

What Teachers Do Before They Teach: Lesson Preparation Practices Of EFL Teachers In An Indonesian High School

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ABSTRACT

Lesson preparation is an essential aspect of effective teaching because it enables teachers to organize instructional strategies, teaching materials, and learning resources to achieve educational objectives. However, limited studies have explored how these components are integrated simultaneously in teachers' lesson preparation practices within EFL contexts. Therefore, this study aimed to investigate how English teachers prepare classroom instruction, integrate instructional strategies, teaching materials, and technology, and address the challenges encountered during the preparation process. This qualitative case study was conducted at SMA Negeri 6 Sidrap and involved three English teachers selected through purposive sampling. Data were collected through semi-structured interviews and analysed using thematic analysis proposed by Braun and Clarke (2006). The findings revealed that teachers prepared classroom instruction through flexible and contextual lesson planning by adapting instructional strategies, teaching materials, and classroom activities to students' needs and classroom conditions. Teachers also integrated technology such as YouTube, LCD projectors, Smart TVs, and internet-based resources to support learning. However, the integration of instructional strategies, teaching materials, and technology remained limited and inconsistent because these components were often implemented separately rather than systematically integrated into a cohesive instructional design. In addition, teachers encountered several challenges, including unstable internet connectivity, diverse student abilities, classroom management issues, and limited preparation time. The study concludes that lesson preparation is an adaptive pedagogical process influenced by classroom realities, teachers' competence, and institutional support. These findings highlight the importance of continuous professional development and stronger support for technology integration to enhance lesson preparation practices in EFL classrooms.

ARTICLE HISTORY

Published June 15th 2026



KEYWORDS

Lesson Preparation, Instructional Strategies, Teaching Materials, Technology Integration, EFL Teachers.

ARTICLE LICENCE

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1. Introduction

Teacher preparation remains a critical yet challenging aspect of educational practice, as empirical evidence indicates persistent inconsistencies between theoretical expectations and actual classroom implementation. In many school contexts, teachers demonstrate varied approaches to lesson preparation, with some applying systematic planning aligned with pedagogical principles, while others rely heavily on textbooks or prior teaching experience (Zhang et al., 2011). These disparities highlight a significant empirical issue in teacher preparation, particularly in ensuring that teachers are adequately equipped to design effective instruction. Furthermore, challenges such as limited resources, diverse student needs, and time constraints often hinder teachers' ability to fully implement well-structured lesson preparation practices (Candrawati & Purbani, 2025; Marzulina et al., 2021; Said et al., 2021), ultimately affecting the quality of teaching and learning outcomes.

The importance of teacher preparation lies in its role in equipping teachers with the knowledge, pedagogical skills, and professional dispositions necessary to respond to complex classroom environments (Guha, 2024; Jenrette, 2015; Anggawirya et al., 2021; Karubaba & Rahman, 2025). Teacher preparation programs, both traditional and alternative pathways, provide different approaches to developing teacher competence, where traditional models emphasize pedagogical knowledge while alternative pathways focus more on practical teaching experience (Evans, 2010; Yaumi et

al., 2023). Effective teacher preparation enables teachers to design coherent lesson plans, select appropriate instructional strategies, develop relevant teaching materials, and integrate technology in meaningful ways (Peterson, 2016). It also fosters critical competencies such as adaptability, reflective practice, and problem-solving, which are essential for addressing diverse learner needs (Alijrih, 2022; Williams, 2021; Youngsun et al., 2024). Therefore, strong teacher preparation is fundamental to improving instructional quality and ensuring that teaching practices are both responsive and effective in supporting student learning

Recent studies have emphasized that teacher preparation is a multidimensional and cyclical process involving the integration of planning, organization, and implementation stages in instructional practice (Ladeji-Osias, 2005; Rumble, 2018). Within this framework, lesson preparation is viewed as a systematic and intentional process that aligns learning objectives, instructional strategies, and assessment methods (Zhang et al., 2011). Research also highlights the importance of reflective practice in enhancing teachers' instructional effectiveness, as it allows teachers to evaluate and continuously improve their teaching based on classroom experiences and student feedback (Haber, 2022; Santagata, 2014; Adinda et al., 2025). These findings suggest that effective teacher preparation requires not only theoretical understanding but also practical and reflective engagement.

In addition, a growing body of research has focused on the role of instructional strategies, teaching materials, and technology integration in enhancing teaching and learning processes. Studies show that student-centered approaches, such as problem-based learning and collaborative learning, can significantly improve student engagement and higher-order thinking skills (Davis et al., 2023; Marshall & Marshall, 2005; Ritchie & Vizcarra, 2019; Sepulveda & Dieguez, 2020). Similarly, the effective use of teaching materials has been identified as a key factor in facilitating knowledge construction, although many teachers still face challenges in (McGrath, 2013; Tekir & Akar, 2019) integration of digital technologies has transformed instructional practices by enabling more interactive and flexible learning environments, yet its implementation remains uneven due to limited technological competence and resources (Benitt et al., 2019; Bruneau & Meyer-Mork, 2014; Jiang et al., 2023; Shahzad et al., 2024).

Despite these advancements, existing studies reveal a significant research gap in understanding how instructional strategies, teaching materials, and technology are integrated simultaneously within teachers' lesson preparation practices. Most prior research tends to examine these components separately rather than as interconnected elements within a comprehensive instructional system. Moreover, there is limited empirical research that explores how English teachers, particularly in specific local school contexts, integrate these elements in their lesson preparation (Kamhi-Stein et al., 2024; Tekir & Akar, 2019). Therefore, this study aims to address this gap by providing a more holistic exploration of English teachers' lesson preparation practices, focusing on the integration of instructional strategies, teaching materials, and technology in real classroom settings.

Based on preliminary observations conducted at SMA Negeri 6 Sidrap, it was found that English teachers demonstrate varying practices in preparing their lessons. Some teachers prepare lesson plans, teaching materials, and instructional media systematically, while others rely more on textbooks and prior teaching experience. According to Fakhruddin and Nurchalis (2019), Teachers should not merely depend on available textbooks; instead, they are expected to function as material developers who are capable of integrating technology to reduce monotonous classroom activities. This is further supported by Tjalla et al. (2023), who found that insufficient strategic preparation often leads to teacher-dominated classroom interaction, resulting in passive students and less engaging learning environments. Their study also highlights that the use of digital tools, such as podcasting and presentation software, can significantly enhance student learning outcomes. However, the integration of technology in lesson preparation remains limited due to differences in teachers' experience, access to resources, and institutional support. These conditions indicate the need for a deeper investigation into lesson preparation practices within this specific context.

Based on this identified gap, this study aims to analyze how English teachers prepare their lessons, identify the instructional strategies and teaching materials they use, explore how technology is integrated into their lesson preparation, and examine the challenges they face. Accordingly, the research questions guiding this study are: (1) How do English teachers at SMA Negeri 6 Sidrap prepare their classroom instruction? (2) How are instructional strategies, teaching materials, and technology integrated into their lesson preparation? and (3) What challenges do teachers encounter in preparing classroom instruction? The novelty of this study lies in its focus on a specific school context and its integrative approach in examining lesson preparation as a holistic process that connects instructional strategies, teaching materials, and technology within actual classroom practices.

2. Methodology

2.1 Research Design

This study used a qualitative approach with a case study design to analyze the lesson preparation process of English teachers at SMA Negeri 6 Sidrap. This approach allowed the researcher to deeply explore how teachers plan and prepare their lessons, as well as the challenges they face. The case study aimed to provide a comprehensive understanding of teaching practices at the school, including planning, strategy, and design selection, and technology integration in the learning process.

2.2 Subjects of the Research

The subjects of this study were English teachers at SMA Negeri 6 Sidrap. The participants were selected using purposive sampling to ensure they met specific criteria relevant to the study, particularly variation in teaching experience. Three teachers were selected to obtain diverse perspectives on lesson preparation. Teaching experience is classified into two categories: teachers with more than 10 years of experience and those with approximately 3 to 5 years of experience. The selection of three participants is based on the qualitative research approach, which emphasizes depth of data rather than quantity. This variation is expected to provide a comprehensive understanding of how teaching experience influences lesson preparation practices, including planning, instructional strategies, material development, and the use of technology.

2.3 Data Collection Procedure

The data collection in this study was conducted through interviews to obtain a comprehensive understanding of the lesson preparation process carried out by English teachers at SMA Negeri 6 Sidrap. The interviews were used to explore teachers' perspectives on lesson preparation, including instructional strategies, challenges, and the use of technology. Through this method, the researcher was able to gain in-depth insights into how teachers plan and prepare their instruction in real classroom contexts.

2.4 Data Analysis

The data in this study were analyzed using thematic analysis as proposed by (Braun & Clarke, 2006). This approach was selected due to its flexibility in identifying and interpreting patterns within qualitative data. The analysis aimed to address the research questions related to teacher preparation, instructional integration, and challenges in classroom instruction.

The first step involved familiarization with the data. The interview data from three participants (T1, T2, and T3) were transcribed and read repeatedly to gain a comprehensive understanding. During this stage, the researcher made initial notes and identified key ideas relevant to the study.

The second step was generating initial codes. The transcripts were systematically analyzed to identify meaningful segments of data, ranging from short phrases to longer excerpts. These segments were coded to represent important aspects of teachers' lesson preparation practices.

The third step involved searching for themes. The identified codes were grouped based on similarities and relationships to form broader categories. For example, codes related to lesson planning, teaching materials, and teaching experience were categorized under teacher preparation. Codes related to instructional strategies, materials, and technology were grouped under instructional integration, while codes related to time constraints, technological issues, and student differences were categorized as challenges.

The fourth step was reviewing the themes. The researcher examined the consistency between the themes and the coded data, ensuring that they accurately represented the dataset. Some themes were refined or reorganized to improve clarity and coherence.

The fifth step involved defining and naming the themes. Each theme was clearly defined to reflect its scope and meaning. The final themes were categorized into three major themes: teacher preparation, integration of instructional strategies, teaching materials, and technology, and challenges in preparing classroom instruction.

The final step was producing the report. The findings were presented in a structured narrative in the Results and Discussion sections, supported by relevant excerpts from the interview data and linked to existing literature.

3. Results and Discussion

3.1 How do English teachers at SMA Negeri 6 Sidrap prepare their classroom instruction in practice?

The findings revealed that English teachers at SMA Negeri 6 Sidrap prepared their classroom instruction through flexible and contextual lesson planning. Although lesson plans (RPP) served as the foundation of instruction, teachers adjusted their preparation to students' characteristics, classroom conditions, and learning needs. The teachers also emphasized the importance of preparing teaching materials, selecting appropriate methods, and anticipating potential classroom challenges before the learning process began.

Table 1. Teachers' Practices in Preparing Classroom Instruction

Aspect of Lesson Preparation	Teacher 1	Teacher 2	Teacher 3
Initial Lesson Preparation	Prepared lesson plans (RPP) and adjusted them to classroom conditions.	Observed students' abilities before teaching.	Explored and developed learning materials beyond the textbook.
Planning Activities Before Class	Prepared ice-breaking and motivation stages	Determined lesson objectives and learning media	Prepared methods and media based on students' learning styles
Material Selection	Adjusted materials to students' abilities and classroom situations	Simplified materials and make them easier to understand	Selected materials based on students' needs and learning styles
Anticipating Classroom Challenge	Considered students' proficiency levels and material difficulty	Prepared alternative teaching strategies	Focused preparation on improving students' speaking skills

Source: Researchers' analysis from interview data (2026).

Table 1 demonstrates that the teachers implemented lesson preparation in different yet interconnected ways. Teacher 1 emphasized the importance of lesson plans (RPP) as the basis of instruction while remaining flexible according to classroom situations. The teacher explained that every classroom had different characteristics, requiring adjustments in teaching approaches and materials. Similarly, Teacher 2 stated that lesson preparation began with observing students' classroom conditions and understanding their learning abilities before deciding on the teaching approach. Meanwhile, Teacher 3 focused on exploring and developing learning materials independently rather than relying solely on textbooks.

The findings also indicate that teachers considered students' learning needs and classroom situations when preparing lessons. Teachers prepared motivational activities, ice-breaking sessions, and alternative instructional strategies to support classroom engagement. In addition, teachers adjusted teaching materials according to students' proficiency levels and learning styles, including visual, auditory, and kinesthetic preferences. These findings suggest that lesson preparation was not implemented rigidly but was adapted contextually based on classroom realities and students' needs.

3.2. How are instructional strategies, teaching materials, and technology integrated into their lesson preparation?

The findings showed that teachers integrated instructional strategies, teaching materials, and technology in flexible and adaptive ways. Teachers applied various teaching methods depending on classroom conditions and students' participation. In addition, teachers modified learning materials and used various technological tools to improve students' understanding and engagement during classroom instruction.

Table 2. Integration of Instructional Strategies in Lesson Preparation

Instructional Strategy Aspect	Teacher 1	Teacher 2	Teacher 3
Teaching Strategies Used	Classroom management and flexible teaching approaches	Discussion and collaborative learning.	and Presentation-based and speaking-focused learning approaches
Student Participation	Encouraged classroom interaction	active Used group discussion and teamwork	Encouraged students' confidence through presentations
Learning Approach	Adaptive instruction based on classroom conditions	Student-centered learning activities	Communicative and speaking-oriented instruction
Evaluation of Strategy Effectiveness	Observed students' classroom engagement	Evaluated students' participation and collaboration	Assessed students' performance and confidence speaking and

Source: Researchers' analysis from interview data (2026).

Table 2 shows that teachers implemented various instructional strategies based on classroom situations and students' learning needs. Teacher 1 emphasized classroom management and flexibility in selecting teaching approaches according to students' participation and classroom conditions. Teacher 2 frequently applied discussion and collaborative learning activities to encourage active student participation and interaction. Meanwhile, Teacher 3 focused on presentation-based learning to improve students' speaking abilities and self-confidence.

The findings also revealed that teachers commonly implemented student-centered learning approaches during classroom instruction. Students were encouraged to participate actively through discussions, presentations, and collaborative tasks. Teachers evaluated the effectiveness of instructional strategies through students' classroom participation, communication skills, and learning progress.

Table 3. Development and Adaptation of Teaching Materials

Material Preparation Aspect	Teacher 1	Teacher 2	Teacher 3
Material Preparation	Adjusted materials to the curriculum and students' abilities	Prepared materials before class and adapted them in the classroom.	Modified materials according to the students' needs
Curriculum Alignment	Used the curriculum as a reference while considering students' readiness.	Followed the curriculum while flexibly students'	Used textbooks and additional resources aligned with the curriculum.
Additional Resources	Learning Used books from different publishers	Used internet resources and contextual examples	Used internet resources and teaching experience

Source: Researchers' analysis from interview data (2026).

Table 3 indicates that teachers adapted teaching materials according to students' learning abilities and classroom contexts. Although the curriculum and textbooks remained important references, teachers modified and simplified learning materials to ensure students' understanding. Teacher 2, for example, explained that materials from textbooks were sometimes too difficult for students; therefore, the teacher simplified them and connected them with students' daily lives. Similarly, Teacher 3 emphasized the importance of using additional resources and modifying materials based on students' needs and learning styles.

The findings also demonstrate that teachers used various learning resources beyond textbooks, including internet sources, teaching experiences, and reference books from different publishers. This indicates that material preparation was carried out flexibly to support students' comprehension and classroom engagement.

Table 4. Technology Integration in Lesson Preparation

Technology Integration Aspect	Teacher 1	Teacher 2	Teacher 3
Technology and Media Used	Smart TV, projector, videos, and applications	Videos and visual media	Laptop, LCD, YouTube, and the internet
Technology Integration	Used technology based on classroom needs	Used YouTube and visual media to attract students' attention	Used Google and YouTube while limiting students' dependence on technology
Impact of Technology	Increased students' interest and attention	Helped teachers prepare more engaging materials	Simplified instruction, but created technology dependence

Source: Researchers' analysis from interview data (2026).

Table 4 shows that technology played an important role in teachers' lesson preparation and instructional delivery. Teachers used various digital tools such as LCD projectors, Smart TVs, YouTube, videos, laptops, and internet-based resources to support students' understanding and classroom engagement. Teacher 1 stated that technology made learning more interesting and interactive, while Teacher 2 emphasized that visual media helped students focus better during classroom instruction.

However, the findings also revealed concerns regarding students' dependence on technology. Teacher 3 explained that excessive use of Google Translate and other digital tools could reduce students' independent learning and language development. Therefore, technology was viewed not only as a learning support tool but also as a challenge that required careful management by teachers.

3.3. What challenges do English teachers encounter in preparing classroom instruction?

The findings showed that teachers encountered several challenges in preparing classroom instruction, particularly in the use of technology, classroom management, students' characteristics, and time management. Teachers also expressed the need for professional development and stronger institutional support to improve lesson preparation practices.

Table 5. Challenges Encountered in Lesson Preparation

Challenges in Lesson Preparation	Teacher 1	Teacher 2	Teacher 3
Technology-related challenges	Internet connectivity problems	Unstable internet connection	Difficulty updating materials from technology
Main instructional challenges	Internet access and students' abilities	Technology preparation constraints	Students' behavior
Facilities and resources	Facilities were available but depended on internet quality	Facilities were adequate but internet-dependent	Smart TV helped support classroom instruction
Time Management	Focused on preparing effectively	Prioritized time teaching tasks.	Adjusted lesson content when time was Limited
Additional Training Needs	IT and technology training	Digital learning technology training	Public speaking training

Expectations improvement	for Better support system and teacher collaboration	Improved facilities institutional support	and English Day, Camp, and collaboration	English teacher
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Source: Researchers' analysis from interview data (2026).

Table 5 demonstrates that internet connectivity was the most common challenge encountered by teachers during lesson preparation and classroom instruction. Although the school had sufficient facilities such as LCD projectors and Smart TVs, teachers explained that the effectiveness of these facilities depended heavily on the availability and stability of internet access. Teacher 1 and Teacher 2 both emphasized that technology integration often became difficult when the internet connection was unstable.

In addition to technological challenges, teachers also faced difficulties related to students' learning abilities, classroom behavior, and time management. Teacher 3 specifically mentioned students' behavior as one of the major classroom challenges. Furthermore, teachers highlighted the importance of effective time management when preparing materials, media, and classroom activities.

The findings further indicate that teachers still require additional professional development, particularly in technology integration and public speaking skills. Teachers also expected stronger institutional support, improved collaboration among teachers, and the implementation of English-speaking programs such as English Day and English Camp to improve students' English learning environment.

3.4. Discussion

3.4.1. Teachers' Lesson Preparation Practices

Findings revealed that English teachers at SMA Negeri 6 Sidrap prepared their classroom instruction through flexible and contextual lesson planning practices. Although lesson plans (RPP) were used as the foundation of instruction, teachers continuously adjusted their preparation according to classroom situations, students' characteristics, learning styles, and instructional needs. This finding indicates that lesson preparation was not viewed merely as an administrative requirement, but as an adaptive pedagogical process influenced by actual classroom realities. Teachers realized that each classroom had different levels of motivation, participation, proficiency, and learning preferences; therefore, instructional planning could not be implemented rigidly. Instead, teachers modified instructional approaches, learning materials, and classroom activities based on students' responses and classroom conditions. This finding supports Zhang et al. (2011), who argue that lesson preparation is a systematic process that aligns instructional objectives, teaching strategies, and classroom implementation.

Another important finding concerns teachers' consideration of students' individual differences during lesson preparation. Teachers prepared motivational activities, ice-breaking sessions, simplified materials, and alternative methods to maintain classroom participation and engagement. These findings reflect the principle of learner-centered instruction, where learning activities are adjusted according to students' learning characteristics and classroom realities. The findings are also consistent with Srihidayanti et al. (2015) who found that teachers frequently experience difficulties in designing lesson plans that accommodate students' differences, learning styles, and classroom diversity. However, the present study demonstrates that teachers attempted to overcome those difficulties through flexible planning, contextual adaptation, and classroom-based instructional decision making. In addition, the findings support the reflective teaching theory proposed by Haber (2022) and Santagata (2014) who explain that reflective practice enables teachers to evaluate and improve instructional effectiveness continuously. Teachers in this study reflected on classroom interaction, students' participation, and learning difficulties before adjusting instructional strategies and classroom activities. Therefore, lesson preparation became a reflective and adaptive process shaped by teachers' instructional experiences and classroom observations.

The practical implication of these findings is that teacher preparation programs should not focus solely on administrative lesson plan development. Instead, professional development programs should strengthen teachers' adaptive pedagogical competence, reflective teaching practices, and contextual instructional planning skills so that teachers are able to respond flexibly to students' diverse learning needs and classroom situations.

3.4.2 Integration of Instructional Strategies, Materials, and Technology

The findings showed that English teachers at SMA Negeri 6 Sidrap integrated instructional strategies, teaching materials, and technology into lesson preparation in flexible and adaptive ways. Teachers implemented various instructional strategies such as discussion, group work, question-and-answer activities, presentations, and speaking-based instruction to encourage students' participation and classroom interaction. Teachers also modified learning materials from textbooks, internet resources, and teaching experiences to make instruction more understandable and relevant to students' contexts. In addition, digital tools such as laptops, LCD projectors, Smart TV, YouTube videos, and internet resources were integrated into classroom instruction to improve students' engagement and understanding. This finding aligns with Ahmed (2021), who argues that media technology integration contributes positively to students' engagement and classroom interaction in English language learning. These findings indicate that teachers attempted to create interactive and student-centered learning environments. This supports Maddux and Rogers (1983) the concept of student-centered learning, which positions students as active participants in constructing knowledge and learning experiences. Similarly, (Marshall & Marshall, 2005; Ritchie & Vizcarra, 2019; Sepulveda & Dieguez, 2020) explain that collaborative learning and student-centered instructional strategies can improve students' engagement, communication skills, and higher-order thinking abilities.

The findings also revealed that teachers adapted teaching materials and integrated technology to support instructional effectiveness. Teachers simplified textbook materials, selected contextual examples, and modified classroom activities because some materials were considered too difficult or less relevant to students' abilities. This finding supports (McGrath, 2013; Tekir & Akar, 2019).who argue that teaching materials should be adapted to learners' needs and classroom contexts. In terms of technology integration, teachers used videos, YouTube, Smart TV, and visual media to increase students' interest and classroom interaction.

However, a deeper analysis of the findings demonstrates that the integration of instructional strategies, teaching materials, and technology remained limited and inconsistent. Although teachers used these components during lesson preparation, they were often implemented separately rather than integrated systematically into cohesive instructional design. Technology was mostly used as a supporting instructional tool, while instructional strategies and material adaptation were conducted independently according to classroom situations. This indicates that the relationship among pedagogy, content, and technology was not yet fully integrated. The findings can be connected to the integrated ICT implementation principle in the Regulation of the Ministry of Education and Culture, which emphasizes the cohesiveness among instructional objectives, teaching strategies, materials, media, and assessment. Therefore, the findings suggest that teachers already possessed individual instructional components, but the primary challenge lay in integrating those components systematically into unified lesson preparation practices. This issue becomes one of the main contributions of the present study because previous research often examined instructional strategies, teaching materials, and technology separately rather than as interconnected components in lesson preparation.

The findings also reveal a critical issue regarding students' dependence on technology. Teachers explained that excessive use of Google Translate and digital tools could reduce students' independent learning and communicative practice. Therefore, technology integration should not only focus on accessibility and classroom engagement but also on pedagogical control and balanced instructional implementation. The practical implication of these findings is that professional development programs should focus not only on technology usage but also on helping teachers integrate pedagogy, teaching materials, instructional interaction, assessment, and technology into cohesive and meaningful lesson preparation practices.

3.4.3. Challenges in Lesson Preparation

The findings revealed that English teachers at SMA Negeri 6 Sidrap encountered several challenges in preparing classroom instruction, particularly related to internet connectivity, students' characteristics, classroom behavior, time management, technology integration, and institutional support. Among those challenges, unstable internet access emerged as the most dominant issue affecting lesson preparation and instructional implementation. Although facilities such as LCD projectors, Smart TV, and internet-based media were available, teachers explained that their effectiveness depended heavily on internet quality and connectivity. This finding indicates that technology integration in lesson preparation cannot rely solely on the availability of digital tools because effective technology integration also requires stable infrastructure, technological readiness, and institutional support systems. These findings support (Bruneau & Meyer-Mork, 2014; Jiang et al., 2023; Shahzad et al., 2024) who argue that technology integration frequently faces obstacles related to infrastructure limitations, technological competence, and unequal access to digital resources. Similarly, Mudra

(2018) found that internet connectivity, classroom management, teaching aids, learners' motivation, and instructional methods remain major challenges in EFL teaching contexts.

Another important challenge concerned students' diverse abilities, classroom participation, and learning motivation. Teachers explained that students demonstrated different levels of proficiency, participation, and discipline, making lesson preparation more complicated. Consequently, teachers were required to simplify materials, prepare alternative instructional strategies, and adjust classroom activities according to students' learning conditions. In addition, teachers experienced difficulties in managing preparation time because they needed to prepare materials, methods, media, and classroom activities simultaneously. This finding is consistent with Srihidayanti et al. (2015), who found that teachers frequently experience difficulties in designing lesson plans related to students' individual differences, learning styles, and classroom diversity.

The findings also indicated that teachers still required additional professional development, particularly in technology integration, digital learning, and public speaking skills. Teachers further expected stronger institutional support, collaboration among teachers, and English-speaking programs such as English Day and English Camp to strengthen students' communicative competence and classroom interaction. This finding suggests that improving lesson preparation practices requires institutional collaboration and continuous professional development.

The findings support Antoni and Mustafa (2024), who argue that teacher preparation programs should strengthen pedagogical competence, curriculum development, and practical instructional preparation through collaboration between educational institutions and school contexts.

Overall, the findings demonstrate that lesson preparation involved balancing curriculum demands, students' needs, classroom realities, and technological conditions simultaneously. Consequently, lesson preparation became a complex pedagogical negotiation process rather than merely an administrative activity. Therefore, schools should strengthen institutional support by improving internet infrastructure, providing technology-based professional training, encouraging collaborative lesson planning, and creating supportive English learning environments. Theoretically, this study suggests that lesson preparation should be understood as an integrated pedagogical process that involves instructional planning, contextual adaptation, reflective teaching, technology integration, and classroom decision making.

4. Conclusion

This study revealed that English teachers at SMA Negeri 6 Sidrap prepared classroom instruction through flexible, contextual lesson planning, adjusting instructional strategies, teaching materials, and technology to meet students' needs and classroom conditions. Teachers implemented various student-centered strategies and utilized digital tools such as YouTube, LCD projectors, Smart TV, and internet-based resources to support learning. However, the integration of instructional strategies, teaching materials, and technology remained limited and inconsistent because these components were often implemented separately rather than systematically integrated into a cohesive instructional design. In addition, teachers encountered several challenges, including unstable internet connectivity, diverse student abilities, classroom management difficulties, and limited preparation time. These findings indicate that lesson preparation is an adaptive pedagogical process influenced by classroom realities, teachers' competence, and institutional support.

Based on these findings, this study recommends that schools and educational institutions provide continuous professional development programs, particularly in technology integration and adaptive instructional design. Improving internet infrastructure, strengthening teacher collaboration, and creating supportive English learning environments are also necessary to enhance lesson preparation practices. Furthermore, future researchers are encouraged to involve broader participants and apply additional methods, such as classroom observation or additional interviews, to gain more comprehensive insights into teachers' lesson preparation practices in different educational contexts.

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