English Teacher’s Lesson Plan Objectives and Assessments Relationship

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Abstract

To create a lesson plan, teachers have to determine which activities that can build students’ attention and interest in the classroom. In the lesson plan, there is an objective of learning and the assessment that should be appropriate to one another. The researcher conducted this research to know the appropriateness between the objective of learning and the assessment in the English teacher’s lesson plan at Ukhuwah Full Day Integrated Junior High School. This research used a qualitative research and the kind of research is a library research. There were three steps of data analysis, which were data reduction, data display, and conclusion drawing or verification. The result of the research was mostly the lesson plans were appropriate between the objective of learning and the assessment, the teacher was using Bloom and Anderson’s taxonomy then tried to link it with the material that would be taught, then made the appropriate assessment by combining some sources.

Keywords: Lesson Plan; Objective of Learning; Assessment

INTRODUCTION

Since the curriculum 2013 is has been implemented, teachers should be more creative about planning a lesson to increase students’ interest in learning. Therefore, when teachers create a lesson plan, the activities that can build students’ interest and attention should be determined. Because of that, teachers should be skillful, creative and innovative in order to get as what has planned. Beside of that, teachers also have to
determine what the goal of the course is, which technique that will be used in the class, how to evaluate students’ score and etc.

There is an objective of learning in the lesson plan which also called as the goal of the learning, it is something that teachers expect students can be done at the end of the meeting in the classroom. This objective of learning is defined from an indicator that is connected to basic competence. To know that students reach the objective of learning or not, it can be measure using an assessment as a tool, as already known that assessment is an ongoing process that encompasses a much wider domain stated Brown in his book “Language Assessment”. Whenever a student responds to a question, offers a comment, answering a test, and etc.

Ahmad Munadi did a research of appropriateness between two aspects in the lesson plan, which were the indicators and the evaluations. The tittle of his research is “The Appropriateness of Indicators and Evaluations in Lesson Plan of Students’ Teacher in PPL 1”. This research was conducted using phenomenological research and qualitative approach and the researcher analyzed ten lesson plans from a different class of students’ teacher in PPL 1 in Antasari Stated Institute for Islamic Studies (IAIN Antasari Banjarmasin). The technique of data collection are documentary and interview. The conclusion of this research is from ten lesson plans, there are four lesson plans which are appropriate between the evaluation and the indicators and six lesson plans are less appropriate. Since Ahmad Munadi did a research about the appropriateness or the relation between the indicators and evaluations in lesson plans, thus the researcher wants to do a research about the other aspects in lesson plan which are the objective of learning and the assessment. Beside of that, there are still found where these two are not appropriate to one another whether in the lesson plan or in the its implementation. For example, teachers write “students can arrange a procedure text” as the objective of learning, but then the given assessment is “asking about the definition of procedure text”.

Based on the explanation above, this research has a purpose to know about the appropriateness between the objectives of learning and the assessments in English teacher’s lesson plan of 8th grade at Ukhuwah Full Day Integrated Junior High School Banjarmasin.

LITERATURE REVIEW

A. The 2013 Curricukum Implementation in Indonesian Educatuon

1. Curriculum

The word "curriculum" derives from Curir and Curere word which is from Ancient Greek which has a meaning running tracks and refers to the course of deeds and experiences through which young learners grow to become a mature learners
A curriculum itself has a variety of definitions, which are the traditional view and modern or the new view. In the traditional view, a curriculum is a set of subjects that should be explained or taught by students, this view pointed to the curriculum content which are several subjects that should be taught by students at a certain time. While, in a modern view, the definition of curriculum is wider, including the activity outside the class, and also everything that can impact students' attitude, teacher's personality and vice versa. (Alhamuddin, 2019, p.2)

According to Napitupulu and Kisno (2014, p.31), curriculum is a set of experience prepared to the students to enable them having knowledge with the materials the teachers share with them in their teaching-learning process. In conclusion, curriculum is a set of reference of the material that will be taught in the education field which has to be mastered by the students.

Since Indonesia's independence day in the year 1945, this country has changed curriculum 11 times in the years 1947, 1952, 1962, 1968, 1975, 1984, 1994, 2004, 2006, and the last 2013 (Abdullah, 2007, p.344). The curriculum 2013 is a revise from the curriculum 2006 which also known as KTSP. It is applied from Childhood Education (Kindergarten) until Higher Education (University). The 2013 curriculum is developed using a competency-based curriculum which also developed in the previous curriculum. This curriculum itself has the goals to achieve, that is "to prepare Indonesia young generation to have life skills as a person, and citizen who are productive, creative, innovative, affective (religious and social attitudes) and competent to contribute for the betterment of social, national, and political lives, and humanities" (Hasan, 2013, p.165). By having the life skills, students are expected to become independent learners, care about what happens around them, and provide what they have to contribute for better development of society. Besides the skills that students are expected to have, they are also expected to be more active in the process of learning in the classroom. This curriculum is named Curriculum 2013 because it is applied since 2013 and it still going on until now.

In every curriculum, there is a part in it that called a syllabus. These two are things that can not be seperated from one another. The syllabus itself has several meaning, according to Breen (1984) in Mirza (2013, p.2), the definition of syllabus is a plan of what is to be achieved through the teaching and students' learning. Meanwhile, Hutchinson and Waters (1987) in Mirza (2013, p.2) define a syllabus as a statement of what is to be learned. While, Mirza himself (2013, p.3) defines syllabus as a framework where the teachers and students can find what to teach, how to teach, what to learn, and how to learn, based on the objectives where contents, structures, activities, methodology material and resources are organized.
There are six types of language teaching syllabus according to Krahnke (1987) in Irfani (2014, p.22), those are:

a. A structural (formal) syllabus or grammar syllabus,
b. A notional or functional syllabus,
c. A situational or typical syllabus,
d. A skill-based syllabus,
e. A content-based syllabus, and
f. A task-based syllabus.

2. Lesson Plan

Lesson plan has various definitions, such as what Fare (2002) stated in Mulyani and Kasim (2007, p.67) that lesson plan is a unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of a teacher’s thoughts about what will be delivered during a lesson in the process of teaching and learning.

Mulyasa (2007, p.216) defines lesson plan as a plan that describes procedures and management of study to reach one or more basic competencies regulated in the standard of content and extended in the syllabus. It means in a lesson plan, there are steps and organizations developed by a teacher to achieve competency-based which is stated in the curriculum. From those definition, it can be concluded that lesson plan is a set of teacher’s plans based on the curriculum about what will be taught in the class, what the goal should be achieved at the end of the lesson, and how to achieve that goal.

Based on the Miniser of National Education Regulation Number 41 the year 2007 about Standard of Process, the components of lesson plan are (BNSP, 2007, p.8-11):

a. Identity of lesson plan,
b. Standard of competency,
c. Basic competence,
d. Indicator of competence achievement,
e. Objective of study,
f. Material of study,
g. Time allocation,
h. Method of study,
i. Teaching activity, and
j. Assessment.
This study focused on the objective of study and assessment, here are some explanation about it:

a. **Objective of Study**

The objective of study in the lesson plan can be called as the goals of the lesson plan that should be achieved by a student at the end of the lesson. Having a clear learning objective assists the teacher in basic course design. This helps with the creation of an assessment, which shows the student’s ability to achieve the objective. Monitoring a students’ progress throughout the learning objective. Furthermore, assessing students help the teacher to realize whether teaching methods should be adjusted or not. Bloom’s taxonomy makes a list of classifications to measure proficiency and competence from a learner. Bloom states that learning occurs in three different learning domains, those are: cognitive, affective, and psychomotor.

There is a basic formula to simplify the process of designing the learning objective. It is called the ABCD approach. By using this formula, a teacher will be able to create clear and effective objectives. The formula consists of four key elements, which are:

- **A** – Audience: it means a teacher should determine who will achieve the objective of learning.
- **B** – Behavior: use an action verb (according to Bloom’s taxonomy) to write observable and measurable behavior that shows mastery of the objective.
- **C** – Condition: if any, state the condition under which behavior is to be performed. (optional)
- **D** – Degree: if possible, state the criterion for acceptable performances, speed, accuracy, quality, and vice versa. (optional)

b. **Assessment**

It is conducted to evaluate students’ results of a study in which the instruments used are based on the indicator of competency achievement and standard of achievement. According to Brown in his book “Language Assessment”, the definition of assessment is an ongoing process that encompasses a much wider domain. Whenever students responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously assesses the students’ performance. Then, there is a test which is a subset of assessment. It can be a useful device, but it is only among many procedures and tasks that teachers can ultimately use to assess students.

In planning to make an assessment, there are some things that a teacher should consider before, those are:

1) The assessment should be in line with the material taught in the class,
2) The assessment should be in line with the skill used, whether it is listening, writing, reading, or speaking,
3) The assessment should be in line with the indicator of achievement,
4) Students’ level. When a teacher makes an assessment, it is matter to consider to whom the assessment is delivered.

The assessment has to contain three aspects, which are: cognitive (understanding of material), affective (attitude), and psychomotor (skills). (Hoque, 2016, p.45)
METHOD

A. Research Design

In this research, the researcher used a qualitative approach because this study focused on the analysis or interpretation of the written material in a context that could include textbooks, newspapers, magazines, papers, and vice versa. While, the kind of research was content analysis, according to Stemler in Sahajani (2019, p.49), content analysis is a powerful data reduction technique to examine trends and patterns in documents. Since this research is about to analyze things in lesson plan, thus this kind of research is suitable for it.

B. Research Setting

The research took place in Ukhuwah Full Day Integrated Junior High School Banjarmasin. This school is located on Jalan Lingkar Selatan, Kelurahan Pemurus Baru Banjarmasin.

C. Subject and Object of Research

The subject of this research was the lesson plans made by the English teacher at Ukhuwah Full Day Integrated Junior High School, while the object of research was the appropriateness between the indicators, objectives of learnings, and assessments in English teacher’s lesson plan.

D. Data and Source the Data

1. Data

The data that was going to discuss were:

a. The appropriateness between the objective of learning and assessment in English teacher’s lesson plan were:
   1) The objective of learning and the assessment are appropriate to the indicator of achievement,
   2) The objective of learning and the assessment are appropriate to the skill used,
   3) The assessment is relatable to the objective of learning.

b. The result of the interview with the English teacher:
   1) The guidance the teacher uses to make a lesson plan,
   2) The time the teacher needs to make a lesson plan,
   3) How the teacher makes the indicator of achievement and the objective of learning,
   4) How the teacher makes the assessment.

2. Source Data

The source data in this research were:

a. Documents (the lesson plans made by the English teacher), and
b. Informant (the English teacher him/herself).

E. Technique of Data Collection
1. **Documentary**  
In this research, this technique is taken to identify and analyze the lesson plans.

2. **Interview**  
This technique is taken to get more information from the English teacher.

**F. Data Analysis**

Miles and Huberman in Sugiyono (2008, p.91) said that qualitative data analysis is held interactively through the process of data reduction, display and verification. Thus in this research, researcher also used those as data analysis. In the data reduction, the researcher collect the lesson plan and the result of interview, then selecting the needs in this research.

Next, the researcher analyzing if the objective of learning is appropriate to the indicator of achievement, the ABCD approach, and the intended skill, and the second thing is to analyze if the assessment is appropriate to the indicator of achievement and the intended skill.

Then, in the data display, the researcher explained further in the description evaluation using narrative text. After that, the last part was verification or conclusion drawing, it is based on the dat obtained from the review of data and interview.

**FINDINGS**

The result of the analysis of the objectives of learning and the assessments relation is 6 of the lesson plans are appropriate and 1 of the lesson plan is less appropriate. The 7 lesson plans are for one semester from the 8th grade at Ukhuwah Full Day Integrated Junior High School. Here are some explanation for the 7 lesson plans:

**A. Lesson Plan 1**
The learning material was about the expression of asking attention, giving attention, asking opinion, and appreciation and the intended skill was speaking.

**Table 1.** Result of the Analysis of the Objective of Learning and the Assessment 1

| No. | Criteria                        | Not Appropriate | Less Appropriate | Appropriate |
|-----|---------------------------------|-----------------|------------------|-------------|
| 1.  | **Objective of learning**       |                 |                  |             |
|     | a. Skill (Listening / Reading / Writing / Speaking) | -               | -                | ✓           |
|     | b. ABCD Approach                | -               | -                | ✓           |
|     | c. Indicator of Achievement     | -               | -                | ✓           |
| 2.  | **Assessment**                  |                 |                  |             |
### B. Lesson Plan 2
The learning material was about expressing and asking about the ability and the intention to do something and the intended skill was speaking.

**Table 2.** Result of the Analysis of the Objective of Learning and the Assessment 2

| No. | Criteria                                      | Not Appropriate | Less Appropriate | Appropriate |
|-----|-----------------------------------------------|------------------|-------------------|-------------|
| 1.  | **Objective of learning**                     |                  |                   |             |
|     | a. Skill (Listening / Reading / Writing / Speaking) | -                | -                 | ✓           |
|     | b. ABCD Approach                              | -                | -                 | ✓           |
|     | c. Indicator of Achievement                   | -                | -                 | ✓           |
| 2.  | **Assessment**                                |                  |                   |             |
|     | a. Skill (Listening / Reading / Writing / Speaking) | -                | -                 | ✓           |
|     | b. Relatable to the Indicator of Achievement  | -                | -                 | ✓           |

### C. Lesson Plan 3
The learning material was about giving suggestions – to state rules and obligations. While, the intended skill was writing.

**Table 3.** Result of the Analysis of the Objective of Learning and the Assessment 3

| No. | Criteria | Not Appropriate | Less Appropriate | Appropriate |
|-----|----------|------------------|-------------------|-------------|
| 1.  | **Objective of learning**                     |                  |                   |             |
D. **Lesson Plan 4**
The learning material was about would you like to come and the intended skill was speaking.

| Table 4. Result of the Analysis of the Objective of Learning and the Assessment 4 |
|---|---|---|---|
| No. | Criteria | Not Appropriate | Less Appropriate | Appropriate |
| 1. | Objective of learning | | | |
| a. | Skill (Listening / Reading / Writing / Speaking) | - | - | ✓ |
| b. | ABCD Approach | - | - | ✓ |
| c. | Indicator of Achievement | - | ✓ | - |
| 2. | Assessment | | | |
| a. | Skill (Listening / Reading / Writing / Speaking) | - | - | ✓ |
| b. | Relatable to the Indicator of Achievement | - | ✓ | - |
b. Relatable to the Indicator of Achievement | - | - | ✓

E. Lesson Plan 5
The learning material was about greeting card and the intended skill was writing.

Table 5. Result of the Analysis of the Objective of Learning and the Assessment 5

| No. | Criteria                                      | Not Appropriate | Less Appropriate | Appropriate |
|-----|----------------------------------------------|-----------------|------------------|-------------|
| 1.  | Objective of learning                        |                 |                  |             |
|     | a. Skill (Listening / Reading / Writing / Speaking) | -               | -                | ✓           |
|     | b. ABCD Approach                             | -               | -                | ✓           |
|     | c. Indicator of Achievement                 | -               | -                | ✓           |
| 2.  | Assessment                                   |                 |                  |             |
|     | a. Skill (Listening / Reading / Writing / Speaking) | -               | -                | ✓           |
|     | b. Relatable to the Indicator of Achievement | -               | -                | ✓           |

F. Lesson Plan 6
The learning material was about thing’s position and the intended skill was speaking.

Table 6. Result of the Analysis of the Objective of Learning and the Assessment 6

| No. | Criteria                                      | Not Appropriate | Less Appropriate | Appropriate |
|-----|----------------------------------------------|-----------------|------------------|-------------|
| 1.  | Objective of learning                        |                 |                  |             |
|     | a. Skill (Listening / Reading / Writing / Speaking) | -               | -                | ✓           |
2. **Assessment**

| Criteria                                                                 | Not Appropriate | Less Appropriate | Appropriate |
|-------------------------------------------------------------------------|------------------|-------------------|-------------|
| a. Skill (Listening / Reading / Writing / Speaking)                      | -                | -                 | ✓           |
| b. Relatable to the Indicator of Achievement                             | -                | -                 | ✓           |

G. **Lesson Plan 7**

The learning material was about simple present tense and the intended skill was speaking.

Table 7. Result of the Analysis of the Objective of Learning and the Assessment 7

| No. | Criteria                                                                 | Not Appropriate | Less Appropriate | Appropriate |
|-----|--------------------------------------------------------------------------|------------------|-------------------|-------------|
| 1.  | Objective of learning                                                    |                  |                   |             |
| d.  | Skill (Listening / Reading / Writing / Speaking)                         | -                | -                 | ✓           |
| e.  | ABCD Approach                                                            | -                | -                 | ✓           |
| f.  | Indicator of Achievement                                                 | -                | -                 | ✓           |
| 2.  | Assessment                                                               |                  |                   |             |
| c.  | Skill (Listening / Reading / Writing / Speaking)                         | -                | -                 | ✓           |
| d.  | Relatable to the Indicator of Achievement                                | -                | -                 | ✓           |

**DISCUSSION**

A. **Lesson Plan 1**
As what has written in the table 1, that all of the criteria of the analysis was appropriate to the intended skill, ABCD approach and the indicator of achievement. It makes the conclusion that the relation of the objective of learning and the assessment in the lesson plan 1 were in line with the indicator of achievement and the intended skill.

B. Lesson Plan 2
As what has written in the table 2, that all of the criteria of the analysis was appropriate to the intended skill, ABCD approach and the indicator of achievement. It makes the conclusion that the relation of the objective of learning and the assessment in the lesson plan 2 were in line with the indicator of achievement and the intended skill.

C. Lesson Plan 3
As what has written in the table 3, that there were 2 criteria that were still less appropriate in this lesson plan. It happened because one of the assessment is to make a short dialogue. It was written in the knowledge aspect in the indicator of achievement, while in the assessment, make a short dialogue was in the skill aspect. It would be appropriate if that indicator of achievement is written in the skill aspect, not the knowledge aspect. Thus, the relation of the objective of learning and the assessment in the lesson plan 3 were in line with the indicator of achievement but not in line with the intended skill.

D. Lesson Plan 4
As what has written in the table 4, that all of the criteria of the analysis was appropriate to the intended skill, ABCD approach and the indicator of achievement. It makes the conclusion that the relation of the objective of learning and the assessment in the lesson plan 4 were in line with the indicator of achievement and the intended skill.

E. Lesson Plan 5
As what has written in the table 5, that all of the criteria of the analysis was appropriate to the intended skill, ABCD approach and the indicator of achievement. It makes the conclusion that the relation of the objective of learning and the assessment in the lesson plan 5 were in line with the indicator of achievement and the intended skill.

F. Lesson Plan 6
As what has written in the table 6, that all of the criteria of the analysis was appropriate to the intended skill, ABCD approach and the indicator of achievement. It makes the conclusion that the relation of the objective of learning and the assessment in the lesson plan 6 were in line with the indicator of achievement and the intended skill.

G. Lesson Plan 7
As what has written in the table 7, that all of the criteria of the analysis was appropriate to the intended skill, ABCD approach and the indicator of achievement. It makes the conclusion that the relation of the objective of learning and the assessment in the lesson plan 7 were in line with the indicator of achievement and the intended skill.
While the result of the interview that the researcher do with the teacher is knowing that the teacher makes the lesson plan herself uses guidance, usually a book that relates to the material taught. To make the indicator of achievement and the objective of learning, the teacher uses Bloom and Anderson’s taxonomy and appropriate it with the material taught. According to Mulyani and Kasim (2015), the Bloom’s taxonomy that was revised by Anderson is to help teachers understand and implement standards-based curriculum as well as to provide a quality of process teaching and learning. While, to make the assignments teacher uses some sources such as the internet and the school’s book that relate to the material taught.

This research compared to the previous research that Ahmad Munadi did which knowing the appropriateness between the indicators and the evaluation, the number of less appropriate or not in line with the specified criteria is less than that.

**CONCLUSION**

Based on the findings above, the researcher can make some conclusions which are most of the lesson plans made by the English teacher are appropriate to the rules of planning the objectives of learning and assessments.

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