

## **The Evaluation of Lesson Plan to Improve Students' Critical Responses in Critical Reading Classes**

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### **ABSTRACT**

Critical Reading is one subject that is taught by the third semester in English Literature students. This subject asks students to be active in reading of any text types categorized into critical genres. Students are introduced to steps of critical reading which include pre-, during and after reading. The aim of this research was to evaluate Lesson Plans in Critical Reading. The subjects were the third students of English Literature. The research used qualitative. I broke down all parts in lesson plan, such as course learning outcome, graduate learning outcome, and course description. I saw there was an importance thing in learning Critical Reading among third semester students of English Literature because this subject showed the awareness of critical reading skills and strategies which include identifying texts' structure; annotating, outlining, summarizing, and reviewing texts; distinguishing main and supporting ideas as well as facts and opinions in the texts; analyzing writer's purpose and point of view as well as tone and attitude in the texts; and conducting rhetorical analysis of the texts. All of those steps are intended to help students uncover the hidden messages of any types of critical genres. Although the subject was important for students, there was imbalance between graduate learning outcome and course learning outcome. To solve its imbalance, I gave the knowledge about the reader response approach among students by lecturing and answering some questions. The result showed by giving questions about the reader response approach, students increased knowledge about this subject.

**Key terms:** evaluation, lesson plan, critical reading class.

### **Introduction**

Critical reading is one of the courses taught to 3<sup>rd</sup> semester students majoring in the English Literature Study Program at Universitas Negeri Semarang. Critical reading is important for students because this course can increase awareness and ability of critical reading strategies including identifying text structure, making annotations, outlining, summarizing, and reviewing texts, distinguishing main and supporting ideas as well as facts and opinions in texts, analyzing the author's purpose and point of view as well as tones and attitudes in texts, and conducting rhetorical analysis of texts.

According to Collins Dictionary, lesson plan is a plan that is used by teachers in a school that mentions the structure and format of lessons in detail. Meanwhile, according to the Minister of Education and Culture Regulation No.22 of 2016, chapter III, point 2 defines Lesson Plan as a plan of learning activities developed from a syllabus for one or more meetings that intends to direct student learning activities to achieve basic competencies. All teachers are required to make a complete and systematic lesson plan so that the lesson can take place interactively, fun, efficiently, and neatly arranged so as to provide sufficient space for students according to their interests, talents. Meanwhile, according to Reiser & Dempse (2007) in Seel, Lehmann, Blumschein, &

Podolskiy (2017: 1) lesson plan is defined as a systematic procedure in which education and training programs are developed and structured with the aim of substantial learning improvement.

Lesson plan (RPS) is important in delivering subject from teachers to students because it reflects on what to teach, how to teach, and how to evaluate. In teaching Critical Reading, the role of lesson plan is important because it also presents course description, graduate learning outcomes (capaian pembelajaran lulusan), and course learning outcome (capaian pembelajaran mata kuliah). Unfortunately, there was an imbalance between graduate learning outcomes (capaian pembelajaran lulusan), and course learning outcome (capaian pembelajaran mata kuliah). It arose a problem among students.

### Methodology

The participants of this research were 3<sup>rd</sup> semester students of English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. The subjects were 58 students with 35 female students and 23 male students. The method of this research was a qualitative one which focused on the naturalistic inquiry process that seek in-depth understanding of social phenomena with their natural setting. It focused on the "why" rather than the "what" of social phenomena and relied on the direct experiences of human beings as meaning-making agents in their everyday lives. Rather than by logical and statistical procedures, qualitative researchers used multiple systems of inquiry for the study of human phenomena including biography, case study, historical analysis, discourse analysis, ethnography, grounded theory and phenomenology. There were three major focus areas are individuals, societies and cultures, and language and communication. Although there were many methods of inquiry in qualitative research, the common

assumptions were that knowledge was subjective rather than objective and that I learned from the participants in order to understand the meaning of their lives. To ensure rigor and trustworthiness, I attempted to maintain a position of neutrality while engaged in the research process (<https://nursing.utah.edu/research/qualitative-research/what-is-qualitative-research.php>). Students were given mid test and final test as the instruments. In mid test, students analyzed one literary work in one period. They also inserted the development of languages. In final test, students analyzed two literary works from different periods. They also mentioned the languages that influenced the literary works. Students were given list of questions about development of language.

### Discussion

Lesson plan (RPS) is an important tool in transforming materials from teachers to students. Stilian Milkova from the Center for Research on Learning and Teaching said that a lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before planning the lesson, teacher will first need to identify the learning objectives for the class meeting, design the appropriate learning activities, and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components, such as objectives for student learning, teaching/learning activities, and strategies to check student understanding. She added specifying concrete objectives for student learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished (see Fig. 1).



### Steps for Preparing a Lesson Plan

While according to Webster, evaluation is a determination of the value, nature, character, or quality of something or someone. Jabbarifar in the Importance of Classroom Assessment and Evaluation in Educational System (2009) said that evaluation in teaching English language is a process of collecting, analyzing and interpreting information about teaching and learning in order to make informed decisions that enhance student achievement and the success of educational programs (as cited from Rea-Dickens and Germanie, 1993; Genesee and Upshur, 1996; O'Mally and Valdez-Pierce, 1996). Evaluation is a process that includes five basic components:

- 1) Articulating the purpose of the educational system.
- 2) Identifying and collecting relevant information.
- 3) Having ideas that are valuable and useful to learners in their lives and professions.
- 4) Analyzing and interpreting information for learners.
- 5) Classroom management or classroom decision making.

In what I wanted students to learn point, I wanted students to learn about the Critical Reading, analyze the literary works and increase their ability of critical reading strategies. In what teaching and learning activities I would use, I would give knowledge about how to outlining, summarizing, and reviewing texts,

distinguishing main and supporting ideas as well as facts and opinions in texts, analyzing the author's purpose and point of view as well as tones and attitudes in texts, and conducting rhetorical analysis of texts. And in how I checked for students' understanding, I gave them tests, such as mid test and final test.

After knowing what I should do in this subject, I evaluate this course by seeing the graduate learning outcome (CPL), course learning outcome (CPMK), and description of course. Then I broke down each meeting that consisted of 16 meetings, including Mid Test and Final Test.

In first week, it discussed about the meaning and differences of Critical Reading in broad and narrow sense. Here, students were given a brief introduction about the definition of critical reading, the importance of reading critically, and how to read critically individually and responsibly. Second and third week, it discussed about rhetorical analysis. Students were introduced about rhetorical analysis. It was also demonstrated the rhetorical analysis of a given text in a group and presenting the result of group rhetorical analysis in a class discussion responsibly and critically

In the fourth and fifth week, the students examined multimodal texts: their different parts, the content they provide, the proximity and coherence between verbal text and other semiotic resources, and the figurative

language and values conveyed in the multimodal texts. On the other hand, students were presented with the result of group discussion on different parts, the contents, proximity and coherence between verbal text and other semiotic resources, the figurative language and values conveyed in multimodal texts in a class discussion responsibly and critically.

In the sixth and seventh week the students demonstrated the steps and skills of reading critically in a group and reported, orally and in a written form, the results of critical reading activities conducted in a group. The students did 7 steps and activities of Critical Reading there are previewing, questioning, annotating, outlining, reviewing, summarizing, and reflecting.

There was mid test in the eighth week. Students were given a test. They should read the critical texts and do an analysis.

Ninth week, students discussed about main and supporting ideas. The students distinguished main ideas from supporting details of critical texts in group and presented the result of group discussion on distinguishing main ideas from supporting ideas in a class discussion responsibly and critically. In tenth week, students discussed about facts and opinions. The students distinguished facts and opinions contained in critical texts in group and also presented the result of group discussion on distinguishing facts and opinions in a class discussion responsibly and critically. In eleventh week, the students discussed about bias and propaganda. The students examined bias and propaganda contained in critical texts in group also presented the result of group discussion on examining bias and propaganda in a class discussion responsibly and critically.

In the twelfth week, the student discussed about writer's purpose and point of view. The

students examined writer's purpose and point of view contained in critical texts in group and presented the result of group discussion on examining writer's purpose and point of view in a class discussion responsibly and critically. In thirteenth week, it discussed about writer's tone and attitude. The students examined writer's tone and attitude contained in critical texts in group and presented the result of group discussion on examining writer's tone and attitude in a class discussion responsibly and critically.

In fourteenth and fifteenth week, the students prepared for final test. The students analyzed texts categorized as critical/ evaluative genres, their structures, and their linguistic features in a group work and presented the result of group discussion on types of critical genres, their structures, and linguistic features in a class discussion responsibly and critically. In the sixteenth week, students get final test.

After breaking down the RPS from each meeting, I saw graduate learning outcome (CPL) and course learning outcome (CPMK). In graduate learning outcome (CPL), students were hoped to get attitude competency, knowledge competency, general skill competency, and specific skill competency. In attitude competency, students should appreciate diversity in cultures, opinions, religions and believes, as well as points of view or original findings of others, and being competent at cooperating and possessing social sensitivity as well as caring for the community and the environment. In Knowledge Competency, students should master at English training technique and theoretical concept by applying innovative and sophisticated technological approaches having cultural insights. In General Skill Competency, students should be competent at applying logical, critical, systematic and innovative ways of thinking in the context of developing or implementing science and

technology that takes into account and applies the values of humanities which are relevant to his/her expertise. In Specific Skill Competency, students should be competent at implementing logical, critical, systematic, and innovative thought in contexts of science and/or technology development and implementation based on his/her expertise.

In course learning outcome (CPMK), students were hoped to be able to acquire the knowledge about critical reading and be able to do steps of critical reading which include pre-, during and after reading. In addition, they are also aware of critical reading skills and strategies which include, but are not limited to, identifying texts' structure; annotating, outlining, summarizing, and reviewing texts; distinguishing main and supporting ideas as well as facts and opinions in the texts; analyzing bias and propaganda in texts; analyzing writer's purpose and point of view as well as tone and attitude in the texts; and conducting rhetorical analysis of the texts. All of those steps, skills and strategies are intended to help the students uncover the hidden messages of any types of critical genres.

After seeing all aspects from the RPS, there was a gap between the description and the course learning outcome (CPMK). In description, this subject discussed about the Critical Reading, students are engaged in active reading of any text types categorized into critical genres, including the multimodal ones. Students are introduced to steps of critical reading which include pre-, during and after reading. In addition, they are also made aware of critical reading skills and strategies which include, but are not limited to, identifying texts' structure; annotating, outlining, summarizing, and reviewing texts; distinguishing main and supporting ideas as well as facts and opinions in the texts; analyzing bias and propaganda in texts; analyzing writer's purpose and point of view

as well as tone and attitude in the texts; and conducting rhetorical analysis of the texts. All of those steps, skills and strategies are intended to help the students uncover the hidden messages of any types of critical genres. In graduate learning outcome (CPMK), it only focused on the conducting critical text analysis. Students did not learn about identifying texts' structure; annotating, outlining, summarizing, and reviewing texts; distinguishing main and supporting ideas as well as facts and opinions in the texts. There was also lacks of sources. Students only got sources from books (e-books). They seldom learned this subject from journals or articles. This RPS needed to redesign where the development of language and culture involved in this learning process, not only the literature. To overcome the SLO and CPMK, I redesigned the RPS. In the new design, I included a reader-response approach to improve students' critical responses. The reader response approach is an approach that focuses more on how communication between the reader and the text occurs. In this theory, the relationship between the reader and the text is very important - because the text without the reader will be meaningless or in other words, the text does not exist without the reader. A text will not live without readers.

Hofmeyr, Isabel in Reader Response to Dockside Reading (2023), mentions Dockside Reading is a new reading strategy to increase students' motivation and confidence in comprehending and responding the reading texts. The book that is completed by storylines, illustrations, and simple language, is eased readers to be able to connect the content and the use of familiar characters, events, and settings. Hofmeyr introduces the hydrocolonialism that brings together land and water, empire and environment. Readers enthusiastically gave their responses related the topic. While Spirovska, Elena (2019) in Reader-Response

Theory and Approach: Application, Values and Significance for Students in Literature Courses, mentions the research talks about the application of the reader response theory and approach in the context of a literature course (English Literature 1) to study the benefits and values of the reader response theory implied in the described context, long with possible pitfalls that show the readers' way of comprehending and insights of a literary text, together with the experience of the reader, the impact, and the relation between the reader and the text. Mart, Cagri Tugrul (2019) in *Reader-Response Theory and Literature Discussions: A Springboard for Exploring Literary Texts*, states the foundation of reader response theory is the idea that a literary work exists in the reciprocal interaction between the reader and the text because meaning is built by an exchange between the reader and the text in a specific setting.

In this study, I provided an understanding of the reader response approach to students by giving a detailed explanation and providing a question and answer session. After explaining the understanding of the reader response approach, I asked students to read two novels entitled *The Famous Five the Treasure Island* and *Famous Five Off in a Caravan* by Enid Blyton. After reading the novels, students answered 5 questions related to the novels. Below was the result of my response approach to students.

### **Sample Questions and Answers about The Famous Five the Treasure Island novel:**

#### **1. Q: What struck/influenced you about the novel?**

A1: The timeless adventure and enduring appeal of Enid Blyton's "The Famous Five in a Treasure Island" have influenced me with its engrossing storytelling. It is still a beloved classic among readers of all

ages thanks to Enid Blyton's skill at storytelling and her realistic characters.

A2: The adventures, struggles, and friendships of George, Julian, Dick, Anne, and Tim are what spark my interest in the novel. Young children's amazing adventures are big, memorable, and, of course, amazing. Think about young children discovering treasure, and consider how they obtain the treasure always impresses me.

A3: The dynamic between the characters, their deep friendship, and their willingness to band together in the face of challenges were truly influential. The book beautifully portrays the power of teamwork and loyalty, highlighting how these qualities can help overcome obstacles and solve mysteries. Also, the vivid descriptions of the island setting and the suspenseful plot kept me engaged throughout the story.

A4: I was influenced by the timeless appeal of "Five on a Treasure Island.". The narrative's sense of adventure, with the central characters—Julian, Dick, Anne, George, and Timmy the dog—unraveling mysteries and overcoming challenges, captivates young audiences. The strong emphasis on friendship and camaraderie among the characters, coupled with their independence in navigating perilous situations, provides a compelling and empowering narrative. The themes of mystery-solving, coupled with Blyton's engaging writing style, contribute to the enduring popularity of the series, offering readers across generations an immersive and nostalgic experience.

**2. Q: What kinds of things did you notice? You can see the intrinsic elements (plot, theme, characters, point of view, setting, moral value, authors message, etc).**

A1: The story offers a good balance of suspense, danger, and mystery as it centers on the Famous Five's search for a hidden treasure. Also, the characters are so well-developed individuals with distinct traits that improve the group dynamic include Julian, Dick, Anne, George, and Timmy the dog. It is beautified with the island's setting that beautifully described location heightens the sense of mystery and adventure. I feel attraction to characters that are well-defined, such as the daring Famous Five, an exciting storyline that revolves around the finding of a treasure, and a richly detailed setting that heightens the sense of mystery and exploration are examples of intrinsic elements.

A2: Elements like the plot that they go on caravanning holiday and befriend Nobby, who has come into possession of a horse-drawn circus caravan.

A3: - Plot: The series involves a group of children and their dog who embark on an adventure of finding treasures and secret passages as well as solving mysteries and meeting unexpected characters.

- Themes: The themes revolve around friendship, teamwork, courage, and the joy of exploration and discovery.

- Characters: The main characters are Julian, Dick, Anne, George (Georgina), and their dog, Timmy. Each character has different characteristics, and George challenges traditional gender roles, as he prefers to be called George and has

a tomboyish personality. Julian who is a big brother figure and a good friend to his younger siblings and George. Dick the clever boy. Anne the equally brave little girl too, and Tim the cute and brave little dog.

- POV: The story is told from the third person point of view.

- Setting: The story is set in the English countryside, on holiday, or at the children's home, Kirrin Cottage.

- Moral values: These stories often emphasize the importance of friendship, loyalty, courage, and problem solving through cooperation and intelligence.

A4: The novel is enriched by its compelling plot, dynamic characters, and a vivid setting. The narrative's central theme revolves around the adventurous exploits of Julian, Dick, Anne, George, and Timmy the dog, as they stumble upon a shipwreck and hidden treasure during their summer holiday at Kirrin Cottage. The characters, each with distinct personalities, contribute to the story's depth, emphasizing the enduring values of friendship and teamwork. Enid Blyton's writing style, characterized by its simplicity and accessibility, enhances the novel's universal appeal, engaging readers in the children's quest for discovery, mystery-solving, and the thrill of exploration.

**3. Q: What issues did you raise for you?**

A1: I highlight the issues or things that are really raised in this novel which is the difficulties and risks of searching for treasure are discussed in the novel, along with the value of friendship and cooperation

A2: Same as in the "Treasure Hunt," the story may not raise complex

issues, but it does prompt discussions about the importance of friendship, trust, and the thrill of exploration for children.

A3: The issue I wanted to raise was that George defies traditional gender roles by being a strong, tomboyish character who insists on being addressed as George rather than Georgina. This challenges gender stereotypes about female behavior.

A4: The central issue in the novel is the mystery surrounding the treasure, as the children attempt to uncover its secrets while facing various challenges and adversaries. The narrative touches upon themes of curiosity, bravery, and teamwork as the characters navigate the complexities of the treasure hunt. While the novel is primarily an adventure story for children, it doesn't explicitly delve into social or moral issues; rather, it focuses on the excitement of exploration and discovery.

**4. Q: What is the main conflict?**

A1: The main conflict in the novel revolves around the discovery of a shipwreck and a hidden treasure on Kirrin Island during the summer holiday of the Famous Five. The conflict is centered on unraveling the mystery of the treasure, overcoming obstacles, and facing adversaries who seek to claim the treasure for themselves. As the children explore the island and follow the clues, they encounter challenges that test their courage, intelligence, and teamwork.

A2: The main conflict in "Five on a Treasure Island" revolves around the quest for the hidden treasure on Kirrin Island. The children—Julian, Dick, Anne, George, and Timmy—

encounter various challenges and adversaries as they try to uncover the treasure's whereabouts. Their pursuit of the treasure puts them at odds with individuals who are also seeking it for their own gains, leading to conflicts and confrontations along the way.

A3: The novel's main conflict occurs when they find their treasure, which is then seized by adults who claim to have purchased the land.

A4: The main conflict pits the Famous Five's bravery and resiliency against enemies and obstacles as they search for the hidden treasure. In this novel, it highlights the Famous Five's adventurous journey and the hidden messages about life that can be learned from each adventure. Also, the nature of the treasure, the intentions of particular individuals, and the conclusions of the Five's adventures could all be topics of discussion.

**5. Q: What is the message(s) the author wants to convey?**

A1: Enid Blyton writes about the timeless virtues of bravery, friendship, and cooperation. A major theme is the notion that genuine wealth is found in the relationships we have. Enid Blyton conveys messages about the enduring values of friendship, bravery, and teamwork. The idea that true wealth lies in the bonds we form is a central theme.

A2: Enid Blyton's stories evoke nostalgia while capturing the essence of childhood adventure. They celebrate the thrill of puzzle solving and the joy of exploration.

A3: Through George's spirited character, the story champions the essence of authenticity—urging readers to embrace their true selves,



unshackled by societal expectations or stereotypes. The narrative pits the moral integrity of the children against the temptation of riches, showcasing the enduring value of honesty and doing what's right. Enid Blyton's words kindle the flame of curiosity and the joy of exploration. They resonate with a call to embrace the unknown with courage and resilience, celebrating the thrill of the unknown and the triumphs found within its mysteries.

A4: The author conveys messages of friendship, teamwork, and the thrill of discovery. The story emphasizes the importance of teamwork as Julian, Dick, Anne, George, and Timmy the dog use their intelligence and bravery to solve mysteries and face challenges. Independence and resourcefulness are celebrated as the children navigate their adventures without heavy reliance on adults. The narrative encourages curiosity, imagination, and a love for exploration, highlighting the joy that comes from discovering new things.

### **Sample Questions and Answers from Famous Five Off in A Caravan novel**

#### **1. Q: What struck/influenced you about the novel?**

A1: The novel's influence on me was about friendship, teamwork, and the experience of an incredible adventure. I was amazed by the children's problem-solving abilities and bravery.

A2: What struck me the most was the Famous Five's sense of freedom and adventure as they set out on a caravan vacation. I was fascinated by the idea of travelling in a caravan, exploring new places, and being on the road.

The thrilling mystery that unfolded during their journey was captivating, with unexpected twists that kept me reading eagerly. Furthermore, the characters' bond felt genuine and strong, which I always admire in these stories.

A3: The novel "Five Off in a Caravan" struck me with its themes of adventure, friendship, discovery, and the triumph of good over evil, which are portrayed in the actions of the characters.

A4: 1. The adventurous spirit of the Famous Five, the captivating storyline involving a caravan holiday, and the strong bond of friendship and teamwork struck me.

#### **2. Q: What kinds of things did you notice? You can see the intrinsic elements (plot, theme, characters, point of view, setting, moral value, authors message, etc).**

A1: Intrinsic elements include a well-developed plot, vibrant characters of the Famous Five (Julian, Dick, Anne, George, and their dog Timmy), the engaging setting of a caravan holiday, and the overarching moral values of loyalty, courage, and curiosity.

A2: The novel encompasses various intrinsic elements such as plot, theme, characters, point of view, setting, and moral values. The story revolves around the adventures of the five children, their camaraderie, and their encounters with challenges and mysteries.

A3: 2. First, the plot was exciting and mysterious, revolving around the discovery of a hidden treasure trove. The theme of friendship and loyalty resurfaced, highlighting the Famous Five's unwavering support for one another in difficult situations. The unique traits and personalities of each

character contributed to the story, making their adventures more intriguing. The setting, this time with the caravan journey, added a sense of freedom and exploration, making me feel as if I were travelling alongside them. Enid Blyton, as usual, subtly interwoven messages about trust, teamwork, and the thrill of discovery, which I found both enjoyable and thought-provoking. Overall, the book was a delightful blend of mystery, adventure, and camaraderie that made it an engaging read.

A4: General outline of intrinsic elements in the novel:

a. Plot:

The novel revolves around the adventures of the Famous Five—Julian, Dick, Anne, George, and Timmy—as they vacation by caravan. During the trip, they come across a mysterious circus, and the story takes a turn when they find themselves entangled in a series of events relating to a circus man who turns out to be a black market thief.

b. Theme

The themes are about adventure, friendship, teamwork, and mystery as the kids try to solve puzzles with courage and ingenuity.

c. Characters

Julian: Responsible and protective older brother.

Dick: Julian's younger brother with his inquisitive nature and ingenuity.

Anne: A gentle and kind sister.

George: A tomboyish character who has a strong bond with his dog, Timmy.

Timmy: A loyal and smart dog who accompanies the children on their adventures

d. Point of View:

The story is usually told from a third-person, omniscient point of view.

e. Setting:

The setting includes Julian's house, the hill, and the caravan vacation spot.

f. Moral Values:

Positive takeaways such as courage, loyalty, teamwork, and the importance of family and friendship. The characters face challenges, but by working together, they can overcome them.

### **3. Q: What issues did you raise for you?**

A1: Some issues or consideration after reading the book:

a. Absence of parents: I wonder about the realism of children's ability to navigate dangerous situations without adult involvement.

b. Problem solving: From the Enid Blyton stories I have read, I find that the resolution of the story especially the problem solving part is too simple.

A2: The novel raises issues related to trust, courage, friendship, the importance of teamwork, and the excitement of exploring new places, especially during a caravan holiday.

A3: The novel raised issues related to adventure, bravery, and the conflict between good and evil, as well as the importance of friendship and cooperation.

A4: A few things made me pause while I was reading the story. There were times when I felt the clues leading to the discovery of the treasure were a little too conveniently placed, making the resolution feel rushed or predictable. I wished for more character interaction or explanations about how they solved

some of the more intricate parts of the mystery at times. These scenes left me wanting more information to fully understand the plot.

**4. Q: What is the main conflict?**

A1: The main conflict in Enid Blyton's "Five Go Off in a Caravan" is the encounter of the children with two suspicious men, Lou and Tiger Dan, who want them to leave the hillside where they are camping. The entrance to a network of caves where the two men have hidden stolen valuables is directly above one of the children's caravans. The children outwit the crooks with the help of an orphaned circus boy named Ned, Timmy the dog, and Pongo the chimp.

A2: The main conflict in the novel revolves around the children's encounters with mysteries, challenges, and the triumph of good over evil, as they navigate through their adventures.

A3: The main conflict revolves around the Famous Five stumbling upon a mystery during their caravan holiday and subsequently working together to solve it.

A4: The main conflict in the novel revolves around the children's encounters with mysteries, challenges, and the triumph of good over evil, as they navigate through their adventures.

**5. Q: What is the message(s) the author wants to convey?**

A1: The author conveys messages about courage, friendship, the value of teamwork, and the triumph of good over evil through the actions and decisions of the characters.

A2: Five Go Off in a Caravan" author Enid Blyton wants to convey the importance of teamwork, bravery, and resourcefulness in overcoming challenges. The Famous Five and their friends collaborate to outwit two suspicious men, Lou and Tiger Dan, who want them to leave the hillside where they are camping. The children's bravery and resourcefulness, combined with the assistance of their animal friends, allow them to thwart the crooks' plans and recover the stolen valuables.

A3: Enid Blyton conveys messages about the importance of curiosity, courage, the enduring strength of friendship, and teamwork in overcoming challenges.

A4: Enid Blyton's messages often revolve around the power of imagination, the thrill of adventure and the importance of friendship. In this book, the message could be about the rewards of curiosity and courage, as well as the joy of solving mysteries and helping others

From those questions and answers, students were getting better in understanding both novels; Treasure Island and Off in A Caravan by Enid Blyton. They began to understand the story and began to be able to analyze the story briefly. Students began to be able to explore their ideas after answering the 5 questions that had been given.

**Conclusion**

An ideal Critical Reading Lesson Plan should include one approach which is the reader response approach. Through this approach, students were able to understand and explore their ideas in analyzing a text. Although students did not been able to do critical reading fully, their analytical skills on a text

could be improved by using the reader response approach.

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