CHAPTER I
INTRODUCTION

This chapter shows the background of the research. It includes identification of the issue/phenomena, delimitation and focus of 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. Lastly, it discusses the research method includes research design and steps of the research, sources and types of data, data collection techniques and instruments using critical literature review, interviews, and questionnaire, data analysis techniques, and research timeline.

1.1 Background of the Research

English teachers in Indonesia were considered unable to teach well. In evidence, English Proficiency Indonesia, in 2019 was ranked 61st in the world (Dahuri, 2019), in 2020 it was ranked 74th in the world (Hidayat, 2020 & Kartinah 2020), and in 2021 Indonesia fell over to ranked 80th in the world (English First, 2021), the English Proficiency of Indonesian HR (Human Resources) is still considered low in the world (Hidayat, 2020). However, it cannot be denied that many other reasons cause Indonesians' English proficiency to be at the lowest rank, besides teachers. In fact, the quality of teachers determines the success of a country's education (Suprabana, 2018) and teachers are a key source of educational success (Humphries, Williams, & May, 2018). So, it is important for teachers, especially English teachers in Indonesia to conduct introspection and evaluation.

To optimize teaching and learning activities to be successful, it is necessary to have a lesson plan (Yulianto, Kamidjan, Ahmadi, & Asteria, 2018). Unfortunately, some teachers simply look up a lesson plan on the internet, download it, and apply it in the classroom (Siahaan, 2019), without thinking about whether the lesson plan is good or still lacking. It is a very poor phenomenon that

is happening. Meanwhile, the lesson plan is the main reference for teachers to carry out teaching and learning activities to be more optimal.

Current teachers feel that using lesson plans to teach is not important. Whereas, in the teaching and learning process, designing and developing learning planning is the first stage that is realized by preparing a lesson plan. A lesson plan is a significant component that the teacher must prepare before carrying out the activities. A lesson plan is most important to balance learning management and the time to organize it (Vitara, 2021). Afterward, a lesson plan is necessary, because for the flow of the learning process in the class and teacher performance to be optimal (Yulianto et al., 2018). Lesson plans are written descriptions of the educational process that show what, where, when, and how learners should learn and how they should be assessed (Nesari, in Ula, 2019). Subsequently, a lesson plan is the stages of learning application activities to be carried out effectively to develop interest, creativity, physical and psychological development of students (Minister of Education and Culture Regulation No. 65., 2013). Thus, lesson plans are important in the teaching and learning process. Lesson plans must be by the needs of students (Yulius, Irwan, & Yerizon, in Kartika, Hutapea, & Kartini, 2020, p. 124), because times have changed to the 21st-century era, the lesson plan must be by the 21st-century skills era.

Now is the 21st-century era, development of education needs to be increased to make the characteristics or skills that required in this time more appropriate. According to The National Research Council of the United States conduct research and produce a scientific report of types skills about '21st Century skills (National Research Council, 2012, as cited in Reimers, 2021). This report was published in 2012 which classified the 21st century. These skills are so important in the learning process either for learners or teachers, because based on the research above to achieve teaching and learning processes in the 21st century related to this new era. So, many skills that are required to make learners and teachers adapt to the design and development of technology in the 21st century. In addition, the 21st century is seen as a century where is technology develops, information is widely spread, and the birth of the millennial generation, no wonder the experts categorize this century

as the century of knowledge (Afandi, Sajidan, Akhyar, & Suryani, 2019). So, very important to adjust the development of education to be in line with these 21st-century skills.

The teacher is one of the keys to education, all teacher in the education unit is obliged to compile learning devices completely and systematically so that learning takes place interactively, fun, inspire, challenging, and motivates students to participate actively, as well as providing sufficient space for creative initiatives according to interest, talent, physical and students psychological development (Tanjung, in Afdareza, Yuanita, & Maimunah, 2020). For effective integration of 4C skills in Indonesian ELT classrooms to be possible, teachers require to be competent enough to support that. One of the things that teachers necessary to do to successfully implement those skills is to incorporate them in their lesson plan also referred to as RPP (*Rencana Pelaksanaan Pembelajaran)* in the context of education in Indonesia (Afdareza, Yuanita & Maimunah, 2020). In line with that opinion, because teachers are one of the keys to education, ELT teachers must support their students to teach appropriately in the 21st century and lead students to success.

Writing skills are abilities that must be learned. All teaching and learning activities cannot be separated from writing activities, even in daily life cannot be separated from writing activities. Writing is an important activity and set of skills to develop as part of academic studies (Shokarimova, 2021). Writing is an important part of daily life (Febriyanti, Laksmi, & Candra, 2018). Writing skills include four skills that are determined to be mastered by students and taught in an integrated manner by the teacher, namely listening, speaking, reading, and writing (Yusuf, Jusoh, & Yusuf, 2018). Unfortunately, writing is known to be a daunting skill for language learners to master (Yusuf, Jusoh, & Yusuf, 2018). For this reason, it is very important for the teacher's role to make writing skills learning fun, so that students have good and competent writing skills.

In the area of English writing skills, research shows topics of interest to investigate. These topic areas are including developing writing skills through writing a diary (Can, & Canbulat, 2019; Ramadani, & Lestiono, 2017; Yüce, 2020),

developing writing skills using the blog (Alsubaie, & Madini, 2018; Akdağ, & Özkan, 2017; Spanou, & Zafiri, 2019), developing writing skills through Instagram caption (Avivi, & Megawati, 2020; Saleh, & Muhayyang, 2021*)*, developing writing skills through Facebook Apps (Putri, & Aminatun, 2021; Fithriani, Dewi, Daulay, Salmiah, & Fransiska, 2019).

In the area of developing the 21st Century Lesson Plan, research shows topics of interest to investigate. These topic areas are including developing a lesson plan for teaching English (Ratnawati, 2017; Emiliasari & Jubaedah, 2019; Gani & Ardi, 2019), the development of lesson plan to improve teacher competence (Yulianto, et al., 2018; Sabilah, Abidasari, & Husamah, 2021; Sudirman, 2017; Irsyaman, 2020; Anaktototy, Que, & Lewier, 2020), English teachers' perceptions on developing lesson plan (Saputra, 2019; Ula, 2019; Bedir, 2019), problem and difficulties in developing 21st-century lesson plan (Alanazi, 2019; Nurtanto, Kholifah, Masek, Sudira, & Samsudin, 2021; Apriani, 2020).

There are no studies that discuss how the development of writing skills can be improved by using several media at once. Generally, researchers discuss how writing skills learning can be improved by focusing on only one media, this is very unfortunate. When carrying out the learning process, do not always use only one media, by using various media in the learning process, it means that a teacher understands that his students have different ways of learning and acceptance (Embun & Astuti, 2016, p. 100). Teacher knowledge about student learning styles is very significant, because each student has a different learning style, such as visual, auditory, and kinesthetic (Chairawati & Muzakkir, 2020, p. 1). So, if the teacher only focuses on one media, it will make students bored. To build student motivation, it is necessary to have a strategy that is not monotonous and this is an effort to make learning writing skills more successful.

Several studies discuss the development of lesson plans in the 21st century and show prodigious findings, but there are still few that discuss how to step by step develop lesson plans in the 21st-century in detail and clearly. Most of them do not discuss how to make lesson plans in English teaching, most only discuss in general only, mostly only discuss theories, no one explains how to develop lesson plans in

the 21st century on learning material. In fact, one of the important learning tools for teachers is the lesson plan (Mayudana & Sukendra, 2020), very important to discuss how to develop lesson plans in the 21st century in detail and clearly, so that research can be applied by teachers to optimize teaching and learning activities in the classroom and become more useful for future scientific progress.

Of the many studies, none of them discusses how to develop a 21st-century lesson plan that focuses on an English learning material until the product is finished and ready to use. As an example of how the 21st-century lesson plans on writing skills in the material "personal letters" for senior high school level. Even though this will be very useful for teachers to use when carrying out teaching and learning activities and students' success in understanding a learning material. As we know, a lesson plan is a significant component that the teacher must prepare before carrying out the activities, (Vitara, 2021) a lesson plan is most important to balance the learning management and the time to organize it.

The 21st century is a century of transition. There are changes and challenges for students and teachers. Teachers cannot teach like in the past, because teaching and learning activities must be adapted to the needs of students in the 21st-century. English learning is no exception, focusing on writing skills. Unfortunately, no research discusses how the development of writing skills can be improved by using several media at once. Generally, researchers discuss how learning writing skills can be improved by focusing on only one medium. Moreover, few discuss how step by step to develop lesson plan in the 21st century in detail and clearly. Worse, from the many studies, none of them discusses how to develop 21st-century lesson plans that focus on writing skills in English until the product is finished and ready to be used. So there must be research that discusses developing 21st-century lesson plans for teaching, as the writer examines, namely developing 21st-century lesson plans for teaching "personal letter" at senior high school level.

1.2 Identification of the phenomenon

Writing is known to be a daunting skill for students to master. In fact, writing is one of the skills that students mu st have, especially in the 21st century. The causes include:

1) The teacher does not plan the lesson
2) Monotonous media
3) Boring learning strategy
4) Outdated teacher
5) Students do not like and are not motivated to learn writing
6) Inadequate facilities

From the problems above, the writer chose to examine how to develop 21st-century lesson plans for teaching “personal letters” at the senior high school level. Because the root of the problem above can be solved by making good developing 21st-century lesson plans. The lesson plan is the first and basic thing in preparing for learning. If the lesson plan is good, then the implementation of teaching and learning activities will be better, because it has been planned.

1.3 Delimitations and focus of the study

This research is only to discuss how to develop 21st-century lesson plans for teaching “personal letters” at the senior high school level, no discussion about how to develop 21st-century lesson plans on other learning materials. In the researches no discussion about how to make learning materials, learning media, learning books, or discuss how to assess students. The main focus of this research is only discussing lesson plans, because the time for research is not much, it takes a long time to discuss many things.

The writer makes research on developing 21st-century lesson plans for teaching "personal letters" at the senior high school level because there has been no research that discusses this. In fact, the "personal letters" material needs to be designed for the development of a lesson plan with 21st-century adjustments to meet the needs of today's students and so that learning activities can be carried out optimally because a lesson plan has been prepared.

1.4 Research questions

Based on the delimitations and focus of the study, two problems can be conveyed in this study.

1. What are the characteristics of lesson plan in the 21st century?

2. How is the lesson plan for teaching "personal letters" for the eleven graders of senior high school that support the development of 21st-century skills?

1.5 Aims of the research

In relation to the formulation of the problems from the previous section, this study has two aims.

1. To explore the characteristics of the lesson plan in the 21st century
2. To develop how is the lesson plan for teaching "personal letters" for the eleven graders of senior high school that support the development of 21st-century skills

1.6 Significances of the research

Research is made to be useful for society. Hence, this research has listed two significances to specify its contribution to various aspects. They are:

1.6.1 Theoretical Significance

Theoretically, this research is very important to provide information, or new knowledge, and is useful for use by people who want to explore the repertoire of knowledge in this area. Furthermore, the findings of this study can be a reference and guide for future linear studies.

1.6.2 Practically Significance

While, practically this research is expected to have a contribution for English teachers, students, and further researchers.

1) For English teachers, this research is expected to be useful as a material for implementing teaching and learning activities in the 21st century for "personal letter" material at the senior high school level.
2) For students in university, especially in the education study program, this research is expected to be able to contribute to providing information on how to develop 21st-century lesson plans in English teaching that focuses on writing skills. So, they can see detailed and clear examples of lesson plans developed in the 21st century, especially in the 21st century ready-to-use “personal letters” at senior high school level material.
3) For stakeholder, in the field of education, this research is expected to be able to contribute to providing information on how to develop 21st-century lesson plans according to student needs.

4) For further researches, this research is expected can help further researches in the same area and this research can become a useful reference.

1.7 Theoretical foundation

1.7.1 21st Century Skills

21st-century skills are skills that help people cope with the development of the world. Students in the 21st century should develop skills that are distinct from those obtained by students in the previous century (Putra, 2020, p. 14). The 21st-century skills are an extensive set of knowledge, work habits, skills, and character traits that are most significant to lead a perfect life at present (Rahman, 2019, p. 65). Students should be prepared for changing social life, a different economic world, and a more demanding and skills-oriented employment in 21st-century schools and universities. In addition, (Salamah, 2019) digital literacy, human mobility, technological advances, multicultural societies, innovations and creativity, global communication, social networking, and inclusiveness are all hallmarks of this century.

The 21st century needs every individual to have the skills both soft skills and hard skills to be able to enter the world of work and be ready to compete with other countries. **The types of 21st Century skills** that need to be provided to all individuals, such as 4C are: Critical thinking, Creativity, Collaboration, and Communication (Kembara, Rozak, & Hadian, 2019). Moreover, one has to master several skills: Critical thinking and problem solving, communication and collaboration, creativity and innovation, information literacy, media literacy, ICT (Information communication technology) literacy, flexibility and adaptability, initiative and self-direction, socio and cross-cultural interaction, productive and accountability, and leadership and responsibility (Trilling & Fadel, 2009). No exception with learning English, ELT teachers also need to implement a teaching and learning process that is oriented towards 21st-century education.

These abilities are designed to help learners keep up with the fast-paced modern market. Each skill in the twenty-first century is divided into one of three categories (Putra, 2020, p. 15):

- Learning skills

Teaches students about the mental processes required to adapt to and progress in a modern work environment

- Literacy skills

Focuses on how students can identify the fact

- Life skills

Take a look at intangible elements of a student's everyday life.

The four C's are by far the most popular 21st-century skills. These skills are also called learning skills.

- Critical thinking: finding solutions to problems
- Creativity: thinking outside the box
- Collaboration: working with others
- Communication: talking to others (AES, 2019 in Putra, 2020, p. 15).

Arguably, critical thinking is the most crucial quality for someone to have critical thinking is necessary for success in the workplace (AES, 2019 in Putra, 2020, p.15). It is the system that eliminates issues and replaces them with productive tasks. It is what helps students figure stuff out for them when they don't have a teacher at their disposal.

Creativity is equally significant as a means of adaptation. This skill empowers students to see concepts in new ways, leading to innovation. In any area, innovation is key to the adaptability and overall success of a company. Different types of activities were used to promote students' ability to think critically.

Critical thinking skills were promoted mainly through post-reading and post-listening activities in which learners were asked to respond critically to the reading or listening texts. Critical thinking skills were also promoted through speaking activities asking students to evaluate opinions and thoughts of their classmates or through speaking, activities enticing them to think reflectively about their thoughts, actions, and emotions (Bouzid, 2016, p. 104)

Collaboration is getting students to work together, achieve compromises, and come up with the best solution to a problem. Collaboration may be the most difficult concept in the four C's. They should be able to collaborate with others to accomplish

the goals (Rakhmawati & Priyana, 2019, p. 12). But once it is mastered, it can bring companies back from the brink of bankruptcy. Willingness is a crucial component of teamwork. All participants have to be willing to sacrifice parts of their ideas and adopt others to get results for the company. That means understanding the idea of a "greater good," which in this case tends to be a company-wide success.

Finally, communication is the glue that brings all of these educational qualities together. Communication is a requirement for any company to maintain profitability. Students must learn how to communicate effectively with people of various personality types. Rakhmawati and Priyana (2019, p. 11) believe that students should be able to perform in verbal and non-verbal communication.

1.7.2 Lesson Plan

The lesson plan is the first step before the learning process takes place, lesson plan assists teachers in organizing their learning process and avoiding dead ends (Emiliasari & Jubaedah, 2019, p. 367). The lesson plan is a written description of what the teacher plans during the implementation of classroom learning which must contain ideas or goals, time blocks, procedures and teaching aids needed (Obaydullah, 2021, p. 83). The lesson plan is a reference that consists of steps that can be used by teachers in the process of teaching and learning activities that are arranged in the form of learning scenarios (Fitriani & Arnawa, 2020, p. 2). Lesson plans are developed from a syllabus that is in line with the curriculum to direct students' learning activities to achieve basic competencies (Warjito, 2017, p. 169). So, a lesson plan is a form of learning planning that will be implemented by educators in learning activities to achieve the goals set in the curriculum according to student needs.

The characteristics of a good lesson plan, such as:

a) Measurable
b) Applicable
c) It also depends on the teacher's skills to adapt it (Sugianto, 2020, p. 27)

Some criteria must be contained in the lesson plan in the Regulation of the Minister of Education and Culture Regulation No. 22 of 2016 concerning Process Standards for Primary and Secondary Education, consisting of:

"1) school identity, namely the name of the education unit, 2) subject identity or theme/sub-theme, 3) class/semester, 4) subject matter, 5) the time allocation, 6) learning objectives, 7) basic competencies and indicators of competency achievement, 8) learning materials, 9) learning methods, 10) learning media, 11) 12) the learning steps are carried out through the preliminary, core, and closing stages, and 13) assessment of learning outcomes" (Warjito, 2017, p. 169).

There are several kinds of lesson plans (Pinera, in Fitriyanti, 2019, p. 14):

a) Detailed Lesson Plan

It offers the teacher confidence in the classroom by providing mastery of what to teach. The bot's and students' activities are presented in this plan.

b) Semi-detailed Lesson Plan

A semi-detailed lesson plan is a simpler version of a full lesson plan. It is having a general game plan for what you intended to cover for that subject that day.

1.7.3 Writing Skill and Personal Letters Material

Writing Skill

There are skills that one must have in learning the English language, one of the four language skills that should be acquired when studying English is writing. Banat (in Alodwan & Ibnian, 2014, p. 140) the writing skill is crucial for pupils' ability to communicate and grasp how the elements of language fit together. Writing is an outlet for emotions and thoughts (Fageeh, 2011, p. 31). Fakhreni, (2018, p. 6) defines writing skills as the sequential transmission of information or the expression of creative ideas in a new language. Furthermore, Harmer (in Siahaan, 2019, p. 8) states that writing is not always time-bound in the same way that dialogue is. Students have more time to consider what they want to say, how they will organize their ideas into effective sentences, and what relevant languages they will use to make their sentences meaningful and understandable to others when they write. Writing skills enable learners to become self-sufficient, comprehensible, fluent, and creative in their writing, which is crucial qualities that enable learners to organize their thoughts and cognitively confront the message in a proper manner (Ariana, 2010, p. 134)

There are several characteristics possessed by writing, namely:

1) Spelling
2) Using language
3) Vocabulary
4) Punctuation (Purwasih, 2018, p. 2)

There are types of text-based on structure in writing skills (Kamariah, Husain, Atmowardoyo, & Salija, 2018, p. 595):

1) Procedure
2) Recount
3) Descriptive
4) Narrative
5) Announcement

Afterward, the kinds of writing, such as notes, essays, reports, case studies, theses, dissertations, and PowerPoint slides, among others (Mallia, 2017, p. 4).

Personal Letters Material

The personal letters are a communication tool to express ideas in written form. The personal letters are a letter made to provide personal information with friends or to tell them of past activities (Prathia, 2018, p. 2) and as a means of communication, it contains feelings expression, private things, essential things, and allows a person to leave a message and keep in touch (Jose in Purwasih, 2018, p. 2). In sum, the personal letter is a written message sent to someone.

In Indonesia, the government included personal letters writing in the curriculum which is used in senior high school. In addition, (Prathia, 2018, p. 2) personal letter writing is a form of short functional text that encourages students to use their knowledge of how to inform others about what they have learned by using correct English.

Personal letters characteristics, such as:

1) Contains the expression of feelings
2) Contains personal and important matters as a way to communicate
3) Written for various reasons
4) Known as friendship letter

5) Provides communication between a small number of people, usually two.
6) Support someone to leave a message and keep in touch (Helmi, 2012, p. 3)

The kinds of personal letters (Nasita, Sugiarto, & Thoyyibah, 2020, p. 63) such as personal writing which is represented by personal correspondence, letters of congratulation, thank you letter, and condolence letter.

1.7.4 Students in Senior High School Level

Schools differ in terms of levels. Senior high school level is a secondary level of formal education after graduating from junior high school or equivalent (Jusar & Sari, 2017, p. 31). The senior high school level is taken in 3 years, starting from grade 10 to grade 12 (Novianti, 2017, p. 3). In addition, the senior high school period is adolescence, because generally aged 16-18 years (Novianti, 2017, p. 3). Adolescence is a period of transition between childhood and adulthood, and it is often referred to as the period of identity exploration or ego identity (Meriyati, 2015, p. 30). In sum, senior high school is a three-year formal education level taken by adolescents aged 16-18 years.

Characteristics of teenagers in senior high school level, such as:

1) Starting to keep still for long periods but still need to move
2) Concentration is increasing
3) Learning to read and write in both abstract and concrete ways, i.e. by thinking and experiencing
4) Beginning to control and organize their own behavior
5) They may be concerned about what other people think of them.
6) Uncomfortably conscious of oneself and/or their conduct on the occasion
7) Pay more attention to meaning and less to form
8) Beginning to increase their life experience (Spratt, Pulverness, & Williams, 2005).

There are 3 types of senior high school level:

- Senior High School

More concerned with academic values such as majoring in language, science, social studies and others

- *Madrasah Aliyah* (MA)

The MA (*Madrasah Aliyah*) curriculum is the same as the high school curriculum, only in MA there is a larger portion of Islamic religious education, because the management is carried out by the Ministry of Religion

- Vocational High School

They tend to prioritize skills, there is a lot of practical learning and areas of expertise and they are prepared for the world of work (Novianti, 2017, p. 3).

Students can choose or be directed to the type of school according to their interests and talents.

1.7.5 The relationship between 21st Century Skills, Lesson Plan, Writing Skills and Personal Letters Material, and Students in Senior High School Level

Now in the 21st century, teachers cannot teach like they used to. Students in the 21st century should develop skills that are distinct from those obtained by students in the previous century (Putra, 2020, p. 14). The process of teaching and learning activities must be adapted to the needs of students in the 21st century, including lesson plans (Komara, in Martini, 2018). Personal letters is one type in the category of letters in English learning which is included in writing skills. In Indonesia, the government included the personal letter writing in the curriculum for teaching English which is used in senior high school (Prathia, 2018, p. 2). Therefore, it is necessary to develop a personal letters lesson plan at senior high school level that has been adapted to the 21st century.

1.8 Previous Studies

Several researchers conduct research in the field of developing lesson plans and developing writing skills. In this study, the researcher refers to several previous studies to provide the understanding and limited understanding of developing lesson plans and the development of writing skills. Such as developing a lesson plan for teaching English (Ratnawati, 2017; Emiliasari & Jubaedah, 2019; Gani & Ardi, 2019) and developing writing skills through writing a diary (Can & Canbulat, 2019; Ramadani & Lestiono, 2017; Yüce, 2020). The following paragraphs provide brief descriptions of the most closely related studies.

The first, in Ratnawati (2017) research discusses developing a lesson plan for teaching English, specifically for specific purposes to adult learners at a private university. A lesson plan is the instructor's guidance for what students should learn and how they will learn it effectively in the class (Houston & Beech, in Ratnawati, 2017, p. 35). Based on analysis results, the researcher developed all aspects of lesson plan. Those aspects such as; standard of competence, basic competence, indicator, objective, materials, teaching method, learning activities, assessment, and resources. Unfortunately, the researchers only discussed the development of aspects of the lesson plan, not in more detail and depth to develop a lesson plan product that is ready to be used.

The second, in Emiliasari & Jubaedah (2019) investigated the preparation and implementation of the lesson plan for teaching English. Based on the research results, the teacher prepares lesson plans by reviewing the core competencies and basic competencies of the syllabus, looking for learning resources, selecting learning media, determining materials, choosing learning methods, and compiling indicators and objectives (Emiliasari & Jubaedah, 2019, p. 367). The researcher in this study did not attempt to develop and apply the findings to create an example of a lesson plan product. However, the researcher just provided a technique and direction.

The third, Ramadani & Lestiono (2017) the research about the use of diary writing to improve students' writing skills. The researchers have found two flaws: students' tardiness in submitting diaries, which caused the researcher to be late in providing feedback, and students' restricted vocabulary, which caused them to use basic phrases and the same words. The researchers employed an award system to address these flaws. The students were awarded for their punctuality and ingenuity with various emoticon stickers provided by the researchers. In the second cycle, the researchers also conducted a pair work writing task to encourage students to learn from their classmates. However, it would be better if it was not only that. To be even more planned, the strategies mentioned earlier are poured into a lesson plan and can be applied by teachers when teaching.

The last, Yüce (2020) discuss an online diary as an integrated activity for developing writing skill. This study shows that foreign language instructors at state universities in Turkey support the application of Penzu is an online diary in foreign language classes as an integrated activity to improve the writing skills of foreign language learners. Unfortunately, the results of this study only prove that Penzu can improve writing skills. It would be better if it was included in the lesson plan, so this idea would be clearer and the teacher could apply it in class.

Most of the previous research mentioned above is related to the development of lesson plans from a different perspective which refers to how the development of 21st-century lesson plans today. Then, there is the development of writing skills which aims to make students motivated and have writing skills. However, no previous studies have developed lesson plans until they are ready for use, especially the 21st-century lesson plan to teach writing skills materials that are more specific and clear, such as the study on developing lesson plan for teaching "personal letters" at senior high school. Therefore, this research will develop 21st-century lesson plans for teaching "personal letters" at senior high school.

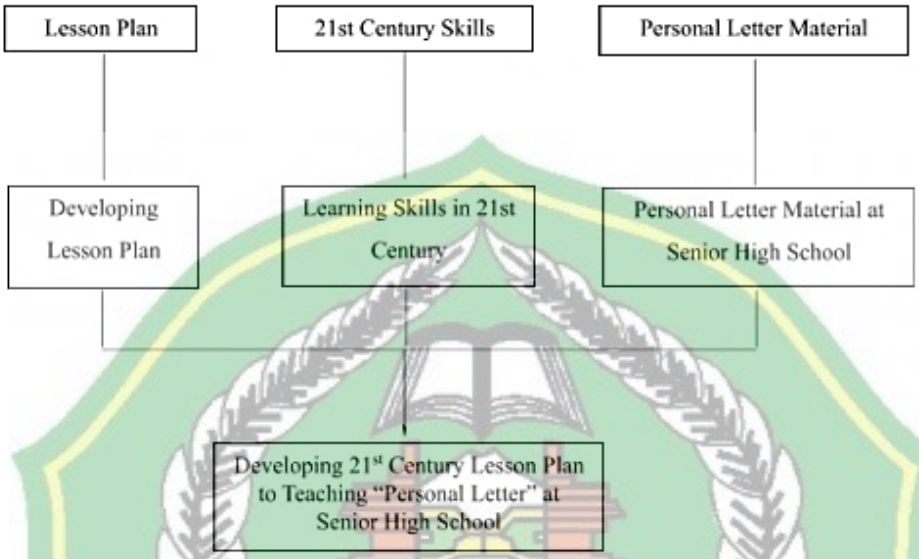
1.9 Frame of Thought

Things that are prepared very well will produce better output. In the teaching and learning process, a lesson plan is the main thing to prepare. Because, a lesson plan is necessary to balance the learning management, the time to organize it, and teacher performance to be optimal such as show what, where, when, and how learners should learn and how they should be assessed (Vitara, 2021: Yulianto et al., 2018: Nesari, in Ula, 2019). In this era, the 21st century needs every individual to have the skills both soft skills and hard skills to be able to enter the world of work and be ready to compete with other countries. The 18 types of 21st Century skills need to be provided to all individuals, where one of the 21st century is Learning skills (Winataputra, 2013 in Afdareza, Yuanita, & Maimunah, 2020). Therefore, developing a lesson plan that is adapted to the 21st Century is deemed necessary. A personal letter is one type in the category of letters in English learning which is included in writing skills. Prathia (2018, p. 2) in Indonesia, the government

included the personal letters material in the curriculum to teach English which is used in senior high school.

Figure 1. 1

Frame of Thought



This study applies 21st-century skills. The researcher aims to develop a lesson plan with 21st-century learning skills for personal letters materials, especially for senior high school students. At the end of the study, a 21st-century lesson plan will be developed for teaching "personal letters" material at senior high school.

1.10 Research method

1.10.1 Research design and steps of the research

This study uses a qualitative research design as an approach to conducting the research. Qualitative research is best suited to solving research problems involving unknown aspects that need to be investigated (Cresswell, in Elisa, 2021, p. 39). Afterward, this study applies Research and Development (R&D) as the research method. In the Research and Development (R&D) there is data collection which is applied as a foundation for making a product (Gall, Borg, & Gall, 2003, p. 569), and R&D is described as a process or step in the development of a new product or the improvement of an existing product (Pangestika, 2020, p. 50). This is one of the study methods for developing and validating educational items including teaching

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methods, teaching-learning media, and teaching-learning books (Borg and Gall, in Siahaan, 2019, p. 14). In addition, R&D had steps of educational research as follows:

1) Assess needs to identify goals
2) Conduct instructional analysis
3) Analyze learners and contexts
4) Write performance objectives
5) Develop assessment instruments
6) Develop an instructional strategy
7) Develop and select instructional materials
8) Design and conduct a formative evaluation of instruction
9) Revise instruction
10) Design and conduct summative evaluation (Gall, Borg, & Gall, 2003, p. 571)

The writer will only use a few steps because of the limited time of the study. In some situations, the funder will expect all four steps to be completed in one project, but in other situations, the Design and Development Project may require successive projects (IES & NSF, 2013, p, 47). This study adapted four steps from the R&D steps above. The steps in this study: (1) gathering information and data, (2) analyzing data, (3) developing the lesson plan, and (4) validating by experts (Siahaan, 2019, p. 14 & Irsalina, Yuliana, & Alamsyah, 2020), p. 527).

The description of the steps in this study is as follows:

1. Gathering information and data

   In this step, the things to do are: a) conducting a critical literature review, b) the results of the critical literature review being the basis for making indicators that will become questions in interviews and questionnaires, c) conducting interviews and questionnaires to obtain data.

2. Analyzing data

   In this step, the first thing to do are: a) the results of the interviews and questionnaires are recorded or collected (the interview results are made into interview transcripts and the questionnaires are made into a collection of

answers to the questionnaire) and b) the results from the interview transcripts and a collection of answers to the questionnaire are analyzed.

3. Developing the lesson plan

   In this step, the things to do are: a) creating a concept of the product, b) collecting materials for content of the product, and c) designing and developing the lesson plan.

4. Validating by experts.

   It this step, the things to do are: a) create a validation instrument for experts (consisting of product characteristics and a value column for each of these characteristics), b) give the validation instrument to the expert and make an assessment by the expert, and c) the value of the results of the validation instrument is processed and described how the results of the assessment.

1.10.2 Source and type of data

Sources of data in this study are expert, English teachers, and class XI students at Senior High School. The researcher used the sample of one expert, one English teacher, and students in grade XI to get data. The writer chose the sample of expert, teachers, and students to see both sides, how in expert and teacher's opinion and how from the side of the student's opinion with different learning styles. The type of data in this study is qualitative. Qualitative data collected from critical literature review, interviews, and questionnaire (Siahaan, 2019, p. 14). The writer uses open-ended interview and open-ended questionnaire. Afterwad, Lestari, Selvia, and Layliyyah (2019) open-ended begin by providing opportunities for people through open-ended questions.

1.10.3 Data collection techniques and instruments

Data collection includes gathering information through unstructured or semi-structured interviews, visual material and documents, as well as developing a procedure for capturing information (Creswell, in Yustianingsih, 2020, p. 18). This study used three data collection techniques, the writer uses critical literature review, interviews and questionnaires delivery for data collection. The writer uses open-ended interview and open-ended questionnaire, (Lestari, Selvia, & Layliyyah,

2019) open-ended begins by providing opportunities for people through open-ended questions. Data collection techniques are divided into 3 categories**:**

1) Critical literature review

   Critical literature review for answering question number one in this research. The results of the answers to question number 1 (*what are the characteristics of the lesson plan in the 21st century?*) are used as the basis for answering question number 2 (*how is the lesson plan for teaching "personal letters" for the eleven graders of senior high school that support the development of the 21st century skills?*).

2) Interviews

   Using open-ended interviews for the expert and the English teachers

3) Questionnaires delivery

   Collecting data using an open-ended questionnaire for student category 2 and 3 is the first stage to answering question number 2 (*how is the lesson plan for teaching "personal letters" for the eleven graders of senior high school that support the development of the 21st century skills?*) in this research to develop 21st century lesson plan for teaching “personal letters” at senior high school product.

A synthesis of literature studies is the search method is explicit and involves a critical review process (Wulani, 2020). In the part critical literature review, the data is collected based on inclusion and exclusion criteria. The researchers had a clear decision-making framework in terms of the relevancy of the works included according to the inclusion and exclusion criteria (Nashruddin & Mustaqimah, in Yustianingsih, 2020, p. 18). Inclusion refers to something that should be included in research publications, whereas exclusion refers to something that is not included in the journal's content. According to Nashruddin and Mustaqimah, there are five processes to collecting data from a critical literature study (in Yustianingsih, 2020, p. 18),

1. Select the keywords and database.

   The researchers explored journals research, books and others that supported and related information based on the keyword, such as *the characteristics of*

lesson plans in the 21st century, writing skills, personal letters material, and developing a lesson plan for teaching English.

2. Searching the database.

   As stated in the table below, the researcher employed a database to search the relevance of the research area and related information to the research.

Database	Web Addresses
Search Engine	
Google	http://www.google.com
Google Scholar	http://www.scholar.google.com
International electronic source of database	
ERIC	https://www.eric.ed.gov
Research Gate	https://www.researchgate.net/
Academia	https://www.academia.edu

3. Reviewing the abstract.

   In this step, the researcher comprehended and analyzed the information from various sources to ensure that they fulfilled the criteria.

4. Sorting the journal, thesis, and article.

   The researcher employed inclusion and exclusion criteria to encourage research with a clear decision-making framework, as shown in the table below.

Inclusion	Exclusion
▪ For research papers, articles, and thesis they should be published between 2016 to 2022 (except for the theoretical foundation) ▪ They should be between 2000 and 2022 for books.	▪ Research papers, articles, and thesis that published under 2016 ▪ Books released before the year 2000 ▪ There are no authors listed on this website.

▪ Authors' identities are listed on the website. ▪ Journal indexed nationally or internationally ▪ Should involve research developing 21st century lesson plan, writing skills, 21st century, 21st century learning and 21st century skills	▪ Research does not involve research developing 21st century lesson plan, writing skills, 21st century, 21st century learning and 21st century skills

5. Conducting a comprehensive review of research papers.

The researcher finds out a detailed review of research papers used.

For the instrument in this study, the researcher used certain equipment that were not tested to collect data. They included an interview guide, the researcher, and the questionnaires list.

i. Interview Guide

The goal of the interview was to identify problems more openly, with the interviewee asking for their thoughts and opinions (Sugiyono, in Yustianingsih, 2020, p. 20). The writer will conduct the interview directly with the expert and the English teacher assisted with an interview guide or interview protocol for expert and the English teacher. For detail of the interview protocol for expert and the English teacher, please see Appendix 1 (page 90)

ii. The Researcher

This is a qualitative study. So, the main instrument of this qualitative study (Pangestika, 2020, p. 52). The writer is the one who analyzes the results of the opinions of expert, teachers, and students. The result of the analysis is to develop a lesson plan.

iii. Questionnaire List

The questionnaire is used to find out the student opinion to collect the data and distributed it to all students. The questionnaire is a data collection technique in which respondents are given written questions to answer in writing (Pangestika,

2020, p. 52). Questionnaires form for data collection techniques used in this study, the writer chooses Google form to questionnaires form. Questionnaire forms for data collection techniques in the research can use Google forms (Ruliyanti, Sumarni, Sudarmin, & Ulum, 2020, p. 363). This Questionnaire list called questionnaire protocol for students. For detail of the questionnaire protocol for students, please see Appendix 2 (page 94).

1.10.4 Data analysis technique

The data were gathered and analyzed qualitatively from the critical literature review, interview, and questionnaire to answer the research questions (Pangestika, 2020, p. 52). The writer uses open-ended interview and open-ended questionnaire. Open-ended begin by providing opportunities for people through open-ended questions (Lestari, Selvia, & Layliyyah, 2019). The critical literature review, interview, and questionnaire data analysis techniques were adapted from Yustianingsih (2020) and Nashruddin (2020) which include:

i. Critical literature review

Data analysis in this stage is thematic analysis. Braun and Clarke define thematic analysis as a strategy for identifying, analyzing, and reporting patterns within data, in qualitative research, thematic analysis is a common approach of analysis (in Doyle, 2022). The technique of data analysis was adapted from Efron and Ravid (in Yustianingsih, 2020, p. 21) and Doyle (2022), this consists of six distinct sets of steps:

1. Using the inclusion and exclusion categories to collect data

   In this step, the research starts to implicate the categories of inclusion and exclusion.

2. Identifying and analyzing relevant sources

   The researcher focuses the various perspectives on the same topic in this step

3. Constructing the themes

   This process includes thinking about how diverse notes from numerous research articles can be combined to form larger themes.

4. Reviewing the themes

   The research includes how each topic fits together, as well as if there is sufficient coherence within themes and distinctions between them. As the researcher rereads the research articles used in this study, each of the themes will be evaluated.

5. Theme definition and naming

   This stage aims to find each theme's core concept and give it a name that effectively expresses it.

6. Producing the report

   This process includes describing the theme and analyzing the study's context in great detail.

ii. Interview

The data analysis technique for interview was adapted from Lodico, et al, in Yustianingsih (2020), Edmonds & Kennedy (2017), and Nashruddin (2020) which includes 3 steps:

1) Compilation and organization of data

In this study, researchers used semi-transcription to analyze the data. The data from the interview was transcribed using a process known as "semi transcription" (Edmonds & Kennedy, in Nashruddin, 2020, p. 84), where the transcription does not provide all description from an interviewees' words (in Nashruddin, 2020, p. 84).

2) Reviewing and exploring data

The researcher begins her study by reviewing and examining the various forms of data gathered (Lodico, et al, 2006, in Yustianingsih, 2020, p. 22).

3) Reporting and interpreting data

The researcher offers interpretations of the data and reports in a narrative format (Lodico, et al, 2006, in Yustianingsih, 2020, p. 22).

iii. Questionnaire

The questionnaire is an efficient data collection technique (Idris, Sugiarto & Saleh, 2019). The steps in this study such as identifying, analyzing, and reporting (Braun & Clarke, cited in Nashruddin, 2020). This method's more detailed steps

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include: (1) familiarizing the data, (2) generating initial code, (3) finding the theme, (4) reviewing the theme, (5) defining and naming themes, and (6) producing a report (adapted from Braun & Clarke cited in Nashruddin, 2020). In conducting the questionnaire delivery, the researcher decided to use google form because it makes the data collecting easier even without doing the meeting.

An overview of how the process of the stages in this research described above will be mapped into 4 steps (R & D method), show in figure 1.2.

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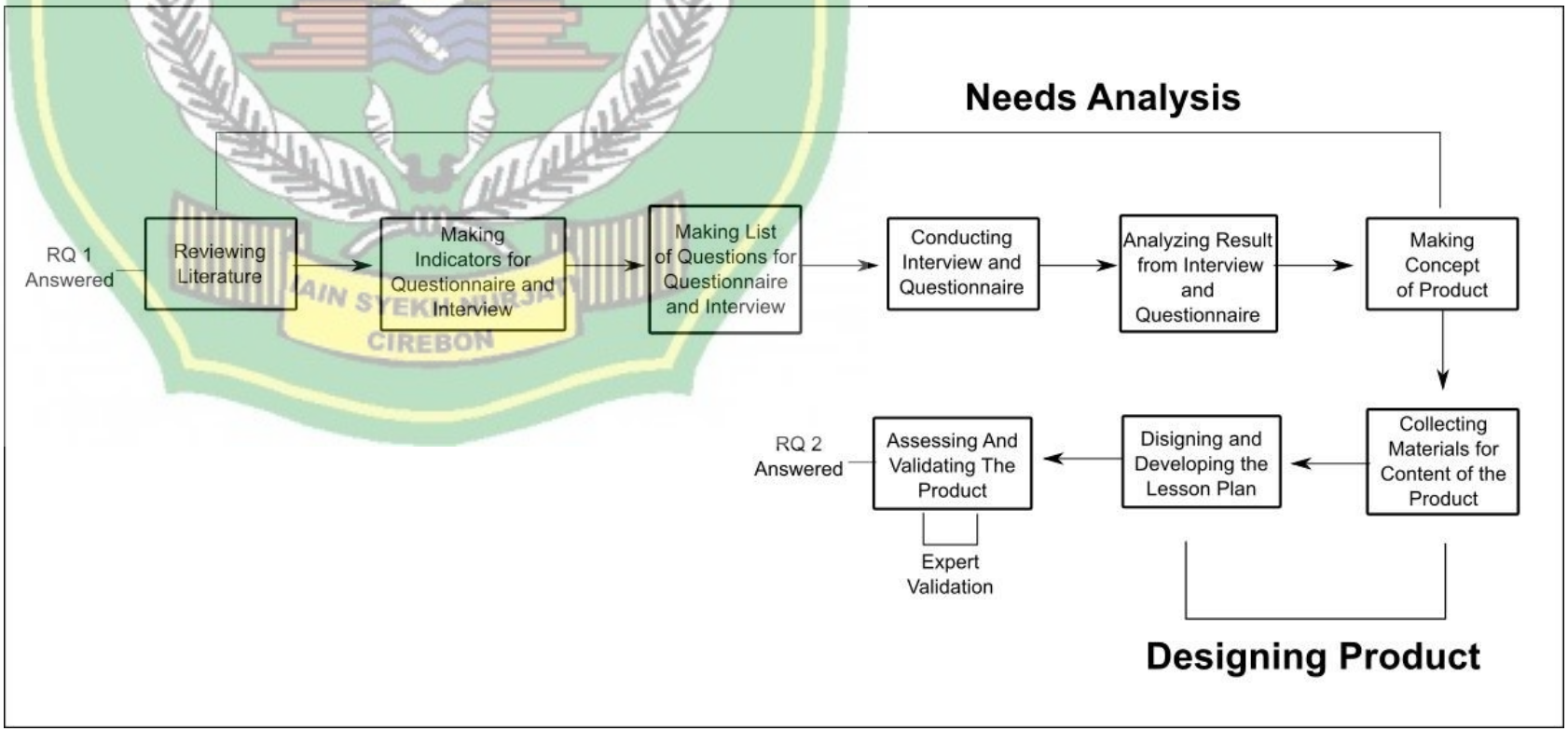
Figure 1. 2

Step of the Research



1.10.5 Research timeline

Table 1. 1

Research timeline

No.	Activities	February				March				April				May			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Proposal seminar																
2.	Revision of research proposal																
3.	Collecting the data from critical literature review and analyzing & interpreting data from critical literature review																
4.	Collecting the data from interview and questionnaire																
5.	Analyzing and interpreting the data from interview and questionnaire																
6.	Concluding the data and developing the lesson plan																
7.	Finalization of research																

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