CHAPTER I

INTRODUCTION

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

1.1 BACKGROUND OF RESEARCH

The quality of education in Indonesia is still considered to be low. Some areas where it has weaknesses are inappropriate education system, lack of quality teachers, learning environment, and other factors. When it comes to education in Indonesia, the truth is closely related to micro and macro issues (Maliki, Kusuma, Tabrani, & Hamidah, 2021, p. 37). Micro education problems develop in the components of education as a system, such as curriculum problems, learning process problems, education management problems, and information and communication technology (ICT) problems (p. 37). In addition, the problem of education is macro, including problems that develop in education as a system with other systems with a larger scope in all human life, such as the problem of lack of equal distribution of education, low quality of education, efficiency problems, and relevance problems (p. 37). There are several factors that can cause the quality of education in Indonesia to decline. Lack of knowledge about needs analysis before teaching, teachers not understanding English teaching for a specific purpose, lack of facilities, lack of creativity in developing materials, and

limited time are some identified factors that may lower the quality of Indonesia education (Asmin, 2019, p. 266). Teachers as the main component of education determine the successfulness of education.

Teachers are crucial to helping students meet their learning objectives in the classroom learning process. However, in practice, there is still a shortage of teachers in dealing with the process of learning activities. Poorly prepared teachers before teaching, the inability of teachers to meet the challenges that occur in the teaching context due to lack of training, poor teacher language skills, and teachers whose English is not their field of study are hired to teach are some issues in teachers teaching skills (Emery, as cited in Songbatumis, 20I7, p. 56). Therefore, teachers should be able to create or develop effective and systematic lesson plans according to the material and abilities of students so that they can achieve learning objectives.

Teachers must master strategies and plan a series of activities to support the teaching process. In this instance, creating lesson plans for learning English is a crucial step that must be completed before beginning teaching and learning activities. This is necessary to ensure a good learning environment in the classroom. Lesson plan is used as a guide for teachers in teaching, and lesson plans are related to teacher-student connections which are two significant reasons why lesson plan is important. Teachers who make lesson plans demonstrate their commitment to their students and will receive positive feedback. To guarantee that education is interesting, fun, challenging, effective, and motivating, each educator in the education unit is obliged to develop a thorough and systematic lesson plan. Students should be encouraged to participate actively, with enough space for initiative, creativity, and independence based on their talents, interests, and the physical and psychological development of students (Antari, 2021, p. 81). Thus, one of the crucial components teachers utilize to facilitate learning in the classroom is the lesson plan. The lesson plan organizes the classroom learning process, and it includes a variety of elements that are supposed to help students meet their learning objectives.

In studying English, learners should become proficient in four skills: liatening, speaking, reading, and writing. Writing is the process of describing a language so that the message conveyed by the author can be understood by the reader. Moreover, writing is a creative process that enables students to express their ideas and background knowledge in written form. Writing is one of the most complicated human activities, involving the development of a concept design, knowledge capture, and subject experience (Jozsef, as cited in Noviarti & Adnan, 2019). As a result, writing is the main skill to be taught to the students in English classes. Besides, in the writing process, students are expected to express their written text grammatically, communicate their ideas, and reach a conclusion as steps in developing rhetorical devices in the written form during the writing process. It means that the teacher must assist and guide students in using proper grammar, vocabulary, and mechanics to express (Miliana, Regina, Supardi, 2018, p.2). Therefore, related to this, the teacher must have a systematic and appropriate lesson plan for teaching writing in this case for procedure text.

Procedure text is a text that instructs or guides students about how to make or use something. Procedure text is a type of text that explains how something is done through a series of steps or actions (Ginting & Tarigan, 2020). Moreover, procedure text is a set of instructions that performs a particular task or function. It is purpose to instruct or explain the reader how to create or do a specific task. The aim, material, and step are the three generic structures of a procedure text. The writer's purpose is to describe what the text is about. Then, in the material, go over the ingredients in detail. The last steps describe a set of steps in sequence (Wadirman as cited in Noviarti & Adnan, 2019, p. 207). In addition, learning procedure text is one of the subjects in writing skills. In this subject, students must write texts based on generic structures and language features. As these issues are intertwined, developing lesson plans in the material procedure text at senior high school attracts investigation.

Furthermore, developing a lesson plan is an important thing that must be prepared by the teacher for teaching. Research in this area of developing lesson plans for teaching writing procedure text includes some clusters. For instance, Developing Lesson Plan (Ahmad & Nur, 2016; Ratnawati, 2017; Muklas, 2021; Rezkyana, 2021; Purwani & Dewi, 2021; Tiana, Prawati, & Ras, 2019), Teacher Challenges in Developing Lesson Plan (Palobo, Sianturi, Marlissa, Purwanty, Dadi, & Nur 2018; Nutfitri, Regina, & Yulian, 2020; Alanazi, 2019). Teaching Writing Skill (Selvaraj & Aziz, 2019; Ikawati, 2020; Mahmoudi & Bugra, 2020). Strategy for Teaching Writing Procedure Text (Cahyati, 2018; Khanza & Nufus, 2019; Fadhilawati, Rachmawati, & Mansur, 2020; Hasibuan, 2020; Rohaniyah, 2019),

The research shows that there are some findings. There are articles that discuss developing lesson plans, teacher challenges in developing lesson plans, teaching writing skill, and strategy for teaching writing procedure text. However, the previous research did not discuss how to develop a lesson plan for teaching, in this case developing lesson plan for teaching writing procedure text.

There are several studies that discuss developing a lesson plan. However, the previous research did not develop lesson plans for students who are more active and interested in learning in the class. Also the previous research did not find the study discussing developing lesson plan for teaching writing especially for procedure text in case for twelfth grade students. In developing a lesson plan, the teacher must be concerned with the good criteria for a lesson plan. This is important because a lesson plan is a crucial component that can determine how material can be understood for students, in order to be an effective teaching learning process in the class. Effective planning is required for effective teaching. As a result, lesson planning is critical to effective teaching. Filling in the blanks in a template isn't the same as lesson planning. It is a creative art form to express one's individual thoughts (Alanazi, 2019). In addition, there are studies related to strategies for teaching writing procedure texts.

There are many studies that discuss strategies for teaching writing procedures. The strategy of teaching writing procedure text by using sequence pictures, video, and others. However, the previous research did not convey or explain in detail about lesson plans for teaching. Meanwhile, to conduct these strategies for teaching writing procedure text must prepare lesson plans for teaching so that the teaching process using strategies can be carried out systematically, effectively, and the achievement of student learning goals. The organization and development of a systematic lesson plan is one of the teacher's main duties in order to make the teaching and learning activities in the classroom more interactive, inspiring, enjoyable, challenging, and effective, encouraging students to actively participate and giving them enough room for initiative, creativity, and independence in accordance with their abilities, interests, and psychological and physical development (Sari, 2018). In addition to several studies that discuss strategies for teaching, there is also research that discusses teaching writing skills.

In relation to research about teaching writing skills, previous studies did not explain in detail about the aspects that must be considered in writing a text, and how to guide processing these aspects so that a well-written text meets the requirements of aspects in writing. Previous researchers only discussed techniques or strategies for teaching writing. In fact, discussing the elements that must be considered in writing is important because it becomes knowledge and so that the result of writing is in accordance with the context discussed, in this case writing a procedure text. Additionally, writing is a form of communication that enables students to verbally express themselves, organize their perceptions into compelling arguments, and use well-written prose to convey meaning. Vocabulary, function, grammar, and spelling are all parts of writing, especially in procedure text (Harahap, 2018, p. 127). Thus, it is crucial to comprehend and be aware of the aspects that must be taken into account when writing a text.

It can be concluded that developing a lesson plan for teaching writing procedure text is important to discuss. The researcher is interested in

developing lesson plans for teaching writing, in this case teaching writing procedure text for twelfth grade. It is because there is a little amount of related research that was talked about.

1.2 IDENTIFICATION OF THE ISSUES/PHENOMENA

Lesson plan is one of the important elements that must be prepared by the teacher before teaching in class. The researcher found several problems or issues by reading several articles also when carrying out the practice of teaching English, including:

1. The lack of students' ability to understand the subject matter, this is due to the lack of enthusiasm and interest of students in learning English.
2. Students struggle while creating texts for various reasons, including their lack of understanding of the generic structure, the language features, and social function of a text. This makes it challenging for the students to write what is on their minds.
3. Despite having many ideas in their heads, some of the students lack confidence.
4. The strategy and media that is used by the teacher is still less. The teacher uses the usual media like; white board, marker, and text book.

Research about developing lesson plans for teaching writing procedure text will be useful for the implementation of teaching and learning activities in the classroom effectively and in accordance with student learning objectives. The research about developing lesson plans, there are two areas. These areas are the lesson plan for teaching, and writing skill. However, developing a lesson plan for teaching writing procedure text is an important thing to discuss.

1.3 DELIMITATIONS AND FOCUS OF THE STUDY

Based on the background above, the researcher only focuses on developing lesson plans for teaching writing procedure text (recipe). This research does not focus on strategy for teaching, and media of teaching because it is included in a lesson plan. The focus of this research is on

developing lesson plans because it is one of the important elements that the teacher must prepare before teaching in class, and the researcher only examines how to develop lesson plans for teaching by writing a procedure text. Moreover, the development of lesson plans to teach students to write a procedure text because writing is one of the important skills that students must master, in this case writing a procedure text. In this research, the researcher only focused on developing lesson plans using the 2013 curriculum for teaching writing procedure text.

1.4 RESEARCH QUESTIONS

Research questions of this study are:

1. What are the weaknesses and shortcomings of the current lesson plan of teaching writing procedure text?
2. How is the preliminary form of the lesson plan for teaching writing procedure text for the twelfth graders of senior high school that support the development of student skill?

1.5 AIMS OF THE RESEARCH

Based on the focus of the problem, the researcher determined that the purpose of this research can be stated as follows:

1. To find out the weaknesses and shortcomings of the current lesson plan of teaching writing procedure text
2. To find out how is preliminary form of the lesson plan for teaching writing procedure text for the twelfth graders of senior high school that support the development student skill

1.6 SIGNIFICANCES OF THE RESEARCH

The significances of the research are:

1. Theoretically, the result of the research is theoretical. It is expected to be useful as an additional reading reference or new information regarding the development of lesson plan, especially for teaching writing teaching procedure text.

2. Practically, this research is expected to be useful for the English teacher, it is expected to be used in teaching writing procedure text and how to make the process of learning and teaching enjoyable while also achieving learning objectives.

1.7 THEORETICAL FOUNDATION

In this section, the theory related to the research carried out is presented. Several theories include lesson plan, writing, procedure text, and senior high school.

1.7.1 Lesson Plan

In this section, the theory related to the research carried out is presented. Several theories include the concept of lesson plan, the function of lesson plan, the principles of lesson plan, and the component of lesson plan.

1.7.1.1 The Concept of Lesson Plan

Lesson is a meaningful and manageable level of analysis for investigating teaching and learning (Cerbin & Kopp, 2006, p. 255). In addition, Brown & Lee (2015, p. 196) state that the term lesson is popularly considered to be an integrated set of procedures covering a period of class time, typically ranging from 45 to 90 minutes. Moreover, lessons are organizational tools used by teachers to bring students into contact with the curriculum to advance their development and achievement (Dudley, 2014). Thus, lesson is one of the important things that can be said as a meaningful thing that can be used to investigate the teaching learning process within a certain period of time typically ranging from 45 to 90 minutes, also as an organizational tool used by teachers in the class that can bring together students with the curriculum which can thus improve the development of their achievements.

A plan is an orderly arrangement of the parts of an overall design or purpose (Merriam-Webster). Moreover, a plan is a set of decisions about how to do something in the future (Cambridge Dictionary). In addition, a plan is a set of things that must be done to achieve something, especially those that have been considered in detail before (Oxford Learners Dictionaries). Thus, a plan is a series of actions that are arranged regularly or a set of carefully thought out decisions to achieve something especially that has been considered in detail before, as well as a way to achieve it, something you have worked on in detail before or how to do something in the future.

A lesson plan is a strategy for organizing the teaching and learning process for each meeting or more. The syllabus is used to create a lesson plan that directs students' learning activities toward achieving the basic competencies (KD) listed in the syllabus (Sari, 2018, p. 1). Moreover, a lesson plan is a teacher tool that can be used to carry out the teaching and learning process as a direction that refers to basic competencies in a series to achieve student learning goals (Nurfitri, Regina, & Yulian, 2020, p. 86-87). In addition, a lesson plan is a teaching plan that contains several activities in the teaching and learning process (Ratnawati, 2017, p. 36). Then, according to Ahmad & Nur (2016, p. 23) lesson plans communicate to students what they will learn and how they will be assessed.

Moreover, Antari (2021) lesson plans are used as a guide for teachers in teaching, and lesson plans are related to teacher-student connections which are two significant reasons why lesson plan is important. Teachers who make lesson plans demonstrate their commitment to their students and will receive positive feedback. National Ministerial Regulation Number 65 of 2013 states that very educator in the education unit is required to create a complete and systematic lesson plan to ensure that learning is engaging, enjoyable, challenging, efficient, and motivating. Students should be

encouraged to participate actively, with enough space for initiative, creativity, and independence based on their talents, interests, and the physical and psychological development of students.

Thus, a lesson plan is a plan for the preparation of the teaching and learning process that contains several learning activities which prepared based on KD or sub-themes carried out in one or more meetings, it becomes the teacher's tool in learning as a direction that refers to basic competencies to achieve student learning goals, in the lesson plan the teacher communicates to students what they will learn and how they will be assessed so the learning process in the classroom becomes organized.

1.7.1.2 The Function of Lesson Plan

Lesson plans are important because they can help teachers in learning activities in the classroom. Lesson plans, for teachers, are used as instructions and directions, a framework, an overall form for learning in class (Harmer, 2007, p. 156). Although they could eventually veer off of it during the session, at least they will have something to fall back on. Good teachers are adaptable and creative in their responses to the goings-on in the classroom, but they also need to plan ahead, have objectives for their students to reach, and have some ideas for how they're going to do it. However, at least students will have something to fall back on even if they do end up straying from it at some point during the session. Good teachers are adaptable and creative in their responses to what is happening in the classroom, but they must also plan ahead, have expectations for what their students want to accomplish, and have some ideas for how to get there. Moreover, Brown (as cited in Mukhlas, 2021) a well-planned course helps students achieve more and develops them to the fullest extent possible within the allotted period. Additionally, it assists teachers in establishing the time, place, and learning

experiences they share with their students—essential components of effective teaching. Thus, the function of lesson plans is as a guide for teachers in teaching in the classroom, to remind teachers about what learning activities will be carried out, as well as to ensure that teaching and learning activities can be carried out systematically, effectively and efficiently.

1.7.1.3 The Principles of Lesson plan

Lesson plans have several important principles. Minister of National Education Regulation Number 22 Year 2016 about Primary and Secondary Education Process Standard, there are several important principles to consider when constructing a lesson plan, which should be regarded by the teacher. The principles are as follows:

1. Adjusting what is written in the syllabus to the circumstances of the educational unit and to the unique characteristics of the students, such as their initial aptitude, intellectual level, talent, potential, interest, learning drive, social aptitude, emotion, learning style, special needs, rate of learning, and/or environment.
2. Active participation of students.
3. Learner-centered to promote motivation, interest, curiosity, initiative, inspiration, creativity, invention, and independence.
4. Creation of a deliberate reading and writing culture to foster a love of reading, a comprehension of multiple readings, and a variety of writing styles.
5. Giving input and monitoring the RPP that includes the draft reinforcement, enrichment, and remedial programs.
6. The integration of core skills, material learning, learning activities, competence success indicators, assessment, and

learning resources into a single, comprehensive learning experience.

7. Take into account cultural diversity, integration across disciplines, and integration across learning elements.
8. Using information and communication technologies in a coordinated, methodical, and efficient way, depending on the circumstances.

1.7.1.4 The Component of Lesson Plan

Before starting to design a lesson plan, it is important for the teacher to know and understand the components contained in a lesson plan. These components assist teachers in preparing lesson plans efficiently, effectively and can achieve learning objectives. According to Minister of National Education Regulation Number 22 Year 2016 about Primary and Secondary Education Process Standard, the components of lesson plan consist of:

1. School identity, namely the name of the education unit
2. Subject identity or theme/subtheme
3. Class/semester
4. Subject matter
5. By considering the number of instructional hours available in the curriculum and the basic skills that must be attained, the time allocation is decided in accordance with the need to acquire KD and the learning load.
6. Learning objectives are created based on KD, using observable operational verbs and being measured for attitudes, knowledge, and abilities. Additionally, Yamanaka & Wu (2014, p. 76) draw attention to the fact that Mager's model stipulates that an object should not only explain a process for achieving a goal, but also that it should define an intended consequence that is measurable

and specified. The audience (A), behavior (B), condition (C), and degree (D) are the four components of Mager's model.

7. Basic competencies and indicators of competency achievement
8. Learning materials include pertinent data, concepts, rules, and instructions that are provided in point form in accordance with the creation of competency achievement indicators
9. Educators utilize learning methods that are customized to each student's needs and the KD that needs to be attained in order to foster a learning environment and learning process for students to achieve.
10. Learning media, in the form of learning process aids to deliver subject matter
11. Learning resources include books, print and digital media, the environment, and other pertinent learning materials.
12. The learning steps the learning process is carried out through 3 stages including pre-teacching, whilst teaching, and post-teaching.
    - Pre-teaching

      There are several activities carried out at this stage before entering the core learning activities, these activities include:

      1. Prepare students psychologically and physically to take part learning process.
      2. Provide local, national, and international examples that are tailored to the needs and skill levels of the learners to motivate students to learn contextually according to the advantages and uses of the instructional materials in daily life.
      3. Asking questions that relate knowledge beforehand with the material to be studied.

4. Describe the basic competencies or learning goals that will be attained.
5. Delivering material coverage and explanation of activity descriptions according to the syllabus.

- Whilst-teaching

This stage is the core of the learning process activities. Core activities include activities aimed at achieving learning objectives. There are several things to note at this stage, including:

1. Using the learning model
2. Using learning methods
3. Using learning media
4. Using learning resources that are tailored to the characteristics of students and subjects.
5. Choosing thematic and/or scientific and/or discovery and/or thematic approaches that result in work focused on problem solving (based on learning projects) and are tailored to the qualities of competence and educational attainment.

- Post-teaching

This stage is the closing of the learning activities. The following are some of the activities involved in this stage, including:

1. The teacher and the students analyze the entire set of learning activities and the results obtained, both individually and in groups, and then mutually determine the direct or indirect advantages of the completed learning outcomes.
2. Provide feedback on the learning process and results.
3. Complete follow-up tasks in the form of assignments, both individual and group.

13. Assessment of learning outcomes.

Thus, in a lesson plan there are several important components including the school identity, subject identity or theme/subtheme, class/semester, subject matter, the time allocation, learning objective, basic competencies and indicators of competency achievement, learning material, learning method, learning media and tool, learning resources, The learning steps, and assessment of learning outcomes.

1.7.2 The Concept of Teaching

Teaching is the act or process of delivering, providing understanding of information or knowledge carried out by the teacher to students in class. According to Siahaan (2019, p. 4), teaching is a process that includes activities carried out by a teacher in a classroom. In addition, teaching involves face-to-face meetings, and teacher actions are conducive to realizing student learning. Usually, the act of teaching is included in various activities that include explaining, illustrating, demonstrating, giving examples, guiding, etc. (Rajagopalan, 2019, p. 7). Besides, teaching means supporting learning, providing opportunities for learning, and creating an environment that supports learning (Brown, 2014, p. 8). Thus, teaching is the act, practice, or profession of a teacher, which includes teaching activities done in-person by the teacher to aid students in learning during class, also the teacher's actions are conducive to realizing student learning and usually teaching actions are included in various activities that include describing, demonstration, exemplifying, guiding, etc.

1.7.3 Writing

This section focuses on aspects related to writing. The discussion covers the concepts of writing, the aspect of writing, writing approaches, and genre of writing.

1.7.3.1 The Concepts of Writing

Writing is the process of expressing ideas, emotions, thoughts, or opinions in written form using symbols and words. Sentences and paragraphs must have a logical structure and follow a specific order (Hasibuan, 2020, p. 12). Siahaan (2019, p. 2) highlighted that writing proficiency is one of the four language skills that should be acquired in English language learning at senior high school/vocational high school. Moreover, writing is a technique that enables students to creatively develop their thoughts and background knowledge through written expression (Noviarti & Adnan, 2019, p. 207). Byrne (as cited in Cahyati, 2018, p. 5) writing is the production of a series of sentences structured in a specific order and linked in specific ways. The sequence may be extremely brief - possibly only two or three sentences - but the way the sentences have been arranged and connected together creates a coherent whole known as a 'text'. Thus, writing is the act of putting thoughts on paper or describing something in language so that the reader can understand the author's message, also one of the productive language skills that should be honed while learning English because it is a creative process that enables students to express their thoughts and prior knowledge in written form.

1.7.3.2 The Aspect of Writing

There are a number of aspects in writing that need to be taken into account. Cahyati (2018, p.5), Siahaan (2019, p. 8), and Opray (as cited in Margana, Sada, and Riyanti, 2018) states that writing has several aspects, including 1) Content, refers to the substance of the writing, the experience of the main idea. 2) The language feature is the correct use of syntactic patterns in words, phrases, clauses, and sentences to divide, combine, and group ideas to construct logical

relationships in paragraph writing. 3) Mechanics is the conventional graphical use of language.

1.7.3.3 Writing Approaches

There are several writing approaches used to teach writing. Brown & Lee (2015, p. 428) mentions that writing approaches are divided two as follows “1) Product of Writing, student’s final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. 2) Process of Writing, process writing is writing that involves students in meaningful writing, promotes several drafts and changes, and gives formative feedback through conference”. Thus, the writing process and the writing product are part of the writing approach.

1.7.3.4 Genre of Writing

Genres have the goal of being able to assist in human interaction, to facilitate communication, to allow someone to speak or to prevent someone from saying something different. In writing a text, there are various types depending on what will be discussed and the specific purpose to be conveyed. The term "genre" is used to categorize writings and shows how people typically use language to respond to recurring events (Milah, 2015, p. 11). In addition, Prastika and Musarokah (as cited in Milah, 2015, p. 11) genres have drawn more attention because the concept of genres can help us understand how people use language to engage in different communicative situations and use this knowledge to assist students in creating effective communicative text.

1.7.4 Teaching Writing

Teaching writing is a process of providing knowledge and knowledge of how to write well, this process is aimed at developing a

series of student activities in order to produce writing under the guidance, direction, and motivation of the teacher. Moreover, Browne (as cited in Fatma, 2020) teaching writing is the process of imparting the teacher's understanding of writing to the students. The teacher takes many steps to ensure that the students are aware of and comprehend proper writing techniques. Harmer (2007, p. 112), it provides them more "thinking time" than when they try to have a spontaneous conversation. Because of this, individuals have more opportunity to process language, or to think about languages while studying or using them. In addition, when considering writing is the difference between writing for writing and writing for learning (p. 112). Writing is employed as an aide memoire or practice tool in the former case to assist students practice and work with the language they have been studying. Writing-for-writing, on the other hand, aims to improve students' writing abilities. In other words, the primary goal of these activities is for students to improve their writing skills, regardless of the genre of writing.

1.7.5 Procedure Text

This section focuses on aspects related to procedure text. The discussion covers the definition and social function of procedure text, generic structure of procedure text, and language features of procedure text.

1.7.5.1 Definition and Social Function of Procedure Text

Procedure text is a type of text that describes how something is accomplished through a sequence of steps or actions (Ginting & Tarigan, 2020). Besides, Djuharie (as cited in Cahyati, 2020) procedure text is a type of writing that tries to give instructions on how to do something. Moreover, Wadirman's (as cited in Noviarti & Adnan, 2019) procedure text is a set of guidelines that carries out a

particular task or function. It's intended to demonstrate or describe step-by-step how to make or carry out a thing to the reader.

1.7.5.2 Generic Structure of Procedure Text

Procedure text consists of social functions, generic structures and language features. A text structure that conveys concepts or information to the reader is known as a generic structure. According to Anderson (as cited in Margana, Sada, & Riyanti 2018, p. 5) the following is the generic structure of a procedure text:

1. Aims or goals, this section explains the end result to be attained, particularly for recipes.
2. Materials, in this section, the materials and tools needed are also listed often provide details of size, color, quantity, shape, and quantity.
3. Steps are the steps of the procedure text that must be sequenced.

1.7.5.3 Language Features of Procedure Text

A procedure text explains to the reader through a series of steps how to accomplish or manufacture something. As a result, the method text follows grammatical standards to ensure that each step is carried out in order. Anderson (as cited in Margana, Sada, & Riyanti 2018, p. 5) states that there are several linguistic features of procedural texts, including the following:

1. The tenses used are simple present tense. It means describing something that is happening in the present.
2. Procedure texts use temporal conjunctions or conjunctions such as first, second, then, next, after that, finally, etc.
3. Using imperative sentences. Imperative sentences are sentences that aim to ask someone to do something.
4. Procedure texts also use action verbs in their steps, such as cutting, slicing, pouring, boiling, adding, etc. perform procedure steps on the text. Usually placed in a special title for the recipe.

1.7.6 Senior High School

A student is someone who develops self-potential through the learning process on the educational path. Sarwono (as cited in Qurotul A'yun, 2018, p. 16) a student is anyone who is officially registered to take lessons in the world of education. Moreover, students are one of the human elements that play a crucial role in the teaching and learning process since they are parties that desire to reach learning goals and then want to do it as effectively as possible. Students will be the determining factor, so that they can influence everything needed to achieve their learning goals (Qurotul A'yun, 2018, p. 16). Senior High School students are generally aged sixteen to nineteen years and some are at the stage of adolescent development. Adolescence is a developmental transition period between childhood and adulthood that contains major changes in physical, cognitive and mental conditions psychosocial. Piaget (Papalia as cited in Qurotul A'yun, 2018, p. 16) high school children are at the stage of formal operational cognitive development.

1.8 PREVIOUS STUDIES

There are some researchers who discuss developing lesson plans. For repairing the research, there are several previous studies done in developing lesson plan discussion.

The first previous study was taken from a research entitled *Developing English Lesson Plans for the First Year Students of SMA 18 Makassar Based on the 2013 Curriculum* by Nur & Ahmad (2016). The research design was Research & Development (R&D). This research discussed how to develop English lesson plans for the first year students of SMAN 18 Makassar based on the 2013 curriculum. The research findings encouraged students to participate more actively in the teaching and learning process. Then, using the 2013 curriculum as a guide, the application helped teachers create or design efficient lesson plans. Core competency,

fundamental competency, learning indicators, learning aim, learning material, learning method, learning media, learning scenario, and evaluation are the components. The English teacher should also be familiar with how to create each part of an English lesson plan, according to the 2013 curriculum. The 2013 curriculum offers a wide variety of materials due to the fact that each component's content significantly changes from that of the previous curriculum.

The difference between the previous research and the research that the researcher will do is that the previous research discussed developing an English lesson plan based on the 2013 Curriculum for the first year students of SMAN 18 Makassar. Researchers only analyze and develop lesson plans in general without any focus on skills, methods or strategies, and what materials are used in the lesson plans. The research that the researcher will do is to analyze and develop a lesson plan for the teaching process with a focus on writing skills and specifically writing a procedure text with a level for twelfth grade senior high school.

The second previous study was taken from research entitled *The Development and Implementation of Lesson Plan in the Teaching of English at SMA Arrohmah* by Mukhlas (2021). The research method was qualitative. This study looks into the process by which an English teacher creates a lesson plan and the challenges they encounter when putting it into practice. The findings of this study showed that a top-notch English teacher should put some effort into creating a lesson plan. These include defining learning objectives, planning particular learning activities, planning to gauge students' comprehension, planning to sequence the lesson in an interesting and meaningful way, creating a realistic timeline, planning for a lesson closure, modifying the used teaching method, incorporating the motivation section inside, maximizing sophisticated technology toward the implemented lesson plan, and evaluating the process of lesson implementation. Second, while the teaching-learning activity is still ongoing, the teacher must deal with difficulties such as managing the class, determining the level of the students'

capacity, a noisy classroom, and a lack of time while carrying out the lesson plan.

The difference between previous research and the research that will be conducted by the researcher is that previous research only re-investigates various problems in developing lesson plans and describes in depth the problems when teachers implement lesson plans in the classroom, while the research that will be carried out by researchers is not only to analyze but to develop lesson plans as well. This study used descriptive qualitative research, while in the research that will be carried out the researcher will use qualitative methods with the Research & Development design model.

The third previous study taken from research entitled *Developing English Lesson Plan and Students' Worksheet Using Problem Based Learning in Teaching Writing Descriptive Texts for the First Year Students of SMP* by Tiana, Prawati, Ras (2019). The type of the research was Research and Development (R&D) by using 4D model developed by Thiagarajan (1974). This study creates lesson plans based on the 2013 curriculum that can be used as a guide for teachers creating lesson plans. In addition, researchers also developed student worksheets that can be used to investigate and construct knowledge about learning materials. The results of this study, the validation score for the lesson plans was 91.61% and the validation score for the participant worksheets was 92.01%. The two results indicate that the learning tools in the form of lesson plans and student worksheets are very valid. These learning tools can be implemented in the writing class.

The difference between previous research and the research that will be conducted by the researcher is that previous research was use Research and Development (R&D) by using 4D model developed by Thiagarajan (1974), while in the research that will be carried out the researcher will use Research & Development design with model from Borg & Gall. Then, the research that will be carried out by the researcher is to develop lesson plans for senior high school with procedure text teaching materials, while previous studies develop lesson plans for junior high school with descriptive text teaching materials.

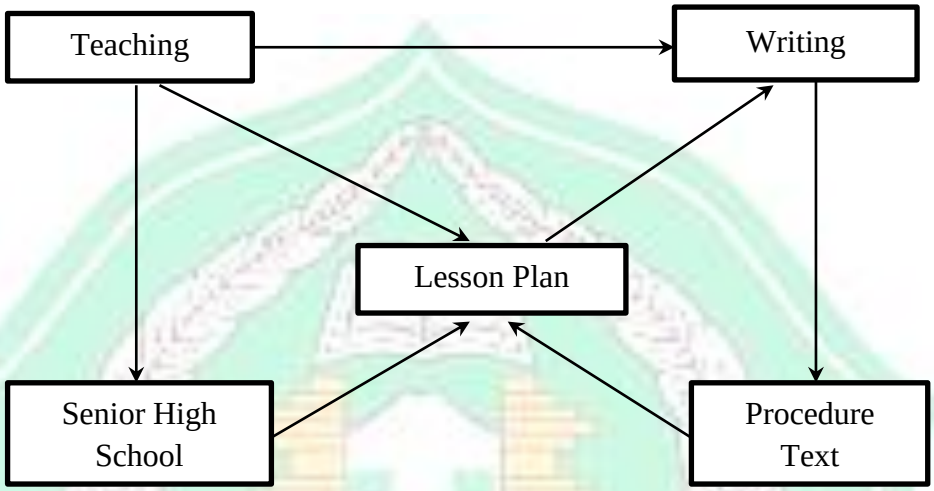
The fourth previous study taken from research entitled *Developing Lesson Plans on Curriculum 2013: EFL Teachers' Perception* by Rezkyana (2021). This study explores how EFL teachers' perceptions creating lesson plans for the 2013 curriculum. This study was classified into mixed methods. The research findings indicate that English teachers see creating lesson plans negatively. Even though they understand that the created lesson plans will help them reach their objectives for teaching English, they still feel uncomfortable, unmotivated, and unenthusiastic. The MGMP RPP product unexpectedly showed resistance to creating the RPP. It is advised that teachers who are putting the 2013 curriculum into practice use creativity and innovation to achieve their teaching goals.

The difference between the previous research and the research that will be conducted by the researcher is that the previous study only discussed how the teacher's perception or response about developing lesson plans in the 2013 curriculum, while in the research that will be carried out by researchers, it is not perception but developing lesson plans for teaching writing skill for senior high school especially writing procedure text. In addition, previous studies used mixed methods, while the current research will use qualitative methods with R&D design models.

1.9 FRAME OF THOUGHT

In this research, research focused on developing lesson plans for teaching writing procedure text at senior high school. The process of this research is illustrated as in the existing diagram below.

Figure 1.1 *Frame of thought*



This research focuses on teaching, especially in writing skill and concern with senior high school. The material used in this research is procedure text. Then, to make the teaching and learning process in the classroom effective and efficient as well as adapt to the needs of the learner, it is necessary for the teacher to prepare a lesson plan that can achieve the learning objectives of the learners on the topics discussed.

1.10 RESEARCH METHOD

This subchapter focuses on the methodology used in this research. The discussion covers research design and steps of research, sources and types of data, data collection techniques and instruments, data analysis techniques, and research timeline.

1.10.1 Research Design and Steps of the Research

In this research, the researcher used a qualitative approach. Creswell (as cited in Nurfitri, Regina, & Yulian, 2020) qualitative

study that involves exploring a problem and acquiring a solid understanding of the central phenomenon. The research design is Research & Development (R&D). This research used R&D design because the purpose of this research is to make a product. The purpose of Research and Development (R&D) design is to create new or enhanced interventions or techniques to meet well-defined learning goals or objectives, including small-scale testing modifications (The Institute of Education Sciences, U.S. Department of Education and the National Science Foundation, 2013, p. 47).

In each research model there are steps or processes to carry out research activities, such as in this research using R & D design with several steps to carry out. Borg & Gall (as cited in Ahmad & Nur, 2016) the steps of this model, such as research and information collecting, planning, developing primary form of product, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation. However, in this research, the researcher did not use all of Borg and Gall R & D processes. Only three steps will be taken by the researcher. According to the project's time allocation, three steps are selected. Funders may expect all four stages to be accomplished within a single project in some contexts. In some cases, a Design & Development Project may consist of a series of projects (IES & NSF, 2013, p. 47).

1. Research and information collecting, in this section the researcher conducted a literature study, then collected related theories. After that, synthesizing the theories. Then, arranging indicators checklist analysis. After that, collecting lesson plans of procedure text recipe, and next analyzing & findings the shortcomings of the current lesson plans by using indicators checklist.

2. Planning, before carrying out the development, the researcher decides what activities are involved in this section such as after finding the weaknesses and shortcomings of twelfth grade lesson plans with the topic of procedure text, the researcher determines the components contained in the lesson plan. After that, the researcher made a plan to develop a lesson plan such as determining learning objectives, time allocation, collecting learning materials, determining learning steps, and formulating assessments.
3. Develop a primary form of product. In this section, the researcher developed design of the product

1.10.2 Sources and Types of Data

Data collection must be relevant to the research problem. The data in this study are qualitative data and used qualitative data procedures for data analysis. Data of this research obtained from several documents relevant with this research. In taking data, the researcher needs sources to obtain available and relevant data. People, some things, or places that give data for research are referred to as data sources (Mukhlas, 2021). Moreover, the source of the data is the research subject from which the data can be obtained. Data sources are important in conducting research. For sources of this research, the researcher used the documents of the English course book, syllabus, the twelfth grade lesson plan with the topic of procedure text, journals or articles, and other references which are relevant to this research.

1.10.3 Data Collection Techniques and Instruments

Data collection techniques and instruments describe the way or methods used by the researcher to collect data related to the research focus. This study used documentation as a method to collect data. Documentation is one method of collecting qualitative data by

viewing or analyzing documents related to research. Creswell (as cited in Rohaniyah & Nisak, 2019, p. 26) newspapers, meeting minutes, personal notebooks, and letters are examples of documents that qualitative researchers collect about a location or study participant from both public and private sources. Documentation is used as a source of data in the form of written data that is needed by researchers to prove that the data is really valid. Moreover, documents produced by participants as part of ordinary life generally include familiar items such as public notes or reports, meeting minutes, personal letters, bulletin boards, newspapers, yearbooks, or teaching materials. Usually these documents are collected from the site and their contents analyzed (Lodico, Spaulding & Voegtle as cited in Risnawati, 2016, p. 27). The documents used in this study refer to the twelfth grade lesson plan with the topic of procedure text, English syllabus, English textbooks, journals or articles, and other reading sources that support the research conducted. Researchers collect several documents that support the research to be carried out.

1.10. 4 Data Analysis Techniques

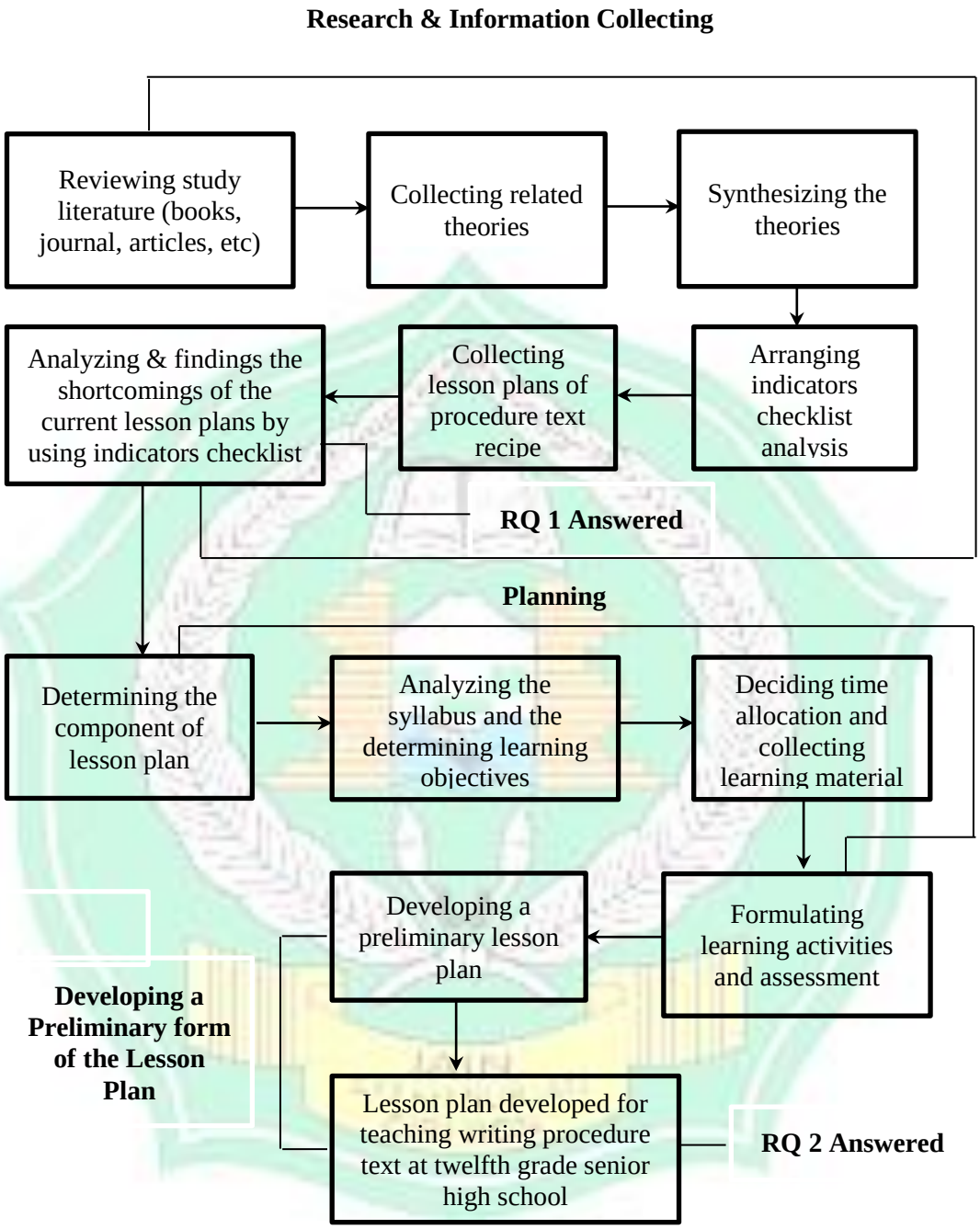
Data analysis is analyzing the data that has been obtained. Analysis for the data collected used the data collection techniques and instruments selected in the previous section. From several documents collected and read, the documentation was analyzed using document analysis. In order to assess documentary evidence and respond to certain research questions, document analysis is a type of qualitative research. Document analysis, like other analytical techniques in qualitative research, necessitates periodic review, inspection, and interpretation of data in order to derive meaning and empirical information from the components under study (Frey, 2018).

There are two stages to answering research questions:

In the first stage (Research & Information Collecting), the researcher reviews study literature including journals or articles about lesson plans from the internet such as Google Scholar, ERIC Journal, and other sources. Then, the researcher collects the theories related to the research. After that, the researcher synthesizes the relevant theories. Then, the researcher arranges indicators checklist analysis for analyzing lesson plans. After arranging indicators checklist analysis, the researcher collected lesson plans for the twelfth grade senior high school using the 2013 curriculum with procedure text material, the syllabus, course book, and, etc. The data is taken from the internet such as the website Kemendikbud (https://ayoguruberbagi.kemdikbud.go.id). Then, the researcher analyzes & finds the shortcomings of the current lesson plans by using indicators checklists that have been arranged.

In the second stage (Planning & Developing a Primary Form of Product), before carrying out the development, the researcher decides what activities are involved in this section. After finding the weaknesses and shortcomings of twelfth grade lesson plans with the topic of procedure text by using indicators checklists that have been arranged the researcher determines the components contained in the lesson plan. Then, the researcher made a plan to develop a lesson plan such as determining learning objectives, time allocation, collecting learning materials, determining learning steps, and formulating assessments. After that, the researcher developed a preliminary design of the product. Finally, a lesson plan developed for teaching writing procedure text at twelfth grade senior high school.

Figure 1.2 *Steps of the research*



1.10.5 Research Timeline

The table below shows the research timeline in order to help the researcher conducting the final project or research.

Table 1.1 *Research timeline*

No.	Activities	Month																			
		February				March				April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Conduct a literature review and instrument preparation																				
2.	Data collection (Documentation)																				
3.	Data analysis (Document analysis that relevant with the research)																				
4.	Interpretation of findings and writing thesis																				
5.	Developing the product (Lesson Plan)																				
6.	Writing conclusion & finalization of the research																				