

# CHAPTER I

## INTRODUCTION

The introduction to the research, which includes various points, is outlined in this chapter. First, the researcher discusses the background of the research. Second, the researcher describes the identification of the issue. Third, the researcher assures the focus of the research. Fourth, the researcher raises the research question. Fifth, the researcher demonstrates the aims of the research. Sixth, the researcher reveals the significance of the research. Seventh, the researcher elaborates the theoretical foundation. Eighth, the researcher links the previous studies. Ninth, the researcher demonstrates the frame of thought of the research. Last, the research introduces a research method that guides the researcher to conduct the research.

### **1.1 Background of the problem**

During the pandemic, face-to-face learning between students and teachers is limited and sometimes students tend to do more online learning with teachers, this makes student and teacher interactions disrupted in carrying out learning, material and delivery carried out by teachers are sometimes not conveyed good to students. Therefore, teachers must make an innovation in online and offline learning plans so that students can understand and be able to actively participate in learning. Students and teachers alike benefit from these regulations since they allow them to learn and work from home. Due to the covid-19 epidemic, it completely substitutes face-to-face learning in the classroom with online learning, which may last until the the last semester ( Atmojo & Nugroho , 2020).

Lesson plan is a guide for teaching and learning activities made by teachers to assist them in teaching. For some teachers, organizing all activities that will take place in the classroom is an important task that should not be ignored, because the learning process will not take place without a learning implementation plan. However, most teachers lack the ability to balance teaching techniques and student learning styles, and because of that, some teachers lack enthusiasm because making lesson plans is considered very time-consuming and some teachers prefer to

duplicate from the internet to make it easier than making their own. The biggest difficulty in creating lesson plans is the readiness of learning plan products. Furthermore, some teachers stated that creating lesson plans was a difficult task (Rezkyana, 2021, P.4). Therefore, it is necessary to increase teacher competence in preparing lesson plans because educators must have a learning plan to guide activities during class learning that make students happy, comfortable and able to be active in class so that they can motivate students to be more active in class.

Lesson plans are things that all teachers must prepare as a learning reference and under any circumstances teachers must prepare lesson plans because lesson plans are a learning guide, this shows that the lesson plan is very important because it serves as a reminder to the teacher what to prepare, bring, and do in class Mulyasa(as cited in Marlioni, 2017 p.6). So the teacher must be able to prepare lesson plans correctly and what will be taught well in the class according to our readiness

Lesson plans can include aspects such as teaching, subject matter to be discussed, teaching methods to be used, and learning outcomes procedures. We can see how teachers apply practical learning theory in learning, then teachers can consider what they will see, how teachers will teach students Ruys Keer & Aeltermann(as cited in Sahin,Taskin, 2020 p.58). Therefore, in this case the teacher must be able to prepare or plan a learning process where learning takes place effectively, as a teacher facilitator can plan and manage activities in the classroom

Lesson plan is a material or method for assessing the extent to which students are able to learn what has been taught. A lesson plan is a series of learning activities that are systematically planned in accordance with the learning objectives that have been set, an excellent lesson plan for one or several meetings Nana(as cited in Irsyasman,Khairani, 2020 p.49). Therefore, in this case the teacher must be able to prepare or plan a learning process where learning takes place effectively,as a teacher facilitator can plan and manage activities in the classroom.

In developing lesson plan, teacher must be very careful because the teacher must make very detailed components in its preparation. Which will determine the total quality of learning and determine the quality of education and the quality of human resources (HR), both now and in the future (Baharun & Adhimiy,2018, p :49). Therefore, under any circumstances, teachers still have to make lesson plans because planning is a learning guide.

Developing interactive lesson plans in the 21st century is very much needed by teachers because it can encourage students to be more active in understanding learning, this is important so that students can use social media well. In addition, the development of lesson plans in the 21st century is also very much needed for teaching and learning activities in the classroom. Interactive learning plans are also very important because the teacher not only conveys the material to the students but the teacher also makes the students' mentality better, especially the different learning styles of students will greatly make them more participatory during learning. Teachers must be smart to make creative and innovative learning plans (Amaliah, 2020 p.8). Therefore, interactive lesson plans must be able to facilitate students to achieve results in each learning process with the aim of creating fun learning and a balance between right brain function and left brain function.

In Addition, Lesson plans help teachers to achieve innovative and creative learning goals in the 21st century because in the current century teachers must create modern and fun learning .Reseach in the area of includes several clusters. There are include, **Innovative lesson plan design** (Woranetsudathip,Yuenyong,& Nguyen,2021; Sugianto, 2020 ; Baharun, & Adhimiy,2018 ; Sodik, Faridi, & Saleh, 2020 ), **Speaking Skills** (Teng, M., F.,2018 ; Rao, P., S., 2019 ), **Strategy to improve speaking skills** (Sreena, & Ilankumaran,2018 ; Hamad, Metwally, & Alfaruque,2019 ; Bahrudin, Ramadhan, & Bahrudin, 2021 ; Fatmala, 2021), **Component of designing lesson plan in classroom** (Sabetra, &Aziz, 2021 ; Fakhrunnisa, 2021; Amin, 2021 ; Iqbal, Siddiqie, & Mazid, 2021), **The role of teaching speaking** (Pinatih, 2021 ; Razi, 2021 ; Faizah, 2021).

Several studies claim that the role of teachers in developing lesson plans in the 21st century is still very small and has not been prepared properly because they have not followed developments. However, in the 21st era, lesson plans are being discussed because lesson plans are used as guides for teacher activities in the classroom and also as guidelines for teachers who want to develop lesson plans, especially in the world of education, so that they can help improve education standards in Indonesia through of interactive learning.

There are several criticisms found in this study, namely about how to prepare interactive lesson plans in learning English. The most important part in quality education is not only lesson plans but also teacher readiness and understanding of what is contained in lesson plans, sometimes there are still many teachers who only making lesson plans for formalities given to the principal indirectly the teacher only makes it without understanding more deeply about the lesson plans made by the teacher. Teacher readiness for interactive learning plans must also be able to balance students' learning abilities. The preparation of lesson plans for students also makes teachers have to have reasoning about how their students are, for example in speaking not all students can speak boldly, sometimes there are also students who are embarrassed to speak English and also educate students to achieve success. English teachers must have effective learning management abilities in order to implement 21st-century learning, Management learning begins with lesson plan, organizing, and learning, and continues with the process of executing teaching and learning in the classroom until students' abilities are assessed (Shafiana, 2020). We have to adjust the selection of material because when online students tend not to focus too much on the contrary when offline students will definitely get used to focusing. Even when offline, the teacher must make the class interactive because it must be well prepared. Towards the 21st century, learning plan models continue to develop from time to time and one of them is interactive mixed learning.

The second criticism in this study is that previous research explains in detail about how strategies in teaching speaking and what techniques are used in teaching speaking and interesting learning materials for students. Teaching speaking is very diverse, especially in this 21st era, this causes teachers to be able to balance speaking so that students can understand the material presented because speaking skills are not just exercises and examples of dialogue. In the 21st era, teaching speaking is not just for learning but to improve students' communicative skills so that students can speak with good pronunciation and listeners can understand what is being conveyed. In the 221st century, there are many learning materials that can be used to improve students' speaking skills, such as modern technology that has been widely used by several teachers. This modern technology helps the teacher's task in improving students' speaking skills such as applications, videos, internet and so on. Modern technology like this will improve students' speaking skills because the learning materials are tailor-made and very diverse. Teachers use a variety of tactics to teach speaking, including conversation, role-playing and simulations, and games. Both teachers and students may find it a pleasant experience (Ganna, 2018).

Another criticism is, in previous research no one has made interactive lesson plans, even though in this 21st era, students have become millennial generation humans where students are very aware of the current technology, in the previous lesson plans nothing has been done. Discusses how to make interactive lesson plans, what methods are used in making interactive lesson plans and also creative and innovative learning methods, so that it can make it easier for teachers or anyone who wants to make interactive lesson plans in this 21st era. Because the aspects contained in interactive lesson plans will also definitely be better than ordinary lesson plans because they can adapt to the current era and can produce a learning process that is fun, inspiring, efficient, motivating, demanding, interactive, and so on, teachers and students benefit. Regardless of their importance, lesson plans must be carefully developed and implemented in order to achieve the desired results (Sugianto, 2020).

## 1.2 Identification of the Issue

Based on the above background, of course it is necessary to identify the problem to provide clarification about the problem to be studied. In 21st century, the teacher role is very important to create a creative and innovative learning plan to manage online and offline classes. In 21st century teachers required not only to be able to master learning and manage classroom activities effectively, but teachers are required to be able to make the classroom atmosphere more active and creative, students must be more active in the class when learning takes place. The identification of this problem found in this study are :

1. The teacher only uses conventional teaching methods which are considered as material for student book.
2. Most English teachers have negative perceptions in developing a lesson plan, they are unhappy, not encourage, and unenthusiastic, although they realized developing a lesson plan will facilitate and achieve their objective in teaching English.
3. Some difficulties faced by teachers in designing lesson plans. Namely formulating learning objectives, determine learning methods, and find learning resources and determine learning media.
4. Many teachers do not know how to modify teaching materials, they say that developing a lesson plan complicate and frustrating.
5. Most teachers do not make a lesson plan by themselves, but they will get lesson plans from others such as from internet and friends, because the teacher do not have much time to work on write lesson plans.
6. Most teachers do not prepare lesson plans when learning in the classroom, so sometimes teachers do not have a guide in carrying out activities during learning and make students feel bored or uncomfortable.

From the problems above, the researcher will select and discuss the problem of “ The lack of ability of teachers in preparing appropriate and interactive lesson plans in the student learning process” because in 21st century it is not only the

learning design that must be given to students but the strategies it provides must also be innovative.

This problem was raised because in the 21st century, lesson plan is not only teachers provide learning but must be active and creative. In the learning process because the teacher's lack of creativity in explaining the material also makes students bored quickly and cannot attend class properly. The goal is that teachers and students in 21st century have good skills and creativity, and also students can think critically and explore learning well.

### **1.3 Delimitation of the Issue**

The researcher limits this research and focuses on the teacher's ability to develop lesson plans that refer to the 2013 curriculum made by the seventh grade English teacher. The researcher will analyze the components and types of learning plans according to the 2013 curriculum, regarding the obstacles faced by English teachers in developing interactive learning plans. As explained in the previous sub-topic that there is still a lack of teacher creativity in making learning plans that are more interactive and creative, teachers will get 21st century students who are already very proficient in using media, so as a teacher must be able to make lesson plans that can cover all aspects of skills and students become more active and students can also achieve success.

The hypothesis that the researchers did to determine the restrictions by observing directly the seventh grade students in the agenda was PLP (school field introduction activities). To limit the scope of the research, this will only focus on the ability of teachers to develop appropriate, more active and creative lesson plans so as to achieve the desired results and this research is not media. In addition, by developing appropriate learning designs and making interactive learning designs it also does not require a lot of time and effort and the development of this lesson plan can be done to achieve learning objectives.

Researchers solve these problems through the development of learning plans that are in accordance with the curriculum that we use, namely the 2013

curriculum, besides that institutions should also implement competence not only in learning, but also at a higher academic level, so that students must also be able to develop learning in this century. In 21st century students are already very good at using various media.

#### **1.4 Research Question**

Based on the study above, the researcher have made sure that the questions are possible to be answered, the problem of this research will be questioning as follows :

1. What are the characteristic of lesson plan for online interactive speaking leaning at seventh grades?
2. How is the prototype (development product) lesson plan for online interactive speaking learning at seventh grades?

#### **1.5 Aims of The Research**

Researcher have identified a clear purposes of the research. The purpose of the research aims at answering research questions above mentioned :

1. To know the characteristic of lesson plan for online interactive speaking leaning at seventh grade.
2. To know the prototype (development product) lesson plan for online interactive speaking learning at seventh grades.

#### **1.6 Significances of the Research**

The purpose of this study are expected to give some significance and to raise the understanding, not only theoritically and practically :

1. Theoritically significance
  - a. The findings of this study can increase the theory of interactive lesson plans that are in accordance with the 2013 curriculum that we use.
  - b. The results of this study can be reused as a reference for those who want to develop interactive lesson plans.

- c. The results of this study are also significant for English teachers who want to learn about the development of interactive lesson plans according to the 2013 curriculum.

## 2. Practically significance

- a. For teachers, this research is expected to improve the competence of English teachers, especially in teaching greeting and leave taking, and also to develop interactive learning plans for students.
- b. For students, this research is expected to improve skills in critical, creative thinking and also lesson plans can predict or measure how much success will be achieved by students. Because the planning is structured to achieve success for students with the possibility of failure that can be done by each teacher so that the results are more and optimal.
- c. For readers, the results of this study are expected to provide information and knowledge about the development of interactive lesson plans in the twenty-first century.

## **1.7 Theoretical Foundation**

### **1.7.1 Interactive Learning**

Interactive learning is defined as a way of integrating students in effective learning activities by extending technology with a mostly interactive learning environment to help students achieve higher levels of learning and improve their learning performance Tchoshanov(as cited in Alnajdi, 2018, P.213). Interactive learning is about students assimilating information through real-world, intensive learning, rather than boring cramming of "dead" information – it is a hyperactive social process in which the student is not just a learner, but also someone who creates "living" information, being guided by the teacher down the right path to achieve the best results, based on the harmonious assimilation of knowledge that is in demand in today's society (Abykanova, Nugumanova, Yelezhanova, Kabylkhamit, & Sabirova, 2016, P.2).

Interactive learning is learning which involves the process of retrieving items from a collection and showing them to the user, The user can repeat the process as many times as he wants to gain his insights and in turn rate their relevance based on certain criteria, and then use the relevance judgments obtained to modify or retrain the classifier quickly. This process is repeated as long as the user deems it suitable to gain his insights. Interactive learning comes in two basic forms, active learning and user relevance feedback (Þór Jónsson, Shahbaz Khan, Ragnarsdóttir, Þorleiksdóttir, Zahálka, Rudinac, & Worring, 2019, P.2).

In addition, teaching is the initial facility for learning, enabling students to learn, and managing learning conditions, while learning is showing or helping someone learn how to do something, imparting knowledge, and causing to know and understand. Interactive Learning is a student-centered learning style in which students participate actively in various classroom activities. Students interact in doing and thinking (hands on and mind on) in an interactive learning style, which produces a direct response to the subject matter presented.

In sum, interactive learning is learning that can change learning activities to be more active and using technology that is now sophisticated on the other hand interactive learning also changes the view that every student can only listen to the teacher while teaching is in progress, now students can find what they need themselves and the teacher help as mentors, and interactive learning makes students more free to do what they want but with limitations guided by the teacher.

#### **1.7.1.1 Characteristic Interactive Learning.**

Interactive learning has the following characteristics, according to Wilga (as cited in Aninda,2018) the use of interactive learning :

*First*, The classroom becomes a place of provision for such challenges, which are provided for and overcome with the help of the teacher and the collaboration of other students. *Second*, Interaction includes not only the expression of one's own thoughts but also the understanding of others. *Thrid*, Interaction is always

understood in context, both physical and experimental, with nonverbal interactions adding an additional layer of meaning to the verbal.

### **1.7.2 Online Learning**

All teaching and learning processes that are usually carried out in the classroom are immediately dismissed during the covid 19 pandemic, but student and teacher learning continues and is carried out virtually or can be interpreted as online learning which means a teacher teaches in front of a computer in one location while students take lessons from other computers in different locations, besides that, many learning materials are also available for free in the form of files that can be downloaded, while teachers and students can make interactive learning during the pandemic, which can be in the form of assignments or evaluations given by the teacher and can be discussed in the form of e-mails, video conferences and other media.

Online learning platforms, are a means to structure education in a way that fosters optimal content organization. Student participation in online learning platforms can help lecturers save time and improve learning and teaching processes both in and out of the classroom. The online learning platform is a teaching and learning tool that connects lecturers, students, and parents, as well as communication and information tools both inside and outside the classroom. Zoom, WhatsApp Groups, Google Forms, Google Drive, YouTube, Telegram, and other technologies are utilized in online learning (Gomez-Rey, 2016).

Online learning, according to Dabbagh and Ritland 2005( as cited in Anggraini, 2021), is an open learning environment with dispersed pedagogic tools, the internet, and network-based technology that facilitates learning and knowledge building through action and interaction. Online learning refers to learning that can take place anywhere and at any time, depending on the needs of the human resources (instructors, lecturers, instructors, and students) who conduct these online learning activities.

### **1.7.2.1 Characteristic of Online Learning**

According to (Hariyati,2020) online learning has the following characteristics:

- 1) Online learning eliminates the requirement for students to study in a specific location or at a specific time; instead, students can learn anywhere and at any time, depending on the options available to them individually.
- 2) Students now have access to digital information sources, which may be accessed through cyberspace, in addition to textbooks and other printed learning tools.
- 3) Students and teachers can work together to improve classroom learning. Accessing knowledge from a variety of sources (databases, libraries, special interest groups), communicating with other students or experts in specific subject areas through computer, and exchanging information/data can all help to improve classroom learning.
- 4) Electronic documents can be used by teachers and students to supplement their learning. Because online learning provides an interactive learning environment, students can actively participate. Students can use a hypertext button to connect electronic content to their projects and papers, making it a "live" document.
- 5) Computers have become limitless libraries since they can deliver material in a number of formats (print, video, and sound and music recordings). Because students can communicate swiftly with text, graphics, voice, data, and video, the teacher-student relationship is changing.
- 6) Teachers who are physically separated from their pupils can learn with other students in classes all over the world through online learning.

Online learning can be done anywhere without reducing the allotted time, a lot has changed now that students can access various things in digital form such as online libraries, online learning has been widely used by students and teachers can also work together to improve and motivate students in learning in online classes because now there are many websites or applications that can be easily downloaded

or used as a learning tool even though the teacher and students are separately it does not mean to block their movement in learning.

### **1.7.2.2 The Types of Online Learning**

There are three options in the development of internet-based learning systems, according to Haughey( as cited in Hayati,2020):

*First*, A web course is an instructional usage of the internet in which students and instructors are fully separated and no face-to-face contact is required. The internet is used to deliver all teaching materials, discussions, consultations, assignments, exercises, tests, and other learning activities. To put it another way, this learning model is based on a distance system.

*Second*, A web-centric course is one that uses the internet to integrate distant learning with face-to-face instruction (conventional). Some material is delivered via the internet, while others are delivered in person. Its functions are mutually beneficial. In this concept, the instructor can instruct students on how to learn the topic using the created web. Students are also told to hunt for additional sources on relevant websites. In the face-to-face session, students and instructors discuss the conclusions of the content learned via the internet in greater depth.

*Third*, The use of the internet to promote the development of the quality of learning in the classroom is known as a web augmented course. The internet's purpose is to provide enrichment and communication between kids and their teachers, peers, group members, and other sources. As a result, the instructor's role includes mastering the technique of finding information on the internet, guiding students to find and find sites that are relevant to learning materials, presenting material via the web that is interesting and desirable, serving guidance and interesting web communication and interest, providing guidance and communication via the internet, and other skills.

### 1.7.3 Lesson Plan

Woodward's(as cited in Chibani, Nasri, & Guendouz, 2021, P.3) stated that lesson plans are a tool that can help you understand how to communicate with your students in a simple way. Lesson plans that support educators to be more effective outside the lecture hall by offering an in-depth outline to observe each time period. This ensures that every elegant second of time is spent teaching new concepts and conducting meaningful debates, instead of figuring it out on the fly. In general, a lesson plan is a collection of plans that describe the procedure and administration of the learning process.

Competency standards, basic competence, instructional objectives, teaching materials, methods, the step of learning conducted, of learning, and evaluation technique are all part of the lesson plan (Rahadyan, 2017, P.13). Lesson plan is defined as a fundamental component that must be reviewed by teachers when explaining lessons, both written and oral, and is important for directed teaching and teaching outcomes. Furthermore, experienced and inexperienced teachers should prepare and organize their classes before going to school because it is important and helps to avoid many problems in doing learning in class Savage( as cited in Medrano Hernández, & Orozco López, 2021, P.13 ).

A lesson plan is a document that defines the procedures and management of study in order to achieve one or more core competencies that are controlled in the content standard and expanded in the syllabus (Permendikbud,2013)

Lesson plan is defined as the method and organization of study to acquire one or more basic competencies that are specified in standard competence and expanded in the syllabus. It is reasonable to presume that the instructor has included numerous activities and organizations in the lesson plan in order to acquire curriculum-based competency. Setting the objective of learning, methods, indicators, and materials are all actions connected to the teacher's work order when designing the lesson plan. These procedures should be structured to match the needs, interests, and ability to modify precisely of students.

### 1.7.3.1 Component of Lesson Plan

Every teacher in every educational unit is required to develop a lesson plan for the class in which they teach. Lesson plans are established prior to the start of the semester or the year, but they must be modified before learning can be implemented. The teacher can make their own lesson plans, or the school's principal can arrange, facilitate, and supervise groups in the school. Teachers in groups across schools or regions can also create lesson plans, with the Department of Education or the local Ministry of Education office coordinating, facilitating, and supervising the process( Permendikbud ,2013).

For each criterion of competency, a lesson plan is created that can be used for one or more meetings. The teacher creates lesson plans for each meeting based on the institutional unit's timetable. There are various components that aid teachers in building lesson plan, which may also be used as a criterion for bringing together a successful lesson plan.

The following are the components according to (Permendikbud,2013):

1. *School identity* , namely the name of the school.
2. *Class / semester*, which is a show of classes that are effective and semesters are even or odd.
3. *Identity of subject, theme or sub theme*.
4. *Allocation time* of study available in the syllabus and the that must be reached are used to allocate time based on the needs for based competition accomplishment and learning load.
5. *Core Competencies* are a categorical description of competencies in the areas of attitude, knowledge, and skills that must be learned by students at the school, class, and topic levels.
6. *Basic competence* and indications of competence achievement
  - a. Basic competencies; is a specific ability that encompasses attitude, knowledge, and skills connected to material or subjects;

- b. Achievement indicators are measurable behavioral changes that include attitudes, knowledge, and skills that are markers of achieving basic competencies.
- c. Indicators are created based on student, educational unit, and geographical potential features. Indicators serve as a foundation for creating tool evaluations.
7. The learning objectives are include operational verbs that can be observed and assessed, such as attitudes, knowledge, and abilities.
  8. *Learning material* is a decomposition of subject matter that includes facts, pertinent concepts, principles, and procedures, and is written in the form of items based on the development of competency achievement indicators.
  9. *Learning techniques* are the details of learning activities used by educators to build a learning environment and learning process for students to acquire basic competition that is personalized to the participants' qualities and basic abilities to be reached.
  10. Learning materials, media, and tools  
*First*, Learning media, in the form of learning aids, are used to deliver subject information. *Second*, Learning tools are learning aids, specifically learning aids that make it easier for students to understand. *Third*, Learning resources, which can include books, print and electronic media, the natural environment, and other pertinent learning resources;
  11. Learning Activity Steps, which include:  
First, the first meeting, which includes an introduction, core activities, and a wrap-up. Second, the second meeting, which includes an introduction, key activities, and a wrap-up.
  12. Assessment  
*First*, Types / assessment approaches are included. *Second*, The instrument's shape is included. *Third*, Reporting guidelines

### **1.7.3.2 Principle of developing systematic and good lesson plan**

The following are the many principles to consider when creating or preparing a lesson plan according to (Permendikbud,2013) :

1. Each lesson plan must include all of the core competencies of spirituality, sociality knowledge and skills.
2. A single lesson plan is completed in a single meeting (one day).
3. Pay attention to student differences. Lesson plan are created by taking into account differences in students' initial abilities, intellectual level, interest, learning motivation, talent, potential, social, emotional, learning style, special needs, learning speed, cultural background, norms, values, and/or environment.
4. It is centered on the learner, the learning process is aimed to inspire motivation, interest, creativity, initiative, inspiration, independence, and excitement for learning through the use of a scientific approach that includes watching, asking questions, accumulating facts, reasoning/associating, and communicating.
5. Context-based learning is a learning method that uses the environment as a learning resource.
6. Learning directed to the advancement of science and technology, as well as the ideals of current life.
7. Encourage autonomous learning by providing opportunities for students to learn on their own.
8. The lesson plan includes a program design for giving positive feedback, reinforcement, enrichment, and remediation.
9. Inter-competence links, integration, and/or interloading are present. The interrelationships and integration of Basic competence,basic competition, indicators of competency accomplishment, learning materials, learning activities, assessments, and learning resources in one the integrity of the learning experience are taken into account when preparing lesson plan. Thematic learning, cross-eye integration lessons, cross-disciplinary learning, and cultural diversity are all accommodated by lesson plan.

10. Use information and communication technology to your advantage. Lesson plan are created by considering how information technology and communication can be used in an integrated, methodical, and successful manner in light of the scenario and circumstances.

In a specific situation, Feez 2001 (as cited in Rizkya,2019, P.46) suggests that a teacher follow the steps below to create a systematic English lesson plan: *First*, assess students' needs and set particular goals for them based on their circumstances. *Second*, link the specified objectives to the general curricular products and provide scenarios in which to apply the genre texts resulting from these outcomes. *Third*, determine and pick what students should learn in order to fulfill the goals set out. *Fourth*, arrange the syllabus components in a way that promotes successful teaching and learning. *Fifth*, devise a system for monitoring students' progress during lessons and evaluating their achievement of particular objectives at the program's conclusion. *Finally*, think about how you'll track students' progress on the general curriculum products. However, she does not include the use of technology and communication tools as medium for learning language, and she does not require a teacher to provide feedback and follow-up on students' tasks or performances, thus these are not yet complete.

### **1.7.3.3 Steps to developing a Lesson Plan**

Lesson plans can be created at the start of each semester or at the start of the year, with the goal of having them ready to use at the start of the learning process. The following stages should preferably be followed when preparing the developing lesson plan according to (Permendikbud,2014) :

*First*, map the basic competencies and indicators to be reached in the subjects that have been agreed upon. *Second*, identify the theme to be studied with students. *Thrid*, create a theme network. *Fourth*, create a Themed Syllabus. *Fifth* , create an lesson plan for thematic learning.

Lesson plan is a learning plan that can help teachers in managing the class besides that the lesson plan also gives us an idea in making lesson plans because the

teacher must always manage the class well, the teacher must have a lot of experience in making lesson plans. The teacher's lesson plan is to make learning in class more enjoyable.

#### **1.7.4 Speaking Skills**

Speaking is "a type of communication, therefore it is very important that what you say is conveyed in the most effective way." Speaking is one of the fundamental skills that students must develop because it is very important for them to communicate inside and outside the classroom. They must practice it, especially when teaching and learning, in order to communicate naturally with others, Jones (as cited in Marpaung, 2019, P.328).

Speaking is the process of creating and communicating meaning via the use of verbal and nonverbal symbols in a range of circumstances. The attempts to feel or communicate with people through communication between the speakers and the hearer is referred to as speaking. Every speaker and listener has meanings or ideas to express and grasp in every speaking activity, Chaney and Kayi 1998 (as cited in Setiawan, 2019, P.2). Speaking is an intentional activity; it serves a purpose the speaker wishes to realize." Thereofer , speaking is someone's ability to express themselves eagerly for various reasons. Speaking is the presence of a communication objective that must be achieved, such as expressing a want or desire to accomplish something, negotiating and solving a specific problem, or establishing and maintaining social relationships, Levelt 1989 as cited in Dewi, Kultsum, & Armadi, 2017, P.65 ).

Thornbury 2005 (as cited in Alfi, 2015), speaking is a real-life action that a speaker engages in to carry out his or her ideas and communicate with listeners. The activities are spontaneous, and their continuity is determined by circumstances. Cameon 2004 (as cited in Alfi,2015) claims that speaking is about letting people understand the speaker's feelings and ideas through the use of language. People communicate their meanings, sentiments, thoughts, and desires when they make utterances.

#### **1.7.4.1 The types of Speaking Skills.**

Students are asked to demonstrate their English speaking skills in the English classroom. Brown( as cited in Alfi, 2015, P.15) proposes that students engage in these types of speaking output in the classroom, there is :

1. Imitative is a small percentage of class time may legitimately be used to create human tape recorder speech, in which students, for example, practice an intonation contour or try to pinpoint a specific vowel sound. This type of imitation is done to focus on a specific aspect of language form rather than to engage in meaningful dialogue.
2. Intensive is a step beyond imitative speaking and includes any speaking performance that is intended to practice a phonological or grammatical feature of language. Intensive speaking can be self-initiated or part of a pair work exercise in which learners are going over specific forms of language.
3. Receptive in the classroom, a lot of student speech is reactive: quick responses to teacher or student-initiated queries or comments. These responses are typically adequate and do not lead to conversations (categories 4 and 5). This type of discourse can be both meaningful and genuine.
4. Interactional (dialogue) or Transactional language is a type of responsive language that is used for the goal of delivering or exchanging specific information.
5. Interpersonal communication (dialogue) as indicated in the previous chapter, is a type of communication that is more concerned with preserving social ties than with transmitting facts and information.
6. Comprehensive (monologue) is intermediate and advanced students are required to deliver prolonged monologues in the form of oral reports, summaries, or perhaps brief speeches. The register is more formal and deliberate in this instance. These monologues can be prepared or spontaneous.

#### **1.7.4.2 The characteristic of Speaking Skills.**

In addition, Ur(as cited in Tasmia, Ritonga, & Firdiansyah, 2019, P.10). Stated that successful speaking requires the following characteristics:

1. Have Learners Speak Out Loud is Learner discussion takes up as much time as feasible during the time allotted for the activity. This path appears obvious, however the majority of the time is eaten up with teacher talk or pauses.
2. Participation is Event at classroom debate is not dominated by a small number of active participants; everyone has an opportunity to speak, and contributions are generally evenly divided.
3. Motiation High such as learners are ready to talk because they are engaged in the issue and have something fresh to say about it, or because they want to help the task achieve its goal.
4. The level of language is acceptable learners communicate themselves in meaningful, simple, intelligible utterances that may be used to teach others and have an appropriate level of language accuracy.

#### **1.7.4.3 Microskills and Makroskills Speaking**

Many non-English speakers, particularly students, find it challenging to speak English effortlessly and fluently. A speaker must master two talents in order to communicate effectively. Microskills and macroskills are the two types of skills. Brown 2000 (as cited in Alfi,2015) identifies microskills in public speaking they are:

- 1) Produce language chunks of various lengths.
- 2) Orally distinguish between English phonemes and allophoric variations.
- 3) Create stress patterns in English, as well as stressed and unstressed words, rhythmic structure, and intonational outlines.
- 4) Create abbreviated versions of words and sentences.
- 5) Use an appropriate number of lexical units (words) to achieve pragmatic goals.
6. Deliver fluent speaking at a variety of speeds.
- 7) Keep an eye on your own speech and utilize various strategic devices to improve the message's clarity, such as pauses, filters, self-corrections, and backtracking.
- 8) Employ grammatical word

classes (nouns, verbs, and so on), systems (such as tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms. 9) Deliver speech in natural components, such as phrases, pause groups, breath groups, and sentences. 10) Use several grammatical forms to express a certain concept. 11) In spoken speech, use cohesive devices. 12) Perform appropriate communicative functions in light of conditions, participants, and objectives. 13) In face-to-face talks, use suitable registers, implicature, pragmatic conventions, and other sociolinguistic elements. 14) Communicate core idea, supporting notion, fresh information, supplied information, generalization, and exemplification as well as ties and connections between occurrences. 15) Use nonverbal clues such as facial expressions, kinesics, body language, and other nonverbal cues in addition to verbal cues to convey meaning. 16) Develop and practice a variety of speaking techniques, such as emphasizing key words, rephrasing, providing context for deciphering word meanings, requesting assistance, and accurately measuring how well your interlocutor understands you.

Besides microskills, there are also macroskills speaking, namely:

1) Carry out communicative functions in a manner that is appropriate for the circumstance, participants, and goals. 2) In face-to-face interactions, employ suitable styles, registers, implicature, redundancy, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting, and other sociolinguistic elements. 3) Communicate central and peripheral ideas, events and feelings, fresh knowledge and provided information, generalization and exemplification, as well as links and connections between occurrences. 4) Along with spoken language, convey facial features, kinesics, body language, and other nonverbal cues. 5) Develop and employ a battery of speaking methods, including as emphasizing key words, rephrasing, offering context for deciphering sound meanings, requesting assistance, and accurately measuring how well your interlocutor understands you.

Students should acquire both macro and micro-skills in speaking. As a result, students will be able to communicate in proper English. In sum, Speaking is

a skill that is developed by students, because communication can occur outside or inside the classroom, they must also be able to practice it properly and correctly. speaking, namely a person's ability to interact with others, speaking is a communication goal that must be achieved, such as expressing a desire or to achieve certain communication.

#### **1.7.4.4 Assesment of speaking**

The classification of language assessment methods as indirect, semidirect, and direct has shown to be effective for understanding speaking testing methods. All language examinations are an indirect measure of the skill they measure. Through the use of item types like a multiple-choice main concept item to gauge reading comprehension, indirect assessments can assess the skills and abilities that underpin an examinee's performance. However, indirect methods do not, if at all, lend themselves to the evaluation of speech Clacrk's 1997 ( as cited in Ginther,2012)

1. Grammar , Takers of the Grammar Test are judged on their ability to govern its use inside sentences, to create, to use it appropriately and accurately, and to speak without making grammatical errors.
2. Vocabulary , The variety, precision, and application of language characteristics in a discourse utilized by test takers show their proficiency level.
3. Comprehension , Comprehension Understanding the conversation's context and being able to respond appropriately to the inquiry.
4. Fluency , Fluency in a language suggests that the delivery of speech in a conversation is excellent. Have confidence in your ability to deliver the speech and be able to respond to certain subjects without hesitation.
5. Pronunciation , Pronunciation with how often errors in pronunciation occur and how the pronunciation aspect interferes the communication are the criter of the assessment.
6. Task , The task entails completing the command given during the speaking exam.

### **1.7.5 Teaching Speaking.**

Teaching is primarily a process of regulating and structuring the environment around students in order for it to grow and motivate students to participate in the teaching-learning process.” It suggests that the learning process is influenced by the environment. Environments such as class conditions, family, friends, or something attractive can motivate students to learn and, perhaps, facilitate instructor teaching Sudjana 2008 (as cited in Febrianty, 2018, P.20). Teaching is defined as "an interactive activity including mostly classroom discourse between teacher and students that occurs during certain predefined activities." And then John Brubacher(as cited in Rajagopalan, 2019, P.5) state that "Teaching is the preparation and control of a scenario in which gaps or blockages exist, which an individual will want to overcome and from which he will learn in the process” Amidon (as cited in Rajagopalan, 2019, P.5).

Teaching is a type of activity that must be completed in order to achieve the purpose of education. A prospective teacher must be supplied with information in education, teacher education, and practice in order to be prepared as a professional teacher candidat, In addition teaching refers to the viewpoint and actions required to choose the best teaching approach, which leads to a more specialized element, namely the teacher's preparation, tactics, and training in order to meet the learning objectives (Ma'mun,2018)

#### **1.7.5.1 The principle of Teaching Speaking.**

There are five principles of teaching speaking, according to Nunan 2006 (cited in Handayani,2019):

1. Recognize the distinction between a second language and a foreign language in the context of learning.
2. Allow students to practice fluency and accuracy at the same time.
3. Use group work or pair work to provide student opportunities to talk.
4. Create a speaking task that requires negotiating.
5. Plan activities in the classroom that include instruction and practice in both transactional and interactional speaking.

As mentioned above, the principle of teaching speaking can make students better in terms of pronunciation or vocabulary mastery in various ways can make students more confident in learning to speak as well as with friends making students feel better on their own for the initial stage because by pressing students then students will always not be confident with students will improve each other's pronunciation, grammatical vocabulary they say and remain under the supervision of the teacher, learning planning in the classroom must also be well structured so that it runs well.

#### **1.7.5.2 Technique to Teaching Speaking.**

Speaking can be taught through a variety of methods. According to (Rusdiningsih,2012) The following are some instructional approaches for teaching speaking that the instructor can use:

*First*, Playing a part in a role-playing game, Roleplaying, or creating a dramatic setting in a classroom, or in part, just acting out dialogues, but also in part re-labeling things and people in the room to prepare for an imaginative role playing Newmar 1994 (as cited Nurwitasari & Fauziati, 2019) is one of the approaches proposed for strengthening speaking competence.

*Second*, Game is one of the activities that can assist in the creation of dynamic and motivating lessons. The rationale for this is that true learning occurs when students participate in activities that push them to apply what they have learned in a relaxed environment.

*Third*, Problem-Solving Techniques, Students can work in pairs or small groups to share information and opinions on topics that are important to them. Materials that focus on problem solving provide additional opportunities for students to work in pairs or small groups to share information and opinions on topics that are important to them.

*Fourth*, Consultation, Three to five students may participate in the discussion. If such group work is utilized on a regular basis and is introduced with a

thorough explanation of what it is intended to accomplish, the class will quickly accept it as a natural activity.

*Fifth, Music,* The use of music in an EFL classroom, particularly in a speaking one, can be both entertaining and instructional. Listeners are usually in a serene and cheerful attitude when they hear a song. Songs can also be utilized to help students learn vocabulary, pronunciation, sentence structures, and patterns.

### **1.8 Previous Study.**

A number of studies have been conducted to develop lesson plans in teaching and explaining material in seventh grade. The first research conducted by Saputra (2019), This paper was made about the perception of English teachers in developing lesson plans and teaching materials, the purpose of this study was for the perceptions of English teachers to develop lessons. The finding in this study is that English teachers are very aware that it is their responsibility to develop lesson plans and teaching materials. Their positive perception is indicated by the pleasure, encouragement and enthusiasm in developing K-13. most of the English Teachers realize that lesson plans help them to design lessons better, thus the whole process is something that is definitely worth their while.

Further research was carried out by Rezkyana (2021), namely with a study entitled Preparation of lesson Plan on Perceptions of Efl Teachers Curriculum 2013. The aims of this study was to determine the perception of teachers in developing lesson plans. The findings of this study, indicate that most English teachers have a negative perception in developing lesson plans because they displeased, expressionless, and unenthusiastic, even though they realized developing a lesson plan would facilitate and achieve their goals in teaching English. In addition, the researcher explained that teachers did not have time to prepare their own lesson plans because the lesson plans were modified from the internet.

Futhermore, the research was carried out by Astuti,Wardana,Puspawati& Sukanadi (2018) with a study entitled Interactive Lesson Study as an Indicator of Competence for Prospective English Teachers through interactive lesson plans and

involving supervision such as teachers, lecturers and student. And the researcher found that the effectiveness of students in carrying out learning was determined by how the lesson plans were applied during learning, and also carrying out classroom learning using lesson plans was very effective in improving students' abilities with better learning.

Research conducted by Iqbal, Siddiqie & Mazid (2021) with a study entitled Rethinking Theories of Lesson Plans for Effective Teaching and Learning, researchers found that the quality of each lesson plan was very effective in realizing the desired learning and techniques. This is also important for every student because lesson plans can provide support to increase learning engagement in the classroom. Researchers also provide facts and findings to design effective lesson plans and formation so that teachers and prospective teachers can develop better lesson plans.

In addition to the research conducted by Ratnawati (2017) with the title Developing a Lesson Plan for Teaching English for Specific Purposes, researchers found that the process of preparing lesson plans had to go through several stages. All aspects of lesson plans are developed to obtain appropriate competencies through applicable and attractive lesson plans. The aspects developed include competency standards, basic competencies, indicators, objectives, materials, teaching methods, learning activities, and sources. So as to produce a learning plan that suits the needs of students.

Research conducted by Nesusin, Intrarakhamhaeng, Supadol, Piengkes & Poonpipathana (2014) this journal was made about Development of Lesson Plans by the Lesson Study Approach for the 6th Grade Students in Social Study Subject based on Open Approach Innovation, researchers found that the first, this approach has successfully performed development, the second still maintains the concept of student learning, the third emphasizes the development of teaching in the context of the current classroom, and the fourth emphasizes shared learning, the researcher discovered that learning activities through the lesson study process were very efficient in developing lesson plans. The study team built the lesson plan in five steps, which makes it effective. The open method, on the other hand, is an activity

that necessitates time for students to express a variety of viewpoints and unique ideas. As a result, before being rectified, the research team assesses and reflects on the results of collaborative learning. The improvement strategy must be timely and capable of developing students' critical thinking skills.

Research conduct Siahaan, Husein, & Nuran, (2020), this journal was made about Developing English Lesson Plan of Writing Recount Text Based on Scientific Approach. The researcher found that developing the lesson plan used a scientific learning approach that was implemented in the plan and two models of discovery learning and Project-Based learning which were supported by a scientific approach as a learning model in the learning process, assessment as an instrument for attitudes (affective), students' knowledge and skills.

Research conduct Azka (2014) this journal was made about "The Problem of English Teachers in Developing RPP Based on the 2013 Curriculum at SMA Islam Negeri 2 Kudus." found that teachers in preparing lesson plans adopted from the internet and then revised them based on their needs. Most of the teachers theoretically understood the essence of the 2013 curriculum and how to develop lesson plans based on it, but they did not understand how to develop a scientific approach in learning activities, formulate indicators, and techniques. assessment in lesson plans based on the 2013 curriculum. This relates to the difficulties of teachers in developing lesson plans. These difficulties arise mainly from the lack of teacher information in preparing lesson plans.

Research conduct Jusniati, (2020). This thesis was made about "English Teachers' Problems in Developing Lesson Plan based on 2013 Curriculum". This study focuses on the problems faced by teachers in developing lesson plans based on the 2013 curriculum and this study aims to find out the problems and solutions of English teachers in developing lesson plans. Researchers found that most English teachers have difficulty in making lesson plans and do not know how to develop lesson plans, most teachers only take from the internet, most teachers do not know how to develop lesson plans and implement lesson plans, besides that teachers do not understand how to formulate learning objectives.

Research conduct M. AdhyPermana, (2010). This thesis was made about “Analysis on the Problems Faced by Teachers in Designing Lesson plan based on School Based-Curriculum”. The challenge of teachers preparing lesson plans based on the School-Based Curriculum is the topic of this research (KTSP). The researcher discovered that teachers experience a number of challenges while creating learning plans based on the School Curriculum. The following are the details: To begin, the teacher creates learning objectives that do not correspond to the indications. Second, teachers do not develop practical and clear learning objectives, and in order to overcome problems, they consult references such as lesson plans from the Ministry of National Education and consult other teachers. Third, teachers have difficulties creating learning strategies; as a result, they overcome this challenge by giving a pre-test at the first meeting and employing a multiple-lessons strategy in the teaching process.

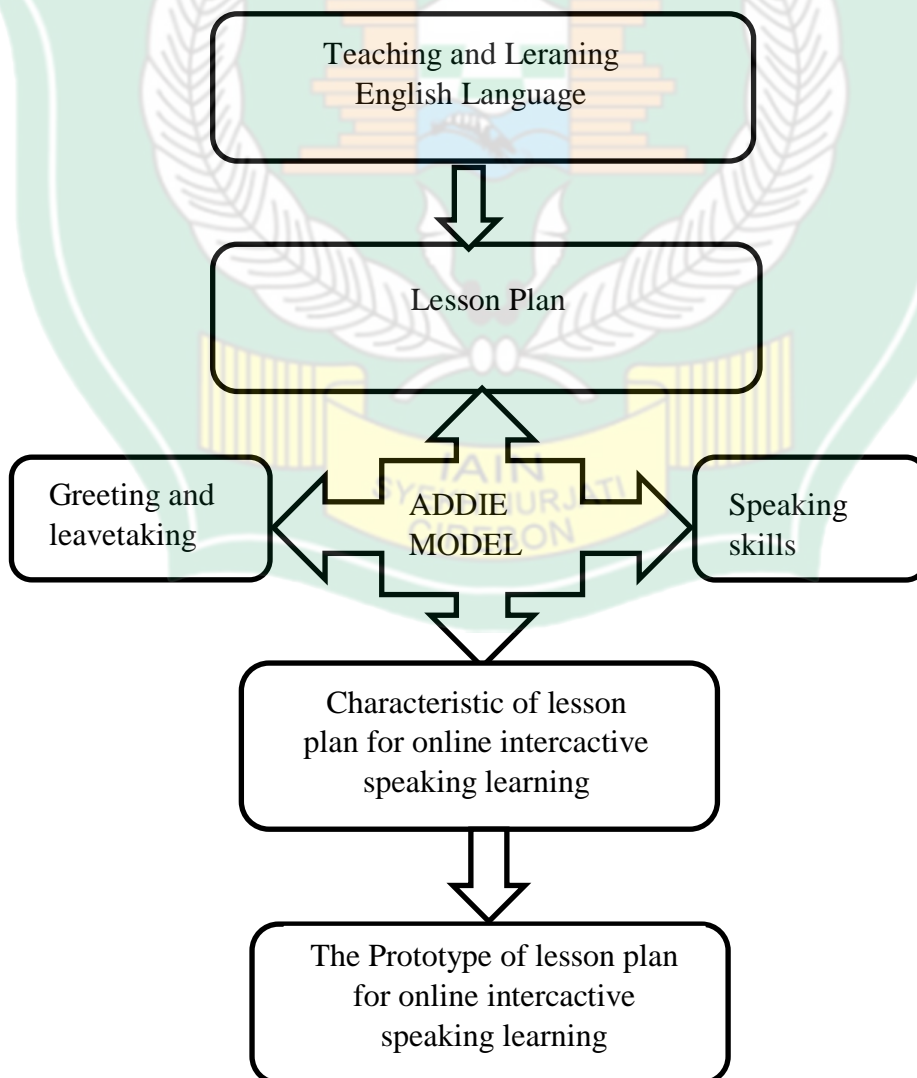
There are lesson plan gaps in some of the studies above. The gap is that most English teachers have difficulty in making lesson plans, such as teachers being less enthusiastic in making lesson plans, paying less attention to the aspects contained in the lesson plans, so the lesson plans cannot balance the needs of students. Researchers also only focus on how the lesson plans are used during learning and do not discuss how to design lesson plans that are more interactive during learning so that students can increase students' understanding during lessons.

Based on previous research, there are similarities and differences between the above research and lesson plan research in the 21st century. The similarities between this research and previous research are in several theories that support this research. However, the object of this research is different because the researcher only focuses on developing interactive learning plans in the 21st century for 7th grade of junior high school, besides that previous research only used lesson plans as a learning tool to carry out classroom activities. This research will provide a product which is the development of interactive learning plans for 21st century junior high schools, so that teachers can master the class well and students can understand the material being taught.

### 1.9 Frame of Thought.

The frame of thought in the paper that the researcher made is about teaching, and in teaching including lesson plans and methods, in making a lesson plan a teacher can make all activities that will be carried out during class using lesson plans and usually lesson plans use interactive methods so that more diverse, and all of this is done so that learning in class can take place in a natural and fun way. From all these factors, it is expected that students can learn to speak well so that students' speaking skills become better and better where the teacher in this case teaches about greetings and leave in grade seventh grade Junior High School

**Figure 1.1 Frame of thought developing lesson plan or online interactive speaking learning**



## **1.10 Research Method**

### **1.10.1 Research Design and Steps of the Research.**

The method in this study uses a qualitative method. Qualitative research itself is designed to understand people and their social and cultural contexts. Qualitative research is an interpretive strategy that uses participants' subjective experiences to gain insight into the meanings and specific behaviors experienced in social phenomena. Qualitative research with beliefs, experiences, and systems of meaning as seen through their eyes. Statistical analysis and empirical computing are included in qualitative research (Brink in Mohajan, 2018, P. 16 ) So it can be concluded that qualitative research always looks at data from the perspective of experiences and beliefs that are seen by their eyes without having to use analytical analysis.

Research design of this study uses development (R&D), Researchers use the (R&D) method because this method is in accordance with this research, namely to develop a product of teaching and learning plans with their own results and so that researchers know the lesson plans, especially the 7th grade English language interactive in the 21st century for students. Researchers used a development and research (R&D) approach for this study using the stages of analysis, design, development, implementation and evaluation adopted from the ADDIE model. This research was only carried out using 3 stages because the purpose of this research was to develop and produce lesson plans products that were used by teachers and to make speaking lessons for 7th graders of junior high school students more active and creative so as to motivate students to learn speaking.

Additionally, the ADDIE development paradigm was employed in this study. A systematic study design technique called ADDIE was used in order to include disaster mitigation literacy and theoretical underpinnings into lesson plans in line with modern lesson plan trends. One of the most popular models in the field of instructional design is the ADDIE model, which assists researchers or teachers in creating successful instruction by applying the ADDIE model approach to each product (Aldoobie, 2015, p. 70). Five steps make up this model: analysis, design,

development, implementation, and evaluation. Figure 1 illustrates the ADDIE Model's visual steps.

**Figure 2.1 The sequence of steps in ADDIE models (Source: Branch, 2010)**



1. Analysis Phase : During the analysis phase, the instructor gathers further information on the knowledge, abilities, or attitudes that students must acquire and what they must learn in order to complete this lesson. It's also crucial to understand what material needs to be taught in order to meet educational objectives, so that time and resources can be focused on the most significant learning demands. Students will be more engaged if they have access to more relevant material. Focus groups, one-on-one interviews, anonymous questionnaires or surveys, mixed qualitative-quantitative studies, assessment methods or delphi studies with content experts, audits or current performance tests, opinion of program graduates, or a combination of these techniques can be used to collect information during the analysis phase.
2. Design Phase : Following the analysis phase, the teacher moves on to the design step, where he or she creates an overarching plan for how the instructions will be presented. This includes determining the most effective teaching methods and developing actionable learning objectives to lead learning.
3. Development Phase : Following the design phase's selection of the instructional delivery medium and creation of learning objectives, the

development phase involves producing and organizing the learning materials that will be used throughout the session. The instructor now takes the map or overview developed during the planning process and considers how to practically express each of these learning characteristics one by one.

4. Implementation Phase : Following the analysis, design, and development phases, the next step is to deploy a sophisticated course with a group of teachers, which will be tested initially through beta testing. Several students and teachers test the course before adopting it, providing feedback after each stage and overcoming any unexpected practical challenges.
5. Evaluation Phase : reviously, tools to measure the effectiveness of the instruction had to be examined and selected during the performance analysis. These methods should now be used to establish whether the teaching program is accomplishing its intended objectives and what, if any, changes are needed to improve the program, either during or after implementation. Formative feedback, in addition to summative feedback, can and should be collected throughout the teaching program to allow for gradual progress.

### **1.10.2 Place and Time of Research**

The research was conducted at SMP IT NUURUSSHIDDIQ Jl. Wiratama No.30, Sukapura, Cirebon City, Cirebon Regency, West Java Province. Researchers used qualitative data for data collection. Research activities are carried out in the second even semester of the 2021/2022 academic year.

### **1.10.3 Source and Type of Data**

#### **1.10.3.1 Source Data**

Sources of data used in the form of objects, subjects and also data needed by researchers. Participant observation, interviews, and focus group discussions were the most common sources of data (Moser, & Korstjens, 2018). *Primary data* usually include surveys, observations, experiments, questionnaires, personal interviews, and so on. Meanwhile, *secondary data* collection sources are usually in

the form of government publications, websites, books, journal articles, internal records, and so on (Ajayi, 2017).

To find out the main data about the development of teaching materials to students in learning to speak English, the researcher improved this process through interviews to collect the main data. Sources of data for qualitative research can come from many sources including documentation, interviews, observations, audiovisual recordings, and physical artifacts (Creswell, 2012, p. 212).

The first data source was collected from documents such as journals and existing books such as theoretical foundations, lesson plans, interactive learning, teaching strategies, speaking skills and 21st century junior high school. The second data source was obtained from structured and unstructured interviews in order to get good results and be able to solve problems, informants were interviewed to get information. That is, the teacher in Cirebon Junior High School, English class VII Junior High School so that researchers can develop their research properly and correctly.

#### **1.10.3.2 Types of data**

The type of data used in this research is qualitative data. Researchers use qualitative data because they contain information from a small number of individuals or sites using a form with commonly asked questions that arise that allow participants to generate responses; collect word (text) or image (picture) data; and collect information from a small number of individuals or sites, in addition we collect data such as interviews, observations and documents (Creswell, 2002, P. 210). And this type of research focuses on written and spoken.

#### **1.10.4 Data Collection Techniques and Instrument.**

Data collection techniques are carried out in two ways; the data collection procedure was determined by the type of data collected by the researcher (Dick, Carey, & Carey, 2015, p. 351). Primary data was collected directly through questionnaires and interviews with selected informants, and secondary data was

collected through a continuous data collection process from books, journals, literature, internet, and other reliable sources.

Furthermore, this study also uses interview techniques. The purpose of this interview technique is for researchers to find out information regarding teacher barriers when making lesson plans. (Moleong, 2000, P. 150 ) interview is a dialogue that takes place over a period of time, and it is conducted by two parties: the interviewer and the interviewee, who provide responses to the questions. And the subject being interviewed was the seventh grade English teacher in junior high school. Interview technique is used to find out information related to the product that the researcher will make at Appendix 1

The instrument used in this data collection technique is a list of questions. Collecting data through a list of questions will make it easier for researchers to conduct questions and answers with the teacher about the difficulties or obstacles in making a lesson plan, this technique uses formal interviews, researchers bring a series of questions to be asked to the English teacher class VII in junior high school. Interviews are frequently used to acquire information about people's perspectives, attitudes, and perceptions (Sanjaya, 2010 , P. 263). The list of questions is in the form of notes in the field regarding the difficulties in making teaching materials, how to make lesson plans that are easy to understand in the teaching and learning process in class. For the obvious questions form can be seen at Appendix 2.

In this study, lesson plan analysis will allow the the categorizaation of the material in the lesson plan according to curriculum 2013, in addition the clasification of lesson plans for interactive learning in speaking class. In the terms of data collection method or approaches, Sugiono (2015) states that interviews,questionnaires, and observations can all be used, and all three can combined. The following approach was used to analyze the researchers data :

#### **1.10.5 Data Analysis**

The ADDIE model was used to collect the data as one of the research and development techniques. Research and development are often included in

qualitative research methodologies. As a result, the data analysis process was divided into three main phases: data reduction, data display, and conclusion drafting and verification, in accordance with the framework of qualitative analysis created by Sugiyono.

#### **1.10.5.1 Data Reduction**

Data reduction, according to (Sugiyono, 2015 P.338), includes summarizing the data, selecting the primary points, focusing on the most significant points, looking for themes and patterns, and discarding the ones that aren't needed. After data collecting was completed, the researcher reduced the data by reading and understanding all field notes and creating a summary that included a description of the study outcomes, field notes, focus, and responses to study questions.

After collecting data, at this stage the researcher focused on the perceptions of teachers and students using a table form as a an instrument to analyze the suitability of the lesson plan for interactive learning. First, the researcher collects data about the use of interactive lesson plans in learning, especially soccer that is carried out using questionnaires and interviews, then after that the researcher transcribes the data, data that is not needed or irrelevant to the question will not be included. Irrelevant data is data that has nothing to do with or has nothing to do with the research theme but is still related to the research then after the researcher collects the data and reduces the data, the researcher displays the data in descriptive form.

#### **1.10.5.2 Data Display**

According to (Sugiyono, 2015, P 249), data can be presented in qualitative research in the form of brief descriptions, charts, category linkages, flowcharts, and their kind and In qualitative research, narrative text is most commonly employed to provide data. It will be easier to grasp what happened and plan the next task based on what has been understood by displaying the data. In the process of reducing the data based on the research objectives, namely 1) What are the characteristic of lesson plan for interctive leaning speaking at seventh grade? 2) How is the

prototype lesson plan for teaching Greeting and Leave taking for the seventh grades of Junior High School that support the development of the 21st century skills?

This step is carried out by gathering the controlled and non-structured information and the possibility of withdrawal of conclusions, because the data obtained during Qualitative research is usually in the form of narratives, so it requires to simplify.

### **1.10.5.3 Conclusion Drawing**

In qualitative research, conclusions are innovative results that have never been discovered previously. Findings can take the shape of a description or an image of an object that was before obscure or dark but is now clear after investigation, a casual or interactive relationship, hypothesis or theory (Sugiyono, 2014 P. 252 ) Conclusions must also be verified as a result of the analysis, conclusions are drawn when the data has been collected by making temporary conclusions. Or In other words, it can be said that the conclusions are analyzed continuously and their validity is verified to get a perfect conclusion about the use of lesson plans in interactive learning in teaching English.