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# DEVELOPING LESSON PLAN FOR TEACHING NARRATIVE TEXT BASED ON METACOGNITIVE LEARNING MODELS

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**Abstract:** The 21st century has seen a significant revolution in education, which is a systematic and organized process. This is evident from the curriculum's requirements, which are there to help students learn to think critically, creatively, and collaboratively, among other 21st-century skills. The 2013 curriculum places an emphasis on student-centered learning, requires students to pursue their own learning goals, and positions the teacher as a facilitator. A lesson plan outlines the steps and organizational structure required to achieve the essential skills listed in the syllabus. Therefore, this study aims to develop lesson plans for learning narrative texts based on metacognitive models. This metacognitive learning model trains students' independence in learning. In this study, researchers used the metacognitive construction model syntax developed by Prayitno (2014). This study used Rnd research steps (Borg & Gall, 1983) that were simplified by Febriana (2016) into three stages, namely: preliminary study, development, and validation. Then, to collect data researchers use interviews and documents. The respondent of this research is an English teacher and the documents are in the form of lesson plans used by the English teacher. The results show that according to Permendikbud Number 22 of 2016 and the needs of teachers, the 13 components in the lesson plans are parts that must be developed and the metacognitive learning model needed by teachers. Product validation results on the validation sheet get a value of 4.175 with the description "Very Good" by the validation expert.

**Keywords:** *21<sup>st</sup> century, lesson plan, metacognitive model, narrative text*

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## **BACKGROUND**

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.

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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., Nurfitri et al., (2020). 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).

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.

## METHOD

The method that will be used in writing this research is Research and Development (RnD). 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. The respondent of this research is an English teacher. The instruments used in this research are interview and document. The interview used semi-structured interviews in this study and the informants in this interview were determined by purposive sampling. The researcher used 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. The data analysis technique used in this research are analysis interview and document with the preparing & organizing data, coding & describing data, representing & reporting data, interpreting finding & making conclusion the data.

## FINDINGS

This chapter is the result of an interview with an English teacher about the need for teachers to prepare lesson plans and the teacher's perspective on the thirteen components that must be included in lesson plans for teaching narrative texts in junior high schools based on the metacognitive learning model. In addition, the researcher conducted a document checklist on the lesson plan components used by the teacher in teaching narrative text for class IX in junior high schools in this chapter. The teacher requirements listed below are carried out in order to develop lesson plans based on the components of the 2013 curriculum lesson plans, namely; 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).

Table 1. Teacher needs in teaching narrative texts based on metacognitive learning models

	Lesson Plan Components	Put a checkmark
A	Identitas Sekolah	√
B	Identitas Mata Pelajaran	√
C	Kelas/Semester	√
D	Materi Pokok	√
E	Alokasi Waktu	√
F	Tujuan Pembelajaran	√
G	Kompetensi Inti Kompetensi Dasar Indikator Pencapaian Kompetensi	√
H	Materi Pembelajaran	√
I	Pendekatan Metode Model	√ √ √
J	Media Pembelajaran	√

K	Sumber Belajar	
L	Kegiatan pembelajaran Pendahuluan Inti Penutup	√
M	Penilaian	√

According to the table previously mentioned, that represents the result of an interview with the English teacher, the English teacher requires 13 components in the lesson plan.

Then the researcher also conducted a checklist document on the lesson plan that the English teacher used to teach narrative text in class IX junior high school.

Table 2. Checklist of lesson plan documents used by teachers

	Lesson Plan Components	Put a checkmark
A	Identitas Sekolah	√
B	Identitas Mata Pelajaran	√
C	Kelas/Semester	√
D	Materi Pokok	√
E	Alokasi Waktu	√
F	Tujuan Pembelajaran	√
G	Kompetensi Inti Kompetensi Dasar Indikator Pencapaian Kompetensi	×
H	Materi Pembelajaran	√
I	Pendekatan Metode Model	√
J	Media Pembelajaran	√
K	Sumber Belajar	√
L	Kegiatan pembelajaran Pendahuluan Inti Penutup	√
M	Penilaian	√

According to the lesson plan narrative text checklist that the teacher uses, there are several components that are not included in the lesson plan, including the fact that there are no core competencies and basic competencies because they are already included in the syllabus, according to the informants. Then there are no indicators of competency achievement in the lesson plan and they are already in the goals, which is because they are already in the syllabus, according to the informants.

## DISCUSSION

There are several expert opinions regarding the need to designing a lesson plan. From the several opinions presented, they have implemented the lesson plan rules initiated by the

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Minister of Education and Culture Regulation Number 22 of 2016. Then there are several opinions that have differences caused by the teacher's needs when making lesson plans. Then from the checklist document regarding lesson plan components which is in line with interviews with English teachers, there are several components that have differences, such as not including core competencies and basic competencies; then there is no container packaging indicator; approaches, methods and models are not clearly stated; learning material is in the lesson plans but not summarized either in the attachments; learning media are not written clearly; learning resources are not listed; and in the assessment there is no scoring rubric.

First, there are significant differences in the core competencies and basic competencies. According to the teacher's view, core competencies and basic competencies are needed in the lesson plan. Then the teacher also gives the view that the core competencies and basic competencies are contained in the syllabus so that they may not be included in the lesson plan. This is based on the government's appeal regarding the use of lesson plans during the covid-19 pandemic. So that after the pandemic started, covid-19 already had flexibility, teachers still followed the guidelines in the one sheet lesson plan. This is what causes the difference in not including core competencies and basic competencies.

Second, there is a significant difference in the competency achievement indicator section. Based on interviews with the English teacher regarding achievement indicators, she said that the writing of indicators uses operational verbs which can be seen in the bloom taxonomy. However, in the analysis of the checklist document on the lesson plan component, there are no indicators of achievement. According to the English teacher, the same indicators and learning objectives using operational verbs are regarded as the same. This is based on the government's appeal regarding the use of a one-sheet lesson plan during the Covid-19 pandemic and the English teacher gave such a view. This is what causes significant differences and there are no indicators of achievement in the lesson plan.

Third, the approaches, models, and methods are not clearly explained, this can be seen in the checklist document regarding the lesson plan components. Based on interviews with the English teacher regarding the approach, the English teacher uses a scientific approach. Then for the learning method in the interview the teacher gave the view that in learning activities, however, the checklist document was not clearly stated in the lesson plan. then in the English teacher learning model requires a student-centered learning model. This is in line with the metacognitive learning model. With the syntax of the metacognitive construction model developed by Prayitno (2014) the English teacher gives the view that the syntax of the model can be considered. This is because English teachers need a student-centered learning model.

Fourth, in the media section, materials and learning resources based on the checklist document are not clearly stated. Then, based on interviews with English teachers regarding learning media, interactive media such as power point is needed in learning activities, but when analyzing the checklist document regarding the lesson plan component it only states "interactive media" and does not write down what media is used. Then regarding learning materials, based on interviews with English teachers, learning materials are needed in the lesson plan, however, based on the analysis of the checklist documents regarding learning materials, only the material to be taught is mentioned, not in the appendix. This is because the English teacher has the view that learning material is contained in books or in material

displayed in power point. Then the learning resources based on interview analysis and checklist documents were not clearly listed in the lesson plan being analyzed.

Fifth, in the assessment section carried out during learning activities. Based on the analysis of interviews and checklist documents with the English teacher regarding assessment, there are several assessments such as attitudes, knowledge and skills. In the attitude assessment aspect in the form of observations made during the learning activities take place. In the aspect of knowledge assessment in the form of written tests or oral tests, observation of questions and answers during assignments. On the skills aspect in the form of work assessments, project assessments, products or portfolios. However, based on document analysis, there is an assessment of attitudes, knowledge and skills, however, the assessment rubric is not included either in the lesson plan or in the attachments.

Based on several discussions, the thirteen components of the lesson plan are the needs of teachers in preparing lesson plans. Although opinions differ on the inclusion of these components in the lesson plan, they all agree that the thirteen components should be included because they serve a specific function in the lesson plan. Then for the teacher learning model requires a student-centered learning model. This is in line with the metacognitive learning model because this learning model is student-centered and trains student independence. According to the findings, developing lesson plan for teaching narrative text based on metacognitive learning model is required.

## **THE DEVELOPMENT OF LESSON PLAN FOR TEACHING NARRATIVE TEXT BASED ON METACOGNITIVE LEARNING MODEL**

In this research, researchers developed a product, that served as lesson plans. Then, the researcher developed a lesson plan based on the needs of a grade IX English teacher in designing a lesson plan for teaching narrative texts. Furthermore, the researcher added a document checklist to the teacher's lesson plan. This is in accordance with the metacognitive learning model. The model syntax used in the development of this lesson plan uses the metacognitive construction model syntax developed by Prayitno (2014). The following is the result of the lesson plan product which has been completed with an explanation of each component.

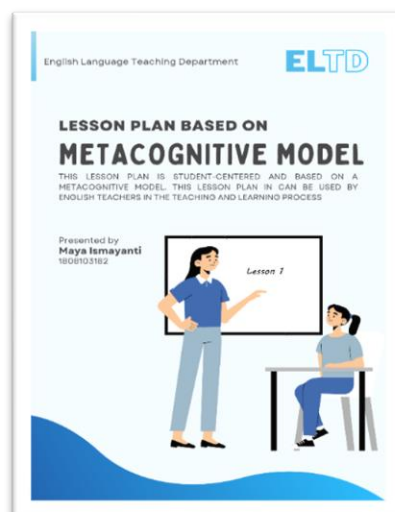


Figure 1 cover of product of lesson plan

In development of the lesson plan carried out by the researcher, it includes the components contained in the lesson plan.

- [1] The researcher provides the identity of the lesson plan in the lesson plan identity section, which includes the school identity, subject identity, class or semester identity, main material, and time allocation.
- [2] The researchers incorporate core competencies and fundamental competencies.
- [3] The Researchers developed two indicators in the Achievement indicators section at each meeting.
- [4] The researcher developed learning objectives based on the ABCD elements, which are then reformulated to become **CABD** in the learning objective section.
- [5] The researcher includes material relevant to what will be studied in the learning material section.
- [6] The researcher incorporates a scientific approach in the learning approach section, the metacognitive construction model syntax developed by Prayitno (2014) in the learning model, and the group discussion method in method.
- [7] The researcher selected electronic media (web educandy), print media (pictures and LKPD), and video media in the form of narrative text stories for the media section.
- [8] The researcher developed instructions in the preliminary activities section, core activities (there are metacognitive construction phases, the syntax model developed by Prayitno (2014), and closing activities in the learning activities section.

Tahap Pembelajaran	Tahap Kegiatan
Tahap I: Perencanaan (Identifikasi Masalah)	<ul style="list-style-type: none"> <li>Menentukan apa itu masalah yang akan dipelajari dan apa yang harus dipelajari.</li> <li>Menentukan apa yang harus dipelajari dan apa yang harus dipelajari.</li> </ul>
Tahap II: Pemahaman (Memahami Masalah)	<ul style="list-style-type: none"> <li>Menentukan apa yang harus dipelajari dan apa yang harus dipelajari.</li> <li>Menentukan apa yang harus dipelajari dan apa yang harus dipelajari.</li> </ul>
Tahap III: Perencanaan (Merencanakan Solusi)	<ul style="list-style-type: none"> <li>Menentukan apa yang harus dipelajari dan apa yang harus dipelajari.</li> <li>Menentukan apa yang harus dipelajari dan apa yang harus dipelajari.</li> </ul>
Tahap IV: Pelaksanaan (Melaksanakan Solusi)	<ul style="list-style-type: none"> <li>Menentukan apa yang harus dipelajari dan apa yang harus dipelajari.</li> <li>Menentukan apa yang harus dipelajari dan apa yang harus dipelajari.</li> </ul>
Tahap V: Peninjauan Kembali (Mengevaluasi Solusi)	<ul style="list-style-type: none"> <li>Menentukan apa yang harus dipelajari dan apa yang harus dipelajari.</li> <li>Menentukan apa yang harus dipelajari dan apa yang harus dipelajari.</li> </ul>

Figure 2 metacognitive construction model syntax developed by Prayitno (2014)

- [9] The researcher includes an assessment rubric for the spiritual aspect, social aspect, skill aspect, and develops the knowledge aspect rubric in the assessment section.

## EXPERT VALIDATION

The researcher evaluates the developed products in the expert validation section. The researcher's development requires the form of a lesson plan. Following the development of the lesson plan, the next step was expert validation. The lecturer of English Language Teaching Department at Institute Syekh Nurjati Cirebon, is the lesson plan expert. The



validated aspect is the relevance of the indicators developed in the lesson plan. See the appendix.

The researcher used the lesson plan Curriculum 2013 component as an assessment item in the validation sheet section. Then for the scale assessment the researcher used a scale of 1 - 5 used a Likert scale from Sugiyono (2019). The table below is the Likert scale guidelines for a good lesson plan (Sugiyono, 2019, p. 98):

Quantitative data	Score Interval	Criteria
5	$X > 4.08$	Very good
4	$3.36 < X \leq 4.08$	Good
3	$2.64 < X \leq 3.36$	Pretty good
2	$1.92 < X \leq 2.64$	Not good
1	$X \leq 1.92$	Bad

*Table Likert scale*

The results obtained from product validation by expert validation are 4.175. This can be seen in the Likert Scale to get product validation, namely "Very Good". It can be concluded that the product lesson plan for teaching narrative text based on metacognitive models can be a reference for English teachers in preparing lesson plans.

## CONCLUSION

Education is a systematic and organized process, then everything associated with learning needs to be carefully planned. Then to achieve success in the learning process, careful planning is required. However, planning is the initial and essential phase before carrying out activities. The plan is a lesson plan offering the teacher will use in the classroom. A lesson plan is a plan that indicates the procedures and arrangement required to achieve the basic competencies outlined in the syllabus.

Based on the first research question about teacher needs in designing lesson plans based on metacognitive models, it is possible to conclude that English teachers require thirteen lesson plan components as well as a from learning model in students. The thirteen components of the lesson plan in the research question section are the requirements of the teacher in designing a lesson plan. The components of the 2013 Curriculum lesson plan are: 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). Each of these components is needed in preparing lesson plans.

In addition to the thirteen components required by the teacher, a student-centered learning model and the development of student independence are required. Therefore, this is consistent with the metacognitive learning model, which is student-centered and teaches

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student autonomy. The metacognitive learning model developed by Prayitno (2014) was used by the researchers in this study. There is a metacognitive construction syntax model in this learning model that researchers use to prepare lesson plans. Based on an analysis of the results of an interview with a grade IX junior high school English teacher about what needs were needed in designing a lesson plan based on the metacognitive model for teaching narrative texts, the researcher then developed a lesson plan based on the metacognitive model for teaching narrative texts. The researchers then examined the English lesson plan documents. Following the analysis of the interview and document results, the researcher developed a lesson plan product and expert validation of the lesson plan product.

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