

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Several problems can be encountered regarding the lesson plan. First, it can still be found that the lesson plans are only made for school administration purposes. As an education expert, academic, and author, Professor Mulyasa disclosed that the teacher's lesson plans are not merely administratively compliant routines (Mulyasa, 2019, p. 112). Even under the worst-case scenario, there might still be a significant number of teachers who struggle with lesson plan creation. Preparing an adequate lesson plan to assist students in achieving competency is a considerable challenge that teachers frequently confront in educational settings (Nurfitri, Regina, Yulian, 2020, p. 87). Sometimes, it is still common to find teachers who do not prepare the lesson plans. Most teachers have lesson plans copied and pasted from other institutions (Jayadipura, 2018, p. 271). It is quite unfortunate that the planning and learning activities in the Classroom do not correspond with the actual situation. As a result, all of these obstacles must be surmounted, and the optimal solution must be identified to ensure the continuity of educational activities.

The existence of a lesson plan in the process of learning activities is crucial and essential. Planning the lesson is the initial stage before engaging in learning activities; with effective and meticulous planning, teachers gain confidence when instructing, and the learning process can become more directed and organized (Emiliasari & Jubaedah, 2019, p. 367). Additionally, it was evident that the lesson plan gives the lesson structure a general form and helps teachers know the guidelines in the teaching and learning process (Damayanti, 2020, p. 68). In completed learning objectives, the existence of a lesson plan is intended to expedite, enhance, streamline, and optimize the learning process's quality (Suciati & Astuti, 2016, p. 193). Because creating a learning plan is an inevitable step in the learning process, the instructor must develop and prepare a comprehensive learning plan for learning activities with students.

Before commencing classes, teachers must have a well-developed lesson plan to implement learning activities in the Classroom. The Minister of Education and Culture has also offered instructions for preparing learning plans according to the applicable national education curriculum for 2013. Creating a lesson plan must adhere to the curriculum, as expressed in the syllabus and Ministry of Education standards on Core Competencies and Basic Competencies (Saputra, 2019, p. 55). Additionally, the 2013 curriculum requires instructors to prepare lesson plans that will be implemented in school-based learning activities (Haqiqi, 2019, p. 14). Therefore, the lesson plan (RPP) is a crucial element of the 2013 curriculum, and its preparation must be appropriately conducted (Mulyasa, 2019, p 107-108). Therefore, the lesson plan cannot be created without regard for the 2013 curriculum, the minister of cultural education's directives, and the syllabus's requirements.

Currently, the national curriculum for 2013 is closely linked to 21st-century learning competencies. The phenomena of the development of digital technology that has permeated the field of education have spawned a variety of breakthroughs and educational advancements, including the flipped classroom learning model. Jdaitawi (2019) stated that "the flipped classroom is referred to as the inverted classroom, wherein lecture material that is normally delivered in class is delivered online to the students before class timings to maximize the period available for the knowledge practice and application" (p. 666). Furthermore, in a flipped classroom, students are exposed to knowledge through online resources before engaging in student-centered activities that promote active learning (Ramnanan & Pound, 2017, p. 63). Additionally, flipped classroom model allows for greater instructional flexibility, provides a dynamic and interactive learning environment, and promotes in-depth investigation of ideas (Chen Hsieh, Wu, & Marek, 2017). Thus, the flipped classroom allows students to learn and comprehend the subject matter before class and more opportunities to be active, practice, and expand their knowledge during the course.

The 2013 curriculum emphasizes the use of technology to facilitate the learning process, which is also reflected in the flipped classroom model.

Implementing a flipped classroom requires instructional technology (Rahman, Zaid, Abdullah, Mohamed, & Aris, 2015, p. 215). In the flipped classroom, technology is required, including the use of the internet and videos to convey preceding class content that students can learn, as well as the usage of smartphones and other digital devices. Additionally, using various technological media or online platforms in flipped classroom models can enable students to learn virtually, watch learning subjects for free at any time, and communicate with classmates and teachers outside of class (Zainuddin & Halili, 2016, p. 322).

Numerous research studies have examined the context of learning English that combines the application of the flipped classroom. This research demonstrated significant improvement in English language learning, and some research has also shown the positive impact of the flipped classroom's application on students' speaking abilities. This technique essentially provides students with additional face-to-face speaking practice time. As a result, there are more possibilities for students to practice their communication skills with their peers. The deployment of technology substantially enhances the quality of student learning. (Kusuma, 2020, p. 2036-2037). This kind of thing will likely happen depending on how the teacher applies the flipped classroom model.

To have a deeper understanding of how to use the flipped classroom method in English classes and implement it while designing the lessons. Several clusters are identified in this research on creating learning to utilize the flipped classroom method for English learning: *Lesson Plan* (Yulianto, Ahmadi, & Asteria, 2018. Maba & Mantra, 2018. Saputra, 2019. Emiliyasi & Jubaedah, 2019. Cuñado, & Abocejo, 2019. Damayanti, 2020. Sugianto, 2020. Ekawati, 2021), *EFL Teaching* (Pratolo, & Susanti, 2018. Syafii, 2018. Rosnani, Rahman, & Mesalina, 2019. Sari, 2021. Husna, Rozal, & Andriani, 2021), *Student's Speaking Skills* (Kristie, 2018. Muslih, & Widiyanto, 2019. Rao, 2019. Sari, & Margana, 2019), *Teaching Speaking Strategies* (Maulidar, Gani, & Samad, 2019. Paneerselvam, & Mohamad, 2019. Rachmijati, Anggraeni, & Apriliyanti, 2019. Maryam, 2020. Wulandari, 2020. Razi, 2021. Gultom, 2021) *Challenges in teaching speaking* (Machmud, & Abdulah, 2017. Halimah, 2018. Putri, Amri, & Ahmad, 2020.

Hirawati, 2021), and *Flipped Classroom Model* (Akçayır, & Akçayır, 2018). Goedhart et al., 2019. Putri et al., 2019. Turan, & Akdag-Cimen, 2020. Strelan, Osborn, & Palmer, 2020. Jdaitawi, 2019. Deng, 2019. Foster, & Stagl, 2018. Arslan, 2020. Patterson, 2018. Teng, 2018. Lee, & Wallace, 2018. Fauzi, & Aini, 2020. Pallathadka, & Pallathadka, 2020. Guraya S. 2020).

Integrating learning activities into the 2013 curriculum and 21st-century competencies into learning activities has become an essential obligation for teachers. One effort to achieve this is to make a good lesson plan by following the Ministry of Education and Culture regulations guidelines. In addition, selecting a suitable learning model also plays an important role. The flipped classroom learning model is one of the initiatives to propose answers that can be applied to the challenges of 21st-century learning (Yulianti & Wulandari, 2017, p. 373). Unfortunately, there is no specific research examining how to develop a lesson plan using flipped classroom learning model to teach English speaking skills, particularly at the Islamic junior high school level, despite numerous studies examining the efficacy of applying the flipped classroom model to English learning.

The teacher must make an effort to develop a lesson plan to apply the flipped classroom model when teaching English properly. In this context, the teachers must design both in-class and out-of-class activities carefully while implementing learning in flipped classroom model (Schallert, Lavicza, & Vandervieren, 2021, p. 277). Therefore, before applying this model, teachers must thoroughly understand the Flipped Classroom, and learning activities must adhere to the flipped learning model's underlying philosophy. Additionally, this model must be reflected in the lesson plan and when the lesson is taught to the students.

The discussion of this research demonstrates that the application of the flipped classroom model in learning English at the Islamic junior high school level, mainly to teach students' speaking skills, must be accompanied by a learning design based on Ministry of Education and Culture regulations and meet the requirements of learning the 2013 curriculum and the 21st-century skills.

Furthermore, the research findings will inform the prototyping of the flipped classroom lesson plan and its implementation in learning activities.

1.2 Identification of the Phenomena

Based on the background of the research regarding the development of lesson plans for teaching the expression of opinion using the Flipped Classroom in the eighth grade of Islamic junior high school, during the period when the researchers participated in the school environment introduction program (PLP), numerous phenomena occurred in the research site related to learning English. First, the wonders of the transition from online learning habits during the COVID-19 pandemic to returning to face-to-face learning have shown a trend that does not rule out the possibility that a combination of both online and offline education can continue to be developed and used in learning activities at school by using the flipped classroom model. A study by Zainuddin, Haruna, Li, Zhang, and Chu (2019) found that the flipped classroom helped students do better in school, learn more, interact with others, and learn independently (p. 72). Therefore, this phenomenon is highly intriguing to explore and investigate in greater depth in this thesis.

Second, most students in the class the researcher taught had poor English proficiency. Most of them had problems with pronunciation, grammatical structure, lack of vocabulary, fear of making mistakes, and lack of confidence in speaking English. Third, this is also exacerbated by monotonous learning activities, making students feel bored and less enthusiastic about learning. Tedious learning activities so that students feel bored and less excited about participating in learning with the teacher. Fourth, there is limited time and opportunity for students to develop their English proficiency skills and comprehension of the English topic.

These phenomena require the researcher to develop a lesson plan that accommodates the flipped Classroom and the need for English language learning that focuses on student learning and teaching speaking. Therefore, the researcher will conduct research entitled “Developing Flipped Classroom Lesson Plan to Teach Expressing Opinion at Islamic Junior High School.”

1.3 Delimitation and Focus of the Research

This research's overarching purpose is to create a flipped classroom lesson plan for the Islamic junior high school level, emphasizing eighth-graders, that includes instructional materials for asking questions and expressing opinions, promoting the 21st-century learning skills, and referring to the 2013 curriculum. The researcher adheres to the lesson plan design requirements stipulated by the regulation of ministry education and culture no. 22 of 2016. As a result, the outcome of this research is merely a flipped classroom lesson plan.

This research will focus on speaking skills because speaking is the most critical of the four language skills for communicating effectively in today's global environment (Rao, 2019, p. 6). Additionally, the researcher selects the teaching material, expressing opinions to be taught in this lesson plan product because one of the assets that students must develop is the capacity to convey their views so that students may transmit their ideas and thoughts (Anindawati, 2013, p. 4). As a result, the ability to speak English and express opinions, statements, or reviews is a skill as well as the subject matter of learning, which is the main focus of the lesson plan of this research. To realize this, the researcher uses the flipped classroom learning model, which provides opportunities for students to help their abilities in mastering English speaking skills.

Based on the 2013 curriculum, the primary purpose of teaching English is to achieve communicative competence. Therefore, junior high school students, as early-stage students, should be able to speak and communicate in English in daily life (Yulitrinisya & Narius, 2018). Thus, in developing the lesson plan product, the researcher chose a secondary high school level specified for eighth-grade Islamic junior high school students. The researcher will conduct this research at some *Madrasah Tsanawiyah Negeri* around Cirebon.

1.4 Research Questions

Based on the research background and phenomena, the research questions are as follows:

- 1) What are the characteristics of the flipped classroom lesson plan promoting 21st-century learning skills by referring to the policy of the 2013 curriculum?
- 2) What is the flipped classroom lesson plan needed for teaching the expressions of opinions at Islamic junior high school?
- 3) How does the development of flipped classroom lesson plans for teaching the expressions of opinions at Islamic junior high school promote 21st-century learning skills?

1.5 Aims of the Research

Based on the research question, the researcher has the objectives of this research, which are described as follows:

- 1) To find out the characteristics of the flipped classroom lesson plan promoting 21st-century learning skills by referring to the policy of the 2013 curriculum
- 2) To find out what is the flipped classroom lesson plan needed for teaching the expressions of opinions at Islamic junior high school
- 3) To develop the flipped classroom lesson plan for teaching the expressions of opinions at Islamic junior high school, promoting 21st-century learning skills

1.6 Significances of the Research

The research is expected to give significant advantages both theoretically and practically.

1.6.1 Theoretically

Theoretically, this research is expected to contribute usefully to the research territory of learner-centeredness and the 21st-century ELT curriculum. This research can be used as a reference to give a solution and find out the appropriate Flipped classroom lesson plan model to teach asking and giving opinions for eight grade Islamic junior high school.

1.6.2 Practically

Practically, this research is expected to be useful for teachers, students, and other researchers interested in learner-centeredness and the 21st-century

ELT curriculum. This research will be helpful for teachers as guidance when constructing the flipped classroom lesson plan for teaching speaking. The product of this research is that it is possible to help students master English speaking skills. For the other researchers, this research can be helpful information to examine the research about developing lesson plans. Last but not least, for the agencies of Islamic junior high schools, this research can be beneficial for schools in developing better approaches to English learning through the use of flipped classroom lesson plan models.

1.7 Theoretical Foundation

This research examined the application of several theories. This subtopic discussed the literature review that was conducted concerning the research topic. It discussed lesson plans, 21st-century learning skills, speaking, the expression of asking and giving opinions, flipped classrooms, Islamic junior high schools, and the importance of flipped classroom lesson plans to teach expressing opinions at Islamic junior high schools.

1.7.1 Curriculum

The curriculum is a critical guideline for how an educational activity and its essential components collaborate and operate efficiently to accomplish a goal. The curriculum is a collection of plans and arrangements for the objectives, content, and instructional materials, as well as the methods used to organize activities and learn to accomplish specific educational goals (Regulation of ministry education and culture number 20 of 2003 concerning the national education system). Additionally, the curriculum refers to the completeness of the course's plan or design and the process by which course content is converted into a draft for use in the teaching and learning process that enables the achievement of specified learning outcomes (Richards, 2013, p. 6). Furthermore, the curriculum is defined as a document or written plan outlining the standards of education that must exist in a course and that students feel and experience through a series of learning activities (Prihantoro, 2015, p. 78). Thus, a curriculum is a written document that serves as an educational standard, containing course

plans and practical mechanisms for teaching and learning that are applied to students through a series of activities.

1.7.1.1 The Nature of 2013 Curriculum

Since Indonesia declared independence in 1945, there have been many changes and improvements to education curriculum policies; these changes cannot be separated from the education situation, which continues to evolve in response to the times' developments and revolutions. Furthermore, it was recorded that there were about ten changes in curriculum policy that occurred in Indonesia in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013. The development of the curriculum can be broken down into six stages: the 1975 curriculum, the 1986 curriculum, the 1994 curriculum, the 2004 curriculum (KBK), the 2006 curriculum (KTSP), and the 2013 curriculum (KURTILAS) (Prihantoro, 2015, p. 79). Additionally, concerning the impact of the COVID-19 pandemic on Indonesian education, the government has launched the national curriculum options, including an emergency curriculum and a prototype curriculum (Sadewa, 2022, p. 267). As a result, Indonesia's educational curriculum has undergone numerous revisions. Each change in curriculum policy aims to enhance and modernize the quality of national education.

The launch of the 2013 curriculum certainly has goals and objectives. Indonesia's government launched the 2013 curriculum in response to the challenges of rapid technological advancement and globalization (Ratnaningsih, 2017, p. 33). The 2013 Curriculum incorporates a framework for 21st-century learning that emphasizes the 4C skills of communication, collaboration, critical thinking, and creativity. Additionally, this curriculum fosters information and communication technology literacy and character education through character development and spiritual values (Fernandes, 2019, p.71). Furthermore, the 2013 curriculum emphasizes a holistic educational

process that includes cognitive, emotional, and psychomotor domains. This learning domain is thought to help learners become productive, creative, innovative, and effective people (Setiadi, 2016, p. 167). The 2013 curriculum cannot be divorced from the needs of national education and its orientation toward educational advancement in the 21st century.

Thus, the Indonesian government launched the 2013 curriculum to enhance the quality of the process and outcomes of improved national education by promoting character education oriented toward the skills and needs necessary to compete in the 21st century.

1.7.1.2 The Characteristics of the 2013 Curriculum

The government develops curricula to improve the quality of education in Indonesia. So naturally, the developed curriculum is an improvement over the previously used curriculum. For instance, the 2006 KTSP curriculum was revised and improved for the 2013 curriculum. Additionally, the 2013 curriculum has goals, characteristics, and features to be applied in national education. Referring to regulation by the Minister of Education and Culture of the Republic of Indonesia Number 35 of 2018, the 2013 curriculum has the following characteristics:

- 1) Develop a balance between spiritual and social attitudes, knowledge, and skills, and apply them in various situations in schools and communities;
- 2) Establishing the school as a component of a society that provides learning opportunities for students to apply what they learn in school to the community and to use the community as a resource for learning;
- 3) To provide adequate time for the development of diverse attitudes, knowledge, and skills;

- 4) Develop the competencies outlined in the form of class core competencies, which are expanded upon in the basic competencies' subjects;
- 5) Organize class core competencies into fundamental competencies for organizing elements. All basic competencies and the learning process are designed to facilitate the acquisition of desired competencies as expressed in core competencies;
- 6) Develop fundamental competencies using the accumulative, mutually reinforcing, and enriching principle across subjects and levels of education (The Minister of Education and Culture Republic of Indonesia Number 35, 2018).

Thus, the 2013 curriculum has six characteristics, including a balance of spiritual, social, knowledge, and skill attitudes, the role of schools and lesson optimization, as well as core and basic competencies in the learning process.

1.7.2 Lesson Plan

Teachers are critical in the implementation of educational activities. As a result, one of the primary responsibilities of teachers is to develop lesson plans that will be used to conduct learning activities. Teachers must understand the value of lesson planning to ensure that learning occurs effectively. In addition, a lesson plan can be analogous to a road map, guiding the teacher in the learning process so that learning can run according to predetermined goals.

1.7.2.1 The Concept of Lesson Plan

A teacher's responsibility is to develop and compile a lesson plan before conducting instructional activities, and this is not a trivial matter. Additionally, a lesson plan has been widely defined by various experts. The lesson plan is a systematic record of the teacher's thoughts on the overall learning activity's content (Farrell, 2002, p. 31). Additionally, A lesson plan is one method of establishing a specific situation in the

Classroom. It ensures that all activities are carried out promptly, ensuring the success of the teaching-learning process (Damayanti, 2020, p. 69). A lesson plan is a teacher's concept that details how teaching and learning activities should be conducted properly, in a logical sequence to accomplish a goal, as well as the outcomes of the learning process.

The teacher's considerations regarding the lesson plan that will be implemented must be written down on a medium, typically a printed document sheet. In addition, a lesson plan is a written document that contains a detailed explanation of the subject matter, instructional methods, time allocation, and student assessment procedures (Nesari & Haidari, 2014, p.27). Furthermore, a lesson plan typically includes subject titles, learning objectives, connections to the curriculum, instructional information, instructional activities, and points for student evaluation (Takahashi, & Yoshida, 2004, p.441). Thus, a lesson plan is a written document intrinsically linked to the continuity of teaching and learning activities.

As a result, a lesson plan is a written document prepared by the teacher according to the curriculum that serves as a guide for ongoing learning activities. A lesson plan typically includes the following elements: subject names, learning materials, methods, objectives, time allocation, teaching procedures, and assessments.

1.7.2.2 The Component of the 2013 Curriculum Lesson Plan

The 2013 curriculum is critical because it establishes a national standard for education delivery in educational institutions. A case in point is the development of policy guidelines for the preparation of lesson plan plans (RPP) at the elementary and secondary school levels; in this context, a lesson plan (RPP) must be consistent with the syllabus, which refers to the Ministry of Education and Culture's policies outlined in the 2013 national curriculum.

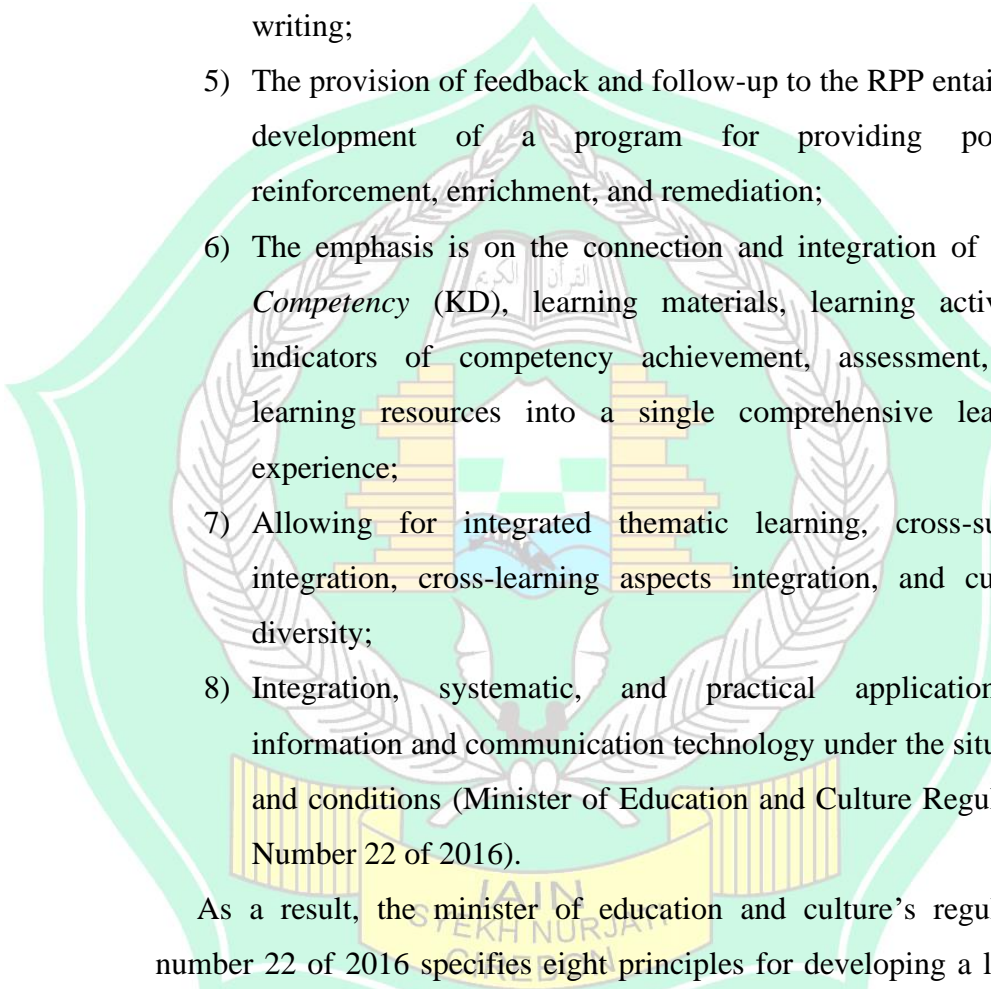
Furthermore, the legal basis for the preparation of the Lesson plan (RPP) in the 2013 Curriculum is the Regulation of the Minister of Education, and Culture Number 22 of 2016 concerning Basic and Secondary Education Standards, the lesson plan (RPP) must include the following components: 1) School identity; 2) The identity of the subject or theme/sub-theme; 3) Class/semester; 4) Subject matter; 5) Time allocation; 6) Learning objectives; 7) Basic competencies and indicators of competency achievement; 8) Learning materials; 9) Learning methods; 10) Learning media; 11) Learning resources; 12) Learning steps; 13) Assessment of learning outcomes (Minister of Education and Culture Regulation Number 22 of 2016).

As a result, the Minister of Education and Culture's regulation number 22 of 2016 establishes thirteen components that must be included in a lesson plan (RPP) for the 2013 national curriculum. These components have been designed to incorporate all elements necessary to support ongoing learning activities and to ensure they are directed appropriately under predetermined indicators and learning objectives.

1.7.2.3 The Principle of Developing 2013 Curriculum Lesson Plan

The Minister of Education and Culture launched the principle of developing lesson plans (RPP), which serves as a guide for teachers when creating lesson plans for use in national education institutions. The following are the principles for developing a lesson plan (RPP) as outlined in the Minister of Education and Culture's regulation number 22 of 2016:

- 1) Individual differences among students include their initial abilities, intellectual levels, talents, potential, interests, motivation for learning, social skills, emotions, learning styles, special needs, and/or learning speed, as well as their cultural background, norms, values, and/or environment;
- 2) Students' active participation;

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- 3) Learner-centered to foster an attitude of curiosity, motivation, interest, creativity, initiative, inspiration, innovation, and self-sufficiency;
 - 4) The establishment of a reading and writing culture aimed at instilling a passion for reading, comprehending a variety of texts, and expressing oneself through a variety of modes of writing;
 - 5) The provision of feedback and follow-up to the RPP entails the development of a program for providing positive reinforcement, enrichment, and remediation;
 - 6) The emphasis is on the connection and integration of *Basic Competency* (KD), learning materials, learning activities, indicators of competency achievement, assessment, and learning resources into a single comprehensive learning experience;
 - 7) Allowing for integrated thematic learning, cross-subject integration, cross-learning aspects integration, and cultural diversity;
 - 8) Integration, systematic, and practical application of information and communication technology under the situation and conditions (Minister of Education and Culture Regulation Number 22 of 2016).

As a result, the minister of education and culture's regulation number 22 of 2016 specifies eight principles for developing a lesson plan (RPP) for the 2013 national curriculum. All of these principles must be carefully considered and implemented by teachers when developing a lesson plan (RPP).

1.7.2.4 The Steps for Developing a Lesson Plan

Indonesia's Minister of Education and Culture has promulgated several regulations that serve as national standards for implementing educational activities in Indonesian educational institutions. The

fourth attachment to the principle of the minister of education and culture number 81A of 2013 explains how to develop a lesson plan (RPP) in the following manner: 1) Reviewing the syllabus; 2) Identifying learning materials; 3) Setting learning objectives; 4) Developing learning activities; 5) Description of the type of assessment; 6) Determining time allocation; 7) Determining learning resources (Minister of Educational and Culture Regulation Number 81A of 2013).

As a result, the fourth appendix to the regulation of the minister of education and culture number 81A of 2016 stipulates seven stages in developing the 2013 national curriculum lesson plan (RPP). All these stages can be used as guidelines for steps that must be considered by the teacher when carefully preparing the lesson plan (RPP).

1.7.3 The 21st Century Learning Skills

The rapid advancement of technology, expanding workforce capabilities, and intensifying economic competition in the twenty-first century has profoundly affected the world of education in every country. Education in the 21st century is primarily concerned with providing students with the necessary skills they can acquire and practice to succeed in a globalized world (Bedir, 2019, p. 231). Educators must create a 21st-century learning environment by bringing the world into the Classroom, broadening students' perspectives on the development of the outside world, and facilitating student collaboration (Tucker, 2014, p. 168-171). Thus, the 21st-century skills developed into competencies that students must possess to compete in a global environment.

To delve deeper into the challenges and abilities, students must acquire to succeed in the 21st century. Therefore, this is critical first to understand the concept of 21st-century skills. The national organization, Partnership for 21st-Century Learning (P21) attempts to ascertain the skills necessary for 21st-century learning to keep pace with the development of a globalized world. The Framework outlines the skills, knowledge, and expertise that

students must acquire to succeed in the workplace and in life; it is a composite of content knowledge, specific skills, expertise, and literacies (Partnership for 21st-century learning, 2019). Figure 1.1 illustrates the framework of 21st-century skills created by Partnership for 21st-century learning:



Figure 1.1 The Framework of 21st Century Skills

As a foundation for a lifetime of learning and creative work, the first set of 21st-century skills emphasize critical learning and innovation skills, including critical thinking, communication, collaboration, and creativity, known as 4C (Trilling & Fadel, 2009, p. 49). Additionally, “learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today’s world and those who are not” (Partnership for 21st-century learning, 2019). Therefore, providing students with learning experiences that are genuinely relevant to their lives is the best way to teach 21st-century skills in today’s schools (Larson & Miller, 2011, p. 122).

As a result, 21st-century learning and innovation skills, including the 4C, critical thinking, communication, collaboration, and creativity, are foundational skills that must be applied to contemporary learning and mastered by students. Additionally, when all the 21st-century skills are incorporated into the curriculum and instruction, there is a strong possibility of improving and preparing students to compete in the global community in the twenty-first century.

1.7.4 Speaking

Humans, as social beings, require interaction with one another; this interaction can take various forms and purposes, the most common of which is verbal interaction. Humans communicate by speaking for multiple reasons, including requesting assistance, conveying information, expressing opinions, providing support, and expressing emotions. Indeed, communication skills are a high priority in 21st-century learning.

1.7.4.1 The Definition of Speaking

Speaking has many definitions, many of which have been proposed by various experts. The act of expressing one's thoughts, feelings, and knowledge through verbal means is known as speaking. (Hybel, 2001, p. 45). Speaking creates and shares meaning in various contexts through language and non-verbal symbols (Chaney, 1998). Aside from the fact that speaking is an interdependent process of constructing meaning, it also involves the production, reception, and processing of information (Burns & Joyce, 1997). As a result, speaking is the process of constructing meaning or message using a language; the things that can be conveyed include many things such as: getting information, sharing thoughts, expressing feelings, and expressing ideas to give and receive messages.

Speaking is a valuable skill that people employ for various purposes in social interactions. In this context, the ability to communicate verbally and productively in a way that can be observed empirically is another benefit of speaking (Brown, 2004, p. 140). Furthermore, Speaking is the intentional use of language to convey meanings to others (Cameron, 2001, p. 40). Thus, speaking is the act of exchanging ideas with others through the use of language. Relationships can be formed through communication, interaction, and the exchange of information.

1.7.4.2 The Aspect of Speaking

In this context, the ability to speak English fluently is not as simple as one might think. There is more to speaking English than merely mentioning English words or sentences. As a result, to communicate effectively in English, it is essential to understand and master the various aspects of the language. According to Hughes (2003, p. 131-133), there are five aspects of speaking English: pronunciation, grammar, vocabulary, fluency, and comprehension. The following section will discuss the various aspect of speaking:

1) Pronunciation

Pronunciation is a recognized sound that allows the listener to comprehend what the speaker is saying. According to Reed and Levis (2015), “Pronunciation is also central to language use in social, interactive contexts because pronunciation embodies the way that the speaker and the hearer work together to establish and maintain common ground for producing and understanding each other’s utterances” (p. 353). Thus, to communicate effectively, speakers must be able to convey a clear message.

2) Grammar

Grammar is one of the crucial aspects of speaking, and this is because grammar is closely related to how people construct language structures when interacting orally to produce meaningful communication. In addition, Grammar is studying how words are formed and how they can be reshaped to convey various meanings. Likewise, learning grammar entails becoming familiar with the multiple ways grammatical elements can be linked together to form more extended expressions (Harmer, 2007, p. 32). Furthermore, a language’s grammar describes how linguistic units, such as words and phrases, are combined to form sentences (Richards & Schmidt, 2013, p. 251-252). Thus,

grammar plays an essential role for English learners, and it helps them to speak fluently in communication.

3) Vocabulary

Vocabulary is a fundamental component of language learning. Additionally, vocabulary is one of the most critical aspects of communication that supports speaking performance. In addition, vocabulary is a set of lexemes, including single words, compound words, and idioms (Richards & Schmidt, 2013, p. 629). Thus, to speak fluently and accurately, the speaker must have an extensive vocabulary and the ability to use it correctly.

4) Fluency

Fluency is frequently used to refer to the capacity for uninterrupted verbal communication. Additionally, fluency refers to the degree to which speakers can communicate quickly and confidently, with few pauses or unnatural pauses, false starts, or word searches (Nunan, 2003, p. 55). As a result, fluency occurs when speakers do not have to spend excessive time expressing their message during a speaking activity.

5) Comprehension

Comprehension is the capacity to perceive and process extended stretches of discourse to construct representations of sentence meanings. Contemporary theories of comprehension emphasize that it is an active process that draws on both message and context information, as well as the listener's and speaker's intentions (Richards & Schmidt, 2013, p. 108). In addition, brief speaking requires knowledge of specific language points such as grammar, pronunciation, vocabulary, fluency, and the ability to comprehend and produce the language.

1.7.4.3 The Function of Speaking

Speaking is a critical aspect of social interaction. In addition, speaking is used for various functions and purposes, depending on what humans need at the time. According to Richards (2008, p. 21-27), speaking is classified into three primary functions: interaction, transaction, and performance. The following section will discuss the various speaking functions:

1) Talk as interaction

Speaking as an interaction refers to the human habit of conversing, which describes the primary social function of speaking in action. When people meet, conversations typically revolve around greetings, small talk, sharing recent experiences, and much more because everyone wants to be friendly and establish a comfortable zone of interaction with others. The emphasis is more on the speaker and their desired presentation to one another than on the message.

2) Talk as transaction

When someone refers to speaking as a transaction, the function refers to a situation emphasizing something said or done. The primary focus of a message is on making oneself understood clearly and accurately, not on the participants and their social interactions.

3) Talk as performance

The term “talk as a performance” refers to public speaking functions such as conveying information to the general public, delivering speeches, and delivering news.

As a result of Richards’ explanation, it was determined that speaking has three primary functions: interaction, transaction, and performance. All of these functions are automatic and are frequently observed during human interaction. Each position serves a distinct

purpose and has a particular content, but they all help facilitate communication and social interaction.

1.7.4.4 Types of Speaking

Through the process of speaking, humans communicate with one another. Without being aware, speaking takes on various forms, functions, and purposes, depending on the context of communication required by humans. For instance, it is critical to incorporate oral language skills into language courses, mainly when teaching listening and speaking. According to Brown (2004, p. 141-142), there are five types of speaking performance for oral production, including:

1) Imitative

This category encompasses the ability to practice intonation and concentrate on specific aspects of language form. The ability to imitate a word, phrase, or possibly a sentence is at one end of a continuum of different types of speaking performance. While this is a purely phonetic level of oral production, the criterion performance may incorporate some prosodic, lexical, and grammatical properties of language.

2) Intensive

The production of short stretches of oral language aimed at demonstrating proficiency in a narrow band of grammatical, phrasal, lexical, or phonological relationships is another frequently used assessment context.

3) Responsive

Responsive assessment tasks involve interaction and testing comprehension, but at a relatively low level, such as very brief conversations, standard greetings, small talk, simple requests and comments, and the like. Almost invariably, the stimulus is a spoken prompt.

4) Interactive

There are many ways to differentiate between responsive and interactive speaking, but they all boil down to the length and complexity of the conversation. For example, transactional language, which is used to exchange specific information, and interpersonal exchanges, which are used to maintain social relationships, are two types of interactions.

5) Extensive(monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for verbal interaction from listeners is either highly limited or ruled out altogether. The language style is frequently more deliberative and formal for extensive tasks, but we cannot rule out specific informal monologues such as casually delivered speech.

Speaking as a mode of communication in social interaction and language learning courses can be classified into five categories: imitative, intensive, responsive, interactive, and extensive. Each style has its distinct form, pattern, and context when used in social interactions.

1.7.4.5 Teaching English Speaking

Teaching speaking is one of the crucial things in the process of teaching and learning the language. Teaching spoken language is developing the ability to interact successfully in that language, which involves comprehending and producing (Hughes, 2003). Moreover, the objectives of speaking instruction should be able to enhance students' communicative abilities; this is the only way for students to express themselves and learn by following the social and cultural rules applied to each communicative circumstance (Kayi, 2006, p. 1). Furthermore, classroom activities that foster students' ability to express themselves verbally would appear to be an essential component of a language course (Ur, 2012, p. 117).

The ability of students to communicate well using the English language is critical for educators to consider when teaching language. In this context, Ur (2012) has explained numerous goals of teaching English speaking, including 1) The student actually should talk a lot; 2) Students should express themselves by using language that is relevant, easily understandable, and acceptable level of accuracy (p. 117). Thus, in English-speaking classes, students should be given numerous opportunities to practice speaking while also being given activities and directions to help them develop their speaking skills and practice using their language correctly according to the rules and context.

The teacher's application of classroom learning is one of the keys to success in terms of students improving their English-speaking skills. There are five principles of teaching speaking stated by Nunan (2003) such as 1) Be aware of the differences between second language and foreign-language learning contexts; 2) Give students practice with both fluency and accuracy; 3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk; 4) Plan speaking tasks that involve negotiation for meaning; 5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking (p. 53-56).

Therefore, teaching speaking skills, especially in English classes, is crucial and must be executed well. Educators can use a variety of tactics to improve students' motivation to learn English and provide numerous opportunities for students to practice speaking English for social interaction while paying attention to etiquette, culture, and conversation context.

1.7.5 The Expressions of Asking for and Giving Opinions

Humans can use language to communicate with one another in social interactions to accomplish specific goals and objectives. They were referring to Iswandi (2018) as cited in Megiyatri (2019), opinion results from a

person's perspective, understanding, specific feelings, beliefs, and desires regarding unfounded information distinct from knowledge and fact. For instance, in English, numerous expressions are frequently used, one of which is the expression for asking and giving opinions; this material is also included in the syllabus for learning English in various schools. These are some expressions that can be used to ask and give opinions:

Formal	Informal
Would you give me your opinion on...?	What do you think of...?
What is your opinion about.....?	What do you think about....?
What's your view on...?	What is your idea?
Do you think is/are...?	What is your opinion?
Do you have opinion of...?	How do you like?
Have you got any comments on...?	How do you feel about...?
Do you have any opinion on...?	Any comment about...?
What are you feeling about...?	What about...?

Table 1.1 Expressions for Asking Opinions

Giving Opinion	Meaning
I think....	<i>Saya pikir...</i>
In my opinion...	<i>Menurut pendapat saya...</i>
I feel....	<i>Saya rasa...</i>
In my view...	<i>Menurut pandangan saya...</i>
I personally think...	<i>Menurut saya pribadi...</i>
I personally believe that...	<i>Saya pribadi yakin bahwa...</i>
As far as I know...	<i>Sejauh yang saya ketahui...</i>

Table 1.2 Expressions for Giving Opinions

1.7.6 Flipped Classroom

Science and technology advancements in the 21st century have profoundly affected education worldwide. Consequently, this is illustrated by the growth of innovative learning methods and the deployment of technology as both media and learning tools. The flipped classroom is one of the learning models that emerged in the 21st century; this model is a variation on blended learning.

1.7.6.1 The Concept of Flipped Classroom

Since its inception in the early twenty-first century, several experts have defined the flipped classroom learning model and its application in education. Flipping the Classroom means that events that previously occurred inside the Classroom now happen outside of it, and vice versa (Lage, Platt, & Treglia, 2000, p. 32). Additionally, flipped learning is a pedagogical approach that shifts the focus of instruction from the Classroom to the individual student, transforming the classroom into a dynamic, interactive learning environment (Bergmann & Sams, 2014, p. 23). Furthermore, in a flipped classroom, work typically assigned as homework is completed in class under the instructor's supervision, while listening to lectures or watching videos is done at home (Herreid, & Schiller, 2013, p. 62). Thus, the flipped Classroom's central concept is the reversal of learning activities from within the Classroom to outside or at home. During class time, students engage in interactive learning.

Additionally, the flipped classroom learning model incorporates technology as a medium of instruction or a teaching resource. In this context, the flipped classroom methodology is a novel approach that utilizes technology to place students at the center of learning (García, Lemus, & Morales, 2015, p. 297). The flipped classroom technology also reverses classroom activities and homework assignments to organize the educational process (Evseeva & Solozhenko, 2015, p. 205). Furthermore, flipped learning can be achieved through instructional technology that enhances access to learning resources and encourages students to interact with instructors, peers, and course content in novel ways (McLaughlin, White, Khanova, & Yuriev, 2016, p. 25). Thus, in the flipped classroom model, incorporating technology into learning activities becomes a unified component that complements one another.

As discussed previously, the flipped classroom model is a learning model that converts between activities that are typically completed in class and those that are completed outside of class time, and vice versa, by placing students at the center of learning activities, enriching active learning in the Classroom with a variety of activities that involve active student participation, and integrating the use of technology to support learning.

1.7.6.2 The Components of Flipped Classroom

The flipped classroom as a learning model requires some components to function correctly as a builder framework. According to Gilboy, Heinerichs, and Pazzaglia (2015), the flipped classroom learning model is comprised of three components: *pre-class/before class*, *in-class/during the course (face to face)*, and *post-class/after class* (p. 2). Each piece has different learning activities and other supporting things; the flipped classroom components will be discussed in detail below.

1) Before Class Learning

This initial component contains activities and items that must be carefully considered. In this context, “the work students engaged in before the face-to-face class focused more on the lower levels of Bloom’s taxonomy (e.g., remember, understand)” (Gilboy et al., 2015, p. 2). Additionally, each student must arrive to class prepared and have had prior exposure to the content. Regardless of whether the student viewed the video lectures, read the book, or viewing YouTube videos on the subject (Fautch, 2015, p. 183). Furthermore, apart from watching a video lecture, students are also provided with reading material relevant to the lesson being taught before attending class (Fatima, Arain, & Enam, 2017). Thus, this stage is the basis of the flipped classroom, where students get a learning stimulus to be ready to learn in the Classroom.

2) In-Class Learning (Face to face)

The next component is face-to-face activities in the Classroom. Following the before-class activities, the face-to-face class is designed to allow students to apply the knowledge gained in the online component through active learning strategies (Gilboy et al., 2015, p. 3). Furthermore, the instructor can organize face-to-face class time around social constructivist activities. For instance, students could work collaboratively with classmates to discuss and deepen their understanding of the content (Mehring, 2018, p. 5). Thus, face-to-face learning activities are critical in a flipped classroom. This session serves as a follow-up to the activities conducted before class; additionally, this session should promote active learning by requiring students to interact.

3) After Class Learning

The last component is after-class activities. According to Gilboy et al. (2015), flipped classrooms rely heavily on after-class assessment activities. Assessments must be aligned with the learning objectives of the content and in-class activities that have been delegated (p. 4). The final component is more concerned with the assessment process between teachers and students regarding completed learning.

As a result of the discussion above about the flipped classroom learning model components, three primary members support the learning process in the flipped classroom, each of which has the characteristics of a particular learning activity. The primary distinction between traditional and flipped learning is in the before-class activities and content of the in-class activities, and the blending of online and offline learning that occurs during the learning process.

1.7.7 Islamic Junior High School

The long history of Islamic civilization in the Indonesian archipelago has resulted in numerous developments of Islamic nuances in contemporary life. One is the establishment of Islamic-inspired national educational institutions such as *madrasah*, while another is the proliferation of Islamic boarding schools across the country. In this context, referring to the minister of Religion Decree number 184 of 2019 revealed that:

“ A madrasah is a formal education unit under the guidance of the Minister of Religion which provides general and vocational education with the specificity of the Islamic religion, which includes Raudlatul Athfal, Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah, and Vocational Madrasah Aliyah.”

Thus, a *madrasah* is a national educational institution accountable to and guided by the Republic of Indonesia's Minister of Religion.

In this context, the *madrasah tsanawiyah* is one of the national educational institutions that incorporate Islamic teachings into the educational process. “*Madrasah Tsanawiyah*, hereinafter abbreviated as (MTs), is a formal education unit that provides education with the distinctiveness of the Islamic religion which consists of 3 (three) levels at the basic education level as a continuation of elementary school, *Madrasah Ibtidaiyah* (MI), or other equivalent forms, recognized as equal or equivalent to elementary school or *Madrasah Ibtidaiyah* (MI)” (Minister of Religion Decree number 184 of 2019).

Thus, based on the position or level of education, *madrasah tsanawiyah* (MTS) is equivalent to junior high school (SMP), as a secondary education institution following elementary school or *madrasah Ibtidaiyah* (MI).

1.7.8 The Importance of Flipped Classroom Lesson Plan to Teach Expressions Opinions at Islamic Junior High School

The researcher believes that in all subjects taught in any educational institution, a lesson plan must be made with solid thoughts and designed as well as possible to be applied in the learning activities. This opinion is

supported by Emiliasari and Jubaedah (2019). Lesson planning is a critical stage that must be completed before teaching. The learning process will become more organized with careful planning (p. 367). Additionally, Mawardi (2019) explained that the lesson plan (RPP) is the first step teachers must create to guide students' learning. Therefore, it is reasonable to anticipate that learning will become more effective and efficient in achieving the learning objective (p. 69). Additionally, a lesson plan must be directly related to the learning model and include all the learning activities.

In this context, careful planning of the lesson plan is necessary to ensure that the flipped classroom model is implemented optimally into the learning process. Additionally, the researcher's viewpoint is backed up by Tazijan, Baharom, and Shaari (2016). Due to the excitement that flipped learning brings to the Classroom, carefully designed lesson plans are necessary to ensure that learning occurs at its maximum capacity (p. 294). This matter includes paying attention to each component of the flipped classroom while ensuring that the lesson plan is complete. Therefore, educators must pay attention that each element of the flipped Classroom must be adequately implemented in the lesson plan, including the component of the lesson plan itself.

As a result, it was evident that for the flipped classroom learning model used to teach opinion expression in Islamic junior high school to function optimally and maximally, teachers must develop learning designs that serve as guides and guidelines when teaching using the flipped classroom model. Furthermore, the lesson plan must adhere to the breastfeeding guidelines outlined in the Minister of Education and Culture's regulations.

1.8 Previous Research

With the emergence of the flipped classroom learning model as an innovation in the world of education in the twenty-first century, numerous researchers worldwide have investigated the flipped classroom learning model using a variety of objectives and research areas. The researcher has examined various types of previous research on the lesson plan and flipped classroom model from various research studies to support current research and avoid duplication of similar

research. Moreover, the researcher classifies prior research subjects concerning lesson plans and flipped classroom models into several clusters, including The 2013 curriculum lesson plan analysis (Sari, 2018; Oktafianti, 2019; Damayanti, 2020; Rusydi, Kasim, & Samad, 2020; Amin, 2021); The implementation of the 2013 curriculum lesson plan (Sodik, Faridi, & Saleh, 2020; Sugianto, 2020), Developing flipped classrooms model (Fauzi & Aini, 2020; Dewi, Padmadewi, & Santosa, 2021); The effectiveness of flipped classrooms model (Triana, 2021; Safiyeh & Farah, 2020; Nugraheni, Surjono, & Aji, 2022).

The first research, conducted by Sari (2018), entitled “An analysis of lesson plan in 2013 curriculum created by English teachers,” focuses on the analysis of lesson plans in 2013. This study examines the Basic Competencies (KD) in the 2013 Lesson Plan (LP) Curriculum created by English teachers who attended the 2013 curriculum implementation training at LPMP Kalimantan Tengah. The qualitative method was employed in this study. The research topic is derived from a KD-2 lesson plan created by four teachers in a single group. Documentation is used to collect the data. The results indicated that the instructor effectively incorporated KD into the LP based on the components of the 2013 curriculum, as evidenced by the construction of a continuous LP following the Ministry of Education and Culture’s 2016 format no. 22. All written steps were completed, while some indicators of the lesson plan, such as writing time allocation, providing incentive in pre-activity, establishing learning objectives, employing operative verbs, and choosing learning materials for students, were missing.

The second research, conducted by Oktafianti (2019), entitled “An analysis of an English teacher’s lesson plan based on the 2013 curriculum at MTs Al-Qur’an Harsallakum Bengkulu in the academic year 2018/2109,” The purpose of this study is to assess whether or not the lesson plans generated by the English teacher at MTS Al Qur'an Harsallakum Bengkulu comply to the 2013 curriculum, as well as the process and obstacles encountered by an English teacher when preparing a lesson plan. The qualitative data was derived from the content analysis, the document research, and the interview guidelines. The results indicate that the writers' expectations for all lesson plans created by an English teacher do not meet

the requirements of curriculum 2013. In addition, the study of each lesson plan revealed flaws unrelated to the 2013 curriculum. Some components are primary competence, fundamental competence, study objectives, study content, learning instruments and sources, and evaluation.

The third previous research was conducted by Damayanti (2020). This study aimed to explain in-depth how a teacher develops a lesson plan per the 2013 curriculum. The method used in this study was a qualitative descriptive research design. This investigation was conducted at Bogor's Madrasah Aliyah (Senior High School). The participants in this study were ten English teachers who planned lessons based on the 2013 English curriculum. The research found that while English instructors' lesson plans included all of the complements required by the 2013 curriculum, several components of the lesson plans were irrelevant. The materials and activities (opening, core, and closing) were appropriate; nearly all lesson plans were well-mentioned. The indicators and assessment were deemed to be the least significant components. Most teachers were unaware of the distinction between active verbs in the cognitive and psychomotor domains. Additionally, most class plans did not include character instruments or psychomotor skill assessment rubrics (writing and speaking skills).

The fourth research, conducted by Rusydi, Kasim, and Samad (2020), is entitled "The instructors' comprehension of the 2013 curriculum's content and process standards and their ability to prepare an English lesson plan." This research aimed to determine the English teachers' comprehension of two critical parts of the 2013 curriculum: content and process standards, which drive instructors to develop an acceptable lesson plan (RPP) that interacts directly with the instructional process. Six English teachers from different levels of junior high schools in Banda Aceh were selected as samples. As research tools, the questionnaire and interview guide were utilized. The teachers' understanding of the content standard of the 2013 curriculum indicated that English teachers had a fairly good understanding of the curriculum 2013, as indicated by an average score of 65.23. In contrast, teachers' comprehension of the process standard of the 2013 curriculum demonstrated that English teachers already had a solid grasp of

the content standard, as indicated by their average score of 72.21. Overall, the average score for lesson plan (RPP) preparation was 65.16, considered above average.

The fifth research, "The implementation of scientific approach in teaching speaking with an appropriate lesson plan based on the 2013 curriculum," was conducted by Sodik, Faridi, and Saleh (2020). In this investigation's qualitative description, a case study was utilized. This study's sample consisted of three English instructors from SMP Negeri 40 Semarang. The result reveals that SMP Negeri 40 English teachers adopted a scientific method based on 2013 research. However, the implementation of the scientific approach was not devoid of obstacles. The challenges associated with implementing the scientific approach to teaching speaking were the communication step and issues with time management, student confidence, and pronunciation. Regarding the appropriateness of the lesson plans, every principle and criterion is met with the exception of student diversity and the promotion of a reading and writing culture.

The sixth research, entitled "Applying a lesson plan in a digital classroom: obstacles and rewards," was conducted by Sugianto (2020). This research is intended to determine how lesson plans are implemented in digital classrooms. The data acquired from the interview, classroom observation, and document were examined using an interactive model and a case study. As a result of applying the lesson plan for a digital classroom, the participants observed both strengths and weaknesses. Following the findings of this study, the lesson plan is deemed satisfactory since it corresponds to 86.9% of the curriculum's components in 2013. In addition, the difficulties were the network connection, preparation, and students' familiarity with the technology, whereas the advantages included the resources, students' skills and engagement, and efficiency.

The seventh research, entitled "The analysis of the lesson plan based 2013 curriculum designed by the English teacher at MTs Al Hidayah Makassar," was conducted by Amin (2021). This research analyzes the MTS English teacher's 2013 lesson plan-based curriculum design. Al – Hidayah" This study will examine how the English teacher prepares learning activities linked to basic competency

and how the English teacher evaluates pupils following the 2013 curriculum objectives. This research utilized a qualitative research methodology. The subjects of this study were Mts Alhidayah Makassar English instructors.

Given that there are two English teachers at Mts Alhidayah Makassar, the sample included two English teachers. In conducting interviews, the researcher utilized two types of data collection equipment. This research examining the relationship between fundamental competencies and learning activities indicates that some learning activities in the 2013 Junior High School curriculum produced by the English teachers are unrelated to the basic competencies. In assessing student learning, the instructor utilized a variety of cognitive and psychomotor assessments.

The eighth research, entitled “Developing an extended flipped classroom for teaching English at primary school: The plan, flip, assess, reflect (PFAR) Model,” was conducted by Fauzi and Aini (2020). This research developed a flipped classroom model for primary school English instruction called the Plan, Flip, Assess, and Reflect (PFAR) model. Through a combination of online and face-to-face learning, this model is capable of transforming traditional learning into an interactive learning process. The PFAR model comprises four steps: 1) lesson planning, 2) lesson flipping, 3) learning assessment, and 4) learning reflection. Took the following steps were taken in developing this model: 1) requirement analysis; 2) design and development; 3) validation and revision; 4) preliminary field test; 5) product revision; 6) preliminary field test; and 7) final revision and dissemination. These processes result in the PFAR model. The validation result indicated that the PFAR model’s quality was good and excellent. They agreed that the PFAR model is beneficial for elementary school English teachers. Additionally, the experiment’s results indicated that the PFAR model had a statistically significant effect on the students’ English-speaking abilities. It significantly improved the students’ oral communication abilities.

The ninth research, entitled “The implementation of flipped classroom model in teaching English to junior high school students,” was conducted by Dewi, Padmadewi, & Santosa (2021). This study examined (1) the implementation of

Flipped Classroom for teaching English; (2) the students' achievement; (3) the students' viewpoint; and (4) the disparities between the opinions of high-achieving and low-achieving students on Flipped Classroom. There were 41 seventh-grade students and one seventh-grade English teacher who investigated. In this study, interviews, questionnaires, and analysis of lesson plans were examined using an interactive model, while the post-test and opinions of high- and low-achieving students were statistically analyzed using SPSS 16. As a result of implementing Flipped Classroom, the teacher performed numerous preparations and teaching procedures that differentiated the classroom activity and home activity; the students' achievement was deemed to be high; the students' perceptions of the learning were also optimistic, and there were no discernible differences between the opinions of high and low achieving students. This research aids educators who wish to utilize flipped classrooms as a teaching strategy.

Triana conducted the tenth previous research (2021). This research aimed to determine whether or not the flipped classroom model affects students' speaking abilities. This research employed a quasi-experimental design with a pre-and post-test control group. The population for this research was senior high school students in the eleventh grade. The researcher conducted a pre-and post-test on the ability to express and give advice or suggestions using an oral test. Additionally, the findings of this research indicated that utilizing a flipped classroom model affects students' speaking ability.

Safiyeh and Farrah (2020) conducted the eleventh of previous research. This research aims to determine the efficacy of flipped classrooms in improving seventh-grade students' English language skills and areas of proficiency. In the experimental group, flipped learning was used, whereas the control group received traditional instruction. Additionally, a pretest and a posttest were used in conjunction with a semi-structured interview to paint a clear picture of flipped learning. The research's major findings indicated significant differences between the two groups regarding English language skills and areas. The experimental group outperformed the control group on all measures, with listening, speaking, and communication skills being the most significantly improved.

The last previous research, entitled “How can flipped classroom develop critical thinking skills? A literature review,” was conducted by Nugraheni, Surjono, and Aji (2022). This research provides a complete summary of how the flipped classroom might significantly influence the development of critical thinking abilities. The data was provided by four databases Google Scholar, ResearchGate, EBSCO, and Emerald. This study analyzed the outcomes of sixteen studies published between 2015 and 2020. In a flipped classroom, various learning activities can be implemented outside and inside the classroom, allowing students to be actively engaged in their education. Additionally, flipped classrooms could be linked with different learning approaches and leverage various techniques to enhance their effectiveness in developing students' critical thinking skills.

In this context, the researcher examines some of the correlations and differences that exist in several previous research that researchers with this current research have found. Starting from the previous research cluster that examined the 2013 curriculum lesson plans, in the research conducted by Damayanti (2020), Sari (2018), and Oktafianti (2019), the focus of this research is on the analysis of the 2013 curriculum lesson plans made by English teachers, which analyzes the suitability of the learning plans with the implementation of the 2013 curriculum component. In this latest research, the researcher's focus is not on analyzing the suitability of the teacher's lesson plans with the 2013 curriculum but on the teacher's needs in developing lesson plans combined with the flipped classroom model. However, the latest research is similar to Sari's research (2018), where the lesson plan component refers to the Regulation of the Minister of Education and Culture No. 22 of 2016

Additionally, still in the context of the 2013 curriculum learning plan, the most recent research is comparable to the research of Oktafianti (2019) and Amin (2021), in which the lesson plan employed in the research focuses solely on the Islamic junior high school level with English subjects. Not only that, but this latest research also has differences and similarities with research conducted by Sodik, Faridi, and Saleh (2020), for the difference lies in the analysis of the

learning approach used, where the research analyzes the application of the scientific approach in the 2013 curriculum exclusively. Meanwhile, in the latest research, the researchers did not focus on discussing the application of the scientific approach in depth. However, on the other hand, the similarities are in the skill focus, where both studies focus on lesson plans for the ability to speak English.

Then second, the previous research cluster is developing the flipped classroom learning model in English language teaching at school. In this context, the researcher found two similar studies examining the same area studies carried out by Fauzi and Aini (2020) and Dewi, Padmadewi, and Santosa (2021). That research is similar to the current research conducted by the researcher, which analyzed the development of the flipped classroom model in the teaching and learning process of English in schools. However, for the educational institution level, the latest research is the same as the research conducted by Dewi, Padmadewi, & Santosa (2021), which developed the flipped classroom at the Junior high school level. Unfortunately, this current research does not analyze student achievement, students' perspectives, and the disparity of opinion of high achieving and low achieving students in the Flipped Classroom model. The researcher emphasizes that the current research only focuses on implementing the flipped classroom model, developed into a learning plan product.

Additionally, concerning the focus of English skills developed in flipped classroom model, the recent research has similarities to the research conducted by Triana (2020). Both of these research put forward students' English-speaking skills developed in the flipped classroom model, but there are differences in the level institute; this recent research has developed a flipped classroom learning model focusing on speaking skills for junior high school level, not for the senior high school level. Although the objective of the skill in the development lesson plan in this research is speaking, it differs from the research conducted by Safiyeh and Farrah (2020), which examined the effectiveness of reversed classes in enhancing seventh-grade students' English abilities and competence. The most

recent research undertaken by the researcher did not evaluate the efficacy of the flipped learning model in enhancing students' speaking skills

Then lastly, in this recent research, there are a few similarities concerning the 21st-century learning skills in the previous research conducted by Nugraheni, Surjono, & Aji (2022), which provides a complete summary of how the flipped classroom might significantly influence the development of critical thinking abilities. In the recent research conducted by researchers, the 21st-century learning abilities shown are not only critical thinking, but in this research, the researcher has attempted to involve our 21st-century learning skills designed into a series of learning activities in lesson plans. Unfortunately, this research did not reach the stage to test the effectiveness of whether the learning series contained in this lesson plan can improve the four 21st-century learning skills.

As a result, the researchers managed to find a correlation between the flipped classroom learning model and the 2013 curriculum lesson plans after reviewing various previous studies. Several previous studies have shown that the inverted classroom learning model is beneficial for English learning activities, one of which supports speaking skills. In addition, several studies on RPP have succeeded in examining how the implementation of the 2013 Curriculum and the completeness of the RPP components are based on Permendikbud number 22 of 2016 in the RPP made by English teachers. However, none of the previous studies has specifically explained how the development of the 2013 curriculum flipped classroom lesson plan to teach speaking at the Islamic junior high school level. Therefore, the researchers attempted to conduct this research to fill this gap.

1.9 Frame of Thought

In this instance, education in Indonesia has regulations for the preparation of lesson plans used in various educational institutions, one of which is the Islamic junior high school level by referring to the 2013 curriculum policy in the regulation of the minister of education and culture number 22 of 2016. The 21st century affects the development of the world of education, for example, with the emergence of Flipped Classroom model that can be adapted to the learning process. Many studies have proven that this learning model can help the learning

process and improve students' English skills and abilities; this model also supports the development of 4Cs skills such as critical thinking, communication, collaboration, and creativity in 21st-century learning skills. It is necessary to create solid lesson planning to apply the flipped classroom to learning. As a result, Figure 1.2 outlines the research framework that forms the correlation between the background, questions, and research objectives in this research

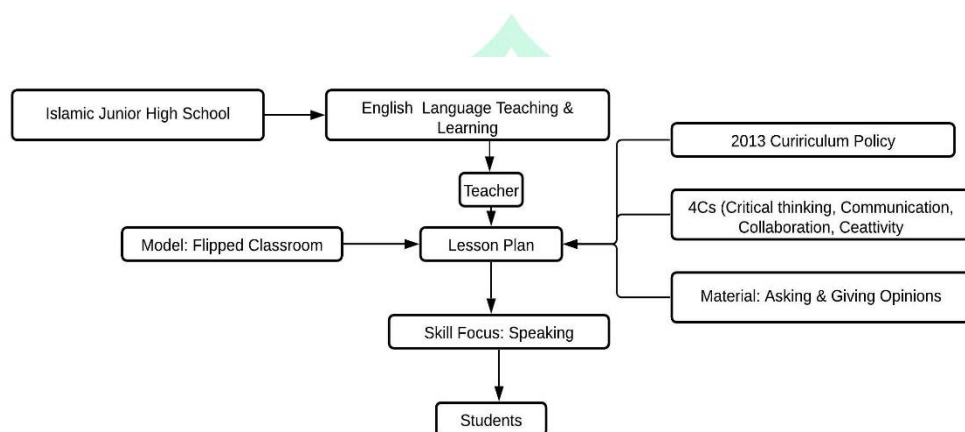


Figure 1.2 Frame of Thought

1.10 Research Method

In this section, there are discussions about the methodological steps which underlie this research. It covers the research design, stages of the research, sources of data, types of data, data collection techniques, research instruments, and data analysis techniques.

1.10.1 Research Design and Steps of the Research

This research was designed in the form of the Research and Development (R&D) model. Research and development (R&D) is used to create, test, and refine goods. This procedure entails following a predetermined field testing, assessment, and modification sequence to generate well-designed educational programs and products (Gall, Borg, & Gall, 2003). The research and development (R&D) model consisted of numerous steps, as follows: (1) Research analysis, needs assessment/proof of concept; (2) Product planning and design; (3) Preliminary product development; (4) Expert validation; (5) Product revision; (6) Main field

testing; (7) and the final product revision and dissemination (Gall, Borg & Gall, 2003 as cited in Gooch, 2012, p. 85-86). Sometimes, the funder may expect all project stages to be completed. Still, in other cases, design and development projects may entail sequential tasks (The Institute of Education Sciences, U.S. Department of Education and the National Science Foundation, 2013).

Some researchers have modified the stages of research and development (R & D) when examining the research. For example, the research by Safitri (2019) from the State Institute for Islamic studies of Metro, entitled "*Developing English learning materials for English club students at SMAN 1 Punggur Central Lampung*," used research and development (R&D) and only involved five main steps: needs analysis, planning, developing the materials, validating the developed materials, and revising.

Nevertheless, this research did not follow all steps from the R & D stages above because of the time and the budget factor. Therefore, this current research was adapted and simplified the R & D stages proposed by Gooch (2012) over four stages, following: (1) Research analysis and needs assessment/proof of concept; (2) Product planning and design; (3) Preliminary product development; and (4) Expert validation. The explanations of the R & D procedure used in this research are below:

1) Research analysis and need assessment/proof of concept

In this first stage, the researcher collected data through several activities, including 1) conducting a literature review from many sources to look for the characteristics of the product to be developed; 2) Identifying the indicators of interview questions based on the results of the product characteristics analysis; 3) Assessed the needs of teachers and students for the products to be developed. Therefore, this step focuses on determining the characteristics of the flipped classroom and the lesson plan of the 2013 curriculum and identifies the teacher and students' needs analysis.

2) Product planning and design

At this stage, the researcher has assessed the result of the interview for teacher and student needs, utilizing semi-transcripts to analyze each interviewee's responses to critical themes. Additionally, the researcher has defined the structure of the flipped classroom lesson plan (RPP) of the 2013 curriculum and the ministry of education and culture number 22 of 2016. Furthermore, the researcher specified the learning objectives, topics, media, learning activities, and assessment.

3) Preliminary product development

At this stage, the researcher has created a product based on analyzing and designing the demands of teachers and students in the preceding step. At this point, the researcher has worked closely with the two supervisors to prepare a lesson plan for a flipped classroom.

4) Expert validation

This stage is completed with expert validation. Expert validation attempts to refine and improve the quality of research-based products. This validation was conducted by the lecture from the English language teaching department lecturer IAIN Syekh Nurjati Cirebon. All recommendations and input from the expert were critical in determining the quality of the researcher's flipped classroom lesson plan product.

1.10.2 Sources and Types of Data

The data is information or facts used in discussing or deciding the answer to a research question. Additionally, the data source in the research is the subjects from which the data can be collected for research (Arikunto, 2010, p.129). The primary data will be collected from the participants, who are students and English language teacher in eighth grades in Islamic junior high school Cirebon, in the academic year 2021/2022. This research used purposive sampling to select the eighth-grade students as the participants. Purposive sampling is selecting a sample by taking a subject that is not based on its level or area but on its specific purpose (Arikunto, 2010, p.

183). The researcher selected five students as participants in this research from the number of eighth-grade students taught by the English language teacher. The criteria for students who are used as participants and the research correspondents are below:

No	Students' Participants Criteria
1	Students are communicative
2	Students who actively participate in English learning
3	Students have studied the expressions of asking for and giving opinions on material
4	Students have studied English with a blended/flipped learning model
5	Eighth-grade students studying English with the same teacher (the English teacher who was selected as the interviewee)

Table 1.3 Students' Participants Criteria

Secondary sources of this research were from several reading sources: articles, essays, research, English subject syllabus, and the existing English subject lesson plan (RPP) for eight grades of Islamic junior high school. Researchers have also utilized assistance from internet computers and electronic databases (e.g., Google, Google Scholar, ERIC, Taylor & Francis, Academia, Scribd, and Science Direct) to explore various kinds of reading sources in the literature review to find the characteristics that have been sought. Thus, the reading sources have to do with the research topic being examined by the researcher. The types of data of this research focus on qualitative research data. Thus, the data taken from this research involves literature review, interview transcription, and documentation analysis.

1.10.3 Data Collection Techniques and Instruments

The data for this research has been collected from a literature review, interviews, and documentation. Each data collection technique used in this research has its function.

1.10.3.1 Literature review

The researcher has not only used a literature review as the theoretical foundation, and this technique has been used to identify the characteristics of the flipped classroom model and the 2013 curriculum

implementation learning plan (RPP). The literature review refers to a series of operations involving acquiring library data, reading and recording research materials, and processing those materials. (Zed, 2004, p. 3). Additionally, the literature review is critical for advancing knowledge and comprehending the breadth of research on a particular subject, synthesizing empirical evidence, developing theories or providing a conceptual framework for subsequent research, and identifying topics or research domains that warrant additional investigation (Paré, Trudel, Jaana, & Kitsiou, 2015).

To discover the characteristics of flipped classroom learning model and the 2013 curriculum lesson plan, relevant journals, articles, books, and the Minister of Education and Culture Regulation were searched and analyzed, which concern the inclusion and exclusion criteria. These criteria help the were critically explored concern with the inclusion, and the exclusion criteria help the researcher construct and find out the characteristics of flipped classroom lesson plan promoting the 2013 curriculum. The inclusion and exclusion were listed below:

Inclusion	Exclusion
a. The literature covers the period 2000 up to 2020. b. Related to the flipped classroom learning model in the 21st century. c. Related to the English language teaching and learning in 21st century d. The regulation of the minister of education and culture related to the 2013 curriculum (lesson plan). e. Lesson plan (RPP) in the 2013 curriculum. f. Journal indexed nationally or internationally.	a. Past flipped classroom research and literature (before the 21st century). b. The regulation of the minister of education and culture unrelated to the 2013 curriculum (lesson plan).

Table 1.4 Inclusion and Exclusion Criteria RQ 1

1.10.3.2 Interview

The interview was employed to obtain data throughout the stage of need analysis. This research used semi-structured interviews. According to Britten (1995), semi-structured interviews are based on a loose structure composed of open-ended questions that initially specify the region to be investigated and from which the interviewer or interviewee may deviate to pursue an idea in greater detail (p. 251). Interviews were conducted to ascertain the demands of teachers and students concerning the product development undertaken by researchers. The interview was separated into many topic questions that reflected the flipped classroom learning model's characteristics and the 2013 curriculum lesson plan. The instrument of the interview was in the form of open-ended questions. In this context, the open-ended question is one in which the researcher does not provide response options; instead, the participants react to the question independently (Creswell, 2012, p. 386).

1.10.3.3 Documentation

The data collection technique of this recent research utilized the documentation technique. The term documents encompass a broad range of textual, tactile, and visual items and what other authors may refer to as artifacts. Document analysis can also focus on written or text-based artifacts or nonwritten records (Ary, 2014, p. 472). The researcher used some written documentation from the research institution, such as the syllabus and lesson plan (RPP) for the eighth-grade English subject of Islamic junior high school compiled by the teacher. Additionally, the researcher used non-written records such as audio interviews, with the results of the analysis being converted to a written transcript.

1.10.4 Data Analysis Techniques

This research collected the data through literature reviews, interviews, and documentation. Furthermore, the following technique of data analysis is used by the researcher in undertaking the research:

1.10.4.1 Narrative Review

The literature review used as a data collection technique was synthesized using the narrative review method. The narrative review is to ascertain what has been written about a subject or theme (Green, Johnson, & Adams, 2006). Additionally, the researcher conducted a narrative review of numerous reading materials of the flipped classroom model and 2013 curricular lesson plan to ascertain the characteristics of the flipped classroom lesson plan product that would be generated. The following steps will describe the narrative review process employed in this research: 1) conducted a literature review on the topics to be identified regarding the flipped classroom learning model and the 2013 curriculum lesson plan; 2) synthesized the data containing every explanation and piece of information to be sought from all the reading sources that have been collected; 3) created evidence of the results of data synthesis in the form of a table; 4) Reviewed and deduced conclusions from the results of the presented data.

1.10.4.2 Semi Transcription

The data obtained from the results of the semi-structured interviews was transcribed using the semi-transcript technique. In this context, semi-transcription does not fully transcribe the interviewee's response. (Edmonds & Kennedy, 2017, p. 323 as cited in Nashrudin, 2020, p. 84). Additionally, by directly utilizing semi-transcriptions, it is possible to decrease grammatical faults and word usage in participants' responses. Because the interviewer can better grasp the interview's context and content, they may summarize the conversation's key point (Nashrudin, 2020, p. 84). As a result, the researcher transcribed only the core of

each participant's responses following the questions, resulting in easily-readable and understandable data.

1.10.4.4 Document Analysis

The researchers investigated various types of documents required for this research. The researcher analyzed the eighth-grade English syllabus used by the teacher and the English subject lesson plan that the teacher made, which was analyzed using a checklist document form with three primary objectives, including 1) identifying the lesson plan components' compliance with the guidelines contained in the 2013 curriculum and the regulation of the minister of education and culture number 22 of 2016; and 2) identifying the characteristics of the flipped classroom learning model compliance in the teacher's lesson plan. Finally, the audio interviews of each participant were analyzed using semi-transcripts. The results of all the analytical documentation were critical sources of data and the references for the researcher in developing a flipped classroom lesson plan.

1.10.5 Research Timeline

The researcher makes the research timeline to provide a target time for the activities that must be carried out so that the research can be completed following the allotted time. The researcher has designed the research timelines as follows:

No	Activities	Months																			
		February				March				April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Developing research proposal																				
	Applying proposal																				
	Proposal seminar																				
2.	Conducting research																				
3.	Collecting data 1: students'																				

