CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the area of the study that will be covered in some headings (A) The Definition of Indicator, (B) The important indicator in teaching learning process, (C) The criteria of good indicator, (D) The Steps of developing indicator, and (E) The Previous Study.

A. The Definition of indicator

Margana said in his journal that the indicator is defined as behavioral competencies that can be measured and observed to perform the achievement of the basic competencies. This implies that the indicators are the parameters of achieving the basic competencies.[8] In addition, indicator is developed and described from basic competence (KD) with using operational verbs (KKO). Every basic competence can be described into three or more indicator. Indicator is reference in determining task of a claim. This kind of a claim is form of examination or other that can be measured. Thus, it must use operational verb and scope of material more focus and narrower than basic competence (KD).[9] Referring to the explanation, indicator can be made as reference to measure weather the basic competence is achieved or not. The

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[8] Margana, "Developing Lesson Plan for Secondary Levels: Problems and Solution". *Proceeding, Revitalizing English Teachers' Professional Development.* The 9th JETA National Conference, 164

[9] Minin haryati, *Model dan Teknik Penilaian pada Tingkat Satuan Pendidikan,* (Jakarta: Gaung Persada Press, 2007), 8.

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formulation of indicator should employ the operational verb which means that they can be observed and measured.

Indicator also called by *"Performance Objective"* which is indicator is set from basic competence. This indicator as guideline in teaching learning process was stated by Ely and Gerlach, and Brings.

1. Ely and Gerlanch said that indicator of learning as certain of description in changing of behavior or outcome of action give instruction that learning process was continuing.

2. Brings said that indicator or purpose of learning is the declaration about what the students should do or which behavior is applied by students after they finished program of learning. It means that the purpose of the study must show the final behavior or the result of the study that is demanded is able to be done by the students as prove that their endeavor of study was success. The basic competence clarifies that the behavior should be seen by students in the last of learning activity. Indicator constitutes sub-purpose of learning detail from basic competence.[10]

From reasons above, it can be said that indicator is behavior that can be measured and observed to show achievement of certain basic competence that become guidance in assessing a lesson. Indicator is also become guidance of basic

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[10]Zaidi, "Teknik Merumuskan Indikator". (http://www./76106548/TEKNIK-MERUMUSKAN-INDIKATOR), accessed on March 13, 2015). MIN Malang 1, 1.

competence achievement characterized by behavioral changes that can be measured including attitudes, knowledge, and skills. Indicator should be developed based on students' characteristics, lesson, education unit, and indicator formulated in operational verb that can be observed.

B. The Importance of Indicator in teaching learning process

The important problem seldom was found by teacher or candidate teacher to prepare good lesson plan to help students realize the competence. A lesson plan (RPP) is plan that describes procedure and management on one of learning from basic competence was decided in content standard and formulated in syllabus. In this lesson plan there are some component must be known by real teacher or candidate teacher. One of important component must be known by real teacher or candidate teacher is indicator. Why indicator is important?

According to Hady in his writing *"Formulating indicator and the characteristics"* he says that indicator is important thing in language learning or teaching learning process because indicator is the measurement in achievement of basic competence that become reference in assessing a lesson.[11]

In addition, indicator is useful to know students' level of mastering of learning process in class until the students can measure self-ability of the lesson and indicator also useful for teacher in developing assessment that done by test. Indicator

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[11] Yazid Hady, *"Perumusan Indicator dan Ciri-cirinya"* (https;//www//2013/09/24/perumusan-indikator-dan-ciri2nya/), accessed on March 13, 2015)

in language learning needs step of strategic in increasing quality of learning in class and students' achievement of competence.[12]

Indicator is important component in lesson plan because it is formulation from basic competence that shows action and response done or applied by the students. Indicator its means purpose of learning must be developed well and suitable with students' condition because formulating indicator more influence students' development to understand material explained.

Indicator has most strategies standing to develop accomplishment of competence based on standard of competence and basic competence. Indicator has important characteristic and function in lesson plan (RPP). The characteristic or functions indicator in lesson plan (RPP) are:

1. Guidance in developing material.

Developing material must suitable with indicator was developed. Indicator was developed accurately able to give directive in developing effective material suitable with characteristic of material, potential, and students' need, school and area.

2. Guidance in designing learning activity.

Design of learning must be made effectively so that the competence can be achieved maximal. Developing of learning design must suitable with indicator was

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[12] Yazid Hady, *"Perumusan Indicator dan Ciri-cirinya"* (https://wwwyazidhady.wordpress.com/2013/09/24/perumusan-indikator-dan-ciri2nya/), accessed on March 13, 2015)

developed because indicator can give representation of affective learning activity to achieve the competence.

3. Guidance in developing equipment of learning.

Equipment of learning must be developed by teacher to need students' goal competence. Election of effective equipment learning must suitable with indicator until can increase goal of competence maximally.

4. Guidance in planning and executing goal evaluation.

Indicator becomes guidance in formulating, doing, and evaluating goal of learning, plan of estimation to give reference to determine form and kind of estimation and developing indicator of estimation. The development of indicators of assessment should be referring to the indicator of achievement which is being developed in accordance with demands of standard of competence and basic competence.[13]

It can be concluding why purpose of learning (indicator) is important in lesson plan because:

a. Indicator is formulating more detail from bigger purpose of the basic competence (KD), until if indicator achieve probability will achieve the bigger basic competence.

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[13] Isdisusilo, *Panduan Lengkap Menyusun Silabus dan Rencana Pelaksanaan Pembelajaran* (Jakarta: kata pena, 2012), 184-165.

b. Helping students, teacher, and evaluator to understand clearly about anything expected as result of learning activity:

1. Helping students, because this indicator the students can manage the time, energy, and centralization of their attention to purposes that will be achieved.

2. Helping teachers, because this indicator will be able to organize their learning activity, method, strategy to purposes that will be achieved.

3. Evaluator, because evaluator can arrange test suitable what should be achieved by students with this indicator.

c. Indicator is framework from learning that the teachers do.

d. Indicator is a marker of behaviors that must be considered by students based on teaching learning activities.

C. The Criteria of Good Indicator

Developing of good indicator will influence success competence in learning process because in this case, the students will be able to develop material will be explained by teacher, the students not only memories material but also they will be able to master competence well until purpose of learning will achieve well too.

According to Hammond and Iransford that new teachers or candidate teacher to have opportunities to learn how to evaluate and integrate particular curriculum materials into instruction in ways that are appropriate for the teachers' goals, for the

content under study, and particular students. These efforts seem to be most useful when they allow for the application of materials in practice rather than through abstract discussion only.[14]

Based on Dick and Carey said that objective should be formulated indicator or objective with clear sentence, definite, and can be measured.

1. Clear sentence:

   Purpose of study must be said with written and explained to students until students and teacher have same understanding.

2. Definite:

   Purpose of study contains interpretation or was not interpreted on other understanding.

3. Can be measured:

   The students' step of accomplishment in behavior there in purpose can be measured with test or other measuring.[15]

From explaining above can be concluded that indicator must specification and clear that is indicator has one meaning, deliver clear information about students' behavior that is expected. Indicator must have orientation for students which is behavior that is expected for students in final of learning activity, and not behavior

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[14] Linda Darling-Hammond – John Iransford, *Preparing Teachers for a changing world: What Teachers Should Learn and Be Able to Do* (Bransford, National Academy of Education: 2005), 198.
[15] Zaidi, "Teknik Merumuskan Indikator". (http://www./doc/76106548/TEKNIK-MERUMUSKAN-INDIKATOR), accessed on March 13, 2015). MIN Malang 1, 1.

that is done by teacher in study. Indicator must use verb that show behavior that can be observed or measured. These are criteria of good indicator: based on the level of students' thinking, related to the standard competence and basic competence, showing students' result of study with intact (cognitive, affective, and psychomotor domain), pay attention to relevant resources of study, containing operational verb, and not contain ambiguous word.[16]

Developing of good indicator in lesson plan (RPP) must include all of domains; cognitive, affective and psychomotor domain. If three domains there in formulating of indicator so the students not only know material that is studied but also they will be able to applied it in daily life. In this case like using Benyamin S. Bloom's theory or must appropriate with Bloom Taxonomy's levels in formulating indicator must include three domains.

Bloom taxonomy divides the way people learn into three domains. There are cognitive domain, affective domain, and psychomotor domain. Here are the explanations:[17]

1) *Cognitive domain*, is domain that related to function to process information, knowledge, and competence of mentality also containing behaviors emphasize intellectual aspect, such as knowledge, explanation, and skill. Also, it which

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[16] Khaerudin, *Kurikulum Tingkatan Satuan Pendidikan Konsep dan Implementasinya di Madrasah* (Jogjakarta: Pilar media, 2007), 129-130

[17] Jack H. Shrawder, "Planning a Successful Lesson; A teaching for success Focalite" *Teaching learning,* (http://teachingforsuccess.com), accessed on April 4, 2015), 5.

emphasize intellectual outcomes. This domain is further divided into categories or levels. The key words used and the type of questions asked may aid in the establishment and encouragement of critical thinking, especially in higher levels.[18]

2) *Affective domain* is learning involves feeling and emotions; this type of learning relates to the attitudes, beliefs, interests, or values the student will acquire as a result of the lesson, such as developing appreciation for a particular musical style or placing ethics above profit.

3) *Psychomotor domain* involves the acquisition of physical skills, either kinesthetic or tactile.

According to Tyler and Bloom in the 1950s, cognitive learning can be understood as a hierarchy beginning at the concrete level and moving to the more abstract. Arranging their cognitive skill structure from the simplest to the most complex, it looks like this: 1) knowledge, 2) comprehension, 3) application, 4) analysis, 5) synthesis, and 6) evaluation.[19]

Table 2.1 level of formulating indicator by Bloom's Taxonomy: Cognitive domain[20]

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[18] "writing objectives Using Bloom's Taxonomy"
(http://teaching.uncc.edu/sites/teaching.uncc.edu/files/media/files/file/GoalsAndObjectives/BloomWritingObjectives.pdf), accessed on April 4, 2015), 1

[19] Jack H. Shrawder, "Planning a Successful Lesson; A teaching for success Focalite" *Teaching learning,* (http://teachingforsuccess.com, accessed on April 4, 2015), 5.

[20] "writing objectives Using Bloom's Taxonomy"
http://teaching.uncc.edu/sites/teaching.uncc.edu/files/media/files/file/GoalsAndObjectives/BloomWritingObjectives.pdf, accessed on April 4, 2015), 1

Level	Level Attributes	Keyword
1. Knowledge	Exhibits previously learned material by recalling facts, terms, basic concepts and answers.	Who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select.
2. Comprehension	Demonstrating Understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.	Compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify
3. Application	Solving problem by applying acquired knowledge, facts, techniques and rules in a different way.	Apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify
4. Analysis	Examining and breaking	Analyze, categories,

	information into parts by identifying motives or causes; making inferences and finding evidence to support generalization.	classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption conclusion
5. Synthesis	Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	Build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt,

		minimize, maximize, delete, theorize, elaborate, test, improve, happen, change
6. Evaluation	Presenting and defending opinions by making judgment about information, validity of ideas or quality of work based on a set of criteria.	Award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, opinion, support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct

While in aspects of affective domains are: 1) receiving/attending, 2) responding, 3) valuing, 4) organization, and 5) characterization. And aspects of psychomotor domain are: 1) set, 2) imitation, 3) habitual, 4) adaption, and creation.[21]

Table 2.2: level of formulating indicator by Bloom Taxonomy: Affective and psychomotor domain[22]

No	Domain	Level	Explanation	Example of operational word
	Affective	- Receiving - Responding - Valuing - Organization - Characterization	**Receiving** Willingness to realize phenomena in its area. In learning as like discover attention, maintain and direct it. **Responding** Give reaction for phenomena in its	**Receiving** • Show attitude of willingness to… • Show attitude of agreement to…. • Already to pay attention. **Responding** • Give reaction • Give agreement

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[21] Sugeng Listiyo Prabowo, *Perencanaan Pembelajaran,* (Malang, UIN MALIKI PRESS, 2010), 37-38.

[22] Zainal Arifin Ahmad, *Perencanaan Pembelajaran dari Desain sampai Implementasi,* (Yogyakarta: Pedagogia 2012), 89.

			area. As like agreement, willingness, and satisfaction to give conception.	• Show willingness
			Valuing Be related to cost or mark is applied in an object, phenomena, or behavior.	**Valuing** • Appreciate • Tolerant • Give praise
			Organization Integrate different mark, solve conflict, and compose consistent system.	**Organization** • Can integrate marks • Can overcome in a conflict manner.
			Characterization Have system of mark manage	**Characterization** • Show tenacious attitude with

			behavior until become to characterize for student's life style.	right principle. • Show consistent attitude.
	Psychomotor	- Perception - Set - Guide response - Mechanism - Adaption - Creating	**Perception** Using sense to become a guidance to help action. **Set** Willingness of mental and emotion to do action. **Adaption** Skillfulness were develop until can be agreed in each situation. **Creating** Making pattern of new movement was agreed with	**Perception** • Show readiness of mental. • Show bravery to try. • Can do movement fluently. • Can repeat movement. • Can do variety movements. • Can do • Can do variety activities. • Can do movements of

			situation or	each situation.
			especial problem.	• Can create pattern of new movement.

C. The Steps of Developing Indicators

According to Sudaryono said that a learning in context of curriculum that basis of competence, have purpose to make students master competence. There is sign that students achieve the competence of indicator. Indicator also can be used as reference in developing of learning or as reference assessment in mastering competence. In developing indicator, Sudaryono took steps continuously and systematically. From standard competence (SK) and basic competence (KD) which is certainly analyzed present basic question. "How do we know that the students acquired competence?" to get the answer from the basic question, we need three assist questions including three domains, there are:[23]

a. Knowledge. What should be able to know by the students? (Cognitive)

The answer to this question above is concept, fact, procedure, principle, or form of body of knowledge. Knowledge is related to lesson.

b. Skill. What should be able to show by the students? (Psychomotor)

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[23] Sawitri Retnantiti, *Telaah Komponen "Tujuan" dan "Penilaian" dalam RPP dan Implementasinya pada mata pelajaran Bahasa Jerman di Tingkat Satuan Pendidikan (SMA) Kota Malang* (Bahasa dan Seni, Tahun 37, nomor 1, Februari 2009), 94

The answer to this basic question above is all of skills should be showed by students due to fixed competences. The skills can be divided into two, there are, skill estuary eventually form of product (product) and skill estuary eventually form of performance (performance)

c. Attitude or behavior. What should be able to internalize/apply by the students?

The answer to this question in the form of the formulation of the behavior or habits related to the application of value attitude in students' daily live.

According to Dr. Suryaman in "*Petunjuk Praktis Penyusunan RPP Bahasa Indonesia* SMP" said that steps in developing of indicator, there are four important steps that need to be considered when formulating indicators. Here are the details.[24]

Step 1

Analyzing competencies used to be achieved through learning. Competence in question is a standard of competence in the content, in the form of standard competence-basic competence. Competence Standard and Basic Competence studied earlier. Assessment is based on the relationship between standard competence- basic competence with material science, material skills, attitudes matter, and discourse; simplicity and complexity levels; and the linkages between standard competence- basic competence others in one semester, one academic year, and among the academic year . Basic competence is the ability to be controlled by a number of

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[24] Dr. Maman Suryaman, M.Pd, *Petunjuk Praktis Penyusunan RPP Bahasa Indonesia SMP: Materi 3; in house training peningkatan mutu pendidikan,* (Direktorat pembinaan sekolah menengah pertama direktorat jenderal pendidikan dasar kementerian pendidikan dan kebudayaan, 2012), 13.

students in a particular subject as a reference indicator formulation competence in a subject.

Step 2

Developing "*factor markers*" that describe the achievement of competence. As already explained that the indicator is a characteristic behavior (measurable evidence) that can give you an idea that learners have achieved basic competence. In other words, the marker is a basic competence achievement indicator. Its development is based on the characteristics of learners, educational unit, and the potential of the region. Its formulation uses operational work measurable or observable that can be used as a basis to develop assessment tools.

Step 3

Identify operational verb in accordance with the guidance of competence. Indicators of achievement of competencies defined by using the operational work that can be observed and measured, which includes knowledge, attitudes, and skills . Examples of operational verb are identify, count, distinguish, infer, retell, practice demonstrate, and describe.

Step 4

Formulate language indicator or compose, compose language indicator is behavior that can be measured or observed in the language and compose to demonstrate achievement of certain basic competency assessment is the reference subjects. Indicator of achievement of competencies defined by using the operational

work that can be observed and measured, which includes knowledge , attitudes , and skills.

Indicator of achievement of learning outcomes developed by educators with regard to the development and capabilities of each learner. Each basic competence can be developed into two or more indicators of achievement of learning outcomes and adapted to the breadth and depth of the basic competence. Indicator is developed by educators in accordance with local conditions and each school. In making this indicator, educators also need to see the same basic competence in the classroom before and after to be more precise in defining the indicators according to KD which the class is taught.

D. The Previous of Studies

In this thesis, the researcher tries to collect information from some thesis's as considering materials to compare the problems that are researched, either in approach aspect or either object of the research.

There are some studies related with the current study: (1) The study conducted by Frida Sulistianingsih entitled *"Analisis kemampuan guru dalam mengembangkan indicator menurut tingkatan Taksonomi Bloom pada RPP maple PAI kelas IV di MI Lanatus Shibyan Mangkang Kulon ajaran 2012/2013"*. 2) The study conducted by Egi afshillah, Mulyati, Renny risdawanti entitled *"Analisa keterkaitan antara indicator, tujuan pembelajaran, materi, dan evaluasi dalam rencana pelaksanaan guru SMA negeri dan swasta di kota Padang"*. 3). The Study conducted by

Sulistiana, Student of IAIN Walisongo Semarang, entitled *"Analisis Kemampuan guru biologi dalam membuat perencanaan pelaksanaan pembelajaran (RPP) berbasis karakter semester genap di MAN 2 Pati"*, and 4) the study conducted by Volkan Cicek, V. (2013) at *International Journal of Economy, Management, and Social Sciences*, entitled *"Effective Use of Lesson Plans to Enhance Education"* 2 (6).

The first, the thesis written by Frida Sulistianingsih explains that the teachers in class IV at MI Lanatus Shibyan Mangkang Kulon 2012/2013, few of them were able to develop the indicator to fulfill standard of lesson plan (RPP) making and some of them are not able to do this. The similarity between Frida's thesis and thesis is written by me is we researched about developing indicator but Frida focuses more on teacher's ability in developing indicator of lesson plan (RPP) in PAI's lesson at MI Lanatus Shibyan Mangkang Kulon. While, in this research, the researcher researches students' ability of PBI UINSA Surabaya take PPL 1 in developing good indicator on lesson plan (RPP).

The second, the thesis written by Egi Afshillah, Mulyati, and Renny Risdawanti with this research have similarity, we research lesson plan but they research about there is connection between indicator, goal, material, and evaluation on teacher's lesson plan (RPP) at SMA negeri and swasta at Padang city. While, this researcher researches about students of PBI's ability that taking PPL 1 class in formulating or developing good indicator on lesson plan (RPP).

The third, the thesis written by Sulistiana that she researches teachers of biology's ability in making lesson plan (RPP) few of them able to make lesson plan well and some of them are not due to apply character of marks. The similarity between this research and her research is we sameness research lesson plan. But, Sulistina researched about teacher's ability in making lesson plan that base character, while this researcher researches students of PBI's ability that taking PPL 1 class in developing good indicator on lesson plan (RPP).

The forth, the journal written by Volkan Cicek (*Assist. Prof. Dr.) Ishik University, Erbil, Iraq* that he researched about effective use of lesson plan to enhance education which he explain about lesson plan is very important in teaching learning process because lesson plan is as guidance teacher in teaching learning process. While, this research more focus in developing indicator of lesson plan which is in this research, researcher will research students' ability in developing indicator of lesson plan in PPL 1 class at English Education Department at UINSA Surabaya.

The previous studies are different with the current study since the previous studies measure or analyze the way of the teachers develop indicator on lesson plan and the factors inhibiting it, without providing standard of good criteria of indicator. In the other hand, the researcher will conduct the continuous-structured measurement. Then, another difference is that this study is conducted to know whether the indicators made by students PBI that taking PPL 1 class are good or not.