

# CHAPTER I

## INTRODUCTION

### 1.1. Background of The Research

The designing of lesson plans remains to be a challenge for some teachers at the moment. Lack of understanding of the curriculum is one problem preventing teachers from designing lesson plans successfully. Teachers frequently run into this issue, which demotivates them from designing lesson plans (Palobo & Tembang, 2019, p. 308). It is crucial for teachers to design lesson plans because they serve as a guide for them as they facilitate teaching and learning. One of the learning resources that the teacher needs to prepare is a lesson plan. The lesson plan provides a guide for instructors for carrying out the teaching and learning process at every instructional meeting (Saleh, Ibrahim, & Akib, 2019, p. 123). According to Regulation of the Minister of Education and Culture number 103 of 2014 concerning learning in primary and secondary education, one of the key ideas is that instructors need to develop lesson plans in order to serve as general guidelines for implementing instruction.

The first and most crucial step before beginning any activity is planning. Planning is referred to as a lesson plan in the context of education. A lesson plan is an outline for organizing and describing how to carry out a basic competency that is listed in the syllabus (Siahaan, et al., 2022, p. 2). According to Permendikbud Number 22 of 2016 concerning the Standards Process, Lesson Plan (RPP) are plans for one or more meetings that involve face-to-face learning activities. In order to implementing learning, lesson planning is a necessary step (Suhartini, 2020, p. 3). The teacher must carefully organize the integration of learning as an outline for instructional as well as educational purposes.

Teaching is a particular component of teacher competence. Teaching is a collaborative process that occurs when teachers and students interact and navigate reality through the use of symbolic representations (Aspelin, 2020, p. 594). In addition to providing knowledge, teaching also entails developing students' attitudes, emotions, character, habits, and values (Arqam, 2019, p. 2). Teaching and learning in the classroom construct as much collaborative activities as possible, including the transmission of information, related to promoting attitudes, feelings, personalities, habits and values in students. by using methods, methods and strategies. Speaking, writing, listening, and reading are the four abilities that must be mastered in order to teach and learn English. There is appropriate learning material for reading skills, which is provided by text presentations, such as narrative texts.

In secondary school, students learn a variety of texts, including narrative texts. Narrative text is a type of text that explicitly tells a story about past activities or events, illustrates a problem and its solution, and is generally intended to entertain the reader while also teaching them a valuable lesson (Amin, & Wahyudin, 2022, p. 251). A narrative is a piece of English writing in which the author attempts to amuse the reader while also addressing real or hypothetical experiences in a variety of ways (Siahaan, 2011 cited in Siahaan & Yulita, 2021, p. 2). There are many different kinds of narrative texts; the majority of them are fictional, like fairy tales, mysteries, science fiction, horror stories, adventure tales, romances, parables, fables, moral tales, myths, and legends; however, some are factual, like autobiographies and biographies, or a combination of both (Arisman & Haryanti, 2019, p. 327). Furthermore, the entertainment of readers while also delivering a moral lesson is one of the objectives of narrative text. Narrative text can therefore help to increase students' motivation for learning.

The teacher creates lesson plans that include approaches, methods, and models to design the teaching and learning process. The metacognitive-based learning model, learning is an attempt to inspire students to take

responsibility for their learning (Moore, 2004 cited in Prayitno 2014, p. 3). The metacognitive constructivism model was developed (Prayitno, 2014) by integrating Piaget's personal character constructivism, Vygotsky's socioculturalism, and strengthened by metacognitive strategies (Prayitno & Sugiharto, 2017, p. 27). Students who are competent at managing their learning activities are more self-aware, enabling them to independently plan, assess, and evaluate their learning objectives and approaches. Students' learning independence may be developed through metacognitive-based learning in maintaining with student-centered education in the 21st century.

Observations revealed that the lesson plans were not in line with the teaching and learning objectives. Students generally lack motivation and ability to learn English when lesson plans are inconsistent with learning objectives (Vidiati, Suryati & Hayati, 2018, p. 625). Considering these circumstances, it is essential to develop a lesson plan that addresses the aforementioned issues. Besides that, the development of lesson plans for teaching narrative texts is based on metacognitive models, where in this model student-centered learning is required.

In addition, developing lesson plan includes several clusters. For example, *developing lesson plans* (Manalu, 2016; Sudipa et al., 2020; Siahaan, Husein, & Nuran, 2020; Rezkyana, 2021), *teacher preparation for designing a lesson plans* (Aulia, 2018; Emiliasari, 2019; Munira, & Ferdousi, 2019; Jaelani & Umam, 2021), *teacher difficulties in designing lesson plans* (Hutagaol, 2018; Palobo et al., 2018; Nurtanto et al. (2021), Nurfitri et al., (2020); Alhikmah, Roza, & Maimunah, 2021), *the strategies for teaching reading narrative texts* (Anggun, 2018; Tussa'diah & Nurfadillah, 2018; Nurchurifiani, 2018; Ammade & Ziska, 2021), *the challenges of teaching reading narrative texts* (Sapitri & Novia, 2020; Telaumbanua, 2020; Yuvirawan, Listia, & Amelia, 2021).

The criteria and procedures for developing a lesson plan in the context of teaching preparation have been described in several earlier studies. There

are also some findings regarding the challenges that English teachers face when developing lesson plans. One of the problems teachers provided into when integrating lesson plans is that they don't fully comprehend how one element of the lesson plan relates to another and how they work together to support one another (Usadiati 2015 cited in Fatmaliana & Zuhriyah, 2022, p. 3). In advance of creating achievement indicators, teachers must take many factors into account, including the material, the levels and needs of their students, and the learning models they choose (Aulia, 2018, p. 19). However, this research only focuses on teaching strategies for narrative texts. Students' difficulties in reading narrative texts present a challenge for teachers when teaching narrative texts. Thus, developing a lesson plan based on a learning model for teaching narrative is important for teachers and students.

Based on the explanation on the background of the research, the main focus of this research is to *Developing Lesson Plan for Teaching Narrative Text Based on Metacognitive Learning Models*. This study aims to developing lesson plan for teaching narrative text in grade IX in junior high school.

## **1.2. Identification of The Issue/ Phenomenon**

The four skills that are learned when learning English are speaking, writing, reading, and listening. One of the most crucial language skills is reading because it provides knowledge and information. In order to effectively communicate the learning objectives, the educator's role as a facilitator of English language learning in the classroom is to forbid students from reading. Therefore, to ensure that the teaching process achieves learning objectives through teaching approaches, methods, and models, the teacher needs to develop a lesson plan. The English lesson plan for teaching narrative text is one of them. The lesson plan fails to meet the learning objectives due to a number of phenomena, including:

- 1) The lesson plan does not include a learning model.
- 2) Learning activities in class are not student-cantered



3) The focus of the teaching and learning process is on books

The previously mentioned phenomenon shows that developing lesson plans is necessary to meet learning goals. At the junior high school level, however, little research has been done on the design and development of lesson plans for teaching narrative texts. Therefore, this research will provide new insights in developing lesson plans for teaching narrative text based on metacognitive models at the junior high school.

### **1.3. Limitation and Focus of The Research**

In this study, researchers focused on making lesson plans for learning English. Then, to limit the scope of this research, the researcher will only focus on making a prototype lesson plan for narrative text material for class IX students of SMPN 1 Cibeureum based on a metacognitive model. In developing this lesson plan, the researcher used the metacognitive constructivism model syntax developed by Prayitno (2014). This is done to ensure that research can be completed in a timely manner in all circumstances. The metacognitive model is used in this study because it trains students' independence in learning English, one of which is when studying narrative texts.

### **1.4. Research Questions**

Based on the description above, the problems discussed are the following questions:

- 1) What are the teacher needs in teaching narrative text based on metacognitive learning models?
- 2) How is the development of lesson plans in teaching narrative texts based on metacognitive learning models in junior high schools?

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

Based on the research questions above, the aim of this study are:

- 1) To find out the teacher needs in teaching narrative text based on metacognitive learning models
- 2) To find out the development of lesson plans for teaching narrative texts based on metacognitive learning models in junior high schools

### **1.6. Significances of The Research**

#### **1.6.1. Theoretically**

Readers are expected to use this study as a resource for anyone interested in learning more about curriculum design, especially the development of lesson plans for instructing narrative texts based on metacognitive models.

#### **1.6.2. Practically**

The results of this study can be a consideration for English teachers to teach English using this lesson plan prototype. Teachers can also use this research when teaching narrative texts in class, with lesson plans based on metacognitive models. For students, it will help them to gain knowledge about narrative texts in a new and better way.

### **1.7. Theoretical Foundation**

This part is basically the theoretical foundation of this research. The following paragraphs provide readers with an overview of the research by defining the key points mentioned.

#### **1.7.1. Teaching and learning in 21<sup>st</sup> century**

The development of the 21st century, which is characterized by the integration of technological advances in all aspects of life, had an effect on every aspect of life, including the educational process. There are many difficulties in the 21st century's educational system. Learning in the 21st century is required to be equipped with preparing future Indonesian generations to accept advances in technology for communication and information in social life (Syahputra, 2018, p. 1227). Learning in Indonesian

schools is required to keep up with the increasing rapidity of digitalization due to the society's rapid adoption of technology.

#### 1.7.1.1. The principles of learning in the 21st century

In learning in the 21st century there are learning principles, according to Nichol (2017) cited in (Santoso & Wahyuni, 2021, p. 222) there are four principles in learning in the 21st century as follows:

- 1) Instruction should be student-centered. In this principle, teachers serve as attachments to help pupils enhance their knowledge through approaches or involvement by pupils in the learning process.
- 2) Education should be collaborative. In this principle, students are referred to or encouraged to collaborate without consider for race, ethnic background, or culture. They are additionally encouraged to improve their relationships with their teachers and with the majority of society.
- 3) Learning should have context. This principle states that pupils are supposed to be able to apply learning objectives in the real world (everyday life), rather than being restricted to concrete or conceptual concepts.
- 4) Schools should be integrated with society. In order to realize the nation's ideals through the development of skilled human resources, this principle aims to assist students in becoming regenerates who can contribute to the life of the nation and state.

#### 1.7.1.2. The characteristics of 21st century teachers and students

The classroom learning of students is facilitated by teachers in the 21st century. Professional educators have the ability to impart knowledge to students as well as instill virtues and character (Arfandi & Samsudin, 2021, p. 125). The role of the teacher in education and learning will serve as a model for students. The teacher along with fostering character values, as a facilitator, inspiration, motivator, imagination, creativity, and teamwork (Lubis, 2020, p. 71). Teachers are required to be capable of becoming facilitators and motivators for their students to find and use learning resources through digital progress.

Teachers in the 21st century must be adaptable and rapid in responding to evolution. In other words, teachers are responsible for more than just teaching they must also manage students. According to Syahputra (2018, p. 1281) teachers in the twenty-first century require an intense motivation to read, the ability to write academic papers, the ability to be creative and innovative, and the ability to establish a student-centered culture. In order to prepare for the 21st century, teachers need to acquire the skills necessary for educating students in their own skills. Critical thinking, creativity, communication, and teamwork are instances of the soft skills required of teachers (Lubis, 2020, p. 71). As thus, the teacher in the 21st century contributes a major part in the development of abilities.

The challenges of 21st-century learning are exceedingly challenging for students. In the 21st century, students must be proficient in practical and professional skills, as well as technology, media, and informational skills (Rawung et al., 2021, p. 32). Particular abilities require to be figured out in order to succeed in 21st-century life, and education is intended to help students enhance these skills. According to Syahputra (2018, p. 1282) in 21st century learning students must have the following special characteristics; 1) think critically, be creative, collaborative, and innovative, and have the desire and ability to solve problems and communicate; 2) have a strong desire and aptitude for digital, new media, and ICT literacy; 3) initiative that is adaptable and flexible.

### 1.7.2. Curriculum 2013

The curriculum is a crucial tool for educational achievement. It will be challenging to achieve the desired educational objectives and goals without the implementation of an appropriate curriculum (Elisa, 2018 p. 2). According to Law no. 20 of 2003, the curriculum is “a set of plans and arrangements regarding objectives, content, and learning materials as well as methods used as guidelines for organizing learning activities to achieve certain educational goals” (Bab 1 pasal 1 ayat 19). The curriculum serves as the foundation for planning the educational process (Waseso, 2018, p. 60).



Curriculum represents one of the elements that can significantly contribute to finding out the process of enhancing students' potential quality.

The 2013 curriculum is intended to encourage pupils to make observations, ask questions, reason, and communicate what they have learned in addition to simplifying, thematically integrating, and adding lesson hours. Students in the 2013 curriculum are supposed to become more creative, problem-solving learners, active and innovative (Nurhasanah, Pribadi, & Nur, 2021, p. 491). The 2013 curriculum is conceptually designed to produce a number of competence elements, such as attitudes competence, skill competence, and knowledge competence, which are more focused on the learning process with the goal of achieving an evaluation of the results and outcomes of the learning process (Rijal, 2018, p. 340).

The 2013 curriculum incorporates scientific approaches through learning activities. A scientific learning model is one that is founded on a scientific approach to learning (Pahrudin, 2019 p. 48). There are many components in the scientific approach, including components for learning: observing, asking, reasoning, trying, concluding, and communicating (Waseso, 2018, p. 65). To ensure proper transfer of knowledge, these components should be recognized in all learning practices.

#### 1.7.2.1. The characteristics of Curriculum 2013

According to Rijal (2018, p. 337-338) the characteristics of the 2013 Curriculum include:

- 1) Requiring teachers to be knowledgeable in order to gather as much knowledge as possible because pupils currently can easily find information for free via technology and information.
- 2) Students are encouraged towards more environmental responsibility, improve their social skills, and exercise critical thought.
- 3) Set a goal of creating a future generation that is innovative, creative, and productive.

- 4) An integrated thematic approach, particularly at the elementary level, allows students to identify and comprehend the themes of various subjects.

The 2013 curriculum's characteristics outcome to the conclusion that it is expected to be able in bringing about positive changes in the educational landscape by enhancing teachers' capacity as educators, then developing the most efficient learning environments and procedures so that students can develop independence and morality, noble, responsible, caring, knowledgeable, and prepared to handle any obstacle or issue that everyday life.

### 1.7.3. Lesson plan

In schools, the teaching and learning process is conducted with the aim of achieving successful outcomes. A teacher needs to carefully organize the learning process as outlined in the lesson plan. According to the regulation of the minister of education and culture number 22 of 2016 concerning process standards for primary and secondary education, "Learning Implementation Plans are face-to-face learning activity plans for one or more meetings". The syllabus was used to create a lesson plan that directed student learning activities in order to achieve Basic Competence (KD). Lesson plans are essential for improving teaching and learning capacity in practice, lesson plans are rarely used in the classroom (Garrison & Kanuka (2004) cited in Iqbal, Siddiqie, & Mazid, (2021, p. 1)).

Lesson plans are intended to aid in the learning process. The success of learning activities depends on planning for learning (Rachmawati, Pristiwati, & Wagiran, 2020, p. 63). In accordance with the circular of the Minister of Education and Culture Number 14 of 2019, the general components of a Learning Implementation Plan consist of: Introduction, core activities and closing. The design of a lesson plan is greatly influenced by effective learning management (Kamiludin, 2021, p. 2). A good lesson plan design ensures that the learning process is carried out in accordance with the learning objectives.

### 1.7.3.1. Components of Curriculum 2013's Lesson Plan

According to Minister of Education and Culture Regulation Number 22 of 2016 contains the following rules for instructors regarding the important components that must be included in the lesson plan as follow: 1) School identity, 2) Identity of subject or theme, 3) class/semester, 4) principal materials 5) allocation of time 6) Core Competencies, 7) Basic Competencies and achievement Indicators, 8) Learning Objectives, 9) Learning Materials, 10) Learning Approach (learning methods and learning models), 11) learning activities, 12) learning media and learning resources and, 13) Assessment (Permendiknas No 22 of 2016).

#### 1) School Identity

School identity is one of the lesson plan components that is included in the lesson plan identity. The identity of the school is the name unit of Education. The school's name, lesson content, class, and semester are all part of the identity (Astuty & Suharto, 2021, p. 90). Thus, the school's identity is the name of the educational unit that contains general information.

#### 2) Identity of Subject or Theme

Identity of subject or theme is a lesson plan component that is included in the lesson plan's identity. The name of the educational unit, class/semester, subjects, subject matter/lesson themes, and time allocation all contribute to the lesson plan's identity (Budiyasa, 2020, p. 183). Thus, the subject's or theme's identity is general information about the subject to be studied in the lesson plan.

#### 3) Class/Semester

Class/semester is one component of the lesson plan that is included in the identity of the lesson plan. The identity of a lesson plan consists of the school's name, subject, class/semester, subject matter, and time allocation (Bariyah, 2014 cited in Fitriyah & Hayati 2020, p. 87). Thus, the class/semester serves as the school's identity, indicating the level of class or semester taught.

#### 4) Principal Materials

The principal material is one of the lesson plan components included in the lesson plan's identity. The name of the educational unit, class/semester, subjects, subject matter/lesson themes, and time allocation all contribute to the lesson plan's identity (Budiyasa, 2020, p. 183). The principal material consists of information that will be covered in class. Thus, the topic of discussion is one component of the lesson plan's identity, which includes the subject matter to be taught.

#### 5) Allocation of Time

The allocation of time is one component of the lesson plan that is included in the lesson plan's identity. The time allocation in the lesson plan is an estimation of the time required for students to master the basic competencies. The allocation of time is determined by the objectives in the basic competencies target and learning content (Trianto, 2017 cited in Anggraini et al., 2021, p. 65). Thus, allocation of time is included in the lesson plan and established based on the basic competencies to be achieved.

#### 6) Learning Objectives

Learning objectives are an important part of the lesson plan. Learning objectives are described using operational words (Vidiarti, Zuhaini, & Andrizal, 2019, p. 105). Learning objectives serve as a guide for selecting the materials, strategies, methods, and media to be used in the learning process (Siswanto, 2010 cited in Nurdiani, 2018, p. 6). Learning will become an ineffective activity if no clear goals are established.

The preparation of learning objectives is very important because it contains ABCD elements derived from the following four words (Yanti, 2018, p. 5-6);

- a. Audience (the learning target group, namely students).
- b. Behavior (specific behavior expected of students after they achieved the learning process).



- c. Condition (student learning performance conditions).
- d. Degree (the degree or level of achievement that students are expected to achieve in reflecting learning outcomes behavior).

## 7) Core Competencies, Basic Competencies and Achievement Indicators

### a. Core Competencies

Core Competence is the initial step regarding achieving competency in all subjects (Rachmawati, 2018, p. 233). Core Competencies are a categorical term describing competence in the aspects of attitude, knowledge, and skills that students must learn for a school level, class, and subject (Kemendikbud, 2016; Setiana 2019). The Core Competencies are divided into four groups that are interconnected, namely with regard to religious attitudes (KI 1), social attitudes (KI 2), knowledge (KI 3), and application of knowledge (KI 4) according to the syllabus as follows;



*Figure 1.1 Core Competencies*

### b. Basic Competencies

One of the essential components of the lesson plan is basic competence. Basic competencies are particular skills, attitudes, and knowledge pertaining to a topic or subjects (Kemendikbud, 2016;

Setiana, 2019, p. 122). Basic competencies are a set of skills that pupils need to acquire in order to achieve competency indicators in a lesson. (Trianto, 2017 cited in Anggriani et al., 2021). Thus, basic competence is a component of the lesson plan that includes attitudes, knowledge, and skills that serve as a framework for formulating achievement indicators in the lesson plan.

c. Achievement Indicators

Achievement indicators are substances of basic competence achievement that are marked by measurable changes in behavior such as attitudes, knowledge, and skills (Setiana, 2019, p. 122). Indicators are developed based on the characteristics of students, educational units, and the potential of the region. Indicators of achievement are expressed using observable and quantifiable operational verbs as a benchmark for evaluation (Alwi et al., 2017, p. 1128-1129). Competency Achievement Indicators are outlined employing the basic Competency formulation developed by taking KKO in Bloom's taxonomy into consideration (Andriani, Hidayat & Indawan, 2021, p. 463). According to Setiana (2019, p. 122) Several factors must be considered when developing achievement indicators.; 1) indicators collaborate core competencies and basic competencies; 2) The indicators are ordered according to thought level, moving from easy to difficult, simple to complex, close to far, and from concrete to abstract (and not the other way around); 3) Depending on the potential and needs of learners, indicators may be developed beyond the minimum KD competency level; 4) The indicator is required to be able to use the appropriate operational verb.

8) Learning Materials

One component of the lesson plan is learning materials. Learning materials are details of the subject matter that include related facts, concepts, principles, and procedures and are written in the form of

requirements in accordance with the formulation of competency achievement indicators (Permendikbud No 22 2016; Rahayu & Samsudin 2019, p. 198; Mayudana & Sukendra, 2019, p. 65). Learning materials or subject matter are the primary learning materials that pupils have to acquire in order to achieve basic competencies, and which will be measured using assessment instruments that are organized based on indicators of achieving competence (Mukmin 2019 cited in Andriani, Hidayat, & Indrawan, 2021, p. 465). Thus, learning material is a set of knowledge that contains facts, concepts, principles, and procedures that students will learn.

Materials are classified into two types: authentic materials and non-authentic materials. Real language exposure and use in one's own community are examples of authentic materials (Kilickaya, 2004 cited in Shakibaei, Namaziandost, & Shahamat, 2019, p. 434). Authentic material is able to contextualize language acquisition (Siregar & Zainuddin, 2021, p. 103). It refers to those taken from real-life original sources and designed for teaching and learning purposes. This is considering authentic materials represent how language is used in real-life situations. According to Genhard (1996) cited in Fansury (2019, p. 101) There are three kinds of authentic materials: authentic listening materials (newscasts, cartoons, songs, and so on); authentic visual materials (street signs, magazines and newspapers photos, post cards, and so on); and authentic written materials (sports reports, newspapers, editorial menus, train tickets, and so on). On the other hand, non-authentic materials consist of texts that are (commercial) designed specifically for language learning (Nunan, 1999 cited in Ekawati & Yusuf, 2019, p. 423). The language in non-authentic material text is artificial and monotonous, focusing on what has been taught.

#### 9) Learning Approach (Learning Methods and Learning Models)

One component of the lesson plan is the learning approach. The 2013 curriculum emphasizes a scientific approach to teaching and

learning, which places an emphasis on three competencies that students must attain: attitudes, knowledge, and skills and therefore, the learning process must be designed so that these three competencies can be achieved (Astuti, Haryanto & Prihatni, 2018, p. 4). Students are required to complete activity assignments using the scientific approach, which consists of five activities: observing, asking, collecting, associating, and communicating (Kurniasari, 2017, p. 10). Thus, the scientific approach is intended to provide learners with an understanding of various materials through employing a scientific approach that information can come from anywhere, at any time, rather than relying on uni-directional information from the teacher. Therefore, the educational environments that should be established are intended to encourage students to learn from a variety of sources.

In order learners to master basic competencies, educators use a learning method that is designed to each student's needs and the basic competencies that need to be mastered. Learning methods must be adjusted to the objectives, based on TPACK (technological pedagogical and content knowledge, a combination of content, pedagogic and technological knowledge), to develop HOTS and literacy (Andriani, Hidayat, & Indawan, 2021, p. 467). Therefore, it is crucial that teachers choose engaging and diverse learning techniques.

The learning model is a crucial element in education. A learning model is a procedure or pattern that can be applied in order to develop curriculums (long-term learning plans), design learning materials, and direct learning in classrooms or elsewhere (Joyce & Weil cited in Khoerunnisa & Aqwal, 2020, p. 2). The learning model is able to be used as a pattern of choice, which means that teachers select an efficient learning model in order to achieve educational objectives. The learning pattern in question is the appearance of activities carried out by teachers, students, and teaching materials capable of generating student learning,



which is systematically organized in relation to a series of learning events (syntax) (Sueni, 2019, p. 10).

#### 10) Learning Media

Learning media is an essential component of education. Learning media is a tool or intermediary that supports the learning process and helps students communicate with learning resources in order to accomplish learning objectives (Andriani, Hidayat, & Indawan, 2021, p. 466). Media is a learning tool used to assist in the delivery of subject matter (Mayudana & Sukendra, 2020 p. 65). The media used must be appropriate for the competencies, objectives, and learning materials, and it should match the characteristics of the students. The appropriate educational tools encourage and involve students in active, creative, and enjoyable learning, which ultimately enhances the quality of learning (Andari, 2019, p. 267). There are various types of media, including video/film, recordings, audio, models, charts, pictures, reality, and more (Priyatni, 2014 cited in Budiyasa, 2020, p. 186).

#### 11) Learning Resources

One of the most crucial elements of a lesson plan is the learning resource. Learning resources are sources that can be used as references for learning activities and include books, print and electronic media, the outdoors, and other relevant resources in line with the demands of Permendikbud No.22 of 2016 (Budiyasa, 2020, p. 187). The selection of learning resources involves the establishment of in the syllabus. Learning resources are written more practically, and it is clear exactly what teaching materials are being used (Vidiarti, Zulhaini, & Andrizal, 2019, p. 105). For instance, while the learning resources listed in the syllabus are written as reference books, the lesson plan needs to include the actual teaching resources.

#### 12) Learning Activities

Learning activities are tasks performed throughout the learning process. Learning activities are designed to provide students interactions with

their environment, teachers, and mental and physical processes that involve learning activities (Astuty & Suharto, 2021, p. 90). Learning activities include an introduction, which needs to involve preliminary activities, core activities, and closing activities (Natalina et al., 2016 cited in Fitriyah & Hayati, 2020, p. 88). The learning steps are modified according to the learning model in learning activities (Rahayu & Samsudin, 2019, p. 200). Learning steps based on the syntax of the learning model.

### 13) Assessment

An essential part of teaching at educational institutions is assessment. Assessment of student learning outcomes is a teacher's activities that requires making decisions about achieving competency or student learning outcomes while engaging in the learning process (Bariah, 2019, p. 32). The goal of educator assessment of learning outcomes is to monitor and evaluate processes, learning progress, and the continuous improvement of student learning outcomes (Astuti, Haryanto, & Prihatni, 2018, p. 11). Thus, assessment is the process of determining whether or not students have met the learning objectives that have been established. The 2013 Curriculum incorporates activity-based learning, which has implications for the implementation of assessments such as attitudes, knowledge, and skills.

#### 1.7.4. Reading

In education, reading is taught from the lowest level of education, such as early childhood education and kindergarten to tertiary education. The goal of studying reading in school is to comprehend, absorb, and obtain explicit impressions, messages, or ideas (Harianto, 2020, p. 2). Therefore, the student must be able to understand the text being studied. Students gain knowledge through reading, which they will be able to explain to others in their own unique way.

Reading is an ability that has an essential role for students. In order to comprehend the text, they read. Student's prior knowledge is crucial. Reading comprehension is the process of understanding and recognizing symbols written in texts in order to comprehend explicit and implicit ideas (Nugroho, Bharati, & Hartono, 2019, p. 58). Learners have to have a thorough understanding. English reading comprehension is considered to be one of the most important factors for students to learn properly.

There are two kinds of reading; extensive reading and intensive reading. Extensive reading refers to reading that students do commonly (occasionally) outside of the classroom (Harmer, 2007, p. 99). Reading from sources outside of the classroom provides the opportunity simple to carry out extensive reading. However, extensive reading does not only provide enjoyment; it could additionally enhance the quality of language use, language knowledge, and overall academic performance. In the other hand, Intensive reading refers to the attention to detail provided to the construction of reading texts, which typically (occasionally) occurs in classrooms (Harmer, 2007, p. 99). The intensive reading emphasizes on text comprehension. Typically, intensive reading is generally followed by study activities. The teacher may ask students to figure out what type of text they are reading, tease out meaning details, investigate specific uses of grammar and vocabulary, and then use the knowledge gained in the text to progress to other learning activities.

#### 1.7.5. Narrative text

One type of English text taught in junior high schools is narrative text. Narrative is a type of text use spoken or written language to tell a story (Anderson 1997 cited in Nurchurifiani, 2018, p. 3). Narrative texts are stories that are fictional or imaginative and are typically presented in the form of a series of events that occur or are experienced chronologically by the characters in the text (Rizqon, Andreani, & Astuti, 2021, p. 1510). A narrative is a representation of connected characters and connected events

that has a recognizable structure, is constrained in time and space, and conveys messages about the topic at hand either subtly or overtly (Kreuter et al., 2007 cited in Zad & Finlayson, 2020, p. 26). From the definition above, it can be concluded that narrative text is fiction or imaginative which is presented in the form of a series of events that occur or are experienced chronologically by characters in learning to read or write which is taught in junior high schools.

#### 1.7.5.1. Types of Narrative text

There are different types of narrative texts. According to Lubis (2017, p. 6 -

9) There are some examples of the different type of narrative text;

- 1) Humor. A humorous narrative is one that aims to make the audience laugh while telling the story.
- 2) Romance. Typically, the romance storyline depicts two lovers overcoming challenges to get together.
- 3) Historical Feature. The historical detail concerning a historical setting, the characters lives affected by historical events, and the description of life at the time.
- 4) The Diary Novel. The text in this type of narrative is formatted like diary entries.
- 5) Fantasy. This type of setting could be in another dimension, complete with goals, witches, wizards, and so on
- 6) Science Fiction. This type of setting stories take place in a setting involving science and technology.

#### 1.7.5.2. The Generic Structure of Narrative Text

According to Gerot & Wignell (1994) cited in Marzona & Ikhsan (2019, p.36-37), the generic structure of narrative text as follows:

- 1) Orientation. This component is typically used to describe the scene or the problematic events. It also informs readers about the characters who were involved and where the incident occurred.
- 2) Evaluation. This component included event sequences, which discussed a past activity or event.



- 3) **Complication.** This is a component of an event that discusses the crisis that occurs.
- 4) **Resolution.** This component of an event discusses how the crisis is resolved (problem solving), for better or worse.
- 5) **Re-orientation.** This component included a brief summary that aimed to teach or submit a moral lesson to the readers.

#### 1.7.5.3. The Language features of narrative text

According to Djuharie (2007) cited to Lubis (2017, p. 9-10), the language feature of narrative text as follows;

- 1) **Noun.** A noun is a word that is used to identify a person, place, or thing.
- 2) **Individual participant.** Individual participant refers to a subject who takes part in a situation or a specific subject's story.
- 3) **Past Tense.** The simple past refers to a complete action that occurred at a specific time in the past.
- 4) **Conjunction.** A conjunction is a word used to combine two or more words or sentences.
- 5) **Action verb.** The action verb in narrative text is classified as regular (with added ed/d) or irregular (without added ed/d).
- 6) **Saying verb.** The saying verb is used in narrative text to show or say something, such as said, told, promised, thought, and understood.

#### 1.7.6. Metacognitive

According to Anderson (2001, p.64) cited in Sarimanah (2018, p. 117) metacognition is defined as thinking about thinking or cognition about cognition. According to Rivers (2001) cited in Lestari et al., (2019, p. 94) thinking about thinking is defined as metacognition. According to Flavell (1997) cited in Rahmat et al., (2021, p. 32) Metacognition can be defined as any type of self-monitoring activity. In other words, this metacognitive ability becomes important for students to realize what students should do.

According to Sarimanah, (2018, p. 119) Metacognition is a strategy that can be used when learning a language and developing language skills. The four language skills consist of four components: listening skills,

speaking skills, reading skills, and writing skills (Tarigan, 2021, p. 149). Metacognitive reading strategy awareness refers to strategies that assist students in controlling or monitoring cognitive strategies (Ahmadi et al., 2013, p. 236). Thus, metacognitive strategies can be applied to learning.

Learning models are essential for learning. The metacognitive-based learning model sees learning as an attempt to make students aware of their ability to control their learning activities (Zhussupova & Kazbekova, 2016 cited in Prayitno & Sugiharto, 2017, p. 27). To apply the metacognitive strategies, teachers should give the students systematic instruction about the concept of metacognition and learning strategies (Muhid et al., 2020, p. 849). This will help the students comprehend the new strategies better and know how to apply them to different reading tasks. The metacognitive constructivist model (Prayitno, 2014) was created by combining Piaget's personal constructivist character, Vygotsky's socioculturalism, and metacognitive strategies (Prayitno & Sugiharto, 2017, p. 27).

According to Prayitno (2014, p. 4) the syntax of the metacognitive constructivist learning model includes 8 stages of learning as follows;

1) Phase I: Collaborative Team Formation

The teacher divides students into heterogeneous groups in terms of academic ability, cultural background, and other things that might be found in the class. The teacher and the students reach an agreement on the rules for awarding team recognition.

2) Phase II: Initial Schemata Activation

The teacher activates students' prior knowledge that is closely related to the lesson to be learned. This old knowledge must be capable of causing cognitive conflict in students. At this stage, teachers can consider presenting phenomena or describing their initial conceptions.

3) Phase III: Create Cognitive Conflict

Teachers can help students create cognitive conflict in the following ways. 1) Request that students discuss in small or large groups. 2)

Conduct demonstrations or experiments that either refute or expand students' initial conceptions with scientific concepts.

4) Phase IV: Concept Construction

In the concept formation phase, students' cognitive structures are encouraged to assimilate and accommodate information until a student's cognitive balance is formed. In this stage, concept formation is structured as cooperative group work. To ensure that students' initial conceptions are incorrect or that their initial conceptions can be expanded, the teacher can provide the learning experience in this phase through demonstration activities, discussions, or experiments.

5) Phase V: Class Presentation

Students present their work to the classmates. Class presentations are used to monitor concept acquisition as well as to improve and strengthen concepts developed during group discussions.

6) Phase VI: Individual Test

Following the completion of one basic competence, students are required to complete individual quizzes. Students are not permitted to help each other when taking quizzes, so each student is individually responsible for understanding the material.

7) Phase VII: Group Recognition

The main activities in the team recognition phase are calculating individual progress scores, team scores, and giving team awards. The idea behind individual progress scores, team scores, and awarding is to instill in students that learning success will be achieved if they study harder and give better performance than before.

## 1.8. Previous Research

Several previous studies conducted by other researchers in the same field are referred to by the researcher during the research. The main areas are *developing lesson plans* (Manalu, 2016; Sudipa et al., 2020; Siahaan, Husein, & Nuran, 2020; Rezkyana, 2021), *teacher preparation for designing a lesson*

*plans* (Aulia, 2018; Emiliasari, 2019; Munira, & Ferdousi, 2019; Jaelani & Umam, 2021), *teacher difficulties in designing lesson plans* (Hutagaol, 2018; Palobo et al., 2018; Nurtanto et al., 2021; Alhikmah, Roza, & Maimunah, 2021), *the strategies for teaching reading narrative texts* (Anggun, 2018; Tussa'diah & Nurfadillah, 2018; Nurchurifiani, 2018; Ammade & Ziska, 2021), *the challenges of teaching reading narrative texts* (Sapitri & Novia, 2020; Telaumbanua, 2020; Yuvirawan, Listia, & Amelia, 2021). Several reviews of past research provide brief descriptions of the studies most closely related to developing lesson plans.

In the cluster of developing a lesson plan, research was conducted by Manalu (2016) about the English teachers design of lesson plan based on 2013 curriculum. Its aim is to analyze the lesson plan designed by English teachers of a junior high school based on the 2013 curriculum. By conducting content analysis, learning objectives, indicators of competence achievement, materials, media, methods, procedures, and assessment; and then described and evaluated each component. However, Manalu (2016) only focuses on seven categories and there is no learning model or learning model syntax in developing lesson plans.

The cluster of developing lesson plans conducted by by Sudipa et al (2020) about the development of syllabus and lesson plan based on english for occupational purposes. Its aim to support students knowledge of the field of science in their chosen study program. In preparing the syllabus and teaching materials for English courses, it must be in accordance with the needs of students in the study program being taught. In this study, there is an English for Professionals lesson plan in which there are topics, objectives, language function, language expression, language structure, and activities. However, it only focuses on the material and its linguistic elements, there are no learning steps or learning model syntax in it.

The cluster of developing lesson plans conducted by Rezkyana (2021) about developing lesson plans on curriculum 2013: EFL teachers perception.



This study aims to investigate the perceptions of EFL English teachers regarding preparing junior high school English lesson plans for the 2013 curriculum. The findings show that English teachers have a negative perception in developing lesson plans, but this is overcome by developing lesson plans made by MGMP English teachers. In this study there is still a large gap where there is no lesson plan which is only understood by the teacher's perception of English towards the development of lesson plans.

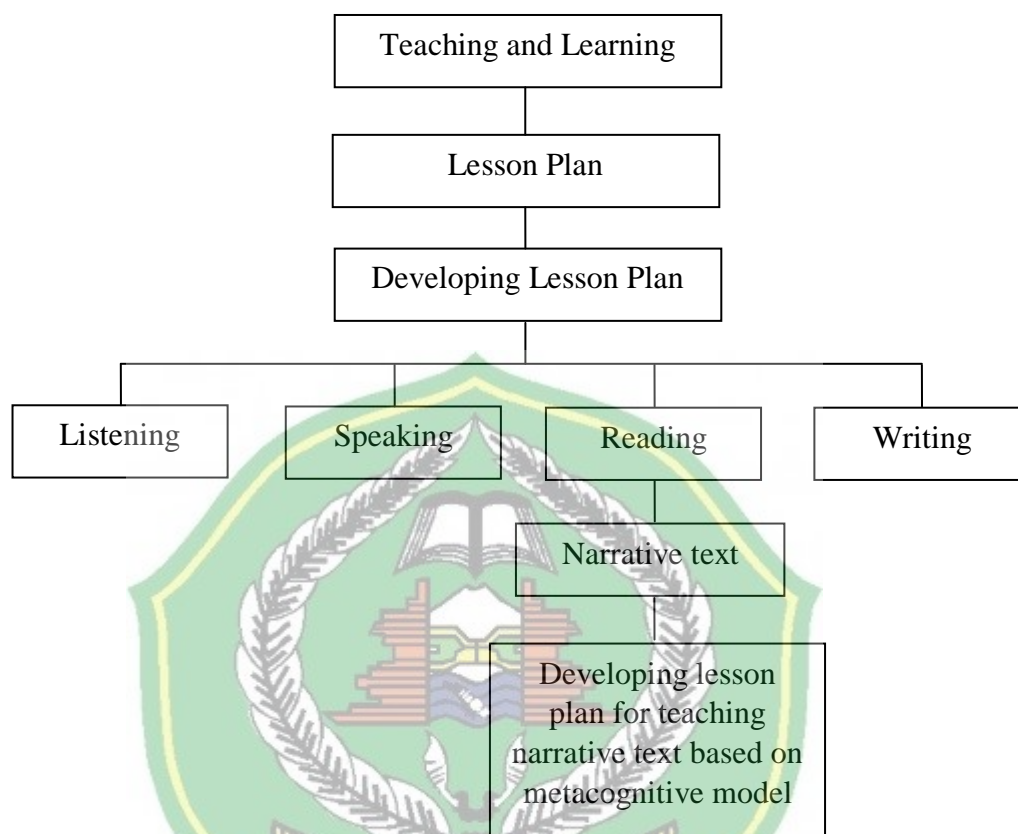
The cluster of developing lesson plans conducted by Siahaan, Husein, & Nuran, (2020) about developing English lesson plan of writing recount text based on scientific approach for vocational high school. This study aims to develop English lesson plans for writing recount texts based on a scientific approach. This research was conducted with research and development (R&D) design. The lesson plan development uses two learning models and has been validated by experts with good grades. This research does not have a gap that is too far and is related to the development of lesson plans.

Despite the various researchers cited previously, not all of them cover developing lesson plans for teaching narrative texts. Then the development of RPP Narrative Text is needed. Therefore, this research will focus on developing lesson plans for teaching narrative texts based on metacognitive models in junior high schools.

### **1.9. Frame of Thought**

The four skills that are learned when learning English are speaking, writing, reading, and listening. In learning English narrative text, there are skills to be learned. It is essential for the teacher to plan the learning process activities before students begin learning in class. Before teaching and learning, the teacher creates lesson plans (Baharun & Adhimiy, 2018, p. 49). Lesson plans can be used as a guide to effectively lead class activities during class time. The previously mentioned ideas can be summarized using the images presented here as a way of keeping things simple. The following is a chart of the conceptual framework for research thinking:

## Developing Lesson Plan for Teaching Narrative Text Based on Metacognitive Learning Models



*Figure 1. 2 Frame of Thought*

### 1.10. Research Method

The research methodology used in this study is covered in this chapter. Research methodology is concerned with how a specific method is used to answer the research questions that were put forth in the first chapter. Then, this part discusses a number of topics related to the steps involved in carrying out the current study, including the research design, step of the research, source of the data, data collections techniques and instruments, and data analysis techniques. This research was driven by two research questions: RQ1 – “What are the teacher needs in teaching narrative text based on metacognitive learning models?”, RQ2 – “How is the development of lesson plans in teaching narrative texts based on metacognitive learning models in junior high schools?” To fully appreciate these issues, researchers

turned to the most recent literature as the primary source of information on these research topics.

#### 1.10.1. Research Design

The method that will be used in writing this research is Research and Development (RnD). According to Sugiyono (2019, p. 297), Research and development is a research method that is used to create a product and test its effectiveness.

#### 1.10.2. Steps of The Research

In this research and development, the researcher adapted the Rnd research steps (Borg & Gall, 1983) that were simplified by Febriana (2016, p. 82) into three stages, namely: preliminary study, development, and validation. Below is a more in-depth explanation of the steps:

##### 1.10.2.1. Preliminary study through literature and needs

The following activities are carried out at this stage to conduct a preliminary study: 1) Literature study. At this point the researcher conducted a literature study by collecting theoretical foundations related to the development of a lesson plan teaching narrative text based on metacognitive models from various sources such as the Minister of Education and Culture and previous journals; 2) Needs. At this stage, after carrying out theories about lesson plans teaching narrative text based on metacognitive models, the researcher then develops questions to find out the needs that teachers need in developing lesson plans.

##### 1.10.2.2. Development

The researcher created a lesson plan product based on the theory and needs that were identified after conducting a literature review and needs analysis. The end product created in this case is anticipated to raise the standard of lesson plans used to teach narrative text in junior high school class IX. The components developed were in accordance with the existing lesson plans but were still under development because the researcher also

examined the components of lesson plans used by the teachers to teach narrative texts in class IX during the development stage. The syntax of Prayitno's (2014) metacognitive construction model served as the foundation for developing the lesson plan.

#### 1.10.2.3. Validation

The researcher presents the finished product to the expert during the validation stage to determine its viability. An analysis checklist and the expertise of university lecturers who specialize in curriculum were used to carry out this validation. This assessment seeks to determine whether the lesson plans created for teaching narrative texts to junior high class IX are appropriate or not for use by teachers.

#### 1.10.3. Sources of the Data

This research used qualitative data. Qualitative research is always descriptive, which means that the results of the data analysis take the form of descriptive phenomena rather than numerical data (Moleong, 2009, p. 5). Primary and secondary data can be used to collect information. (Sugiyono, 2020, p. 104). The researchers divided the data in this study into primary and secondary data.

##### 1.10.3.1. Primary Data

The primary sources used to gather research data are primary data. Primary data come from sources that give data gathered by data collectors directly (Sugiyono 2020, p. 104). Primary source data collection techniques include observation, interviews, questionnaires, documentation, and a combination from all four (Sugiyono, 2019, p. 225). In this study, the main sources consisted of: 1) interviews with grade 9 English teachers at junior high schools, and 2) documents in the form of class IX English lesson plans that teacher used.



### 1.10.3.2. Secondary Data

Secondary sources are those that provide indirect support for research. Secondary data is obtained from sources that do not directly supply data to data collectors (Sugiyono 2020, p. 104). Secondary data can be in the form of accounting and operating documents that are collected and recorded, books, journals, or other forms of publication (Sugiyono 2020, p. 104). Secondary data included in this study is data regarding theories and journals related to research on the development of lesson plans based on metacognitive models.

### 1.10.4. Data Collections Techniques and Instruments

The researcher uses two techniques of collecting the data there are interviews and documents.

#### 1.10.4.1. Interview

Instruments are tools or facilities that researchers use to collect data in order to make their work easier and the results more accurate, complete, and systematic so that they can be processed more easily (Arikunto, 2019, p. 203). Researchers used interview techniques to find out the needs of teachers in developing lesson plans for teaching narrative texts in class IX of junior high school. An interview is a meeting in which two people exchange information or ideas through questions and responses in order to reach a conclusion or meaning about a specific problem (Sugiyono, 2020, p. 114). In this study, researchers conducted semi-structured interviews. The purpose of this type of interview is to find problems more openly, that involve the parties invited to the interview are asked for more detailed opinions and thoughts (Sugiyono, 2019, p. 233).

Purposive sampling was used to select the informants for this interview. Purposive sampling is a data sampling technique that takes certain factors into consideration, such as choosing individuals with relevant experience and ties to the research being conducted (Sugiyono, 2020, p. 96). The informant in this study is a teacher who has experience

teaching narrative texts in class IX as an informant who fulfills the characteristics of enriching information about learning and designing lesson plans. Researchers will ask several questions to interview teachers. The questions that will be asked are about the learning model lesson plans that teachers usually use.

#### 1.10.4.2.Document

The document technique was employed by researchers to find out what teachers needed in order to design lesson plans for teaching narrative texts in junior high schools. Documents include a variety of textual, physical, and visual components, as well as components referred to as artifacts by other authors (Ary et al., 2010, p. 442). In this document technique, the researcher uses a checklist document based on the components of the lesson plan contained in the Minister of Education and Culture Regulation Number 22 of 2016 which is used by English teachers in teaching narrative texts in class IX in junior high schools. This document technique requires to determine what components are included in English teachers' lesson plans.

#### 1.10.5. Data Analysis Technique

The data analysis technique is the process of finding and systematically assembling data from interviews, field notes, and documents by categorizing the data. Below is a description of the data analysis techniques used in this study.

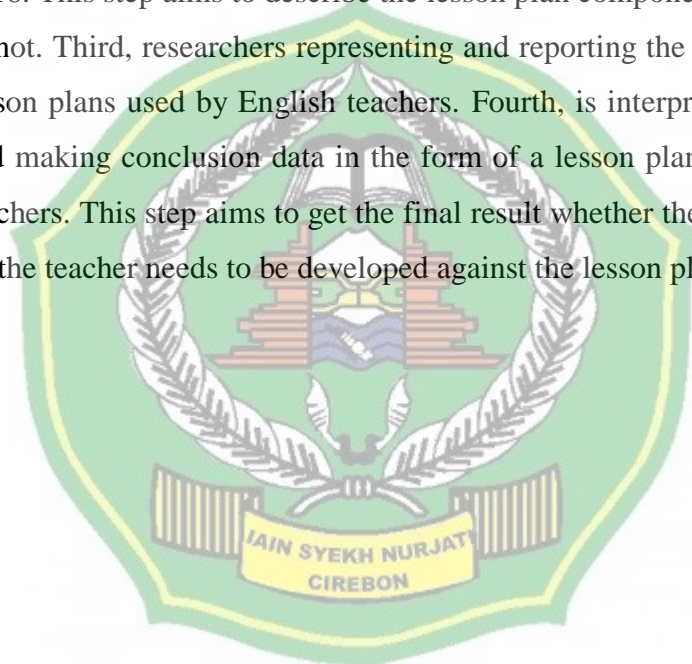
##### 1.10.5.1.Interview

Interviews will be used to get in-depth information from the teacher. There are several questions that will be asked, and the results of the interview will be transcribed using a semi-transcription technique. In conducting interviews, researchers need to listen carefully and record what informants say (Sugiyono, 2020, p. 116). After the interviews were conducted, the results were shown in the data view, which included sub-indicators, questions, and transcripts of interview. Then the data that has

been transcribed and displayed in the data display is concluded as the final result and conclusion from the interview results.

#### 1.10.5.2.Document

In the first data analysis technique, researchers are preparing and organizing the data document in the form of a lesson plan used by English teachers. Second, researchers are coding and describing the data using a checklist document in the form of lesson plan components in accordance with the Minister of Education and Culture Regulation Number 22 of 2016. This step aims to describe the lesson plan components as appropriate or not. Third, researchers representing and reporting the findings from the lesson plans used by English teachers. Fourth, is interpreting the findings and making conclusion data in the form of a lesson plan used by English teachers. This step aims to get the final result whether the lesson plan used by the teacher needs to be developed against the lesson plan.



### 1.11. Research Timeline

No	Description	Time															
		August				September				October				November			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Research Proposal	█	█	█	█												
2	Asking permission to school					█											
3	Making the instruments of the data																
4	Collecting data and analysing the data																
5	Writing finding and discussion Chapter 1 & 2																
6	Developing the product of the research													█	█		
7	Making the conclusion of the research															█	█
8	Finalizing of the research																█

Table 1. 1 Research timeline