

**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



By
Nur Jannah Adnin
NIM D75215063

ENGLISH TEACHER EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SUNAN AMPEL SURABAYA
2021

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Nur Jannah 'Adnin
NIM : D75215063
Semester : 12 (Dua Belas)
Fakultas/Prodi : Fakultas Tarbiyah dan Keguruan/Pendidikan
Bahasa Inggris

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Surabaya, 25 Juni 2021
Pembuat pernyataan,



Nur Jannah 'Adnin
D75215063

APPROVAL SHEET OF ADVISORS

This undergraduate thesis by Nur Jannah 'Adnin entitled "*Student Teachers Challenges in Designing Critical Literacy Lesson Plan at Uin Sunan Ampel Surabaya*" has been approved by the thesis advisors for further approval by the board examiners.

Surabaya, 8 July 2021

Advisor I,


Dr. Irma Soraya, M.Pd.

NIP. 196709301993032004

Advisor II,


Dr. Mohammad Salik, M. Ag

NIP. 196712121994031002

EXAMINER APPROVAL SHEET

This thesis by Nur Jannah 'Adnin entitled "*Student Teachers Challenges in Designing Critical Literacy Lesson Plan at Uin Sunan Ampel Surabaya*" has been examined on July 5, 2021 and approved by the board of examiners.



Dean,

Prof. Dr. H. A. Mas'ud, M.Ag, M.Pd.I
NIP. 196301231993031002

Examiner I,

Afida Safriani, M.A., Ph. D
NIP. 197509162009122003

Examiner II,

Fitriah, M.A., Ph. D
NIP. 197610042009122001

Examiner III,

Dr. Irma Soraya, M.Pd
NIP. 196709301993032004

Examiner IV,

Dr. Mohamad Salik, M.Ag
NIP. 196712121994031002



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : NUR JANNAH 'A DININ
NIM : D75215063
Fakultas/Jurusan : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
E-mail address : nurjannahadnin@gmail.com

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Penulis


(NUR JANNAH 'A)
nama terang dan tanda tangan

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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 in 1947, 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. The 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

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.⁵ 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 lesson 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 1 Kartasura”*, (Surakarta: IAIN Surakarta, 2016).

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.

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.

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.

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:

The lesson plan is a written guide by showing the objectives that the students will assimilate, learn, and perform.⁹ 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.

The concept of challenges in education is testing capability uses tasks or some conditions to improve another ability.¹⁰ 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.¹¹ Then, the challenges teachers usually may find is in setting an objective, selecting the assessment, material, instruction, and choosing the teaching activity.

¹⁰Neill J. “The Concept of Challenge : Growth via Stress with Support” (<http://www.wilderdom.com/risk/ChallengeConceptGrowthByStressWithSupport.html>, accessed on May 21 2019)

[illegible]

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

¹⁴As cited by Lee, C. J. “Myths about critical literacy: What teachers need to unlearn”. *Journal of Language and Literacy Education*, Vol. 7 No. 1, 2011, 97.

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 the 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

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

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.

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.

[illegible]

Literacy Strategy in Learning	Steps in Critical Literacy	Description
Before Reading	Make Prediction	Students predict what they will read
	Identify the purpose of reading	Students need to know the purpose and the aim of what will they read
When Reading	Identify relevant information	Students distinguish which information that they needed most
	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
After Reading	Make Summary	Students express their conclusion based on their understanding
	Evaluate Text	Students determine the value of the text
	Confirm the text	Students confirm the evaluation
	Revise	Students revise their conclusion
	Rejection	Students reject the evaluation based on their argument based

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

- 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

²¹Bob Kizlik. "Five Common Mistakes in Writing Lesson Plans (and How to Avoid them)", (<http://www.adprima.com/mistakes.htm>) accessed on 20 April 2019

- 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.

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 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

1. Data

- 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.

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

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.

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

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.

²⁹ Donald Ary, et.al., *Introduction to Research in Education*.....448

³⁰ 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)

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.

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.

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

[illegible]

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).

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.

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:

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

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 in Learning	Steps in Critical Literacy	Description	The component in Lesson Plan	Frequency	
				Yes	No
Before Reading	Make Prediction	Students predict what they will read	“Teacher asks students to predict what they will read today”	4	4
	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

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

			according to the text or not”	
Revise	Students revise their conclusion		“Students are able to revise the result of their works”	4
Rejection	Students reject the evaluation based on their argument based		“Students are able to reject the others students opinion in their argumentation”	6

From observing data from the K-13 revised lesson plan that had been made by the participants, the researcher got those results like the table above. Some aspects were contained after reading a summary, evaluating the text, confirming the text, revising, and rejecting. Table 4.3 shows us that all participants always put together summarizing lesson in their activities. The other participants put evaluating text in their lesson plan.

			according to the text or not”	
Revise	Students revise their conclusion		“Students are able to revise the result of their works”	4
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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.

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)**

No.	Question	Response		
		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%	-
2.	Students teachers are able to make an assessment or valuing systems to measure	25%	37,5%	37,5%

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

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.

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.

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

"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)

b. Making Students' Evaluating system

"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)

"Sometimes I have difficulties like choosing a value system whether the assessment is appropriate with the students' abilities". (Participant H, excerpt 10)

"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)

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.

“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)

[illegible]

d. Choosing Teaching and Learning Activities

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:

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 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)

e. Delivering the Instruction

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.

[illegible]

"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)

“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)

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:

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.

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

material given or even add the student building³⁵. It shows that before reading, i activity in a literacy program that the teach in the lesson plan. It concludes the first critical literacy in class based on mod literacy. In short, the participants in this familiarized any literacy context based on. on their lesson plan even though they hav all the steps in the K-13 Revised lesson pl

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

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,

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

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. Gustine⁴² 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.

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

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

⁵²Arum mawar kinasih, Undergraduate Thesis : “*Problematika guru dalam penyusunan perangkat pembelajaran di sd 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 State 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).

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:

1. 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 designed 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, and 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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