

**DESIGN, DEVELOPMENT, AND EVALUATION OF
THE E-TECH LESSON PLANNER FOR NOVICE
ESL TEACHERS**

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**DESIGN, DEVELOPMENT, AND EVALUATION OF
THE E-TECH LESSON PLANNER FOR NOVICE
ESL TEACHERS**

by

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TABLE OF CONTENTS

ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES	iv
LIST OF FIGURES	viii
LIST OF ABBREVIATIONS.....	x
LIST OF APPENDICES.....	xi
ABSTRAK.....	xiii
ABSTRACT	xv
CHAPTER 1 INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background of the Study	4
1.3 Problem Statement	8
1.4 Research Objectives	13
1.4.1 Phase One: Needs Analysis Phase	14
1.4.2 Phase Two: Design and Development Phase	14
1.4.3 Phase Three: Evaluation Phase.....	14
1.5 Research Questions	15
1.5.1 Phase One: Needs Analysis Phase	15
1.5.2 Phase Two: Design and Development Phase	15
1.5.3 Phase Three: Evaluation Phase.....	16
1.6 Significance of the Study.....	16
1.7 Conceptual Framework.....	17
1.8 Limitation of the Study.....	20
1.9 Operational Definitions	21
1.9.1 Novice ESL teachers.....	21

1.9.2	Lesson Planning.....	22
1.9.3	Lesson Planning Tool	22
1.9.4	E-Tech Lesson Planner (E-Tech LP)	22
1.9.5	Effectiveness.....	23
1.9.6	Efficiency	23
1.9.7	Satisfaction	24
1.10	Summary.....	24
CHAPTER 2 LITERATURE REVIEW		25
2.1	Introduction.....	25
2.2	Theoretical Framework.....	26
2.2.1	Tyler’s Model	26
2.2.2	Revised Bloom's Taxonomy.....	28
2.2.3	Gagné’s Nine Events of Instruction.....	30
2.3	Overview of Usability Testing	31
2.3.1	ISO 9241-11	33
2.4	What is a Lesson Plan?.....	35
2.5	Formats of ESL Lesson Plan.....	38
2.6	Lesson Planning for Critical Thinking	40
2.7	Effective Lesson Planning Affects Lesson Plan Quality	41
2.7.1	Specifying Learning Objectives	42
2.7.2	Selecting Learning Activities	44
2.7.3	Organizing Learning Experience.....	45
2.7.4	Evaluating the Effectiveness of Learning Experience	47
2.8	Technology Integration Supports Lesson Planning Efficiency.....	48
2.8.1	Word Processing Applications	49
2.8.2	Presentation Programs.....	51
2.8.3	Web-Based Lesson Planning System.....	52

2.8.3(a)	iLessonPlan.....	53
2.8.3(b)	RPH Online.....	55
2.8.3(c)	SmartLP.....	57
2.8.4	Cloud Platform Collaborative Lesson Planning.....	58
2.9	Online Lesson Planning System in Rural Areas.....	61
2.10	Gap Analysis.....	63
2.11	Conclusion.....	65
CHAPTER 3 RESEARCH METHODOLOGY.....		67
3.1	Introduction.....	67
3.2	Overall Research Design.....	67
3.3	Needs Analysis Phase.....	70
3.3.1	Research Procedure.....	70
3.3.2	Sampling Procedure.....	72
3.3.3	Sample Size.....	74
3.3.4	Instrument.....	75
3.3.5	Content Validity.....	77
3.3.6	Face Validity.....	80
3.3.7	Data Collection Procedure.....	82
3.3.8	Data Analysis Procedure.....	83
3.3.9	Pilot Study.....	84
3.3.10	Reliability.....	85
3.4	Design and Development Phase.....	86
3.4.1	Research Procedure.....	86
3.4.2	Sampling Procedure.....	88
3.4.3	Sample Size.....	89
3.4.4	Instrument.....	91
3.4.5	Content Validity.....	92

3.4.6	Face Validity	93
3.4.7	Data Collection Procedure	94
3.4.8	Data Analysis Procedure	95
3.4.9	Pilot Study	96
3.4.10	Reliability	97
3.5	Evaluation Phase	98
3.5.1	Research Procedure.....	98
3.5.2	Sampling Procedure.....	100
3.5.3	Sample Size	100
3.5.4	Instrument.....	102
3.5.4(a)	Interview	102
3.5.4(b)	Questionnaire	103
3.5.4(c)	Document Analysis	104
3.5.4(d)	Lesson Plan Prepared by Novice ESL Teachers	104
3.5.4(e)	Lesson Planning Summary Report	105
3.5.5	Content Validity	105
3.5.6	Face Validity	106
3.5.6(a)	Interview Protocol	106
3.5.6(b)	Lesson Plan Prepared by Novice ESL Teachers	108
3.5.6(c)	Lesson Planning Summary Report	108
3.5.7	Data Collection Procedure	109
3.5.8	Data Analysis Procedure	112
3.5.9	Pilot Study	114
3.5.10	Reliability	115
3.5.10(a)	Triangulation.....	116
3.5.10(b)	Member Checking Method: Returning Transcribed Verbatim Transcripts	116
3.5.10(c)	Build Rapport with the Research Participants	117

3.6	Overall Research Activities and Procedures.....	118
3.7	Summary.....	120
CHAPTER 4 NEEDS ANALYSIS & DEVELOPMENT PHASE		121
4.1	Introduction.....	121
4.2	Needs Analysis Phase.....	121
4.2.1	Respondents' Profile.....	123
4.2.1(a)	Lesson Planning Conformity	124
4.2.1(b)	Lesson Planning Efficacy	126
4.2.1(c)	Lesson Planning Practice.....	127
4.2.1(d)	ICT Competency Level of Teacher.....	131
4.2.2	Summary of Needs Analysis Findings.....	133
4.3	The Design Phase	134
4.3.1	Lesson Planning Applications	135
4.3.2	E-Tech LP's Lesson Planning Framework.....	140
4.3.3	E-Tech LP's Storyboard.....	143
4.3.4	Features of the E-Tech LP.....	147
4.3.4(a)	Attractive Features that Appeal to the User.....	147
4.3.4(b)	User-Friendly	149
4.3.4(c)	Enhance Lesson Planning Skills	150
4.3.4(d)	Interactive for Engagement.....	150
4.3.4(e)	A Tool that Works Offline.....	153
4.3.5	Summary of Design Phase Findings.....	153
4.4	Development Phase	154
4.4.1	Microsoft Office 365 Excel (Microsoft Excel)	154
4.4.2	The Development of Lesson Planning Databases	155
4.4.3	The User Interfaces Design in the E-Tech LP Based on the Storyboard.....	158
4.4.3(a)	Welcome Page.....	159

4.4.3(b)	Selection Page	159
4.4.3(c)	User's Registration Page.....	160
4.4.3(d)	Main Menu Page	161
4.4.3(e)	Class Registration.....	162
4.4.3(f)	Class Timetable.....	163
4.4.3(g)	Lesson Planning	164
4.4.3(h)	Archive	170
4.4.3(i)	Lesson Planning Summary Report.....	171
4.4.3(j)	Profile Update	172
4.4.3(k)	About Us.....	173
4.4.3(l)	About E-Tech LP	173
4.4.3(m)	Contact Us.....	174
4.4.4	The Link Between the Spreadsheets.....	175
4.4.5	The Utilization of Visual Basic for Application (VBA) to Support the E-Tech LP.....	176
4.4.6	Expert-based Evaluation of Prototype 1	177
4.4.6(a)	The Levels of Field Experts' Perception of the E-Tech LP Usability Satisfaction	177
4.4.6(a)(i)	System Usefulness	179
4.4.6(a)(ii)	Information Quality	182
4.4.6(a)(iii)	Interface Quality.....	184
4.4.7	Discussions, Revision, and Changes of the E-Tech LP Prototype	186
4.4.7(a)	System Usefulness.....	186
4.4.7(b)	Information Quality	187
4.4.7(c)	Interface Quality.....	188
4.4.8	Development of the E-Tech LP Prototype 2	189
4.4.9	Summary of the Development Phase	190

CHAPTER 5 FINDINGS OF THE EVALUATION PHASE.....	192
5.1 Introduction.....	192
5.2 Demographic Profile	193
5.3 Normality and Outliers	194
5.4 The Level of the Novice ESL Teachers' Satisfaction with the E-Tech LP Usability.....	195
5.4.1 System Usefulness	196
5.4.2 Information Quality	198
5.4.3 Interface Quality	199
5.5 The Impact of the Use of the E-Tech LP on Lesson Planning Efficiency among Novice ESL Teachers.....	201
5.5.1 The Ease of Use.....	206
5.6 The Impact of the Use of the E-Tech LP on Lesson Planning Effectiveness among Novice ESL Teachers.....	210
5.6.1 Guiding the Construction of Clear and Measurable Learning Objectives.....	215
5.6.2 Encouraging the Diversification and Organization of Learning Activities	220
5.6.3 Controlling the Specification of Appropriate Assessment.....	230
5.7 Summary of the Evaluation Phase.....	233
CHAPTER 6 DISCUSSIONS AND IMPLICATIONS.....	235
6.1 Introduction.....	235
6.2 Summary of Research Findings	235
6.3 Discussion on Research Findings.....	237
6.3.1 Discussion on the Findings of the Needs Analysis Phase.....	237
6.3.1(a) The Level of Novice ESL Teachers' Perception of Their Lesson Planning Conformity	237
6.3.1(b) The Level of Novice ESL Teachers' Perception of Their Lesson Planning Efficacy	238
6.3.1(c) The Level of Novice ESL Teachers' Perception of Their Lesson Planning Practices	239

6.3.1(d)	The Level of Novice ESL Teachers' Perception of Their ICT Competency	240
6.3.2	Discussion on the Findings of the Design and Development Phase	241
6.3.2(a)	System Usefulness.....	242
6.3.2(b)	Information Quality	243
6.3.2(c)	Interface Quality.....	244
6.3.3	Discussion on the Findings of the Evaluation Phase	246
6.3.3(a)	Satisfaction.....	246
6.3.3(a)(i)	System Usefulness	247
6.3.3(a)(ii)	Information Quality	247
6.3.3(a)(iii)	Interface Quality	248
6.3.3(b)	Impacts of the E-Tech LP on the Efficiency of Lesson Planning among Novice ESL Teachers	249
6.3.3(b)(i)	The Ease of Use.....	250
6.3.3(c)	Impacts of the E-Tech LP on the Lesson Planning Effectiveness among Novice ESL Teachers.....	252
6.3.3(c)(i)	Guiding the Construction of Clear and Measurable Learning Objectives.....	253
6.3.3(c)(ii)	Encouraging the Diversification and Organization of Learning Activities ..	256
6.3.3(c)(iii)	Controlling the Specification of Appropriate Assessment	259
6.4	Implications of the Research.....	260
6.4.1	Implications on the Theory	260
6.4.2	Implications on the Practice	262
6.4.2(a)	Implications and Recommendations to the Ministry of Education Malaysia.....	262
6.4.2(b)	Implications and Recommendations to the Institute of Teacher Education Malaysia.....	263
6.4.2(c)	Implications and Recommendations to the Novice ESL Teachers	264

6.5	Limitations and Recommendations for Future Research.....	265
6.6	Conclusion	266
	REFERENCES	268
	APPENDICES	

LIST OF TABLES

	Page
Table 2.1	Gagné's Nine Events of Instruction..... 30
Table 2.2	Comparison of Different Usability Standards, Models for Software Systems 32
Table 2.3	Components and Factors in ISO 9241:11 35
Table 3.1	Numbers of Primary Schools in Peninsular Malaysia 72
Table 3.2	Number of Teachers at Primary Level by Type of Training..... 73
Table 3.3	Numbers of English Teachers at Primary Schools in Northern Region of Malaysia..... 74
Table 3.4	Sample Size for a Given Population Size 75
Table 3.5	Sources of Items in Quantitative Questionnaire..... 76
Table 3.6	Definition of Constructs..... 76
Table 3.7	Score for CVI 78
Table 3.8	Analysis of Content Validity Index (CVI)..... 79
Table 3.9	Justification for Removing Items 79
Table 3.10	Issues and Suggestions from the Pretesting with the 12 Novice ESL Teachers 81
Table 3.11	Scale for the Interpretation of the Mean Value (seven-point Likert scale) 84
Table 3.12	The Demographic of Pilot Study Respondent for Needs Analysis Phase 85
Table 3.13	Cronbach's Alpha Rule of Thumb 85
Table 3.14	Result of Reliability Analysis..... 86
Table 3.15	Demographic Data of the Panel of Experts..... 89
Table 3.16	Summary of Questionnaire for the Panel of Experts 92
Table 3.17	Analysis of Content Validity Index (CVI)..... 93
Table 3.18	Justification for Removing Items 93
Table 3.19	Issues and Suggestions from the Pretesting with the Five Lecturers (Field Experts) 94

Table 3.20	Scale for the Interpretation of the Mean Value (seven-point Likert scale)	96
Table 3.21	The Demographic of Pilot Study Respondent for Design and Development Phase.....	97
Table 3.22	Result of Reliability Analysis.....	98
Table 3.23	List of Selected Primary Schools for Evaluation Phase.....	101
Table 3.24	Summary of Interview Protocol	103
Table 3.25	Issues and Suggestions from the Pretesting with the Two Novice ESL Teachers	108
Table 3.26	Issues and Suggestions from the Pretesting with the MOE Officer	108
Table 3.27	Research Activities & Procedures (Mixed-methods instruments) ..	118
Table 4.1	Reliability Statistics of the Need Analysis Survey	122
Table 4.2	Reliability Report of the Variables	123
Table 4.3	The Demographic Characteristics of Respondents.....	124
Table 4.4	Frequency and Percentage of Lesson Planning Conformity	125
Table 4.5	Means and Standard Deviations of Each Item in Lesson Planning Conformity	125
Table 4.6	Frequency and Percentage of Lesson Planning Efficacy	126
Table 4.7	Means and Standard Deviations of Each Item in Lesson Planning Efficacy	127
Table 4.8	Frequency and Percentage of Lesson Planning Practice.....	128
Table 4.9	Means and Standard Deviations of Each Item in Lesson Planning Practice.....	129
Table 4.10	Frequency and Percentage of ICT Competency Level	132
Table 4.11	Means and Standard Deviations of Each Item in ICT Competency Level	132
Table 4.12	The Suitability of The English Lesson Planning Tool Based on Novice ESL Teachers' Preferences	137
Table 4.13	Comparison Between Multiple Available Lesson Planning Methods and Users' Needs.....	138
Table 4.14	Steps in Generating Clear and Measurable Learning Objectives	141
Table 4.15	Five Phases of Design Process in Storyboard for Product Design ..	144
Table 4.16	Data Generated Based on the Lesson Planning Activities.....	148
Table 4.17	Elements Need to be Completed by the User.....	152

Table 4.18	Summary of the Development Tools.....	154
Table 4.19	Guidelines to Assist the Researcher for the Data Entry in Designing the Databases	156
Table 4.20	Variables in the Databases of the E-Tech LP.....	157
Table 4.21	Reliability Statistics of the Expert-Based Evaluation of the E-Tech LP.....	178
Table 4.22	Means and Standard Deviations of the Variables (Expert-based Evaluation)	178
Table 4.23	Frequency and Percentage of System Usefulness on Usability Satisfaction.....	179
Table 4.24	Means and Standard Deviations of Each Item in System Usefulness	179
Table 4.25	Extracts of Comments from Expert Reviews of the E-Tech LP Prototype 1 Based on The System Usefulness	180
Table 4.26	Frequency and Percentage of Information Quality on Usability Satisfaction.....	182
Table 4.27	Means and Standard Deviations of Each Item in Information Quality.....	183
Table 4.28	Extracts of Comments from Expert Reviews of the E-Tech LP Prototype 1 Based on the Information Quality.....	183
Table 4.29	Frequency and Percentage of Interface Quality on Usability Satisfaction.....	184
Table 4.30	Means and Standard Deviations of Each Item in Interface Quality	185
Table 4.31	Extracts of Comments from Expert Reviews of the E-Tech LP Prototype 1 Based on the Interface Quality	185
Table 4.32	Summary of Revision and Changes in the Design and Development Process of the Prototype 2.....	189
Table 5.1	The Demographic Characteristics of Respondents.....	194
Table 5.2	Shapiro-Wilk for Actual Data (Evaluation Phase)	195
Table 5.3	Result of Reliability Analysis.....	195
Table 5.4	Means and Standard Deviations of the Variables (End-user Evaluation)	196
Table 5.5	Frequency and Percentage of System Usefulness on Usability Satisfaction.....	196

Table 5.6	Means and Standard Deviations of Each Item in Satisfaction on System Usefulness	197
Table 5.7	Frequency and Percentage of Information Quality on Usability Satisfaction	198
Table 5.8	Means and Standard Deviations of Each Item in Satisfaction on Information Quality	198
Table 5.9	Frequency and Percentage of Satisfaction Interface Quality on Usability Satisfaction	200
Table 5.10	Means and Standard Deviations of Each Item in Satisfaction on Interface Quality	200

LIST OF FIGURES

	Page
Figure 1.1	Conceptual Framework 19
Figure 2.1	Tyler's Model..... 27
Figure 2.2	Revised Bloom’s Taxonomy 29
Figure 2.3	Usability framework according to ISO 9241 – 11..... 34
Figure 2.4	Suggested ESL primary school lesson plan outline by Ministry of Education Malaysia (2020) 39
Figure 2.5	Steps of Collaborative Lesson Planning Based on a Cloud Platform 60
Figure 3.1	The ADDIE Model (McGriff, 2000) 68
Figure 3.2	Research Procedure of Needs Analysis Phase 71
Figure 3.3	Sampling Procedure for the Pretesting 81
Figure 3.4	Research Procedure of Design and Development Phase 87
Figure 3.5	Research Procedure of Evaluation Phase..... 99
Figure 4.1	E-Tech LP’s Lesson Planning Framework 141
Figure 4.2	The Navigation Map of the Storyboard Using Composite Structure 146
Figure 4.3	The Seven Stages of the Action (Norman, 2013)..... 151
Figure 4.4	Screenshot of the Welcome Page 159
Figure 4.5	Screenshot of the Selection Page..... 160
Figure 4.6	Screenshot of the User’s Registration Page 161
Figure 4.7	Screenshot of the Main Menu 162
Figure 4.8	Screenshot of the Class Registration Page..... 163
Figure 4.9	Screenshot of the Class Timetable Registration Page 164
Figure 4.10	Screenshot of the Week Selection Page..... 165
Figure 4.11	Screenshot of the Lesson Selection 166
Figure 4.12	Screenshot of The Layout of The Lesson Plan..... 167
Figure 4.13	Screenshot of the Learning Objective Generator 168
Figure 4.14	Screenshot of the Archive Page..... 171
Figure 4.15	Screenshot of the Summary Report Page..... 172

Figure 4.16	Screenshot of the About Us Page	173
Figure 4.17	Screenshot of the About E-Tech LP Page.....	174
Figure 4.18	Screenshot of the Contact Us Page.....	175
Figure 4.19	The Visual Basic Editor for E-Tech LP.....	176

LIST OF ABBREVIATIONS

CS	Content Standard
CVI	Content Validity Index
DDR	Design and Development Research
E-Tech LP	E-Tech Lesson Planner
EPRD	Educational Planning and Research Division
ESL	English as a Second Language
HOTS	High Order Thinking Skills
ICT	Information and Communications Technology
JPN	Jabatan Pelajaran Negeri
MOE	Ministry of Education
SKPMg2	Standard Kualiti Pendidikan Malaysia Gelombang 2

LIST OF APPENDICES

APPENDIX A	QUESTIONNAIRE FOR NEED ANALYSIS PHASE
APPENDIX B ¹	QUESTIONNAIRE FOR EXPERT-BASED EVALUATION
APPENDIX B ²	QUESTIONNAIRE FOR EVALUATION PHASE
APPENDIX C	INTERVIEW PROTOCOL
APPENDIX D	28 TASKS FOR EVALUATION PHASE
APPENDIX E	LESSON PLANS ASSESSMENT RUBRIC
APPENDIX F	LESSON PLANNING SUMMARY REPORT (TEMPLATE)
APPENDIX G	QUANTITATIVE INSTRUMENTS EVALUATION FORM
APPENDIX H	QUALITATIVE INSTRUMENTS EVALUATION FORM
APPENDIX I	APPROVAL LETTER FROM EPRD (MOE)
APPENDIX J	APPROVAL LETTER FROM JPN
APPENDIX K	STUDENT VERIFICATION FORM
APPENDIX L	CONSENT FORM FOR EXPERT-BASED EVALUATION
APPENDIX M	RESEARCH INFORMATION FOR EXPERTS-BASED EVALUATION
APPENDIX N	HANDBOOK FOR EXPERTS-BASED EVALUATION
APPENDIX O	E-TECH LP TUTORIAL VIDEO
APPENDIX P	EXPERT CONSENT ON THE METHOD OF ACCEPTANCE OF EVALUATION MATERIALS
APPENDIX Q	JPEM APPROVAL LETTER
APPENDIX R	LETTER OF PERMISSION TO CONDUCT RESEARCH TO THE HEADMASTER
APPENDIX S	CONSENT FORM FOR EVALUATION PHASE
APPENDIX T	EVALUATION SCHEDULE
APPENDIX U	CODING SYSTEM
APPENDIX V	LESSON PLAN ASSESSMENT SCORE

APPENDIX W	CODING METHOD
APPENDIX X	OPEN CODES TO SELECTIVE THEMES
APPENDIX Y	LESSON PLANNING SUMMARY REPORT
APPENDIX Z	PREVIOUS LESSON PLANNING METHODS AND TIME TAKEN
APPENDIX AA	E-TECH LP USE CASES
APPENDIX AB	LIST OF HYPERLINKS IN E-TECH LP
APPENDIX AC	PAGES IN E-TECH LP (VERSION 2.0)

**REKA BENTUK, PEMBANGUNAN, DAN PENILAIAN E-TECH LESSON
PLANNER UNTUK GURU NOVIS BAHASA INGGERIS**

ABSTRAK

Penyelidikan ini bertujuan untuk membangunkan alat perancangan pengajaran untuk guru novis Bahasa Inggeris sekolah rendah di Malaysia, yang dikenali sebagai E-Tech Lesson Planner (E-Tech LP). E-Tech LP dibangunkan sebagai respon terhadap permasalahan perancangan pengajaran yang dihadapi guru novis Bahasa Inggeris, terutamanya daripada aspek kualiti rancangan pengajaran. Alat perancangan pengajaran berasaskan teknologi dalam pendidikan yang sedia ada hanya memberi tumpuan terhadap kecekapan berbanding keberkesanan merancang pengajaran. Dalam membangunkan prototaip ini, kajian ini menggunakan pendekatan Design and Development Research (DDR) yang dipelopori oleh Richey dan Klein (2007). Fasa pertama kajian ini melibatkan 232 guru novis Bahasa Inggeris sekolah rendah di Wilayah Utara yang telah melengkapkan soal selidik yang mengandungi 68 item mengenai kesesuaian perancangan pengajaran, keberkesanan, amalan, dan kecekapan ICT. Data yang diperolehi dianalisis dengan statistik deskriptif menggunakan IBM Statistical Packages for The Social Sciences (SPSS) versi 26. E-Tech LP direkabentuk berdasarkan data daripada analisis keperluan, seterusnya digabungkan dengan model Tyler, Taksonomi Bloom (Semakan Semula) & 9 Adegan Pembelajaran Gagné. Setelah prototaip dibangunkan, penyelidik melakukan penilaian berdasarkan pakar untuk mendapatkan maklum balas pakar mengenai kebolegunaan E-Tech LP menggunakan soal selidik yang mengandungi 18 item. Fasa terakhir kajian adalah penilaian E-Tech LP bertujuan menilai kebolegunaan dari perspektif pengguna

sebenarnya, dengan menggunakan kajian kes ke atas tujuh orang guru novis Bahasa Inggeris. Kebolegunaan E-Tech LP dinilai menggunakan standard ISO 9241-11 yang mengukur dari aspek keberkesanan, kecekapan, dan kepuasan. Berdasarkan analisis deskriptif bagi fasa pertama, guru novis Bahasa Inggeris sekolah rendah di Malaysia menganggap kepatuhan perancangan pengajaran mereka adalah rendah, sementara dinilai sederhana bagi keberkesanan dan amalan perancangan pelajaran yang dianggap tidak memadai bagi guru novis Bahasa Inggeris dengan kelayakan akademik yang sedia ada. Tahap kecekapan ICT mereka yang di paras sederhana turut mempengaruhi reka bentuk E-Tech LP. Bagi fasa kedua, penilaian berdasarkan pakar menunjukkan bahawa kebolegunaan E-Tech LP dinilai positif. Namun begitu, para pakar turut memberikan cadangan penambahbaikan untuk membangunkan E-Tech LP (versi 2.0). Berdasarkan penilaian pengguna sebenarnya, guru novis Bahasa Inggeris menyatakan kepuasan mereka terhadap kebolegunaan E-Tech LP untuk perancangan pengajaran Bahasa Inggeris. Selain itu, triangulasi temu bual, tinjauan, dan pelbagai penemuan analisis dokumen menunjukkan bahawa E-Tech LP meningkatkan kecekapan dan keberkesanan perancangan pengajaran melalui beberapa tema yang diperolehi. Kesimpulannya, implikasi kajian ini menunjukkan bahawa pembangunan E-Tech LP dapat membantu guru novis Bahasa Inggeris sekolah rendah di Malaysia menyediakan rancangan pengajaran harian yang komprehensif selaras dengan tuntutan pembelajaran abad ke-21.

DESIGN, DEVELOPMENT, AND EVALUATION OF THE E-TECH LESSON PLANNER FOR NOVICE ESL TEACHERS

ABSTRACT

This research aimed to create a lesson planning tool for novice ESL primary school teachers in Malaysia, known as E-Tech Lesson Planner (E-Tech LP). E-Tech LP was developed in response to lesson planning issues among novice ESL teachers, particularly the quality of lesson plans produced. Nevertheless, numerous technology-based lesson planning tools in education emphasise efficiency over effectiveness. In developing the prototype, this study employed the Design and Development Research approach (DDR) pioneered by Richey and Klein (2007). The study's first phase involved 232 novice ESL teachers from Northern Region primary schools completing 68-item questionnaires on lesson planning conformity, efficacy, practices, and ICT competency. The retrieved data were analyzed by descriptive statistics using IBM Statistical Packages for The Social Sciences (SPSS) version 26. The design of the E-Tech LP was based on the findings from the needs analysis phase and the combination of Tyler's model, revised Bloom's Taxonomy & Gagné's Nine Events of Instruction. After developing the prototype, the researcher conducted an expert-based evaluation to get expert feedback on E-Tech LP's usability using questionnaires with 18 items. The study's final phase, E-Tech LP evaluation, assessed usability from the end-users perspective, the novice ESL teachers, and a case study was applied with seven novice ESL teachers. The E-Tech LP usability was assessed using the ISO 9241-11 standard, measuring effectiveness, efficiency, and satisfaction. Based on the descriptive analysis in the first phase, novice ESL primary school teachers in Malaysia perceived their