

AN ANALYSIS OF LEARNING OBJECTIVE IN ENGLISH TEACHER LESSON PLANS BASED ON ABCD ASPECT

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Abstract

The purpose of this study was to analyze the learning objectives of the 2013 Curriculum Lesson Plan made by English teachers who participated in the 2013 curriculum implementation training at LPMP Kal-teng and to find the teacher's difficulties in formulating learning objectives based on ABCD aspects in the lesson plans. This research used qualitative method. The research subject was taken from the KD 1 and KD 2 of lesson plans prepared by each of the four teachers in one group. Data were obtained by documentation. The researcher analyzed the data on the teacher's lesson Plan , then the data was analyzed based on the aspects of ABCD. The results of the study show that, the teacher implemented the learning objectives quite well, covering the aspects of ABCD. Even so, the teacher was still having difficulty in formulating the aspects of C = condition and D = Degree where the teacher writes the two aspects for all learning objectives, the C = condition aspect in the lesson plan did not reveal the specific activities that be given to students. The researcher also found that there were teachers who did not include aspects of D = Degree on some learning objectives and difficulties in determining the operational verbs to be suitable for formulating learning objectives in their lesson plans.

Keywords: Lesson plan, learning objective, ABCD aspect

INTRODUCTION

Education is a process in order to affect students to be able to adapt to their environment and thus will affect the changes in their self to be a beneficial person to the environment. Learning has the task to direct education itself to the right target, so they change can be achieved as the education desired. Schools as a formal educational institution, provides various opportunities for students to carry out various learning activities.

Since 2013 until today, the curriculum used in Indonesia is the 2013 curriculum, this curriculum replaces the KTSP curriculum. In the 2013 curriculum, teachers have a very important role in the implementation process. As a competent teacher, they have to be able to understand, describe and implement the values contained in the 2013 curriculum, so that the learning the students get is a meaningful learning. Thus, the teacher is

required to arrange their Lesson Plan before implementing the learning process and evaluating the learning outcomes of students in order to achieve graduate competencies that are in harmony with the objectives of national education.

The Republic of Indonesia Government Regulation (PP) No 19 of 2005 concerning Education National Standards Article 28 Paragraph 3 point a states that teacher pedagogical competence concern with the teachers' ability in managing learning activities stated in the lesson plan, implementing learning process and evaluating learning outcomes by understanding the character of their students in order to develop students' ability in actualizing the various potentials that they have.

Teachers as professional educators have the aim to improve the quality of national education and have the ability to achieve national education goals. Teacher standards

contained in Republic of Indonesia Law No. 14/2005 concerning Teachers and Lecturers, state that teachers have four competencies, namely pedagogical, personality, social, and professional competencies. Through these competencies, the teacher will become a professional educator in carrying out their duties. Of the four competencies, the pedagogical competence of the teacher has a very central role in the learning process in the classroom (Mulyasa, 2014). Therefore, the teacher's pedagogic competence is very important. As stated by (Karani, 2013) that the teacher's pedagogical competence must be in line with the teacher's professional ability, because it can affect the learning outcomes of the students.

In line with that, the Minister of Education and Culture regulation No 22/2016 concerning the Process Standards of Process Primary and Secondary Education, states that each education unit is required to prepare lesson plan, implement the learning process

and assess of the learning process to improve the efficiency and effectiveness of graduate competency (BSNP, 2016). Thus, the teacher is required to arrange their Lesson Plan before implementing the learning process and evaluating the learning outcomes of students in order to achieve graduates' competencies that are in harmony with the objectives of national education.

There are two significant factors determining the success of teaching learning English. The first factor is the role of the teacher. English teachers have essential role to give input and exposure on the language use in the classroom. English teachers are expected to be able to teach English effectively and create the teaching learning process in the classroom as interactive and meaningful as possible (Luardini, 2018).

Lesson Plan is considered as a blueprint, a guide map, for action, or a comprehensive chart of classroom teaching learning activities. It is defined as elastic but

systematic approach to teaching of the concepts, skill and attitudes. 2013 Curriculum lesson plan contain of 11 component, namely ; identity, core competency, basic competency and competency achievement indicator, learning objectives, learning material, learning method, media and material, learning resources, teaching activity and assessment. In this research, researcher focused on the learning objectives of the lesson plan.

However, there are some problems related to 2013 Curriculum especially in designing the lesson plan. Many students-teachers at education institutions have not been proficient enough in writing lesson plan for their practice teaching. The problems are, among others, due to the lack of knowledge of the interdependency and interrelatedness of the various components of a lesson plan (Usadiati, 2015). Moreover, Jasmi (2014) in her research found that teacher adapted lesson plan from the internet and they got some

difficulties in determining assessment since she had to assess many aspects of it, particularly in assessing students' attitude. Furthermore, in her research entitled "English Teachers' Difficulties in Designing Lesson Plan Based On 2013 Curriculum", Meilana (2017) concludes that the teachers' faced some difficulties in designing a lesson plan based on 2013 Curriculum, the problems such as to state indicator concerning the selection of appropriate operational verbs, to develop the learning material and they still confused in arranging the learning objectives in the lesson plan.

Learning objective is very specific, outcome based, measurable and describe student behavior. Objective is a tool to describe student outcomes, the goal of directing learning to be effective. In addition, learning objectives has a function as a guide for students to know what is expected of student learning. It is also used for the basis of the selection of learning media and the basic

of how to teach. Objectives can be classified according to the learning outcomes where learning outcomes are usually classified into cognitive, psychomotor, and affective (Utami, 2010).

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Teaching or learning based on the instructional system is a goal-oriented teaching or often referred to as output

oriented. This means that the main orientation is to achieve the goals outlined.

Because learning objectives have the function as a reference for all components of instructional design, the learning objectives must be formulated precisely / accurately in accordance with the actual behavior / abilities that must be obtained by the students after completing of learning stated as standard of competence . Understanding and mastering how to formulate learning objectives as part of instructional goals is a necessity for each instructor (lecturer / teacher, trainer) and instructional designer (instructional designer).

Based on the experience in the training or workshop, it is frequently found questions related to indicators and learning objectives as one component of the lesson Plan. The question mostly asked is about the differences between indicators and learning objectives in the Lesson Plan? And about the way to make a good learning objective? This research is

focused on how to formulated Learning Objectives based on ABCD aspect.

In line with that, Lembaga Penjamin Mutu Pendidikan (LPMP), one of the institutions authorized by the government to administer the training for the teachers, the training is to design the Lesson Plan.

The teachers in the training are chosen as the subjects of the present research since they have taken the material from the training. Then, they are also expected to have a better understanding of K-13 since this curriculum is the current curriculum which has the change of some components from the previous curriculum.

METHOD

This study employed descriptive research design. Based on Creswell (2007), the collection procedures in qualitative research involve four basic types, they are; observation, interviews, documents and

Audio-visual material. The plan of descriptive survey research is that the study has purpose to describe a phenomenon or uncover the truth or the characteristic of specific population or field systematically, factually and carefully. The aim of descriptive qualitative study is to describe or delineate the fact, phenomenon, opinion, and manner carefully and systematically.

Trough the 2013 Curriculum Teacher Training Implemented by LPMP Kalteng on 27 – 29 March, 2018. This training activities invited 25 participants from district/city in Central Kalimantan. There were 25 English teachers of Junior High school who were divided into 7 groups, to develop each of the seven competencies from syllabus. In this research, researcher took two lesson plan, that was developed from Basic Competency 1 (KD 1) and basic competency 2 (KD2) as the subject. There were four teachers in the group in making lesson plan of Basic competency 2

(KD 2). In conducting the research, the researcher employed a qualitative method to conduct the research. The data were gained from the teacher's lesson plans based on 2013 curriculum. The researcher used ABCD format to analyze the learning objective from the teacher's lesson plans. This research only focused on the formulation of learning objectives in the teacher's lesson plans.

The analysis in this research was conducted based on some theories as follows :

A. Learning Objective

Oemar Hamalik (2005) states that the learning objective is a description of the behavior expected to be achieved by students after learning takes place.

Based on Khrisna (2012), the function of learning objective are to :

1. Answers the question about what students should be able to do at the end of the class session and course that they could not do before?

2. Makes clear the intended learning outcome rather than what form the instruction will take.
3. Focus on students performance..l,m

In formulating learning objectives, teacher should be able to use a specific verb such as list, describe, report, compare, demonstrate, and analyze, should state the behaviors students will be expected to perform. Well-written learning objectives can give students precise statements of what is expected of them and provide guidelines for assessing student progress. Our goal for students is learning and if students don't know what they should be able to do at the end of class then it will be difficult for them to reach that goal.

In his article (Ahmad Sudrajat, 2009) write that the professional teacher must formulate the learning objectives in the form of student behavior that can be measured

which is showing what can be done by the student after attending the lesson.

The formulation of Learning objectives determined based on basic competence, it uses operational verb that can be observed and measure include attitude, knowledge and skill. When conduct the lesson plan based on K-13 requirement, teachers should be able to formulated learning objectives for every meeting.

The following table describes the standard and the description of Learning Objective:

1.	The suitability between objectives and the behavior of the result of the study.	The objectives contain behavior which is the result of the study. The behavior is formulated into the form of operational verbs that should contain elements of “ABCD” aspects as proposed by Mager, Findlay and Nathan (Richards, 2001). The objectives do not cause double interpretation and developed for basic competence in all main competences 1, 2, 3, and 4.
2.	The suitability between objectives and the indicator.	The objectives are developed from the indicator and basic competence which is in the curriculum.

B. ABCD Format for Writing Learning Objectives

According to Mager (1980) the learning objectives should include three main elements, namely:

1. It is necessary to state the conditions and obstacles that exist when demonstrating these behaviors.
2. It is necessary to state the conditions and obstacles that exist when demonstrating the behavior.
3. There should be clear instructions about the minimum acceptable standard of appearance.

Table 1.1 Description of Standard and Learning Objectives

No.	Learning Objective	The Description of the learning objectives
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Based on the description and elements, the learning objectives should be expressed in the form of ABCD format, as follows:

a. Audience

In language audience means listeners. In the context of the intended audience is learning students. Audience is a subject as well as an object in learning. So, in the learning objectives must place students as subjects as well as objects in learning.

b. Behavior

Behavior is the activity of a process. In the context of learning, behavior appears in the activities of students in learning. Therefore, learning without behavior or activities from students is not possible. In the formulation of learning objectives description of behavior of student activities is written using operational verbs such as: listening, mentioning, distinguishing, explaining, and much more. The use of operational verbs in a learning goal

cannot be more than one. This means that in a learning activity, students may not do more than one action. So, students must focus on one action so that learning is more optimal.

c. Condition

In the context of learning, condition is the condition of students before and after conducting learning activities, as well as the requirements that need to be fulfilled so that the expected behavior can be achieved. In the formulation of learning objectives, conditions are written in the form of verbs. The verb in question is an activity that students must do in order to achieve an expected behavior change

d. Degree

In the context of this degree means a comparison. This is intended to compare conditions before and after learning. Degree is also the level of appearance that can be done by students after going through a series of learning processes. The degree of the degree depends on the weight of the material to be

presented, and the degree to which students must master a material or show a behavior.

RESULT AND DISCUSSION

The use of operational verbs in formulating learning objectives is indefectible and the teacher must be smart in choosing “B” to be right in accordance with the material and behavior that can be reach and measured by the students.

By using specifik operational verbs, it will be easy for the teachers to organize the teaching activity, teaching materials and .methods that will be used in the learning process. So the learnig messages can be delivered optimally and matched according to the indicators from the basic competency.

In formulating learning objectives it will be easy for teachers to use ABCD Aspect formula, namely *Audience*, *Behavior*, *Conditioning*, *Degree* and so every learning objectives contains four measurable

elements of behavior from each learner.

The following are lesson plans from the participant of English teachers trainee, the authors only focus on learning objectives formulated by 2 groups of trainee. The lesson plan was analyzed by using the ABCD aspects below :

A = Audience (refers to the students as the subject)

B = Behaviour (defines performance to be learned stated by action verbs)

C = Condition (the demonstration of students’ performance is to occur)

D = Degree (describes how well the students must be able to demonstrate the performance

Based on the format above, reseacher analyzed the teacher’s learning objectives as follows :

A. Analysis of Learning objective in Lesson Plan 1.

Based on the ABCD format above, reseacher analyzed the teacher’s learning objectives as follows :

Meeting 1 :

Setelah melalui serangkaian kegiatan pembelajaran tentang hobi dan kesukaan,

Condition

peserta didik ;

Audience

1. Dapat menentukan kata-kata yang tepat untuk teks sederhana tentang identitas seseorang dengan tepat.

<i>Audience</i>	Peserta didik
<i>Behaviour</i>	dapat menentukan kata-kata yang tepat untuk teks sederhana tentang identitas seseorang
<i>Condition</i>	melalui serangkaian kegiatan pembelajaran tentang hobi dan kesukaan,
<i>Degree</i>	dengan tepat.

2. Dapat mengidentifikasi kata-kata kerja yang digunakan untuk perkenalan diri dengan benar dan tepat.

<i>Audience</i>	Peserta didik
<i>Behaviour</i>	Dapat mengidentifikasi kata-kata kerja yang digunakan untuk perkenalan diri
<i>Condition</i>	melalui serangkaian kegiatan pembelajaran tentang hobi dan kesukaan,
<i>Degree</i>	dengan benar dan tepat.

3. Dapat menulis teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya dengan benar dan tepat.

<i>Audience</i>	Peserta didik
<i>Behaviour</i>	Dapat menulis teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana,
<i>Condition</i>	melalui serangkaian kegiatan pembelajaran tentang hobi dan kesukaan,
<i>Degree</i>	sesuai dengan konteks penggunaannya dengan benar dan tepat.

4. Dapat mengungkapkan dialog sederhana tentang informasi terkait jati diri menggunakan bahasa sendiri (using your own language), dengan menggunakan struktur kebahasaan dan preposition (at, in, on) dengan benar dan tepat.

<i>Audience</i>	Peserta didik
<i>Behaviour</i>	Dapat mengungkapkan dialog sederhana tentang informasi terkait jati diri menggunakan bahasa sendiri (using your own language),
<i>Condition</i>	melalui serangkaian kegiatan pembelajaran tentang hobi dan kesukaan,

<i>Degree</i>	dengan menggunakan struktur kebahasaan dan preposition (at, in, on) dengan benar dan tepat.
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Meeting 2 :

Setelah melalui serangkaian kegiatan pembelajaran tentang hobi dan kesukaan,

Condition

peserta didik ;

Audience

1. dapat menyusun kalimat acak tentang hobi dan kesukaan menjadi kalimat yang padu

Behaviour

dengan benar.

Degree

<i>Audience</i>	Peserta didik
<i>Behaviour</i>	dapat menyusun kalimat acak tentang hobi dan kesukaan menjadi kalimat yang padu
<i>Condition</i>	melalui serangkaian kegiatan pembelajaran tentang hobi dan kesukaan
<i>Degree</i>	-

2. dapat mengungkapkan dialog sederhana tentang informasi terkait hobi dan kesukaan

Behaviour

menggunakan bahasa sendiri (using your own language), dengan menggunakan struktur

kebahasaan dan preposition (at, in, on) dengan benar dan tepat.

Degree

<i>Audience</i>	Peserta didik
<i>Behaviour</i>	dapat mengungkapkan dialog sederhana tentang informasi terkait hobi dan kesukaan menggunakan bahasa sendiri (using your own language),
<i>Condition</i>	melalui serangkaian kegiatan pembelajaran tentang hobi dan kesukaan
<i>Degree</i>	dengan menggunakan struktur kebahasaan dan preposition (at, in, on) dengan benar dan tepat.

3. menulis teks interaksi transaksional yang melibatkan tindakan memberi dan meminta

Behaviour

informasi terkait hobi dan kesukaan seseorang, sesuai dengan konteks penggunaannya dengan benar dan tepat.

Degree

<i>Audience</i>	Peserta didik
<i>Behaviour</i>	Menulis teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait hobi

	dan kesukaan seseorang.,
<i>Condition</i>	melalui serangkaian kegiatan pembelajaran tentang hobi dan kesukaan
<i>Degree</i>	sesuai dengan konteks penggunaannya dengan benar dan tepat.

Based on the observation results of writing learning objectives in Lesson Plan 1, the teachers have formulated learning objectives based on the meeting, which was in accordance with K-13 requirement. The teachers breaks down the learning objectives from indicators they have formulated. The teachers have written full ABCD aspects of the learning objectives, but in the writing technique, the teacher made aspects C and D for all learning activities, where elements C = condition and A = audience were still written separately. The aspect of Condition already existed, but the activities were still not clear, the teachers only wrote “Setelah melalui serangkaian kegiatan pembelajaran tentang hobi dan kesukaan.... “, the intended activities

should be written in detail. The sentence “serangkaian kegiatan pembelajaran....” did not show the appropriate operational verbs that can be assessed. Based on the researcher’s observation, the formulation of learning objectives in the lesson plan has mentioned all aspects of ABCD, but the Behavior and Degree aspects were all separated for all learning objectives. It means that the teachers have been able to write well learning objectives in accordance with the concept of ABCD although still had difficulty in emphasizing the operational verbs.

B. Analysis of Learning objective in Lesson Plan 2

Meeting 1 :

Melalui metode saintifik peserta didik dapat:

Condition audience

1. Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dalam bahasa

Behaviour

Inggris

<i>Audience</i>	Peserta didik
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<i>Behaviour</i>	Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dalam bahasa
<i>Condition</i>	Melalui metode saintifik
<i>Degree</i>	-

2. Mengidentifikasi ungkapan yang digunakan untuk ungkapan paman dalam bahasa Inggris
Behaviour

<i>Audience</i>	Peserta didik
<i>Behaviour</i>	mengidentifikasi ungkapan yang digunakan untuk ungkapan paman dalam bahasa
<i>Condition</i>	Melalui metode saintifik
<i>Degree</i>	-

3. dapat menulis teks interaksi transaksional yang melibatkan tindakan memberi dan

Behaviour
meminta informasi terkait hobi dan kesukaan seseorang, sesuai dengan konteks penggunaannya dengan benar dan tepat.

<i>Audience</i>	Peserta didik
<i>Behaviour</i>	dapat menulis teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan kesukaan seseorang
<i>Condition</i>	
<i>Degree</i>	

<i>Condition</i>	Melalui metode saintifik
<i>Degree</i>	dengan benar dan tepat

Meeting 2 :

Melalui metode saintifik peserta didik dapat:

Condition audience

1. Mengidentifikasi ungkapan yang digunakan untuk melakukan berterima kasih dalam bahasa Inggris

<i>Audience</i>	Peserta didik
<i>Behaviour</i>	Melakukan percakapan interpersonal dengan menggunakan ungkapan sapaan
<i>Condition</i>	<u>Melalui metode saintifik</u>
<i>Degree</i>	-

2. Mengidentifikasi ungkapan yang digunakan untuk melakukan meminta maaf dalam bahasa Inggris

<i>Audience</i>	Peserta didik
<i>Behaviour</i>	Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dalam bahasa
<i>Condition</i>	Melalui metode saintifik
<i>Degree</i>	-

3. Dapat menulis teks interaksi transaksional yang melibatkan tindakan memberi dan
Behaviour

meminta informasi terkait hobi dan kesukaan seseorang, sesuai dengan konteks penggunaannya dengan benar dan tepat.

Degree

<i>Audience</i>	Peserta didik
<i>Behaviour</i>	Dapat menulis teks <u>interaksi transaksional yang melibatkan tindakan memberi dan</u>
<i>Condition</i>	Melalui metode saintifik
<i>Degree</i>	<u>dengan benar dan tepat.</u>

Behaviour
kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya

Degree

diri

<i>Audience</i>	Peserta didik
<i>Behaviour</i>	<u>Melakukan percakapan interpersonal dengan menggunakan ungkapan sapaan</u>
<i>Condition</i>	Melalui metode saintifik
<i>Degree</i>	dengan percaya diri

Meeting 3 :

Melalui metode saintifik peserta didik dapat:

Condition Audience

1. Menggunakan ungkapan sapaan dan berpamitan dengan benar dan dengan cara yang

Behaviour *Degree*

santun dan berterima.

<i>Audience</i>	Peserta didik
<i>Behaviour</i>	<u>Menggunakan ungkapan sapaan dan berpamitan dengan benar</u>
<i>Condition</i>	<u>Melalui metode saintifik</u>
<i>Degree</i>	<u>dengan cara yang santun dan berterima.</u>

2. Melakukan percakapan interpersonal dengan menggunakan ungkapan sapaan melalui

Based on the observation results of writing learning objectives in Lesson Plan 1, the teachers have formulated learning objectives based on the meeting, which was in accordance with K-13 requirement. The teachers breaks down the learning objectives from indicators they have formulated. The teachers have written full ABCD aspects of the learning objectives, but in the writing technique, the teacher made aspects C and A for all learning activities, where elements C = condition and A = audience were still written separately. The aspect of Condition already existed, but the activities were still not

clear, they only wrote “Melalui metode saintifik” for all the learning objective from meeting 1 to meeting 3, the intended activities should be written in detail and in the form of verbs. Aspect C = Condition should reveal the specific activities that would be given to students in the learning process. The verb in question is an activity that students must do in order to achieve an expected behavior change. Not all the D = Degree aspect in learning objective written by the teachers, this aspect should be written in each learning objective, because the part is to know what should be mastered by students after they implement learning activities

Based on the researcher’s observation, the formulation of learning objectives in the lesson plan has mentioned all aspects of ABCD, but the teacher still not written all the ABCD aspect completely in each learning objective, the above learning objectives in meeting 1 and meeting 2, there were no aspect D nor degree included. The Degree aspect

appeared at the third meeting. The teachers also formulated C= Condition and D = Degree aspect for all learning objectives activities. It can concluded that teachers were still lacking in writing learning objective which consist of complete ABCD aspects

CONCLUSION

In the teacher training activities carried out by LPMP of Central Kalimantan, it can be concluded that teachers had understood that the learning objectives must be formulated based on the number of meetings in the lesson plan. They also made learning objectives based on indicators broken separated from basic competencies in accordance with the 2013 curriculum syllabus. In the formulation of learning objectives the teachers have included the ABCD aspects. But in the writing technique there were still some mistakes, namely;

1. Teachers still formulated C= Condition and D = Degree aspect for all learning objectives activities, which was actually

they have to be put in each learning goal the teacher must make one statement in accordance with the ABCD aspects.

2. Based on the observation, the aspect C= Condition in the lesson plan did not reveal the specific activities that would be given to students.
3. That teachers were still missing the D=Degree aspect.
4. Teachers still had difficulties to use a suitable operational verb in formulating the learning objectives on their lesson plans.

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Lesson Plan 1 :

RENCANA PENGEMBANGAN PEMBELAJARAN

Satuan Pendidikan : SMP N 1 Palangka Raya
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII/Ganjil
 Materi Pokok : *Our identity*
 Alokasi Waktu : 2x pertemuan

A. KOMPETENSI INTI

Kompetensi Inti	
KI – 1	Menghargai dan menghayati ajaran agama yang dianutnya.
KI – 2	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI – 3	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI – 4	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
	3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosakata terkait hubungan keluarga; pronoun (<i>subjective, objective, possessive</i>).	3.2.1 Menentukan kata-kata yang tepat untuk teks sederhana tentang identitas seseorang dengan tepat. 3.2.2 Mengidentifikasi kata-kata kerja yang digunakan untuk perkenalan diri dengan benar dan tepat. 3.2.3 Menyusun kalimat acak tentang hobi dan kesukaan menjadi kalimat yang padu dengan benar.
	4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat	4.2.1 Menulis teks interaksi transaksional yang melibatkan tindakan memberi dan meminta

	<p>pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks.</p>	<p>informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya dengan benar dan tepat.</p> <p>4.2.2 Mengungkapkan dialog sederhana tentang informasi terkait jati diri menggunakan bahasa sendiri (using your own language), dengan menggunakan struktur kebahasaan dan preposition (at, in, on) dengan benar dan tepat.</p> <p>4.2.3 Mengungkapkan teks sederhana tentang informasi terkait hobi dan kesukaan menggunakan bahasa sendiri (using your own language), dengan menggunakan struktur kebahasaan dan preposition (at, in, on) dengan benar dan tepat.</p> <p>4.2.4 Menulis teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan kesukaan seseorang, sesuai dengan konteks penggunaannya dengan benar dan tepat.</p>
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Fokus penguatan karakter : religius, kerjasama, percaya diri, kreatif

C. TUJUAN PEMBELAJARAN

1) Pertemuan pertama

Setelah melalui serangkaian kegiatan pembelajaran tentang *our identity* / perkenalan, peserta didik :

1. Dapat menentukan kata-kata yang tepat untuk teks sederhana tentang identitas seseorang dengan tepat.
2. Dapat mengidentifikasi kata-kata kerja yang digunakan untuk perkenalan diri dengan benar dan tepat.
3. Dapat menulis teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek

dan sederhana, sesuai dengan konteks penggunaannya dengan benar dan tepat.

4. Dapat mengungkapkan dialog sederhana tentang informasi terkait jati diri menggunakan bahasa sendiri (using your own language), dengan menggunakan struktur kebahasaan dan preposition (at, in, on) dengan benar dan tepat.

2) Pertemuan kedua

Setelah melalui serangkaian kegiatan pembelajaran tentang hobi dan kesukaan, peserta didik :

1. Dapat menyusun kalimat acak tentang hobi dan kesukaan menjadi kalimat yang padu dengan benar.

2. Dapat mengungkapkan dialog sederhana tentang informasi terkait hobi dan kesukaan menggunakan bahasa sendiri (using your own language), dengan menggunakan struktur kebahasaan dan preposition (at, in, on) dengan benar dan tepat.
3. Dapat menulis teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait hobi dan kesukaan seseorang, sesuai dengan konteks penggunaannya dengan benar dan tepat.

Lesson Plan 2 :

SEKOLAH	: SMPN PALANGKA
MATA PELAJARAN	: Bahasa Inggris
KELAS/SEMESTER	: VII/1
MATERI POKOK	: Menyapa, berpamitan, mengucapkan terima kasih, dan meminta maaf, serta menanggapinya
ALOKASI WAKTU	: 3 x 40 menit

A. KOMPETENSI INTI (KI)

1. Menanggapi dan mengamalkan ajaran agama yang dianutnya.
2. Menghargai perilaku (jujur, disiplin, tanggung jawab, peduli, santun, rasa ingin tahu, percaya diri, toleran, motivasi internal, pola hidup sehat, dan ramah lingkungan) dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberdayaannya
3. Memahami pengetahuan (factual, konseptual dan procedural) dalam ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan dan peradaban terkait fenomena dan kejadian yang tampak mata.
4. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
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<p>3.1. Memahami teks lisan berupa sapaan, pamitan, ucapan terima kasih, dan permintaan maaf serta responnya sesuai dengan konteks penggunaannya..</p>	<p>3.1.1 Peserta didik mampu mengidentifikasi ungkapan yang digunakan untuk menyapa orang lain dan responnya dalam ucapan sehari-hari. 3.1.2 Peserta didik mampu mengidentifikasi ungkapan untuk berpamitan dan responnya dalam kehidupan sehari-hari. 3.1.3 Peserta didik mampu melakukan komunikasi lisan dan tulis dengan menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapi.</p>
<p>4.1. Menyusun teks lisan untuk mengucapkan dan merespon sapaan, pamitan, ucapan terima kasih, dan permintaan maaf, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.1.1. Peserta didik dapat melakukan tindak tutur berpamitan dalam bahasa Inggris dengan percaya diri 4.1.2 Siswa dapat menyusun teks tentang sapaan serta menggunakan ungkapan sapaan dengan benar dan meresponnya pada situasi yang tepat. 4.1.3. Siswa dapat menyusun teks tentang pamitan dan menggunakan ungkapan berpamitan dan meresponnya dalam pada situasi yang tepat.</p>

Butir- butir nilai karakter : Religius, Disiplin, Santun, Perduli

C. TUJUAN PEMBELAJARAN:

1. Pertemuan Pertama
 Melalui metode saintifik peserta didik dapat:
 1. Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dalam bahasa Inggris
 2. Mengidentifikasi ungkapan yang digunakan untuk ungkapan pamitan dalam bahasa Inggris

2. Pertemuan kedua
 Melalui metode saintifik peserta didik dapat:
 1. Mengidentifikasi ungkapan yang digunakan untuk melakukan berterima kasih dalam bahasa Inggris
 2. Mengidentifikasi ungkapan yang digunakan untuk melakukan meminta maaf dalam bahasa Inggris

3. Pertemuan Ketiga
Melalui metode saintifik peserta didik dapat:
 1. Menggunakan ungkapan sapaan dan berpamitan dengan benar dan dengan cara yang santun dan berterima.
 2. Melakukan percakapan interpersonal dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri