

CHAPTER I

INTRODUCTION

This chapter aimed to present the research's main issue, which included the research's background, identification of the issue, research delimitation, research question, research aims, significance of the research, theoretical foundation, previous research, frame of thought, and methodology of the research.

1.1. Background of the Research

Lesson plan for teaching in pandemic era especially in the 2013 curriculum does not fully clarify the ready-to-use material. This is due to lesson plans are simply provided as raw materials for teachers to use as a reference to learning materials (Nurfitri, Regina, Yulian, 2020, p.87). The teacher's role is to manually define and construct the basic reference material for teaching into a final product of teaching material, which will eventually usable for teaching and learning process. Lesson Plan is one of crucial aspect in teaching and learning process and it is used as an adviser for many teachers. The educators attention is diverted from the learning process to office management (Apriani, Supardan, Umami, 2020, p.73). It is probably due teachers were preoccupied with the periodic programs, the annual project, and the drafting of student assessment portfolios.

In developing lesson plans, teachers should pay attention to all the detailed components of the lesson plans. It consists of write a learning outcomes, learning achievement indicators, and critical thinking practices are some of the challenges that teachers confront (Anaktototy, Que, Lewier, 2020, p.67). These components are an interrelated unit, meaning that if basic competencies are not achieved perhaps because teachers have difficulty developing them properly, it will not provide a learning experiences to students. Curriculum changes demanded numerous changes in the creation of lesson plans. The obstacles in incorporating the 2013 curriculum on the lesson plan are time allocation and the students condition (Amin, 2021, p.261).

Perhaps many educators that just focused on method, media, and strategies for teaching. Thus, lesson plans development needs attention.

It is not exemplary if the lesson plan is just used for administrative purposes and not as a learning plan process as teachers should use it. Lesson plans are rarely applied in the classroom (Iqbal, Siddiqie, Mazid, 2021, p.1). That is most likely related to teachers' carelessness, since teachers frequently use other people's explanations that are already on YouTube, forcing the lesson plan to deviate from the learning implementation, which should continue to be developed in accordance with the students' 21st century skills. Other sources describe the aforementioned issues (Hernandez, & Lopez, 2020, p.12). As a result, the ultimate focus of learning outcomes is neglected.

As the importance of research in developing lesson plan for blended interactive teaching descriptive text at seventh graders. Research shows areas of interest to explore. These areas are including **lesson plan preparation in the 21st century** (Nurtanto, Kholifah, Masek, Sudira, & Samsudin, 2021; Nordgren, Kristiansson, Liljekvist, & Bergh, 2021; Raynesa Noor Emiliyasi, 2019, p.372). **lesson plan design (blended learning) towards 21st century** (Purwani, 2021). The other areas are interest to explore about speaking skills in describing things material, these areas are including **speaking material in the 21st century** (Menggo, Suastra, Budiarsa, & Padmadewi, 2019; Iman, 2017). **speaking ability and performance in the 21st century** (Hughes 2009, p.153; Louma, 2004, p.9; Herbein, Golle, Tibus, Schiefer, Trautwein, & Zettler, 2018; Gil-Salom, & Benlloch-Dualde, 2016).

The research are shown different finding as follow in the lesson plan preparation. Nowadays lesson plan preparation is still very bad, and The 2013 curriculum was not properly prepared for deployment. As indicated by the government's decision in December 2014, the re-imposition of the 2006 Curriculum (KTSP) and schools that ran the 2013 curriculum for one semester year had to be

halted. (Nurtanto, Kholifah, Masek, Sudira, & Samsudin, 2021, p.346). Perhaps the main reason for this decision was a change in the system and an increase in teacher administrative tasks which certainly made teachers surprised and confused about how to prepare a lesson plan in accordance with the 2013 curriculum, therefore the preparation of a lesson plan for the implementation of the 2013 curriculum was considered a failure and lack of preparation. Lesson plan preparation is also supported by the concept of a device that requires the teacher's role more than just teaching.

Moreover, teachers are preoccupied with precise lesson plan preparation. Indeed, the government believes that the 2013 curriculum will result in a significant improvement in learning quality. As a result, several alternative improvements and implementation preparatory efforts have been examined (Nurtanto, Kholifah, Masek, Sudira, & Samsudin, 2021). The decision formed the foundation for the national implementation of the 2013 curriculum. A few changes have been made to the 2013 curriculum, namely more flexible and moderate content and implementation. The goal of re-enacting the 2013 curriculum is to meet the growing demand, needs, and conditions in educational output from all sectors of society.

Not only do curriculum modifications have an important role in educational quality, but so do teachers' preparation and grasp of curricular content. However, no matter how brilliant the material is, it would be meaningless unless the teacher's perspective is changed. Furthermore, the period of time instructors are involved in the curriculum and their strong awareness of increasing the quality of learning influence the qualities of teachers as curriculum practitioners (Nurtanto, et al, 2021). Some barriers to adopting the 2013 curriculum, according to practitioners, include the installation of an evaluation system, restricted teacher and student handbooks, substandard mental preparedness of teachers and students, and not all schools engaging in adopting the 2013 curriculum. The difficulties are more related to

administrative planning, specifically the teacher's ability to plan learning programs and compile them into lesson plans.

Preparing the best lesson plan for students, teacher must be able to have an understanding in reasoning how the situation of his students. These four steps every teacher needs to know in preparing lesson plans : specifying objectives, specifying knowledge and skills, selecting and sequencing learning activities, and evaluating outcomes (Nordgren, Kristiansson, Liljekvist, & Bergh, 2021). These essential components must be viewed by teachers in making lesson plans so that the activities that occur in the cycle process also take into account how much students participate in teaching and learning activities, it also underlies that the curriculum currently used in Indonesia focuses more on students' ability to learn. Or what is often known by the name (students centered learning) that this is according from the 2013 curriculum.

At the design phase, the researcher offers an interactive paradigm which will be given by mixing face-to-face and online learning models and selecting resources based on the lesson Plan for learners. The restriction of lecture content at each face-to-face is the material that will be provided online. The information has been made available on some platform so that students may grasp the content regarding how to create and execute a descriptive language, more precisely in explaining objects material (Nordgren, et al, 2021). The students then offer feedback in the form of comments on the replies or queries presented. Students' input will be reviewed later in face-to-face sessions, ensuring that the class is engaging since it has been well-prepared.

Because the curriculum is based on the 2013 curriculum, the Minister of National Education Regulation Number 103 Year 2013 mentioned several components that teachers should consider when developing a 2013 curriculum lesson plan, including: main competencies (KI), basic competencies, indicators, objectives, materials, teaching activities, assessments, and resources. Teachers should consider

the following processes while preparing a lesson plan: assessing the syllabus, identifying learning content, deciding on learning objectives, establishing educational activities, constructing assessments, deciding on time allocation, and choosing on learning sources. (Annex to Minister of National Education Regulation Number 81a Year 2013, Kerangka Dasar dan Struktur Kurikulum).

During the preparation stage, teachers should consider many stages in constructing a lesson plan. Before planning any daily lesson, according to Ali Bin-Hady and Abdulsafi (2018), the teacher could perhaps: 1) read literature relevant to what might be taught, 2) perceive the goals and vision that will be used, and 3) consider the problems that youngsters will face so that the teacher can adjust to the material to be given. 4) Consider the amount of time necessary for each stage of learning that the teacher will carry out; 5) ensure that the teacher allocates enough time for contact among teacher and student; and 6) each instructor attempts to include a variety of behaviors into learning.

As a result, it is possible to conclude that there are several steps that teachers must take in order to create an ideal lesson plan. A thorough preparation can help to reduce the difficulties in developing a lesson plan. After teachers plan the teaching process, they will almost certainly carry it out during the process (Raynesa Noor Emiliyasi, 2019, p.372). However, the lesson plan created by teachers was not perfectly implemented during the learning process. The lesson plan model continues to evolve as we approach the twenty-first century. The blended model, which includes both online and face-to-face learning methods, is one of the learning models provided by the lesson plan in the twenty-first century (Purwani, 2021, p.113). Because it is implemented in a merged manner, this lesson plan design will enhance the new student learning experience. Each material is arranged according to the category of academic results and includes structured learning steps and in accordance with the lesson plan.

In recent years, English speaking abilities are becoming increasingly essential for recent grads in needed to perform efficiently in the business, cope better with communication challenges in daily life, and build rewarding interaction and collaborating skills with individuals from different walks of life (Menggo, Suastra, Budiarsa, & Padmadewi, 2019, p.741). Also, with the increased significance of English as a language for worldwide communication, teaching speaking skills in the context of English as a second or foreign language (ESL/EFL) it became increasingly necessary (Iman, 2017). Mastering communication skills is also crucial since many learners desire to study English so that they can converse in English. The relevance of English communication abilities, as earlier noted, involves the usage of supporting speaking content. Teachers are required to be able to produce speaking resources that help students to see English learning and speaking favorably. The construction of speaking materials is important for understanding the framework as a form of map, representing the range of obstacles and therefore reflecting the learners' demands.

The ability to speak is the most important skill for demonstrating a learner's success in learning a new language. The activity entails a person speaking to convey a message to others. This ability is primarily an interactive process that is marked by interactivity and takes place in real time. Speaking is also the most difficult skill to accurately analyze (Hughes 2009, p.153). It can be noted that speaking skills will continue to improve over time because people are constantly exposed to new forms of vocabulary, also known as slang language. As a result, in conducting the analysis, speaking ability is a difficult ability to analyze or assess. This is also continued by other researcher that as a interlocutor's and a candidate's speaking ability is usually evaluated in real time during a face-to-face discussion (Louma, 2004, p.9). This means that speaking abilities can only be measured in terms of speech characteristics such as fluency, accuracy, and pronunciation.

English has extended in many aspects of human life in today's era, such as instructional materials in how to use a commodity that stated in English, an English

gadget guide book, quizzes in social media that delivered in English, and subject material delivered for English major students Herbein, Golle, Tibus, Schiefer, Trautwein, and Zettler (2018). English is widely recognized as the official language of science and education across the world. There is a widespread misconception among Indonesians that one is considered proficient in English if they can simply speak English very well and have high level of proficiency. Every student wishes to have enhanced English speaking skills after graduating from college due speaking ability plays a vital part in convincing learners' capacity.

1.2. Identification of the Issue

Researcher have identified the issue in the field of the current research that teachers face several issues in developing a lesson plan, and also lack of knowledge required. For example when teacher have problems in identifying the mistake of previous lesson plan and how to implementing the lesson plan during a class. As follow in the background, not all learning activities compiled in the lesson Plan were implemented. The implementation of the Lesson Plan itself based on conditions when the learning process took place. This might be the micro skills that have been taught, aligning learning outcomes with various activities, and resources and equipment such as mixed learning media have not been fully mastered by both old and new teachers.

Historical backdrop of the problems described above, it is apparent that the instructor had challenges when developing the lesson plan. To clarify the problems of this study, the problems of this research are identified, such as obstacles that emerge while making lesson plans, but instructors may discuss how to develop an ultimate lesson plan with other teachers. In this study, teachers essentially created a lesson plan in line with the process criteria. One of the difficulties in developing a lesson plan was evaluating and assessing attitudes. However, the execution of the lesson plan in the teaching and learning process yielded unsatisfactory outcomes since several activities were not implemented by instructors.

From the issue above, the researcher finally decided to end the issue and will not repeat the issue that have been studied before. So that researchers also hope that by implementing accurately and precisely according to the lesson plan, it will make learning in the classroom more interactive and the class feels alive. Researchers will also develop lesson plans based on blended with the aim that students who are currently stuck with a pandemic can still receive good and thorough learning, comprehensive here means that learning is evenly distributed so that students have no difficulty during the teaching and learning process or during the evaluation process.

1.3. Delimitations of the study

The project has been narrowed down by the researchers to simply generating a lesson plan based on the 2013 curriculum created by English teachers for seventh graders. The researcher will examine the component and type of lesson plan based on the Minister of National Education Regulation Number 81 Year 2013 about Standard of Process about lesson plan referring to curriculum 2013, the way, the obstacles faced by English teachers in developing a lesson plan, and the school that has implemented the use of blended learning, Nuurusshidiq Junior High School.

As explained in the previous sub-topic that the problems faced by teachers in today's era are: the implementation of the Lesson Plan itself based on conditions when the learning process took place. This might be the micro skills that have been taught, aligning learning outcomes with various activities, and resources and equipment such as mixed learning media have not been fully mastered by both old and new teachers, also the teacher still get difficulties when they made the lesson plan that made the implementation of the lesson plan in teaching and learning process showed unsatisfied results since there were some activities that teachers did not applied.

Researcher determining the delimitations was by observing directly the problems that occurred in schools, both teachers and students. As for afterward, the

researcher conducted a series of deductive experiments while teaching in the classroom directly (school field introduction activities) PLP agenda. Thus the researcher will solve these problems through the development of a lesson plan which is of course in accordance with the 2013 curriculum and can be implemented as well as possible.

Teachers are required to have an understanding of the 21st century learning paradigm which is important and applied as a pedagogical framework in the developing lesson plan for blended interactive teaching descriptive text at seventh graders. The institution also have to implement competencies not only focusing on mastering the main subjects, but also on academic content at a higher level. Students need to develop important competencies for 21st century learning outcomes through various types of reasoning according to the situation.

1.4. Research Questions

Based on the study above, the researcher have made sure that the questions are possible to be answered, the problem of this research will be questioning as follows:

- 1) What are the characteristics of lesson plan for blended interactive teaching descriptive text at seventh graders?
- 2) What are the teachers need to develop lesson plan for blended interactive teaching descriptive text at seventh graders?
- 3) How to develop lesson plan for blended interactive teaching descriptive text at seventh graders?

1.5. Aims of the Research

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

- 1) To acknowledge the characteristics of lesson plan for blended interactive teaching descriptive text at seventh graders.
- 2) To acknowledge the teachers need to develop lesson plan for blended interactive teaching descriptive text at seventh graders.
- 3) To develop lesson plan for blended interactive teaching descriptive text at seventh graders.

1.6. Significance of the Research

The purpose of this study are expected to give some significance and to raise the understanding, as mentioned in below, there are two significance of the research theoretically and practically following this section:

1.6.1. Theoretically

- 1) The findings of this study can help to improve the theory of blended interactive lesson plans in Junior High School..
- 2) The result of the research can be used as the reference for those who want to develop about lesson plan referring to curriculum 2013.
- 3) The result of research can significant for English teachers in teaching learning process, especially developing lesson plan for blended interactive teaching descriptive text at seventh graders based on the curriculum 2013.

1.6.2. Practically

- 1) Result for teacher is this research can useful for additional information or references that can be applied the teachers in designing good lesson plan referring to curriculum 2013 especially English teacher.
- 2) Result for reader is the reader can know how to developing lesson plan for blended interactive teaching descriptive text at seventh graders referring to curriculum 2013.

- 3) Future researchers can use this study paper as a reference for people who wish to conduct a research in lesson plan referencing curriculum 2013, as well as for the next researcher to complete the inadequacies of data that have not yet been shown in this study.

1.7. Theoretical Foundation

To guide and structure this research, as has been suggested by Adom, Hussein, & Agyem (2018, p. 6). So this chapter intended to provide a theoretical foundation for this research. There are seven primary topics of this part involves lesson plan, interactive, blended, speaking, descriptive text material, 21st century, and junior high school (7th grade) as the basis of the research. This embraces theories which frame the data collection, and further, create framing for data analysis, which will guide to the conclusion of the research.

1.7.1. Lesson Plan

A lesson planning is a systematic representation of a learning process that specifies what, when, where, and how students should learn as well as how they should be evaluated. The lesson plan is an essential component of the educational process. (Heidari and Nesari) (2014. p.27). A lesson plan is a unit that is a sequence of related lessons centered on a certain subject or a systematic record of a teacher's ideas about what will be covered during a lesson (Farrell 2002, p. 30). A lesson plan is a series of course plans that advises a teacher about what subjects to instruct it.. Learners are anticipated to become bored throughout the educational process, and language teachers must consider this possibility (Spratt, Pulverness, and Williams, 2005). It is the responsibility of instructors to find a solution to this situation.

Designing a lesson plan include establishing objectives and goals, creating activities, and deciding on the materials to be utilized. A lesson plan is important because it helps instructors ensure that the daily activities in their classes give

students with a sufficient degree of long-term development toward the targets indicated within a scope and sequence, as well as their individual educational plans when needed. Lesson plans for English for descriptive text are developed by lecturers depending on the student needs. This research, according to the lesson plan, refers to the compatibility of descriptive text materials. The lecturers were involved in the creation of the object and aims, as well as the development of activities and the selection of materials to be used (Hilmaliyah, 2019, p.7). To meet the needs of all students, English teachers are encouraged to create the objective of any materials in developing an interactive lesson plan, specifically in developing lesson plan for blended interactive teaching descriptive text at seventh graders that very useful in 21st century.

There should be three parts to each lesson plan. These are the elements: To begin, the lesson's goal is to achieve the teacher's objectives at the end of the class. Second, in a classroom activity, the instructor must provide for pupils to have the opportunity to discuss and apply the new knowledge they have learned. Third, materials and equipment should be identified and secured well ahead of class time to ensure that activities go well. (Hilmaliyah, 2019, p.4). In this case, if a teacher does the three things mentioned in this paragraph, the direction of developing lesson plans, especially in the 21st century, will be much more accomplished.

The application of the new normal has an impact on the world of education because it hinders face-to-face teaching and learning practices, thus forcing teachers to adapt to the online learning system. Moreover, teachers are also required to prepare lesson plans by implementing an online system or combining online and traditional learning. However, the teacher must be able to arrange lesson plans according to the situation and needs of students, remembering that the lesson plan is an important part of teaching because it includes several components such as goals, objectives, activities, media, and assessment. Teachers used the lesson plans to construct them as a guidance to what students need to do in order to succeed in class.

Online learning has the consequences of selecting the appropriate application or web for lesson planning and modifying lesson plans. This can be accomplished by creating blended interactive lesson plan or altering lesson plans used in traditional classes (Harasim, 2012). However, the preparation of this blended lesson plan cannot be separated from the components issued by the government. Then, the components of the lesson plan are supposed refer to the lesson plan guidance set out by the Ministry of Education and Culture include: school identification, topic/sub-theme identity, class/semester, topic matter, time allocation, lesson goals, basic skills and metrics, teaching tools, teaching strategies, lesson materials, lesson resources, lesson measures and las but not least an evaluation.

1.7.2. Interactive

Engaging learners in effective educational process by utilizing more technology outside traditional learning limits, mostly interactive learning environments, to aid students in reaching a higher level of learning and improving their learning performance is characterized as interactive (Tchoshanov, 2013). Interactive learning is an approach that attempts to give places dedicated to intentional education in a manner that mirrors the spaces in which students will achieve information and knowledge that they have gained. Then, interactive augmented learning might be a highly valuable alternative to traditional education, especially when standard approaches are ineffective. (Nusir, 2011, p. 50). What's more, the interactive approach can serve as a catalyst for students to become more enthusiastic and eager in participate the learning activities.

Technological advances can solve these issues by continuous transformation instructor courses or using an e-learning system (Alnajdi, 2018, p.219), with an emphasis on the interactive technique to increase subjective experience and fit varied learning experiences of students (Alnajdi, 2018, p.219). A new interactive instructional system might solve problems that have plagued existing educational

systems (Nusir. 2011 p. 49). Goals of interactive design is to engage the social and cultural characteristics of space by spatially defining interaction as a method for understanding, shaping, and promoting social interaction. The physical space can be used to include or exclude people from each other, as well as to assist, disperse, or concentrate crowds. In this approach, interactive public spaces in the realm of physical architecture can have a significant impact on social relationships. It is vital to note that many public-sector projects have a significant influence.

1.7.3. Blended

Blended is usually considered as a technique that blends the advantages of face-to-face and online learning components. However, the combination of online and face-to-face teaching components has created concerns over the years. Teachers' main challenges revolve around the usage of technology in the classroom. The primary obstacles that educational institutions confront are difficulties in providing appropriate instructional technologies and adequate training assistance to teachers (Rasheed, Kamsin, & Abdullah, 2020. p.1). The inclusion of technology into face-to-face education has gotten a lot of attention and has generated up a lot of new research fields throughout the years. Blended learning is presently regarded the most successful and popular method of instruction utilized by educational establishments because to its apparent effectiveness in offering alternative, timely, and continuous learning. Certain experts define blended training as a combination of face-to-face and technology-mediated instruction (Wendy, Porter, Graham, Spring, & Welch, 2014)..

Blended learning is the intentional mixing of face-to-face classroom learning experiences with online encounters (Garrison & Kanuka, 2004) Since the early 2000s, educational institutions have embraced many types of blending online and conventional face-to-face education, which are commonly referred to as blended, hybrid, flipped, or inverted - which are classed depending on the order of combining face-to-face and online sessions. This notion of combining instructional programs

with online interventions has proved to be superior to both conventional face-to-face training and exclusively online instruction (Broadbent, 2017). Despite the fact that, when implemented correctly, the technique incorporates the advantages of both face-to-face and online learning styles of education.

1.7.4. Speaking

The most important skill to demonstrate a learner's success in learning a new language is the ability to speak. The activity entails a person's utterance to communicate a message to others. This ability is primarily an interactive process that is characterized by interactivity and occurs in real time. Hughes (2011, p.153) defines formal Speaking is also the most difficult skill to accurately analyze when it comes to its importance. During a face-to-face discussion, an interlocutor's and a candidate's speaking ability is usually evaluated in real time (Louma, 2004, p.9). Furthermore, as Harmer (2015) emphasizes, it is important to understand speaking based on different events:

“...There is a distinction to be made between transactional and interpersonal functions. The transactional function is concerned with transferring information and facilitating the exchange of goods and services, whereas the interpersonal function is concerned with maintaining and sustaining healthy interpersonal relationships. Humans may categorize a speaking event as interactive or non-interactive based on its goal. When people buy a newspaper from a news kiosk, we have an interactive dialogue, but leaving a message on an answering machine is non-interactive. Finally, humans may distinguish between planned speaking (such as a lecture or wedding speech) and unplanned speaking (such as a chat that occurs unexpectedly when one run into someone on the street)...” (p. 343)

To summarize, speaking is primarily an interactive process that is characterized by interactivity and occurs in real time. This is the most difficult skill to

accurately analyze, and it is typically assessed in real time during a face-to-face discussion. And this is a productive skill that a language learner should develop. The evaluation procedure in the process of speaking learning must be regarded as the most significant element that must be organized. Furthermore, the complexity of the demand in the 21st century requires students to be able to master twelve abilities. (Abidin, & Jupri, 2017, p. 403). Specifically for junior high school students who want to be more autonomous and proactive English learners. Like a result, students must be ready to compete as persons who are fully aware of and adapted to meet the requirements.

1.7.5. Descriptive Text Material

A descriptive text is one that provides details on a certain person, place, or item. (Wardani, I., 2014, p.2) A descriptive text generally includes two primary parts: first, identifying, which describes how to identify a person, location, animal, or item to be described. The next is about describing anything like an animal, item, location, or person by describing traits, forms, colors, or anything else relevant to what the author describes. Descriptive text typically contains linguistic aspects or qualities such as adjectives and compound words dominating adjective to utilize and usage of the simple present tense. Further descriptive text is a type of text used to provide information (Mursyid, M, PW., 2011). This type of text's context is the description of a certain item, animal, person, or others. Also in the twenty-first century, descriptive text is a sort of text that serves to describe a certain person, location, or item. Padang, J., S., and M. (2014) To impress the reader, descriptions generate images of people, places, things, and emotions by carefully selecting details. Students who will create this form of literature must be able to explain themselves clearly in terms of what they see, hear, and feel.

In speaking descriptive text class, students have to do the speaking is in the form of a monologue. One of the goals of teaching descriptive texts is to develop

students' communicative competence in speaking descriptive texts to reach a functional level (Rohmah, D, W, M., 2006, p. 6). At the functional level, students are expected to be able to use language in meeting their daily needs. Here the teacher has provided descriptive monologue material. with topics that are familiar to students' daily lives. The teacher has implemented an extended waiting time as one of the features of the teacher's conversation to think, formulate, and provide feedback. By giving students time to formulate responses, teachers have attempted to maintain student-centred learning to help achieve speaking skills at a functional level.

1.7.6. 21st Century

The sophistication of the 21st century has revolutionized the face without regard for higher dimensions. People have entered the virtual age as a result of rapidly developing technology. Billions of pieces of information spread quickly and easily. To meet the demands of the times, all sectors must be able to actualize themselves. Based on this issue, it will color the material being taught, including the characteristics of teachers and students, as well as the development of current learning. It is strongly advised to incorporate and implement 21st-century skills indicators into all subjects in schools, particularly English. The main reason is that English is now one of the world's languages, and students has to be fluent in it (Azhary, & Ratmanida, 2021, p.609). Many people are aware that English is one of the most important subjects in the 21st century. As a result, teachers must be capable of preparing students for good English learning as well as training students in communication, collaboration, creativity, and critical thinking competencies. Using lesson plan for blended interactive teaching descriptive text at seventh graders, teachers are expected to support and guide students in developing these skills during the teaching and learning process.

To keep up with the era, students in the 21st century must meet certain criteria. Life and professional skills, creativity and growth skills, and information,

media, and computer knowledge are all in high demand in the 21st century (Trilling & Fadel, 2009, p. 48). Hereinafter The ability of learners to gather information from many sources, formulate problems, think critically and creatively, work together and collaborate in addressing challenges is emphasized in 21st-century education (Azahary, & Ratmanida, 2021, p. 609). Furthermore, in the twenty-first century, people must master twelve skills such as: critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, and social skills (Urbani, Roshandel, Michaels, & Truesdell, 2017). As a result, the student must be actively involved in the learning process.

1.7.7. Junior high school (7th grade)

In this perspective, junior/lower secondary education and senior/upper secondary education are defined as secondary school (UNESCO, 2012). There are at least four distinct dimensions of secondary school effectiveness that can be defined: results, student groups, student generations, and curriculum phases (key stages in the British national curriculum). Self-reported anxiety and depression were linked to low educational achievement in a longitudinal study of Hawaiian secondary school students (McArdle, Hamagami, Chang, & Hishinuma, 2014). This seems to be similar to the findings of Humensky (2010), who observed that self-reported depressive symptoms were related to concentration problems and difficulties accomplishing school activities in 83 teens aged 14 to 21 in the United States who would be at risk for severe despair..

According to the aforementioned OECD survey, Secondary pupils who self-report greater rates of occupational pressure had lower levels of well-being as evaluated by psychological, social, cognitive, and physical components (OECD, 2015). A meta-analysis of 13 studies found that self-reported levels of stress are connected with worse quality of life and well-being among people wanting to pursue

(Ribeiro, 2017). In the United States, self-perceived stress has also been connected to drug use among 7th and 8th grade children. Coping abilities including information gathering, problem solving, and keeping a good attitude, as well as adult social support and relaxation, were shown to be inversely related to drug use in these youngsters.. The United States in 2017 strives for students to be proficient in the 21st century and be able to participate in Science, Technology, Engineering and Mathematics (STEM). The ability that must be possessed is problem solving, lack of problem solving ability WAS caused by teachers do not involve students in problems that challenge the thinking process (Rahmi & Syarifuddin, 2020). The characteristics of second grade of students are:

1) The male higher secondary school students

Male high school students were found to be more extroverted, intellectual, forceful, daring, tender-hearted, sceptical, anxious, experimental, inner, controllable, and calm.

2) The female higher secondary school students

Reserved, emotionally stable, humble, introverted, tough-minded, trusting, frank, self-assured, conservative, group reliant, undisciplined, and tense pupils were identified.

1.8. Previous Studies

A number of experiments have been undertaken in order to produce a lesson plan for blended interactive teaching descriptive text to seventh graders. First, Fitriani and Budiarta (2021) examined a teacher's lesson plan for teaching English at a junior high school using Google Classroom. Although the study's findings suggested that the instructor had completed the characteristics and phases of a successful lesson plan, obstacles were nevertheless faced in the process of constructing the lesson plan.

Furthermore, Purwani, (2021) conduct The development of a lesson plan using a blended learning model at Billfath University discovered that the production of a lesson plan using a blended learning model may be deemed to be implemented in English for Chemistry courses. This blended learning methodology is unique in that professors and students engage extensively both online and in person. Because language courses are linked skills, depending on online or face-to-face lessons is insufficient. Non-English pupils continue to struggle with grammar, writing, speaking, listening, and reading. As a result, a learning model that fits the learning demands of pupils is necessary.

Hereinafter the study that conducted originating in Sugianto (2020) Using a lesson plan in a digital classroom: problems and advantages has made several suggestions about the lesson plan and the utilization of the digital classroom. In terms of lesson plans, instructors must prepare them in line with the laws adopted and endorsed by the Ministry of Education and Culture, as well as the curriculum applied, namely Curriculum 2013. Students are required to utilize the digital classroom appropriately, i.e. strictly for instructional objectives. To acquire more thorough insights regarding planning and implementing a lesson plan in a digital classroom, a longitudinal research with a greater number of subjects or participants is also advised.

Moreover Wahyuni, Panre, Friandari, Hunaidah, & Erniwati (2019) conduct Creating a discovery learning lesson plan with the help of Lectora inspire software in the topics of sound and light wave at the high school level was legitimate, practical, and successful to utilize in the learning teaching process. The validation of the Lesson Plan of discovery learning assisted by lectora inspire software in the sound and light subject wave developed, based on lesson plan expert of education got a very valid category as indicated by the final agreement index value of 4.80 and another by expert of information and technology said that the final agreement index reached 4.05, means that the Lesson Plan was very valid.

On the other hand Vitara (2021) conduct the development of lesson plan for tutoring classes: English course. At the design stage, the lesson plan components followed Brown's (2001) theory which consisted of goals, objectives, materials and equipment, procedures, evaluations, extra-class work (if students needed them, to learn more at home). The development stage determined the appropriate method to be used in the learning process. At this stage, the lesson plans were validated by experts in the field of education to measure product quality. Based on the research results, a lesson plan product is obtained by using the theory of Brown (2001). The development of this lesson plan aims to implement learning in the Yop Course more focused and structured so that the implementation of learning can occur in a conducive, effective, and efficient manner.

One of journal from Sukmaningthias, (2020). Developing a lesson plan and student worksheet on a realistic learning strategy focused on accomplishment and enthusiasm in learning. This study aims to create lessons plans and student worksheets based on a realistic mathematical approach directed to the Achievement and Interest of mathematics learning that are of high quality and meet valid, practical, and successful criteria. The findings also demonstrate that the lesson plan and worksheet are successful. It is demonstrated by students' means of extending and enthusiasm in mathematics learning after utilizing the lesson plan and worksheet.

Another previous study is come from Unluol, Karal, & Tan. (2020). That publication is called Developing Accessible Lesson Plans with Universal Design for Learning (UDL). The goal of this study was to determine the impact of UDL training on the daily lesson plan writing skills of general education teacher candidates. The UDL training was shown to be effective in improving general education teacher candidates' lesson plan writing abilities and establishing more responsive learning environments.

Based on the development by Ambarita, Destini, & Septiawan, (2020), According to the research and development results titled The development of lesson plan based on backward design to improve students critical thinking at elementary school, a lesson plan for thematic learning based on backward design to foster critical thinking that is developed theoretically and empirically is suitable for use in fifth-grade elementary schools. This is demonstrated by the judgment of experts who are material experts, media experts, and language experts who state that the Lesson Plan prepared in the category is excellent.

The research by Nesusin, Intrarakhamhaeng, Supadol,, Piengkes, & Poonpipathana. (2014). Development of a lesson plan for 6th grade students in social studies using a lesson study technique based on open approach innovation. As a result, learning activities with open-ended questions were created to allow students to practice the thinking process. Students were given open-ended problem scenarios with several choices, allowing teachers to match the needs, interests, or abilities of each student's thinking technique. The study team deemed the lesson plans to be efficient since they were created by following the stages. However, open approach activities necessitate time for students to express their diverse viewpoints and creative thinking.

Last but not least, research by Eliyasni, R., Kenedi, A. K., & Sayer, I. M. (2019). Blended Learning with Project-Based Learning: A Technique for Improving Students' Higher Order Thinking Skills (HOTS). Students who participated in blended learning and project-based learning made a difference. Students who studied through mixed learning and project-based learning outperformed those who just learned through blended learning. Through blended learning and project-based learning, students with excellent beginning HOTS ability have a stronger effect on HOTS improvement. There was no connection between the learning parts and the students' initial level of competence on their HOTS ability at that time.

There is no research that specifically mentions the major line of educational need in the 21st century in either of the prior reports except the research from Eliasni, et al which researcher want to deeply bridging the gap and the similarities of the research. For starters, other references suggest that in order to meet the difficulties, science and technology education can help pupils develop 21st-century skills. The report makes no mention of how to improve 21st Skills in English Language students based on this premise. Lesson plan for blended interactive teaching descriptive text at seventh graders is necessary to assisting students in learning English, particularly in the 21st century. When combined with how the educational process and cultural variations, that good statement about lesson plan not only as a supportive, but also as a problem. Unfortunately, the prior study only looked at how online learning can be used to engage learners of various grade levels. As a contrary, this research is essential, and it can be an attractive discussion point, as evidenced through its present necessity.

1.9. Frame of Thought

The most important factor in the researcher's paper is teaching, and one of the supporting factors for teaching is the existence of a plan and method, in which a teacher can include all of the activities in the lesson plan, and the method that can be used is interactive teaching method, all of which can produce a learning context that is expected to be successful. Blended is one of the learning contexts investigated by researchers at this site. It is hoped that all of these factors will assist students in learning to speak so that speaking skills can be improved; in this case, the teacher teaches about describing things material in the seventh grade. See figure 1.1.

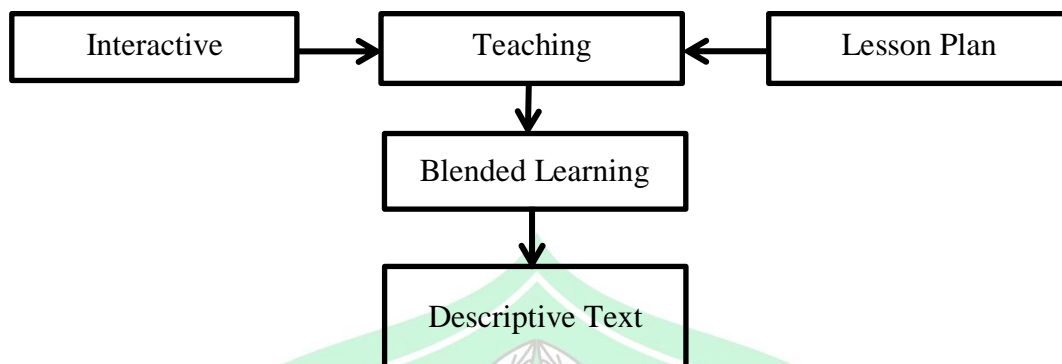


Figure 1.1. Frame of thought that conduct by the researcher

1.10. Research Method

This section explains the research methods used in this study. Research technique is concerned with how the research questions provided in the first chapter are addressed using a specific approach. As a result, this section presents numerous aspects of the present study, such as research design, data gathering procedures, and data analysis approaches. This work was driven by investigating two research questions as: RQ1 – “What are the characteristics of lesson plan for blended interactive teaching descriptive text at seventh graders?”, RQ2 – ‘What are needed by teachers to develop lesson plan for blended interactive teaching descriptive text at seventh graders?’, RQ3 – “How to develop lesson plan for blended interactive teaching descriptive text at seventh graders?”. To fully appreciate these issues, researchers turned to the most major source of information on these study areas is recent publications..

1.10.1. Research Design

The research and development model (R&D) was used in this study, and the focus of this study is multimethod, with an interpretive, naturalistic approach to its

subject matter. This implies that the researchers examine natural events in order to make sense of or interpret phenomena in terms of the meanings that people attach to persons. R&D is a development model study in which research findings are applied to design new goods and techniques, which are then scientifically field-tested, evaluated, and synthesized until they fulfill specific criteria of effectiveness, quality, or a comparable standard (Gall, Borg & Gall, 2003, p. 569).

The writers employ the research and development method because, depending on the type of research conducted, namely developing a product of teaching and learning English who are lesson plan for blended interactive teaching descriptive text at seventh graders that the purpose is to find out the suitable way of teaching English learning for students based on the teacher and students need in 21st century in which the product is lesson plan for blended interactive teaching descriptive text at seventh graders. Moreover Gall, Borg, and Gall, (2003) proposed ten steps in conducting Research and development methods. See figure 1.2.



Figure 1.2. Ten steps of research and development by Gall, Borg, & Gall (2003)

Nonetheless, due to the need and context of the research, some educational researchers modified the ten steps into simpler steps during implementation as researcher adapt in only three steps because there are two types of development research, the first is research that focuses on designing and evaluating a specific

product or program with the goal of gaining an overview of the development process and studying the conditions that support program implementation. Second, the research focused on the evaluation of the previous development program. The goal of the second type is to gain an understanding of effective design and evaluation procedures (Richey, & Nelson, 1996).

In here the researcher simplifies the ten steps from Gall, Borg and Gall. The simplification begins with Gall, Borg, and Gall in Emzir (2013) to limit small-scale research, including limiting research steps. Emzir also emphasized that the simplification was carried out due to the time and cost constraints that each researcher frequently faces (p.271). In research and development, the researcher finally simplified the steps, from ten steps (Borg & Gall, 1983, p.773), into three stages, namely: a preliminary study (need analysis), product development, and product validation as has been done in pedagogical material research. for students and teachers (Febriana, 2016, p.82). The presented following steps of development research are:

1.10.1.1. Preliminary Study Through Critical Literature Review and Need Analysis

The goal of a needs analysis is to critically assess the problem, uncover knowledge, and suitable problem-solving solutions. So that this is review to schools to conduct an interviews with teachers and distribute questionnaires asking questions about the problems in the 21st century lesson plans, and researchers also conduct a literature study on lesson plan indicators that are appropriate for the 21st century,

1.10.1.2. Product Development

Preparation of the initial form of the developing lesson plan for blended interactive teaching descriptive text at seventh graders. The structure of the subject's identity, the formulation of indicators and learning objectives, the materials of

learning, the selection of learning methodologies and models, the activities of learning, the selection of learning resources, and the evaluation of learning comprise lesson plan design. Following that, there is a process of development and confirmation by professionals.

1.10.1.3. Expert Validation Phase

Instruments for assessing the feasibility of designing and using lesson plan for blended interactive teaching descriptive text at seventh graders which include: Initial product, Initial validation of expert teachers, and final validation by expert judgement through developing lesson plan for blended interactive teaching descriptive text at seventh graders.

So that the researcher do the first type of Richey and Nelson, Borg and Gall, and Emzir statement to conduct in only four step. The steps will be adapt more short and simple becomes three steps. The procedures for this research development are (1) preliminary through literature and need analysis, (2) product development planning and designing, (3) validation steps to validator or expert judgement.

1.10.2. Source of the data

Data sources are objects, subjects, or persons who offer the researcher the information that needed. Data sources were needed for gaining information in this research and development. A data source is a source of obtained data, such as a person, event, behavior, document, file, or other item (Moser & Korstjens, 2018, p.12). In this case, the writer decided:

- 1) The first data sources were gathered from printed materials or documents such as journal and book relating the literature of lesson plan, interactive, blended learning, and also the 21st century speaking skills (descriptive text material).

- 2) The second data sources were taken from informants through distributing questionnaire, in this study, the informants were junior high school students in Cirebon at seventh graders for gaining some information relating students needs in 21st century.
- 3) The third data sources were collected from informants through structured and unstructured interview which the teacher or english language in the school at seventh graders as the teacher who know certain media that commonly used by students.

1.10.3. Data Collection techniques

Data collection techniques were used in two ways; data collection procedures are determined by the type of data collected by the researcher (Dick, Carey, & Carey, 2015, p. 351). Primary data were gathered directly through questionnaire and interviews with selected informants, and secondary data were gathered through a continuous process of gathering data from books, journals, literature, the internet, and other reliable sources. Questionnaire for gathering student information consists of ten questions relating to students' needs in the twenty-first century in Appendix 1, followed by a list of questions relating to the use of lesson plan for blended interactive teaching descriptive text at seventh graders in Appendix 2. The final step is to develop a theoretical framework based on a critical review of the literature from journals, books, and the Internet.

1.10.4. Data Analysis Techniques

Data analysis of qualitative research provide ways of discerning, examining, comparing and contrasting, and interpreting meaningful patterns or themes (Berkowitz, 2013, p.30). In this research, the researcher analyzed this study through thematic analysis with comparing and contrasting cases (Flick, 2002, p. 211) were gaining from students questionnaire. Moreover for the interview, the researcher transcribed the important part of the recordings from interview then analyzed the

data obtained, representing the findings and also interpreting them through semi structure transcribe. Where the transcription does not fully describe the interviewees' words Instead, the main points of the respondents' responses to the questions were transcribed (Nashruddin, 2020, p. 84) means that the answer are sorted by some aspect (semi-transcription), of course it is for identifying similar phrases, seeing the wrong or unimportant patterns, analyzing relationships between answer text, and commonalties or disparities. So that the results of answer of respondents is readable and easy to understand.

