

**Role of Lesson Plan Development in Increasing English Pre-
service Teachers' Readiness for *PLP II***

THESIS

Submitted in Partial Fulfilment Requirement for the Degree of Sarjana Pendidikan (S.Pd.)
In Teaching English



By

Afik Wildan Muzakie

D75216075

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SUNAN AMPEL SURABAYA**

2023

PERNYATAAN KEASLIAN TULISAN

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan dibawah ini

Nama : Afik Wildan Muzakie
NIM : D75216075
Jurusan / Program Studi : Pendidikan Bahasa / Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang saya tulis ini benar-benar hasil karya saya sendiri. Segala materi yang diambil dari karya orang lain hanya digunakan sebagai acuan dengan mengikuti tata cara dan etika dalam penulisan karya ilmiah yang ditetapkan oleh jurusan.

Demikian pernyataan ini dibuat sebenar-benarnya, apabila dikemudian hari penulis terbukti melakukan kegiatan plagiasi, maka saya selaku penulis bersedia menerima sanksi atas perbuatan tersebut sesuai ketentuan perundang-undangan yang berlaku.

Surabaya, 06 Mei 2023

Pembuat pernyataan,



AFIK WILDAN MUZAKIE

ADVISOR APPROVAL SHEET

This Thesis by Afik Wildan Muzakie entitled “**Role of Lesson Plan Development in Increasing English Pre-service Teachers’ Readiness for PLP II**” has been approved by the thesis advisor for further approval by the Boards Examiners.

Surabaya, 09 May 2023

Advisor I



H. Mokhammad Syalfudin, M.Ed., Ph.D.

NIP. 197310131997031002

Advisor II





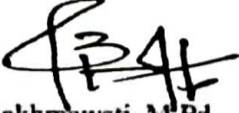


Rakhmawati, M.Pd.

NIP. 197803172009122002

EXAMINER APPROVAL SHEET

This Thesis by Afik Wildan Muzakie entitled “**Role of Lesson Plan Development in Increasing English Pre-service Teachers’ Readiness for PLP II**” has been examined on 3rd July 2023 and approved by the Boards Examiners.

 <p>Dean <u>H. Muhammad Thohir, S.Ag., M.Pd.</u> NIP. 197407251998031001</p>
<p>Examiner I</p>  <p><u>Sigit Pramono Jati, M.Pd.</u> NIP. 198605182011011005</p>
<p>Examiner II</p>  <p><u>Rizka Safrivani, M.Pd.</u> NIP. 198409142009122005</p>
<p>Examiner III</p>  <p><u>H. Mokhammad Syaifudin, M.Ed., Ph.D.</u> NIP. 197310131997031002</p>
<p>Examiner IV</p>  <p><u>Rakhmawati, M.Pd.</u> NIP. 197803172009122002</p>

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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

Nama : Afik Wildan Muzakie
NIM : D75216075
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address : afik.wildan@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :
 Sekripsi Tesis Desertasi Lain-lain (.....)
yang berjudul :

Role of Lesson Plan Development in Increasing English Pre-service Teachers' Readiness for *PLP II*


beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 27 Februari 2024

Penulis



(Afik Wildan Muzakie)
nama terang dan tanda tangan

ABSTRACT

Wildan Muzakie, Afik. *Role of Lesson Plan Development in Increasing English Pre-service Teachers' Readiness for PLP II*, UIN Sunan Ampel Surabaya. Advisor I: **H. Mokhammad Syaifudin, M.Ed., Ph.D.**, Advisor II: **Rakhmawati, M.Pd.**
Keywords: *Lesson Plan, Pre-service Teachers, Readiness, PLP II.*

Creating lesson plans is part of activities in microteaching classes of *PLP I* that are implemented at universities, especially in the English Language Education department to prepare skills not only for teaching but also in terms of developing the pedagogical competence of English pre-service teacher to support their readiness for *PLP II* and also for them to teach at school when they became a teacher. This qualitative research aims to explore the role of lesson plan development in *PLP I* in increasing readiness of English pre-service teachers at UIN Sunan Ampel Surabaya to take part in *PLP II* in certain schools. This study used data collection instruments from two sources, namely analysis of lesson plan documents, and interview guidelines. The results of this research show that lesson plan development in *PLP I* plays a role in increasing the English pre-service teachers' readiness. This evidence can be seen from the development of the pedagogical competence abilities of English pre-service teachers which reported from the beginning until the end cycles of *PLP I*. On the whole results in this research, the lesson plan development plays a role in increasing the pedagogical competence of English pre-service teachers in six aspects, namely aspects of mastering learning theories and principles, aspects of developing curriculum, aspects of creating educational learning activities, aspects of developing student potential, aspects of building communication with students, and aspects make evaluation and assessment of learning. In brief, there are 3 main aspects that mostly contribute in increasing English pre-service teachers' readiness such as aspects of formulating learning objectives, aspects of creating learning activities, and aspects of learning evaluation and assessments.

ABSTRAK

Wildan Muzakie, Afik. *Role of Lesson Plan Development in Increasing English Pre-service Teachers' Readiness for PLP II*, UIN Sunan Ampel Surabaya. Advisor I: H. Mokhammad Syaifudin, M.Ed., Ph.D., Advisor II: Rakhmawati, M.Pd.
Keywords: *Lesson Plan, Pre-service Teachers, Readiness, PLP II.*

Pembuatan RPP adalah bagian dari kegiatan di kelas microteaching yang diterapkan di universitas khususnya dalam jurusan Pendidikan Bahasa Inggris untuk mempersiapkan keterampilan tidak hanya terkait mengajar tetapi juga dalam hal mengembangkan kompetensi pedagogi seorang calon guru Bahasa Inggris guna mendukung kesiapan mereka menuju *PLP II* dan juga untuk mereka mengajar di sekolah kelak saat menjadi guru. Untuk itu dengan penelitian kualitatif ini bertujuan untuk mengetahui bagaimana peran dari pembuatan RPP di *PLP I* dalam meningkatkan kesiapan calon guru Bahasa Inggris UIN Sunan Ampel Surabaya untuk mengikuti *PLP II* di sekolah tertentu. Penelitian ini menggunakan instrumen pengumpulan data dari dua sumber yaitu analisis dokumen RPP, dan pedoman wawancara. Hasil penelitian ini menunjukkan bahwa kegiatan pembuatan RPP di *PLP I* berperan meningkatkan kesiapan mahasiswa calon guru Bahasa Inggris UIN Sunan Ampel Surabaya. Hal ini diketahui dari perkembangan kemampuan kompetensi pedagogi yang dimiliki mahasiswa calon guru Bahasa Inggris yang terlihat dari awal siklus hingga akhir siklus. Secara keseluruhan kegiatan pembuatan RPP berperan meningkatkan kompetensi pedagogi mahasiswa calon guru Bahasa Inggris pada 6 aspek kompetensi yaitu aspek menguasai teori dan prinsip pembelajaran, aspek pengembangan kurikulum, aspek membuat kegiatan pembelajaran yang mendidik, aspek mengembangkan potensi siswa, aspek membangun komunikasi dengan siswa, dan aspek membuat evaluasi dan penilaian pembelajaran. Lebih lanjut lagi secara garis besar terdapat 3 aspek utama yang paling berperan meningkatkan kesiapan mahasiswa calon guru Bahasa Inggris antara lain aspek menyusun tujuan pembelajaran, aspek membuat kegiatan pembelajaran, dan aspek membuat evaluasi penilaian pembelajaran.

DAFTAR ISI

ADVISOR APPROVAL SHEET	ii
EXAMINER APPROVAL SHEET	iii
MOTTO	iv
DEDICATION SHEET	v
ABSTRACT.....	vi
ABSTRAK.....	vii
ACKNOWLEDGEMENT	viii
PERNYATAAN KEASLIAN TULISAN	x
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH	xi
DAFTAR ISI.....	xii
LIST OF ABBREVIATION.....	xvi
CHAPTER I.....	1
INTRODUCTION	1
A. Research Background.....	1
B. Research Questions	7
C. Objectives of Study	7
D. The Significance of the Research.....	7
1. Theoretically	7
2. Practically.....	8
E. Scope and Limitation of The Research	8
1. Scope.....	8
2. Limitation.....	9
F. Definition of Key Terms	9
1. Lesson Plan	9

2. Pre-service Teacher.....	10
3. PLP II.....	10
4. Pedagogical Competence.....	11
5. Teacher Readiness.....	12
CHAPTER II.....	13
REVIEW OF RELATED LITERATURE.....	13
A. Theoretical Review.....	13
1. Lesson Plan Development.....	13
2. Pre-service Teacher.....	15
3. English Pre-service Teachers' Readiness for PLP II.....	15
4. Pedagogical Competence.....	17
B. Review of Previous Study.....	21
CHAPTER III.....	27
RESEARCH METHOD.....	27
A. Research Design and Approach.....	27
B. Research Setting and Subject.....	28
C. Data and Source of Data.....	28
1. Primary data source.....	28
2. Secondary data source.....	29
D. Data Collection Technique.....	29
1. Interview.....	29
2. Document analysis.....	30
E. Research Instrument.....	31
1. Interview guidelines.....	31
2. The document analysis instrument.....	32
F. Research Procedures.....	33

1. Preliminary research.....	33
2. Choose the Research Design.....	33
3. Conduct the Research.....	33
4. Data Interpretation	36
5. Concluding the Result	37
CHAPTER IV	38
FINDING AND DISCUSSION	38
A. Research Finding.....	38
1. The way of lesson plan development increase the English pre-service teacher readiness for <i>PLP II</i>	38
2. The most aspects of lesson plan development contribute to increase English pre-service teacher readiness for <i>PLP II</i>	76
B. Discussion.....	82
1. The way of lesson plan development increases the English pre-service teachers' readiness for <i>PLP II</i>	82
2. The most aspects of lesson plan development contribute to increase English pre-service teachers' readiness for <i>PLP II</i>	93
CHAPTER V	97
CONCLUSION AND SUGGESTION	97
A. Conclusion.....	97
B. Suggestion	98
1. For English Pre-service Teachers.....	98
2. For Future Researchers	99
REFERENCES	100
APPENDIX.....	103

LIST OF TABLES

<i>Table 1.a. 1. Writes the students' level in the lesson plan document.....</i>	<i>39</i>
<i>Table 1.a. 2. The awareness of the different students' learning styles.....</i>	<i>40</i>
<i>Table 1.b. 1. Applying learning methods in the learning activities in the lesson plan document.....</i>	<i>43</i>
<i>Table 1.b. 2. Applying learning principles in the learning activities in the lesson plan document.....</i>	<i>45</i>
<i>Table 1.b. 3. Applying language skills in the learning activities in the lesson plan document.....</i>	<i>47</i>
<i>Table 1.c. 1. Creating the lesson plan document.....</i>	<i>48</i>
<i>Table 1.c. 2. Formulating the learning objectives in the lesson plan document.....</i>	<i>50</i>
<i>Table 1.c. 3. Stating the learning objectives in the learning activities.....</i>	<i>52</i>
<i>Table 1.c. 4. Creating learning activities in the lesson plan document.....</i>	<i>54</i>
<i>Table 1.d. 1. Creating various learning activities for developing the student's knowledge and skill.....</i>	<i>56</i>
<i>Table 1.d. 2. Using the instructional media and tools in the learning activities.....</i>	<i>59</i>
<i>Table 1.d. 3. Applying the interaction between teacher with student and student with other students in the learning activities.....</i>	<i>60</i>
<i>Table 1. e. 1. Creating learning activities for developing students' potential.....</i>	<i>62</i>
<i>Table 1. e. 2. Facilitating students' potential skills on exploring and associating their knowledge, experience, and creativity.....</i>	<i>64</i>
<i>Table 1. f. 1. Facilitating students with questioning and answering in the learning activities.....</i>	<i>66</i>
<i>Table 1. f. 2. Delivering feedback and reinforcement in the learning activities.....</i>	<i>68</i>
<i>Table 1. f. 3. Applying various learning activities to promote good communication.....</i>	<i>70</i>
<i>Table 1. g. 1. Creating learning assessments in the lesson plan document.....</i>	<i>72</i>
<i>Table 1. g. 2. Conducting the learning evaluation in the learning activities.....</i>	<i>74</i>

LIST OF ABBREVIATION

EFL	= English Foreign Language
SMART	= Specific, Measurable, Attainable, Realistic, Time allocation
PLP	= Pengenalan Lapangan Persekolahan



UIN SUNAN AMPEL
S U R A B A Y A

REFERENCES

- Alanazi, M. H. 2019. *A Study of the Pre-Service Trainee Teachers Problems in Designing Lesson Plans*. Arab World English Journal, 10 (1) 166-182
doi:<https://dx.doi.org/10.24093/awej/vol10no1.15>
- Alhojailan, Ibrahim. 2012. *Thematic Analysis: A Critical Review of Its Process and Evaluation*. West East Journal of Social Science. King Saud University. Sudi Arabia
- Allen and Eve.2015. *Microteaching: Theory into Practice*. The University of Cambridge. pp 181-185
- Andani, C. J. 2018. *Examining difficulties of students-teachers in designing lesson plan*. Thesis of English Language Department. UIN Ar-Rainary Banda Aceh
- Andini, Reka. 2019. *Teachers' Perception on the Pre-service English Teachers' Competence*. Thesis of English Education Program Faculty of Education and Teacher Training of State Islamic University Sulthan Thaha Saifuddin. Jambi
- Ardiansyah. 2018. *The Correlation Between the Students' Microteaching Grade and Their Teaching Ability During Pre-service Teaching*. Thesis: Faculty of Education and Teachers Training. UIN Ar-Raniry Banda Aceh
- Arslan, Yarclin. 2018. *The Role of Lesson Study in Teacher Learning and Professional Development of EFL Teachers in Turkey: A Case Study*. University of Gaziantep. TESOL Journal: Wileyonlinelibrary.com
- Azmi HS. 2018. *Pre-service Teacher Perception on the Merits of Microteaching Toward Their Teaching Practice at UIN Sunan Ampel Surabaya*. <http://digilib.uinsby.ac.id>
- Burns and Lawrie. 2015. *Where it's Needed Most: Quality Professional Development for All Teachers*. New York, NY: Inter-Agency Network for Education in Emergencies.
- Creswell. 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4th edition*. The University of Nebraska Lincoln. SAGE Publication
- Daud et all. 2014. *Model of Lesson Study Approach During Micro Teaching*. International Education Studies. Vol. 7. URL: <http://dx.doi.org/10.5539/ies.v7n13p253>
- Garmstone, Wellman in Gutierrez. 2020. *Collaborative Lesson Planning as a Positive 'Dissonance' To the Teachers' Individual Planning Practices: Characterizing the Future Through Reflections-On-Action*. An International Journal of Teachers' Professional Development
- Ghanaguru et al. 2013. *Teacher Trainers' Belief in Microteaching and Lesson Planning in a teacher training institution*. International Language Teacher Training Institute, Malaysia
- Godek.2016. *Science Teacher Trainees' Microteaching Experiences: A Focus Group Study*. Ministry of Youth and Sports. Turkey. Vol.11/161
- Hiebert and Stigler. 2000. *A Proposal for Improving Classroom Teaching: Lessons from the TIMSS Video Study*. The Elementary School Journal

- Hutagaol. 2018. *Peningkatan Kemampuan Guru Bahasa Inggris Dalam Merancang RPP Kurikulum 2013 Melalui Kegiatan Bimbingan Berkelanjutan*. Vol 9. No 2. Pp 83-95
- Harmer, J. 1998. *How to Teach English: An Introduction to the Practice of English Language Teaching*. Addison Wesley Longman Limited 1998
- Kagan, D. M. and Trippins, D. J. 1992. *The evolution of Functional Lesson Plans Among Twelve Elementary and Secondary Student Teachers*. The Elementary Journal 94. 477-489
- Lumbreau and Rupley. 2020. *Pre-service Teachers' Application of Understanding by Design in Lesson Planning*. International Journal of Evaluation and Research in Education (IJERE). vol.9 no.3
- Lismayanti et.al. 2021. *The Teacher's Pedagogical Competence in Teaching English at Secondary School Level*. Journal of Development and Innovation in Language and Literature Education 1(3). 362-376
- Maki et. al. 2020. *The Influence of Teacher Readiness to Learning Achievement of Vocational High School Student in South Minahasa, Nort Sulawesi. Indonesia*. In Proceedings of the 7th Engineering International Conference on Education, Concept and Application on Green Technology pp.418-456
- Mashuri. 2012. *Pengembangan professional Keguruan Dalam Mata Kuliah Microteaching*. Jurnal Ilmiah Didaktika, 13(1), 81-97
- McCutcheon, G. 1980. "How do elementary school teachers plan? The Nature of Planning and Influences on elt. Elementary School Journal
- Mulder, M. 2013. Conceptions of Professional Competence. In S. Billett, C. Harteis, H. Gruber (Eds). *International Handbook of Research in Professional and Practice-Based Learning*. Dordrecht: Springer. pp.107-137
- Mulyasa. 2017. *Uji Kompetensi dan penilaian kinerja guru*. Bandung: PT Remaja Rosdakarya
- Nafiah et.al. 2016. *A Model of Microteaching Lesson Study Implementation in the Prospective History Teacher Education*. Journal of Education and Practice. vol.7 no.27
- Natsir et.al. 2021. *The problems of developing lesson plan faced by English teacher at SMP negeri Malunda*. Jurnal Keguruan dan Ilmu Pendidikan (JKIP) FKIP Unismuh Makassar, Volume 8 No. 1
- Nesari and Heidari. 2014. *The Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teachers' Attitudes*. International Journal of Foreign Language Teaching & Research. vol.2 Issue 5
- Nilsson, P. 2009. *From lesson plan to new comprehension: exploring student teachers' pedagogical reasoning in learning about teaching*, European Journal of Teacher Education, 32:3, 239-258, DOI: 10.1080/02619760802553048
- Ozonur and Kamish. 2019. *Evaluation of Pre-service Teachers' Views Related to Microteaching Practice*. Universal Journal of Educational Research 7(5):1 1226-1233
- Pratiwi et.al. 2020. *International Journal of Innovation, Creativity and Change*. www.ijicc.net. Volume 13, Issue 3.

- Rahman. 2019. Teachers' Peer Support: Difference Between Perception and Practice. *Teacher Development*. doi:10.1080/13664530.2018.1488765.
- Ralph. 2014. *The Effectiveness of Microteaching Five Years' Findings*. *International of Humanities social sciences and Education (IHSSE)* Vol.1, Issue 7
- Richards, J. C. 2011. *Competence and Performance in Language Teaching*. Cambridge; Cambridge University Press.
- Rusznyak, Walton.2011. *Lesson Planning Guidelines for Student Teachers: A Scaffold for the Development of Pedagogical Content Knowledge*. Routledge.
- Sahin.2017. *Exploring Pre-service Teachers' Perception of Lesson Planning in Primary Education*. *Journal of Education and Practice*. vol.8 no.2.
- Sholiha. 2017. *Model RPP Bahasa Inggris Berbasis Belajar Mandiri*. Blitar. Konstruktivisme.unisblitar.ejournal.web.id
- Sugiyono. 2010. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta
- Taufik et.al. 2021. "*Buku Pedoman Pengenalan Lapangan Persekolahan (PLP) I Microteaching*". Faculty of Tarbiyah and teacher training. State Islamic University of Sunan Ampel Surabaya.
- Tutyandari, C. 2020. *Exploring Pre-service Teachers' Perceptions of preparedness for teaching in Indonesia*. Melbourne Graduate School of the Degree of Doctor of Philosophy. University of Melbourne
- Widodo S.A. et. al. 2017. *Teaching materials of algebraic equation*. IOP Conf. Series: Journal of Physics: Conf. Series 943, pp. 1-8.
- Yulian et.al. 2020. *English teacher's difficulties in designing lesson plan based on Indonesian 2013 curriculum*. *Journal of English Language Teaching Innovations and Materials*.

UIN SUNAN AMPEL
S U R A B A Y A