

CHAPTER I

INTRODUCTION

A. Background of Study

Effective lesson planning is widely recognized as a cornerstone of successful language pedagogy, directly influencing the quality of instructional delivery and subsequent student learning outcomes. Within the field of English language teaching, well-structured lesson plans are crucial for fostering learners' comprehension skills, especially in the development of reading proficiency. The importance of meticulous planning is further amplified by the inherent complexities often associated with acquiring reading skills in a foreign language.

In a way that is based on Silalahi (2020), Lesson planning is a fundamental teaching skill, serving two primary purposes. First, it provides a structural framework for the lesson, giving it coherence and direction. Second, it acts as a constant reminder for the teacher, helping them stay focused on the intended learning activities and objectives, particularly when faced with distractions or momentary lapses in memory.

Nevertheless, the translation of theoretical pedagogical principles into practical lesson plans presents a persistent challenge for many educators, particularly those in pre-service training. This issue is particularly relevant within English language teacher education programs, exemplified by courses such as Methodology. Personal experience with the

Methodology culminating assignment, which required the design of reading-focused lesson plans utilizing the PDP framework, revealed a prevalent lack of understanding regarding key framework components. This observation was reinforced by instructor feedback during the grading process, indicating recurring misinterpretations in students' application of the PDP framework. As Allah said in holy Qur'an al-Alaq verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ
وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

This verse also encourages people to read and learn more. Reading allows you to get comprehensive knowledge and comprehension. Various subjects of study should be investigated to grow wisdom and avoid the inclination to quickly condemn others for opposing viewpoints. Extensive reading makes the human mind more responsive. The range of reading material is extensive, covering everything in the human environment.

In response to these issues, the Pre-Post-During (PDP) framework was created to help teachers construct and implement effective lesson plans. The PDP framework is a structured method of lesson planning that emphasizes the significance of preparing, teaching, and assessing lessons based on each student's unique needs and abilities. Teachers can use the PDP framework to construct more effective, engaging, and student-centered lesson plans, which can assist in improving student results and the entire educational experience.

Despite the potential benefits of the PDP framework, more research is needed on the competencies required for instructors to effectively design and implement lesson plans using this framework. There is a dearth of understanding regarding the precise skills and information that teachers must have to create readability lesson plans that effectively improve student reading comprehension skills. This knowledge gap is especially noteworthy because the capacity to construct successful lesson plans is critical for instructors to assist students in learning and achieving their educational objectives.

This study intends to fill this knowledge gap by investigating students' capacity to construct readable lesson plans using the PDP framework. This study intends to provide insights into the abilities and knowledge that students must have to improve their reading comprehension skills and achieve their educational goals by investigating the competencies required of them to construct effective lesson plans. The Prophet's hadith, which serves as the foundation for instructional materials:

خير الناس أنفعهم للناس

This hadith underlines the significance of applying knowledge for the benefit of others. Students' capacity to effectively teach others can be improved by enhancing their skills in lesson planning.

Previous studies have contributed significantly to understanding the topic of creating lesson plans for teacher education students. A study by

Norhayati & Din (2024) investigates the use of the PDP framework in the creation of instructional reading materials. The project focuses on using the PDP framework to create reading materials specifically for tourism and hospitality topic. Aflahah & Nadia (2022) addressed the experiences of EFL students in crafting lesson plans for teaching English to toddlers, highlighting challenges in content preparation, media selection, and competency assessment. These studies provide a solid foundation for understanding how to create lesson plans, but there are still some aspects that have not been explored in depth such as lesson plans using the PDP Framework for students with different levels and various topics that are discussed in this study.

Additionally, Achmad, Komariah, Jannah & Silviyanti (2023) a study on the challenges faced by student teachers in Indonesia when designing lesson plans under the 2013 Curriculum. It highlights the essential components of a lesson plan and the difficulties encountered, such as formulating competency indicators, aligning objectives with competencies, and selecting appropriate materials and methods. This previous research has provided valuable insights into lesson planning, even highlighting its challenges. However, most of these studies are limited to the Internship Student Teacher population. Therefore, our understanding of lesson planning and its challenges in the context of a more diverse population is limited. This study aims to fill this population gap by exploring lesson plan

creation and challenges among 4th semester English Language Education Department students who have passed the Methodology course.

This study varies from other studies in that it focuses on the English Language Education Department students' ability to construct lesson plans using the PDP framework before execution. This study conducted to analyze students' competence in designing readability lesson plans in the PDP-framework and to explore the challenges of designing lesson plans in the PDP framework.

B. Definition of Key Terms

1. Students Competence

Students competence refers to the combination of knowledge, skills, and the ability to apply theoretical concepts in practical contexts, particularly in designing lesson plans that are coherent, contextually appropriate, and aligned with pedagogical frameworks such as the Pre-During-Post (PDP) framework.

2. Readability

Readability aims to ensure that written materials are suitable for the proficiency level of their intended audience. They assert that materials with high readability are perceived as challenging to comprehend, while those with low readability are considered easier to understand.

Readability is not just about the ability to read the words but also about how quickly and effortlessly the reader can comprehend the

content. It is influenced by content complexity, style, format, and organization.

In summary, readability is a measure of how easy and pleasant it is for a reader to understand written text, shaped by language complexity and visual presentation, and it plays a crucial role in communication effectiveness and accessibility.

3. Lesson Plan

Lesson plans, which teachers develop, function as critical tools for instruction. A lesson plan functions as a roadmap for educators, developed prior to instruction, that delineates learning objectives, instructional methodologies, and assessment procedures. This roadmap is customized to address the specific requirements of the teaching professional, the student population, and the content to be imparted.

4. PDP-Framework

PDP (Pre-During-Post) framework. PDP serves as a method for instructing receptive skills like listening and reading. Specifically concerning reading, it supports the development of learners' reading abilities and comprehension.

C. Research Questions

1. How are students competence in designing readability lesson plans in the PDP-framework?
2. What are the challenges in designing lesson plans in the PDP-framework?

D. Objectives of Study

The research objectives for the two research questions are:

1. To analyze students competence in designing readability lesson plans in the PDP-framework
2. To explore the challenges of designing lesson plans in the PDP framework.

E. Significance of Study

1. For English Language Education Department Students

Particularly those at Antasari State Islamic University, constructing readability lesson plans under the PDP framework has the potential to improve the overall effectiveness of reading instruction. Educators can better enhance students' reading skills by knowing how they approach designing lesson plans that utilize the Pre-During-Post (PDP) framework. Furthermore, the study can help to broaden our understanding of how students learn to build good lesson plans, which has significance for teacher education and professional development programs.

2. For educators.

Educators can increase their preparedness to overcome problems in integrating the PDP framework into lesson planning by identifying them. This will result in more effective teaching approaches and better student outcomes. Furthermore, this research can assist educators in better grasping the broader issues of implementing the PDP framework,

guiding the development of more effective teacher training programs and educational resources.