

**STUDENTS COMPETENCE IN DESIGNING READABILITY
LESSON PLANS IN THE PDP-FRAMEWORK**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
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**STUDENTS COMPETENCE IN DESIGNING READABILITY LESSON
PLANS IN THE PDP-FRAMEWORK**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

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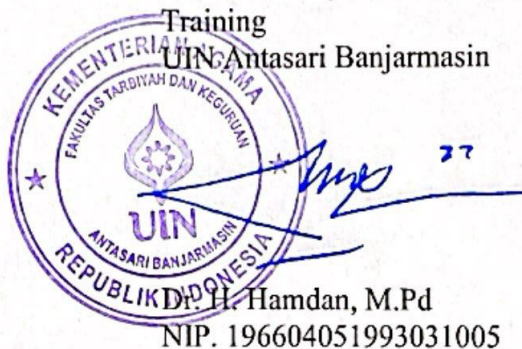
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ABSTRACT

Nanda Dewita Putri. 2025. *Students Competence in Designing Readability Lesson Plans in the PDP-Framework*. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Afifah Linda Sari, S. S, M. Pd,

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This study analyzes the competence of English Language Education students in designing readability-focused lesson plans using the Pre-During-Post (PDP) framework. Effective lesson planning plays a vital role in ensuring quality instruction, particularly in fostering reading comprehension. However, despite exposure to theoretical principles, students often face challenges in translating these into practical, coherent lesson plans. This qualitative research employed content analysis on 68 lesson plans developed by fourth-semester students who had completed the Methodology course at Antasari State Islamic University. Additionally, in-depth interviews with 21 students were conducted to explore their experiences and difficulties. The findings revealed that while students generally understood the procedural structure of the PDP framework, many struggled with applying its conceptual components—especially in the pre- and during-reading phases. Common issues included the inability to differentiate task types, lack of alignment between learner levels and learning objectives, and high dependence on lecturer guidance or external tools like AI. Readability in student lesson plans was affected not only by content clarity but also by formatting inconsistencies and the improper use of PDP terminology. The study concludes that a significant theory-practice gap exists in lesson plan design, emphasizing the need for more targeted training, practical modeling, and structured feedback in teacher education programs. This research provides insights for curriculum developers and educators to enhance students' pedagogical competence in designing effective, student-centered reading lessons.

ABSTRAK

Nanda Dewita Putri. 2025. *Students Competence in Designing Readability Lesson Plans in the PDP-Framework*. Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Afifah Linda Sari, S. S, M. Pd,

Kata kunci: Kerangka PDP, Keterbacaan, Perencanaan Pembelajaran, Pemahaman Membaca, Pendidikan Guru, Pengajaran Bahasa Inggris

Penelitian ini bertujuan untuk menganalisis kompetensi mahasiswa Pendidikan Bahasa Inggris dalam merancang Rencana Pelaksanaan Pembelajaran (RPP) yang berfokus pada keterbacaan dengan menggunakan kerangka PDP (Pre-During-Post). Perencanaan pembelajaran yang efektif memiliki peran penting dalam menjamin kualitas pengajaran, khususnya dalam meningkatkan kemampuan membaca siswa. Namun, meskipun telah mendapatkan pemahaman teoretis, mahasiswa sering menghadapi kesulitan dalam menerjemahkan teori tersebut ke dalam RPP yang praktis dan terstruktur. Penelitian ini menggunakan pendekatan kualitatif dengan analisis konten terhadap 68 dokumen RPP yang disusun oleh mahasiswa semester empat setelah menempuh mata kuliah Metodologi di Universitas Islam Negeri Antasari Banjarmasin. Selain itu, dilakukan wawancara mendalam terhadap 21 mahasiswa untuk menggali pengalaman dan tantangan yang mereka hadapi. Hasil penelitian menunjukkan bahwa meskipun sebagian besar mahasiswa memahami struktur prosedural kerangka PDP, banyak dari mereka yang kesulitan dalam penerapan konsep, terutama pada tahap pra dan saat membaca. Masalah umum meliputi ketidakmampuan membedakan jenis tugas, ketidaksesuaian antara tingkat kemampuan siswa dan tujuan pembelajaran, serta ketergantungan yang tinggi terhadap panduan dosen atau alat bantu seperti AI. Keterbacaan dalam RPP mahasiswa dipengaruhi tidak hanya oleh kejelasan isi, tetapi juga oleh ketidakkonsistenan format dan penggunaan istilah PDP yang tidak tepat. Penelitian ini menyimpulkan bahwa masih terdapat kesenjangan antara pemahaman teori dan praktik dalam perancangan RPP, sehingga diperlukan pelatihan lebih lanjut, contoh pembelajaran yang konkret, serta umpan balik terstruktur dalam program pendidikan guru. Temuan ini memberikan kontribusi bagi pengembang kurikulum dan pendidik dalam meningkatkan kompetensi pedagogis mahasiswa dalam merancang pembelajaran membaca yang efektif dan berpusat pada siswa.

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