

**EFL PRE-SERVICE TEACHERS' EXPERIENCE IN DESIGNING
LESSON PLAN: A NARRATIVE INQUIRY**

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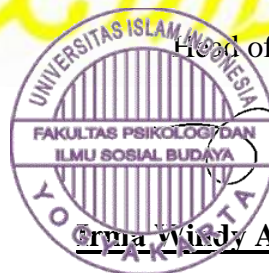
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STATEMENT WORKS' ORIGINALITY

I honestly declare that this thesis is originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, 8 September 2021

The Writer,



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MOTTO

And He found you lost and guided (you)

(Q.S Duhaa:7)

Allah does not burden a sould beyond that it can bear

(Q.S Al-Baqarah:286)



DEDICATIONS

I dedicate this thesis to my mother who always prays and care about me, my father who always supportive with my decision, and my precious brother, and all people who always support me through my ups and downs during my college life, and especially for myself. I hope this will be a great start to my journey in the future.



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Nur Chika Fanelia

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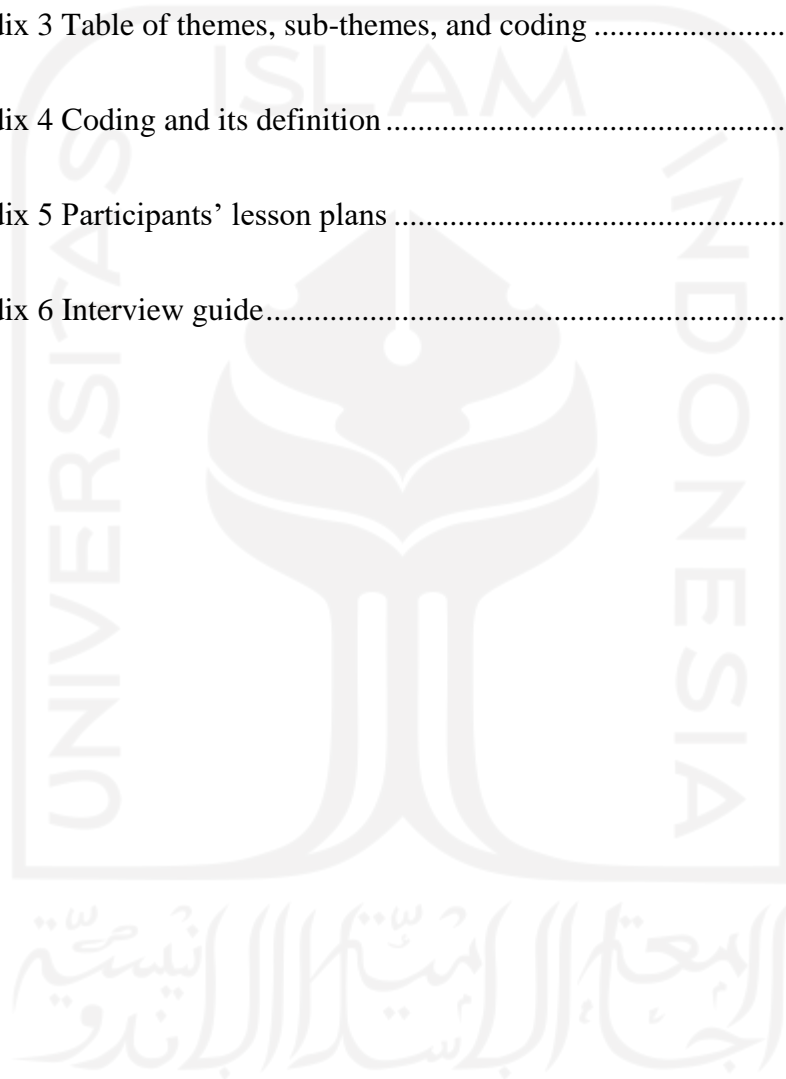
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ABSTRACT

This research intends to represent the stories about pre-service teachers' experience in designing lesson plans that narrated by EFL pre-service teachers. This research was planned as narrative study. The participants of this research were Ms. Niki who was a pre-service teacher at Senior High School and Ms. Diane who was a pre-service teacher at Junior High School. Both participants were pre-service teachers who taught the students English subject for a whole month and have experienced designing lesson plans for teaching. The data was collected through interviews and some documents. This research specifically retold the stories of the participants' experience in designing their lesson plan and their emotions into a narrative story. The finding in this research shows that there is a process of lesson planning. In this case, Ms. Niki and Ms. Diane had the same process of lesson planning that obtained lesson plan during teaching internship. Also, this research has found some emotional aspects that are involved in designing the lesson plan process. However, Ms. Niki and Ms. Diane's experience will be a valuable moment and lesson for pre-service teacher in education field in the process of becoming a teacher.

Keywords: stories, pre-service teacher's experience, designing lesson plan

CHAPTER I

INTRODUCTION

This chapter contains the background of the study, objective of the study, problem limitation, formulation of the problem, objectives of the study, and the significance of the study.

1.1. Background of the study

A lesson plan is important to make before teaching because lesson plans can help teachers to maintain teaching patterns from beginning to end and avoid topics that diverge amid the learning. According to Solís Hernández (2012), a lesson plan can guide teachers to organize materials, contents, learning objectives, learning strategies, procedures, assessment, and time allocation for each activity. A lesson plan is also reflection, Reflection is the process of evaluation and learns from experience (Pinsky, Monson & Irby, 1998). Reflection is necessary for preparation before teaching such as choosing content, choosing materials, teaching strategies, and preparing instruction according to students' needs (Gülten, 2013). Through reflection, the teacher may get insights and make it into new strategies for teaching (Pinsky, Monson & Irby, 1998). Thus, lesson planning can help the teacher to arrange the learning process to be more effective and the transition on every step of teaching can be well-organized and also appropriate with time management.

Lesson planning is an activity that would make prospective teachers solve pedagogical problems because of experience (Lee & Lee, 2014). Gülten (2013)

stated one of the major difficulties in the making of lesson planning is the formulation of objectives, The planning that should be made by pre-service teachers are following the standardized format (Mutton, Hagger & Burn, 2011). Pre-service teachers have limited experience and depend on subject-content knowledge (Mutton, Hagger & Burn, 2011). However, pre-service teachers still have experience at designing lesson plan, Mutton, Hagger & Burn (2011) stated many pre-service teachers realize there will be unpredictability in the classrooms, pre-service teachers should visualize the plan and prepare a more unwritten plan besides the written one. Thereupon, lesson plan preparation can help pre-service teachers to get feedback from their supervisors to organize the class activities, establish the learning goals, and design assignments (Taskin, 2017).

There has been a research conducted by Gülten (2013) about pre-service teachers' experience at making a lesson plan for EFL students and their feelings about it, and the results are: they are enjoying it and feeling like a real teacher, hesitations such as not sure about their lesson plan or the effectiveness, timing difficulties, sequencing activities, transition, transition, finding sources, and selecting activities. In Indonesia, there has been a study conducted by Setyono (2016) revealed that pre-service teachers mostly had some difficulties in breaking down basic competence into indicators, and formulate the learning objectives. In writing indicators, pre-service teachers are not using operational verbs. Hence, studies exploring how pre-service teachers make lesson plans are still limited in Indonesia. Meanwhile, in the English Department students, many pre-service

teachers have taught students at several high schools. Also, the researcher wants to know their experience about it. Therefore, this study explores the story of an EFL pre-service teacher's experience at making a lesson plan for the students.

1.2. Identification of the Problem

There are many problems related to lesson planning such as the format of the lesson plan when they were made before teaching internship was completely different from the lesson plan in reality because of the new format of the lesson plan which was only one page lesson plan. Hence, studies investigating lesson plans are still developing in accordance with context.

1.3. Limitation of the Problem

The limitation of this research is this research conducted during pandemic, the researcher could not approach the participants face to face, and the limitation of communication only through online messenger.

1.4. Formulation of the problem

Based on the background study mentioned above, the problem of this research is formulated into this question: How do pre-service teacher experience in lesson planning?

1.5. Purpose of the Study

This study aims to re-tell stories of pre-service teachers' experience in designing a lesson plan for EFL students and apply it to the students at the school during teaching internship.

1.6. Significance of study

This study will support theoretical, empirical, and practical studies in the field of English language education. Moreover, in an empirical session, this study will provide empirically on how pre-service teachers design a lesson plan. For the practical field, this study will be a handful for pre-service teachers and lecturers to know pre-service teachers' insight about how they design a lesson plan and can be a reflection of creating a better and effective lesson plan for EFL students.

CHAPTER II

LITERATURE REVIEW

This chapter contains a literature review of this research, it also presents a theoretical review to make this research more understandable.

2.1 Lesson Planning: What Pre-service Teachers Should Learn?

According to Setyono (2016), designing a learning plan tends to be challenging because it is a creative and complex process that involves in addition to understanding pedagogical content and knowledge, the ability to use critical thinking skills is also involved. Celce-Murcia (2002) explained that the lesson plan could be effective if they are 1) coherence 2) variety, 3) flexibility. A lesson plan can be coherent when there is a smooth transition from one activity to move to another, and students also understand each activity that has been carried out. For example, after reading a text or listening to a reading, the teacher asks students to do the next activity, which is writing which is still related to the information they have gotten in the previous reading or listening activity. Variety in the teaching process to avoid boredom in the middle activity. Usefulness is the main point of designing a lesson plan because choosing material should be useful for achieving the objectives of the lesson, also the material including the language vocabulary that students will need for communication purposes in the future. The lesson plan must be flexible, in which a teacher can insert some extra activities in case something unexpected happens. And the last one and also the most important is

assessment, in every plan in a lesson plan should include an assessment for each activity.

Thereupon as cited in Setyono (2016), Tyler (1949) suggested a rational-linear framework that involves four acts: 1) specify objectives, 2) selecting learning activities, 3) organizing learning activities, and 4) specifying methods evaluation. Tyler's model is already used in Indonesia because it is a conventional way of planning a lesson and still popular among the English teachers in Indonesia.

According to Taskin (2017), pre-service teachers are trained to design the lesson plan throughout their education. Pre-service teachers are taught to interpret the curriculum to develop lesson objectives, choose teaching strategies, plan learning activities, and assessment strategies accordingly (Kola, 2019; Rusznyak & Walton, 2011). Taskin (2017) also stated that pre-service teachers should be aware of students' needs, students' level of learning and expectations to reach the learning goals despite pre-service teachers having some difficulties at finding the right activities and managing teaching activities based on students' learning levels. Therefore, teachers should use their context to specify the appropriate content and strategy to apply in the class (Choy et al., 2013).

2.2 Teacher's Narratives

Narrative inquiry helps pre-service teachers to reflect on their constructions and beliefs about what it means to be a teacher in the education field (Rushton & Rushton, 2014). As specified by Dolk & den Hertog (2008), Narratives in the educational field play an important role in the relation between teacher knowledge

and behavior. Narratives refer to stories that are situated and remembered to the real situation and overlaid by theories, beliefs, attitudes, expectations, and assumptions. Meanwhile, Kienholz (2002) explained that teacher narratives are about experience reflected and could develop the readers' thinking to change readers' beliefs, to fasten maturity, and as a mirror for the readers' questions and concerns. Teacher narratives also can transform the readers and also they can indeed inform and entertain the readers. Martin et al (2018) added that in narrative identity building, teachers examine themselves by highlighting their experience from their life chronologically and in the research field, teachers are not only objects of passive research, and they also take an active portion in research. In addition, as mentioned by Schwarz (2010) Teacher narratives research is a humanistic, constructivist approach that respects the voice of the teacher. Teacher narratives is a narrative research that is built with a narrative containing stories of experiences combined with research. Teacher research has attracted a lot of attention from kindergarten to university so that it can empower teachers as reflective practitioners, who are also realistic and accessible. Through narratives, it is a possible way to understand pre-service teachers to develop their conceptions of teaching, learning, and the diversity of students from different perspectives. (Carter, 1993; Clandinin & Connelly, 1992; Craig, 2011; Sugimoto et al., 2017).

2.3 Theoretical Framework

Lesson plan has several components to make it effective and efficient for teaching. As stated by Celce-Murcia (2002), there are certain basic principles of

lesson plan that teacher or even student teacher should be aware of. She also added that these principles are also useful for all teachers, not only second or foreign language teachers. Hence, to be a teacher, pre-service teachers have to learn some requirements before teaching the students from lesson planning until assessment. (Kola, 2019; Rusznyak & Walton, 2011).

In accordance with Barkhuizen, Benson & Chik (2014), Narrative research pointed to the story of the experience in it. Moreover, this research will emphasize the story of pre-service teachers in lesson planning. Together with the scheme is made to conceive the conceptual framework from this research.

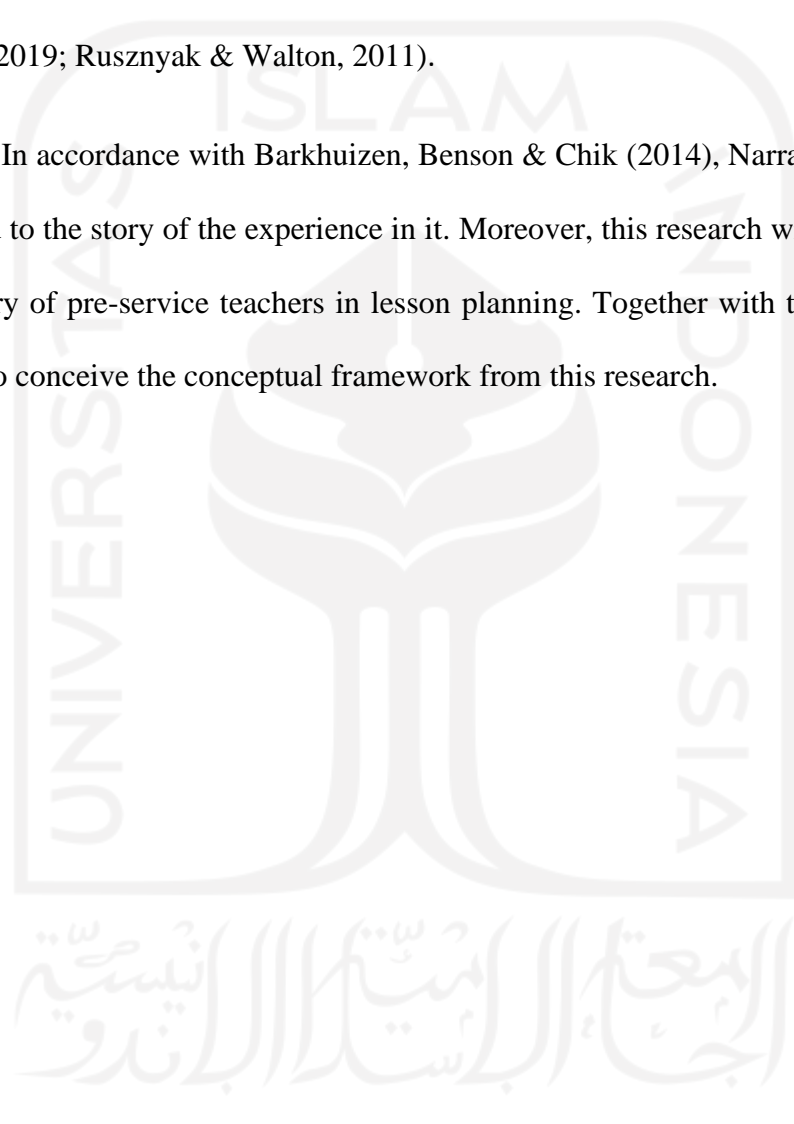


Figure 2.1 Theoretical Framework

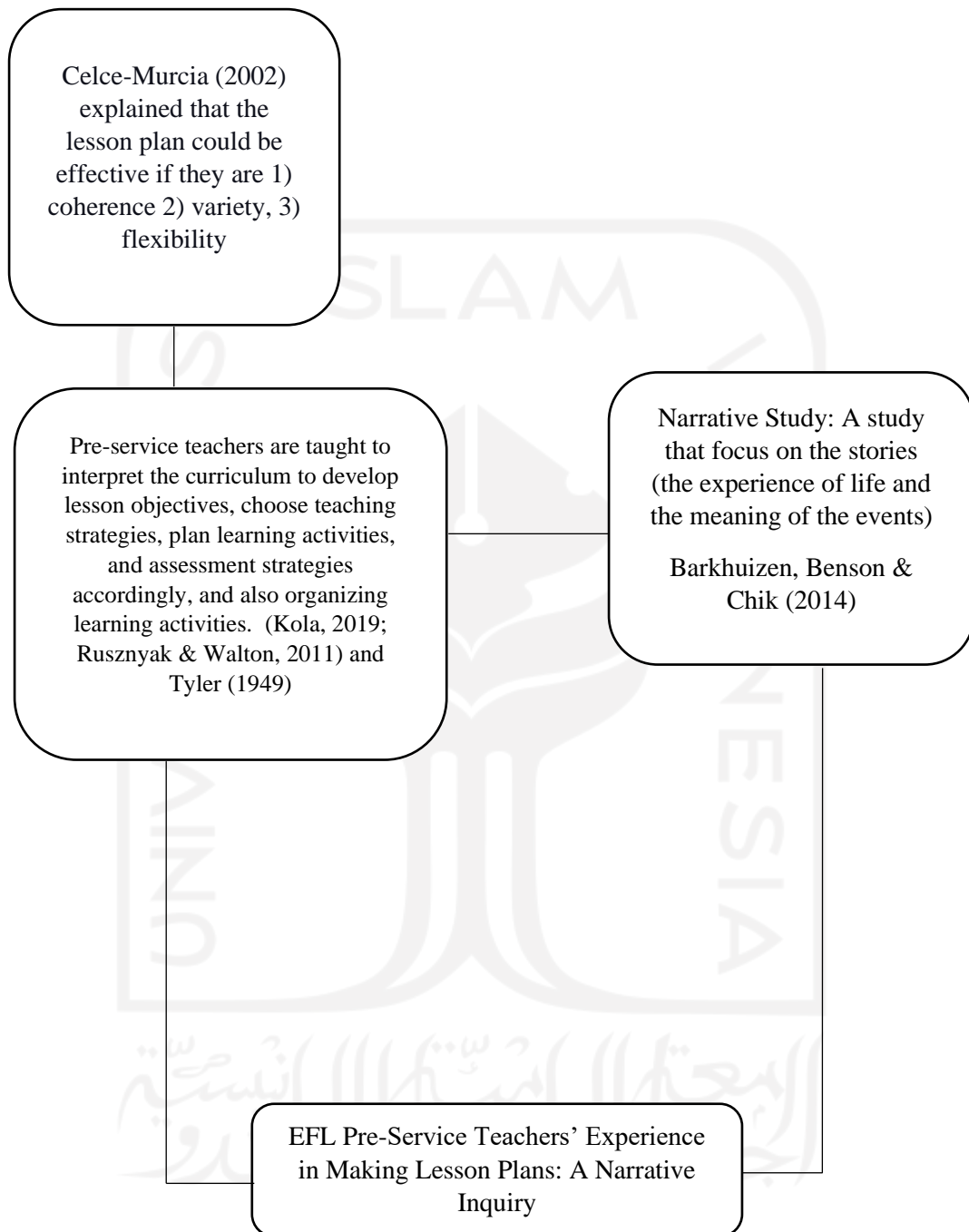


Table 2.1 Table of questions making

DEFINITION	COMPONENT	INTERVIEW QUESTIONS
<p>Lesson plan could be effective if they are 1) coherence 2) variety, 3) flexibility. Pre-service teachers are trained to design the lesson plan throughout their education. Pre-service teachers are taught to interpret the curriculum to develop lesson objectives, choose teaching strategies, plan learning activities, and assessment strategies accordingly. Celce-Murcia (2002) and (Kola, 2019; Rusznyak & Walton, 2011)</p>	<ul style="list-style-type: none"> - Teaching strategies - Lesson objectives - Teaching media - Planning - Assessment - Learning goals 	<ol style="list-style-type: none"> 1. How do you set teaching strategies? 2. How do you determine learning objectives? 3. Why do you choose this media as your learning media for teaching? 4. What is your learning goals in your lesson plan? 5. How do you assess the students?

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology that contains research design, data preparation, research participant, data collecting technique, and data analysis.

3.1 Research Design

This study aims to re-tell stories of pre-service teachers' experience in designing lesson plans for EFL students during teaching internship also this study designed as a narrative study. According to Barkhuizen, Benson, Chik (2014), storytelling and research are combined in narrative inquiry, which uses stories as research data or as a tool for data analysis and presentation of findings. Thus, the main point of the narrative is experience (Barkhuizen & Wette, 2008).

3.2 Data Preparation

The data preparation contains reviewing the constructs, making the consent form, and setting the participants.

3.2.1 Consent Form

Barkhuizen, Benson & Chik (2014) stated that the researcher must obtain approval from the participant for this study and the consent form must be in the form of detailed information and written in plain language. For that reason, I gave consent to the participant for interview and research

to be conducted, I also sent a consent form as an official letter related to the research activity.

3.2.2 Data Sources

The data were collected through interviews, this research contains information that the participant has given to the researcher. (Recording will be considered.)

3.3 Research Participant

The number of participants in this study was 2 participants, they were pre-service teachers who have done teaching internships in 2020. For the selection of the participants, their lesson plans have been examined first for the teaching activity. Both participants' lesson plans designed must be in line with the curriculum, interesting, interactive, and comprehensive and also the pre-service teacher has ever made a simplified lesson plan during the teaching internship. The pre-service teachers should have taken Instructional Design class, already done teaching internship, have taught several classes such as Microteaching class, and have made lesson plans before.

3.4 Data Collection Technique

Barkhuizen, Benson & Chik (2014) explained there are three types of data collecting in narrative research. They are semi-structured interviews, open interviews, and structured interviews. In this research, I used semi-structured interviews to gather the data where the researcher asked some questions to the

participants based on the guideline that has been made and keep elaborating with an answer by asking another questions as to the continuation. After that, this research combined and analyzed the description via interview that participants have given to researcher and the result of research into a story.

3.5 Data Analysis

Barkhuizen, Benson & Chik (2014) suggested that data analysis can be done by reading data repeatedly, coding, categorizing data. After collecting data through interviews, the interview results were transcribed, then coded and categorized into several aspects based on the themes, then these themes formed the stories. Therefore, the data that I gathered through interviews subsequently coded and thematized that relevant to the pre-service teachers' experience in designing lesson plans. This process needs to be done many times and check its code to understand the data deeply. The themes analyzed and retold by the researcher with its theoretical relationship.

3.6 Trustworthiness

Referring to Barkhuizen, Benson & Chik (2014), trustworthiness could be divided into two levels, the first level was the relationship between the researcher and the participant. For example, I selected the specific parts of the stories such as their experience in designing lesson plan in their whole teaching internship experience. Whereas the second level was how reliable the story that I tell which

means I need to present the story as realistic as possible. Hence, the story must be told in an authentic way.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter are composed of findings in the research and its discussion. The findings in this research are the data that was gathered by interview. Thereupon, the discussion concisely the explanation of interview results as the main data of this research.

4.1 Data Presentation

This section examines the findings that were found throughout the interview of Ms. Diane and Ms. Niki's stories as a pre-service teacher about designing lesson plan for EFL students at the school during teaching internship and all the process on how I collected and encoded the data as well.

4.1.1 Interviews

Ms. Diane and Ms. Niki assisted this research that is becoming participants. The data was collected through Zoom meeting at first because I could not meet them one by one due to pandemic and to avoid the spread of the COVID-19. However, due to a bad connection during the interview with Ms. Niki I decided to change the data collection through one-session for each participant on WhatsApp voice note. I contacted Ms. Diane and Ms. Niki one by one through WhatsApp messenger by asking about their lesson plan and they sent me the files through WhatsApp messenger, I checked the lesson plans first and all of them have experienced the new format of lesson plan, which was simplified lesson plan or one page lesson

plan. Then, I asked them how many classes they have taught during teaching internships at school. I asked Ms. Diane and Ms. Niki if they would be willing to be my participants in my research. After they agreed, I prepared consent forms for both of them to sign as an agreement to be interviewed for this research. The interviews of Ms. Niki and Ms. Diane were done in just one day consecutively. Afterwards, the interviews were transcribed into a transcript. The interview transcripts were in Bahasa Indonesia and translated in English and then thematized into 5 themes and 18 sub-themes. Figure 4.1 below is one of the examples of translated interview transcriptions.

Figure 4.1 translated interview transcript sample.

T	11	<p>Jadi kemaren itu pake google form, nah google form-nya itu dipake buat brain scenario. Nah itu buat ice breaking jadi cuma pake itu sih</p> <p><i>so I used google form for brain scenario, I only used that for ice breaking.</i></p>	Teaching media
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4.1.2 Thematizing and coding

After transcribing the interview into interviews' transcription, thematizing is one of the processes of this research is categorizing the data that has been collected. The themes were categorized based on the analysis of the answers that can be relevant or irrelevant with participants' experiences in designing lesson plan. Nevertheless, all of the themes I use only prominent themes. Then, the selected themes will be categorized into big themes that I recognized as aspects that affected participant experience in designing lesson plans. The themes and sub-themes can be noticeable in the appendix and in Table 4.2 as the sample.

Table 4.2 Sample of themes, sub-themes, and coding.

THEMES	SUB-THEMES		CODING
Pre-service teachers' in emotional aspects	Negative	Worry	NGV-EAS/WRY
	Positive	Happy	PST-EAS/HPY
		Gratitude	PST-EAS/GRF
Pre-service teachers' assumptions	Internal	Speculation	ITNL-ASM/SPC

Moreover, for the themes that I have coded I also clarified the meaning of them below which is in figure 4.2.1 whereas for the full explanation, for all of the data coding and the meaning available in the appendix. This shows the coding taken from which line of the interview with several themes and sub-themes.

Table 4.2.1 the sample of coding and the meaning of it

CODING	MEANING
LPL/ADJ/2	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>Teaching Adjustment</i> of theme <i>Process of Lesson Planning</i> in line 2
LPL/ADJ/7	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>Teaching Adjustment</i> of theme <i>Process of Lesson Planning</i> in line 7

4.1.3 Pre-service teachers' Stories

The following is the findings of participants' stories, Ms. Diane and Ms. Niki as a pre-service teacher in designing lesson plans during their teaching internship. The stories on their feelings towards their lesson plan, expectations and reality, assumption, teaching process, and their dedication.

4.2 Findings

4.2.1 Pre-service teachers' stories on designing lesson plan

Ms. Diane

Ms. Diane has finished her teaching internship as a pre-service teacher in a Junior High School at the end of July until August 2020 for a whole month. Before teaching internship, she had to pass some courses as the requirement such as Microteaching, Classroom Management, and Instructional Design. Even before become a pre-service teacher, Ms. Diane has to come to the school for a week for observation to knowing students' characteristics and their learning style in the classroom during learning

activities even though unfortunately when the teaching internship has started she could not meet the students face to face and she had to teach the students online because of pandemic. In the school, Ms. Diane handled 3 classes but for one class she handled the class with one of her group mates and for two classes she handled them by herself.

For designing lesson plan, she designed 2 types of lesson plans. The previous format of lesson plan and the simplified lesson plan. First she had to make a lesson plan for every meeting. She also had to send it to the students' parents a day before teaching to make sure the parents what the students would learn on that day. Ms. Diane created lesson plan for every target skill that students' had to achieve in every week as well, Ms. Diane remember one of the moment when she had to made a lesson plan that her supervisor only gave her basic competency or *Kompetensi Dasar (KD)* to design a lesson plan for teaching, her supervisor which was English language teacher only gave her basic competency and voice recording as one of learning media, at that time her supervisor gave her *KD 2* as one of the *KD* she used to design her lesson plan as she stated in the interview,

“The teacher did not give the materials to me, she only gave me basic competencies. She gave me *KD 2* and the rest of it I handled it by myself” (Interview/LPL/ADJ/2)

In designing a lesson plan of *KD 2*, Ms. Diane clarified material was about ability and willingness, the learning goals where students can learn about ability and willingness based on the voice recording she gave to the

students and also there was a target skill such as listening. There were different target skills in every week thus Ms. Diane had to design a lesson plan that could fulfil the target skills such as writing, listening, speaking, and reading. Ms. Diane explained that in the first meeting the target skill was listening then in another meeting later the target skill would be changed into speaking or writing or else however there were some meetings that used combined target skill such as reading and writing or speaking and listening at the same time.

Besides of Ms. Diane has to determined what kind of the material she would teach for the students based on the *KD* that her supervisor gave to her also for determining teaching strategy, she followed her supervisor's suggestion based on how students' learning style and their habits also not to change the rhythm until she finished teaching internship later, Task Based Language Learning was the teaching approach she used during teaching for a month, during teaching internship Ms. Diane created lesson plan with Task Based Language Learning.

As mentioned in the previous paragraph, Ms. Diane used learning media as a part of teaching in designing her lesson plan such as voice recording that her supervisor gave to her, Ms. Diane had to cut the recording when she needed to use it as part of teaching media in her lesson plan, Ms. Diane also mentioned she designed her lesson plan with used Kahoot for teaching media since the previous teacher told her the students were used to using Kahoot and Quizizz before. For assessment, Ms. Diane mentioned that

she did not have assessment rubric for the assessment, because her supervisor did not give her provision assessment rubric, mostly she also did not have specific assessment in assessing the task to be given.

Ms. Niki

Ms. Niki was a pre-service teacher for a Senior High School in August 2020 for a month. She had to teach an English subject for 8 classes from grade 10 and grade 12 with various majors. Ms. Niki told that before teaching the students her supervisor explained students' characteristics in each class to her and each class has different character, such as for Science class, Social class, and Language class has different levels of activeness for learning English.

Because of different characteristics of students, Ms. Niki made her lesson plan for the students based on the analysis she got from her supervisor for each class, she determined what kind of method, ice breaking, and activity based on the analysis as she expressed,

“... to determined what kind of method, ice breaking, and then what kind of activities, they're based on the analysis” (Interview/LPL/ADJ/7)

Ms. Niki designed her lesson plan based on the analysis she got from each different class and how active the students in the class were for learning English through her supervisor, and mostly the lesson plans were made after teaching the students since she did not have much time to make a lesson plan before teaching due to many classes she had to teach. However, when

on the first day her teaching internship, her supervisor directly told her to create a lesson plan for the class that she would teach. After created a lesson plan, Ms. Niki sent it to her supervisor first to find out if there were deficiencies or there were things that need to be improved. However, Ms. Niki expressed that her supervisor seemed already trusted her at that day because her supervisor did not give any feedback and told her to directly teach the students with the lesson plan that she has designed before. Ms. Niki narrated that her supervisor gave her freedom to modify the materials from any source on internet.

In terms of assessment, Ms. Niki explained there was a rubric for assessment. This means when Ms. Niki designed her lesson plan, she had to determine the assessment that will be given for the tasks they have done and Ms. Niki had to assess the students' tasks based on the rubric assessment determined by the school.

4.2.2 Emotional aspects of developing lesson plan

Ms. Diane: if you ask how I am feeling, I am so happy.

Ms. Diane felt happy with the result of the lesson plan she had created. She started to feel comfortable with the situation such as teaching the students, designing lesson plans, organizing materials, and having a conversation with the students. However, the focused is only in her lesson planning experience. When I asked her about what was her expectation

since she had to teach online and it was not easy to gather all students to focus while teaching online because of this situation, she answered that she felt happy and satisfied with her work in designing lesson plan because her supervisor told her about the students that they were cooperated and well behaved and that made the lesson plan was not gain too much effort also she could organized the activity in her lesson plan easily because of the students' character in the class.

She felt happy when designing the lesson plan for the students and how all the learning goals in the lesson plan in that day can be achieved as she delivered in the interview,

“When asked how I feel, I am very happy, very happy, like that.” (Interview/PST-EAS/HPY/6)

Ms. Diane also said she felt like she has discovered the new things as a pre-service teacher, she became aware of what it was like to be a teacher however she still felt that what she had experienced for a month such as designing 2 types of lesson plans in every meeting and every week was not entirely the work of a teacher, there must be many things that she has not experienced as a pre-service teacher because of the short period. However, Ms. Diane still felt that being a pre-service teacher and designing lesson plans for students was a valuable experience.

Ms. Diane would like to improve how she developing her lesson plan in the future as well, she surely wanted to improve because she felt that

one month for teaching internship was such a short period of time and for a month designing lesson plan and teaching did not cover all the things that will be faced in the future which is she still want to learn more because she has learned a lot of teaching students related during college and if she does not want to improve it will feel useless. In the future, Ms. Diane was thinking about becoming a teacher, however she said that to be a teacher is not her top priority because she has another responsibility yet she still want to improve from what she has experienced as a preservice teacher and from what she has learned during college.

Ms. Niki: I felt happy and I felt like I become a real teacher.

Ms. Niki explained her feelings that she was worried at first, she worried that her students would not understand the materials and class activity she had planned. She was worried that the students could not achieve the learning goals because of the lesson plan she had made because it was her first time for designing lesson plans for more than one class with a large number of students.

Even though most of time when she did not have much time to design lesson plans first because her supervisor always asked her to teach some different classes such as grade 10 and grade 12 at the same day with different materials suddenly without telling her the day before yet she still teach the students in a structured manner according to her plan. When she became a pre-service teacher for the first time, which was on her first day, her supervisor already asked her to teach the students, then she made a

lesson plan. After finished one lesson plan, Ms. Niki submitted her first lesson plan to her supervisor to be checked or corrected at first and asked for a feedback, however her supervisor did not check her lesson plan and Ms. Niki felt that her supervisor already trusted her to designing lesson plan and teach the students with the lesson plan that she designed.

Nevertheless, everything she was worried about and all the hectic teaching schedule she has been doing makes her feel happy and grateful. She felt happy because everything she had planned for teaching in a month always went smoothly, Ms. Niki did not find any specific difficulties in lesson planning for her students at that time. She feels touched when she already made several lesson plans with different format from what she has learned when she was in college because she was worried that she could not make an effective teaching materials in the simplified format of lesson plan.

Before she made her lesson plan for teaching, she thought maybe some of her students would understand the material she has planned and some would not understand. However, she was satisfied with the students because the students were active and it made the lesson plan she has made went successfully from the beginning until the assignment. This grateful and happiness feelings, Ms. Niki already stated this in the interview,

“I feel like a real teacher, because it feels like what I had planned turned out to be good” (Interview/PST-EAS/GRT/18)

However, Ms. Niki wanted to improve the way she designed her lesson plan even though everything she had planned when she was in teaching internship went well, Ms. Niki felt what she did on her lesson plans were imperfect and there were still shortcomings in her lesson plan. In the future, she wanted to improve or modify her lesson plan and think carefully about making the activities. Ms. Niki has a plan in the future as well. When I asked her if she will become a teacher in the future, she said that she prefers to be a lecturer in the future rather than being a teacher.

4.3 Discussion

In this part I tried to comprehensive analyze of the data that I have collected through interviews that have been conducted previously with both participants. Hence, I examined participants' process in designing lesson plans with their emotional aspects attached after they did it. There was also pre-service teachers' perception toward designing lesson plans.

4.3.1 The process on developing lesson plan

Before delivering the material to the students, pre-service teachers have learned what preparations must be made in college. Therefore, they already know what steps to take before delivering the material to the students. One of the steps is designing a lesson plan, when designing a lesson teacher should consider students' background (Celce-Murcia, 2002). I found in both participants have done *teaching adjustment* which Ms. Diane

and Ms. Niki were asked their supervisor about students' background and anything related to how students learn to adjust the way they manage the class and deliver the material as they expressed in the interview,

“To make the lesson plan, it is seen from the analysis to determine what activities I will make and what kind of ice breaking, teaching methodology, it was from the analysis” (Interview/ LPL/ADJ/7)

“Actually my supervisor told me what kind of teaching method she used for the students and their habits when studying as well. However, my supervisor advised me to follow the teaching method of the previous teacher” (Interview/ LPL/ADJ/1)

On the other hand, according to a study by Ahmad (2012), the use of technology as a tool for teaching English got support from almost all of the teachers and the students. This study related to on how both participants also explained how they use of technology as learning media in their lesson plan, both participants used the same platform as *teaching media* for assessment in their lesson plan and any tasks to minimize internet data usage during online class also simplified the procedure in doing quizzes. Ms. Diane and Ms. Niki expressed the reason why they only use Google Form because of the difference in each students such as internet network connection that might make it difficult for students to open various platform or some of students did not use Wi-Fi at their house as their supervisor told them during teaching internship.

Based on findings that I found on both participants, they used technology the most as teaching media in their lesson plan because of online learning and this has an impact on how Ms. Diane and Ms. Niki used their *teaching strategies*. Both of participants asserted that their lesson plan based

on how their supervisor talk about *students' characteristics* when they were observed students' habits during class as Ms. Diane and Ms. Niki explained in the interview,

“I always see the character of the students. Because of online learning and I could not teach students directly, my supervisor which was their English teacher explained the difference between the science class, the language class, and the social studies class has different students, even the students from the language class are more active than the science class” (Interview/LPL/SCH/7)

This statement indicated that participants got information about *students' characteristics* from their own supervisor, the students were active in learning English and also obedient and this information helped the participants to develop *teaching strategy* for the class also on how both of participants created lesson plans.

Moreover, Ms. Diane and Ms. Niki also determined *teaching material* in their lesson plan. In accordance with Bouckaert (2016), when EFL pre-service teachers create their own materials, they are expected to apply their practice based on theories about pedagogy and linguistics which they have learned in the course. In the interview, both participants said they created materials for teaching for the day they would teach the students such as Ms. Niki mentioned two materials she remember that she used for some of lesson plan were self-introduction for grade 10 and procedure text for grade 12, Ms. Niki got freedom to search learning material and she decided to gather the source from internet. Meanwhile Ms. Diane also mentioned one of her learning materials when she designed lesson plan was about

expression of ability and willingness for grade 8 and the source also from the internet with recording files from her supervisor. However, both participants have the same goals or target skill which is that students could understand and use the material that has been learned for proper use.

4.3.2 The emotions involved when creating lesson plans

During the teaching internship period, there must be emotional feelings that both participants felt from designing lesson plans, teaching the students, interaction with students, and more experiences during teaching internship. Thus, I will discuss both participants emotional while designing the lesson plan and when the lesson plan was implemented well as a pre-service teacher.

The emotion in this research is divided into two parts, they are negative and positive. Emotions come from experiences that pre-service teachers obtain through interacting with students (Kihwele 2020) and also these emotions were found in the interview when they explained about their experience designing lesson plans. The first one is negative. I found Ms. Niki was felt *worry* at first because she was scared that the students would not understand about the material she would deliver to them and she worried about her plan would go wrong. On the other hand, I did not find Ms. Diane felt *worry* about her lesson plan because she had to make two types of lesson plan as explained in Ms. Diane's stories.

The second emotion is positive, as mentioned by Kihwele (2020) in their study, pre-service teachers have a positive impression of emotions when their expectations on teaching goals were well achieved in the school where they teach. Both participants have positive emotions the most in the process of designing lesson plans during teaching internships. Ms. Diane expressed her feeling that she felt really happy (see Interview/PST-EAS/HPY/6) because all the learning goals she made were well achieved even though there was a little trouble such as duration yet it was not a big deal because she could control it. This feelings also same with how Ms. Niki when she described her feelings, she also felt satisfied when the result went smoothly to what she planned in her lesson plan, Ms. Niki also mentioned that she felt like she became a real teacher (see Interview/PST-EAS/GRT/18). Based on the findings that I found in this research, both of participant, these positive feelings defined as *happy* and *gratitude* because both participants, Ms. Niki and Ms. Diane expressed how *happy* they were when they designed their lesson plan and it went according to plan and felt *gratitude* because both participants felt like a real teacher at that time.

4.3.3 Pre-service teacher's perception on developing lesson plan

According to Kim & Cho (2014), pre-service teachers should be prepared for the wider reality of changing education policy, which is an important component of professional teaching, through systematic field experience and practicum. This study related to how the changing of lesson plan format right before before the participants started the first day of

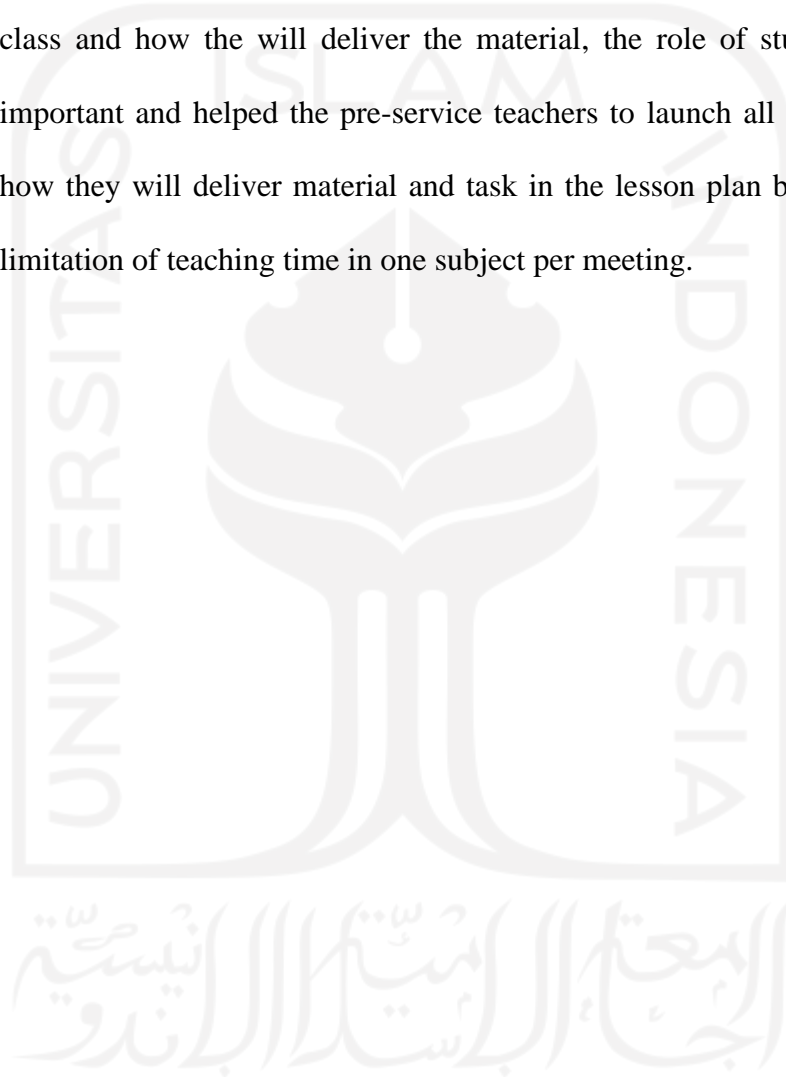
teaching internship teacher and teaching students, Ms. Diane and Ms. Niki had several expectations but also faced the reality when they already became pre-service teachers. There were *expectation* and *speculation* in both participants mind before becoming a pre-service teacher as one of participants expressed in the interview,

“It started from a 1 page lesson plan, in college we made a lesson plan with an old format which was more than one page long. At first I thought about how to make it. Meanwhile we have not learned about this (simplified lesson plan) in college before, would it be effective?” (Interview/ ASM/EXP/17)

This finding shows that *expectation* appeared because both of participants did not have experience on designing the new format of lesson plan which is called simplified lesson plan because they only learned the previous format ones when they were in college, this *expectation* also made them learn simplified lesson plans in the school where they were teaching. This *expectation* also caused *speculation* towards the result even before they were teaching. Ms. Diane and Ms. Niki have the same *speculation* toward their students when they were teach the students, both of them thought the possibility of their students understand the material and the plan that they have been organized in lesson plan would be half of them will understand and also half of them would not understand or did not pay attention since they only can deliver the material through online learning.

Nonetheless, their *expectation* and *speculation* turned out to provide a satisfying reality. The *reality* is that both participants got good results because of their students. Ms. Diane and Ms. Niki expressed how the

students were cooperative and they felt they did not have difficulty while teaching them because all of the students were obedient thus making the lesson plan go smoothly without any flaws. Regardless of how hard pre-service teacher designed the lesson plan with perfect plan to manage the class and how they will deliver the material, the role of students is still important and helped the pre-service teachers to launch all plans such as how they will deliver material and task in the lesson plan because of the limitation of teaching time in one subject per meeting.



CHAPTER V

CONCLUSION & SUGGESTION

This chapter covers the conclusion of the research which is the brief summary of the findings that I have collected and the suggestion for further research that is related to pre-service experience in designing lesson plans.

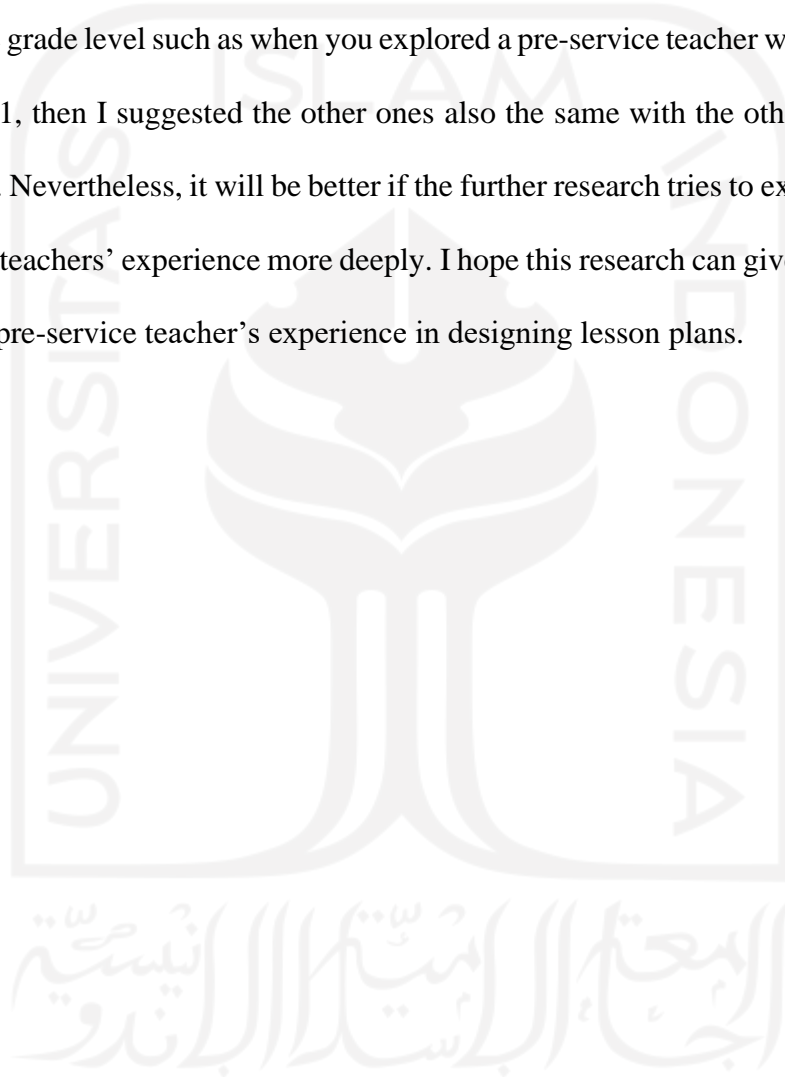
5.1 Conclusion

Through this research, I tried to explore pre-service teachers' experience and precise the findings that I found from the interview. In consonance with the findings, pre-service teachers' experience in designing lesson plans included on how they designed the lesson plan such as determined teaching adjustment, teaching media, teaching material, teaching strategy based on their students' characteristics, also their perception and their feelings during the process. Thus, in the experience itself they learned lots of experience on how to become a teacher in the future.

Although their teaching internship only happened in a month, Ms. Diane and Ms. Niki expressed they want to learn more, because they believe that there are more things they need to learn to become a teacher and they thought one month was not enough to get more experience. Based on Ms. Diane and Ms. Niki's stories, it can be concluded that they still have a long way to learn to be an in-service teacher even though both of them mentioned that they have other priorities besides being a teacher in the future.

5.2 Suggestion

In accordance with this research, I would like to give some suggestions to improve further study on retelling the story of pre-service teachers' experience. I suggested researchers to find more than one participant with the same school level or same grade level such as when you explored a pre-service teacher who is teaching grade 11, then I suggested the other ones also the same with the other pre-service teacher. Nevertheless, it will be better if the further research tries to explore the pre-service teachers' experience more deeply. I hope this research can give a perception from a pre-service teacher's experience in designing lesson plans.



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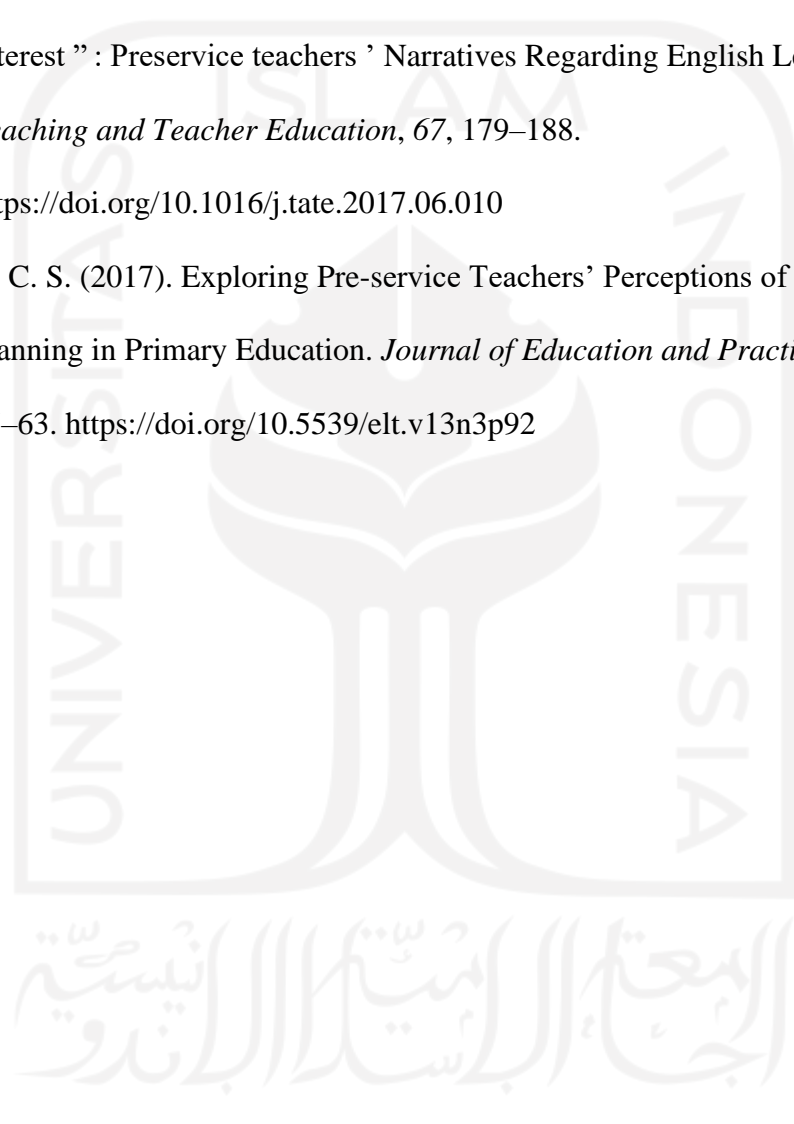
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APPENDICES

Appendix 1 Informed Consent

INFORMED CONSENT

RESEARCH EXPLANATION SHEET

Name : Nur Chika Fanelia

NIM : 17322027

Institution : English Language Education Department
Psychology and Social Sciences Faculty
Islamic University of Indonesia

Research Title : EFL Pre-Service Teachers' Experience in Designing Lesson Plans:
A Narrative Inquiry

You have been chosen to participate in this research. This participation is

1. This research aims to investigate pre-service teachers' experience in designing lesson plans during teaching internship.
2. If you are willing to participate in this research, the researcher will conduct an interview to you in the time and place that will be agreed. If you do not mind, the researcher will also record the interview as the proof that the interview has been conducted.
3. There is no risk that will treat you if you are involved in this research. If you feel uncomfortable during the interview, you can ask the researcher to stop the interview or resign as the volunteer in interview.
4. All the data from interview will be saved. While, you are allowed to have the data interview if you needed. The result from the interview will be included in the research and it will be given to the institution.
5. You are allowed to ask something if this explanation not clear enough.
6. If you have understood and are willing to join as a volunteer in this interview, please sign the approval sheet below.

**INFORMED CONSENT
PARTICIPANT APPROVAL SHEET**

Name : Dexa Nilam Cahya

Age : 22 years old

I have read the research explanation and I have understood the aim of this research. My involvement in this research as participant will support the evaluation system in PBI UII, especially to share stories about pre-service teacher's experience in designing lesson plan. Based on the consideration above, I am voluntary to be a participant in this research and I agree to conduct an interview with the researcher.

Yogyakarta, 20 December 2020

Researcher

Participant



(Nur Chika Fanelia)



(Dexa Nilam Cahya)

**INFORMED CONSENT
PARTICIPANT APPROVAL SHEET**

Name : Nindy Fachuli Jannah

Age : 21 years old

I have read the research explanation and I have understood the aim of this research. My involvement in this research as participant will support the evaluation system in PBI UII, especially to share stories about pre-service teacher's experience in designing lesson plan. Based on the consideration above, I am voluntary to be a participant in this research and I agree to conduct an interview with the researcher.

Yogyakarta, 20 December 2020

Researcher



(Nur Chika Fanelia)

Participant



(Nindy Fachuli Jannah)

Appendix 2 Interview transcript

Interview Transcription

Date : December 20th, 2020

Time : 16:04 – 17:18

Platform : Zoom and WhatsApp Voice note

Length of interview :

Participant : Nindy Fachuli Jannah

T / R	Line	Interview	Themes
R		Ok.. langsung mulai aja ya	
T	1	oke	
R		nindy waktu PPL itu handle berapa kelas? Maksudnya totalnya gitu.. seinget nindy	
T	2	kalo gak salah itu 8 kelas , jadi dari kelas 10.. lupa ya kelasnya kelas berapa aja lupa maksudnya kelas apa aja, tapi dari kelas 10 sama kelas 12.	Number of class
R		oh.. kelas 10 sama 12, itu nindy tuh eee handle semuanya tuh gimana ya maksudnya, menghandlenya tuh Bahasa inggris nindy semua yang pegang?	
T	3	chik, suaranya agak putus-putus chik, bisa diulangi gak?	
R		oh putus-putus ya, ok. Kan nindy total handle 8 kelas tuh, itu satu bulan full nindy yang ngajar semuanya Bahasa inggris?	
T	4	iya... aku full itu sebulan aku yang ngajar karena guru GPL aku tuh ngasih kepercayaan aku gitu loh buat megang semua kelas itu, kaya gitu. Jadi guruku tuh nggak ada ikut	Confidence

		campur kaya buat materi atau apa tuh ngga, jadi semuanya tuh serba aku, kaya gitu.	
R		berarti tuh lesson plan-nya semuanya nindy yang bikin gitu?	
T	5	iya he'eh	
R		oh masuk ke pertanyaan selanjutnya, kalo misalnya mau ngajar tuh kan ada teaching strategies gitu kan, eee nindy tuh punya strategi buat ngajar ga sih? Misalnya tuh di kelas 10 gimana nindy ngajarnya-	
T	6	apa tadi chik? (suara tidak jelas kendala jaringan)	
R		oke, jadi kan kalo kita mau ngajar itu kan kita bikin lesson plan kan, nindy bikin lesson plan terus nindy pasti punya teaching strategy kan buat kelas 10 dan kelas 12-nya, nindy ada strateginya gak?	
T	7	kalo bikin lesson plan itu kalo aku selalu liat dari siswanya. Jadi kan karena ini online kan ga bisa ngeliat anak-anaknya langsung, aku nanya ke GPL ku, anaknya gimana karakteristiknya gitu, terus sama GPL-ku dijelasin, tapi ada perbedaan (kelas) IPA sama yang Bahasa, sama IPS tuh beda siswanya gitu, malahan yang anak Bahasa itu yang lebih aktif Bahasa inggrisnya malah bagus daripada yang IPA, gitu. Nah dari ngebuat lesson plannya itu dilihat dari analisisnya nih, kalo strategi yang aku buat, jadi buat menentukan kaya metode apa, terus ice breakingnya apa, terus aktifitasnya apa, itu dari analisis itu..	Students' characteristics Teaching Adjustment
R		semua itu tergantung dari need analysis ya, tergantung jurusan juga kan, terus soal dari learning objective itu, nindy nentukannya dari apa, tujuan pembelajarannya apa gitu, materinya gimana?	

T	8	learning objective.. iya dari materinya, jadi dari.. apa namanya kayak sebenarnya gabungan sih dari .. sebenarnya gabungan sih dari materi sama karakteristik anaknya , kalo misalnya anaknya aktif gitu kan jadi kegiatannya itu yang apa ya.. pokoknya yang sesuai dengan mereka, jadi need analysis eh learning objectivenya itu disesuaikan, jadi kalo mereka aktif kita bisa dong pake materi ini nah berarti kira-kira pencapaiannya pasti bisa kalo ngebuatnya gini, kaya gitu	Teaching strategy Teaching adjustment
R		oh.. terus eeh.. selama ngajar itu ada punya media gak? Buat ngajar gitu misalnya games atau apa gitu	
T	9	media buat ngajar.. Cuma pake google form itu buat- ini media ngajar kaya Zoom gitu ya?	
R		iya, buat ngajarnya	
T	10	atau misalnya kaya pake zoom atau pake flash card gitu gitu yang mana chik?	
R		(mengulang pertanyaan yang sama namun suara terputus jaringan)	
T	11	Jadi kemaren itu pake google form, nah google formnya itu dipake buat brain scenario. Nah itu buat ice breaking, jadi cuma pake itu sih media-media yang lain itu nggak karena siswanya tuh kan GPL aku kemaren bilang jangan pakai sesuatu yang banyak bikin anaknya makan banyak kuota, jadi yaudah aku pake google form aja yang apa namanya, yang maksudnya ringan gitu kan... terus kalo ngajarnya sih pakenya Microsoft Teams	Teaching media Teaching media
R		Nah kan pake Microsoft team kan ya, kalo disitu cara kerjanya gimana kalo nindy ngajar gitu?	

T	12	Jadi aku pake Microsoft team itu buat ngajar, face to face, buat ngirim materi, bikin jawal buat undang students, terus.. apa namanya, kaya diskusi jadi kalo ada yang ditanya bisa disitu. Modelnya tuh kaya facebook, udah sih gitu aja.	Teaching media
R		oh.. Microsoft Team, terus ini nindy masih inget ga lesson plan pertama nindy tentang apa?	
T	13	lesson plan pertama? itu kelas 12.. tentang.. pertama itu ngajar lupa chik, nanti aku ingetin deh	
R		kalo gitu salah satu aja yang paling diinget	
T	14	ada introducing yourself, sama how to make itu... nah tentang procedure text	Teaching material
R		itu kelas berapa?	
T	15	kalo procedure text itu kelas 12, yang introducing yourself itu kelas 10	Teaching material
R		nah apasih yang nindy harapi dari lesson plan pertama nindy, ada ga learning goals nindy waktu itu?	
T	16	yaa pasti awalnya kek sempet takut, ini materi yang aku bikin bakal sampe ga, jadi harapan lesson plan ini anaknya bisa paham dengan materi yang aku sampekan terus jadi tujuan learning objectives ini bisa tercapai untuk mengukur kemampuan mereka	Worry expectation
R		oiya Nin, ini soal ekspektasi sih kan PPL tuh, ee kita gak tau bentuk lesson plannya bakal kayak mana, nanti ngerjainnya gimana gitu kan, nindy tuh ada ekspektasi ngga sebelumnya sama lesson plan nindy gitu? Karena kan setau aku ya rata-rata kita ngerjain lesson plan itu kan yang dari kuliah terus dibawa ke sekolah itu kerangkanya udah beda karena pergantian gitu kan, terus	

		kita juga belajarnya muridnya itu online gitu, kira-kira nindy ada ekspektasi ga sama lesson plannya?	
T	17	<p>kalo ekspektasi ada sih pastinya, dimulai dari yang RPP 1 lembar itu kan, kalo di kampus itu kita kan bikinnya yang berlembar-lembar, nah kalo yang di sekolah ini kan karena online kan satu lembar juga, nah awalnya itu kan mikir.. apa namanya nanti RPP-nya kaya gimana, cara buatnya kaya gimana, gitu kan sedangkan kita di kampus itu ngga ada waktu itu kita cuma kaya sosialisasi tapi bentar doang gitu kan, pas dipersingkat gitu kan RPP-nya jadi satu lembar kira-kira bisa efektif ga? Sedangkan yang kita buat banyak penjelasannya, terus pokonya lengkap gitu lah tapi ini diconvert dalam RPP satu lembar, nah kira-kira bakal efektif ga maksudnya bisa mencakup semuanya ga? Gitu kan, nah terus tapi pas udah PPL kemaren kan akhirnya dikasih tau, dikasih bikin RPP satu lembar kaya gini tapi ngga dikasih tau caranya jadi aku ngebuat sendiri gitu, nah terus kalo ekspektasi yang dari RPP yang buat ke anaknya itu kaya.. RPP yang udah aku buat ini metode dan aktifitas-aktifitasnya ini bakal masuk ngga mereka ketika aku menyampaikan gitu kan, ekspektasi aku kaya gini, mungkin sebagian nyampe mungkin sebagian engga gitu kan, karena kan kita online kan ngga tau mereka itu sedang buka hp atau ngga. Maksudnya sedang merhatikan ketika kita menjelaskan atau ngga atau mungkin lagi aktif gitu kan di Microsoft teams tapi merekanya kemana, gitu kan kita ngga tau kan. Nah, yaa apa namanya.. apa ya lagi.. ya pokonya ekspektasi aku tuh awalnya mungkin bakal setengah nyambung, maksudnya setengah nyampe setengah ngga gitu loh, karena kita ngga tau kondisi mereka kaya gimana gitu kan. Nah tapi masalahnya itu kan di pas PPL aku kemaren kan ngga</p>	<p>Expectation</p> <p>Confidence</p> <p>Expectation</p> <p>speculation</p> <p>Students' characteristics</p> <p>Reality</p> <p>expectation</p>

		<p>wajib aktifin kamera, jadi semuanya itu off jadi kan kita ngga tau ya anaknya itu lagi ngapain aja, kaya gitu. Tapi alhamdulillahnya karena kemaren anak MAN itu aktif-aktif ya bisa dibilang high motivation semua, jadi pas sesi tanya jawab itu mereka pada nanya, pas aku ngasih pertanyaan juga mereka jawab, kaya gitu. Terus aku ngasih tugas ke mereka, mereka juga ngerjain semuanya, kaya gitu walaupun ada yang telat ngumpul tapi mereka ngerjain dan itu ngebuat aku jadi ekspektasi yang awalnya aku mikirnya kaya bakal setengah nyampe ke mereka tuh pecah gitu loh oh mereka ngumpul semua, mereka paham, mereka aktif di kelas, aku tanya mereka jawab bahkan rebutan gitu kan berarti malah melebihi dari ekspektasi aku, kaya gitu, berarti RPP aku alhamdulillahnya eeh apa namanya, berhasil dong, learning objektifku sampe ke mereka, dan aku bisa mengukur kemampuan mereka, kaya gitu.</p>	Reality
R		<p>oh gitu, keren sih kalo anaknya high motivation gitu jadinya kitanya juga senang, terus aku mau nanya lagi nih. Perasaan nindy gimana waktu itu lesson plannya itu berjalan dengan baik, bikin lesson plan-nya juga syukurnya itu lancer, terus kan nindy tuh dipercaya yah sama GPL-nya buat bikin lesson plan dan handle kelas sebanyak itu, nah waktu setelah bikin lesson plan nindy langsung konsul ga sama GPL-nya atau nindy bikin nindy langsung aplikasikan atau konsul dulu?</p>	
T	18	<p>perasaan aku ya, itu senang dan terharu juga, yang awalnya aku mikirnya kaya duh ini online, kira-kira RPP yang aku bikin dan selesai dengan need analysis ini tuh bakal apa namanya bakal nyampe ga di mereka, gitu. Ternyata alhamdulillah-nya nyampe gitu kan. Nah jadi tuh senang juga terharu, karena selain itu kaya udah berasa jadi teacher beneran, karena gimana ya kaya hasil yang</p>	<p>Happy</p> <p>Speculation</p> <p>happy</p> <p>gratitude</p>

	<p>kita buat itu ternyata membuahkan hasil gitu loh. Nah untuk yang RPP konsul yang lain-lain itu, ngga. Jadi tuh gini, kan waktu pertama kali buat RPP itu kan, itu aku ngirim RPP, media, materi, semuanya ke GPL aku sebelum ngajar kan pagi-paginya jadi aku tuh sering banget dikasihnya dadakan, jadi kayak “mba hari ini ngajar 2 kelas, kelas 10 ini, kelas 12 ini” dengan materi yang berbeda-beda. Di dalam satu hari itu aku langsung bikin 2 materi, media, dan lain sebagainya kan, nah jadi tuh eee waktu yang pertama kali itu kan aku dikasih taunya kan dadakan kan, jadi pagi itu baru aku selesain buat RPP itu baru aku kirim pagi-pagi itu ke ibunya sama medianya dan materinya kan, “buk ini tolong dicek lagi, dikasih feedback kalua misalnya ada yang kurang” karena pagi itu juga langsung ngajar kan. Nah terus udah sampe di sekolah ku tanya ibunya “buk, gimana RPP, media, dan lain sebagainya?” Sudah di cek belum, ada yang kurang ga. “nanti saya cek” bilanganya gitu kan, tapi setiap.. apa ya pokoknya aku ngajar tuh ibunya kaya ga pernah ngecek, kaya bener-bener full dikasih kepercayaan jadi aku gak perlu ngirim lagi, gak perlu konsultasi lagi, ga perlu nanya yang kaya gimana-gimananya itu ngga, sama ibunya itu ngga, jadi aku langsung misalnya yang dikasih tau hari ini ngajar procedure text, nah aku langsung buat media nih sama materi. Terus udah langsung bessoknya ngajar kaya gitu jadi ngga ada kaya konsultasi, feedback dan lain sebagainya, karena aku tuh semuanya serba dadakan gitu loh. Kan ada beberapa temen kan yang udah dikasih tau minggu ini ngajarnya ini, jadi kan mereka udah bisa persiapan sebelumnya, kalo aku tuh ngga, gitu. Jadi ya senang karena bener-bener dikasih kepercayaan buat ngajar banyak kelas langsung selama sebulan itu terus RPP aku learning objectivenya tercapai</p>	<p>confidencce</p>
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R		abis itu yang terakhir kan tugas, nah nindy tuh PSada ketentuan ga buat ngenilai siswa. Soal latihan-latihan yang udah dikerjain nindy kalo ngasih nilai tuh ada ketentuannya ga? Oiya nindy biasanya kalo ngasih tugas dari apa? Ntah dari google form kah atau dari ee apa via WA grup atau gimana? Dan pengumpulannya juga gimana?	
T	19	kalau penilaian tugas iya itu ada, jadi bikin rubric penilaian, jadi tuh dinilainya dari berdasarkan rubric penilaian itu chik. Terus biasanya kalo ngasih tugas tuh lewat google form, PPT, udah. Pengumpulannya selalu lewat google form.	appraisal
R		Oiya kan segala kegiatan ada di Microsoft team, terus akum au nanya soal time management. Kan kalo kita bikin lesso plan pasti lah ada bagian presentation, practice gitu. Kalo nindy time managementnya tepat ga selama jam pelajaran?	
T	20	Alhamdulillah pas sih, jadi buat face to face-nya itu 45 menit, terus sisa jam pelajarannya itu dipake buat nugas. Jadi habis materi gitu kan, terus bagian practice-nya itu mereka ngerjain tugas nah deadlinenya pas jam terakhir pelajaran itu, gitu. Jadi ga semuanya tatap muka, satu pertemuan itu tatap muka semua ngga, jadi dibagi gitu, jadi biar anaknya langsung ngerjain tugasnya biar ga ada tugas yang lain gitu lho. Mm terus, udah sih itu aja. Selalu kaya gitu sih kegiatan mengajarnya, kaya tatap muka, terus kalo mau bagiin PPT materi itu di grup WA biasanya, terus kalo biasanya kalo mau tanya-tanya tentang tugasnya atau materi, biasanya PC di WA atau di grup wa kelas gitu	Time management Class activity assistance
		Oiya, nindy biasanya bikin lesson plan itu dipake buat berapa kali ngajar?	
	21	Buat satu kali pertemuan pertemuan chik, tapi biasanya dipake buat 2 kelas	

		Nindy pernah punya kesulitan ga selama design lesson plan? Kaya kesulitan cari materi atau yang lain gitu, karena kan nindy bener-bener dipercaya sama gurunya sepenuhnya	
22		Sejujurnya ga susah ya chik, yang bikin susah itu karena ga ada waktu bikinnya itu aja jadi kaya seadanya aja.. karena kebanyakan aku ngajar duluan baru bikin lesson plan tapi aku ngajarnya tuh terstruktur kaya step by step.. kalo cari materi sih ga susah yak arena dibebasin cari dimana aja dan harus dimodify juga kan ya, tapi itu ga terlalu susah menurutku	difficulty
		Setelah pengalaman bikin lesson plan, nindy ada pemikiran buat improve ga? Dan nindy ada pemikiran mau lanjut jadi guru ga?	
23		Iya sih kalo untuk improve pasti ada, karena waktu itu seringkali ngajar dadakan jadi kaya mikir ada di kepala aja sama akfitas dan ngajarnya, jadi lesson plannya kurang perfect buat aku dan masih ada kekurangan dalam lesson planku. Jadi buat kedepannya aku berencana buat improve atau modify lagi lesson plannya terus mikir secara mateng buat aktiftasnya. Kalo untuk kedepannya jadi guru sih sebenarnya ga pingin ya, tapi inshaallah mau jadi dosen, tapi kan ga pasti ya	

الجمعة، الأستد الأندو
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Interview Transcription

Date : December 20th, 2020
 Time : 16:27 – 20:43
 Platform : WhatsApp Voice note
 Length of interview :
 Participant : Dexa Cahya Nilam

T / R	Line	Interview	Themes
R		eca aku mau nanya, eeh gimana cara eca mengatur teaching strategy pada muridnya sebagai guru PPL?	
T	1	Ok, jadi waktu milih soal teaching strategies itu sebenarnya ibuk-nya tuh ngasih tau gitu loh kalo anak-anaknya tuh diajarnya pake teaching strategies yang gimana, dan habit-nya mereka gimana kalo belajar. Nah terus gurunya itu tuh apa.. menyarankan supaya tetep eeh pake strateginya dia gitu, karena eeh apa namanya biar nggak ngerubah ritme gitu loh ketika anak itu udah selesai ketika eca sudah selesai PPL tuh anak itu nggak berubah lho ritme belajarnya, karena emang target ibunya itu untuk keeping apa ya biar anaknya itu tetap belajar terus gitu lho di rumah gimanapun kondisinya, gitu. Jadi, ibunya itu lebih menyarankan make strategies yang dia pake, ibunya ini make TBLT yang Task Based Learning itu.. jadi sebenarnya tuh eca bisa sih make approach yang lain, ada beberapa eca combine kaya gitu tapi emang gak di majornya, jadi kaya minor-minornya doang. Misalkan eeh.. apa biasanya itu kan di awalin pake task dulu tapi kadang eca ngasih materi dulu atau nggak kaya review dulu atau nggak ngobrol-ngobrol dulu gitu, jadi nggak langsung task kaya gitu sih. Kalo ibunya itu kan biasanya masuk langsung kasih task dulu baru	Teaching adjustment Teaching Adjustment teaching strategy

		dibahas, kadang eca ..apa kadang ngasih inputnya dulu baru ngasih task, kaya gitu.	
R		Terus, itu soal learning objective. Nah kan misalnya ibunya udah ngasih materi gitu, nah nanti eca nentuin learning objective-nya gimana di lesson plan eca, terus eca pake media ngga kalo ngajar? Nah kalo misalnya eca punya media ngajar, selama ngajar online itu eca pake apa dan kenapa eca memakai media itu?	
T	2	<p>Ok, ngejawab yang soal learning objective mau clarify aja sebenarnya ibunya tuh ga ngasih materi ke eca, jadi ibunya itu cuma ngasih kaya KD, berapa ya waktu itu.. kayanya KD 2 deh. KD 2 tema tentang ini, aku yang handle kaya gitu loh. Langsung kaya gitu jadi ibunya tuh ga ada ngasih materi ngga ada ngasih rangkuman atau segala macam itu ga ada, Cuma ibunya itu ngasih ini, dia ngasih PDF yang isinya itu tuh recorder.. eh apa rekaman suara gitu kalo buat eeh listening, kaya gitu. Nah itu, itu bentuknya tuh rekamanannya full gitu loh, jadi pas eca mau pake tuh jadi eca harus potong-potong dulu, kaya gitu.</p> <p>Nah terus, buat kalo ngomongin learning objective, jadi disetiap pertemuan itu tuh ada target skill yang mau dicapai dulu, nah sebenarnya ibunya ngebebasin sih, mau yang nulis dulu atau yang listening dulu atau yang baca atau yang kaya gitu loh. Tapi eca memutuskan buat yang listening dulu.</p> <p>Listening disitu tuh jadinya di pertemuan 1 dan 2 itu totalnya itu ada kan itu satu bulan tuh, nah berarti kalo satu bulan itu satu kelas itu punya 2 kali 4.. 8 pertemuan. Jadi, 2 pertemuan awal itu listening, terus berangsur-angsur 2 pertemuan kemudiannya misalkan kaya speaking, 2 pertemuannya writing, 2 pertemuan kemudiannya reading, kaya gitu. Tapi ada juga minggu yang dicombine gitu loh</p>	<p>Teaching adjustment</p> <p>Teaching media</p> <p>confidence</p> <p>Teaching strategy</p>

		<p>skillnya. Kaya misalkan minggu yang pergantian dari yang listening speaking ke writing reading, nah itu biasanya ditengah-tengahnya itu ada combine yang listening speaking, terus nanti yang reading writing itu dicombine-nya nanti waktu di akhir kaya gitu.</p> <p>Ok terus kalo buat media, kalo untuk ngajarnya itu, maksudnya kalo untuk latihan anak-anaknya itu tuh pake rekaman itu tadi yang aku bilang. Kayanya ada deh chik di GDrivenya itu nanti eca kirim, eca udah pernah ngasih deh kayanya GDrivenya. Itu materi disitu terus apa namanya.. kok materi eeh rekaman listening itu pake itu terus, kalo media itu paling-paling kahoot, terus sama google classroom, kaya gitu. Kalo whatsapp group itu ngga ada, soalnya emang eeh semua mapel emang ga ada gitu loh grup whatsapp yang isinya per mapel jadi adanya tuh grup kelas, kaya gitu. Nah terus, oh Cuma kalo misalkan ada anak-anak yang masih kurang paham dan intinya butuh tambahan gitu loh biasanya sih lewat WA, atau ada juga yang hubungi lewat eeh ini, google classroom, begitu.</p>	<p>Teaching media</p> <p>assistance</p>
R		<p>Oiya, soal media juga terus kan eca bilang eca pake kahoot kan, kenapa eca memilih kahoot? Terus ada kesulitan ga selama pake media itu misalnya kaya kendala koneksi gitu?</p>	
T	3	<p>Kalo buat kahoot itu aku Cuma pake satu kali, di awal. Terus abis itu aku ga pake lagi soalnya emang trouble gitu lho, aku mending pake google form oiya inget aku sering banget pake google form misalkan kaya kuis atau kaya ngerjain latihan, sama ulangan harian itu aku pake google form soalnya menurut aku lebih enak aja ngoreksi, jadi misalkan anaknya udah selesai ngerjain dia itu.. apa ya.. punyaa gini, aku sempet nanya sama anaknya kan itu tuh lebih enak kalo misalkan pake google docs</p>	<p>Teaching media</p> <p>rationale</p>

		<p>(form). Karena dia tuh bisa capture soal yang dia ga bisa atau soal yang dia salah terus bisa konfirmasi ke aku gitu lho. Kalo misalkan kahoot itu kana pa waktunya per soal, nah jadinya dia kesusahan kalo misalnya ada yang ngga ngerti atau gimana, kaya gitu. Terus kalo pun kahoot ada bener atau salahnya gitu, itu tuh apa namanya di akhir gitu kan, kadang tuh ga muncul gitu lho chik, ga tau ntah karena koneksi atau apa. Alasannya waktu itu pake kahoot karena nyoba sih sebenarnya, karena kata ibunya tuh anaknya udah biasa pake kahoot, quiziz akhirnya aku pake itu juga, gitu. Tapi setelah mendengar testimony dari anak-anaknya, udah aku putusin untuk ga pake kahoot lagi kaya gitu, jadinya kalo kuis kuis gitu biasanya pake google form.</p>	
R		<p>Kalo eca masih inget lesson plan pertama eca, eca inget ga learning goals-nya apa? kalo ngga inget gapapa sih sebut salah satu dari lesson plan aja learning goalsnya. Nah terus, ekspektasi eca sama lesson plan yang eca bikin apa? Soalnya kan dari apa yang kita pelajari di kampus sama yang disekolah kan beda, bentuk lesson plannya beda, pembelajarannya juga udah online kan, jadi ekspektasi eca apa? Dan learning goals buat lesson plan eca itu apa?</p>	
T	4	<p>Ooh inget! Soal learning goalsnya itu aku lupa sih pertemuan berapa, jadi di skill listening jadi kemungkinan pertemuan pertama atau pertemuan kedua. Jadi di skill listening itu, itu tuh goalsnya itu kan temanya soal ability sama willingness, KD 2 itu. Jadi, anak-anak itu bisa nemuin ... apa ya.. clue eh bukan clue, mode yang yang mungkin muncul dari ability sama willingness ini di percakapan yang disetel dari rekaman itu, kaya gitu. Seinget aku itu sih. Jadi kaya pengenalan dulu gitu lho, soalnya kenapa listening ditaro di depan, jadi anak itu tuh tau gimana ucapannya, dia tau juga</p>	<p>Learning material</p>

		tulisannya gimana, karena setelah aku kasih rekaman, terus ada latihan soal, itu tuh aku kasih pembahasan. Di pembahasan aku kasih teks conversationnya itu apa. Jadi dia tuh bisa notice dari situ git loh.	
R		Terus, ekspektasi eca sama lesson plan eca itu apa? Misalnya ga terlalu berharap banyak kah karena ini tuh online, jadi tuh kaya paling 50:50 muridnya ngerti atau eca tuh berharap banyak muridnya bakal ngerti sama apa yang udah eca rencanakan dan eca jalankan ke murid-murid	
T	5	Ok, kalo ekspektasi sebenarnya ekspektasi aku ke mereka itu bagus, karena anaknya itu apa ya.. mau belajar gitu lho. Gini, eeh jadi kelas pertama yang aku ajarin itu tuh jam 7 pagi, dan jam 7 pagi itu mereka udah langsung kenalan Cuma sebentar, abis itu aku kasih latihan, kaya gitu. Nah itu tuh semuanya ngumpulin di hari itu juga gitu loh, aku rada.. wow aja gitu loh aku ngerasa ga perlu susah-susah ngejar-ngejar anak-anaknya itu untuk ngumpulin, padahal kelas itu kelas pagi mereka tuh yaa tepat waktu banget kaya gitu, ya walaupun ada yang telat ngumpulin itu pun hari itu juga kaya di jam pelajaran belum selesai kaya gitu. Kalo pun ada yang ga ngerjain itu pun anaknya ga ngisi absen, jadi kemungkinan anaknya ga masuk atau emang misalnya belum bangun atau gimana. Tapi 90% itu ini well gitu loh anak-anaknya, kooperatif. Jadi ketika aku dikasih tau background anaknya yang kaya gitu, yang maksudnya anaknya pinter-pinter gitu dan mereka juga les diluar, mereka juga patuh gitu kalo belajar akunya juga mikirnya kaya yaa bukan hal yang susah gitu lho buat ngajak mereka belajar, begitu. Jadi menurut aku tuh kalo 50:50 nggak sih karena gimana ya, sekali ada yg ga ngumpulin tuh pasti Cuma 1 atau 2 anak gitu, ga pernah nyampe setengah kelas,	Expectation Reality Students' characteristic speculation

		kalo telat pun pasti hari itu juga dikumpul, gitu.	
R		Ok, terus eeh gimana perasaan eca sama lesson plan yang eca buat? kan katanya anaknya penurut tuh, terus anaknya juga well behaved juga kan. Perasaan eca gimana? Anaknya mengikuti apa yang eca rencanakan gitu loh	
T	6	Perasaannya senang banget dan lebih kaya bersyukur gitu loh dapet murid yang nurut-nurut anaknya, kooperatif, bisa diajak diskusi, bisa diajak kerjasama, kaya gitu. Kalo misalkan berjalan lancar atau ngga lesson plan itu tuh eeh kalo dari sisi anaknya tuh menurut aku berjalan lancar gitu lho. Semua task yang aku targetin untuk goals hari itu tercapai, Cuma mungkin hal hal teknis misalkan kaya koneksi, terus misalkan kaya waktu, jam-jam gitu lho durasi kaya gitu ada yang telat, tapi maksudnya masih kekontrol gitu lho, bukan sesuatu masalah yang bikin anaknya jalan ke step selanjutnya jadi kalo ditanya perasaannya aku senang banget sih, sumpah senang banget, kaya gitu.	Gratitude happy
R		kan kalo misalnya tuh lesson plan udah dijalankan terus yaudah ngasih tugas nah eca kalo ngasih tugas dari mana? Dari google form kah atau yang lain terus ngumpulannya dimana? Gitu. Dan oiya, cara eca menilai tugass siswanya gimana? Apakah ada rubriknya? Eca menilai ada ketentuan dari GPL gitu	
T	7	Kalo tugas tugas itu biasanya dikumpul ke google classroom nanti ngelinknya ke google form atau kahoot tetep ngumpulannya di google classroom. Kalo soal rubric ibunya ga bikin rubric, ga nentuin rubric gitu loh. Kalo eca juga ga bikin rubric yang tertulis banget	Appraisal

		<p>gitu juga ngga gitu. Soalnya tuh tugas-tugasnya kebanyakan yang eeh udah ada jelas gitu loh benar salahnya kaya gitu, kalo pun telat ngumpul eca ga kasih pengurangan nilai, Cuma bikin notes ke anaknya.</p>	
R		<p>Kalo eca ngajar pake platform apa? Google meet, zoom, atau Microsoft team? Terus eca biasanya ngajarnya gimana?</p>	
T	8	<p>Kalo buat belajarnya itu jadi abis greeting pake google classroom buat narok latihan-latihannya, terus dikasih 3 latihan kaya latihan 1 terus jeda ngerjain, latihan 2 dan seterusnya. Nanti di akhir, 30-40 menit sebelum kelas berakhir itu apa namanya, google meet. Disitu kita bahas soal materi hari ini termasuk juga bahas task yang ada disitu tapi ga semua nomor, Cuma bahas yang salah selebihnya yang bener Cuma di cek cepat terus selebihnya yaudah dibahas aja.</p>	Class activity
R		<p>Nah kan kalo kita ngajar ya paling Cuma 45 menit lah, kalo soal time management eca selalu tepat waktu ga? Misalnya kaya kalo kita ngajar itu oasti ada presentation, practice, sama producing kaya semuanya tuh dalam 45 menit eca udah lakuin semua ga? Eca pernah ga kekurangan atau kelebihan waktu? Terus eca cara atasannya gimana?</p>	
T	9	<p>Aku pernahnya kekurangan waktu.. eh tapi pernah deh kelebihan tapi seringnya kekurangan. Soalnya aku kan google meet itu di akhir, setelah semua task di hari itu beres. Nah pernah ada satu task itu soalnya emang sedikit tapi ngabisin waktunya banyak, jadi ga mungkin ngasih task lagi soalnya standar dari sekolah itu ngasih task 3. Nah karena ga mungkin kan kalo aku ngasih satu lagi dan ngorbanin google meet akhirnya aku ngasih tasknya cuma 2 hari itu, dan task ketiga aku jadiin pr, itu troublenya kalo waktunya ga cukup. Kalo waktunya ga cukup seringnya karena mereka lama ngerjain tasknya itu biasanya kalo kurang gitu aku bilang miss boleh ga minta waktunya 10 menit, asal</p>	Time management

		<p>setelah itu ga ada pelajaran atau istirahat atau mereka ga keberatan buat ngejalaninnya. Biasanya kalo ga bisa sorenya setelah sekolah mereka nanya ke aku secara personal, anaknya juga kooperatif dan ngerasa butuh pelajarannya jadi mereka kontak aku. Kalo kelebihan waktu aku biasanya ngasih tau pelajaran yang bakal dipelajari di meeting selanjutnya, aku jelasin tasknya bakal ngapain aja dana pa yang harus diprepare apa aja, atau kadang aku open question apa aja kadang bahas soal di meeting sekarang atau sebelumnya. Soalnya ada yang ga langsung paham gitu aja kan, kadang ngerjain task tapi ga terlalu paham. Pernah ada sisa 5 menit, aku tanya ada yang mau ditanya apa ngga dan mereka minta istirahat aja soalnya selanjutnya mtk, yaudah aku tutup aja gitu, selesai.</p>	<p>Class Assistance</p> <p>Time management</p>
R		Eca handle berapa kelas?	
T	10	5, 4 sendiri yang 1 kelas gantian.. eh gak, 3	Number of class
R		Gantian sama temennya gitu? 3 handle sendiri 1 gantian?	
T	11	Kelas A&B sendiri, kelas C dibagi berdua	Number of class
R	12	Satu lesson plan biasanya buat berapa kali ngajar, ca?	
T	13	Kalo lesson plan itu ada yang buat dikasih wali murid, bikinnya tiap pertemuan biasanya dibikin satu hari sebelum kelas, terus kalo lesson plan yang besar aku bikinnya per-KD eh maaf maksudnya per-skill kaya misalnya minggu ini itu writing, minggu depan listening kaya gitu tapi dibikin awal banget sebelum bikin lesson plan yang harian dikasih ke orang tua	
R	14	Terus, kan format lesson plan yang kita pelajari di kampus sama yang di sekolah kan beda, kalo di sekolah kan udah simplified, eca udah yang simplified belum sih? Nah eca ada kesulitan ga selama bikinnya? Karena kan beda sama yg kita pelajari di kampus	
T	15	Kalo bikin rppnya itu kan aku bikin yang format kaya biasanya sama yang simplified,	

		<p>nah sebetulnya untuk strugglanya itu sebenarnya di ketika aku menyusun aktivitasnya, karena gurunya pake drilling gitu loh buat muridnya. Jadi kalo biasanya kita bakal ada sesi presentationnya diawal tapi ini lgsg ke latihan latihan baru nanti dibahas diakhir. Jadi presentation dan segala macemnya itu dirangkap di akhir gitu loh, jadi dari awal drilling gitu. Yang susah sih itu, karena selama di kampus itu bikin rpp runtun kan, kaya presentation terus apa sampe kebawah, nah kemaren pas aku ppl itu drilling gitu. Tapi untuk kalo perbedaan rpp biasa sama rpp sekarang aku ga ada kesulitan sih.</p>	Difficulty
R	16	<p>Nah eca kan udah dapet sebulan pengalaman itu, gimana perasaan eca? Dan eca ada kepikiran ga kedepannya mau improve? Kaya desain rpp segala macem, eca kedepannya ada kepikiran ga mau jadi guru?</p>	
T	17	<p>Setelah PPL perasaannya kaya mellow dulu kaya ga berasa banget sebulan dan udah ngerasa deket sama anaknya terus lega karena tanggung jawabnya udah selesai kaya ooh gini toh rasanya, tapi aku yakin apa yang aku rasain sama aku kerjain ga nunjukin semua kondisi jadi guru seperti itu. Kalo kedepannya untuk mau improve apa ngga yam au gitu, soalnya belum mencakup semua hal-hal yg kita hadapin nantinya kalo mau jadi guru, karena kita udah mengantongi ilmu dasarnya kayanya saying banget kalo ga improve. Kalo untuk kedepannya jadi guru, ada sih kepikiran, tapi ga bisa jadi satu-satunya yang aku liat karena aku masih ada tanggung jawab lain</p>	

Appendix 3 Table of themes, sub-themes, and coding

a. Table of themes, sub-themes, and coding

THEMES	SUB-THEMES		CODING
Pre-service teachers' in emotional aspects	Negative	Worry	NGV-EAS/WRY
	Positive	Happy	PST-EAS/HPY
		Gratitude	PST-EAS/GRT
Pre-service teachers' assumption	Speculation		ASM/SPC
	Expectation		ASM/EXP
	Reality		ASM/REA
Pre-service teachers' process on lesson planning	Teaching adjustment		LPL/ADJ
	Teaching media		LPL/MDI
	Teaching material		LPL/MTR
	Teaching strategy		LPL/STR
	Students' characteristics		LPL/SCH
	Difficulty		LPL/DIF
Pre-service teachers' teaching activity	Time management		TPR/TM
	Class activity		TPR/CA
	Apraisal		TPR/APR
	Number of Class		TPR/NC
Pre-service teachers' dedication	Confidence		DDC/CFD
	Class assistance		DDC/CAS

b. Table of sub-themes

NO.	SUB-THEMES
1	Number of class
2	Confidence
3	Students' characteristics
4	Teaching Adjustment
5	Teaching strategy
6	Teaching media
7	Teaching material
8	Class Assistance
9	Speculation
10	Expectation
11	Reality
12	Happy
13	Gratitude
14	Appraisal
15	Time management

16	Class activity
17	Worry
18	Difficulty

Appendix 4 Coding and its definition.

CODING	MEANING
LPL/ADJ/2	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>Teaching Adjustment</i> of theme <i>Process of Lesson Planning</i> in line 2
LPL/ADJ/7	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>Teaching Adjustment</i> of theme <i>Process of Lesson Planning</i> in line 7
PST-EAS/HPY/6	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>happy</i> from <i>Positive</i> of theme <i>emotional aspects</i> in line 7
PST-EAS/GRT/18	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>gratitude</i> from <i>Positive</i> of theme <i>emotional aspects</i> in line 18
LPL/ADJ/1	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>Teaching Adjustment</i> of theme <i>Process of Lesson Planning</i> in line 1
LPL/SCH/7	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>Students' characteristic</i> of theme <i>Process of Lesson Planning</i> in line 7
ASM/EXP/17	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>Expectation</i> of theme <i>Pre-service teacher's assumption</i> in line 7

Appendix 5 Participants' lesson plans

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : MAN 1 YOGYAKARTA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XII/Ganjil

Materi Pokok : So...that and So... such

Alokasi waktu : 90 menit

A. Tujuan Pembelajaran :

Setelah mengikuti kegiatan pembelajaran, peserta didik diharapkan dapat:

Aktivitas siswa/guru	Alokasi Waktu
<p>Pendahuluan:</p> <ul style="list-style-type: none"> - Melakukan pembukaan dengan salam pembuka dan doa untuk memulai pembelajaran, memeriksa kehadiran siswa sebagai sikap disiplin. - Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman siswa dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya. - Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi: <i>So...that and Such...that</i> - Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh. 	10 menit
<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> - Guru membagikan link kuesioner tentang branch storm dan memberikan pertanyaan mengenai “<i>So...that and Such...that</i>” pada dua gambar <i>sebagai warm up</i>. - Guru menjelaskan materi pembelajaran tentang “<i>So...that and Such...that</i>” kepada siswa. - Siswa mengidentifikasi unsur kebahasaan dan karakteristik “<i>So...that and Such...that</i>” pada sebuah teks serta fungsi sosialnya. - Setelah itu, siswa melakukan latihan dengan menjawab 10 pertanyaan dari teks “<i>So...that and Such...that</i>” secara oral. Guru memberikan feedback. - Siswa diminta mengevaluasi dan menganalisis karakteristik dari contoh teks “<i>So...that and Such...that</i>” pada ppt. - Siswa diberikan tugas rumah dengan membuat postingan instagran dengan memposting 1 foto sesuai tema yang dipilih dan membuat caption 	40 menit

dari penggunaan “ <i>So...that and Such...that</i> ” lalu di kumpulkan melalui <i>google form</i> .	
Kegiatan Penutup: - Siswa membuat rangkuman/simpulan tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. - Guru membuat rangkuman/simpulan tentang poin-poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	10 menit

- Mengidentifikasi unsur kebahasaan “*So...that and Such...that*” dari dua gambar pada PPT sesuai konteks penggunaannya.
- Memahami fungsi sosial “*So...that and Such...that*” dari teks bacaan sesuai konteks penggunaannya.
- Mendemonstrasikan dengan menjawab pertanyaan-pertanyaan “*So...that and Such...that*” dengan benar sesuai konteks penggunaannya.
- Menganalisis karakteristik dan rumus dari teks “*So...that and Such...that*” sesuai konteks penggunaannya.
- Mengevaluasi unsur kebahasaan, fungsi sosial, dan struktur teks dari contoh soal latihan teks “*So...that and Such...that*” sesuai konteks penggunaannya.
- Membuat postingan instagran dengan memposting 1 foto sesuai tema yang dipilih dan membuat caption dari penggunaan “*So...that and Such...that*” sesuai konteks penggunaannya.

B. Media, Platform

Media: Laptop and PPT

Platform: Microsoft teams, google form, and instagram

C. Kegiatan Pembelajaran:

1. Pertemuan Pertama

D. Penilaian :

No.	Aspek	Teknik	Bentuk Instrumen/Soal
1.	Penilaian Sikap Spiritual dan Sikap Sosial	Observasi Penilaian Diri	Keaktifan di dalam kelas
2.	Penilaian Pengetahuan	Tes Tulis	Tertulis uraian, tes lisan, observasi terhadap diskusi Tanya jawab dan percakapan serta peugasan
3.	Penilaian Keterampilan	Tes Praktik	Penilaian produk/penilaian proyek

SKENARIO PEMBELAJARAN

PJJ 01

Mata Pelajaran	: Bahasa Inggris
Kelas	: 8A & 8B
Semester	: 1
Hari, Tanggal	: Selasa, 4 Agustus 2020
Waktu	: 07.00 – 09.00
Media	: Google Classroom & Google Form

A. KOMPETENSI DASAR

3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaannya

4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

B. TUJUAN PEMBELAJARAN

1. Melalui kegiatan menjodohkan gambar dengan kosa kata, peserta didik dapat mengidentifikasi kosa kata yang terkait dengan kemauan
2. Melalui kegiatan menyimak teks percakapan yang melibatkan tindakan menanyakan dan menyatakan kemampuan dan kemauan, peserta didik dapat menentukan fungsi sosial dengan tepat
3. Melalui kegiatan menyimak teks percakapan yang melibatkan tindakan menanyakan dan menyatakan kemampuan dan kemauan, peserta didik dapat menentukan struktur teks dengan tepat
4. Melalui kegiatan menyimak teks percakapan yang melibatkan tindakan menanyakan dan menyatakan kemampuan dan kemauan, peserta didik dapat menentukan unsur kebahasaan teks dengan tepat
5. Melalui pembiasaan menyelesaikan tugas tepat waktu, peserta didik dapat menunjukkan sikap disiplin

C. MATERI

Rekaman percakapan yang berisi menanyakan dan menyatakan kemampuan dan kemauan

D. SKENARIO PEMBELAJARAN

- 1) Peserta didik membuka kelas dan mengisi presensi
- 2) Peserta didik berdoa untuk mengawali pembelajaran

- 3) Peserta didik membaca pengumuman yang ada pada *Stream*, yang berisi sapaan guru dan informasi rinci tentang pembelajaran yang akan dilaksanakan

Building Knowledge Of Field

- 4) Peserta didik menjodohkan kata kerja yang terdapat dalam teks percakapan dengan gambar yang tersedia (**Task 1**)

Modelling Of Text

- 5) Peserta didik menyimak teks dan menjawab pertanyaan terkait fungsi sosial, struktur teks dan unsure kebahasaan di Google Form (**Task 1**)
(*Trimmed from EAR Track 2 VIII SMP – What Will You Do - Task 1*) ([Link:](#)
)
- 6) Peserta didik menyimak pembahasan Task 1. (*Trimmed from EAR Track 3 VIII SMP – What Will You Do - Pembahasan Task 1*)
- 7) Peserta didik menyimak teks dan menjawab pertanyaan terkait fungsi sosial, struktur teks dan unsur kebahasaan lalu submit ke Google Classroom (**Task 2**) (*Trimmed from EAR Track 2 VIII SMP – I Can Do Card Tricks - Task 1*)
- 8) Peserta didik menyimak pembahasan Task 2. (*Trimmed from EAR Track 3 VIII SMP – I Can Do Card Tricks - Pembahasan Task 1*)
- 9) Peserta didik menyimak teks lalu melengkapi kata- kata yang hilang dalam teks rumpang Task 3 (*Trimmed from EAR Track 1 VIII SMP – I Can Do Card Tricks – Input text*)
- 10) Peserta didik mengerjakan Quizizz
- 11) Peserta didik bergabung di *google meet* untuk menyimpulkan dan merefleksi pembelajaran serta memperoleh tindak lanjut
- 12) Peserta didik berdoa untuk mengakhiri pembelajaran

E. PENILAIAN

- Sikap : Observasi ketepatan waktu penyelesaian tugas peserta didik pada saat pembelajaran untuk menilai sikap disiplin
- Pengetahuan : Pertanyaan lisan untuk mengetahui penguasaan peserta didik mengenai fungsi sosial, struktur teks dan unsur kebahasaan

Appendix 6 Interview guide

<p>Narrative Study is a study that focus on the stories (the experience of life and the meaning of the events) Barkhuizen & Wette (2008)</p>	<ul style="list-style-type: none"> - Expectations - Assumptions 	<ol style="list-style-type: none"> 6. As a pre-service teacher, what's your expectations towards your lesson plan? 7. How do you feel about your lesson plan 8. What is your assumption about the whole activity when you apply your lesson plan?
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