in choosing material.

The third study is conducted by Gin Gin Gustine entitled "Critical Literacy in an Indonesian EFL Setting: Sustaining Professional Learning". This research focused on the explanation of how critical literacy was designed and implemented in Indonesia and the effects of implementing critical literacy on the students. This study is using qualitative research by doing collaborative work and also action research. The findings that arose from this research are shown by the identification of some challenges in implementing Critical Literacy in Indonesia. The findings of this study are: First, critical literacy can increase students' motivation in the classroom. The second finding is the impact of critical literacy pedagogy on students' writings. They can write English sentences with complex structures by improving their grammatical fluency in various types of texts.

The fourth research entitled "Addressing Challenges in The Practice of Critical Literacy in EFL Classrooms: A new framework" was conducted by Nita Novianti, Angela Thomas, and Vinh To. This study aims to deliver the multiplicity of implementing critical literacy in EFL classroom practice using the proposed framework developed. This study took samples from classroom practices of critical literacy in EFL that had been reported in a peer-reviewed journal within 2012-2019. Qualitative meta-analysis was applied in this study to find out the result. The outcome of this study explains that applying critical literacy is certainly challenging to teachers who are concerned with

the arrangement of curricula, syllabi, or other standards. The big size of the class, limited time, and also binding syllabi are factors in the challenges in applying critical literacy. In addition, this study also concluded that it will be complex to involve the relationship power relationship in the EFL classroom. That means teachers need to be involving students in the language and culture of the student and the language and culture of the target.

To sum up, this study focuses on the genre of the lesson plan. The researcher measures the participants' lesson plans by referring to the standards of Kemendikbud that could bring some aspects of critical literacy teaching. Meanwhile, to get deeper information to know the challenges in making that critical literacy lesson plan, the researcher focused on five aspects based on Kizlik's theory. Two out of four previous studies focused on the participants having trouble in making lesson plans. one study focused on the issue of using the behavioral verb and staying to use a traditional approach and the other one focused on challenges that happened for having critical thinking in lesson plans. The last two previous studies focused on the result for having critical literacy whether it is about the impacts or the challenges that had been found. Considering the limitation of previous studies mentioned, this research describes the problems faced by 8 student teachers in designing critical literacy lesson plans which have not been researched yet.

CHAPTER III RESEARCH METHOD

This chapter consists of research design and setting, data sources, instruments, data collection techniques, data analysis techniques, data validity testing.

A. Research Design

This study is used descriptive qualitative approach that aims to find out the phenomena that occur in the research subject by describing them in words. This technique is effective for knowing how student teachers develop critical literacy lesson plans and highlighting the challenges that student teachers face while writing the critical literacy lesson plan. This qualitative approach is a appropriate for this study since it identifies and describes the student teachers' critical literacy literacy lesson plan as well as the problems they had while developing it. It is supported by Donna's theory that the qualitative method is research procedures that procedure descriptive data²². It is adjusted to interpretation, clarity, and meaning given from an event, and object.²³

B. Research Subject and Setting

This research was conducted at the English Teacher Department State Islamic University of Sunan Ampel Surabaya. The researcher obtained the data from the college student who already passed the Micro Teaching Department in the 2019 academic year in the sixth semester. There were 8 student teachers that participated in this study from PPL I classes. One student teachers were representative from each class in micro teaching (class A, B, C, D, E, F, G, H). The researcher used purposive sampling. Hence, the researcher did preliminary survey whether the student teachers from PPL 1 academic year 2019 wrote their lesson plan in literacy K-13 revised and took one participant of each class as the criteria of sampling for this research. According to Miles and Huberman and in Marshall and Rossman, random purposive sampling means the researcher used the experience and knowledge from the sample of the participants when

²²Denzin, N.K & Lincoln, Y.S. *Handbook of Qualitative Research*. Thousand Oaks, Ca: Sage Publications, 2010

²³ Jack R. Fraenkel-Norman E. Wllen. *How to Design and Evaluate Research in Education*, (New York: McRAW-Hill, 2009), 423

the potential sample is too large and the credibility of the study can be enhanced by randomly selecting participants.²⁴ It leads to taking a random sample which is for each sample has the same probability or opportunity to be chosen randomly.²⁵

C. Data and Data Sources

1. Data

The data of this research are:

- a. Lesson planning of K-13 revision made by English student teachers. It will be reviewed based on the Kemendikbud K-13 revised standard. There were some aspects such as: before reading, while reading, and after reading. The data will be taken from lesson plans that were designed in PPL II. This data is included in documentation data.
- b. The results of interviews with English student teachers about the difficulties faced in designing critical literacy lesson plans based on K-13 revised. The review will be based on Kizlik's theory.

2. Data Sources

The data source was visual data from the student teacher's lesson plan. Data will be acquired from the students of the English teacher department who had attended the PPL I and also already had experience teaching in real classes at PPL II.

The main data source of this research was collected by checking the student teacher lesson plan. The researcher needed to have the documentation of the student teacher lesson plan. It showed the researcher know if they are designing the lesson plan perfectly using a critical literacy approach or not.

Secondly, the researcher observed the student teachers by giving some questions in a questionnaire related to making lesson plans about the challenges that always had been faced in designing lesson plans. Next, the researcher will interview to get more explanation of their challenges based on the theoretical framework.

²⁴As cited by Donald ry, et.al., *Introduction to Research in Education.....* 430

²⁵Haris Herdiansyah, *Metodologi Penelitian Kualitatif untuk Ilmu-Ilmu Sosial* (Jakarta : Salemba Humnika, 2011), 23.

D. Data Collection Technique

Observations, documents, interviews and questionnaires, as well as video material, are all examples of qualitative data collection approaches, according to Creswell.²⁶ In this study, the researcher used documents, questionnaires, and interviews as the data collection techniques. They are described as follows:

1. Documents

Ary stated that documents are categorized into four categories: public records, personal documents, physical materials, and researcher generated documents.²⁷ Creswell affirmed that the document is a qualitatively good source of textual data. He also explained that one of the advantages of this technique is the analysis without transcription requirements in interview collection.²⁸ These definitions confirmed the researcher that the documentation will be analyzed and described based on written or oral documents. In short, the researcher will obtain the documentation through student teachers lesson plan that contains Literacy K-13 revised.

The data are obtained from the student teachers after having class in micro teaching. The researcher asked their literacy lesson plans K13 revised whether soft file or hard file lesson plans that they used in real teaching class during PPL 1. The researcher compared the data from the student teachers' lesson plans to the data from Kemendikbud's literacy program, which promoted K-13 updated curriculum. If a student teachers' lesson plans are comparable to literacy program by kemendikbud and critical literacy theories, it implies the student teacher has met the standards set in the curriculum 2013 revised and has brought critical literacy lesson plans to the classroom.

²⁶ John W. Creswell. Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, the 4th edition. (Boston: Pearson Education, Inc., 2010), 212

²⁷Donald Ary, et.al., *Introduction to Research in Education*..... 442

²⁸John W. Creswell. Educational Research Planning, Conducting...... 196

2. Questionnaire

This research used a questionnaire to obtain the data. It measured the level of difficulties that student teachers face in designing lesson plans. After collecting their lesson plans, the researcher requested that they complete a Google Form questionnaire in order to determine the magnitude of their problems in designing critical literacy. Three options levels difficulties had been provided such as: easy, difficult, and very difficult

3. Interview

After the participants filled the questionnaire that measured the scale of their difficulty, the researcher do the next step by interviewing the participants. Semi-structured interviews in this study offered extensive information on the challenges faced by English student teacher in designing critical literacy lesson plans. The researcher used direct person interview that the researcher asked questions to dig more information about the student teachers' challenges in designing critical literacy lesson plan. The questions consisted their challenges in arranging objective, assessment, activity, materials, and instructiom. The interview answered the second research question which gave more additional information after conducting the questionnaire and knew further student teachers' challenges when they designed the lesson plan. This also supported by Ary that the interview has contained the information or data which represents people's opinions, beliefs, and feelings about the situation in their point of view and words.²⁹ An interview is also a method of gathering deep information about the participants' experiences in any situation.³⁰

E. Instruments

The instrument this study helps the process of collecting data obtained from the student teacher's lesson plan. The first data was obtained from the results of the analysis related to the theory.

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Donald Ary, et.al., Introduction to Research in Education......448
 Stated by Mc. Namara in DapzuryValenzula and Pallavi Shrivasta, "Interview As A Method For Qualitative Research", (https://www.public.asu.edu/~kroel/www500/Interview%20Fri.pdf accessed May 22, 2019)

interview Guideline

The student teachers' Content checklist of lesson plan Plan Analysis

The student teacher Ouestionner Plan Analysis

The student teacher Ouestionnaire and

Table 3.1 Main Instrument

1. Content checklist of K-13 Revised Lesson Plan Analysis

In this study, the student teachers lesson plans will be analyzed using content checklist analysis to know how the student teachers design their Critical Literacy. The checklist has three parts: before reading, whilst reading, and after reading. For extended information, the answers to the first question analyzed based on theory that was taken from *materi pembelajaran literasi dalam pembelajaran* – Kemendikbud.³¹ It was useful to help the researcher to analyzed the lesson plans that were made by the students teachers.

2. Questionnaire

In this study, a questionnaire was used to address the second research question concerning on the rating scale of the problems experienced by student instructors while creating critical literacy lesson plans in arranging objective, assessment, activity, materials, and instruction. There were three scales of difficulties: easy, difficult, very difficult. The researcher provided 2 kinds of Questionnaires which were English or Indonesian questionnaire versions so the participants were able to choose which questionnaire made them easier to answer. See appendix 5 for complete questionnaire.

3. Interview

The interview guidelines were used after the researcher observed their questionnaire. If the problem scales showed that student teacher gets difficulties in designing critical literacy, the

³¹Kemendikbud, *Materi Umum Literasi dalam Pembelajaran*, (Jakarta: Direktur Pembinaan SMA. 2017), 12.

researcher used interview to get more data based on classifications on questionnaire (challenges in arranging objective, assessment, activity, materials, and instruction). As a result, the researcher recorded the interview session. The interview will be utilized to address the second research question concerning the challenges. Students responds to questions regarding the difficulties they encountered when designing critical literacy lesson plans. The researcher also provided two versions (English and Indonesia) of interview guidelines so that students teachers choose which language that they thought would be easier for them to answer the interview session.

F. Data Analysis Technique

In this section, the researcher adapted data analysis in qualitative descriptive techniques from Creswell.³² In this study, data analysis techniques described after obtained the data as below:

1. Data from Content Checklist Analysis

The data from content analysis were from student-teachers and analyzed by steps below:

- a. After collecting the student teachers' lesson plans, the
- b. Read student-teachers lesson plans.
- c. Researcher did a content analysis to classify lesson plan using checklist literacy K-13 revised by kemendikbud and wrote down the result of the design that student teachers used in their lesson plan using the table of checklist.

2. Data from Questionnaire

The results of the questionnaire were collected into an online database (web-based: Google form). The researcher followed the procedures below to analyze the data:

a. The researcher completed all of the necessary preparations, including double-checking all identities on the questionnaire and making sure that everything was in order.

³² John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (London: Sage Publications, Inc. 2003).

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b. The researcher did accumulation the response of each item and put it on a table. The researcher included every choice from the questionnaire to the percentage form in order to determine the overall outcome of the student teacher scale difficulties by using this formula:

$P = (F/N) \times 100$

P = Percentage of the same answer

N = The number of participant's answer

F =The number of participants.

c. From the percentage of participants, the researcher analyzed and discussed the data about the scale of difficulties in the aspects of designing critical literacy lesson plans.

3. Data from Interview

The results of the interview were collected into an online database open ended questions (online-based: by whatsapp messages). The researcher followed the procedures below to analyze the data:

- a. The researcher listened to the interview recording and wrote it down as script. Script consisted name of participant, questions, and the answers.
- b. The researcher took a note of the interview results of the challenges of student teachers in designing critical literacy lesson plan.
- c. The researcher classified the participants that has the same or different challenges in designing critical literacy lesson plan.
- d. The researcher combined the result of questionnaire and the result of the interview.

G. Checking Validity of Findings

Data collection techniques used in this study were documentation, questionnaires, and interviews. The researcher consulted the instruments into the selected lecture as a validator that had been chosen by the thesis advisor. The data were read and checked from various instruments several times to gain valid findings and interpretation. To analyze the findings, the researcher used some theory from the Kemendikbud Literacy Program and Challenges in designing lesson plans by Kizlik.

CHAPTER IV RESEARCH FINDING AND DISCUSSION

This chapter discusses findings and discussion to answer the research questions. The first finding focused on the student teacher lesson plan documentation whether they already met the requirements of the literacy lesson plan or not. The second finding was the challenges of student teachers in designing critical literacy lesson plans. Additionally, the researcher had conducted document analysis, questionnaire, and interview.

A. Research Finding

To explain more about the findings, the researcher recalled the research questions that had been made in Chapter II. Those research questions are related to the findings such as:

- (1) Student teachers' design in critical literacy lesson plan.
- (2) The challenges in designing critical literacy lesson plan.

The first finding was analyzed based on the document checklist of the K-13 revised Literacy Lesson Plan by Kemendikbud. The researcher also obtained the second finding through questionnaires and interviews.

1. The Student Teacher Lesson Plan

The students teachers designed a critical literacy lesson plan that can be seen from their lesson plan that has been made. The researcher checked the lesson plan based on the Kemendikbud K-13 revised standards

1.1 Before Reading

The researcher observed the data from participants' lesson plans by reading their lesson plans. The researcher observed their lesson plans activities which focused on their aspect in 'before reading' activities (see appendix 1).

The results of participants' lesson plans were not fully implementing 'before reading' activities like in literacy strategies by Kemendikbud in their lesson plans. Some of the participants also didn't put the same style lesson plan such as the Kemendikbud K-13 revise lesson plan but they included some points in the K-13 revise lesson plan so the researcher had to sort out the data. Detail of the sub literacy strategy in the 'before reading' aspect will be presented in table 4.1 below. The results checked can be seen as follow:

Table 4.1 Before Reading in Literacy Strategy

Literacy Strategy	Steps in	D	The	Frequency	
in Learning	Critical Literacy	Description	component in Lesson Plan	Yes	No
	Make Prediction	Students predict what they will read	"Teacher asks students to predict what they will read today"	4	4
Before Reading	Identify the purpose of reading	Students need to know the purpose and the aim of what will they read	"Teacher asks students to identify the purpose/aim of the text that will be read"	6	2

From above the data, it shows that half of student teachers' lesson plans are already implementing aspects of making predictions in their lesson plan and half of them are not yet. For example was taken from the Participants C, they wrote on their lesson plan part "Brainstorming, guru bertanya pada siswa terkait dengan topic yang akan dipelajari" (see appendix 1, Participant C). From that quotation, it has a meaning that the teacher ask the students about what will they learn. It can be assumed that the student teachers let the student to predict what they will read on the teaching learning class.

Another finding from this before reading categorization is that 6 participants out of 8 participants that identify the purpose of what they will read or they learn. As an example, Participant C wrote "Guru menyampaikan secara singkat topic dan tujuan pelajaran" in their pendahuluan / overview part in the lesson plan (see appendix 1). As shown the example above, the teacher gives a quick overview of the topic and what the purpose of what will they study today. Meanwhile 2 participants didn't put all aspects in the 'before reading' section. They skipped this before reading

activity that included the identify the purpose of reading. Student teachers who don't use those activities in before reading, they usually let the students focus on what the teacher would directly say about what theme they were going to learn. See appendix 1 and 2 to get more details.

Overall, student teachers had previously using predictions and define the purpose of reading in their lesson plans. Many of them used identify the purpose activity in their before reading part of their lesson plan than do prediction. it can be assumed that the student teachers already develop the first phase of developing critical literacy by familiarizing the students with any literacy context by doing overview before reading activity in their lesson plan.

1.2 Whilst Reading

From observing data, the K-13 revised lesson plan checklist has 4 sub aspects of the 'when reading' activity. Four aspects are contained in 'when reading' activities based on literacy strategy. Briefly, most of the participants have already implemented all aspects of 'when reading' in the literacy lesson plan. Detail of the sub literacy strategy in when reading aspect will be presented in table 4.3 below. The results can be seen as follow:

Table 4.2 When Reading in Literacy Strategy

Literacy Strategy	Steps in	n Keading in I	The Component	Frequency	
in Critical Learning Literacy		Description	in Lesson Plan	Yes	No
When Reading	Identify relevant informatio n	Students distinguish which information that they needed most Students distinguish the information by visualizing (untexted form)	"Teacher asks students to observe and identify which information that includes in the passage and they need the most in the text" "Teacher asks students to observe the information by visualizing picture, photo, etc. (untexted form)	5	3
	Make Informatio n	Students gather all the information	"Teacher asks students to write down the information and the students can find other related	7	1

		information based on other resource or reference"		
Make Linkages	Students relate all the information to each other	"Teacher asks students to relate all the information to their life"	3	5

Based on that observation result, the study identified four aspects in writing the lesson plans: relevant information, visualization, making information, making linkages. The first point to be considered from the data above is that 5 out of 8 participants used identify relevant information activities in their lesson plans. For example was taken from the Participants D, they wrote "Mendengar : Peserta didik diminta mendengarkan pemberian materi oleh guru yang berkaitan dengan bagianbagian yang terkandung dalam identity card. Menyimak: Peserta didik diminta menyimak penjelasan pengantar kegiatan secara garis besar (What are the parts in the identity cards?)" (see appendix 1, Participant D). From the example, it has a meaning that the teacher ask the students to identify relevant info about the identity card that would be disscused. We can assume that most of student teachers use identify relevant information in their lesson plan.

On the other hand, there are 5 participants also used visualization activity and there was 3 participants who didn't use visualization activity. In visualization, participants tend to write that the teacher asks the students to observe the picture on a book/LCD projector or watch the video. As an example Participant D wrote "Mengamati: peserta didik diminta mengamati gambar atau foto yang terdapat pada buku" (see appendix 1, Participant D). That example can be understood that the student teacher used visualization in their lesson plan by using an image in a book/untexted form.

The next aspect is to make information and the result is 7 participants asked their students for information and there is only 1 person not using that activity in the lesson plan. The example is written by participant D in part of problem statement "Guru meminta siswa menganalisa tiap bagian yang terdapat di dalam ID Card, contohnya: guru mengajukan pertanyaan tentang penggunaan kata ganti pronoun dan apa saja yang terdapat dalam kartu identitas pribadi. Sehingga yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan infromasi tambahan tentang apa yang diamati" (see appendix 1, Participant D). It is interpretable that in this session the participant as the student teacher ask the students to gather all the information so the students can make new information.

And the last finding in after reading classification, 3 out of 8 participants used make linkages in their lesson plan activities. It shows that just a few participants wrote the make linkage component. In this phase, the student is given the opportunity to relate all of the knowledge they have received thus far. For example, Participant D "Siswa mempresentasikan ulang, mendiskusikan, mengulang, dan saling tukar informasi tentang bagian-bagian yang ada di identity card" (see appendix 1, Participant D). It has a meaning that the teacher allows students to have opportunities to represent, discuss, repeat, and share knowledge the parts of the identity card. We may presume that those student teachers who incorporated those activities in their lesson plans have already included the make linkage activity (relate all the data).

All in all, that the participants already provided a lot of source materials from text and unwritten form. Many participants already provide an activity that asks their students to gather all the information but fewer of them ask their students to relate or unite all the information. By those information that participants used in their lesson plan, they already build critical literacy in their lesson plan. Identify relevant information and also visualize may be assumed as part of activites when the student investigates various

views. Making information activity can be as activity that the student negotiate in the information that they got. Making linkage can be a component of activity in lesson plan to allow the students to discuss which leads into next phase of doing critical literacy activity.

1.3 After Reading

From observing data, K-13 revised lesson plan checklist divides after reading into 5 categories. Shortly, we can see from the table result below, there are a quite big amount of participants who already applied all the aspects after reading literacy strategy in K13 revised curriculum and half of them applied revise stage in their lesson plans. Detail of the sub literacy strategy in when reading aspect will be presented in table 4.3 below. The results can be seen as follow:

Table 4.3 After Reading

Literacy Strategy	Steps in	Description	The Component	Frequency	
in Learning	Critical Literacy	Description	in Lesson Plan	Yes	No
	Make Summary	Students express their conclusion based on their understandi ng	"Teacher asks students to make summary based on their understandin g"	8	-
After Reading	Evaluate Text	Students determine the value of the text	"Teacher asks students to analyze and evaluate their text using group discussion by presenting the result in front of the class"	6	2

Confirm the text	Students confirm the evaluation	"Teacher asks students to confirm whether the result that had been presented already accordance to the text or not"	6	2
Revise	Students revise their conclusion	"Students are able to revise the result of their works"	4	4
Rejection	Students reject the evaluation based on their argument based	"Students are able to reject the others students opinion in their argumentatio n"	6	2

From observing data from the K-13 revised lesson plan that had been made by the participants, the researcher found those results like the table above. Some aspects are contained after reading a summary, evaluating the text, confirming the text, revising, and rejecting. Table 4.3 above shows us that all participants always put together a summarizing lesson in their activities. The other result, 6 participants put evaluating text in their lesson plan. The third result, the number of participants who put confirming text sessions at 6 participants. The researcher also found out that half of the participants in this study put revised steps in their lesson plans' activities. Last, 6 out of 8 participants allow the students to have a rejection or discussion session which is already written in their lesson plans.

Mostly, participants used presentation or discussion sessions including summarizing, evaluating, confirming,

revising, and rejecting that implemented in class. They also stated that all those activities can lead students to recall the information, whether it was something that they just read or all information that they had experienced, and deliver it in front of other students.

All in all, most of the participants fully completed all the aspects after reading literacy strategies. Moreover, all of them provide summarizing sessions. More than half of the participants also provide evaluating, confirming, and rejecting aspects of their lesson plans.

2. Challenges Designed Critical Literacy Lesson Plan

To identify the challenges of designing a critical literacy lesson plan, the researcher gave questionnaires to 8 participants who already tried to design critical lesson plans by themselves. The data is also gotten from interviewing them to gain detailed information about challenges they faced in designing the critical lesson plan. The challenges are divided into 4 aspects, they are: in terms of the achievement indicators, assessing students' achievement, defining the materials, the process of teaching and learning activity, and the last is the instruction they made. The results of the research will be described here.

Table 4.4 Questionnaire Result
(Difficulties in Designing Critical Literacy Lesson Plan)

		Response			
No.	Question	Easy	Difficult	Very Difficult	
1.	Students teachers are able to make objective/indicator achievements based on the materials that will be delivered.	12.5%	87,5%	ı	
2.	Students teachers are able to make an assessment or valuing systems to measure	25%	37,5%	37,5%	

	students' achievements in lesson plans.			
3.	Students teachers are able to define materials that will be delivered in the teaching learning process in the lesson plan.	25%	50%	25%
4.	Students teachers are able to make/choose any activities that will be held in the teaching learning process that will be listed in the lesson plan.	25%	50%	25%
5.	Students teachers are able to imply or define the instruction based on the activities that have been listed.	37,5%	50%	12,5%

The table above shows that the parameter of difficulties in designing Critical Literacy lesson plans. The researcher divided them into three parameters of difficulties; they are easy, difficult, and very difficult in each aspect. Based on table 4.4, it can conclude that student teachers think that arranging objectives is somewhat difficult in lesson plan. There are 7 participant (87.5%) choose making objectives is somewhat difficult, 1 participants (12,5%) choose making objectives is easy and there is no one chooses difficult. Therefore, based on the statements above, we can conclude that student teacher has difficulties in making objectives in their lesson plan as most students choose somewhat difficult.

In making valuing system, it is obvious that students believe that organizing assessments in a lesson plan is relatively challenging. Creating assessments is easy for 2 participants (25%), making assessments is difficult for 3 participants (37,5%), and it is very difficult for 3

participants (25%). As a result of the foregoing facts, we may conclude that student teachers have difficulty creating assessments in their lesson plans since the majority of students pick difficult and extremely difficult options.

It is clear that students feel that selecting materials for a lesson plan is a difficult task. For 2 participants (25%) selecting materials is easy, for 3 participants (37,5%) choosed difficult, and for another 3 participants selected that arranging materials is very difficult (25%). As a consequence, we may conclude that student teachers have trouble selecting resources for their lesson plans since the majority of student teachers choose arranging materials are difficult to select, and some of them select materials are extremely difficult to select in designing critical literacy lesson plan.

Another difficulty we may notice is deciding which teaching learning activity to use in a critical literacy lesson plan. 2 participants (25%) find it easy to choose an activity, 3 participants (37,5%) find it challenging, and 3 participants (25%) find it really tough to choose an activity. As a consequence, we can infer that student instructors have trouble selecting activities for their lesson plans since the majority of students choose it is difficult and very difficult.

The last challenge that we can observe from table 4.4 is that students feel that arranging teaching in a lesson plan is difficult. For 2 participants (25%) agree that creating instruction is simple, for 4 participants (50%) choose creating instruction is difficult, and for 2 participants (25%) agree that it is difficult to make instruction in lesson plan. As a consequence of the majority of students choosing the difficult option, we may conclude that student teachers have difficulties generating instruction in their lesson plans.

To collect the data related to student teachers' challenges the researcher was also interviewing some of them as attached in Appendix 8 and the result will be attached in Appendix 9. The result of the students' questionnaires and interviews regarding the challenges of the participants will be described below accompanied by their statements to support the data.

a. Arranging achievement Indicator

The first challenge is about the achievement indicator where the teacher students need to design the indicator that is suitable with the materials that students will learn. The teacher's students can be very selective to choose the appropriate vocabulary they will use. The result of the questionnaire is about the students teachers ability in making indicators. It can be seen from Table 4.4 that there are a large number of student teachers which is 87,5% assuming that making indicators is a bit difficult and 12,5% think making indicators is easy.

The data from the questionnaire is supported by the data from the interview which was stated by some students. Some reasons have been reported as difficulties in making indicators or students' achievements in literacy lesson plans. 3 students stated that they are challenged in designing indicator because they are difficult to choose and adjust the appropriate sentence as stated below:

"It is difficult to choose a sentence which is already exemplified earlier by the government guidelines by incorporating literacy in every lesson". (Participant A, excerpt 1)

"My difficulty in making an indicator is selecting the word that will be used in the lesson plan. Moreover, it will be based on the Literacy Program". (Participant C, excerpt 2)

"The main difficulty that I have faced is adjusting the sentence indicators that will be applied to the diverse conditions of knowledge of students". (Participant D, excerpt 3)

The challenges also come from combining the word from learning goals, the theme, and the government literacy program. Almost all of the teacher students stated that they have a challenge in designing an achievement indicator that is suitable based on the government's desire to also consider students' needs. This challenge is clearly stated by them as in the interview.

"I think the sentence exemplified by the government is too formal.....". (Participant E, excerpt 4)

"It's hard to align the similarity of students' goals with the theme of lessons and also the government's desire in literacy". (Participant B, excerpt 5)

"I have a problem when I want to adjust the materials that I have for teaching learning activities with the bloom taxonomy word that will be related to the Literacy program". (Participant F, excerpt 6) "The similarity of students' goals with the theme and also the government's desire in literacy is difficult to define". (Participant G, excerpt 7)

b. Making Students' Evaluating system

To deal with making assessments for students' achievement, participants reported that 25% of student teachers don't seem to face some difficulties in making assessments. While 75% of teacher students said that designing the questions to assess students' achievement is somewhat difficult, moreover it is difficult. The data from the interview shows that teacher students got confused about how to cover up all assessment categories that contain Literacy, students' needs, students' abilities, and also the literacy program.

"I have a problem when I want to choose the types of questions that will contain literacy in assessing students' ability and also from the ability of these students". (Participant B, excerpt 8)

"I guess when I want to provide the assessment to students. I'm a bit confused about how to make a rubric that can cover all aspects and can be adapted to learning activities". (Participant D, excerpt 9)

"Sometimes I have difficulties like choosing a value system whether the assessment is appropriate with the students' abilities". (Participant H, excerpt 10) Looking at the statement above, this challenge mostly comes from participants' ability to design the type of assessment that is suitable to assess students' achievement during the learning process. There is one participant who emphasized it clearly in the statement:

> "I am confused in determining the assessment category because I am still learning, I don't have so much experience, and also I don't have many skills that must be taught to children so it is not possible to memorize it easily." (Participant E, excerpt 11)

c. Defining Materials

Defining material in this aspect is selecting the specific content of lessons that will be engaged in the teaching learning process. The data from questionnaire table 4.4 tell us that there are 25% of students teachers thought it easy to make materials for lesson plans, 50% of students teachers stated it is somewhat difficult, and the rest of 25% of students teachers choose if defining materials is difficult.

The data from the questionnaire were also in line with the data in the interview. The data from the interview showed us that almost all of the participants have challenges in defining material. Some of them find it difficult to choose the materials correlated with the literacy ability from the government or even match the materials with students' ability based on critical literacy programs. Those challenges are described by them in their interview section as follow:

"My problem is defining the type of material that will be correlated with their way of thinking as measured by their literacy abilities". (Participant A, excerpt 12)

"I was a bit confused choosing the material that was exemplified by the government and I tried to adjust it with the literacy program and the theme of the material to be taught". (Participant B, excerpt 13) "I had difficulty in choosing the appropriate material so I expected to stimulate students to become more critical of literacy". (Participant H, excerpt 14)

d. Choosing Teaching and Learning Activities

In the finding, there is a total of 8 student teachers that had been participating in this study as participants. 50% of them affirmed that making teaching and learning activities in a literacy lesson plan is somewhat difficult and the rest of the participants choose it is easy or difficult in deciding the teaching learning activities they will use.

It is supported by the data from interviews which make clear their challenges in this aspect in detail. Some challenges have been spotted by student teachers in interviews. They get confused by the difference between critical literacy activities or critical thinking activities, they think that critical literacy activities can't be implemented into every theme in English learning teaching class. As stated by participant B here:

"Defining activities which are adapted to the students' ability and willingness about literacy makes me confused as to what is the difference between critical thinking like the previous curriculum and critical literacy". (Participant B, excerpt 15)

The other challenges are in defining activity in the class also founded by them because of the school facilitation by student F. He affirmed that school can't guarantee that school will provide literacy programs at school so the teacher has to find its own. Besides, the challenges also founded by students H and C related to the ability of students' literacy background. As the result, student teachers get confused about how to implement and activate critical literacy to students, and limiting time is their obstacle also.

"I always think of activities that can improve students' ability with supported facilities by the school. Sometimes we face the opposite, so, as teachers, we must find other suitable activities. We also need to manage our time because the students take a lot of time to make them understand and activate their critical literacy". (Participant F, excerpt 16)

"I think I am not accustomed to applying the critical literacy that will be applied and also seeing activities that are following the ability of the students themselves". (Participant H, excerpt 17)

"It's a little difficult to choose activities that can improve students' ability to activate their ability of critical literacy.".

(Participant C, excerpt 18)

e. Delivering the Instruction

From the questionnaire, the researcher found out the rate of student teachers challenges in delivering instruction is lower than other results. It has shown that 37,5% of student teachers think that it was easy, 50% of student teachers choose it as somewhat difficult, and the rest 12,5% of student teachers said that it was difficult to deliver the instruction in class.

In line with questionnaire results, the interview data shows the same. There are still some students who state it is somewhat difficult indeed, but it is not a big challenge for them. There are still some participants who said that she does not have any challenges in giving instructions. As stated by student E, she already makes a note about the activity she will use in class, so it makes her easier to give instructions then.

"I don't have one. I usually after making lesson plans, I make small notes containing the points of activities that I will do in class, so I don't feel difficult because I have summarized them first". (Participant E, excerpt 19)

"It is not listed in the lesson plan but based on activities that had been listed it's kind of helpful. Sometimes, it takes time to recall how to do the instruction". (Participant F, excerpt 20)

For the challenges in giving instructions, some of them stated clearly that they underestimate themselves. They have less confidence to give instructions that will be suitable for the literacy program. According to participants A and D, they are concerned about delivering the instruction that will reach the indicator or not.

"I think I was not confident to know whether the instruction that I give will reach the indicators". (Participant A, excerpt 21)

"I am afraid of the students' achievement based on the indicator whether it has already succeeded or not when I give wrong or out-of-sync instructions". (Participant D, excerpt 22)

B. Discussion

After the researcher completed some research work, all the findings related to the research question were compiled and presented in this study. Then, this research section explains the correlation between the findings and several hypotheses and theories that have been explained in chapter two as follow:

1. Students Teachers' Lesson Plans Design in Critical Literacy

For designing lesson plans based on critical literacy, some aspects need to be included in a good lesson plan. The categories are divided into 3, they are before reading, whilst reading, and after reading.

A. Before reading

In the before reading section, the teacher student should include the step where the students can identify the purpose of reading and the aim of the text and they should be asked to predict what they will read as well. The result shows that the participants are not fully implementing the reading section based on K-13 Revised in their lesson plan because some of the teacher students still have not used it yet. The participants either make predictions to encourage students to know what they will read or try to identify the purpose of reading to let students know what they will learn on that day. Those aspects can be included in familiarizing the students with any context at the beginning of the Critical Literacy model. 33 It is also one of the ways to code breaking as the beginning steps of the students gather all information.³⁴ Akbar claimed that applying pre-reading questioning or digging up background knowledge is a very effective way to increase students' reading comprehension toward the material given or even add the students' vocabulary building³⁵. It shows that before reading, it is a very nice activity in a literacy program that the teacher should take in the lesson plan. It concludes the first step of getting critical literacy in class based on models of critical literacy. In short, the participants in this study already familiarized any literacy context based on Abednia theory on their lesson plan even though they have not fully put all the steps in the K-13 Revised lesson plan.

³³ Abednia. A, & Izadinia. M, "Critical pedagogy in ELT classroom: Exploring contributions of critical literacy to learners' critical consciousness". *Language Awareness*, Vol. 22 No. 4, October 2012, 338-352.

³⁴ Luke, A.- Freebody, P. (Eds.), *Constructing critical literacies : teaching and learning textual practice* (Cresskill, NJ: Hampton Press, 1997), 185-223

³⁵ Akbar azizifar, *The Effect of Pre-reading Activities on the Reading Comprehension Performance of Ilami High School Students*. Peer-review under responsibility of Academic World Research and Education Center. Dubai. 2015.

B. Whilst reading

Here, teacher students need to design lesson plans which include whilst reading where the activities are very complex. The main point of this activity is asking the students to distinguish information they need then gather it becomes one to find a relationship or even conclude all of them. In the lesson plan that student teachers made, some of them already put those activities in the lesson plan very well. They asked students to identify the text given, the observation of the picture or data given and they even asked students to gather all information. They also make information activity and also make linkage activity by letting the students gather all the information whether based on what they had read or based on their expertise and also they are free to discuss with their friends. The aspect of making information and making linkages in this lesson plan signifies in line with Gin Gin Gustine that clear up common beliefs and also examine multiple viewpoints is one of the models to implement critical literacy.³⁶ It is also supported by Luke's theory which is about code breaking in which students gather information and students make meaning by associating the information based on the experience.³⁷ confirmed that reading is a challenging activity when we can gain new information related to information we already know before. It can be combined to build an understanding, identify other cases, or even criticize the author. 38 It means participants already have good work to arrange lesson plans based on critical literacy programs.

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³⁶ Gin Gin Gustine, DisertasiDoktor: "Critical Literacy in an Indonesian EFL Setting: Sustaining Professional Learning". (Victoria: Deakin University, 2014).

³⁷ Luke, A.- Freebody, P. (Eds.), *Constructing critical literacies : teaching and learning textual practice* (Cresskill, NJ: Hampton Press, 1997), 185-223

³⁸Djaber Nacer Bouhedjam. *Importance of Reading Activity in Education*. https://www.researchgate.net/publication/314094530_Importance_of_Reading_Activity_in_Education.

C. After reading

This is the final activity that students need to do. Here, the students need to make a summary then give an evaluation if the text gives revision or even give rejection to other students' inappropriate argumentation. In line with Arwijati, she stated that in this section, the students should be able to evaluate the text as a whole to respond to it from a more or less personal point of view. ³⁹ This section is very important as the final result of students' through the material given. Although this section is quite hard to do, most of the teacher students complete all aspects after reading the literacy strategy. In this section, there is no sign in the lesson plan that the students provoke the power relation, social politic, and culture. Students teachers limit their lesson plan in evaluating text, revising, and rejecting in implementing critical literacy. They let the students be aware of certain issues. It is aligned with Nita, she stated that students can take the small form steps in critical literacy by criticizing before taking a greater step at the global level.⁴⁰ The result showing that the majority of them already implemented most of the criteria in this section

To sum up, everything that had been stated so far, there are three aspects in the critical literacy that had been made by the Students teachers before reading to identify the aim of the study. While reading involves the activity to distinguish information. Last, after reading is the next step to evaluating, reflecting, criticizing, and rejecting. Those aspects cover models that can be led to critical literacy. According to Abednia, familiarizing students,

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³⁹ Arwijati Wahjudi, *interactive post-reading activities that work.* Universitas Negeri Malang. 2010.

⁴⁰ Nita, Angela, Vinh "Addressing Challenges in The Pracise of Critical Literacy in EFL Classroom: A New Framework". *Indonesian Journal of Applied Linguistic*. Vol. 10 No. 1, May 2020, 213

gathering information, collaboratively discussing and students' reflection is a model of critical literacy. 41

2. Students Teachers' Challenges in Making Critical Literacy Lesson Plan

Since the government applied the 2013 curriculum in which the teachers are asked to trigger students' high order thinking in the learning, the government released a new curriculum focused on the Literacy program as well. As we know that this program is related to the integration of developing the ability to interpret and create texts with context, accuracy, confidence, fluency, and efficacy. It asks the students to think critically and be able to identify the issues given. With the result, teachers must be able to make critical lesson plans customized with students' needs and conditions. This aspect becomes the most challenging area for teachers.

After blending the data both from the questionnaire and interview are showing the same. The participants are facing some challenges in the same area. The biggest challenge found is in terms of making the indicator. They stated that it is not as simple as it seems. Although it only writes some words that students' will achieve, on the other hand, there are several points which are considered by teachers. It shows that the point which makes it difficult is arranging the appropriate word that will cover students' needs and the literacy program by the government. This area can give big challenges for teachers because arranging the indicator is just the same as constructing the basic concept about what students will learn next. Gustine 42 argues that as critical literacy becomes a new program in Indonesia, it becomes a challenge for teachers to apply this approach as an alternative approach to language teaching.

⁴¹ Abednia. A, & Izadinia. M, "Critical pedagogy in ELT classroom: Exploring contributions of critical literacy to learners' critical consciousness". *Language Awareness*, Vol. 22 No. 4, October 2012, 338-352.

⁴² Gin Gustine, *Designing and implementing a critical literacy-based approach in an Indonesian EFL secondary school.* International Journal of Indonesian Studies. 2013.

The second challenge mostly faced by the teacher students is in the area of defining the materials they will use. In this aspect, some complex considerations make them feel more. Some of them feel confused about which materials they will use, how to suit those materials with the compatibility of students and how to blend the critical literacy program in the material already chosen. Their limited time is the main challenge also in determining how they choose the activity. Supported by Labadie⁴³ He stated that the selection of material in critical literacy practice must be following the interest, experiences, and needs of students. In line with them, Vasquez⁴⁴ confirmed that the texts or materials must challenge and attract the student's attention. It shows that the teachers, as the ones who define the material, have a lot of consideration to define material based on critical literacy programs. Also, Barlett and Guiterrez, the challenges in implementing critical literacy are increased by class size, limited time, and binding syllabi. 45

The third challenge mostly faced by them is in the area of teaching and learning activities. Some teacher students clearly stated that they face big challenges to find the appropriate activities that will be able to trigger students' critical literacy. Because the activity is like the main point delivered to students, it is very difficult to decide which the best activities are used. Moreover, they have to match the activities with materials given, with students' needs, with the condition of the surroundings, and it is added with the government's demand where nowadays curriculum has to slip

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⁴³ Stated in Nita Novianti etc, *Addressing challenges in the practice of critical literacy in EFL classrooms: A new framework.* INDONESIAN JOURNAL OF APPLIED LINGUISTICS. 2020. (pg 6)

⁴⁵ Stated in Nita, Angela, Vinh "Addressing Challenges in The Pracise of Critical Literacy in EFL Classroom: A New Framework". *Indonesian Journal of Applied Linguistic*. Vol. 10 No. 1, May 2020, 213

critical literacy inside. This finding is confirmed by Hilfa⁴⁶ who stated that formulating learning activities becomes a problem for teachers because they have to cover so many items based on government programs. In the lesson plan that I had already observed, it seems like the activities that were already provided are not easy to achieve. It is supported by Lewison that stated in practicing critical literacy social action is hard to achieve⁴⁷. Gin Gustine argues that taking action to promote social justice in class will be implemented in their attitude and it doesn't require them to be an activist. 48 Instead of having social action in class, the student teachers used to make a summary, evaluate text, revise, and reject. Those aspects were manifestations of how the students reflected the materials that had been delivered. Abednia supported that in the models of critical literacy that he proposed, familiarizing, negotiating, collaboratively discussing, and student reflection.⁴⁹

Challenge number four that teacher students face the most is in making students' valuating system or deciding the assessment model that will be used. This area has already become a common problem for some teachers for a long time. It is proved by some research before from Hilfa in 2014⁵⁰,

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⁴⁶ Hilfa millati azka, English teachers' problems in developing lesson plan based on 2013 curriculum in state islamic senior high school 2 kudus. Walisongo islamic university. Semarang. 2014

⁴⁷ Stated in Nita, Angela, Vinh "Addressing challenges in the pracise of critical literacy in EFL classroom: A new framework". *Indonesian Journal of Applied Linguistic*. Vol. 10 No. 1, May 2020, 213

⁴⁸ Gin Gin Gustine.. "Designing and implementing a critical literacy-based approach in an Indonesian EFL secondary school", *International Journal of Indonesian Studies*. Vol 1. 2014

⁴⁹ Abednia, A & Izadinia, M, "Critical pedagogy in ELT Classroom: exploring contributions of critical literacy to learner's critical consciousness", Language Awareness, Vol. 22No. 4, Oktober 2012, 338-352

⁵⁰Hilfa millati azka, *English teachers' problems*......

Husniyah in 2015⁵¹, and Kinasih in 2017⁵² which finds assessment as one of the most crucial aspects that teachers need to consider a lot. Whereas in this area, the participants are challenged because they don't have enough experience before and they are in a dilemma to choose the instruments to measure students' ability properly.

The last challenge in this research was found in the area of instructing the students. They didn't seem to deliver the instructions in the lesson plan. Although it seems trivial, giving instruction becomes one of the most important aspects of the classroom. They tried to arrange the instruction in order like in the lesson plan but they sometimes do it spontaneously. Thomas argues that Clear and organized instruction can occur simultaneously as perceived by students⁵³. Feldman⁵⁴, Perry⁵⁵, and Pascarella⁵⁶ added that effective classroom instruction is

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⁵¹Istianatul Khusniyah, Undergraduate Thesis: "An Analysis of Curriculum 2013 lesson plan designed by pre-service English Teacher", (Surabaya: UIN Sunan Ampel Surabaya, 2015).

⁵²Arum mawar kinasih, Undergraduate Thesis: "Problematika guru dalam penyusunan perangkat pembelajaran di sa muhammadiyah 14 Surakarta". (Surakarta:Universitas muhammadiyah surakart, 2017).

⁵³Thomas F. Nelson, "How clear and organized classroom instruction and deep approaches to learning affect growth in critical thinking and need for cognition" *Open Research Gate*, (https://www.researchgate.net/publication/272008116, accessed on September 12, 2020)

⁵⁴ Feldman, "Identifying exemplary teaching: Evidence from course and teacher evaluations". (Paper commissioned by the National Center on Postsecondary Teaching, Learning, and Assessment at Stare University Stony Brook, New York 1994).

⁵⁵ Perry, R,. "Perceived control in college students: Implications for instruction in higher education. In J. Smart (Ed.)". *Higher education: Handbook of theory and research*. Vol. 7 Pp. 1-56. New York: Agathon Press 1991.

⁵⁶Pascarella, et.al,." Effects of teacher organization/preparation and teacher skill/clarity on general cognitive skills in college". (Paper commissioned by Educational Research and Improvement (ED), Washington, DC at Illinois University, Chicago 1994).

created by emphasizing general and higher order cognitive processes and experiences. Giving clear instruction while thinking about how to trigger students to be active in the learning activity is the part in which participants need to think a lot. They also need to give it adequately and appropriate time based on the lesson plan, learning indicators, and learning goals.

Making a critical literacy lesson plan is certainly challenging to student teachers. In addition, making a critical literacy lesson plan requires the teacher to consider appropriate objective words that would cover students' needs and the government programs. According to Keene, the objectives formulated by the student teachers usually are not adapted to the needs and interests of the students.⁵⁷ Furthermore, in the material and activity aspects, the critical literacy lesson plan demands which materials suit the students and also how to cover it with critical literacy. Dilemma and less experience also obstruct the students teachers in determining the assessment in making critical literacy lesson plans. Clear instruction and spontaneous instruction in class are also a consideration as the student teachers challenges in making critical literacy.

⁵⁷ Keene, B. "The theory into practice dilemma: Lesson planning challenges facing Botswana student-teachers". *Improving Schools*. Vol. 10. December 2010, 214

CHAPTER V CONCLUSION AND SUGGESTION

In this chapter, the researcher will present the conclusion of the challenges of students teachers in making critical literacy lesson plans. The research was based on the lesson plan that had been made by students teachers in PPL 1. Hereafter, researchers gave some suggestions that might be useful to enhance some parts in the future. These are the conclusions and suggestions as follows:

A. Conclusion

The curriculum in Indonesia is changed into K-13 revised which focused on the Literacy program as well. With the result, teachers must be able to make critical lesson plans customized with students' needs and conditions. The teacher's students are facing some challenges in the same area. According to the preceding chapter's analysis and discussion, the researcher might infer that the study's outcome is as follows:

- The critical literacy lesson plan created by student teachers is organized into three categories: before reading, while reading, and after reading. There are 50% of student teachers used predictions and 50% of student teachers identified the purpose of reading. In while reading activities, there are 65% of student teachers identified relevant material and visualize, 87.5% of them created information, and 37.5 made linkage. All student teachers used summary in after reading activities. The designeds activities of lesson plan covered several phases of developing critical literacy lesson plan, namely; familiarizing with the literacy, examining multiple viewpoints, emphasizing understanding, discussing collaboratively, reflecting on all of the information.
- 2. The study identified several challenges in designing critical literacy lesson plan. The challenges are arranging objectives, assessments, materials, activities, and instructions. Student teachers believed that addressing students' need, time limit, the ability of the student teachers were the most challenges.

B. Suggestion

The researcher wants to provide recommendations and suggestions for Student Teachers English Education Department in upgrading skills and analyst that want to have a similar field of research as follows:

- a. Student Teachers English Education Department. The researcher suggests to the student teachers to comprehend better by designing critical literacy lesson plans. Some short, student teachers need to upgrade their skill to include and combine all the steps of critical literacy before reading while reading, and after reading.
- b. Other Researcher
 This study can be additional information for the next research and hopefully, other researchers can dig further information in the field of critical literacy and also the challenges of student teachers in designing critical literacy lesson plans. It also can be an additional description of the condition of EFL lesson plans especially in Indonesia that had been made by student teachers.

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