

**EXPLORING PRE-SERVICE TEACHERS' PERCEPTION OF
LESSON PLANNING DURING TEACHING PRACTICUM**

A Thesis

**Presented to the Department of English Language Education as Partial Fulfillment of
the Requirements to Obtain the Sarjana Pendidikan Degree in English Language
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STATEMENT WORKS' ORIGINALITY

STATEMENT WORKS' ORIGINALITY

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

Yogyakarta, July 13, 2025

The Writer



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MOTTO

"Hard times create strong men, strong men create good times, good times create weak men, and weak men create hard times."

G. Michael Hopf

(Those Who Remain)

DEDICATIONS

I dedicate this thesis to my mother, who always supports me in any situation, and all of my family members who always support me through hard times during my college time, and also especially for myself. I wish that this will be a great step in my life story.

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ABSTRACT

This study explores the perceptions and experiences of English as a Foreign Language (EFL) pre-service teachers concerning lesson planning during their teaching practicum. Utilizing a qualitative narrative inquiry approach, this research delves into the lived experiences of two pre-service teachers, employing semi-structured interviews to gather in-depth data. The analysis was guided by Clark's (1988) theory of lesson planning, which categorizes the process into pre-active, interactive, and post-active phases. The findings indicate that pre-service teachers perceive lesson planning not as a static, document-driven task, but as a dynamic, cyclical, and deeply personal process of professional growth. In the pre-active phase, participants engaged in thorough information gathering through classroom observation and consultation with mentor teachers and students to tailor their plans to the specific context. The interactive phase highlighted the necessity of flexibility and in-the-moment decision-making to adapt to unforeseen classroom situations, such as technical failures and shifts in student engagement. The post-active phase of reflection emerged as a crucial driver for professional development, enabling the pre-service teachers to critically evaluate their teaching and inform future planning, creating a cycle of continuous improvement. Furthermore, the study illuminates the significant emotional dimension of this experience, charting the participants' journey from initial anxiety and self-doubt to growing confidence and a sense of professional identity. Ultimately, this research affirms that mastering the complete cycle of pre-active, interactive, and post-active planning is a fundamental and transformative experience in a pre-service teacher's development into a reflective and effective educator.

Keywords: *Lesson Planning, Pre-Service Teachers, Teaching Practicum.*

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In the domain of education, lesson planning serves as an essential part of education since it provides the structure for a productive teaching and learning process. As a guide for successful instruction, lesson planning is a crucial step that teachers take before putting learning into practice (Clark, 1988). The creation of lesson plans is a mandatory professional duty for educators. According to Clark (1988), the methodical process of lesson planning entails establishing clear learning objectives, picking suitable teaching strategies and resources, setting up the order of activities, gauging student reaction, and offering a foundation for reflection and modification to enhance learning results. Pre-active planning, interactive planning, and post-active planning are the three categories into which this structured approach falls. Additionally, the lesson preparation process entails setting clear objectives before the class begins, creating instructional activities during the session, and assessing student progress to enhance learning outcomes (Ornstein & Hunkins, 2017). In order to better meet the requirements of their students, teachers can also reflect on and enhance their teaching methods with the aid of the lesson planning process. Teachers who use a well-planned approach to instruction will feel safe and be able to handle unforeseen situations in the classroom with composure and ease. A lesson planning process with multiple phases (Preactive Planning, Interactive Planning, and Postactive Planning) ensures that instruction is completed methodically, reducing the chance of problems in the classroom. The habit of lesson planning exercises will also assist teachers

in understanding students, teaching strategies, resources, and assessment of the subsequent teaching process.

Lesson planning is an essential activity that enables prospective teachers to address pedagogical challenges through practical experience (Lee & Lee, 2014). Gülten (2013) states that one of the primary challenges in lesson planning is formulating clear objectives. Pre-service teachers are expected to adhere to a standardized format when creating their plans (Mutton et al., 2011). Given their limited experience, these teachers often rely heavily on their subject-content knowledge (Mutton et al., 2011). Nevertheless, pre-service teachers do possess some experience in designing lesson plans. Many pre-service teachers recognize that classroom circumstances are unpredictable, according to Mutton et al. (2011), who advise them to create an informal, unwritten plan in addition to their formal one. In order to properly plan class activities, establish learning objectives, and create assignments, pre-service teachers can benefit from the insightful input that their supervisors can give them during the lesson plan preparation process (Njika, 2020).

Both pre-service and in-service teachers value lesson preparation, but its practical implementation presents several obstacles, according to recent international studies. Sanchez and Correa (2023), for example, found that the teacher's plans for the prioritized curriculum often did not contain any learning objectives. Mohd Sharif et al. (2023) researchers discovered that time and curricular limitations hampered English teachers in Malaysia. Similarly, research on pre-service instructors in Germany by Krepf and König (2023) and Jordan by Al-khdour, (2023) found that they shared challenges in creating clear objectives, organizing content logically, and adjusting for a variety of learners. Additionally, a significant impression among new teachers in the United States was brought to light by Dunn (2020): a distinction between the dynamic, flexible "thinking process" needed in actual classrooms and the strict, formal planning taught in universities. Together, these cases demonstrate a recurring global pattern in

which the practical challenges of implementation and flexibility collide with the theoretical significance of planning.

Similar difficulties are seen in the Indonesian setting. Amalia et al. (2020) found that the main difficulty for the participants involved adapting their lesson plans to make challenging or "dry" subject matter more engaging for their doctoral students. They were also challenged with adjusting their teaching plans in real-time based on their students' reactions and lack of enthusiasm to ensure the lessons remained effective. Ali and Nofiyanti (2022) discovered that pre-service EFL teachers saw preparation as vital but failed to choose acceptable approaches and manage time effectively. This is consistent with research by Emiliasari & Jubaedah (2019), who discovered that despite rigorous preparation, in-service instructors were frequently compelled to improvise owing to unforeseen school disturbances, revealing a wide gap between the written plan and classroom reality.

There are still significant gaps in how pre-service teachers' (PSTs') lesson planning is created and applied during PST teaching practicums. Although lesson plans have been the subject of study, numerous concerns remain unresolved, particularly regarding PSTs' perceptions of lesson planning during their teaching practicum (PLP). Various studies have explored lesson-planning in different educational contexts, such as high schools and universities (Sanchez & Correa, 2023, Mohd Sharif et al., 2023, Al-khdour, 2023, Krepf & König, 2023, Dunn, 2020, Ali & Nofiyanti., 2022, Emiliasari & Jubaedah, 2019). These studies have provided valuable insights into how PSTs process and implement their lesson planning skills into action. However, research focusing specifically on the university pre-service teachers (PSTs) who have been enrolled in a teaching practicum or internship (PLP) context is still limited (Emiliasari & Jubaedah, 2019, Fitriyah & Hayati, 2020). Then, there are limited studies on this topic within Indonesia, specifically on the perceived process of lesson planning among pre-service teachers (PSTs) in their teaching practicum (PLP) (Mahrus & Dewi, 2023,

Emiliasari & Jubaedah, 2019, Fitriyah & Hayati, 2020). Using qualitative methodologies, interviews as the primary data collecting method, this study attempts to fill the research gap on pre-service teachers' (PSTs') perceptions on lesson planning in the national/local context. By taking this approach, this study seeks to shed light on the unique challenges PSTs encounter and the contextual elements that impact their lesson preparation procedures. The results will also give teacher education programs important information that will help them better prepare PSTs for the reality of lesson planning and promote a reflective practice culture that is crucial for professional development. Finally, by providing a targeted analysis of PSTs' perspectives and difficulties with lesson planning, this study will benefit local educational results and teacher development.

1.2. Identification of the Problem

Even though they are capable of creating lessons, pre-service teachers frequently encounter a number of difficulties when it comes to meeting the requirements of their students. Certain factors, like defining clear learning objectives, selecting appropriate teaching strategies and resources, organizing the activities, predicting potential student reactions, and creating a framework for reflection and modifications to improve teaching and learning outcomes, can make it difficult for them to create effective treatment. Additionally, the variety of student kinds and differing degrees of EFL learning proficiency may make it difficult for pre-service teachers to evaluate the requirements of their students. In addition, pre-service teachers nowadays frequently copy the lesson plans of others without appreciating the importance of the lesson preparation process. Lessons that fail to display high quality may be the consequence of this neglect. These challenges may have a negative impact on the teaching and learning processes

1.3. Formulation of the Problem

This study seeks to answer the following question:

1. How do EFL pre-service teachers perceive their lesson-planning process during their teaching practicums?

1.4. Objective of this Study

This study focuses on the Pre-service Teachers' perception of the lesson planning process during their practicum in several schools.

1.5. Limitation of this Study

The study was limited to the specific experiences of only two participants, and therefore, future research could build upon the findings by exploring the perspectives of a larger and more diverse group of pre-service teachers across different school levels and settings, such as urban and rural environments. Additionally, the author suggests that a longitudinal study following graduates into their first years of teaching could provide valuable insights into how planning skills evolve, and that further investigation into the specific role of mentor teachers in shaping these habits would be a valuable contribution to the field

1.6. Significance of the Study

The findings of this study aim to enhance the empirical literature by providing pre-service teachers' valuable perceptions on the lesson planning process of pre-service teachers who have already participated in teaching practicums (PLP) across several schools. Additionally, the study's insightful information could contribute to a more effective lesson planning process, enhancing the teaching and learning activities of Indonesian EFL pre-service teachers.

CHAPTER II

LITERATURE REVIEW

2.1. Lesson Planning in EFL Teacher Education

Lesson planning is a systematic process that involves several key steps to ensure effective teaching and learning. Initially, educators must identify clear learning objectives that align with curriculum standards and the needs of their students. Following this, they develop an engaging introduction to the lesson, plan specific learning activities, and determine assessment methods to evaluate student understanding (Gagné, 1985).

Lesson planning, in (Clark, 1988) methodology, is greater than just the listing of classroom activities; it includes as well, a whole system that supports effective teaching. Clark draws attention to the fact that lesson planning is a reflective process that involves careful consideration of learning objectives, students' needs, instructional procedures, and evaluation techniques. This view regards planning for lessons as a valuable support to teachers in designing cohesive and informative learning experiences. Teachers are able to develop courses that are both responsive and adaptable to students' unique learning patterns by thoroughly taking into account many factors in an organized fashion, such as content, time, and accessible resources. Within Clark's idea, successful lesson planning is a constant process of consideration and refinement that promotes constant development in pedagogic practice and, ultimately, improves students' learning outcomes.

As Clark (1988) contends, planning is a fundamental part of effective instruction and is key to the overall effectiveness of a classroom teacher. He divides lesson planning into three categories:

1. **Proactive Planning:** Advance lesson planning and making sure that course content and goals are tailored to suit the learners' needs is what is known as proactive planning.
2. **Interactive Planning:** Through the act of actual teaching, this form of planning enables the teacher to modify his or her technique according to the students' participation and instantaneous responses.
3. **Postactive Planning:** By looking at the success of a lesson after it is delivered, this helps teachers to review and improve subsequent teaching. When combined, these planning strategies suggest the dynamic nature of lesson planning and the imperative function that preparation, flexibility, and reflection have on improving instructional strategies.

Together, these planning approaches highlight the dynamic quality of lesson planning, emphasizing the significance of preparation, adaptability, and reflection in enhancing teaching practices.

Pre-service teachers mainly use their subject-matter expertise, pedagogical knowledge, and awareness of the various needs of their students when they plan. Motivation and mental effort, including strategic thinking and skill development, are necessary for effective teaching (Tänzer, 2017). Teachers' capacity to create memorable learning experiences is improved by this technique.

Capel (2019) found that pre-service teachers employ a range of planning techniques. While some people strictly follow directions, others are more impetuous. Even if they seem to work well, linear models might not be enough in unpredictable situations (John, 2006). Current evaluations fall short in capturing context management and planning motives, suggesting the need for more dynamic analytic methods (Gitomer, 2015, Kunter et al., 2013). It was founded by Weingarten and van Ackeren (2017) that much planning potential remains untapped. Real-world experience enhances one's understanding of planning, claims (Baer, 2011).

Effective lesson design also considers students' varying needs, utilizing a wide range of instructional strategies and materials to reach diverse learning styles. This adaptability increases student motivation and motivation, as well as presenting a more inclusive learning environment. Teachers can create an active learning environment that supports learner achievement and allows for effective learning experiences by making thoughtful connections between curricular goals with instructional strategies (*The Importance of Lesson Planning for Student Success.*, n.d.).

Additionally, the process of lesson planning is a significant aspect of teaching. Researchers such as Baumert and Kunter (2006), Kunter et al. (2013), and Tyler (1949) emphasize the necessity for teachers to develop specific skills related to this process. In fact, honing these planning skills is a central focus in teacher training programs worldwide. Effective lesson planning goes beyond simply delivering content in the classroom; it involves a thoughtful approach to developing, writing, and evaluating lesson plans, which requires significant time and mental effort (Mubmann, 2016). Teachers must not only plan individual lessons but also design comprehensive units of instruction that may include complex projects. This intricate process calls for careful organization and coordination (Marshall, 2010).

Consequently, lesson planning is a complex and essential part of being an educator, recognized for both its inherent value and the significant amount of time it requires. For future educators starting their training, the process of lesson planning begins early in their studies (Ruys, 2012). As they advance in their education, the importance of mastering this foundational skill becomes even more evident, reflecting the growing challenges of the teaching profession.

2.2. Lesson Planning Support for Pre-service Teachers in School-based Internships / Practicum

Pre-service teachers (PSTs) often navigate the landscape of lesson planning in different settings, from formal assessment situations to informal practice sessions and collaborative

discussions with experienced mentors in educational institutions. As a result, developing strong lesson-planning skills becomes a dynamic and continuous journey that is essential for the overall growth of educators.

Lesson planning is an essential part of preparing teachers, particularly in teaching practicums, when pre-service teachers (PSTs) transition from theory to practice (Richards, 2017). Effective lesson planning allows PSTs to structure their teaching, align goals with activities, and prepare for probable difficulties in the classroom (Farrell, 2015). However, research indicates that PSTs often struggle with lesson planning due to insufficient practice, difficulties in dealing with real classroom dynamics, and poor mentorship (Kambutu, 2008).

Within the Indonesian EFL setting, PSTs have particular difficulties in designing lessons that involve balancing pedagogy and language curriculum demands, adapting to large classes, and integrating local cultural contexts into English teaching (Musthafa, 2010). Studies show that PSTs will actually closely refer to prescribed textbooks and rigid templates rather than developing innovative and student-focused lesson designs (Widodo, 2016). This reliance can be a result of inadequate exposure to multiple pedagogical strategies in their university work or weak scaffolding during practicum (Yuan, 2014).

University supervisor and mentor teacher support play a crucial role in PSTs' lesson planning development for professionalism (Valencia, 2009). Effective mentoring entails constructive feedback, joint planning, and the provision of opportunities for reflective practice (Ambrosetti, 2010). Variability in mentor support in large countries like Indonesia is seen in that some mentor teachers fail to exert considerable support due to their workload or school-teacher education program conflicts on expectations (Suryati, 2015).

This assistance includes the sharing of resources, collaborative planning, and giving feedback. While social support enhances PSTs' self-efficacy and well-being, it is not related to

subject matter knowledge (Kunter, 2017). Lesson planning is at the core of teaching, and internships provide a vital learning experience. While linear models of planning will always be of little practical use, the quality of assistance from university personnel and mentors is crucial. Being aware of the level of PSTs' planning support and being able to identify flexible planning approaches for diverse settings are key to enhancing teacher preparation programs

Moreover, PSTs' ideas about planning lessons are mediated by their preconceptions about instruction, their confidence in pedagogical content knowledge, and matching university instruction with practicum requirements (Borg, 2006). Qualitative studies by Nguyen (2017) indicated that PSTs feel apprehensive when lesson plans fail to meet the demands of the classroom, leading to adaptive adjustments or rigid compliance with plans. Understanding these mindsets is central to strengthening teacher training modules and ensuring PSTs learn adaptability and innovation appropriate for effective lesson planning in diverse EFL environments.

2.3. Previous Relevant Studies

Sanchez and Muria (2023) conducted a study to explore how an Ecuadorian English as a Foreign Language (EFL) teacher's professional development was shaped by her experiences with lesson planning during the COVID-19 pandemic. The study employed a narrative inquiry methodology, collecting data through interviews, lesson plans, a reflective journal, and WhatsApp screenshots from a teacher working with adults who had unfinished schooling. The results showed that the teacher's remote classes were initially limited to brief messages and lacked individual feedback, which she found frustrating and ineffective. The process of narrative inquiry served as a mediational tool that activated her reflection, leading her to identify weaknesses in her past lessons and adjust her approach by creating subgroups and providing more personalized guidance. The study concludes that narrative inquiry is a valuable

approach for professional development, as it allows teachers to analyze their lived experiences and consciously improve their future teaching practices.

Mohd Sharif et al. (2023) carried out a study to investigate English teachers' attitudes towards lesson plans in the context of an international school setting in Malaysia. The study employed a case study strategy, relying on document analysis and semi-structured interviews to gather evidence on the teachers' lesson planning experiences. The results showed that while teachers confirmed the importance of good lesson planning for enhancing teaching effectiveness, they faced time and curriculum constraint issues. The results point towards moderate lesson planning ability among the teachers, and thus, support and professional development in this skill domain is required in greater measure. Mohd Sharif et al. study is relevant to this research because it presents the teachers' perceptions and problems in a global context and verifies the significance of effective lesson planning in maintaining high-quality education as well as the necessity of regular training for improving teaching strategies.

Another study by Al-khdour (2023) analyzed pre-service teachers' perceptions regarding the challenges faced in lesson planning within the Jordanian context. The study, through the use of descriptive survey research design, gathered quantitative data on the challenges they found on their practicum teaching. The results indicated that participants perceived constructing quantifiable learning aims, selecting appropriate teaching activities and strategies, and planning for worthy assessment as the most important challenges. The results reveal that pre-service teachers here consider technical and pedagogical aspects of planning difficult. Al-khdour and Al-omari's study is relevant to the current research in that it identifies specific, ongoing issues for pre-service teachers and reaffirms the significance of providing focused training and support in these areas to boost teaching practice.

Another parallel study by Dunn (2020) explored the attitudes of new secondary teachers towards lesson planning in the United States. Employing a qualitative approach, the research utilized interviews and document analysis to gather data on how teachers plan and implement lesson plans in practice. Results revealed a strong mismatch between the prescriptive, formal plans called for by university courses and adaptive, flexible planning called for in real classrooms. The research suggests that starting teachers conceptualize good planning as an ongoing cognitive process of adaptation in preference to the generation of a fixed plan. Dunn and Goodwin's research is relevant to this project in that it identifies the experience of the theory-practice gap and underpins the need for teacher training to be focused on the development of adaptive, context-sensitive planning proficiency.

Krepf and König (2023) analyzed the lesson plans and practicum teaching of pre-service teachers in Germany. The findings indicated that while these teachers possessed basic planning skills, they experienced significant challenges in organizing content logically and adapting their plans for diverse learners. Novice teachers tended to focus on single lesson objectives rather than a holistic, student-centered approach. The research concluded that teacher education programs must provide more comprehensive training in these advanced planning competencies to improve overall teaching effectiveness.

Amalia et al. (2020) conducted a study to explore the reflective practices of EFL teacher educators in Indonesia regarding their lesson planning across their careers. The study used a narrative inquiry with a multiple case study design, collecting data through narrative frames and interviews with three educators from two prominent doctoral programs. The results indicated that the educators' past lesson planning was informed by learning from the experiences of other lecturers and their own experiences as students. For their present and future planning, they continued to use their established steps but with continuous adaptations and revisions based on student feedback and classroom situations, demonstrating flexibility.

The study concluded that these experienced educators were highly reflective, constantly improving their lesson plans to enhance their teaching performance, which in turn gave them more confidence and freedom to be flexible.

Ali and Nofiyanti (2022) also conducted a narrative case study of two pre-service EFL teachers in Indonesia to investigate their experiences and perceptions while planning lessons during their teaching practicum. Semi-structured interviews and document analysis were conducted to collect data. The findings were that pre-service teachers viewed lesson plans as an indispensable tool in preparing their teaching process and structuring their classes. They did have trouble, however, particularly in determining appropriate pedagogical methods and wisely allocating time. This is proof of the real-world difficulty in translating pedagogical knowledge into an appropriately organized plan, which pre-service teachers face. Nofiyanti and Ali's study links with the current study as it also investigates lesson planning experience among Indonesian pre-service EFL teachers and concludes that while the importance of planning is considered, methodology issues and time management problems are common.

Another study by Mahrus and Dewi (2023) in Indonesia, the discrepancy between 100 pre-service teachers' lesson plans and their actual performance during microteaching was examined through a descriptive qualitative analysis. Interviews, documentation, and virtual classroom observations were used to collect data. The results showed that inconsistency was more common than consistency, and that performance anxiety, poor time management, a lack of flexibility in the classroom, and challenges with classroom management were the main causes. This demonstrates the pervasive difficulty PSTs encounter when converting static plans into dynamic practice. The study by Mahrus and Dewi is relevant because it goes beyond a narrative focus to qualitatively quantify the prevalence of the plan-to-practice gap and pinpoints certain, typical barriers that prevent lesson plans from being implemented successfully in the context of Indonesian pre-service teachers.

Another Indonesian study by Emiliasari and Jubaedah (2019) conducted a case study at three senior high schools in Majalengka and took three English teachers as respondents to investigate the process of how they planned and implemented English lesson plans. Interview, observation, and document analysis were employed as methods to gather data. The study showed that the teachers worked hard to prepare lessons by reading essential competencies, procuring learning resources, selecting media, selecting content, determining methods, and setting goals. However, not all the activities programmed were conducted due to the interference of things like meetings and training, such that the teachers had to make adjustments and spontaneous decisions to catch up with lost lessons. This serves to emphasize the challenge of plan implementation and the need for flexibility in achieving effective delivery of teaching. Emiliasari and Jubaedah's study is relevant to this research in the sense that it notes the English teachers' lesson planning and teaching process in Indonesia reflects meticulous preparation being a requirement, yet during moments like interruptions, adaptability and spontaneous decision-making are also required, and this aligns with this research's purpose to understand pre-service teachers' experiences and perceptions as they fulfill their teaching practicum in the Indonesian EFL setting.

2.4. Theoretical Framework

The significance of lesson planning in teachers' training is underscored by the role it plays in identifying effective teaching methods. This theoretical foundation draws on Clark's (1988) theory of lesson planning as the starting point, bringing together the findings of many researchers to fortify the eclectic nature of lesson planning, particularly pre-service teacher (PST) training.

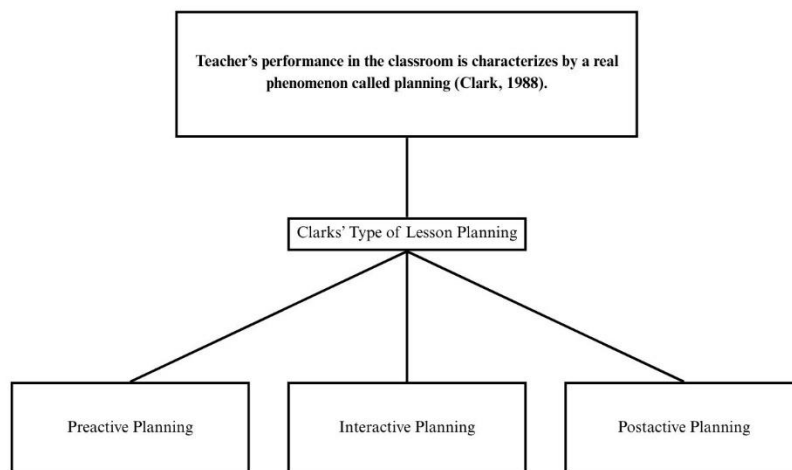
According to Clark (1988), lesson planning is a preplanned and methodical activity which consists of three types of planning: preactive, interactive, and postactive. All of these formulate a comprehensive picture of effective teaching:

1. Preactive Planning: Here, the plans for the lessons are created in advance, which would be as per learning objectives and student needs. It addresses the aspect of foresight in preparing instruction.
2. Interactive Planning: It occurs in real time as part of the teaching process, allowing teachers to adjust their methods based on student response and engagement. It calls out the spontaneous nature of teaching and flexibility requirements.
3. Postactive Planning: It is reflective practice subsequent to the delivery of lessons and provides scope for teachers to assess the effectiveness of their teaching and make adjustments if necessary for subsequent lessons. It focuses on constant improvement in teaching processes.

This theoretical framework places major emphasis on the critical position of lesson planning as an area of teacher preparation, grounded in Clark's (1988) theory. It emphasizes preactive, interactive, and postactive planning, PSTs' support systems, and issues entailed in the lesson planning process. Clark's (1988) theoretical framework is a good fit in this investigation of pre-service teachers' beliefs about lesson planning in teaching practicum in Indonesian EFL context since it emphasizes the dialogue among the beliefs of the teachers, the

knowledge, and the practices, which aligns with the aim of this research to learn how those perceptions influence the effectiveness of lesson planning. This framework will serve as the basis for analysis by offering a systematic lens through which one can observe how pre-service teachers' beliefs regarding lesson planning inform their practice during practicum to enable an examination of the subtleties of their experiences and the influencing factors in their teaching practices. Secondly, Clark's focus on issues in context that affect pedagogy will allow this research to take into account certain pre-service teachers' challenges and support that arise, thereby enhancing this research's results and helping develop particular interventions for teacher education.

Figure 2.1 The Diagram of the Theoretical Framework.



CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This study utilized a narrative inquiry approach to investigate the complexities of pre-service teachers' lesson planning experiences during their teaching practicum. Narrative inquiry was chosen as the research design because it focuses on understanding and re-telling lived experiences through stories, allowing for an in-depth exploration of the personal and professional development of the participants by centering on the personal stories of pre-service teachers, this method captures the rich, contextual details of their decision-making processes, challenges, and perceptions as they learn to design and implement lesson plans (Connelly & Clandinin, 1990). Moreover, a qualitative methodology proved suitable for acquiring a comprehensive comprehension and discernment of the experiences, viewpoints, and environments of the participants (Creswell, 2018).

3.2. Research Participants

The study included two pre-service teachers who had recently completed their internship or teaching practicum. Participants were selected from a variety of educational institutions where they had completed their teaching practicum in order to ensure a broad range of experiences and circumstances. This approach was suitable since it makes it possible to choose participants who have particular traits pertinent to the research, guaranteeing that the information gathered will be comprehensive and instructive. The criteria for selecting research participants include

1. Enrollment in a Teacher Education Program: Participants must be currently enrolled in

a teacher education program, as this ensures they are actively engaged in learning about lesson planning and teaching methodologies.

2. Experience Level: This study focused on pre-service teachers in their final year of study, as they are likely to have more developed competencies and practical experience in lesson planning compared to those in earlier years.
3. Willingness to Participate: Participants must be willing to engage in interviews and observations, as their openness is crucial for gathering in-depth qualitative data.

These criteria are important for this research objective because they ensure that the selected participants have relevant experiences and insights into lesson planning. By focusing on final-year pre-service teachers, researchers can capture a more nuanced understanding of their competencies and challenges, which is essential for developing effective training programs and improving educational practices.

3.3. Data Collection Methods

Semi-structured interviews, one of the techniques mentioned by Barkhuizen (2014) for narrative research, interviews were used to collect data for this study. The researcher started the conversation using a pre-made guide, but she was free to offer follow-up questions in response to the participants' responses. The final narrative story was created by combining and analyzing the data from these interviews. The following table is the construct of the study:

Table 3.1 Table of constructs.

Construct	Component	Interview Question
<p>Lesson planning acts as a guide for teachers, outlining objectives for each lesson and the overall term. It serves as a framework for effective teaching and learning activities, making it essential for successful instruction. As noted by Clark (1988), planning is a fundamental aspect of teachers' performance in the classroom.</p>	<ol style="list-style-type: none"> 1. Preactive Planning (Involves preparing lessons and materials before teaching) 2. Interactive Learning (Focuses on real-time decision-making during instruction) 3. Postactive Learning (Includes assessing and revising teaching practices after the lesson) 	<ol style="list-style-type: none"> 1. What did you know about lesson planning before you conducted your class? (Preactive Planning) 2. What did you know about Interactive Planning? (Quick response to unexpected actions mid-class) (Interactive Planning) 3. What did you learn and reflect on from the teaching process after conducting a class? (Postactive Planning)
<p><i>This is the only main question, and the study has many probing questions regarding the main question.</i></p>		

3.4. Data Analysis

To examine the data, thematic analysis was employed (Braun & Clarke, 2006). Finding, analyzing, and summarizing tendencies (themes) in the data were all part of this strategy. It offered an adaptable and user-friendly method of data analysis, which makes it appropriate for a range of research issues and data types. The next section describes the procedures for performing thematic analysis:

1. **Familiarization with the Data** The analytical process began with the researcher immersing himself in the data. The interviews with both participants, B and Z, were

transcribed, and the researcher then repeatedly read through the transcripts. During this phase, initial notes were made and key ideas were highlighted to gain a deep and holistic understanding of the participants' experiences with lesson planning.

2. **Generating Initial Codes** Once thoroughly familiar with the data, the researcher began the coding process. Both interview transcripts were systematically analyzed to identify segments of text—from individual phrases to entire paragraphs—that were relevant to the research questions about pre-active, interactive, and post-active planning. This resulted in a comprehensive list of initial codes that captured the core aspects of the participants' narratives.
3. **Searching for Themes** After generating a complete list of codes, the researcher started to search for broader themes. This involved organizing the various codes into potential thematic groups based on patterns and relationships. For example, codes related to "worrying about technology," "anticipating student sleepiness," and "planning for disruptive behavior" were grouped under an initial theme of "Anticipating Challenges."
4. **Reviewing Themes** In this phase, the potential themes were reviewed against the coded data and the entire dataset. The researcher checked if the themes that had been developed worked in relation to the coded extracts and if they formed a coherent and accurate representation of the participants' experiences. This involved refining some themes, collapsing others, and ensuring each one had sufficient supporting data.
5. **Defining and Naming Themes** Once the thematic map was refined, each theme was precisely defined and named. A detailed analysis was written for each one, articulating its scope and essence to better capture the proactive nature of the participants' planning.
6. **Producing the Report** The final step was to write up the analysis, which is presented in the Findings and Discussion chapter of this study. The researcher constructed a coherent narrative that presented the themes in a logical order, using vivid and

illustrative quotes from the interview transcripts to provide rich evidence for the analysis and bring the participants' experiences to life. Finally, the findings were related back to the existing literature on teacher education and lesson planning.

3.5. Validity and Reliability

To guarantee the findings' legitimacy and dependability, the ideas of validity and reliability are essential (Golafshani, 2003). The definitions of validity and reliability in relation to qualitative research were covered in this section, along with methods for improving each. Several methods for proving validity and reliability were used in order to guarantee the reliability of this study.

Validity

1. **Member Checking:** To ensure the validity of the interpretations, the researcher conducted member checking. After the initial analysis, the developed themes and narratives were shared with both B and Z. This process allowed the participants to confirm that the researcher's findings accurately reflected their own experiences and perspectives on lesson planning (Golafshani, 2003).
2. **Thick Description:** Throughout this study, particularly in the Findings chapter, the researcher provided thick, rich descriptions of the research context, the participants' backgrounds, and the data itself. By including detailed narratives and direct quotes, the aim was to provide readers with sufficient depth to understand the complexity of the participants' experiences (Golafshani, 2003).
3. **Reflexivity:** The researcher engaged in continuous reflexivity throughout the research process. A research journal was maintained to critically reflect on the researcher's own biases and assumptions, particularly as someone with a background in education, and

how these personal experiences might influence the interpretation of the data. This process helped to ensure that the findings were grounded in the participants' voices rather than the researcher's own preconceptions (Golafshani, 2003).

Reliability

1. **Audit Trail:** To ensure the reliability of this study, a detailed audit trail was maintained and attached in the appendix 2. This record included all raw data from the recorded interviews, verbatim transcripts, notes from the data familiarization phase, the coding framework, and documentation of how themes were developed and refined. This transparent documentation allows the research steps to be followed and assessed for consistency(Golafshani, 2003) .
2. **Peer Debriefing:** During the analysis phase, the researcher engaged in peer debriefing. The emerging themes and interpretations were discussed with a colleague familiar with qualitative research methodologies. This provided an external check that helped to challenge the researcher's assumptions and validate the coherence of the analytical process (Golafshani, 2003).
3. **Coding Procedures:** To improve the dependability of the findings, clear and systematic coding procedures were established. A codebook attached in appendix 3 and 4 with explicit definitions for each code was developed and applied consistently across both interview transcripts. The researcher regularly reviewed the coding to ensure that similar data segments were categorized in the same way, thereby enhancing the reliability of the analysis (Golafshani, 2003).

CHAPTER IV

RESEARCH FINDINGS

This chapter is composed of the findings of the research and its discussion. The findings are based on the data gathered through interviews with the two participants. Thereupon, the discussion concisely explains the interview results as the main data of this research, analyzed through the lens of the study's theoretical framework.

4.1 Data Presentation

This section examines the findings that were discovered throughout the interviews with Mr. Bean and Ms. Zendaya, recounting their stories as pre-service teachers designing lesson plans for EFL students during their teaching internships. The process of how the data was collected, analyzed, and coded is also detailed.

4.1.1 Interviews

In this study, Mr. Bean and Ms. Zendaya were the subjects. Semi-structured interviews were used to gather the data, and Zoom Meetings were used as the online medium. The male participant's duration is 34:21 minutes, while the female participant's is 42:47. A thorough examination of their experiences was made possible by this strategy, which allowed for a guided but flexible conversation. Having just finished their teaching practicum, both participants were pre-service teachers with firsthand experience creating and carrying out lesson plans in vocational high school environments.

Consent forms were given out and signed before the interviews to make sure ethical standards were followed. To ensure accuracy, the interviews were taped in Bahasa Indonesia and subsequently verbatim transcribed. To make analysis and reporting easier for this research, these transcripts were later translated into English. Originally written in Bahasa Indonesia, the

interview transcripts were then translated into English. After that, the data was thematized using the analytical framework, which led to the discovery of 13 sub-themes and 4 major themes that encapsulated the experiences of the participants. An example of a translated interview segment is provided in Figure 4.1 below.

Table 4.1 The sample of translated interview transcript.

T/R	Line	Interview	Themes
T	2	<p>Jadi ngumpulin informasi sebelum bikin lesson plan ini, yang pertama observasi kelas dulu, masuk ke kelas, gimana ngeliat karakteristik siswa belajarnya, terus gimana cara metode-metodenya, gimana cara para siswa menjawab pertanyaan-pertanyaan yang dikasih gurunya, karena kita kan nggak tahu ya karakteristik sebelum itu seperti apa, jadi observasi karakteristik dan cara belajarnya. Nah kedua, setelah observasi ke kelas dan ngelihat cara pembelajaran gitu. Aku setelahnya itu diskusi dengan gurunya bagaimana apa nih yang cocok sama karakteristik siswanya. Karena yang aku ajar nih di jam 1 siang agak-agak rawan gitu. Oke. Jadi jam-jam rawan gitu. Jadi banyak pertimbangan.</p> <p><i>So, to gather information before making this lesson plan, the first step is to observe the class. I go into the classroom to see the students' learning characteristics, the teaching methods being used, and how the students answer the teacher's questions. Since I don't know their characteristics beforehand, I observe their characteristics and learning styles. Then, second, after observing the class and seeing the teaching approach, I then discuss with the teacher what would be suitable for the students' characteristics. Because I teach at 1 PM, it's a somewhat vulnerable time. Okay. So it's a risky time slot, which means there are many considerations.</i></p>	PRE-INFO

4.1.2 Thematizing and Coding

Following the transcription and translation process, the data were analyzed using the thematic analysis approach outlined by Braun & Clarke (2006). This involved an iterative

process of reading and re-reading the transcripts to identify, code, and categorize patterns within the data. Initial codes were generated based on specific statements related to the participants' actions, thoughts, and feelings about lesson planning.

Following their grouping into sub-themes, these codes were subsequently arranged under three main themes that correspond with the research questions of the study: Post-Active Planning (reflection following instruction), Interactive Planning (in-the-moment decision-making), and Preactive Planning (preparation prior to instruction). The experiences of the pre-service teachers might be systematically analyzed thanks to this methodological approach. Below is the table of the themes, sub-themes, and coding:

Table 4.1.1 Table of Themes, Sub-themes, and Coding.

THEMES	SUB-THEMES	CODING
Preactive Planning	Information Gathering	PRE-INFO
	Challenge Anticipation	PRE-CHAL
	Strategy	PRE-STRAT
	Pedagogical Approach	PRE-APPR
Interactive Planning	Real-Time Adaptation	INT-ADAPT
	Flexibility vs. Adherence	INT-FLEX
	Responding to Feedback	INT-FEED
Post-Active Planning	Critical Evaluation	POST-EVAL
	Identifying Areas for Growth	POST-GROW
	Future Planning Impact	POST-IMPACT
Emotional & Personal Aspects	Anxiety & Self-Doubt	EMO-ANX
	Confidence &	EMO-CONF
	Accomplishment	
	Developing Resilience	EMO-RES

Table 4.1.2 The sample of coding and its meaning.

CODING	MEANING
Interview/PRE/PRE-INFO/4	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>Information Gathering</i> of the theme <i>Preactive Planning</i> in line 4.

Table 4.2.3 Visualization of the research process.

Stage	Description & Example
1. Raw Data: The Interview	A direct narrative is captured from the participant. Example: <i>"Ms. Zendaya recounts that during her first lesson, the classroom speaker failed. After a moment of nervousness and feeling 'embarrassing,' she adapted by sending the video file to the students' group chat so they could listen on their phones."</i>
2. Thematic Coding	The narrative is deconstructed and tagged with analytical codes that identify specific actions, emotions, or reflections. Example Codes Applied: <ul style="list-style-type: none"> • INT-ADAPT (Real-Time Adaptation) • EMO-ANX (Anxiety & Self-Doubt) • POST-EVAL (Critical Evaluation)
3. Synthesized Discussion	The codes are grouped into themes and woven into the final discussion. Here, the specific event is used as evidence to support broader arguments, connecting the findings to the theoretical framework and existing literature. Example Synthesis: <i>"This event demonstrates the necessity of interactive planning. The INT-ADAPT code serves as a prime example of the flexibility required in teaching (Celce-Murcia, 2002). Furthermore, the EMO-ANX code highlights how initial anxiety can become a catalyst for professional growth, leading to the reflective practice identified by the POST-EVAL code."</i>

4.1.3 Pre-service Teachers' Stories

Following their grouping into sub-themes, these codes were subsequently arranged under three main themes that answer the research questions of the study: Post-Active Planning (reflection following instruction), Interactive Planning (in-the-moment decision-making), Preactive Planning (preparation prior to instruction), and Emotional and Personal Aspect.

4.2 Findings

4.2.1 Pre-service Teachers' Narrative on Lesson Planning

This section provides the findings about the Pre-active and Interactive planning process.

The table below shows the difference between the participants:

Table 4.2 Table of Finding Differences

Themes	Mr. Bean	Mr. Zendaya
Preactive Planning	<ol style="list-style-type: none"> 1. Focused on classroom observation and interviewing the mentor teacher, 2. Predicted student disengagement and the difficulty of integrating vocational content (automotive) with students' low English proficiency. 3. Planned engaging activities using PowerPoint and developed a clear, escalating strategy for classroom management, such as dealing with mobile phone use. 	<ol style="list-style-type: none"> 1. Used a three-pronged approach: classroom observation, discussion with the mentor teacher, and asking students directly. 2. Worried about technical failures (projector/speaker) and low student motivation during a "vulnerable" Friday afternoon class. 3. Planned frequent icebreakers and offered rewards (chocolate) to motivate participation. Deliberately chose different teaching methodologies (GBL/TBL) for different classes.
Interactive Planning	<ol style="list-style-type: none"> 1. When faced with a power outage that made his digital materials useless, he immediately adapted by using the whiteboard to continue the lesson. 2. He adjusted his teaching based on student comprehension, re-teaching foundational material when needed, and advancing the lesson when students showed a strong grasp of concepts. 	<ol style="list-style-type: none"> 1. When the classroom speaker failed, her creative solution was to send the audio file to the students' group chat so they could listen on their phones. 2. The pivotal moment was revising her worksheet mid-stream based on her supervisor's feedback to make it less "textbook" and more connected to students' real-life experiences.
	<ol style="list-style-type: none"> 1. His reflection centered on how to better manage the classroom 	<ol style="list-style-type: none"> 1. Her reflection was heavily influenced by the technical failure in

Postactive Planning	<p>conditions and whether the examples used were relatable enough for the students.</p> <p>2. His reflections helped him improve future planning by incorporating more relatable examples and better suiting the material to the students' language level and vocational major.</p>	<p>her first lesson, which caused her to "overthink" but also learn a valuable lesson.</p> <p>2. The experience forced her to recognize the absolute necessity of creating a "Plan B," turning a moment of failure into a catalyst for becoming a more critical and organized planner.</p>
Emotional Aspect	<p>1. He began his practicum feeling mentally unprepared and confused by unexpected events.</p> <p>2. He developed resilience and confidence through experience, stating that after a few lessons, he "started to be ready to face it". He remained humble, acknowledging that classroom management was still a challenge.</p>	<p>1. Her experience was marked by significant anxiety related to public speaking and managing a particularly active class.</p> <p>2. The intense embarrassment from the technical failure became a crucial learning moment that spurred professional growth. She concluded that developing strong decision-making skills under pressure was one of the most important lessons of her practicum.</p>

Mr. Bean

Mr. Bean's teaching practicum took place in a vocational high school where he was tasked with teaching English. His experience designing lesson plans was a dynamic process that began with a foundational need to understand his students and the classroom context. He initiated his planning by gathering information through two primary methods: observing the class directly and conducting interviews with the regular classroom teacher. He considered this essential, stating,

"It is to make it easier for us to make a lesson plan and determine our teaching methods later in the class." (Interview/PRE/PRE-INFO/4)

A significant challenge Mr. Bean anticipated was student disengagement, predicting that students might be inattentive, disruptive, or even fall asleep. Compounding this was a curricular demand from his mentor teacher to integrate vocational content (automotive engineering) into his English lessons, a difficult task given the students' generally low English proficiency. To address these challenges, Mr. Bean proactively designed his lesson plans with specific strategies. He planned engaging activities using PowerPoint and images to keep students from getting sleepy and integrated vocational content by using relevant, simple examples like the imperative sentence, "Fix that car." For classroom management, he developed a clear, escalating strategy for dealing with students using mobile phones.

Mr. Bean's interactive planning skills were tested when he faced unexpected situations. During a power outage that rendered his digital materials useless, he adapted immediately by using the whiteboard to continue the lesson. He also demonstrated flexibility in his teaching. When he realized his students lacked foundational knowledge for a planned topic, he adjusted by re-teaching the prerequisite material first. Conversely, when students showed a strong grasp of a concept, he advanced the lesson to introduce future material, ensuring the learning pace

was appropriate. This adaptability was a conscious effort to balance the structured lesson plan with the classroom's reality. As he reflected,

"I tried to stick to my lesson plan because it already had a suitable timeline for the material, but on the other hand, I also adjusted to the class conditions." (Interview/INT/INT-FLEX/15)

Ms. Zendaya

Ms. Zendaya's practicum was at an Islamic high school, where she taught several classes, including one at a "vulnerable time"—1:00 PM on a Friday, right before students left for scout activities. Her pre-active planning was characterized by a thorough triangulation of information. She explained her process:

"First, I observed the class... Second, after observing... I had a discussion with the teacher... I also asked the students." This multi-pronged approach allowed her to understand the students' characteristics—that they were "very active" and "got bored quickly." (Interview/PRE/PRE-INFO/2)

She anticipated two main challenges: technical failures and low student motivation. She worried that the classroom projector or speaker might not work and that students would be too tired to learn. In response, her lesson plans were designed with built-in engagement strategies. She planned to use frequent icebreakers and offered rewards like chocolate to motivate participation. Her choice of teaching methodology was also deliberate. Based on her analysis, she chose Genre-Based Learning (GBL) for one class to foster critical thinking and Task-Based Learning (TBL) for a more advanced class whose schedule was interrupted by a break.

Her foresight proved invaluable. During her very first lesson, the classroom speaker failed. After a moment of nervousness, she implemented a creative solution:

"My solution was to go into the student's group chat and spread the video there. So, the listening was done from each of their own cell phones." (Interview/INT/INT-ADAPT/8)

"This quick thinking exemplifies interactive planning. She also adapted her pacing based on student energy levels, choosing to end a lesson early when she saw her students were too exhausted to continue learning effectively. "It's useless if I explain at length, but the children are already lying on the tables," (Interview/INT/INT-FLEX/18) she reasoned.

A pivotal moment in her interactive planning came from her supervisor's feedback, which prompted her to revise her worksheet mid-stream to be less "textbook" and more connected to the students' real-life experiences. This experience taught her the importance of creating learning materials that are both engaging and critically challenging.

4.2.2 Emergence Finding: Emotional Aspects of Developing a Lesson Plan

This section provides the findings about the Post-active and Emotional and Personal Aspects.

Mr. Bean: The Growth from Unpreparedness to Confidence

Mr. Bean's emotional journey was one of developing resilience. He entered his practicum feeling mentally unprepared for the unpredictability of the classroom. He described his initial struggles with adapting to unexpected situations, which caused him to feel confused and lose control of the class.

However, experience was a powerful teacher. He stated,

"When I first started teaching, I wasn't very ready for it, but after the second and third lesson, I started to be ready to face it." (Interview/EMO/EMO-RES/17)

This growth in confidence was a key part of his emotional development. Despite this, he remained humble about his abilities, acknowledging that classroom management challenges, like students being disruptive, remained difficult. He reflected,

"I think it's not quite enough because... there are still students who can't follow the material. Like, there are still those who are talking or playing on their phones or sleeping. So, I still find it difficult to deal with that." (Interview/EMO/EMO-ANX/18)

Ms. Zendaya: Overcoming Anxiety to Find Her Voice

Ms. Zendaya's experience was marked by significant emotional challenges, particularly anxiety related to public speaking and classroom management. She described the intense mental pressure of teaching a particularly difficult class:

"But for class F, my mental state was really not strong... They were more active, more likely to shout out... it was very tiring." (Interview/EMO/EMO-ANX/21)

Her anxiety peaked during a technical failure in her first lesson. The 30 minutes she spent trying to solve the problem felt deeply embarrassing. She confessed, "I was overthinking... It was embarrassing." However, this negative experience became a crucial learning moment. It forced her to recognize the importance of always having a "Plan B" and thinking more critically about potential problems. This reflection demonstrates a mature emotional response, turning a moment of failure into a catalyst for professional growth. She concluded that developing strong decision-making skills under pressure was one of the most important lessons of her practicum, stating,

"It's important... we also have to be able to make a Plan B... if we don't, time will be wasted." (Interview/POS/POST-EVAL/25)

4.3 Discussion

A thorough examination of the information gathered from the interviews is given in this part. The conversation links the participants' stories to the larger theoretical framework of teacher education by examining their methods for creating lesson plans, the emotional components of the process, and their overall impressions of the experience.

4.3.1 The Process of Lesson Planning

The findings reveal that for these pre-service teachers, developing a lesson plan is not a static, one-time event but a dynamic, cyclical process encompassing three distinct but interconnected phases: pre-active, interactive, and post-active planning. This aligns with educational theories that frame lesson planning as a complex cognitive skill involving foresight, real-time adaptation, and reflection (Mutton et al., 2011, Ali & Nofiyanti, 2022).

Both Mr. Bean and Ms. Zendaya benefited greatly from the pre-active phase. They always started by learning as much as they could about their students and the environment

through techniques like mentor teacher interviews and classroom observations. The idea that efficient planning needs to be customized to students' requirements, learning preferences, and skill levels is reflected in this technique (Taşkin, 2017). According to studies, pre-service teachers find that creating clear learning objectives, choosing relevant teaching activities, and organizing for evaluation are some of their biggest hurdles. These particular difficulties they faced are typical of novices (Al-khdour, 2023). Similarly, the struggle to organize lesson content logically is a significant hurdle identified in other pre-service teacher cohorts (Krepf & König, 2023). Both participants in this study also engaged in proactive problem-solving, anticipating challenges ranging from student disengagement to technical failures. This foresight allowed them to embed solutions directly into their lesson plans, such as incorporating engaging activities or having backup plans.

The interactive phase demonstrated the participants' flexibility. Unexpected circumstances compelled both to alter their plans. Mr. Bean's adaptation to a power outage and Ms. Zendaya's fix for a damaged speaker are excellent illustrations of the flexibility that Celce-Murcia (2002) notes as a crucial component of successful lesson design. This experience reflects a well-documented conflict between the flexible, adaptable planning needed in actual classrooms and the formal, prescriptive plans demanded by institutions (Dunn, 2020; Emiliasari & Jubaedah, 2019). Poor time management and a lack of flexibility in the present are often the causes of the widespread problem of inconsistency between a plan and its execution (Mahrus & Dewi, 2023). Because teachers must constantly make well-informed decisions while teaching, the participants' ability to adjust their instruction based on students' understanding in real time—slowing down to re-teach or accelerating to introduce new content—demonstrates a developing pedagogical content knowledge (Rusznayak & Walton, 2011).

Lastly, their professional development greatly benefited from the post-active period of reflection. Following each lesson, both participants gave their instruction a critical evaluation. They took into account the effectiveness of their tools, classroom management strategies, and the pace at which they taught. This reflective practice is crucial to teacher development because it allows teachers to learn from their experiences and enhance their future actions (Pinsky et al., 1998). For Mr. Bean and Ms. Zendaya, reflection was not an afterthought; rather, it was a crucial tool that had a direct impact on their future pre-active planning cycle, which led to lesson plans that were progressively better and more effective.

4.3.2 The Emotions Involved When Creating Lesson Plans

A pre-service teacher's emotional journey is an important yet frequently disregarded aspect of their development. A range of feelings can be seen in Mr. Bean and Ms. Zendaya's stories, from happiness and a sense of professional achievement to fear and self-doubt. These findings are consistent with research showing that instructional strategies elicit powerful emotional reactions that can either support or undermine learning (Kihwele, 2020).

Anxiety and concern were first indicated by both participants. Mr. Bean's sense of mental unpreparedness and Ms. Zendaya's "overthinking" following a technical malfunction serve as a clear example of the tremendous pressure pre-service instructors endure. These negative feelings resulted from a fear of failure, which included the fear that they would lose control of the classroom, that the plan would fail, or that the students would not understand. Research conducted in Indonesia provides empirical support for this, identifying performance anxiety as a major element that contributes to the discrepancy between lesson plans and their execution (Mahrus & Dewi, 2023).

But these difficult feelings also served as strong growth-promoting agents. Ms. Zendaya became a more critical and organized planner as a result of her worry. As they overcame

obstacles in the classroom, both individuals eventually reported feeling much more confident. An important developmental milestone is the shift from beginner anxiety to emergent confidence. Additionally, when their ideas were successful and their students were engaged, both individuals felt deep thankfulness and delight. Ms. Zendaya's perception of herself as a "real teacher" encapsulates the deep feeling of fulfillment and professional identity that results from effectively planning a learning activity. This implies that in the challenging process of learning to teach, positive emotional feedback is a potent motivator.

4.3.3 The Perception of Developing a Lesson Plan

Through their experiences, both Mr. Bean and Ms. Zendaya developed a sophisticated perception of lesson planning as a core professional competency. They moved beyond viewing the lesson plan as a mere document or a university requirement and came to understand it as an essential, three-part process of thinking that underpins effective teaching. This view is shared by in-service teachers who, despite facing constraints, confirm the importance of planning for enhancing teaching effectiveness (Mohd Sharif et al., 2023).

They believed that the pre-active stage could not be negotiated. It served as the cornerstone of an effective lesson. The planning process gave them a sense of security and a well-organized path to follow. As Ms. Zendaya pointed out, the lesson plan guarantees that the instruction is rational and cohesive for the students and stops the teacher from "jumping" around between activities at random.

They realized that the interactive phase was the real indicator of a teacher's abilities. Both understood that the dynamic reality of a classroom could not be captured by a written plan, no matter how thorough. They discovered that what set effective teaching apart was the capacity to make wise pedagogical choices on the fly—to be adaptable while staying focused on the learning objectives. A crucial stage in the growth of a new teacher is this change in

perspective, from considering planning as the production of a static document to an ongoing cognitive process of adaptation (Dunn, 2020). Ms. Zendaya's assertion that decision-making abilities are essential, particularly when developing a "Plan B," demonstrates a sophisticated comprehension of this stage.

Finally, they perceived the post-active phase as the engine of their own improvement. Reflection was not just about evaluating a single lesson but about informing their entire practice. For them, the cycle was clear: reflecting on today's lesson makes tomorrow's plan better. This perception aligns with the model of the teacher as a "reflective practitioner," an individual who actively learns from and refines their craft through continuous inquiry (Schwarz, 2010). Ultimately, both participants concluded that mastering the entire cycle of lesson planning was fundamental to their development as educators.

CHAPTER V

CONCLUSION & SUGGESTION

This final chapter presents the conclusion of the research, offering a brief summary of the key findings that have been collected and analyzed. It also provides suggestions for pre-service teachers, teacher education programs, and future researchers based on the insights gained from this study.

5.1 Conclusion

This narrative inquiry aimed to explore and re-tell the experiences of EFL pre-service teachers as they designed and implemented lesson plans during their teaching practicum. Through the stories of B and Z, this study found that the experience of lesson planning is not a static or linear task of creating a document, but rather a dynamic, cyclical, and deeply personal process of professional development. The findings reveal that this process can be understood through three interconnected phases: pre-active, interactive, and post-active planning.

In the **pre-active phase**, the participants demonstrated that effective planning is rooted in a thorough understanding of the specific classroom context, achieved through direct observation, collaboration with mentor teachers, and consultation with students. They did not merely follow a template but actively anticipated potential challenges—both technical and motivational—and embedded adaptive strategies into their plans from the outset.

The **interactive phase** highlighted that the true test of a lesson plan's effectiveness lies in its flexibility. Both participants were confronted with unexpected classroom realities, from technical failures to shifts in student energy. Their ability to make sound pedagogical decisions in the moment—to adapt, improvise, and sometimes deviate entirely from their written plan to

meet the emergent needs of their students—was a critical component of their experience. This underscores that interactive planning is an essential, if often untaught, teaching skill.

Finally, the **post-active phase** of reflection emerged as the primary engine for their professional growth. By critically evaluating their performance, analyzing what worked and what did not, and contemplating the reasons why, the participants were able to learn from their experiences. This reflective practice directly informed their subsequent planning, creating a cycle of continuous improvement that refined both their pedagogical strategies and their understanding of teaching.

Furthermore, this study illuminated the significant emotional dimension of learning to teach. The participants navigated a spectrum of feelings, from initial anxiety and self-doubt to profound happiness and a burgeoning sense of professional identity. Their emotional journeys were intrinsically linked to their planning experiences, with moments of failure serving as powerful, albeit difficult, catalysts for growth. In conclusion, this research affirms that mastering the complete cycle of pre-active, interactive, and post-active planning is a fundamental and transformative experience in a pre-service teacher's journey toward becoming a reflective and effective educator. The government and the schools have to encourage teachers' learning and provide them with conceptual, procedural, and metacognitive experiences in relation to superior learning, mastery, and dedication to the implementation of the Independent Curriculum. This will allow instructors to design lesson plans that are credible and sustainable, related to 21st-century skills.

Finally, this study's findings should be considered in light of several key limitations affecting its scope and methodology. Primarily, the research is based on the experiences of only two participants within the specific context of vocational high schools, which, while providing narrative depth, significantly limits the generalizability of the findings to pre-service teachers

in different educational environments. Furthermore, the study's focus is confined to the short duration of the teaching practicum, offering only a snapshot of professional development rather than insight into the long-term evolution of planning skills. Methodologically, the reliance on self-reported interview data without triangulation from direct classroom observations or a systematic analysis of lesson plan documents means the findings are based on perception rather than verified practice. The inherent subjectivity of the narrative inquiry approach itself, where findings are co-constructed by the participant and researcher, also shapes the results, framing the study as an in-depth exploration rather than a broadly applicable conclusion.

5.2 Suggestion

Based on the findings of this research, the following suggestions are offered to pre-service teachers, teacher education programs, and future researchers.

For Pre-service Teachers: It is recommended that pre-service teachers view lesson planning not as a final product but as a continuous cycle of inquiry. They should actively engage in gathering information about their students before planning, remain open to adapting their plans during instruction, and dedicate time to meaningful reflection after teaching. Developing a "Plan B" is not a sign of a weak initial plan but a mark of a prepared and resilient professional. Embracing challenges and viewing mistakes as learning opportunities can help mitigate the anxiety of the practicum experience.

For Teacher Education Programs: Teacher education programs could enhance their curricula by placing more explicit emphasis on the interactive and post-active phases of planning. While creating a well-structured lesson plan document is important, pre-service teachers would benefit from more training in in-the-moment decision-making and structured reflection. This could be achieved through the use of case studies, classroom simulations that present unexpected problems, and mandatory reflective journaling or group discussions as part

of the practicum requirements. Furthermore, programs should acknowledge and address the emotional realities of learning to teach by providing robust mentorship and support systems.

For Future Researchers: This study was limited to the experiences of two participants in a specific context. Future research could build upon these findings by exploring the lesson planning experiences of a larger and more diverse cohort of pre-service teachers across different school levels (e.g., primary, junior high) and settings (e.g., urban, rural). A longitudinal study that follows pre-service teachers into their first years of in-service teaching could provide valuable insights into how these foundational planning skills evolve over time. Additionally, further investigation into the specific role of the mentor teacher in shaping a pre-service teacher's planning habits and reflective capacities would be a valuable contribution to the field.

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APPENDICES

Appendix 1 Informed Consent

INFORMED CONSENT

RESEARCH EXPLANATION SHEET

Name : Firstian Alvin Rozaq

NIM : 21322051

Institution : English Language Education Department

Faculty of Social and Cultural Science

Islamic University of Indonesia

Research Title : Exploring Pre-service Teachers' Perception of Lesson Planning during Teaching Practicum

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

1. This research aims to investigate pre-service teachers' perceptions of lesson planning during teaching internships.
2. If you are willing to participate in this research, the researcher will conduct an interview to you at the time and place that will be agreed. If you do not mind, the researcher will also record the interview as proof that the interview has been conducted.
3. There is no risk that you will be treated 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 the interview.
4. All the data from the interview will be saved. While you are allowed to have the data interview if 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 is 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 : Mr. Bean

Age : 23 Years Old

I have read the research explanation, and I have understood the aim of this research. My involvement in this research as a participant will support the research from the researcher in PBI UII, especially by sharing stories about pre-service teachers' perspectives on lesson planning. Based on the consideration above, I am willing to be a participant in this research, and I agree to conduct an interview with the researcher.

Yogyakarta, 18 June 2025

Researcher



(Firstian Alvin Rozaq)

Participant



(Mr. Bean)

**INFORMED CONSENT
PARTICIPANT APPROVAL SHEET**

Name : Ms. Zendaya

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 a participant will support the research from the researcher in PBI UII, especially by sharing stories about pre-service teachers' perspectives on lesson planning. Based on the consideration above, I am willing to be a participant in this research, and I agree to conduct an interview with the researcher.

Yogyakarta, 20 June 2025

Researcher



(Firstian Alvin Rozaq)

Participant



(Ms. Zendaya)

Appendix 2 Interview Transcript

Interview Transcription

Date : June 20th, 2025

Time : 20:37 – 21:45

Platform : Zoom

Length : 42:47

Participant : Ms. Zendaya

T/R	Line	Interview	Themes
R	1	Ada kan suaranya?	
T		Ada, ada.	
R		Oke, oke. Udah, udah.	
T		Udah, udah.	
R		Oke, Z. Langsung aja. Nah, sebelum... Sebelumnya kan kamu udah aku kirim soal-soal pertanyaan-pertanyaan yang bakal aku tanyain kan. Nah, untuk yang pertanyaan nomor satu, pertanyaan yang awal banget. Apa yang kamu ketahui tentang preactive planning atau perencanaan pembelajaran sebelum kamu mengajar di kelas?	
T		Jadi yang aku ketahui tentang preactive planning itu kayak buat lesson plan gitu kan. Jadi pada preactive planning itu biasanya kita buat rencana-rencana sebelum pembelajaran yang akan berlangsung besok atau... Pertemuan selanjutnya kayak kita bikin step by step-nya, gimana pre-aktivitinya, apa aja icebreaking-nya, apa aja yang harus disiapkan untuk main activity kayak worksheet-nya atau apapun materinya, PPT-nya. Terus kita juga pikirkan untuk post-aktivitinya gitu.	
R	2	Bagus. Terus kemarin, eh barusan, kamu udah menjelaskan tentang proses-prosesnya, terus apa aja isinya preactive planning, terus sebelum kamu melakukan pembelajaran atau melakukan perencanaan pembelajaran, kamu kan pasti ada tuh kayak nyari-nyari informasi dulu, atau menggali informasi itu dari siswa-siswanya, bagaimana... Siswa itu Belajar atau karakteristik siswanya Nah kamu tuh ngumpulin Informasi ini darimana aja terus gimana caranya?	
T		Jadi ngumpulin informasi sebelum bikin lesson plan ini, yang pertama observasi kelas dulu, masuk ke kelas, gimana ngeliat karakteristik siswa belajarnya, terus gimana cara metode-metodenya, gimana cara para siswa menjawab pertanyaan-pertanyaan yang dikasih gurunya, karena kita kan nggak tahu ya karakteristik sebelum itu seperti apa, jadi observasi karakteristik dan cara belajarnya. Nah kedua, setelah observasi ke kelas dan Ngelihat cara pembelajaran	PRE-INFO

		gitu. Aku setelahnya itu diskusi dengan gurunya bagaimana apa nih yang cocok sama karakteristik siswanya. Karena yang aku ajar nih di jam 1 siang agak-agak rawan gitu. Oke. Jadi jam-jam rawan gitu. Jadi banyak pertimbangan.	
R	3	Benar. Benar sekali. Terus kamu... Ngerasa, kamu milih sumber-sumber tersebut, kenapa? Kamu, apakah kamu merasa sumber-sumber tersebut yang paling kredibel, atau gimana?	
T		kayaknya itu yang benar-benar paling kredibel karena kita terjun langsung kan observasi sama ngomong, diskusi sama yang gurunya dia kan udah ada dari awal kan dari awal sampai aku masuk ke kelas itu jadi itu benar-benar sumber yang oke sih.	PRE-INFO
R	4	Di luar itu kamu ada mempunyai dari internet kah atau dari siswanya langsung ada gak?	
T		Oh aku nanya ke siswanya sih. Nanya ke siswanya... Kalau nanya itu waktu itu aku nanyain, kalau kalian bosan biasanya ngapain gitu kan. Soalnya gurunya waktu itu lagi nggak ada icebreaking sama nggak ngasih tau tentang icebreaking gitu. Terus muridnya bilang kayak icebreaking gitu-gitu.	PRE-INFO
R	5	Oke. Kamu ngerasa, tadi kan kamu udah jelasin Pengumpulan tentang pengumpulan informasi Dan lain-lain kan Itu Ada salah satu proses Menurut kamu itu Proses pengumpulan informasi itu Penting atau enggak Kalau penting kenapa Kalau ga penting kenapa?	
T		Penting karena Itu bisa menyesuaikan Apa yang akan kita ajarkan Bagaimana kita cara mengajarkan materi yang akan kita sampaikan kan sesuai karakteristiknya kan, nah karakteristik di kelas yang aku ajarin ini agak lumayan aktif banget gitu, jadi bener-bener gak boleh sampai aku ngasih materi terus, ngasih materi terus, ngasih worksheet, jadi harus bener-bener kayak icebreaking, terus aktivitas lagi, icebreaking lagi gitu jadi gak boleh bener-bener aku ngejelasin materi lagi, karena orangnya cepet bosan gitu. Terlebih kan jam mengajarnya jam 1 siang gitu ya. Jam-jam capek-capeknya, ngantuk-ngantuknya gitu.	PRE-STRAT
R	6	Nah, sekarang tadi kan kamu udah ngejelasin panjang lebar tuh tentang penggunaan informasi. Sekarang aku mau nanya lagi sejauh mana sebenarnya informasi yang kamu dapat ini membantu kamu dalam merencanakan pembelajaran atau lesson planning?	POST-IMPACT
T		Sebenarnya itu nggak... Awal-awalnya itu nggak lengkap banget ya. Tapi seingin berjalannya waktu... Selengkap itu sih. Jadi awal-awal itu cuma... Inti-intinya doang gitu. Tapi setelahnya itu... Setelah udah ngenalin anak-anaknya... Jadi kayak... Oh iya ya. Kayak ini-ini ngebantu banget gitu. Ngebantu banget ya berarti? Ngebantu banget.	
		Oke terus sekarang... Nah kamu kan... Tadi udah ngumpulin informasi, terus sekarang udah mencoba buat kayak ngasih	

R	7	gambaran gimana nanti ke depannya. Nah, aku mau nanya, nah kamu sebelum melakukan pembelajaran, kamu ada perkiraan, ada gambaran tantangan apa yang bakal kamu hadapin nanti pas ngajar di dalam kelas?	
T		Ada. Yang pertama itu tentang teknologi ya. Karena udah biasa pake PPT, jadi pas nyampe kelasnya itu sebenarnya ada infokusnya dan speakernya. Tapi pas takutnya, pas saya mau nyobain itu, infokusnya gak bisa dan speakernya gak bisa. Yang kedua, ini sih, apa? takut anak-anak itu nggak ini, nggak semangat belajar. Karena apalagi hari Jumat ya, hari Jumat itu setelahnya itu pramuka. Jadi kadang anak-anak itu mau siap-siap perambuka gitu loh. Jadi kayak padahal belajarnya belum selesai, tapi anak-anak itu udah pada mau siap-siap pramuka gitu lah.	PRE-CHAL
R	8	Nah tadi kan berarti tantangannya itu teknis sama motivasi ya. Dua itu. Kan kamu udah. Memperkirakan. Tantangan-tantangan tersebut tadi. Terus. Pertanyaan selanjutnya. Gimana cara kamu buat. Antisipasi tantangan-tantangan tersebut. Pas kamu ngajar di dalam kelas.	
T		Jadi. Bahkan hari pertama. Aku ngajar tuh udah kejadian. proyektornya bisa. Tapi speakernya tuh gak bisa. nah pertama itu kan gimana ya kayak nervous lah pasti gimana nih harus ngapain emang agak memakan waktu tapi solusinya adalah waktu itu aku nyari bluetooth speaker yang anak-anak punya biasanya kan punya kan bawa-bawa gitu buat dengerin lagu tapi tetep aja gak punya. Terus aku mikir kayak aduh gimana nih gitu kan. Terus aku solusinya masuk ke grup, grup anak-anaknya itu, terus nyebarin videonya di situ. Jadi itu kan aktivitasnya listening ya. Nah jadi listening itu dari HP masing-masing gitu, bukan dari audio speaker yang gede itu. Nah kalau yang motivasi itu, biasanya solusinya itu icebreaking. Kalau misalkan siswanya icebreaking itu, bosan biasanya di awal pertama. pembelajaran itu aku tuh biasanya kayak ngasih coklat gitu kayak berikan nah tapi ngasihnya di akhir siapa yang paling semangat siapa yang paling aktif nanti dapet jadi kayak biar termotivasi buat aktif gitu jadi dikasih apa?	
R		Dikasih reward gitu ya?	
T		Iya.. coklat.	
R	9	Oke terus pas kamu ngerancang lesson planning kamu kamu kan ada beberapa approach ya yang buat apply ke siswanya apply apa yang kamu pake pas Di lesson planning kamu?	
T		Genre-based Learning sih...	PRE-APPR
R		Genre-based ya... Berarti metode pengajarannya juga ya?	
T		Iya kayak gitu Genre-based...	
R	10	Nah, tadi kan kamu jelasin tentang approach sama metode pengajaran, yaitu which is GBL. Kenapa kamu ngerasa bahwa metode tersebut adalah yang paling cocok untuk kelas kamu?	

T		Karena setelah observasi dan diskusi sama gurunya, GBL ini emang yang paling efektif, karena GBL itu nggak hanya mengajarkan bagaimana menulis dan berbicara kan, tapi juga memenuhi kebutuhan siswa untuk kayak berpikir kritisnya kayak kenapa, terus siapa, konteks apa, misalkan hari itu belajarnya naratif teks. Jadi kayak kita tuh nggak cuma belajar kayak... baca naratif teks atau latihan berbicara naratif teks kita tuh berarti kayak ngasih tau kenapa pentingnya naratif teks terus untuk siapa sih naratif teks itu terus untuk apa konteksnya misalkan konteksnya tentang naratif teks kan hari itu nah kita ajarin bener-bener naratif teksnya gitu Terus setelah itu kan ada menulis dan berbicara kan. Biasanya tuh step by stepnya itu misalnya minggu ini menulis dulu, terus minggu depannya mempresentasikan hasil pembuatan naratif teks itu.	PRE-APPRPRE-STRAT
R		Berarti ada proses dari C1 sampai C6 ya?	
T		Iya benar.	
R		Taksonomi?	
T		Benar.	
R	11	Terus tadi metode kenapa alasannya sekarang kamu ada strategi khusus ya enggak yang kamu pakai buat memastikan pembelajaran kamu tuh berjalan dengan lancar?	
T		Strateginya ini kan awalnya itu kan hasil diskusi dulu ya jadi strateginya itu diuji coba dulu pada pertemuan pertama terus kalau misalkan emang cocok baru lanjut sampai akhir pakai itu. Tapi kalau misalkan di tengah-tengah jalan, oh iya, ternyata aku kan di tengah-tengah jalan itu pindah kelas ya. Karena untuk mempercepat waktu. Jadi ketemu kelas yang beda lagi. Ternyata kelas yang A itu lebih pintar lagi kan. Nah, kelas yang A itu pakai ini, TBL, Task Based Learning. Jadi dia benar-benar ini sih tugas-tugas gitu. Karena beda kemampuannya mungkin jadi beda juga strateginya ya. Benar. Dan juga kenapa pakai TBL? Karena waktu kelas A ini kepotong sama istirahat dur. Jadi kayak, aduh susah gitu deh kalau pakai GBL. Kalau pakai proses gitu ya.	PRE-STRAT
R	12	Berarti strategi-strategi tadi itu efektif ya buat kelas masing-masing perbedaan?	
T		Benar...	
R	13	Nah, terus sebelum banget kamu masuk ke dalam kelas, itu kan di lesson plan-nya sebenarnya nggak ada nih. Tapi, kamu sebelum bener-bener masuk, detik sebelum masuk, kamu persiapannya tuh apa? Persiapan akhirnya sebelum masuk kelas.	
T		Persiapan akhirnya itu biasanya sebelum hari sebelumnya itu latihan public speaking biar gak apa gagu atau kaku di depannya terus ngecek-ngecek materi lagi kayak PPT-nya atau ada yang typo atau ada yang gak sesuai terus ngecek worksheet-nya atau aktivitas yang akan aku lakuin gitu loh misalkan kalau worksheet jumlahnya udah pas atau belum	PRE-STRAT

		terus udah sesuai atau belum sama yang Di word dokumen aku gitu...Berarti untuk personal Diri sendirinya mungkin Itu public speaking Kalau untuk teknisnya Recheck dan recheck it.	
R	14	Oke pertanyaan yang terakhir buat Yang preactive planning nih tadi kan kita udah denger cerita kamu tentang preactive planning dari awal sampai sebelum masuk ke dalam kelas kan.	
T		Benar...	
R		Apakah kamu merasa seluruh proses perencanaan kreatif atau kreatif planning ini penting? Mengapa menurut kamu hal ini penting?	
T		Penting banget... karena baik lagi kita harus tahu ya step by stepnya itu apa jangan sampai nanti pas kita ke kelas itu kita nanti tugas dulu post activity dulu nanti tiba-tiba pre activity nanti yang terakhir baru main activity jadi dengan adanya lesson plan ini kita bisa tahu biar berstruktur gitu dari Pre, main, sama post Jadi biar anak-anaknya tuh gak ngerasa bingung juga Kok tiba-tiba loncat ke sini Tiba-tiba loncat ke sini Dan kita juga biar tau loh Kedepannya tuh gimana Dengan adalah lesson plan Ini juga kadang Kan kita juga masih PLP yang magang gitu ya Jadi pas masuk kelas juga kadang lupa nih Apa nih harus ini, harus ini, harus ini Terus jadi dengan adalah lesson plan Kita bisa kayak kalo misalnya lupa bisa ngecek lagi gitu.	POST-EVAL
R		Berarti sekuensi ya?	
T		Benar. Sekuensi alurnya.	
R	15	Oke, kita langsung aja ke nomor yang dua. Sekarang masuk ke interactive planning. Apa yang kamu tahu tentang interactive planning? Atau respon cepat ke situasi yang nggak terduga di tengah pelajaran?	
T		Mungkin interaktif planning itu sebuah situasi yang tidak sesuai dengan lesson plan kita gitu ya bisa jadi gitu juga itu salah satu salah satu pengertiannya juga atau yang tadi respon cepat gitu ya biasanya kan bentar-bentar aduh udah telepon lagi bentar ya Aku matiin dulu. Nah biasanya kan kalau respon cepat itu. Ada karakter siswa yang. Orangnya tuh kayak. Spontan gitu kan. Kayak melenceng dari pembelajaran gitu kan. Gimana cara aku ngadepinnya ya. Kalau misalkan aku. Capek. Aku kadang kayak. Bentar ya jangan. Jangan bahas keluar topik dulu. Kalau misalkan lagi capek ya. Eh kalau misalkan lagi gak capek ya. Aku kayak meladenin aja. Biar seru aja kelasnya.	
R	16	Berarti kalau gak ada situasi gak terduga. Kayak. Berarti masih stick ke lesson plan atau gimana?	
T		Masih stick ke lesson plan.	
R	17	Oke berarti. Kamu kalau misal. Ada. Ada misal nih. Ada siswa yang tidak sesuai dengan lesson plan kamu nih. Nah, tapi kamu sadar kalau ternyata apa yang dilakukan siswa itu atau mungkin apa yang dikatakan oleh siswa itu sebenarnya	

		malah lebih bagus dari lesson plan kamu. Nah, kamu ada pernah di situasi tersebut nggak?	
T		Pernah sih lebih pernah itu kayak malahan siswanya yang ngoreksi gitu loh kayak kak ini sebenarnya harusnya kayak gini gitu loh terus aku kayak mungkin kurang recheck-recheck lagi ya terus aku kayak oh iya gitu loh jadi situasi kayak gitu tuh malah buat siswanya tuh ternyata memperhatikan apa yang aku ajarkan terus dan dia berpikir kritis gitu sih.	INT-FLEX, INT-ADAPT
R	18	Berarti kalau misal kamu disuruh milih kamu tetep memilih berpegang teguh sama lesson plan kamu atau ngikutin dinamika kelas yang mungkin lebih cocok, kamu milih?	
T		Aku ini sih 50-50 karena atau enggak aku lebih ke mengikuti alur karena aku stick to the point dan anak-anak yang ternyata gak paham ya percuma juga berarti lebih ke efektif yang mana gitu ya nah misal tadi kan udah udah kamu ceritain tentang ada peristiwa langsungnya lagi gak terus kamu ambil tindakan apa kayak kamu coba cerita kayak cerita gitu kayak lagi cerita ke temen gitu, kalau biasanya tuh asbun-asbunnya doang sih Kayak kalau di kelas A Waktu itu aku ngasih worksheet kan Pas aku tampilin Di apa Di depan Kayak mereka tuh pengennya tuh Karena mungkin udah 4 jam Disirahat ya Mereka tuh pengennya Langsung aja sih kasih Jawabannya gitu Kan itu gak sesuai lesson plan ya Mereka minta jawabannya, kalau itu aku langsung stick to the lesson plan. Aku enggak akan ngasih jawabannya. Tapi kalau yang di kelas B, waktu itu aku pernah lagi ngajar hari Jumat, mereka mau pramuka kan. Mereka tuh kayak minta kayak, ayo Kak selesai aja, Kak selesai aja. Aku ngerasa kayak mereka kecapean gitu kan. Aku kayak waktu itu yaudah aku kayak selesainya lebih cepat gitu. Nggak sesuai pelan-pelan. Karena ya percuma juga kalau misalkan aku ngejelasin panjang lebar, tapi anak-anaknya udah kayak tiduran di meja gitu loh. Main HP, itu kan fokusnya udah boyar. Jadi kayak yaudah lah diselesain aja gitu.	INT-FLEX
R	19	Nah, kamu kayak gitu menemukan situasi tersebut tuh ingat nggak berapa kali?	
		Kalau misalkan yang di kelas B itu nggak sering sih. Cuma emang setiap mau pramuka aja. Terus kalau yang di kelas A, satu kali sih. Soalnya aku kan pindah lagi ke kelasnya nanti.	
T		Nah, kamu... Setiap ada situasi kayak gitu, kamu selalu tetap mengikuti dinamika kelas atau pernah satu kali atau beberapa kali tetap berpegang teguh ke lesson plan kamu?	
		Tetap berpegang teguh kepada lesson plan, kecuali anak-anak itu bener-bener udah gak bisa dikondisikan lagi. Oh, bener. Tiduran di meja gitu. Terus udah pada ngobrol sendiri. Karena aku ini juga capek. Waktu itu yaudah. Udah angin aja gitu.	INT-FLEX
R	20	Berarti lebih banyak berpegang teguh ke lesson plan atau?	

T		Berpegang teguh pada lesson plan.	
R	21	Oke. Kamu kalau misal ketemu... Kan tadi kamu udah beberapa kali ketemu. Peristiwa kayak gitu kan. Situasi yang tidak terduga kayak gitu kan. Nah kamu. Secara mental siap menghadapi gak pas itu? Atau gimana. Perasaan kamu gitu?	
T		Oh. Kan aku kan kelasnya. Tiga kelas ya. Tiga sampai empat kelas tuh. Ada kelas yang bener-bener. Itu susah banget diaturnya. Kalau misalkan kelas B. Aku siap main talak. Karena aku emang dari awal. Udah disitu kan. Udah hafal karakteristiknya. Udah hafal orang-orangnya. Udah hafal gimana caranya. Untuk gak bosan-bosan lagi. Kelas A itu aku. Juga lumayan udah hafal. Nah tapi kelas F. aku benar-benar mental aku nggak kuat sih. Maksudnya orangnya itu lebih aktif lagi, lebih kayak asbun lagi, lebih kayak nganggep aku seumuran gitu, iya sih emang kan aku juga magang. Jadi kayak nggak ada ini ya, nggak ada boundariesnya gitu loh. Aku kayak, aduh capek gitu loh. Lebih capek banget itu.	EMO-ANX
R	22	Ada anxiety-nya nggak?	
T		Adalah apalagi kalau aku tuh harus ngejelasin materi. Public speakingnya itu. Kadang aku tuh niatnya sebenarnya gak mau baca materi ya. Tapi kadang-kadang aku kayak deg-degan, nervous. Ya aku lupa jadi aku baca gitu. Niatnya emang gak kayak biar lebih leluasa gitu. Ternyata gak sejalan dengan apa yang aku inginkan gitu.	EMO-ANX
R	23	Nah ini tadi kan kita udah ngomongin tentang ya situasi-situasi kecil nah ini aku mau nanya yang lebih skalanya lebih gede lagi bahkan kamu pernah gak ketemu situasi dimana kamu tuh harus ngubah bener-bener ngubah tujuan pembelajaran kamu atau malah metode pembelajaran tadi kan kamu metodenya GBL kan genre-based terus tujuannya misal kamu di pertemuan keberapa di tujuan pembelajaran kamu di pertemuan sekarang nih misalnya pertemuan berapa gitu siswa udah bisa mengerjakan naratif teks atau bisa membuat tapi siswanya tuh belum bisa jadi kamu harus mudah atau kamu harus nurunin tujuan pembelajaran kamu pernah gak? kayak gitu.	
		Pernah sih setelah dosen nilai gitu. Setelah Miss Dayu masuk ke kelas, ternyata setelah diobservasi tuh hasilnya, kan aku kan naratif teks itu kan ada awalnya, terus akhirnya. Nah aku tuh ngasih worksheet-nya itu tentang kayak pakai tabel gitu loh. Tabel ceritanya tuh awalnya gimana, terus akhirnya gimana, konfliknya apa, tengah-tengahnya gimana, akhirnya gimana gitu kan. Tapi ternyata menurut Miss Dayu itu terlalu terlalu apa ya terlalu textbook banget gitu loh. Jadi aku harus mengubah biar anak-anak tuh lebih berpikir kritis lagi dan lebih kreatif lagi. Jadi aku ubah judulnya tuh, oh judulnya kan aku di naratif teksnya itu, di worksheet itu naratif teks, jadi saran dari dosenku tuh kayak, jangan	INT-FEED

T		<p>naratif teks nanti anak-anak itu kayak mikirnya tuh naratif teks, naratif teks, jadi kita tuh apa ya, kita tuh ngajarin naratif teks yang bener-bener kayak ada di kehidupan kita, biar kayak nanti kalau misalkan di depannya anak-anak ditanyain naratif teks tuh apa sih, jadi mereka tuh gak yang textbook banget gitu loh, jadi mereka bisa paham naratif teks yang bersangkutan dengan kehidupan sehari-hari. Mereka kayak cerita tentang liburan atau pengalaman tentang mereka nonton olahraga gitu. Jadi nggak harus textbook banget. Kalau misalkan naratif teks itu apa sih kalau ditanyain ke depannya. Jadi mereka tuh biar nggak usah kayak naratif teks itu adalah menceritakan tentang pengalaman yang masa lalu. Jadi mereka tuh bisa lebih kritis lagi gitu.</p>	
R	24	<p>Oke. Bagus. Penjelasan yang bagus. Nah ini kan kamu. Istilahnya mengubah. Rencana pembelajaran. Atau lesson planning kamu nih. Di tengah-tengah pelajaran tuh. Di tengah-tengah pelajaran lah. Ibaratnya. Nah gimana. Cara kamu. Pas tadi mengubah. Metode dan. Tujuan pembelajaran yang tengah-tengah pelajaran itu biar kelas kamu tetap efektif dan semua siswa tetap terlibat?</p>	
T		<p>Oke, jadi kan setelah dosen nilai, disitu kan ada guru pamong aku juga kan. Jadi setelah dosen Miss Dayu itu ngomong, aku diskusi lagi sama guru pamongku. Aku kan ubah-ubah judulnya, terus tabel-tabelnya, isinya, terus gimana biar match sama karakteristik anak-anak itu, aku diskusi lagi. Terus waktu itu aku kayak mungkin aku kesusahan bikinnya kata-katanya. Jadi guru pamongku kayak bikin coba dikurangi lagi level kosa katanya gitu. Terus atau enggak tabelnya itu dikurangi lagi. Biasanya kan ada 4 tuh. Aku kayak kurangi lagi 3 biar kayak cuman awalnya konfliknya sama akhirnya gitu sih.</p>	INT-ADAPT
R	25	<p>Oke. Terus yang pertanyaan terakhir tentang interactive planning ya. Nah, untuk interactive planning sendiri, tadi kan kamu udah tahu salah satu penjelasannya tentang interactive planning. Nah, menurut kamu untuk pre-service teacher itu skill ini penting nggak? Atau skill decision making gitu?</p>	
T		<p>Penting ya di planning karena kita juga harus bisa bikin plan B. Misalkan kayak aku tadi speaker itu nggak bisa. Kita juga harus berpikir cepat gitu. Karena kalau nggak waktunya... akan terus berjalan, kalau misalkan kita di ngajar di tengah anaknya, terus kayak kita gak ngapa-ngapain, jadi kan waktu itu terbuang sia-sia, terus nanti materinya belum kita ajarin, mundur lagi mundur lagi, jadi kayak gak efektif ke materi-materi selanjutnya yang gak sesuai dengan lesson plan kita gitu.</p>	POST-EVAL
R	26	<p>Oke, kita lanjut yang pertanyaan nomor 3 dan seterusnya yaitu postactive planning. Kamu tadi Udah Tau tentang preactive terus interactive. Nah sekarang yang terakhir</p>	

		postactive. Yang kamu tau tentang Post active planning itu apa?	
T		yang aku tahu tentang postactive learning itu biasanya setelah aku nyampein materi gitu, aku disini di post activity ini untuk mengukur seberapa siswa siswa-siswanya itu paham atas apa yang aku ajarin gitu, misalkan naratif teks yang tadi main activity-nya itu nyusun nyusun tabelnya, nah di post activity-nya itu aku minta siswanya untuk benar-bener nyusun dari awal sampai akhir dan grammar itu benar-bener sesuaikan pakai past tense gitu ya, verb 2 gitu abis ngajar.	POST-EVAL
R	27	Terus tadi kamu kan jelasin tentang post active kan nah Terus habis kamu ngajar nih, ada beberapa aspek nggak yang kamu benar-bener kamu renungin?	
T		Yang itu sih, yang pas aku pertama kali ngajar, yang speakernya mati itu, kan itu kan tadinya tuh sampai post activity itu untuk diskusikan atas apa yang listening activity-nya. Jadi aku merenungi gitu, kenapa aku baru... eh decision making aku tuh gak berjalan dengan baik gitu loh kenapa harusnya kayak kenapa gak secepat itu nentuin plan B gitu dan itu juga aku kayak makan setengah jam by the way terus aku kayak yaudah lah terus kata guru pamongku yaudah gak apa-apa itu kan pertama kali ke depannya ya harus nyiapin plan B gitu itu sampe kamu di tahap over thinking gak? Di tahap malu-maluin diri sendiri gitu loh. Maksudnya kan hari pertama itu kan mati. Sebenarnya aku tuh udahantisipasi itu dari sebelum pembelajaran ya. Laptop aku kan susah nih nyambungnya kan. Jadi aku minjem laptop. Nah aku pikir pas fokusnya bisa, speaker-nya juga bisa. Aku nggak ini, nggak ngecek speaker-nya. Dan kata gurunya tuh, "kenapa kamu nggak minjem speaker-nya ke bawah?" Ya mana tahu aku kan kalau harus minjem speaker kan kalau di kampus kan kalau fokus nyambung, speaker udah nyambung kan. Jadi aku kayak nggak mikir sampai gimana kalau misalkan speaker yang nggak bisa gitu. Jadi kayak itu yang membuat aku kayak, jadi setelah itu total overthinking kegiatan itu tuh jadi aku ke depannya kayak lebih kritis lagi kayak menyiapkan plan B, plan B yang apa sih yang akan terjadi ke depannya gitu ya kayak situasi yang itu ya pertemuan pertama bener.	EMO-RES
R	28	Oke lanjut kamu dari pertemuan pertama sampai pertemuan terakhir kamu ngerasa gak kalau praktik perencanaan pembelajaran dan pembelajaran kamu berubah setelah beberapa kali ngajar dalam tiga fase. fase preaktif, interaktif, sama postaktif dalam beberapa pertemuan. Anda merasa berubah? Berubah improve atau berubah bagaimana?	
		Berubah improve karena seiring berjalan waktu aku lebih... Paham lagi anak-anaknya. Biasanya aku improve itu cara belajarnya aja di main activity. Biasanya aku kan cuma ngejelasin. Itu ke depannya tuh aku ngandelin anak-anaknya	POST-IMPACT

T		gitu untuk ikut beraktivitas ke depan kelas. Kayak misalkan baca teksnya atau apa ya. Biar orang tuh kayak... Baik lagi, biar orang nggak bosen gitu. Sama... aku makin tahu ini sih apa icebreaking apa yang aku harus pakai di kelas.	
R	29	Terus buat lesson planning-nya sendiri, kamu udah perubahan nggak? Misal penyelesaian atau gimana gitu?	
T		Untuk lesson planning-nya sendiri itu aku lebih ke ini sih, nggak bertele-tele gitu. Penyelesaian itu lebih efektif, lebih efektif nggak yang bertele-tele gitu.	POST-IMPACT
R	30	Nah terus. Nah tadi kan kamu. Ada proses terhadap. lesson planning sama. Interactive planning. Maksudnya tadi. Sebelum sama. Pas di kelas. Kamu ada refleksi ke kedua proses tersebut enggak?	
T		Setiap aku ngajar biasanya refleksi ya. Kalau lesson plan itu biasanya aku refleksi itu kayak liat-liat lagi apa yang sesuai, apa yang aku malah out of lesson plan. Terus kalau misalkan diri aku sendiri itu refleksinya biasanya lagi-lagi public speaking lagi sih sama decision making gitu.	POST-EVAL
R	31	Nah, dari refleksi-refleksi kamu tuh, kamu terbantu nggak? Atau nggak kamu melihat refleksi itu sebagai acuan buat evaluasi ke pertemuan selanjutnya?	
T		Aku jadiin evaluasi pertemuan selanjutnya, karena biar kelasnya itu lebih kondusif lagi, sama anak-anaknya itu lebih termotivasi lagi.	POST-IMPACT, POST-EVAL
R	32	Terus selanjutnya, apakah menurut kamu... Pre-active planning yang tadi awal, sebelum kelas. Terus interactive planning yang pas di dalam kelas. Dan post-active planning yang setelah kelas. Itu menurut kamu memengaruhi nggak ke siswa sendiri? Itu kan sebenarnya proses dari pre-service teacher kan? Tapi untuk ke siswanya ada impact nggak menurut kamu?	
T		Menurut aku ada ya. Apalagi waktu itu belajar misalnya temanya naratif teks. Nggak mungkin dong aku langsung menjelaskan naratif teks gitu. Jadi kita tuh harusnya ada awal-awalnya gitu. Misalkan kita nanya dulu, kalian pernah nggak sih nonton bola di... Stadion atau kalian pernah gak nonton... Olimpiade gitu... Coba ceritain dong gimana... Pengalaman kalian... Nah baru setelah itu... Masuk ke main aktivitas kayak... Kalian setelah menceritakan itu... Kalian tau gak apa yang mau kalian pelajariin gitu... Misalkan... Mereka jawab narrative text... Baru aku ngejelasin narrative text... Strukturnya... Habis itu praktek... Terus baru ke post activity-nya gitu... Jadi biar... anak-anak tuh gak kebingungan gitu loh kayak oh tiba-tiba narrative text terus kenapa adanya pre-activity main sama post itu karena biasanya di pre-activity itu aku juga ngebahas materi sebelumnya gitu loh biar kalau misalkan ada sangkut-pautnya biar dia tuh nyambung kalau misalkan gak ada sanggup-pautnya dia tuh gak lupa sama materi sebelumnya gitu sih	POST-EVAL

R	33	Nah, menurut kamu, proses sebelum kelas atau lesson planning, terus interaktif yang di dalam kelas sama post-aktif itu dapat, itu kan, itu ya apa namanya? Pre-service teacher atau guru yang Atau Pre-service teacher atau teacher yang menjalani prosesnya nah itu kalau misalnya adalah salah satu yang Misal jatuh kurang bagus disitunya entah di post active atau di interactive atau di pre-active yang kurang bagus Menurut kamu itu dapat Berdampak ke siswa ga?	
T		Berdampak, karena kalau misalkan kita milih aktivitas yang gampang banget, jadi kayak mereka udah tau jawabannya, bukan tau sih lebih kayak gampang ditebak jadi kayak membuat anak-anaknya bosan gitu, ah cuma segini doang ah kayak gini doang lah tapi kalau misalkan kesusahan juga buat anak-anaknya kayak bosan juga, kayak gimana jawabannya kayak kesusahan, terus kayak apa nih jawabannya susah juga, nah jadi milihlah aktivitas yang benar-benar sesuai sama mereka gitu.	POST-EVAL
R	34	Oke terus selama kamu melakukan pembelajaran teknik penilaian apa yang kamu pakai?	
T		Aku kan selama itu kan naratif teks ya naratif teks mulu kan di berbagai kelas jadi penilaiannya ya struktur kalimatnya sama ini sih apa kenyanjungan dia cerita dari awal sampai akhir nyambung apa enggak gitu.	
R	35	Oke terus kamu ngerasa seberapa penting aktivitas reflektif untuk siswa? Kamu merasa itu penting nggak untuk siswanya?	
T		Penting, karena... dengan adanya refleksi kita juga bisa tahu kemampuan siswanya gitu loh apakah siswanya itu paham atau enggak kalau misalkan paham yaudah bagus kalau misalkan gak paham jadi siswa itu bisa belajar lagi gitu loh supaya dia sampai paham gitu oke terus tadi kan perencanaan post-active atau post-active planning, atau refleksi lah, istilahnya gitu, untuk siswanya. Tadi, untuk gurunya juga penting.	POST-EVAL
R	36	Nah, terus, pertanyaan yang terakhir, dari semua proses, ketiga proses tadi, pre-active planning, inter-active planning, dan post-active planning, yang pertama tadi, proses planning sebelum kelas, terus proses interaktif di dalam kelasnya yang decision making dan lain-lain terus yang terakhir refleksi ya kamu dari ketiga ini apa yang kamu bisa wrap up atau yang kamu bisa pelajari dari keseluruhan pengalaman lesson planning kamu ini? Ketiganya ini?	
T		Karena kan sebelum PLP ini kan aku udah dibekalin sama kampus untuk belajar membuat lesson plan ini kan. Jadi aku tuh yang paling aku highlight itu menyesuaikan apa yang aku... telah pelajari sama apa yang dikasih gurunya gitu kan aku kan dikasih gambaran lesson plan ternyata lesson plan sekolah itu tuh terlalu textbook bener-bener textbook dan banyak banget kan jadi yang aku pelajarin tuh kayak	EMO-CONF

		pembuatan lesson plan yang menyesuaikan setelah yang aku peljarin Tapi tetap juga menyesuaikan dengan sekolahnya gitu. Jadi benar-benar aku harus belajar lagi tentang untuk kreativitas itu apa yang cocok sama karakteristiknya. Terus main aktivitas itu yang sesuai, yang benar-benar. Aku tuh harus mikir keras gimana siswanya biar engaging di kelasnya gitu. terus ngajar eh aku ngasih materi terus icebreaking terus ngisi worksheet terus icebreaking terus kalau misalkan post learning activity itu itu sih yang paling aku highlight juga karena aku paling deg-degan di post aktivitas ini, karena aku kayak disitulah goal aku tuh tercapai atau malah bikin anak-anaknya tuh bingung kayak ini orang ngajarin apa sih gitu loh, aku lebih deg-degan disitu sih sama refleksi dengan gurunya gitu.	
R	38	Nah ini pertanyaan terakhir. Sebelum kita tutup. Sesi ini. Kalau kamu bisa. Balik. Ke dimana kamu sebelum. Mengajar apa yang. Pengen kamu improve. Apa aja?	
T		Ini Making yang pertama ya Terus Public speaking Terus Lebih gimana Memotivasi siswanya Apalagi ini kan bahasa Inggris ya Jadi mungkin Dan lebih Sekolah itu juga kayak Mostly orang-orangnya Jawa gitu Jadi kayak aku improve-nya tuh pengennya tuh pengen bisa bahasa Jawa juga sih sebenarnya. Supaya bisa menyesuaikan gitu lah. Terus refleksinya itu lebih membuat lesson plan yang interaktif dan lebih menarik gitu.	POST-GROW
R	39	Oke. Terima kasih banyak atas partisipasinya sebagai partisipan. Pada malam ini.	
T		Terima kasih. Mohon maaf kalau gak sesuai harapan ya.	
R		Oh udah bagus, udah bagus.	

Interview Transcription

Date : June 18th, 2025

Time : 20:11 - 20:45

Platform : Zoom

Length : 34:21

Participant : Mr. Bean

T/R	Line	Interview	Themes
R	1	Baik, apa yang Anda ketahui tentang perencanaan pembelajaran atau bahasa Inggrisnya pre-active planning sebelum Anda mengajar di kelas Anda?	
T		Yang saya ketahui tentang itu, itu perencanaan yang dilaksanakan sebelum kita melakukan pengajaran di kelas.	
R	2	Kemudian bagaimana cara Anda mengumpulkan informasi-informasi tentang kebutuhan belajar siswa-siswa Anda sebelum merencanakan kegiatan pembelajaran?	
T		Saya mengumpulkan informasi-informasi tersebut dengan melaksanakan observasi di kelas dan juga wawancara kepada guru yang mengajar di kelas tersebut.	PRE-INFO
R	3	Mengapa Anda mengumpulkan informasi dari sumber-sumber tersebut? Apakah sumber-sumber tersebut adalah sumber terpercaya?	
T		Menurut saya itu sumber yang paling terpercaya karena guru yang saya wawancara itu merupakan guru yang mengajar langsung di kelas bahasa Inggris juga, di kelas tersebut, dan juga dengan melakukan observasi itu, saya mengetahui bagaimana keadaan kelas ketika proses pembelajaran.	PRE-INFO
R	4	Mengapa menurut Anda mengumpulkan informasi tersebut itu penting? Menurut Anda apakah penting atau tidak penting?	
T		Menurut saya itu sangatlah penting. Karena itu untuk mempermudah kita dalam membuat lesson plan dan menentukan metode kita dalam mengajar nanti di kelasnya.	PRE-INFO
R	5	Sejauh mana informasi yang tadi Anda kumpulkan membantu Anda dalam merancang kegiatan pembelajaran?	
T		Itu lebih membantu saya dalam manage bagaimana siswa... manage waktu siswa dalam pengajaran di kelasnya jadi kayak pada awalnya kita harus melakukan apa, dalam pertengahan kelas kita harus apa dan pada akhir kelas itu juga kita harus apa jadi saya bisa mendapat bayangan dari apa yang telah saya observasi itu.	PRE-STRAT
R	6	Tantangan apa yang Anda hadapi dan Anda sudah perkirakan sebelum Anda merancang kegiatan pembelajaran sebelum pembelajaran dilaksanakan?	
T		Jadi tantangan yang saya perkirakan itu banyak siswa yang tidur dan tidak memperhatikan ketika pembelajaran... Ada [tantangan lain], kayak bermain HP, bercanda sendiri, seperti itu ada.	PRE-CHAL

T	7	Ada. Jadi guru pamong saya itu meminta saya untuk memasukkan materi penjurusan ke dalam materi bahasa Inggris saya. Karena saya waktu itu ngajar di SMK. Termasuk tantangan juga bagi saya. Sedangkan bahasa Inggris siswa itu yang saya ketahui itu bahasa Inggrisnya masih terbilang rendah.	PRE-CHAL
R	8	Setelah mengetahui tantangan-tantangan tadi, kemudian strategi apa yang Anda ingin terapkan pada tahap pembelajaran nanti?	
T		Jadi saya dengan cara membuat kelas menjadi lebih seru, seperti menggunakan PPT atau print gambar di kertas... Untuk yang materi khusus, saya memasukkan sedikit seperti contohnya di kalimat perintah... Untuk pendisiplinan, jika saya mendapati siswa yang sedang bermain HP... saya mengingatkan terlebih dahulu... Namun jika siswanya itu masih saja bermain HP, langsung saya perintahkan satu kelas... HP-nya sekarang simpan di dalam tas.	PRE-STRAT
R	9	Apa yang Anda yakini, seyakini apa Anda bahwa strategi tersebut efektif atau cocok untuk kelas yang Anda ajar?	
T		Menurut saya, strategi tersebut cocok karena... siswa itu terkadang gampang bosan dan mengetahui bahasa Inggris siswa yang rendah. Jadi menurut saya strategi itu sangatlah cocok.	PRE-STRAT
R	10	Apakah Anda merasa seluruh proses perencanaan... pre-active planning... ini penting? Terus, mengapa menurut Anda hal ini penting?	
T		Menurut saya penting karena hal tersebut itu bisa membantu kita dalam manage kelas... dan juga mengatur siswanya gitu supaya lebih tertib dan fokus dalam mengikuti pembelajaran.	POST-EVAL
R	11	Apa yang Anda ketahui tentang perencanaan interaktif atau interactive planning?	
T		Jadi yang saya ketahui tentang hal tersebut itu tentang perencanaan terhadap tindakan yang tidak terduga ketika kita sedang mengajar.	
R	12	Bagaimana Anda menangani dinamika kelas atau situasi yang tidak Anda antisipasi dalam rencana pembelajaran?	
T		Cara saya menangani hal tersebut dengan cara memanfaatkan fasilitas yang ada di dalam kelas seperti proyektor ataupun papan tulis dan juga kertas yang saya print untuk siswanya yang berisi tentang materi-materi tersebut.	INT-ADAPT
R	13	Bagaimana Anda menyeimbangkan antara tetap mengikuti rencana pembelajaran dengan merespons tindakan spontan siswa yang tidak sesuai dengan rencana Anda?	
T		Kalau untuk yang masalah lainnya, itu terkadang saya masih bingung dalam mengatasi untuk awal pertemuan cuman untuk pertemuan selanjutnya saya bisa mengakali itu dengan menanyakan langsung ke siswanya tanpa menulis di kertas.	EMO-ANX, INT-ADAPT

R	14	Apakah Anda pernah mengalami situasi di mana diskusi atau pertanyaan spontan dari siswa menghasilkan hasil belajar yang lebih baik dibandingkan dari lesson planning Anda?	
T		Itu pernah... siswa itu ketika saya... kasih tanya pemantik untuk memancing pemahaman siswa, itu siswa sudah lancar dalam menjawab hal tersebut... jadi apa yang anda ubah... mungkin saya lebihkan materinya tersebut seperti hari minggu ini tentang past tense, mungkin saya tambahkan tentang materi dengan future tense... hanya sebagian saja.	INT-ADAPT
R	15	Apakah Anda merasa lebih efektif tetap berpegang teguh dengan lesson planning Anda atau Anda menyesuaikan dengan dinamika kelas?	
T		Saya berusaha berpegang teguh kepada lesson plan saya karena di situ sudah terdapat waktu-waktu yang sesuai... cuman di sisi lain saya juga mencocokkan dengan keadaan kelas tersebut.	INT-FLEX
R	16	Jika ada skenario di mana lesson planning Anda itu sangat tidak efektif... tindakan langsung apa yang Anda ambil pada saat itu?	
T		Jadi saya mencoba untuk menyesuaikan... siswa sudah mengetahui lebih duluan tentang materi... terkadang saya... mengulang kembali materi supaya siswa lebih paham... lalu jam selanjutnya saya baru mengenalkan pada materi yang baru cuman tidak seluruhnya.	INT-ADAPT
R	17	Seberapa siap secara mental Anda... untuk menghadapi situasi tersebut?	
T		Ketika saya awal mengajar saya belum begitu siap dengan hal tersebut, cuman setelah pembelajaran kedua, ketiga itu saya sudah mulai siap untuk menghadapinya hal tersebut.	EMO-RES
R	18	Apakah Anda menganggap diri Anda cukup terampil dalam menghadapi skenario tersebut? Mengapa atau mengapa tidak?	
T		Menurut saya itu kurang cukup karena... terkadang banyak siswa yang masih belum bisa mengikuti materi tersebut. Seperti masih ada yang ngobrol atau main HP atau tidur. Jadi masih sulit untuk menghadapi hal tersebut menurut saya.	EMO-ANX
R	19	Bisakah Anda ceritakan... saat Anda mengubah tujuan atau metode di tengah pengajaran?	
T		Saya pernah jadi dalam ketika proses pengajaran itu mati lampu dan ketika mati lampu itu sinyal sana itu sangatlah susah. Jadi saya menggunakan papan tulis untuk menulis materi yang ada di situ.	INT-ADAPT
R	20	Apa yang Anda pelajari atau refleksikan dari proses mengajar setelah mengajar di kelas atau... post-active planning?	
T		Jadi, menurut saya itu tentang bagaimana cara kita mengatur kondisi siswa yang ada di dalam kelas.	POST-EVAL
R	21	Apakah Anda mengalami situasi di mana tujuan awal pembelajaran Anda tidak sesuai dengan kebutuhan belajar siswa yang sebenarnya?	
T		Nah, saya mengalami hal tersebut. Terkadang siswa belum memahami materi yang saya berikan sebelumnya... Misalnya	POST-EVAL

		past tense, minggu kemarin tentang past tense, dan minggu ini tentang future tense. Jadi terkadang yang past tense itu siswa belum mengerti.	
R	22	Setelah selesai mengajar di dalam kelas, aspek spesifik apa yang Anda pikirkan atau renungkan kembali?	
T		Mungkin tentang materinya... apakah... materi yang saya ajarkan ini contohnya sudah sesuai dengan kehidupan sehari-hari siswa. Karena kehidupan sehari-hari menurut saya itu sering kita jumpai dan mudah dikenali oleh siswa.	POST-EVAL
R	23	Bagaimana refleksi Anda terhadap perencanaan awal dan interactive planning setelah pembelajaran dapat membantu Anda meningkatkan perencanaan pembelajaran di kemudian hari?	
T		Jadi dengan cara saya menggunakan contoh materi yang relate untuk kehidupan sehari-harinya... Untuk saya, bagaimana cara saya manage kelas dan memasukkan materi agar sesuai dengan level bahasa Inggris siswa dan juga sesuai dengan penjurusan yang siswa ambil.	POST-IMPACT
R	24	Bagaimana Anda bisa mengetahui bahwa tujuan pembelajaran Anda berhasil dicapai?	
T		Saya dengan menggunakan kuis di akhir pertemuan... Ada sebagian siswa yang terkadang sampai kuisnya ditutup itu masih belum mengisi soalnya... Untuk solusi, terkadang saya menjadikan kuis itu sebagai PR... jika siswa belum mencapai nilai standarnya, jadi saya melakukan remedi... atau minggu depannya saya membahas soal tersebut bersama-sama.	POST-EVAL
R	25	Apakah Anda merasa sekarang bahwa proses... post-active planning atau proses refleksi setelah mengajar itu penting?	
T		Menurut saya penting... Karena itu bisa mengevaluasi cara mengajar kita terhadap siswa.	POST-EVAL
R	26	Apa yang Anda pelajari dari keseluruhan pengalaman perencanaan pembelajaran?	
T		Jadi yang saya pelajari itu bagaimana cara kita dalam menyesuaikan kondisi kelas dengan lesson plan yang telah kita buat, bagaimana cara kita manage siswa untuk mengikuti pelajaran yang kita ajarkan.	POST-EVAL
R	27	Apa hal-hal yang Anda sangat ingin tingkatkan dan Anda ingin perbaiki dalam proses lesson planning?	
T		Mungkin dalam hal penyampaian materi dan juga pengembangan materinya. Terkadang saya belum begitu bisa dalam menyesuaikan materi... di kelas itu ada yang bahasa Inggrisnya rendah dan bahasa Inggrisnya tinggi. Jadi saya belum bisa menyesuaikan antara dua tersebut.	POST-GROW
R	28	Jika Anda bisa kembali ke waktu sebelum Anda melakukan lesson planning apa hal-hal yang ingin Anda lakukan?	
T		Mungkin saya bakal memilih materi yang lebih cocok terhadap siswa tersebut di levelnya antara mudah atau susah atau sedang. Jadi mungkin ke pemilihan materi tersebut sih.	

Appendix 3 Table of Themes, Sub-themes, and Coding.

THEMES	SUB-THEMES	CODING
Preactive Planning	Information Gathering	PRE-INFO
	Challenge Anticipation	PRE-CHAL
	Strategy	PRE-STRAT
Interactive Planning	Pedagogical Approach	PRE-APPR
	Real-Time Adaptation	INT-ADAPT
	Flexibility vs. Adherence	INT-FLEX
Post-Active Planning	Responding to Feedback	INT-FEED
	Critical Evaluation	POST-EVAL
	Identifying Areas for Growth	POST-GROW
Emotional & Personal Aspects	Future Planning Impact	POST-IMPACT
	Anxiety & Self-Doubt	EMO-ANX
	Confidence & Accomplishment	EMO-CONF
	Developing Resilience	EMO-RES

Appendix 4 Coding and Its Definition.

CODING	DEFINITION
Interview/PRE/PRE-INFO/4	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>Information Gathering</i> of the theme <i>Preactive Planning</i> in line 4.
Interview/INT/INT-FLEX/15	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>Flexibility vs. Adherence</i> of the theme <i>Interactive Planning</i> in line 15.
Interview/PRE/PRE-INFO/2	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>Information Gathering</i> of the theme <i>Preactive Planning</i> in line 2.
Interview/INT/INT-ADAPT/8	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>Real-Time Adaptation</i> of the theme <i>Interactive Planning</i> in line 8.
Interview/INT/INT-FLEX/18	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>Flexibility vs. Adherence</i> of the theme <i>Interactive Planning</i> in line 18.
Interview/EMO/EMO-RES/17	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>Developing Resilience</i> of the theme <i>Emotional & Personal Aspects</i> in line 17.
Interview/EMO/EMO-ANX/18	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>Anxiety & Self-Doubt</i> of the theme <i>Emotional & Personal Aspects</i> in line 18.
Interview/EMO/EMO-ANX/21	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>Anxiety & Self-Doubt</i> of the theme <i>Emotional & Personal Aspects</i> in line 21.
Interview/POS/POST-EVAL/25	The datum was taken from the interview with the pre-service teacher that was sub-themed as <i>Critical Evaluation</i> of the theme <i>Postactive Planning</i> in line 25.