

Planning For Effective English Learning: The Role Of Teacher's Lesson Plans In Junior High Schools**Perencanaan Pembelajaran Bahasa Inggris Yang Efektif: Peran Modul Ajar Guru Di Sekolah Menengah Pertama****ST Marhana Rullu¹, Marni Bawawa²**Pendidikan Bahasa Inggris, Universitas Muhammadiyah Luwuk, Sulawesi Tengah, Indonesia¹Pendidikan Bahasa Inggris, Universitas Musamus, Papua Selatan, Indonesia²Email: marhanarullu@unismuhluwuk.ac.id¹, marnibawawa@unmus.ac.id²

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ABSTRACT

Lesson plans play an important role in guiding teachers during the teaching and learning process. A well-prepared lesson plan helps teachers organize learning objectives, classroom procedures, and student activities effectively. This study aims to explore the role of a teacher's lesson plan in supporting English learning activities at Junior High School of Masama sub-district in Banggai Regency. This study employed a qualitative descriptive approach. The subject of this research was an English teacher, and the data were collected through interviews, classroom observations, and documentation of the teacher's lesson plan. The findings indicate that the teacher's lesson plan contains structured components that guide classroom activities, including learning objectives, learning materials, classroom procedures, and student activities aligned with the instructional goals. The lesson plan also helps the teacher manage classroom time and organize learning activities more effectively. Furthermore, the lesson plan functions as a guideline that assists teachers in implementing learning strategies and evaluating the learning process through reflection. The results also show that student activities in the classroom are carried out in accordance with the learning objectives and learning materials prepared in the lesson plan. Therefore, the study concludes that the teacher's lesson plan plays an essential role in supporting English learning activities and facilitating the teaching and learning process in the classroom. These findings suggest that teachers should design well-structured lesson plans to improve the effectiveness of English learning activities in junior high school classrooms.

Keywords: English Learning Activities, Lesson Plan, Teacher Planning.**ABSTRAK**

Rencana pembelajaran memiliki peran penting dalam membimbing guru selama proses pembelajaran. Rencana pembelajaran yang disusun dengan baik membantu guru mengorganisasi tujuan pembelajaran, prosedur pelaksanaan di kelas, serta aktivitas peserta didik secara efektif. Penelitian ini bertujuan untuk mengeksplorasi peran rencana pembelajaran guru dalam mendukung kegiatan pembelajaran Bahasa Inggris di Sekolah Menengah Pertama di Kecamatan Masama, Kabupaten Banggai. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Subjek penelitian adalah seorang guru Bahasa Inggris, sedangkan data dikumpulkan melalui wawancara, observasi kelas, dan dokumentasi terhadap rencana pembelajaran yang disusun oleh guru. Hasil penelitian menunjukkan bahwa rencana pembelajaran guru memuat komponen-komponen yang tersusun secara sistematis sebagai pedoman pelaksanaan pembelajaran di kelas, meliputi tujuan pembelajaran, materi pembelajaran, prosedur pembelajaran, serta aktivitas peserta didik yang selaras dengan tujuan pembelajaran. Rencana pembelajaran juga membantu guru dalam mengelola waktu dan mengorganisasi kegiatan pembelajaran secara lebih efektif. Selain itu, rencana pembelajaran berfungsi sebagai pedoman yang membantu guru menerapkan strategi pembelajaran serta mengevaluasi proses pembelajaran melalui kegiatan refleksi. Hasil penelitian juga menunjukkan bahwa aktivitas peserta didik di kelas dilaksanakan sesuai dengan tujuan dan materi pembelajaran yang telah dirancang dalam rencana pembelajaran. Oleh karena itu, penelitian ini menyimpulkan bahwa rencana pembelajaran guru memiliki peran yang sangat penting dalam mendukung

kegiatan pembelajaran Bahasa Inggris serta memfasilitasi proses belajar mengajar di kelas. Temuan ini menunjukkan bahwa guru perlu menyusun rencana pembelajaran yang terstruktur dengan baik guna meningkatkan efektivitas kegiatan pembelajaran Bahasa Inggris di kelas Sekolah Menengah Pertama.

Kata Kunci: Kegiatan Pembelajaran Bahasa Inggris, Rencana Pembelajaran, Perencanaan Guru.

1. Introduction

In teaching and learning activities at school, teachers are required to prepare appropriate learning tools before conducting classroom instruction. One of the most important learning tools is the lesson plan, which contains essential components such as learning objectives, teaching procedures, learning materials, and assessment (Arsini et al., 2021; Abdillah et al., 2022). A lesson plan serves as a structured guide that helps teachers organize learning activities systematically so that the teaching and learning process can run effectively and efficiently (Rullu, 2023). According to the Richards, (2017); Tan et al., (2024) lesson planning allows teachers to think about the lesson in advance, anticipate potential difficulties, and provide a clear structure for classroom instruction.

A well-prepared lesson plan plays a significant role in supporting effectiveness of classroom learning. Through careful planning, teachers are able to determine appropriate teaching strategies, select suitable learning materials, and organize classroom activities that align with the learning objectives (Hauk & Soujon, 2026); Ocsis et al., 2024. Lesson planning also helps teachers manage instructional time efficiently and ensures that classroom activities remain focused on achieving learning outcomes (Rahardjo, 2024; Tran et al., 2023). Furthermore, a lesson plan functions as a roadmap that guides teachers in implementing instructional activities and assessing students' learning progress during the teaching and learning process (Haryati et al., 2020; Rafiki et al., 2025).

In the context of English language teaching, lesson planning becomes even more important because English learning involves the integration of several language skills, including listening, speaking, reading, and writing (Acquah et al., 2024). Teachers need to organize these language skills systematically through well-designed classroom activities so that students can develop their communicative competence effectively (Arsini et al., 2021; Cahyani et al., 2024; König et al., 2024). Therefore, teachers must be able to design lesson plans that facilitate meaningful learning experiences and encourage active student participation during classroom instruction (Nurfritri et al., 2020; Fitriani & Budiarta, 2021).

However, in practice, the implementation of lesson plans in the classroom does not always run optimally. Based on preliminary observations conducted at Junior High School of Masama sub-district in Banggai Regency, it was found that although teachers prepare lesson plans for classroom instruction, the learning activities sometimes remain monotonous and students tend to be less active during English learning. In addition, some students experience difficulties in understanding English learning materials, which may reduce their motivation and participation in the classroom. These conditions indicate that further exploration is needed to understand how lesson plans are actually implemented and how they support students' learning activities during the teaching process.

Several previous studies have examined lesson plans in English language teaching. For instance, Rahmadaniah et al., (2022) analyzed teachers' skills in preparing lesson plans in junior high schools and found that lesson plans can help teachers organize learning methods, media, assessment, and classroom management strategies. Similarly, Sumarniningsih et al., (2025) reported that lesson plans play an important role in improving teachers' instructional quality in English teaching. Another study by Nurhayya & Tamela, (2021) dan Großmann & Krüger, (2024) explored English teachers' lesson plans from the perspective of learning objectives and found that most lesson plans met the required aspects of learning objectives, although some limitations were still found in the formulation of instructional objectives.

Although previous studies have highlighted the importance of lesson plans and teachers' ability to design them, limited research has focused on how lesson plans support students' learning activities during the classroom learning process. Therefore, this study aims to explore the role of a teacher's lesson plan in supporting English learning activities at Junior High School of Masama sub-district in Banggai Regency. This study is expected to provide insights into how lesson plans guide classroom instruction and influence students' participation in English learning activities.

3. Literature Review

The Concept and Importance of Lesson Planning in English Learning

Lesson planning is an essential component of effective teaching and learning, particularly in English language education at the junior high school level. A lesson plan provides a systematic framework that enables teachers to organize learning objectives, teaching materials, instructional activities, learning media, and assessment. Through lesson planning, teachers can determine what students are expected to learn, how the learning process will be conducted, and how the achievement of learning outcomes will be measured. In English language teaching, lesson planning is particularly important because students are expected to develop several interconnected language competencies, including listening, speaking, reading, and writing. These skills cannot be developed effectively through unstructured instruction. Therefore, teachers need to design learning activities that provide students with sufficient exposure to English and opportunities to practice using the language in meaningful contexts. A well-designed lesson plan also helps teachers create a logical sequence of learning activities. For example, a lesson may begin with an introduction to vocabulary or language expressions, followed by guided practice and communicative activities. This sequence allows students to gradually move from understanding language input to using English independently. In this context, lesson planning functions as a pedagogical framework that supports the coherence and effectiveness of classroom instruction.

Research on English teachers' planning in junior high schools indicates that lesson plans commonly include learning objectives, materials, learning activities, learning media, and assessment. Within the context of the Merdeka Curriculum, teachers are also required to prepare instructional planning that includes teaching modules, learning objectives, assessment, and the flow of learning objectives (Latifa et al., 2024). However, the completeness of a lesson plan does not necessarily guarantee its quality. Some studies have found that lesson plans may contain the required components but demonstrate weak alignment between objectives, activities, and assessment (Maulia & Dwinalida, 2024).

Therefore, lesson planning should not be viewed merely as an administrative obligation. Rather, it should be understood as a process through which teachers make pedagogical decisions based on curriculum objectives, students' characteristics, learning needs, and classroom contexts.

The Role of Teachers' Lesson Plans in Supporting Effective English Learning

Teachers' lesson plans play an important role in translating curriculum objectives into meaningful classroom learning. The first important role of a lesson plan is to provide clear direction for instruction. Clearly formulated learning objectives enable teachers to select appropriate materials and learning activities. For example, if the learning objective is for students to express opinions in English, the lesson plan should provide opportunities for students to practice expressing opinions through discussions, pair work, or presentations. In addition, lesson plans help teachers organize student-centered and communicative learning activities. English learning should not be limited to teacher explanations of grammar and vocabulary. Students need opportunities to actively use English through interaction, collaboration, role-play, problem-solving, and other meaningful activities. Recent studies

emphasize that interactive and communicative learning activities are important for improving students' English skills, particularly speaking competence, motivation, and classroom participation.

Lesson plans also support the integration of learning media and technology. Teachers may include digital platforms, multimedia, online resources, interactive applications, and other technological tools in their instructional planning (Putra et al., 2025). These resources can provide students with access to authentic English input and additional opportunities to practice the language. However, the use of technology should be connected to the learning objectives and adapted to the availability of facilities and students' digital competence.

Another important role of lesson planning is to ensure alignment between learning objectives, instructional activities, and assessment. Assessment should measure the competencies that students are expected to develop. For example, speaking objectives should be assessed through speaking performance, while writing objectives should be assessed through students' writing products. This alignment enables teachers to determine whether the learning activities have effectively contributed to the achievement of learning outcomes.

Thus, the quality of English learning is closely related to the quality of teachers' lesson plans. An effective lesson plan provides a clear instructional direction, promotes student participation, facilitates communicative language practice, integrates appropriate learning resources, and establishes meaningful assessment.

Challenges and Principles of Effective Lesson Planning in Junior High School

Although lesson planning is essential for effective English learning, teachers may encounter several challenges in its development and implementation. One of the main challenges is the diversity of students' English proficiency. Junior high school classrooms may consist of students with different levels of vocabulary, grammar knowledge, speaking ability, and learning motivation. Consequently, a lesson plan designed for the average student may not adequately address the needs of all learners. Another challenge is the gap between planned instruction and actual classroom implementation. A lesson plan represents the intended learning process, but classroom situations may change due to students' responses, limited time, technical problems, or unexpected learning difficulties. Therefore, teachers need to view lesson plans as flexible guides rather than rigid scripts. Teachers should be able to adapt learning activities while maintaining the main learning objectives.

Limited resources can also affect the implementation of lesson plans. The availability of internet access, digital devices, learning media, and teaching materials differs across schools. Consequently, lesson plans should be developed according to the actual context and resources available in the school.

Based on the literature, effective lesson planning for English learning at the junior high school level should be based on several principles. First, the learning objectives should be clear and aligned with curriculum outcomes. Second, learning activities should be student-centered and provide meaningful opportunities for communication. Third, teaching materials and learning media should be relevant to students' needs and contexts. Fourth, assessment should be aligned with the competencies being developed. Finally, lesson plans should be flexible enough to accommodate differences in students' abilities and classroom conditions (Maulia, 2024).

Therefore, teachers' lesson plans can be considered effective when they are not only complete in terms of administrative components but also pedagogically meaningful. The most important aspect of lesson planning is its ability to transform curriculum objectives into learning experiences that are relevant, communicative, interactive, and responsive to students' needs.

3. Method

This study employed a qualitative descriptive approach to explore the role of a teacher's lesson plan in supporting English learning activities in the classroom. Through this approach, the researcher was able to describe participants' perceptions, actions, and classroom practices in a natural setting. The participant of this study were English teachers who teaches at Junior High School of Masama sub-district in Banggai Regency. The teachers were selected as the participant because they are directly responsible for designing and implementing lesson plans during English learning activities in the classroom.

Data were collected using three techniques, namely interviews, classroom observations, and documentation. First, interviews were conducted to obtain in-depth information regarding the teacher's perceptions and experiences in preparing and implementing lesson plans during English learning activities. Second, classroom observations were carried out to examine how the lesson plan was implemented during the teaching and learning process and to observe students' learning activities in the classroom. Third, documentation was used to analyze the teacher's lesson plan as a supporting source of data.

The data obtained from interviews, observations, and documentation were analyzed using the qualitative data analysis model proposed by Miles et al., (2014). The analysis consisted of three stages: data reduction, data display, and conclusion drawing. Data reduction was conducted by selecting and focusing on relevant information related to the research objectives. Data display involved organizing the data in a systematic form to facilitate interpretation. Finally, conclusions were drawn to describe the role of the teacher's lesson plan in supporting English learning activities in the classroom.

4. Result and Discussion

This section presents the findings of the study based on the data obtained from interviews, classroom observations, and documentation analysis. The findings reveal the role of the teacher's lesson plan in supporting English learning activities in the classroom. The results are presented in several thematic findings.

1. *The Role of Lesson Plans in Organizing Classroom Learning Activities*

The findings of this study indicate that lesson plans play a significant role in organizing classroom learning activities. The interview results indicate that lesson plans play an essential role in organizing classroom learning activities. The teacher explained that lesson plans help structure the learning process, including classroom management, time allocation, and the alignment between learning objectives and classroom activities. As stated by the teacher:

In my opinion, the use of a lesson plan in the classroom is very important. By using a lesson plan, teachers can manage the class more effectively, including organizing the learning process, managing time, and determining learning objectives. The lesson plan also guides both teachers and students regarding the activities that will be carried out during the learning process.

This finding suggests that lesson plans function as an instructional guide that supports teachers in structuring learning activities and ensuring that classroom practices align with the intended learning objectives.

Using a lesson plan is very important because it helps me to manage the classroom, organize learning time, and determine the activities that will be carried out by both teachers and students during the learning process.

This finding indicates that lesson plans function as a guide for teachers in organizing classroom learning activities systematically. Furthermore, the teacher explained that lesson plans also provide clear procedures for implementing the learning process.

Classroom procedures are determined in the lesson plan. First, I identified the core competencies and basic competencies, then formulated learning objectives and indicators. These components guide the learning process in the classroom.

The teacher explained that lesson plans serve as a guideline for organizing teaching procedures and classroom activities. Through lesson planning, teachers are able to determine what activities will be carried out by both teachers and students during the learning process. The teacher also emphasized that lesson plans contain several important components such as learning objectives, indicators, teaching procedures, and student learning activities.

The observation results also support this finding. During classroom instruction, the teacher implemented learning activities according to the structure stated in the lesson plan. The teaching process began with introductory activities, followed by core learning activities and closing activities. This structured process helped the teacher maintain the flow of instruction and ensured that the learning objectives were addressed during the lesson. In other interview data, also revealed that lesson plans help teachers determine appropriate teaching methods and strategies to support classroom instruction. According to the teacher, selecting instructional methods such as problem-based learning or other teaching strategies is closely related to the objectives and indicators outlined in the lesson plan. Therefore, lesson plans provide a structured reference for teachers when deciding how learning activities should be implemented in the classroom. The teacher explained that:

Yes, when we talk about classroom procedures, they cannot be separated from the lesson plan. The lesson plan determines the learning objectives and indicators, and based on that the I choose appropriate teaching methods such as problem-based learning or other strategies that can support the learning process.

This statement suggests that lesson plans not only organize classroom activities but also guide teachers in selecting appropriate instructional approaches that align with the intended learning objectives. The classroom observation further confirmed the role of lesson plans in organizing instructional procedures. During the observed lessons, the teacher followed the sequence of activities outlined in the lesson plan, including presenting the learning objectives, explaining the learning material, and engaging students in structured learning tasks. The teacher also asked questions related to the learning topic and encouraged students to respond actively during the lesson. These structured activities reflected how the lesson plan guided the implementation of teaching procedures and helped maintain an organized learning environment in the classroom.

These findings indicate that lesson plans function as an important guideline for teachers in organizing classroom instruction. This result supports the view of Richards & Rodgers (2001), who state that lesson planning serves as a framework that guides teachers in organizing teaching procedures, learning objectives, classroom techniques, teaching materials, and the roles of teachers and students during the learning process. In line with this perspective, the interview data revealed that the teacher relied on lesson plans to manage classroom activities, allocate time effectively, and determine the sequence of learning procedures. The teacher emphasized that the lesson plan helps organize the learning process by clearly outlining the objectives, indicators, and classroom activities that need to be carried out during the lesson (Rullu, 2023; Tan et al., 2024)

Furthermore, the observation results confirmed that the teacher implemented classroom instruction according to the structure outlined in the lesson plan. The teaching process followed a systematic sequence consisting of introductory activities, core learning activities, and closing activities (Abdillah et al., 2022). During the lesson, the teacher also engaged students in several structured activities such as answering questions, completing assigned tasks, and participating in guided learning activities (Rahardjo, 2024). These classroom practices demonstrate that the lesson plan not only serves as a written instructional document but also functions as a practical guide that supports teachers in organizing and managing classroom learning activities effectively.

Therefore, the use of lesson plans enables teachers to conduct more organized and purposeful instruction, ensuring that classroom activities are aligned with the intended learning objectives and that the teaching process proceeds in a structured manner.

2. Lesson Plans in Supporting Student Learning Activities

Another important finding of this study shows that lesson plans play a significant role in supporting student learning activities during the English learning process. The lesson plan prepared by the teacher includes various student activities that are aligned with the learning objectives and learning materials. The interview results revealed that student activities are clearly described in the lesson plan. According to the teacher, the lesson plan contains a description of both teacher activities and student activities during the learning process. For example, students are given tasks, answer questions from the teacher, and participate in classroom discussions. These activities are designed to encourage students to actively participate in the learning process. The interview data revealed that the teacher stated:

In the lesson plan, student activities are clearly described alongside teacher activities. For example, when the teacher assigns tasks, it is written that students complete the tasks prepared by the teacher. Similarly, when the teacher asks questions, students respond to those questions. These activities show how the learning process is organized in the lesson plan.

This statement indicates that lesson plans function as a guide for organizing both teacher and student activities during the learning process. By clearly outlining student tasks and participation, lesson plans help ensure that students are actively involved in classroom learning. The teacher also emphasized that the use of lesson plans has a strong influence on students' learning participation in the classroom. The teacher noted that:

Yes, the use of a lesson plan is very important and very influential because it helps increase students' learning activities during the lesson.

This finding suggests that lesson plans not only organize instructional procedures but also encourage students to participate more actively in classroom learning activities. In addition, the teacher explained that there are clear differences in student participation when teachers use lesson plans compared to when they do not. According to the teacher:

There is a clear difference when teachers use a lesson plan and when they do not. With a lesson plan, teachers can organize learning activities, select appropriate methods, and guide students to participate actively in the lesson. Without a lesson plan, the learning process may not have clear objectives, methods, or indicators, which can affect students' participation in the classroom.

These interview findings were further supported by the classroom observation results. Classroom observations confirmed that the lesson plan supported students' participation during the learning process. During the lesson, the teacher asked several questions related to the learning topic, and students actively responded to these questions. In addition, students were given tasks that required them to apply the material discussed in class. These activities showed that the lesson plan guided the teacher in designing learning tasks that encouraged student participation.

Further observations revealed that students were involved in interactive learning activities such as role playing and group discussions. In one meeting, students were asked to perform dialogues based on a video example presented by the teacher. After performing the dialogue, other students were encouraged to identify errors and discuss possible corrections. These activities demonstrated that the lesson plan facilitated communicative learning activities that promoted students' engagement in the classroom.

These findings demonstrate that lesson plans play an essential role in supporting students' learning activities during the English learning process. The lesson plans prepared by teachers provide clear descriptions of both teacher and student activities, which help organize classroom interactions in a more systematic way (Haryati et al., 2020; Tran et al., 2023). Through

the lesson plan, teachers are able to design tasks, questions, discussions, and interactive activities that encourage students to actively participate in the learning process (Arsini et al., 2021). The interview results revealed that teachers perceive lesson plans as an important guideline that helps them structure learning activities, select appropriate methods, and ensure that students are involved in meaningful classroom practices. This finding indicates that lesson planning contributes to the creation of structured and purposeful learning experiences that support students' engagement during instruction.

Furthermore, the observation findings confirmed that the use of lesson plans facilitates interactive and communicative learning activities, such as questioning sessions, role-playing, and group discussions. These activities encourage students to respond to questions, complete learning tasks, and collaborate with their peers during the learning process. The presence of clearly organized activities in the lesson plan allows teachers to guide students toward active participation and meaningful interaction in the classroom. This result supports the view that lesson planning is a crucial component of effective teaching because it enables teachers to design learning experiences that promote student engagement and participation (Richards & Rodgers, 2001). Therefore, lesson plans function not only as instructional guidelines but also as pedagogical tools that help teachers create active and participatory learning environments.

3. Lesson Plans in Supporting Teaching Procedures and Classroom Management

The findings also show that lesson plans assist teachers in implementing teaching procedures and managing classroom instruction. The teacher explained that teaching procedures are closely related to the lesson plan because the lesson plan determines several important components such as core competencies, basic competencies, learning objectives, and learning indicators. These components provide a clear structure that guides teachers in organizing the sequence of learning activities in the classroom. The teacher further explained:

So if we talk about procedures, all of that cannot be separated from the lesson plan because the lesson plan is the first to determine the core competencies and basic competencies. Then these are arranged again into learning objectives and indicators, and they must be sequential so that the lesson plan can be used well.

This statement indicates that the lesson plan serves as a structured framework that organizes teaching procedures systematically. By referring to the components in the lesson plan, teachers are able to determine the sequence of learning activities and ensure that classroom instruction is aligned with the intended learning objectives and indicators.

During the classroom observation, the researcher found that the teacher followed the teaching procedures outlined in the lesson plan. The teacher implemented the learning activities according to the stages that had been planned previously. For instance, the teacher selected appropriate teaching methods such as problem-based learning and organized classroom activities based on the learning objectives and indicators that had been prepared earlier. The teacher also confirmed that teaching methods and classroom procedures must be aligned with learning objectives and indicators, as explained in the interview:

There must be class procedures that include the selection of learning methods. For example, in a meeting I may use a learning method such as project-based learning or problem-based learning. However, the method must still be aligned with the learning objectives and refer to the indicators.

These findings demonstrate that lesson plans guide teachers in determining appropriate instructional strategies and maintaining a structured flow of classroom activities. By following the procedures outlined in the lesson plan, teachers can organize learning stages more effectively and ensure that teaching activities support the achievement of learning objectives.

In addition, the teacher emphasized that reflection is an important component included in the lesson plan. The reflection section allows teachers to evaluate the learning process after each meeting and identify whether the learning objectives have been achieved. If the classroom

conditions are not aligned with the expected outcomes, teachers can revise or improve the lesson plan for the next meeting. The teacher emphasized that:

In the lesson plan, there is a part called reflection. The purpose of reflection is for us to evaluate the learning that has been carried out in one meeting. If we find that the learning is not appropriate, we can rearrange the lesson plan for the next meeting.

This reflective process indicates that lesson planning is not only used for organizing classroom activities but also functions as a tool for evaluating and improving the teaching process.

The interview results also revealed that teachers often face challenges related to limited learning resources. For example, the teacher explained that the school has limited textbooks and sometimes only one book is available for classroom use. However, the teacher attempts to overcome this limitation by using alternative learning resources, particularly materials obtained from the internet. The teacher also pointed out that:

Our school is located in a rural area, so learning resources are limited and sometimes we only have one book. However, as teachers we must be creative and not only focus on one book. We can use the internet to find learning resources that are relevant to the material.

This finding shows that teachers play an important role in adapting lesson plans according to classroom conditions and available resources. Through this adaptation, teachers are able to maintain the effectiveness of the learning process even when facing limitations in instructional materials.

Overall, these findings indicate that lesson plans not only guide classroom learning activities but also support teachers in implementing teaching procedures, managing classroom instruction, and reflecting on the effectiveness of the learning process. Lesson plans provide a structured framework that helps teachers organize learning stages, select appropriate teaching methods, and adjust instruction based on classroom needs. This finding supports the view Fitriani & Budiarta, (2021), who states that a lesson plan serves as a systematic guide that assists teachers in organizing teaching activities and reflecting on the effectiveness of the learning process.

4. Lesson Plans as an Benchmark for Evaluating Learning Activities

Another finding of this study shows that lesson plans function as a benchmark for evaluating the effectiveness of learning activities. According to the teacher, lesson plans contain learning objectives and indicators that are used as references to measure whether the learning process has been successful or not. These components help teachers determine whether students have achieved the expected learning outcomes during classroom instruction.

The teacher explained that without a lesson plan, it would be difficult to measure students' learning achievements because there would be no clear objectives or indicators to guide the learning process. According to the teacher:

Yes, because in the lesson plan there is something called evaluation or assessment. If we do not have a lesson plan, learning objectives, or indicators, it will be difficult to measure whether the learning process has been achieved or not.

This statement indicates that lesson plans serve as an important reference for evaluating both the teaching process and student learning outcomes. By clearly defining learning objectives, indicators, and assessment components, teachers are able to measure students' progress and determine the effectiveness of classroom instruction.

Furthermore, the teacher emphasized that lesson plans also include a reflection component that allows teachers to review and improve their teaching practices. Reflection provides an opportunity for teachers to evaluate the learning process after each meeting and identify areas that need improvement. As stated by the teacher:

In the lesson plan, there is a section called reflection. The purpose of reflection is to evaluate the learning process that has been carried out in a meeting. If the learning process does not run as expected, the teacher can revise or rearrange the lesson plan for the next meeting.

This explanation shows that lesson plans not only function as a guide for classroom instruction but also support teachers in evaluating and improving the learning process. Through reflection, teachers can analyze the effectiveness of their teaching strategies and make necessary adjustments in future lessons.

The observation results also confirmed that the teacher conducted evaluation activities after completing the learning process. Students were given assignments and homework as part of the learning assessment. These evaluation activities allowed the teacher to identify students' understanding of the learning material and determine whether the learning objectives had been achieved.

The findings of this study demonstrate that the teacher's lesson plan plays a crucial role in supporting English learning activities in the classroom. The lesson plan functions as a guideline for organizing classroom instruction, supporting student learning activities, managing teaching procedures, and evaluating the learning process.

5. Conclusion

The findings of this study demonstrate that teachers' lesson plans play an essential role in supporting the implementation of English learning activities in the classroom. Lesson plans function as an instructional guide that helps teachers organize classroom learning systematically. Through lesson planning, teachers are able to structure the learning process, manage classroom time, determine learning objectives, and organize teaching procedures in a clear sequence. The findings also indicate that lesson plans support student learning activities by providing structured tasks, discussions, questioning activities, and interactive learning practices that encourage students to participate actively in the learning process.

Furthermore, the results reveal that lesson plans assist teachers in implementing teaching procedures and managing classroom instruction effectively. Lesson plans provide a structured framework that guides teachers in selecting appropriate teaching methods, organizing learning stages, and adapting instruction based on classroom conditions and available resources. In addition, lesson plans function as a benchmark for evaluating learning activities because they contain learning objectives, indicators, and evaluation components that help teachers measure the effectiveness of the learning process and students' learning outcomes. Therefore, the use of lesson plans contributes to the creation of more organized, interactive, and purposeful English learning activities in the classroom.

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