CHAPTER I
INTRODUCTION

This chapter outlines the introduction of the research that comprises several points. *First*, the researcher discusses the background of the research. *Second*, the researcher describes the identification of the issue. *Third*, the researcher assures the focus of the research. *Fourth*, the researcher raises the research question. *Fifth*, the researcher demonstrates the aims of the research. *Sixth*, the researcher reveals the significance of the research. *Seventh*, the researcher elaborates the theoretical foundation. *Eight*, the researcher links the previous studies. *Ninth*, the researcher demonstrates the frame of thought of the research. *Last*, the research introduces a research method that guides the researcher to conduct the research.

1.1 The Background of the Problem

Lesson plan is a burden for a teacher. English teacher difficulties in designing a lesson plan were similar to the iceberg phenomenon (Nurfitri, Regina, and Yulian, 2020, p. 88). Teachers do not make lesson plan properly and correctly. The teacher just often copies an existing lesson plan. The teacher doesn't at all make a lesson plan, the teacher just goes to class and teaches without planning maturely.

Based on the researcher experience directly in the field, the lesson plan used by some teachers are still in the form of old material and have not made updates, such as combining activities with innovative media and learning methods or using interactive technology that can motivate students to learn. In addition, the other problem is that most teachers have not received training in developing lesson plans. This causes many teachers who do not know and understand the preparation or making of lesson plans properly and completely. The syllabus and lesson plan are advanced by teachers inside the school. instructors inside the faculty are have to be to complete and systematic syllabus and lesson plans in order that mastering takes interactively, inspiring, fun, motivating college students to take part actively, and imparting enough area for initiative, creativity, and independence in line

with their talents, interests and abilties. Lesson plans must be made so that getting to know activities run systematically and achieve getting to goals. Without the use of a lesson plan, studying normally becomes undirected. Therefore, the teacher must be able to compose a complete lesson plan based on the syllabus that he has compiled. Lesson plan is very important for a teacher because it is a reference in carrying out the learning process. Therefore, the task and role of the teacher is very heavy and complex. This is indicated by means of the reality (1) teachers regularly about the changing curriculum, (2) teachers frequently complain about a curriculum that is loaded with requirements, (3) students often complain that the teacher's teaching methods are much less attractive, (4) it is still not guaranteed the quality of education as it should be (Imron in Zaitun, 2018, p.102).

The quality of the lesson plan is one of the factors that contributes to independent learning policies linked to effective teacher development (Apriani et al, 2020, p.73). Therefore, to support the learning and teaching process, teachers must have a good lesson plan. The lesson plan is made to make learning activities more interesting and creative, thus, learning English an interactive lesson plan is needed.

In developing an interactive lesson plan the writer need to study about the lesson plan to support teaching and learning process. The basic components of lesson plan in twenty first century are essential part of teaching, consisting of several aspects: goals, objectives, activities, media, and assessment (Temis, in Edi et al, 2021, p.528). This means that the teacher must design an interactive lesson plan that will be used in the teaching and learning process.

Therefore, in the modern era education is required to create something new. This is because the learning process in schools is specifically different, depending on the material, media, and methods used. Conventional learning tends to make students feel bored following the learning process in class. Therefore, the teacher must be used to the student center learning to teach and learn English. Seeing these conditions, we need a learning that attract students attention in presenting an innovative learning, so we need a media, methods and models that are in accordance with the material or topic being discussed. For this reason, teachers as facilitators

who direct students in achieving educational goals are expected to be able to use innovative media and learning models in teaching and learning English (Salay, 2019, p.6).

Furthermore, the area of writing skill is very interesting to be the field in this research. To improve students abilities in order to master English language learning, in improving English language skills students learn about writing skills. Writing skills are used by teachers to improve students abilities and provide or deliver material that will be delivered effectively and efficiently to students so that students can receive it easily (Muliasari, 2020, p.21). The interactive lesson plan in English writing skill at junior high school is important. In this lesson plan will involving writing skill and some material about self introduction and others introduction, the specific topic in lesson plan will be discuss about descriptive in family tree, this topic learned at Junior High School in the seventh grade.

Furthermore, lesson plans are a very important component in teaching and learning activities. The importance of researcher in developing interactive lesson plan in English writing skill at junior high school. The researcher shows areas of interest to explore. There are including **Improving student writing skill** (Jamaliah, Fauzia, and Putri, 2020 ; Syarofi, Kuswahono, and Rizky , 2018 ; Oktafiani and Husnusasalam, 2021 ; Windari, Sukraningsih, and Suamba, 2020). **Strategy of teaching writing skill** (Rismayanti, Charisma, and Sugesti, 2019 ; Yulianti, Nuraeni, and Parmawati, 2019 ; Syamsiah, Nonci, and Putri, 2019 ; Darliani and Agustina, 201). **Media of teaching writing skill** (Siregar and Putri, 2021; Muliasari, 2020 ; Aryuntini, Aatuti, and Yuliana, 2018). **The lesson plan preparation** (Emilasari and Jubaedah, 2019 ; Anaktototy, Que, and Lewier, 2020 ; Apriani, Supardan, Syafriyadin, Noermanjah and Umami, 2020). **Lesson plan model** (Temis , 2018 ; Edi, Ambiyar, Verawardina, Samsir, and Watrianthos, 2021). **Lesson plan components** (Ratnawati, 2017 ; Apriani, Supardan, Syafriyadin, Noermanjah and Umami, 2020). From several previous research studies that discuss RPP, what does not yet exist is about interactive lesson plan that can build student motivation in learning and appropriatelesson plan in this era

by combining interesting learning using appropriate technology, especially writing skill.

There are some criticisms found from this research, the criticism for this research is less interesting. Because the improvement of students writing skills in descriptive texts can only be seen from the development of their scores. Methods and media must also be prepared carefully, because the methods used to improve students' descriptive text writing skills. In my opinion, they are not complete with technological developments in the twenty first century. In this study, writing skills are also very much needed. Writing is an important aspect of language learning (Oktafiani and Husnussalam, 2021, p.421). , Therefore, writing is better to focus more on improving students' writing skills so that students' writing skills improve.

In the research found that the most problem during this problem that is the got to focus to students' writing skills. Most of the students haven't mastered writing skills due to the mindset of some students writing activities are very boring and it's very difficult to return out or express their ideas. The learning media will help students improve writing skills and foster student interest also are obstacles faced by teachers. Therefore, various efforts from English teachers are needed to enhance students' abilities in achieving predetermined learning objectives. The teachers can use learning models with the applying the approach of using media and methods in teaching writing descriptive text, the researcher found that this approach helps students find out how to write down descriptive text and makes learning interesting. Teachers can make teaching and learning methods as fun as possible, making students appreciate, enthusiastic and more curious about entering the teaching and learning cycle (Aryuntini, Astuti, and Yuliana, 2018, p.188). Teachers can make interesting teaching strategies because they will help students to enhance their writing skills.

There are several criticisms for the including the lesson plan preparation, research found, including: the criticism is that the lesson plan element of three respondents consists of faculty identity, time allocation, main competence, basic competence, indicators, learning material, teaching activities, assessment and evaluation, learning medias and resource, supported the statement from one

among the respondents. The lesson plan format has been provided by the lesson plan development team. But after all , supported this research, several difficulties were found in preparing the perfect lesson plan. In the preparation step, teachers should concern themselves with several steps in compiling a lesson plan. The researcher mentioned that before planning any daily lesson the teacher should: 1) read material that is relevant to what will be taught, 2) think about the objectives and procedures that will be used, 3) think about the difficulties that will be faced by students so that the teacher can adjust to the material to be given, 4) pay attention to the time needed for each stage of learning that the teacher will carry out, 5) ensure the teacher gives sufficient time for interaction between teacher and student, 6) each teacher tries to add various activities in learning (Ali Bin-Hady and Abdulsafi in Emiliasari and Jubaedah, 2019, p.368).

There are several things that has got to be properly prepared in preparing the perfect lesson plans for learning English, namely: prepare the training material that they are going to teach to students and considering the training material is an activity that teachers should neutralize preparing a lesson plan. While in terms of learning methods, medias, and time allocation, all the respondents stated that they adjusted the methods, media and time allocation with the training objectives and materials. Furthermore, for the lesson plan model, there are some criticisms found from this research, the criticism is within the first journal, for the lesson plan development model within the twenty first century only focuses on a distinguishing aspect of the online-based lesson plan is incorporating components of experience using technology as teaching goals and therefore the use of varied multimedia applications of educational materials, media, and assessment tools (Edi, Ambiyar, Verawardina, Samsir, and Watrianthos ,2021). As for learning within the twenty first century, learning methods, learning models and learning approaches must be prepared carefully so as to become a perfect lesson plan in developing interactive lesson plans within the twenty first century.

The next problem, there are some criticisms found from this research, the first criticism is a than optimal teacher performance within the learning process because the teacher only focuses on preparing lesson plans and doesn't have sufficient time

to organize teaching media or teaching materials which will tend to students. Teachers only teach following the rules in English textbooks without modifying or using other learning media. The pedagogics is restricted to class discussion because the lesson plans are too complicated to form them have difficulties in preparing lesson plan (Ratnawati, 2017, p.35).

1.2 Identifications of The Issue

Based on the background above, of course, it is necessary to spot the matter to supply clarification about the matter to be studied. Lesson plan are important in planning and organizing learning within the classroom. In the lesson plan all activities are arranged systematically with the hope that learning objectives are often achieved, futhermore that improve student learning outcomes. Therefore, before the teacher will teach, the teacher should design the lesson plan as well as possible, because in learning procedures are presented which will make the training process run well. The identification of the issues found during this study they are: Heridon and Manurung in Marliani (2017) stated that there have been several difficulties faced by teachers in designing lesson plans, namely:

1. The lesson plans used by some teachers are still in the form of old materials and have not been updated, such as combining activities with innovative media and learning methods.
2. The learning method used does not vary, the teacher has difficulty in determining the model and learning method.
3. The teacher doesn't at all make a lesson plan, the teacher just goes to class and teaches without planning maturely.
4. Still using the teacher center, where the teacher plays an active role, the students just stay silent and answer the teacher's questions.

5. The most teachers have not received training in developing lesson plans, in this causes many teachers who do not know and understand the preparation or making of lesson plans properly and completely.

From the identification of the problem above, the author will discuss the problem of "Still using the teacher center, there the teacher plays a more active role, the scholars just stay silent and answer the teacher's questions". This issue was raised because within the twenty first century, learning methods within the sort of student-centered learning or center must be achieved through teachers, so teachers got to manage and enliven classes properly and effectively in order that students' skills within the twenty first century developed. In interactive learning is impossible to try to to without a careful and well-organized plan. Therefore the arrangement of learning devices that support is completely necessary. The preparation of interactive lesson plans are often done by understanding the character of the scholars first in order that the lesson plans used are often adapted to student-centered learning.

1.3   Delimitations and Focus of the Study

This research will focus on developing interactive lesson plans in writing skill. Then to limit the scope of the research, this research will only focus on designing interactive lesson plans for English writing skills in junior high schools. Research that covers the things mentioned above is still too broad because it still has to be limited.

This research only focuses on one topic of discussion, namely lesson plans. Then to limit the scope of the research, this research will only focus on the preparation of lesson plans with student-centered learning. In student-centered classrooms, students can work alone, in pairs, or in groups (Zohrabi, et al in Emaliana 2017). When students work alone, students will prepare ideas or take notes before class discussions, do listening assignments, do short written assignments, or do English grammar or vocabulary exercises. The teacher's role is more of a facilitator than that of an instructor and students play a live role in the process, and it is the teacher who assists and guides students, organizes their activities and directs their learning. This research will only focus on developing interactive lesson plans to improve the English writing skills of seventh grade students of junior high school. This research will focus on developing interactive

lesson plans that involving writing skill and some material about self introduction and others introduction, the specific topic in lesson plan will be discuss about descriptive in family tree, this topic learned at Junior High School in the seventh grade.

1.4 Research Questions

This study will conduct research on how to developing interactive lesson plan in English writing skill at junior high school. The formulation of research questions is as follows:

1. What are the characteristic of lesson plan in English writing skill that involving interactive learning?
2. How is the development of interactive lesson plan for teaching English writing skills at junior high school?

1.5   Aims of the research

Researcher have identified a clear purposes of the research. The purpose of the research aims at answering research question above mentioned:

1. To investigate what are the characteristic of lesson plan in English writing skill that involving interactive learning
2. To develop out how is the development of interactive lesson plan for teaching writing skills skills at junior high school

1.6   Significances of the Research

The significances of this research are expected to provide information for:

1.6.1 Theoretical Significance

a.   The outcome of this research introduces newly discovered additions to current lesson plan theories with the latest transformation of interactive lesson plan theory in writing skill.

b.   The result of the research can be used as a reference for those who want to develop an interactive lesson plan that supports the development of the writing skill.

c. The result of research can be significant for English teachers in the teaching learning process, especially developing Interactive lesson plans.

1.6.2 Practical Significance

a. For teachers, this research is expected to be a provision for them to add information and knowledge about the development of interactive lesson plans in the writing skill and be able to implement these lesson plans in the teaching and learning process.

b. For prospective teachers, the results of this study are expected to provide information and knowledge about the development of interactive lesson plans to become professional teachers.

c. For readers, the results of this study are expected to provide information and knowledge about the development of interactive lesson plans in writing skill.

1.7 Theoretical Foundations

1.7.1 Interactive Learning

Most dictionaries describe the term "interactive" as "acting on or in close relation to one another." As a result, interaction is fundamentally defined as all parties actively participating in some form of give-and-take (Gavronskaya, in Abykanova et al, 2016, p.30). The process of obtaining objects from a collection and showing them to the user, who then determines their relevance based on specific criteria, and then utilizing the relevance decision is known as interactive learning. The user can repeat the process as many times as she wants for her insight gain. Active learning and user relevance feedback are two types of interactive learning (Jonsson et al, 2019, p.2). Interactive learning is an approach that aims to create spaces dedicated to purposeful learning in a way that mirrors the locations where students will acquire information and knowledge. Furthermore, the researchers discovered that interactive enhanced learning can be a highly valuable alternative to traditional education, particularly in circumstances where standard teaching approaches are not appropriate (Nusir et al, 2011, p.50). In sum, the word

interactive is explained in most dictionaries implies acting or in close relation with each other. Interactive learning involves the process of retrieving items from a collection and showing them to the user, who in turn judges their relevance based on particular criteria, and then using the obtained relevance judgment for modifying or retraining the classifier on the quickly.

The interactive Learning approach in a classroom is to maintain a teaching style, like the socratic method, that encourages healthy debate between students and the teacher. The following are some benefits of interactive learning: a) Collaboration in the classroom enables easy information sharing and teamwork, both of which are essential components of the educational process. b) The use of interactive technology, students are able to take charge of their own learning and identify their preferred resources, which inspires freedom. c) Flexibility, interactive learning is crucial for differentiation and is very beneficial to classes with a range of skills (Aninda, 2018 p.22).

Some features of interactive learning include the following: (1) With the assistance of the teacher and the other students, these difficulties can be overcome in the classroom. (2) Interaction entails not only the communication of one's own ideas but also the comprehension of others. (3) Interaction is always understood in context, whether physical or experimental, with nonverbal elements contributing meaning beyond that expressed verbally (Anindia, 2018, p.21).

1.7.2 Lesson plan

The most important and first thing before doing an activity and event is to make a plan. Teachers also require planning for their lessons. Planning is therefore crucial to effective teaching since it produces lessons that are well-organized and meaningful as well as a stronger level of self-assurance in the teacher (Ratnawati, 2017, p.34). The lesson plan is a systematic record of the instructor's ideas for the topics to be covered in the class. (Pratiwi, 2011, p.1). In the lesson plan there are several important things, one of which is the main component of the lesson plan showing what the lesson is for (objectives) and

what the teacher will do during the lesson and how to do it (procedure), and with what (Harmer in Pratiwi, 2011, p.2). So, to develop a lesson plan, it is very important for a teacher to plan this lesson plan to have content, methods, activities, practices and materials that the teacher will use in class development (Trigueros, 2018, p.1). In sum, lesson plans play an important role as a guide for the instructor made by the teacher before carrying out learning activities about what students need to learn and how it will be done effectively during class time.

Writing a detailed lesson plan may seem like a time-consuming task at first, but as a beginning instructor, you can establish patterns that will eventually become more automatic. Some features of a lesson plan include the ones listed below: The overall and main objectives for the class should be made very clear. The ideal teaching approach and how to use the lesson plan should be covered in the lesson plan. In the continuation component, the subject covered in the preceding lesson is reviewed and discussed. The subject, time, class, and average age of the students should all be mentioned in the lesson plan. The relevant of examples must be used while creating a lesson plan. Futhermore, try using these motivating or encouraging strategies while planning lessons. In lesson plan, the time for each topic should be appropriately determined. Lesson plan is important to record the methodology and instructional resources, including charts, maps, and other audio-visual elements, as well as how they will be used. Lesson plan have a set of efficient management techniques and instructional routines, learned how to be resourceful with less, and, most importantly, learnt to trust your students (Hernandez, and Lopez, 2021, p.3).

Three elements should be included in the lesson plan, consist of : (1) The lesson's objective, which is what the instructor hopes to accomplish by the lesson's conclusion. (2) Materials and equipment should be identified and secured well in advance of class time to ensure that activities can be carried out as planned. (3) Teaching activity, the teacher must plan for the students

to have an opportunity to discuss and use the new content that they have learned in a classroom activity (Hilmaliyah, 2019 p.4).

1.7.3 Writing Skill

Writing is a process of expressing thoughts or ideas into words, and it should be done in spare time (Susantoleo, 2010, p.102). Writing is a method used to develop thoughts about the knowledge of students (Brown in Ramadhani and Kumala , 2014,p. 255). the writing process into four key components, there are: planning, drafting, editing, and the finishing of product (Harmer in Istiqomah, 2005, p.4). In addition to the other abilities, writing is one of the most crucial ones in English. Writing proficiency is crucial, but in the teaching and learning process, it does not receive enough consideration or adequate time allocation (Parmawati, 2013, p. 715). Students with writing skills may organize their thoughts into meaningful sentences and engage with the content in their minds. In conclusion, writing is a process or action used to present information by putting a letter on paper. Writing is a way of communication that enables pupils to express their thoughts and feelings, compile their information into strong arguments, and transmit meaning through well-written text.

Additionally, writers must write clearly and correctly in order for themselves and the readers to be able to comprehend and understand what they are writing. Students who can write well have the capacity to meaningfully express their ideas through language and engage with the message on a mental level. Additionally, writers must write clearly and concisely in order for both themselves and the readers to be able to comprehend and understand what they are writing. The following are examples of excellent writing:

"...(1) Completeness: All necessary information is presented; (2) Correctness: Relevant and Accurate Information; (3) Credibility: Support Your Argument; (4) Clarity: Should Not Be Vague, Confusing, or Ambiguous" (5) Clarity: be direct; (6) Thought:

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examine the reader's response; (7) Vitality: use an active voice instead of a passive one (Istiqomah, 2019, p. 7)".

On the other hand, there are some types of writing. The first is imitation, where the student must develop abilities in the fundamental, basic task of writing letters, words, punctuation, and very short sentences.The second is intensive (controlled), focusing on producing acceptable vocabulary within a context, collocations and idioms, and correct grammatical elements up to the length of a sentence. The third is type of evaluation is responsive, where learners must complete tasks at a limited discourse level by joining sentences to build paragraphs and by putting two or three paragraphs together coherently. The last is the mostcomprehensive; writing entails effective control of all the procedures and techniques of writing for all purposes (Brown in Istiqomah, 2019, p. 6).

1.7.4 Junior high school

The characteristic of education that has been carried out for a long time in junior high schools, homes, and community environments has made students in coastal areas religious, friendly, hard-working, caring towards their parents, independent, and disciplined (Manaf, Kartowaguran, and Harun, 2020, p.45). The goal of junior high school is to provide the knowledge and skills necessary for students to build on their knowledge and skills from elementary school in order to improve their lives as members of society and citizens of a nation with an improvement level in order to prepare for secondary education (Karimah , 2016, p. 6). Geographical conditions that are always full of challenges and risks make students have special character values. In addition, character education that has been carried out for a long time in schools, homes, and community environments has made students in coastal areas religious, friendly, hard-working, caring towards their parents, independent, and disciplined (Manaf, Kartowaguran, Harun, 2020, p.45). In sum, This junior high school lasts for 3 years starting from grade 7 until grade 9. At this level students are able to be invited to think further. In other words,

students can be invited to use their logic in solving problems. In junior high school students begin to learn to solve problems with their own decisions.

The relationship between interactive lesson plans in English writing skill at junior high school

These topics are closely related to each other. To learn English, interactive learning is needed in order to build active and communicative interactions between teachers and students. In learning English in the twenty first century need a lesson plan in interactive learning. To apply strategies and techniques in interactive learning, teachers must prepare lesson plans. Therefore, Lesson plans is a role important as a guide for the instructor made by the teacher before carrying out learning activities about what students need to learn and how it will be done effectively during class time. The skill that can be taught is about writing, where writing is the most important skill to show a learner is successful in learning a new language. Moreover, Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In junior high school students learn about writing material.

1.8 Previous Studies

Based on the comparison with research conducted by previous researchers, this research will help researchers to determine the processing and analysis methods to be carried out. The following are some previous studies that are relevant to the current research. Previous research studies that have been conducted by several researchers, consist of:

The first research was conducted by Emilasari and Jubaedah (2019). This study is about lesson planning in the EFL classroom. The purpose of this research is to analyze case study in lesson plan preparation and implementation. The research findings show that in the preparation and implementation of lesson plans, researchers only focus on the steps in designing lesson plans. Here, teachers are only given examples and training in preparing lesson plans with a predetermined

format. For this reason, in this study, researchers will prepare to make good interactive lesson plans in the twenty first century, so that it is easier for teachers to prepare lesson plans that will be used to teach English.

The second research was conducted by Temis (2018). This study is about lesson plan models. The purpose of this research is to analyze lesson plan models for character education. The research findings show that the number of studies claiming that the role of teachers in developing lesson plans in the twenty first century is still very small. This is an important topic for debate. Because it is often a guide for those who want to always develop lesson plans, especially in the field of education, so they can improve education standards in Indonesia through the application of blended learning. There is also research that shows that the preparation of lesson plan in the twenty first century is very crucial, but it is still not effective or has not been implemented. Other than that, the reasons are not very complicated or profound. However, it is important to know because often what is disappointing is that the lesson plans made by teachers are still far from standards based on the curriculum.

The third research was conducted by Ratnawati (2017). This study is about lesson plans for teaching English. The purpose of this research is to analyze how to develop a lesson plan for teaching English for specific purposes to adult learners. The researchers only focus on gathering planning information, and developing initial products in the form of a lesson plan consisting of: competency standards, basic competencies, indicators, objectives, methods, learning activities, resources, assessments. This is an example of an arrangement of lesson plans that are usually made by teachers to teach in class. The results of developing lesson plans used in the twenty first century are very different. In this research, the researcher will design the interactive lesson plan. Lesson plan to be developed is more interesting, applicable, and informative than before. All aspects of the lesson plan are developed to obtain appropriate competencies through applicable lesson plans and interest. The aspects developed include competency standards, basic competencies, indicators, objectives, materials, teaching methods, learning activities, assessments, and sources.

The fourth research was conducted by Tiana, Prawati, and Ras (2019). This study is about lesson plans in teaching writing descriptive text. The purpose of this research is to analyze the developing English lesson plan and student worksheet using problem based learning in teaching writing descriptive text for the first year student. The research found out the validity level of English instructional tools (lesson plan and students worksheet) by using problem based learning as one of learning models suggested in the 2013 curriculum. In this research, the researcher analyzed the student characteristics with aims to find out the characteristics of students so that researchers can develop instructional tools that are suitable for the students. In this research, the researcher designed a lesson plan and student worksheet by applying problem based learning in teaching descriptive text. Furthermore, further researchers can create other lesson plans that are more interactive in teaching and learning process and create more creative students worksheets in learning English based on the students.

The fifth research was conducted by Wulandari, Juarsa, and Agusdianita (2020). This study is about twenty first century innovative lesson plan development. The purpose of this research is to analyze twenty first century innovative lesson plan development on thematic learning in class. The research findings show that the stages of developing learning lesson plans, the development procedure consists of three stages, namely: define, design and develop. In this research, the lesson plan development should be able to provide knowledge and insight to teachers in implementing twenty first century innovative lesson plans.

The sixth research was conducted by Nandasari, Sofian, and Suhartono (2019). This study is about teacher writing lesson plans. The purpose of this research is to analyze English teachers in writing the lesson plan. The results of the study demonstrate that the actions were planned to understand how the teacher created the lesson plan for instruction. Two lesson plans are supposed to be discussed in the research, but only one English teacher from the two speakers created a lesson plan, and the other English teacher did not. Even if there are some gaps in the lesson plan, it is enough. Making lesson planning is challenging, according to the research. The controlling of several different things is necessary,

including: time, information, and others. While we are aware that lesson planning is crucial for teachers as it serves as a guide for the teaching and learning process, the lesson plan not only ensures that the teacher is aware of every step of the instructional process but also enhances the effectiveness of the teacher-student relationship.

The seventh research was conducted by Edy, Ambiyar, Verawardina, Samsir, and Ronal (2021). The topic of this study is lesson plan models. The goal of this research is to enhance lesson plan templates based on the internet in the modern era. The results of the study indicate that difficulties encountered include the inability of human resources to run online tools, the limitations of technology, and the difficulty of adjusting learning tools to the objectives of the curriculum. The government, schools, and instructors may all help with the implementation of the online learning planning model. The project intends to propose the creation of lesson plan documents, digital frameworks, contextual societal issues, student needs, instructor competencies, and data objects as learning tools for the new normal era. The researcher concluded that the success of online-based learning programs are the capability and ability of teachers, students, schools, parents and the community.

The eighth research was conducted by Kayamuddin (2018). This study is about innovative learning tools. The purpose of this research is to find out how to improve the ability of teachers to create innovative learning tools through lesson study in order to improve the teaching and learning process in the classroom in a better direction. The research findings show that the learning tools there are: syllabus, lesson plan, the definition of lesson study and characteristics of lesson study. In making lesson plans, all teachers must include complete components, such as: identity components, indicator components, learning objectives components, learning materials, learning method components, components of learning activity steps, learning resource components and assessment components. Therefore, the components of a complete lesson plan must be accompanied by active, creative and innovative learning between teachers and students. So this research will be developed by researchers into interactive lesson plans for learning English.

The ninth research was conducted by Sesiorina (2014). This study is about teacher lesson plans. The aim of this study is to evaluate instructors lesson plans for using theme-based instruction when teaching English to young students. The research findings emphasize the value of creating English courses that include all five components, including goals, objectives, activities, media, and assessment. Teachers were able to create objectives that corresponded with the associated goals, objectives that were quantifiable, activities that were progressively well-arranged, media that were practical, effective, and suitable, and evaluations that allowed for a learning-centered perspective for students.

The tenth research was conducted by Baharun and Adhimiy (2018). This study is about creative lesson plans. The purpose of this research is to present a study on curriculum development through creative lesson plans. Therefore, the hope that education can be carried out more focused so that it can be effective and efficient. In the research, the lesson plan includes four main foundations of curriculum development. The philosophical foundation is the first. The psychological foundation is the second, the socialist foundation is the third, and the scientific and technology foundation is the fourth. The way to implement a development curriculum is to use a creative lesson plan. So, the existence of a creative lesson plan becomes the answer for the teachers, even the school.

Based on those areas, there are gaps in the lesson plan for teaching english. The problem is that the difficulty of teachers in making or designing lesson plans must be considered because to make an ideal lesson plan requires a process that is not easy and is the cause of the difficulty of designing a good lesson plan. Here, teachers are only given examples and training in preparing lesson plans with a predetermined format. Moreover, the reasons are generally not clear, only teachers who have difficulty making interactive lesson plans because usually the lesson plans used only use learning methods and learning media that are less attractive so that students become bored when carrying out learning in class. However, the lesson plans must adapt to the current era, especially now that learning is not only done offline but also uses online learning.

In this research, researchers will prepare to make good interactive lesson plans in writing skill. In this research, the researcher will design the interactive lesson plan. That it is easier for teachers to prepare lesson plans that will be used to teach English. Moreover, To make learning interesting and interactive, teachers must create interactive lesson plans. This means that the teacher must design an interactive lesson plan that will be used in the teaching and learning process. Therefore, the components of a complete lesson plan must be accompanied by active, creative and innovative learning between teachers and students. So this research will be developed by researchers into interactive lesson plans for learning English especially in writing skill. Thus, the researcher will provide the "Developing interactive lesson plan for teaching describing family in English at junior high school".

1.9   Frame of Thought

In the research proposal entitled "Developing Interactive Lesson Plan in English Writing Skill at Junior High School" It can be seen that a very important factor plays a major role, namely "interactive learning", because the interaction activities that occur in the classroom are learning activities. That is to support learning activities in the classroom, the teacher must prepare a "lesson plan" so that classroom learning activities can run smoothly and successfully reach the learning goals that have been made by the teacher. In learning activities, especially learning English, interactive learning is needed, so that the atmosphere inside Learning English is not boring, because learning a language requires a lot of interaction between students and teachers to build a conducive and comfortable atmosphere in learning languages. For this reason, the teacher must also prepare the material to be delivered in class which is included in the lesson plan. One of the skill in English learning is "Writing skill", writing is a very important skill in language learning. Meanwhile, so that writing skill can be improved even better. In learning English, the teacher usually teaching the material about "Introduction self and Introduction others", here the teacher will discuss one of the topics about " Family Tree". This material taught at the "junior high school" of seventh grade .

Interctive Learning	Lesson Plan	Writing Skill

Family Tree	Introduction self and Introduction other

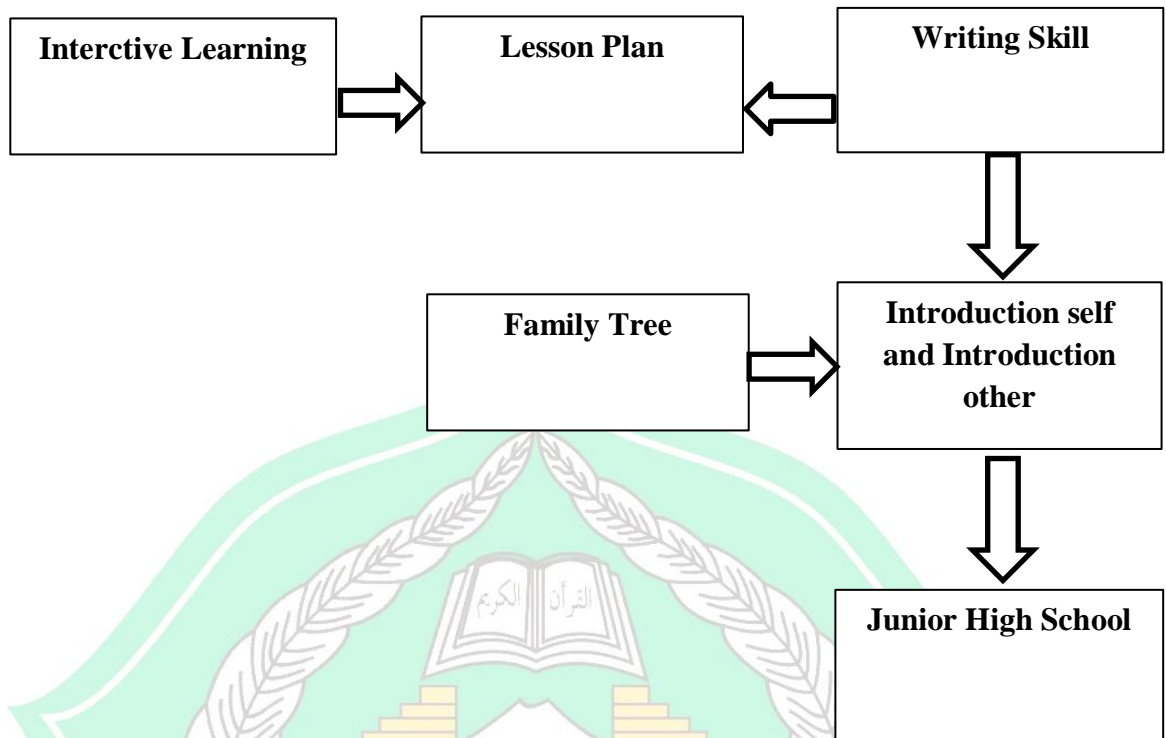| Junior High School |
|---|

Figure 1 Lesson Plan Writing Skill

1.10 Research Method

1.10.1 Research Design and Research Steps

In conducting this research, the research method used by the researcher is using qualitative research methods because of this research or qualitative researchers. Qualitative research sometimes is called case study research because of its focus on cases. Qualitative research are interested in non numerical expressions of data (Anyan, 2013, p.1). Therefore, Qualitative research is research that does not use statistical analysis or other quantification procedures (Moleong, 2007, p.6). In sum, the qualitative approach is a comprehensive approach to the research topic in which the researcher assumes the role of the primary research instrument. The results of the approach are then written descriptions of the empirical data that have been obtained, and this approach also places an emphasis on meaning rather than generalization. Qualitative research requires strong data collection techniques and documentation of research procedures. Therefore, in this

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study only get the information based on literature review, experiences and phenomena without statistical data.

In this study the design is Research and Development (R&D), because the purpose of this study is to develop a product which interactive lesson plan. The researcher chose Research and Development (R&D) is one approach to qualitative research. The aim is to find out which English lesson plan are suitable for students based on their needs in interactive learning.

The goal of design and development research is to provide fresh or enhanced interventions or tactics to fulfill clearly stated learning goals or objectives, including developing novel tactics based on small-scale testing (Institute of Education Sciences & National Science Foundation, 2013, p.12). The following statement follows: "Educational R&D is an industry-based development approach in which research findings are used to design new products and methods, which are then repeatedly field tested, assessed, and improved until they satisfy effectiveness, quality, or other standards" (Borg & Gall, 2003, p. 569). Furthermore, the research design used is the ADDIE research and development model. The ADDIE model was developed by Dick and Carry to design a learning system (Walid, 2017 p. 27). Dick et al as cited in Maydiantoro (2021) state that the research consists of 5 steps development model, consist of: Analysis, Design, Development, Implementation and Evaluation.

The following are the stages of the ADDIE Development Research Model:

1. Analysis

The first step in the ADDIE development research methodology is to assess the demand for new product development (models, methods, media, and instructional materials) as well as the viability and prerequisites of product creation. A fault with an already-developed or currently-used product may serve as the catalyst for product development. As a result of items being

outdated in relation to target needs, learning environments, technology, student characteristics, and other factors, problems can and do happen.

2. Design

Design activities in the ADDIE development research model are a systematic process that starts with designing the concepts and content in the product. Designs are written for each product content. Instructions for implementing the design or manufacture of the product are attempted to be written in a clear and detailed manner. At this stage the product design is still conceptual and will underlie the development process at the next stage.

3. Development

The ADDIE development research model includes actions for the implementation of previously developed product concepts. The conceptual framework for implementing a new product was built in the stage before this one. The conceptual framework is subsequently turned into a finished product that is prepared for use. In this stage it is also necessary to make instruments to measure product.

4. Implementation

The product use in the ADDIE research and development approach is used to get input on the creation/development of the product. The questions related to the objectives of product development might be used to elicit first feedback (initial evaluation). The application makes reference to the created product design.

5. Evaluation

In the ADDIE model development research, the evaluation stage is used to collect user feedback so that adjustments can be made in response to the evaluation's findings or to needs that the product hasn't been able to satisfy. Evaluation main objective is to gauge how well development objectives have been accomplished.

The five stage of the ADDIE development model developed by (Dick et al in Maydiantoro, 2021) due to the needs and context of the research, the

researcher modified the five steps into simpler steps during implementation. Thus, the existing five stages can be simplified based on the need in order to shorten the research with a limited time. Furthermore, the research on a large scale R&D will require a long time and large costs. Because this research has limited time to carry out the research. The researcher simplify it in three stages of research as follows: (1) Analysis, (2) Design, (3) Development.

1.10.2 Sources and Types of data

This study uses a critical literature review to answer research questions by conducting library research. Literature research is used to find data sources. Information is collected from various sources (journals) related to the implementation of CALL (Computer-Assisted Language Learning). To find out where the data were collected, a literature search was carried out (Nashruddin and Mustaqimah, 2020, p. 85). Sources of data in this study were taken from documents such as journals, books, articles, theses, or websites related to the literature review of this research.

Table 1 Resources and Web Address

Resources	Web Address
Google	https://www.google.com/?hl=id
Google scholar	https://scholar.google.com/
Database of international electronic source Research Gate Library Genesis ERIC	https://www.researchgate.net/ https://libgen.is/ https://eric.ed.gov/

Thus, in using a resource or web address it is important to know the keywords that related to find the appropriate article or topic.

1.10.3 Data Collection Techniques and Instruments

The data collection technique and research instrument is documentation. The researcher obtained data from the literature related to the problem in the research question by using documentation techniques. The information is collected from various sources. After data collection, the information is compiled into a single document that is used to answer research questions. Inclusion and exclusion are part of the research collection technique and instrument process. Inclusion focuses on the contents of the journal, while exclusion focuses on things that are outside the contents of the journal (Nashruddin and Mustaqimah, 2020, p. 85). Thus, the inclusion and exclusion criteria are presented in table 1.2.

Table 2 Inclusion and Exclusion

Inclusion	Exclusion
1. Book, Journals	1. Book and journal published pre-2000
2. Published between 2001-2022	2. Not index nationally (IPI, SINTA) or internationally (Scopus)
3. Lesson plan	3. Research article which do not involve lesson plan, interactive learning, English, writing skill, and descriptive text.
4. Interactive learning	
5. Writing skill	

Inclusion and exclusion criteria need to be considered and pay attention to journal indexes, such as SCOPUS and Google Scholar. That used to determine the location of the journal that can be seen with journal citations through DOI or ISSN(Nashruddin & Mustaqimah, 2020, p. 87). DOI or Digital Object Identifier refers to the article to which it is assigned. In addition, ISSN is also known as the International Standard Serial Number, which is the assigned journal.

1.10.4 Data Analysis Techniques

The data analysis technique of this research is critical literature review. Critical literature review is a technique that uses a systematic review design. The critical literature review adopted from Nashruddin & Mustaqimah (2020, pp. 83-85) has four stages, namely first selecting a review topic and formulating research questions. The stages begin with identifying the research topic, narrowing it down by sharpening its focus, followed by formulating research questions. Second, selecting, analyzing, and recording sources. The stage of analyzing the literature requires readers and researchers to compile a reading list of reviews. Third, synthesize and interpret literary works. Synthesis is the stage of combining different aspects of each research into logical points to build logical arguments, explanations, and conclusions. The fourth is to put it all together. these stages must be critically involved in creating a good and comprehensive literature review. Finally, in this study, all arguments were wrapped and checked for consistency through the text.

To answer the research question number one, the researcher used the stages by reading the literacy review. To obtain data sources, researchers used documents such as journals, e-books and books related to lesson plans, interactive learning, English, writing skills, and descriptive texts. After getting the data sources from reading the literature, the researcher sets research questions for the research to be carried out. Then, when the research question has been determined, the researcher collects data or information that has been obtained through literature study. Next, choose the research method and design and choose data collection techniques and instruments to get valid data results. Then, do a literature review analysis with the data that has been collected. After that, collect data from the literature analysis and determine the appropriate principles to be used as the basis for making lesson plans.

To answer research question number two, the researcher creates a product concept to be developed. Then, collect the contents of the data and make an interactive lesson plan. Then researchers designing the lesson plan for curriculum 2013 to find out the stages that will be written in making the

interactive lesson plan and it will be easier to developing interactive lesson plan in writing skill that will be used at junior high school. Finally, the researcher will conduct an assessment and product validation.

1.10.5   Research Timeline

In this research method have an the specific target of each step of research completion, there are :

Table 3 Research Timeline

NO	ACTIVITIES	JANUARY	FEBRUARY to MAY	JUNE
1.	Research proposal			
2.	Revision of research proposal			
3.	Planning the review to select keyword and data (e.g. journal, books)			
4.	Conducting Review			
5.	Grouping the result of review			
6.	Concluding the Data			
7.	Finalisation of the Research			