CHAPTER I
INTRODUCTION

This chapter explains the research by discussing the background of the study, identification of this research, delimitation and focus of this research, research questions, research objectives, and the significance of this study.

1.1 Background of the Research

In the teaching and learning process, lesson planning remains a challenge for teachers, particularly in deciding on the components of lesson plan. In the preparation of learning tools, there are still teachers who only duplicate lesson plans made by others, the teachers have difficulty determining the time allocation, indicators, and learning methods (Kinasih, 2017, p. 5). Teachers' difficulties in developing lesson plans include determining some lesson plan components such as time allocation, learning objectives, teaching methods, and assessment (Srihidayanti, Ma'rufah, & Jannah, 2015). Teachers' competencies in developing lesson plans are among the most important things for teachers to have. Teachers must have academic qualifications, competence, and a teaching certificate, be physically and mentally healthy, and be capable of meeting national education goals; four competencies that the teachers must own: (1) pedagogical, (2) personal competence, (3) social competence, and (4) professional competence (Sudirman, 2017, p. 114). Thus, one of the critical things that teachers must have is competencies in developing a lesson plan.

Online learning is done online or virtual, not meeting in person. According to Hasnidar (2020, p. 8), online learning holds great promises, but it necessitates time and resources, and it must doing right; doing it well entails creating online learning materials that are well-designed, with learners and learning in mind, and providing enough assistance. According to Stem (2019), online learning refers to education over the internet. It is also understood as e-learning, among other things. The benefits of using online learning are its usefulness in educating students, it's utility as professional development, and its cost-effectiveness in combating the rising cost of higher education, postsecondary credit equivalence,

and the promise of offering world-class education to anyone with a broadband connection (Nguyen, 2015, p.310).

The lesson plan is one of the crucial instruments to support the successfulness of the teaching and learning process, especially in the 21st century. The lesson plan successfully develops student quality (Baharun, & Adhimiy, 2018, p. 49). The lesson plan is a plan for imparting knowledge or lessons developed by a teacher. To fulfill specific curriculum requirements, teachers are selected based on their knowledge of the curriculum goals (Farida, Kasim, & Manan, 2018, p. 26). Implement Lesson planning is a critical step before learning. The learning plan includes competency standards, essential competencies, achievement indicators, material, learning methods, learning steps, learning media, and learning and assessment resources (Iryasman, & Khairani, 2020, p. 49). Teachers must consider the characteristics of the material that students will learn during the learning process. They must also provide experiential learning to discover, develop, and extend students' abilities (Putri, 2016, p.1). Thus, developing a lesson plan is essential for all activities and the teaching and learning process.

Speaking is one of the essential language skills in listening, reading, and writing. The ability to express ideas, emotions, thoughts, and needs orally is referred to as speaking (Farida, Kasim, & Manan, 2018, p. 27). Speaking requires learners to understand not only how to produce specific parts of ESL language, such as grammar, pronunciation, and vocabulary (linguistic competence), but also when, why, and in what ways to produce language (sociolinguistic competence) (Farida et al., 2018, p. 24). Thus, speaking is one of the essential skills to learn.

Students today are expected to develop skills relevant to the 21st century. To reach that expectation, teachers play critical roles as the people who deliver course material integrated with 21st century skills (Luciana, Padmadewi, Artini, & Budiarta, 2020, p. 169). Teachers in the 21st century should teach students 21st-century skills to achieve the effectiveness of 21st-century education outcomes (Handayani, 2017, p. 156). (Handayani, 2017, p. 156) Also included is the categorization of 21st-century outcomes includes the depth of the 21st century,

which includes the ability to ask questions, solve problems based on real-life examples, think critically, be creative in finding answers, and use media and technology. As a result, 21st century education should be improved to develop sophisticated learning integration and achieve maximum future student quality.

Developing an online lesson plan in the 21st century to teach speaking at junior high school is essential. The important are, first is lesson plan helps teachers manage the class from the beginning to the end of the lesson, and the second is that students can learn how to speak English properly and correctly. The importance of research in developing online learning lesson plans in the 21st century shows areas of interest to explore. These are including, The importance of speaking skills (Rao, 2019), Developing speaking skills (Abdurahmonova, 2021; Angelini, 2019), Improving speaking skill (Sun, Lin, You, Shen, Qi, & Lou, 2017), online learning (Mairing, Sidabutar, Lada, & Aritonang, 2021; Yulia, 2020; Nguyen, 2015; Dhull & Sakshi, 2017), curriculum development in 21st century (Erstard, & Voogt, 2018; Drake, & Raid, 2018; Sumantri, 2019; Dewi, & Hamami, 2020), developing lesson plan (Ratnawati, 2017; Sari, 2020; Vitara, 2021; Sugianto, 2020; Nasution, Purba, & Darwin 2021), teacher preparation for making lesson plan (Emilasari, & Jubaedah, 2019; Hady, & Abdulsafi, 2018; Wulandari, Tantra, & Santosa, 2021), teacher competencies in developing lesson plan (Sudirman, 2017; Iryasman, & Khairani, 2020; Pratiwi, Susilo, & Rohman , 2020), teacher problems and difficulties in developing lesson plan (Apriani, Supardan, Syafryadin, Noermanzah & Umami, 2020; Palobo, Sianturi, Marlissa, Purwanti, Dadi, & Nur, 2018; Srihidayanti et al., 2015).

Based on the previous research, it was discovered that some researchers are unconcerned about the needs of this study. Firstly, much research did not mention the 21st century notion of developing lesson plans (as shown in Ratnawati, 2018). Secondly, some of the research did not mention the problems and difficulties teachers face in developing lesson plans (as shown in Sari, 2020). Thirdly, half of the research was not mentioned teacher competencies in developing lesson plans (as shown in Hadi & Abdulsafi, 2018). There will be described in the following explanation.

The first is about the 21st century notion. So much research did not mention the 21st-century notion; this is the problem because, in the twenty-first century, it is not the same as it used to be. Nowadays, people must deal with unexpected things. Therefore, people must have the knowledge or competencies to deal with it. Education is one method of preparing people for the 21st century. Teachers in the 21st century should teach students 21st century skills to achieve the effectiveness of 21st-century education outcomes (Handayani, 2017, p. 156). Education is a socially constructed and constrained process of transferring socially meaningful experiences from different previous eras to the next. The most common way to obtain an education is to enroll in a training program through the educational institution system (Naziev, 2017).

The second is that some of the research did not mention the problems and the difficulties faced by teachers in developing the lesson plan; this is the problem because the problems and the difficulties in preparing lesson plans are essential to find out what problems and difficulties are usually faced by teachers in preparing the lesson plans. It is critical to conduct additional research on teachers' understanding of developing lesson plans (Putri, 2016, p. 2). This lesson plan is also beneficial for future researchers who will examine this matter. Therefore, researchers need to include problems and difficulties faced by teachers in preparing a lesson plan.

The third is that half of the research was not mentioned teacher competencies in developing a lesson plan. Therefore, teachers' competencies in developing lesson plans are among the most important things for teachers to have. Teachers must have academic qualifications, competence, and a teaching certificate, be physically and mentally healthy, and be capable of meeting national education goals; Four competencies that the teachers must own: (1) pedagogical, (2) personal competence, (3) social competence, and (4) professional competence (Sudirman, 2017, p. 114). With research on teacher competencies in developing lesson plans, teachers can determine what competencies the teacher must have to develop a lesson plan. Teachers' competencies in developing lesson plans can assist as a barometer about how far the quality of English teachers in Indonesia

has progressed in comparison to the needs of the 21st century. This lesson plan is also beneficial for future researchers who will research teachers' competencies in developing a lesson plan. Thus, this is important for researchers to include the teachers' competencies in developing lesson plans.

1.2 Identification of the Research

To be accurate and oriented, the researcher classifies the issues in this research. In this research, the identification of problems is as follows:

1. Teachers' difficulties in developing online learning based lesson plans in the 21st century

2. Lack of teacher competencies in developing online learning lesson plans in the 21st century

3. Lack of students' readiness to face learning in the 21st century

4. Lack of understanding of teachers in dealing with in the 21st century learning

5. Teachers' difficulties in making learning models in the 21st century

6. Teachers and students have difficulties in using technology

From the problems mentioned above, the researcher narrows down the problems to be discussed, such as teachers' difficulties in developing online learning-based lesson plans in the 21st century and the lack of teacher competencies in developing online learning-based lesson plans in the 21st century. The researcher chose the problems because teachers still face many difficulties in developing online learning-based lesson plans in the 21st century, which could also be due to the lack of teachers' competencies in developing online learning-based lesson plans in the 21st century.

1.3 Delimitation and Focus of the Research

In this case, the researcher only focuses more on an online learning based lesson plan for teaching speaking in the 21st century for seven grade at Islamic Junior High School. The researcher does not discuss developing lesson plans for other skills, and the Researcher does not discuss developing lesson plans at other school levels. The researcher also did not discuss how to make material, make

media, or find teaching materials. The researcher only discusses developing an online learning lesson plan because there is not much time to discuss many things.

The reason why the Researcher only focuses on an online learning lesson plan for teaching speaking in the 21st century is that the experienced Researcher feels that teachers are lacking in preparing online learning lesson plans in the 21st century. The researcher sees that many teachers still do not develop a lesson plan to teach. The reason why the researcher chose speaking skills is that speaking skills are one of the essential skills to be taught to students. By learning to speak, students can learn how to speak English properly and correctly.

1.4 Research Question

There are some researches questions presented in this research those are:

1) What are the characteristics of online learning based lesson plans in the 21st century?

2) How the prototype of online learning based lesson plan for teaching speaking in 21st century?

1.5 Aims of the Research

Then, based on the research questions, there are some purposes of the research:

1) To know the characteristics of online learning based lesson plan in the 21st century.

2) To develop the prototype of online learning based lesson plans in teaching speaking in the 21st century.

1.6 Significance of the Research

Theoretically, this research can add to the repertoire of reference knowledge, and also this research can be used as a reference for people who want to explore this area.

Practically, researchers hope it can be helpful for:

1. For English teachers, this research can manage the online teaching and learning process in the 21st century, especially in teaching speaking.

2. For students in university, this research can be a reference for students to know the information on how to develop online learning-based lesson plans in the 21st century.

3. This research can help further research as a reference in this area for further research