

**DIFFICULTIES IN DESIGNING A LESSON PLAN  
IN MICROTEACHING CLASS  
ENCOUNTERED BY ENGLISH DEPARTMENT STUDENTS OF UNJ**



**Anindya Prima Pangestika**

**2215091948**

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# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the background of the study, the research questions, the limitation, the purpose of the study, and the significance of the study.

### **1.1 Background of the study**

English Language Teaching (ELT) as the basis in the English uses in Indonesia, which is English as a Foreign Language (EFL), has been considered as an important existence in the academic field. People compete to increase their English competence by joining the English course, attending bilingual school and even studying abroad. Many people not also learn to increase their English competence but also to teach English because the importance of the English itself or merely as an occupation. English teacher then become a trend in Indonesia.

Some universities were offering a way to become an English teacher by opening a faculty of languages (and arts) and were specialized in English Department. UNJ as one of the university offering an English Department, consists of two study programs, those are English Language Education Study Program and English Literature Study Program.

A way to become a teacher then directed in the English Language Education Study Program. As an English teacher to-be, the students in English Language

Education Study Program of English Department UNJ were taught the basic skills and guidance to be a teacher and also the basic English skills. Moore (2001:4) defines teaching as the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development. English Department UNJ designed some courses which teach the basic skills to be an English teacher. The courses are English Language and Teaching (ELT) Methodology, Language Learning and Teaching Theory, Media in English Learning and Teaching, Curriculum and Materials Development, and Microteaching. Those classes are aimed to achieve the criteria of a good teacher.

Each class has its own material to be taught and mastered by the English Language and Education Study Program. For example, in Curriculum and Materials Development course, the students are given the skills to comprehend the syllabus and National Standard from the government. They have to be able to identify a good syllabus based on some criteria by added the important thing and commented on the inappropriate things written in a syllabus. In Microteaching class, as the subject of this research, the students have to be able to practice teaching with their own friends. They also had given the materials about the theory of planning a lesson before they teach.

Based on Microteaching Study Guide (2010:11), microteaching course is bound to promote the knowledge bases and to meet competence standards established by the National Council on Education Standards (BSNP) for English teachers:

- (1) Professional competence : knowledge and skills related to English language and English teacher profession;
- (2) Pedagogic competence: knowledge and skills of planning, implementing, managing, and evaluating instruction;
- (3) Personality competence: ability to perform as a role model of a teacher, and
- (4) Social competence: ability to collaborate with colleagues in improving teaching skills.

Those knowledge and skills will be taught in the course but the focus of this course on Pedagogic competence. In pedagogic competence, planning is mentioned as the focus of the Microteaching class. Therefore, the focus of this research is also on the planning process in Microteaching class.

As a teacher, prepares everything before entering the class is a must. Jensen in Celce-Murcia (2001:403) proposed the following statement: “Just as teachers expect their students to come to class prepared to learn, students come to class expecting their teachers to be prepared to teach.” Preparing the slide show containing the material that will be taught in class, designing lesson plan, and preparing the media are some of the preparations we can do before teach in class. Those preparations need some requirements when applied in the learning process. The slide show which will be used in class presentation must be interesting, colorful, and shows the main point of the material. Lesson plan must be detailed in each points of the lesson plan format

to achieve the learning objectives. The media used in class should be appropriate with the level of students and the lesson taught.

As stated by Cohen (2008:21), planning is one of the standards for the award of qualified teacher status. Teacher should use teaching and learning objectives to plan lessons, and sequences of lessons, to show how they will assess pupils' learning. Plan also helps the teachers to remind what they should and intended to do. A lesson plan not only gives the advantages for teachers but also helps learners to achieve their learning objectives. For those importance, we have to design lesson plan using some standard guidance tools, for example, national standard, curriculum, syllabus and semester program which are the basic in designing an appropriate and effective lesson plan.

As proposed by Propst (1997:47), writing lesson plan is an integral part of teaching. Unfortunately, designing lesson plan is not that easy for a student especially in their first time writing lesson plan. Students must give attention to each detail of the points presented in the lesson plan. They can't miss a thing in the lesson plan because each point is important in the lesson plan. Regarding that it is designed to achieve the learning objectives, teacher must develop lesson plan appropriately and carefully.

In microteaching class, before the students do the peer-teaching, they have to design their lesson plan, as it is a must for the teacher to design the lesson plan. The

lectures taught the students to have the habit of designing lesson plan before they teach.

Some students may face the difficulties when they are designing lesson plan. They might get confused to put the appropriate statements in the lesson plan. The difficulties faced by the students are not the same. For example, a student thinks that it is difficult to put the appropriate objectives of the lesson and the other might get the difficulties in stating the activities in the lesson plan. Cruikshank (2006:448) mentioned a common problem for teachers in microteaching lessons is that they try to teach a great deal more material than the time allows. Therefore, planning a lesson must be appropriate with the time allocation.

The previous study about the difficulties in lesson plan was conducted by Permana (2006) who has found that there were seven difficulties faced by the teacher on a school-based curriculum. Those problems were as follows (1) the teachers formulate learning objectives that were not in accordance with indicators. (2) The teachers also did not formulated learning objectives operationally and clearly. (3) The teachers faced problem in formulating learning methods. (4) The teachers faced problem in formulating instructional material. (5) The teachers faced problem in looking for learning resources. (6) The teachers faced problem in formulating times allocation. (7) The teachers faced problems in formulating assessment. Permana also suggested the solution to solve the lesson planning problems. Another finding comes from Tashevskva (2007) who has reported the lesson planning problems for new

teachers of English. She classified the difficulties by two; those are the difficulties faced in the beginning of making lesson plan and the difficulties faced in the end of making lesson plan. However, Tashevskva didn't mention the solution to solve the planning problems.

Therefore based on the background of study stated above, this study is addressed to the students who are taking the microteaching class in order to help them in designing lesson plan because they might face some difficulties in that case. The information given in this research is hoped to increase the quality of the education students as they are teachers-to-be.

## **1.2 Research Question**

Based on the background of the study above, the researcher proposes the following question:

What are the difficulties in designing a lesson plan in Microteaching class encountered by English Department students of UNJ?

From the main question above, the researcher states the sub-questions as follows:

1. What are the difficulties encountered by English Department students UNJ in formulating the goals (aims)?
2. What are the difficulties encountered by English Department students UNJ in formulating the objectives?

3. What are the difficulties encountered by English Department UNJ in selecting the appropriate material and equipment (media)?
4. What are the difficulties encountered by English Department UNJ in designing the activities and procedures?
5. What are the difficulties encountered by English Department UNJ in selecting the assessment and evaluation?

### **1.3 Purpose of the Study**

The researcher proposes the purposes of the study based on the research questions, as follows:

This study is aimed to find out the difficulties in designing a lesson plan in Microteaching class encountered by English Department students UNJ.

The specification of the each of the sub-questions' purposes, as follows:

1. This study is aimed to find out the difficulties in designing a lesson plan encountered by English Department students UNJ in formulating the goals (aims)?
2. This study is aimed to find out the difficulties in designing a lesson plan encountered by English Department students UNJ in formulating the objectives?



3. This study is aimed to find out the difficulties in designing a lesson plan encountered by English Department students UNJ in selecting the appropriate material and equipment (media)?
4. This study is aimed to find out the difficulties in designing a lesson plan encountered by English Department students UNJ in designing the activities and procedures?
5. This study is aimed to find out the difficulties in designing a lesson plan encountered by English Department students UNJ in selecting the assessment and evaluation?

#### **1.4 Limitation of the Study**

The researcher limits the study on the difficulties encountered by English Department students of UNJ in designing a lesson plan in Microteaching class.

#### **1.5 Significance of the Study**

This study gives advantage especially for English Department students of UNJ to help them in designing lesson plan. They will get acknowledge about the difficult points that are faced by the students and they can find the solution of those difficulties. For those reasons, students will make a good lesson plan, based on the national standard and the other requirements. For the sake of English Department UNJ, it gives the information to increase the quality of PKM and PPG programs. For

the importance of the educational community, in this case is the schools' students, they will get a better learning process in their class because their teacher is able to make a good lesson plan.

## **CHAPTER II**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

In this chapter, the researcher discusses the information of the research question such as the theory of difficulties, the theory of lesson plan and the descriptions of Microteaching class. This chapter also includes the theoretical framework as a reflection and a framework in designing the research instrument.

#### **A. Literature Review**

##### **2.1 Difficulties**

According to Oxford Advanced Learner's Dictionary, difficult is not easy; needing effort to skill to do or to understand. While the word 'difficulty' has meaning as problem; a thing or situation that causes problems. It means that if someone faced a difficulty in a thing, as the same as that they are facing a problem. Perkins (2007:31) stated that a strong theory of difficulty identifies learners' characteristic trouble spots for a particular area of instruction and includes some causal analysis of why they occur toward improved teaching and learning. By the theory, we know the points of the learners' problems and provide the reasons of the existence of the difficulties in the learning process. Here we can say that difficulties are the things or situation in which causes problems for us in doing something, in this case is toward the planning process.

There must be a way to solve the problem if we try hard to find the solution of the problem and share to others. Share to others sometimes needed if we have a problem in our life because by sharing we could, at least, reduce our problem in mind. Moreover; if we share each other's problems, we will know that the other people can help us to solve the problems.

The level of difficulties is different from one person to another. For example, people A might feel difficult in a certain thing while people B might feel that the difficulty faced by the people A is not difficult, even people B feels that it is an easy thing. Therefore we cannot definitely judge a thing is difficult or not. We can measure the difficulties, such as, using the instruments in a research.

In the teaching and learning process, there are three different difficulties perspectives; those are the students-oriented perspective, the teacher-oriented perspective and the subject-matter-oriented perspective.

1. The students-oriented perspective has the similar term with learner-centered. The difficulties may arise from the implementing this model, such as:

- Some teachers resist changing their old beliefs and usual teaching practices
- A number of teachers are not willing to implement the approach.
- Some teachers are in a rush to implement the approach without a thorough understanding of the principles and a careful plan of teaching.
- The structure of the organization and policies may not accommodate or, in some cases, hinder the desire to be more student-centered.

- Some students reject approach because they want evidence that they are being taught something.

2. The teacher-oriented perspective is known as teacher-centered. The activity in the class is centered on the teacher. The students only listen and do what the teachers say.

3. The subject-matter perspective is about the materials of the teaching. Material is very important in the teaching and learning process. Moon (2005:21) proposed that before teaching and learning conducted, teachers have to develop lesson plans as they give the teachers pictures and reminders on how teaching and learning activities should be done on that day.

## **2.2 Lesson Plan**

This section will give the explanation about the definitions of lesson plan, the important of lesson plan and the component of the lesson plan. As we know that lesson plan is important to design before entering the class, we should understand the theory about lesson plan first. In this study, lesson planning can be found in the microteaching class so that the introduction part of the lesson plan should explain the theory of microteaching.

As stated by Fernandez (2006:1), microteaching lesson study is a cooperative learning experience intended to challenge prospective teachers' thinking about teaching and learning, and provide their connection between the theory and practice. Based on the Microteaching class' study guide, this course is intended to foster

practical applications of basic teaching skills in various EFL classroom settings through direct-inquiry-collaborative learning. Topics addressed in the course cover the whole process of teaching practice: familiarizing EFL classrooms, lesson planning, peer-teaching, peer-coaching, peer-observation, microteaching and reflection. It means that this course equipped us with the important skills we need to be a teacher. In the end of the class, the students in this class are able to improve their teaching practice for actual classroom teaching preparation. Lesson planning is one of the materials given in this class. In the microteaching's study guide (2013:4) stated that before the students practice teaching, in groups, the students need to develop a full lesson plan which demonstrates the whole activities of the teaching-learning process.

### **2.2.1 The Definition of Lesson Plan**

There are some competencies to be mastered when we are beginning to be a teacher. As Barbara & Field proposed, the competencies are meant to apply to all beginning teachers, from early childhood to senior secondary teachers (1996:11). Those competencies will give the advantages for the teacher itself in his/her education field. Barbara & Field mentioned the nine heading competencies based on The University of Cambridge Department of Education. Those headings are:

1. Relationships with pupils (in both the pastoral and the teaching context)
2. Subject knowledge (students' competence in their own field of knowledge)

3. Planning (preparing individual lessons and curriculum units)
4. Class management (organizing the learning environment)
5. Communication
6. Assessment (assessing, recording and interpreting pupil performance)
7. Reflecting on practice (evaluating one's own teaching and modifying professional practice)
8. Professionalism (setting and maintaining appropriate standards of professional behavior)
9. Personal qualities

This research only focuses on the making of lesson plan. We can see above that planning is one of the heading competencies have to be mastered in beginning a teacher.

As stated by Morphet (1972:56), planning is a systematic process for identifying existing and prospective problems of the entire educational system and proposing solutions relating to long- and short-range priorities, that, when implemented, will result in adequate provisions for, and progress of, all students in learning. According to Cohen (2008:142), the lesson plan is the clearest example of short-term planning.

Another definition of lesson plan by Jensen in Celce-Murcia ( :403) is that a lesson plan is an extremely useful tool that serves a combination guide, resource, and historical document reflecting our teaching philosophy, students populations, textbooks, and most importantly, our goals for our students.

In other words, it can be said that a lesson plan is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction.

Planning based on learning process include syllabus and lesson plan, which should have at least the objectives of the learning, material, methodology used, media and assessment. Planning is the important point in doing something. Planning involves some intention for action to reach objectives. On learning and teaching activities, planning takes an important role. A lesson plan has connection to each other. Plan which made at the beginning has an important role for the next lesson plan.

### **2.2.2 The Importance of Lesson Plan**

Shaumbagh & Magliaro (2006: 29-30) stated the benefits of planning. First, documents teachers' teaching in terms of state standard, school policies & national certification. Good documentation (here is lesson plan) can bring some improvements I teaching and as the starting points of teacher development. School, it store details for future teaching. The first planning will set a framework for later plan which can bring an improvement for future teaching. Last it, Share details with other teacher. A plan can used as a guide for substitute teacher in case the trainee-teacher, could not come. For students, lessons are intended to help them accomplish the objectives of the course and the program.



Morphet (1972:31) also emphasizes a major purpose of planning: that of effecting, implementing, or bringing about some needed and agreed upon changes that are designed to correct and improve in some fashion the existing situation. According to Moon (2008), lesson plan helps teacher to prepare their lesson, organize the time, and take accounts of different learners' feel.

Another contribution about the idea of the importance of the lesson plan were given by Harmer (2001:121) who proposed that planning helps teacher to think about where they are going (it refers to the how they will conduct a lesson in class) and gives them time to have ideas for tomorrow's and next week's lessons. That's why there are daily or weekly or even monthly lesson plan as the teacher guidance. In the perspective of the students, by planning the lesson, they will be more confident, it means that they know immediately whether a teacher has thought about the lesson, and they respond positively to those that have. Because a lesson plan are written in sequence, so that the students will think the step-by-step learning process in their class.

In conclusion, lesson plan gives the advantages not only for teacher but also students. Teacher will remember what they are intended to do in class and the students also will prepare to follow the lesson. If this condition happens in a class, the objectives of teaching and learning will be achieved.

### **2.2.3 The Components of Lesson Plan**

Cohen (2008:144-145) advised some indications included in the lesson plan.

Those are:

1. A statement of objectives
2. An indication of the subject/curriculum area
3. An indication of the attainment targets, programs of study, and level descriptions
4. An indication of resources to be used
5. An indication of the time available and timing of the different stages of the lesson
6. An indication of the intended learning outcomes
7. An indication of the organization of the lesson
8. An indication of the specific teaching points
9. An indication of the precise activities that will be place in the lesson and the times at which they will be taking place
10. An indication of how continuity/progression/differentiation are addressed
11. An indication of what the student teacher will be doing at the various stages of the lesson
12. An indication of criteria evaluation of the lesson and self evaluation of the student teacher
13. Anticipated difficulties

#### 14. An indication of assessment evidence

Those components, however, still considered as not specific items. There are a lot of components must be included in lesson plan yet there might have a specific lesson plan's components as well. One valuable statement came from Brown (2001:149-151) points out that lesson plan should contain goals, objectives, materials and equipment, procedures or activities, and evaluation. The descriptions of each component will be given as follows:

##### **2.2.3.1 Goals**

Richards (2001:120) uses the term goal and aim to refer to a description of the general purposes of a curriculum. The goal statements reflect the ideology of the curriculum and show how the curriculum will seek to realize it. The goals can be concluded consists of the purposes or the idea of the curriculum to be achieved based on the stated curriculum itself. Cohen (2008:110) give the definition of an aim as a general expression of intent, and the degree of generality contained in the statement may vary from the very general in the case of short-term aims. Nunan (2001:168) also stated the definition of goal as the broad, general purposes behind a course of study. Goals describe the act of what the teacher is to do or what the learner is to do. The examples of the goal statements in Nunan are: 'to develop conversational skills' and 'to teach learners basic grammatical structure'.

Goals as the first stating point in the lesson plan have the purposes of the goal as stated by Richards (2001:120). First, it provides a clear definition of the purposes of a program. Second, it provides guidelines for teachers, learners, and materials writers. Third, it helps provide a focus for instructions and the last is to describe important and realizable changes in learning.

Therefore, the first important point in designing lesson plan is stating the goals. Goals define as the general description of the curriculum purpose related to the topics. In formulating the goals, we need to consider the appropriate verb, the general purpose of a curriculum and the particular skills that has to be achieved.

### **2.2.3.2 Objectives**

According to Brown (2001:150) the objectives is important to state explicitly what you want students to gain from the lesson. Teacher should put the objectives of the lesson first before they make a lesson plan. Objectives are more specific and important than goal or aim. Finder in Pierson (1981:30-35) stated that objectives are statements describing the more immediate qualities that a learner should develop or possess as a result of instruction. Therefore it is must be teachable and attainably instructional means; otherwise they cannot be justifiably included in the program.

Moore (2005:80) stated that objectives establish the framework for instruction: they compel you to provide the environment and sequence of activities that will allow students to reach the stated intent. He also described the differences in the level of

specificity between objectives and goals (2005:83). Goals are usually broad statements used to describe the purposes of schooling or the purposes of a course, whereas objectives are narrower statements of the intended learning of a unit or specific lesson.

Sometimes, in a lesson plan that we can find nowadays, the term objectives is ambiguous if compare with the indicators. Here we may state those terms as similar. The indicators also state the specific statements of the learning intention. That's why the indicators part in a lesson plan is the same as the objectives statements.

The example of an objective by Cruickshank (2006:159-160): "Given a paragraph, the learner will identify every verb by circling it correctly." It is said that every objectives should contain an A, B, C, and D where:

- A stands for the audience the objective is written for. In the objective above, the audience is the learner.

- B stands for the behavior expected of the learner. In the objective above, the behavior is the learner who will identify every verb. Bloom's Taxonomy helps us in stating the appropriate verb in the behavior.

- C stands for the condition under which the learner identifies every verb. In the example above, the condition is "Given a paragraph".

- D stands for the degree of proficiency or correctness that the learner must display. In the objective above the degree of proficiency, D, is circling each verb correctly.

Another justification came from Tyler in Nunan (2001:62) who suggested that there were four ways of stating objectives:

1. Specify the things that the teacher or instructor is to do
2. Specify course content (topics, concepts, generalizations, etc)
3. Specify generalized patterns of behavior (e.g. 'to develop critical thinking')
4. Specify the kinds which learners will be able to exhibit after instruction

Moore (2005:86) also recommended the four elements of instructional objectives:

1. Spell out the terminal behavior, or **performance**, that details the actions that will be accepted as evidence that the intent has been achieved.
2. Specify the **product** or what is to be produced by the student actions.
3. Describe the **conditions** under which the student action is to be expected.
4. State the **criteria** of acceptable performance; you are describing how well you want the students to perform

The four elements in the instructional objectives are necessary. Those elements should include in the objectives statement. When those elements are clearly stated in the objectives, the learners and the students will be hoped to achieve the intent of the statements in a learning process.

Those ways in stating objectives are also important to be considered before stating the learning objectives. Those experts may have the different perspectives in stating those ways but their meant were commonly the same.

In the descriptions above, we have seen that the statement of objectives is the second important point in designing lesson plan. It is more specific than the goals statements. It contains the learning materials that are included in a topic. The term objectives may be the same as the term indicators in the general lesson plan. In formulating the objectives, we need to include the clarity of the learning objectives, the appropriate verb used, the intention of the action for the students, and the criteria of acceptable performance.

### **2.2.3.3 Materials and Equipments**

According to Brown (2001: 164), good planning includes knowing what you need to take with you or to arrange to have in your classroom. What we have to bring in the classroom, in this case is media/materials/equipment helps us in delivering the lesson material. We have to list the materials needed for the lesson. As stated by Brinton (2001) media in language teaching is a tool for language teaching and learning, whatever the approach, language teacher seems to agree that media can enhance language teaching. The examples of media are course-books, map, pictures, magazines, tape recorder, etc.

In a common teaching terminology, teachers sometimes understand the classification of media based on the printed and electronic media. Printed media or printed material is the material that can be found in the printed form, such as the newspaper, magazine, poster, brochure, etc while the electronic media is the media

that uses the electricity or related to the electronic things and may need the electronic tools to use this media. For example, radio, cassettes, video, television, etc.

Brinton (2001:461) explained the advantages of media. Some of the advantages are that media help us to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Furthermore, media help students' process information and free the teacher from excessive explanation. Brinton (2001:462) then uses the traditional classification of "nontechnical" and "technical" media. The examples of nontechnical media are blackboards/whiteboards, flashcards, photos, newspapers/magazines, etc. Nontechnical media gives us advantages because of their low cost, their availability, their accessibility, and their user-friendly. The other type of media is technical media, such as, record player, television, video player, computer, video, etc.

In conclusion, we have to consider the purposes of which these media are being used. Teacher should know the proper media to be used in the class based on the purposes of the media and also considering the materials that will be taught. The requirements we have to consider in selecting the materials are the appropriate printed material, electronic media, media that is appropriate with the learning objectives and also with the students' characteristics, organization of the material to be systematic, the material to be matched with the time allocation, learning objectives and also the students' characteristics.



#### **2.2.3.4 Activities and Procedures**

Hutchins in the Work Experience I Study Guide Book defined the learning activities as teacher and students activities – comprising introductory, developmental, and culminating activities – that, when arranged into a series of daily lessons, will lead to the desired learning outcomes. The activities should include in every learning process are opening (set induction), lesson delivery and closing. Moore (2005:137) gave the definition of set induction as what you do at the outset of a lesson to get students' undivided attention, to arouse their interest, and to establish a conceptual framework for the information that follows. Set induction may consists of the greetings, activating students' background knowledge, ice-breaker game, etc. Main activity is the way teacher delivers the material to achieve the learning objectives. In the main activity, it includes the activity, the procedures and the methodology used by the teacher. The last step is closing. In the closing activity, teacher usually makes a review of the lesson learned, gives homework and tells the students the material in the next meeting. A closure activity should provide a logical conclusion; it should pull together and organize the concepts learned.

As stated by Moore (2005:140), a well-planned lesson consists of the content to be taught, as well as the instructional strategy to be employed in teaching it. The instructional strategy consists of two components: the methodology and the lesson procedure. The methodology acts as the student motivator and sets the tone for the lesson while the lesson procedure is the sequence of steps that has been designed for

leading students to the acquisition of the learning objectives. The methodology selection is based on the subject, the grade level, the amount of time students have available for the lesson, the materials available, and the philosophy of the teacher and school.

We have to include the practice in the daily lesson plan. Practice increasing students' ability day to day. There are two types of practice by Moore (2005:140); those are (1) guided practice and (2) independent practice. Guided practice can be oral, while independent practice generally is homework.

In conclusion, the activities and procedures consist of the methodology that is being used, the procedure (sequence of the activities) and the daily practices. We need to consider the following points in designing the activities and procedures; those are the opening activity, main activity and closing activity, the teaching method, the sequence of the activities, the appropriate task and practices for students.

#### **2.2.3.5 Assessment and Evaluation**

Norris (2000:18-23) stated the definition of language assessment as the process of using language tests to accomplish particular jobs in language classrooms and programs. While Cohen (2008:323) mentioned that assessment is the process of gathering, interpreting, recording and using information about pupils' responses to educational tasks. Another definition of test by Brown (2003: 3) is a method of measuring a person's ability, knowledge, or performance in a given domain.

The purposes of language assessment itself are mentioned by Bailey (1998:37-39) as following:

1. To determine a learners' potential talent or capacity for learning languages
2. To determine someone's proficiency in a language
3. To make specific decision
4. To define a student's language skills relative to the levels of a particular program he/she is about to enter
5. To more closely identify their students' particular strength and weakness
6. To determine how well their students are doing with the material that has been covered
7. To determine how well the learners have mastered the skills or knowledge presented in the course

In selecting the appropriate assessment for the students, Cohen (2008:337) stated the important stages to do:

1. Identify the purposes of the test.
2. Identify the test specifications
3. Select the contents of the test
4. Consider the form of the test
5. Write the test item
6. Consider the layout of the test
7. Consider the timing of the test

8. Plan the scoring of the test
9. Consider special adaptations of the test

In conclusion, the last important point in designing lesson plan is assessing and evaluating because we will measure our students' performance by assessing and evaluating them. Students' performance was gotten from the activities they have involved in a meeting and our teaching way in delivering the material. The important points needed to be concluded in selecting the appropriate materials are the content of the test, the kinds of test, the test items, the test layout, the assessment plan, the special adaptations, the appropriate questions, the answer key, and the score manual.

## **B. Theoretical Framework**

This study focuses on the difficulties in designing a lesson plan in Microteaching class encountered by English Department students of UNJ. In here, the researcher describes the theory of difficulties and the theory of lesson plan. The lesson plan is divided into three parts; those are the definition of lesson plan, the importance of lesson plan and the components of lesson plan. A lesson plan is a teacher's detailed description of the course of instruction for one class. It gives advantages for the teacher and also for the students. The components of lesson plan are divided into 5 according to Brown.

The requirements of each lesson plan component as the basic in designing the instrument of the study. In formulating the goals, we need to consider the appropriate

verb, the general purpose of a curriculum and the particular skills that has to be achieved. In formulating the objectives, we need to include the clarity of the learning objectives, the appropriate verb used, the intention of the action for the students, and the criteria of acceptable performance. The requirements we have to consider in selecting the materials are the appropriate printed material, electronic media, media that is appropriate with the learning objectives and also with the students' characteristics, organization of the material to be systematic, the material to be matched with the time allocation, learning objectives and also the students' characteristics. We need to consider the following points in designing the activities and procedures; those are the opening activity, main activity and closing activity, the teaching method, the sequence of the activities, the appropriate task and practices for students. The important points needed to be concluded in selecting the appropriate materials are the content of the test, the kinds of test, the test items, the test layout, the assessment plan, the special adaptations, the appropriate questions, the answer key, and the score manual.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the research design, population and sample of the study, time and place of the study, the source of data, instrument of the study, pilot study, and research procedure.

#### **3.1 Research Design**

The purpose of this study is to find out the difficulties encountered by English Department students of UNJ in Microteaching class in designing a lesson plan. The researcher used survey to gather the information from the students. As stated by Cresswell (2009: 12), survey research provides a quantitative or numeric description of trends, attitudes, or opinions by studying a sample of the population. Burns (2000: 566) defined survey is the most commonly used descriptive method in educational research and gathers the data at a particular point in time.

The instruments used in this study are questionnaire and interview. As proposed by Richards (2002:60), questionnaires are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze. While Richards (2002:61) stated that an interview may often be useful at the preliminary stage of designing a questionnaire, since it will help the designer get a sense of what topics and issues can be focused on in the questionnaire.

For those reasons, the researcher used the combination of questionnaire and interview to collect the data.

### **3.2 Population and Sample of the Study**

Population of the study is the English Department students of UNJ who are taking Microteaching course in semester 098, consists of 60 students mostly from the batch of 2010 Dik Regular and Non Regular. The technique uses in the sampling is simple random sampling. Creswell (2009:148) stated his preference in choosing a random sample, in which each individual in the population has an equal probability of being selected (a systematic and probabilistic sample). The researcher took the half of the total population as the sample, that is 30 students as the sample of the study, as stated in the “Split Half Method” in determining the sample.

### **3.3 Time and Place of the Study**

The first micro teaching session in the work experience class will be the time of the study was conducted. Based on the Microteaching’s study guide, in the 13<sup>th</sup>-14<sup>th</sup> meetings, the students will be assigned to design lesson plan. The study was conducted in the early June 2013. The study was held in the English Department UNJ.

### **3.4 The Source of Data**

The data are questionnaire sheets which have been filled by the Microteaching students in their first assignment to make a lesson plan in the first micro teaching session. The interview result from the Microteaching students will support the students answer in the questionnaire sheet. The lesson plan documentation also collected to support the respondents' response of the questionnaire and interview results.

### **3.5 Instrument of the Study**

This research presented the data in the qualitative and quantitative approaches. Quantitative data are collected by using questionnaire, while the qualitative data by using interview.

#### **3.5.1 Questionnaires**

The total numbers of the questionnaire are 33 statements. The measurement instrument of the questionnaire was designed on a 5-points Likert-scale ranging from "Strongly Agree" to "Strongly Disagree" with values as following:

"Strongly Agree" ( Sangat Setuju) is valued 5

"Agree" (Setuju) is valued 4

"Hesitate" (Ragu-ragu) is valued 3

"Disagree" (Tidak Setuju) is valued 2



“Strongly Disagree” (Sangat Tidak Setuju) is valued 1

The statements in the questionnaire then classified into 5 categories which are related to the lesson plan components by Brown and added by one more important factor, it is time allocation. Those categories are:

Table 3.1 The Categories of Questionnaire Items

No	Categories	Number of Statements
1	Goals	No. 1 – No. 3
2	Objectives	No. 4 – No. 8
3	Materials and Equipments	No.9 – No. 16
4	Activities and Procedures	No. 17 – No. 22
5	Time Allocation	No. 23 – No. 25
5	Assessment and Evaluation	No. 26 – No. 33

### 3.5.2 Interview

The samples of respondents were invited for face-to-face interview to confirm the data collected by questionnaire. The interview gave the elaboration of the respondents' answer. They were asked 6 questions based on the interview protocol.

### 3.6 Pilot Study

The questionnaire has been tested to determine its validity and reliability. The researcher took 20 students enrolled in Microteaching class out of the sample of study. The researcher then analyzed the result of the questionnaire.

#### 3.6.1 Validity

The pilot study used The Pearson Product Moment Formula to analyze the validity for all items of the questionnaire:

$$r = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \{N \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Note:

N : The number of respondent

X : The score per items

Y : The total scores of all items

$\sum X$  : The total number in X distribution

$\sum Y$  : The total number in Y distribution

$\sum X^2$  : The total number of the squared scores in X distribution

$\sum Y^2$  : The total number of the squared scores in Y distribution

The score result of all items should be more than 0.361 to be said as “valid”. If the score is less than 0.361 then it is said “not valid”.

### 3.6.2 Reliability

To analyze the reliability of the questionnaire, the researcher used the formula of Alpha Cronbach method:

$$r_n = \frac{k}{k-1} \left( 1 - \frac{\sum \sigma_1^2}{\sigma_1^2} \right)$$

K = the total of item

$\sigma_1^2$  = the total of Varians

$\sum \sigma_1^2$  = the total of Varians of all item

### 3.7 Research Procedure

Research procedures consist of the data collection procedure and data analysis procedure. The researcher gives the elaboration as follows:

#### 3.7.1 Data Collecting Procedure

To have the data, the researcher gave a questionnaire sheet to the Microteaching students. After they made a lesson plan in their first micro teaching session, the researcher gave the questionnaire sheet to the students. The researcher then held an interview with the sample of students enrolled in Microteaching class in semester 098. The researcher also uses the documentation as the instrument of collecting the data in the study. The researcher collects the lesson plans that have been made by the Microteaching students.

### **3.7.2 Data Analyzing Procedure**

By using the result of the interview, the researcher examined the difficulties faced by the students in designing lesson plan. The researcher then looks for the solution to solve the problems about students' difficulties in designing lesson plan. In the questionnaire sheet, the researcher ranked the mostly-faced problem to the least-faced problem by the students. The interview will give the detailed information about the difficulties encountered by the students in designing lesson plan.

To analyze the data, the result of the questionnaire was described by using Likert type scale formula. It is done by giving the score to each of the respondents' answer. The researcher also examines the students' lesson plan to know their difficulties whether the students' answer in the questionnaire matches with the lesson plan that they have made.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter discusses the result of the study to answer the research question “What are the difficulties in designing lesson plan in Microteaching class of ED students UNJ?” The first part of the chapter was the interpretation of the data of the respondents’ responses which was presented in the forms of percentage. The second part was the discussions of the findings.

#### **4.1 Data Presentation**

The writer used questionnaire and interview related to the difficulties in designing lesson plan of English Department students UNJ. The questionnaires were given to the 30 as the sample of the study and there were 2 students as the interviewee.

This study uses two kinds of data, qualitative and quantitative data. The quantitative data were gathered from the students’ responses in each statement in the questionnaire. The qualitative data were gained from the interpretation of respondents’ responses in the interview section.

The questionnaire’s result also analyzed by categorizing the items into the lesson plan components based on Brown; those are goals, objectives, materials and equipments, activities and procedures, time allocation and assessment and evaluation.

The questionnaire items have been analyzed using the Pearson Product Formula to define its validity and the Alpha Cronbach Method to determine its reliability.

#### 4.2 Findings

The findings showed the result of the analysis of the data, as shown below:

**Statement 1 :** *Saya kesulitan memilih kata kerja (verb) yang tepat dalam pernyataan goals.*

Table 4.1 Percentages of Statement 1

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	3.33
<i>Setuju</i>	46.67
<i>Ragu-ragu</i>	20.00
<i>Tidak Setuju</i>	30.00
<i>Sangat Tidak Setuju</i>	0.00
<b>Total</b>	<b>100%</b>

The data showed that there are 3.33% of the respondents strongly agreed that it was difficult in choosing the appropriate verb in the goals statement. There were 46.67% of the respondents agreed with the statement number 1, 20.00% of the undecided response, and 30.00% disagreed toward the statement.

**Statement 2 :** *Saya kesulitan merumuskan tujuan pembelajaran yang jelas (tidak menimbulkan penafsiran ganda)*

Table 4.2 Percentages of Statement 2

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	3.33
<i>Setuju</i>	30.00
<i>Ragu-ragu</i>	43.33
<i>Tidak Setuju</i>	23.33
<i>Sangat Tidak Setuju</i>	0.00
<b>Total</b>	<b>100%</b>

From the table above, we can see that there were 3.33% of the respondents strongly agreed that it was difficult in constructing the learning objectives without make the meaning being understandable.. There were 30.00% of the respondents response is “agreed”, 43.33% of the response “undecided”, and 23.33% of the response “disagreed”.

**Statement 3 :** *Saya kesulitan menentukan tindakan yang harus dilakukan oleh siswa (menggunakan kata kerja (verb) yang tepat dalam Taksonomi Bloom).*

Table 4.3 Percentages of Statement 3

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	3.33
<i>Setuju</i>	26.67
<i>Ragu-ragu</i>	40.00
<i>Tidak Setuju</i>	26.67
<i>Sangat Tidak Setuju</i>	3.33
<b>Total</b>	<b>100%</b>

The data showed that the response “strongly disagreed” and “strongly agreed” have the same percentages as much as 3.33%. In addition, the response “disagreed” and “agreed” have the same percentages as much as 26.67%. The highest percentages

is 40.00% for the response showed that the respondents undecided that it was difficult in defining the learners action using the appropriate verb in Bloom Taxonomy

**Statement 4 :** *Saya kesulitan menentukan hasil yang dicapai dari tindakan yang dilakukan oleh siswa dalam pernyataan objectives.*

Table 4.4 Percentages of Statement 4

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	0.00
<i>Setuju</i>	40.00
<i>Ragu-ragu</i>	26.67
<i>Tidak Setuju</i>	30.00
<i>Sangat Tidak Setuju</i>	3.33
<b>Total</b>	<b>100%</b>

There was 40.00% of the respondents agreed that it was difficult in defining the result of the learner action in the objectives statement. There were 26.67% of them undecided with the statement. Moreover, 30.00% of the respondents disagree toward the statement and 3.33% of the respondents strongly disagreed.

**Statement 5 :** *Saya kesulitan menentukan media elektronik (rekaman, radio, video, dll) yang tepat terhadap materi pelajaran.*

Table 4.5 Percentages of Statement 5

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	0.00
<i>Setuju</i>	26.67
<i>Ragu-ragu</i>	26.67
<i>Tidak Setuju</i>	43.33



<i>Sangat Tidak Setuju</i>	3.33
<b>Total</b>	<b>100%</b>

The data showed that there were 43.33% of the respondents' disagreements about the statement that it was difficult in selecting the electronic media with the learning material. There was also 26.67% of the response "undecided". Meanwhile, there was 30.00% of the respondents agreed to the statement and 3.33% of them strongly disagreed toward the statement.

**Statement 6 :** *Saya kesulitan mengorganisasikan materi ajar agar runtut dan sistematis*

Table 4.6 Percentages of Statement 6

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	0.00
<i>Setuju</i>	16.67
<i>Ragu-ragu</i>	20.00
<i>Tidak Setuju</i>	53.33
<i>Sangat Tidak Setuju</i>	10.00
<b>Total</b>	<b>100%</b>

The response for agreed have the percentages of 16.67% and for undecided have the percentages of 20.00%. Moreover, there were 53.33% of the respondents disagreed that it was difficult in organizing the learning material into sequence and systematic. As much as 10.00% of the respondents strongly disagreed toward this statement.

**Statement 7 :** *Saya kesulitan menyesuaikan materi ajar dengan alokasi waktu.*

Table 4.7 Percentages of Statement 7

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	0.00
<i>Setuju</i>	13.33
<i>Ragu-ragu</i>	36.67
<i>Tidak Setuju</i>	50.00
<i>Sangat Tidak Setuju</i>	0.00
<b>Total</b>	<b>100%</b>

The response “undecided” has the percentages of 36.67%. There were 13.33% of the respondents choose “agreed”. In addition, there were 50.00% of them disagreed that it was difficult in making the learning material to be appropriate with the time allocation.

**Statement 8 :** *Saya kesulitan menentukan materi ajar yang sesuai dengan tujuan pembelajaran.*

Table 4.8 Percentages of Statement 8

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	10.00
<i>Setuju</i>	36.67
<i>Ragu-ragu</i>	33.33
<i>Tidak Setuju</i>	20.00
<i>Sangat Tidak Setuju</i>	0.00
<b>Total</b>	<b>100%</b>

The data showed that there were 10.00% of the respondents strongly agreed that it was difficult in defining the learning material to be matched with the learning objectives. There were 36.67% of the respondents agreed toward the statement. The

percentages of “undecided” response were 33.33%. As much as 20.00% of them disagreed toward the statement.

**Statement 9** : *Saya kesulitan menentukan materi ajar yang sesuai dengan karakteristik (usia) peserta didik.*

Table 4.9 Percentages of Statement 9

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	0.00
<i>Setuju</i>	33.33
<i>Ragu-ragu</i>	43.33
<i>Tidak Setuju</i>	23.33
<i>Sangat Tidak Setuju</i>	0.00
<b>Total</b>	<b>100%</b>

There were 33.33% of the respondents agreed toward the statement and 43.33% undecided that it was difficult in selecting the learning material to be appropriate with the students’ characteristics. As much as 23.33% of the respondents disagreed with the statement number 9.

**Statement 10** : *Saya kesulitan dalam merancang kegiatan inti*

Table 4.10 Percentages of Statement 10

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	3.33
<i>Setuju</i>	23.33
<i>Ragu-ragu</i>	33.33
<i>Tidak Setuju</i>	40.00
<i>Sangat Tidak Setuju</i>	0.00
<b>Total</b>	<b>100%</b>

There were 3.33% of the respondents strongly agreed and 23.33% agreed with the statement. The respondents also gave the “undecided” response as much as 33, 33%. However, the highest response was in “disagreed” response, showed that it was difficult in designing the main activity.

**Statement 11 :** *Saya kesulitan dalam menyusun tahapan kegiatan secara berurutan*

Table 4.11 Percentages of Statement 11

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	3.33
<i>Setuju</i>	13.33
<i>Ragu-ragu</i>	30.00
<i>Tidak Setuju</i>	50.00
<i>Sangat Tidak Setuju</i>	3.33
<b>Total</b>	<b>100%</b>

From the table above, we can see the response for “strongly disagree” and “strongly agree” are in the same percentages of 3.33%. There were 13.33% of the respondents agreed that it was difficult in. Moreover, there were 30.00% of the respondents response is “undecided” and 50.00% of the respondents response is “disagreed”.

**Statement 12 :** *Saya kesulitan dalam menentukan estimasi waktu untuk kegiatan awal dalam proses belajar mengajar.*

Table 4.12 Percentages of Statement 12

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	3.33
<i>Setuju</i>	10.00
<i>Ragu-ragu</i>	46.67
<i>Tidak Setuju</i>	36.67
<i>Sangat Tidak Setuju</i>	3.33
<b>Total</b>	<b>100%</b>

There were 3.33% of the respondents strongly disagreed with the statement number 12, so did the same percentages in the “strongly agreed” response. As much as 10.00% of the respondents agreed, 46.67% of them undecided, and 36.67% of them disagreed toward this statement.

**Statement 13 :** *Saya kesulitan dalam menentukan estimasi waktu untuk kegiatan inti dalam proses belajar mengajar.*

Table 4.13 Percentages of Statement 13

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	0.00
<i>Setuju</i>	3.33
<i>Ragu-ragu</i>	36.67
<i>Tidak Setuju</i>	56.67
<i>Sangat Tidak Setuju</i>	3.33
<b>Total</b>	<b>100%</b>

From the table above, there were 3.33% of the respondents agreed that it was difficult in allocating the time in the main activity. 36.67% of them undecided to the statement, 56.67% of the respondents disagreed and 3.33% of them strongly disagreed.

**Statement 14 :** *Saya kesulitan dalam menentukan estimasi waktu untuk kegiatan akhir dalam proses belajar mengajar.*

Table 4.14 Percentages of Statement 14

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	6.67
<i>Setuju</i>	40.00
<i>Ragu-ragu</i>	30.00
<i>Tidak Setuju</i>	23.33
<i>Sangat Tidak Setuju</i>	0.00
<b>Total</b>	<b>100%</b>

For the statement “it was difficult in allocating the time for closing activity”, there were 6.67% of the respondents strongly agreed, 40.00% of them agreed, 30.00% of the respondents’ undecided and the rest of the percentages for the “disagreed” response.

**Statement 15 :** *Saya kesulitan memilih jenis tes (evaluasi)*

Table 4.15 Percentages of Statement 15

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	0.00
<i>Setuju</i>	33.33
<i>Ragu-ragu</i>	40.00
<i>Tidak Setuju</i>	26.67
<i>Sangat Tidak Setuju</i>	0.00
<b>Total</b>	<b>100%</b>

We can see from the table above, there were 33.33% of the respondents agreed toward the statement that it was difficult in selecting the test kinds. There were 40.00% of them undecided and 26.67% of them agreed to the statement.

**Statement 16 :** *Saya kesulitan mempertimbangkan bentuk soal yang tepat*

Table 4.16 Percentages of Statement 16

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	3.33
<i>Setuju</i>	30.00
<i>Ragu-ragu</i>	33.33
<i>Tidak Setuju</i>	33.33
<i>Sangat Tidak Setuju</i>	0.00
<b>Total</b>	<b>100%</b>

There were 3.33% of the respondents strongly agreed toward the statement number 16. It stated that it was difficult in considering the test form. It raised the percentages of agreed response as much as 30.00% and the same percentages for undecided response and disagreed response as much as 33.33%.

**Statement 17 :** *Saya kesulitan dalam menentukan butir tes.*

Table 4.17 Percentages of Statement 17

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	0.00
<i>Setuju</i>	23.33
<i>Ragu-ragu</i>	50.00
<i>Tidak Setuju</i>	23.33
<i>Sangat Tidak Setuju</i>	3.33
<b>Total</b>	<b>100%</b>

The data showed that there were the same percentages for agree and disagree response, which is 23.33%. As much as 50.00% of the respondents undecided toward the statement and there were 3.33% of the respondents strongly disagreed that it was difficult in defining the test items.

**Statement 18 :** *Saya kesulitan dalam mempertimbangkan tampilan tes (evaluasi)*

Table 4.18 Percentages of Statement 18

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	0.00
<i>Setuju</i>	16.67
<i>Ragu-ragu</i>	46.67
<i>Tidak Setuju</i>	33.33
<i>Sangat Tidak Setuju</i>	3.33
<b>Total</b>	<b>100%</b>

There were 16.67% of the respondents agreed that it was difficult in considering the test layout in an evaluation. As much as 46.67% of the respondents undecided toward the statement, 33.33% of the respondents' disagreed and 3.33% of the strongly disagreed response.

**Statement 19 :** *Saya kesulitan dalam membuat soal yang sesuai dengan materi pembelajaran untuk penilaian.*

Table 4.19 Percentages of Statement 19

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	0.00
<i>Setuju</i>	26.67



<i>Ragu-ragu</i>	33.33
<i>Tidak Setuju</i>	36.67
<i>Sangat Tidak Setuju</i>	3.33
<b>Total</b>	<b>100%</b>

There were 26.67% of the respondents agreed that it was difficult in designing the appropriate test questions to the learning material. Moreover, there were 33.33% of the respondents undecided, 36.67% disagreed and 3.33% strongly disagreed.

**Statement 20 :** *Saya kesulitan menentukan kelengkapan instrument tes dalam hal kunci jawaban.*

Table 4.20 Percentages of Statement 20

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	6.67
<i>Setuju</i>	30.00
<i>Ragu-ragu</i>	43.33
<i>Tidak Setuju</i>	16.67
<i>Sangat Tidak Setuju</i>	3.33
<b>Total</b>	<b>100%</b>

From the table above, we can see that the percentages for strongly agreed response is 6.67%, for agreed response is 30.00%, for undecided response is 43.33%, for disagreed response is 16.67% and 3.33% for strongly disagreed toward the statement that it was difficult in completing the answer key.

**Statement 21 :** *Saya kesulitan menuliskan pedoman penskoran (kriteria penilaian) yang sesuai dengan soal tes.*

Table 4.21 Percentages of Statement 21

<b>Options</b>	<b>Percentages</b>
<i>Sangat Setuju</i>	6.67
<i>Setuju</i>	46.67
<i>Ragu-ragu</i>	23.33
<i>Tidak Setuju</i>	23.33
<i>Sangat Tidak Setuju</i>	0.00
<b>Total</b>	<b>100%</b>

From the table above, we can see that there were 6.67% of the respondents strongly agreed that it was difficult in designing the test criteria (rubric). As much as 46.67% of the respondents agreed. The same percentages stated in the undecided response and disagreed response, which is 23.33%.

### **4.3 Discussions**

In this section, the results of the questionnaire are divided into the components of lesson plan. The categories are: (1) goals, (2) objectives, (3) materials and equipments, (4) activities and procedure, (5) time allocation, and (6) assessment and evaluation.

#### **4.3.1 Goals**

Below are the results of the difficulties in designing a lesson plan in Microteaching class encountered by English Department students UNJ in terms of lesson plan components point 1: Goals. (In percentage %)

Chart 4.1 Difficulties in lesson plan components point 1: Goals

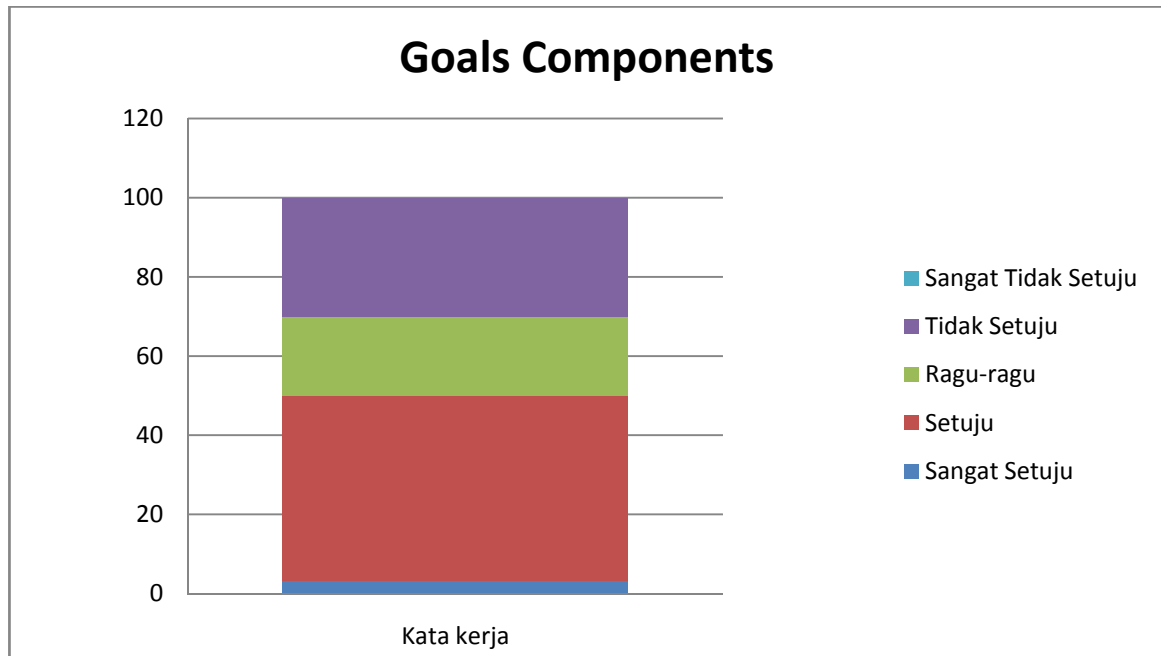


Table 4.22 Average of Percentages in Goals Components

Average of Percentages	SS	S	R	TS	STS
	3.33	46.67	20	30	0

Based on the figure above, the highest percentages of response “agreed” in the goals components are selecting the appropriate verb. There were 46.67% of the respondents agreed toward the statement. Therefore, most of the respondents faced the difficulties in selecting the appropriate verb. The goals should promote learning outcomes across the cognitive, psychomotor and affective domains. Bloom suggested the use of verbs (levels of complexity) indicated each domain should be achieved in lesson plan. Teachers should develop objectives and prepare lessons that challenge students to reach all levels of cognitive ability.

Based on the table, we can see that the average of percentages for “agreed” is 46.67% means that there were 46.67% of the respondents facing the difficulties in the goals components.

In addition, we can see the mostly-faced difficulties based on the respondents “agreed” response is: (1) Difficulties in selecting the appropriate verbs as much as 46.67%.

### 4.3.2 Objectives

Below are the results of the difficulties in designing a lesson plan in Microteaching class encountered by English Department students UNJ in terms of lesson plan components point 2: Objectives. (In percentage %)

Chart 4.2 Difficulties in lesson plan components point 2: Objectives.

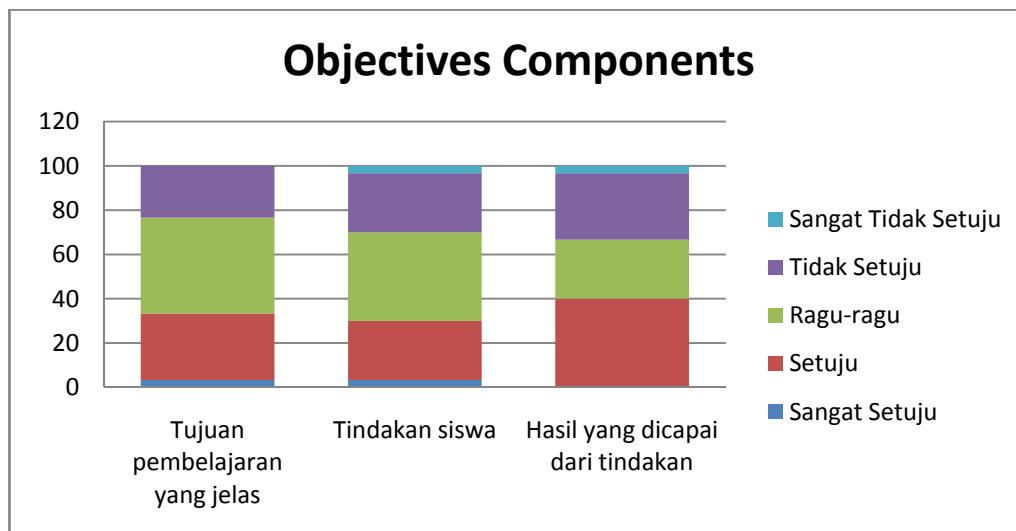


Table 4.23 Average of Percentages in Objectives Components

Average of Percentages	SS	S	R	TS	STS
	2.22	32.22	36.67	26.67	2.22

Based on the figure above, the highest percentages of response “agreed” in the objectives components are defining the intended result. There were 40.00% of the respondents agreed toward the statement. Therefore, most of the respondents faced the difficulties in defining the intended result for the learners. Teachers should state the learning intentions in specific terms. The learners’ intention will guide them to achieve the objectives. Therefore, the result statement in the objectives will make students clear about their learning.

Based on the table, we can see that the average of percentages for “undecided” response is the highest; that is 36.67%. It means that the respondents commonly didn’t decide that they were having difficulties in the objectives components.

In addition, we can see the arrangement for the mostly-faced difficulties up to least-faced difficulties based on the respondents “agreed” responses, as follows: (1) Difficulties in defining the intended result for the learners as much as 40.00% and (2) Difficulties in defining the learning objectives in order not being ambiguous as much as 30.00% and (3) Difficulties in defining the intended situation in the objective statement as much as 26.67%.

### 4.3.3 Materials and Equipments

Below are the results of the difficulties in designing a lesson plan in Microteaching class encountered by English Department students UNJ in terms of lesson plan components point 3: Materials and Equipments. (In percentage %)

Chart 4.3 Difficulties in lesson plan components point 3:  
Materials and Equipments.

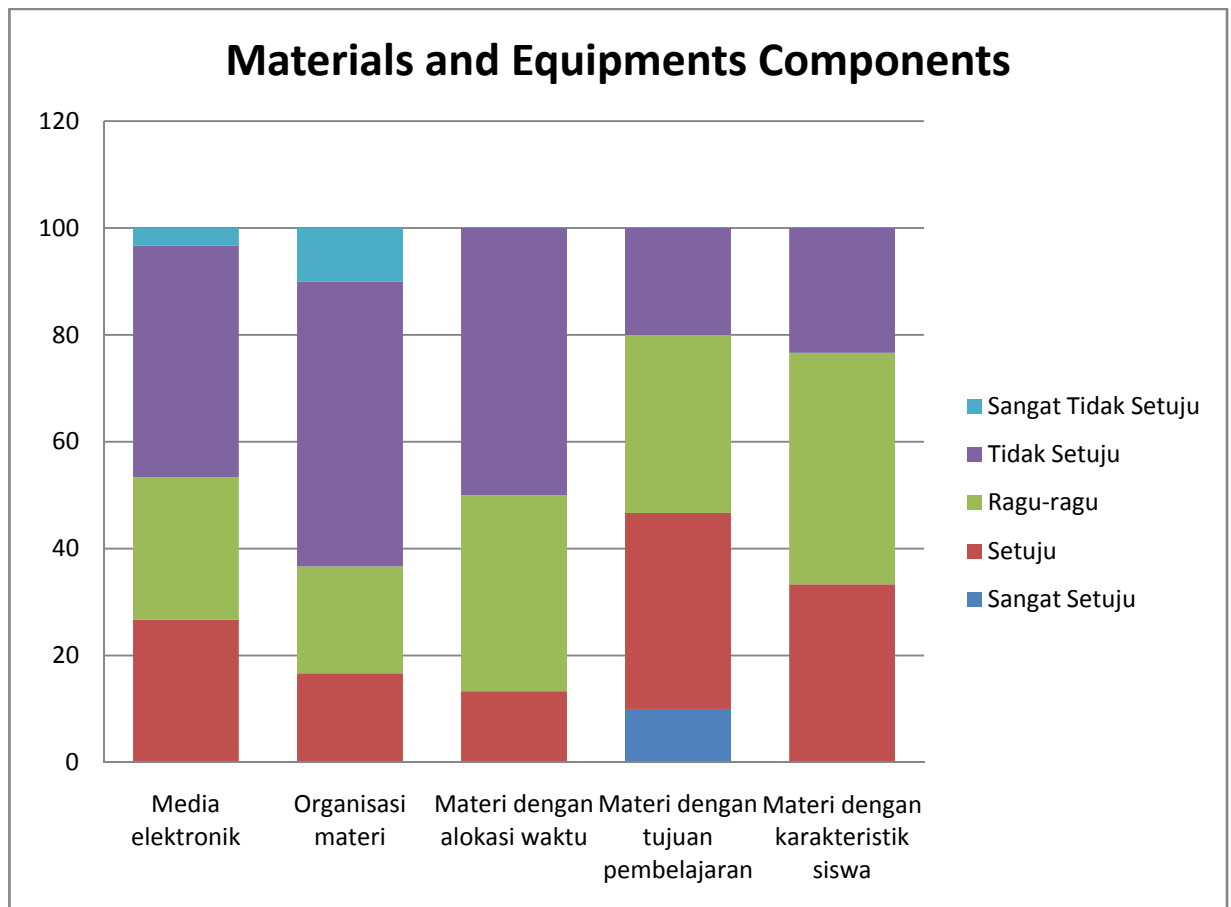


Table 4.24 Average of Percentages in Materials and Equipments Components

Average of Percentages	SS	S	R	TS	STS
	2.00	25.33	32.00	38.00	2.67

Based on the figure above, the highest percentages of response “agreed” in the materials and equipments components is making the learning material to be appropriate with the learning objectives. There were 36.67% of the respondents agreed toward the statement. Therefore, most of the respondents faced the difficulties in making the learning material to be appropriate with the learning objectives. All the available human and material resources that might be used in a class will help our learners gain the objectives. The lesson plan should specifically denote which resources we and our learners will use in order to accomplish the specific instructional objectives.

Based on the table, we can see that the average of percentages for “disagreed” response is the highest; that is 38.00%. It means that the respondents commonly were having no difficulties in the materials and equipments components though if we see in the detail of the percentages, the respondents were still face the difficulties in certain materials and equipments’ components.

In addition, we can see the arrangement for the mostly-faced difficulties up to least-faced difficulties based on the respondents “agreed” responses, as follows: (1) Difficulties in making the learning material to be appropriate with the learning objectives as 36.67%, (2) Difficulties in selecting the appropriate learning material with the age level of the learners as much as 33.33%, (3) Difficulties in selecting the electronic media has the percentages of as much as 26.67%, (4) Difficulties in

organizing the learning material in order to be sequenced as much as 16.67%, and (5) Difficulties in selecting the media in order to be appropriate with the time allocation as much as 13.33%.

#### 4.3.4 Activities and Procedures

Below are the results of the difficulties in designing a lesson plan in Microteaching class encountered by English Department students UNJ in terms of lesson plan components point 4: Activities and Procedures. (In percentage %)

Chart 4.4 Difficulties in lesson plan components point 4: Activities and Procedures.

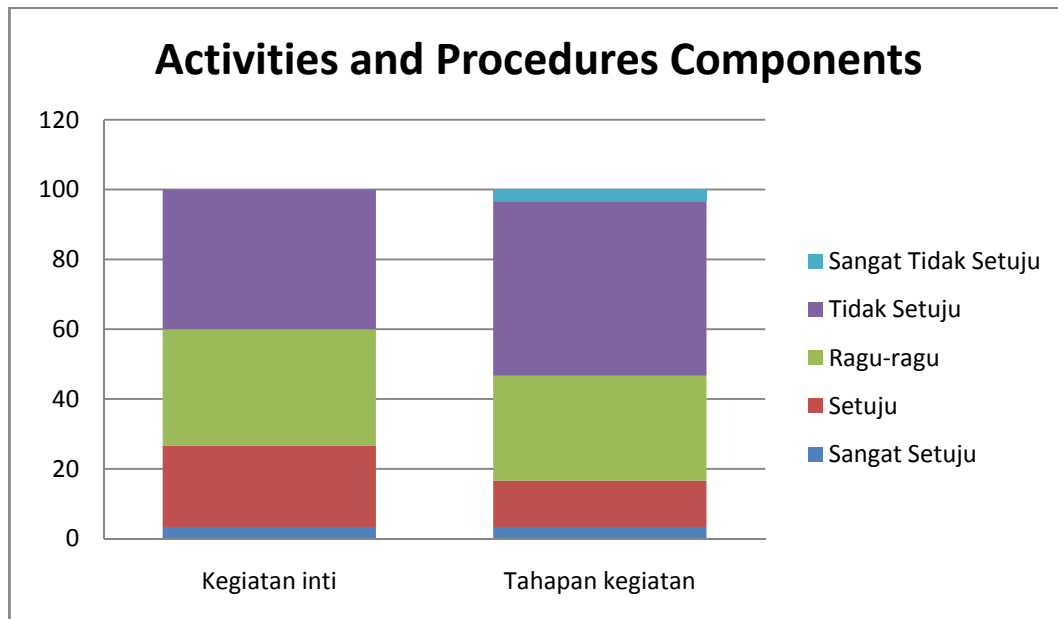


Table 4.25 Average of Percentages in Activities and Procedures Components

Average of Percentages	SS	S	R	TS	STS
	3.33	18.33	31.67	45.00	1.67



Based on the figure above, the highest percentages of response “agreed” in the activities and procedures components is designing the main activity. There were 23.33% of the respondents agreed toward the statement. Therefore, most of the respondents faced the difficulties in designing the main activity. Learning objectives can be achieved by choosing the learning activities carefully. The main activity as the global plan for teaching a particular lesson moreover sees as the overall plan. it involves the teaching methods, activities, and learning experiences as the techniques in achieving the intended learning outcomes.

Based on the table, we can see that the average of percentages for “disagreed” response is the highest; that is 45.00%. It means that the respondents commonly were having no difficulties in the activities and procedures though if we see in the detail of the percentages, the respondents were still face the difficulties in certain activities and procedures’ components.

In addition, we can see the arrangement for the mostly-faced difficulties up to least-faced difficulties based on the respondents “agreed” responses, as follows: (1) Difficulties in designing the main activity as much as 23.33%, and (2) Difficulties in organizing the learning activities in sequence as much as 13.33%.

### 4.3.5 Time Allocation

Below are the results of the difficulties in designing a lesson plan in Microteaching class encountered by English Department students UNJ in terms of lesson plan components point 5: Time Allocation. (In percentage %)

Chart 4.5 Difficulties in lesson plan components point 5: Time Allocation.

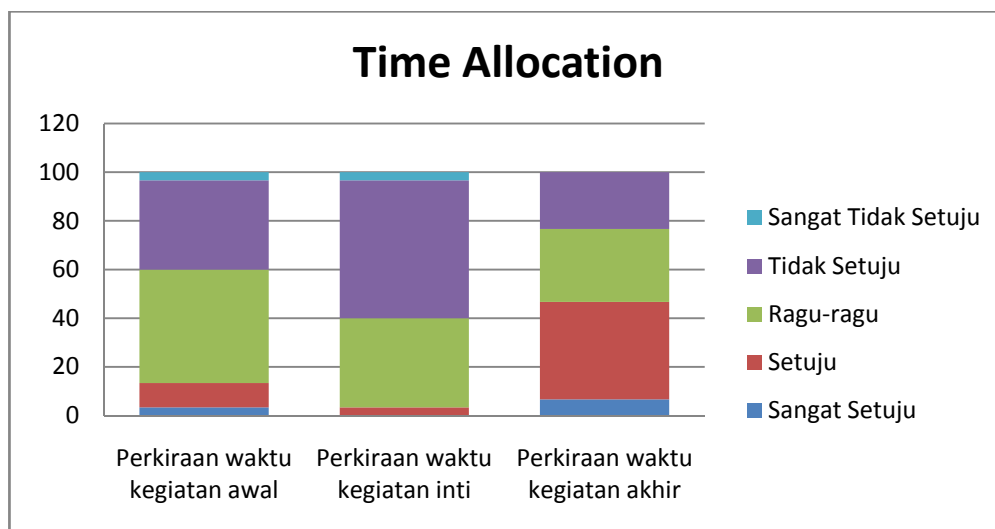


Table 4.26 Average of Percentages in Time Allocation Components

Average of Percentages	SS	S	R	TS	STS
	3.33	17.78	37.78	38.89	2.22

Based on the figure above, the highest percentages of response “agreed” in the time allocation components is defining the time allocation in closing activity. There were 40.00% of the respondents agreed toward the statement. Therefore, most of the respondents faced the difficulties in defining the time allocation in closing activity. One student’s achievement of closure does not indicate that all students have

achieved it. Therefore, we must take care to ensure that all students have achieved it. Moore (2005: 144) argued that closure is a vital component in teaching-learning process. There are many methods in providing closure so that we should be aware in allocating the time in closing activity since it is the last part in the learning process and has the important role in determining the students' comprehension of a lesson.

Based on the table, we can see that the average of percentages for “disagreed” response is the highest; that is 38.89%. It means that the respondents were having no difficulties in the time and allocation components.

In addition, we can see the arrangement for the mostly-faced difficulties up to least-faced difficulties based on the respondents “agreed” responses, as follows: (1) Difficulties in defining the time allocation in closing activity as much as 40.00%, (2) Difficulties in defining the time allocation in opening activity as much as 10.00% and (2) Difficulties in defining the time allocation in main activity as much as 0%.

#### **4.3.6 Assessment and Evaluation**

Below are the results of the difficulties in designing a lesson plan in Microteaching class encountered by English Department students UNJ in terms of lesson plan components point 6: Assessment and Evaluation. (In percentage %)

Chart 4.6 Difficulties in lesson plan components point 6:  
Assessment and Evaluation.

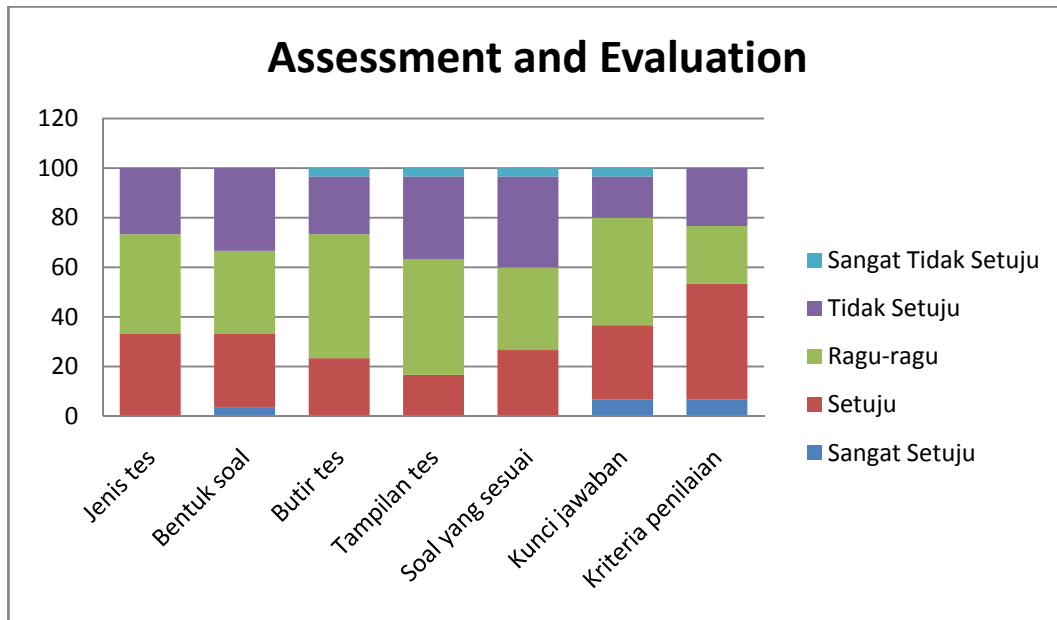


Table 4.27 Average of Percentages in Assessment and Evaluation Components

Average of Percentages	SS	S	R	TS	STS
	2.38	29.52	38.57	27.62	1.90

Based on the figure above, there are two highest percentages of response “agreed” in the time allocation components is designing the criteria in evaluating. There were 46.67% of the respondents agreed toward those statements. Therefore, most of the respondents faced the difficulties in designing the criteria in evaluating. Brown (2003: 52) mentioned the test specification should include the topics, the implied elicitation and response formats for items, the number of items in each section, and the time allocation. A scoring rubric itself is a rating scale that identifies the degree to which a student has met a specific standard.

Based on the table, we can see that the average of percentages for “undecided” response is the highest; that is 38.57%. It means that the respondents were still not decided whether they are having the difficulties in assessment and evaluation components or not.

In addition, we can see the arrangement for the mostly-faced difficulties up to least-faced difficulties based on the respondents “agreed” responses, as follows: (1) Difficulties in designing the criteria in evaluation as much as 46.67%, (2) Difficulties in selecting the kinds of test as much as 33.33% (3) Difficulties in selecting the test form and (4) Difficulties in making the answer key as much as 30.00%, and (4) Difficulties in making the appropriate test questions as much as 26.67%, (5) Difficulties in selecting the test items as much as 23.33% and (6) Difficulties in considering the test layout as much as 16.67%.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

As described in the findings and analysis of the questionnaire results, the researcher divided the findings based on lesson plan components. In the goals components, the respondents are difficult to select the appropriate verb in goals statement. The verb can be selected using Bloom Taxonomy. Some of respondents might feel confused in putting the appropriate verb because they don't know what the intention of each verb in taxonomy. There are 46.67% (14 of 30) of the respondents agreed toward the statement. It is also supported by the scripts interview 1 (see Appendix 7). In addition, in the objectives components, the respondents are difficult to define the intended result for the learners. The percentages for the respondents who agreed with this statement are 40.00% (12 of 30).

For the materials and equipments components, the respondents are difficult in making the learning material to be appropriate with the learning objectives. Learning material should be appropriate with the learning objectives because it should be clear for students that they have to know their intention in learning. There are 36.67% of the respondents agreed toward this statement. Move to the next components, in the activities and procedures components. As much as 23.33% of the respondents are difficult in designing the main activity. They might feel confused in selecting the

appropriate main activity consists of the lesson delivery, asking questions sessions and quizzes. The respondents also faced the difficulties in defining the time allocation in closing activity. As much as 40.00% (12 of 30) respondents agreed toward the statement. In the last components, the respondents are difficult in designing the criteria in evaluating. They are not able to make the evaluation criteria to assess students. The number of the respondents who chose this response is 46.67% (14 of 30). This statement also supported by the scripts of interview 2 (see Appendix 7).

Based on the highest percentages in each component, the researcher concludes that:

1. In the goals component, the respondents agreed that they are difficult in selecting the appropriate verb used in the goals statement.
2. If we see in the objectives component, the respondents agreed that they faced the difficulties in defining the intended result for the learners, undecided that faced the difficulties in defining the learning objectives in order not being ambiguous and also in defining the intended situation in the objective statement.
3. From the view of materials and equipments component, the respondents agreed that they are difficult in making the learning material to be appropriate with the learning objectives, undecided that it was difficult in selecting the appropriate learning material with the age level of the learners and disagreed that they are difficult in selecting the electronic

media, difficult in organizing the learning material in order to be sequenced and difficult in selecting the media in order to be appropriate with the time allocation.

4. From the calculation result in activities and procedures components, the respondents disagreed that they faced the difficulties in designing the main activity and the difficulties in organizing the learning activities in sequence.
5. In the time allocation components, the respondents agreed that they are difficult in defining the time allocation in closing activity, undecided whether they faced difficulties in defining the time allocation in opening activity or not and disagreed that they are difficult in defining the time allocation in main activity.
6. The last component is assessment and evaluation. In this component, the respondents agreed that it was difficult in designing the criteria in evaluation, undecided that it as difficult in selecting the kinds of test, difficult in selecting the test items, difficult in considering the test layout and difficult in making the answer key. However, the respondents disagreed that they faced the difficulties in selecting the test form and difficulties in making the appropriate test questions.



## **5.2 Recommendation**

1. For the English Department students of UNJ, this study will give some information and guide them in the teaching field for the sake of their future.
2. For the English teacher in order to consider some of the difficulties found in this research to make a better lesson plan and also infect their teaching.
3. For the English Department UNJ, it is needed to consider the important difficulties faced by the students and emphasized the detail that is difficult from the students' viewpoint.
4. For the English Department UNJ Library in order to supply more books related to the lesson plan and give the information about lesson plan for the students.

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# Appendix 1



Difficulties in  
Designing a Lesson  
Plan in  
Microteaching Class  
Encountered by  
English Department  
Students of UNJ

*The Form of  
Questionnaire*

## KUESIONER

Kuesioner ini bertujuan untuk mendapatkan data dan informasi tentang kesulitan-kesulitan yang dihadapi mahasiswa dalam membuat Rencana Pelaksanaan Pembelajaran (*lesson plan*) dalam mata kuliah Microteaching di Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni Universitas Negeri Jakarta. Partisipasi anda dalam mengisi kuesioner ini akan membantu meningkatkan kualitas Program Studi Pendidikan Bahasa Inggris dan kualitas mengajar anda.

Petunjuk pengisian kuesioner:

1. Identitas pengisi kuesioner ini akan DIRAHASIAKAN
2. Mohon berikan jawaban dengan memberikan tanda (√) pada pernyataan di bawah ini yang sesuai dengan situasi dan pengalaman anda.

SS = SANGAT SETUJU

S = SETUJU

R = RAGU-RAGU

TS = TIDAK SETUJU

STS = SANGAT TIDAK SETUJU

3. Terima kasih atas kesediaan dan waktu saudara/i untuk kuesioner ini.

No	PERNYATAAN	JAWABAN				
		SS	S	R	TS	STS
1.	Saya kesulitan memilih kata kerja ( <i>verb</i> ) yang tepat dalam pernyataan <i>goals</i> .					
2.	Saya kesulitan menyimpulkan tujuan umum dari kurikulum untuk					

	menyatakan <i>goals</i> .					
3.	Saya kesulitan menentukan keterampilan khusus yang harus dicapai dalam pernyataan <i>goals</i> .					
4.	Saya kesulitan merumuskan tujuan pembelajaran yang jelas (tidak menimbulkan penafsiran ganda)					
5.	Saya kesulitan menentukan tindakan yang harus dilakukan oleh siswa (menggunakan kata kerja ( <i>verb</i> ) yang tepat dalam Taksonomi Bloom).					
6.	Saya kesulitan menentukan hasil yang dicapai dari tindakan yang dilakukan oleh siswa dalam pernyataan <i>objectives</i> .					
7.	Saya kesulitan menentukan kondisi yang diharapkan dari tindakan dalam pernyataan <i>objectives</i> .					
8.	Saya kesulitan menentukan kriteria tindakan yang diharapkan (seberapa baik anda menginginkan siswa dalam melakukan tindakan) untuk mencapai tujuan pembelajaran.					
9.	Saya kesulitan dalam menentukan media cetak (majalah, poster, brosur, dll) yang tepat terhadap materi pelajaran.					
10.	Saya kesulitan menentukan media elektronik (rekaman, radio, video, dll)					

	yang tepat terhadap materi pelajaran.					
11.	Saya kesulitan dalam menyesuaikan media dengan tujuan pembelajaran					
12.	Saya kesulitan menentukan media yang sesuai dengan karakteristik (usia) peserta didik					
13.	Saya kesulitan mengorganisasikan materi ajar agar runtut dan sistematis					
14.	Saya kesulitan menyesuaikan materi ajar dengan alokasi waktu.					
15.	Saya kesulitan menentukan materi ajar yang sesuai dengan tujuan pembelajaran.					
16.	Saya kesulitan menentukan materi ajar yang sesuai dengan karakteristik (usia) peserta didik.					
17.	Saya kesulitan dalam merancang kegiatan awal					
18.	Saya kesulitan dalam merancang kegiatan inti					
19.	Saya kesulitan dalam merancang kegiatan akhir					
20.	Saya kesulitan dalam memilih cara pengajaran yang tepat					
21.	Saya kesulitan dalam menyusun tahapan kegiatan secara berurutan					
22.	Saya kesulitan dalam menentukan					



	latihan yang tepat untuk siswa dalam RPP harian					
23.	Saya kesulitan dalam menentukan estimasi waktu untuk kegiatan awal dalam proses belajar mengajar.					
24.	Saya kesulitan dalam menentukan estimasi waktu untuk kegiatan inti dalam proses belajar mengajar.					
25.	Saya kesulitan dalam menentukan estimasi waktu untuk kegiatan akhir dalam proses belajar mengajar.					
26.	Saya kesulitan memilih bentuk tes (evaluasi)					
27.	Saya kesulitan mempertimbangkan jenis tes (evaluasi) yang tepat					
28.	Saya kesulitan dalam menentukan butir tes					
29.	Saya kesulitan dalam mempertimbangkan tampilan tes (evaluasi)					
30.	Saya kesulitan dalam merencanakan penilaian tes (evaluasi)					
31.	Saya kesulitan dalam membuat soal yang sesuai dengan materi pembelajaran untuk penilaian.					
32.	Saya kesulitan menentukan kelengkapan instrumen tes dalam hal kunci jawaban.					

<b>33.</b>	Saya kesulitan menuliskan pedoman penskoran (kriteria penilaian) yang sesuai dengan soal tes.					
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# Appendix 2



Difficulties in  
Designing a Lesson  
Plan in  
Microteaching Class  
Encountered by  
English Department  
Students of UNJ

*Table of Validity*

No. Resp	Butir pernyataan																																	ΣY	ΣY <sup>2</sup>		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33				
1	3	1	5	5	1	1	5	4	5	1	4	5	1	4	1	1	1	3	5	5	1	1	1	5	1	1	4	5	1	5	4	5	5	100	10000		
2	2	2	5	4	1	1	4	5	5	1	4	4	1	3	1	1	2	2	5	3	2	2	1	4	1	1	2	4	1	5	4	5	3	91	8281		
3	4	4	4	5	1	2	5	4	5	1	5	4	2	5	1	1	2	4	5	5	1	1	3	5	1	1	4	5	1	5	5	5	5	111	12321		
4	2	2	4	4	1	1	5	4	4	2	4	5	1	4	1	2	3	4	5	5	1	1	1	5	2	2	4	4	1	5	5	4	4	102	10404		
5	3	2	3	4	2	2	4	4	4	2	4	4	3	4	2	2	3	3	4	4	3	2	3	4	2	2	3	2	2	5	4	4	4	103	10609		
6	3	2	3	4	2	2	4	4	4	2	4	4	3	4	2	2	4	3	4	4	2	2	2	4	2	2	3	4	2	4	4	4	4	103	10609		
7	2	2	4	5	1	1	5	5	4	2	5	5	2	5	1	1	2	5	5	5	2	1	1	5	1	1	2	5	1	5	5	4	5	105	11025		
8	5	2	3	4	3	2	4	3	3	3	4	5	3	4	3	3	2	3	4	4	3	2	3	3	3	3	3	4	3	4	5	5	4	112	12544		
9	4	2	4	5	2	2	4	5	4	3	4	5	2	4	3	3	2	4	4	5	3	2	2	5	2	2	3	5	2	5	5	5	5	117	13689		
10	4	2	4	5	2	2	4	4	5	2	5	4	1	4	1	2	2	4	5	5	3	1	1	5	2	1	4	5	1	5	5	5	5	110	12100		
11	4	2	3	4	2	1	4	4	4	2	4	4	2	4	2	2	2	4	4	4	3	2	2	4	2	2	3	4	2	4	4	4	4	102	10404		
12	5	2	3	5	1	1	5	5	5	3	4	4	3	5	1	1	3	3	5	5	3	1	1	5	2	1	3	5	1	5	5	5	5	111	12321		
13	4	1	4	4	1	1	5	3	5	2	4	4	2	4	1	1	3	4	5	5	3	1	1	5	1	1	1	4	1	4	4	4	4	97	9409		
14	4	3	3	4	3	3	5	4	4	3	4	4	3	4	2	2	4	4	4	3	4	2	2	4	2	2	2	4	3	4	4	4	4	111	12321		
15	4	3	3	4	2	2	4	4	4	2	4	4	3	4	3	2	4	3	4	4	4	2	3	4	2	2	3	5	2	5	4	4	4	111	12321		
16	5	1	5	4	1	1	5	4	5	1	5	5	2	5	1	1	2	3	5	5	2	1	1	4	1	1	4	3	1	5	5	5	5	104	10816		
17	5	1	5	4	1	1	5	4	5	1	4	5	2	5	1	1	2	3	5	5	2	1	1	4	1	1	4	5	1	5	5	5	5	105	11025		
18	4	2	3	4	3	2	4	4	4	2	4	4	3	4	2	2	3	3	4	4	5	2	3	4	2	2	3	4	2	4	4	4	4	108	11664		
19	4	1	3	3	1	1	5	3	4	2	4	5	2	4	1	1	3	2	4	5	1	1	1	4	1	1	2	2	1	5	4	4	4	89	7921		
20	2	2	4	4	1	1	4	4	5	1	5	5	1	3	1	1	3	2	4	5	2	2	1	1	1	1	1	2	1	5	4	2	4	85	7225		
ΣX	73	39	75	85	32	30	90	81	88	38	85	89	42	83	31	32	52	66	90	90	50	30	34	84	58	30	58	81	30	94	89	87	87				
ΣX <sup>2</sup>	5329	1521	5625	7225	1024	900	8100	6561	7744	1444	7225	7921	1764	6889	961	1024	2704	4356	8100	8100	2500	900	1156	7056	3364	900	3364	6561	900	8836	7921	7569	7569	2077	217009		
Σx <sup>2</sup>	287	87	293	367	62	52	410	335	394	82	365	401	100	351	59	60	148	230	410	414	148	50	72	370	89	52	186	349	54	446	401	389	385				
ΣXY	8402	4515	8698	7369	5013	3375	8606	8285	8799	4413	7887	8306	4515	8092	4422	4615	5122	7475	8686	7576	4607	4098	4105	8199	4206	3985	5327	8187	3690	7879	6552	7170	7473				
r <sub>hitung</sub>	0,529	0,441	-0,248	0,527	0,520	0,61	-0,04	0,23	-0,3	0,55	-0,06	-0,19	0,510	0,523	0,540	0,580	-0,009	0,568	-0,031	-0,041	0,458	0,056	0,510	0,470	0,590	0,440	0,520	0,650	0,470	-0,133	0,530	0,544	0,490				
r <sub>tabel</sub>	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44			
ket:	Valid	Tidak Valid	Tidak Valid	Valid	Valid	Valid	Tidak Valid	Tidak Valid	Tidak Valid	Valid	Tidak Valid	Tidak Valid	Valid	Valid	Valid	Valid	Tidak Valid	Valid	Tidak Valid	Tidak Valid	Valid	Tidak Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Tidak Valid	Valid	Valid	Valid		

# Appendix 3



Difficulties in  
Designing a Lesson  
Plan in  
Microteaching Class  
Encountered by  
English Department  
Students of UNJ

*The Calculation of  
Validity*

### Table of Calculation of Validity

Example: the calculation of question number 1

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	3	100	9	10000	300
2	2	91	4	8281	182
3	4	111	16	12321	444
4	2	102	4	10404	204
5	3	103	9	10609	309
6	3	103	9	10609	309
7	2	105	4	11025	210
8	5	112	25	12544	560
9	4	117	16	13689	468
10	4	110	16	12100	440
11	4	102	16	10404	408
12	5	111	25	12321	555
13	4	97	16	9409	388
14	4	111	16	12321	444
15	4	111	16	12321	444
16	5	104	25	10816	520
17	5	105	25	11025	525
18	4	108	16	11664	432
19	4	89	16	7921	356
20	2	85	4	7225	170
Σ	73	2077	287	217009	8402

Diketahui :

$$N : 30$$

$$\sum X : 73$$

$$\sum Y : 2077$$

$$\sum X^2 : 287$$

$$\sum Y^2 : 217009$$

$$\sum X.Y : 8402$$

$$r = \frac{10.8402 - (73)(2077)}{\sqrt{\{20.287 - (73)^2\}\{20.217009 - (2077)^2\}}}$$

$$r = \frac{16419}{8685,65}$$

$$r = 0.529$$

Dari data tersebut diperoleh r hitung = 0.529 sedangkan r tabel untuk n=20 dan  $\alpha=0,05$  adalah 0,444 berarti r hitung > r tabel berarti data tersebut dinyatakan **valid**.

**The Recapitulation of Validity on Each Questionnaire Items**

Items	$\Sigma X$	$\Sigma X^2$	$\Sigma Y$	$\Sigma Y^2$	$r_{hitung}$	$r_{tabel}$	Result	Note	Point
1	73	287	2077	217009	0,529	0.444	Valid	Digunakan	1
2	39	87	2077	217009	0,441	0.444	Tidak Valid	Tidak Digunakan	0
3	75	293	2077	217009	-0.248	0.444	Tidak Valid	Tidak Digunakan	0
4	85	367	2077	217009	0,527	0.444	Valid	Digunakan	1
5	32	62	2077	217009	0,520	0.444	Valid	Digunakan	1
6	30	52	2077	217009	0,61	0.444	Valid	Digunakan	1
7	90	410	2077	217009	-0.04	0.444	Tidak Valid	Tidak Digunakan	0
8	81	335	2077	217009	0,23	0.444	Tidak Valid	Tidak Digunakan	0
9	88	394	2077	217009	-0.3	0.444	Tidak Valid	Tidak Digunakan	0
10	38	82	2077	217009	0,55	0.444	Valid	Digunakan	1
11	85	365	2077	217009	-0.06	0.444	Tidak Valid	Tidak Digunakan	0
12	89	401	2077	217009	-0.19	0.444	Tidak Valid	Tidak Digunakan	0
13	42	100	2077	217009	0,510	0.444	Valid	Digunakan	1
14	83	351	2077	217009	0,523	0.444	Valid	Digunakan	1
15	31	59	2077	217009	0,540	0.444	Valid	Digunakan	1
16	32	60	2077	217009	0,580	0.444	Valid	Digunakan	1
17	52	148	2077	217009	-0.009	0.444	Tidak Valid	Tidak Digunakan	0
18	66	230	2077	217009	0,568	0.444	Valid	Digunakan	1
19	90	410	2077	217009	-0.031	0.444	Tidak Valid	Tidak Digunakan	0
20	90	414	2077	217009	-0.041	0.444	Tidak Valid	Tidak Digunakan	0
21	50	148	2077	217009	0,458	0.444	Valid	Digunakan	1
22	30	50	2077	217009	0.056	0.444	Tidak Valid	Tidak Digunakan	0
23	34	72	2077	217009	0,510	0.444	Valid	Digunakan	1
24	84	370	2077	217009	0,470	0.444	Valid	Digunakan	1
25	58	89	2077	217009	0,590	0.444	Valid	Digunakan	1
26	30	52	2077	217009	0,440	0.444	Valid	Digunakan	1
27	58	186	2077	217009	0,520	0.444	Valid	Digunakan	1
28	81	349	2077	217009	0,650	0.444	Valid	Digunakan	1
29	30	54	2077	217009	0,470	0.444	Valid	Digunakan	1
30	94	446	2077	217009	-0.133	0.444	Tidak Valid	Tidak Digunakan	0
31	89	401	2077	217009	0,530	0.444	Valid	Digunakan	1
32	87	389	2077	217009	0,544	0.444	Valid	Digunakan	1
33	87	385	2077	217009	0,490	0.444	Valid	Digunakan	1
JUMLAH									21



# Appendix 4



Difficulties in  
Designing a Lesson  
Plan in  
Microteaching Class  
Encountered by  
English Department  
Students of UNJ

*Table of Reliability*

No. Resp	Butir pernyataan																					$\Sigma Y$	$\Sigma Y^2$
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
1	3	5	1	1	1	1	4	1	1	3	1	1	5	1	1	4	5	1	4	5	5	100	10000
2	2	4	1	1	1	1	3	1	1	2	2	1	4	1	1	2	4	1	4	5	3	91	8281
3	4	5	1	2	1	2	5	1	1	4	1	3	5	1	1	4	5	1	5	5	5	111	12321
4	2	4	1	1	2	1	4	1	2	4	1	1	5	2	2	4	4	1	5	4	4	102	10404
5	3	4	2	2	2	3	4	2	2	3	3	3	4	2	2	3	2	2	4	4	4	103	10609
6	3	4	2	2	2	3	4	2	2	3	2	2	4	2	2	3	4	2	4	4	4	103	10609
7	2	5	1	1	2	2	5	1	1	5	2	1	5	1	1	2	5	1	5	4	5	105	11025
8	5	4	3	2	3	3	4	3	3	3	3	3	3	3	3	3	4	3	5	5	4	112	12544
9	4	5	2	2	3	2	4	3	3	4	3	2	5	2	2	3	5	2	5	5	5	117	13689
10	4	5	2	2	2	1	4	1	2	4	3	1	5	2	1	4	5	1	5	5	5	110	12100
11	4	4	2	1	2	2	4	2	2	4	3	2	4	2	2	3	4	2	4	4	4	102	10404
12	5	5	1	1	3	3	5	1	1	3	3	1	5	2	1	3	5	1	5	5	5	111	12321
13	4	4	1	1	2	2	4	1	1	4	3	1	5	1	1	1	4	1	4	4	4	97	9409
14	4	4	3	3	3	3	4	2	2	4	4	2	4	2	2	2	4	3	4	4	4	111	12321
15	4	4	2	2	2	3	4	3	2	3	4	3	4	2	2	3	5	2	4	4	4	111	12321
16	5	4	1	1	1	2	5	1	1	3	2	1	4	1	1	4	3	1	5	5	5	104	10816
17	5	4	1	1	1	2	5	1	1	3	2	1	4	1	1	4	5	1	5	5	5	105	11025
18	4	4	3	2	2	3	4	2	2	3	5	3	4	2	2	3	4	2	4	4	4	108	11664
19	4	3	1	1	2	2	4	1	1	2	1	1	4	1	1	2	2	1	4	4	4	89	7921
20	2	4	1	1	1	1	3	1	1	2	2	1	1	1	1	1	2	1	4	2	4	85	7225
$\Sigma X$	73	85	32	30	38	42	83	31	32	66	50	34	84	58	30	58	81	30	89	87	87		
$\Sigma X^2$	287	367	62	52	82	100	351	59	60	230	148	72	370	89	52	186	349	54	401	389	385	Vqrians	12.12
$\Sigma XY$	8402	7369	5013	3375	4413	4515	8092	4422	4615	7475	4607	4105	8199	4206	3985	5327	8187	3690	6552	7170	7473	Var total	65.63
varians	1.027	0.28	0.54	0.35	0.49	0.59	0.328	0.55	0.44	0.61	1.15	0.71	0.86	3.96	0.35	0.89	1.05	0.45	0.25	0.528	0.33	reliabilitas	0.856

## The Calculation of Items Variance, Total Variance and Reliability

No.	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	3	100	9	10000	321
2	2	91	4	8281	216
3	4	111	16	12321	320
4	2	102	4	10404	216
5	3	103	9	10609	285
6	3	103	9	10609	324
7	2	105	4	11025	180
8	5	112	25	12544	400
9	4	117	16	13689	396
10	4	110	16	12100	476
11	4	102	16	10404	376
12	5	111	25	12321	470
13	4	97	16	9409	372
14	4	111	16	12321	376
15	4	111	16	12321	348
16	5	104	25	10816	505
17	5	105	25	11025	410
18	4	108	16	11664	436
19	4	89	16	7921	388
20	2	85	4	7225	222
Σ	73	2957	287	193590	7037

Example of Items number 1

### 1. The Calculation of Items Variance

$$\sigma_b^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n}$$

$\sigma_b^2$  = Variance on each item

$\sum X$  = Total score on each item

$\sum X^2$  = Total root of the score on each item

$\sum(X)^2$  = Total score on each item rooted

n = total sample

Diketahui :

n = 20

$\sum X$  = 73

$\sum X^2$  = 287

$$\sigma_b^2 = \frac{287 - \frac{73^2}{20}}{20}$$

$$\sigma_b^2 = \frac{287 - 266,45}{20}$$

$$\sigma_b^2 = 1,027$$

$$\sum \sigma_b^2 = 12,12$$

## 2. The Calculation of Total Variance

$$\sigma_t^2 = \frac{\sum Y^2 - \frac{\sum(Y)^2}{n}}{n}$$

$\sigma_t^2$  = Variance on each item

$\sum Y$  = Total score on each item

$\sum Y^2$  = Total root of the score on each item

$\sum(Y)^2$  = Total score on each item rooted

n = total sample

Diketahui :

$$n = 20$$

$$\sum Y = 2957$$

$$\sum Y^2 = 19359$$

$$\sigma_b^2 = \frac{193590 - \frac{2957^2}{20}}{20}$$
$$\sigma_b^2 = \frac{193590 - 437192,45}{20}$$

$$\sigma_b^2 = 65,63$$

### 3. The Calculation of Reliability

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

$r_{11}$  = Reliability

$k$  = Total of item

$\sum \sigma_b^2$  = Items variance

$\sigma_t^2$  = Total variance

Diketahui :

$$k = 22$$

$$\sum \sigma_b^2 = 12,12$$

$$\sigma_t^2 = 65,63$$

$$r_{11} = \left[ \frac{22}{22-1} \right] \left[ 1 - \frac{12,12}{65,63} \right]$$

$$r_{11} = [1,05][0,815]$$

$$r_{11} = 0,856$$

The calculation showed that  $r_{11}$  includes in the category of 0,800-1,00 so that the instrument have the **Very High Reliability**.

<b>r points</b>	<b>Interpretation</b>
0,800 – 1,000	Very High
0,600 – 0,799	High
0,400 – 0,599	Intermediate
0,200 – 0,399	Low

# Appendix 5



Difficulties in  
Designing a Lesson  
Plan in  
Microteaching Class  
Encountered by  
English Department  
Students of UNJ

*The Result of the  
Research*

No Resp	Butir Pertanyaan																				$\Sigma Y$	$\Sigma Y^2$	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			21
1	4	3	3	4	3	2	4	4	4	4	2	3	2	4	4	5	3	2	4	4	4	77	5929
2	5	4	4	2	2	2	3	4	4	4	3	3	2	4	3	4	4	4	3	3	4	79	6241
3	2	2	4	2	2	2	2	4	2	2	1	1	1	4	3	3	3	2	2	2	2	52	2704
4	4	4	3	4	3	3	4	5	3	3	2	3	3	3	4	4	3	3	3	3	3	76	5776
5	3	3	2	4	3	1	2	3	2	2	3	3	3	4	3	4	3	3	4	3	2	65	4225
6	2	2	4	4	2	2	2	4	4	4	2	5	2	5	4	4	4	4	4	4	4	78	6084
7	2	2	2	2	2	2	3	4	3	2	2	3	2	3	2	2	3	3	2	3	4	58	3364
8	2	2	1	1	1	1	2	3	3	3	3	3	3	2	2	2	2	2	2	3	2	50	2500
9	4	5	4	2	2	2	2	4	2	5	4	2	2	5	4	4	1	1	1	1	4	67	4489
10	4	4	3	4	4	3	3	4	4	3	5	3	3	4	4	4	3	3	3	5	4	84	7056
11	3	3	3	3	3	2	3	3	3	2	2	3	2	3	3	3	3	3	3	3	3	67	4489
12	2	3	2	2	2	4	4	3	4	3	2	2	2	4	3	3	2	2	2	3	4	65	4225
13	4	4	3	3	2	2	2	3	4	2	2	2	2	2	3	2	3	3	2	2	4	60	3600
14	2	2	2	2	2	4	2	2	4	4	2	2	2	4	2	4	4	2	2	4	2	64	4096
15	2	3	2	3	3	2	2	2	2	4	2	2	2	4	4	3	3	3	2	4	2	62	3844
16	2	2	2	4	2	4	2	5	2	2	4	2	2	4	2	2	4	2	4	4	5	67	4489
17	4	4	3	2	2	1	2	2	3	2	2	2	2	2	2	2	2	3	3	3	3	54	2916
18	4	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	75	5625
19	4	4	4	4	4	2	3	2	2	2	2	2	2	3	4	3	3	3	3	3	3	68	4624
20	4	3	5	4	4	2	3	2	4	3	2	4	2	4	3	4	2	4	4	4	4	77	5929
21	4	3	3	3	4	2	2	3	3	3	3	4	3	4	4	3	4	4	4	4	4	77	5929
22	3	3	3	3	2	2	3	4	3	2	3	3	3	3	3	2	2	2	3	3	3	64	4096
23	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	47	2209
24	4	4	4	4	2	2	2	3	2	2	4	2	2	2	2	2	2	2	2	2	4	59	3481
25	4	3	2	4	4	4	2	5	3	3	3	3	2	3	2	3	3	3	2	3	2	68	4624
26	3	3	2	4	4	4	4	4	3	4	4	3	3	4	3	2	3	3	2	5	5	77	5929
27	3	4	3	3	3	3	3	3	3	4	3	3	4	3	4	2	4	3	3	4	4	76	5776
28	4	3	3	3	3	3	2	3	3	3	3	4	3	3	4	3	4	2	3	3	4	73	5329
29	4	4	3	3	3	3	3	4	4	2	2	3	3	2	3	3	3	3	4	3	3	70	4900
30	3	3	4	2	4	2	3	4	4	3	2	2	3	2	3	4	3	4	3	2	3	70	4900
$\Sigma X$	97	94	88	91	83	73	79	101	93	87	79	82	72	99	92	91	88	83	85	96	101	2026	139378
$\Sigma X^2$	9409	8836	7744	8281	6889	5329	6241	10201	8649	7569	6241	6724	5184	9801	8464	8281	7744	6889	7225	9216	10201		



# Appendix 6



Difficulties in  
Designing a Lesson  
Plan in  
Microteaching Class  
Encountered by  
English Department  
Students of UNJ

*The Percentages of the  
Respondents' Response*

No	Respondent	Response					Percentages (%)				
		SS	S	R	TS	STS	SS	S	R	TS	STS
1	30	1	14	6	9	0	3.33	46.67	20.00	30.00	0.00
2	30	1	9	13	7	0	3.33	30.00	43.33	23.33	0.00
3	30	1	8	12	8	1	3.33	26.67	40.00	26.67	3.33
4	30	0	12	8	9	1	0.00	40.00	26.67	30.00	3.33
5	30	0	8	8	13	1	0.00	26.67	26.67	43.33	3.33
6	30	0	5	6	16	3	0.00	16.67	20.00	53.33	10.00
7	30	0	4	11	15	0	0.00	13.33	36.67	50.00	0.00
8	30	3	11	10	6	0	10.00	36.67	33.33	20.00	0.00
9	30	0	10	13	7	0	0.00	33.33	43.33	23.33	0.00
10	30	1	7	10	12	0	3.33	23.33	33.33	40.00	0.00
11	30	1	4	9	15	1	3.33	13.33	30.00	50.00	3.33
12	30	1	3	14	11	1	3.33	10.00	46.67	36.67	3.33
13	30	0	1	11	17	1	0.00	3.33	36.67	56.67	3.33
14	30	2	12	9	7	0	6.67	40.00	30.00	23.33	0.00
15	30	0	10	12	8	0	0.00	33.33	40.00	26.67	0.00
16	30	1	9	10	10	0	3.33	30.00	33.33	33.33	0.00
17	30	0	7	15	7	1	0.00	23.33	50.00	23.33	3.33
18	30	0	5	14	10	1	0.00	16.67	46.67	33.33	3.33
19	30	0	8	10	11	1	0.00	26.67	33.33	36.67	3.33
20	30	2	9	13	5	1	6.67	30.00	43.33	16.67	3.33
21	30	2	14	7	7	0	6.67	46.67	23.33	23.33	0.00

**Percentages of the Respondents' Response on Each Component**

Component	No.	SS	S	R	TS	STS
Goals	1	3.33	46.67	20	30	0
Average of Percentages		3.33	46.67	20	30	0

Component	No.	SS	S	R	TS	STS
Objectives	2	3.33	30	43.33	23.33	0
	3	3.33	26.67	40	26.67	3.33
	4	0	40	26.67	30	3.33
Average of Percentages		2.22	32.22	36.67	26.67	2.22

Component	No.	SS	S	R	TS	STS
Materials and Equipments	5	0	26.67	26.67	43.33	3.33
	6	0	16.67	20	53.33	10
	7	0	13.33	36.67	50	0
	8	10	36.67	33.33	20	0
	9	0	33.33	43.33	23.33	0
Average of Percentages		2.00	25.33	32.00	38.00	2.67

Component	No.	SS	S	R	TS	STS
Activities and Procedures	10	3.33	23.33	33.33	40	0
	11	3.33	13.33	30	50	3.33
Average of Percentages		3.33	18.33	31.67	45.00	1.67

Component	No.	SS	S	R	TS	STS
Time Allocation	12	3.33	10	46.67	36.67	3.33
	13	0	3.33	36.67	56.67	3.33
	14	6.67	40	30	23.33	0
Average of Percentages		3.33	17.78	37.78	38.89	2.22

Component	No.	SS	S	R	TS	STS
Assessment and Evaluation	15	0	33.33	40	26.67	0
	16	3.33	30	33.33	33.33	0
	17	0	23.33	50	23.33	3.33
	18	0	16.67	46.67	33.33	3.33
	19	0	26.67	33.33	36.67	3.33
	20	6.67	30	43.33	16.67	3.33
	21	6.67	46.67	23.33	23.33	0
Average of Percentages		2.38	29.52	38.57	27.62	1.90

# Appendix 7



Difficulties in  
Designing a Lesson  
Plan in  
Microteaching Class  
Encountered by  
English Department  
Students of UNJ

*Scripts of Interview*

## SCRIPTS OF INTERVIEW 1

I = Interviewer / Researcher

IE = Interviewee / Respondent

I = Selamat siang!

IE = Selamat siang, kak!

I = Saya akan menanyakan beberapa pertanyaan mengenai kesulitan dalam membuat *lesson plan*. Sekarang sedang ambil mata kuliah *Microteaching*, kan?

IE = Iya kak

I = Biasanya kapan ada tugas untuk membuat *lesson plan*?

IE = Biasanya sih kalau mau maju ke depan untuk praktek ngajar gitu... jadi dosennya nyuruh untuk bikin RPP-nya dulu.

I = Oh gitu.. Terus kalau bagian-bagian yang ada di *lesson plan* itu apa aja, kamu tahu nggak?

IE = Ada banyak kak, di awal aja ada *goals*-nya, terus ada *learning objectives*, media-nya apa, sama *activities*, yang terakhir penilaian ya kalo nggak salah.

I = Dari bagian-bagian *lesson plan* itu, menurut kamu bagian mana yang paling sulit?

IE = Hmm,, kalo aku sih susah kalo mau buat kegiatannya gitu, harus mikir-mikir dulu kegiatan apa yang cocok biar nyambung pas ngajarnya. Terus kan suka susah gitu nentuin untuk kegiatan awal, soalnya menurut aku itu paling penting. Jadi, kalo awalnya aja kegiatannya kurang menarik ya pasti pelajaran setelah itu kurang menarik juga.

I = Ooh, gitu.. Jadi pemilihan kegiatannya harus tepat ya. Oke, kalau di bagian awal untuk merancang pernyataan *goals* itu menurut kamu mana yang sulit?

- IE = Aku suka bingung kalo di bagian *Bloom Taxonomy* kak. Itu kan harus sesuai untuk milih kata-katanya jadi suka bingung harus pakai kata kerja yang mana untuk menyatakan *goals*.
- I = Hmm gitu.. Terus kalo setelah *goals* itu kan ada *objectives* ya. Kamu merasa kesulitannya dimana kalo di bagian *objectives* atau tujuan pembelajaran gitu?
- IE = Aku nggak terlalu kesulitan sih kak kalo di bagian itu soalnya kan hampir-hampir sama gitu ya sama yang di *goals* tadi.
- I = Oh jadi gitu. Di bagian selanjutnya nih, yaitu bagian *materials and equipments* atau yang kamu sebutkan tadi, media, kesulitannya dimana?
- IE = Kalau berdasarkan pengalaman aku sih yang susah ya untuk menyesuaikan media sama karakteristik siswa sesuai sama tingkat usianya mereka. Kan beda-beda media itu kan beda-beda juga dipakai untuk siapanya. Takutnya kalau nggak sesuai sama tingkatan usianya nanti jadi salah penggunaannya.
- I = Oh iya betul. Nah, balik lagi ke bagian yang paling sulit yang sudah kamu jawab tadi. Kalau di bagian merancang kegiatan, seperti apa kesulitannya?
- IE = Iya itu tadi kak, suka bingung milih kegiatan awal yang sesuai biar pelajarannya menarik.
- I = Oke, pertanyaan terakhir nih. Terus kalau di bagian yang akhir dari *lesson plan* yaitu masalah penilaian, kamu suka kesulitan di mana nya?
- IE = Untuk bikin rubrik penilaiannya kak. Itu susah bikinnya karena kan harus mempertimbangkan aspek yang sesuai antara skills-nya sama apa yang mau dinilai. Misalnya mau menilai *speaking* ya berarti harus tahu aspek-aspek *speaking* apa yang dilibatkan waktu penilaian itu.
- I = Iya terima kasih atas waktunya dalam interview ini. Semoga sukses untuk ke depannya.
- IE = Sama-sama kak.

## SCRIPTS OF INTERVIEW 2

I = Interviewer / Researcher

IE = Interviewee / Respondent

I = Selamat siang!

IE = Iya selamat siang.

I = Kalau boleh tahu dari kelas mana kamu? Lagi ambil mata kuliah microteaching kan ya?

IE = Aku '10 Dik B kak. Iya semester ini lagi ambil *Microteaching*.

I = Oh gitu, terus udah sampe mana materi microteachingnya?

IE = Maksudnya?

I = Iya udah sampe mana belajarnya? Udah mulai praktek ngajar gitu atau baru bikin lesson plan?

IE = Udah bikin lesson plan kak, katanya sih minggu depan udah mulai praktek Microteaching sama penjelasan untuk UAS.

I = Oh baiklah. Berarti udah bisa dong ya bikin lesson plan?

IE = Hehe ya gitu deh tapi tetep aja ada kesulitannya kan kalau pas bikin lesson plan.

I = Ooh, gitu.. Nah, pas banget nih sama penelitian kakak. Kakak mau tanya beberapa pertanyaan ke kamu mengenai kesulitan waktu bikin lesson plan.

IE = Iya kak semoga bisa bantu kesulitan aku juga nih waktu bikin lesson plannya.

I = Iya, semoga aja ya. Hehe. Sebelumnya, kamu tahu gak bagian-bagian lesson plan itu apa aja?

IE = Tahu dong kak.dari awal tuh ada tulisan Lesson Plan atau RPP ya? Di bagian bawahnya ada SK sama KD terus indikator. Ada juga bagian tujuann



pembelajaran. Nah, dibawahnya baru rincian-rincian kegiatan, materi pembelajaran, sama penilaian ya.

I = Oh iya iya. Sekarang bagian yang pertama nih, indikator. Kesulitan apa yang kamu temui waktu bikin indikator untuk siswa?

IE = Ini kak, kalo di indikator kan harus pakai Bloom Taxonomy, aku susah milih kata kerja mana buat nulis indikator itu. Kadang-kadang salah nempatin kata kerja ini untuk indikatornya.

I = Oh gitu ya. Kalo di bagian tujuan pembelajaran mana yang sulit?

IE = Aku sih gak terlalu susah kalo bikin tujuan pembelajarannya kak. Kalo udah ada indikatornya ya gampang tinggal bikin tujuan pembelajarannya.

I = Kalau untuk bagian kegiatannya apa yang sulit?

IE = Di bagian kegiatan ya? Hemm itu aku bingungnya kalo untuk ngepasin waktu sama pembagian kegiatannya. Kan ada bentuk lesson plan yang harus dirinci waktunya berapa berapa menit untuk tiap kegiatan, nah itu aku suka bingung kira-kira kegiatan itu butuh berapa menit.

I = Iya oke. Nah, kalau untuk alokasi waktu gimana tuh?

IE = Iya kan hampir sama kak untuk kira-kira berapa menit waktunya terutama pas kegiatan intinya kak. Itu kan ngejelasin materi kadang-kadang bisa lebih dari waktu yang diperkirakan gitu.

I = Iya iya kan hampir sama ya. Kalau di bagian terakhir nih yang di penilaian. Menurut kamu gimana?

IE = Penilaian kan di bagian yang bawah itu ya kak. Nah itu aku susah bikin rubrik penilaiannya. Terus kira-kira berapa poin nilainya biar jadi pas sama soal yang dibuat. Gitu kak...

I = Oke, terimakasih ya untuk waktu dan informasinya.

IE = Iya kak.