THE ANALYSIS OF ENGLISH TEACHERS’ LESSON PLANS THROUGH OBJECTIVES THEORY

Septe Albert Laia
State University of Jakarta (UNJ)
septealbertlaia830@gmail.com

ABSTRACT

A lesson plan is a crucial product that needs to be developed by a teacher as a direction towards all activities which are done by the teachers to achieve a specific competency appropriately and effectively in learning activity. Therefore, this study aims to analyze English teachers’ lesson plans through objectives theory according to Cruickshank (2011:171). This research employed a descriptive qualitative research design. Documentation as the data from three English teachers in senior high school that consist of nine lesson plans. The result of the study summed up the teachers still have deficiencies of comprehension related to the teacher’s competence in terms of developing lesson plan especially on creating objectives which consist of complete ‘ABCD’. Then, “Degree” was the lowest aspect from the four criterias. The recommendation for the teachers to improve their knowledge and skills mainly with regard to developing lesson plan to design complete objective by using “ABCD”.

KEYWORDS

Objectives theory, English, lesson plan

1. INTRODUCTION

Indonesian schools are gradually shifting their education system from Curriculum 2006 to Curriculum 2013. The government changes the system of the curriculum is aimed to increase a good output from the students. Besides that, the curriculum is aimed at preparing learners to be knowledgeable, as well as emotionally, spiritually, and socially mature. It is expected that the learners can face and overcome every challenge and need in their daily lives.

Therefore, to have a successful achievement of the 2013 national curriculum goals, teachers must prepare the lesson plan for teaching instruction to create interesting language learning. Harmer (2001:308) explained lesson planning is the art of combining several of different elements into a coherent whole so that a lesson has an identity which students can recognise, work within, and react to whatever metaphor teachers may use to visualise and create that identity. But plans which help teacher identity aims and anticipate potential problems are proposals for action rather than scripts to be followed slavishly, whether they are detailed documents or hastily scribbled notes. Therefore, he stated that experienced teachers may well be able to run an effective lesson.

A lesson plan can be defined as “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 covered during a lesson” (Farrell, 2002:30). He further adds that a daily lesson plan is a written description of how students will move towards obtaining specific objectives.

Brown (2001:149) mentioned that lesson plans are a set of activities that cover a period of classroom time, usually ranging from forty to ninety minutes. Mulyasa (2007:212) stated that the lesson plan constitutes planning which illustrates the procedure and management of the learning process to achieve one or more basic competence that set in standard competence and describe in the syllabus. Furthermore, Richards and Bohlke (2011:35) have stated, “planning a lesson before teaching is considered essential to teach an effective lesson.”

Hence, to produce good and systematic lesson plan, English teachers should be skilful, creative, and innovative to enable learners to absorb the knowledge of language learning easily and effectively. Developing a lesson plan can be difficult to do and requires efforts, energy, and time to
accomplish. By having a lesson plan, the teachers can manage their time, effort and resources efficiently.

Creating a lesson plan is a crucial activity to do by any teacher. Because the lesson plan contains the planning materials, planning objectives, teaching methods and learning procedures and so on. Besides that, the Ministry of Education and Culture also stated some standards for the processing of lesson plan in Decree Number 22 of 2016.

Each lesson plan must consist of ten components: (1) Identity of a school class, which consists of the name of the institution, the unit, the class and the semester. (2) Identity of the lesson, which consists of the name of the subject, the number and topic of the lesson and the date and time allocated. (3) the core competence, which describes the main competence that students need to learn for the school level class in that subject in the aspect of attitudes, knowledge, and skills. (4) Basic competencies and indicators of competent achievement. Basic competencies are several competencies which have to be mastered by students of a certain subject as a basis for establishing an indicator of competence. Meanwhile, indicators of competent achievement are behaviours or performances which can be measured and observed to show the achievement of certain basic competences. (5) Objectives, which can be defined as processes and products of learning expected to be achieved by learners in the process of teaching-learning based on the core competence and basic competences. (6) Materials, which consist of relevant theories, facts, principles, and procedures which are written based on the indicators for achievement of competence. (7) Method(s) of teaching is the method(s) used by a teacher to create teaching-learning processes. Some methods for teaching that can be used in teaching speaking ESL are the Communicative Language Teaching (Communicative) Approach and the Co-operative Language Learning Approach/Method. (8) Media and resources. Media are used by the teacher to deliver materials and maintain the processes, such as books, slides, overheads, flashcards, tape recordings, CDs and VCDs and the Internet. Materials can be taken from various sources, such as authentic materials from libraries and the internet including textbooks, novels, English newspapers and magazines and other IT resources. (9) Teaching activities, which are divided into three stages, namely pre-teaching, while-teaching and post-teaching activities. (10) Assessments, which are done to evaluate the results of the students’ study in which the instruments used are based on the indicators for achievement of competency previously determined.

To accommodate the effective lesson planning, one type of learning of the study is objective that requires the process and product of learning expected to be achieved by learners based on basic competence. In this regard, at the end of course program, the students are able to achieve the aims which are relied on basic competence stated. It is also supported by Cruickshank (2011:171) stated that many educators believe that a good objective tells learners exactly what they are expected to know and be able to do. Exactly teachers made lesson plans to know or as a guideline of what materials to be taught to the students in the next meeting to have good feedback to the learners.

Thus, Cruickshank (2011:171) said that the good lesson plan which has been requiring objectives by including the aspects of “ABCD” as proposed by. “A” stands for “Audience” and refers to the students as the subject. “B” stands for “Behavior” that defines performance to be learned stated by action verbs. “C” stands for “Condition” under which the demonstration of students’ performance is to occur. “D” stands for “Degree” which describes how well the students must be able to demonstrate the performance. For example: (1) At the end of the lesson, students [A] are able to identify five names of occupation [B]after being shown pictures [C]using correct pronunciation [D], (2) Given a paragraph [C], the learner [A] will identify every verb [B] by circling it correctly [D], 3) Students [A] read the descriptive text loudly [B] based on what has been shown in the powerpoint [C] by using correct stressing and intonation [D].

This reform also influences how teachers prepare the instructional planning of learning activities in the classroom. In terms of organizing an effective lesson, every activity in the classroom has to be arranged purposefully. This makes lesson planning a fundamental stage in the teaching-learning cycle.
Relevant research reported by Latifa S. Intan (2017) entitled “the analysis of teachers’ lesson plan through behavioural objectives theory” on her finding stated that the teachers still have a lack of comprehension on creating objectives which consist of complete ‘ABCD’. They often overlooked Condition as well as Degree of Mastery in their objectives which seem to be the causes of why the activities done by students are difficult to be assessed.

Another related study was constructed by Mulyani entitled “An analysis of English lesson plan academic year 2012/2013 at the first semester of Mas Darul Ulum, Banda Aceh”. mentioned that one of the teachers’ difficulties of the component of the lesson plan is objectives.

Therefore, the next researcher analyzed by Permana (2010) entitles “Analysis on the problems faced by teachers in designing a lesson plan based on school-based curriculum (SBC) at SMAN 1 Sumenep”. Based on his finding stated that the teachers formulate learning objectives that were not by following indicators. And the teachers also did not formulate learning objectives operationally and clearly.

Based on the explanation above the researcher would like to analyse teacher’s lesson plans throughout the objective because some teachers got troubles in making good lesson plan especially defining a good part of objectives. The research questions are formulated as follows; (1) Do the lesson plans show the existence of “ABCD”? and (2) what is the lowest aspect of “ABCD” in the objective of the lesson plans?

2. METHOD

This study employed qualitative research and applied descriptive study as its framework. Qualitative research is mostly based on descriptive data. Bogdan and Biklen (2007:5) state that qualitative is descriptive that data collected take the form of words of pictures rather than a number. So that the writer presented the data collected in words rather than numbers. It is also supported by Auerbach and Silverstain (2003:3) “qualitative research is research that involves analyzing and interpreting texts and interviews to discover meaning patterns descriptive of a particular phenomenon”.

The participants of the study were three English teachers senior high school in Telukdalam. The document was nine lesson plans from the English teachers. The evaluation of lesson plans the writer focused on using the ‘ABCD’ theory associated with the aspect of the objectives according to Cruickshank (2011:171).

3. RESULTS AND DISCUSSION

The data of this study showed the result of the analysis from nine lesson plans taken from the English teachers. The following are the answers from the research questions from the background.

3.1 The existence of “ABCD” aspects in the objectives of the lesson plans.

| The List of teachers | Lesson plans | Objectives | Audience “A” | Behaviour “B” | Condition “C” | Degree “D” |
|----------------------|--------------|------------|--------------|--------------|--------------|------------|
| Teacher 1            | Lesson plan 1 | 6          | 6            | 6            | 6            | 2          |
|                      | Lesson plan 2 | 6          | 5            | 6            | 6            | 2          |
|                      | Lesson plan 3 | 6          | 5            | 6            | 6            | 2          |
| Teacher 2            | Lesson plan 1 | 5          | 5            | 5            | 5            | 1          |
|                      | Lesson plan 2 | 5          | 5            | 5            | 4            | 1          |
|                      | Lesson plan 3 | 5          | 5            | 5            | 5            | 1          |
| Teacher 3            | Lesson plan 1 | 5          | 4            | 5            | 5            | 2          |
The List of teachers | Lesson plans | Objectives | Audience “A” | Behaviour “B” | Condition “C” | Degree “D”
--- | --- | --- | --- | --- | --- | ---
Lesson plan 2 | 5 | 5 | 5 | 4 | 1 |
Lesson plan 3 | 5 | 5 | 5 | 4 | 1 |
Total | 48 | 45 | 48 | 45 | 13 |

From the data above shows that there were 48 objectives within nine lesson plans from three English teachers. The establishment of the “ABCD” aspects in the objectives lesson plans were incomplete according to Cruickshank’s criteria. In the table 1. illustrates the existence of “ABCD” aspects in the English teachers that from nine lesson plans “Behaviour” aspect which was 48 points as the highest, then followed by “Audience” and “Condition” aspects shared the equal amounts which were 45 points. Finally, the lowest aspect was “degree” which consisted of 13 points.

In the lesson plan, the aspect of “Audience” mostly stated in the objective of the lesson plan for instance [1] “the students (A) are able to retell a story (B) in the front of the students (C) correctly with the good pronounce and grammatically (D).”, [2] The students (A) are able to work in group (C) to analyse the descriptive text (B) correctly (D)., in the objectives “the students” were stated as the “Audience”. However, there were several objectives which didn’t consist of the aspect of “Audience”, such as “recognize (B) the main idea of the story (C) correctly (D)”. In this objective of the lesson plan there was no words of phrases which played as the “Audience” like the previous objectives above.

On the other hand, the aspect of “Behaviour” consists of the audience’s performance. For instance, [1] “after reading the text (C) the students (A) are able to make a procedural text (B) correctly with using appropriately tenses (D)”, [2] “after analyzing the text (C) the learners (A) are able to mention the kinds of part of speech (B) at least 10 in every sections (D).” the phrase of “are able to make” and “are able to mention” represented performance as “Behaviour”.

Moreover, more discussion about the aspect of “Condition” In the context of learning, conditions are the condition of students before and after learning activities, as well as the requirements that need to be discussed in order to be achieved. For example, “the students (A) can identify the elements of narrative text (B) correctly (D) after reading the whole text (C)”. The phrase of “after reading the whole text” demonstrates condition of the activity that the students would do. While, some of the lesson plans from the English teacher still hadn’t been incomplete. For instance “Students (A) are able to identify passive voice in a report text (B) grammatically (D)”. Furthermore, the aspect of “Degree” also plays important role in the objective of lesson plan. Degree means a comparison. This is intended to compare conditions of students before and after learning to see the target level success must be achieved by students in demonstrating behavioral learning outcomes. For instance “the students (A) can practice their procedural texts (B) in group (C) with correct steps and good pronunciation (D)”. The interpretation of “with correct steps and good pronunciation” refers to “Degree” aspect.

However, in this section the English teachers are mostly have trouble in determining a “Degree” in the objective of lesson plan. In cases [1] “Students (A) are able to tell the social function of the song (B) individually (C)”, [2] “after reading the text (C) students (A) are able to compare the information between two analytical exposition texts (B)”. From the previous examples indicate that there wasn’t “Degree” aspect contained in the objectives of lesson plan.

In conclusion, the English teachers still lack of comprehension on utilizing the proper objective by using “ABCD” criteria in lesson plan according to Cruickshank.

### 3.2 The lowest aspect of “ABCD” in the objectives of the lesson plans

As can be seen from the table 1. above shows that the teachers haven’t the big problem of the Audience, Behaviour and Condition aspects of objectives in the lesson plans. While, the aspect of Degree shows that the English teachers are mostly faced problem in constructing the objective which describes how well the students must be able to demonstrate the performance. As the
evidence is the aspect of “Degree” as the lowest presentation with only 13 degrees from 48 objectives of the lesson plans. So, the four aspects of “ABCD” in the objectives according to Cruickshank (2011:171) are still not accomplished by the English teachers.

4. CONCLUSIONS

Cruickshank (2011:171) argued that the good lesson plan which has been requiring objectives by including the aspects of “ABCD” as proposed by. However, The result of the study summed up the teachers still have deficiencies comprehension related to the teacher’s competence in terms of developing lesson plan especially on creating objectives which consist of complete ‘ABCD’. Then, “Degree” was the lowest aspect from the four criterias. This indicates that the English teachers are mostly faced problem in constructing the objective which describes how well the students must be able to demonstrate the performance.

The advantages of this paper give more detail explanation about the classification of objectives that explain the factual of using “ABCD” aspects for having a good teaching planing. These aspects give explicit statement of what learners hope to achieve through learning and also gives the learner a chance to know what they should be able to do in the certain learning. Moreover, The results of this study are significant to all teachers, and everything involved in them such as the minister of education, prospective teacher and others. Because, the making of lesson plans is an obligation of educators in designing learning from beginning to end with the aim of achieving efficient learning and good learning outcomes for students. Especially, in the objective section that must be considered carefully because, in writing objectives are a vital part of instructional design they provides the roadmap for designing and delivering the overall goal of the learning instruction.

The recommendation for the teachers to build on their knowledge and skills mainly with regard to developing lesson plan to design complete objective by using “ABCD”. Because, these criterias are significant to achieve better teaching-learning in the classroom.

ACKNOWLEDGEMENT

I am enormously grateful to the English teachers in Telukdalam for their participation in providing some lesson plans as the data to be analysed and also immensely grateful to my lecturers who provided insight and expertise that helped finishing this research.

REFERENCES

Auerbach, C. F. & Silverstein, L. B. 2003. Qualitative data: an introduction to coding and analysis. London, New York University Press.
Bogdan, R. C. & Biklen, Sarı, K. 2007. Qualitative Research for Education: an introduction to theory and methods (5th ed.). New York, Pearson.
Cruickshank, R. D. 2006. The act of teaching, (6th edition). New York, McGraw-Hill.
Douglas, H. B. 2001. An Interactive Approach to Language Pedagogy Second Edition. San Fransisco, Longman.
Farrell, et al. 2002. Methodology in language teaching: An anthology of current practice. New York, Cambridge University Press.
Harmer, J. 2001. The practice of English language teaching. England, Pearson Education Limited.
Latifa S. Intan. 2017 “The analysis of teachers’ lesson plan through behavioural objectives theory”. Bandung, Atlantis press.
Mulyasa, E. 2007. Kurikulum Tingkat Satuan Pendidikan. Bandung, PT Remaja Rosdakarya.
Mulyani. 2013. “An analysis of English lesson plan academic year 2012/2013 at the first semester of Mas Darul Ulum, Banda Aceh”. Banda Aceh, Syiah Kuala University.
Richards, J.C., & Bohike, D. 2011. Creating effective language lessons. New York, Cambridge University Press.
Permana, M. A. 2010. “Analysis on the problems faced by teachers in designing lesson plan based on school-based curriculum (SBC) at SMAN I Sumenep.” Malang, Universitas Muhammadiyah Malang.
The Ministry of Education and Culture RI. 2016. Decree number 22 about the standard of the process. Jakarta, The Ministry of Education and Culture RI.