Developing Online Learning Based Lesson Plan for Teaching Speaking in 21st Century

Afiyah Akmaliyah, Hendi Hidayat, Zakky Yavani

afiyah.akmaliyah223@gmail.com

hendilegowo86@gmail.com

yavaniaja@gmail.com

State Islamic Institute of Syekh Nurjati Cirebon

Article Info

Abstract

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This study was intended to develop online learning-based lesson plans for teaching speaking in the 21st century. This research using a qualitative approach, purposed to be a research and development (R&D) method with the ADDIE model, involved several steps, analysis phase, design phase, and development phase, including expert judgments. This research uses literature review as the primary data resource and teachers as the secondary data resources—the techniques of this research use literature review and interviews. The participants were English teachers. From the findings of the need analysis, what teachers need in developing a lesson plan consists of presenting all components of a lesson plan, providing both language skills and content, presenting various learning styles, relevant examples, intrinsic motivation, students' potential optimization, considering the difficulty level of material, development level of students, facilitating multicultural and comfortable classroom interaction, Encouraging students to be proactive, creative, and critical learners in online learning, presenting an assessment of learning outcomes in various aspects and techniques. The last is providing constructive feedback on all assignments and assessments. Based on expert judgments, revisions were made to the learning objectives, teaching activities, and assessment sections. This product is applicable to use.

✉ Correspondence Address (author1):

E-mail (author 1): Afiyah.akmaliyah223@gmail.com

INTRODUCTION

In the teaching and learning process, lesson planning remains a challenge for teachers, particularly in deciding on the components of lesson plan. In the preparation of learning tools, there are still teachers who only duplicate lesson plans made by others, the teachers have difficulty determining the time allocation, indicators, and learning methods (Kinasih, 2017, p. 5). Teachers' difficulties in developing lesson plans include determining some lesson plan components such as time allocation, learning objectives, teaching methods, and assessment (Srihidayanti, Ma'rufah, & Jannah, 2015). Teachers' competencies in developing lesson plans are among the most important things for teachers to have. Teachers must have academic qualifications, competence, and a teaching certificate, be physically and mentally healthy, and be capable of meeting national education goals; four competencies that the teachers must own: (1) pedagogical, (2) personal competence, (3) social competence, and (4) professional competence (Sudirman, 2017, p. 114). Thus, one of the critical things that teachers must have is competencies in developing a lesson plan.

Online learning is teaching-learning activities carried out by teachers and students online, through a platform, not meeting in person. According to Hasnidar (2020, p. 10), online learning is learning that is done electronically through the use of a computer and network-based media. Electronic learning, e-learning, online learning, internet-based learning, virtual

learning, and web-based learning are terms used to describe online learning. Dhull & Sakshi (2017, p.32) defined online learning as online learning that involves a variety of technologies such as the internet, email, chat, new groups, text messaging, audio and video conferencing supplied across computer networks to impart education. While according to Nguyen (2015, p. 309), online learning is a type of distance learning or distance education that has long been a feature of the American education system; it has recently grown to be the largest sector of distance learning. Furthermore, online learning is done electronically, including a variety of technologies such as the internet, email, chat, new groups, text messaging, audio and video conferencing, and the type of distance learning or distance education that has long been a feature of the American education system. Enrolling in an online course and learning through online videos and homework is what online learning entails.

The lesson plan is a teacher's guide in teaching in the classroom. The teacher makes the lesson plan to help the teacher teach by the competency standards and essential competencies on that day. According to Article 20 of Government Regulation No. 19 of 2005, learning process planning involves syllabus and learning implementation plans that include at least the learning objectives, learning materials, learning techniques, learning resources, and assessment of learning results. Emiliasari and Jubaedah (2019, p. 367) described a lesson plan as; Lesson plan is the first step in the learning process; it assists teachers in organizing their learning processes in order to avoid dead ends. Teachers will feel more confident in their classrooms if they plan ahead of time.

Speaking is one of the four skills (Reading, writing, listening, & speaking) that students must learn. Speaking is undoubtedly an essential language skill most language learners want to master as quickly as possible. Burn and Siegel (2017, p. 6) argue that: Speaking is classified as combinatorial language competence. Learners must acquire knowledge of language systems and discourse genres and essential abilities of speech production and communication strategies that allow them to manage and negotiate rapid communication to build speaking competence. The transmission of language through the mouth is referred to as speaking. We make sounds using numerous parts of our bodies when we talk, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips. Brown (2004, p. 140) describes speaking as:

Producing talent that may be directly and experimentally observed; nevertheless, those observations are usually tinted by the precision and effectiveness of a test-listening taker's capacity, compromising the repeatability and validity of an oral production test.

The presence of the 21st century is marked by the era of industrial revolution 4.0, which in the 21st century makes the century open or the age of globalization. Wijaya, Sudjimat, & Nyoto (2016), describes the 21st century as The twenty-first century is, also known as the knowledge age, because everyone's alternative efforts to meet life's needs in various contexts are more knowledge-based in this era; Efforts to meet the needs of knowledge-based education, the development of a knowledge-based economy, development and knowledge-based social empowerment, and development in the field of industry (knowledge-based industry) are all knowledge-based.

Based on the previous research, it was discovered that some researchers are unconcerned about the needs of this study. Firstly, much research did not mention the 21st century notion of developing lesson plans (as shown in Ratnawati, 2018). Secondly, some of the research did not mention the problems and difficulties teachers face in developing lesson plans (as shown in Sari, 2020). Thirdly, half of the research was not mentioned teacher competencies in developing lesson plans (as shown in Hadi & Abdulsafi, 2018).

METHOD

This method was using Research and Development (R&D) with ADDIE model. The ADDIE model is one of the considerable generally used models in instructional design as a guide to creating a successful design (Aldoobie, 2015, p.68). In this study, from several steps stated by Aldoobie (2015), the researcher has only adapted three steps such as analysis phase, design phase, and development phase.

Participants / Subject / Population and Sample

To collect the data, the researcher used literature review from the journal, articles, books, and documents as the primary data. The participants of this research were English teachers as secondary data.

Instruments

The instrument of this research was interview guideline. The researcher interview English teachers at Islamic Junior High School.

Data Analysis

The data analysis of this research was data collection, data reduction, data display, and drawing conclusion. *Data collection* is how researchers gather information about research topics from selected data sources. To enrich data, the researcher reads, makes notes, and draws conclusions from the literature, which includes books, journals, articles, and other materials relating to the characteristics of online learning that can be utilized as a reference to collect data for interviews. *Data reduction*, the process of selecting, reducing, abstracting, and manipulating rough data collected from data sources, in this case, respondent interviews, is known as data reduction. Following the interview, the researcher transcribed the data or information from the participants and classified it according to topics. *Data display* is the overview of the findings of data processing by researchers in the form of narratives, tables, charts, etc. Drawing conclusion, following the data mentioned above processing, the researchers proceeded to make conclusions. In this study, the conclusion contains essential data.

RESULTS AND DISCUSSIONS

Each article was carefully examined in order to adapt the characterisrics of the online learning based lesson plan for teaching speaking in 21st century. Several characteristics were collected from the journals (Mustofa, Chodzirin, & Sayekti, 2019; Anderson, 2008; Churton, 2006; Ragan, 2008; Hanover Research Council, 2009; Ministry of Education and Culture, 2014; Walker, 2007; Chaqiqi, 2017; Ulfah, 2016; Rahmawati & Etin, 2014; Komalasari, 2011). The characteristics of this online learning based lesson plan for teaching speaking in the 21st century are based on theoretical studies. The table below explains the characteristics of online learning based lesson plan for teaching speaking in the 21st century:

No	Characteristics of online learning based lesson plan for teaching speaking in 21st century
1	Presenting all components of lesson plan
2	Providing both language skills and content
3	Presenting various learning styles, relevant examples, intrinsic motivation, students potential optimization
4	Considering difficulty level of material, and development level of students
5	Facilitating multicultural and comfortable classroom interaction
6	Encouraging students to be proactive, creative, and critical learner in online learning
7	Presenting assessment of leaning outcomes in various aspect and techniques
8	Providing constructive feedback on all assignment and assessment

The table shows that there are eight characteristics of online learning based lesson plan for teaching speaking in 21st century. The first characteristic is presenting all components lesson plan. The second is providing both language skills and content. The third is presenting various learning styles, relevant examples, intrinsic motivation, and students' potential optimization. The fourth is considering difficulty level of material, and development level of students. The fifth is facilitating multicultural and comfortable classroom interaction. The sixth encouraging students to be proactive, creative, and critical learner in online learning. The seventh is presenting assessment of leaning outcomes in various aspect and techniques. And the last is providing constructive feedback on all assignment and assessment. The researcher analyzes the characteristics of online learning based lesson plans for teaching speaking in the 21st century. Two interviewees were interviewed related about the characteristics of online learning-based lesson plans for teaching speaking in the 21st century.

The Design of Online Learning Based Lesson Plan for Teaching Speaking in 21st Century

The researcher conducted the design after conducting a theoretical and need analysis to design an online learning-based lesson plan for teaching speaking. The first step taken by the researcher in designing the lesson plan was to design the subject identity. Based on the need

analysis results, the researcher follows the results of the interviews. In designing the subject identity for the lesson plan, always refer to the Minister of Education and Culture 2016, which consists of the unit, subject, grade, topic, meeting, and time allocation. The subject identity is the first component of the lesson plan. If you convey your plans to others, or if your government wants to see what you are teaching, they should know who the primary audience is and what topic they will be learning. The lesson identification is written on the first page of the lesson plan by the English teacher. To create school identities, English teachers use school names, subjects, classes or semesters, subject matter, and time distribution.

The second step taken by the researcher in designing the lesson plan was to design the core competencies. Based on the need analysis results, the researcher follows the results of the interviews. The researcher does not design their core and basic competencies but follows the core and basic competencies that the government has made (based on the syllabus). The core competencies are always based on the syllabus for the 2013 curriculum. According to Ministry of Education and Culture Number 24 of 2016, the core competence in the 2013 curriculum is the ability to achieve graduate competency standards, which students at all grade levels must possess. Based on Nazar (2019), core competencies are the main competencies that are classified into several aspects, including attitudes, knowledge, and skills, and must be learned by students at all levels and subjects. Minister of National Education Regulation 22 (2006) stated that basic competence is a type of student mastery of knowledge, behavior, skills, and attitudes at various levels of education after receiving learning materials; these competencies are developed based on the characteristics of the students and must refer to the formulated core competencies.

The third step taken by the researcher in designing the lesson plan was to design the indicator and learning objectives. The researcher follows how to develop indicators from National Education Standards Administration (2006). Learning indicators, also known as education indicators, describe the basic competencies as a whole that show student responses to educational activities. Based on National Education Standards Administration (2006), indicators are fundamental competencies that can be used to assess the achievement of learning outcomes because the indicator is a specific basic competence; meeting a series of indicators in a competency means meeting the basic competency

target. The indicators must be developed to accommodate competencies that are followed by the tendency to formulate core and basic competencies. Learning objectives are expected learning outcomes that students own or control after participating in specific learning activities. Based on the results of the need analysis, the researcher follows the results of the interviews, and the learning objectives must adapt to the material by adjusting the needs of the seven grade so that the learning objectives can be achieved. Based on the Ministry of Education and Culture (2020), learning objectives include attitude, knowledge, and skills. The Ministry of Education and Culture (2020) also stated that there are two types of learning objectives: behaviorism and non-behaviorism. Behaviorism learning objectives include (A) audience, which refers to students (those who participate in education) comprise the audience, (B) behavior, which refers to student behavior that can be observed while following the learning process, (C) conditions, refers to the requirement that must be met in order for students to exhibit the expected behavior, and (D) degree, represents the rate of success in behavioral achievement, which can be speed, accuracy, quantity, or quality, but not character values; non-behaviorism learning objectives include (A) audience, refers to students (those who participate in education) comprise the audience, (B) behavior, refers to student behavior that can be observed while following the learning process, and (C) content, refers to material that includes knowledge, attitudes, abstract skills (cognitive thinking skills), and concrete skills (kinesthetic skills).

The fourth step taken by the researcher in designing the lesson plan was teaching materials. Based on the need analysis results, the researcher follows the results of the interviews, using the text, graphics, and other multimedia materials such as PowerPoint to make it easier for teachers to convey information, and the materials are easy to update. Nazar (2019) stated that learning materials are messages from concepts, principles, definitions, content or context clusters, data, facts, processes, values, abilities, and skills. Based on Syah (2007), the teacher's material should refer to the curriculum or be included in a syllabus whose delivery is tailored to the needs and environment of the students. There are several speaking materials taught in seventh grade: Greetings and parting, introducing oneself and others, expressing gratitude, apologizing, asking for information, and politeness. Furthermore, the researcher only compiled

introducing oneself and others material for online learning-based lesson plans. The resources and media used are books, videos, and PowerPoint.

The fifth step taken by the researcher in designing the lesson plan was the teaching method. Based on the results of the need analysis, the researcher follows the results of the interviews, and the learning method used must be able to cover all students learning styles. In learning to achieve learning objectives learning methods are one of the important things that must be prepared. Based to Afandi, Chamalah, & Warani (2013), the method or steps used in the interaction among students and teachers to reach learning objectives that have been derived following the material and process of the method learning are referred to as method learning. In online learning, to teach introducing self and others, the researcher uses blended learning. Blended learning is a mixed method that combines direct (synchronous) and indirect learning methods that can be done anytime (asynchronous). Graham (2006) explained blended learning, namely the combination of learning strategies, the combination of learning methods, and a combination of online and face-to-face learning.

The sixth step taken by the researcher in designing the lesson plan was teaching activities. Based on the need analysis results, the researcher follows the interview results; the activities' design uses three stages: pre-teaching, while teaching, and post-teaching. Based on the Ministry of Education and Culture (2020), there are three stages in learning activities such as; pre-teaching, which includes teacher activities in preparing students psychologically and physically to follow the learning process; while teaching, which includes students' activities in the learning process to achieve basic competence, and; post teaching include joint activities between teachers and students to evaluate the entire series of activities. As for the explanation from Winarji (2016) regarding understanding the three stages in teaching activity, such as pre-teaching activities; describe your efforts to motivate students, students' attention is drawn to active participation in the learning process. Strive for positive thinking, describe efforts to connect new material to prior knowledge that students already have; while learning process to achieve fundamental competencies; a detailed description of the method of learning's implementation, conducted interactively, inspiring, fun, challenging, and motivating students to participate actively, providing adequate space for the initiative, creativity, and independence based on students' talents, interests, physical development, and psychology; this activity entails process exploration, elaboration, and confirmation; post activity, describe activities for the lesson's conclusion. Post activity involves summarizing, concluding, evaluating and reflecting, providing feedback, and following up. It is necessary to predict the time allocation required for each step of learning activities based on the time allocation in doing one lesson plan. As a result, educators can consider the depth and breadth of the learning experience provided.

The seventh step taken by the researcher in designing the lesson plan was assessment. Based on the need analysis results, the researcher follows the results of the interviews, using formative and summative assessment. Widoyoko (2009) stated that the benefits of formative tests for students include determining whether students have mastered the material in each learning unit, as material reinforcement for participants, and as an improvement effort for students because formative tests allow participants to identify their weaknesses as well as which parts of the material they have not mastered. While Ediyanto (2016) stated the benefits of summative assessments are to measure students' ability and understanding, as a means of providing feedback to academic staff as a measure of learning success, accountability and monitoring standards of academic staff, and as a means to motivate students. An oral test and a written test are used as assessment techniques. As said by Amirono & Daryanto (2016), there are three types of learning tests: action, oral, and written. The researcher used the form of practice in speaking in the oral test. In the written used description test.

The Development of Online Learning Based Lesson Plan for Teaching Speaking in 21st Century

Below, the researcher develops a lesson plan that has been designed from the explanation above.

The Development of Subject Identity

Based on the subject identity above, the researcher developed subject identity based on the interviews, which refers to the Minister of Education and Culture 2016, below the form of subject identity:

Subject Identity
School :
Subject : Bahasa Inggris
Grade : 7 grade
Topic : Introducing Self and Others
Meeting : 2 meeting
Time allocation : 2 x 40 Minute
Focus skill : Speaking

3.2.1 Knowing social functions, text structures and linguistic elements of self-introduction, introduction others, and their responses

3.2.2 Linking social functions, text structure and linguistic elements of self-introduction, introduction others, and their responses

3.2.3 Concluding social functions, text structures and linguistic elements of self-introduction, introduction others, and their responses

4.2.1 Making Introduction self and introduction by paying attention to social functions, text structure, and linguistic elements that are correct and in context.

4.2.2 Making introducing others to friends by paying attention to social functions, text structure, and linguistic elements that are correct and in context.

The researcher identified seven subject identities that should be included in the lesson plan based on the table above. The first is the unit; the unit explained the school name. The second is the subject; the subject explained what lessons the teacher would teach in the class. In the table, the researcher wrote the English language as the subject. The third is grade; the grade is the students' school level. The design of this lesson plan is for seven graders. The fourth is the topic. The topic is the specific material taught by the teacher in the class. The topic of this lesson plan is the introduction of self and others. The fifth is meeting; a meeting is the number of meetings or times the teacher has taught in the class. The sixth is time allocation; based on the 2013 curriculum, the time required for one meeting in junior high school is 80 minutes, so this lesson plan requires 2x40 minutes for one meeting. The last is focus skill, which is a specific skill taught by the teacher in the class. The focus skill of this lesson plan is speaking skills.

The Development of Indicators and Learning Objectives

Indicators are developed by looking at existing basic competencies, and adjusted to the characteristics of students and subjects formulated in operational verbs based on bloom's taxonomy. Below, the researcher develops indicators for the lesson plan based on the bloom taxonomy:

In point 3.2.1, the researcher took the operational verb, 'knowing' verb, which was taken from the cognitive aspect (C1). This is intended so that students can know the social functions, text structure, and linguistic elements from their self-introduction, introduction others, and responses. In point 3.2.2, the researcher takes the operational verb, 'linking' verb, from the cognitive aspect (C4). This is intended so that students can link the social functions, text structure, and linguistics elements in the self-introduction, introduction others and their responses. In point 3.2.3, the researcher took the operational verb 'concluding' from the cognitive aspect (C5). It is intended that students can conclude the social functions, text structures, and linguistics elements of introduction-self, introduction others, and responses. In point 4.2.1, the researcher took the verb 'making' from the cognitive aspect (C6). This is intended so students can make introduction-self by paying attention to social functions, text structures, and linguistic elements properly and correctly. In point 4.2.3, the researcher took the verb 'making' from the cognitive aspect (C6). This is intended so students can make introducing others by paying attention to social functions, text structures, and linguistic elements properly and correctly.

Learning objectives are the desired outcomes of a series of activities during the learning process. Below are the learning objectives that the researcher has made:

Learning Objectives:

1. Students can identify expressions used in introducing themselves and others
2. Students can imitate the expressions used in introducing themselves and others
3. Students can make short conversations using expressions to introduce themselves to other people
4. Students can identify the structure of the text, and linguistic elements introduce themselves to others.

The table above shows four learning objectives for introducing self and others for the first and second meetings. The first learning objective is that students can identify expressions used in introducing themselves and others. The second students can imitate the expressions used in introducing themselves and others. The third is that students can make short conversations using expressions to introduce themselves to others. The last students can identify the structure of the text, and linguistic elements introduce themselves to others. The benefits of learning objectives stated by Sukmadinata (2002) are making it easier for teachers to communicate the intent of teaching and learning activities to students, allowing them to carry out their learning actions more independently; make it easier for teachers to choose and arrange teaching materials; help make it easier for teachers to determine learning activities and learning media; make it easier for teachers to conducts assessment. Below are the learning objectives for teaching introducing self and others for the first and second meetings.

The Development of Learning Materials, Media, and Learning Sources

In developing the material, the researcher developed the introduction self and other material into PowerPoint. Introducing self is introducing's self in English to others using appropriate sentences and expressions so that others can get to know us better and closer than before. Meanwhile, introducing others is introducing other people (friends, co-workers, colleagues, mother, father, and others) in English using correct sentences and expressions so that both the person we introduce and the people who hear it can understand what kind of picture the person we introduced. This learning media uses power point and videos. Introducing self and other materials are from the 2014 Ministry Education and Culture book, "When English Rings the Bell" for Junior High School seven grade, and the internet.

The Development of Teaching Method

The researcher developed a blended leaning method, by combining the use of synchronous and asynchronous learning. Blended learning is a mix of synchronous and asynchronous learning. The platforms used for teaching online to introduce self and others are YouTube, WhatsApp, Google Meet, and Google Classroom. The researcher uses YouTube, WhatsApp, Google Meet, and Google Classroom based on the interviews. Both participants said those platforms are the most accessible, easy to understand, and widely used for online teaching. By using YouTube, teachers can upload videos that have a long duration. Using WhatsApp, WhatsApp makes it easy for teachers to contact their students, and teachers can be closer to students. By using Google Meet, teachers can explain directly to students virtually. Using Google Classroom, students can virtually disseminate information such as presentations and assignments.

The Development of Teaching Activities

In the first meeting, in pre-teaching, the activities carried out by the researcher were first to start learning by saying greetings and reading prayers via WhatsApp. The second is that students are asked to attend via WhatsApp. The third one asks students to remember the material that has been taught at the previous meeting. In the teaching activity, the researcher divided four activities: observing, asking, exploring, and analyzing. The activities carried out at the observing stage are first, students are asked to see and listen to explanations about the material to introduce themselves to others from YouTube videos. Then the second, the students were asked to pay attention to the teacher's explanation about the material to introduce themselves to others through google meet. At the question and answer stage, the activities were; first, the teacher allowed asking questions about the material to introduce themselves to others through google meet. Then the second activity asked students how they usually introduce themselves to others through Google meetings. In the exploration stage, students practice conversations about introducing themselves and their responses. Then at the analyzing stage, students were asked to fill the text individual about introducing themselves to others. In post-teaching, the activities are; first,

the teacher concludes today's lesson and reflects on the material to introduce himself and others. Second, the teacher gives individual assignments to students to make a self-introduction video that will be collected through Google Classroom. Third, the teacher conveys the material that will be studied next week through google meet. Then finally, the teacher closed the lesson by saying greetings and reading prayers through google meet.

In second meeting, in the pre-teaching, the activities carried out by the researcher were first starting learning by saying greetings and reading prayers via WhatsApp. The second, students were asked to fill in attendance via WhatsApp. The third teacher asks students to remember the material that has been taught in the previous meeting. While teaching, the researcher divides into four activities: observing, questioning, exploring, and analyzing. The activities carried out at the observing stage were first, students were asked to see and listen to the explanation of introducing others from the youtube video. Then the two students were asked to pay attention to the teacher's explanation of the material, introducing others through google meet. At the questioning stage, the activities carried out are; first, the teacher allows students to ask questions about introducing others through google meet. Then the second activity, the teacher asked the students how they usually introduce their family and friends to other people through google meet. At the exploring stage, students are asked to say the expression of introducing others. Then at the analyzing stage, students were asked to work on the gap text about introducing others. In the post-teaching, the activities carried out are; first, the teacher concludes today's lesson and reflects on the material by introducing others. Second, the teacher gives assignments to students in pairs to make video conversations introducing other people, do multiple choice question. Third, the teacher conveys the material that will be studied next week through google meet. Then finally, the teacher closed the lesson by saying greetings and reading a prayer through google meet.

The Development of Assessment

In developing the assessment, the researcher has developed the assessment into two, formative and summative assessments. Researcher use oral and written tests as an assessment technique. The researcher used the form of practice in speaking in the oral test. In the written used description test. Below is the assessment development following the Minister of Education and Culture No. 23 concerning assessment standards; the aspects that must be assessed in learning include attitude, knowledge, and skills. In the attitude, the researchers assessed the behavior of spiritual and social attitudes in learning activities related to self-introduction and others to other people. In the knowledge, researchers assess through evaluation tests. In the skill, the assessment is carried out through conversational practices related to self-introduction and others.

For the aspects of speaking assessment, the first aspect is pronunciation. If the student's pronunciation is clear and easy to understand, they will get a score of 4. If the student's pronunciation is easy to understand even though the influence of the mother tongue can be detected, they will get a 3. If there is a pronunciation problem, so listeners need total concentration, they will get a score of 2. If Serious cannot be understood, it will get a score of 1. The second aspect is grammar. If there are no or few grammatical errors will get a score of 4. If sometimes there are errors that do not affect the meaning, I will get a score of 3. If you often make mistakes in understanding the meaning, you will get a score of 2. If the grammatical error is so severe that it cannot be understood, it will get a score of 1. The third aspect is vocabulary. If you use the correct vocabulary and expressions, you will score 4. If you sometimes use inappropriate vocabulary, so you have to explain again, you will get a score of 3. If you often use inappropriate vocabulary, you will get a score of 2. If vocabulary is so limited that conversation is impossible, will get a score of 1. The last aspect is fluency. If very fluent, will get a score of 4. If language problems slightly impair fluency, will get a score of 3. If you often hesitate and stop because of language limitations, you will get a score of 2. If speech is interrupted and stops so that conversation is impossible, will get a score of 1.

Validation Results of Online Learning Based Lesson Plan for Teaching Speaking in the 21st Century

After passing the stage of developing an online learning lesson plan for teaching speaking, which had been made based on the need analysis carried out previously, the next stage in this research was expert validation. The validity test was conducted by two validators which consist of English lecturers, data obtained below:

According to both experts, the suitability of core competencies, basic competencies, and

indicators for online learning-based lesson plans for teaching speaking is appropriate. According to expert one, the learning objectives must use the ABCD formula. Likewise, according to expert two, learning objectives are another indicator, so learning objectives must only be equipped with criteria for making ABCD learning objectives. According to expert one, the learning step is appropriate; only in the questioning section must the activities be improved because it is still unclear. In the analyzing section, it is better to do it in groups. Meanwhile, according to expert two, the learning step uses a scientific approach. The scientific approach stage in the lesson plan is added to the communicating stage in the first and second meetings. Both experts said that the materials in the lesson plan were appropriate for the suitability of learning materials with basic competence. Both experts' said, the media, platforms, and blended learning methods are appropriate for the suitability of the use of media, platforms, and methods used in the lesson plan. According to expert one, the assessment in the lesson plan is appropriate for the suitability of the assessment. According to expert two, because this lesson plan is used for online learning, the part of the spiritual assessment of gratitude and worship should be removed because we will find it difficult to assess this in online learning. For the suitability of the use of the material in the form of text, graphics, or other multimedia in online learning, the suitability of the use of learning styles in online learning, the suitability of providing evaluations in online learning, and the suitability of assessment in online learning are appropriate. According to both experts.

The description of the revised results of online learning based lesson plan for teaching speaking in 21st century developed is as follows:

Points Revised	Before Revision	After Revision
Replace learning objectives with ABCD criteria and according to indicators	-Students are able to identify expressions used in introducing themselves and others -Students are able to imitate the expressions used in introducing themselves and others -Students are able to make short conversations using expressions to introduce themselves to other people -Students are able to identify the structure of the text, linguistic elements introduce themselves to others	- Students are able to identify the expressions used in introducing themselves and introducing others to others through watching videos properly -Students are able to explain the social function of the text structure and linguistic elements of self-introduction texts and introducing others texts through watching videos properly -Students are able to implement the social function of the text structure and linguistic elements of the self-introduction text and introducing others after watching the video properly -Students are able to introduce themselves and introducing others by paying the social function of the text structure and linguistic elements that are correct and in context -Students are able to ask the identify of friends by paying attention to the social function of the text structure and linguistic elements that are correct and in context -Students are able to introduce others to friends by paying attention to the social function of the structure and linguistic elements that are correct and in context.
-Clarifying activities at the exploring stage, -Improved activities in analyzing -Using a scientific approach by adding communicating	-Students collaborate to practice conversations commonly used to introduce themselves and their responses through google meet - Students complete the blank dialogue about introducing self through google meet -Using scientific approach without communicating activities	- Students say the phrases commonly used to introduce themselves and their responses through google meet (1st meeting). -Students in groups complete the blank dialogue about introducing self through google meet -Students in pairs ask each other for their identity and introduce themselves and respond to self-introductions (1st meeting). Students introduce the identity of their friends (2nd meeting).
Changing aspects of spiritual judgment	The spiritual aspect consists of praying, being grateful, obedient to worship and tolerance	The spiritual aspect consists of praying, and tolerance.

CONCLUSION

This research concludes with the characteristics of an online learning-based lesson plan for teaching speaking in the 21st century from several experts. It consists of presenting all components of a lesson plan, providing both language skills and content, presenting various learning styles, relevant examples, intrinsic motivation, students' potential optimization,

considering the difficulty level of material, development level of students, facilitating multicultural and comfortable classroom interaction, encouraging students to be proactive, creative, and critical learners in online learning, presenting an assessment of learning outcomes in various aspects and techniques, and the last is providing constructive feedback on all assignments and assessments. These characteristics are essential for teachers in managing online learning, especially speaking. This research contains a design that includes all the characteristics of an online learning-based lesson plan for teaching speaking in the 21st century as capital in making a prototype lesson plan. The prototype lesson plan has been tested by experts by English lecturers and is in the repair stage. Based on expert judgments, revisions were made to the learning objectives, teaching activities, and assessment sections.

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