

# CHAPTER I

## INTRODUCTION

As an preview of this research, This chapter's purpose is to explain several information. The explanation includes the background of the research, identification of the problem, delimitation of the research, research questions, aims of the research, significance of the research, previous research, frame of thought, theoretical foundation, and methodology of the research. Before going deeper into the research findings and analysis, all aspects of the research are presented.

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

In many ways, Indonesia's educational system, from elementary school to senior high school is still considered weak in comparison to other countries starting with the infrastructure, moving on to the teaching staff and education, as well as the graduates' competence. Almost all accredited schools at the elementary until high school levels and above have deficiencies in graduation standards, facility and infrastructure standards, and educators (Fajri & Afriyansyah, 2019). Another problem with education in Indonesia is lesson plans incompatible with the teaching and learning processes.

As a result, students did not achieve good learning competencies. Given this situation, a well-planned lesson plan is critical for overcoming the mentioned problems.

Lesson plans are an important task that must be completed before learning begins. Lesson plans are crucial because they can assist with timely decisions as well as better management and monitoring of their implementation (Hidayat, Muzzakir, & Fardi, 2020). Moreover, A lesson plans is crucial to a teacher's effectiveness in the classroom. Lesson plans assist teachers in planning lessons ahead of time, resolving issues and difficulties providing a structure for a lesson, a "map" for the teacher to follow, and taking note of everything that has been instructed (Irnia, 2020). Furthermore, lesson plan is an essential step in the educational process. A procedure assists teachers in more effectively managing instruction. If a teacher arrives in class without

having prepared the material to be presented, it is reasonable to believe that the lesson will be ineffective if activity sequences are not planned, prior knowledge of the material is not known, instructional media is not available, and a method to assess students' achievement is not prepared.

Besides, it is acknowledged that lesson planning is critical to a teacher's success or failure. Lessons should be planned in accordance with the time allotted for the subject. The term "lesson" refers to a cohesive set of activities that happen over a set period of time, typically ranging from forty to ninety minutes. While a plan determines which direction they should take to complete the lesson successfully. A lesson plan keeps the teacher focused on the subject by reminding them of what they need to accomplish in one meeting (Jusniati, 2020).

Moreover, writing skills are critical because writing is the medium through which communication is transmitted the most. As a result, student needs advanced writing skills to meet their academic and workplace needs (Durga & Rao, 2018). Writing skills are also crucial for all students to have from a young ages. A personal letter is one of the products of writing activities.

The capability of writing a personal letter is a skill that vocational high students, especially those majoring in Office Governance Automation (OTKP), should indeed comprehend. However, language learners will face a variety of difficulties and obstacles during the learning process, just as they do every time they learn something new (Mukti, 2021).

Some clusters of this research consist of many topics. The first cluster is about interactive learning (Türkben,2019; Samoylyukevych,2019;), the second is about Teachers' English Teaching Strategies in Vocational High Schools (Asmin,2019; Lamatokan,2018; Rido, 2020), and the third cluster is about Developing lesson plan (Sudipa, 2020; Saputra,2019; Ratnawati,2017, Hinasah,2018, ). The following cluster are relating the application of the lesson plan (Emiliasari & Jubaedah,2019; Ozdemir,2019; Gunawan, 2017; Silalahi,2020) and the last cluster is about writing skills (Rao,2017; Mariana,2018).

Previous research findings did not provide detailed components of the lesson plan, and the learning activities were not interactive. The previous research only mentioned the definitions. The detailed components of the lesson plan must be included. A draft model must be created when designing a lesson plan, which includes creating the initial section, main section (determining knowledge and competencies as highlighted in related materials), and final section. Five planned draft models have been developed. The following sections are included in the draft model: (1) First Section: information and objective learning plans; (2) Second Section: the main materials to be given to as outlined in the form of appropriate activities that will begin with warming up, explaining the main topics and topics; and (3) Third Section: including how to close, appropriate materials, and well-designed evaluations (Aryati, 2020).

### **1.2 Identification of the Issue/ Phenomena**

The research background has been described. Concerning the previously mentioned research background, the issue that is being investigated could be represented as follows:

- 1) Incompatibility of the lesson plan with the teaching and learning processes.
- 2) The student's activities in the lesson plan are not very interactive or monotonous.
- 3) The students were not enthusiastic about the teaching-learning activity.

Because the lesson plan is incompatible with the teaching and learning processes. The researcher wants to develop a compatible lesson plan that interactive student activities in the lesson plan.

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

The researcher focused on the title of developing a lesson plan to encourage interactive learning. This research also only focused on writing skills, and personal letter material and ignored others material. Furthermore, this research was also limited to eleventh-grade students at a vocational high school. There were also some reasons why the researcher chose this title because a lesson plan must encourage interactive learning, and personal letter material is very relatable to vocational high school students. Personal letters are

needed by the students as they aim to help students in completing their task in the future.

#### **1.4 Research Questions**

In this part, the research questions are described. Based on the background of this research, this research represented the following questions.

- 1) What elements of interactive learning should be included in the lesson plan?
- 2) How can the lesson plan for teaching personal letters support interactive learning?

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

In this part, the aims of the research are described. Based on the research's background, the following aims are addressed.

- 1) To find out what elements of interactive learning should be implemented in the lesson plan.
- 2) To find out how the lesson plans for teaching personal letters support interactive learning.

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

Every research should be useful to the spread of knowledge to others. As a result, the significance of this research is divided into two sections. They are as follows:

##### **1. Theoretically**

The researcher expects that this research will be beneficial to others in developing lesson plans, especially at vocational high schools. Furthermore, the results of this investigation can serve as alternative sources of information and guidance for future research on the same topic.

##### **2. Practically**

The researcher hopes that this research will be useful to teachers, students, and the school. Teachers can use the lesson plan to teach personal letter material to their students. Students in achieving the materials instructed in the teaching-learning process based on the curriculum objectives, and

schools can make the right decisions to support the teaching and learning process, particularly the teaching personal letters, to achieve a better output.

## **1.7 Theoretical Foundation**

The theoretical foundation informs readers about the underlying theories pertaining to the research problem. Lesson plans, teaching writing, interactive learning, personal letters, and vocational high school are explanation.

### **1.7.1 Lesson Plan**

Lesson planning is an important component of teaching. The procedure assists teachers in more effectively managing instruction. Without lesson planning, neither the teacher, the students will find the lesson meaningful or interesting (Suryana, 2019). This section will explain about the definition of a lesson plan, components of the lesson plan, and the characteristics of a good lesson plan.

#### **1.7.1.1 Definition of the Lesson Plan**

Lesson plan is one tool that can be used to create a specific classroom situation. It keeps all activities on path, making sure that the purpose of the teaching-learning process is achieved (Damayanti, 2018). A lesson plan is a written description of the activities involved in the teaching and learning process (Ratnawati, 2017). Lesson plans are essential because they can assist with timely decision-making and allow for better control and monitoring of their implementation (Hidayat et al 2020). Lesson plans also inform students about what they will learn and how they will be assessed, and they help instructors organize content, materials, time, instructional strategies, and classroom assistance (Ahmad & Nur, 2016). The researcher concludes that a lesson plan is a detailed description of how to actually achieve a specific learning objective based on the definition provided above.

#### **1.7.1.2 Components of the Lesson Plan**

A lesson plan consists of several components. The components listed below are based on Minister of National Education Regulation Number 81 Year 2013 (cited in Oktafianti,

2019). A lesson plan consists of several components. The components listed below are based on Minister of National Education Regulation Number 81 Year 2013. (cited in Oktafianti, 2019).

1) *Lesson's Identity*

The lesson's identity is influenced by the institutional unit, class, semester, theme/subtheme, and time allocation.

2) *Score Competencies*

The requirements of students' minimized competence in trying to describe knowledge, attitudes, and skills to be achieved in every class and/or semester in a specific subject or competence which students must present in a specific subject is known as score competencies.

3) *Basic Competences and Indicator of Competence Achievement*

A basic competence and indicator of competence success is described as behavior or performance that can be measured and observed to demonstrate the attainment of a specific simple competence. When students can carry out their simple competence, they attain an indicator of competence achievement, which can be measured and discovered through assessment execution covering cognitive, psychomotor, and affective domains.

4) *Learning Objective*

The learning objective is the learning process and product that learners are expected to achieve based on their fundamental competence. In this regard, students will be able to achieve the goals that are based on the basic competence at the end of the course program.

5) *Learning Material*

Based on the indicator of competency achievement, learning material consists of relevant theory, facts, principles, and procedures written in point style. This means that materials are related to what students will learn in the learning environment and must rely on the established indicators of competency.

6) *Learning Method*

A learning method is a specific method used by a teacher to create a learning situation and learning process in which students achieve basic competence or a set of indicators. The learning method is chosen based on the learners' condition and situation, as well as the characteristics of each indicator and the level of competence required in each subject. It ensures that the methods used are appropriate for the students' circumstances in order to achieve basic competence and the established indicators.

7) *Media, Tools, and Source*

Media, tools, and sources are based on a competency standard and basic competency, materials, activities, and competency achievement indicators. Resources are devices and media such as textbooks, lcd projector, computers, and the internet that are used to effectively conduct teaching-learning activities and to increase students' interest in learning.

8) *Learning Activities*

Learning activity is divided into three stages. The first stage, pre-teaching, is used to motivate students and draw their attention to learning participation. Perception and motivation may be conveyed to students at the beginning of the teaching-learning process. The second is whilst-teaching, which refers to the structured procedure of learning and teaching to achieve

basic competency through the phases of exploration, elaboration, and confirmation. Exploration wants to encourage students to actively obtain information, elaboration encourages students to think, analyze, and complete tasks or projects cooperatively and collaboratively, and confirmation is used to confirm students' tasks or projects following the exploration and elaboration phases by providing feedback or reflection. Lastly, post-teaching is accomplished by wrapping up the lesson, conducting assessment and reflection, and providing students with feedback and follow-up.

9) *Assessment*

Assessment is carried out to determine students' academic success, with the instruments used based on the indicator of competency achievement and the Standard of Assessment. It is feasible to conclude that assessment must be conducted using rubrics to assess students' accomplishment in relation to the determined indicators.

**1.7.1.2.1 Learning Method**

One of the learning methods is the scientific approach, which will be described below.

**1.7.1.2.1.1 Scientific Approach**

The scientific approach is based on the scientific concept of knowing what one will do, how it will be done, and what the objectives or outcomes are (Indrilla & Ciptaningrum, 2018). The five steps of implementing the scientific approach in the teaching-learning process are observing, questioning, experimenting, associating, and communicating. Each step's activities are listed below. Hosnan is mentioned in Zaim (2017).

(1) Observing

Two main activities must be completed before proceeding to the observing steps. First, teachers provide numerous opportunities for



students to observe. It is possible to observe the object by reading, listening, or observing it. Second, teachers help students observe and train them to notice the important aspects of the object. To get to the observing steps, two major activities must be completed.

(2) Questioning

Questioning serves to motivate and inspire students to actively explore and formulate questions of and for themselves; to improve students' skills in having a conversation, asking more questions, and having others respond systematically and logically using correct and appropriate grammar; to encourage students' ability to participate in discussing, making an argument, and working to develop the ability to consider and make conclusions; and to foster an openness and curiosity in students.

(3) Experimenting

The steps in experimenting are preparation, work, and follow-up. Experimenting can involve five activities. There are some grouping students into small groups, asking them to discuss, monitoring results, monitoring the learning experience to ensure that each student are actively participating in the discussion, and directing the group that requires assistance. The steps in experimenting are preparation, work, and follow-up.

(4) Associating

Associating refers to the ability to evaluate and correlate information that happened within in the group. Associating is the method of analyzing information in order to explore the relationship among one piece of information and another, as well as the patterns of the information's interrelationship, and then drawing conclusions based on the patterns discovered.

(5) Communicating

Communicating is the ability to make conclusions from observed and tested facts. In the communication steps, four activities can be carried out: asking students to read their work to the class, asking each group to listen carefully and provide additional input, particularly regarding the work of each group, providing an elaboration after the group discussion has concluded, and structuring tasks and providing opportunities for students to demonstrate attitude, skills, and understanding of the substance of learning given.

#### **1.7.1.2.1.2 Learning Model in Teaching**

The learning model refers to a theoretical framework that explains how to organize learning experiences in order to achieve specific learning objectives. It is also used by teachers to plan teaching and learning activities. One of the learning models is discovery learning. This section discusses the definition of discovery learning as well as its syntax.

#### **1.7.1.2.1.2.1 Discovery Learning**

Discovery learning occurs when a student acquires knowledge on his or her own. It entails developing and testing hypotheses instead of passively reading or listening to teacher presentations (Sofeny, 2016). Furthermore, the discovery learning method is a component of an educational practice that includes teaching methods that promote active learning, process-oriented learning, self-directed learning, self-seeking, and reflection (Suryosubroto cited in Avionitha, Tirtanawati, & Purnama, 2021). Furthermore, discovery learning is a method for creating active learning methods by discovering and investigating oneself; the results obtained will be faithful and durable in memory (Hosnan cited in Setiadi, 2019).

According to the definition above, can be conclude that discovery learning is a method that promotes active learning, process-oriented learning, self-directed and self-seeking learning,

and reflection. Furthermore, in discovery learning, what is learned is discovered by students during the learning process through problem situations arranged by the teacher rather than being delivered directly by the teacher (Prasetya & Harjanto, 2020, p. 61). Furthermore, the use of discovery learning models can increase students' curiosity while learning is taking place, and by using discovery methods, students can also be directly involved in the learning process; this demonstrates that students who use discovery models in learning have a higher level of a positive domain when examined (Marian & Suparman, 2018, p. 2).

#### **1.7.1.2.1.2.2 The Syntax of Discovery Learning**

A syntax of discovery learning exists in discovery learning. Stimulation, problem formulation, data collection, data processing, verification, and generalization are some examples (Roza, Armawa, & Yerizon, 2018).

##### **1) Stimulation**

However at point, the students are presented with something that causes them to become perplexed and to want to conduct independent research.

##### **2) Problem Statement**

Students are allowed to identify issues relevant to the subject matter at this stage, which they then formulate in hypothetical form.

##### **3) Data Collection**

Students are asked to gather as much relevant information as possible to validate the hypothesis at this stage.

##### **4) Data Processing**

Data processing is the activity of processing data and information obtained by students.

5) Verification

At this stage, the students investigate the validity of the hypothesis.

6) Generalization

At this stage, the students investigate whether the hypothesis is correct.

### 1.7.1.3 Characteristics of a Good Lesson Plan

The following are the characteristics of a good lesson plan, according to Minister of National Education Regulation Number 41 Year 2007.

1) Gender, prior ability, intellectual level, interest, motivation for learning, aptitude, potential, social ability, emotion, learning style, special needs, learning speed, cultural background, norms, values, and learners' environment are all factors to consider.

This means that before developing lesson plans, teachers must consider a variety of factors related to students' differences and backgrounds in order to create efficient and relevant lesson plans for students.

2) It encourages students to be active participants.

Students are prioritized during the teaching-learning process by increasing motivation, interest, creativity, initiative, inspiration, autonomy, and learning enthusiasm. Furthermore, teachers will engage their students by requiring them to make extra positive efforts. As a result, when creating a lesson plan, a teacher must keep this principle in mind.

3) It promotes a culture of reading and writing..

It means that both writing and reading cultures are rarely valued by teachers or students. As a result, a teacher must keep this principle in mind when developing a lesson plan.

- 4) It provides feedback and follows up.

Teachers should provide feedback and follow up on students' tasks or performance results in this section after having completed a teaching-learning activity or a post-teaching activity.

- 5) It must be relevant and coherent.

A lesson plan is created by taking into consideration the relevance and coherence of the standard of competency, basic competence, materials, teaching-learning activities, indicators of competency achievement, assessment, and resources all of which are integrated into the learning experience.

It means that teachers must ensure that the lesson plans they create are relevant and coherent among the components of the lesson plan, such as score competence, basic competence, materials, and so on, as well as culturally diverse.

- 6) It employs communication and technology information based on the situation and condition.

To put it in another way, when creating a lesson plan, teachers may incorporate information from communication and technology media such as the internet, newspapers, and so on to stimulate students' interest in learning.

## **1.7.2 Teaching Writing**

In the context of writing teaching and learning, a student's ability to write well is developed through the practice and supported by meaningful feedback from teachers (Lim & Phua, 2019). This part discusses about the definition of writing and the process of writing.

### **1.7.2.1 Definition of Writing**

Writing is a cognitive process that involves the brain in order to organize ideas for writing (Selvaraj & Aziz, 2019). Furthermore, writing is a powerful tool for organizing and managing overwhelming

events. Writing is a method of thinking that employs the written word. To keep students interested in writing, teachers should be more creative and innovative in their instruction (Santoso, 2018). Furthermore, writing is how a communicate his or her emotions and thoughts through visible signs that are understandable not only to himself but also to everyone (Indrilla & Ciptaningrum, 2018). So, writing is how a person communicates his or her emotions and thoughts through visible signs that are understandable not only for himself but also to everyone.

### **1.7.2.2 The Process of Writing**

The writing process is divided into four stages (Harmer, 2004). It consists of.

#### *1) Planning*

Students should create a plan or mind map of what they intend to write before beginning to write. When planning, three major issues must be addressed: the purpose, the audience or reader, and the content structure.

#### *2) Drafting*

At this point, the writer writes down their thoughts in the form of a paragraph or text. The first version of writing is called drafting.

#### *3) Editing*

Before moving on to the final draft, the writer also must recheck and read the draft to ensure that it is free of errors. If there is an error, the writer can correct it.

#### *4) Final Version*

This is the last stage of the writing process. Because of the revision process, which may include deleting some irrelevant information, words, or event sentences, the final version of the

text could differ from the planning and drafting versions. During this stage, the written form can be made available to the reader.

Furthermore, there are some aspects of writing that the writer must consider. These aspects, according to Rao (2017), can also be standard to reflect the quality of writing. The factors are listed below.

1) *Content*

The content's meaning refers to the material in the composition, such as the topic, explanations, discussion, and the core of the main topic discussed. This type of thing should be considered in order to improve one's writing.

2) *Organization*

The sequence of each sentence or paragraph is prominent while composing the written text, which is referred to as writing organization. A good organization should be among them.

3) *Vocabulary*

A person's vocabulary is their collection of words. It is required to use it when translating our thoughts into a specific language. Furthermore, the appropriate words can be used to explain the writer's concept.

4) *Language Use*

Language use is all about the construction, structure, and components of the language used in written text such as grammar and sentence complexity.

5) *Mechanic*

Writing, like all other skills, contains "mechanical" components. Examples include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraphs, and text.

### 1.7.3 Personal Letter

Writing a personal letter is just one of the media which may assist the teacher in the writing process (Sholehati, 2016). Therefore, this part will discuss the definition of a personal letter, and generic structures of a personal letter.

#### 1.7.3.1 Definition of the Personal Letter

A personal letter is a written missive communication addressed to a person or body of a person. Depending on the purpose and audience of the letter, a personal letter is usually written in casual and friendly language, or in practical and straightforward language (Farida, 2021). Furthermore, according to Robert (as cited in Amalia, 2019), a personal letter is a written message from one person to another about some common concern. According to the definition above, personal letters are letters written to people you already know and use informal language.

#### 1.7.3.2 Generic Structures of the Personal Letter

Personal letters have their own set of standard structures. According to Bashir (2017), generic personal letter structures include

##### 1) *Date*

The letter's date of composition (top left). This provides the reader with a time stamp for when the address was written. It can then better relate to the letter's contents.

##### 2) *Address*

The address is the location where the letter will be written. The address must be correct and complete. If the letter's recipient is in another country, include the country's name in the address.

##### 3) *Salutation, greeting, and the name of the recipient*

The greeting can also be informal. If it is a friend or someone close in age to the writer, the writer can address them by their first name, such as "Dear, Alex." If the letter is addressed to an elderly person, the writer may use Mr. or Mrs. For example, if the writer wishes to write a letter



of congratulations to his or her teacher, the teacher can be addressed as "Dear, Mrs. X.

4) *The letter's introduction and opening*

It contains what the writer wishes to write to the other people. The style of informal letters must be relaxed and welcoming. It should not be as formal or direct as a business letter.

5) *Body of letter*

It is the most important part of the letter. It contains what the writer wishes to write to the other people. The writer must modify the language and wording depending on who the recipient is. With a friend, the writer can be very casual, even flippant.

6) *Closure*

The section indicates where the letter will end. The writer should say a condolences and affectionate farewell to the reader. The writer should not forget to invite the reader to respond to the letter in writing. It demonstrates a desire to continue the conversation.

7) *Complimentary close*

A complimentary close is a brief expression such as "love you" or "sincerely yours.

8) *Signature*

The writer's signature or initials should be written at the end of the letter.

9) *Postscript (P.S.)*

In a letter, it is an afterthought. The author can start with P.S. and end with his or her initials.

### **1.7.4 Interactive Learning**

In teaching and learning activities, interactive learning is needed, so that learning objectives are achieved properly. This part discusses the definition of interactive learning and the characteristics of interactive learning.

#### **1.7.4.1 Definition of Interactive Learning**

Interactive learning is a type of cognitive activity that has the specific goal of creating a comfortable learning environment in which each learner feels successful (Liubych & Samoylyukevych, 2017). According to (Chang, 2015) Interactive learning refers to the combination of face-to-face training and e-learning. Furthermore, interactive learning environments may play an important role in creating affordances that allow students to engage in positive social interactions and productive dialogues that promote learning and development (Villardón et al., 2018).

Furthermore, interactive teaching styles combine a variety of objectives under a broad platform. The need for students to be active participants in the learning process and to interact with others is addressed by interactive learning methods (Khandve, 2016). Furthermore, the goal of interactive learning is to organize the educational process so that almost all students are involved in the cognitive process, and they have the opportunity to understand and express what they know and think (Khamidov, 2019). Based on the definition above, we can conclude that interactive learning is a type of cognitive activity that has the specific goal of creating a comfortable learning environment in which each learner feels successful.

#### **1.7.4.2 Characteristics of Interactive Learning**

According to (Juan, 2017) the characteristics of interactive learning are as follows.

- 1) An interactive learning method is one in which all of the learning subjects and teaching and learning factors interact with one another.
- 2) In the interactive teaching method, the teacher's role is subordinate to the student, who takes center stage, and the teacher serves only as an organizer.
- 3) Stimulating students' interest and motivation to seek knowledge in problematic contradictions, trying to attract students to study.

- 4) Develop new knowledge, experience and skills based on the students' existing knowledge, experience and skills.

#### **1.7.5 Vocational High School**

English instruction in vocational high schools should be based on the students' course of study. English teachers in vocational schools must teach English as a language that is closely related to the major field of study of the students. The teaching and learning process in vocational high schools is typically divided into three major activities: the first activity, the main activity, and the closing activity (Mahbub, 2021).

- a.) The first activity consists of greetings, prayer, a brainstorming activity, and a review of the previously discussed materials.
- b.) The main activity is divided into three stages: exploration, elaboration, and confirmation.
- c.) The closing activity entails students providing feedback, reviewing the material, assigning homework, and greeting.

#### **1.8 Previous Research**

This part provided some of the previous research that has a related focus of analysis to this research, there are Tiana, Prawati, and Ras (2019), Siahaan (2019), Ratnawati (2017), Herfaini, Prawati, and Novitri (2019), and Purwani & Dewi (2021).

The first research conducted by Tiana, Prawati, and Ras (2019) was entitled Developing English Lesson Plan and Students' Worksheet Using Problem Based Learning in Teaching Writing Descriptive Texts for the First Year Students of SMP. The research aimed to develop and find out the validity level of English instructional tools (lesson plan and student's worksheet) by using Problem Based Learning as one of the learning models suggested in the 2013 Curriculum. This research is also concerned with developing an English lesson plan. The research design is developmental and applied to the 4D model by Thiagarajan (1974). The research attempts to develop and assess the validity of English instructional tools (lesson plan and student worksheet) using

Problem Based Learning, one of the learning models recommended in the 2013 Curriculum. This research is also concerned with the creation of an English lesson plan. Thiagarajan's research design is developmental, and he applies it to the 4D model (1974). These findings indicate that instructional tools such as the lesson plan and student worksheet are highly effective. They are fully applicable in the writing classroom.

The second research conducted by Siahaan (2019) entitled Developing English Lesson Plan of Writing Recount Text Based on Scientific Approach for Vocational High School Computer Network Engineering Program. The research aimed to develop an English Lesson Plan for Writing Recount Text Using a Scientific Approach for tenth-grade students in the Computer Network Engineering Program at SMK Negeri 2 Binjai. This study was carried out in six stages: gathering information and data, analyzing data, developing a lesson plan, validating by experts, revising the lesson plan, and final product (The Lesson Plan). An English teacher in the Computer Network Engineering Program at SMK Negeri 2 Binjai was the subject of this research. Data was gathered through observation, documents, and interviews. The data was gathered through interviews with the English teacher and an analysis of the lesson plan.

The third research was done by Ratnawati (2017) entitled Developing a Lesson Plan for Teaching English for Specific Purpose to Adult Learners at a Private University. The R&D research design proposed by Borg and Gall was used in this research (1983). The preliminary and information gathering, planning, and development of the preliminary product of form were the steps of research-based design. The interview was the tool that was used. According to the findings of this research, the developed lesson plan is more appealing, applicable, and insightful than the previous one. According to the findings, development is critical in education. Educational development is a method of developing creative and innovative thinking. A lesson plan is also required to determine the success of the teaching and learning process.

The fourth research conducted by Herfaini, Prawati, and Novitri (2019) entitled Developing English Lesson Plan and Students Worksheet Using Task-Based Learning in Teaching Recount Texts for the First Year Students of SMA. The purpose of this research was to create English learning documents (lesson plans and student worksheets) using task-based learning, one of the learning models suggested in the 2013 Curriculum, and to determine the level of validity of creating English learning documents using task-based learning in teaching recount texts to first-year SMA students. The research design was Research & Development (R&D), which used Thiagarajan's 4D model (1974). To determine the level of validity of developing English learning documents, data were collected using the lesson plan validation sheet and the validation sheet of students' worksheets was validated by experts.

The fifth research conducted by Purwani & Dewi (2021) entitled The Development of Lesson Plan Using Blended Learning Model at The University of Billfath. The objectives of this research were to: (1) present the Blended Learning (BL) learning development process; (2) integrate face-to-face (F2) learning methods with online learning models; and (3) test the efficiency of blended learning (BL) in the Chemical Education Study Program at the University of Billfath. The research design was Research & Development (R&D) with five stages: (1) analysis phase; (2) Design (Design); (3) Development; (4) Implementation; (5) and evaluation (evaluation). The subject of this research was the English language course II offered in the even semester of the Chemical Education Study Program at the University of Billfath's Faculty of Teacher Training and Education. According to the lesson plan, there were two methods for covering blended learning material. The expert validity test results show that 96% of lesson plan experts, 85% of LMS experts, 88.2% of English material experts, 86.7% of chemistry experts, and 93.2% of learning media experts are correct. They all fall into the correct category. According to the findings of this research, 78,54% of this learning receives a valid category from the expert.

Based on previous research, it is possible to conclude that there are some similarities and differences between this research and the previous research. The use of Research and Development (R&D) as the research design and development of the English lesson plan is similar to the previous research.

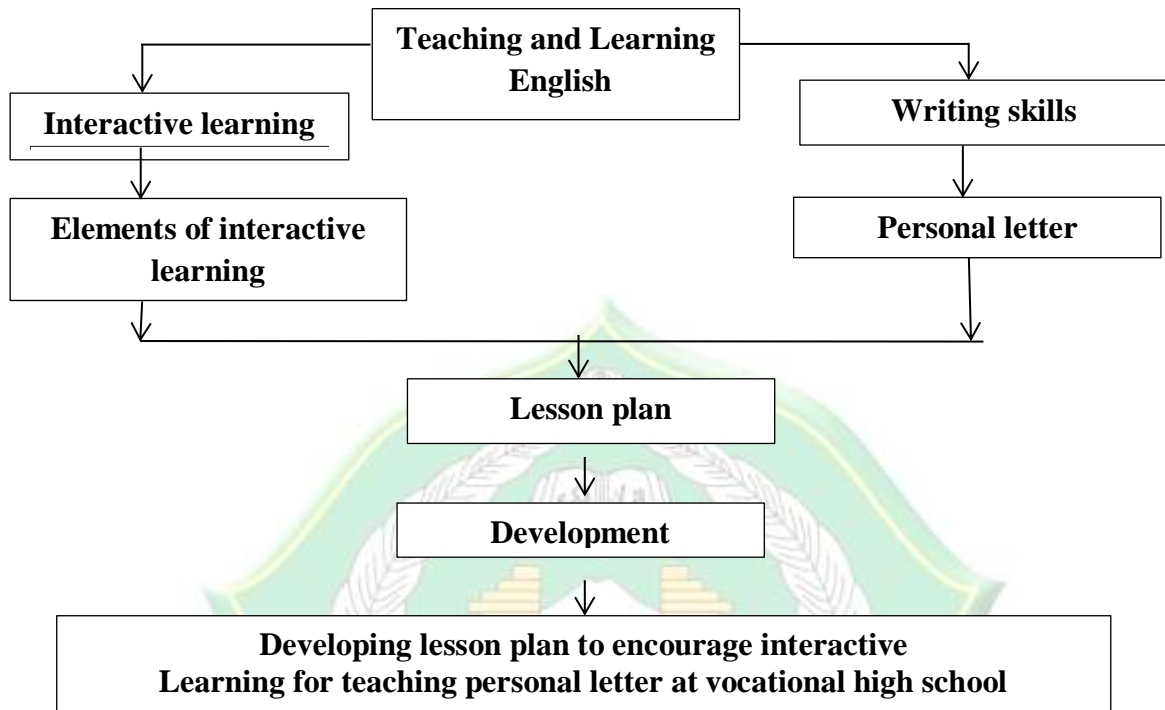
The material in the first research was descriptive text. The material in the second and third research was recount text. The material in the fourth research was about English for specific purposes, and the material in the fifth research was about English for chemistry. In this research, however, the material is a personal letter.

The instrument used to collect data is another distinction between the previous and current research. In the first research, the data collection instrument was a validation sheet filled out by validators. The second research gathered information through observation, documentation, and interviews. The third study used interviews, and the fourth research used a validation sheet of the lesson plan. The validity test was used in the fifth previous research. Interviews are used as data collection tools in this research.

Furthermore, the steps of R&D design differ between the previous research and this research. The steps in the first and fourth previous research were defining, designing, and developing. The second study was divided into six stages: gathering information and data, analyzing data, developing a lesson plan, validating by experts, revising the lesson plan, and producing the final product (The Lesson Plan). The third research was carried out in three stages: preliminary and information gathering, planning, and development of the preliminary product of form. The fifth research was carried out in the ADDIE model's five stages: analysis, design, development, implementation, and evaluation. This study followed four of the ten R&D steps identified by Gall, Gall, and Borg (2003), including research and information gathering, planning, development, and expert validation. These are appropriate for determining the validity and efficiency of a developing lesson plan.

## **1.9 Frame of Thought**

Figure 1.1: Frame of thought



It is necessary to be able to encourage interactive learning when learning and teaching English. Developing a lesson plan is one way to achieve interactive learning. To achieve interactive learning, researchers developed a lesson plan that teachers can use when teaching personal letter materials at a vocational high school.

### 1.10 Research Method

This part presents the research design and steps of the research, source, and types of data, data collection technique, and data analysis techniques discuss below.

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

This research used qualitative methods. For this research, the researcher used an Research and Development (R&D) is a method for creating or developing a product in the field of education. Research and Development (R&D) can be used to create teaching materials, modules, and evaluation tools, among other things.

This R&D research typically consists of ten steps adopted from Borg and Gall (2003), as follows:

- 1) Research and information collection: The research process starts with a review of related literature, followed by a need analysis and the creation of a framework.
- 2) Planning: It entails developing skills and knowledge about the research challenge, developing aims for each stage, and developing research steps and feasibility studies.
- 3) Developing the preliminary educational product, also known as a 'trial product,' in this step involves producing and analysis the supporting components, as well as its directions and manuals.
- 4) Field testing: To gather and analyze data for the next phase, the preliminary product is evaluated on a small scale to a few selected persons (3-4) via interview, questionnaire, or observation.
- 5) Revising the product: Using data obtained in step four, the preliminary/trial product is revised. The revised version is likely to be completed more than once, depending on the trial product outcomes. The revision is now ready for more extensive testing.
- 6) Primary field testing: This process is also recognized as main testing, and it involves testing the redesigned educational product in front of a large number of participants on a larger scale (5-15). To provide detailed feedback/data for the next step, some items must be tested in an experimental research design.
- 7) Revision of the operational product: In this step, the product that has been revised in step six is revised once more. The product is then developed as a validated operational model design.
- 8) Field testing in the field: By interview, observation, or questionnaire, the operational model is validated with a large group of people (30-40). The data will be used to revise the product in the final phase. Its goal is to ensure that the model is



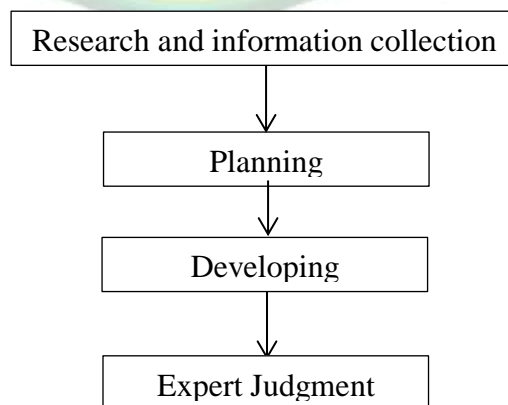
completely ready for use in educational domains without requiring the researchers to think and behave as counselors.

9) Revision the final product: The product is fully revised and cleared as the final instructional product using information collected in step eight.

10) Dissemination and application: Seminars, publications, or presentations to relevant stakeholders are used to disseminate the product to the general public, particularly in the education field.

Those ten R&D steps can be minimized and just the steps that are relevant to this present study can be adapted. Due to the limited time, this research only adopted four of the ten R&D steps mentioned by Gall, Gall, & Borg (2003). They were research and information collection, planning, developing, and expert judgment since they were sufficient to assess the validity and efficiency of a developed lesson plan.

*Figure 1.2 Steps of R&D*



### **1.10.2 Source and Types of Data**

An English teacher and two eleventh-grade students from a vocational high school, especially SMK Islamic Center Cirebon, were the subjects of this research. The findings of this research are qualitative in nature. There were two types of data, which are primary and secondary data.

The primary data collected by the researcher came from the results of interviews with students and teachers about developing lesson plans to encourage interactive learning through personal letter material. Meanwhile, the researcher's secondary data consisted of information obtained from journals, books, and theses, which can be used to back up the information obtained in this research's findings.

### **1.10.3 Data Collection Techniques and Instruments**

The interview is made up of spoken questions from the interviewer and spoken responses from the interviewee. When researchers ask several questions to one or more participants and record their responses, this is referred to as an interview (Creswell, 2012).

Thus, an interview is a technique used by researchers to obtain verbal information from respondents through direct face-to-face interaction or through the use of technologies (such as the telephone) to obtain data that can answer research questions. According to Creswell (2007), using audio recordings in interviews allows a person to take notes on the interviewee's responses throughout the interview. The researcher chose this technique because only a few participants were asked. One teacher and two students were chosen for interviews by the researcher (**For detailed interview protocol, please see appendixes 1**).

The second technique is documents. The researcher used several supporting documents such as journals, books, lesson plans, and syllabus at the school.

#### **1.10.4 Data Analysis Techniques**

Following the conclusion of the collection process, the data will be analyzed to provide meaning to the findings acquired. The data analysis process begins with raw data collection, continues with data display and reduction, and concludes with data verification and conclusions.

##### **1.10.4.1 Data Reduction**

The first step in the analysis of qualitative data is data reduction. The data collected in the field is quite large because it must be carefully recorded. Because there is so much data, it is necessary to conduct data analysis through data reduction immediately. Data reduction involves summarizing, focusing on the essentials, and searching for themes and patterns (Sugiyono, 2014). Firstly, the researcher conducted in-depth interviews to gather information about the elements of interactive learning that should be included in the lesson plan. The researcher transcribed the data after obtaining it. The researcher only collected relevant information. Following the collection and reduction of data, the data was displayed in the form of a description.

##### **1.10.4.2 Data Display**

Displaying data is the second step in data analysis. In qualitative research, data can be presented in the form of a brief explanation. In the past, narrative text was the most common type of display data for qualitative research (Sugiyono, 2014). Data collection is used to determine what occurred and to plan the next steps. The amount of data collected can increase from the start to the end of the study. These data are chosen and frequently cross-checked with data sources in order to discover patterns and organize grounded theory.

### 1.10.4.3 Conclusion Drawing or Verification

The final step in qualitative research is drawing and verifying conclusions. The conclusion of a data analysis can or cannot answer the problem statement because the problem statement is temporary and may change after researching the field. As the analyst moves forward, conclusions are also verified. In other words, source data verification is one of many quality steps taken by sponsors to ensure the validity of clinical trial data (Tantsyura, 2010). It can be stated that the conclusion was continuously analyzed and verified in order to obtain the ideal conclusion about developing a lesson plan to encourage interactive learning for teaching personal letters at a vocational high school.

### 1.11 Research Timeline

As shown in the table below, the time allocation for this research is estimated 7 months from February to August 2022.

Table 1.1 Research timeline

No	Activity	Year 2022																															
		February				March				April				May				June				July				August							
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1.	Proposal seminar and consultation																																
2.	Coming school and getting permission of																																

