CHAPTER I
INTRODUCTION

1.1 Background of the research

English is a subject that must be taught starting from the junior high school level, senior high school and even one of the subjects in college (Khaerati, 2021). However, the lack of awareness of the importance of learning English in the current era is increasing With the addition of the Ministry of Education and Culture's decision that English courses will no longer be included in the required curriculum for primary school children in the 2013-2014 school year. Children and parents also complain that there are no English subjects that are considered important, particularly English teachers at the junior high school, who are required to teach students from the basics that they should have learned in elementary school, despite the fact that not all students have parents. with a healthy economy so that they can afford to send their children to tutoring.

Making a plan is the most important and initial step before engaging in any activity or event. The written processes of activities in the teaching and learning process are referred to as a lesson plan. Standard competence, fundamental competence, objective, and learning activities, as well as assessment, are some of the components that go into creating a lesson plan (Ratnawati, 2017). The lesson plan was determined to be out of sync with the teaching and learning process during an observation. As a result, students' learning did not meet their expectations. Given this situation, a well-crafted lesson plan is critical for resolving the aforementioned issues.

Instead of mindless memorization of "dead" knowledge, interactive learning involves pupils learning through extensive, real-world application. It is a highly social process in which the student is both a learner and a creator of "living" information., guided by the teacher, and based on the harmonious assimilation of knowledge that is required in today's society. you're on the proper track to obtaining the top (Klarin, 2016). At the same time, the student

and the teacher participate in the learning process on an equal footing. Their relationship is free of idea or viewpoint dominance by one member over another, and it takes into account each participant's unique experience and practical application. This type of paradigm necessitates constant contact between the instructor and pupils, as well as among the latter. Finally, we have a scenario in which all members of a team are communicating with one another (Stupina, 2019).

Language is a set of vocal sounds and combinations of vocal sounds to which meaning is assigned and which is used to convey or communicate thoughts and feelings (Agnes, 2002, p. 805). Language, according to Hornby, is a human and non-intensive method of transmitting ideas, feelings, and wants through a system of sounds and sound symbols (Hornby, 1987, p. 437). To summarise, language is a tool of communication that many people use to express their ideas, desires, and thoughts so that others can understand what they mean. According to Harmer, students who are learning general English at a school or institution in their home country while serving as temporary visitors in a target language country are considered to be speaking English as a foreign language. This entails that pupils only get the chance to practice their English during their regular school or university activities. Our government has decided that students should be taught English as a foreign language from elementary school (as local content) through university.

The advancement of information and communication technology has influenced human behavior in terms of work, socializing, playing, and learning. The current learning process has advanced to the 21st century, when information is freely disseminated and technology continues to advance (Heriksen, Mishra, & Fisser, 2016). The interconnection of the world of science, which allows it to synergize faster, is one of the features of the 21st century. The 21st century is characterized by the quantity of: information that is accessible from anywhere and at any time, faster computers, automation that eliminates normal occupations, and communication that is possible from

anywhere and at any time (Litbang Kemendikbud, 2013). Simply put, 21st century learning is defined as learning that teaches students 4C abilities, which include : communication, collaboration, critical thinking, problem solving. and innovative and creative According to Bloom's Taxonomy, which was revised by Krathwoll and Anderson, students must be able to perf orm not just LOTS (Lower Order Thinking Skills), such as C1, C2, understand, C3 apply, and C4 analyze, but also HOTS (Higher Order Thinking Skills), such as C5 evaluate and C6 create (Apandi, 2018).

In this research about developing interactive lesson plan contains some cluster there are Developing lesson plan (Ratnawati, 2017; Palobo, 2018; Abellan, 2020), Designing interactive learning (Buehl, 2017; Indah, Oktavia & Hanafi, 2021; Prabowo, Guntur & Aris, 2018), Interactive learning strategies and method of education (Tashkent, 2019; Fakhrutdinova & Nurkhamitof, 2016; Giorgdze & Dgebuadze, 2017; Kutbiddinova & Eromasova, 2016), Measuring skills for 21st century learning (Mishra & Mehta, 2017; Adedokun, Parker, Henke & Burgess, 2017; Faulkner & Latham, 2016; Varod, Alkalai & Geri, 2019; Geisinger, 2016) A strategy EFL/ESL for learners in 21st century learning (Hakim & Lintang, 2018; Butola, 2021; Erika, Farah & Agung, 2021). Difficulties of learning EFL in KSA: Writing skills in context (Mohammad & Hazarika 2016; Ikeda & Takeuchi, 2006; Reid, 1995; Carreira, 2011). Then, the focus skill is focused on speaking skils that should be developed in english learning in seventh grade of Junior High School. There are various clusters in the field of speaking skills that researchers want to explore on, there are Junior high school students difficulties of English languange laerning in the speaking (Jaelani & Zabidi, 2020; Kaharudin & Ramadana, 2020; Yulitrinisya & Narius, 2018; Putri, Amri & Ahmad, 2020). Difficulties of learning EFL in KSA: Writing skills in context (Mohammad & Hazarika 2016;)

The written processes of activities in the teaching and learning process are referred to as a lesson plan. Standard competence, fundamental

competence, objective, and learning activities, as well as assessment, are some of the components that go into creating a lesson plan (Ratnawati, 2017). The lesson plan was determined to be out of sync with the teaching and learning process during an observation. As a result, students' learning did not meet their expectations. Given this situation, a well-crafted lesson plan is critical for resolving the aforementioned issues. The R n D research design proposed by Borg and Gall is the subject of this article (1983). The preliminary and information gathering, planning, and development of a preliminary form product were all processes in the research-based design process. The interview was employed as the tool. This study's findings revealed that the developed lesson plan is more appealing, applicable, and instructive than the prior one. Development is critical in education, as evidenced by the results. The development of creative and inventive thinking can be achieved through educational development. In order to determine the success of the teaching and learning process, lesson plans must also be developed. The shortcomings of this research journal are the researchers' neatness in writing journals, and the lack of updated references.

Students are encouraged to develop skills that will help them advance professionally in their life in the twenty-first century (Hakim & Lintang, 2018). To improve higher order thinking skills, it is now proposed that the old way of teaching English be combined with the usual modern method. Dr. David N. Hyerle created Thinking Maps, a language of eight visual patterns that represent a fundamental thought process. When it comes to teaching English, educators must examine how to think about each student depending on their needs in Maps. The objectives of this strategy are to assist teachers in developing a variety of teaching techniques in order to meet the demands of 21st century learning and to improve students' thinking skills. Thinking Maps could be one possibility for teachers to use in the classroom if they are aware of the potential of this teaching method. This paper will discuss how the application of Thinking Maps can aid in the teaching and learning of English. The introduction to Thinking Maps, as well as the notion of Thinking Maps

English, will be discussed. Furthermore, the integration of Thinking Maps into real-world language learning. The context will be clarified. This type of journal writing is clear, namely explaining the importance of the flow of information system development, especially web-based information systems to expand market share to the wider community.

Writing is a big obstacle for students learning English as a second language, especially when it comes to capitalization, punctuation, language use, tenses, prepositions, and spelling. The same issues are raised by (Khan, 2011), who claims that they struggle with phoneme clusters, spelling, grammar, errors brought on by interference from the first language, structure, doubling of subjects, doubling of prepositions, tenses, articles, adequate vocabulary, improper use of prefixes and suffixes, and other issues. In a study on college students in Iraq, (Ridha, 2012, p. 44) examined the shortcomings in the English essay writing of EFL students. The taxonomy divided the faults as grammatical, lexical, semantic, mechanical, and word order errors. Grammatical and mechanical errors were the most serious and prevalent flaws. The majority of the students' errors were caused by Arabic influence.

The purpose of this study is to identify students' difficulties in learning English, particularly in terms of speaking and listening. Essentially, the teaching and learning process will run smoothly if students are comfortable with the learning activities; thus, this study offers some helpful tips for teachers in overcoming student challenges (Jaelani & Zabidi, 2020). The study's participants were junior high school pupils. The extent of pupils' English skills was determined using a questionnaire in this study. The value of English in students' eyes, the problems encountered in learning English, and the teacher's teaching tactics sought by students were all examined in this study. According to the findings of this survey, most students have difficulty speaking due to a lack of confidence and competence in areas such as pronunciation, vocabulary, and grammar. Similarly, pupils' lack of vocabulary causes difficulties in understanding English discussions, which leads to

trouble in listening. Teachers must employ tactics such as identification, diagnosis, prognosis, and aid or therapy to address this issue. This study will assist teachers in better understanding student complaints regarding English language challenges. The discussion and content in the journal are appropriate in answering the problems presented in this journal.

1.2 Identification of the Research of the Issues

The researcher must categorise the concerns that arise in this study in order to be accurate and oriented. The following is how the issues were identified in this study :

1. Lack of student learning motivation
2. Lack of teacher preparation in teaching
3. Lack of student concentration while studying
4. Lack of teacher-student interaction
5. The teacher's difficulty in presenting the lesson plan
6. The difficulty of students in absorbing the material or lessons that the teacher gives
7. Teachers difficulties in making learning models in 21st century

The researcher narrows down the difficulties to be discussed from the concerns mentioned above, such as Lack of student concentration while studying, and Teachers difficulties in making learning models in 21st century. the justification for the researcher's selection of the problem is because, the difficulty of making students focus in lessons where most students are easily distracted when they are bored during class and also there are still many difficulties for teachers in making learning models in the 21st century.

1.3 Delimitations And Focus of The Study

This research focuses on creating a interactive lesson plan especially in speaking learning in seventh grade junior hight school. The researcher will not discuss creating lesson plans for other resources or for students at other levels of education. The researcher will also prevent from discussing how to create materials, media, and teaching materials, among other things. Because there

isn't enough time to address everything, the researcher will simply discuss building a lesson plan.

The reason why the researcher only focus on interactive lesson plan at seventh grade junior high school is because, the experience of researcher who had experience at one school (for an internship) and felt difficulties in making interactive lesson plans and experienced several problems related to students. and the researcher also saw several other teachers facing the same problem. The reason why researchers took speaking material is because speaking is one of the important materials that must be taught to students, how students learn to speak especially in front of forums, and how students can speak fluently, and can express their own opinions.

1.4 Research Question

Regarding the identified problems stated previously, the researcher formulated the problem as follows:

1. What are the characteristics of lesson plan in the 21st century?
2. How is the lesson plan for teaching introduction for the seventh graders of junior high school that support the development of the 21st century skills?

1.5 Aim of The Reasearch

According to the statement of the problem above, the objective of the study ar as follows:

1. To find out developing Lesson Plan in learning EFL
2. To find out the lesson plan for teaching introduction for the seventh graders of junior high school that support the development of the 21st century skills

1.6 Significances of The Research

In theoritically, this research may be used as a reference for those who want to learn more about this topic, and it can also be used as a source of information for people who want to learn more about it.

In practically, the researcher hope it will be useful for:

1. For English teachers, this research can be used by teachers to manage the teaching and learning process in the 21st century, particularly when creating lesson plans for seventh grade junior high school.
2. For students in junior high school, may be more engaged in the learning process and have a better understanding of 21st-century education.
3. Other researcher, provide more information to other scholars who want to do more research on a comparable topic.

1.7 Theoretical foundation

This chapter identifies the theories that are relevant to the study. The theoretical background was established across three primary topics by the researcher:

7.7.1 Interactive Learning

Simply, Interactive learning is when students are required to participate in the learning process. This engagement can occur in a digital classroom through class and small group discussions, as well as investigation of the interactive learning materials provided (Saeman & Fellenz, 2017). While the broad definition of "interactive" makes creating and presenting such a course relatively simple, not all types of interactivity are equally beneficial to all pupils. For example, shy pupils are less likely to profit from class discussions in which participation is voluntary. Not only does the ability to form and reason proper views on the problem under investigation come to the fore, but so does the ability to listen to the opinions of other interaction participants. If the structure of the learning process in a higher education institution is oriented at communication, (Rotova, 2017). The teacher's role in implementing the strategy must have the following attitudes: create a comfortable and fun classroom atmosphere, help and encourage students to express their wishes and conversations individually or in groups, assisting activities and providing

resources learning, fostering students to take advantage of learning resources, explaining learning objectives (Isjoni, 2019).

Students' participation in the interactive learning process is a key aspect; this participation should not only be physical, but also mental or intellectual**.** Suparman as Cited in Majid (2013, p. 03) Interactive learning has the following characteristics :

1. There is a variety of group and individual activities
2. The mental involvement (thoughts, feelings) of students is high
3. The teacher acts as a democratic facilitator, resource person, and class manager
4. Implements multi-directional communication patterns
5. Atmosphere flexible, democratic, challenging, and purpose-driven class

The type of learning strategy is a plan, method, or series of activities designed to achieve a particular educational goal (Sanjaya, 2009, p. 126). The limitation explains that is a plan that contains a method, or a series of activities designed to achieve an educational goal. This approach can be used to illustrate how teachers and students are involved in the learning process. In this scenario, the teacher is involved in setting goals, defining outcomes, and creating steps. In order to successfully and efficiently accomplish learning objectives, teachers and students must organize an activity as part of the learning method. Learning strategies according to Rowntree (Sanjaya, 2008, p. 128) consist of two types, namely: (1) exposition-discovery learning, and (2) group-individual learning.

7.7.2 Lesson Plan

Lesson plan is the written procedures of activities in the teaching and learning process. Standard competence, fundamental competence, objective, and learning activities, as well as assessment, are some of the

components that go into creating a lesson plan. The lesson plan was determined to be out of sync with the teaching and learning process during an observation. As a result, students' learning did not meet their expectations (Bowen & McPherson, 2016). Lesson planning is the skill of merging numerous aspects into a coherent whole so that the lesson has a personality that students can identify with, work within, and react to (Harmer, 2007, p. 308). Lesson plans, as per (Farrell, 2002, p. 31), are "systematic records of a teacher's thoughts on what will be covered during a lesson." He goes on to say that lesson plans assist teachers in thinking ahead of time about their lesson plans in order to handle challenges and obstacles, offer a structure for a lesson, create a map for the teacher to follow, and provide a record of what has been taught.

A lesson plan can help teaching process more effectively. Being able to track instructional activities throughout the term is an important component of having lesson plans (Gillbert, 2016). Start with the purpose of the lesson, or what the teacher wants students to learn from it, and connect it to the overall course objectives and state standards. This not only keeps you accountable, but it also allows you to keep track of how well you're meeting your course goals. 'What will the students learn today?' or 'What can they do with this information later?' should be the focus of the instructional objectives. The characteristics of an excellent lesson plan are as follows (Mallick, 2020) :

1. Quotes used to teach and illustrate the subject matter should be relevant to the child's everyday life.
2. The lesson plan should be centered on the students.
3. A synopsis of the entire topic matter should be included in the lesson plan.
4. A proper supply of recapitulation should be included in the lesson plan in order to allow for evaluation of the subject matter given to the pupils.

5. Proper provision of teaching materials and effective drawings should be included in the class plan.

6. It should encourage the child to participate fully in the teaching and learning process.

7. These should include the distribution of homework relating to the topic matter presented.

8. The subject matter in the lesson plan should correspond to the teacher's available teaching time.

Depending on a number of parameters, such as how many grade levels or subjects you teach each day and how far in advance you plan the lessons, you can create a variety of lesson plans (Malkova, 2016). The following are five different kinds of lesson plans that could be used in the classroom:

1. Daily

There are some teachers who plan lessons for every day of the week. There are five different lesson plans for the entire week, each lasting one class hour. Each day has a specific purpose, and at the end of the day, there is a quick assessment to see if the pupils understood the topic and the day's objective.

2. Weekly

One lesson that will last the entire week is the basis of weekly lesson plans. The plan is meant to be finished over the course of five consecutive class periods. Teachers introduce the subject at the beginning of the week, students practice using it independently in the middle of the week, and teachers assess students' comprehension at the end of the week.

3. Content area

A variety of lesson plans must be written because some teachers teach more than one subject per day. For instance, many primary school teachers spend the entire day teaching math, English, science,

and social studies, and each of these subject areas requires a unique lesson plan. Each content area's plan could be for a single day, a whole unit, a week, or whatever the instructor decides.

4. Grade level

Secondary courses, which normally cover grades six through twelve, have some instructors who teach at more than one grade level. Based on the grade level they are teaching, these teachers create different lesson plans for each session. An educator might spend the morning instructing all of the 6th grade science classes before moving on to the 8th grade for the rest of the day. They create individual programs since each grade level covers different subjects at varying levels of detail.

7.7.3   Learning EFL

EFL, or English as a Foreign Language, is the study and use of English as a second language in a non-English speaking country. It is comparable to ESL and ESOL, which are terms used to describe the process of learning English as a new resident in an English-speaking country (Mohammad & Hazarika, 2016). Short summer courses in an English-speaking country, such as the United Kingdom, Canada, or the United States, are an example of EFL. EFL materials in the classroom are often prepared for students studying English in their home country or on a short course in an English-speaking nation. For persons who are presently residing in an English-speaking nation, ESL materials tend to emphasize on survival English.

Learning and using English as a Foreign Language (EFL) in a non-English speaking nation is referred to as EFL. It's comparable to ESL and ESOL, which focus on learning English as a newcomer to an English-speaking country (Carriera, 2011). EFL classes in an English-speaking country, such as the United Kingdom, Canada, or the United States, are an example of EFL. EFL materials in the classroom are typically designed for

students studying English in their native country or taking a short course in an English-speaking country. For persons presently residing in an English-speaking nation, ESL materials tend to emphasize on'survival English.

Teachers play a crucial role in society. They thus greatly affect students. However, the teaching and learning processes become challenging, and students find school to be an intolerable place to be when teachers fail to take into account the needs, interests, or deficiencies of their students. Each student may possess particular qualities that make for a great teacher. There are a few common causes despite the fact that there are many diverse causes. According to (Cheung, 2006, pp. 435-436), for instance, effective teachers are more likely to: work with challenging students for longer periods of time; stay in their positions for longer periods of time; spend more time preparing lessons and curricula; and be enthusiastic about their jobs. They are also more likely to be attentive to their students' needs and tolerating of their errors and blunders. Cheung represents the characteristics of the modern EFL teacher envisioned in the post-method period. It is possible to extend this list, though, by adding a few more items. For instance, the study by (Brosh, 1996) might be helpful in introducing new elements. According to Brosh, a good teacher should be able to plan, describe, and clarify classes; be proficient in the target language; increase and maintain student interest and motivation; be fair to students by demonstrating no bias or prejudice; and be accessible to students at all times.

Every student in an EFL class learns in his or her own way. Different people receive and process information in different ways, which is referred to as learning style. Visual, aural, and kinesthetic learning are the three main types of learning (Smith & Miler, 2005). Every learner, on the other hand, may have a mix of learning styles and tactics, or only one dominating way of assimilating a foreign language. Teachers should concentrate on understanding their students' learning styles in order to

adapt instructional strategies and techniques to their students' learning preferences. Here are some teaching ideas to help pupils learn faster and more efficiently (Hess, 1964).

Visual

A visual learner is someone who remembers both textual and visual information. Posters, maps, charts, real items, and other visual aides help them study better. Even when they have printed material, students who prefer this learning approach detect words by sight and take notes to organize their thoughts. During a class, they fix their gaze on the teacher. They use colors to emphasize new words and phrases when learning a foreign language. Making flashcards to memorize new lexical items and using sticky notes carrying essential words and sticking them in readily visible areas are two examples of how they differ. Teachers in EFL classrooms with visual learners should employ flashcards, illustrations, and images. They should highlight the most relevant facts using different colors of chalk or markers. Posters, maps, and other visual aids should be shown in the classroom. Encourage these pupils to build visual dictionaries, take notes, and highlight significant terms.

Auditory learners

Are those who learn through hearing. When auditory learners can hear information, they digest it more effectively. They are excellent at following verbal rather than written instructions. Lectures help auditory learners, and they readily join in conversations. They like to gather knowledge through talking rather than reading large texts. They pay close attention in class to the teacher, yet they are quickly sidetracked by what they hear around them (ex. talking classmates or outside sounds). This type of student is usually outgoing and outspoken, and he isn't scared to speak in front of others. These pupils would gladly create a dialogue, a

brief performance, or a presentation if given the opportunity. Teachers with auditory learners in EFL classes should ask them to summarize or paraphrase what they've heard, or to respond to inquiries. Introduce songs and chants to help students practice vocabulary and entire sections of the language. Create lesson ideas that emphasize group work and teamwork to put their social skills to good use.

Kinaesthetic

When kinaesthetic learners are doing something or manipulating items at the same time, they retain information better. They must participate physically in the learning process. While attempting to learn things by heart, a kinaesthetic learner walks around and moves. They are usually energetic, athletic, and participate in a variety of sports. They have excellent hand-eye coordination and motor abilities. They can be distracted by simply sitting and listening without engaging in any other activities. In the EFL classroom, teachers dealing with kinaesthetic learners should allow them to take notes or simply doodle during lectures.

In fact, when teaching in an EFL classroom will encounter all of the students mentioned above at the same time and in the same place. That could be difficult. Teacher have no choice except to diversify instructional materials and tactics. To develop a helpful and effective lesson plan, teachers should consider all of the students' requirements and learning styles. As a result, teacher should visualize teaching materials, give a good example of spoken language, and put what will teach into practice in every lesson.

7.7.4   21st Century

21st century learning is learning designed for the 21st century generation to be able to keep up with the latest technological developments. Especially in the realm of communication that has entered the joints of life, therefore students are required to be able to master the four learning skills (4C), namely: creativity and innovation, critical

thinking and problem solving, communication and collaboration (Ismail & Ismail, 2018). If it is drawn from humans, 21st century learning aims to make humans relevant to their era, especially Indonesian people, then the initiation of 21st century learning is formed. This is one of the instruments to 'buy' the future. The 4C concept in 21st century learning At least Indonesia has a 2013 curriculum which can later be combined with 21st century learning. There are elements that are able to represent what 21st century learning is, including Creativity and Innovation, Collaboration, Communication, Critical Thinking and Problem Solving. And below is the explanation:

a. Creativity and Innovation

In this element students will be invited to get used to doing and explaining every idea that is in their head. The idea will be presented to classmates openly so that later there will be reactions from classmates. This activity can make students' point of view wider and can be open to every view that exists.

b. Collaboration

This collaboration element will invite students to learn to make groups (groups), adapt and leadership. Basically the purpose of this collaboration is so that students can work more effectively with others, increase empathy and be willing to accept different opinions. In addition, the main benefit of this collaboration will be to train students to be responsible, adaptable to the environment, society and be able to set high targets for groups and individuals.

c. Communication

This element will ask students to be able to master, manage (management) and make good and correct communication relationships in writing,

verbally and multimedia. Students will be given time to manage this and use communication skills to relate such as conveying ideas, discussing and solving problems.

d. Critical Thinking and Problem Solving Students

Are able to do reasonable and good reasoning in solving complex choices so as to create a comprehensive understanding. This element is the most crucial (important) element in this 21 lesson. Critical thinking and problem solving will invite students to be able to think deductively and inductively independently which aims to master and be able to solve complex problems. Students will use these elements to solve existing problems and be able to explain, analyze and create solutions for individuals and society.

The four elements above are instruments that can make students adapt and thrive in this 21st century. With the tools above, it is hoped that students can become superior humans who can solve problems ranging from individual problems to community problems. In the future they will be able to become the nation's superior and reliable successors.

The advancement of information and communication technology has influenced human behavior in terms of work, socializing, playing, and learning. The current learning process has advanced to the 21st century, when information is freely disseminated and technology continues to advance (Heriksen, Mishra, & Fisser, 2016). The quantity of : information that is available anywhere and can be accessed at any time, faster computers, automation that replaces regular jobs, and communication that can be done from anywhere and at any time characterizes the 21st century (Litbang Kemendikbud, 2013). Simply put, 21st century learning is defined as learning that teaches students 4C abilities, which include : communication, collaboration, critical thinking, problem solving. and innovative and creative According to Bloom's Taxonomy, which was

revised by Krathwoll and Anderson, students must be able to perf orm not just LOTS (Lower Order Thinking Skills), such as C1, C2, understand, C3 apply, and C4 analyze, but also HOTS (Higher Order Thinking Skills), such as C5 evaluate and C6 create (Apandi, 2018).

Teachers with greater technological knowledge are necessary to keep up with the current rapid increase of ICT use in education (Wahyudiati, Rohaeti, Irwanto, Wiyarsi, & Sumardi, 2020). The characteristics of 21st century instructors must have competency in the use of technologies, good pedagogical knowledge, general knowledge, positive attitudes, a solid comprehension of curriculum, and a good understanding of learning psychology (Najri, 2014). As per Indonesia Ministry of Education, 21st century teachers must possess professional, educational, social, and personal competencies. Since they are important for the effectiveness of the pedagogical process, teachers continue to be the defining elements of the teaching and learning process in the digital age (Jan, 2017). These teachers will be better able to successfully complete the teaching and learning process because they have higher degrees of intellectual, social, and emotional competency.

Powerful Knowledge and 21st Century Learning are two examples of curriculum design types (McPail & Rata, 2016). The four categories are: I the underlying theory of knowledge for each type of curriculum design; (ii) the knowledge structures used to organize the curriculum material; (iii) the organization of concepts and content in accordance with the concept progression principle; and (iv) the pedagogy related to the curriculum design, such as direct instruction or individualized learning. The differences found in each of the kinds with regard to all four features support both the distinction we make between the two types of curriculum design and the comparative methodology we used in the study. After examining each feature in detail in the main body of the study, we rate the relative merits of each design approach using the connections that can be

made between the four proposed traits and the ways in which 21st Century Learning and Powerful Knowledge, respectively, actualize them.

The achievement of 21st century learning outcomes is critical for today's pupils. A lesson plan is one of the tools used to introduce 21st-century abilities to pupils who need to enhance them. This study looked at English instructors' willingness to incorporate 21st-century abilities into lesson planning in Badung Regency's city and suburb areas. This investigation was part of a case study and was carried out using a sequential embedded mixed-method approach, which included quantitative and qualitative data to provide more reliable data. The results of document analysis were merged with the results of a questionnaire consisting of 17 items used to determine the readiness of English teachers. According to the findings of the inquiry, based on the results of the questionnaire and document analysis, English teachers in the city and suburbs gave conflicting answers. Although English teachers believed they were prepared to include 21st-century skills into their lesson plans, document analysis revealed that they primarily contributed learning and innovation abilities, as well as information, media, and technology skills. It is proposed that English teachers become more prepared by researching the standardization of twenty-first-century education and attending seminars on related themes related to the implementation of twenty-first-century abilities (Luciana, Padmadewi & Artini, 2020).

1.8   Previous Study

The written processes of activities in the teaching and learning process are referred to as a lesson plan. Standard competence, fundamental competence, objective, and learning activities, as well as assessment, are some of the components that go into creating a lesson plan (Ratnawati, 2017). This study's findings revealed that the developed lesson plan is more appealing, applicable, and instructive than the prior one. Development is critical in education, as evidenced by the results. The development of creative and

inventive thinking can be achieved through educational development. In order to determine the success of the teaching and learning process, lesson plans must also be developed. The shortcomings of this research journal are the researchers' neatness in writing journals, and the lack of updated references. The shortcomings of this research journal are the researchers' neatness in writing journals, and the lack of updated references.

According to a study conducted by Suhendra and Sundayana (2011), teachers' knowledge in preparing lesson plans was inadequate. Furthermore, according to Sundayana and Alwasilah (2012), instructors' conceptual grasp of conceiving, preparing, and implementing a syllabus and lesson plan fell short of expectations. This study aims to discover EFL teachers' perceptions of lesson planning and development, as well as the challenges they faced while doing so. The researcher employed two methods to collect data: an interview and an analysis of a lesson plan created by four EFL teachers. The results of the interviews revealed that all participants have a good understanding of the lesson plan and how it is developed, as well as the elements that should be included in the lesson plan, but that the teachers, unfortunately, do not have a good understanding of the learning assessment system. They said it was very complicated because they should supply a single system of learning assessment, as well as an assessment rubric.

However, the results of the lesson plan analysis revealed that all participants understand how to build a lesson plan by expressing all aspects of the lesson plan in line with the requirements established in the Ministry of Education and Culture Regulation No. 103 in 2014. The issues were discovered when the teachers failed to articulate their learning purposes; in fact, two of the teachers said that the learning indicator is comparable to learning purposes. Another issue arises since the assessment rubric was not included. When they were asked about putting the scientific approach into practice, they discovered another issue. Observing, questioning, associating,

collecting, and sharing are all scientific approaches that they have never used before.

A lesson plan has been described by experts. Planning education, which covers what the instructor and students will do in and out of the classroom, is another component of a teacher's job (Reiser & Dick, 1996). A lesson plan, according to Woodward (2009), is a teacher's preparation that will help him or her teach successfully and allow students to learn a lot, or it can just be some pre-class thought and planning (Harmer, 2007). According to Indonesian Ministry of Education and Culture No. 65/2013, a lesson plan, sometimes referred to as an RPP, is the preparation of teaching-learning activities for one or more meetings. As a result, it's an instructional plan that outlines its various components, such as learning objectives, teaching-learning materials, methods and strategies, media, sources, and evaluation. The goal of this study is to find out how English teachers feel about creating lesson plans and teaching materials. A survey was used to gather information regarding their perspectives on producing lesson plans and teaching materials. This study used an interview to help triangulate the results. According to the findings, English teachers believe that constructing lesson plans is a difficult undertaking. They found it difficult to adjust the lessons and teaching materials at times. Furthermore, 80% of the participants said that their teaching objectives were met as a result of those factors. The findings show that in order to cope with these critical issues, teachers needed sufficient knowledge and enthusiasm.

1.9   Frame of Thought

As the major purpose of the research, developing interactive lesson plans, interactive learning, and 21st century education are among the features of this study. The frame of thought in this research is illustrated in the concept below to clarify how they relate to one another.

Figure 1

Developing Interactive Lesson Plan	Learning EFL	21st Century Education

Developing Interactive Lesson Plan In Learning EFL At 21st Century
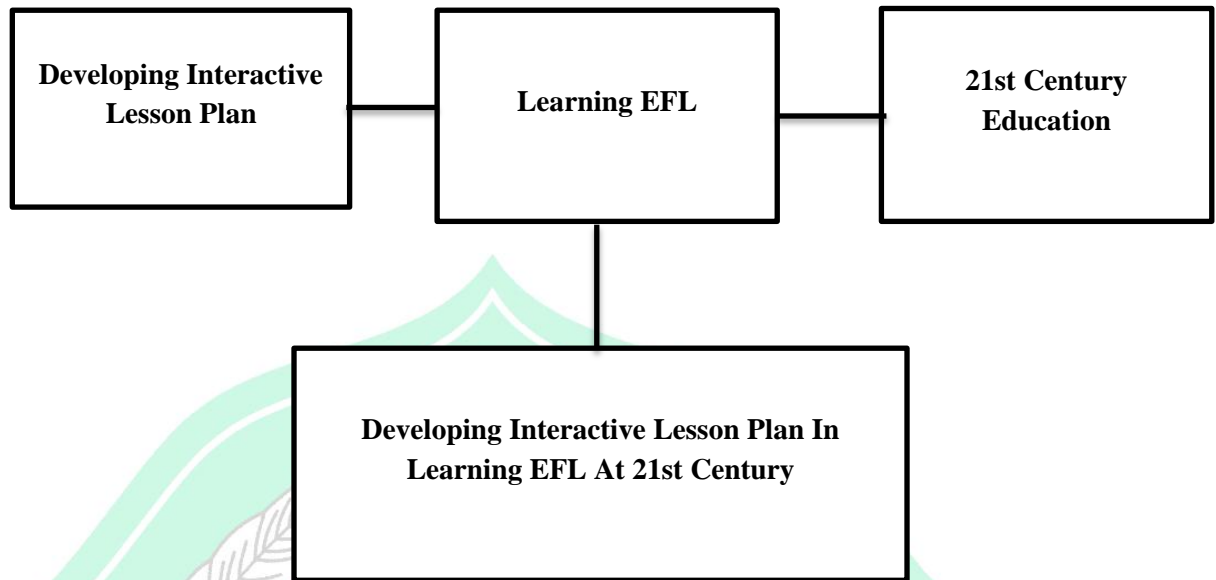
1.10   Research Method

7.10.1 Research design and steps of the research

      The researcher will need a design to make studying the data easier based on the problem. The researcher gathers information about the problem via data, so the researcher must consider the research challenge before deciding on the type of design to use. The researcher utilized a qualitative research design in this study. The purpose of qualitative research, is to describe a phenomena and its characteristics. To obtain information, the researcher describes the data from participants in detail (Nassaji, 2015, p. 89). The researcher of this study used Research & Development (R&D) as the study's design. R&D is a research-based development technique in which research findings are used to generate new products and procedures that must be field-tested, assessed, and developed until they meet stated standards for effectiveness, quality, and comparability (Gall, Borg, & Gall, 2003, p. 569). This is because data

collection occurs during the research and development process, and the data is used to create a product.

The following are the 10 steps in creating an R&D model for educational research and development:

1. Involves defining the instructional program or product's goals, which frequently includes a needs assessment.

2. An instructional analysis is performed to identify the exact skills, procedures, and learning tasks required to achieve the instructional goals.

3. Is intended to determine the learners' entry skills and abilities. the qualities of the learning environment, as well as the characteristics of the environments in which the new knowledge and skills will be applied

4. Entails converting instructional needs and goals into particular performance objectives. Performance objectives (also known as "behavioral objectives" in this chapter) are a way of conveying the instructional program's or product's aims to different sorts of stakeholders at different levels.

5. Instruments for assessment are created. The knowledge and abilities described in the performance objectives should be directly tied to these instruments.

6. A specific teaching method is devised to aid learners in their efforts to meet each performance goal.

7. Involves the creation of instructional materials, including as textbooks and teacher training manuals, as well as other media such as audiocassettes and interactive video systems.

The distinction between formative and summative evaluation, as defined by Michael Scriven, is discussed in steps 8, 9, and 10 of Dick and Carey's paradigm. In practice, he noted, evaluation serves two distinct

tasks. Developers do formative evaluations while the program or product is in development to aid in the process of improving its efficacy.

The author of this study adopted Gall & Borg (2003) and decided to simply take three of the research steps, such as :

a. Literaturer review
b. Planning
c. Prototyping (IES & NFS, 2013, p.47)

The reason why the researcher only took three research steps was because the writer had limited time to complete this design. and also according to researchers these 3 steps are the easiest to do.

7.10.2 Sources and types of data

The researcher's data source is the place where the data is collected (Arikunto, 2013, p. 144). Data sources, according to Arikunto, are items, things, people, or places that researchers observe, read, or inquire about data. According to (Arikunto, 2013, p. 123), the source of data is the location or item where the researcher can view, inquire about, or read about the object being examined. In a nutshell, data and data sources are essential for understanding and determining the problem and its solution. The sources of this research are teachers and students. the teacher as the maker and who represents the lesson plan to the students. while students are the object and measure of the success of the lesson plan. Type of data in this research is using case study and will be use qualitative research.

7.10.3 Data Collection

Questionnaires, interviews, tests, and documentation are some of the data collection methods (Arikunto, 2010, p. 197). In this study, the researcher relies on questionnaires in addition to an interview. The researcher identified 'participant as observer' in this study, which means that the researcher actively engages and becomes an insider in the event

being observed, allowing them to experience events in the same way as the participants (Ary, 2010, p. 433).

1. Interview

   Interview is a procedure for gathering information from a person who has agreed to be interviewed (informant). Interviews are conducted by the researcher. There are three types of qualitative interviews: face-to-face interviews, telephone interviews, and focus group interviews with six to eight interviewees in each group. Unstructured interviews with a few open-ended questions are common in these sessions. These are meant to elicit participants' thoughts and opinions (Cresswell, 2014, p. 42). In this study, the teacher who will be interviewed will be interviewed. the reason is to get the views of the teacher (who made the lesson plan) who of course has experience teaching many students

2. Quesioner

   A questionnaire is a data collection method in which written questions or statements are given to be answered (Sugiyono, 2017, p. 199). The internet has become a common methodology for survey research in this period. The questionnaire is posted on a website that the researcher created as the investigator. Respondents can complete the online questionnaire and answer the questions (Ary, 2010, p. 385). The researcher created a questionnaire for the students and shared it using Google Forms.

3. Data Analysis Techniques

   a. Data Reduction

The information gathered from the subject is not used in its entirety. Reducing data entails summarizing and focusing on the most important aspects. concentrating on what's important, searching for themes and patterns, and discarding irrelevant data (Sugiyono, 2017, p. 338). Because data acquired from a few data collection modalities is enormous and complex, a reduction procedure is required to generate data that is clear

and easy to utilize. To condense the data, the researcher focuses on research questions about students' lives.

b. Data Display

The data is displayed in the next part. It can be set in the form of brief descriptions, charts, and relationships between categories, among other things, in qualitative research (Sugiyono, 2017, p. 341). The researcher can more easily grasp what happened and plan out the following steps by displaying data. Looking at displays helps us to comprehend what is going on and to take action—whether that action is more analysis or caution based on that understanding (Miles & Huberman, 1994). Furthermore, narrative text has been the most common way of display data for qualitative research data in the past. As a result, tables and brief annotations in narrative language will be used to display the data in this study.

c. Conclusion Drawing

Verification is the name given to the drawing of the conclusion. Before this stage, the data was reduced and displayed (Miles & Huberman, 1994). The researcher starts by composing a temporary conclusion, which is then supported by valid and consistent data to make it a credible conclusion. In qualitative research, the conclusion is supposed to be a novel discovery that has never been published before in the form of a description that was previously unknown (Sugiyono, 2017, p. 35). Furthermore, the researcher in this study focuses on the variables and meanings that are identified in order to reach a conclusion.

4. Research Timeline

No	Activities	Month													
		January					February				March				
		1	2	3	4	5		2	3	4	1	2	3	4	5
1	Preparing research proposal	■	■												
2	Instrumental development of research proposal			■	■										
3	Data collection and analysis					■	■	■							
4	Describing data analysis								■	■	■				
5	Revision of research proposal											■	■	■	