The Exploration of Lesson Planning in Senior High School Teachers' with Literacy Strategies

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Abstract. In Indonesia, they recently started using the "Freedom to Learn" curriculum. All the more reason for teachers to themselves become literate. Reading is also given a lot of attention in the lessons. The incorporation of strategies for teaching reading and writing is explicitly modeled in these lesson plans. This study aims to describe the ways in which educators incorporate literacy strategies into their regular lesson plans. The research uses fifteen literacy indicators to decide the optimal course of action for education. Two to eight of the variables were shown to be indicative of literacy strategies used at different points in the learning process. There are ten symptoms of "identify relevant information" that appear often. Both indicators, "(13) selecting, combining, and/or producing multimodal text," and "(12) identifying new vocabulary, keywords, and/or difficult words," are included in a single unit of instruction. Physical Education and Health Sciences (prac-tices) use the fewest indicators (2/15), whereas Pancasila and Civic Education and Biology use the most (8/15). There are no universal signs of having mastered inference, switching modes, or checking, changing, or rejecting predictions. The results of this study indicate that consistent implementation of literacy-based teaching strategies is essential for achieving desirable results in education.

Keywords*:* Literacy Strategies, Lesson Plan, Independent Curriculum.Introduction

1   Introduction

The 'Freedom to Learn curriculum' was just implemented in Indonesia. This highlights the need for all educators to become fluent in literacy practices. Further, the importance of literacy is emphasized throughout the course of study. Lesson plans clearly demonstrate the incorporation of literacy strategy-based instruction. Students' ability to read, write, and use the information they've learned in class is a measure of their literacy [1]. Student life at home and in the community is intertwined with literacy's role in the development of high moral fiber. In the end, the subject of literacy is explored all the way up to the level of multiliteracy[2].

Literacy is a concept that evolves and changes with time. But reading comprehension is at the heart of literacy (literacy is the foundation for the other five literacies) [3]. The lives of people and societies across cultures are reflected in works of literature,

therefore familiarity with a wide range of texts is essential for grasping the complexity of real life. Reading comprehension and the capacity to grasp the ideas presented in a text are essential components of literacy [4].Teachers' abilities to plan courses that promote literacy across disciplines (particularly at the junior high school level) need to be systematically and continuously improved, as suggested by a number of regulations, in order to raise students' literacy levels.

Since 2016, the Ministry of Education and Culture has released more GLS-related rules, including a revised Master Design [5]. An accompanying training manual provides an additional literacy method [6]. The Independent Curriculum, which was implemented in 2020, places a heavy emphasis on reading and mathematics. The teacher's presentation of content should place an emphasis on developing students' learning management and literacy techniques in order to help them become better readers and writers and acquire 21st century abilities.

Literacy education that incorporates 21st-century competencies is increasingly seen as a means of providing useful knowledge for a person's whole lifetime. Consequently, educators need to have a firm grasp on a variety of literacy strategies[7]. The literacy approach is laid out in the form of a series of lessons[8].Several educators at SMAN I Krembung, one of Sidoarjo's Senior High Schools, are interested in receiving literacy-focused professional development. SMAN I Krembung is regarded as the province's 158th best and the nation's 975th best university.Consequently, the purpose of this research is to detail how educators incorporate literacy tactics into the learning processes of the autonomous learning curriculum. SMAN1 Krembung Sidoarjo teacher's lesson plan

2   Method

Objective context is gained by the use of quantitative methodologies throughout this research, from data collection and presentation through analysis and interpretation [9]. The purpose of this study was to examine different approaches to teaching and acquiring literacy. Teachers at SMAN 1 Krembung Si-doarjo provided information from their lesson plans in ten different subjects: (A) Islamic Education; (B) Pancasila and Civic Education; (C) Bahasa; (D) English; (E) Biology; (F) Economics; (G) Geography; (H) Mathematics; (I) Informatics; and (J) Physical Education and Health Sciences. Sixteen indicators of literacy strategy use throughout the learning stages were used to conduct the study. A. Prior to Reading: (1) Determining Why You're Reading and (2) Generating Guesses (B) During Reading: (3) Picking out important details; (4) Noting down any unfamiliar words, phrases, or concepts; (5) Noting down any confusing passages and reading them over again; thinking out loud (6), drawing conclusions from the text (7), asking questions about the text and related material (8), and drawing intertextual connections (9) (C) Following Reading: (10), (11) Summarizing and Evaluating the Text (12), and (13) Using and/or Creating Multimodal Text by Changing Mode prediction (14) verifies, modifies, or is disproved, Using the diagram at [10] (D) to add a number (15).

3   Results and Discussion

Here the numbers (1-15) refer to the literacy strategy indicators, which are as follows: (1) stating why they are reading; (2) forming hypotheses about what they will read; (3) locating important details about the text; (4) recognizing and using new vocabulary, keywords, and/or challenging words; (5) recognizing challenging passages and rereading them; six) thinking out loud; seven) drawing inferences; eight) asking questions about the text and things related to the topic (using other sources); nine) drawing the intertextual connection; ten) summarizing; eleven) evaluating the text; twelve) shifting modes; thirteen) choosing, combining, and/or producing multimodal text; fourteen) verifying, modifying, or rejecting the prediction; and fifteen) employing a graphic organizer. You may find the table below.

Indicators	A	B	C	D	E	F	G	H	I	J	TOTAL
1	1	1	1	1	0	0	0	0	1	1	6
2	0	1	0	1	1	0	1	1	0	0	5
3	1	1	1	1	1	1	1	1	1	1	10
4	0	0	0	1	0	0	0	0	0	0	1
5	0	0	0	0	0	1	0	0	1	0	2
6	1	0	0	1	1	1	1	1	0	0	6
7	0	0	0	0	0	0	0	0	0	0	0
8	0	1	0	0	1	0	1	1	1	0	5
9	0	1	0	0	1	1	1	1	1	0	6
10	0	1	1	0	1	0	1	1	0	0	5
11	1	1	0	1	1	1	1	1	1	0	8
12	0	0	0	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0	1	0	1
14	0	0	0	0	0	0	0	0	0	0	0
15	0	1	1	0	1	1	0	0	0	0	4
TOTAL	4	8	4	6	8	6	7	7	7	2	59

Fig. 1. The Use of Literacy Strategies Indicators.

The optimum score is 15x10 = 150, yet the figure displays 59. Physical Education and Health Sciences have 2 literacy indicators, Islamic Education and Bahasa have 4, and English and Economy have 6.

Seven indicators show literacy techniques that employ 10 lesson plans below 50%: 2,4,5,7, 8.10, 12, 13, 14, 15 (2) making predictions (5 lesson plans); (4) identifying new vocabulary, key-words, and/or difficult words (1 lesson plan); (5) identifying difficult parts of the text and rereading the section (2 lesson plans); (7) making inferences (0 lesson plan); (8) making inquiries about the text and related topics/using other sources (5 lesson plan); (10) summarizing (5 lesson plan); (12) changing mode (0 lesson plan); (13) se

This suggests that not all lesson plans include (7) making inferences, (12) changing mode, and (14) verifying, amending, or rejecting the prediction. This reveals that the early lesson predictions (there are 5 lesson plans) do not match the closing lesson forecasts since there is no confirmation.

All lesson plans use approach 3. Strategy 3 is finding relevant data. One strategy is known and employed by the instructor. The second series of 8 lesson plans is approach 11: text evaluation. This indicates that the instructor has used the method before. The

eighth lesson plan's third sequence includes strategies 1, 6, and 9. Number (1) indicates the purpose of reading, number (6) is thought aloud, and number (9) connects texts. From the teacher's familiarity, the layout is as follows.

Finding relevant information and thinking aloud in all lesson plans (strategy 3 and 6), evaluating the text in nine (strategy 11), and making predictions and asking questions about the text and related topics (using other sources) in eight (strategy 2 and 8). defining the aim of reading, connecting texts, and summarizing in seven lesson plans, approach 1, 9, 10.

Finding new vocabulary, keywords, and/or difficult words (2 lesson plans); finding difficult parts of the text and rereading the section (3 lesson plans); making inferences (4 lesson plans); changing mode (4 lesson plans); selecting, combining, and/or producing multimodal text (1 lesson plan); confirming, revising, or rejecting the prediction (0 lesson plan); and using the graphic organizer (3 lesson plan). 4,5,7,12,13,14,15 strategies exist.   Figure from the table.
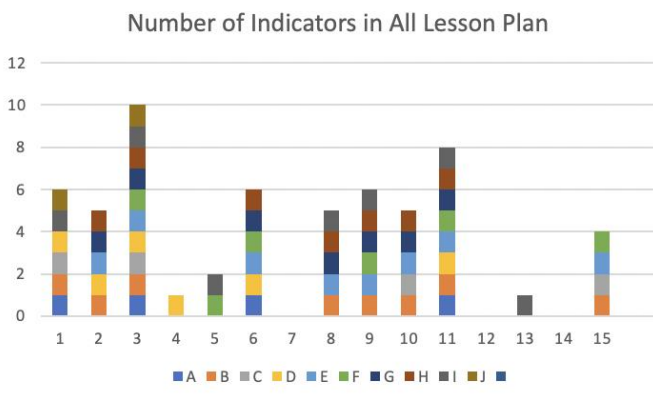.

Fig. 2. Number of Indicators in all lesson plans

Specifically, indicator no. 3 ("(3) Identifying relevant information") is present in all learning steps (10 lesson plans), while indicators no. (7) "making inferences" and no. (12) "changing mode" are not present in any learning steps. This implies that educators should regularly review the significance of encouraging students to draw conclusions and switch modes. This may be used as a proxy for the quantity and quality of new information and skills acquired by pupils.

Teachers don't appear to be giving students many opportunities to create multimodal texts (there's just one known lesson plan that incorporates them). Therefore, it is important to thoroughly socialize the need of multimodal texts in learning to prevent boredom and disinterest amongst pupils. It is claimed that by exposing pupils to multi-modal literature, they will become more critical thinkers, creative problem solvers, and innovative designers.

However, a major flaw in the existing lesson plans is that students jump right into answering the questions (indicator number 4: identifying new vocabulary, keywords, and/or dif-ficult words; indicator and indicator number 5: identifying difficult parts of

the text and rereading the section) after finishing the reading. When this occurs, education becomes an examination. After reading the material, there has to be an intermediary step for good learning to take place. Only one of the lessons outlined here includes the necessary processes to identify new vocabulary, key-words, and/or challenging terms. Steps Only two of the lesson plans include activities in which students identify challenging passages and then revisit those passages. It is important to use literacy strategies to remove the test-like subtleties from reading instruction.

4   Conclusion

This study's findings suggest that ongoing introduction of literacy tactics is necessary for optimal learning. Independent curriculum or other curricula preparation of learning stages has to be addressed going forward to provide the best for participants.

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