



Exploring Lesson Plans Through Learning Objectives Written by English Teachers

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ABSTRACT

ARTICLE INFO

Article history:

Received

29 October 2022

Revised

21 November 2022

Accepted

26 November 2022

Writing instructional objectives on lesson plan should not be missed. It exactly becomes a must. This present study aimed to intently explore English teachers' lesson plans through learning objective theory. This research employed a descriptive qualitative research design. The documentations were five lesson plans primarily gained from ayoguruberbagi.kemdikbud.go.id. The data were purposively selected with different topics and teachers. The researcher identified the learning objectives one by one. Those were then analyzed using Dick, Carey and Carey and Bloom's theory to be categorized into three items namely CN (condition), B (behavior) and CR (criteria). The findings revealed that two among five English teachers still have inadequacy in case of creating objectives which comprises the completeness of CN (condition), B (behavior) and CR (criteria). Then, condition was found as the lowest aspect. However, all teachers had fully applied observable verbs on their learning objectives. Thus, it is required for the teachers to pay more attention to those three existences as well as the selection of verbs before designing learning objectives

Key Word

Lesson Plan, Learning Objectives, English Teacher

How to cite

<https://pusdikra-publishing.com/index.php/jetl>

Doi

[10.51178/jetl.v4i3.917](https://doi.org/10.51178/jetl.v4i3.917)



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INTRODUCTION

The curriculum demands high creativity and independency in the development, both in developing the syllabus and integrating it into the lesson plan. As a part of syllabus, writing a lesson plan exactly helps to organize teachers' thoughts and becomes a framework that indicates how to take students to certain learning process (Kilickaya, 2016; Vdovina & Gaibbisio, 2013). Besides, teachers must design lesson plans as a teaching guide, especially in evaluating the learning process so they can evaluate whether the objectives of the material can be achieved or not. Therefore, it is essential for teachers to write their learning objectives before committing classroom activities.

Specifically, learning objective becomes a heart of teaching and learning process. The placement of learning objectives in lesson plan wholly monitors

teacher to still run on track and it will also remind teacher to stay focus if he or she is going to be far from the aim during teaching and learning process. Consequently, designing objectives on lesson plan precisely will effect meaningful learning process as expected as possible.

In reality, there are yet many English teachers only copy lesson plan from the others because of particular reasons. It is sometimes unmodified or reconsidered. Furthermore, some teachers get troubles in making good lesson plan especially defining a good part of objectives. This is one of the evidences that teachers seem to have difficulties especially integrating the objectives activities embedded in lesson plan (Laia, 2019; Widiastuti et al, 2021). The selection of observable verbs as well as the formulation of learning objectives also become issues for them. Unconsciously, the verbs written in learning objective are unmeasurable. Moreover, learning objectives are sometime not yet written to fulfill at least the cognitive aspect (Handayani et al, 2018).

Nowadays, the internet access can helps and leads language teachers to the educational beneficial websites to seek the examples of lesson plans and other learning sets. For instance ayoguruberbagi.kemdikbud.go.id as a big platform belonging to The Ministry of Education and Culture Republic Indonesia in which everyone can assess, share and download a dozens of lesson plan. However, it is sometimes found inadequate writing regarding to the aspect of lesson plan. Thus, language teachers should recheck and reconsider it carefully. In objective instruction for instance, it should comprise three main aspects namely condition, behavior and criteria and the selection of verbs should not be vague (Dick et al, 2015).

Several prior investigations dealing with lesson plan have been done (Antari, 2021; Latifa, 2017; Sari et al, 2020). Antari (2021) scrutinized that there are problems found when teachers compiling the lesson plan for learning English, including those that occur in the aspect of learning objectives, learning activities, and learning assessment. Latifa (2017) through her research revealed that the objective statements are congruent with the goals of the 2013 curriculum since the lesson plans reflected learner-centered activities. However, improvements are needed due to completing A (audience), B (behavior), C (condition), D (degree) and three learning domains in objective statements. The research conducted by Sari et al (2020) also pointed out that teachers undergo the difficulties such as determining the operational verbs to be suitable for formulating learning objectives.

Regarding on the above explanations, the writer is interested in study of learning objectives by Dick, Carey and Carey and Bloom theory to grasp the analysis comprehensively. Therefore, the present research is aimed to explore

teacher's lesson plans throughout the learning objectives. The research questions are then formulated as follows; (1) Do the learning objective on lesson plans show the existence of CN (condition), B (behavior) and CR (criteria)? (2) What is the lowest aspect of CN (condition), B (behavior) and CR (criteria) in the objectives of the lesson plans? (3) Do the verbs written on objectives qualify as observable verbs?

RESEARCH METHOD

Dealing with the purpose of this study, this research used descriptive qualitative and it involved a process of analysis. In qualitative research, inquirers employ theory as a broad explanation (Creswell and Creswell, 2017). To analyze and describe the learning objectives written by English teacher on lesson plans, it indeed used descriptive technique.

The data were primarily collected from ayoguruberbagi.kemdikbud.go.id. It is a wide platform belonging to The Ministry of Education and Culture Republic Indonesia in which everyone can assess, share and download a dozens of lesson plan and other learning sets. From the websites, the writer tried to get some lesson plans to be analyzed. Next, the steps would follow Miles and Huberman model that consists of data reduction, data display and conclusion drawing/verification (Miles and Huberman, 1994).

The data were further analyzed using Dick, Carey and Carey model consisting three main parts namely condition (CN) behavior (B) and criteria (CR) to answer research question 1. To answer research question 2, the writer had to categorize the three aspects. Next for the research question 3, the writer would adjust and equate kind of operational observable verbs purposed by Bloom's theory. The data from the documents were then confronted to provide the descriptions.

RESULT AND DISCUSSION

The existence of CN (condition), B (behavior) and CR (criteria)

From five lesson plans and ten learning objectives, the results showed that there were three teachers use three parts of objective statements properly. However, two teachers uncompleted it. Meanwhile, the data wholly consisted of 10 CN (condition), 10 B (behavior), 10 CR (criteria) and after being analyzed, those were unfilled for 4 CN (condition) on teacher 3 and teacher 5 lesson plans. Then, 2 CR (criteria) on teacher 3 lesson plan only.

Table 1.
The Existence of CN (condition), B (behavior) and CR (criteria)

Lesson Plan Topics and Teacher Code	Learning Objectives	Notes
Procedure Text Teacher 1	<ul style="list-style-type: none"> Given several procedure texts (CN), students are able to identify and analyze social functions, paragraph structures and language features (B) according to the context (CR) Through group activities and by utilizing smartphone technology (CN), students are able to construct procedure texts in written and oral form (B) properly and correctly (CR) 	Should be: 2 CN 2 B 2 CR Fulfilled
Narrative Text Teacher 2	After participating in the Learning Activities, students are expected to be able to (CN) <ul style="list-style-type: none"> Identify social functions, text structures and language features of Narrative texts in short stories in the form of Fairy Tale (B), according to the context in which they are used. (CR) 	Should be: 2 CN 2 B 2 CR Fulfilled
Offers and Suggestions Teacher 3	<ul style="list-style-type: none"> Analyze social functions, text structures and language features of narrative texts in short stories in the form of Fairy Tale (B), according to the context of their use. (CR) 	Should be: 2 CN 2 B 2 CR Missed 2 CN 2 CR
Announcement Teacher 4	Through a scientific approach and using the Discovery Learning model, students are expected to be skilled: (CN) <ul style="list-style-type: none"> Identify social functions, text structures and language features of the announcement text by answering true or false choices (B) along with the reasons (supporting statement) (CR) Construct written texts regarding 	Should be: 2 CN 2 B 2 CR Fulfilled

	announcements based on the context provided (B) properly and correctly (CR)	
News Item Text	• Identify social functions, structures and language features of several oral and written news item texts by giving and asking for information related to simple news from newspapers/radio/TV (B), according to the context of use (CR)	Should be: 2 CN
Teacher 5	• Identify language features in the news item text in the form of simple news from newspapers/radio/TV (B), according to the context of its use: Passive Voice (CR)	2 B 2 CR Missed 2 CN

As found above, it can be stated that two teachers still have a lack of awareness creating objectives which completeness of 'CN, B, and CR'. They sometimes neglect condition as well as criteria in their objectives which seemingly become the causes of why the activities done by students are difficult to be assessed. The above findings are in line with what have been investigated by Latifa (2017) where improvements are needed due to completing audience, behavior, condition and degree.

In this case, Dick, Carey and Carey model is used to analyzed for three main parts namely condition (CN) behavior (B) and criteria (CR). If it is compared with other model for instance using ABCD (audience, behavior, condition and degree), it is simpler with omission Audience/students. But, the fundamental aspects still exist by those three. Regarding to above finding, condition and criteria were frequently missed. The teachers sometimes and unconsciously feel that three aspects are not really crucial. It needs such as training for English teachers in that institution to design lesson plans in more details. It is supported by Sari et al (2020) who comment that many language teachers at education institutions lacked the writing skills necessary for their practicum lessons. Lack of understanding of the interdependence and interrelatedness of the many elements of a lesson plan is one of the issues.

The other factor is assuming that putting behavior (B) is enough in learning objectives. Whereas, the three aspects should be completely filled in learning objectives because in this way objectives acquire such characteristics as being specific, observable, results oriented, and measurable by either quantitative or qualitative criteria (Vdovina & Gaibisso, 2013).

In accordance with this finding, the possible strategies to address this issue are sharing and gathering, English teacher initiative and creativity to modify

curricula especially lesson plans in unique ways, coordination and collaboration between teachers or between schools and teachers, and finally find out the accurate sources.

The lowest aspect of CN (condition), B (behavior) and CR (criteria)

There were ten objectives designed within five lesson plans. Yet there were six objectives represented the behavioral objectives. Overall, those teachers did not face a big problem in involving behaviors (B) in the objectives since those are the core of making objectives. As seen below, the table showed that CN (conditions) are unwritten the most with total four items. While criteria took as second position for only two items.

Table 2.
Amount of CN (condition), B (behavior) and CR (criteria)

Teacher	Condition	Behavior	Criteria
Teacher 1	2/2	2/2	2/2
Teacher 2	2/2	2/2	2/2
Teacher 3	0/2	2/2	0/2
Teacher 4	2/2	2/2	2/2
Teacher 5	0/2	2/2	2/2

Teacher 3 and 5 did not put condition in the objectives to specify certain circumstances in which the students should be able to perform certain skills. In this case, the information such as environment, resources, direction, format or datelines are required. Indeed, the importance of putting conditions on objectives is argued by Dick et al (2015) that the conditions describe the exact circumstances and resources that will be available to the learner when the objective is learned, practiced, and performed.

Dealing with the finding, English teachers need to understand some points: because it can be challenging to determine whether students understand or can apply learning objectives, teachers are aware of the challenges in making the connection between learning objectives and core competencies. To ensure that teaching and learning are on course, setting goals or targets while creating lesson plans is a crucial first step. This is in line with Widiastuti et al (2021) statement who said that teachers compile the lesson plan in their mind without writing it into the fixed lesson plan. They probably see the core competencies and indicators which reflect the objectives and they go on with their own way. This may be caused by scanty time of preparation of the teacher in planning the lesson.

Again in this part, the demand of writing learning objectives is assumed enough by jotting down (B) behavior. As effect, the teachers neglect the

existence of condition. They had not yet realized that without limitation of measuring goal, it just bother the teachers to reach the learning success. So, putting conditions are expressed in language using verbs. The action in learning objective is one that students must carry out in order to change their behavior as desired.

Qualification of Verbs in Learning Objectives

The findings displayed below revealed that eventual selection of verbs are categorized as observable verbs. It means that the verbs describe an action that can be observed and are measurable within the teaching time frame. As Dick et al (2015) mentioned that verbs must be an action verb that can be observed to show that the learner is learning or mastering the instruction.

Table 3.

Qualification of Verbs in Learning Objectives

Observable Action Verbs		
Teacher 1	Identify	construct
Teacher 2	Identify	analyze
Teacher 3	Construct	respond
Teacher 4	Identify	construct
Teacher 5	Identify	identify

After being analyzed, the verbs used to write the objectives (identify, construct, analyze and respond) can be attributed to different levels of the cognitive domain of the Bloom's taxonomy. In line with Bloom's (1956) statement, this domain is most central to work of much current test development. Moreover, he argued that the most of the work in curriculum development has taken place and where the clearest definitions of objectives are to be found phrased as description of students behavior.

Discussion

At first, teacher's creativity is necessary to deal with the problem aroused. The most important thing is that they know their adjectives well, they know the characteristics and needs of students, and they know the expectations of the school and of the country. As long as they can fulfill these elements, they will survive in achieving their goals. Besides, writing a lesson plan facilitates cognitive organization and provides a framework for guiding students to specific "learning destinations." Some fundamental aspects or components are common to all lesson plans and must be included in plans that promote the development of critical thinking, while some other elements must be added or modified to accommodate the critical thinking component (Vdovina & Gaibisso,

2013). By mean of this, the observable verbs that written by the teachers should has fulfil critical thinking aspect.

CONCLUSION

It can be concluded that putting condition in the learning objectives becomes the most ignored aspect by teachers. Otherwise, its function is to specify certain circumstances in which the students should be able to perform certain skills. As recommendations, teachers should carefully rethink the selection of observable operational verbs that will be used for determining behavior since those can define the cognitive domain as well as the level of students' critical thinking. Thus, it is eventually required for the teachers to pay more attention to the existence of CN (condition), B (behavior) and CR (criteria) before designing instructional objectives. The writer is also aware that this research did not explore an issue in how English teachers formulate basic competencies in syllabus laid out into indicators as well as learning objectives. Further researches are hoped to deeply reveal this problems.

ACKNOWLEDGEMENT

The writer thanks for all lecturers and classmates who always support him during writing the article. He also expresses his gratitude to Journal of Education and Teaching Learning (JETL) for receiving and publishing this.

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