CHAPTER I
INTRODUCTION

This chapter informs the background of the research. It contains identification of the issue/ phenomena, delimitation and focus of the study, research questions consisting of two questions, aims of the research consisting of two aims, and significance of the research namely theoretical and practical significance. In addition, it also describes the theoretical foundation covering several topics related to this research, previous studies, and frame of thought. Finally, it explains the research method includes research design and step of the research, sources, and types of data, data collection techniques and instruments using observation checklist and interviews, data analysis techniques, and research timeline.

1.1. Background of the research

The quality of lesson plans in Indonesia is still very poor because teachers often think lesson plans are not important, so teachers are reluctant to pay attention to the quality of lesson plans. Lack of awareness of the considerable influence in the learning process. Without proper preparation, it is impossible to achieve optimal learning targets (Baharun. 2018. p. 49). coupled with the RPP policy that must follow the provisions in the 2013 curriculum, according toEkawati (2016, p. 87) that lesson plan is complicated and makes teachers prepare lesson plan with less- than-optimal teaching materials and objectives.

The most significant foundation in teaching and learning activities is the lesson plan, which determines what goals will be addressed in the learning. reinforced by the opinion of one of the experts that the lesson plan is the teacher's source of guidance for carrying out a specific lesson, and it includes the goal (what the students are supposed to learn), how the goal will be achieved (the method, procedure), and a method for measuring how the aim was achieved (Maryani, etc, 2017, p. 94). A lesson plan is an

ordered blueprint for signal instructional sessions; it instructs the teacher which teaching approach is to be utilized during the lesson, what is to be taught, and how to convey knowledge in what sequence. As according Butt (2006) in Moradi (2019), a lesson plan breaks down the activity into steps to decide on the arrangement of steps; plan for practice activities, plan for evaluating learning during lesson, the ability instructors who already have a clear understanding about their students who have formed a relationship between them and their students and who have clarity about their themes these will enable them to recognize that they are able to teach an effective lesson

Furthermore, the development of lesson plan in teaching English is considered important. So from previous findings the researcher fined some cluster of developing lesson plan in teaching English. For instance **developing lesson plan through Increase the Engagement and Skills of the Future Teachers (**Ika, etc, 2017., Baharun., 2018, Moradi,. 2018, Emiliasari, 2019, Limatahu, et al2018), by **integrating multiple intellegences** (Şener, 2018., Atiek, et al., 2019). And **21st centuries skill implication on educational system** (Wrahatnolo, et al., 2018, Drake, S. M., & Reid, J. L. 2018).

The things that have been mentioned above: first, a lot of research is not uncommon for researchers who are less aware of the development of the quality of lesson plans from time to time, especially in the 21st century. What discusses is only limited to how good the quality of lesson plans was at that time, not based on development standards from time to time and also pay special attention to the various intelligences of students in one class. Learning is said to be effective if it has an impact and a goal of success for students (Indana, et al. 2020. p. 199)

Second, as well as the Indonesian government which often considers that the quality of lesson plans is not the most important thing in a lesson, seen from the lack of government socialization to teachers in Indonesia on how to create quality education by one way of developing quality lesson plans. Reinforced by the statement of an expert that there is a propensity for instructors to consider lesson study as a

novel approach to meet their professional learning needs, yet they find it to be a boring session to attend. This is especially noticeable during the contemplation period (Wulansari etc , 2020)

Third, the teacher has so far indicated the students' skills and learning styles, which should mix learning between different learning types and students' understanding abilities. The researcher has a clear view of our surroundings. Teachers are still hooked on a single learning method, which bores pupils and makes it difficult for them to assimilate the material. The reason for this is that the instructor lacks numerous foundations and concepts for creating lesson plans. Baharun (2018, p. 47) state that Because of these difficulties, the overall objective of education must be more precisely defined.

Furthermore, in the 21st century, the educational process cannot remain stagnant. It is necessary to constantly adapt in order to keep up with the changing ways of thinking and human behaviors. Technology and globalization have had and continue to have a tremendous impact on education in the twenty-first century (Drake, etc. 2018). And, once again, in the twenty-first century, people must have a variety of talents and intellect, which should be easy for them to learn. However, it appears that policymakers are not very concerned about harmonizing lesson plans and skills in the twenty-first century.

That is what motivated me to bring up this issue as one of the most significant aspects of education. Which The goal of this research is to propose an integrated lesson plan as an effective strategy to address some of the issues connected with building 21st century competencies. We think that kids who are lucky enough to experience curricular integration will be better equipped for life in the 21st century.

1.2. Identification of the issues/phenomena

Teachers lack understanding in designing successful lesson plans. Strategic efforts are required to address several aspects of education, particularly those relevant to 21st-century requirements, as suggested by Indarta et al. (2022, P. 2). Given the scientific background provided, the following issues can be identified:

1. Poor lesson plan preparation
2. Not all teachers understand the needs of students in the 21st century Sometimes teachers assume that lesson plans are just ordinary documentation that can be generalized so that teachers only copy and paste without thinking about what students' need.
3. Sometimes the materials and teaching materials and media that have been prepared in the lesson plan are different during class practice due to unfavorable classroom conditions, and so on.

Form the identification above, the researcher is take the issue about: (1) less than optimal lesson plan preparation (2) lack of understanding what students' need in 21st century (3) Many teachers underestimate quality of lesson plan.

The first issue that researchers took was poor preparation in compiling lesson plans. The lesson plan is the main gate in the success of a lesson because it includes the direction of learning. However, many teachers are less than perfect in preparing lesson plans, due to a lack of knowledge regarding the preparation of lesson plans and the importance of lesson plans. As stated by Nurtanto, etc (2021) That the cause is due to Training and mentoring implementation, as well as the supervision process, are not yet on track

The second issue is Not all teachers understand the needs of students. With knowledge and technology that continues to advance, the needs of students in the scope of learning are also increasingly developing. Students must have 21st century skills,

such as international education, and be able to compete in their knowledge while still in school. So that the teacher must be able to consider how the contents of the material, the method chosen, the activities to be carried out, the practice implementation, and the class mastery strategy are in terrelated and complementary. (Timperley, 2007) in (Nurtanto, etc. 2021).

The third problem is regarding the underestimated quality of RPP. The perspective of the teacher who proposes that the lesson plan is not an important component in learning. While RPP is the basic thing that must be prepared so that the teacher is able to bring the direction of learning to essential goals. And help students understand root assumptions and consequences by giving them time to think about their environment, beliefs, social relations, and the allocation of their strengths, labor, and resources (Guo, 2014).

1.3. Delimitations and focus of the study

The researcher limited the scope of this study to developing a lesson plan for teaching speaking greetings to seventh-grade students. This study attempts to develop a lesson plan for teaching only speaking. The researcher decides on a lesson plan for teaching public speaking. The goal of this research is to create a lesson plan for teaching speaking that is based on 21st century skills.

Other fields related to this study are not included in the research. The researcher does not focus on methods, strategies, techniques, or media for teaching speaking. This topic was chosen for the study because there have been numerous studies in those fields, and previous researchers have only focused on showing good results without explaining the matching problems to their students. This research is also not part of the lesson plan in the preparation process for teaching in the classroom. However, it is related to lesson plans that are in accordance with the abilities of the 21st century in order for educational progress to occur.

A lesson plan is a written description of this process in which the materials, tactics, time and location of education, as well as the scholars' assessment methods are all described in detail. Learning planning can be seen as a form of savings against limited learning capacity (Jamali, et al, 2014, p. 27) and researchers prepare lesson plans using the curriculum 13. Based on this, it is very important to develop a learning plan so that it can continue to improve. The researcher only discussed making lesson plans for teaching public speaking.

1.4. Research questions

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

1) What are the characteristics of lesson plan in 21st century?
2) What are the teachers need to develop lesson plan for teaching greeting that support the development of multiple intelligences and 21st century skills?
3) How to develop lesson plan for teaching greeting that support the development of multiple intelligences and 21st century skills?

1.5. Aims of The Research

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

1) To acknowledge the characteristics of lesson plan in 21st century.
2) To acknowledge the teachers need to develop lesson plan that support the development of multiple intelligences and 21st century skills.
3) To develop lesson plan for teaching greeting that support the development of multiple intelligences and 21st century skills.

1.6. Significances of the Research

The purpose of this research is expected to provide some meaning and to improve understanding, not only theoretically but also practically to:

1.6.1. Theoretical

This research is expected to provide additional knowledge and information to round out the description of the teacher's skills in lesson plan preparation. And can facilitate teachers in preparing lesson plan that are integrating multiple intelligences and 21st century skills.

1.6.2. Practical

The research findings are also expected to be beneficial to these stakeholders, as follows: a) Students. This assist students in comprehending the meaning of individual learning materials. b) teacher. It assists teachers in developing appealing lesson plans that achieve learning objectives and student comprehension. c) future researchers. It can be used as a guide when conducting research. And it can serve as a benchmark for future research.

1.7. Theoretical Foundation

This chapter would have attempted to provide a brief summary of the literature relating to the research. There are some theories used in this research include lesson plan, speaking Skill, teach english greeting, multiple intellegences and21st century skill.

1.7.1. Lesson plan

A lesson plan is the teacher's guidance in planning activities in the classroom that are important to determine all learning activities including the material to be taught, time decision, place, the roles of learning to lead students to achieve the desired target in understanding the material in class. As presented by Lakchmi and Bhaskara (2016, P. 113) that Lesson planning is the teacher's responsibility in the classroom in order to effectively transmit his or her experience. Emiliasari, etc (2019, p. 369) state that the parts of the

lesson plan include: a) school identity, b) time allocation, c) key competencies, d) fundamental competencies, e) indicators, f) learning materials, g) instructional activities, h) assessment and evaluation, i) learning media, and j) resources.

Teachers should pay greater attention to the processes to be performed in order to develop a quality lesson plan while writing lesson plans. According to Ali, et al (2018), there are six steps:

1) The instructor must first read the appropriate material to what will be taught in class. seeks to balance the content between those that have been applied to the syllabus and lesson plan, so that the teacher masters the information in class as well as in lesson plan preparation
2) The instructor selects the students' learning objectives as well as the particular process to be taught.
3) The instructor considers the problems that students will experience in digesting the content so that the teacher may tailor it to the students' ability.
4) The teacher pays close attention to the time intervals between stages.
5) The instructor ensures that adequate time is provided for contact between the teacher and pupils.
6) To avoid monotony, the teacher must pay attention to every activity in the classroom and, to the greatest extent possible, incorporate non-monotonic activities into each lesson.

1.7.2. Teach English greeting

English has been incorporated into the learning curriculum. However, practice in the field is still not optimum, as seen by what has occurred in several PAUD education units, including Kindergarten B, A, and Play Group, particularly in suburban or rural locations, demonstrating a lack of learning English itself. Early childhood teachers provide English lessons to youngsters by starting with the basics, such as greetings, day names, animal names, and so on. The learning technique is a little different, such as singing together, telling tales, or playing various games

(Widiyanti, et al., 2018). Children must be conditioned in such a way that learning happens in a threat-free environment.

The learning environment is critical so that kids can recognize English as a second language more easily (Yusuf et al., 2017). Furthermore, English should be promoted by habit, such as greetings in English. This greeting is typically used at the start and conclusion of a learning session. Greetings are expressions used by people to welcome one another. This is a typical behavior performed by social beings in order to begin connections with others (Shields-Lysiak et al., 2020). In addition to increasing English language abilities, the earliest step of greeting is designed to shape children's personalities.

1.7.3. Multiple intellegences

The intellect that each human possesses is known as many intelligences. Humans, on the other hand, have several intelligences rather than just one (Gardner, 1983. p. 123). The premise is that everyone possesses these intelligences, but that one of them is more prominent in each individual. Winarti, et al (2019, p. 123.) presented the Theory of Different Intelligences in the early 1980s as an alternative to standard classroom design due to the necessity for multiple ways individuals learn and interpret things around them.

Gardner (1983, pp. 62-69) in Sener, etc (2018. P. 126), proposed multiple intelligences criteria, which are as follows: a) the possibility of isolation due to brain deterioration. b) The validity of idiots, academics, prodigies, and other exceptional people. c) a well-defined core operation or group of actions. d) Typical construction timeline. e) Evolutionary history and future prospects. f) Assistance from experimental psychological tasks. g) Validation of psychometric findings. h) Vulnerability in the symbol system to coding. The following are nine divisions of multiple intelligences:

1.7.3.1. Verbal Intelligence – Linguistics

Verbal Intelligence – Linguistics is persons with this intelligence have a strong sensitivity to language, as well as the capacity to grasp and generate words well and clearly, both spoken and written. Linguists, poets, authors, and others own this.

1.7.3.2. Logical/Mathematical Intelligence

Logical/mathematical intelligence is the capacity to calculate and grasp circumstances or conditions in a systematic and logical manner. Students with this sort of intelligence excel at discovering patterns and correlations, as well as problem solving and reasoning (Gardner, 1999) in Sener, etc (2018. P. 126),. This intelligence is related to deductive reasoning. People working in science and mathematics should have this level of intellect.

1.7.3.3. Visual/Spatial Intelligence

Visual/spatial intelligence is defined as the capacity to comprehend, change, and create pictures. This intelligence may be found in artists, designers, architects, and sculptors.

1.7.3.4. Musical Intelligence

Musical intelligence is the capacity to recognize the pitch, rhythm, and emotional content of music. Musicians, singers, composers, and music enthusiasts are examples of this.

1.7.3.5. Kinesthetic Intelligence:

Kinesthetic intelligence is this intelligence relates to the use of one's body to express oneself. It is also defined as the ability to use the body and its parts to solve a problem or create a product. This category includes athletes,

professional dancers, mechanics, and physical education teachers.

1.7.3.6. Intrapersonal Intelligence

Intrapersonal intelligence is intelligence necessitates self-awareness and the capacity to understand people's similarities and differences. Gardner (1999) in Sener, etc (2018. P. 126), adds that it entails the capacity to comprehend oneself as well as evaluate and appreciate one's own experiences, emotions, desires, strengths, and motives.

1.7.3.7. Interpersonal Intelligence

Interpersonal intelligence is demonstrates the capacity to recognize, comprehend, and value others' feelings, intentions, motives, desires, and beliefs. Interpersonal intelligence is strong among teachers, therapists, salespeople, and political leaders. Intelligent individuals, according to Teele (2000) in Sener, etc (2018. P. 126), are interpersonally pleasant and engage in social activities. These individuals appreciate cooperative learning, information exchange, and group learning.

1.7.3.8. Naturalistic Intelligence

Naturalistic intelligence is the capacity to recognize and classify the natural world around us. According to Teele (2000) in Sener, etc (2018. P. 126),, these people live in peace with nature. Astronomers, biologists, and zoologists, for example, require a high level of this intelligence. Gardner added this intelligence as the ninth intelligence after the initial model was published.

1.7.3.9. Existential Intelligence:

Existential intelligence is the ability to examine human existence, death, the purpose of life, and the reasons for being.

1.7.4. The Indicator of Learning Process in 21st Century

The notion of the twenty-first century, essentially the concept of fast human change through time, which includes features of development in thinking patterns that have a significant impact on routines, life principles, human requirements, education that continues to increase, and so on (Wrahatnolo, et al, 2018). The impact of increasingly immediate human wants necessitates people moving quicker to offset it. Educational Leadership (Oliver, 2016) suggests that many individuals from many backgrounds work together to construct a prosperous civilization in the future to prepare and generate a generation that can move swiftly. Educators play a key part in this instance, as they are expected to create efficient ways to generate pupils who have abilities in interpreting technical and scientific breakthroughs that are defined in teaching and learning activities both inside and outside of school.

1.7.4.1. Adaptability and Managing Complexity

Refer to the ability to modify one's thinking, attitudes, or behaviors to be better suited to current or future environments; and the ability to handle multiple goals, tasks, and inputs while understanding and adhering to constraints of time, resources, and systems (e.g., organizational, technological). Complexity, within today's environment requires individuals to plan, think, design, and manage in new ways- taking into account contingencies, anticipating changes, and understanding interdependencies within systems. In doing so, resource management (time, space, materials) is increasingly required to execute a plan successfully.

1.7.4.2. Self-direction

Self-direction is defined as the ability to set goals related to learning, plan for the achievement of those goals, independently manage time and

effort, and independently assess the quality of learning and any products that result from the learning experience. Because change occurs constantly in our information rich society, self-directed, continuous learning is no longer seen as an option for successful workers in the Digital Age. What is required is self-directed leaner who can anticipate these changes and is cxconstantly upgrading his or her skill set is extremely valuable in the 21st century.

1.7.4.3. Curiosity

Curiosity is catalyze curiosity or the spark of interest that leads to enquiry. Curiosity is more vital than ever in this digital age of entrepreneurship, innovation, and rapid change. This is because students and employees were required to follow specific rules and procedures while also shifting and adapting to changing situations. Curiosity also supports lifelong learning by contributing to the country's quality of life and intellectual capital. Furthermore, children who are interested about their surroundings have an inherent incentive to seek solutions to difficult, complicated topics. Today, the ability to sustain a high degree of curiosity is considered an asset.

1.7.4.4. Creativity

Creativity is Refers to the act of bringing something into being that is really new, original, and valuable either personally (just to the individual or organization) or culturally (adds significantly to a domain of culture as recognized by experts). Creativity has fueled our social, emotional, and intellectual progress. Today, the creative individual has more to offer—and more to gain—from society than ever before. Our information-based society has moved power away from people who hold raw physical commodities and toward those with intellectual capacity — the ability to create and produce knowledge. Individuals and organizations that are creative and knowledge-producing are more likely to be economically solvent. Personal creative people's life can be richer, more fascinating, and potentially more satisfied on a

personal level. Furthermore, technology has given people and societies more time to devote to creative endeavors, resulting in exceptional expansions and outcomes.

1.7.4.5. Risk Taking

Risk taking Includes a willingness to make errors, support unusual or unpopular ideas, or confront exceedingly difficult problems with no clear answers, in order to improve one's personal growth, integrity, or successes. Learning, by definition, necessitates risk-taking. A little infant would never learn to walk, talk, or connect socially unless he or she took chances, experienced successes and failures, and then monitored and adjusted accordingly. Quantum leaps in learning, problem solving, invention of new goods, and discovery of new phenomena need taking risks. Risk tasking in the learning environment necessitates a desire to think deeply about a subject or problem, communicate that thinking with others in order to hear their perspectives and criticisms, and then build on those experiences toward a solution or solutions. Students are frequently involved in learning activities that focus on the 'correct answers.' Students should instead be encouraged to engage in debates about various methods and potential solutions to an issue.

Students must be in surroundings that they believe to be safe in order to take risks that lead to intellectual progress - locations where they may share ideas, reflect on and discuss opinions, and learn new things. Students must be in surroundings that they believe to be safe in order to take risks that lead to intellectual progress - locations where they may share ideas, reflect on and discuss opinions, and learn new things. According to research, kids learn better when they are given intellectually challenging tasks that require them to do meaningful, intellectually exciting work in which they create knowledge.

1.7.4.6. Higher-Order Thinking and Sound Reasoning

Higher-order thinking and sound reasoning is analyzes, compares, infers

and interprets, evaluates, and synthesizes cognitive processes applied to a variety of academic areas and problem-solving situations. "Intellectual capacities" are important for technological fluency, with "engagement in sustained thinking" and "expecting the unexpected" as two vital factors that enable students to plan, develop, execute, and assess a solution. All of these are necessary components of higher-order thinking and solid reasoning. In a fast-paced, knowledge-based world, higher-order thinking needs both divergent and convergent thinking. Divergent thinking employs imagination to explore "what if," generating different possibilities and theories. Convergent thinking helps pupils to utilize good reasoning and common sense to assess those options in order to pick the hypothesis with the greatest potential based on a set of predicted outcomes criteria.

1.7.5. Speaking

The most fundamental output skill in language is speaking. In speaking, individuals can communicate both vocally and nonverbally (Lazaraton, 2014; Namaziandost, Abedi, & Nasri, 2019). Humans can communicate their thoughts and ideas through speech so that they can be conveyed to others and comprehended. Speaking and writing are outputs of language acquisition, whereas listening and reading are inputs. And because English is the first worldwide language, everyone on the planet must understand and speak it. Not only has English become the dominant language in various nations, but it is also the most significant language in the worlds of business, education, science, media, and so on, and as a result, education in Indonesia involves studying English, particularly speaking. According rao (2019.p.11) ability to concentrate Speaking ability is divided into three categories: interactive, partially interactive, and non-interactive.

What is meant by interactive speaking is a scenario in which the speaker and listener may engage and reply to each other by asking for repetition of sentences or words. It is normally done face-to-face or over the phone in this circumstance. And

then somewhat interactive, in which the speaker can view the audience directly and determine whether or not the participants understood the speech based on their facial expressions and body movements. The audience can clear their doubts during a question-and-answer session (Q&A), which usually occurs at the end of the speech presentation. In contrast to the two, there will be no audience involvement in a non-interactive speaking circumstance where the speaker is only recording his address for radio transmission.

In line with the discussion described above, the researcher believes that each topic has a strong correlation with one another. In learning especially English, a quality lesson plan is able to combine the abilities of each student, namely being able to connect the intelligence of each student so that they can understand the learning process easily, by means of the teacher planning lesson plans that are able to answer every challenge. Coupled with the times that learning must continue to evolve according to the needs of the field by paying attention to 21st century skills.

1.8. Previous Studies

In this research, the researcher has highlighted several journals that are close to the title that the researcher do, which are very closely related to the topics discussed in this journal. First, in a journal entitled 21st century skills implication on education system (Wrahatnolo, 2018) explained that the 21st century skills have greater demonstrable advantages in specific areas of life, such as critical thinking and problem solving, initiative, creativity, and entrepreneurship, communication, teamwork, metacognition (mindset transformation), and digital reading. The information was gathered from many sources and publications. The study revealed that the application of the 21st century education concept may be utilized in the curriculum of the needed topic that is addressed to attain learning and innovation skills competence as well as technology and information media skills competence. Unfortunately. In this journal, the researcher found that the journal only focused on

what are skills in the 21st century without paying more attention to how to teach in the 21st century. Then the author does not focus on the title of the journal so that the systematic writing is a bit ambiguous or unclear.

Next in the journal the effectiveness of multiple intelligences-based teaching strategy in enhancing the multiple intelligences and science process skills of junior high school students (Winarti, et al, 2019) explained that the study found that the multiple intelligences strategy has an influence on and can be a major predictor of students' Multiple Intelligences growth. The SPS improved in this research, particularly in the capacity to query. The data came from the Multiple Intelligences exam, the Science Process Skills (SPS) test, and observation sheets. Unfortunately, it is not stated how to apply learning strategies with multiple intelligences in the classroom to produce quality learning in the classroom. And also, the study did not include the 21st century in balancing the application of multiple intelligences.

And lastly, a journal entitled Development of Short Indonesian Lesson Plans to Improve Teacher Performance (Yulianto, et al, 2018) discussing how to develop lesson plans and how. Then identify the effectiveness of the short lesson plan in teaching and learning activities. And the researcher found that this journal lacks an explanation of how the rules are appropriate for the short lesson plan.

The research that I researched with previous studies shows that this research does not only focus on the 21st century skills contained in the first journal or only on multiple intelligences in developing lesson plans in the second and third journals, but on how to develop lesson plans that collaborate with multiple intelligences and 21st century in which there has been no research that reviews things in this detail. Thus, the lesson plan that will be produced has a quality that is able to maximize the potential of children in teaching and learning activities so that it becomes an easy path for all teachers to take.

1.9. Frame of Thought

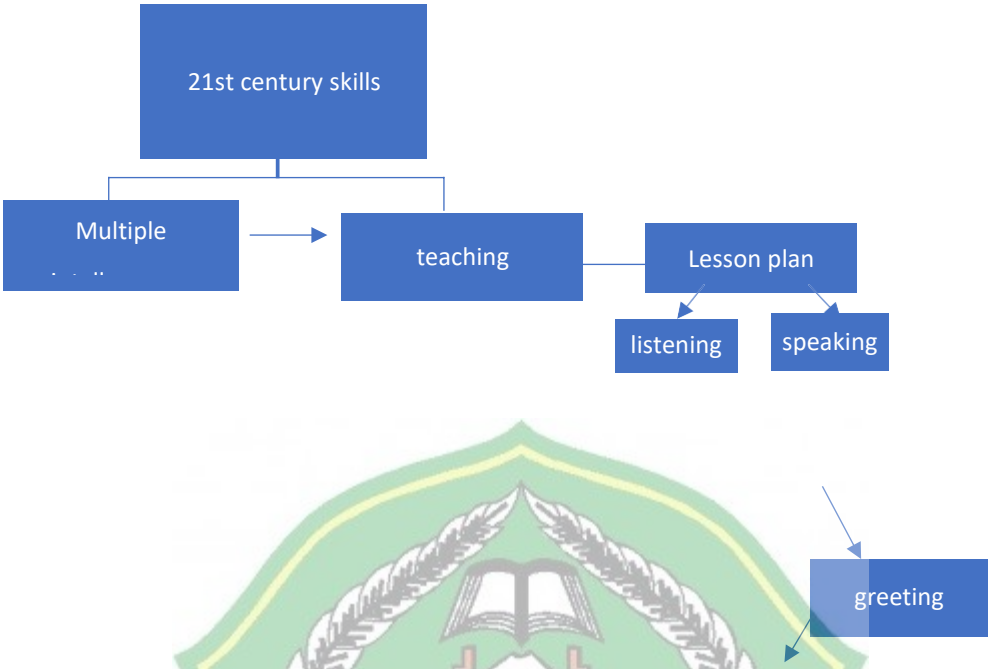

Figure 1.1. Frame of thought that conduct by the researcher

In this research, the researcher gives a big title on 21st century skills to face the development of this fast era. Then it will be correlated with multiple intelligences to teach in class to produce good quality. Then, to plan all of that, the teacher needs to plan and put it into a quality lesson plan. It means focuses on listening and speaking skills which this time students are expected to master the greeting material

1.10. Research Method

This chapter explores the research methods used in this study. Research technique is the systematic approach used to address the research questions introduced in the first chapter using a specific method. This chapter outlines the steps involved in doing the present research, including research design, data gathering methodologies, data analysis strategies, and the research timeframe. This work was driven by investigating three research questions as: RQ1 – "What kind of lesson plan

that teachers need to teach greeting for the junior high school?", RQ2 – "What are the characteristics of lesson plan in 21st century?", RQ3 – "How is the development of lesson plan for teaching introduction for the senior high school that support the development of multiple intelligences and 21st century skills?". 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 and Steps of the Research

The research and development method (R&D) was used in this study. Its multimethod focus and interpretative, naturalistic approach to the subject matter are its main methods. This means that in order to explain or interpret phenomena in terms of the meanings that people assign to specific individuals, researchers examine events that occur in the natural world. Research and development (R&D) is a model of development research in which research findings are applied to the design of new products and processes. These are then tested in the field, assessed, and combined scientifically until they meet predetermined standards for quality, effectiveness, or comparable standards (Gall, Borg & Gall, 2003, p. 569).

The reason the writers use the research and development method is that, depending on the type of research done, they are creating a product for teaching and learning English, which is a lesson plan to teach english greeting at seventh graders. The goal of this product is to determine the best method for teaching English to students in the twenty-first century, taking into account the needs of both teachers and students. Additionally, ten steps were suggested by Gall, Borg, and Gall (2003) for conducting research and development methods.

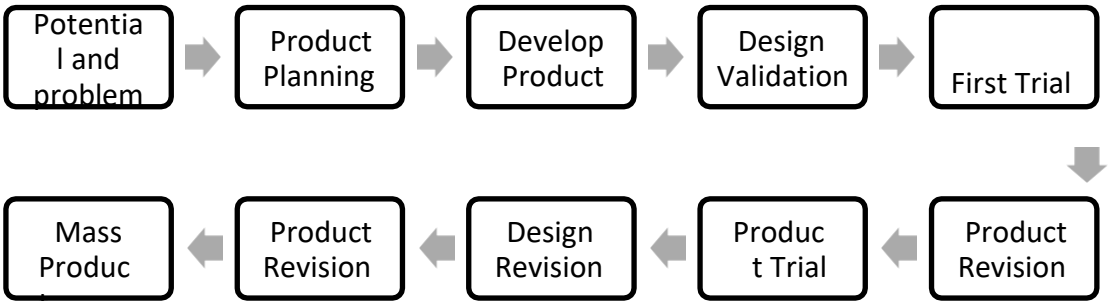

Figure 1.2. Ten steps of research and development by Gall, Borg, & Gall (2003)

However, in order to meet the requirements and circumstances of the research, certain educational researchers made adjustments to the ten steps, simplifying them into only three steps during the implementation process. This adaptation was necessary because there are two distinct types of development research. The first type concentrates on designing and evaluating a particular product or programme, aiming to gain a comprehensive understanding of the development process and examine the factors that facilitate programme implementation. Furthermore, the study centred on the assessment of the preceding development initiative. The objective of the second category is to acquire a comprehensive comprehension of efficient design and evaluation methodologies (Richey, & Nelson, 1996).

In this study, the researcher presents a concise and streamlined version of the ten steps outlined by Gall, Borg, and Gall. This simplification was initiated by Gall, Borg, and Gall in Emzir (2013) with the aim of restricting small-scale research, specifically by limiting the number of research steps. Emzir also highlighted that the simplification was implemented as a result of the time and cost constraints that researchers commonly encounter (p.271). The researcher in the field of research and development has successfully reduced the number of steps from ten to three. These stages are called preliminary study (needs analysis), product development, and product validation. This simplification has been applied in research on pedagogical materials for students and teachers. The subsequent stages of development research are elucidated:

1.10.1.1. Preliminary Study Through Critical Literature Review and Need Analysis

The goals of needs analysis are to identify the issue clearly, gather data, and identify relevant solutions. Information was gathered for the needs analysis by means of interviews and observations with instructors who were majoring in primary school teacher education (Zainil, Fauzan, & Lufri. 2020, p. 112). Thus, the school reviewed this in order to interview teachers about issues with the 21st-century RPP, and researchers also looked through the literature on RPP indicators that were appropriate for the 21st century.

1.10.1.2. Product Development

Preparation of the initial form of developing a lesson plan for teaching English greetings to seventh grade students. A subject identity structure, indicators and learning objectives, learning materials, models and approaches chosen for learning, learning activities, resources chosen for learning, and learning assessment comprise the design of the learning plan (Zainil, Fauzan, & Lufri. 2020, p. 112). Experts then handled the process of development and validation.

1.10.1.3. Expert Validation Phase

The instruments used to evaluate the practicality of creating and implementing a lesson plan for teaching English greetings to seventh-grade students include: an initial prototype, initial validation by experienced teachers, and final validation through expert judgment by developing a lesson plan specifically for teaching English greetings to seventh-grade students.

The researcher does the first type of Richey and Nelson, Borg and Gall, and Emzir statement using only four steps. The process will be improved and simplified into three parts. The research development follows a series of procedures: (1) doing preliminary research through literature review and needs analysis, (2) planning and designing the product development, and (3) validating the steps by expert judgment or

validation.

1.10.2. Sources and Types of Data

Data sources refer to objects, such as objects, subjects, or individuals, that provide the necessary information to the researcher. Data sources were required to acquire information for the purposes of this study and development. A data source refers to a specific origin from which data is collected. This can include individuals, events, behaviors, documents, files, or other things (Moser & Korstjens, 2018, p.12). In this case, the researcher made the decision to obtain the initial data from printed materials or papers, such as journals and books, that pertain to the literature on lesson planning, teaching English greetings, multiple intelligences, and 21st century speaking abilities. The second data sources were obtained through structured and unstructured interviews with informants who were teachers of English language at the seventh grade level. These teachers have specific knowledge about the subject matter.

1.10.3. Data collection techniques and instruments

Data collecting approaches were used based on the type of data gathered by the researcher (Dick, Carey, & Carey, 2015, p. 351). Primary data were collected using questionnaires and interviews with selected informants, while secondary data were obtained through a constant process of obtaining information from books, journals, literature, the internet, and other credible sources.

1.10.3.1. Interviews

The researcher conduct an interview as part of the data collection process. The interviewer asks oral questions and receives oral responses. The interviewer asks oral questions, to which the subjects respond verbally. Individual respondents are typically polled. Respondents frequently express themselves in their own words, with the interviewer taking notes. Gall, Borg, and Gall (2003) **Interview conduct by interviewing 2 teacher of** SMP IT Al Burhany**.** When the

interaction between interviewees produces the finest information, when people are similar and cooperative with one another, the focus group is helpful (Creswell, etc. 2016. P. 133).

1.10.3.2. Literature Riview

A literature review covering the topics listed above can be as long as or longer than the total length of all opposing proposal sections. The need to base research and methodological problems on an in-depth understanding of the existing knowledge base, as represented in the literature, justifies this length. It would be embarrassing to discover after completing a study that you had ignored previous research knowing that you had changed the way you framed the research problem or designed the methodology (Borg & Gall, 2003, p. 48).