

The Development of Lesson Plan with Disaster Mitigation Material Insertion to Teach Reading Skills

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Abstract

The study was intended to develop lesson plan with disaster mitigation material insertion to teach reading skills. The type of research used is Research and Development (R & D) with the ADDIE model consisting of Analysis, Design, Development Implementation and Evaluation. The data were gained through interview with 3 teachers and 3 students, document analysis, and literature review. Data analysis was conducted through data reduction, data display, and conclusion drawing. The design stage is conducted by studying the problem and need analysis. At the development stage, we compile and design prototypes by developing lesson plans and learning materials, expert validation, as well as limited scale test. The research was conducted at SMPN 5 Lemahsugih, Majalengka. The expert validation resulted in an average of 89.58. This means that the lesson plan that was developed meets valid criteria and needs to be slightly revised. Meanwhile, the percentage of student responses to the application of the lesson plan was 89.7% in the limited scale test. The score is included in the good category, which means lesson plan is practically applied in the learning instruction.

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INTRODUCTION

Lesson plans are prepared to facilitate teaching and learning practice where the core and basic competencies are cited in the lesson plan (Nesari, & Heidari, 2014, p. 25). In this case, lesson plans functioned very fundamental as a learning tool, lesson plans help teachers to organize and handle class situations properly as well as guideline for

teacher to conduct the learning process (Suwarma, & Apriyani, 2022, p. 108). It is undeniable that lesson plans are very important and needed to manage learning. There is a lot of aspect to arrange the lesson plan. The preparation of a lesson plan is not only a requirement for learning tools. Lesson planning can assist the teacher in being well prepared and aware of what he or she intends to teach the students

(Moscaya, & Magbanua, 2021, p. 435). the ability to master a material in their real life. More than that Jones (2018) stated that the

teacher should be ready not only to teach the students, but also to ensure that they reflect on the lesson at the end of class. The aims and objectives should provide answers to all questions about the course. The teacher should prepare various explanation methods for the students to easily understand the topic, which could include giving a real-life topic or creating a situation related to the topic.

Unfortunately, there are still many lesson plans that are developed without considering the aspects that encourage students to create the topic related to the situation or giving real life examples. Whereas the lesson plan must be organized logically, concise and organized, precise, and relevant (Ali, 2021, p. 7). Saputra (2019) also stated that lesson plan should be make the classroom activity run more effectively and efficiently by adapting and creating a better situation (p. 58) it means lesson plan needs to be correlated with the recent situation. However, the use of lesson plans is only a requirement for learning tools but does not apply and implement lesson plans in student's daily activities, so that students do not have the opportunity to implement

In fact, the development of lesson plans also still raises pros and cons for some teachers, although it cannot be denied that lesson plans are able to help teachers and students achieve the learning objectives of a lesson. Rezkyana (2021) in his journal find out that on item number 10 of 16 participants in his research were not allowed to develop a curriculum 2013 lesson plan. According to the statistics, approximately 62.5 percent and 12.5 percent, or two teachers, stated that they were not encouraged to experiment with the lesson plan. It indicates that they had negative perceptions of the issue and were unmotivated to create a lesson plan (p. 10) Moreover Moscaya, & Magbanua (2021) in their research find out that the greatest challenge for teachers is always finding appropriate materials and activities based on the lessons and exam objectives. It is difficult to plan learning activities that will support learning objectives while also being appropriate for student abilities.

Based on these problems, we consider that developing a lesson plan by linking learning materials with real life situations is

still lacking and needs to be developed to be able to provide experiences that make students think that the material they learn is useful for their lives in the real world. One of the developing materials is oriented to disaster mitigation. Even though learning English is a language learning, the development of lesson plans can be arranged by applying situations that occur in real life. So that students can practice their reading skills while also understanding literacy.

literacy in dealing with disasters. This situation also support beginning in 2019, West Java Governor Ridwan Kamil will require all schools to implement a disaster response curriculum because West Java is prone to natural disasters, as a result, disaster mitigation skills are required to reduce the number of victims (Awaluddin, 2018). Thus, inserting disaster learning material into lesson plan as response of curriculum is appropriately needed.

This problem necessary become a consideration for element of school in design and development education oriented to disaster mitigation. In this case, students are required to train their self to face the risk of disaster to reduce the victim. In one hand, the natural disasters sometimes happen anytime so that special

training is needed for everyone especially students through the education system. Thus, the development of lesson plans and materials oriented to disaster mitigation can be one of the developments that need to be considered by every educational unit, including English education. Apart from the lack of development of materials and learning in this field, students can also gain new insights about disaster mitigation literacy.

Similar research have been conducted by previous researchers in promoting disaster mitigation to education. The focus of their study were about developing the learning model (Tusa'diyah and Amar, 2021; Kusumaningrum and Purnomo, 2021), developing materials (Alfi and Maryani, 2019; Putra et al, 2021), and conducting survey (Isna et al, 2019; and Ramadhan et al, 2019). The locus of the research vary started from math class, primary school, and science class. However, the research regarding the integration of disaster mitigation in English classes is still limited.

METHOD

The study adapts research and development (R & D) as the type of research. The writers employ the research

and development method because, looking for a solution through the depending on the type of research identification of the needs analysis stage conducted, namely developing a product of carried out in the previous process. One of teaching and learning English that the the objectives of this stage is to determine purpose is to develop lesson plan with the needs related to appropriate learning disaster mitigation insertion material for models so that students can achieve goals in students. Moreover, the development the educational process, especially in model used in this research is ADDIE. ADDIE achieving predetermined competency is a systematic research design model, this standards in the learning process.

model was chosen based on lesson plan The next stage is development. At considerations by inserting disaster this stage the researcher attempts to mitigation literacy and theoretical compile and design an inquiry-based foundations in accordance with lesson plan literary learning model that has been developments in the current era. ADDIE obtained from various previous stages. The model is one of the most commonly used steps in developing the learning model models in the field of instructional design begin with developing lesson plans and which helps researcher or teachers to learning materials. After the product is design efficient and effective teaching by produced, testing is carried out in the form applying the ADDIE model process to each of validation by expert judgment. Validation product (Aldoobie, 2015, p. 70). This model was carried out by material experts, English consists of five steps, namely: analyzing, teaching methodology experts. If after designing, developing, implementing, and validation it is necessary to make evaluating. improvements, it will enter the revision

This development model begins stage. After the product is feasible to use with the analysis phase. The analysis phase then do the implementation phase.

is a process for defining what students will At the implementation stage, the learn, namely analyzing needs, identifying learning model (RPP and materials) is problems, and conducting task analysis. The implemented in the learning process. The second stage is design. The design is The goal is to collect data that can be prepared by studying the problem, then used as a basis for determining the level

of effectiveness and attractiveness of the products produced. Due to the limitations of the researchers, the delivery of learning materials was only carried out in small group trials. Small group trials were carried out by taking a sample of 6 students with random sampling used for product trials.

RESULTS AND DISCUSSIONS

Need Analysis

We scrutinized some articles to adapt the characteristics of lesson plan with disaster mitigation material insertion to teach reading skills. There are several characteristics were collected from six different references (Marzuki, 2017; Rusydi, Kasim, & Samad, 2020 ; Permendikbud Number 22 of 2016 ; Apriani, Supardan, & Umami, 2020 ; Setyowati and Widiati 2014 ; Tomlinson, 2011), related the characters. Theoretical analysis of the characters lesson plan is the result of the critical literature review that use to support the preparation of the lesson plan that arrange in the following table.

Table 1 Characteristics of Lesson Plan with disaster mitigation material insertion

The Characteristics of lesson plan with disaster mitigation material insertion to teach reading skills for ninth graders

Presenting all components of lesson Plan
Providing spiritual attitude, social, knowledge, and skills in lesson plan
Providing both language skills, content, and issue in lesson plan
Considering students different learning style
Presenting contextual and authentic learning relating the life of students
Presenting attractive learning through various method and techniques
Presenting students center learning approach
Presenting the use of technology for 21 st century learners
Promoting activity that engages both the right and left brain.

The table show nine characteristics of lesson plan especially for reading skills in 2013 curriculum. All of the above characteristics serve as material and consideration for the development of a lesson plan. In this part, the researcher intended to show the need analysis toward reading lesson plan with disaster mitigation material insertion. Moreover, the characters

was taken from theoretical analysis in graphics that consist of nine characters. Then, the researcher analyze the characters based on two English language teacher as a participant in this research and the expert. Moreover, the next step taken by the author in developing lesson plan with disaster mitigation material insertion is related to the basic competencies specified in reading learning. The results of the characteristics then combine with the components of lesson plan.

THE DESIGN OF LESSON PLAN WITH DISASTER MITIGATION MATERIAL INSERTION

The initial stage of the research was carried out by applying a theoretical and needs analysis to design lesson plan with disaster mitigation material insertion for reading skills, then the researcher conduct the design as follow the design of subject identity. The first component that must appear in the preparation of the lesson plan is the subject identity as the identity of a lesson plan. The subject identity following by design of basic competencies and core competencies considering spiritual attitude, social, knowledge, and skills related to the basic syllabus and 2013 curriculum specified

in reading skill. The basic and the core competencies has been determined by government in curriculum and should be considering the aspect of religious, social, knowledge and skill. Then, presenting the whole of aspect is needed in developing lesson plan, because this components have been the primary outcomes of learning in the Indonesian education system, particularly when the 2013 curriculum is implemented across the country (Yusra & Lestari, 2018, p. 178).

The next step is design of learning indicator and learning objective that promoting higher order thinking skills (HOTS), this step need the use of operational verb. Based on bloom taxonomy revised from Anderson & Krathwohl that there are six dimension of operational verb for design indicator and learning objectives. The dimension are remember, understand, apply, analyze, evaluate and create. Bloom's taxonomy is regarded as a foundation for higher-order thinking. The concept of high order thinking (HOT) is derived from Bloom's taxonomy. The dimension of remember, understand, apply including lower order thingking, the dimension of analyze, evaluate and create

including of higher order thinking *Bencana/BNPB*) as a reliable and accurate (Warmadewi & Agustini, 2019, p. 136). source which will be modified as procedure text.

Moreover, the preparation of learning objectives is usually still related and in accordance with the indicators contained in the lesson plan, in other words, the learning objectives must refer to the basic competencies to be achieved. The design of learning objectives used ABCD formulation because it allows objectives to be specific, obvious, results-oriented, and observable using either quantitative or qualitative criteria (Vdovina & Gaibisso, 2013, p.59). Then, the design of material and resources that providing contextual learning and current issue, in which this lesson plan was choose procedure text because considering the ninth graders which learn about procedure text in which focus to the theme how to dealing with earthquakes disaster as part of disaster mitigation. Disaster mitigation was choose to enhance students soft skill especially in deal with disaster, in which Indonesia is in a situation called with the "ring of fire", so that earthquakes occur frequently in some areas. Moreover, resources of learning are contextual so use the step of dealing with earthquakes from National Disaster Management Agency book (*Badan Nasional Penanggulangan*

The next step is design various teaching methods and technique that considering students different learning style, in this design the researcher will be used cooperative and problem based learning as implementation of presenting attractive learning through various method and techniques. Cooperative learning is use because has the potential impact to increase learner motivation, reduce learner stress, and foster a positive affective and classroom climate (Naibaho, 2019, p. 209). For the second meeting, the researcher used problem based learning method, problem based learning was choose for improving student learning by requiring them to actively participate in small groups to analyze, synthesize, and manipulate given problems (Chikotas, 2008 cited in Osei, Liang, Natalia, & Stephen, 2016, p. 38). The next step is the design of media including technology in 21st century, in which the media used recently is based on technology such as the use of computer, text printed, certain application and so on. By technology, language class becomes an active environment full of meaningful tasks

in which the students are responsible for their own learning (Gilakjani, 2014, p. 99).

The next step is the design of learning activity that presenting students center learning and scientific approach. Moreover, the design of reading activity follow the form of components lesson plan, especially the format from participant one and two in need analysis based on Regulation of Minister of Education and Culture No. 22 of 2016 composed of pre teaching, whilst teaching and post teaching. Furthermore, the design of activity in 2013 curriculum should be considering scientific approach because the scientific approach has indeed become one of the characteristics of lesson plan development, because the department has signed the 2013 curriculum, which incorporates the scientific approach into the teaching and learning process (Putra, Sasmito, and Kass 2021, p. 38). The use of a scientific approach made students more active in their learning, and the teacher's role was reduced and allowing students to incorporated the student-centered learning. The next step is the design of assessment and evaluation that promoting left and right brain activity, in which to carry out the assessment in reading skills, the researcher used formative and summative

assessment types. Moreover the usually teacher designs the learning process or activity in the classroom in more varied ways, such as discussion activities, watching movies or playing games which are expected to stimulate left and right brain activity, so the design of skills assessment as part of learning activity should be considering the activity of right and left brain that can be design in formative assessment.

The Development of Lesson Plan with Disaster Mitigation Material Insertion

The initial stage of the research was carried out by applying a theoretical, needs analysis and design to development lesson plan with disaster mitigation material insertion for reading skills, then the researcher conduct the design.

The Development of Subject Identity of Lesson Plan

The identities that the teacher must include in making lesson plans are class, subject, topic, and time allocation. This is supported by the 2016 Decree of the Minister of Education and Culture, where the subject that must appear consists of unit, subject, grade, topic, meeting and time allocation.

The Development of Indicator and Learning Objectives

Indicator and learning objectives are the components that intertwine each other, both of components need as benchmark of students to success in learning activity. Moreover, in this development, researcher determined an indicator for learning procedure text in ninth grade students that develop for two schedule or meetings based on the material following basic competence from curriculum/syllabus as follow:

Basic Competencies

Apply text structure and linguistic elements to carry out social function of procedure text by stating and asking about recipes and manuals, short and simple, according to context its use.

The word “apply” is a verb found in the column (C3) in taxonomy bloom. To develop the indicator, the researcher chooses the word that same to basic competencies, then word “analyze” in “C4” comes after basic competencies. The word “compare” in column “C5” and verb “conclude” in C5. The word as consideration was chosen as a consideration to achieve competence in reading skills obtained from text procedures that will be developed by

researchers based on "disaster mitigation" material insertion as an effort to improve soft skills in students regarding

hots. The word “apply” chose as the first step to introduce the procedure text to students. In this session, the students have a chance to gaining some information toward the language feature, purpose of the text and generic structure disaster students that develop for two schedule or through discussion, then can apply in their real life. Moreover the word “analyze” is intended to construct the micro reading students in mastering procedure text in which applying the knowledge in text. Then, the word “compare” and “concluded” intended to know the extent of students’ skill in understand the material. Furthermore, an indicator for second meeting still integrated with basic

competencies that focus to skills aspect. An

indicator for second meeting still integrated with basic competencies in knowledge and skill dimension. The word was taken from C3, C4 and C6.

The word “analyze” in “C4” C3, C4 and C6.

The Development of Disaster Mitigation Material Insertion

The selection earthquakes disasters was also carried out to streamline time as well as adjust to ninth graders. Moreover, for the development of the inserting

material itself, it will be carried out by preparing a procedure text in the form of earthquake prevention by following the generic structure of the text.

The text was adopted from BNPB (*Badan Nasional Penanggulangan Bencana*) or National Disaster Management Agency. The book was published by the directorate of preparedness of the deputy for prevention and national preparedness for disaster management in 2017. The text developed on preparedness for earthquakes in rooms such as school and building. The text was adopted into English language and it was through readability process on internet or website from <https://readabilityformulas.com/freetests/six-readability-formulas.php>.

The Development of Teaching Methods

In this develop, the researcher choose jigsaw technique because jigsaw is a good technique for improving reading comprehension because it is designed to increase students' responsibility for their own learning as well as the learning of their peers. Students must not only learn the materials but also be willing to give and teach the materials to one another (Nurwanti, Asrifan, & Haedar, 2019, p. 34).

In jigsaw technique, students are willing to create their skills in learning and teaching at the same time.

For the second meeting, students have problem how to face the "earthquake" disaster when the disaster occur. On the one hand, the problem based learning has the potential to adopt simulation as an innovative learning technique because making the class more dynamic through various verbal and nonverbal acts of students (Maarof, 2018, p. 68). In this case, students reading had been involved and practiced during the preparation simulation scripts and reflected their kinesthetic preferences after reading the script. In this situation, simulation will be conduct with non-verbal acts after students read the procedure text relating earthquake disaster mitigation.

The Development of Media and Source of Leaning

The media use in this lesson plan is computer/laptop and projector to show the video relating material, text printed to convey the material relating procedure text as well as allowing students to use their cellular phone to gaining some information relating the text.

The material as previous need analysis gaining some knowledge regarding topic. In should be contextual learning to connect this session, teacher has a role facilitator learning materials to students' real-world and students doing some activity that more situations and encourages them to connect focus to students because the use of their own knowledge to its application in students center learning. Whilst activity their daily lives. In this lesson plan, the should be interactive, fun, inspiring, researcher use BNPB (*Badan Nasional Penanggulangan Bencana*) or National Disaster Management Agency) book as a enough space for creativity, innovation, and reliable and accurate source which will be independence based on students' interests, modified as procedure text. talents, and psychological development so

The Development of Reading Activity

Pre activity intended the introduction this activity. session that have function to open the class Then, post activity as the last activity with praying together and check the in learning process, which concludes the attendance list of students as well as attract process of teaching and learning by students attention and spirit, the teacher reviewing, reflecting, scoring, and providing can build the attraction of students by feedback. Post activity is reflecting of pre engaged students in conducting ice and whilst activity. It means, post activity breaking such as game or sing a song as well will give a good results, when the previous as giving greeting to the students. On the activity were in a good process. Post activity other hand, pre activity also assist at become benchmarks of learning process students construct the concept of the achieve the learning objectives. Moreover, students in understanding the text through in post activity the teacher can use mentioned of learning objectives obviously, summative and formative assessment to before the core activity are started, so the value the ability of students. students know what they should be achieved in the end of class.

Moreover, whilst activity is a core of learning process in which students will be

The Development of Assessment and Evaluation measure learning outcomes in the form of process skills and/or results (products). The

In this lesson plan, the researcher uses observation techniques to assess social and spiritual attitudes. Observation is an assessment made through observation of students during learning takes place or outside of learning activities (Azizah, 2018, p. 129). Observations were made to collect qualitative and quantitative data, according to the competencies assessed and can be carried out, both formally and informally.

The realm of knowledge is a combination of knowledge dimensions which are classified into factual, conceptual, procedural, and metacognitive with the dimensions of cognitive processes that arranged hierarchically starting from remembering, understanding, applying, analyzing, evaluating, and creating (Nurhayati, 2019, p. 157). In this lesson plan, the researcher uses a written test in the form of a test in which questions and answers are presented in writing in the form of multiple choice, filling in blank, true-false, matching, and description.

Skills assessment is carried out using various techniques, including performance appraisal, project appraisal, and portfolio assessment. Performance appraisal is to

skill assessment used by researchers in this lesson plan is project assessment, where students are assigned to apply their knowledge through completing assignments in the form of earthquake disaster response simulations in class.

Moreover, to get the good results in this study, the researcher needs a competent expert validator. Expert studies are needed to test the validity of the developed lesson plans. For this reason, it is necessary to have validator criteria, these criteria are at least a bachelor's education and mastering the field to be validated. Making it easier for the validator to validate the product that the author developed. The validators of this development research are practitioner experts, lesson plan design experts. The data used is qualitative data originating from a questionnaire in the form of criticism and suggestions from the validator.

Table 3 Expert validation of the prototype

No	Rated aspect	Comment
1	The suitability of the steps in learning preparation	Valid
2	Conformity of core competencies and basic	Valid

	competencies with the syllabus as well as spiritual, social, knowledge, and skill aspects	
3	Conformity of competency achievement indicators with basic competencies	There are indicators that have not been reflected in the learning activity, namely the indicators of rearranging the text for second meeting in fourth cycle.
4	Conformity of learning objectives with basic competencies and reading skills	Valid
5	Conformity of disaster mitigation material through procedure text with basic competencies and competency achievement indicators	Valid
6	Terms of content/description of the material	Valid
7	The attractiveness of the content of the material in motivating students	Valid
8	The suitability of learning methods	Valid

	with reading skills, learning activities	
9	The use of Media	Valid
10	Suitability of learning activities	Add a scientific approach to whilst activity: observing, asking, exploring, associating, demonstrating
11	Giving evaluation to measure student's ability	There should be 4 types of evaluation: spiritual, attitude, knowledge, skill.

The table shows that the average suggestion result was no revised. This can be concluded that the developed of lesson plan with disaster material insertion is categorized as valid but need to be revised slightly. The validator gives recommendation for revising the lesson plan with disaster material insertion product through changing indicator and learning objectives just focus to aspect knowledge and skills (basic competencies 3 and 4 in 2013 curriculum). In line with the recommendation of validator, the arranging of indicator have not been reflected in the learning activity, namely the indicators of rearranging the text. Moreover, the revising also given by validator for method and learning activity. The recommendation

relating the reading skills, in which method that used in learning activity did not cover reading skills as well as reading skill did not show in learning activity clearly and did not enough represent scientific approach. The validator also recommend to conduct the evaluation and assessment including four assessment namely spiritual, attitude, knowledge, skill.

The Result of Small Scale Trial

Field test model activities in real situations in class aim to determine the practicality and effectiveness of the model empirically. The practicality test of lesson plan products was carried out based on students' responses to the learning process. The details are as follows.

This small group test was conducted on 6 students consisting of two students who have good abilities, two students who have medium abilities, and two students who have low abilities. The data on the results of students' responses to reading learning with the integration of disaster mitigation materials are as shown in table below.

Table 4 the results of students' responses

Respondent	Score
Respondent 1	43
Respondent 2	45
Respondent 3	47
Respondent 4	46
Respondent 5	44
Respondent 6	44
Total Score	269

Based on the table above, it shows that the total score of student responses to the learning process at the small group trial stage was 269. Then the percentage of student responses can be calculated as it follows:

$$\text{Percentage} = \frac{\sum x}{\sum x_i} \times 100 \%$$

$$\text{Percentage} = \frac{269}{300} \times 100 \% = 89.7\%$$

The results of these calculations concluded that the percentage of student responses to the learning process was 89.7%. The score is included in the good category. In other words, the lesson plan with disaster mitigation is practically used in the process of learning reading.

CONCLUSION

Developing lesson plan with disaster mitigation material insertion to teach reading skills was scrutinized become the characters of developing for lesson plan

with disaster mitigation material insertion scientific approach, the suitability to teach reading skills, the characteristics between learning objective and learning activity are presenting all components of lesson plan, providing spiritual attitude, social, including attitude, spiritual, knowledge and skills, promoting higher order thinking, considering students different learning style, presenting contextual and current issue, presenting attractive learning through various method and techniques, presenting students center learning, scientific approach and higher order thinking skill, presenting the use of technology for 21st century learners and promoting activity that engages both the right and left brain.

Furthermore, the characters that was scrutinized used in design the lesson plan. The design in lesson plan was considered and combine between all components of lesson plan and the rest of characteristics. The product are develop based on components of lesson plan from the government and integrated to characteristics of lesson plan, developing disaster mitigation material, reading skills, and teaching reading skills. Last, the product gaining some suggestions after through expert judgement from the expert. The suggestion is the arranging in learning activity that should be involving

scientific approach, the suitability between learning objective and learning activity and the four assessment including attitude, spiritual, knowledge and skills.

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