

CHAPTER I

INTRODUCTION

This chapter informs the research that deals with the research background, identification of the issue, the delimitation and focus of study, 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 Research

Some teachers still have less adequate competence, especially in designing or planning for teaching. Furthermore, based on the research conducted at a school in Yogyakarta, only 45% of the teachers could prepare lesson plans (Susetya, 2017, p. 134). Moreover, there is other evidence that shows that based on pre-cycle observations, the ability of teachers at one of the senior high schools in Karangrayung in the 2015/2016 academic year in preparing lesson plans independently is still lacking, this happens because most of them only copy. Some have ready their lesson plans (Rachmadi, 2017, p. 1). This problem appears because the time for making lesson plans for teachers are significantly less. Teachers are still challenged to determine methods and media due to book sources. Thus, lesson plan should be set up by teachers to facilitate the teaching process, and also lesson plans represent teachers' interpretations of subject material and how they use instructional materials, which are impacted by how well the teacher is educated about learners' prior knowledge and the topic to be taught (Taskin, 2017, p. 58). Therefore, the researcher raises the issue of developing a lesson plan in teaching because it is essential and helps teachers reach their target in education.

The lesson plan is essential as a teaching guide made by the teachers. This statement is reinforced that a lesson plan is defined as a procedure systematic way in which education and training programs are developed and structured with the goal of a substantial increase in learning (Reiser &

Dempse, 2007 as cited in Seel, Lehmann, Blumschein, & Podolskiy, 2017, p. 1). A lesson plan is needed for the teaching process since a lesson plan contains teaching strategies, materials, resources, assessment, and classroom interactions (Tagle et al., 2020, p. 259). The reference for making a lesson plan comes from the syllabus; the syllabus was used to create a lesson plan which might organize students learning activities to achieve basic competence (Mauliate, Rahmat, & Wachidah, 2019 p. 2). In conclusion, A lesson plan is defined as a systematic procedure in which education and training programs are developed and structured to increase learning. The lesson plan contains teaching strategies, materials, resources, assessment, and classroom interactions. The reference for making a lesson plan comes from the syllabus.

A procedure text is a type of text that describes how to accomplish things. Students will learn about the text components, such as the generic structure and language features (Solihah & Rustandi, 2020, p. 196). One of the essential competencies in the English syllabus for teaching English to ninth-grade students at Junior High School in Indonesia is expressing one's ideas in writing procedure text (Jupri, 2018, p. 108). However, the most common issues in learning procedure texts are lack of vocabulary, pronunciation error when practicing, a lack of practice time, and students' lack of motivation in the learning process. In this case, the teacher must assist students in organizing their daily activities steps efficiently (Darmadi, Sudarsono, & Regina, 2019, p. 212). Teachers also must motivate students, create the necessary situations for creative thinking, persuade them of the value of the activity, and stimulate them to earn substantial advantages. The typical difficulties in studying procedure text are a lack of vocabulary and incorrect pronunciation. In this scenario, the teacher must support students in efficiently planning daily activity stages. Teachers must also encourage students and provide the conditions for innovative thinking. So that's, teachers need to develop their lesson plan to focus on improving their ability to understand procedure text material.

Developing a lesson plan is needed to increase the activities of teachers and students in learning, especially in the context of the 21st-century lesson plans for teaching procedure text. Aspects that need to be considered in the development of lesson plans are essential competencies, indicators, materials, learning methods, learning steps, learning media, and learning resources and assessments (Gumrowi, 2020, p. 2). The learning program planning is a determination that includes the components of systematic learning. Systematic learning is a method of educational development that aims to fulfill educational goals more effectively and efficiently by organizing them logically and reasonably based on students, schools, and communities (Sudirman, 2017, p. 115). To enhance the activity of teachers and students in learning, lesson plans must be developed. While developing lesson plans, basic skills, indicators, resources, learning techniques, learning stages, learning media, and assessments are all factors to consider. Systematic learning is an educational development technique that tries to achieve academic goals more efficiently. The most recent research on education reforms and curriculum creation focuses on the needs for 21st-century skills and their integration and significance in the classroom (Saleh, 2019, p. 2). As a result, the idea of 21st-century talents has lately gained action in the literature. However, there is no agreement on what it implies or what talents it relates to. This term overlaps with other classifications such as transferable talents and soft skills.

This research about developing the 21st lesson plan contains some clusters there are **Developing lesson plan** (Sari, 2021; Ratnawati, 2017; Putri, 2016), **Teacher difficulties in creating lesson plan** (Kebritchi, Lipschuetz, & Santiago, 2017; Rapanta & Botturi et al., 2020; Fujii, 2019; Gunawan, 2017) and **Teacher preparation for making lesson plan** (Mensah & Jackson, 2018; Aimah & Purwant, 2018; Orhan & Beyhan, 2021; Emiliyasi, 2019). Then, the focus skill is focused on speaking skills that should be developed in learning English at Junior High School. There are also has some clusters in the speaking skills area that the researcher is interested in

exploring, and there are **The challenges for teaching speaking in procedure text** (Albiladi, 2019; Songbatumis, 2017; Nugroho & Nartiningrum, 2020) and **The strategies for teaching speaking in procedure text** (Krebt, 2017; Syakur, Sugirin, & Margana, et al., 2020; Syafryadin, Martina & Salniwati, 2019).

Highlighting the shortcomings of previous studies regarding developing lesson plans conducted by Sari (2021), Ratnawati (2017), and Putri (2016). The development of a lesson plan must be prioritized because several operational processes merely incorporate models and learning methods. However, the main weakness of their study is their lesson plan did not address how they infer in 21st-century learning, and the researchers did not describe the lesson plan in great depth. The research would have been more relevant if a broader range of lesson plans had been explored.

Further, when forming a lesson plan, there must be difficulties experienced by the teacher. Based on the quote, the lesson plan is generally perplexing because it is difficult to observe (Fujii, 2019). The study was helpful since it described how to build a lesson plan and prepare for it. Still, the previous studies about difficulties in preparing the lesson plan have not dealt with particular material in the lesson plan. Creating a lesson plan with detailed information will assist the instructor in implementing it in the classroom since the reader will understand when this lesson plan should be implemented.

Last, there is also some study on the strategies and challenges for teaching procedure text. Various studies examine strategies for improving speaking skills in procedure text and clarify the problems of teaching procedure text. However, the research solely focuses on learning strategies and teachers' challenges (Krebt, 2017). Although, students in the classroom require the ability to grasp anything and the appropriate learning media, practice, and evaluations. As a result, creating a 21st-century lesson plan for teaching procedure text has become crucial for both teacher and student.

It can be concluded from the shortcomings of previous research that lesson plans in the 21st century must adjust how they are used in the classroom (where the use of media is needed). In the process of making lesson plans, it must also be adapted to the needs of students. In the process of learning procedure text, the teacher has to change his focus, from being only concerned with the target value of students to whether this learning helps students in class or not. Therefore, the strategies and methods used in education must also be considered.

1.2 Identification of the issue/phenomena

To clarify the direction of this research, of course, some issues become the spearhead of the study. The researcher has identified the topics or issues/problems addressed in this study:

1. Teachers' difficulty in creating a lesson plan for teaching procedure text;
2. Inappropriate media for teaching procedure text;
3. Difficulties in determining an appropriate learning method for students;
4. Unable to condition the class;
5. Some teachers are not sure whether the class is running smoothly because there is no use of the lesson plan.

The researcher would like to investigate these five issues because the lesson plan is rarely implemented in the classroom. In the practical, most teachers infrequently design lesson plans. Most of them focus solely on grades, even though how the class operates must also be examined. As a result, the researcher is interested in discussing this issue to bring about change and innovation in the study.

1.3 Delimitation and focus of the study

The main objective of this study is to develop lesson plans for teaching procedure text at the junior high school level. And procedure text material aimed at ninth-grade students, since this procedure text material in each class differs significantly in terms of difficulty. So, the lesson is aimed at ninth-grade junior high school students. The lesson plan that will be developed

must also be suitable and fulfill the student's needs. In this research, the researcher will not discuss assessment, assignment, learning materials, evaluations, and modules related to procedure text, since the further discussion of these issues takes a significant amount of experience and time.

1.4 Research questions

1. What are the characteristics of the lesson plan in the 21st-century?
2. How is the lesson plan for teaching procedure text developed based on 21st-century skills?

1.5 Aims of the research

1. To explore how the characteristics of the lesson plan in the 21st-century
2. To develop the lesson plan for teaching procedure text based on the 21st-century.

1.6 Significances of the research

The researcher hopes that this research has relevance, which is separated into theoretical and practical meanings, as follows:

1.6.1 Theoretically

- 1) The reader will gain additional information and knowledge about making lesson plans in the 21st century for the learning process due to this research.
- 2) The study's findings may be valuable to English teachers in using a lesson plan in English lessons.

1.6.2 Particularly

- 1) English Teachers

This study teaches that using a 21st-century lesson plan as a new medium with students may be beneficial. Teachers can monitor student progress and determine whether or not lesson plans have been effectively implemented.

- 2) Students

Students might be more active in the learning process, and they can also be familiar with a 21st-century education. And the results of the study may be utilized as a source to help students learn more about procedure text.

3) Other researchers

To provide further information to other researchers that wish to undertake additional studies on a similar topic.

1.7 Theoretical Foundation

This section contains the theoretical foundation of the study. The theoretical basis presents the reader with the underlying theories relating to the research problems. The related theories to be understood in this study consist of 21st century skills, lesson plan, speaking skills and procedure text material, and junior high school.

1.7.1 21st Century Skills

In the 21st century, in the field of education, to thrive in a rapidly changing, technologically saturated society, schools must offer students a more extensive range of "21st-century skills". Scott (2015, p. 8) defines "21st-century skills" as defined as the understanding, abilities, and behaviours required to compete in the twenty-first-century profession, engage effectively in an increasingly global society, use new technology, and manage with fast-evolving workplaces. Voogt and Roblin (2010, p. 13) define "21st-century skills" as "new capabilities" which society is rapidly seeking of the present workforce and, in education, of the students who should be taught now for future professions and careers. Chalkiadaki (2018, p. 5) define 21st-century skills as embracing a vast spectrum of specific skills and professional qualifications, such as: Innovation, cognitive flexibility, critical analysis, collaboration (especially in heterogeneous groups), work autonomy, developed cognitive and communication skills, social and ethical competencies, responsible

national and global citizenship, awareness of interdependence, acceptance, and understanding of diversity, recognition, and development of personal characteristics, interactive use of tools, communication in mother tongue and foreign languages, mathematical and scientific knowledge.

21st-century skills include soft skills, life skills, essential skills, interpersonal skills, workforce skills, and non-cognitive skills (Jerald, 2009, p. 1). The future education must establish new ambitions, emphasizing the formation of a responsible and productive national and global civic identity in students, with all the knowledge, skills, and attitudes that necessitate (Zajda, 2010, p. 93). Knowledge quickly becomes obsolete, and new knowledge is always required to flourish and remain productive. As a result, proponents of 21st-century learning have advocated for a contemporary epistemology that regards knowledge as a process rather than a product. As a result, it is becoming crucial to participate in cross-border and disciplinary discourses and performances and be adaptable to shifting contexts and situations, rather than evolving overly specialized in routine competence within one field (Hung, Lee & Lim, 2014 p. v).

The twenty-first century is characterized by constant change. Characteristics of 21st century in education are:

- a. Critical thinking,
- b. Communication,
- c. Collaboration,
- d. Creativity (Rosnaeni, 2021, p. 4336).

Critical thinking skill is to analyze an issue and develop an innovative solution as a consequence of problem-solving (Simbolon, 2015, p. 231). Communication skills include presenting ideas effectively and convincingly both verbally and in writing, clarifying viewpoints, giving intelligible instructions, and motivating people using speech (Mishra & Mehta, 2017, p. 8). Collaboration is an

endeavor to exhibit the capacity to collaborate successfully and politely with various teams to accomplish common goals with shared responsibilities. Also, collaboration will be created in schools, across schools, and between experiences outside of school and out of school in the twenty-first century (Sipayung et al., 2018, p. 441). And the last is creativity. Creativity is described as a mode of thinking that employs many approaches for developing new ideas and valuable thoughts and outlining, refining, analyzing, and evaluating the original notion for maximum benefits (Roekel, 2011, as cited in Jalinus et al., 2021, p. 1242).

Kinds of activities that should be carried out in the integration of 21st-century skills in the preparation of English curriculum by teachers are (Shafiana, Sutama, & Maryadi, 2020, pp. 5-6):

- 1) Schools can prepare an educational calendar according to regional needs, school characteristics, student and community needs by considering the content standards. Incorporating the concept of 4C skills in preparing the education calendar could help schools meet their students' needs more effectively. (Wijayani, 2016 as cited in Shafiana, Sutama, & Maryadi, 2020, p. 5).
- 2) Involve the implication of 4C skills into the yearly program, which is produced as a plan for defining the allocation of time for the academic year to attain the specified core competencies and fundamental competencies.
- 3) Inserting the concept of 4C skills in the preparation of the semester program. Activities carried out in the preparation of this semester program are preparing information on activities related to learning that the teacher for one semester will carry out.
- 4) Utilize the concept of 4C skills into syllabus planning, which has been prepared as a guide for English teachers in creating lesson plans that could increase communication, cooperation, and think

critically and creatively. The curriculum is designed to last one academic year and is divided into two semesters (Nia, 2013 as cited in Shafiana, Sutama, & Maryadi, 2020, p. 6).

- 5) Inserting the concept of 4C skills in the preparation of lesson plans by substituting communication, collaboration, critical, and creative thinking skills in learning activities, namely opening core and closing activities. Therefore, it takes the ability of teachers who have ideas to design learning and determine learning media to improve 21st-century skills (Rusdin, 2018, as cited in Shafiana, Sutama, & Maryadi, 2020, p. 6).

1.7.2 Lesson Plan

The ability to merge numerous elements into a meaningful entire so that a lesson has an identity is called a lesson (Harmer, 2007 as cited in Damayanti, 2020, p. 69). Planning helps teachers identify goals and anticipate potential issues rather than scripts to be slavishly followed. Farrell (2002, p. 31) teaches lesson plans for internal reasons to feel more confident, learn the subject matter better, enable lessons to run more smoothly, and anticipate problems before they happen. As per Richards and Bohlke (2011, p. 35), planning a lesson before teaching is considered essential to provide an efficient lesson. Reed (2010), The lesson preparation process helps teachers evaluate their understanding of the topic to be presented.

The lesson plan must include characteristics of education in the 21st century, and there are: (1) Learning is not bound to or constrained by time or location; (2) Personalized learning is prioritized; (3) Learning depends on the students' personal preferences; (4) Project-based learning is prioritized; (5) Learning necessitates direct experience; (6) Focus is placed on the application of knowledge concepts and reasoning; (7) Variation in terms of evaluation; (8) Students must be involved in the design and development of the curriculum; (9) Emphasis is placed on student

autonomy in learning and the teacher's role as a facilitator (Hussin, 2018 as cited in Sugianto, 2020, p. 22).

These 21st-century lesson plans should have three kinds of components there are as follows: First, the aim of the lesson is the set of goals that the teacher wants to achieve at the end of the class. Second, the teacher needs to organize the students to provide a chance to discuss and apply the new knowledge that they have learned in a classroom activity. Third, to ensure that actions can be performed as planned, materials and equipment should be identified and secured long before the start of class (Hilmaliyah, 2019, p. 4). Richards (1998, as cited in Cicek & Tok, 2014, p. 14) suggests that lesson plans help the teacher think about the lesson in advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a 'map' for the teacher to follow, and to provide a record of what has been taught. There were three stages of developing English lesson plans: (a) define stage, which is made to set and specify the product development requirements, (b) design stage, which is made to plan the draft of the lesson plan and assemble it into the format, and (c) develop stage, which is made to adjust and validate the lesson plan (Fadhliani, Witri, 2018 p. 132).

1.7.3 Speaking Skills and Procedure Text Material

1.7.3.1 Speaking Skills

Bygate (as cited in Leong & Ahmadi, 2017, p. 35) defines speaking as creating audible signals and obtaining various spoken replies from listeners. Definition of speaking by Chaney (1998, p. 13), speaking is forming and communicating information mainly through verbal and nonverbal symbols in various contexts. Abd El Fattah (2006, p. 10), Speaking is described as a two-way activity that includes honest sharing facts, views, or feelings.

Leong & Ahmadi (2017, p. 24) there are two characteristics in speaking skills that can help learners develop their communicative competence, there are:

1. Fluency of teachers in teaching speaking skills. Fluency is the capacity to respond coherently by linking words and sentences, clearly pronouncing sounds, and employing accent and tone. According to Hughes (2002), Fluency is the capacity of learners to speak in a way that does not disintegrate conversation.
2. The quality of an excellent public speaker is accuracy. Learners must be fluent in a foreign language. As a result, teachers should place a premium on precision in their instruction. When speaking, learners should pay close attention to the exactness and completeness of language forms, such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013)

Brown (2000) there are two kinds of spoken language, especially in learning speaking skills, as follow:

a. Dialogue

Dialogue is defined as two or more speakers conversing at the same time. When the audience does not understand what the speaker is saying, the interruption may occur during the conversations.

b. Monologue

A monologue is a kind of speaking in which one speaker uses said languages for an extended period, like those in speeches, lectures, readings, news broadcasts, and the like. The listener must process the information without interruption, and the address will continue not if the listener understands what the speaker means (Brown, 2000, p. 250).

According to Rao (2019, p. 12), there are main advantages of speaking skills for students or learners, such as:

- 1) To actively engage in pair or group activities in the classroom.
- 2) To play an active role in debates and group discussions.
- 3) To foster critical thinking among students.
- 4) To improve problem-solving and critical thinking skills.
- 5) To boost the speakers' self-esteem.
- 6) To expand one's knowledge
- 7) To give presentations for a variety of purposes.
- 8) Interacting with people from all over the world.

1.7.3.2 Procedure Text

The types of text are mention narrative text (Purba, 2018), recount text (Fauzi, 2017), descriptive text (Frisoni et al., 2020), explanation text (Yang et al., 2021), hortatory exposition (Geraldine, 2018), analytical commentary (Abbas & Asy'ari, 2019), and procedure text (Prasetya, 2017). Procedure text is one of them. Guerra (2010, p. 104) defines a procedural text as a text that describes how something is accomplished through a series of stages. Due to Hikmawati (2015, p. 16), a procedural text is writing that includes a procedure, process, or steps in manufacturing or performing anything. Latupapua (2018, p. 10) states that procedure text is the text that explains how to produce something using a list of steps.

This text aims to demonstrate how to do something. Procedure text has two kinds/types; there are manuals and recipes. As per Septiani & Safitri (2021, p. 82), the criteria of generic structure in the procedure text consists of three points. They are as follows:

- a) Goal

It is located in the text's title and is used to indicate the purpose of the text. Example: how to make noodles.

b) Materials/Ingredients

Contains materials or tools needed in the steps to carry out the process. Example: The materials to make an omelet are an egg, onion, vegetable oil, salt, and pepper.

c) Steps

Contains the method, method, or steps taken to achieve the objectives in the text.

1.7.4 Junior High School (9th grade)

Junior High School is the second level of formal primary education following elementary school. Participants at this level of schooling are typically between the ages of 12 and 15. Santrock (2011, p. 299), the teenager is transitioning from childhood to adulthood.

Tucker (2016, pp. 1-2) junior high school students are from seven through nine grades, and junior high schools are more subject-centered. Meriyati (2015, p. 26) states at this stage (junior high school) is a student already able to think abstractly and logically, scientific thinking models with children have started to have the ability to draw conclusions, interpret and develop a hypothesis.

Meriyati (2015, p. 26) explain there are several student characteristics. Junior high school students are as follows:

1. The appearance of an imbalance in the height-to-weight ratio.
2. The emergence of secondary sex traits
3. Ambivalent tendencies, such as the want to be alone vs. the urge to associate, and the desire to be free of domination versus the need for parental supervision and help.
4. Enjoys contrasting rules, ethical principles, or conventions with the reality of people's lives as they age.
5. Begins to doubt God's existence as well as His kindness and justice.
6. Emotional emotions and expressions are volatile.

7. Begin to set norms and expectations for one's behavior following the social world.

8. There is a more straightforward pattern in interest and job choice.

There are some categories of junior high school in Indonesia, such as:

a) Public School (*Sekolah Negeri*)

Public schools organized by the government, ranging from elementary schools, junior high schools, senior high schools, vocational high schools, and universities.

b) Privat School (*Sekolah Swasta*)

Private schools, namely schools run by non-government/private sectors, the organizers are in the form of an educational foundation, which until now the legal entity providing education is still in the form of a draft government regulation (Suseno & Khory, 2013, p. 61).

Furthermore, there are some kinds of Junior High School that exist in Indonesia, there are:

a. Boarding school

Boarding school is a school system with dormitories, where students and teachers and school administrators live in dormitories within the school environment for a certain period. Usually, one semester, interspersed with one month's vacation until finishing school (Maimun, Mahdiah, & Nursafitri, 2021).

b. MTS (*Madrasah Tsanawiyah*)

Madrasah Tsanawiyah (MTs) is an educational institution with the same degree as Junior High School (SMP). *Madrasah Tsanawiyah* is a formal education unit under the guidance of the Minister of Religion, who organizes general and vocational education with the peculiarities of Islam. But this *Madrasah Tsanawiyah* is different from SMP because *Madrasah Tsanawiyah* is a formal education unit that contains

public education with the exceptions of the Islamic religion (Ali, 2013).

c. *SMP (Sekolah Menengah Pertama)*

SMP (Junior High School) is a formal education at the basic education level. Teaching and learning at the junior high school level emphasize laying the foundations in preparing the next generation to become human beings who can face an increasingly difficult era. According to National Education System Law no. 20 of 2003 article 17 Regarding primary education, it is stated that primary education consists of *SD* (Elementary School)/equivalent and Junior High School (*SMP*)/equivalent.

1.8 Previous study

The researcher refers to numerous previous research in the same field conducted by other researchers during the investigation. The first cluster is “Developing lesson plan.” A previous study is undertaken by Sari (2021), The Narrative Inquiry of a Pre-Service Teacher in Developing Lesson Plan with Experienced Teacher. Found that the result of her study showed that by seeing the learning objectives, teaching approaches, and supporting infrastructure and facilities for learning, the teacher might be more diversified in selecting a learning model and the providing facilities and infrastructure employed. Sari’s research (2021) gap is the lack of a detailed explanation of how to use lesson plans in the classroom, whether the lesson plans have referred to 21st-century education or not.

Furthermore, Ratnawati (2017) Developing a Lesson Plan for Teaching English for Specific Purposes to Adult Learners at a Private University. Her study has shown that a developed lesson plan is more attractive, applicable, and informative. The aspects that have been developed include standard of competence, basic competence, indicators, objectives, materials, teaching method, learning activities, assessment, and sources. The gap from her study is that the research does not provide field results.

The second cluster is about “The strategies for teaching speaking in procedure text” conducted by Krebt (2017) and Syafryadin, Martina & Salniwati (2019). A previous study from Krebt (2017), *The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students*, showed that the students' accents improved more in the experimental group than in the control group. This may be a regular occurrence since the role-play approach requires pupils to practice speaking and listening more than reading and writing. Students must also practice repeating the exact phrases or expressions several times to understand their discourse. They were instructed to concentrate intentionally on their accent and pronunciation and memorize each sentence.

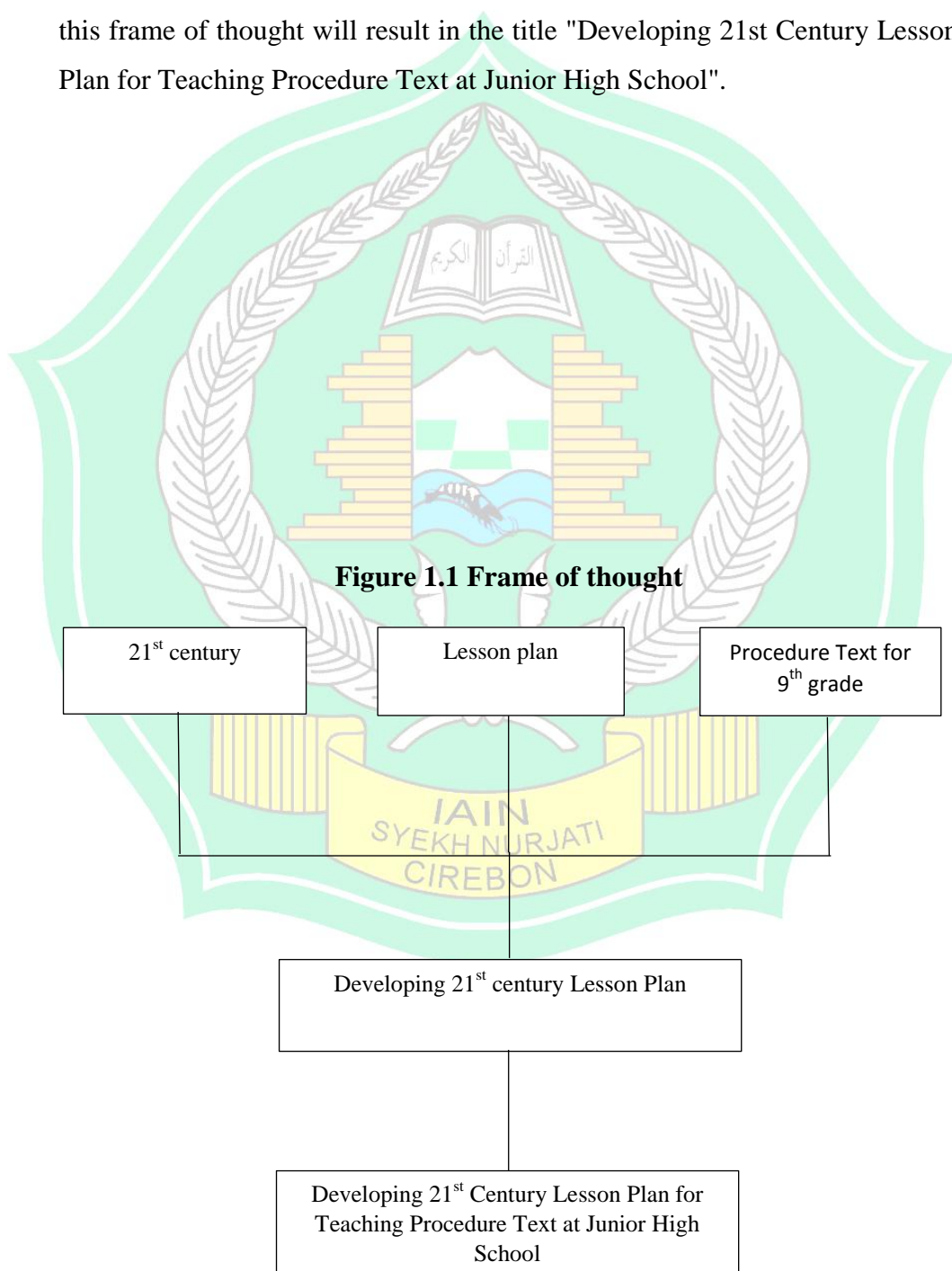
Furthermore, Syafryadin, Martina & Salniwati (2019) *Digital Storytelling Implementation for Enhancing Students’ Speaking Ability in Various Text Genres*, shown that multimedia technologies might help students interpret tough stuff. These mediums supplied specific procedures that necessitate critical thinking on the part of the pupils. It piques students' interest and motivates them to master new skills in a novel way. Students gained confidence in giving public presentations in front of the class.

The shortcomings of the four previous studies certainly provide new insights for the researcher. The weaknesses of previous studies are the lack of a detailed explanation of how to use lesson plans in the classroom and the making of lesson plans that do not refer to the 21st century. Therefore, the researcher wants to improve the previous research in this research.

1.9 Frame of thought

The researcher's fundamental conceptual framework is to develop a lesson plan for teaching procedural text at a junior high school in the ninth grade. This study was undertaken because many teachers still lack competency in designing lesson plans and instead simply copy lesson plans from others. Lesson plans are needed as a teacher's assistant tool in teaching where the class can run according to the project and meet the needs of students in the class.

The most significant factor in this research is teaching. One of the supporting factors for teaching is the existence of lesson plans and methods. In the program, a teacher can include all of his activities in the lesson plan. The technique that can be used is interactive to produce suitable learning activities according to student needs. It is hoped to help improve speaking learning in procedure text material. And it can be concluded that the end of this frame of thought will result in the title "Developing 21st Century Lesson Plan for Teaching Procedure Text at Junior High School".



1.10 Research method

This section describes this research methodology regarding how the researcher conducts/gathers the information to fulfill the study.

1.10.1 Research design and steps of the research

The approach of this study is using qualitative research. Qualitative research is a recursive method wherein the scientific world gains a more precise understanding by expanding meaningful divisions due to the information connected towards the issue about to be investigated (Aspers & Corte, 2019, p. 139). The researcher uses Research & Development (R&D) as the study's design. R&D is an industry-based development approach wherein the research findings are utilized to build some new products and methods, which have to be field-tested, assessed, and developed until they fulfill defined criteria for effectiveness, quality, or comparable requirements (Gall, Borg, & Gall, 2003, p. 569). R&D has a range of models that researchers can use, including the Borg & Gall model, the Kemp model, the ADDIE model, Sugiyono's model, and the Dick and Carey model (Ahmad & Nur, 2015, p. 191). So that, the researcher will be developing/improving an educational product, that is, a 21st-century lesson plan. This is because there is data collection in the research and development process in which the data is used as a basis for making a product.

There are ten steps in the design of an R&D model for educational research and development:

- a) **Step 1:** Assess needs to identify the goal(s),
- b) **Step 2:** Conduct instructional analysis,
- c) **Step 3:** Analyse learners and context,
- d) **Step 4:** Write performance objectives,
- e) **Step 5:** Develop assessment instruments,

- f) **Step 6:** Develop instructional strategy,
- g) **Step 7:** Develop and select instructional materials,
- h) **Step 8:** Design and conduct a formative evaluation of instruction,
- i) **Step 9:** Revise instruction,
- j) **Step 10:** Design and conduct summative evaluation (Gall, Borg, & Gall, 2003, p. 570).

However, in this research, the researcher adopted Gall, Borg & Gall's (2003) book and did not apply all of the steps of R&D from Gall, Borg, and Gall. And the researcher decides only to take three research steps, namely:

- 1) Literature review,
- 2) Analyzing data,
- 3) Developing the lesson plan (IES & NFS, 2013, p.47).

Actually, the researcher needs to apply four steps until the validation expert on R&D but the researcher only takes three research steps because the researcher has limited time in compiling this design, and the researcher will not conduct trials.

1.10.2 Sources and types of data

The data source in this research will be gathered from Junior High School; the participants is ninth-grade English teachers, researcher decide to interviews only two teachers. Interviews will be given for ninth-grade English teachers with 41 questions. This research will be using literature review and interviews.

1.10.3 Data collection techniques and instruments

Data is information that has already been gained due to the study. To obtain accurate data, the researcher must employ specific data collection techniques. The strategy for collecting data is a critical phase in research since the goal of this research is to acquire data. Data may be collected in various contexts, from a

variety of sources, and in a variety of methods. There are five methods for gathering data. These are the following: literature review, questionnaire, interview, documentation, and observation. In qualitative methods, data collection is rarely limited by classes and provides for in-depth and appropriate insight (Akinyode & Khan, 2018, p. 164) Instruments are tools that are necessary to get information; an instrument in data collection is a tool that researchers use to assist them in data collection to make it more systematic and easier (Arikunto, 2000, as cited in Herlinawati et al., 2021, p. 719). In this research, the data collection will be gathered from:

1) Literature Review

A literature review is an effective method of synthesizing research findings to portray evidence on a contextual and identify areas in which specific research is required, which will be an essential part of developing theoretical frameworks and conceptual models (Snyder, 2019, p. 333). A literature review is needed because a literature review is an appropriate way to answer research question number 1. There are some criteria in the literature review towards using literature review in this research, such as inclusion and exclusion. Inclusion criteria are article elements that must exist for research to be considered in the literature review. In contrast, exclusion criteria are article characteristics that disqualify research from consideration for inclusion in the literature review (Carrión et al., 2018, p. 1373). The criteria of inclusion and exclusion for this research, as described in the table below:

Table 1.1

Inclusion and exclusion

INCLUSION	EXCLUSION
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For journals, articles or thesis must have been published in the last five years.

For books must have been published in the last ten years.

Books or journals must be indexed nationally and internationally (Google scholar, research gate, springer, libgen, and z-library).

Only using books or journals in English and Bahasa Indonesia.

Website with identified authors.

2) Interviews

An interview is a data collection technique wherein the interviewee offers questions and collects answers only from one inquiry respondent at a time. As sophisticated as the concept tends to be, the interview may be simply stated as a kind of communication. The researcher attempts to learn more about a topic as expressed by the subject being interviewed (Adhabi & Anozie, 2017, p. 88).

The research adopted one-on-one interviews regarding the interview types discussed above. One-on-one interviews between researcher and a respondent cover a limited number of people deeply and provide insight into a wide range of

experiences (Stofer, 2019, p. 1). In this stage, the researcher will be given some questions for a ninth-grade English teachers. The researcher develops five questions regarding developing a 21st-century lesson plan for the teacher. To acquire interview data, those are (1) planning the idea of questions that will be asked to the subject and (2) the researcher transcribing the interview results. The researcher creates some processes, and the interview questions are available in appendices.

Thus, in this research, researcher use literature review and interviews to acquire accurate data to support this research.

1.10.4 Data analysis techniques

In this research, the researcher uses a qualitative data analysis technique. In qualitative research, data processing is a time-consuming and complicated procedure. It is also the procedure by which researchers methodically explore and organize the data to better analyze data and report the results to others. The data analysis in this study may be classified into four categories: coding, data reduction, data display, and concluding. These are explained as follows:

a) Coding

The first stage of processing qualitative data, in this case, is coding. Coding is similar to preparing for data that has been delivered (Linneberg & Korsgaard, 2019, p. 3). The initial coding process is known as open coding, preliminary coding, or provisional coding. To prevent misunderstandings, the most typical strategy is to read and reread all of the material and categorize it by looking for units of meaning- words, phrases, and sentences. The researcher gathered the data at this point after collecting all of the data, the researcher groups all units with the same coding. The data will be easier

to read. In brief, by categorizing all of the data we collected, we can highlight the essential data that are relevant to our study subject. As a result, the data will be easier to read.

b) Data reduction

Data reduction is the second level in data analysis. It is the process of decreasing data that occurs regularly. Data reduction implies summarizing, selecting the critical thing, focusing on the vital things, and determining the topic and shape (Huberman and Miles, 1994 as cited in Mezmir, 2020 p. 13). The researcher collects data from the teacher's interview at this stage. The outcome interview demonstrates how well the teacher implemented the techniques in teaching speaking in procedure text. The unnecessary data is removed in this stage, and the necessary material is included.

c) Data display

Associated with data reduction, the next step of the analysis is data display. It is the process of showing facts in the form of a table or an essay to make them more intelligible. Data displays help us grasp what is going on and do something further analysis or caution on that knowledge. The researcher will utilize both essay and table to present the data in this study since it is the most popular data display used during qualitative research.

d) Drawing a conclusion

In this final stage, data analysis is used to establish conclusions. The researcher begins to see what the data is at this point. The researcher evaluates all items with the same code, then combines these categories and looks for connections between them. Then it proceeds to convey the stories and establish a correlation between them. Finally, the researcher can obtain the research findings and conclusions.



