CHAPTER I
INTRODUCTION

This chapter informs the research that deals with the research background, identification of the issue, the focus of research, research questions, aims of the research, significance of the research, theoretical foundation, previous research, frame of thought, and research method.

1.1. Background of the Problem

Indonesian students' English proficiency is low. Indonesia was ranked 32nd out of 72 countries in the 2016 Education First English Proficiency Index (EPI), the 39th out of 80 in the 2017 Education First English Proficiency Index and became the 80th out of 112 in the 2021 EF English Proficiency Index (EPI) (Jakarta Globe, 2016; The Jakarta Post, 2017; EF English First, n.d). Internal and external factors that can impact language learning achievement include student anxiety, a lack of motivation to learn English, beliefs about English learning, the differences between students' first and second languages, a poor learning strategy, ineffective learning style, and so on (Yuntao, 2019; Serquina & Batang, 2021; Meisani, Hamied, Musthafa & Purnawarman, 2020). Besides, the teachers face difficulties and confusion in designing a teaching-learning activity due to the lack of knowledge in composing a lesson plan. (Alhikmah, Roza & Maimunah, 2021). Efforts that need to be done to improve students' proficiency levels may include the improvements in English language learning programs (Cronquist & Fiszbein, 2017). The English learning program can be improved by developing appropriate teaching modules, guidelines, and lesson plans.

Lesson planning is critical to the success of the learning process. Preparing the lesson plan not only entails assisting the teacher in organizing all of the teaching aspects, but also making the best use of the teacher's teaching time, resources, teaching materials, and techniques (Ratnawati, 2017; Iqbal, Siddiqie, & Mazid, 2021). The lesson plans are designed to promote effective teaching while also achieving students' competency goals (Nurtanto, Kholifah, Masek, Sudira, &

Samsudin, 2021; Iqbal, et al., 2021). However, the students' skills that are required are shifting.

The shift in skill requirements caused by the demands of the 21st Century is in line with educational improvement efforts. As a result, it is critical to pay attention to and adapt the lesson plan to the needs of students and the demands of the 21st Century (Ratnawati, 2017; Kim, Raza & Seidman, 2019). The lesson plan adjustment is needed to support the success of the learning process in the 21st Century.

21st Century Skills are essential in the teaching-learning process in this era. They are a set of skills that students must learn to adapt and thrive in an ever-changing world (Surali, 2017; Partnership for 21st Century Learning as cited in Stehle & Peters-Burton, 2019, p. 2). The emphasis on improving educational quality in the 21st Century necessitates a shift in the skills required of teachers and students. Teachers in the 21st Century face new challenges and responsibilities. Teachers must understand the goals of the curriculum, their students, and how to structure the learning environment to meet their needs (Anagün, 2018). Furthermore, learners require education systems to change their practices to deal with 21st Century realities and develop 21st Century Skills such as critical thinking, problem-solving, creativity, metacognition, digital and technological literacy, civic responsibility, and global awareness and communication. (Anagün, 2018; Kim, et al. 2019) Having all of these 21st Century Skills will allow them to be more prepared to face the reality of the 21st Century (Anagün, 2018). These benefits will be gotten if the learning process. The importance of students-need-oriented teaching, and achieving 21st Century Skills make the school establish an English Extension Program as the additional English program at school which is conducted outside of intra-curricular or regular subject hours and most of the materials are outside of intra-curricular as well (Gunawan, Supardi & Arifin, 2016, pp. 03-04). This English extension program allows the students to create experiences using English more.

The English extension program is a very important forum for developing English language skills. The importance of communication skills in today's world

prompted the establishment of this program at school (Armita, 2019). This program is designed to help students who want to improve their English language skills outside of class, in the non-formal situation (Yuliandasari & Kusriandi, 2018). It is hoped that by participating in this activity, students will have adequate speaking skills and the confidence to communicate. This program is held outside the class hours, with a higher opportunity for students to practice their English (Dierking, 2017; Zulhermindra, 2018). This program provides more opportunities for students to improve their speaking skills and communicate in English in a fun atmosphere (Zulhermindra, 2018). The English extension program gives the students more exposure to English and the opportunity to practice their English which may boost the student's speaking and communicative skill.

Speaking skills are an aspect of English teaching-learning that requires special attention because they are critical components of English communication (Farida, Kasim & Manan, 2018). Teachers devised numerous strategies to help students improve their public speaking skills, including the establishment of the English Extension Program at School (Armita, 2019). According to Diyora (2020), the only way to develop fluency in speaking is to do a lot of listening and then practice (Diyora. 2020). English speaking skill is one of the critical skills that is needed to be developed.

The focus of the research is on two areas: the lesson plan and the speaking skills in the 21st Century. The discussion of lesson plans is already common and it has varied groups such as Lesson Plan (Iqbal, et al., 2021), 21st Century Lesson Plan (Ekawati, 2021; Ratnawati, 2017; Azhary & Ratmanida. 2021), Developing Lesson plan (Ratnawati, 2017; Chozali, 2017; Rezkyana, D. 2021), Lesson Plan for Speaking Skill (Farida, et al. 2018;). About speaking skills, research emerges in different areas, such as the Speaking Skill (Diyora, M., & Diloza, X. 2020; Yuliandasari & Kusriandi, 2018; Andi, Arafah, 2017; J & Fajar, 2019; Rao, 2019), Teaching speaking (Kumar, 2021; Husain, 2017; Bouzar, 2019; Albino, 2017; Noviyenty, 2018; Arbain & Nur, 2017), Teaching Speaking using media (Mariyana, 2019; Bustari, Samad & Achmad, 2017; Simatupang, Hendar & Supri,

2019; Aziz & Dewi, 2020; Brilianti & Fithriyani, 2020), Speaking Teaching in the 21st Century (Sari & Margana, 2019).

Some of the researchers discuss the lesson plan for the 21st Century. However, there is no one to discuss and provide the research-based lesson plan as a product that is ready to be used. Thus, research and the lesson plan product developed from the research are very important and will be very useful for teachers since to create effective teaching, teachers need an effective lesson plan too (Ratnawati, 2017). The lesson plan that is ready to be used is critical to be developed because it will ease the teacher to teach in the classroom.

Second, some researchers discuss the development of lesson plans for English classes, but this is not current and does not discuss the development of lesson plans in the 21st Century. The research in designing a lesson plan in the 21st Century is essential to discuss. The development of the 21st Century lesson plan needs to be discussed because it is not only focusing on the teaching-learning aspect but also pays attention to the demand of the 21st Century. The successful development of the 21st Century lesson plan will lead to the teaching which is appropriate to 21st-generation students, mastery of teaching material, and mastery of the 21st Century Skills that students must learn. The 21st Century Skill mastered students will be more prepared to face the reality in the 21st Century (Anagün, 2018). The discussion on the development of the 21st Century lesson plan needs to be discussed because it will provide an overview of the lesson plan that is suitable for use in this era.

Third, Ratnawati (2019) already discusses the development of lesson plans; however, there is no detailed information on a lesson plan developed for the English Extension Program, specifically focusing on developing students' speaking skills. The English Extension Program learning activity differs from a regular English class in several ways. This program gives students more opportunities to practice and communicate in English in a fun way (Alhasof, 2020, Zulhermindra, 2018;). As a result, the lesson plan must be modified and distinct from the regular English class.

The world has changed dramatically in the last few decades, particularly in education. Education evolves to meet the needs of students and the needs of the times. Unfortunately, there is no research discussing and providing the research-based lesson plan as a product that is ready to be used, there is no research on the development of a 21st Century lesson plan, and no detailed information on a lesson plan developed for the English Extension Program, specifically focusing on developing students' speaking skills. Whereas it is critical to conduct the research covering the development of 21st Century lesson plan for the English extension program to support teaching that is not only primarily focused on knowledge mastery, but also on the mastery of other skills such as communication, collaboration, cooperation, critical thinking, and others, which are known as 21st Century Skills. When the teacher carefully designs the lesson plan while paying attention to the demands of the twenty-first Century, the students' 21st Century Skills will be achieved.

Mastering 21st Century Skills will allow the learner to be more adaptable and flexible in the 21St Century. Furthermore, the need for students to be able to communicate, which is included in 21st Century Skills, in English leads the establishment of an English Extension Program at school to improve students' skills, especially their speaking skills. This program enables students to learn what student need outside of school hours by providing more time of practice and enjoyable way of learning. However, to achieve these goals, teachers must carefully design their classes using lesson plans while keeping the needs of the 21st Century in mind.

1.2. Identification of Problem

Teachers faces numerous challenges in carrying out their responsibilities as educators, especially in the 21st Century. The following issues may arise in the English Teaching-Learning domain, such as

1. Low motivation students
2. Ineffective learning style
3. Poor learning strategy

4. Student's anxiety

5. Belief about English learning

6. Teacher's lack of knowledge in composing lesson plans for English Extension Program

Based on some of the problems mentioned above, the researcher decided to discuss the issue of poor teaching strategies because it is frequently encountered and has an impact on other aspects such as decreased student motivation in learning, the decrease of student's anxiety, etc. As a result, it is hoped that conducting this research will assist teachers in developing a fun learning design by developing a 21st Century lesson plan for this English Extension Program.

1.3. Delimitation of Problem

This research is primarily concerned with developing a lesson plan for the English Extension Program and concentrating on speaking skills. This research does not discuss how to create a lesson plan in a regular class, teaching material, teaching media, and assessment because of the limited time for conducting the research and already a lot of research discussing how to develop lesson plans in the regular class.

The researcher researches developing 21st Century lesson plans for the English Extension Program about "Asking and Giving Direction" concentrating on developing speaking skills. The teaching material of the "Asking and Giving Direction" topic needs to be designed for the development of 21st Century adjusted lesson plans to meet the needs of today's students.

1.4. Research Question

Based on the delimitation and focus of the research, two problems can be conveyed in this research.

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

2. How is the 21st century lesson plan for the English Extension Program at junior high school?

1.5. Research Objective

Concerning the formulation of the problems from the previous section, this study has two aims.

1. To investigate the characteristics of the lesson plan in the 21st century
2. To develop the 21st century lesson plan for the English Extension Program at junior high school

1.6. Research Significance

1.6.1. Theoretically Significance

Theoretically, this research is of high significance to provide new information or knowledge about the 21st Century Lesson Plan for English Extension Program.

1.6.2. Practically Significance

In practice, this research is expected to benefit English teachers, students, and future researchers.

1. For English teachers, this research is expected to assist English teachers in developing a 21st Century lesson plan for the English Extension Program.
2. For university students majoring in ELT, this research is expected to provide detailed information and examples of the 21st Century lesson plan for the English Extension Program
3. For further researchers, this research is expected to help future researchers in the same field, and it may become a useful reference for them.

1.7. Theoretical Foundation

1.7.1. 21st Century Skill

Thriving in the 21st Century requires a set of essential skills known as 21st Century Skills. The definition of the 21st Century Skill varied. Skills needed for education and the workplace in the current economy have been labeled 21st Century skills (Van Laar, Van Deursen, Van Dijk & De Haan, 2020). These 21st

Century Skills are considered the core competencies that advocates believe the students need to develop with the support of the school to thrive in today's world (Rich as cited in Education Week; Ciğerci, 2020, p. 158). Not only do 21st Century Skills assist students in all areas of formal school, but they are also required for a person to adapt and thrive in an ever-changing world (Partnership for 21st Century Learning as cited in Stehle & Peters-Burton, 2019, p. 2). Also, 21st Century Skills refer to skills that today's students are expected to possess for successful future careers (Valtonen, Hoang, Sointu, Näykki, Virtanen, Pöysä-Tarhonen, Häkkinen, Järvelä, Mäkitalo & Kukkonen, 2021). Developing 21st Century Skills is needed to thrive in today's world.

The skills of the 21st Century are characterized more closely related to current economic and social developments than to those of the previous century, which were characterized by an industrial mode of production (Ananiadou & Claro, 2009). ICT does not always underpin 21st Century Skills. (Van Laar, Van Deursen, Van Dijk, & De Haan, 2017, p. 578).

There are some kinds of 21st Century Skills. 21st Century Skills that should be expanded into the instructional organization, such as 1) "learning and innovation skills" 2) "information, media, and technology skills"; and 3) "life and career skills" (Motallebzadeh, Ahmadi, & Hosseinnia, 2018). Besides, the Partnership for 21st Century Skills (as cited in Erdoğan, 2019, p.114) presents the main skills of learning and innovation in the 21st Century which are known as 4Cs for communication, collaboration, creativity, and critical thinking skills. Rich (as cited in Education Week; Rochmawati, Wiyanto, & Ridlo, 2020, p.59) states that 21st Century Skill competencies are collaboration, digital literacy, critical thinking, and problem-solving.

The dramatic worldwide changes happened in this 21st Century era, forcing every person to change and renew themselves to achieve the competencies demanded by the 21st Century. The competencies needed in the 21st Century are called 21st Century Skills, including the skills of problem-solving, critical thinking, collaboration, etc. These skills are required to keep up with the rapid changes, and progress, and adapt well to today's world.

1.7.2. Lesson Plan

Every teacher's practice requires a lesson plan. Various definitions by experts are available. A lesson plan is an important tool in the teaching and learning processes (In Emiliasari, 2019; Sugianto, 2020). The lesson plan is used as the teaching guide created by the teacher to achieve learning objectives (Zendrato, 2016, p.58; Mustafa, Hermandra, & Zulhafidz. 2021). The lesson plan provides a detailed written description of the learning process of the clear materials, the method, the time, the place of education, and the methods for evaluating the students. (Neisari & Heidari, 2014). A lesson plan is a detailed written teaching-learning activity plan that includes pre-teaching, the teaching process, and the closing phase (Chozali, 2017, p. 3). The Lesson plan is a teaching tool to organize the objectives, material, learning activities, and evaluation effectively (Ekawati, 2017, p.45; Milkova, 2020). As a result, a lesson plan is an important tool in the learning process that serves as a teaching guide to achieving learning objectives.

A lesson plan is characterized by only being used for one meeting or one subject (Gunawan, 2017, P. 60). It consists of course identity, competency standards, basic competencies, competency indicators, learning resources, material descriptions, learning resources, learning models, and methods, and details about learning activities (Yenti, Afriyani & Herawati, 2016; Sudirman, 2017).

There are three kinds of formats of a lesson plan are 1) the Daily Lesson Logs (DLLs) or outline format, 2) the semi-detailed format, or 3) the Detailed Lesson Plans (DLPs). As a teacher's guide in teaching, the Daily Lesson Plan (DLLs) contains only keywords, whereas DLPs are much more detailed and much longer than DLLs (Pramoolsook & Magday, 2019, P. 151).

To conclude, the lesson plan is a detailed-scripted teaching plan, which is important and needed by the teacher in the teaching process. It can only be used in one meeting or on one topic, it includes the teaching aspects such as teaching materials, teaching media, methods, assessment, etc.

1.7.3. Junior High School

The Junior High School definition varies. Junior high school is a school usually including grades seven to nine (Meriam Webster Dictionary, 2021). Junior High School is a form of formal Education Unit that organizes general education at the basic education level as a continuation of SD, MI, or other equivalent forms or continuation of learning outcomes that are recognized as equal or equivalent to SD or MI. (according to permendikbud no 6 tahun 2019). To sum up, the Junior High School is a form of formal education unit for seven to nine graders as the continuation of elementary school.

The students in junior high school are usually around 12-16 years old. According to Hurlock, children in the age range (13-21) are categorized as teenagers. The adolescent phase is marked by the joining of individuals in adult society, a process of self-discovery that requires attention from the adult community and educators (Khiyarusoleh, 2016).

There are some forms of Junior High Schools, they're SMP, MTs, Package B, etc. in line with […] SMP, MTs, or other equivalent or advanced forms of learning outcomes that are recognized as equal to or equivalent to SMP or MTs (Permendikbud No. 6 of 2019). In short, the forms of junior high school in Indonesia are SMP, MTs, Package B, etc.

The junior high school is a formal education unit for seven to nine graders who are usually around twelve to sixteen years old which is considered as a teenager, because of the characteristics they possess.

1.7.4. English Extension Program

The English Extension Program is defined by the experts. Accordingly, extracurricular activity is a side education activity for students outside of subjects or regular classes in an educational institution to support the educational process, knowledge enrichment, potential development, and skill practicing that sometimes involves the role of teachers or instructors (Campbell as cited in Kardiansyah & Qodriani, 2018; Noor as cited in Rohmawati, 2021). Its main target is to maximally develop and accommodate the students' potential, talent, and interests, along with that, foster student independence (Noor as cited in Rohmawati, 2021;

Hasanah, 2020, p. 10; Kardiansyah, & Qodriani, 2018). The English Club as an extracurricular held by the school is to improve the students' skills in English by providing the students more exposure to the English language, an opportunity, and time to improve their English because they have limited time to practice in the regular class. (Hasanah, 2020, p.10). The English extension program is a program designed to accommodate the student's potential, and interest in learning English outside the regular class.

The English extracurricular program is characterized as an extension and supplement to classroom English instruction which is typically run under the supervision of educators to guide students toward a specific behavior or skill. (Cao as cited in Yang, 2014; Simoncini & Caltabiano as cited in Marouane, Z. 2021). The English extension program is well known as the program which is supposed to be fun and not as serious as the teaching and learning in the formal class and it requires the full participation of students based on their interests and choice (Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 62 Tahun 2014 as cited in Zulhermindra, 2018, p.390).

There are two types of extracurricular activities: formal/structured and informal/unstructured extracurricular activities. informal activities that include activities related to leisure and entertainment. while structured activities are activities that require content structure and participant interaction. (Nguyen, C. 2019, p.2).

1.7.5. Speaking Skill

The definitions of speaking skills vary. Speaking is an interactive process of meaning construction that includes producing, receiving, and processing information (Brown; Burns & Joyce as cited in Florez, 1999). One of the four macro skills required for effective communication in any language is the ability to speak (Boonkit, 2010, p.1305) The most important and necessary skill is speaking (Oradee, 2013). Speaking skill is the process of constructing meaning that is considered one of the four macro skills that are important to be learned.

Speaking seems to be difficult for the new learner since the speaker has to create every sentence spontaneously. People who didn't learn grammar and have

limited vocabulary might find it more difficult. despite all of the difficulties, the learners have to develop their speaking skills, because it is the dominant skill used in communication (Rao, 2019)

There are three types of speaking situations: interactive, partially interactive, and non-interactive. In interactive speaking situations, you have the opportunity to ask for repetition, clarification, or a slower speech from a conversation partner. During partially interactive situations, a speech is delivered to a live audience, and the audience does not interrupt the speaker's speech. In contrast to non-interactive speaking situations, where speakers must simply record their speech for a radio broadcast, there will be no audience interaction. (Rao, 2019)

The speaking skill is one of four macro skills that play a huge role in communication. The speaking skill is spontaneous. The vocabulary and grammar mastery do support the speaking.

1.7.6. Asking and Giving Direction

One of the topics in English learning that students should master is asking and giving directions. This topic discusses how to ask for and give directions to someone in English (Mulyono, 2008). This topic also involves at least two parties: the person asking directions and the person giving directions. This topic is also related to expressing gratitude after receiving help from someone.

The following are the characteristics of asking and giving direction, asking and giving direction is one situation that leads to spontaneous speaking. It is considered a process of interactive speaking. It allows the opportunity to ask for repetition, clarification, or a slower speech from your conversation partner (Rao, 2019).

The asking and giving direction involves the process of asking direction and giving the direction. This topic covered 2 kinds of expressions, asking for directions and giving direction.

1.7.7. Lesson Plan for 21st Century Skill, English Extension Program, Speaking Skill, Asking and Giving Direction and Junior High School

The developing 21st lesson plan of asking and giving direction for English extension programs at junior high school focusing on speaking Lesson planning is important and entails teachers selecting and organizing learning materials, then packing them into the chosen learning method to achieve the desired learning outcomes. The developed lesson plan must be well implemented under the standards that have been established to ensure the quality of the teaching and learning process in the classroom. (Anaktototy, Que & Lewier, 2020, p. 61). By the demands of 21st Century Skills; where the students are required to have high creativity and innovation, are required to be able to express, analyze and also solve problems, as well as be able to interact and be able to work well with other people; lead the adaptation of the lesson plan that may facilitate the learner to develop the 21st skill. However, because of the limited time of regular class, the English material and English skill mastery, also the 21st century skill that needs to be developed, might have to be achieved. Therefore, the English extension program is established, to facilitate the learner's interest and potential in learning English, and mostly the English extension program is more focused on developing the communication skill which as speaking and listening (Hasanah, 2020, p.10; Zulhermindra, 2018). The asking and giving direction topic which is mostly happened in a spontaneous situation suits the goal of the English extension program; to improve student communicative skills; and characteristic of the speaking skill itself, spontaneous.

1.8. Previous Studies

Some studies have been conducted in the areas of developing lesson plans and speaking skills. The researcher draws on previous research to broaden and limit the understanding of this topic. The studies are (Ratnawati, 2017; Chozali, 2017; Rezkyana, D. 2021), Lesson Plan for Speaking Skill (Farida, et al. 2018;).

The first research conducted by Ratnawati (2017) discussed the development of RPP for adult learners. Teaching adult learners might be a challenge for the teacher since their character is different. The adult learner characteristics, such as independent students, motivated individuals, and lots of knowledge (Yang as cited in Ratnawati, 2017). The researcher succeeded in developing a lesson plan that was more interesting, applicable, and informative than the previous lesson plan by revising all aspects of learning in the lesson plan and adapting the lesson plan with adult learner characters. Researchers also provide detailed revisions carried out in the study. However, researchers have not integrated the lesson plans developed with the needs of the 21st Century, also the researcher didn't describe how to prepare a lesson plan outside the regular class, such as the English extension program

Rezkyana conducted the second study on developing a lesson plan (2021). The research provides the information on seven basic principles of the lesson plan that should be fulfilled. The seventh basic principle is knowledge, consideration of individual differences, coherence, and cohesiveness connect, flexibility, feedback should be delivered, and ICT integration. (Saputra as cited in Rezkyana) However, this study does not provide a ready-to-use research-based lesson plan that adheres to all the seven basic principles of the lesson.

Gani and Ardi researched developing the lesson plans and provided the information on the three-phase in the teaching-learning process. Those phases are the pre-teaching, main, and closing phases (Callum as cited in Gani, 2019). However, this study didn't provide an example of a lesson plan about a certain topic that contains that three-phase.

In their research, Farida, Kasim, and Manan (2018) describe seven principles for teaching speaking skills: (1) focusing on both fluency and accuracy; (2) providing intrinsically motivating techniques; (iii) encouraging the parroting of authentic language; (iv) providing appropriate feedback and corrections; (v) capitalizing on the natural link between speaking and listening; (vi) giving students opportunities to initiate oral communication, and (vii) encouraging the
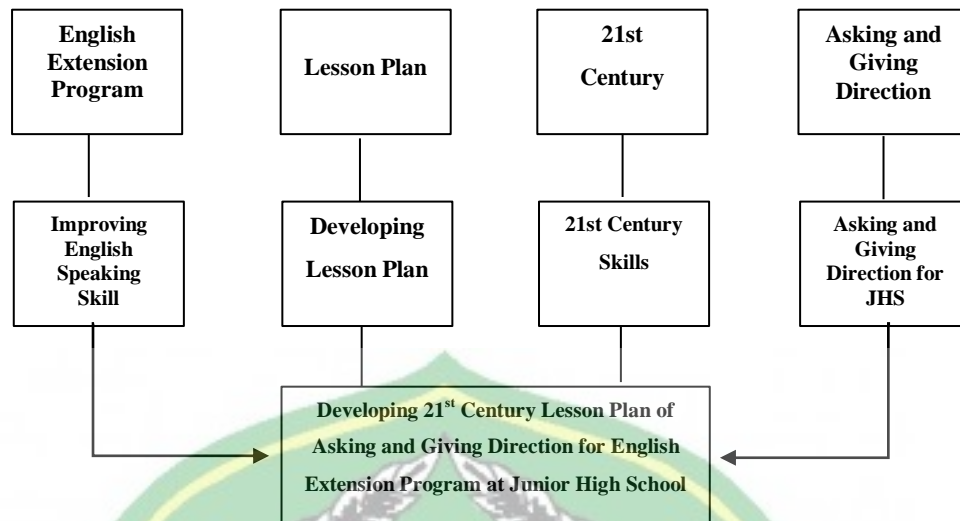
initiation of oral communication. They did not, however, provide a ready-to-use interesting lesson plan for teaching speaking.

Most of the previous studies above are related to the developing lesson plan which provides information on how to develop a lesson plan well by fulfilling the criteria that have been written before. All of those researchers only discuss lesson plans in regular class without taking their attention to English teaching outside the regular class, such as English teaching held in the English extension Program. When it comes to English education today, it should be integrated with 21st Century Skills. However, none of the studies addressed this issue. Therefore, this research will cover the development of a 21st Century lesson plan for an English extension program focusing on speaking skills.

1.8.1. Frame of Thought

The emphasis on improving educational quality in the 21st Century necessitates a shift in the skills required of teachers and students (Anagun, 2018). The shift in skill requirements caused by the demands of the 21st Century is in line with educational improvement efforts. As a result, it is critical to pay attention to and adapt the lesson plan to the needs of students and the demands of the 21st Century (Ratnawati, 2017; Kim, Raza & Seidman, 2019). The importance of communication skills in today's world prompted the establishment of the English program at school (Armita, 2019). One of the four macro skills required for effective communication in any language is the ability to speak (Boonkit, 2010, p.1305). One of the topics that might suit the characteristics of speaking and the characteristics of an English extension program is asking and giving directions.

Figure 1. 1 Frame of Thought

English Extension Program	Lesson Plan	21st Century	Asking and Giving Direction
Improving English Speaking Skill	Developing Lesson Plan	21st Century Skills	Asking and Giving Direction for JHS

Developing 21st Century Lesson Plan of Asking and Giving Direction for English Extension Program at Junior High School

1.9. Research Methods

1.9.1. Research Design and Step of Research

The research method used in this research is qualitative design by using Research and Development (RnD) method. A qualitative method is a research method that does not use a statistical approach or other means of quantification (Sari, 2020). Furthermore, the research and development method is used in this research because this kind of method's aim is to produce new products through the development process (Suardi, 2018).

The research and development method involves 10 research steps. They are (1) assessing needs to identify goals, (2) conducting instructional analysis, (3) analyzing earners and contexts, (4) writing performance objectives, (5) developing assessment instrument, (6) developing specific instructional strategy, (7) developing and selecting instructional materials, (8) designing and conducting a formative evaluation of instruction, (9) revising instruction, (10) designing and conducting summative evaluation (Gall, Borg & Gall, 2003).

In doing the research, the researcher decided to adapt the step from Gall, Borg and Gall, 2003). Funders may expect all four stages to be completed within a single project in some cases; in others, Design and Development projects may require sequential projects. The steps adapted from (Gall, Borg & Gall, 2003; and

Gall, Borg, and Gal as cited in Lina, Yuliana & Alamsyah, 2020; Sugiyono as cited in Siahaan, 2019):

    a. Collecting information and data

At this stage, data and information were be obtained from literature reviews, the results of interviews and questionnaires as well as which will later be used as the basis for product development (Lina, et al, 2020).

    b. Analyzing data

The second step was data analysis; in this step, the interview did transcription and questionnaire results were analyzed. The results of the questionnaire and interview transcription analysis was used to guide the researcher in developing a good English lesson plan (Siahaan, 2019).

    c. Designing product

In this stage, the researcher decided to design a lesson plan based on the data obtained

    d. Validating design

After developing the lesson plan, the lesson plan was tested by an expert. This product validation stage was carried out to determine the feasibility of the developed lesson plan

1.9.2. Sources and Types of Data

The sources of the data in this research are the reviewed literature, questionnaire result and interview results. The selection of interview results as a data source aimed to reduce bias in answering questions by respondents (Idris, Sugiarto & Saleh, 2019). The reason for choosing the questionnaire result as a data source was because the questionnaire is an efficient data collection technique (Idris, et al, 2019) especially considering the limited time of research.

The type of data in this research is qualitative data and used primary data and secondary data. The selection of the type of qualitative data is due to its nature, which is descriptive and in the form of text (Raco, 2010). Also, primary data was obtained directly from interview answers and answers to questionnaires

filled out by respondents (Saputra, 2015). Secondary data is information derived from documents obtained from a competent relevant institution, such as government sources, journal articles and other sources (Martins, Cunha & Serra, 2018, p.2-3; Arif, Giyarsih & Mardiatna, 2017, p.79).

1.9.3. Data Collection Technique and Instruments
1.9.3.1. Literature Review

This research used critical literature review as the data collection technique. The literature review is used to investigate the characteristics of 21st century lesson plans. The reason for selecting a literature review as a data collection technique is that it may be a methodological tool for providing answers and an overview of a specific issue or research problem (Snyder, 2019).

When conducting a literature review, the researcher began with the screening by the abstract identification according to the criteria and determining what must have been included in the journal with (inclusion) and what must have been excluded from the journal (exclusion). This was done to help researchers in making decisions about the relevance of the work to be included. The researcher decided to adopt the steps from Nashruddin & Mustaqimah (2020):

a.   Selecting the keywords and database

The researcher explored the previous journal research, books, and any other sources by using the keywords of *characteristics of a 21st-century lesson plan, effective English learning, English teaching in the twenty-first century*, etc.

b.   Searching the database

The researcher explored the information related to the issue from journals, books, and any information sources from the *database* listed below:

Table 1. 1Searching Database

Searching Engine
Google
Google Scholar

International Electronic of Data Base
ERIC: Educational Resource Information Center
SagePub
ScienceDirect
Jstor
Research Gate
Etc.

c. Reviewing the abstract

      The researcher did screen the abstract of the paper to ensure that it meets the criteria.

d. Sorting the journal

      To emphasize the criteria that must be owned by journals, theses, books, etc., the researcher made an inclusion and exclusion list

Table 1. 2 Inclusion and Exclusion

Inclusion	Exclusion
a. The paper, journal, and thesis should be published between 2017 and 2022	a. The journal that was published before 2017
b. The book should be published from 2005 to	b. The book was published before 2005

2022	
c. Should be involved 21st century lesson plan, lesson plan for speaking, lesson plan for English extension program	c. Journal that doesn't involve 21st century, lesson plan, teaching activity, or speaking skills.
d. Journal indexed nationally and internationally	d. Without journal operation

e. Conducting a detailed review of the journal

The researcher explored the issue from the article used.

1.9.3.2. Questionnaire Delivery

This research used questionnaires as the data collection technique. The questionnaire was used to investigate the learning preference of the students who are members of the English extension program. The reason behind the selection of a questionnaire as the data collection technique is that the questionnaire is an efficient data collection technique (Idris, Sugiarto & Saleh, 2019). In short, it collected a lot of data at one time considering the limited time for conducting the research.

In conducting the questionnaire delivery, the researcher decided to hand-deliver the questionnaire to the students. The direct questionnaire delivery was done to ensure maximum feedback and overcome any difficulties easily (Bell as cited in Sheikh, Ikram, Ahmad, Qadeer & Nawaz, 2019). The questionnaire used in this research is an open-ended questionnaire. It covered several questions about the students' learning preferences. The detailed question list will be provided in appendixes 2 (page 113).

1.9.3.3. Interview

This research used interviews as the technique for collecting the data. The interview was used to investigate the ideal English extension program teaching process from a teacher's and expert's perspective. The reason behind the selection of the interview as the data collection technique is because it allowed for collecting detailed information from the interviewee with less bias. In line with Idris, Sugiarto & Saleh (2019), interviews will reduce bias in respondents' answers. In conducting the interview, the researcher decided to use an interview guide because the researcher is going to use a semi-structured interview. In line with Klandermans & Staggenborg (2002), semi-structured interviews rely on an interview guide form. The interview guide will be provided in appendix 1 (page 110).

The criteria for interviewees are English teachers who are experienced, and an expert who is experienced in teaching and have handled the English course program. According to Rodriguez & McKay, as cited in Usman, the most commonly used experienced teachers (expert teachers) in research are teachers with five years of teaching or more (Addini, Sukayasa, B, 2018). In short, the researcher interviewed experienced English teachers and an expert.

1.9.4. Data Collection Analysis
1.9.4.1. Literature Review

The researcher decided to use a thematic analysis. The reason behind the selection of this analysis technique was because it was the most appropriate method to understand experiences, thoughts, or behaviors (Braun and Clarke, cited in Kiger & Varpio 2020). It entails the steps of identifying, analyzing, and reporting (Braun & Clarke as cited in Nasruddin, 2020). Also, the researcher needed to re-read the journal, books, thesis, etc several times to ensure that the researcher truly understood the idea of the writer of the sources Nashruddin & Mustaqimah, 2020).

1.9.4.2. Questionnaire Delivery

Data analysis technique in this stage was thematic analysis. When attempting to understand a set of experiences, thoughts, or behaviors across a data

set, thematic analysis is an appropriate and powerful method to employ (Braun and Clarke as cited in Kiger & Varpio 2020). It entailed the steps of identifying, analyzing, and reporting (Braun & Clarke as cited in Nasruddin, 2020). This method's more detailed steps 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 as cited in Nasruddin, 2020)
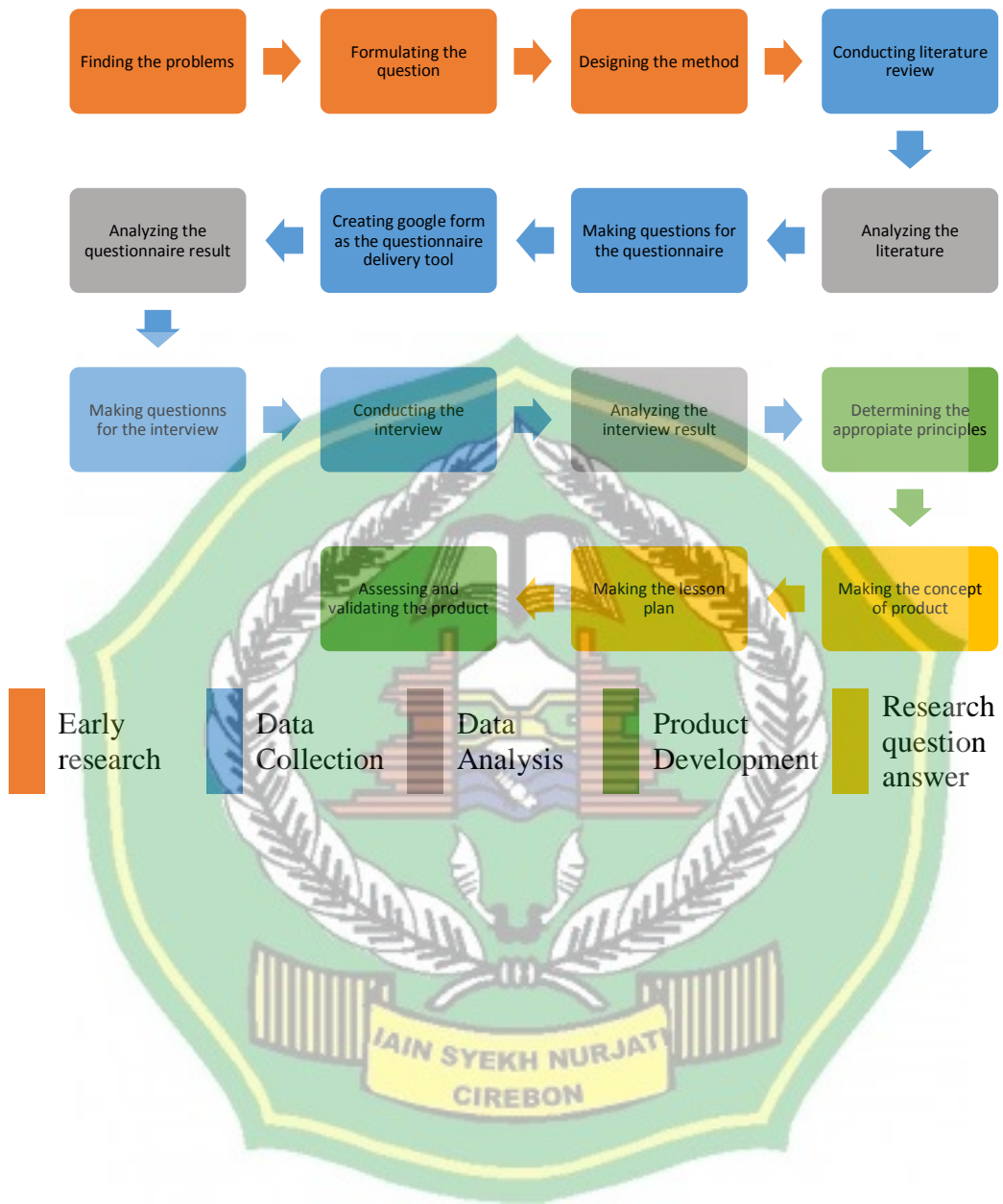
1.9.4.3. The interview

Data analysis technique in this stage was following the follow-up analysis. The process of analyzing the interview passes the transcription and analyzing process. The interview data will be transcribed using the "semi transcription" technique (Edmonds & Kennedy as cited in Nasruddin, 2020), in which the transcription is not fully transcribed but the main point of the interviewee's answer. This technique has to be done to make the responses of the respondents more readable. Furthermore, bias was reduced by listening to the interview several times and rechecking the transcription to ensure that it was correct (Nashruddin, 2020).

The method in this research will be divided into 2 stages. The 1st stage is going to answer the 1st research question, which is to investigate the characteristics of the 21st century lesson plan. The method uses to explore the characteristics of 21st century lesson plans is by conducting a literature review.

The 2nd stage of this research is going to answer 2nd research question which is to develop 21st century lesson plan for English Extension Program. The researcher uses questionnaires and interviews to develop 21st century lesson plan. The questionnaire will be used to explore the student's preferences in learning and the interview will be used to investigate the ideal English extension program from the teacher's perspective. The obtained data will be the basis of the product development.

Figure 1. 2 Steps of Research

Finding the problems → Formulating the question → Designing the method → Conducting literature review

Analyzing the questionnaire result ← Creating google form as the questionnaire delivery tool ← Making questions for the questionnaire ← Analyzing the literature

Making questionns for the interview → Conducting the interview → Analyzing the interview result → Determining the appropiate principles

Assessing and validating the product ← Making the lesson plan ← Making the concept of product

Early research Data Collection Data Analysis Product Development Research question answer

1.9.5. Research Timeline

Table 1. 3 Research Timeline

No	Activities	Month															
		February				March				April				May			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Conducting Literature review	■	■														
2.	Designing questionnaire and interview question			■													
3.	Collecting data from questionnaire				■												
4.	Analyzing data from the questionnaire					■	■										
5.	Collecting data from interview							■	■								
6.	Analyzing data from interview									■	■						
7.	Concluding the data											■					
8.	Designing the product												■	■			
9.	Expert Judgement															■	
10.	Finalization of the research																■