EXPLORING THE PHENOMENA OF LESSON PLANNING AMONG

ENGLISH TEACHER (A Case Study in Private School at Sorong Regency)

THESIS

Submitted by

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EDUCATION UNIVERSITY OF MUHAMMADIYAH SORONG

2024

EXPLORING THE PHENOMENA OF LESSON PLANNING AMONG

ENGLISH TEACHER (A Case Study in Private School at Sorong Regency)

RESEARCH

Presented to English Education Departement

Faculty of Language, Sport and Social Education

Education University of Muhammadiyah Sorong

In Partial to fulfillment of requirement for the

Degree of Sarjana Education (S1)

Defended in Research Examination

On April 18ᵗʰ 2024

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LEGITIMATION SHEET

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On : April 22nd 2024
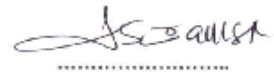
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I hereby declare that the thesis there is no work ever submitted for a degree in a college, and as long as my knowledge also does not have works of literature ever written or published by others, except as in writing referenced in this text is mentioned in the bibliography.

Sorong, April 22nd 2024

My Sincelery

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MOTTO AND DEDICATION

Philippians 4:13 "Christ is the one who gives me the strength I need to do whatever I must do."

DEDICATION:

I proudly dedicate this thesis specifically to:

My beloved parents, they are my father Darce Osok and my mother Andriana Klaibin, my beloved wife, Susance Sawat, all of my extended family who have always supported, loved, and helped me to finish this thesis.

ACKNOWLEDGMENT

First of all, the researcher gives thanks to God, for with His blessing the researcher can complete this thesis, with the title " Exploring The Phenomena of Lesson Planning Among English Teacher (A Case Study in Private School at Sorong Regency)" is submitted to fulfill the partial requirements for the degree of sarjana education. Because of that, the researcher says thank you to all individuals who helps in the process of writing this thesis. Hopefully, God replies all helps and bless you all the researcher realized that this thesis still imperfect in arrangment and the content. The researcher hope the criticism from the readers can help the researcher in perfecting the next thesis. last but not the least Hopefully, this thesis can helps the readers to gain more knowledge about speaking skill. Therefore, I would like to extend my appreciation to all of them, especially to:

1. Dr. Rustamadji, M.Si., as the Rector of Education university of Muhammadiyah Sorong

2. Roni Andri Pramita, M.Pd. as the Dean of Faculty of Language, Social and Sport Education.

3. Nurteteng, M.Pd. as the Head of English Department and the first thesis advisor who both had the responsibility for their patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation.

4. All lectures in English Education Department for valuable knowledge, and advice during the years of my study.

5. A big thank you to my beloved parents Darce Osok and Andriana Klaibin who always provide great inspiration and motivation to dare to dream.

6. A big thanks also to my wife Susance Sawat, who was most helpful in completing this thesis, giving the best support, energy & mind that I cannot mention.

7. All English teachers of at four private schools in Sorong Regency who helped me a lot in conducting my research. Thanks a lot for cooperation.

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Sorong, April 22nd 2024

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ABSTRACT

Yohan Imanuel Osok/148820318035, 2024. Exploring The Phenomena of Lesson Planning Among English Teacher (A Case Study In Private School At Sorong Regency). **Thesis, English Education Department, Faculty of Education, Language, Social and Sport, Education university of Muhammadiyah Sorong. March 2024.**

The research conducted a case study to explore the phenomena of lesson planning among English teachers in private schools in Sorong Regency, focusing on teacher perceptions and the role of lesson planning in English teaching. Four English teachers were sampled for the study. The findings revealed a nuanced understanding of lesson planning among teachers, with a strong emphasis on its function as an instructor's roadmap for effective teaching and as a tool to address student learning needs. While most teachers acknowledged the importance of lesson planning, challenges such as administrative constraints and a lack of alignment with school requirements hindered its consistent implementation in the classroom. Despite some teachers not utilizing lesson plans regularly, those who did highlighted its benefits in creating a structured and organized learning environment, facilitating systematic teaching approaches, and enhancing student engagement and participation. The study identified issues faced by teachers, including difficulties in aligning lesson topics with textbooks and syllabi, as well as a lack of expertise among new teachers in constructing effective plans.

Keywords: **Lesson Planning, English Teacher, Private Schools**

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It consist of the background of the research, formulation of the problem, the objective of the research, significance of the research, and operational definition.

1.1 The Background of the Research

Lesson planning is a systematic and intentional process that teachers undertake to prepare for effective instruction (Swargiary & Roy, 2023). It involves carefully considering the learning objectives, content, instructional strategies, and assessment methods that will be used to facilitate student learning. Lesson planning allows teachers to structure their teaching in a logical and coherent manner, ensuring that the necessary concepts and skills are covered within a given timeframe (Garet, Porter, Desimone , & Birman, 2001). It also provides a framework for teachers to anticipate potential challenges, differentiate instruction to meet the diverse needs of students, and incorporate engaging and interactive activities that promote active learning. Through lesson planning, teachers can create a supportive and stimulating learning environment that maximizes student engagement and achievement.

Lesson planning is not a one-size-fits-all approach but rather a flexible and adaptable process that can be tailored to the specific needs of students and the subject matter being taught (Gillett-Swan, 2017). It involves a careful analysis of the curriculum standards, learning objectives, and desired outcomes, which serve as the foundation for designing instructional activities and assessments. Lesson

planning also requires teachers to consider the prior knowledge and experiences of their students, ensuring that the content is accessible and meaningful.

Additionally, lesson planning involves selecting appropriate teaching strategies, resources, and materials that align with the instructional goals and cater to different learning styles (Chhachhar, 2023). Regular reflection and evaluation of the effectiveness of lesson plans allow teachers to make necessary adjustments and improvements to optimize student learning. Overall, lesson planning is a dynamic and essential process that empowers teachers to create engaging and impactful learning experiences for their students.

Lesson planning plays a crucial role in effective teaching by providing numerous benefits and advantages (Farhang, Hashemi, & Ghorianfar, 2023). Firstly, lesson planning allows teachers to establish clear learning objectives and outcomes for their students (Farhang, Hashemi, & Ghorianfar, 2023). By clearly defining what students should know and be able to do at the end of a lesson, teachers can focus their instruction and ensure that it aligns with the desired learning outcomes. Secondly, lesson planning enables teachers to organize and structure their instruction in a logical and coherent manner (Farhang, Hashemi, & Ghorianfar, 2023). It helps them sequence the content and activities in a way that builds upon prior knowledge and scaffolds new concepts and skills. Furthermore, lesson planning allows teachers to consider the diverse needs and abilities of their students. By incorporating differentiated instructional strategies and activities, teachers can cater to different learning styles, interests, and levels of readiness.

Additionally, lesson planning helps teachers anticipate potential challenges and obstacles that may arise during instruction (Farhang, Hashemi, & Ghorianfar, 2023). By proactively identifying potential difficulties, teachers can develop strategies and alternative approaches to address them. Lastly, lesson planning provides a framework for teachers to assess student learning and progress (Farhang, Hashemi, & Ghorianfar, 2023). By incorporating formative and summative assessments into their plans, teachers can gather evidence of student understanding and adjust their instruction accordingly. This ongoing assessment allows teachers to monitor student growth, identify areas of improvement, and provide timely feedback to support student learning.

Nevertheless, aside from the importance and function of lesson planning above, those function is different with the case happening in South West Papua especially in Sorong Regency. Some of teachers especially in private schools didn't make any lesson plan before teaching. They only enter to the classroom and explain the material which is stated in the text book. Their understanding about syllabus also which become the most important part of lesson planning is lack. Some of them only think that lesson planning is a part of school administration and school accreditation. The same things also happen to the teacher who teach in isolated area in Sorong regency. Even, there are some of the teacher who has become civil servants admitted that they never make the lesson plan for teaching. They only downloaded their lesson plan on the internet and submitted it as school requirement and administration.

Based on the fact above, the research intend to explore more about the phenomena of lesson planning among English teacher especially the teacher in the private schools. The researcher want to explore more about the teacher point of view about lesson planning. It include the function of lesson planning, the implementation on the classroom and their knowledge to make the lesson plan.

1.2 Formulation of the Problem

Based on the background of the problem above, the formulation of the problem in this research is:

1. What is the teacher perception about lesson planning in English teaching?

2. What does the role of lesson planning for the teacher in English teaching?

1.3 Objective of the Research

The objective of the research are as follows:

1. To explore the teacher perception about lesson planning in English teaching.

2. To find out the role of lesson planning for the teacher in English teaching.

1.4 Significance of the Research

The significance of the research are as follows:

1. Understanding teachers' perceptions about lesson planning can provide insights into their beliefs, attitudes, and motivations towards this crucial aspect of instructional design. This knowledge can inform teacher training programs and professional development initiatives, helping educators develop a positive and proactive mindset towards lesson planning.

2. Secondly, exploring the role of lesson planning for teachers in English teaching can shed light on the impact it has on their instructional practices and overall effectiveness as educators. This research can provide valuable insights into how lesson planning supports teachers in organizing their instruction, setting clear learning objectives, and implementing effective teaching strategies.

3. Investigating the teacher perception about lesson planning can help identify any challenges or barriers they may face in the process. This research can provide valuable information on the specific areas where teachers may require support or professional development to enhance their lesson planning skills.

4. Exploring the role of lesson planning for teachers in English teaching can contribute to the ongoing dialogue on effective instructional practices. This research can provide evidence-based insights into the impact of lesson planning on student learning outcomes, classroom management, and teacher-student interactions.

1.5 Operational Definition

1.5.1 Teacher Perceptions

Teacher perception refers to the subjective attitudes, and opinions held by teachers regarding the process, value, and effectiveness of lesson planning in the context of English teaching. Teacher perception will be assessed through interviews allowing for an exploration of the various dimensions and nuances of teachers' perspectives on lesson planning.

1.5.2 Lesson Planning

Lesson planning refers to the systematic process undertaken by English teachers to design, organize, and structure instructional activities and materials for a specific English language lesson or unit. It involves the identification of clear learning objectives, the selection and sequencing of appropriate content and language skills, the integration of instructional strategies and resources, and the consideration of assessment and evaluation methods.

1.5.3 The Role of Lesson Planning

The role of lesson planning refers to the functions, responsibilities, and impact that lesson planning has on the instructional practices and professional development of English teachers. The data from this variable will be assessed through interview.

CHAPTER II

REVIEW OF RELATED LITERATURE

2. The Concept of Lesson Plan

2.1.1 Definition of Lesson Plan

According to Farrell (2002) a lesson is a cohesive set of lessons that revolve around a specific theme or systematic documentation of a teacher's intended topics for discussion throughout the session. The lesson plan is designed to outline how students will progress towards achieving a specific objective. Teaching behavior is said to yield results in student learning. The purpose of the lesson plan is to assist the instructor in organizing the process of learning, specifically for English language lessons. In the subject of English language, the lesson plan's successful purpose elucidates the expected behavioral outcomes, foreign language proficiency, and observation skills of the students (Shrum & Glisan, 2000).

The lesson plan is defined as the systematic and organized approach to teaching and learning, aimed at attaining one or more fundamental skills that are specified in the set standards and expanded upon in the syllabus. It is reasonable to infer that the instructor has created multiple activities and organizations in the lesson plan to effectively attain the required skill outlined in the curriculum. The activities associated with the teacher's work order in producing the lesson plan include establishing the learning objectives, selecting appropriate teaching methods, determining assessment indicators, and identifying the necessary materials. These procedures should be implemented in a manner that effectively addresses the specific requirements, interests, and abilities of the pupils.

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According to (Harmer, 2007) a lesson plan is a teaching preparation that is produced based on teachers' perspective of the appropriate approach for students and curricular objectives. The lesson plan is a pedagogical procedure devised by the teacher, taking into account the students' requirements and aligned with the curricular objectives. If a teacher fails to assess the students' requirements, interests, abilities, learning styles, and curricular objectives, it is guaranteed that the development of the lesson plan will not be effective.

Another opinion says that the lesson plan is a sequence of learning plans that can provide direction for a teacher about the material that must be taught and also tells how to teach the material (Spratt, Pulverness, & Williams, 2005). In the lesson plan, the teachers are required to be creative in teaching relevant material. This will refer to what the curriculum says. With the lesson plan, the teaching and learning process will be far more organized and better prepare teachers to deliver the material. Besides, the lesson plan also provides a new way of learning, namely by applying appropriate and effective methods and strategies. Thus, the lesson plan is a sequence of learning prepared by the teacher to achieve an effective teaching and learning process based on the curriculum.

The lesson plan is commonly seen as a type of collaborative practice, which is a professional development effort implemented inside schools. Its purpose is to enhance teaching and learning by facilitating the sharing of professional practice (Burghes, 2009). According to this idea, the lesson plan process commences with the utilization of cooperation approaches, specifically through the exchange of works. Based on this idea, the researcher concludes that it is associated with the

methods used to enhance teachers' teaching skills. According to Dudley (2014), a lesson plan is a specific type of classroom action research that aims to enhance teachers' understanding in training. According to this notion, a lesson plan is a form of research that focuses on enhancing a teacher's instructional abilities. Dudley believed that lesson study serves not only as a means to improve the quality of English instruction, but also as a research endeavor to acquire teaching information and strategies for classroom activities.

2.2.2 The Function of Lesson Planning

According to Harmer (2007) the absence of a lesson plan can result in a lack of purpose and interest for both teachers and students during the class. The poor conditions hinder the students' ability to learn English. If teachers fail to engage in thoughtful planning, their actions may be rendered entirely futile. The following are the rationales for the importance of a lesson plan. As per Minister of National Regulation Number 65 Year 2013, every teacher is required to create a comprehensive and organized lesson plan. This ensures that the teaching-learning process is interactive, enjoyable, and stimulating, while also encouraging active student participation and allowing room for their creativity and autonomy, taking into account their interests, abilities, and physical and psychological development. It entails that the instructor must carefully design the lesson plan, taking into account students' interests, abilities, and other relevant factors. Additionally, the teacher should provide an environment that encourages students to actively engage and demonstrate creativity in their learning activities.

2.2.3   The Component of Lesson Plan

Prior to begin the design of the lesson plan, it is imperative for the teacher to comprehend the constituent elements that comprise the lesson plan. The components assist teachers in constructing the lesson plan efficiently and achieving the teaching and learning objectives. Dick and Riser, as referenced by Badriah (2013) emphasize that a lesson plan comprises six fundamental components: indicators, objectives, activities, materials, instructional media, and assessment. According to Minister of Education Decree No. 103 (2014), the components of the lesson plan in the 2013 Curriculum include: subject identification, core competence, basic competence, achievement indicators, learning materials, learning activity steps, assessments, remedial work, enrichment activities, teaching-learning media, and learning resources.

2.2.4   The Role of Lesson Planning in Teaching

Lesson planning is a fundamental aspect of effective teaching in English language education. It involves the careful design and organization of instructional activities, resources, and assessments to facilitate student learning.

a.   Enhancing Instructional Effectiveness

Numerous studies highlight the positive impact of lesson planning on instructional effectiveness. Researchers have found that well-designed lesson plans contribute to improved student engagement, participation, and achievement (Scrivener, 2005)Lesson planning allows teachers to set clear learning objectives, select appropriate teaching strategies, and sequence activities effectively, leading to more focused and coherent instruction (Harmer, 2007). It also enables teachers

to anticipate potential challenges and address them proactively, resulting in smoother classroom management (Scrivener, 2005).

b. Supporting Differentiation and Individualization

Lesson planning plays a crucial role in supporting differentiation and individualization in English teaching. By considering students' diverse needs, abilities, and interests, teachers can tailor instructional activities and assessments to meet individual learning goals (Tomlinson, 2001). Lesson planning allows for the incorporation of various instructional strategies, materials, and resources that cater to different learning styles and language proficiency levels (Larsen-Freeman, 2000). This promotes personalized learning experiences and enhances student motivation and engagement (Scrivener, 2005).

c. Promoting Language Acquisition

Effective lesson planning is essential for promoting language acquisition in English teaching. Research suggests that well-designed lesson plans provide opportunities for students to engage in meaningful language use, practice new language forms, and receive feedback (Larsen-Freeman, 2000). Lesson planning allows teachers to create a language-rich environment that supports students' language development (Ur, 2012). By incorporating authentic materials, real-life contexts, and communicative activities, lesson planning facilitates the integration of language skills and promotes language fluency and accuracy (Harmer, 2007).

d. Fostering Reflective Practice and Professional Growth

Lesson planning serves as a platform for teachers' reflective practice and professional growth. Through the process of planning, teachers critically analyze

their instructional practices, evaluate the effectiveness of their strategies, and make informed decisions for improvement. Lesson planning encourages teachers to reflect on their teaching goals, instructional approaches, and student outcomes, leading to continuous professional development (Scrivener, 2005). It also provides opportunities for collaboration and sharing of best practices among teachers (Ur, 2012).

2.3 The Concept of Perception

2.2.1 The Definition of Perception

Perception is the way people see or understand something from their own point of view (Mouly, 2005). According to McDonald (2012) stated perception is provides a cognitive dimension of perception and sees perception as the process by which people attach meaning to experiences. The theory above is supported by Gibson cited in (Lestari, 2007) define perception as a process that involves receiving, organizing, and interpreting stimuli. According to (Khotimah, Wahyudin, & Robbiah, 2021) call this social perception which is the process by which we seek to understand other people.

Perception is the process by which individuals select, organize, store and interpret the information gathered from these senses. Besides that, (Koentjaningrat, 2010) explained that perception is the realization of the human brain process and it appears as a view about the phenomenon. In this process, many factors are involved, such as feelings, needs, motivation, educational background, and experience. (Walgito, 2010) stated that perception is a process that is preceded by the sensing process, which is the process of receiving a

stimulus by the individual through the sense organs. According to (Robbins, 2001) every perception occurs in some situational context and this context can affect what one perceives.

(Andari, 2021) makes some assumption about perception as follows:

1. Perception is multimodal

2. Perception is something active and not is a passive process.

3. Perception cannot be explained by the division of behavior into the perceiver and the perceived.

4. Unexplained perceptions relating to responses conditioned to stimuli.

5. Relationships between people and the environment are something dynamic.

6. Image of the environment owned by the observer depends on past experience present motivation and attitude.

7. Past experience is projected into the present situation in relation to one's needs.

2.2.2 Types of Perception

(Irwanto, 2002) stated that perception can be defined into two types, they are:

a. Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.

b. Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth

People may have different perceptions, that's because there are factors operating to shape and sometimes distort perceptions. (Walgito, 2010) said that

there are two factors that influence a person's perception, namely internal factors and external factors.

a. Internal factor is factor which comes from an individual, such as: Individual feelings, attitudes and personality, prejudice desire or hope, attention (focus), learning process, physical state, psychiatric disorders, values and needs as well as interests, and motivation.

b. External factors come from environment and stimuli factors such as: family background, information obtained, situation, knowledge and needs around, intensity, size, independence, repetition of motion, new things and familiar or unfamiliar things the object. What people perceive toward something depends on their expectation on situation that they experience. External factors can affect peoples' perception and it can determine what people perceive to do.

2.2.3 Aspect of Perception

Basically, perception contains three aspects or components, such as affective components, psychomotor components, and cognitive components. The attitude of a person on an object is a manifestation of the three components that interact to understand, feel and behave toward the object of attitude. These three aspects interact and are consistent with one another. So, there is an internal organization between the three components.

(Walgito, 2010) proposes three main aspects of perception:

a. Cognition

This aspect involves components of knowledge, views, expectations, ways of thinking / gaining knowledge, and experiences of the past, as well as everything gained from the perception of individual perceptions.

b. Affection

This aspect concerns the components of emotional feelings and individual states of a particular object as well as everything that concerns bad evaluations based on one's emotional factors.

c. Psychomotor

This aspect concerns the motivation, attitude, behavior, or individual activity in accordance with his perception of a particular object or circumstance.

From all the aspects above, the researcher use them in making the instrument in this research.

2.2.4 Indicator of Perception

There are some theories which explained the indicator of perceptions. According to (Robbins, 2001) , the indicator of perception are two types, namely:

1. Reception.

The process of acceptance is an indicator of perception in the physiological, i.e., the functioning of the senses to catch stimulating from the outside.

2. Evaluation

The stimulation of the outside that has been sensed, then it is evaluated by individuals. This evaluation is very subjective. The one values the same stimulus

as something difficult and boring. But the other one values the same stimulus as something nice and fun.

According to (Hamka, 2002) the indicator of perception, there are two types, namely:

1. Absorbs

Absorbs is the stimulation in outside from the individual are absorbed through the senses, into the brain, get a place. There is process of analyzed, classified and organized based on their experiences. Thus, it produces different mind in each person even though the stimulus that was given same.

2. Understand

Understand is the indicator of perception as a result classification and organization process. This stage occurs in a psychic process. The results of analysis are understanding. The understanding is also subjective, different for each person.

According to (Walgito, 2010), perception has indicators as follows:

1. Absorption

Absorption of stimulus or objects from outside the individual. Stimulus or object is absorbed or accepted by the five senses, such as vision, hearing, touch, smell, and taste individually or together. From the results of absorption or acceptance by the five senses will get the ideas, responses, or impressions in the brain. The ideas can be single or plural, depending on the object of perception observed. In the brain, it collects ideas or impressions, both

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old and newly formed. The clear or not the ideas depend on the clear or not the stimulus, the sensitivity of the senses and time that just or long ago.

2. Understanding

After there are ideas or impressions in the brain, then the ideas are organized, classified, compared, and interpreted, so it forms understanding. The process of understanding is very unique and fast. Understanding formed also depends on the old ideas that the individual has before. It is called apperception.

3. Assessment or evaluation

Having formed understanding, there is an assessment of individual. Individuals compare the understanding that is gotten with the criteria or norms their owned subjectively. The assessment of each person is different although the object is same. Therefore, perception is individual.

2.4 Previous Related Studies

Johnson, Smith, & Brown (2018) conducted a research with the title "Understanding Lesson Planning Practices among English Teachers: A Case Study Approach". This qualitative case study aimed to explore the phenomena of lesson planning among English teachers. The researchers conducted in-depth interviews and classroom observations to gain insights into teachers' approaches, beliefs, and challenges related to lesson planning. The study provided a comprehensive understanding of the factors influencing lesson planning practices and shed light on the strategies teachers employ to design effective lessons.
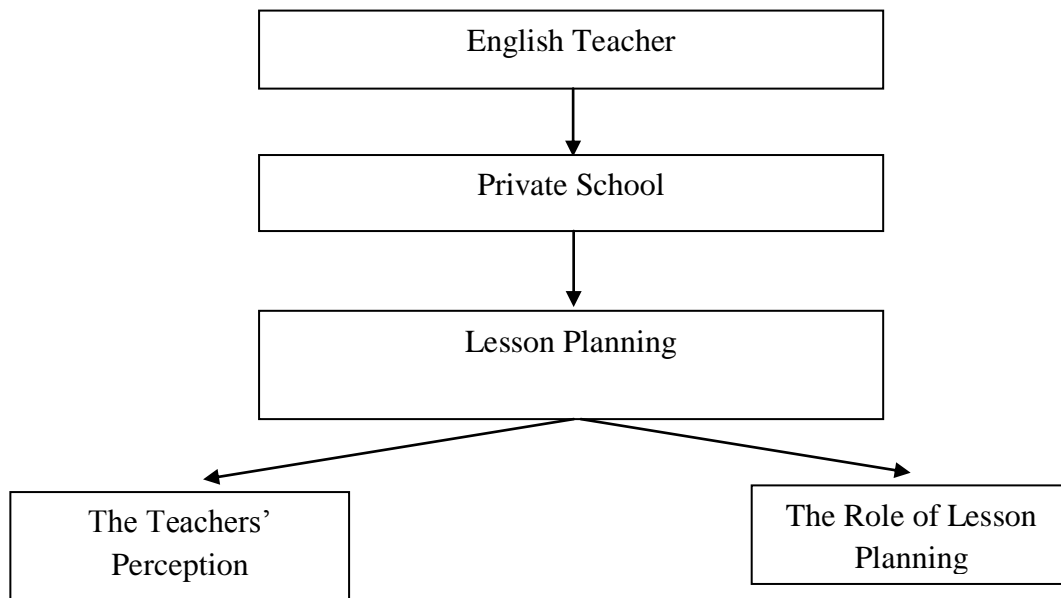
Williams, Thompson, & Davis (2019) conducted a research with the title "Examining the Impact of Lesson Planning on Teacher Confidence and Classroom

Management in English Language Teaching". This mixed-methods study investigated the impact of lesson planning on teacher confidence and classroom management in English language teaching. The researchers surveyed a large sample of English teachers and conducted follow-up interviews to explore the relationship between lesson planning practices and teachers' confidence levels. The findings revealed that well-structured lesson plans positively influenced teacher confidence and contributed to effective classroom management.

Lee, Chen, & Wang (2020) conducted a research with the title "Exploring the Role of Lesson Planning in Differentiated Instruction among English Teachers". This study aimed to explore the role of lesson planning in differentiated instruction among English teachers. Using a combination of surveys and classroom observations, the researchers examined how lesson planning practices supported teachers in meeting the diverse needs of their students. The study highlighted the importance of individualized lesson plans in promoting student engagement, motivation, and academic success in English language classrooms.

2.5 Conceptual Framework

The conceptual framework underlying this research is given in the following figure:

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┌─────────────────────────────────────┐
│           English Teacher           │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│            Private School           │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│           Lesson Planning           │
└─────────────────────────────────────┘
           ↙                ↘
┌──────────────────┐   ┌──────────────────┐
│   The Teachers'  │   │ The Role of Lesson│
│    Perception    │   │     Planning      │
└──────────────────┘   └──────────────────┘
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CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research, the researchers used case study as the research design. According to Ary et al (2006) a case study is a type of qualitative research focusing on individual or case of group. The group of individual is called extreme unique or extreme characteristics. In case study the investigator attempts to examine individual or unit in depth. The investigator tries to discover all the variables that are important in the history or development of the subject.

1.2 Research Subject

This research has conducted in four private schools at Sorong Regency. They are, SMA YPK Bethel, SMK YPK Pengharapan, SMK Modellink, and SMA YPK Eklesia Klasari. The subject of this research is all the English teachers at those schools. The distribution of teacher in each schools can be seen in the following table:

School	Number of Teacher
SMA YPK Bethel	1
SMK YPK Pengharapan	1
SMK Modellink	1
SMA YPK Eklesia Klasari	1

1.3 Source of the Data

a. Primary Data

In this research, the source of primary data is the teachers' statement from the interview with researcher toward their perception toward lesson planning and the role of lesson planning in English teaching. The source data in this research is the English teacher in some private school at Sorong Regency.

b. Secondary data

Secondary data is the supporting of this research. The data source is subject where data is found. The secondary data of this research is the previous research from other researcher, to make the validity of this research.

1.4 Techniques of Collecting Data

The researcher collected the data through interviews and documentation. Interview is a technique of data collection are most often used in social research, whether qualitative or quantitative. The researcher interviewed the teacher to know their perceptions about lesson planning and the role of lesson planning in English teaching. Futhermore, documentation is used to take the data for the researcher in checking the teacher lesson plan document that has made at school.

1.5 Technique of Data Analysis

In this research, the researcher used a qualitative data analysis technique. (Ary, 2010) states that the data analysis of qualitative research can be broken

down into four stages; they are Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation. Those can be explained as follows:

1. Coding

     The first stage in analyzing qualitative data here involves coding. Coding is analogous to getting ready for data provided. The first step in coding is referred to as open coding, preliminary coding, or provisional coding. The most common approach is to read and reread all the data and sort them by looking for units of meaning-words, phrases, and sentence to make it easy to be learned. In this stage, after get the data the researcher collected the data. After all data are collected the researcher places all units having the same coding together. It will be easier to read the data. In short, by coding the all data we gathered, we can underline the significant data that are appropriate with our topic of research. So, it will be easier read the data.

2. Data Reduction

     The second step of data analysis is data reduction. It is the process of reducing the data occurring repeatedly. Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form'. In this stage, after the researcher get the data from interview with the students, the irrelevant data is reduced and the needed data is included.

3. Data Display

     After data reduction the next step in analyzing data is Data Display. It is process of displaying data in the form of table or essay so what it gets more

understandable. In this research, the researcher will use essay in displaying the data, because it is most common data display used in qualitative research.

4. Conclusion

In this last step data analysis that is conclusion. Here, the researcher begins to see what is the data. The researcher examines all entries with the same code and then merges these categories and finding the connection among the categories. Then, it continues to tell the stories and to make connection among stories. Finally, the researcher can get the result and conclusion of the research.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of this research based on data analysis of the research findings and discussions.

4.1. Research findings

This part described about the students' perception and the role of lesson planning for the teacher in English teaching. The findings will be explained more detail in the following discussion.

4.1.1 The Students' Perception towards Lesson Planning

a. The Teachers' Understanding on the Concept of Lesson Planning

The teacher understanding about lesson planning is very well. They define lesson planning is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Another opinion also said that its a tool to understand the students problem in learning. It can be said the teacher understanding about lesson plan is more on the function in teaching. The result of the teachers' interview can be seen in the following:

> *(A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time)*
> Teacher 1, Question No.1

> *(....Understanding the students problems in learning.)*
> Teacher 3, Question No.1

Related with the teacher objectives or goals in making lesson planning, they have no answer because they only make it for supervision. Supervision is the time for headmaster to check the teachers administration for teaching. One of them is lesson plan. In other words, their goals to make lesson plan just to fullfill the school administration.

b. The Contribution of Lesson Planning in Classroom

Based on the previous result, mostly the teacher didn't use the lesson plan in the classroom because it is as a school administration. As the result, the function of lesson plan to create the good environment in English classroom is not going well. However, one from four teacher that has been interviewed said that the function of lesson plan can involved the student in application of a teaching method and it also can trigger the teacher to prepare the lesson well. Another teacher also said that it can help teacher create focused and supportive learning environment in the classroom by creating a good lesson plan to apply in the classroom. The result of the teachers' interview can be seen in the following:

> *"Regarding with the function of lesson plan in the classroom, honestly I don't use lesson plan in teaching."*
> Teacher 3, Question No.4

> *"The students can involved on the teaching method used and the teacher can prepared the lesson well"*
> Teacher 4, Question No.4

> *"I think the function of lesson planning is lesson plan can help me to create classroom environment which is focused and can make supportive class with the lesson plan that I created.."*
> Teacher 2, Question No.4

c. The Teacher Problems or Challenges towards Lesson Plan

There are some problems or challenges that the teacher faces when making or applied lesson plan in the classroom. First, the teacher can't match the topic in the text books and the topic in the syllabus. Therefore, they don't know which topic that they have to make lesson plan while most of the teaching process the teacher teach based on the text book. Second, the teacher lack of capability and understanding about making lesson plan, especially for the new teacher. They don't have enough knowledge about how to construct the good lesson plan. The result of the teachers' interview can be seen in the following:

> *"Sometimes, the topic that has been constructed in lesson is not exist iin the text book, so we don't use lesson plan again."*
> Teacher 1, Question No.5

> *"We actually don't understand, especially for me as a new teacher so we are still learning about it"*
> Teacher 4, Question No.5

4.1.2 The Role of Lesson Plan

There are some of lesson plan in the classroom if the teacher apply it well. However, some of the teacher didn't use lesson plan in teaching. But, when they asked about their opinion about the role of lesson plan, there are some role of it. First, it can create the structured and organized learning environment. Providing the teaching step, objective and assessment can lead them to achive the good learning outcomes. It can be proved by the interview result of teacher as follows:

> *"......Providing a blueprint for content, methodology, objetives, and processes that lead to achievable learning outcomes."*
>
> *Teacher 2.Question No.1*

Second, lesson planning can help the teacher to teach systematically. It also can improve the teacher confident when teaching. It is because they already have the plan about what they are going to do in the classroom. It can be proved by the interview result of teacher as follows:

Lesson Planning can help the teacher to teaching systematically and also makes teacher self confidence when they teaching the students.
Teacher 3, Question No.2

Third, Lesson plan can support the students engagement and active participation in the classroom. To engage the students participation the teacher sometimes give open ended question and starting question. The teacher usually ask the students knowledge about thet topic that will be tought before explained the material. It can be proved by the interview result of teacher as follows:

"Ya..I usually ask open ended question. Or I ask the studets about what they know about the topic before explanation."
Teacher 4, Question No.3

4.2 Discussion

Based on the result of research finding, there are two point that will be discussed, they are the teachers' perception towards lesson planning and the role of lesson planning in English teaching.

a. Teachers Perception towards Lesson Planning

There are differing opinions among teachers, as evidenced by the research findings about how teachers think about lesson planning. First of all, it is observed that most teachers have an adequate understanding of lesson planning and

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consider it as an essential tool that helps them determine what material students should learn and how best to present it in class. This is in line with educational theory's in Farhang, Hashemi, & Ghorianfar (2023) which said that lesson planning as an instructor's way roadmap.

Furthermore, an improved understanding of lesson planning's function beyond just providing teaching can be seen in the recognition by certain educators of lesson planning as a tool for solving students' learning difficulties. This perspective is consistent with the idea of Farrell (2002) which said that lesson planning can serve as a diagnostic tool to address the needs of specific students, which connects to the philosophy of differentiated education.

However, the study shows a gap in the way lesson planning is actually implemented in classrooms. Many educators claimed that they did not use lesson plans to their full potential because of what they saw as administrative obstacles at their schools. The idea of administrative rules influencing instructional practices can be linked to this gap between the recognition of the importance of lesson planning and its actual application.

Although this, a small percentage of teachers provided insightful comments, emphasizing the advantages of lesson planning in terms of improving overall class preparation and engaging students with a variety of teaching techniques. These viewpoints, which agree with the theoretical basis of student-centered pedagogy by Badriah (2013), highlight how lesson planning can encourage student participation while creating a supportive learning environment.

However, difficulties with lesson preparation were noted, namely with relation to the need to match syllabus requirements with textbook themes and the lack of experience of new teachers in creating efficient lesson plans. These difficulties are consistent with the theories of curriculum alignment and teacher professional development in Swargiary & Roy (2023), highlighting the importance of continuous support and guidance in order to improve teachers' ability to design lessons effectively.

b. The Role of Lesson Planning in Teaching and Learning Process

In order to create a productive and interesting learning environment, lesson planning plays a critical part in the teaching and learning process. Even though teachers might not always follow through on their lesson plans, realizing the value of lesson planning can improve student learning results. Lesson planning is a fundamental tool that helps teachers structure and organize their lessons to maximize student learning. It draws on educational philosophy.

Making a learning environment orderly and ordered is one of the main goals of lesson planning. Teachers can give pupils a clear road map to follow by defining the teaching phases, objectives, and assessments. This will be consistent to the principles of educational design theory. Students who follow this systematic method are more likely to continue to concentrate, evaluate their progress, and eventually achieve successful learning outcomes (Garet, Porter, Desimone , & Birman, 2001).

Effective lesson planning also helps teachers teach in an organized manner, which improves their confidence in the classroom. A lesson that has been

organized allows teachers to present material in a way that makes sense and creates a positive learning environment. This is consistent with the theory of teacher efficacy (Scrivener, 2005), which highlights the significance of teachers' confidence in their capacity to enhance students' learning through carefully planned lessons.

Additionally, the classroom planning is essential for encouraging student participation and engagement. Teachers may attract students' interest and motivate them to take an active role in the learning process by implementing techniques like interactive activities and open-ended questions. This method is in line with the philosophy of student engagement, emphasizing how important it is to give students meaningful learning experiences in order to improve their academic achievement (Larsen-Freeman, 2000).

Lesson planning, which connects theoretical concepts with real-world applications in the classroom, is fundamental to good teaching methods. Teachers can maximize the teaching and learning process for improved educational outcomes by realizing the various functions that lesson preparation plays in establishing a structured learning environment, supporting systematic teaching approaches, and encouraging student participation.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this research and suggestion.

5.1 Conclusion

In conclusion, the exploration of lesson planning among English teachers in a private school in Sorong Regency reveals a nuanced understanding of its significance and challenges. While teachers demonstrate a strong grasp of the concept of lesson planning as a roadmap for effective teaching and a tool to address student learning needs, there is a discrepancy in its implementation due to administrative constraints. Despite this, some teachers recognize the potential of lesson planning to engage students, enhance teaching methods, and create a supportive learning environment. However, challenges such as aligning lesson plans with textbooks and syllabi, as well as the lack of expertise among new teachers in constructing effective plans, hinder the full realization of lesson planning's benefits in the classroom.

Furthermore, the role of lesson planning in the teaching and learning process emerges as pivotal for creating a structured and organized learning environment, facilitating systematic teaching approaches, and promoting student engagement and participation. When utilized effectively, lesson planning can lead to improved learning outcomes, boost teacher confidence, and enhance student

involvement in the educational process. By addressing the Identified challenges and emphasizing the multifaceted roles of lesson planning, educators can harness its potential to optimize teaching practices and foster a more dynamic and engaging classroom environment for English language learners in Sorong Regency's private schools.

5.2 Suggestion

After these findings were shown, the researcher proposed several suggestion for handling this research, suggestion are addressed to students, teachers and future researcher.

1. For teacher

    Based on the research findings, it is recommended that teachers receive additional support and training to enhance their capability in constructing effective lesson plans, particularly focusing on aligning lesson content with textbooks and syllabi. Furthermore, promoting a culture that values and prioritizes the implementation of lesson planning in the classroom can help create a more structured and engaging learning environment for students, ultimately improving teaching practices and student outcomes.

2. For schools

    Schools should consider providing professional development opportunities and resources to support English teachers in enhancing their lesson planning skills and promoting its consistent implementation in the classroom.

3. For next researcher

Future researchers could delve deeper into the specific strategies and interventions that can effectively address the challenges faced by English teachers in private schools in Sorong Regency related to lesson planning implementation and alignment with curriculum requirements.

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APPENDIXES

A. Perception Interview Questions

1. How do you personally define and understand the concept of lesson planning in the context of English language teaching?

2. Can you describe the specific goals or objectives you aim to achieve through your lesson planning process?

3. How do you approach the selection and sequencing of content and activities in your lesson plans to ensure effective language learning?

4. In your experience, how does lesson planning contribute to creating a conducive and engaging learning environment for your English language learners?

5. Can you share any challenges or obstacles you have encountered in the process of lesson planning and how you have overcome them?

6. How do you incorporate student-centered approaches and promote active student participation in your lesson plans?

7. How do you evaluate the success or effectiveness of your lesson plans in terms of meeting the learning needs and goals of your English language learners?

B. The Role of Lesson Plan Interview Questions

1. Can you describe how lesson planning contributes to the overall effectiveness of your teaching practice?

2. In your experience, how does lesson planning help you create a structured and organized learning environment for your students?

3. How do you believe lesson planning supports student engagement and active participation in the classroom?

4. Can you share an example of how lesson planning has helped you address the diverse needs and learning styles of your students?

5. From your perspective, how does lesson planning enable you to assess and monitor student progress effectively?