

**A PHOTOVOICE STUDY INTO PRE-SERVICE EFL
TEACHERS' EXPERIENCES IN DESIGNING LESSON PLAN
DURING MICROTEACHING**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education**



By :

FARID HASAN
SN. 2521090

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2025**

**A PHOTOVOICE STUDY INTO PRE-SERVICE EFL
TEACHERS' EXPERIENCES IN DESIGNING LESSON PLAN
DURING MICROTEACHING**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2025**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini:

Nama : Farid Hasan
NIM : 2521090
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa yang tertulis dalam skripsi yang berjudul **“A PHOTOVOICE STUDY INTO PRE-SERVICE EFL TEACHERS’ EXPERIENCES IN DESIGNING LESSON PLAN DURING MICROTEACHING”** adalah benar-benar hasil karya penulis, kecuali dalam kutipan yang penulis sebutkan.

Demikian pernyataan ini, saya buat dengan sebenar-benarnya.

Pekalongan, 23 Mei 2025

Yang membuat pernyataan,



Farid Hasan

NIM. 2521090

NOTA PEMBIMBING

Kepada

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

UIN K.H. Abdurrahman Wahid Pekalongan

c/q. Ketua Program Studi Tadris Bahasa Inggris

di Pekalongan

Assalamu 'alaikum Wr. Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi:

Nama : **FARID HASAN**
NIM : **2521090**
Jurusan : **TADRIS BAHASA INGGRIS**
Judul : **A PHOTOVOICE STUDY INTO PRE-SERVICE EFL TEACHERS' EXPERIENCES IN DESIGNING LESSON PLAN DURING MICROTEACHING**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr. Wb.

Pekalongan, 23 Mei 2025

Pembimbing,



Fachri Ali M.Pd.

NIP. 19890101 202012 1 013



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KH. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website: fik.uingusdur.ac.id email: fik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama : FARID HASAN

NIM : 2521090

Judul : A PHOTOVOICE STUDY INTO PRE-SERVICE EFL TEACHERS' EXPERIENCES IN DESIGNING LESSON PLAN DURING MICROTEACHING

Has been examined and approved by the panel of examiners on June 23th, 2025 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Chubbi Millatina Rokhuma, M.Pd.
NIP. 19900507 201503 2 005

Examiner II

Eros Meilina Sofa, M.Pd.
NIP. 19860509 202321 2 043

Pekalongan, June 23th, 2025

Assigned by
The Dean of FTK UIN Pekalongan



Prof. Dr. H. Mublisin, M.Ag.
NIP. 19700706 199803 1 001

ACKNOWLEDGEMENTS

First and foremost, all praise and gratitude are devoted to Allah SWT, the Almighty, for His endless blessings, guidance, and strength throughout the process of completing this final project. Without His permission and grace, none of this would have been possible.

My heartfelt appreciation goes to my beloved parents and family, whose constant prayers, unwavering support, and encouragement have motivated me through every step of this journey. I would also like to express my sincere gratitude to Mr. Ahmad Burhanuddin, M.A., as the Head of the English Education Department, and to my supervisor, Mr. Fachri Ali, M.Pd., for his valuable guidance, insightful feedback, and thoughtful advice that have been instrumental in the completion of this research. My thanks also go to all lecturers of the English Education Department at UIN K.H. Abdurrahman Wahid Pekalongan for their dedication in sharing knowledge and nurturing my academic growth.

In addition, I would like to extend my gratitude to all my friends and peers who have accompanied me throughout these academic years. Their presence, encouragement, and assistance have made this journey more meaningful and memorable. I also appreciate the support from everyone who has contributed in any way to the completion of this research project.

MOTTO

*"Great teaching begins not with perfect plans, but with honest reflection
and the courage to grow."*

(Farid Hasan)



ABSTRAK

Meskipun perancangan rencana pembelajaran telah banyak diteliti, pengalaman calon guru EFL dalam konteks microteaching masih mendapatkan perhatian yang terbatas. Penelitian ini bertujuan untuk menginvestigasi proses perancangan rencana pembelajaran oleh calon guru EFL selama kegiatan microteaching. Penelitian ini dirancang sebagai studi kualitatif dengan metode photovoice, melibatkan empat calon guru EFL sebagai partisipan. Pengalaman mereka dalam merancang rencana pembelajaran didokumentasikan melalui photovoice. Hasil penelitian menunjukkan bahwa terdapat empat komponen utama dalam perancangan rencana pembelajaran, yaitu (1) menetapkan tujuan pembelajaran, (2) memilih metode pengajaran, (3) menentukan media pembelajaran, dan (4) mengelola alokasi waktu. Temuan lainnya mengungkapkan bahwa calon guru mengalami beberapa tantangan, termasuk kesulitan dalam merumuskan tujuan pembelajaran yang jelas dan terukur, kesulitan dalam mengatur waktu selama microteaching, kebingungan dalam memilih metode pengajaran yang tepat, serta ketidakpastian dalam memilih media pembelajaran yang efektif. Penelitian ini menyimpulkan bahwa pengalaman calon guru EFL dalam merancang rencana pembelajaran menunjukkan perlunya dukungan dan pelatihan yang lebih terfokus untuk meningkatkan kepercayaan diri dan efektivitas mereka dalam microteaching.

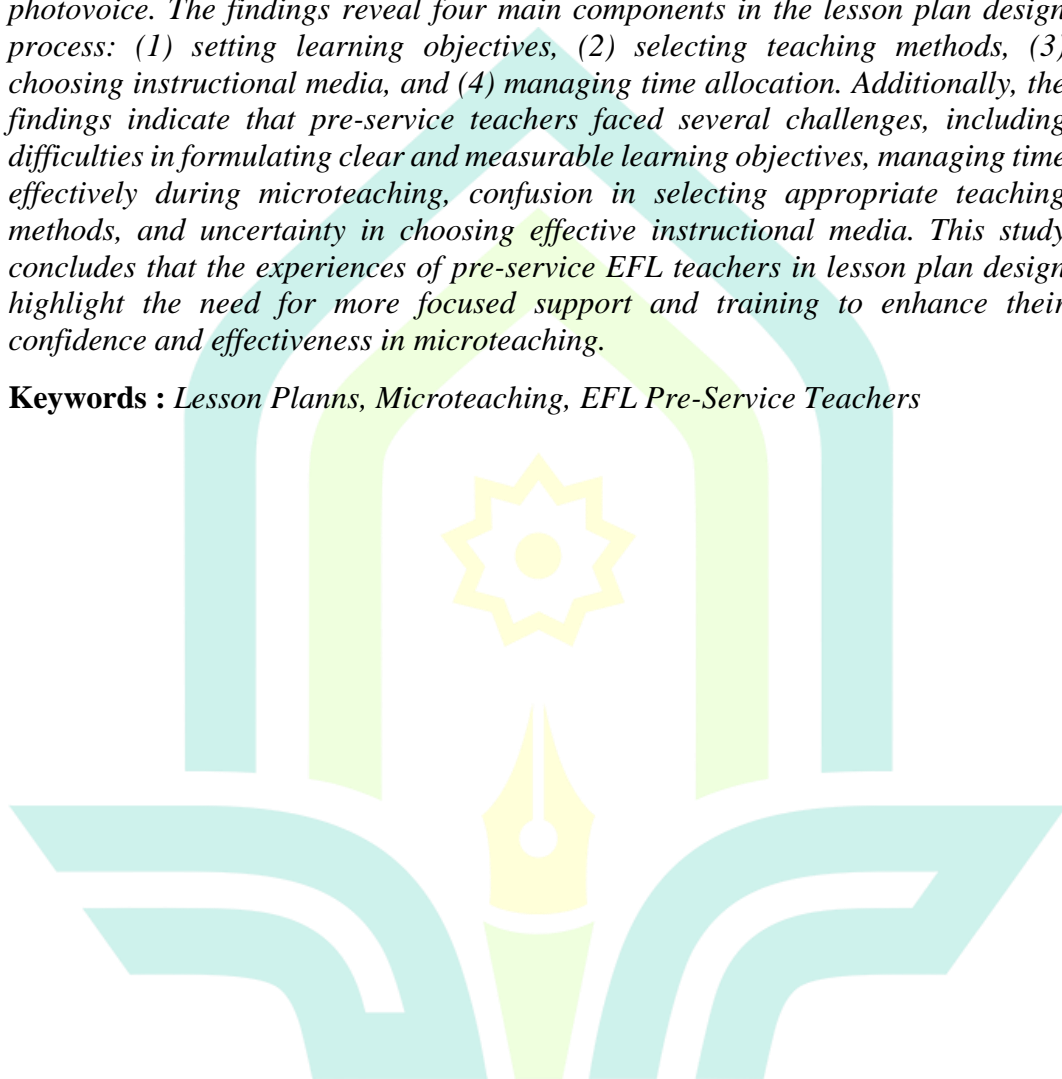
Keywords: *Rencana Pembelajaran, Microteaching, Calon Guru EFL*



ABSTRACT

Despite extensive research on lesson planning, the experiences of pre-service EFL teachers in the context of microteaching have received limited attention. This study aims to investigate the process of lesson plan designed by pre-service EFL teachers during microteaching activities. The research is designed as a qualitative study using the photovoice method, involving four pre-service EFL teachers as participants. Their experiences in designing lesson plans were documented through photovoice. The findings reveal four main components in the lesson plan design process: (1) setting learning objectives, (2) selecting teaching methods, (3) choosing instructional media, and (4) managing time allocation. Additionally, the findings indicate that pre-service teachers faced several challenges, including difficulties in formulating clear and measurable learning objectives, managing time effectively during microteaching, confusion in selecting appropriate teaching methods, and uncertainty in choosing effective instructional media. This study concludes that the experiences of pre-service EFL teachers in lesson plan design highlight the need for more focused support and training to enhance their confidence and effectiveness in microteaching.

Keywords : Lesson Planns, Microteaching, EFL Pre-Service Teachers



PREFACE

All praises to Allah SWT for His grace and guidance that enabled me to complete this thesis, titled "*A Photovoice Study into Pre-Service EFL Teachers' Experiences in Designing Lesson Plans During Microteaching*" submitted to the English Education Department of UIN K.H. Abdurrahman Wahid as part of the requirements for the undergraduate degree.

The completion of this study would not have been possible without the support and contributions of many individuals. Therefore, I would like to sincerely express my deepest gratitude to:

1. The Head of the English Education Department, Faculty of Educational and Teacher Training, Ahmad Burhanuddin, M.A.
2. Fachri Ali, M.Pd., my supervisor, for his invaluable guidance, suggestions, and time throughout the writing process of this research proposal.
3. All the lecturers of the English Education Department at UIN K.H. Abdurrahman Wahid.
4. My beloved parents, whose unwavering support, prayers, advice, and encouragement have been my greatest strength during this process.
5. My dearest friends, who have been with me on this journey since the very beginning.

TABLE OF CONTENTS

COVER	i
SURAT PERNYATAAN KEASLIAN SKRIPSI	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET	iv
ACKNOWLEDGEMENTS.....	v
MOTTO	vi
ABSTRAK	vii
ABSTRACT	viii
PREFACE.....	ix
TABLE OF CONTENTS.....	x
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Formulation of the Problems	6
1.3 Operational Definition.....	7
1.4 Aims of the Study	7
1.5 Significance of the Study	7
CHAPTER II LITERATURE REVIEW	9
2.1 Theoretical Background	9
2.1.1 The Concept of Lesson Plan	9
2.1.2 The Goals of the Lesson Plan	14
2.1.3 Components of a Lesson Plan Based on the Merdeka Curriculum.....	16
2.1.4 Challenges in Designing a Lesson Plan	19
2.1.5 The Role of Microteaching in Enhancing Lesson Planning Skills	22
2.1.6 EFL Pre-Service Teachers in Microteaching	25
2.2 Previous Study.....	28
2.3 Conceptual Framework	33

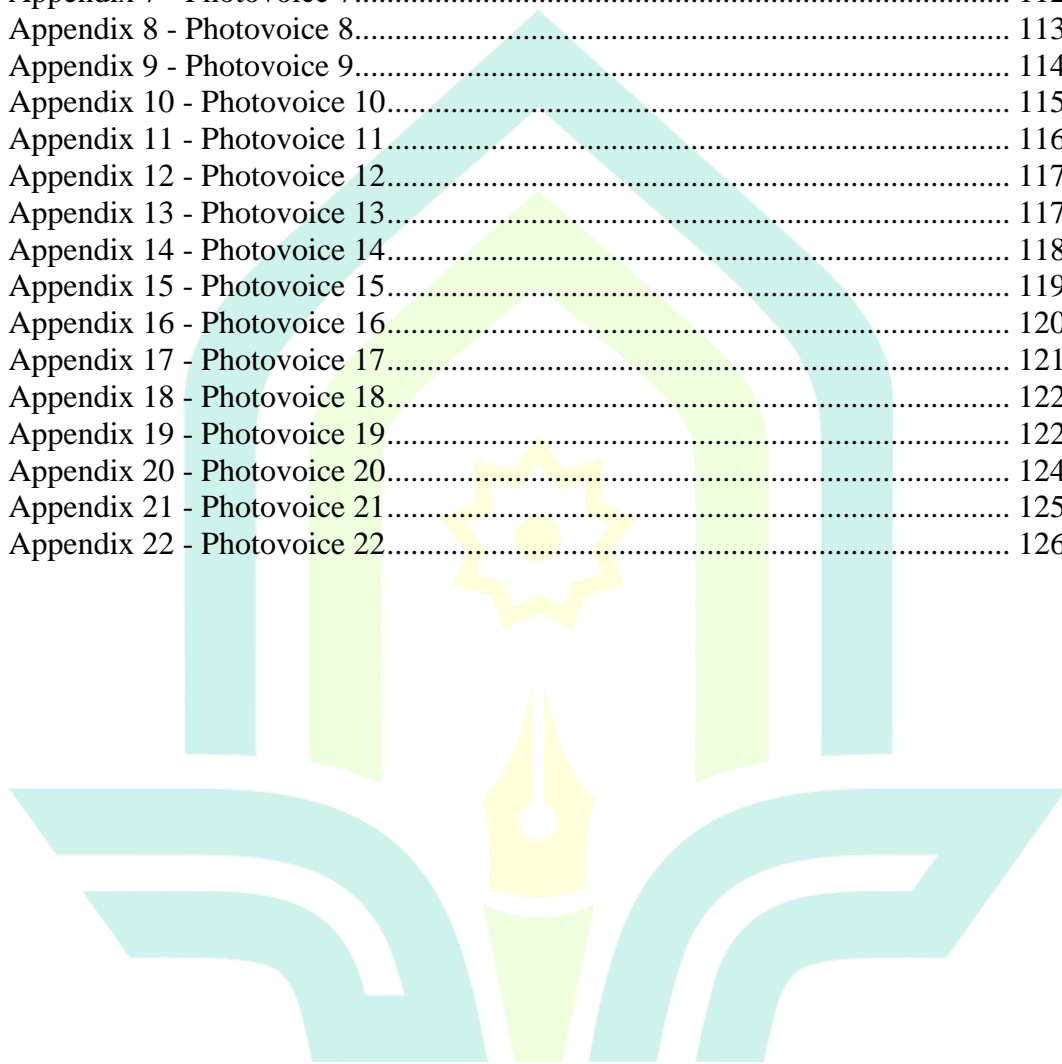
CHAPTER III RESEARCH METHODOLOGY	35
3.1 Research Design	35
3.2 Setting and Participants	36
3.3 Data Collection.....	37
3.5 Data Analysis	40
3.6 Research Steps.....	41
3.7 Research Schedule.....	43
CHAPTER IV FINDINGS AND DISCUSSIONS.....	44
4.1 Findings	44
4.1.1 The Process of Lesson Plan Design by Pre-service EFL Teachers	44
4.1.2 Challenges Faced by Pre-Service Teachers in Designing Lesson Plans.....	65
4.2 Discussions.....	75
4.2.1 Lesson Plan Design Process by Pre-service EFL Teachers	75
4.2.1.2 Challenges in Lesson Plan Design by Pre-service EFL Teachers	85
CHAPTER V CONCLUSION	91
5.1 Summary of the Findings	91
5.2 Recommendation	92
5.2.1 Pre-Service Teachers.....	92
5.2.2 Supervisor Teachers.....	92
5.2.3 Future Researchers.....	93
REFERENCES.....	94
RESEARCH GUIDLINES	101
APPENDICES	107

LIST OF FIGURES

Figure 4.1 Comparing learning objective formats	45
Figure 4.2 Creating a mind map to outline learning objectives	46
Figure 4.3 Discussion with Supervising Lecturer to Refine Learning Objectives.....	47
Figure 4.4 Reading an e-book on English language learning outcomes	49
Figure 4.5 Whiteboard Illustration of Teaching Method	50
Figure 4.6 Explaining the material using the role play method	51
Figure 4.7 Using the Lecture Method	53
Figure 4.8 Collaborative Learning Using Flash Cards.....	54
Figure 4.9 Creating Simple Instructional Media.....	55
Figure 4.10 Using PowerPoint as Instructional Media	57
Figure 4.11 Reviewing Printed Material to Select Suitable Teaching Media.....	58
Figure 4.12 Searching for Instructional Media Using Animated Video	59
Figure 4.13 Time Allocation Notes on Lesson Plan Draft.....	61
Figure 4.14 Reviewing Microteaching Video for Reflection.....	62
Figure 4.15 A Calendar Full of Agendasi	63
Figure 4.16 Managing Time Effectively in Lesson Planning	64
Figure 4.17 A blank paper with a pen beside it.....	66
Figure 4.18 Stuck at the Crossroad	67
Figure 4.19 A wall clock hanging on the house wall.....	69
Figure 4.20 Learning from Chess Time Pressure	70
Figure 4.21 The Confusion in Choosing the Right Approach	72
Figure 4.22 The Empty Classroom	73

LIST OF APPENDICES

Appendix 1 - Photovoice 1.....	107
Appendix 2 - Photovoice 2.....	108
Appendix 3 - Photovoice 3.....	109
Appendix 4 - Photovoice 4.....	110
Appendix 5 - Photovoice 5.....	111
Appendix 6 - Photovoice 6.....	112
Appendix 7 - Photovoice 7.....	112
Appendix 8 - Photovoice 8.....	113
Appendix 9 - Photovoice 9.....	114
Appendix 10 - Photovoice 10.....	115
Appendix 11 - Photovoice 11.....	116
Appendix 12 - Photovoice 12.....	117
Appendix 13 - Photovoice 13.....	117
Appendix 14 - Photovoice 14.....	118
Appendix 15 - Photovoice 15.....	119
Appendix 16 - Photovoice 16.....	120
Appendix 17 - Photovoice 17.....	121
Appendix 18 - Photovoice 18.....	122
Appendix 19 - Photovoice 19.....	122
Appendix 20 - Photovoice 20.....	124
Appendix 21 - Photovoice 21.....	125
Appendix 22 - Photovoice 22.....	126



CHAPTER I

INTRODUCTION

1.1 Background of the Study

The practice of microteaching is an important course in educational programs, especially for aspiring teachers who obtain an education degree. Allen and Cooper (1970) define microteaching as a teaching arrangement with a limited amount of time and students. Lessons are shortened to reduce some of the intricacies of the teaching process, allowing the teacher to focus on certain parts of the instruction. Similarly, Kumari and Rao (2004) defined microteaching as a training strategy designed to reduce the complications of traditional teaching methods. Despite being a staged educational situation, microteaching is real, with students and faculty collaborating in practical scenarios.

Research by Murphy et al. (2013) found that microteaching sessions play an important part in this process by giving pre-service teachers practical experience in simulated classroom settings. These sessions, which are supervised by academics in the Language Education department, allow pre-service teachers to apply theoretical knowledge learned through coursework to controlled teaching circumstances. In the context of microteaching, one essential aspect that guides teaching practices is the lesson plan. A well-designed lesson plan serves as the foundation for effective teaching and learning, ensuring that all activities are systematically organized to achieve the set educational goals (Ghanaguru et al., 2017). According to Brewster et al.

(2004), a good lesson plan should have clear goals, specific skills for teaching, engaging activities, and appropriate teaching resources. These components not only aid in organizing instructional materials but also ensure that the educational objectives are consistently met in the classroom. A comprehensive lesson plan allows educators to anticipate challenges, align activities with learning goals, and provide flexibility to adjust teaching methods according to classroom dynamics (Harmer, 2001).

A well-designed lesson plan typically includes clear learning objectives, a sequence of instructional activities, appropriate teaching resources, assessment strategies, and methods for classroom management (Pal et al., 2022). The learning objectives clearly define the outcomes students should achieve by the end of the lesson. The sequence of instructional activities outlines the steps teachers will take to guide students toward these objectives, ensuring a logical and structured progression of content (Konrad et al., 2018). Assessment strategies, both formative and summative, help gauge student progress and provide feedback for improvement (Fook & Sidhu, 2016). Harmer (2001) emphasizes that a lesson plan serves as a framework that allows teachers to remain flexible and creative, adapting to dynamic classroom situations while staying aligned with the set objectives.

According to Ferrer (2021), a well-organized lesson plan helps educators determine how students will reach specific learning objectives. If teaching is conducted without careful preparation, it becomes ineffective for

students, as noted by Lestari (2022). Students who receive instruction with carefully planned teaching materials perform better than those without, according to Nwike and Catherine (2013). By formulating clear objectives and strategies beforehand, teachers can creatively respond to students' needs and unexpected developments during the learning process, ensuring the lesson remains engaging and productive.

According to Sulandari (2019), prospective teachers often face challenges in developing teaching methods, understanding classroom conditions, creating learning resources, and allocating time when drawing up lesson plans. These challenges, if not properly addressed, can affect the effectiveness of learning activities carried out during microteaching. Similarly, Andani (2018) found that many prospective teachers have difficulty in compiling competency achievement indicators, designing teaching activities, preparing assessments, choosing learning media, and making clear instructions. In the context of microteaching, these challenges are more pronounced due to time constraints and the focus on certain elements of the teaching process that must be practiced in controlled situations. These difficulties highlight the need for targeted training and continuous guidance during teacher education programs. According to Dyson and Plunkett (2014), structured mentoring and reflective teaching practices can significantly improve the ability of prospective teachers to develop coherent and effective lesson plans, even within the limitations of microteaching environments.

For this reason, it is important for prospective teachers to have a well-structured lesson plan. Hamid et al. (2018) confirmed that the development of a well-structured lesson plan can improve the quality of learning. Clearly designed lesson plans not only provide systematic direction for teaching, but also assist teachers in planning appropriate activities to achieve their desired learning goals. With a clear structure, the challenges faced during microteaching can be overcome more effectively, because a good lesson plan provides the right guidance for managing time, material, and interaction with students. As highlighted by Nugroho and Hafsari (2020), effective lesson planning equips teacher candidates with better classroom preparedness and enhances their confidence in delivering instructional content. Moreover, lesson plans serve as essential documentation of pedagogical intent, allowing both pre-service and in-service teachers to reflect on their instructional decisions and improve their strategies to meet diverse student needs (Richards and Bohlke, 2016). These planning documents, when developed consistently, become a reference point not only for implementation in the classroom but also for ongoing improvement in teaching practices. As such, investigating how prospective teachers design and utilize lesson plans during the microteaching stage may reveal important aspects of their professional growth and instructional readiness.

Similarly, Nofiyanti and Ali (2022) also emphasized that when designing a lesson plan, prospective teachers must carefully consider what will be taught, how to teach it, and how to evaluate the teaching process. A good

lesson plan assists prospective teachers in organizing all learning activities, ensuring that learning objectives are effectively achieved, and facilitating interaction between teachers and students throughout the learning process. In line with this, Rolanda (2019) added that lesson plans provide a clear structure in the delivery of material, regulate teaching steps, and ensure that learning takes place in an orderly and focused manner. Thus, the lesson plan not only serves as a guideline for teaching but also as an important tool to improve the quality and effectiveness of the learning process, especially in microteaching. In addition, Liu et al, (2021) argued that a well-designed lesson plan also plays a critical role in reducing teacher stress by providing a clear roadmap for managing classroom dynamics and minimizing unforeseen challenges during instruction. Their study highlighted that teachers who consistently use structured lesson plans experience better classroom control and student engagement, which ultimately contributes to more successful learning outcomes.

However, most studies primarily focus on the technical and procedural aspects of lesson planning, neglecting the reflective and emotional dimensions that pre-service teachers experience during this process. Designing an effective lesson plan is not an easy task, as pre-service teachers need both knowledge and practical experience to create a plan that meets learning objectives and engages students. This challenge is further complicated by the need to balance various components such as setting clear learning goals, selecting appropriate teaching methods, and managing time effectively. These difficulties can make the

process of lesson plan design a complex and sometimes overwhelming task for pre-service teachers during their microteaching experience. This research investigates the process of designing lesson plans and the challenges experienced by pre-service teachers during their microteaching activities. To gather the necessary data, the photovoice method will be used. Photovoice is a photography technique that allows participants to document and express their experiences through photos (Wang & Burris, 1992). Wang and Pies (2004) explained that photovoice was created based on a theory of critical thinking awareness. Many studies have utilized photovoice to increase attention to and understand issues being researched (Wang & Burris, 1997). In this study, photovoice will serve as a tool to document and interpret the challenges pre-service EFL teachers face when designing lesson plans, capturing their experiences through photography.

1.2 Formulation of the Problems

The Problem to be discussed in this research are as follows:

1. How do the pre-service EFL teachers design lesson plans during microteaching?
2. What are challenges do pre-service EFL teachers face in designing lesson plans during microteaching?

1.3 Operational Definition

The researcher provides the following explanations for this study:

1. Microteaching: The practice of learning taught in terms of time and number of students, where pre-service teachers can focus on specific aspects of learning (Allen & Cooper, 1970).
2. Pre-service teacher: An individual who is enrolled in a teacher education program and is actively pursuing teacher certification (Süral, 2019).
3. Lesson Planning: The process of designing a learning plan that includes learning objectives, teaching methods, teaching materials, assessments, and time allocation for learning activities (Brewster et al. 2004).

1.4 Aims of the Study

This study aims to investigate how pre-service EFL teachers design lesson plans and the challenges they encounter in the lesson planning process during microteaching.

1.5 Significance of the Study

The relevance of this work can be summarized as follows:

1. Theoretical Use : This study contributes to and supports the theory of Richards & Bholke (2011) about the importance of structured lesson planning in language teaching.
2. Empirical Use : This study provides additional knowledge for pre-service EFL teachers about the process of designing lesson plans during

microteaching and how this process affects their ability to create effective learning experiences.

3. Practical Use : This research offers valuable insights for pre-service EFL teachers in understanding the steps involved in designing lesson plans and navigating the process effectively.



CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the results of the study, it can be concluded that pre-service EFL teachers undergo a complex process in designing lesson plans during microteaching activities. There are four main components developed by the participants in this process, namely: (1) formulating learning objectives by referring to the curriculum and relevant core competencies; (2) selecting teaching methods that align with students' characteristics and the subject matter, such as group discussions and role-playing; (3) determining instructional media that support student understanding, including visual aids, digital tools, and conventional materials; and (4) organizing time allocation for each stage of the teaching and learning activities to ensure effective instruction. This finding contributes by showing the main steps pre-service teachers take when designing lesson plans, which can help teacher educators understand what pre-service teachers focus on and plan training that matches these needs.

However, throughout this process, pre-service EFL teachers face four major challenges, namely: (1) difficulties in formulating clear and operational learning objectives; (2) confusion in choosing appropriate methods that suit classroom dynamics; (3) limited ability to select and utilize suitable instructional media; and (4) obstacles in managing time allocation effectively to cover all planned activities. These challenges are

largely influenced by their lack of classroom teaching experience and limited pedagogical knowledge in practical settings. Thus, it can be restated that the process of designing lesson plans by pre-service EFL teachers reflects a pedagogically complex and layered effort. They are not only required to develop plans theoretically but also to adapt them to real teaching contexts, which demands flexibility and creativity. These challenges show the common problems pre-service teachers face because of limited experience and practical knowledge. Knowing these challenges can help supervisors and lecturers provide better guidance and support to improve pre-service teachers' lesson planning skills.

5.2 Recommendation

5.2.1 Pre-Service Teachers

From this study, pre-service teachers are expected to gain a better understanding of the steps and considerations involved in designing a lesson plan, including how to align learning goals with student needs and teaching strategies. Therefore, the researcher recommends that pre-service teachers actively seek out resources, collaborate with peers, and utilize available planning tools to enhance the quality of their lesson plans.

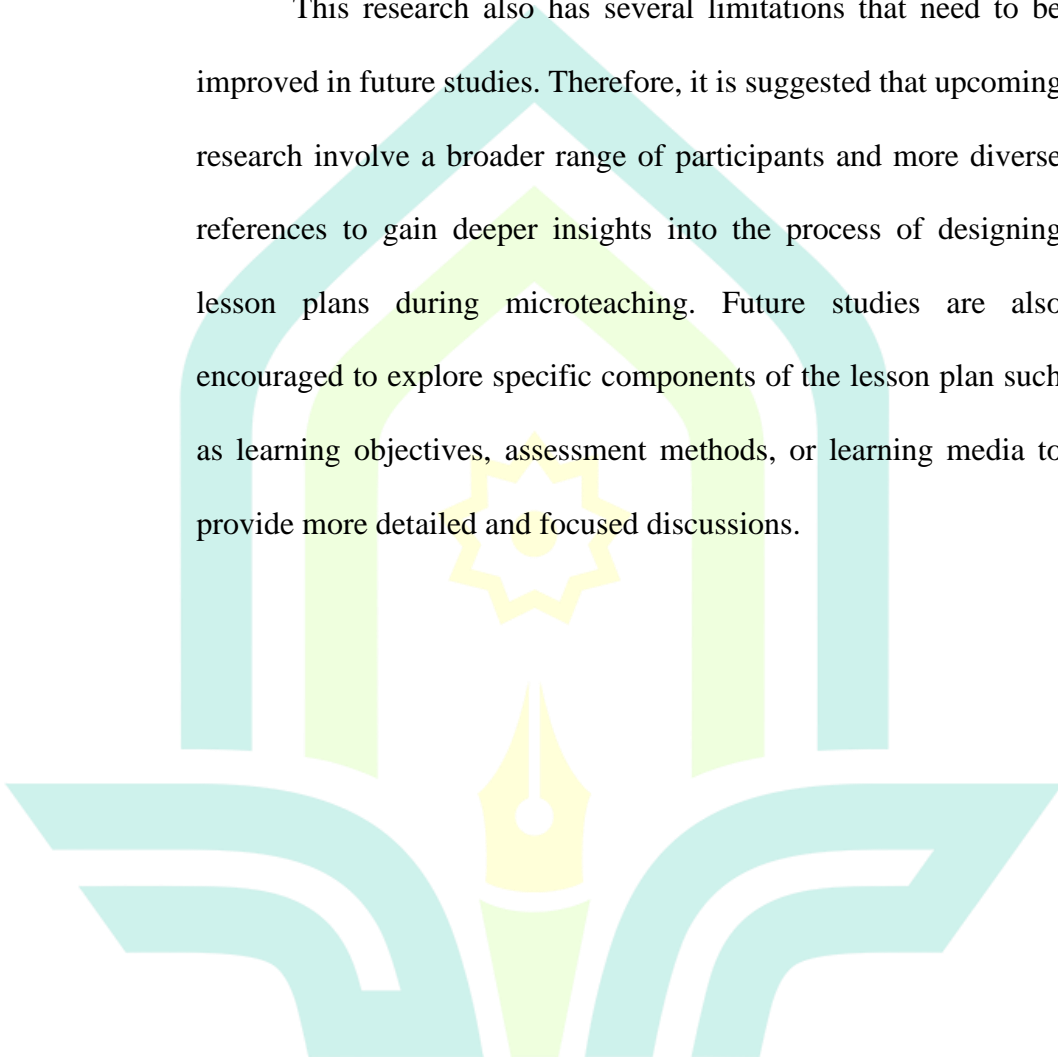
5.2.2 Supervisor Teachers

The researcher recommends that supervisor teachers provide guidance throughout the planning process. This includes offering feedback not only on the final product but also during the stages of

development. With adequate support and reflection, pre-service teachers can gradually improve their ability to design effective and realistic lesson plans suited for classroom implementation.

5.2.3 Future Researchers

This research also has several limitations that need to be improved in future studies. Therefore, it is suggested that upcoming research involve a broader range of participants and more diverse references to gain deeper insights into the process of designing lesson plans during microteaching. Future studies are also encouraged to explore specific components of the lesson plan such as learning objectives, assessment methods, or learning media to provide more detailed and focused discussions.



REFERENCES

- Ali Bin-Hady, W. R., & Abdulsafi, A. S. T. (2018). How can I prepare an ideal lesson plan? *International Journal of English and Education*, 7(3).
- Allen, D., & Ryan, K. (1969). *Microteaching*. Addison-Wesley Publishing Company.
- Amalia, L. L., & Imperiani, E. (2013). Mentor coaching to help pre-service teachers in designing an effective lesson plan. *Indonesian Journal of Applied Linguistics*, 2(2), 275–280. <https://doi.org/10.17509/ijal.v2i2.17>
- Amin, A. (2021). The analysis of the lesson plan based 2013 curriculum designed by the English teacher at MTS Al Hidayah Makassar. *Jurnal Onoma: Pendidikan, Bahasa dan Sastra PBSI FKIP Universitas Cokroaminoto Palopo*, 7(1).
- Andani, C. J. (2018). *Examining the difficulties of student-teachers in designing lesson plan* [Undergraduate thesis, Universitas Islam Negeri Ar-Raniry].
- Anggrella, D. P., Izzati, L. R., & Sudrajat, A. K. (2023). Improving the quality of learning through lesson plan preparation workshops for an independent learning model. *Journal of Community Service and Empowerment*, 4(1), 162–171.
- Bell, N. (2007). Microteaching: What is it that is going on here? *Linguistics and Education*, 18(1), 24–40. <https://doi.org/10.1016/J.LINGED.2007.04.002>
- Benton-Kupper, J. (2001). The microteaching experience: Student perspectives. *Education 3-13*, 121(4), 830. <https://www.questia.com/library/journal/1G1-78535679/the-microteaching-experience-student-perspectives>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brewster, J., Ellis, G., & Girard, D. (2004). *The primary English teacher's guide*. Penguin Books.
- Brown, H. D., & Lee, H. (2015). *Teaching by principle: An interactive approach to language pedagogy* (4th ed.). New York, NY: Pearson Education, Inc.

- Building and developing core teaching skills via reflective micro-teaching. (n.d.). *International Journal of Social Science and Human Research*, 5(11), 4883–4889. <https://files.eric.ed.gov/fulltext/ED625353.pdf>
- Chan, Y. F., & Sidhu, G. K. (2016). Assessment strategies to enhance learning in higher education. In A. D. Research (Ed.), *Assessment for learning within and beyond the classroom* (pp. 117–130). Springer. https://doi.org/10.1007/978-981-287-664-5_10
- Choy, D., Wong, A., Lim, K., & Chong, S. (2013). Beginning teachers' perceptions of their pedagogical knowledge and skills in teaching: A three-year study. *Australian Journal of Teacher Education*, 38(5). <https://doi.org/10.14221/ajte.2013v38n5.6>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). London: Routledge. <https://doi.org/10.4324/9781315456539>
- Cooper, J. E., & Allen, D. W. (1970). *Microteaching: History and present status*. ERIC Clearinghouse on Teacher Education.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education.
- Dauids, M. (2016). Student experiences of Microteaching: promoting Reproductive or Innovative Learning. *South African Journal of Higher Education*, 30(1), 106–122. <https://doi.org/10.20853/30-1-549>
- Diana, T. J. (2013). Microteaching revisited: Using technology to enhance the professional development of pre-service teachers. *The Clearing House*, 86(4), 150–154. <https://doi.org/10.1080/00098655.2013.790307>
- Dyson, M., & Plunkett, M. (2014). Enhancing interpersonal relationships in teacher education through the development and practice of reflective mentoring. In M. Plunkett & M. Dyson (Eds.), *Becoming a teacher: Issues in secondary education* (pp. 37–56). SensePublishers. https://doi.org/10.1007/978-94-6209-701-8_4
- Emiliasari, R. N. (2019). Lesson planning in EFL classroom: A case study in lesson plan preparation and implementation. *Wiralodra English Journal*, 3(2), 367–375. <https://doi.org/10.31943/wej.v3i2.67>
- Enow, L., & Goodwyn, A. (2018). The invisible plan: How English teachers develop their expertise and the special place of adapting the skills of lesson

- planning. *English in Education*, 52(2), 120–134. <https://doi.org/10.1080/04250494.2018.1438119>
- Farrell, T. S. C. (2002). Lesson planning. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 30–39). Cambridge University Press. <https://doi.org/10.1017/CBO9780511667190.006>
- Ferrer, J. (2021). Problems met in lesson planning by the pre-service teachers. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 11(1), 313–329. <https://doi.org/10.25273/pe.v11i2.10419>
- Ghanaguru, S., Nair, P., & Yong, C. (2017). Teacher trainers' beliefs in microteaching and lesson planning in a teacher training institution. *The English Teacher*, 42(2), 13. <https://www.questia.com/library/journal/1P3-3162867811/>
- Gross, B. (2009). *Tools for teaching* (2nd ed., p. 3). San Francisco, CA: Jossey-Bass.
- Hamaidi, D., Al-Shara, I., Arouri, Y., & Awwad, F. (2014). A student-teachers' perspectives of practicum practices and challenges. *European Scientific Journal*, 10(13), 399–418.
- Harmer, J. (2001). Book review: The practice of English language teaching. *RELC Journal*, 32(1), 135–136. <https://doi.org/10.1177/003368820103200109>
- Harmer, J. (2007). *How to teach English* (2nd ed.). Pearson Longman.
- Hejji Alanazi, M. (2019). A study of the pre-service trainee teacher's problems in designing lesson plans. *Arab World English Journal*, 10(1), 166–182. <https://doi.org/10.24093/awej/vol10no1.15>
- Hornby, A. S. (2012). *Oxford advanced learner's dictionary of current English* (8th ed.). Oxford University Press.
- Hosnan, M. (2014). *Pendekatan saintifik dan kontekstual dalam pembelajaran abad 21*. Ghalia Indonesia.
- Iksan, Z., Mohd Nor, S. N. A., & Mohd Nor, S. N. (2013). Assessment during the Integration of Lesson Study in Microteaching among Pre-service Teachers. *Asian Social Science*. <https://doi.org/10.5539/ASS.V9N16P112>

- Jensen, L. (2001). Planning lessons. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 403–413). Boston, MA: Heinle & Heinle.
- Kabilan, M. K., Ramdani, J. M., Mydin, A. A., & Junaedi, R. (2020). International teaching practicum: Challenges faced by pre-service EFL teachers in ESL settings. *LEARN Journal: Language Education and Acquisition Research Network*, 13(1), 114–126.
- Koltz, R. L., Odegard, M. A., Provost, K. B., Smith, T., & Kleist, D. M. (2010). Picture perfect: Using photo-voice to explore four doctoral students' comprehensive examination experiences. *Journal of Creativity in Mental Health*, 5(4), 389–411. <https://doi.org/10.1080/15401383.2010.527797>
- Konrad, M., Hessler, T., Alber-Morgan, S. R., Davenport, C. A., & Helton, M. R. (2018). Systematically design instruction toward a specific learning goal. In S. R. Alber-Morgan et al. (Eds.), *Strategies for teaching students with learning and behavior problems* (pp. 157–169). Routledge. <https://doi.org/10.4324/9781315176093-16>
- Koşar, G. (2021). Microteaching: A technique to enhance English-as-a-foreign-language teacher candidates' professional learning. *Inonu University Journal of the Faculty of Education*, 22(1), 628–651. <https://doi.org/10.17679/inuefd.804714>
- Kumari, B. V., & Rao, D. G. B. (2004). *Methods of teaching social studies*. Dynamic Printer.
- Lestari, A. E., & Lestari, S. (2022). Pre-service English teachers' practices of designing and implementing lesson plans for teaching practicum. *LingTera*, 9(1), 25–36. <https://doi.org/10.21831/lt.v9i1.52741>
- Lestari, I. W., & Siwi, N. U. (2022). Exploring pre-service EFL teachers' experiences in lesson planning. In *Proceedings of the International Conference on Sustainable Innovation on Humanities, Education, and Social Sciences (ICOSI-HESS 2022)* (pp. 202–213). https://doi.org/10.2991/978-2-494069-65-7_19
- Liu, S., Wen, X., Tang, J., & Chen, Z. (2011). The discussion of the designing of teaching plan. In *Advances in computer science, intelligent system and environment* (pp. 623–628). Springer. https://doi.org/10.1007/978-3-642-25986-9_97

- Meador, D. (2018, January 20). Strategies for teachers: The power of preparation and planning. *ThoughtCo*. <https://www.thoughtco.com/power-of-preparation-and-planning-3194263>
- Mergler, A. G., & Spooner-Lane, R. (2012). What pre-service teachers need to know to be effective at values-based education. *Australian Journal of Teacher Education*, 37(8). <https://doi.org/10.14221/ajte.2012v37n8.5>
- Merritt, R. D. (2002). *The psychomotor domain*. Great Neck Publishing.
- Mulyasa. (2011). *Kurikulum tingkat satuan pendidikan*. Remaja Rosdakarya.
- Murphy, D., Merritt, W., & Gibbons, S. (2013). Student and supervisor perspectives on the benefits of criminal justice internships. *Journal of Criminal Justice Education*, 24(2), 235–250. <https://doi.org/10.1080/10511253.2013.782053>
- Mustika, R. (2023). *Student teachers' difficulties in designing lesson plans during pre-service teaching at 2022/2023 academic year* [Unpublished undergraduate thesis].
- Nesari, A. J., & Heidari, M. (2014). The important role of lesson plan on educational achievement of Iranian EFL teachers' attitudes. *International Journal of Foreign Language Teaching & Research*, 2(5), 25–31.
- Nwike, M. C., & Catherine, O. (2013). Effects of use of instructional materials on students' cognitive achievement in agricultural science. *Journal of Educational and Social Research*, 3(5), 103–107. <https://doi.org/10.5901/jesr.2013.v3n5p103>
- Oktafianti, T. (2019). An analysis of lesson plan made by English teacher referring to Curriculum 2013 at MTs Al-Quran Harsallakum Bengkulu in academic year 2018/2019. [Undergraduate thesis, Unspecified University].
- Ort, V., Woodtli, A., & Hazzard, M. (1991). Microteaching: Developing tomorrow's teachers. *Nurse Educator*, 16(1), 30–33. <https://doi.org/10.1097/00006223-199101000-00013>
- Pal, D., Taywade, M., & Alekhya, G. (2022). Designing a comprehensive lesson plan: A crucial aspect in improving the teaching-learning process. *Current Medical Issues*, 20(1), 48–51. https://doi.org/10.4103/cmi.cmi_83_21
- Permana, M. A. (2010). *Analysis on the problems faced by teachers in designing lesson plan based on school-based curriculum (SBC) at SMAN 1 Sumenep*

[Unpublished undergraduate final project]. Universitas Muhammadiyah Malang.

- Pratiwi, D., Saukah, A., Rachmajanti, S., & Anugerahwati, M. (2020). Classroom management in the student teachers teaching practicum: Challenges and recommendations for teacher education. *International Journal of Innovation, Creativity and Change*, 13(11), 1266–1279.
- Priambada, F. (2020). An analysis of lesson plan made by an English teacher based on 2013 curriculum in 12th grade of SMK Negeri Kebasen in the academic year 2020/2021. [Undergraduate thesis, Unspecified University].
- Purgason, K. B. (2014). Lesson planning in second/foreign language teaching. In M. Celce-Murcia (Ed.), *Teaching language as a second or foreign language* (pp. xx–xx). Boston, MA: Heinle Cengage Learning.
- Puspitarini, Y. D., & Hanif, M. (2019). Using learning media to increase learning motivation in elementary school. *Anatolian Journal of Education*, 4(2), 53–60.
- Puspitarini, Y. D., & Hanif, M. (2019). Using learning media to increase learning motivation in elementary school. *Anatolian Journal of Education*, 4(2), 53–60. <https://doi.org/10.29333/aje.2019.426a>
- Reddy, K. (2019). Teaching how to teach: Microteaching (a way to build up teaching skills). *Journal of Gandaki Medical College-Nepal*, 12(1), 65–71. <https://doi.org/10.3126/jgmcn.v12i1.22621>
- Remesh, A. (2013). Microteaching, an efficient technique for learning effective teaching. *Journal of Research in Medical Sciences*, 18(2), 158–163. <http://jrms.mui.ac.ir/files/journals/1/articles/8964/public/8964-36462-1-PB.pdf>
- Richards, J. C., & Bohlke, D. (2011). *Creating effective language lessons*. Cambridge University Press.
- Rogerson-Revell, P., Norton, J., Xu, H., Baldry, F., Stanford, J., & Cajkler, W. (2024). Enhancing pre-service English language teachers' professional knowledge, skills and confidence through peer microteaching lesson study (PMLS). *British Council*. <https://doi.org/10.57884/2EXB-AG89>
- Sheridan, J., & Chamberlain, K. (2011). The power of things. *Qualitative Research in Psychology*, 8(4), 315–332. <https://doi.org/10.1080/14780880903490821>

- Spratt, M., Pulverness, A., & Williams, M. (2005). *The TKT (Teaching Knowledge Test) course*. Cambridge: Cambridge University Press.
- Sugianto, A. (2020). Applying a lesson plan for a digital classroom: Challenges and benefit. *International Journal of English Education and Linguistics*, 2(2), 100–110.
- Sulandari, D. (2019). *Challenges faced by pre-service teachers in designing lesson plans* [Unpublished undergraduate thesis]. Universitas Muhammadiyah Yogyakarta. <http://repository.umy.ac.id/handle/123456789/30544>
- Süral, S. (2019). An examination of pre-service teachers' competencies in lesson planning. *Journal of Education and Training Studies*, 7(3), 1–8. <https://doi.org/10.11114/jets.v7i3.3902>
- Taskin, C. S. (2017). Exploring pre-service teachers' perceptions of lesson planning in primary education. *Journal of Education and Practice*, 8(12), 57–63. <https://doi.org/10.5539/elt.v13n3p92>
- Wang, C. C. (2006). Youth participation in Photovoice as a strategy for community change. *Journal of Community Practice*, 14(1–2), 147–161. https://doi.org/10.1300/J125v14n01_09
- Wang, C. C., & Pies, C. A. (2004). Family, maternal, and child health through Photovoice. *Maternal and Child Health Journal*, 8(2), 95–102. <https://doi.org/10.1023/B:MACI.0000025732.32293>
- Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education & Behavior*, 24(3), 369–387. <https://doi.org/10.1177/109019819702400309>
- Wati, I. D. (2010). *The problems faced by practice teachers of English department in writing lesson plan* [Unpublished master's thesis]. Universitas Muhammadiyah Malang.
- Williams, R., & Grudnoff, L. (2011). Making sense of reflection: A comparison of beginning and experienced teachers' perceptions of reflection for practice. *Reflective Practice*, 12(3), 281–291. <https://doi.org/10.1080/14623943.2011.571861>
- Zalavra, E., Papanikolaou, K. A., Makri, K., Michos, K., & Hernández-Leo, D. (2019). Exploiting peer review in microteaching through the LD-feedback app in teacher education. In *Proceedings of EC-TEL 2019* (pp. 139–147). Springer, Cham. https://doi.org/10.1007/978-3-030-23884-1_18