

A STUDY ON LESSON PLANS MODIFIED BY ENGLISH TEACHERS AT SENIOR HIGH SCHOOLS IN KUPANG CITY

Niken A. Rehiraky¹

(1) Master of Linguistics, Warmadewa University, Denpasar, Bali

Email : nikenrehiraky454@gmail.com²

Abstract

This study investigates how English teachers at senior high schools in Kupang City modify their lesson plans in accordance with the Ministry of National Education guidelines. The research addresses two main questions: (1) Do English teachers modify lesson plans based on the official guidelines? and (2) What aspects are modified, and why? This descriptive qualitative study involved English teachers from four public senior high schools in Kupang City. Data were collected through interviews and documentation. The results show that the teachers have good competence in lesson planning and generally follow national standards. The most frequently modified aspects include teaching materials, instructional media, and teaching methods. Teachers reported adapting these elements to reflect local cultural contexts, helping students better understand the content by relating it to their daily lives. The study highlights the importance of culturally responsive teaching in enhancing student engagement and comprehension.

Keyword: *lesson plan modification, english teachers, culturally responsive teaching, national education guidelines*

INTRODUCTION

A lesson plan is a learning strategy as a creation corresponds to a specific Basic Competency (KD) in a curriculum or syllabus (Kosasih in Nurzain, 2015). It is created in the context of teacher teaching standards so that the implementation of the strategy can be more specifically targeted to the Basic Competence (KD). A lesson plan is a structured outline created by teachers to guide the teaching process, detailing objectives, activities and assessments. It enhances student learning by ensuring that lessons are organized and aligned with curriculum objectives and student readiness, (Farhang et al., 2023). The lesson plan serves as a guide for teachers, outlining the objectives, appropriate texts, and environment required for effective teaching. It helps overcome challenges associated with teaching methods, student levels, and class sizes, allowing for a customized educational experience, (Dohal, 2023).

Therefore, a systematically arranged planning is needed in designing an appropriate lesson plan and teachers are required to be able to design a creative plan based on the requirements and circumstances of their students. With rapid advancement of science and technology today, education plays a crucial role in shaping the character and abilities of students to achieve their life goals. One of the factors that influence the quality of education is the quality of teaching presented by teachers. In the teaching process, lesson plans or learning plans become one of the most important elements. A well-constructed lesson plan ensures that the learning objectives are achieved effectively and efficiently.

Generally, the availability of lesson plans in each subject at every level of education in Indonesia has been provided directly by Indonesian Ministry of Education so that teachers can use it as a reference in designing a lesson plan for their classes. Every teacher in the education department is required to create a thorough and organized lesson plan to ensure that instruction is interactive, inspiring, enjoyable, challenging, and effective. Lesson plans are developed with understanding that every student is basically unique, both in regard to academic and non-academic abilities (Natalia and Nisa, 2020). Nurzain (2015) claimed a teacher must master the PAIKEM models, integrative thematic methods, scientific approaches, and character education values found in the SKL along with the preceding principles to develop lesson plans that comply with the standards of curriculum.

The availability of the lesson plans certainly makes it easier for teachers to design a lesson plan. But in fact, this also turns out to result in a lack of teacher competence in designing or developing an effective lesson plan that has been modified based on the conditions and needs of students in their respective classes. In the context of English language teaching in high schools, the Ministry of Education and Culture has issued guidelines for the preparation of lesson plans. However, several studies have shown that not all teachers

follow these guidelines and only copy or paste lesson plans from other sources without modifying them according to the needs and conditions of their classes.

The Ministry of National Education needs to give instructions for more character in the lesson plan components (Irafahmi and Lestari, 2016). The first step is the addition and or modification of learning objectives such that learning not only aids students in achieving Basic Competence (KD) but also shapes their character. Second, learning activities should be changed or added in such a way that character-building activities are included. The third is the addition and or modification of achievement indicators such that there are also indications for the character development of learners. The fourth is the addition and/or modification of assessment methods to have methods that can gauge and or build character.

Modification, in the opinion of Budiyanto et al in Natalia and Nisa (2020), refers to a change or adaptation. To achieve a learning objective, lesson plans must be modified in terms of their growth in order to take into account the requirements and abilities of the students. This statement also supported by Priakusuma, Hasim and Husin (2013), stated that modification is one effort that can be done by the teachers so that the learning process can reflect "Developmentally Appropriate Practice" (DAP). This method is intended to guide, direct, and teach students who previously could not become able, who were lacking skills to become more skilled.

Based on the facts stated above, the writer conducted a research on a lesson plan designed by English Teachers at four Senior High Schools in Kupang City. This research aims to analyse the lesson plans made by English teachers in high schools and the extent they follow guidelines and modify their lesson plans. This study offers insights that can help English teachers develop more effective lesson plans in high schools to prepare better lesson plans that are suitable for their needs and classroom conditions. This research uses a qualitative approach by collecting data through observation, interviews, and document analysis.

The data obtained was analysed using qualitative descriptive analysis techniques to identify the extent to which the lesson plans made by English teachers in high schools follow the guidelines and are modified. Additionally, this research also discussed the factors that influence teachers in making lesson plans. Through this research, it is expected to contribute to the development of English language learning in high schools through the preparation of better and more effective lesson plans. At last, all concepts stated above then led the writer to conduct a research under the title "A Study on Lesson Plans Designed by English Teachers at Senior High Schools in Kupang City."

RESEARCH METHOD

The research uses a descriptive qualitative method (Sugiyono, 2016), that can be interpreted as a procedure to solve the research issues by describing the examined subject because it is based on real events at the time. This research aims to discuss qualitative research methods for literature study. The method section is inconsistent and somewhat confusing. The study is described as descriptive qualitative (which is appropriate), but there is also a contradictory sentence stating the study aims to "discuss qualitative research methods for literature study, (Adlini, dkk 2022). From informant sources, and carried out in natural settings. The writer uses descriptive qualitative approach because data of the information collected in the form of verbal or descriptive without requiring numerical calculations or statistical analysis. Research locus of this research conducted in four (4) State High Schools in Kupang City which consists of one informant (English Teacher) for each school. The writer took and collected the data from each informant (English Teacher) of the four (4) schools as the representative of all Senior High Schools in Kupang City, Province of Nusa Tenggara Timur. The research was conducted at the following four public senior high schools in Kupang City:

- 1) SMA Negeri 2 Kupang.
- 2) SMA Negeri 3 Kupang.
- 3) SMA Negeri 4 Kupang.
- 4) SMA Negeri 6 Kupang.

Data Collection Technique in this research are documents (lesson plan) and interview, while research instrument in this research is interview guidelines. The research procedures in this study for collecting the data are: The writer designs and prepares interview guideline, the writer visits places of informant to collect the data, the writer classifies the data, the writer identifies the data, the writer analyses the data, the writer reports the result. This research uses content analysis to analyse the data. The steps in analysing the data are: The writer compares and identifies the components of the lesson plan designed by the English teachers with the components of the lesson plan from KEMENDIKBUD and the writer analyses the data based on the research problem in this research.

RESULTS AND DISCUSSIONS

The research results were analysed by researchers using qualitative descriptive techniques, which mean that the researcher describes and interprets all data collected based on the results of the research. The following are the data from research findings:

- 1) The suitability of modifying components of the lesson plans by following guidelines based on the Ministry of National Education.

Based on the documents analysis and the result of interview with the informants, the writer found that the English Teachers (informants) modify the lesson plans by following guidelines based on the Ministry of National Education. FA, YKH, SAS and also KK as informants said that usually they design the lesson plans in team at MGMP and the design of a lesson plans must follow the provisions of the Ministry of National Education as the rule. Even though teachers are given discretion in designing or modifying a lesson plan, the contents of the lesson plan must be in accordance with the components issued by the Ministry of National Education.

- 2) The aspects and reasons why English Teachers modify the lesson plans.

From the result of data findings in this study based on document (lesson plan) analysis and also the results of interviews with informants, the writer found that in modifying lesson plans, English Teachers made more modifications to aspects of teaching materials, learning media and also learning methods on the grounds that the teacher adjusted them accordingly with the needs of students, the local culture in Kupang and also students' direct experience of a learning topic.

Even though in reality teachers often face difficulties in compiling lesson plans, especially in terms of adjusting locally based teaching materials that must be related to existing Basic Competence (KD) and also evaluation of lesson plans which are quite strict, they can handle this well and the lesson plans they made are always effective and efficient in its use.

4.2. Discussions

In this part, the writer presents the discussion, the result has been presented and analyzed previously in findings. Based on the result of data analysis, it shows that in relation to designing the lesson plan, generally each component of the lesson plan has been prepared by the Ministry of National Education as stated in the background section of this research, but based on the interview with the informants the writer found that the Ministry of National Education only has the a standard principals and components in designing a lesson not a whole lesson plan. It directly shows that English Teachers in Kupang City have good competence in designing a lesson plan even though in reality teachers often face difficulties in designing a lesson plan because of the terms of the local culture or local wisdom. It supported by the informants' statements that they designed the lesson plan not only based on the students' needs but also based on the local culture in Kupang with the aims that students can understand the topic given because students have gone through it, the students can also be more proud of what is in the city of Kupang and also students can go directly and take advantage of what is around them. This finding supports the opinion of Budiyanto et al (2009) in Natalia and Nisa (2020). Budiyanto stated that to achieve a learning objective, the objective must be modified in terms of their growth in order to take into account the requirements and abilities of the students.

Furthermore, the results of this study also shows that the most modified aspects or components of lesson plans are the teaching materials, learning media and learning methods. The reason why English teachers modify these parts is that teachers try to apply local culture surrounds students so that students can more easily understand the topics being taught because students can see or experience them directly. This is believed to increase students' understanding in learning.

The next reason related to modifications to learning media is even though the development of technology and innovation has been quite higher, there are still limited facilities and infrastructure at schools. For example, in a learning system which should have been based on ICT, until now it has not been able to be implemented due to limited facilities and infrastructure. The teachers must modify the learning media so that the learning process can continue until the expected learning objectives are achieved.

Then, the lesson plan aspects being modified the most by English teachers, is learning materials. Based on statements from informants, it can be seen that this is due to the application of local culture in learning. As previously explained, that the teachers assume by applying local cultural wisdom in learning, students can more easily understand the topics being taught because students can see or experience them directly. This finding also directly supports the opinion of Wafiqni and Nurani (2018) that a learning model based on local cultural wisdom is considered appropriate to cover students' needs. By integrating teamwork and local wisdom, students are indirectly trained to be more sensitive to their environment.

CONCLUSION

Based on the data analysis, it can be concluded that English teachers in Kupang City demonstrate good competence in designing lesson plans. In developing their lesson plans, they follow the guidelines set by the Ministry of National Education, while also making modifications where necessary. The most frequently modified aspects of the lesson plans include teaching materials, learning media, and instructional methods. These modifications are primarily driven by the teachers' intention to incorporate local cultural elements, which helps students relate to the content more easily and enhances their understanding. Additionally, the modification of learning media is influenced by the limited availability of facilities and infrastructure in some schools. Despite these challenges, the teachers strive to adapt their plans to the needs and conditions of their students, which contributes to more effective and meaningful teaching.

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