

CHAPTER I

INTRODUCTION

As an introduction to this research, this chapter aims to explain some information at the outset. The explanation covers a number of topics, including the background of the research problem, identification of the problem, primary problem, limitation of the problem, questions of the research, aims of the research, significance of the research, previous research, and frame of thought, theoretical foundation, and research methodology. Before discussing the research findings and analyses, all research-related issues must first be addressed.

1.1 Background of the research

Teachers still find it difficult to design lesson plans which can promote interactive learning. This fact also is revealed by Darma, Suwarno, & Mulyadi (2017, p. 72) that “one of the teachers’ problems is the preparation of lesson plans”. In addition, teacher's problems also include achieving the standards of content, process, graduation and assessment standards (p. 72). Although it is difficult and challenging, teachers still need to take notice of steps in preparing a lesson plan in order to make an ideal lesson plan as a guide for delivering a lesson.

Lesson plan is very important because a plan is the first step that must be prepared before doing anything so that the expected goals can be achieved optimally. Likewise, “lesson planning is an initial step before the learning process takes place” (Emiliasari & Jubaedah, 2019, p. 367). Good and proper planning will minimize potential problems in the process of teaching and learning activities (p. 367). A teacher must prepare a lesson plan before carrying out teaching and learning activities with benefits felt by students and teachers. In addition, the lesson plan is a tool that used to solve a problem that is being faced by students and teachers. Teacher as a planner will be able to predict an error that can occur and be experienced by students.

The teacher must be able to master the principles of the revised 2013 curriculum. Although teachers have different ways of making lesson plans, the principles and systematics of writing must be in accordance with the rules that have been used as standard references. “Lesson planning is a way for teachers to achieve goals namely the competencies of students” (Nurtanto, Kholifah, Masek, Sudira, & Samsudin, 2021, p. 346). From the lesson plan, the material that will be delivered in class will run effectively and will be suited to students' needs. It can make students have good learning competencies.

Teachers can avoid learning snares by organizing their lessons according to a lesson plan. Teachers will feel more at ease in the classroom with good planning. With the lesson plan, the learning process carried out by the teacher will be carried out neatly and in accordance with the curriculum. Then by using the 2013 curriculum, the Minister of National Education Regulation Number 103 of 2013 mentions several components that guide teachers in designing the 2013 Curriculum RPP, namely: main competencies (KI), basic competencies, indicators, objectives, materials, teaching activities, assessments and resources. KI and KD listed in the lesson plan must be in accordance with the syllabus of certain subjects. In the 2013 Curriculum, “students are no longer the object of learning, but students are the main actors of learning (students' center)” (Maba, 2017, p. 1). By contributing to the creation of the learning process' themes and resources, the students in this instance turn into the subjects of learning. The content standards, process standards, graduation competence standards, and even assessment standards have altered as a result of emphasizing the learning activities on the students' participation. This curriculum's implementation of assessment includes evaluating students' attitudes, knowledge, and skills for each level of education both during and after the learning processes (assessment of learning outcomes).

Through a strong and accurate process and planning, the teacher will be able to predict how much success he will achieve in carrying out the learning process for students. According to what has occurred and what is

happening right now, the teacher will have a better and more precise grasp of what the pupils should pay attention to in upcoming classes. To take advantage of all kinds of good and appropriate learning resources because at this time there is a lot of use and dissemination of information with various sources (Lopez & Hernandez (2021, p. 29). Teachers are required to be good at choosing the sources that will be given to students so that students do not feel dizzy. Good planning will be able to make learning take place well, systematically, organized and directed. Therefore, teachers can use and utilize time effectively for the success of the learning process. Thus, a good lesson plan is a lesson plan that promotes interactive learning.

Interactive learning involves facilitators and learners, encouraging and expecting learners to participate, using questions to stimulate discussion, emphasizing the value of answers, giving participants hands-on experience, and engaging the pupils in their learning. It is “organized to meet objectives, builds on existing skills, provides for a range of learning styles, cultivates transferable, independent learning, and uses teaching aids to gain and retain attention” (Senthamarai, 2018, p. 36). Teachers are required to be active in processing lesson plans in order to achieve the learning objectives.

There are several possible steps to clarify how the lesson plan contributes to the improvement of learning, especially in learning English. The factors that influence this process are the first research lessons or real lessons, because they take place in the participants' classrooms in a real/face-to-face context. Therefore, lessons should have some realistic goals. Second, lessons are planned collaboratively by a group of teachers and then observed by peers, recorded, analyzed, discussed, and reflected. During the initial investigation stage, the teacher investigates the characteristics of the learners and the content of the curriculum. They then develop student learning objectives considering the curriculum, school objectives, and existing standards. During the second phase (planning), the teacher develops research learning that includes student learning plans, designs, and learning objectives. In the third stage, a research lesson, one team member conducts a research lesson in a real

class while another member observes the lesson to collect data. The last stage is “where team members share the collected data and reflect on the lesson plan by considering the lesson objectives that have been set” (Arslan, 2018, pp.2-3). The skills that must be developed from the data that have been obtained in this study are writing.

Writing is a crucial talent for developing programs and staff training, marketing and fundraising efforts, as well as conducting and efficiently disseminating research, making it a crucial competence for future parks and recreation workers. Writing is "a necessary but difficult skill that students must learn if they are to fully benefit from educational, professional, and civic obligations" (Burk, 2020, pp. 1-5). Teaching pupils to write is a task given to schools and the teachers who work there. Writing instruction knowledge "may be acquired from many diverse sources, including one experience teaching or being taught to write, witnessing others teach writing, and guidance supplied by writing professionals," according to one study (Graham & Alves, 2021, pp. 1613-1621). Without scientific testing, it is difficult to say whether much of the knowledge teachers learn via these techniques is efficient, applicable, or trustworthy. The most appropriate strategy used in “writing is interactive learning” (Prabantoro, 2018, p. 13). This strategy can make students active in class and make students solve problems and they can analyze generic structures, language features, and social functions so that they can write well. Before the teaching and learning process or giving at the beginning of the material, the teacher prepares lesson plans as a teaching strategy student. The strategy is used to solve student problems so that they can receive the material well. The strategy used by the teacher must be in accordance with the material and with student problems. Therefore, the teacher applies through several steps: create groups, and tell each other a little bit with discussion. With discussion, many ideas will be collected. This makes it easier for students to write.

Teachers should incorporate exercises that promote creative writing habits, as well as reading and listening exercises that will foster students'

creativity. Writing studies play a significant role in the development of writing abilities, which include effectively expressing ideas through writing. The current knowledge is "examined and combined with the new knowledge" in writing studies, where the student must develop a new product" (Isci, Kirmizi, & Akkaya, 2020, pp. 718 - 732). As a result, the relationship between listening and reading skills and creative writing—which is regarded as one of the new writing approaches in education—was taken into account in this section, and the writing produced by junior high school students was assessed for its adherence to the creative writing criteria and for its content.

Furthermore, lesson plans must be prepared creatively by the teacher in implementing the 2013 curriculum. Research in the area of lesson plans to promote interactive learning includes some clusters. For example, **Lesson Plan** (Nurtanto, Kholifah, Masek, Sudira, & Samsudin, 2021, Emiliasari & Jubaedah, 2019, Bin-Hady & Abdulsafi, 2018, Arrozy, 2019, Lopez & Hernandez, 2021), **Interactive Learning** (Senthamarai, 2018, Arslan, 2018), **Strategies for teaching writing** (Burk, 2020, Graham & Alves, 2021, Prabantoro, 2018), **Media for teaching writing** (Nurcahya & Sugesti, 2020, Palobo, Sianturi, Marlissa, Purwanty, Dadi, & Saparuddin, 2018), **Application to support teaching or learning writing** (Winardi, 2020, Adloo & Aghajani, 2018, Lastrapes & Baker, 2019), **Students' writing products** (Isci, Kirmizi, & Akkaya, 2020, Zhu & Li, 2017, Ilinawati & Sijono, 2020).

In the world of education, 21st century skills must be taught. However, there are still those who do not teach 21st century skills. As Arrozy (2019, p. 1) said that "the lesson plan made by a teacher in research was slightly inconsistent with the expected lesson plan in developing 21st century life skills". The lesson plans made in the goal column do not mention that the learning objectives are to develop 4 skills, namely critical thinking, collaboration, communication and creativity (p. 1). Meanwhile, 21st century skills are used by the government to prepare students to become individuals who have factual intelligence, emotional intelligence and spiritual intelligence.

The importance of teaching 21st century skills is to train students' skills by leading to the learning process. Where 21st century learning focuses on student centeredness with “the aim of providing students with thinking skills including: (1) critical thinking, (2) problem solving, (3) metacognition, (4) communicating, (5) collaborating, (6) innovation and creativity, (7) information literacy” (Mardhiyah, Aldriani, Chitta, & Zulfikar, 2021, p. 36). Therefore, it is hoped that education can create quality human resources in the field of information technology and also the human aspect because 21st century learning is more integrated with knowledge and skills.

In the fact, nothing is unclear in the development of the lesson plans. In each lesson plan, it is always based on the objectives and implementation in accordance with the learning curriculum. Fujii (2016, p. 1) argues there is no doubt that “a lesson plan is a necessary product of lesson study”. This means that in the development of lesson plans, it is very clearly structured in order to achieve student learning success.

In the application of lesson plans in the current era, it is required to meet the criteria of 21st century skills. So it is very important that the learning process must be clearly considered and developed when learning in class. This fact also is revealed by Ramayani (2021, p. 32) that “the intended target must be clear and directed, marked by the teaching objectives formulated must be clear and concrete”. It will bring up interactive writing.

Learning to write that is not interactive, how can it be interactive? Students learn how to construct a paragraph using the writing process known as interactive writing. To improve students' competence to be interactive in writing, the teacher's role is very important as a facilitator, as teachers often communicate with students, both individually and in groups in class, especially in learning writing. This fact also is revealed by Wirhayati (2020, p. 25) that “writing is exchanged between teachers and students as part of the process”. Can be in groups of students (p. 25). The aim of knowing the development of writing skills in English Department students through interactive methods.

This interactive writing is very important because by allowing them to immediately mimic the teacher's demonstration, pupils are taught how to write effectively. By following the teacher's lead and cultivating the proper frame of mind, interactive writing aids students in developing their writing abilities. By following the teacher's guidance directly, students write better than using their own writing. Interactive learning to English writing classes, "it will be useful to explore the impact of interactive learning on writing itself, namely developing students' competencies" (Peng, 2019, pp. 779-782). With the development of student competence, interactive learning will be created, especially in writing in the 21st century.

The implementation of appropriate learning plans for 21st century skills through interactive writing learning, the teaching process will easily be developed correctly and clearly. The researchers believe it all needs to be done because it will create an achievement of student competence in the field of knowledge and skills. Mardhiyah, Aldriani, Chitta, & Zulfikar (2021, p. 30) states that "the 21st century is centered on the development of the Industrial Revolution Era 4.0 which prioritizes knowledge as the main spear". Knowledge is not enough to realize the Industrial Revolution Era 4.0 because a balance between knowledge and talents is necessary as the basis of quality human resources in the times.

1.2 Identification of the issues/phenomena

To identify the existing problems, during teaching internship, the researcher observed the teaching and learning process in class VIII Islamic Junior High School in Cirebon, West Java, and then interviewed the English teacher. After making observations and interviews, the researcher learns more about the issue's origin in relation to the classroom's teaching and learning of writing. Three categories are used to group the issues that students encountered in class and how they affected their writing performance. They are teachers, lesson plans, and student textbooks. The teacher is the first factor that contributes to students' writing ability. The method used by the teacher to deliver lessons and provide learning materials is a problem that has an impact

on both teaching and learning. By incorporating creative teaching into their classes, teachers undoubtedly play the most significant role in improving students' capacity for creative thought (Akyildiz & Celik, 2020). So, the teacher is the main factor in students' writing ability.

Lesson plan is the second factor that contributes to students' writing ability. It will be very influential in developing student competencies. As explained by Lopez & Hernandez (2021, p. 24), “lesson plan is an important issue in ELT”. A crucial component of teaching practice that contributes to the growth of competences to improve student learning is lesson planning (p. 24). As an illustration, planning reflects the present while also reflecting the future (p. 25). Therefore, in the process of developing student competencies, it is necessary to have a student textbook.

The student textbook is used as the main reference by the teacher. Acar state that “additionally, action-oriented English textbooks should be created to develop students as social agents rather than only communicators.” (Acar, 2020, p. 38). This research intends to close this gap by introducing ELT textbooks with action-oriented approach-influenced design (social-action-based learning). As a result, most of the activity writing is based solely on these sources. It rarely combines activities with other interesting activities, such as using pictures as a medium to stimulate students' ideas and others. Then, based on the information obtained in observation, the teacher's steps in delivering the material do not reflect the recommended order of instruction in language teaching and learning process in which the teacher should ideally provide student input texts as a model before discussing more about certain items of certain types of text. And the teacher uses Indonesian more often when learning which causes students' writing skills to be difficult because of the lack of English vocabulary. So, this way of presentation has not been able to accommodate students to learn language and write effectively.

Therefore, the researcher chose a particular problem under investigation because all three factors included the research objective in developing an interactive lesson plan. Teachers, interactive lesson plans and

student textbooks, the three factors which must be related. By making interactive lesson plans, it will be easier for teachers to teach, and students will understand better. With the textbook, it will really help the teacher in doing the work. This fact also is revealed by Mamadaliev, Jabborova, Umarova, & Abdullayeva (2020, p. 612) that “textbooks are recognized as the main instrument of teacher work and as one of the main tools of the education system”. The difference in the learning plan during the learning process also causes students' writing problems to be disrupted. Consequently, if the lesson plan does not fit, the ideas that will be written will not develop.

1.3 Delimitations and focus of the study

Regarding the limitations that the author has, this research focuses only on efforts to develop lesson plans that promote interactive learning on writing greeting and invitation cards for class VIII Islamic Junior High School. The researcher did not touch some parts related to this research like speaking and media because the research only focused on the purpose of how to make interactive learning designs for writing skill. The researcher chose the lesson plan to be developed in this research because this product is important to be used as a trigger in the learning process, especially English. With interactive learning, the learning process in the classroom will be more comfortable and directed. As Nurcahya & Sugesti (2020) state that along with increasing information, the teaching and learning process helps students develop their critical thinking abilities, creativity, and other personality traits including responsibility, tolerance, productivity, and adaptability. Therefore, this research is very important to do because it tries to reveal how to develop lesson plans to promote interactive learning through Greeting and Invitation Card materials.

1.4 Research questions

Considering the context of this study, this study addresses the following questions:

- 1) What are the characteristics of interactive learning in English lessons?

- 2) How can lesson plans promote interactive learning on writing Greeting and Invitation Cards?

1.5 Aims of the research

The main aim of this study was to determine how the teacher develops lesson plans to promote interactive learning on writing Greeting and Invitation Cards. This research aimed to answer these two main aims:

- 1) to find out the characteristics of interactive learning in English lessons.
- 2) to find out how lesson plans can promote interactive learning on writing Greeting and Invitation Cards.

1.6. Significances of the research

The research has the same goal academically. It is intended that every research must be useful and beneficial to spread knowledge to other people, both those who want to continue research in the same field or who just want to increase their knowledge about the world of teaching and learning English. According to Syafnidawaty (2020), the benefits of research are objective narratives that describe things that are obtained after a research objective has been fulfilled. The benefits of research can be theoretical or practical, for example solving problems on the object under study. This study is no wonder it has two research significance. That's theoretical and practical.

1.6.1 Theoretically

Future academics that undertake research on the same topic can use the findings of this study as a guide. The research should also provide a clear idea of how to develop lesson plans that can promote interactive learning. Regarding the contributions of the research in the theory of the field and in the field of TEFL/ELT, the teacher makes an active learning plan and is in accordance with curriculum 13. As said by Rezkyana (2021) it is advisable for teachers implementing the 2013 curriculum to be creative and innovative in meeting teaching objectives. That way, it will affect the next process in supporting the making of lesson plans that are able to create interactive learning.

1.6.2 Practically

This study is anticipated to help researchers gain a deeper grasp of how imaginative lesson ideas are made. This research is also useful for teachers to apply lesson plans in the process of learning English in a good way. Then, this research will be useful for future teacher candidates who are interested in making and implementing lesson plans when teaching in class. The contributions of the research in the practical application in the field of TEFL/ELT, lies in redefining pedagogical content knowledge by probing what teachers understand about the subject matter inside the institutional curriculum framework (Deng, 2018). Teachers are able to understand the contents of the lesson plans and are able to carry out classroom learning well within the parameters of the prepared lesson plans through strategies that can achieve success in developing student learning outcomes. Teachers are able to create more interactive classes.

1.7 Theoretical foundation

This point presents the theoretical foundation. The theoretical foundation provides the reader with underlying theories related to the research problem; interactive learning, lesson plans, teaching writing, Islamic junior high school.

1.7.1 Interactive learning

Because it needs both teacher and student adaptation, interactive learning is not something that classrooms can implement overnight. All parties concerned must adjust to a more adaptable and open-ended classroom process as part of that endeavor, complete with cooperation, choice, and adaptive course correction. It is an all-encompassing approach to education. Students who participate in interactive learning should develop their critical and reflective thinking, research, and assessment skills. These abilities will enable them to take proactive steps to safeguard, improve, and advocate for their own and others' health, welfare, and safety. Students use their personal and social

skills "to collaborate with others in learning activities, to value their own and their peers' strengths and abilities, and to develop a range of interpersonal skills like communication, negotiation, teamwork, leadership, and an appreciation of different viewpoints" (Senthamarai, 2018, p. 36). Interactive class formats are far more comprehensive since they emphasize student participation with new material. Less knowledge is regurgitated in classes that value interactive learning, and more conversation, critical thinking, and open-ended questions are encouraged. As a result, instructors may serve students with a variety of learning needs.

Regarding one aspect of interactive learning, namely the necessity of close interaction between teachers and students. This means that in conditions of online learning like this, teachers are required to be active in interacting with their students. When teacher learning can be done directly with video and voice, they can also activate the chat feature to simply ask them how they are. This means that the teacher must be a facilitator. Wava (2018) cited in Suparman in Tarhuri in his book Abdul Madjid, "interactive learning has the following characteristics: 1) There are variations of classical, group, and individual activities; 2) The mental involvement (thoughts, feelings) of students is high; 3) The teacher acts as a facilitator, resource person, and class manager democratic ones; 4) It implements multi-way communication patterns; 5) It has flexible, democratic, challenging, and steady class environment controlled by purpose; 6) It is potential to produce a more effective accompaniment impact; 7) It can be used inside or outside the classroom" (Wava, 2018, p. 30). In addition, there are different interactive learning methods that teachers might use.

In interactive learning the teacher can do a type of micro learning, namely the teacher starts the lesson by introducing the concept, then interspersed with videos, conducting discussion sessions, and ending with interactive quizzes. That way, learning becomes short and

clear. That students are not easily bored when the teacher is doing learning in class. Kokoulina (2020) said that micro learning is a method of learning that emphasizes skills and disseminates knowledge in manageable, highly targeted chunks. It is the best method for obtaining prompt solutions to particular issues.

1.7.1.1 Problem Based Learning (PBL)

One of the instructional strategies that tries to enhance student proficiency in the current globalized period is problem-based learning (PBL). As the starting point for further learning that is resolved by study and application utilizing a problem-solving method, this learning model exposes genuine challenges to pupils. Problem Based Learning (PBL), according to Duch (1995, p. 201), is a teaching strategy that requires students to "learn how" to learn by collaborating in groups to find solutions to issues from the real world. That is, the objective of the problem is to pique students' interest in the subject matter.

The most important characteristic of the Problem Based Learning (PBL) model is the emergence of problems at the beginning of learning. The characteristics of the Problem Based Learning model are:

- a. It starts with asking a question or problem
- b. It focuses on interdisciplinary interrelationships
- c. Genuine (true) investigations. Students that are involved in investigations examine and articulate problems, create and anticipate hypotheses, gather and analyze data, do experiments, come to conclusions, and summarize the outcome.
- d. It produces products and showcases them
- e. There is a collaborative action among students. This means that in this learning model, students work together to solve challenges as part of their learning assignments.

There are several characteristics of the Problem based learning process according to Amir (2007, p. 23) including:

- 1) Problems are used to start learning processes.
- 2) The problems used are real world problems which is presented floating.
- 3) Problems typically call for multiple viewpoints.
- 4) The issue makes it difficult for kids to study in the area of novel learning.
- 5) It places a great priority on independent learning.
- 6) It utilizes varied sources of knowledge, not from a single source.
- 7) Cooperative, communicative, and collaborative learning are all used. Students exhibit their work, interact with one another, and work in groups.

In addition, the Problem Based Learning (PBL) learning model has been steps; a) orienting students to problems, b) organize students to learn, c) guide individual and group investigations, d) develop and present works, e) analyze and evaluate the problem solving process.

It is clear from a number of justifications for the elements and procedures of problem-based learning (PBL), there are three essential elements, namely the existence of problems, student-centered learning, and learning in small groups. Which in interactive learning also occurs interactions between students and teachers, other students, and learning materials. Whose application is by holding discussions between teachers and students in solving problems in a learning material.

1.7.2 Lesson plans

A lesson plan is a document that outlines the trainer's strategy for achieving the desired learning outcome. The best way to deliver efficient and interesting lessons is through lesson plans. Lesson plans are

useful students achieve their objectives, in line with the curriculum of your course. However, making lesson plans is not easy. In the stressful world of education, it is difficult to find time to create self-inspired lesson plans (Corner, 2020). There are several ways that must be done in order to make lesson plans that promote interactive learning.

Teachers are required to possess to focus learning on the character building of students. In drawing up a lesson plan, several basic principles are required to be fulfilled. They are 1) knowledge, 2) consideration of individual differences, 3) variety, 4) coherence and cohesiveness, 5) flexibility, 6) feedback, and 7) integrating ICT (Saputra, 2019). In the formation of the character of students there are 3 aspects that include it, namely: knowledge, skills and attitudes (Yulia, 2021). From the aspects, it will be linked in the formation of the lesson plans component. There are components of lesson plan, namely profile, objectives, materials, procedure, assessment.

Making lesson plans is not easy. Before planning learning, a teacher must do several things. Bin-Hady & Abdulsafi (2018, p. 277) state that they include: “1) reading content that is pertinent to the lessons being taught, 2) thinking regarding the goals and techniques that will be employed, 3) thinking regarding the challenges that the pupils will experience so that the instructor can modify the information to be provided, 4) paying close attention to how much time the teacher will require for each step of the lesson, 5) ensuring the instructor allots enough time for student-teacher interaction, 6) trying to include additional learning activities”. Some of the things above need to be done in planning, teaching and writing lessons.

1.7.3 Teaching writing

Writing is the act or process of one who writes. Teaching writing as a productive talent requires teachers to direct students to express themselves in written form and requires more components of abilities, which are different from speaking, such as utilizing appropriate

words, right sentences, and perfect spelling. Writing and speaking are fundamentally distinct forms of communication (Grant, 2017). Although both use language to convey ideas, good writing does not always translate into good speech. When students speak, they can gesticulate, make facial expressions, ask questions, or muddle through; nevertheless, when they write, they must employ actual visual language to convey their ideas.

In teaching writing, researchers typically try to avoid repetition. The reader may get bored reading repetitive writing because it lacks creativity. The ability to immediately go back and reread something if you missed it to amend the incorrect writing also eliminates the need for repetition. As you reread notes, you can correct and clarify notes so that they are easier to understand. Rereading notes can also be an exercise to improve reading skills (Carmelita, 2021). Next, it may be important to use complex sentences to give the appropriate amount of clarity and description. Additionally, with the proper punctuation, complicated phrases can be made simpler to read. Lastly, the author typically wants to choose the words extremely carefully because they can be read again and again by readers. A well-selected word frequently makes or breaks the message you're trying to convey.

As classes become increasingly writing-intensive, students will learn about four fundamental forms of writing. There are Descriptive, Narrative, Persuasive, and Expository (Morin, 2020). Narrative writing tells a story. This kind of writing is also appropriate for plays, imaginary stories, and even summaries of works your child has read or plans to write. Students will spend a lot of time studying how to create narratives because it is perhaps the most commonly utilized of the four most popular forms of writing. Descriptive writing is used to create a vivid picture of an idea, place, or person. It is much like painting with words. It only focus on one subject and uses specific detail to picture. Expository writing is devoid of descriptive detail and opinion.

Persuasive writing contains an explanation of the opposite point of view and uses statistics, facts, or both to disprove that opposing view and support the writer's position. Examples of persuasive writing include debate position papers, essays, book or concert reviews, and editorial pieces such as letters to the editor.

1.7.3.1 Greeting and Invitation Cards

Greeting cards are cards to congratulate, for example congratulations on a wedding, getting a winner, the birth of a baby, graduation, etc. An invitation card is a card made with the aim of inviting someone to an event, for example, to invite friends, relatives or anyone to a birthday party, wedding, etc. This fact also is revealed by Oktaviana (2021) who said that a greeting card is a letter usually decorated with a picture that is used to congratulate, wish someone, and so on. In addition, the forms of greeting cards include congratulatory cards, condolences/sympathies, and get well soon greeting cards. While an invitation card is written to invite someone to attend a special event, such as a birthday party, a wedding party, a farewell party, etc. Both have different characteristics.

Greeting cards have some characteristics. It has a structure consisting of a receiver (receiver), body (content), and sender (sender). Greeting cards in English have language features that include the use of expressions of happiness, congratulation, and apologizing. Selvia (2020) said that greeting cards consist of linguistic elements such as congratulations and greetings in the form of sympathy. In addition, the invitation card is characterized by a receiver and a sender on the text, date and place, the reason why there is a text about why the party/ anything else is held, and a number to write for the reservation.

Greeting cards are of many types, the first is a greeting card given during holidays and major holidays for example Eid

al-Fitr, a greeting card given to show gratitude for example, someone gives a greeting card to people who have contributed to life like father and mother. And the third, namely, a greeting card that is given as a congratulation for someone's achievement or achievement, for example, a greeting given when someone wins the class. Greeting cards are divided into 3 categories, namely greeting cards for holiday and seasonal events, greeting cards for gratitude, and finally greeting cards for special achievements (Kasanah, 2020). Invitation cards are written exactly the way normal letters are written except for a few details here and there. Essentially, there are two types of invitation cars: formal and informal. This fact also is revealed by Guswindari (2020) that there are two types of invitations, namely formal and informal. Formal invitation cards are written for formal events such as graduation ceremonies, a business event or party. In addition, it written to friends and family, for events like dinner, parties, or get-togethers. Invitations in English are called invitations.

1.7.3.2 Lesson Plans for Greeting and Invitation Cards

The importance of interactive learning is that it is compatible with language learning. One component of language learning is interactive, learning is also directed to interaction, including writing. Istenes (2016) said that there are six parts to learning a language: writing, speaking, listening, grammar, reading, and vocabulary. The interaction between the reader and the writer who wants to convey his message can be created in writing. The teacher can make a lesson plan which can bring up elements or interactivity in writing, especially on the greeting and invitation card material in Islamic junior high school.

1.7.4 Islamic Junior High School

Islamic junior high school which we usually shorten to MTs or Madrasah Tsanawiyah. Madrasah are Islamic educational institutions

(Ma'zumi & Jakaria, 2012; Hoel, 2016) as quoted in Purwati, Zubaidah, Corebima, & Mahanal (2018, p. 842) explaining that “Madrasah teaches students the basics of Islamic values and general knowledge”. One way to create meaningful learning is to integrate learning with Islamic values that can be done. According to the Indonesian Education Law No. 22 Year 2003, the purpose of national education is to create human beings who believe, fear Allah SWT, have noble character, are healthy, knowledgeable, capable, creative, independent, and responsible (p. 842). This goal is in line with the goals of Islamic education, which is not solely aimed at obtaining intellectual and material satisfaction, or worldly achievements, but also forming intelligence and intelligent humans who recognize Allah SWT as the creator of humans and the universe.

Learning in Madrasah and learning in public schools are different. The distinguishing characteristic is that Madrasah learning links science concepts with students' real experiences as Muslims, which in turn will result in create meaningful learning. As stated by Lubis (2015) cited in Purwati, Zubaidah, Corebima, & Mahanal (2018, p. 842) that “integrating Islamic values into science learning requires the selection of an effective approach, strategy in the learning process”. In addition, teaching materials such as syllabus, lesson plans, media, and other instruments must be prepared properly and accordingly, so that their implementation can run well.

There are three types of madrasah. Madrasah Ibtidaiyah (MI) is equivalent to Elementary Schools (SD), Madrasah Tsanawiyah (MTs) is equivalent to Junior High Schools (SMP), and Madrasah Aliyah (MA) is equivalent to High Schools (SMA). Madrasah are established by following a tiered system and modern school forms, such as “Madrasah Ibtidaiyah that is the same as elementary school (SD), Madrasah Tsanawiyah that is the same as junior high school (SMP), and Madrasah Aliyah that is the same as senior high school (SMA)” (Siregar, 2018, p.

8). Islamic junior high school is usually called MTs or Madrasah Tsanawiyah. Madrasah Tsanawiyah is the basic level of formal education in Indonesia, which is on a par with junior high school, and managed by the Ministry of Religion. Madrasah Tsanawiyah education is taken within 3 years, starting from grade 7 to grade 9.

1.8 Previous Studies

Some related studies, for example, Burk (2020), Graham & Alves (2021), and Prabantoro (2018) discuss the use of strategies for teaching writing. Burk (2020, pp. 1-5) did a strategy to explore the use of rubrics, and to expand students' opportunities as an efficient teaching and learning tool for both students and instructors. In the current study, the author will observe the use of lesson plans in learning writing in the classroom to design interactive learning between teachers and students.

Graham & Alves (2021, pp. 1613-1621) created a roadmap by drawing on three sources of scientific evidence: single case design studies, experimental and true writing intervention studies, and qualitative studies of how outstanding literacy teachers teach writing. They indicate that the scientific evidence from these three sources promote the development of writing programs. However, in this research, the author will make a product in the form of a lesson plan that includes interactive learning on writing skills. Lesson plan is important tool to solve a problem that is being faced by students and teachers who teach.

Prabantoro (2018, p. 1-15) takes an approach that is developed through descriptive qualitative analysis. In the research, learning writing strategies in narrative text and its application are discussed. In contrast to Prabantoro (2018), in this research the author uses a qualitative approach, but the phenomenon discussed here is how to create lesson plans that can promote interactive learning on teaching writing. This is important to create good writing. It does not only need a great strategy, but also an interactive learning design.

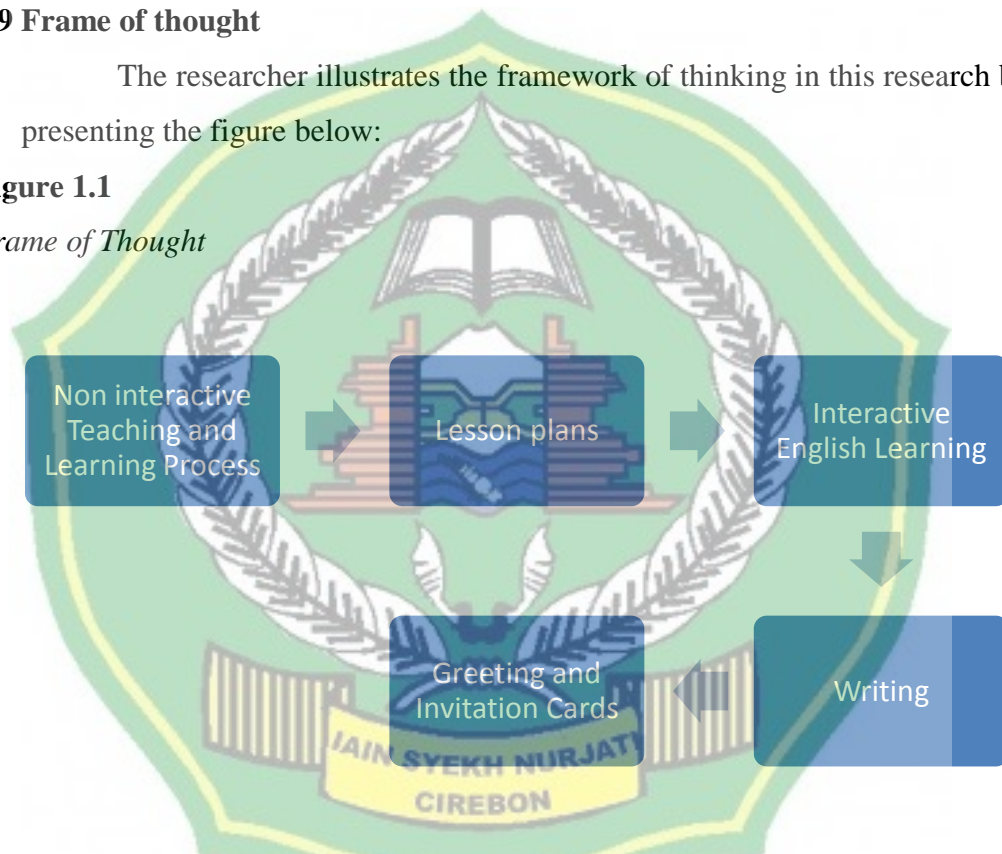
Previous studies have good findings to serve as inspiration and examples of research on lesson plans that can promote interactive learning in teaching writing. Each section has different results and conclusions. However, this study would like to discuss a different matter. Previous research has not discussed how lesson plans can promote interactive learning on writing greeting and invitation cards, especially in Islamic junior high schools. Therefore, this research can be something new in creating interactive learning.

1.9 Frame of thought

The researcher illustrates the framework of thinking in this research by presenting the figure below:

Figure 1.1

Frame of Thought



The context of the 21st century has changed and it is necessary to prepare for learning, in that learning English there are four contexts, namely speaking, writing, listening, and reading. Because one of components of learning is interactivity, it is necessary to make a lesson plan to promote interactive learning in learning writing. To achieve interactivity in writing, the researcher applied it through one of the English language materials, namely greeting and invitation cards.

1.10 Research Method

This section presents the research method. The theoretical foundation provides research design and steps of research, sources and types of data, data analysis techniques and research timeline.

1.10.1 Research design and steps of the research

In making this lesson plan, the research approach was developed in a qualitative way because data are in the form of words. Moleong (2010, p. 5) states that “qualitative research is research that intends to understand the phenomenon of what is experienced by the subject of research such as perception, action, behavior, motivation, holistically, and by means of description in the form of words and languages”. This research was conducted to reveal how to make lesson plans to promote interactive learning on writing Greeting and Invitation Cards.

The type of qualitative research in this study is Research and Development (R&D). The researcher uses R&D because this research focuses on discussing the product of research development. Gall, Borg, & Gall (2003, p. 571) argue that “educational R&D is a process of developing education in design new products and procedures”.

Ten steps are included in the version of R&D. There are as follows: 1) involved research and information collecting or need analysis. It included the review of literature, classroom observations, and preparation of a report of state of the art. Steps 2 & 3 consisted of planning and developing the preliminary form of the product. Planning included defining skills, stating objectives, determining course sequence, and small scale of feasibility testing. Developing preliminary forms of product included preparation of instructional materials, handbooks, and evaluating devices. 4) Involved preliminary field testing. It included interview and questionnaire data collected and analyzed from the school. 5) Consisted of main product revision, revision of product as suggested by preliminary field-test result. 6)

Was about main field testing. Main product revision used quantitative data on the subject's course as evaluation. Operational product revision happened in step 7, revision of product as suggested by the main field-test result. Next, for step 8 and 9 involved dissemination and implementation (p. 571). It is a report on products at professional meetings and journals. Researchers worked with a publisher who assumed commercial distribution. It state that “monitor distribution to provide quality control” (Gall, Borg, & Gall, 2003, pp. 570-571). The Institute of Education Sciences, U.S. Department of Education and the National Science Foundation (2013) state that in some cases, funders will expect all four stages to be completed within a single project.

In other cases, Design and Development Project may entail sequential projects. Therefore, the researcher adapted the stages of Gall, Borg, & Gall (2003) including:

- (1) planning,
- (2) developing the product and
- (3) evaluating the product.

1.10.2 Sources and types of data

Source of data refers to the origin data obtained and collected by the researcher. In answering research problems, one or more data sources may be needed, this really depends on the need and sufficiency of the data to answer research questions. The data were taken from an English teacher, students, and expert. The researcher choose this source of data because teachers, students, and expert contribute to learning English at the school. Teachers, students, and expert contribute to each other in creating interactive learning, especially in writing.

This data source will determine the type of data obtained, whether including primary data or secondary data. It is said to be primary data, if the data is obtained from the original / first source; whereas it is said to be secondary data if the data is obtained not from

the original source / first source but rather from the presentation from other parties. For this reason, in this section, several things that need to be stated are who and what the data source is, what types of data obtained from the data source are, and what the reasons for choosing the data source are. This is necessary to ensure that the credibility of the research data collected is guaranteed because it is obtained from the right source of data. The researcher chose primary data because it is the main data to get information about ways to develop lesson plans that can promote interactive learning in Greeting and Invitation Card materials in learning English at 8th grade of junior high school 4 Cirebon. Sugiyono (2012, p. 308) stated that “primary data are the data that have been taken directly from participants that correlated with this research”. The researcher chose secondary data because they are the data supporting this research. Sugiyono (2010, p. 193) stated that “secondary data use the data taken indirectly from respondents with data taker”. The secondary data were data collected from the lesson plan.

1.10.3 Data collection techniques and instruments

Data collection is a method of interview & documentation. Data collecting is the most important activity in the research. This study using method of collecting data as follows.

1.10.3.1 Interview

The researcher chose the interview as a technique to collect data because the researcher needed to communicate directly with the teachers, experts and students were the object of this study to obtain concrete data. According to Nazir (2005, p. 193), “an interview is the process of getting information for research purposes in the form of questions and answers done, in private interaction between the interviewer and the respondent by using a tool called an interview protocol”. In addition, interview is a process to get information for the

objective of research through interview. Privately interview with respondent uses a tool that are called an interview guide. This method used to know the teaching in learning process of an English subject at the classroom, the criteria and standards in the lesson plans that promote interactive learning for English lessons, and students' response in learning English and other things related to the study.

In this section, the researcher conducted a semi structured interview with the students to get some information that will be needed for this study. These “interviews involve semi-structured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants” (Creswell, 2012, p. 23). The interview will be about how interested in writing thus making the lesson plans that promote interactive learning. The complete instrument will be explained in Appendix 1.

1.10.3.2 Documentation

The researcher chose documentation as a technique to collect data because documentation can record and can combine collection of the data. Ary state that “documentation refers to a wide range of written, visual materials, and physical, including what other authors may term artifacts” (Ary, et. al, 2010, p. 442). The researcher uses written documents to gain an understanding of the phenomenon under study. Arikunto (2006, p. 10), "the method of documentation is to find data about things or variables in the form of books, transcripts, notes, newspapers, magazines, inscriptions, minutes of meetings, and so on". Documentation that the researchers get is from the process of interviews, field notes and files from the institution like syllabus as instruments to collecting data.

In addition, the researcher knows of teaching in learning writing activities. Researchers processed the data by combining several notes from the interviews, and documentation. The complete instrument will be explained in Appendix 3.

1.10.4 Data analysis techniques

The data analysis techniques are interviews, and documentation. Data analysis that was used in this research follows the steps. 1) The researcher did semi interviews with English teachers and students for exchange information and ideas through question and answer. By conducting semi interviews, it directly constructed in a particular topic and “researchers will find out more in-depth things about participants with the interviews in interpreting situations and phenomena that occur that are impossible to find through observation” (Sugiyono, 2009, p. 9). 2) The researcher recorded an event that happened and found data about things or variables in transcripts. The method of documentation is “to find data about things or variables in the form of books, transcripts, notes, newspapers, magazines, inscriptions, minutes of meetings, agenda and so on” (Arikunto, 2006, p. 10). There were two stages in the research:

Stage 1 (Answering research question no. 1)

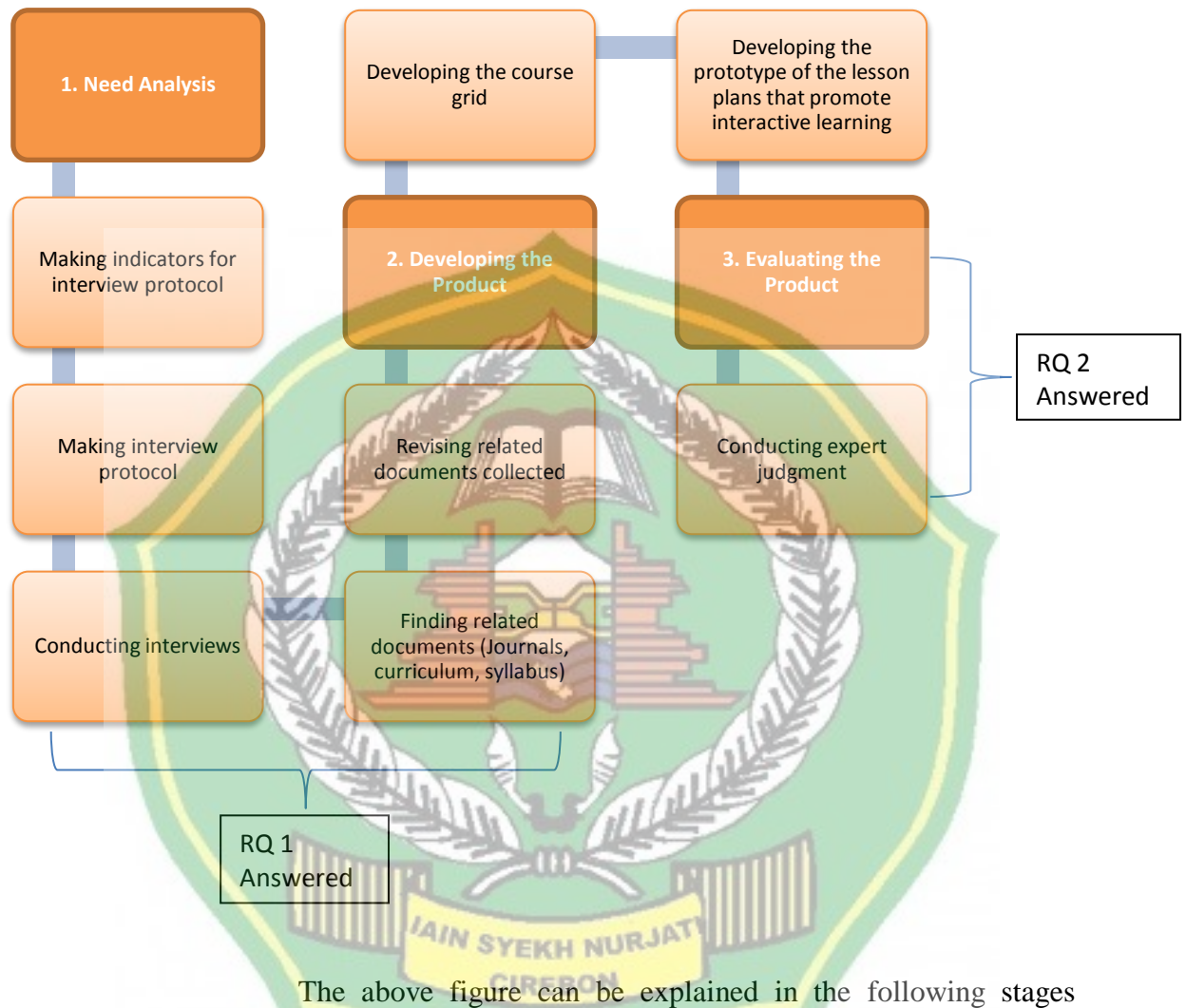
Researcher prepared to organize the data collected from interviews and documentation. The recorded data from the interview were transcribed. The frequency and percentage were analyzed in order to obtain descriptive statistics from data collected by interviews, and documentation.

Stage 2 (Answering research question no. 2)

The researcher made coding data into categories in interpreting the respondents.

Figure 1.2

Procedures of Research and Development Stages



The above figure can be explained in the following stages adapted from Gall, Borg, & Gall (2003):

1. Need Analysis

The first step of this study was planning and conducting needs analysis to investigate the students' needs concerning interactive learning in terms of the wants, lacks, and necessities. The researcher collected the data related to the students' needs through distributing needs analysis. The second step was studying literature to gather the knowledge related to the development of lesson plans that promote interactive learning based on multiple intelligence.

2. Developing the Product

In this stage, the researcher improved some documents as the product of this research. The documents as follows:

a. Course grid

Course grid is the summary of all aspects that would be improved in learning materials including identity of school, subject, grade, semester, topics, basic competencies, learning materials, activities, media, time allotment and assessment.

b. Prototype of the lesson plans that promote interactive learning

This step was writing the draft of the lesson plans for eighth grader students. It was be expanded with the consideration of the result of the need analysis, the guideline of the course grid and the related theories to amplify it.

3. Evaluating the Product

After developing the product, the next step was to evaluate the appropriateness of the product for the teachers in terms of its language, content, presentation and graphic as suggested by Badan Standar Nasional Pendidikan (BSNP). This step includes the following steps.

a. Getting expert judgment

The quality of the developed product was assessed by material and learning evaluation adapted from BSNP. Getting expert judgment was expected to investigate the quality of the product before implementing the interactive learning to the students. The developed lesson plans validated by the experts were called the second draft.

1.10.5 Research Timeline

This research needed four months to be investigated starting from writing a research proposal until finishing writing. This research began from March 2022 to June 2022.

Table 1.1

Research Timeline

Action Research Timeline

| No | Activities | Month | | | | | | | | | | | | | | | |
|----|---|-------|---|---|---|-------|---|---|---|-----|---|---|---|------|---|---|---|
| | | March | | | | April | | | | May | | | | June | | | |
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1. | Research permit | | | | | | | | | | | | | | | | |
| 2. | Research preparation | | | | | | | | | | | | | | | | |
| 3. | Research improvement | | | | | | | | | | | | | | | | |
| 4. | Instrumental try out of research proposal | | | | | | | | | | | | | | | | |
| 5. | Revision of research proposal | | | | | | | | | | | | | | | | |
| 6. | Asking agreement to the school for doing survey | | | | | | | | | | | | | | | | |
| 7. | Survey in the school environment | | | | | | | | | | | | | | | | |
| 8. | Analyzing data from observation, interview, and documentation | | | | | | | | | | | | | | | | |
| 9. | Making data conclusion | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | |
|-----|--------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 10. | Final report | | | | | | | | | | | | | | | | | | | |
|-----|--------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

