

## **CHAPTER I**

### **INTRODUCTION**

The foundation of the research is presented in this chapter. Besides, identification of the issues, delimitation, and focus of the research, research question, significance of the research, theoretical foundation, previous studies, frame of thought, and research method are presented in this chapter as well.

#### **1.1 Background of the Research**

Many teachers are not able to make interactive learning lesson plans, and it can be seen from the number of teachers who deliver material by lecturing, so teaching and learning activities tend to be monotonous, and students feel bored. There are still measly teachers who design learning media in the syllabus and lesson plans. Teachers only use simple learning media so that they cannot attract students' interest in learning (Adlin, 2019, p. 31). The lecture learning method has a weak point: a process of teaching and learning becomes tedious; the lecture method can affect students' motivation because they are passive in class; the material that is controlled by students is dependent on the material explained or described by teachers (Ariyanto, Kristiyanto, & Nugroho, 2021, p. 37). Thus, making an interactive learning lesson plan is necessary so that the teaching and learning process is more interesting or not monotonous. An interactive learning lesson plan is needed for teaching speaking as well.

Teaching speaking is an activity to teach English learners to use the language in expressing opinion and communication (conversation) or to be able to use the language in words, sentences, intonation, and rhythm. Teaching and practicing pragmatic competence are both part of teaching speaking (conversation, turn-taking, and speech act) (Pakula, 2019, p. 108). Besides, teaching speaking includes comprehending the 'combinatorial' nature of speaking, which includes linguistics and discourse features of speech, core

speaking skills that enable speakers to process and produce speech, and communication strategies for managing and maintaining spoken interaction (Burns, 2019, p. 1). Therefore, to make the teaching speaking process orderly, a lesson plan is needed.

The lesson plan is one of the most crucial components parts that each teacher should have to guide the teaching and learning process. One of the most important components of education is a lesson plan. It is significant because it is a guide for teachers during each meeting's learning activities (Otaya, Kartowagiran, Ratnawati, 2020, p. 126). Lesson plan is a method for teachers to attain the objective, such as increasing student competencies (Nurtanto, Kholifah, Masek, Sudira, Samsudin, 2021, p. 349). The lesson plan is the final step in the curriculum implementation process. It is a process in which a teacher considers carefully what and how they will teach a lesson (Ojukwu, 2021, p. 160). A lesson plan prepared by the teacher becomes a reference for students' activities or achievements through the learning guidelines that are made (Arpius, 2020, p. 1259). Teachers must construct a lesson plan in order to assist and guide them in making the learning process successful, efficient, and structured (Rahayu, Utami, Utami, 2021, p. 326). Thus, a lesson plan contains a guide or plan about the course of learning that has been prepared by a teacher before carrying out learning and teaching activities, and with the lesson plan the teacher can make a plan of interactive learning process or activities in the classroom.

Interactive is something that does each other's activities or actions. Interactive learning is learning that emphasizes the involvement of students with students, students with teachers, and the material, and it can improve students' interest in learning. Interactive learning refers to the interaction between students, students, and teachers or students with learning media (Dasna as in Widianoro & Harjono, 2017, p. 201). Besides, students' interest in interactive learning can be enhanced (Muchamad as in Ariyanto, Kristiyanto, & Nugroho, 2021, p. 37). Thus, interactive learning is activities

that focus on students, where students are directly involved in various processes of learning, and one of the interactive skills in English is speaking skills.

One of the abilities that must be mastered is speaking in learning a language because it is a tool to communicate and deliver opinions and feelings. Speaking is a language skill that students acquire in order to achieve the goal of learning a language, which is communication (Syakur, Sugirin, Margana, Junining, Sabat, 2020, p. 685). Learners use speaking to give presentations, provide explanations, communicate information, explain objects, make polite requests, discuss ideas, and express their thoughts to others (Liu as cited in Arafat Hamouda, 2020, p, 176). Speaking is an interactive activity that involves both the speaker and the listener producing, receiving, and processing information in order to communicate feelings, thoughts, and opinions (Sharma as cited in Wong and Yunus, 2021, p. 1). Thus, one of the skills those students should develop when learning a language is speaking.

Furthermore, the development of lesson plan in teaching English is necessary for teaching EFL to impart students' skills in critical thinking, communication, problem-solving, collaboration, innovation, and creativity. There are several clusters of research based on the topic, such as teaching speaking (Pakula, 2019, Burns, 2019, Murni & Widiatuti, 2020). Developing lesson plan (Nesusin, Khamhaeng, & Supadol, Poonpipathana, 2014, Sudipa, Aryanti, Susanta, & Anggayana, 2020, Rahnawati, 2017). Then, difficulties in developing lesson plan (Palobo, Sianturi, & Marlisa, 2018, Nurtanto, Kholifah, Masek, Sudira, & Samsudin, 2021, Justiani, 2020). Improving teacher's competence in developing lesson plan (Sudirman, 2017, Arpius, 2020, Iryasman & Khairani, 2020). Interactive learning (Widianto & Harjono, 2017, Kustyarini, Utami, & Koemijati, 2020, Ariyanto, Kristiyanto, & Nugroho, 2021).



There are several different findings according to the research shown. Developing a lesson plan is needed in education to improve the process of learning. Developing a lesson plan is important in education because it determines the success of teaching and learning (Rahnawati, 2017, p. 33). In the developing lesson plan, the previous research does not explain or convey how to develop a lesson plan. Meanwhile, it is necessary to develop a lesson plan so that the teachers can know how to develop lesson plan.

The other findings of research that has shown there is different finding in improving teacher's competence in developing a lesson plan. The focus of previous research does not specifically explain the teacher's competence in developing lesson plan but only explains the teacher's preparation lesson plan. Besides, a teacher's competence in developing a lesson plan is important because the teachers can implement several aspects to make or develop a lesson plan. In general, a teacher's competence is a mindset, feeling, act, or even speaking that causes a teacher to be successful in his work (Kumari, 2020, p. 1).

From these findings researches, there are three criticisms. The first critic, from several existing research, there is not found specific research or journals on developing an interactive lesson plan. Furthermore, developing interactive lesson plan is important to discuss today. It is because as an effort to improve the quality of the teaching, and learning process. Because there is cooperation and unity among teachers, the lesson plan will improve the quality of teaching and learning goals will be more readily realized (Mufidah & Wajdi, 2017, p. 1). In other words, it can be an example of guidance for teachers in making interactive learning lesson plans to make education in Indonesia more advanced.

Second, there is very few research or journal that discusses developing lesson plans, especially interactive learning lesson plans for teaching introduction material in seventh grades. Introduction material is a material that

provides in junior high school, especially in seventh grade. This material is needed for students in seven grades because this material provides opportunities for students to communicate around introduction with others. Besides, learning material is knowledge, an ability that should be mastered by students. It gives students numerous opportunity to use language. The materials will provide numerous opportunities for learners to really utilize language to achieve their goals, as well as numerous opportunities for them to receive feedback on the quality of their communication efforts (Gultom, 2016, p. 224).

Third, there is no explanation from the previous research yet about what is needed by teachers in developing a lesson plan. It is necessary because, with the theory of what teachers need to develop lesson plans, teachers can find out what things they have to prepare. Besides, the important lesson plan for teachers is to guide teachers in teaching and learning so that it goes well. There are two important reasons to plan a lesson. First, a lesson plan is a reference tool for teachers, and the second is it has to do with the teacher-student connection (Sesiorina, 2014, p. 85).

According to the three points of critics above, it is not found specific research or journals on developing an interactive learning lesson plan, there is very few research or journal that discuss developing lesson plan, especially interactive learning lesson plan for teaching speaking for introduction material, and for seventh grades, and there is few explanation from the previous research about what is needed by teachers in developing lesson plan. These issues must be covered in the current study because they have the potential to raise the bar for the teaching and learning process, introduction material provides the opportunity for students to communicate in English, and teachers can find out the things they have to prepare in developing a lesson plan.

## **1.2 Identification of the Issues**

The author of this study is interested in analyzing how teachers present information in the classroom. Therefore, the writer wants to make a developing interactive lesson plan. It is because teachers can teach in the classroom more interactively, such as by interacting with students, practicing speaking with students, and not being monotonous.

Based on observations and reading previous journals, the author found several problems, such as;

1. The teacher's way of delivering material in the classroom is only lecturing.
2. Lack of interaction between teachers and students. The teacher only focuses on the material that must be given or explained to students.
3. The use of learning media is less varied. The teacher only employs the whiteboard media during class time.
4. The problem for students is the lack of speaking practice and lack of vocabulary understanding.

## **1.3 Delimitation and Focus of the Study**

There are several focuses or delimitations on this study according to the things in the title. The first delimitation is that it is carried out at junior high school, especially in seventh grade. This is not carried out at the elementary school or high school level. This is because junior high school still requires basic mastery of English, it is needed to communicate in daily life. The second delimitation is the interactive learning lesson plan. This second delimitation does not talk about media, or learning modules. This is because the interactive learning lesson plan is needed, so that the learning and teaching process is more interactive and not monotonous. The third delimitation is speaking skill. The fourth delimitation is the introduction material. This delimitation does not discuss the material of time, day, greeting, and counting. It is because the delimitation only focuses on the introduction material. It is because the material is an important material to master as a basic mastery of the English language and for daily communication. So, the focus in this



research is on junior high school, especially in seventh grades, interactive learning lesson plan, speaking skill and material introduction.

#### **1.4 Research Questions**

There are some research questions in this study. And the research questions are possible to answer. And here are the research questions:

1. What are the characteristics of a good interactive learning lesson plan for teaching speaking for the seventh grader at junior high school?
2. How is the development of interactive learning lesson plan for teaching speaking for the seventh grader at junior high school?

#### **1.5 Aims of the Research**

Based on the research questions, the writer identified the purpose of this research. And there are the purposes:

1. To find out the characteristics of a good interactive learning lesson plan for teaching speaking for the seventh grader at junior high school.
2. To find out the development of interactive learning lesson plan for teaching speaking for the seventh grader at junior high school.

#### **1.6 Significances of the Research**

This step contains the significance of the research. There are two parts, namely significance of the research in theoretically, and significance of the research in practically. Besides, here are the significance of the research in theoretically, first, this research can be added as a reading reference to develop an interactive learning lesson plan, especially in the introduction material, second, and this research can be used as a reference for authors of books on developing interactive learning lesson plans, and the third, it can be used as an example of interactive learning lesson plan.

Moreover, the significance of the research in practically, this study can be used by English teachers when teaching speaking skill using introduction material at junior high school for the seventh grades or it can be used for people engaged in education when teaching introduction material.

## **1.7 Theoretical Foundation**

This stage discusses several theoretical foundations that are contained in this study such as, lesson plan, interactive learning, teaching speaking, speaking, and junior high school.

### **1.7.1 Lesson Plan**

Lesson plan is one of the things that must be owned by a teacher before the teacher teaches in the classroom. Defining a lesson plan is not easy, because when defining a lesson plan there are several aspects that must be considered. Besides, there are several definitions of lesson plans from previous study. Lesson plan is a plan which describes the procedures or preparation of the teacher before carrying out the teaching and learning process to achieve the goal of learning (Farhi, 2021, p. 6). The teacher's planning of the learning process, such as the creation of a lesson plan (Fithriyyati, Maryani, 2018, p. 11). Lesson plan is a necessary element in educational system in learning and teaching process, lesson plan will guide teacher to do the process teaching and learning smoothly (Ula, 2019, p. 9). A lesson plan is a set of activities designed to help students reach their learning goal, lesson plan gives benefits for teachers because it allows them to consider what they will do with their pupils in class (Manalu, 2016, p. 41). A lesson plan is a written guide that is used to attain a specific learning goal (Pal, Taywade, & Alekhya, 2021, p. 48). In the other meaning that lesson plan is the teacher's planning of the learning process to assist and guide to attain the objective of learning.

Besides, making a lesson plan is a fundamental component or part of the whole process of implementing learning and learning activities, and it is a must for teachers. There are ten components of lesson plan; 1) the identity of school class, that consist of name of institution, unit, class, and semester, 2) the identity of lesson, consists of name of subject, number and topic of lesson, and time allocation and date, 3) the core competence, describes the main competence that students need to study or learn for the class level in subject in



terms of attitude, knowledge, and skill, 4) basic competencies and indicator of competency achievement, basic competencies are some of competencies that must be mastered by students in certain subjects as the basis for their establishing one indicator of competence, 5) objectives, it is as processes and products of learning that is expected to be achieved by students, 6) materials 7) method(s) of the teaching used by teacher in create a teaching-learning process, 8) media (such as book, flash card, slides, the internet, tape recording) and resources, 9) teaching activities (pre-teaching, while-teaching, and post-teaching activities), 10) assessment (Farida, Kasim, & Manan, 2018, p. 26). Eight component of lesson plan: the objective of learning activity is predetermined, an anticipatory set or an induction set to pull students' thoughts on learning activities, instruction for convey the content, consist the strategies of learning for student, closing the class with a short discussion about that topic in several small groups, consist independent practice for students (homework), appropriate materials and methods, assessments (summative or formative assessment) it is for checking the objective is met or not (Pal, Taywade, & Alekhya, 2022, p. 49). Components in the lesson plan; identity, core competencies (KI), basic competencies (KD), time allotment, indicators, learning materials, method of learning, learning sources, learning media, teaching activities, assessment/evaluation (Rolanda, 2019). Besides, Permendikbud 2014 component: identity includes name of school, subject, class/semester, time allocation, core competencies, basic competencies, competencies indicator achievement, learning material, learning activities, assessments, and media learning.

Before making a lesson plan, teachers must know there are several aspects in the lesson plan, aspects contained in the lesson plan include at least KD, indicators, themes, scene settings, learning activities, required materials and learning resources (Ulum, 2015, p. 1). The content, process, and students' learning are all crucial parts of the lesson plan, several comprehensive instructions and learning methods are found as having differences (Kinasih &

Hardiani, 2020, p. 185). Moreover, there are several aspects of lesson plan or some elements at least should be contained in lesson plan; 1) goals, goal is a general change that is expected to be achieved by students in complete a course, 2) objective, objective is what teachers wants the students to achieve at the end of the lesson, 3) activities, learning activities for young learners need to follow this principles: concrete to the abstract, receptive to the productive skills, personal to the impersonal, and the last controlled to less controlled, 4) media, should be simple to produce or obtain, simple to use and operate in a classroom setting, engaging for children, meaningful and authentic, and improving language skills, 5) assessments, first, the evaluation should be able to measure what is stated in the objectives in terms of what students should display and how well pupils should demonstrate certain action verb, second, the assessment should be consistent with activities and incorporate activities that they are familiar with from their classroom experience (Brown as in Sesorina, 2014, p. 86).

There are several parts of structure and steps of preparing a lesson plan. There are three parts of structure and design of lesson plan, there is (1) opening or header, contain identity and syllabus, (2) content, contain; apperception (alpha zone, warmer, pre-teaching, scene setting), teaching strategy, activity procedures, teaching aids, learning resources, and project, (3) cover or footer, contain rubric of assessment, and teachers' opinion (Chatib as in Baharun & Adhimiy, 2018, p. 53). There are numerous steps in prepare lesson plan (1) completing the identity column, (2) establishing the time allocation required for the meeting, (3) identify SK and KD as well as the indicators that will be used, using the syllabus that has been developed, (4) establishing the method of learning to be used based on the SK, KD, and indicator that have been determined, (5) identify the teaching material by subject matter, (6) establishing the method of learning to be used, (7) establishing the material or learning resources that will be used, (8) prepare measure that include initial activities, core activities, and end activities, (9)

create assessment criteria, observation sheets, sample problems, a scoring technique, and answer keys (Sudirman, 2017, p. 115).

A good lesson plan should include at least four parts: teaching objectives, a warm-up activity, strategies and process for achieving the teaching objectives, and assessment to see if the techniques and procedures were successful in achieving the teaching objectives (Bin-Hady & Abdulsafi, 2018, p. 278). Besides, Fez & Joyce as in Sari (2020) stated that there are four parts to a success of lesson plan: 1) have a clear goal in mind, 2) choose the syllabus elements that will be discussed in the lesson, 3) adjust the choice of activities with the available time, 4) the last gives a clear structure lesson (p. 57). Several keys for a good lesson plan, such as appropriate instructional objectives, the most appropriate sequence of topics and tasks (procedures) which are based on the syllabus, the most appropriate method, and evaluated the learning (Ula, 2019, p. 11). Thus, there are at least four structures for making a good lesson plan such as clear a learning or teaching objective, pre-teaching activity, strategies and process of learning with the available time, and assessment.

Thus, based on these regulations, lesson plan is a fundamental step or thing that must be created by teachers. It is a teacher's planning in teaching and learning process before teacher implementation of the teaching and learning in the classroom. There are several structures that must be considered in preparing a lesson plan, such as filling out the identity (name of education unit, theme, class, material), allocation of time, learning objective, determining the method of learning, teaching activities, materials and learning resources, and the assessment.

### **1.7.2 Interactive Learning**

One of the effective ways in teaching and learning so that students can interact in the learning process is teacher create an interacting learning so that the process of teaching and learning can be active, not monotonous and



boring. Besides, in defining interactive learning, there are several aspects or points that must be contained in interactive learning. Interactive learning is an interaction during the learning process between students, students and teachers (students respond to teacher explanations or respond to learning material), and one of the interactive learning or teaching is questioning or conversation.

Interactivity has long been recognized as a factor in effective teaching and learning. Interactivity is needed to create a better environment in teaching and learning so that it can be more active and dynamic (Pradono, Astriani, Mogniaga, 2013, p. 46). Interactive learning refers to the interaction between students, students and teachers or students with learning media (Dasna as in Widianoro & Harjono, 2017, p. 201). There are numerous types of communication between teachers and students in the interactive learning process, including one-way (one-way communication), two-way (two-way communication), and many ways communication, students respond to learning materials that are delivered by teachers, interactive learning is a great approach to keep children interested in learning (Kustyarini, Utami, Koesmijati, 2020, p. 56). The student becomes a subject of educational activity to a greater extent in active and inactive learning, engages in discussion with the teacher and other pedagogical players, and actively participates in cognitive activities, performs creative, searching, and troublesome tasks, students interact with another through working in pairs and groups to complete tasks (Rimma, Kutbiddinova, Aleksandra, Eromasova, Marina, & Romanova, 2016, p. 65558). Interactive learning is designed to make the teaching and learning atmosphere centered on students so that they actively build their knowledge through investigation of the questions they ask themselves (Mitrawalida, 2018, p. 10). The collaborative exchange of thoughts, sentiments, or ideas between two or more individuals is known as interactive (Brown, & Lee, 2015, p. 259).

There are several characteristics of interactive learning. Some important elements of any good teaching are included in the initial criteria for

designing interactive learning: 1) well-structured lessons, 2) a significant proportion of actual learning time, 3) a positive learning environment, 4) clarity of learning content, 5) establishment of meaningful communication, 6) versatility of teaching methods, 7) individual encouragement, 8) practice work that triggers intelligence, 9) the transparency of expected outcomes, 10) a well-prepared teaching environment (Meyer as in Kovacevic, Mikanovic, & Gavrilovic, 2017, p. 332). Besides, apart from these important characteristics of each good teaching process, interactive learning can be distinguished by a number of other characteristics, the first of which is the functional unity or complementary of all three pedagogical learning strategies: teaching or instructing, learning and self-education (Brankovic as in Kovacevic, Mikanovic, & Gavrilovic, 2017, p. 332). Strategy interactive learning is developed in the range of grouping and interactive methods, in which there are forms of discussion class, small group discussion or group work, and work students in pairs (Abdul as in Mitrawalida, 2018, p. 9).

Based on this principle, an interactive teaching technique was designed that responds to conversation and sharing. Students learn from their teacher and peers, they enhance their verbal or language, cognitive, and social abilities, as well as their ability to organize their ideas and think logically, students promote their friends' development by interacting with them during the process in addition to active self-learning, learning via questioning, active learning, collaborative learning, project-based learning, brain-based learning, learning through problem solving, brainstorming, conversation, and laboratory work are all the examples of interactive teaching strategies (Turkben, 2019, p. 1012).

There are several activities that can be used for interactive learning which increase interaction in the classroom. There are numerous interactive learning activities such as (Khandve, 2016):

- 1) Think-pair-share

In this activity, students are encouraged to think critically about any topic and to learn together.

Here are the steps taken in this activity are as follows;

- Begin with an open-ended question.
- Allow kids to think for themselves first (give them 1-2 minutes)
- Have the students work in pairs and compare their responses (give them 2-3 minutes)
- Instruct students to share their responses or answers with others (2-3 minutes)
- Debriefing (option a) (around 1-2 minutes)
- Option b: give them a mock grade and explain the grading criteria (1-2 minutes)

## 2) Multiple-choice survey

This activity allows students to apply and discuss content or material while it is still fresh in their thought, as well as receive quick feedback on their comprehension.

The brief steps taken in this activity are as follows;

- Choose a multiple-choice item on the board, a slide, or an overhead that is linked to your mini-lecture and provide four response alternatives.
- Conduct a survey of student replies, allowing students to raise their hands, utilize colored cards, or use an electronic response device such as a "clicker," for example.
- Next, have them form pairs and spend a few minutes persuading each other of their responses.
- After that, re-interview the kids.
- Before continuing, clear up any misunderstandings.
- In this activity, the teacher gives a specific topic to a group of students (3-4 students), each group is asked to prepare and write a new objective question with four multiple choice answers on a card or piece



of paper, then share the question cards among the pairs and ask students to tell loudly the correct answer.

### 3) Brainstorming

In the minds of students, brainstorming encourages critical and creative thinking as well as imagination. The brief steps of the activity are as follow;

- Ask students to discuss or solve an open-ended subject or concept.
- Students can work alone, in pairs, or in small groups, or in a class setting (or combination of these).
- Encourage pupils to share their views with the rest of the class while taking notes on the board.
- Question their answers or have other students question the answers on the board.
- At the end, clarify any misunderstandings, note opposing viewpoints, and summarize the important themes.

### 4) Group graphic

This practice encourages students to integrate their thoughts and ideas, to focus on the big pictures and relationship between ideas, and to think and express themselves creatively. The brief steps taken in this activity are as follows;

- Assign pupils to work in pairs or small groups.
- Have the couples or groups create a picture, diagram, flowchart, concept map, or other visual representation of the lecture topic that shows their comprehension of the content.
- Have students give a presentation to the rest of the class on their group graphic, describing what it represents and why (their representation might also include questions, unknowns, etc).
- You can also contribute feedback to help clarify queries, point out misconceptions or oversimplifications, or fix errors by having other groups respond with questions, feedback, or suggestions. It's also

possible to have groups submit their drawings for you to review after class and then return with criticism.

- Assign roles such as recorder (person drawing), facilitator (ensures everyone participates), reporter (will report on illustration), and participants to small groups in large classrooms (contribute to discussion).
- When the graphic is finished, have each group's reporters go to a different group and report on the illustration while obtaining feedback from the other group. Some instructors supply markers, huge post-it notes, or paper and tape to adhere images to the wall.

#### 5) Matrix or table

The table or matrix activity is a fun way to encourage students to integrate their concepts, compare them readily, and simplify things. This activity can be used by teachers to gather raw material for creating display charts for certain topics in a subject. The brief steps taken in this activity are as follows;

- Students should compile a table of data to compare.
- Have students work in small groups (2-4 students) to fill out the table.
- Have groups present their ideas to the class and record notes on the board.

#### 6) Minute paper

This activity provides instant feedback on student comprehension, assists in prioritizing items for revisiting or discussion, and allow students to express them. The brief steps taken in this activity are as follows;

- Have students spend two or three minutes writing a summary of the important topics at the end of a lecture segment or at the end of the lecture class.
- Request that at least one student share what he or she has written.
- Gather the documents to be reviewed (but not for a grade).
- You can also utilize the minute paper to have students jot down questions they have about the lecture, 3 main points of the day, points

the students don't grasp, or feedback on your delivery, slide use, and so on.

Besides, according to Kevin Yee (n.d) there are a lot of strategies or activities of interactive technique such as; pictures prompt (Show students an image without explanation and have them identify or explain it while justifying their responses, it's also a good exercise for a group, give the "answer" only after they have exhausted all other possibilities), think break, word cloud guessing, instructor storytelling, student storytelling, reserve socratic questioning, empty outlines, discussion row, make them guess, make it personal, punctuated lectures, provocative pictures, family games name, besides here is the activities for small class size such as, beach ball bingo, three part interview, circle the question, student learning communities, while there are activities for online interactive such as, online chat (for all-day) (educators can imitate the benefits of a chat-room discussion, the day starts with a message from the instructor on a message board, students respond to the prompt then check back throughout the day, reading their friends' posts and answering many times to continue the conversation), online chat (quick) (schedule a period when students can log on anonymously and provide feedback on the course and your teaching if you're teaching in an online environment, however, keep in mind that anonymity online can sometimes elicit a more hostile reaction than anonymity in paper), online evaluation, pre-class writing (have students react to a prompt about this week's topic in an asynchronous setting a few days before your computer-mediated class begins, each student should publish their response as well as at least one question for further debate, the instructor can answer some of these topics or areas not covered in the asynchronous forum at the face-to-face encounter.), and e-mail feedback (students respond anonymously to questions about the instructor's instruction via e-mail.).



Besides, from theories above, interaction learning is the learning activities centered on the student, there are interactions student with student, student with teacher, and media and teacher as facilitator. There are several characteristics of interactive learning such as provide group activities, individual activities, there is communication between students, provide versatility in method or strategy of learning, teacher as manager or facilitator in class, the existence of activities that trigger students to think (involvement of feelings and thinking). The activities that can be used in interactive learning are think-pair-share, storytelling, brainstorming, three part interview, family games name, and others.

### **1.7.3 Teaching Speaking**

Teaching speaking is teaching the English learners activity to use the language or speaking activity for communication or conversation, express the feeling, idea, opinion, and sentence or word stress, intonation, and rhythm. Teachers may present a variety of speaking practice in the classroom; these activities may be more comparable to doing speaking (teaching speaking) (Burns, 2019). Besides, in teaching of speaking is included teaching and practicing sociolinguistic competence (politeness conversation, and formality conversation), teaching and practicing pragmatic competence (speech act, conversation, and turn-taking), teaching speaking entails instructing students in the three modes of speech such as interactional, transactional speech, and spoken mediation (Pakula, 2019, p. 108). Thus, there are a lot of aspects in teaching speaking, it is not only practicing speaking in the classroom, but also teaching how to use sentence and word stress, intonation, and others.

Besides, teaching-learning speaking has several important principles. The importance of teaching-learning speaking; learning to speak gives students a high level of self-confidence, motivation to learn and appropriate training for real-life tasks, teaching speaking provides students with the opportunities to grow as effective global citizens (Brown as in Farida, Kasim,

& Manan, 2018). The principle of teaching speaking, there are several principle; focus on accuracy and fluency, provide motivating technique, encourage imitation of the authentic language, provide suitable feedback and correction, take advantage of the natural relationship between speaking and listening, provide opportunities for students to initiate oral communication, and encourage the development of speaking strategies (Brown as in Farida, et all, 2018, p. 29). Thus, one of the important teaching-learning speaking is give students a high of confidence, and the principle of teaching speaking is to focus on fluency, oral communication of students.

In teaching speaking, there are a lot of strategies that can be used in the classroom. One of the strategies for teaching speaking is role play. Besides, there are several strategies in teaching speaking such as discussion, simulations, role play, brainstorming, storytelling, information gap, interviews, story completion, reporting, playing cards, picture describing, find the differences, picture narrating (Pratama & Awaliyah, 2015). Some forms of speaking that are found in schools include: speeches, lectures, discussions, dramas, debates playing, presentations, and others (Ulfiyani, 2016). Brown & Lee (2015) stated several techniques that can use in speaking class that encourages interactive learning: Oral dialogue journals (students record their views, responses, questions, and concerns on audio tapes, which the teacher can listen to and respond to), playing games (guessing and team-building games can be played in couples, groups, or the entire class), playing a role, lack of information (these assignments, sometimes referred to as "jigsaw" exercises, necessitate teamwork between or among students in order to obtain the desired information).

There are various teaching media for teaching speaking such as human, printed, visual media, and multimedia (Silmi, 2017, p. 223). One of learning media for teaching speaking is using hand puppet, two characters hand puppets are effective and practicable for learning and it can be utilized to promote student speaking skill through role playing (Marthiasari, Hendracipta,

& Yuliana, 2020). One of media for teaching speaking is using visual media, such as LCD, realia, picture, tv (Baidawi, 2016).

#### **1.7.4 Speaking**

In defining speaking it is not easy and simple. When defining speaking there are some aspects that must be considered. Speaking is a communication activity for delivering or expressing our opinion, feelings, thoughts, and giving or receiving information. Speaking is an interactive activity that involves both the speaker and the listener producing, receiving, and processing information in order to communicate feelings, thoughts, and opinions (Sharma as in Wong and Yunus, 2021, p. 1). Learners use speaking to give presentations, provide explanations, communicate information, explain objects, make polite requests, discuss ideas, and express their thoughts to others (Liu as in Hamouda, 2020, p. 176). Speaking is the most important skill, rather than the others, because being able to communicate in a foreign language indicates that one is competent (Riadil, 2020, p. 32). Speaking is the most important aspects in learning a foreign language. Speaking plays an important role in overall competence when teachers competent in English as a foreign or second language (Syafyadin, Haryani, Salniwati, & Putri, 2019, p. 3147). Because second or foreign language learners judge their progress in language learning by mastering this skill, speaking has long been considered the most vital, important, and challenging talent to acquire (Al-khresheh, Khaerurrozikin, Zaid, 2020, p. 873). Thus, speaking is someone's ability to communicate for delivering opinions, ideas, feelings, and giving information to others and it is an important skill in learning language.

The aspect or element of speaking is a lot and it is not easy to identify. There are several aspects in speaking such as, grammar, pronunciation, fluency, organization, content, and vocabulary (Ugiljon, Anakhon, & Gulnoza, 2018, p. 27). There are five aspects of speaking ability such as, pronunciation, fluency, grammar, vocabulary, and comprehension (Erdiana, Bahri, & Akmal,



2019, p. 131). Thus, several aspects in speaking are pronunciation, fluency, vocabulary, grammar, and comprehension.

Speaking is the ability to convey thoughts, feelings, or information, in speaking not only mastered pronunciation, vocabulary, fluency, grammar, but it is also type of knowledge such as linguistics and non-linguistics or micro and macro skills. Thornbury (as cited in Menggo, 2018) speaking is even more complicated, requiring specific talents and a wide range of knowledge, a speaker should be able to do both linguistic and non-linguistics knowledge equally well (p. 74). Brown (as cited in Hidayati, 2019) micro skills are concerned with smaller chunks of speech, while macro skills are more complicated than micro skills, macro skills place a greater emphasis on the speaker's impact on the language (p. 134). Besides, micro skills related to phonemes, morphemes, words, collocation, and phrasal units, while the macro skills refer to fluency, discourses, function, style, cohesiveness, nonverbal communication, and strategic possibilities (Taslim, Asrifan, Chen, & Nurdania, 2019, p. 69). Thus, there are micro and macro skill in speaking, micro skills related to smaller chunks of speech such as phonemes, morphemes, words, collocation, and phrasal units, and macro skills related to discourses, fluency, cohesion, style, function, nonverbal communication.

#### **1.7.5 Junior High School**

Student is a person who studies a lot of materials in the school and teaches by teachers. There are levels of study namely elementary school, junior high school, and senior high school. Besides, junior high school is education taken after elementary school, and it is included from seven grades to nine grades, and students of junior high school is for the next generation for the country. So, for students that graduate from elementary school, they have to continue the next level of study in junior high school. Besides, students at junior high school level also receive a lot of subjects, one of the most important subjects is English. Because of the importance of English as a

foreign language, it is now taught as a required topic not just to students in the English Department, but also to students in junior high school (Hani, 2018, p. 1).

Junior high school pupils are often insensitive in developing their self-identity of building their personal temperament and character, and they are the future of the country, so they have to prepare to have the temperament and character (Agung, 2015, p. 243). Primary education, which includes junior high school, aims to establish a foundation for students' potential development as human beings who (1) believe in and fear the Almighty God; (2) have noble personalities, and noble character, (3) knowledgeable, critical, competent, creative, and innovative; (4) independently, confident, and healthy; (5) tolerant, socially sensitive, responsible, and democratic (the government regulation no. 17 as in Barus, 2017).

#### **1.7.6 The important of interactive learning lesson plan in teaching speaking**

There are many subjects that must be studied by students at school, one of them is English. Several elements are crucial to mastering when learning English, one of the aspects is speaking. The most crucial aspect of acquiring a second or foreign language is generally speaking (Rio as in Hamouda, 2020, p. 176). Activities that can get the class more involved are required so that the learning process is not repetitive or non-interactive. One of the skills in English which is an interactive skill is speaking. Speaking is an interactive activity that involves both the speaker and the listener producing, receiving, and processing information in order to communicate feelings, thoughts, and opinions (Sharma as in Wong and Yunus, 2021, p. 1). Besides, interactivity is students who participate in active learning in an interactive classroom are more likely to cooperate and participate in group discussion (Pradono, Astriani, Mogniaga, 2013, p. 47). To make the interactive learning and teaching process run according to the objectives, a lesson plan is needed,

because lesson plan is a guide for teaching so that the learning process can be successful and structured. Lesson plan in order to assist and guide them in making the learning process successful, efficient, and structured (Rahayu, Utami, Utami, 2021, p. 326). And the level for this interactive lesson plan in teaching speaking is for junior high school.

### **1.8 Previous Studies**

The researcher found out there are several previous studies that are related to this current study. And the previous study that related in this study is about developing lesson plan (Nesusin, Khamhaeng, & Supadol, Poonpipathana, 2014, Sudipa, Aryanti, Susanta, & Anggayana, 2020, Rah Nawati, 2017, Putri, 2016, Vitara, 2021, Rezkyana, 2021, Putra, 2017, Ahmad & Nur, 2015, Fadhliani & Witri, 2018, Sari, 2020).

The first previous study is “Development of lesson plan by the lesson study approach for 6th grade students in social study subject based on open approach innovation” written by (Nesusin, Khamhaeng, & Supadol, Poonpipathana, 2014). The objective of the study was to develop lesson plan, develop the students’ thinking skills, and study the students’ opinions. The methodology of this study was conducted using a lesson study approach adapted from the Japanese teacher profession development system. The result is this previous study stated that in constructing lesson plan, learning activities based on the lesson study process were proven to be effective.

There is a point that is missing, the previous study does not state the conclusion, besides, the difference between this current study and the previous study are the sample of the current study done at junior high school 7 grade, while the previous study was taken at elementary school 6 grade. And the subject for lesson plan, the current study used English lesson and the material is introduction, and the focus of skill is speaking skill, while the previous study used social study subject.



The second previous study is “The development of syllabus and lesson plan based on English for occupational purposes” written by (Sudipa, Aryanti, Susanta, & Anggayana, 2020). The objectives of the study was to identifying the students learning needs in English course, analyzing course description in curriculum of Hospitality Management study program as a reference for the design and development of EOP-based English syllabus, and the last design and develop syllabus, lesson plan for EOP-based English course in Hospitality Management study program. The methodology of this study was conducted using Research and Development by Gall & Borg. The result of this previous study is the syllabus and lesson plan are designed to meet the demands of the users, the syllabus and lesson plan prepared satisfied the standards, they were considered proper syllabi.

Besides, the differences between the current study and the previous study are the sample of the previous study was taken in students of 5th-semester of the hospitality program. While the current study was done at junior high school 7 grade, for subjects in the lesson plan used introduction. The focus of skill is speaking skill, while the previous study was used for English for occupational purposes.

The third, the title of the previous study is “Developing a lesson plan for teaching English for specific purposes to adult learners at private university” written by (Rahnawati, 2017). The methodology was conducted by Research & Development (R&D) by Gall & Borg. And this study only used three steps of research-based design and focused on preliminary and information collecting, planning, and developing preliminary product of form. The result is the newly constructed lesson plan is more appealing or interesting, applicable, and educational that the prior one, development is critical in education, as evidenced by the results, and educational development is a method for cultivating creative and innovative thinking.

In this previous study there are several points that are missing, first, the objective of this previous study does not exist. This previous study there is no specific level for the lesson plan. The finding of this previous study, there is only the steps lesson plan was developed, and there was no form of developing the lesson plan. Besides, the differences between the current study and the previous study are the sample of the previous study was taken in a private university but there is not specific level in the previous study, while the current study done in junior high school 7 grade and the subject for lesson plan is written clearly, namely English lesson and the subject matter is introduction and focus to speaking skill, while the previous study the lesson plan was used for English business course of economy faculty.

The fourth, previous study is “EFL teachers’ understanding in developing lesson plan” written by (Putri, 2016). The objective of the study is to learn about EFL teachers’ perception of lesson plan and their growth, as well as the challenges teacher experienced when developing lesson plan. The methodology was conducted using qualitative research. The result of the study is the participants are aware of the lesson plan, its development, and the elements that should be included as the part of the lesson plan; however the teachers are unaware of the system of learning assessment.

Besides, the differences between the current study and the previous study are the sample of the previous study was taken in teachers in pilot school, while the current study was taken at junior high school 7 grades, for teaching speaking and the material is introduction. While the previous study used for English foreign language for pilot school.

The fifth, the title of previous study is “The development of lesson plan for tutoring classes: English course” written by (Vitara, 2021). The objective of the research is to develop lesson plan for tutoring informal institution. The methodology was conducted with R&D research, but only carried out at ADD stage (analysis, design, and development). The result is in

the analysis stage, the teacher did not have a lesson plan at the time, the delivery of learning was not directly and students were merely assisted in completing schoolwork, in the design stage, goals, objectives, resources and equipment, procedures, evaluations, and extra-class work (if the learners needed) were all included in the lesson plan components, in the development stage, the right method to apply in the learning process was determined.

Besides, the differences between the current study and the previous study are the previous study developed lesson plan for fifth grade elementary school, while the current study for 7 grades. Then, the current study used English lesson for the identity of the subject, introduction for subject matter, and the focus of skill is speaking skill.

The sixth, the title of previous study is “Developing lesson plan on curriculum 2013: efl teachers’ perception” written by (Rezkyana, 2021). The objective of the research is examining efl teachers’ perspectives on designing lesson plan for the 2013 curriculum. The methodology was conducted with mixed method. The study conducted in junior high school. The result of the study is the development of lesson plan is viewed negatively by English teachers, but reluctance to preparing a lesson plan develop from the MGMP lesson plan output, it is suggested that the teacher who implements the 2013 curriculum be creative and original in order to meet the educational objectives.

Besides, the differences between the current study and the previous study are the previous study was found out the English teachers’ perception in developing lesson plan in junior high school, while the current developed lesson plan for junior high school and especially for 7 grades. The current study stated the subject for lesson plan clearly, the current study used English lesson and the material is introduction and focus on speaking skill.

The seventh, the title of the previous study is “Lesson plan development based on character for the tenth grade students of vocational school” written by (Putra, 2017). The objective of the study is assessing the



present English lesson plan at SMK Triatma Jaya Singaraja and identifying the difficulties that the English teacher has a creating appropriate English lesson plan. The methodology was conducted with research and development by Sugiyono's model. The result is the values of nation character and assessment were not clearly specified in the current lesson plan, and it was not specifically stated on the learning activity, and the lesson plans were established in the form of an integrated lesson plan, the lesson plan were developed were effective.

The differences between the current study and the previous study are the previous study was developed lesson plan for tenth vocational school. While the current study developed lesson plan for seventh junior high school. Then, the current study for the lesson plan stated the steps of activities clearly.

The eighth, the title of the previous study is "Developing English lesson plans for the first year students of SMA Makassar based on the 2013 curriculum" written by (Ahmad & Nur, 2015). The objective of the previous study is to developing lesson plan for English based on curriculum 2013. The methodology was conducted with R&D design by Borg & Gall. The result is the product was suitable for use in the classroom.

The differences between the current study and the previous study are the previous study was developed lesson plan for first year students at senior high school, the current study also done at 7 grades. And the subject for lesson plan, the current study used English lesson and it stated the material is introduction. While the previous study is not explained what the material for the lesson plan is.

The ninth, the title of the previous study is "Developing English lesson plan based on discovery learning in teaching descriptive text for the first year students of SMP" written by (Fadhliani & Witri, 2018). The objective of the study is to development English lesson plan based on discovery learning. The methodology was conducted with research and development by Thiagarajan

model (4D). The result of the study was showed that the developing lesson plans was valid for use or implementation in the classroom.

The differences between the current study and the previous study are the previous study was developed lesson plan for first year students' junior high school, while the current study was also at junior high school for first year. But, the focus skill of previous study is writing skill, for teaching descriptive text. While, the current study focused on speaking skill for English. The material is introduction.

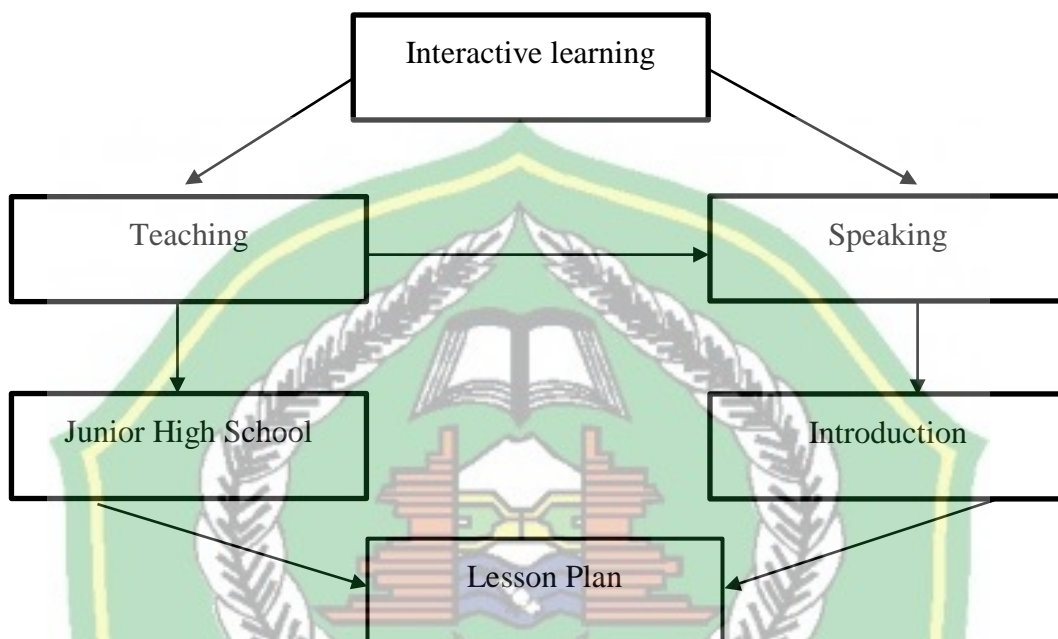
The tenth, the title of the previous study is "The narrative inquiry of a pre-service teacher in developing lesson plan with experienced teacher" written by (Sari, 2020). The objective of the study is to write about the researcher experience working with an experienced English teacher to develop a lesson plan while paying respect to the learner's identity. The methodology was conducted with narrative inquiry design. The result is the learner identity component plays a role in establishing the lesson plan, the instructor can be more diversified in picking a learning model as well as the supporting facilities and infrastructure employed by seeing the learning objectives, teaching strategies, and supporting facilities and infrastructure for learning.

Besides, from several previous studies above, the differences between the current study and the previous study are the previous study was developed lesson plan with experienced teacher and the researcher. While the current study is developing lesson plan for 7 grades junior high school. Furthermore, the subject for lesson plan used English lesson and the material is introduction, and this lesson plan focused on speaking skill. This current study is using research and development design for develop the lesson plan.

### 1.9 Frame of Thought

This study is focused on developing interactive learning lesson plan for teaching introductions at junior high school. And the focus skill is speaking. The conceptual of framework that appearing in this study is given below:

**Figure 1.9 Frame of Thought**



The process of this study illustrates the existing diagram frame of thought above. The study starts with interactive learning, in interactive learning there is teaching and speaking skill, speaking is an interactive activity, so that the learning process can be interactive. Speaking is an interactive activity that involves both the speaker and the listener producing, receiving, and processing information in order to communicate feelings, thoughts, and opinions (Sharma as in Wong and Yunus, 2021, p. 1). And the focus of teaching is junior high school. The material that is used in teaching speaking is introduction. Thus, to create interactive learning and teaching processes run smoothly or appropriately in every step, an interactive learning lesson plan is needed.



## **1.10 Research Method**

### **1.10.1 Research Design and Steps of the Research**

The approach in developing interactive learning lesson plan is a qualitative approach. Qualitative method is descriptive research or comes from the interpretation of existing phenomena. The researcher chooses a qualitative approach, because this research does not require steps related to numbers or statistical measure. Qualitative means that the data obtained are analyzed and described using words or sentences not in the form of numbers or calculation (Nilawati, 2018). The design of this research is Research & Development (R&D). This research uses Research & Development (R&D) because, in the Research & Development (R&D) process there is data collection, where the data is used as the basis for making products, and this research will produce a product as the final result. Educational Research & Development (R&D) is an industry-based development process in which research findings are utilized to design new products and methods, which are then field-tested, assessed, and developed until they fulfill specified effectiveness, quality, or other requirements (Gall, Gall, & Borg, 2003, p. 569). Research & Development (R&D) is mostly used to generate effective products for special school programs such as teaching and learning materials and media, not only to examine ideas in education (Gay as cited in Gustiani, 2019, p. 13).

Besides, there are ten steps in this research according to Research & Development (R&D). And the steps are adopted by Gall, Gall, & Borg (2003). However, in this research the researcher adopted or selected three steps of R&D steps based on the time allotment. In some case, funders will expect all the steps to be accomplished in a single project, but in other cases, Design and Development Project may entail sequential projects (The Institute of Education Sciences, U.S. Department of Education and the National Science Foundation [IES&NSF], 2013, p. 47).

And here are the steps of R&D (Borg & Gall as cited in Gustiani, 2019);

1. Need Analysis (Research and Information Collection)

First step, the researcher begins with a review of relevant literature to get the information about the problem, a needed analysis, and the creation of a framework.

2. Planning

Second step, it includes developing skills and expertise in relation to the research problem, establishing objectives for each stage, and designing or planning research steps and the necessary feasibility study.

3. Developing Preliminary Form of Product

The preliminary educational product, also known as a “trial product,” is created or developed in this step by preparing and analyzing the supporting components, as well as its instruction and manual.

### **1.10.2 Sources and Type of Data**

The source of data in this research took from teacher and students, to get data from a teacher the writer uses interview and to get data from students the writer uses a questionnaire. It is because the teacher knows the material that will be given to students, and the teacher knows what methods and media will be used in the lesson plan as well, and for students, they know what they need in learning. Teacher and students are needed to get the data that is related to this research.

Besides, the type of data in this research is a qualitative approach. Because this research is not related to statistical calculation or procedures, but this research find the data by interpreting, understanding the events or phenomena that exist. Qualitative method is process oriented methods used to describe, comprehend, interpret, and develop the phenomena or theory (Hasnidar, 2020, p. 26). Qualitative research is the research or a designated core searcher collects and evaluates data in qualitative research, making the research as

much a part of the research process as the participants and the data they contribute (Corbin & Strauss, 2015, p. 26).

Furthermore, based on the source of data, there are primary data and secondary data. The primary data in this study is from the result of an interview with an English teacher, and the result of a questionnaire from students. And the secondary data is from the journals and books that are related to the study.

### **1.11 Data Collection Techniques and Instruments**

There are three kinds of data collecting techniques in this study such as literature review, interviews, and questionnaires. Here are the explanation of the data collecting techniques and instruments below:

#### **1.11.1 Literature Review**

Literature review is a research method by looking for articles, books, or anything else as a reference or research reinforcement. Literature review is a technique to prove or approach certain problems or it can be said that literature review is a scientific process that produces output in the form of a report intended to conduct scientific research or focus a study (Cahyono, Sutomo, & Hartono, 2019). Besides, literature review is reviewing the research literature, it is not about reviewing or critical evaluation of kinds of articles found (Hart, 2018). Literature may also be thought of as a source of information used to learn specifics; literature can be informed by books or a variety of other forms of writing (Suwandi, 2017, p. 136). Besides, this study used the literature review method because this study used literature as a theoretical basic to solve research questions or research supporters. A researcher can use literature review either as a support or the form of research used (Cahyo, et al, 2019).

The researcher chose this data collection because to find out the components of lesson plans that already exist and in accordance with a good lesson plan that refer to the curriculum 2013, and literature review



were also used to collect data from several journals and books needed to answer the first research question.

### **1.11.2 Interviews**

Interview is chosen in this study as the data collection technique. Interview is a question and answer activity orally to the resource person related to the required data. Interview can be simply stated as a sort of consultation in which the researcher strives to learn more about a topic from the perspective of the person being interviewed (Adhabi, & Anozie, 2017, p. 88). Interview is the technique of acquiring open-ended, firsthand knowledge at a research site by observing people and place (Creswell, 2012, p. 213). The interview conducted in this study because there is a lot of data to ask and to explore the data needed, and interview is one of the flexible methods to collecting data. Interview is a useful and flexible data collection tool that is particularly well suited to gathering information about participants' experiences, beliefs, and activities (Frances, Coughlan, & Particia, 2009, p. 309).

The specific data collection in this study is in-depth interview. The researcher chose in-depth interview because the writer wanted to get in-depth information about the data needed. The in-depth interview continues where these sources leave off by providing current, personal viewpoint and depth, so assisting in the development of a more complete, richer knowledge of the researcher question (Brouneus, 2011, p. 132). The interview conducted with an English teacher. There are 35 questions for interviews. The question is about lesson plan, interactive learning, and teaching speaking strategy. For more details see the interview question in Appendix 2.

### **1.11.3 Questionnaire**

Questionnaire is chosen in this research as the data collection technique. It is to make it easier to find out what the students 7 grade like

in learning English, especially in learning speaking skill. And the writer chose questionnaire in this study, because the writer wants to retrieve data from large numbers. Questionnaire has become an important tool for making statements about specific groups, individuals, or entire populations (Roopa, & Satya, 2012, p. 273). So, the questionnaire will be given to students 7 grades.

The specific data collection that is used in this study is closed-ended questionnaire. The questionnaire adapted from document website academia.edu (Malna, n.d). Closed-ended questionnaire is chosen in this study, because the questions given are already available answers in the form “*ya*” and “*tidak*”. Closed-ended questionnaire is a questionnaire whose answers have been provided so that the respondents just have to choose, the use of questionnaires is expected to make it easier for respondents to provide answers because alternative answers already provided and only need short time to answer (Damayanti, 2014, p. 54). Besides, there are 20 questions in questionnaire. The questionnaire has several questions about what the students like in learning English, like in learning speaking skill, what the students find difficult when learning speaking, what the students like the method that teacher do when teaching speaking, and so on. For more details of the questionnaire, see the Appendix 3.

### **1.12 Data Analysis Techniques**

In this stage, after get the data, the data analyzed by using triangulation, semi-transcription, and questionnaire. The data analyzed. And here are explanations of data analysis below:

#### **1.12.1 Triangulation**

The journals and books are read and analyzed. The literature taken are several journals related to the lesson plan or related to research questions. There are many journals to be gathered by researcher and

researcher tries to analyze, consider, compare, and select according to the analysis needed and combined to form an integrated and complete.

Besides, qualitative research requires data validation. To create reliable data for this study, the researcher used triangulation. Triangulation is a qualitative cross-validation (Wiersma as cited in Sugiyono, 2013, p.273). Besides, triangulation in credibility testing is defined as checking data from various sources in various ways, and at various times (Sugiyono, 2013, p.273). In this study, triangulation was used to compare or check data from literature review and the result of an interview with a teacher.

#### **1.12.2 Semi-transcription**

The result of the interview is analyzed. Then, the technique of analysis that is used for the result of interview is transcription, and the technique for transcription used semi transcription. The transcription took the main points of respondents' answers of the interview. Besides, semi transcription technique is the interviewees' words are not fully described in the transcription, rather the key points of the respondents' responses to the questions were transcribed (Edmonds & Kennedy as in Nashruddin, 2020, p. 84).

#### **1.12.3 Questionnaire**

The result of questionnaire data is analyzed. The technique of analyzing for the result of the questionnaire is using likert scale. Likert scale is used to measure opinions, attitudes, and perceptions of a person or group of people about social phenomena (Sugiyono, 2013, p. 93). Then the result of the questionnaire collected is measured using likert scale, it is to see how much interest students have in learning English, especially in speaking skill.



### 1.13 Research Timeline

Table 1.11 Research Timeline

No.	Activities	Month																			
		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.	Research location permission and preparing literature review																				
2.	Preparing instrumental																				
3.	Collecting and analyzing the first data (literature review)																				
4.	Collection and analyzing the second data (interview English teacher)																				
5.	Collecting and analyzing the third data (questionnaire for students)																				
6.	Sorting and analysis the data																				
7.	Developing the product (creating lesson																				

[illegible]