CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher explains the research findings and discussion of the research problem. The researcher describes the data result in finding part. While in discussion, the researcher deduces the findings about Students' ability in Developing Indicators of Lesson Plan in PPL 1 class at English Education Department Faculty of Education and Teacher Training State Islamic University of Sunan Ampel Surabaya.

A. Research Findings

The researcher has conducted the research from 21 May- 11 June 2015 through the techniques of collecting data as stated in the research method. The data collected were devoted to answer the research question in this research about Do the indicators in lesson plan designed by students' PPL 1 class of PBI at UIN Sunan Ampel Surabaya fulfill the good criteria and What are the students' difficulties in developing indicators in their lesson plan. To show the result of this study conveniently, those findings are categorized based on the research questions of this study:

38

1. Students' ability in developing indicators of lesson plan

The researcher asks students' lesson plan of PPL 1 class at UIN Sunan Ampel Surabaya to know students' ability in designing indicator of lesson plan fulfill good criteria or not. After the data collected, the researcher analyzed the data use rubric in criteria of good indicator. The students' lesson plan viewed from some aspects, they are: Based on the level of development of thinking learners (According to level taxonomy bloom, Related to standard competence and basic competence, Showing the students' learning achievement as a whole (cognitive, affective, and psychomotor domain), Using the operational verb that can be measured, Do not use the ambiguous words, and Observing the relevant learning sources.

In analyzing the aspects of criteria of good indicator, the researcher divided into three categories. They are: poor, fair, good. Here the researcher gave 1 for poor, 2 for fair, 3 for good. To know the level of students' ability in designing indicator, the researcher added the point was gotten by students in some aspects of criteria good indicator. The table below is the result from the researcher analyzed the data (students' lesson plan). From this table, the researcher explained the finding of research in students' lesson plan.

Student	A	B	C	D	E	F	Level
1	2 (Fair)	3(Good)	2 (Fair)	1(Poor)	1(Poor)	2 (fair)	11(fair)
2	3(good)	3 (good)	3(good)	2 (fair)	2 (fair)	3(good)	16(good)

3	3(good)	3 (good)	2 (fair)	3(good)	3(good)	3 (good)	17(good)
4	3(good)	3 (good)	2 (fair)	3(good)	3(good)	3 (good)	17(good)
5	3(good)	2 (fair)	2 (fair)	3(good)	3(good)	3 (good)	16(good)
6	2 (fair)	3 (good)	2 (fair)	3(good)	3(good)	2 (fair)	15(good)
7	3(good)	3(Good)	2 (fair)	3(good)	3(good)	3 (good)	17(good)
8	3(good)	3 (good)	3 (good)	3(good)	3(good)	3 (good)	18(good)
9	3(good)	3(good)	2 (fair)	3(good)	3(good)	2 (fair)	16(good)
10	3(good)	3 (good)	3 (good)	3(good)	3(good)	3 (good)	18(good)
11	2(fair)	3(good)	2(fair)	3(good)	3(good)	3(good)	16(good)
12	3(good)	3(good)	2 (fair)	3(good)	3(good)	3(good)	17(good)
13	2(fair)	3(good)	2(good)	3(good)	3(good)	2(fair)	15(good)

1. **Student 1**

Indicator:

1. Understanding the way of scanning poster given by teacher.

2. Understanding the vocabularies in poster and able to pronounced

3. Understanding and able to write WH question.

a. **Based on the level of development of thinking learners (according to level taxonomy bloom)**

In this aspect, the student has achieved in fair level because the indicators arranged less accordance with the development of thinking learners level. Here, the student tries to teach "reading and vocabulary" in second class of senior high school with the theme "Scanning Poster". With the indicator as like above "understanding the way of scanning poster given by teacher" and so on is not suitable with the level of development of thinking learners (according to level bloom taxonomy) because the students of second class of senior high school should know to "do scanning poster, know or memories the vocabularies in poster, and so on", not only can understanding about it.

a. **Related to standard competence and basic competence**

In this aspect, the student has achieved in good level because all indicators arranged by student related to standard competence and basic competence. This is the standard competence and basic competence.

Standar Kompetensi:

5. memahami makna teks fungsional pendek dan esei berbentuk *report* dalam kehidupan sehari-sehari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar

5.1 Merespon makna dalam teks fungsional pendek dalam *poster resmi* dan *tidak resmi* yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-sehari.

b. Showing the students learning achievement as a whole (cognitive, affective, psychomotor domain)

In this aspect, the student has achieved fair level because the indicators arranged show the learners' achievement only 1 or 2 of 3 domains cognitive, affective, and psychomotor. Here, the researcher saw from the goal of learning that related with the indicator. This is the goal of learning:

1. Siswa mampu memahami cara scanning poster yang diberi guru secara berani terhadap guru dan teman.

2. Siswa dapat memahami kosakata dan cara **mengucapkan**nya di poster yang diberi guru secara percaya diri.

3. Siswa dapat **mempraktekkan** secara langsung WH question khususnya "when, what, and where" serta mengetahui fungsinya secara kooperatif.

The word **"mengucapkan"** is knowledge and **"mempraktekkan"** is application. In bloom taxonomy, knowledge and application are part of cognitive domain. In this indicators only there is cognitive domain, there not affective and psychomotor domain. The good indicators should have three domains there are cognitive, affective, and psychomotor domain.

c. Using the operational verb that can be measured

In this aspect, the student has achieved poor level because all indicators arranged do not use operational verb that can be measured. In this indicators use the word **"understanding"** in three of indicators. The word of **"understanding"** do not part of operational verb that can be measured because if we as the teacher, we can't measure how the students understand the lesson without they do or practice the lesson that taught by the teacher, just with word **"understanding"** we do not know the students' really understand or not.

d. Do not use the ambiguous words

In this aspect, the student has achieved poor level because all indicators arranged contain the ambiguous words. The word of **"understanding",** it has ambiguous word because this word can has the meaning "understanding/know" and others. With the word, we can't know how the students really understand to the material taught by the teacher without they do something that show they really understand or not to the material. If the word of **"understanding"** changed other word like "write, mention, and so on" so they will not contain the ambiguous word.

e. Observing the relevant learning sources

In this aspect, the student has achieved fair level because the formulations of indicators are arranged less observing of relevant learning sources. In this lesson plan, the student just mention "board, vocabulary card,

poster, and poster in large paper" as media or learning sources without mention where this student get this lesson.

Level of student 1

After the researcher added the result that is gotten by this student 1 of all the aspects, the student has achieved fair level because the student got 11 point. Here, 7 until 12 is including in fair level. The indicators are made by this student not include good indicators because the aspects of criteria of good indicators not yet get good level in all of aspects.

2. **Students 2**

Indicator:

1. Understanding the expression of greeting unfamiliar people well and understanding to way to introduce themselves well.
2. Interacting with classmate involving expression of greeting unfamiliar people, introduce themselves

a. **Based on the level of development of thinking learners (according to level taxonomy bloom)**

In this aspect, the student has achieved good level because the indicators arranged by the student are accordance with the development of thinking learners level. Here, this student tries to teach the first class of junior high school with skill "listening" and the theme "Nice Too Meet You". The

indicators is written by this student be cognitive domain in "knowledge competence" so that the indicators above is suitable with the level of development of thinking learners (according to level taxonomy bloom) for the first class of junior high school because the students of the first class of junior high school still beginner level.

b. **Related to standard competence and basic competence**

In this aspect, the student has achieved good level because the indicators arranged by the student related to standard competence and basic competence. This is the standard competence and basic competence.

Standar Kompetensi

Mendengarkan

1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar

1.1. Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri.

c. **Showing the students' learning achievement as a whole (cognitive, affective, psychomotor domain)**

In this aspect, the student has achieved good level because the indicators arranged show the learners' achievement in terms of cognitive, affective, and psychomotor domain. Here, the researcher saw the goal of learning because it related to indicators. This is the goal of learning:

1. **Menjawab dan merespon** pertanyaan dalam percakapan tentang cara menyapa orang yang belum/sudah dikenal dengan baik dan cara memperkenalkan diri dengan baik dengan ketepatan 75%.

2. **Melatih** keterampilan menyimak untuk menyapa orang yang belum/sudah dikenal dan mengucapkan kata, frasa, atau kalimat untuk menyapa orang yang belum/sudah dikenal.

3. **Menyapa dan memperkenalkan** kepada teman sekelas dengan menggunakan ungkapan-ungkapan yang tersedia.

The word of **"menjawab dan merespon"** includes to cognitive domain, **"melatih"** is psychomotor domain, and **"menyapa dan memperkenalkan"** is affective domain until this student got good level in this aspect because the goal of learning that related to indicators included three domains, there are cognitive, affective, and psychomotor domains.

d. **Using the operational verb that can be measured**

In this aspect, the student has achieved fair level because one of the indicators arranged do not use operational verb that can be measured. Here, the word of **"understanding"** can't be measured because we don't know how we

assess the students understand or not to the lesson that taught by the teacher without they do something in understanding the material. The word of "understanding" should be changed with other word can be measured, like "mention and so on". Whereas the word of **"doing interaction"** in the second indicator, it can be measured because it included to operational verb. The word of **"doing"** same with **"conduct"**, it is including "Responding" from affective domain.

e. **Do not use the ambiguous words**

In this aspect, the student has achieved fair good because one of the indicators arranged contain the ambiguous words. The word of **"understanding"** in the first indicator, it has ambiguous word. With the word, we can't know how the students really understand to the material taught by the teacher without they do something that show they really understand or not to the material. If the word of **"understanding"** changed other word like **"write, mention, and so on"** so it will not contain the ambiguous word. Whereas the word of **"doing interaction"** in the second indicator, it not contain ambiguous word because it same with word of **"conduct"** is part of responding from affective domain until with the word, the teacher can know and assess that the student really understand or not to the lesson that taught by the teacher.

f. **Observing the relevant learning sources**

In this aspect, the student has achieved good level because the formulations of all indicators arranged by observing of the relevant learning sources. In this lesson plan, the student mentions the sources are "Cutting Edge starter Students' book and CD". The media are "copied material, Laptop, Sound speaker, Whiteboard, and Board marker".

Level of <u>student 2</u>

After the researcher added the result that is gotten by this <u>student 2</u> of all the aspects, the student has achieved good level because the student got 16 point. Here, 13 until 18 are including good level. The indicators are made by this student includes good indicators because almost of the aspects of criteria of good indicators get good level. In all of the aspects, this students just has two aspect in fair level, there are aspect of "using the operational verb can be measured" and "do not use the ambiguous words", whereas in other aspects the student got good level.

3. **<u>Students 3</u>**

Indicator

a. Retell the procedure text used in the class

a. **Based on the level of development of thinking learners (according to level taxonomy bloom)**

In this aspect, the student has achieved good level because the indicators arranged by the student are accordance with the development of thinking learners level. Here, this student tries to teach the first class of senior high school with "Reading skill" and the theme "Procedure Text". The indicators is written by this student be cognitive domain in "comprehension competence" so that the indicators above is suitable with the level of development of thinking learners (according to level taxonomy bloom) for the first class of senior high school because the students of the first class of senior high school are intermediate level.

b. **Related to standard competence and basic competence**

In this aspect, the student has achieved good level because the indicators arranged by the student related to standard competence and basic competence. This is the standard competence and basic competence.

Standar Kompetensi

Berbicara

4.Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk recount, narrative dan *procedure* sederhana dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

4.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: recount, narrative, dan procedure.

c. **Showing the students' learning achievement as a whole (cognitive, affective, psychomotor domain)**

In this aspect, the student has achieved fair level because the indicators arranged show the learners' achievement only two domains of three domains they are cognitive and psychomotor domain, nothing affective domain. Here, the researcher saw the goal of learning because it related to indicators. This is the goal of learning:

1. Pada akhir pembelajaran, siswa mampu untuk menceritakan kembali dari teks *procedure* yang ada pada bungkus makanan dan minuman instan sebagai media dengan berani dan percaya diri ketika guru menyuruh untuk menceritakan kembali *procedure* yang telah diberikan oleh guru.

This indicator was made by this student gets fair level because in the goal of learning that related with indicator just including to two domains they are cognitive and psychomotor domain, nothing affective domain. In this goal of learning there is word of "menceritakan kembali" is cognitive domain, the word of "berani and percaya diri" can include to psychomotor domain because

with this word, this student as teacher want to coach her students to be self-confidence.

d. Using the operational verb that can be measured

In this aspect the student has achieved good level because the indicator arranged by the student is using operational verb that can be measured. Here, the word of **"retell"**, it can be measured because it included to operational verb. The word of **"retell"**, it include to "comprehension competence" from cognitive domain.

e. Do not use the ambiguous words

In this aspect the student has achieved good level because the indicator arranged by this student does not contain the ambiguous words. The word of **"retell"** in this indicator, it not contain ambiguous word because it is part of "comprehension competence" from cognitive domain until with this word, the teacher can know and assess that the student really understand or not to the lesson that taught by the teacher.

f. Observing the relevant learning sources

In this aspect, the student has achieved good level because the formulations of all indicators arranged by observing of the relevant learning sources. In this lesson plan, the student mentions the source and the media are "Procedure from fast food pack, the pictures related the material adopted

from: www.google.com and papers consisting of vocabularies related to the material".

Level of <u>student 3</u>

After the researcher added the result that is gotten by this <u>student 3</u> of all the aspects, the student has achieved good level because the student got 17 point. Here, 13 until 18 are including good level. The indicators are made by this student includes good indicators because almost of the aspects of criteria of good indicators get good level. In all of the aspects, this students just has one aspect in fair level, there is aspect of "showing the students' learning achievement as a whole (cognitive, affective, and psychomotor domain", whereas in other aspects the student got good level.

4. **<u>Students 4</u>**

Indicator
1. Describing the picture using the right sentences in responsible way

a. **Based on the level of development of thinking learners (according to level taxonomy bloom)**

In this aspect, the student has achieved good level because the indicators arranged by the student are accordance with the development of thinking learners level. Here, this student tries to teach the first class of junior

high school with "writing skill" and the theme "Description". The indicators is written by this student be cognitive domain in "knowledge competence" so that the indicators above is suitable with the level of development of thinking learners (according to level taxonomy bloom) for the first class of junior high school because the students of the first class of junior high school are beginner level.

b. Related to standard competence and basic competence

In this aspect, the student has achieved good level because the indicators arranged by the student related to standard competence and basic competence. This is the standard competence and basic competence.

Standar Kompetensi : 6.   Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar   : 6.1   Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

c. **Showing the students' learning achievement as a whole (cognitive, affective, and psychomotor domain)**

In this aspect, the student has achieved fair level because the indicators arranged show the learners' achievement only two domains of three domains they are cognitive and psychomotor domain, nothing affective domain. Here, the researcher saw the goal of learning because it related to indicators. This is the goal of learning:

a. Siswa mampu mendiskripsikan gambar dengan ketepatan 75% melalui kegiatan *describing picture* dalam sebuah kelompok dengan kooperatif dan bertanggung jawab dengan kalimat yang benar dan penuh tanggung jawab.

This indicator was made by this student gets fair level because in the goal of learning that related with indicator just including to two domains they are cognitive and psychomotor domain, nothing affective domain. In this goal of learning there is word of "mendiskripsikani" is "knowledge competence" from cognitive domain, the word of "bertanggung jawab" same with "mengontrol kebiasaan agar tetap konsisten" in "practicing competence" include to psychomotor domain.

d. Using the operational verb that can be measured

In this aspect the student has achieved good level because the indicator arranged by the student is using operational verb that can be measured. Here, the word of **"describe"**, it can be measured because it included to operational verb. The word of **"describe"**, it include to "knowledge competence" from cognitive domain.

e. Do not use the ambiguous words

In this aspect the student has achieved good level because the indicator arranged by this student does not contain the ambiguous words. The word of **"describe"** in this indicator, it not contain ambiguous word because it is part of "knowledge competence" from cognitive domain until with this word, the teacher can know and assess that the student really understand or not to the lesson that taught by the teacher.

f. Observing the relevant learning sources

In this aspect, the student has achieved good level because the formulations of all indicators arranged by observing of the relevant learning sources. In this lesson plan, the student mentions the source based on students' book which already provided by the government. The book is Scaffolding, English for Junior high school, BSE.

Level of <u>student 4</u>

After the researcher added the result that is gotten by this <u>student 4</u> of all the aspects, the student has achieved good level because the student got 17 point. Here, 13 until 18 are including good level. The indicators are made by this student includes good indicators because almost of the aspects of criteria of good indicators get good level. In all of the aspects, this students just has one aspect in fair level, there is aspect of "showing the students' learning achievement as a whole (cognitive, affective, and psychomotor domain", whereas in other aspects the student got good level.

5. **<u>Students 5</u>**

Indicator

1. Showing the vocabularies about ingredients in procedure text
2. Classifying the words in procedure text
3. Applying the text of procedure text

a. **Based on the level of development of thinking learners (according to level taxonomy bloom)**

In this aspect, the student has achieved good level because the indicators arranged by the student are accordance with the development of thinking learners level. Here, this student tries to teach the first class of senior high school with "Reading Skill" and the theme "Procedure Text". The

indicators is written by this student be cognitive domain in "Application, Synthesis and Analysis competence" so that the indicators above is suitable with the level of development of thinking learners (according to level taxonomy bloom) for the first class of senior high school because the students of the first class of senior high school are intermediate level.

b. Related to standard competence and basic competence

In this aspect, the student has achieved fair level because the indicators arranged are less related to standard of competence and basic competence.

Standar Kompetensi

Membaca

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount, narrative* dan **procedure** dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar

5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount, narrative,* dan **procedure text.**

c. Showing the students' learning achievement as a whole (cognitive, affective, and psychomotor domain)

In this aspect, the student has achieved fair level because the indicators arranged show the learners' achievement only two domains of three domains they are cognitive and psychomotor domain, nothing affective domain. Here, the researcher saw the goal of learning because it related to indicators. This is the goal of learning:

1. Siswa mampu menunjukkan kosa kata bahan-bahan makanan dengan ketepatan 70% ketika diberi tugas games (Finding ingredients) dalam kelompok dengan bekerja sama

2. Siswa mampu mengklasifikasikan kata-kata yang terdapat dalam teks berbentuk procedure dengan ketepatan 75% ketika diberi tugas mengkategorikan kata-kata pada tabel melalui menyusun jumble text dengan bekerja sama dan bertanggung jawab

3. Siswa mampu menerapkan sebuah teks berbentuk procedure dengan ketepatan 75% ketika diberi tugas mendemonstrasikan sebuah teks berbentuk procedure dengan langkah-langkah yang tepat dalam kelompok dengan percaya diri.

This indicator was made by this student gets fair level because in the goal of learning that related with indicator just including to two domains they are cognitive and psychomotor domain, nothing affective domain. In this goal of learning there is word of "menunjukkan" is "application competence" from cognitive domain, the word of "mengklarifikasikan" include to "Analysis

competence" from cognitive domain and the word of "bertanggung jawab" same with "mengontrol kebiasaan agar tetap konsisten" in "practicing competence" include to psychomotor domain.

d. Using the operational verb that can be measured

In this aspect the student has achieved good level because the indicator arranged by the student is using operational verb that can be measured. Here, the word of **"showing"** is "application competence" from cognitive domain, the word of **"classifying"** include to "Analysis competence" from cognitive domain, and the word of **"applying"** is including from "application competence" also from cognitive domain. All of the words can be measured because it included to operational verb.

e. Do not use the ambiguous words

In this aspect the student has achieved good level because the indicator arranged by this student does not contain the ambiguous words. The word of **"showing, classifying, and applying"** in this indicators, they not contain ambiguous word because they are part of "application and analysis competence" from cognitive domain until with this word the teacher can know and assess that the student really understand or not to the lesson that taught by the teacher.

f. Observing the relevant learning sources

In this aspect, the student has achieved good level because the formulations of all indicators arranged by observing of the relevant learning sources. In this lesson plan, the student mentions the source based on students' book which already provided by the government. The book is English for the first class of senior high school, BSE. Whereas the media that used by this student are: piece of paper consisting of *"ingredients of food"*, random sentences from the procedure to make *Fried Rice*, board, LCD, manila paper, marker, plaster, and demonstration media.

Level of student 5

After the researcher added the result that is gotten by this student 5 of all the aspects, the student has achieved good level because the student got 16 point. Here, 13 until 18 are including good level. The indicators are made by this student includes good indicators because almost of the aspects of criteria of good indicators get good level. In all of the aspects, this students just has two aspect in fair level, there are aspect of "Showing the students' learning achievement as a whole (cognitive, affective, and psychomotor)" and "Related to standard competence and basic competence", whereas in other aspects the student got good level.

6. **Students 6**

> **Indicator**
>
> a. Writing recount text at less five sentences using past tense.

a. **Based on the level of development of thinking learners (according to level taxonomy bloom)**

In this aspect, the student has achieved fair level because the indicators arranged by the student are less accordance with the development of thinking learners level. Here, this student tries to teach the first class of senior high school with "reading skill" and the theme "Recount Text". The indicators is written by this student be cognitive domain in "knowledge competence" so that the indicators above is not suitable with the level of development of thinking learners (according to level taxonomy bloom) for the first class of senior high school because the students of the first class of senior high school are intermediate level, so the students of senior high school have stronger of thinking until they happened to be in "Application or analysis competence" from cognitive domain.

b. **Related to standard competence and basic competence**

In this aspect, the student has achieved good level because the indicators arranged by the student related to standard competence and basic competence. This is the standard competence and basic competence.

Standar Kompetensi

Membaca

Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative,* dan *procedure* dalam konteks kehidupan sehari-hari

Kompetensi Dasar

5.2   Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount.*

6.2   Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: *recount.*

c. **Showing the students' learning achievement as a whole (cognitive, affective, and psychomotor domain)**

In this aspect, the student has achieved fair level because the indicators arranged show the learners' achievement only two domains of three domains they are cognitive and psychomotor domain, nothing affective domain. Here,

the researcher saw the goal of learning because it related to indicators. This is the goal of learning:

1. Siswa mampu menuliskan teks recount paling sedikit dalam 5 kalimat dengan menggunakan past tense dalam aktivitas berkelompok secara santun dan komunikatif.

This indicator was made by this student got good level because in the goal of learning that related with indicator just including to two domains they are cognitive and psychomotor domain, nothing affective domain. In this goal of learning there is word of "menuliskan" is "knowledge competence" from cognitive domain, the word of "santun dan komunikatif" same with "mengontrol kebiasaan agar tetap konsisten" in "practicing competence" include to psychomotor domain.

d. Using the operational verb that can be measured

In this aspect the student has achieved good level because the indicator arranged by the student is using operational verb that can be measured. Here, the word of **"write"**, it can be measured because it included to operational verb. The word of **"write"**, it include to "knowledge competence" from cognitive domain.

e. Do not use the ambiguous words

In this aspect the student has achieved good level because the indicator arranged by this student does not contain the ambiguous words. The word of

"write" in this indicator, it not contain ambiguous word because it is part of "knowledge competence" from cognitive domain until with this word, the teacher can know and assess that the student really understand or not to the lesson that taught by the teacher.

f. **Observing the relevant learning sources**

In this aspect the student has achieved fair level because the formulations of the indicator arranged by student less observing of the relevant learning sources. In this lesson plan, the student just mentions the media of learning; they are 3 of students' worksheet, 3 of card with differences picture and board.

Level of student 6

After the researcher added the result that is gotten by this student 6 of all the aspects, the student has achieved good level because the student got 15 point. Here, 13 until 18 are including good level. The indicators are made by this student includes good indicators because almost of the aspects of criteria of good indicators get good level. In all of the aspects, this students has three aspect in fair level, there are aspects of "Based on the level of development of thinking learners (according to level of taxonomy bloom), showing the students' learning achievement as a whole (cognitive, affective, and psychomotor domain) and Observing the relevant learning source", whereas in three aspects the student got good level.

7. <u>**Students 7**</u>

Indicator

    a.   Making procedure text.

a. **Based on the level of development of thinking learners (according to level taxonomy bloom)**

In this aspect, the student has achieved good level because the indicators arranged by the student are accordance with the development of thinking learners level. Here, this student tries to teach the first class of senior high school with "writing skill" and the theme "Procedure Text". The indicators is written by this student be cognitive domain in "Analysis competence" so that the indicators above is suitable with the level of development of thinking learners (according to level taxonomy bloom) for the first class of senior high school because the students of the first class of senior high school are intermediate level.

b. **Related to standard competence and basic competence**

In this aspect, the student has achieved good level because the indicators arranged by the student related to standard competence and basic competence. This is the standard competence and basic competence.

Standar Kompetensi

1. **Membaca**

   Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount, narrative* dan ***procedure*** dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

2. **Menulis**

   Mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana berbentuk *recount, narrative*, dan ***procedure*** dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

5.2. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: **procedure**.

6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: **procedure.**

c. Showing the students' learning achievement as a whole (cognitive, affective, and psychomotor domain)

In this aspect, the student has achieved fair level because the indicators arranged show the learners' achievement only two domains of three domains they are cognitive and psychomotor domain, nothing affective domain. Here, the researcher saw the goal of learning because it related to indicators. This is the goal of learning:

1. Pada akhir pembelajaran, siswa dapat membuat teks berbentuk *procedure text* dengan ketepatan 75% ketika diberi tugas membuat teks berbentuk procedure text melalui kegiatan *how to make* dalam sebuah kelompok dengan kooperatif dan bertanggung jawab.

This indicator was made by this student gets fair level because in the goal of learning that related with indicator just including to two domains they are cognitive and psychomotor domain, nothing affective domain. In this goal of learning there is word of **"membuat"** is "Analysis competence" from cognitive domain and the word of "bertanggung jawab" same with "mengontrol kebiasaan agar tetap konsisten" in "practicing competence" include to psychomotor domain.

d. Using the operational verb that can be measured

In this aspect the student has achieved good level because the indicator arranged by the student is using operational verb that can be measured. Here, the word of **"making"**, it can be measured because it included to operational verb. The word of **"making"**, it include to "knowledge competence" from cognitive domain.

e. **Do not use the ambiguous words**

In this aspect the student has achieved good level because the indicator arranged by this student does not contain the ambiguous words. The word of **"making"** in this indicator, it not contain ambiguous word because it is part of "Analysis competence" from cognitive domain until with this word, the teacher can know and assess that the student really understand or not to the lesson that taught by the teacher.

f. **Observing the relevant learning sources**

In this aspect the student has achieved good level because the formulations of the indicator arranged by observing of the relevant learning sources. In this lesson plan, the student mentions the source and the media of learning. The sources based on students' book which already provided by the government, they are English Book, BSE SMA for senior hight school students in the first semester and English book for life level Pre-Intermediate. Whereas the media of learning are piece of paper consisting of vocabularies about*"Instant noodle's ingredients",* random sentences dealing with step to cook instant fried noodles, Manila paper, board, marker, and plaster.

Level of <u>student 7</u>

After the researcher added the result that is gotten by this <u>student 7</u> of all the aspects, the student has achieved good level because the student got 17 point. Here, 13 until 18 are including good level. The indicators are made by this student includes good indicators because almost of the aspects of criteria of good indicators get good level. In all of the aspects, this students just has one aspect in fair level, there is aspect of "showing the students' learning achievement as a whole (cognitive, affective, and psychomotor domain", whereas in other aspects the student got good level.

8. **<u>Students 8</u>**

> **Indicator**
> 1. Choosing the vocabularies for greeting expression and introducing themselves
> 2. Using the vocabularies for greeting expression and introducing themselves

a. **Based on the level of development of thinking learners (according to level taxonomy bloom)**

In this aspect, the student has achieved good level because the indicators arranged by the student are accordance with the development of thinking learners level. Here, this student tries to teach the second class of junior high school with "speaking skill" and the theme "New Friend". The indicators is written by this student be cognitive domain in "Application and

Analysis competence" so that the indicators above is suitable with the level of development of thinking learners (according to level taxonomy bloom) for the second class of junior high school because the students of the second class of junior high school are beginner level.

b. Related to standard competence and basic competence

In this aspect, the student has achieved good level because the indicators arranged by the student related to standard competence and basic competence. This is the standard competence and basic competence.

Standar Kompetensi

Berbicara

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar

3.2 Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: *menyapa orang yang belum*/sudah dikenal, *memperkenalkan diri sendiri*/orang lain, dan memerintah atau melarang.

c. Showing the students' learning achievement as a whole (cognitive, affective, and psychomotor domain)

In this aspect, the student has achieved good level because the indicators arranged by the student show the learners' achievement in terms of

cognitive, affective, and psychomotor domain. Here, the researcher saw the goal of learning because it related to indicators. This is the goal of learning:

1. Pada akhir pembelajaran siswa mampu memilih kosakata untuk sapaan dan perkenalan diri dengan berani dan percaya diri dengan ketepatan 75% dalam kegiatan searching word.

2. Pada akhir pembelajaran siswa mampu menerapkan kosakata untuk sapaan dan perkenalan diri dengan berani dan percaya diri dengan ketepatan 75% ketika penugasan berbicara kepada teman

This indicator was made by this student got good level because in the goal of learning that related with indicators arranged by students show the learners' achievement in terms of cognitive, psychomotor and affective domain. In this goal of learning there is word of **"memilih"** is "Analysis competence" from cognitive domain, the word of **"berani, bertanggung jawab"** same with "mengontrol kebiasaan agar tetap konsisten" in "practicing competence" include to psychomotor domain, and the word of **"menerapkan"** is "application competence" include to affective domain.

d. Using the operational verb that can be measured

In this aspect the student has achieved good level because the indicator arranged by the student is using operational verb that can be measured. Here, the words of **"choosing"** and **"using"**, they can be measured because they included to operational verb. The word of **"choosing"** it include to "Analysis

competence" from cognitive domain and the word of **"using"** it included to "Application competence" also from cognitive domain.

e. Do not use the ambiguous words

In this aspect the student has achieved good level because the indicator arranged by this student does not contain the ambiguous words. The word of **"choosing"** and **"using"** in those indicators, they not contain ambiguous word because they are part of "Analysis and Application competence" from cognitive domain until with this word, the teacher can know and assess that the student really understand or not to the lesson that taught by the teacher.

f. Observing the relevant learning sources

In this aspect the student has achieved good level because the formulations of the indicator arranged by observing of the relevant learning sources. In this lesson plan, the student mentions the source and the media of learning. The sources based on students' book which already provided by the government, they are English book for Junior High School and BSE. Whereas the media of learning are board, Manila paper, power point, vocabulary cards in piece of paper, the card consisting of someone identity and outline of assessment about pretending is others.

Level of student 8

After the researcher added the result that is gotten by this student 8 of all the aspects, the student has achieved good level because the student got 18

point. Here, 13 until 18 are including good level. The indicators are made by this student includes good indicators because all of the aspects of criteria of good indicators get good level.

9. **Students 9**

> **Indicator**
> 1. Giving and writing description words related with the picture
> 2. Finding missing word to fill the blank part of writing or reading.
> 3. Finding the characteristic and generic structure from descriptive
> 4. Describing people.
> 5. Sharing the result of description in front of the class.

a. **Based on the level of development of thinking learners (according to level taxonomy bloom)**

In this aspect, the student has achieved good level because the indicators arranged by the student are accordance with the development of thinking learners level. Here, this student tries to teach the first class of senior high school with "Listening skill" and the theme "Descriptive". The indicators is written by this student be cognitive domain in "Knowledge and Analysis competence" so that the indicators above is suitable with the level of development of thinking learners (according to level taxonomy bloom) for the first class of senior high school because the students of the second class of senior high school are intermediate level.

b. Related to standard competence and basic competence

In this aspect, the student has achieved good level because the indicators arranged by the student related to standard competence and basic competence. This is the standard competence and basic competence.

Standar Kompetensi

8. Memahami makna dalam teks fungsional pendek yang berbentuk *narrative, descriptive,* dan *news item* sederhana dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

8.2 Merespon makna dalam teks sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; *narrative, descriptive,* dan *news item.*

c. Showing the students' learning achievement as a whole (cognitive, affective, and psychomotor domain)

In this aspect, the student has achieved fair level because the indicators arranged only one or two of three domains cognitive, affective, and psychomotor show the learners' achievement. In this indicators there are word of **"writing"** is "knowledge competence" from cognitive domain, the word of **"finding"** is "comprehension competence" from cognitive domain, the word of **"describing"** is "knowledge competence" from cognitive domain too, and the word of **"sharing"** is "Analysis competence" also from cognitive domain.

d. Using the operational verb that can be measured

In this aspect the student has achieved good level because the indicator arranged by the student is using operational verb that can be measured. Here, the words of **"writing"**, it includes to "knowledge competence" from cognitive domain, the word of **"finding"** is including from "comprehension competence" from cognitive domain, the word of **"describing"** is "knowledge competence" from cognitive domain and the word of **"sharing"** is "Analysis competence" also from cognitive domain. They can be measured because they included to operational verb.

e. Do not use the ambiguous words

In this aspect the student has achieved good level because the indicator arranged by this student does not contain the ambiguous words. The word of **"writing, finding, describing, and sharing"** in those indicators, they not contain ambiguous word because they are part of " Knowledge, Comprehension, and Analysis competence" from cognitive domain until with this word, the teacher can know and assess that the student really understand or not to the lesson that taught by the teacher.

f. Observing the relevant learning sources

In this aspect the student has achieved fair level because the formulations of the indicator arranged by student less observing of the relevant

learning sources. In this lesson plan, the student just mentions the media of learning; they are board, laptop, LCD, handout, script, speaker, audio, and picture.

Level of <u>students 9</u>

After the researcher added the result that is gotten by this <u>student 9 </u> of all the aspects, the student has achieved good level because the student got 16 point. Here, 13 until 18 are including good level. The indicators are made by this student includes good indicators because almost of the aspects of criteria of good indicators get good level. In all of the aspects, this students just has two aspect in fair level, there are aspect of "Showing the students' learning achievement as a whole (cognitive, affective, and psychomotor)" and "Observing the relevant learning sources", whereas in other aspects the student got good level.

10. <u>Students 10</u>

Indicator
1. Showing asking and giving expression, and agree or disagree opinion.
2. Explaining the expression for asking expression, giving and rejecting opinion.

a. Based on the level of development of thinking learners (according to level taxonomy bloom)

In this aspect, the student has achieved good level because the indicators arranged by the student are accordance with the development of thinking learners level. Here, this student tries to teach the first class of junior high school with "speaking skill" and the theme "Asking, Giving, and Responding opinion". The indicators is written by this student be cognitive domain in "application and comprehension or analysis competence" so that the indicators above is suitable with the level of development of thinking learners (according to level taxonomy bloom) for the first class of junior high school because the students of the first class of junior high school are beginner level.

b. Related to standard competence and basic competence

In this aspect, the student has achieved good level because the indicators arranged by the student related to standard competence and basic competence. This is the standard competence and basic competence.

Kompetensi Inti

1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

1.1 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur meminta, memberi dan menolak pendapat.

c. Showing the students' learning achievement as a whole (cognitive, affective, and psychomotor domain)

In this aspect, the student has achieved good level because the indicators arranged by the student show the learners' achievement in terms of cognitive, affective, and psychomotor domain. Here, the researcher saw the goal of learning because it related to indicators. This is the goal of learning:

1. Siswa mampu menunjukkan ungkapan meminta, memberi dan menolak pendapat dengan kegiatan *matching picture with the expression* dengan ketepatan 90% dalam berpasangan secara bekerjasama.

2. Siswa mampu menguraikan ungkapan yang digunakan untuk meminta, memberi dan menolak pendapat dengan kegiatan *ask and give friend's opinion* dalam individu secara bertanggung jawab.

This indicator was made by this student got good level because in the goal of learning that related with indicators arranged by students show the learners' achievement in terms of cognitive, psychomotor and affective domain. In this goal of learning there is word of **"explaining"** is "analysis or

comprehension competence" from cognitive domain, the word of **"bertanggung jawab"** same with "mengontrol kebiasaan agar tetap konsisten" in "practicing competence" include to psychomotor domain, and the word of **"showing"** is "application competence" include to affective domain.

d. **Using the operational verb that can be measured**

In this aspect the student has achieved good level because the indicator arranged by the student is using operational verb that can be measured. Here, the words of **"explaining"** and **"showing"**, they can be measured because they included to operational verb. The word of **"explaining"** it include to "analysis or comprehension competence" from cognitive domain and the word of **"showing"** it included to "Application competence" also from cognitive domain.

e. **Do not use the ambiguous words**

In this aspect the student has achieved good level because the indicator arranged by this student does not contain the ambiguous words. The word of **"explaining"** and **"showing"** in those indicators, they not contain ambiguous word because they are part of "Analysis or comprehension and Application competence" from cognitive domain until with this word, the teacher can know and assess that the student really understand or not to the lesson that taught by the teacher.

f. Observing the relevant learning sources

In this aspect the student has achieved good level because the formulations of the indicator arranged by observing of the relevant learning sources. In this lesson plan, the student mentions the source and the media of learning. The sources based on students' book which already provided by the government, they are English in focus and Scaffolding book for second class of Junior High School, page 80-84. Whereas the media of learning are board, projector, worksheet, and picture.

Level of student 10

After the researcher added the result that is gotten by this student 10 of all the aspects, the student has achieved good level because the student got 18 point. Here, 13 until 18 are including good level. The indicators are made by this student includes good indicators because all of the aspects of criteria of good indicators got good level.

11. Students 11

> **Indicator**
> 1. Showing the vocabularies about ingredients in procedure text
> 2. Classifying the words in procedure text
> 3. Applying the text of procedure text

a. **Based on the level of development of thinking learners (according to level taxonomy bloom)**

In this aspect, the student has achieved good level because the indicators arranged by the student are accordance with the development of thinking learners level. Here, this student tries to teach the first class of senior high school with "Reading Skill" and the theme "Procedure Text". The indicators is written by this student be cognitive domain in "Application, Synthesis and Analysis competence" so that the indicators above is suitable with the level of development of thinking learners (according to level taxonomy bloom) for the first class of senior high school because the students of the first class of senior high school are intermediate level.

b. **Related to standard competence and basic competence**

In this aspect, the student has achieved fair level because the indicators arranged are less related to standard of competence and basic competence.

Standar Kompetensi

Membaca

5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount, narrative* dan ***procedure*** dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar

5.3 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount, narrative,* dan **procedure text.**

c. **Showing the students' learning achievement as a whole (cognitive, affective, and psychomotor domain)**

In this aspect, the student has achieved fair level because the indicators arranged show the learners' achievement only two domains of three domains they are cognitive and psychomotor domain, nothing affective domain. Here, the researcher saw the goal of learning because it related to indicators. This is the goal of learning:

1. Siswa mampu menunjukkan kosa kata bahan-bahan makanan dengan ketepatan 70% ketika diberi tugas games (Finding ingredients) dalam kelompok dengan bekerja sama.

2. Siswa mampu mengklasifikasikan kata-kata yang terdapat dalam teks berbentuk procedure dengan ketepatan 75% ketika diberi tugas mengkategorikan kata-kata pada tabel melalui menyusun jumble text dengan bekerja sama dan bertanggung jawab.

3. Siswa mampu menerapkan sebuah teks berbentuk procedure dengan ketepatan 75% ketika diberi tugas mendemonstrasikan sebuah teks berbentuk procedure dengan langkah-langkah yang tepat dalam kelompok dengan percaya diri.

This indicator was made by this student gets fair level because in the goal of learning that related with indicator just including to two domains they are cognitive and psychomotor domain, nothing affective domain. In this goal of learning there is word of "menunjukkan" is "application competence" from cognitive domain, the word of "mengklarifikasikan" include to "Analysis competence" from cognitive domain and the word of "bertanggung jawab" same with "mengontrol kebiasaan agar tetap konsisten" in "practicing competence" include to psychomotor domain.

d. Using the operational verb that can be measured

In this aspect the student has achieved good level because the indicator arranged by the student is using operational verb that can be measured. Here, the word of **"showing"** is "application competence" from cognitive domain, the word of **"classifying"** include to "Analysis competence" from cognitive domain, and the word of **"applying"** is including from "application competence" also from cognitive domain. All of the words can be measured because it included to operational verb.

e. Do not use the ambiguous words

In this aspect the student has achieved good level because the indicator arranged by this student does not contain the ambiguous words. The word of **"showing, classifying, and applying"** in this indicators, they not contain

ambiguous word because they are part of "application and analysis competence" from cognitive domain until with this word the teacher can know and assess that the student really understand or not to the lesson that taught by the teacher.

f. Observing the relevant learning sources

In this aspect, the student has achieved good level because the formulations of all indicators arranged by observing of the relevant learning sources. In this lesson plan, the student mentions the source based on students' book which already provided by the government. The book is English for the first class of senior high school, BSE. Whereas the media that used by this student are: piece of paper consisting of *"ingredients of food"*, random sentences from the procedure to make *Fried Rice*, board, LCD, manila paper, marker, plaster, and demonstration media.

Level of student 11

After the researcher added the result that is gotten by this student 11of all the aspects, the student has achieved good level because the student got 16 point. Here, 13 until 18 are including good level. The indicators are made by this student includes good indicators because almost of the aspects of criteria of good indicators get good level. In all of the aspects, this students just has two aspect in fair level, there are aspect of "Showing the students' learning

achievement as a whole (cognitive, affective, and psychomotor)" and "Related to standard competence and basic competence", whereas in other aspects the student got good level.

12. Students 12

> **Indicators:**
>
> 1. Identifying descriptive text.
> 2. Writing descriptive text based on the picture and the key word provided.

a. **Based on the level of development of thinking learners (according to level taxonomy bloom)**

In this aspect, the student has achieved good level because the indicators arranged by the student are accordance with the development of thinking learners level. Here, this student tries to teach the second class of junior high school with "writing skill" and the theme "Descriptive". The indicators is written by this student be cognitive domain in "knowledge competence" so that the indicators above is suitable with the level of development of thinking learners (according to level taxonomy bloom) for the second class of junior high school because the students of the second class of junior high school are beginner level.

b. Related to standard competence and basic competence

In this aspect, the student has achieved good level because the indicators arranged by the student related to standard competence and basic competence. This is the standard competence and basic competence.

Standar Kompetensi

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar

12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkunguan terdekat dalam teks berbentuk descriptive/ procedur.

c. Showing the students' learning achievement as a whole (cognitive, affective, and psychomotor domain)

In this aspect, the student has achieved fair level because the indicators arranged show the learners' achievement only one domain of three domains is cognitive domain, nothing affective and psychomotor domains. Here, the researcher saw the goal of learning because it related to indicators. This is the goal of learning:

1. Siswa mampu mengidentifikasi teks deskriptif
2. Siswa mampu menulis teks deskriptif sederhana berdasarkan gambar dan kata kunci yang disediakan

This indicator was made by this student got fair level because in the goal of learning that related with indicator just including to one domain is cognitive domain, nothing affective and psychomotor domain. In this goal of learning there is word of **"identify"** is "Knowledge competence" from cognitive domain and the word of **"write"** also is "Knowledge competence" from cognitive domain.

d. Using the operational verb that can be measured

In this aspect the student has achieved good level because the indicator arranged by the student is using operational verb that can be measured. Here, the words of **"identify"** and **"write"**, they can be measured because they included to operational verb. The word of **"identify and write"** they include to "Knowledge competence" from cognitive domain.

e. Do not use the ambiguous words

In this aspect the student has achieved good level because the indicator arranged by this student does not contain the ambiguous words. The word of **"identify"** and **"write"** in those indicators, they not contain ambiguous word because they are part of "Knowledge competence" from cognitive domain until with this word, the teacher can know and assess that the student really understand or not to the lesson that taught by the teacher.

f. Observing the relevant learning sources

In this aspect the student has achieved good level because the formulations of the indicator arranged by observing of the relevant learning sources. In this lesson plan, the student mentions the source and the media of learning. The sources based on students' book which already provided by the government, they are *English in Focus*, *Scaffolding* for the second class of junior high school and *http://www.belajarbahasainggris.us*. Whereas the media of learning are board, projector, worksheet, and power point.

Level of student 12

After the researcher added the result that is gotten by this student 12 of all the aspects, the student has achieved good level because the student got 17 point. Here, 13 until 18 are including good level. The indicators are made by this student includes good indicators because almost of the aspects of criteria of good indicators got good level. In all of the aspects, this student just has one aspect in fair level, there is the aspect of "Showing the students' learning achievement as a whole (cognitive, affective, and psychomotor)". Whereas the other aspects the student got good level.

13. Students 13

> **Indicator**
> 1. Writing recount text at less five sentences using past tense.

a. **Based on the level of development of thinking learners (according to level taxonomy bloom)**

In this aspect, the student has achieved fair level because the indicators arranged by the student are less accordance with the development of thinking learners level. Here, this student tries to teach the first class of senior high school with "reading skill" and the theme "Recount Text". The indicators is written by this student be cognitive domain in "knowledge competence" so that the indicators above is not suitable with the level of development of thinking learners (according to level taxonomy bloom) for the first class of senior high school because the students of the first class of senior high school are intermediate level, so the students of senior high school have stronger of thinking until they happened to be in "Application or analysis competence" from cognitive domain.

b. **Related to standard competence and basic competence**

In this aspect, the student has achieved good level because the indicators arranged by the student related to standard competence and basic competence. This is the standard competence and basic competence.

Standar Kompetensi

Membaca

Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk _**recount**_, _narrative_ dan _procedure_ dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Menulis

Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk _**recount**_, _narrative,_ dan _procedure_ dalam konteks kehidupan sehari-hari

Kompetensi Dasar

5.2   Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: _recount._

6.2   Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: _recount._

c. **Showing the students' learning achievement as a whole (cognitive, affective, and psychomotor domain)**

In this aspect, the student has achieved fair level because the indicators arranged show the learners' achievement only two domains of three domains

they are cognitive and psychomotor domain, nothing affective domain. Here, the researcher saw the goal of learning because it related to indicators. This is the goal of learning:

2. Siswa mampu menuliskan teks recount paling sedikit dalam 5 kalimat dengan menggunakan past tense dalam aktivitas berkelompok secara santun dan komunikatif.

This indicator was made by this student got good level because in the goal of learning that related with indicator just including to two domains they are cognitive and psychomotor domain, nothing affective domain. In this goal of learning there is word of "menuliskan" is "knowledge competence" from cognitive domain, the word of "santun dan komunikatif" same with "mengontrol kebiasaan agar tetap konsisten" in "practicing competence" include to psychomotor domain.

d. Using the operational verb that can be measured

In this aspect the student has achieved good level because the indicator arranged by the student is using operational verb that can be measured. Here, the word of **"write"**, it can be measured because it included to operational verb. The word of **"write"**, it include to "knowledge competence" from cognitive domain.

e. Do not use the ambiguous words

In this aspect the student has achieved good level because the indicator arranged by this student does not contain the ambiguous words. The word of **"write"** in this indicator, it not contain ambiguous word because it is part of "knowledge competence" from cognitive domain until with this word, the teacher can know and assess that the student really understand or not to the lesson that taught by the teacher.

f. Observing the relevant learning sources

In this aspect the student has achieved fair level because the formulations of the indicator arranged by student less observing of the relevant learning sources. In this lesson plan, the student just mentions the media of learning; they are 3 of students' worksheet, 3 of card of different picture and board.

Level of student 13

After the researcher added the result that is gotten by this student 13 of all the aspects, the student has achieved good level because the student got 15 point. Here, 13 until 18 are including good level. The indicators are made by this student includes good indicators because almost of the aspects of criteria of good indicators get good level. In all of the aspects, this students has three aspect in fair level, there are aspects of "Based on the level of development of thinking learners (according to level of taxonomy bloom), showing the students' learning achievement as a whole (cognitive, affective, and

psychomotor domain) and Observing the relevant learning source", whereas in three aspects the student got good level.

2. **Students' difficulties in developing indicators in their lesson plan**

Based on the interview with thirteen students of PPL 1 of C class of English Education Department Faculty of Education and Teacher Training State Islamic University of Sunan Ampel Surabaya on 28 until 29 May 2015 at UINSA Surabaya, those are the results of the interview:

1. What are your considerations in developing indicator?

    After I interviewed the students of PPL 1 class of PBI at UINSA Surabaya, in this question there are seven students from thirteen students, they answered that in developing indicators they considered from standard competence and basic competence. From seven students, there is one student adds the reason that she considered her indicators in lesson plan after she look from standard competence and basic competence, she look level students. One student from 7 students also said that she consider standard competence and basic competence which appropriate with the lesson that will be taught.

    Whereas six students from thirteen students, they have different answer from seven students. One of six students said that she look from the competence that she want to achieve in considering of developing

indicator. Other students from six students said that they look from purpose of learning and steps of developing indicator from Bloom, they look their goal and students' ability of activity that can support the lesson to teach their goal.

2. Do you include the cognitive, affective, and psychomotor domain in developing indicator?

In second question the students were interviewed by the researcher, they have kind different answer. From thirteen students were interviewed by the researcher, there are eleven students answered that they include cognitive, affective, and psychomotor domain but most of them did not know true or false about it. Also there is the student answered that three domains is very important in developing indicators because three domain as assessment from result of indicators. Whereas two students from thirteen students said that they use three domains in developing indicator, but one student from two students added and said that she just use cognitive domain, not affective and psychomotor domain because affective and psychomotor domain can be used in purpose of learning that include the aspects of ABCD (Audience, Behavior, Condition, and Degree.

3. How do you break down standard of competence and basic competence in developing indicator?

In this question, thirteen students were interviewed by the researcher, all of them said that they break down standard competence and basic competence in developing indicator, they answer that they look from basic competence that suitable with the activity for the lesson will be taught and they look goal learning may be suitable with standard competence and basic competence then applied in indicator. One student from thirteen students, she said that she breaks down standard competence and basic competence in developing indicators is mapping point from standard competence and basic competence that relevant both of them, also she said that can look syllabus of KTSP and book.

4. What are your steps in developing indicator?

In this question, one student from thirteen students said that her step in developing indicator is referring to something that wants to achieve. Three students again said based on Bloom taxonomy theory and look to standard competence and basic competence. One student said that she adjust purpose of learning and her strategy be used. There is two student from thirteen students said that she looks the lesson that will be taught. Three students said that she analyzes purpose of learning and goal of learning and she look for words of operational verb that suitable. One student said that she keep on Audience, Behavior, Competence, and Development. One student said her steps in developing indicator are mapping standard

competence and basic competence, break down basic competence become the competency that will be achieved by students.

5. Do you any difficulties in developing indicator? What are they?

From thirteen students just one student said not has difficulties in developing indicator. So, there are twelve students said they have difficulties in developing indicator. Their difficulties in developing indicators are:

a. When choosing the appropriate competence in developing indicator.

b. To adjust the strategy, goal of learning and the activity for class.

c. Because still not understand yet to activity can be measured or not.

d. Determine students' ability with looking school condition and the material.

e. When they want to choose operational verb in developing indicator.

f. Sometime they confused by aim and indicator.

g. When they have to choose the steps to connect with the lesson.

h. They find difficulties in developing indicator, because looking for the appropriate competence that can be measured from bloom taxonomy is difficult. The staging should be followed the stages of bloom taxonomy from the lower until the higher competence.

6. How do you face those difficulties?

In this question mostly from thirteen students said that they ask friends and the lecture that teach PPL 1. But, there is the student also said they

read references from book and internet, read Lesson Plan that made by someone in internet, also they consider with friends' lesson plan that tried to teach last time.

B. Research Discussion

To have the same interpretation between the reader and the researcher toward the findings above, this part discuss those findings by reflecting on some theories related for each following problems:

1. Students' ability in developing indicators of lesson plan

The students' lesson plan viewed from some aspects, they are: Based on the level of development of thinking learners (According to level taxonomy bloom), Related to standard competence and basic competence, Showing the students' learning achievement as a whole, Using the operational verb that can be measured, Do not use the ambiguous words, and Observing the relevant learning sources[28]

Based on the findings, thirteen students that took PPL 1 of C class of English Education Department at State Islamic University of Sunan Ampel Surabaya, almost students got good level in developing indicators in their lesson plan, though there are one or two students in fair and poor level. There are five students got 17 scores, four students got 16 scores, two students got 15 scores, two students got 18 scores, and one student got 11 scores.

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

In six aspects in developing indicators, from thirteen students that more got low or fair level in aspect of "showing the students' learning achievement as a whole (cognitive, affective, psychomotor domain)" there are nine students that got low or fair level in this aspect and four students got good level. In aspect of "based on the level of development of thinking learners (according to level thinking learners)" there are ten students got good level and three students got fair level, in aspect of "related to standard competence and basic competence" there are twelve students got good level and one student got fair level, in aspect of "using the operational verb that can be measured" there are nine students got good level, three students got fair level, and one student got poor level. Whereas, in the aspect of "do not the ambiguous words" there are eleven students got good level, one student got fair level, and one student got poor level. And in the aspect of "observing the relevant learning sources" there are nine students got good level and four students got fair level.

When we see the findings about the students' ability in developing indicator in lesson plan, here almost students are able to develop indicator in lesson plan well because they fulfilled almost of all the aspects of developing good indicator. According to Ralph Tyler and Benjamin Bloom state that three domains; cognitive, affective, and psychomotor domain should include in developing objective or indicator because cognitive domain relates to knowledge and mental skills, affective domain involves feelings and emotions (attitudes, beliefs, interests, or values the student will acquire as a result of the lesson) and psychomotor domain

involves the acquisition of physical skills.[29] Whereas Mimin Haryati added that the indicators in lesson plan also should be developed from standard competence and basic competence and should be suitable with them. The indicators also use operational verb can be measured.[30]

2. **The students' difficulties in developing indicators in their lesson plan**

Based on the findings that fond by the researcher, the students PPL 1 of C class of English Education Department at UINSA Surabaya when the researcher interview to them, in fact the students have the difficulties in developing indicators in their lesson plan. In interview the researcher asked about what are their considerations in developing indicator, do they include the cognitive, affective, and psychomotor domain in developing indicator in their lesson plan, how do they break down standard competence and basic competence in developing indicator, what are their steps in developing indicator, do they have any difficulties in developing indicator, and how do they face those difficulties.

From result the interview on May, 28-29 2015, the students of PPL 1 of C class have the difficulties in including three domain (cognitive, affective, psychomotor domain) in developing indicator, the way of breaking down standard competence and basic competence become good indicator in lesson plan, the way to connect the material with activity in the class, when want to make activities in the

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

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

class with the indicator that made, when choosing the appropriate competence in developing indicator, and determine students' ability with condition of school and material.

Dwiyanti and Nahadi said in their writing that indicator is used as basic for formulating equipment of assessment until there are some things should be sawn as consideration in developing indicator, they are; before developing indicator we should see the basic competence and the material of learning will be taught, and choose and use operational verb more detail from operational verb that used in basic competence.[31] In developing indicator in lesson plan we also should see students' ability or students' level with the aspects of three domains are cognitive, affective, and psychomotor domain because three domains are very important to know about the students' ability when the material of learning was taught in the class and three domain as equipment of assessment for students until they should include in developing indicator of lesson plan. Ralph Tyler and Benjamin Bloom state that three domains; cognitive, affective, and psychomotor domain should include in developing objective or indicator because cognitive domain relates to knowledge and mental skills, affective domain involves feelings and emotions (attitudes, beliefs, interests, or values the student will acquire as a result of the lesson, and psychomotor domain involves the acquisition of physical skills.[32]

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[31] Gebi Dwiyanti, Nahadi, "RPP, Pengembangan Indikator dan Tujuan Pembelajaran" (, accessed on April 05, 2015), 2.

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

In the findings, the students when asked about how they break down standard competence and basic competence in developing indicator mostly the students answered they see from standard competence and basic competence to become indicator, but there are some the students see from goal of learning and be suitable with basic competence, see from basic competence that suitable with activity of learning in the class and see from the material that will be taught. According to Maman Suryaman said that the way to break down standard competence and basic competence in developing indicator, we should see the material that will be taught and be suitable from basic competence and find the operational verb can be measured more detail from operational verb in basic competence.[33]

Whereas students' steps in developing indicator when they answered the question of interview about what are their steps in developing indicator from the researcher, the students have the different answers as like there is the student that look the basic competence then look the topic or the material that will be taught suitable or not with basic competence, adjust purpose of learning and strategy will be used in the class and choose operational verb can be measured. This matter as like the theory that said Maman Suryana about steps in developing indicators; the first step, analyzing competencies used to be achieved through learning. The competencies are standard competence and basic competence. Standard competence and Basic

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[33] 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).

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, and the second steps is identifying 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.[34]

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[34] 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).