

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter, the researcher presents finding and discussion about the data as the result of analyzing the objective of learning and the assessment in the English teacher's lesson plan and the interview with the teacher. The lesson plan here is made for the 8<sup>th</sup> grade of Junior High School.

#### **A. Finding**

In this section, the researcher explains the findings based on the analysis and the interview. The finding is presented in the form of a description of the result of analysis between the objective of learning and the assessment in the lesson plan made by the English teacher of 8th grade at Ukhuwah Full Day Integrated Junior High School. There are 7 lesson plans which are for one semester that the researcher analyzes. The description of analysis from the research question consists of "how do the English teachers make the objective of learning and assessment in the lesson plans and appropriate it?"

Then, the other finding is based on the interview that has a purpose to know the process of the preparation of the lesson plan. The question of the interview in this research are:

1. The process of making the lesson plan.
2. The guidance that is used by the teacher.
3. How the teacher makes the indicator and the objective of learning.
4. How the teacher makes the assessment.

The result of the analysis of the appropriateness between the objective of learning and the assessment is 6 of the lesson plans are appropriate and 1 of the lesson plan is less appropriate. Here are some explanations of the 7 lesson plans:

- a. Lesson Plan 1

Table 4.1. The Indicator of Achievement, the Objective of Learning, and the Assessment from the Lesson Plan 1.

No.	The Indicator of Achievement	The Objective of Learning	The Assessment
1.	Menginterpretasikan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.	Setelah mengamati tayangan video percakapan, siswa dapat menginterpretasikan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.	Worksheet 1. 1. Teacher : Everybody, may I have your attention, please? Students : Yes, Ma'am. <i>To get students' attention, the teacher says,</i> “ _____.” 2. Teacher : From now on we will use English in our class. OK? We will use English in our English Class. Siti, what did I say? Siti : We will use English in our English class. <i>To get Siti's attention, the teacher says,</i> “ _____.” 3. Teacher : Right. From now on we will use English in the English class. Everybody, what do you

			<p>think? Are you ready?</p> <p>Students : Yes, Ma'am. <i>To get students' attention, the teacher says,</i> “ _____.”</p> <p>4. Teacher : What do you think, Edo? Are you ready? Edo : Yes, Ma'am. I am ready. <i>To get Edo's attention, the teacher says,</i> “ _____.”</p> <p>5. Teacher : Attention, please. Attention, please. Students : Yes, Ma'am. <i>To get students' attention, the teacher says,</i> “ _____.”</p> <p>6. Teacher : Attention, please. Now, let's say it together. “Yes, we are ready. We will use English in the English class.” Students : Yes, we are ready. We will</p>
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			<p>use English in the English class.</p> <p><i>To get students' attention, the teacher says,</i></p> <p>" _____ "</p> <p>_____."</p> <p>7. Teacher : Hey Dayu, stop doing that, please. What do you think? Are you ready to use English in the English class?</p> <p>Dayu : I'm so sorry, Ma'am. Yes, I am.</p> <p><i>To get Dayu's attention, the teacher says,</i></p> <p>" _____ "</p> <p>_____."</p> <p>8. Teacher : Edo, say it again, loudly.</p> <p>Edo : Yes, we are ready. We will use English in the English class.</p> <p><i>To get Edo's attention, the teacher says,</i></p> <p>" _____ "</p> <p>_____."</p> <p>9. A student : Excuse me, Ma'am. What's attention in Bahasa Indonesia?</p>
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			<p>Teacher : Attention is /perhatian/. <i>To get teacher's attention, a student says,</i> “ _____.”</p> <p>10. A student : Sir, may I wash my hand? Teacher : Sure. <i>To get teacher's attention, a student says,</i> “ _____.”</p> <p>11. Edo : Hey, guys. Are you coming with me? Students : Sure. Let's go. <i>To get friend's attention, Edo says,</i> “ _____.”</p>
2.	Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi,nya,	Setelah mengerjakan soal-soal latihan, siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan	<p>Worksheet 2.</p> <p>1. Dayu : Udin, do you think Edo is angry with me? Udin : I don't think so. Look, he's smiling. <i>To ask Udin's opinion about Edo, Dayu says,</i> “ _____.” _____. <i>To give his opinion Udin</i></p>

	sesuai dengan konteks penggunaannya.	mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya.	<p><i>says,</i>  “ _____ ”</p> <p>2. Dayu :  Guys, I think Udin will like this notebook.  Beni :  What? I don’t think so. Udin doesn’t like bright colours.  To give her opinion, Dayu says.  “ _____ ”</p> <p>To respond to Dayu’s opinion, Beni says,  “ _____ ”</p> <p>3. Teacher :  Udin, what do you think of your classroom?  Udin : It’s very dirty, Ma’am. Some people don’t care.  To ask Udin’s opinion about the classroom, the teacher says,  “ _____ ”</p> <p>To give his opinion about the classroom, Udin says,  “ _____ ”</p> <p>4. Siti : Do you think he remembers the</p>
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			<p>story he has to tell?</p> <p>Lina : I don't think so. I know he didn't prepare it well. To ask Lina's opinion, Siti says,</p> <p>“ _____ ”</p> <p>_____</p> <p>To give her opinion, Lina says,</p> <p>“ _____ ”</p> <p>_____</p> <p>5. Teacher : Thank you, Lina. Your story is very interesting. I like it.</p> <p>Lina : Thank you, Ma'am. To give her opinion about Lina's story, the teacher says,</p> <p>“ _____ ”</p> <p>_____</p> <p>6. Teacher : Hello, excuse me. Listen everybody, I think you need to read Chapter I, too.</p> <p>Students : Yes, Sir. To give his opinion, the teacher says,</p> <p>“ _____ ”</p> <p>_____</p>
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			<p>7. Edo : Beni, what do you think of this picture?  Beni : I think it doesn't look natural.  To ask Beni's opinion about the picture, Edo says,  “ _____ ”  _____</p> <p>To give his opinion, Beni says,  “ _____ ”  _____</p> <p>8. Teacher : What do you think of the story?  Student : It's very interesting, Sir.  To ask students' opinion about the story, the teacher says,  “ _____ ”  _____</p>
3.	Membuat fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta	Setelah membuat dialog secara berpasangan/ berkelompok, siswa memiliki keterampilan untuk membuat fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian,	<p>Worksheet 3</p> <p>1. Lina : Siti, do you understand the story?  Siti : Not really. She speaks very fast.  To check Siti's understanding, Lina says,  “ _____ ”  _____</p>



	menanggapinya, sesuai dengan konteks penggunaannya.	mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya.	<p>2. Teacher : Do you know what I mean? Students : Yes, Sir. To check students' understanding, the teacher says, “ _____ ”</p> <p>3. Beni : Only both of us will clean the classroom. Udin : What? What do you mean? What about the others? To check Beni's understanding, Udin says, “ _____ ”</p> <p>4. Teacher : Edo, do you know what to do? Edo: Sorry, Ma'am. I don't. Say it again, please. To check Edo's understanding, the teacher says, “ _____ ”</p> <p>5. Teacher : Do you understand my question? Lina : No, Ma'am. Sorry. Say it again, please.</p>
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			<p>To check students' understanding, the teacher says,  "_____"</p> <p>6. Teacher : Is it clear?  Lina : Yes, Ma'am. Thanks.  To check Lina's understanding, the teacher says,  "_____"</p> <p>7. Udin : It's so beautiful.  Siti : Do you think so, Udin?  Thank you.  To appreciate Siti's performance, Udin says,  "_____"</p> <p>8. Lina : Your handwriting is clear and beautiful.  Edo: Thank you.  To appreciate Edo's handwriting, Lina says,  "_____"</p> <p>9. Udin : What do you think of the picture? Beni did it well, didn't he?</p>
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			<p>Edo: Yes, he did. It is very beautiful. To appreciate Beni's picture, Edo says, “ _____ ”</p> <p>10. Lina _____ : I think the noodle is too salty. Dayu _____ : I don't think so. It's nice. To give her opinion about the noodle, Lina says, “ _____ ”</p> <p>_____ But, Dayu appreciate the noodle. Dayu says, “ _____ ”</p> <p>11. Udin _____ : Beni, do you think English is easy or difficult? Beni _____ : I think it's easy. I love English. To ask Beni's opinion about English, Udin says, “ _____ ”</p> <p>_____ According to Beni, English is _____.</p> <p>12. Teacher A : He's a diligent</p>
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			<p>student. Don't you think so?</p> <p>Teacher B : Yes, he is. He is diligent and smart too. To appreciate a student, Teacher A says, “ _____” _____</p> <p>Teacher B also appreciates the student. He says, “ _____” _____</p> <p>13. Teacher : Great! I think that is a beautiful invitation card. I like it. Beni : Thank you. To appreciate Beni's work, the teacher says, “ _____” _____</p> <p>14. Siti : Your picture is beautiful! I like the colour. Dayu : Thanks. To appreciate Dayu's picture, Siti says, “ _____” _____</p> <p>15. Teacher : Excellent! That's my girl!</p>
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			<p>Lina : Thank you, Ma'am. To appreciate Lina's performance, the teacher says, “ _____ _____ ”.</p> <p>16. Udin : What a wonderful picture! Edo: Thank you. To appreciate Edo's picture, Udin says, “ _____ _____ ”.</p>
4.	Menyusun fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya	Setelah mendapat latihan dialog acak secara berpasangan/berkelompok, siswa memiliki keterampilan untuk menyusun fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya.	<p>Worksheet 4</p> <p>Study the following situations. Make dialog scripts based on the situation. Do in groups of four.</p> <p>Situation 1: In the classroom, a teacher says something to get the students' attention. Some students answer “Yes” but a student doesn't pay attention. Then the teacher says something again to get the student's attention. And finally the student says “Yes”.</p> <p>Situation 2: In the classroom, three students talk about a nice picture made by one of the</p>

			<p>three students. One student says that the picture is nice but too colorful. The other student says that the picture is not natural but creative work.</p> <p>Situation 3: In the classroom, a teacher says something to check students' understanding about a new word. The students answer "Yes" but one student ask the meaning of another new word. Then the teacher answers the student's question.</p> <p>Situation 4: In a classroom, a student just performed a story telling. The teacher appreciates the performance. The student answers "Thank you".</p>
			<p>Worksheet 5</p> <p>1. Read the dialog below.</p> <p>Miss Inna : From now on we will use English in our class, OK? We will use English in our English class. Siti, what did I say?</p> <p>Siti : We will use English in</p>

			<p>our English class.</p> <p>Miss Inna : Good, Siti. Don't be busy with yourself. Siti : Alright, Ma'am.</p> <p>Miss Inna says, "... " to get Siti's attention.</p> <p>a. OK? b. Good, Siti c. Siti, what did I say? d. Don't be busy with yourself.</p> <p>2. Read the text below.</p> <p>Miss Inna : Hey Dayu, stop doing that, please. What do you think? Are you ready to use English in the English class? Dayu : I'm so sorry, Ma'am. Yes, I am. Miss Inna : It's alright. But, don't do it again, please. Dayu : OK, Ma'am.</p> <p>What does Miss Inna say to get Dayu's attention?</p> <p>a. Hey Dayu, stop doing that please.</p>
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			<p>b. But, don't do it again, please.</p> <p>c. What do you think?</p> <p>d. It's alright.</p> <p>Read the text below to answer question 3-6.</p> <p>Dayu : Beni, do you make the painting yourself?</p> <p>Beni : Yes, I do. What do you think about this painting?</p> <p>Dayu : It's wonderful. You are a great-painter-to-be.</p> <p>Beni : Thanks Dayu. By the way, I read your story about the last holiday in your blog.</p> <p>Dayu : Really? What's your opinion about my story?</p> <p>Beni : I think it's awesome. Your writing is very interesting. I like it.</p> <p>Dayu : Big thanks, Beni. Hmm... it's break time. Now let's go to the canteen. I'm very hungry.</p>
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			<p>Beni : Me too. I want to buy some meatballs. I like meatball very much. It's very tasty. What do you think?</p> <p>Dayu : I don't think so. It's hot, Beni. I don't like hot food.</p> <p>Beni : O I see. Come on.</p> <p>3. Beni says, "What do you think about this painting?" to....</p> <ol style="list-style-type: none"> <li>Give his opinion</li> <li>Ask Dayu's opinion</li> <li>Respond his opinion</li> <li>Respond Dayu's opinion</li> </ol> <p>4. Dayu says, "It's wonderful. You are a great-painter-to-be." to....</p> <ol style="list-style-type: none"> <li>Give her opinion</li> <li>Ask Dayu's opinion</li> <li>Respond to her opinion</li> <li>Respond to Beni's opinion</li> </ol> <p>5. What is Dayu's opinion about the meatball?</p> <ol style="list-style-type: none"> <li>She doesn't like hot food</li> <li>She likes it very much</li> <li>It's tasty</li> </ol>
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			<p>d. It's hot</p> <p>6. What does Beni think of Dayu's story in her blog?</p> <p>a. It's tasty</p> <p>b. It's awesome</p> <p>c. He doesn't like it</p> <p>d. He wants to be a writer</p> <p>Read the text below to answer question 7-10.</p> <p>Miss Inna : Attention, everybody. I want to give you homework. Find a story from the internet. Rewrite it in your note book. Submit it on Friday next week. Is it clear?</p> <p>Students : Yes, Ma'am.</p> <p>Siti : Not really, Ma'am. You speak too fast for me.</p> <p>Miss Inna : OK, Siti. Listen carefully. Find a story from the internet. Rewrite it in your note book. Submit it on Friday next week. Do you understand now?</p> <p>Siti : Yes, I do, Ma'am. Thank you.</p>
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			<p>Miss Inna :  Good, Siti.  That's my girl.  What about you  Edo? Do you  know what I  mean about the  homework?  Edo : Very clear,  Ma'am. I will do  this this  afternoon after  school.  Miss Inna :  What a diligent  boy! That's my  boy.  Edo : Thanks,  Ma'am.</p> <p>7. Why does Miss  Inna say, "Is it  clear?"</p> <p>a. To check Siti's  opinion  b. To check  students'  understanding  c. To ask Edo's  understanding  d. To respond to  Edo's opinion</p> <p>8. To check Siti's  understanding,  Miss Inna says,  "..."</p> <p>a. Listen carefully  b. Do you know  what I mean?  c. Do you  understand now?  d. Is it clear?</p> <p>9. Miss Inna says,  "Good, Siti.  That's my girl."  to....</p> <p>a. Give her opinion</p>
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			<p>b. Appreciate Siti</p> <p>c. Respond to Siti's question</p> <p>d. Ask Siti's opinion</p> <p>10. What does Miss Inna say to show her appreciation to Edo?</p> <p>a. Do you know what I mean?</p> <p>b. What about you Edo?</p> <p>c. What a diligent boy!</p> <p>d. That's my girl!</p> <p>For number 11 to 15, fill in the gaps with the correct words or expressions.</p> <p>11. We use the expression "May I have your attention, please." to _____ . (get attention)</p> <p>12. Complete the dialog below. Beni : _____ _____ of this picture? Edo : I think it is not natural. (What do you think)</p> <p>13. Complete the dialog below. Lina: I think the book is interesting. Dayu : _____ _____. It's too thick</p>
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			<p>and no pictures in it. I don't like it. (I don't think so)</p> <p>14. Complete the dialog below. Mr. Rudi : Please make a group of three, practice this dialog. _____ Students : No. You speak too fast. Say it again, please. (Is it clear?)</p> <p>15. We use the expression "Do you know what I say?" to ask someone's _____. _____. (understanding)</p>
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Table 4.2. The Result of the Analysis of the Objective of Learning and the Assessment 1.

No.	Criteria	Not Appropriate	Less Appropriate	Appropriate
1.	<b>Objective of learning</b>			
	a. Skill (Listening / Reading / Writing / Speaking)	-	-	✓
	b. ABCD Approach	-	-	✓
	c. Indicator of Achievement	-	-	✓
2.	<b>Assessment</b>			
	a. Skill (Listening/Reading/ Writing/Speaking)	-	-	✓
	b. Relatable to the Indicator of Achievement	-	-	✓

1) Objective of learning.

On the first lesson plan, the teacher gave material about the expression of asking attention, giving attention, asking opinion, and appreciation. The intended skill in this material is speaking. As written in the table 4.1 that explains about the indicator of achievement, the objectives of learning and the assessments in this lesson plan, the part of the objective of learning indicated that between the objective of learning and the intended skill is appropriate.

On the second point, that is the ABCD approach method. The researcher thought that the objective of learning was appropriate to the ABCD approach method because, on the four points of the objective of learning, there had been the audience (A), the behavior that students should do (B), and the degree (D) where the teacher stated a performance level or a measurement that can be accepted. Even though the teacher did not write the condition (C), it still could be accepted because, in the ABCD approach method, the condition and degree are optional, then it is still okay if in the objective of learning there is no condition or degree.

After the researcher read the indicator of achievement and the objective of learning, the researcher could say that both of them were appropriate. Because, as written in table 4.1, it could be seen that all of the objectives of learning were formulated the same as the indicator of achievement. Thus, between the objective of learning and the indicator of achievement was appropriate.

This appropriateness between the objective of learning and the indicator of achievement showed that how the teacher made the objective of learning and the indicator of achievement is a success as the result of the interview that the researcher did with the English teacher. The English teacher said that to made the objective of learning and the indicator of achievement in the lesson plan, it was based on the taxonomy of Bloom and Anderson, then the teacher appropriated it with the material taught, from that, it was found the objective of learning and the indicator of achievement that relate to one another.

## 2) Assessment.

There were 2 attachment assignments that the teacher gave for 2 meetings. At the first meeting, there were 4 worksheets that students had to do. In the first three worksheets, students were asked to fill the blank on the short dialogue, the first worksheet was about to get attention, the second worksheet was about to ask and give an opinion and its response, and the third worksheet was about to check the understanding and to show appreciation. While, the fourth worksheet, students were divided into several groups consist of 4 students in each group, then the groups were given 4 different situations and asked to make a dialogue from that situations.

On the second attachment on the second meeting, students were asked to:

- a) Answer the question in ABCD form,

- b) Fill in the blank, and
- c) Made a simple dialogue based on several situations.

It could be seen that on the second meeting, students were asked to make a dialogue and practice it after that. This was in line with the intended skill that was speaking, so that could be said that the assessment and the intended skill were appropriate.

Besides that, the appropriateness between assessment and indicator of achievement was also appropriate, because:

- a) With these assignments, especially the worksheet 1, 2, and 3 on the first meeting, it represented the indicator of achievement number 1 and number 2.
- b) With the assignment to make a dialogue and practice it, students directly had done the third and fourth point from the indicator of achievement.

From the interview, the researcher knew that the teacher did not only use one book or source to make the assignments. There were some sources that the teacher used such as from the internet, the book that related to the material, etc. In this time of covid-19 situation, almost all the assignments used writing tasks, thus the teacher tried to make the assignments using other methods that would make it more interactive and fun.

Then, from the explanation of the objective of learning and the assessment above – which the outline can be seen on the table 4.2 about the result of analysis of the objective of learning and the assessment in the lesson plan 1, it could be known that the objective of learning and the assessment were in line with the



intended skill and the objective of learning and the assessment were also in line with the indicator of achievement (see the table 4.3 as the outline of this explanation). Thus, the conclusion was between the objective of learning and the assessment in lesson plan 1 was appropriate.

Table 4.3 The Result of the Analysis the Appropriateness between the Objective of Learning and the Assessment 1.

No.	Criteria	Yes	No
1.	The objectives of learning and the assessments were in line with the indicator of achievement.	✓	-
2.	The objectives of learning and the assessments were in line with the intended skill.	✓	-

b. Lesson Plan 2

Table 4.4. The Indicator of Achievement, the Objective of Learning, and the Assessment from the Lesson Plan 2.

No.	The Indicator of Achievement	The Objective of Learning	The Assessment
1.	Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan	Setelah mengamati contoh dan video dari guru, siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi	Worksheet 1 Please arrange the jumble words into meaningful sentences. You can answer it in the box below. 1. Will – by – to – my – and – friends – go – I

	tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can</i> , <i>will</i> ).	interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can</i> , <i>will</i> ).	<p>– beach – the – tomorrow – car</p> <p>2. I – to – new – buy – books – want – the – bookstore – in – Saturday – next – some</p> <p>3. Tonight – birthday – I – to – my – attend – party – friend’s – have</p> <p>4. In – would – eat – like – I – to – delicious – spaghetti – restaurant – my – with – mom – the</p> <p>5. I – elder – going – teach – to – how – in – your – of – front – am – you – to behave</p>
2.	Membuat fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can</i> , <i>will</i> ).	Setelah mengerjakan soal-soal latihan, siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can</i> , <i>will</i> ).	<p>Worksheet 2</p> <p>Please read the short conversation in each number and then choose A, B, C, or D to answer the questions.</p> <p>1. Revalina : I have a toothache, I will go out for a while. Boy: where will you go? Revalina : ..... What is the appropriate sentence can be used in it?</p> <p>a. I need to get fresh air b. I want your help to take me outside c. I will to go to the dentist d. I want to drink some medicines</p> <p>2. Teacher : Where is Diana?</p>

			<p>Students : Diana is absent today, Mam.</p> <p>Teacher : What happens to her?</p> <p>Students :</p> <p>.....</p> <p>What is the appropriate sentence can be used in it?</p> <p>a. She is really nice girl in this class</p> <p>b. She has to join a debate competition today</p> <p>c. Diana is a lazy girl</p> <p>d. Diana is a beautiful girl</p> <p>3. Chris : Hello Anna. Why you look so sad today?</p> <p>Anna : Hi, Chris. Well, I want to tell you about my problem. I have a lot assignments but I can't do them quickly because I have a headache.</p> <p>Chris : Oh, I'm sorry to hear that.</p> <p>.....</p> <p>What is the appropriate expression can be used in it?</p> <p>a. You can go home right now</p> <p>b. I don't know what should I do</p> <p>c. You have to go to the doctor soon</p> <p>d. Don't do your assignments if you will get sick</p>
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			<p>4. Laura : Can you help me to make a banana cake? Mike : Sorry Laura, I can't. Laura : What's the matter? Mike : Oh..... What is the appropriate expression can be used in it?</p> <p>a. I am sorry b. I have to go to school right now c. I think you can make it by yourself d. I know you can make it Laura</p> <p>5. Cindy : Where are you going? Gerald : ..... I already have a promise with my friend. Cindy : Okay, be careful on your way honey. What is the appropriate expression can be used in it?</p> <p>a. I will see you soon b. I can help you right now c. I am going to Knock café d. I will drink some water</p>
3.	Mempraktekkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi	Setelah membuat contoh kalimat secara berpasangan/berkelompok, siswa memiliki	Worksheet 3 Role play (act a dialogue using the expression and asking the ability and the intention to do

	<p>interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>keterampilan untuk mempraktekkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>something) and written test.</p>
4.	<p>Mengerjakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Setelah mendapat latihan menyusun kalimat acak secara berpasangan/ berkelompok, siswa memiliki keterampilan untuk menyusun fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	

		yang benar dan sesuai konteks.	
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Table 4.5. The Result of the Analysis of the Objective of Learning and the Assessment 2.

No.	Criteria	Not Appropriate	Less Appropriate	Appropriate
1.	<b>Objective of learning</b>			
	a. Skill (Listening / Reading / Writing / Speaking)	-	-	✓
	b. ABCD Approach	-	-	✓
	c. Indicator of Achievement	-	-	✓
2.	<b>Assessment</b>			
	a. Skill (Listening / Reading / Writing / Speaking)	-	-	✓
	b. Relatable to the Indicator of Achievement	-	-	✓

#### 1) Objective of Learning

In lesson plan 2, the material teacher taught in the classroom was expressing and asking about the ability and the intention to do something. As written in table 4.4 which is the explanation of the indicator of achievement, the objective of learning and the assessment in the lesson plan 2, the objective of learning number 3 and number 4, it was appropriate with the intended skill (speaking).

On the point of the appropriateness between the ABCD approach and the objective of learning, the teacher had fulfilled it well, even though there was still a similarity with the previous lesson plan, that was the teacher only wrote A

(audience), B (behavior), and D (degree) in the objective of learning. It still could be said appropriate.

Then, between the indicator of achievement and the objective of learning, as seen in table 4.4 (the result of the analysis of the objective of learning and the assessment), it could be said that both of them were appropriate to one another because every point in the objective of learning was formulated exactly the same as the point in the indicator of achievement.

Even though there were different words that used in the second and fourth point, it did not make the indicator of achievement and the objective of learning was not appropriate, because indicator of achievement is a benchmark that teacher used in assessing and objective of learning describes the process and result of learning, then sometimes a difference between an indicator of achievement and objective of learning happens because of the need of supporting learning process in order to students can reach benchmarking ability well.

## 2) Assessment

The assignments teacher gave to the students in this learning were divided into 3, these are: first was arrange random sentences, second was answer an ABCD question, these two assignments were to assess a knowledge aspect, while the third is to assess skill aspect where students were asked to do a role play corresponds to the dialogue that students made as to the stated theme. From the assignment that the teacher gave on the skill aspect, it could be known that this was in line with the intended skill which was speaking.

For the appropriateness between the indicator of achievement and the assessment was also could be said appropriate, because:

- a) The indicator of achievement number 1 and 2 was appropriate to the assignments of knowledge aspect. Besides that, on the skill aspect, students were asked to make dialogue before doing the role play, which means students did the second indicator of achievement.
- b) On the indicator of achievement number 3 and 4 or the skill aspect, the role-play assignment for students was already enough to fulfill these 2 points of indicator of achievement. Because students did the role play, directly students also practiced and did it as written in indicator of achievement number 3 and 4.

From the explanation above, it could be seen that the objective of learning and the assessment were in line with the indicator of achievement and the intended skill (see table 4.6). Then, the conclusion was the objective of learning and the assessment was appropriate to one another.

Table 4.6. The Result of the Analysis of the Appropriateness between the Objective of Learning and the Assessment 2.

No.	Criteria	Yes	No
1.	The objectives of learning and the assessments were in line with the indicator of achievement.	✓	-



2.	The objectives of learning and the assessments were in line with the intended skill.	✓	-
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b. Lesson Plan 3

Table 4.7. The Indicator of Achievement, the Objective of Learning, and the Assessment from the Lesson Plan 3.

No.	The Indicator of Achievement	The Objective of Learning	The Assessment
1.	Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>must</i> , <i>should</i> ).	Setelah mengamati tayangan video percakapan, siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>must</i> , <i>should</i> ).	Worksheet 1 Choose the correct modal ver to fill in the spaces in blank. (must, have to, don't have to, mustn't) - You ____ come to the meeting, but it will be nice if you are there (mustn't – don't have to) - You ____ start saving money if you want to retire in few years. (must – have to) - We ____ to visit the doctor every year because the Social

			<p>Security requires it. (must – have to)</p> <p>- I ____ call my dad every day. (must – have to)</p> <p>- My brother ____ wear a tie in his work, I do. (mustn't – doesn't have to)</p> <p>- You ____ eat healthier and stop smoking, you will feel better. (must – have to)</p> <p>- I ____ study tonight, my exam is tomorrow. (must – have to)</p> <p>- People ____ drink and drive cars. It is prohibited (mustn't – don't have to)</p> <p>- John can't come because he ____ work tomorrow. (must – has to)</p> <p>- We ____ speak when the teacher</p>
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			<p>is speaking. (mustn't – don't have to)</p> <p>- She has a big problem. We ____ help her. (must – have to)</p> <p>- You ____ sign a document without reading it first. (mustn't – don't have to)</p>
2.	<p>Membuat percakapan pendek, fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>must</i>, <i>should</i>).</p>	<p>Setelah mengerjakan soal-soal latihan, siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>must</i>, <i>should</i>).</p>	<p>Worksheet 2 Works in pair and make a simple dialog.</p>
3.	<p>Mempraktekkan teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi</p>	<p>Setelah membuat dialog secara berpasangan/ berkelompok, siswa memiliki keterampilan untuk mempraktekkan teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang</p>	<p>Worksheet 3 Choose the correct answer!</p> <p>1. I can't find my bag anywhere. I'm sure I ____ left it in my room.</p> <p>a. Could have</p>

	<p>sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>b. Must have c. Will have d. Might have</p> <p>2. A lot of students didn't pass the English test yesterday. The test _____ difficult.</p> <p>a. Must b. Must have c. Must have been d. Must been</p> <p>3. If I have problems with my teeth, I think I _____ go to a dentist, not a veterinarian.</p> <p>a. Should b. May c. Could d. Can</p> <p>4. I have lived in England for two years, so I _____ speak English fluently.</p> <p>a. Can b. Will c. May d. Shall</p> <p>5. You _____ T-shirt school. That is prohibited.</p>
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			<p>a. Must wear</p> <p>b. Must be worn</p> <p>c. Must not wear</p> <p>d. Must not be worn</p> <p>6. He went by bus, but he _____ by motorcycle.</p> <p>a. Should gone</p> <p>b. Could have gone</p> <p>c. Might gone</p> <p>d. Must have gone</p> <p>7. My brother break a glass in the kitchen, so he _____ clean it or he will be punished.</p> <p>a. Must</p> <p>b. Can</p> <p>c. Will</p> <p>d. May</p> <p>8. You _____ so noisy. The baby was sleeping.</p> <p>a. Will not have been</p> <p>b. Should not have been</p> <p>c. Might not have been</p> <p>d. Could not have been</p> <p>9. By the end of 2010, you _____</p>
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			<p>from your school.</p> <p>a. Will graduate</p> <p>b. Will have graduate</p> <p>c. Will be graduated</p> <p>d. Will be graduate</p> <p>10. Why did you stay at hotel in Jakarta? You ____ stayed with your uncle.</p> <p>a. Could have</p> <p>b. Will have</p> <p>c. May have</p> <p>d. Must have</p> <p>11. A : Why didn't he say hello when he passed us on street? B : He ____ been day dreaming.</p> <p>a. Might have</p> <p>b. Could have</p> <p>c. Will have</p> <p>d. Would have</p> <p>12. This bag is very heavy. Please help me, I ____ take it by myself.</p> <p>a. Can not</p> <p>b. Will not</p> <p>c. Must not</p> <p>d. May not</p>
4.	Mengerjakan teks interaksi transaksional	Setelah mendapat latihan dialog acak	

	lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	secara berpasangan/berkelompok, siswa memiliki keterampilan untuk menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
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Table 4.8. The Result of the Analysis of the Objective of Learning and the Assessment 3.

No.	Criteria	Not Appropriate	Less Appropriate	Appropriate
<b>1.</b>	<b>Objective of learning</b>			
	a. Skill (Listening / Reading / Writing / Speaking)	-	-	✓
	b. ABCD Approach	-	-	✓
	c. Indicator of Achievement	-	✓	-
<b>2.</b>	<b>Assessment</b>			
	a. Skill (Listening / Reading / Writing / Speaking)	-	-	✓
	b. Relatable to the Indicator of Achievement	-	✓	-

### 1. Objective of Learning

On this lesson plan, the teacher taught about giving suggestions – to state rules and obligations, and the intended skill was writing. The researcher thought

between the objective of learning and the intended skill was appropriate, because the words of “*mempraktekkan*” and “*menyusun*” in the objective of learning (table 4.7 – the objective of learning 3 and 4) mean to practice writing about the learning material, and at the end of the lesson, students were expected could arrange words-sentences about to give suggestions, state rules, and obligations.

Then, between the ABCD approach method and the objective of learning was appropriate, because from the objective of learning number 1 – 4, it could be seen that the teacher followed the writing provision used the ABCD approach method. A (audience) was the students, B (behavior) was *menentukan*, *mempraktekkan*, and *menyusun*, while D (degree) was written in the sentence “*sesuai dengan konteks penggunaannya*” and “*dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks*”.

The appropriateness between the indicator of achievement and the objective of learning was still less appropriate, because, after the researcher read both of them, there was a little discontinuity, that was on the second point of the indicator of achievement and the second of the objective of learning. It could be said appropriate if the teacher writes the sentence “*membuat percakapan pendek*” on the indicator of achievement in the skill aspect, because in the assignment section, to assess the knowledge aspect, make a short conversation was not in it, besides of in the skill aspect. Therefore, the researcher concluded that the indicator of achievement and the objective of learning was less appropriate.

The researcher thought that this was less appropriate of the indicator of achievement and the objective of learning because of the time of making a lesson



plan. From the interview, the teacher said that at the Ukhuwah Full Day Integrated Junior High School, teachers had to collect the lesson plan at the work meeting (*rapat kerja*) each one week. The English teacher of 8th grade tried to finish the lesson plan as fast as the teacher could due to the other tasks teacher had, even made the lesson plan at the school.

## 2. Assessment

There were 3 assignments that the teacher gave in this lesson, these were:

- a) Fill in the blank,
- b) ABCD questions, and
- c) Make a dialogue.

As had explained in the explanation of the objective of learning, the intended skill in this lesson was writing. It could be said beside of the fill in the blank and ABCD questions that referred to the knowledge aspect and on the skill aspect, students were asked to make a dialogue too which was in line with the intended skill.

For the point of the appropriateness between the assessment and the indicator of achievement, the researcher thought that it was still less appropriate because make a short dialogue in the indicator of achievement was in the knowledge aspect, but in the assessment, make a short dialogue was in the skill aspect. It would be appropriate if that indicator of achievement is in the skill aspect, not in the knowledge aspect. Besides the second point of the indicator of achievement, the others were appropriate with the rest of the assessment.

From the explanation of the objective of learning and assessment above and also can be seen in the table 4.8 about the result of the analysis of the objective of learning and the assessment, it could be known that both of them were in line with the intended skill, but still less appropriate with the indicator of achievement based on the explanation (see the table 4.9). Therefore, the appropriateness between the assessment and the objective of learning in this lesson plan was still less appropriate.

Table 4.9. The Result of the Analysis of the Appropriateness between the Objective of Learning and the Assessment 3.

No.	Criteria	Yes	No
1.	The objective of learning and the assessment are in line with the indicator of achievement.	-	✓
2.	The objective of learning and the assessment are in line with the intended skill.	✓	-

d. Lesson Plan 4

Table 4.10. The Indicator of Achievement, the Objective of Learning, and the Assessment from the Lesson Plan 4.

No.	The Indicator of Achievement	The Objective of Learning	The Assessment
1.	Menentukan fungsi sosial, struktur teks,	Setelah mengamati tayangan slide, siswa	Worksheet 1

	<p>dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya.</p>	<p>dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya.</p>	<p>Listening Assignment. Inviting someone to a party A: Hello, Stu. How are you? B: Hey, Sara! I'm well thank you. How about you? A: I couldn't be better. I'm having a party this weekend and would love for you to come if you can make it. B: That would be great! Where will it be held? A: We're having a small party on the rooftop of my apartment. Come around 6pm. B: That sounds like fun! Do you want me to bring anything? A: I will be making plenty of food for everyone. If you'd like to bring something, then perhaps you can bring some wine or something to drink. B: Is there a special dress code? A: No, it's just a casual get together. B: I can't wait! How many people are you expecting? A: Probably around 10 including yourself.</p>
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			<p>B: Okay great! I will see you on Saturday!</p> <p>A: Lovely. Thanks, Stu! See you then.</p> <p>Topics : Asking Some One to Take Your Photo</p> <p>Are you interested in expanding your English conversation topics? In this video, I'll share with you a simple, useful English conversation that you can use immediately to start learning English quickly and without overwhelm. Stay tuned.</p> <p>Asking someone to take your photo</p> <p>A: Hello.</p> <p>B: Hi.</p> <p>A: Sorry to bother you, but, could you take my picture, please?</p> <p>B: That's no problem.</p> <p>A: Could you get me in the foreground and the Opera House in the background?</p> <p>B: I can do that.</p> <p>A: Thank you very much for your help.</p> <p>B: No problem.</p>
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			<p>A: You just need to press the big button on the top of the camera.</p> <p>B: Okay, one, two, three, cheese.</p> <p>A: Cheese.</p> <p>B: Okay, come and have a look at the picture.</p> <p>A: That looks great. Could I get you to take one in landscape as well?</p> <p>B: Sure, no worries.</p> <p>A: Thank you.</p> <p>B: Okay, one, two, three, cheese.</p> <p>A: Cheese.</p> <p>B: Here you go.</p> <p>A: That looks great, thank you for your help.</p> <p>B: You're welcome.</p> <p>A: Have a great day.</p> <p>Video Transcript: English Conversation. Topics : Asking to Join in a Game Are you interested in expanding your English conversation topics? In this video, I'll share with you a simple, useful English conversation that you can use immediately to start learning</p>
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			<p>English quickly and without overwhelm. Stay tuned.</p> <p>Asking to join in a game</p> <p>A: Hi.</p> <p>B: Hello.</p> <p>A: What game are you playing?</p> <p>B: We're playing basketball.</p> <p>A: May I join your game?</p> <p>B: Sure, we could use an extra player anyway. Join our side because we are one player down.</p> <p>A: Great, thanks for letting me play.</p> <p>B: Do you know the rules?</p> <p>A: Sure, I know most of the rules. Are there any rules in your game I should know about?</p> <p>B: All the usual rules. You can watch as we play and work it out. It's just a fun game so we don't take it too seriously.</p> <p>A: Cool, I can handle that. Thanks again for letting me join in.</p>
2.	Membuat fungsi sosial, struktur teks, dan unsur kebahasaan	Setelah mengerjakan soal-soal latihan, siswa dapat	Worksheet 2

	<p>teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya.</p>	<p>menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya.</p>	<p>Make a dialogue in pair or groups and practice it.</p>
3.	<p>Mempraktekkan teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Setelah membuat dialog secara berpasangan/berkelompok, siswa memiliki keterampilan untuk mempraktekkan teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan</p>	<p>Wokrsheet 3 Assignment on the homework book and arranged a jumbled dialog in group (the teacher did not attach it).</p>

		menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
4.	Mengerjakan teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Setelah mendapat latihan dialog acak secara berpasangan/berkelompok, siswa memiliki keterampilan untuk menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	

Table 4.11. The Result of the Analysis of the Objective of Learning and the Assessment 4.

No.	Criteria	Not Appropriate	Less Appropriate	Appropriate
1.	<b>Objective of learning</b>			
	a. Skill (Listening / Reading / Writing / Speaking)	-	-	✓
	b. ABCD Approach	-	-	✓



	c. Indicator of Achievement	-	-	✓
2.	<b>Assessment</b>			
	a. Skill (Listening / Reading / Writing / Speaking)	-	-	✓
	b. Relatable to the Indicator of Achievement	-	-	✓

### 1. Objective of Learning

The material the teacher taught in this lesson plan was “would you like to come” and the intended skill was speaking. The appropriate between the objective of learning and the intended skill was appropriate, because, from the objectives of learning number 3 and 4 (see the table 4.10 about the explanation of the indicator of achievement, the objective of learning and the assessment), it could be concluded that those objectives of learnings were referred more to the speaking skill where students got the dialogue assignment too.

Then, the appropriateness between the objective of learning and the ABCD approach method. It could be seen in the table 10 that the audience (A) in this lesson plan was *siswa*, then the behavior (B) were *menentukan, mempraktekkan dan menyusun*, and the degree (D) was *dengan unsur kebahasaan yang benar dan sesuai dengan konteks penggunaannya*. The conclusion was the teacher wrote the objective of learning appropriate to the ABCD approach method because there were the audience, the behavior, and the degree in it.

On the appropriateness between the indicator of achievement and the objective of learning, the researcher could say that these two were appropriate. Even though there were some different words from the indicators of achievement to the objectives of learning, such as in the number 2 and number 4 from the indicator of achievement and the objective of learning. This still could be said that the indicator of achievement and the objective of learning was appropriate because sometimes, the difference happens because of the needs of the supporting learning process for the students to reach benchmarking ability well.

## 2. Assessment

On the assignment, the teacher gave students some kind of assignments to be assessed. First, at the first meeting, the teacher gave the assignments such did a listening task about “would you like to come” and corrected it together, then the teacher also asked students to make a dialogue in pair or group and practice it. At the second meeting, the teacher asked students to do an assignment on the homework book and arranged a jumbled dialog in a group. Unfortunately, the teacher did not attach all the assignments in the attachment of the lesson plan. It made the lesson plan did not complete yet.

The assignment of making dialogue in pair/group was appropriate to the intended skill in this material, even though other assignments were not in the same line with the skill but, the other assignments there made students be more understanding about the material before making a dialogue. From all the assignments, the researcher thought that these were appropriate to the indicator of achievement.

Based on the explanation about the objective of learning and the assessment above (the short explanation is on the table 4.11), it could be seen that these two were appropriate because the objective of learning and the assessment were in line with the indicator of achievement and the intended skill (table 4.12 about the result of the analysis of the appropriateness between the objective of learning and the assessment).

Table 4.12. The Result of the Analysis of the Appropriateness between the Objective of Learning and the Assessment 4.

No.	Criteria	Yes	No
1.	The objectives of learning and the assessments were in line with the indicator of achievement.	✓	-
2.	The objectives of learning and the assessments were in line with the intended skill.	✓	-

e. Lesson Plan 5

Table 4.13. The Indicator of Achievement, the Objective of Learning, and the Assessment from the Lesson Plan 5.

No.	The Indicator of Achievement	The Objective of Learning	The Assessment
1.	Menentukan fungsi sosial, struktur teks, dan	Setelah mengamati contoh greeting card,	Worksheet 1

	unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting card</i> , dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.	siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting card</i> , dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.	Make a greeting card in a groups.
2.	Membuat fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting card</i> , dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.	Setelah membuat greeting card, siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting card</i> , dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.	Worksheet 2  Match the answer question. (the teacher did not attach it in the lesson plan).
3.	Mengolah fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan	Setelah membuat greeting card, siswa memiliki keterampilan untuk mempraktekkan fungsi sosial, struktur teks, dan unsur	Worksheet 3 Arrange a jumbled dialogue. (the teacher did not

	meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	attach it in the lesson plan).
4.	Menyaji fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Setelah mendapat latihan soal dan match the answers, siswa memiliki keterampilan untuk menyusun fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	

Table 4.14. The Result of the Analysis of the Objective of Learning and the Assessment 5.

No.	Criteria	Not Appropriate	Less Appropriate	Appropriate
1.	<b>Objective of learning</b>			
	a. Skill (Listening / Reading / Writing / Speaking)	-	-	✓

	b. ABCD Approach	-	-	✓
	c. Indicator of Achievement	-	-	✓
<b>2.</b>	<b>Assessment</b>			
	a. Skill (Listening / Reading / Writing / Speaking)	-	-	✓
	b. Relatable to the Indicator of Achievement	-	-	✓

### 1. Objective of Learning

The material that the teacher taught in this lesson was greeting cards, while the intended skill was writing. In the researcher's opinion, the appropriateness between the objective of learning and the intended skill was appropriate, because, from table 4.13 above, it could be seen that at the end of the lesson, students were expected to have a skill to practice and arrange a social function, text structure, and linguistic element of oral and written interpersonal interaction text that include the action of asking and giving information relate to ability and will, to do something, with paying the attention to the right social function, text structure, and linguistic element and appropriate to the context. It means that students could arrange words-sentences and practice them.

Then, for the appropriateness between the objective of learning and the ABCD approach method. It could be known that the audience in this lesson was *siswa*, the behavior were *menentukan*, *mempraktekkan*, and *menyusun*, and the degree was *sesuai dengan konteks dan unsur kebahasaan yang benar*. So, the teacher had used the A, B, and D in the ABCD approach method to wrote the

objective of learning. Therefore, the researcher said that the objective of learning and the ABCD approach method was appropriate.

On the appropriateness between the indicator of achievement and the objective of learning, the researcher also said that both of them was appropriate, even though there were some different words that the teacher used between the indicator of achievement and the objective of learning such as the number 2 and 4 of the indicator of achievement and the objective of learning, it still could be said appropriate because the difference happens when there is a need of supporting learning process to reach the benchmarking.

## 2. Assessment

The teacher gave the assignment to make a greeting card in a group, and in the second meeting, the students are asked to do match the answer question and arrange a jumbled dialogue, but these two assignments were not written in the lesson plan that teacher made. The assignment to make a greeting card was appropriate to the intended skill, and even though the two other assignments were not written in the lesson plan, but from the form of assignment, the researcher thought these were also appropriate to the intended skill.

Then, from the assignment to make a greeting card and present it after that, the researcher thought that it was appropriate to the indicator of achievement, which was written on the indicator of achievement number 1 to number 4. If the students make a greeting card, directly the students also determine and make as what was written in the indicator of achievement, then the teacher asked to present the greeting card, it was also appropriate to the indicator of achievement

number 4. Therefore, it could be concluded that the indicator of achievements and the assessments were appropriate.

From the explanation above (also can be seen on the table 4.14 about the result of the analysis the objective of learning and the assessment), it could be known that the objective of learning and the assessment were in line with the indicator of achievement and the intended skill, thus the objectives of learning and the assessments were appropriate (table 4.15 about the result of the analysis of the appropriateness between the objective of learning and the assessment).

Table 4.15. The Result of the Analysis of the Appropriateness between the Objective of Learning and the Assessment 5.

No.	Criteria	Yes	No
1.	The objectives of learning and the assessments were in line with the indicator of achievement.	✓	-
2.	The objectives of learning and the assessments were in line with the intended skill.	✓	-

f. Lesson Plan 6

Table 4.16. The Indicator of Achievement, the Objective of Learning, and the Assessment from the Lesson Plan 6.

No.	The Indicator of Achievement	The Objective of Learning	The Assessment
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1.	Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i> ).	Setelah mengamati tayangan slide, siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i> ).	Worksheet 1. Find and mention name of things which are considered as countable and uncountable nouns as much as you know.
2.	Menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur	Setelah mengerjakan soal-soal latihan, siswa dapat menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks	Worksheet 2.  Asking for and giving information about things position.  Examples:  - Where is the <b><u>milk</u></b> ?  The <b><u>milk</u></b> is in the refrigerator.  - Where <b><u>are</u></b> the <b><u>books</u></b> ?

	<p>kebahasaan <i>there</i> <i>is/are</i>).</p>	<p>penggunaannya.</p> <p>(Perhatikan unsur kebahasaan <i>there is/are</i>).</p>	<p>The <b><u>books are</u></b> on the table.</p> <p>- Where is the <b><u>meat?</u></b></p> <p>The <b><u>meat</u></b> is on the bowl.</p> <p>- Where <b><u>are</u></b> the <b><u>bicycles?</u></b></p> <p>The <b><u>bicycles are</u></b> in the garage.</p> <p>Activity:</p> <p>1. Where are the books?</p> <p>The books are on the desk.</p> <p>2. Where are the books?</p> <p>The books are on the bookshelf.</p>
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			<p>3. Where is the milk?</p> <p>The milk is in the refrigerator.</p> <p>4. Where is the ball?</p> <p>The ball is on the table.</p> <p>5. Where are the eggs?</p> <p>The eggs are in the basket.</p> <p>6. Where is the flour?</p> <p>The flour is on the bowl.</p> <p>7. Where is the candle?</p> <p>The candle is on the cake.</p>
3.	Memperagakan teks interaksi transaksional	Setelah membuat dialog secara	Worksheet 3.

	<p>lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>berpasangan/berkelompok, siswa memiliki keterampilan untuk memperagakan teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>The use of “look for”.</p> <p>Examples:</p> <p>Ian : I am looking for <b><u>some scissors.</u></b></p> <p>Diana : Where <b><u>are</u></b> the <b><u>scissors?</u></b></p> <p>Neli : <b><u>They are</u></b> on the table.</p> <p>Nabila : Miss Nisa is looking for <b><u>eraser.</u></b></p> <p>Tina : Where is the <b><u>eraser?</u></b></p> <p>Anis : <b><u>It is</u></b> under the table.</p> <p>Exercise 1.</p> <p>Nadia : Ferdi is looking for his bag.</p> <p>Maulia : _____.</p> <p>Dini : Ferdi’s bag is on the chair.</p> <p>Syifa : Mom is looking for the meat.</p> <p>Father : _____.</p> <p>Doni : I put it on the dining table.</p> <p>Yila : Mail is looking for milk.</p> <p>Tiara : _____.</p> <p>Dara : The milk is in the refrigerator.</p> <p>Exercise 2</p> <p>Listen to the audio carefully. Circle the correct picture based on the audio.</p>
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			<p>(the teacher did not attach it).</p> <p>Exercise 3. Identify the text structure of the dialogue below correctly.</p> <p>At the library</p> <p>Anne : Hello. Excuse me, ma'am.</p> <p>Librarian : Yes. What can I do for you?</p> <p>Anne : Do you have any kinds of books about art and music? I really need those books for my assignment.</p> <p>Librarian : Yes, I have. You can find both hard copy and soft copy.</p> <p>Anne : Great! I need the hard one. Where are the books?</p> <p>Librarian : Those books are in the bookshelf number 20.</p> <p>Anne : Ok, then. Thank you very much.</p> <p>Librarian : You're welcome.</p> <p>Exercise 4. <b>Rearrange the jumbled sentences below into a good dialogue.</b></p> <p><u>At a phone call</u></p> <p>Mother : Of course, wait a minute.</p>
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			<p>Where did you use it for the last time?</p> <p>Gloria : I am looking for my phone. Could you please check it in my bedroom?</p> <p>Gloria : I put it on the table, when I was in my bedroom.</p> <p>Gloria : Hello, mom.</p> <p>Mother : Yes, I have. Don't worry, dear. Your phone is on your table.</p> <p>Gloria : No, mom. I forgot to bring it. Have you found it?</p> <p>Gloria : Hmm. Finally! Thanks, mom.</p> <p>Mother : Hello, dear. What happened?</p> <p>Mother : Oh, I see. I think you brought it to school this morning.</p> <p>Mother : Never mind, dear.</p>
4.	Menyusun teks interaksi transaksional lisan dan tulis sangat	Setelah mendapat latihan dialog acak secara berpasangan/	Worksheet 4. Practice the dialogue that you

	pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	berkelompok, siswa memiliki keterampilan untuk menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	had rearranged with your partner in front of the class.
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Table 4.17. The Result of the Analysis of the Objective of Learning and the Assessment 6.

No.	Criteria	Not Appropriate	Less Appropriate	Appropriate
<b>1.</b>	<b>Objective of learning</b>			
	a. Skill (Listening / Reading / Writing / Speaking)	-	-	✓
	b. ABCD Approach	-	-	✓
	c. Indicator of Achievement	-	-	✓
<b>2.</b>	<b>Assessment</b>			
	a. Skill (Listening / Reading / Writing / Speaking)	-	-	✓
	b. Relatable to the Indicator of Achievement	-	-	✓

#### 1. The Objective of Learning

The material the teacher taught in this lesson plan was about “Thing’s Position”, and the intended skill was speaking. In the researcher’s opinion, between the material and the intended skill was appropriate because as written in table 4.16, the word demonstrate (*memperagakan*) and arrange (*menyusun*) in the objective of learning above mean that, at the end of the lesson, the students were expected can demonstrate an act of asking and giving information about thing’s position and arrange a words-sentences to ask or give information about thing’s position. Then, it means the objectives of learning and the intended skill were appropriate.

On the appropriateness between the objectives of learning and the ABCD approach method, the researcher could say that both of it was appropriate, because it could be seen that the audience (A) in this lesson is *siswa*, the behavior (B) were *mengidentifikasi, menyebutkan, memperagakan* and *menyusun*, and the degree (D) was *dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks*.

For the appropriateness between the indicators of achievement and the objectives of learning, it could be seen that all the objectives of learning were formulated the same as the indicator of achievement. So, the conclusion was that the objectives of learning and the indicators of learning were appropriate.

## 2. Assessment

The assignments that the teacher gave in this lesson were to write and determine countable and uncountable nouns, identify a text structure from a dialogue, arrange a jumbled sentence to the dialogue and practice the dialogue.



From the explanation of the objective of learning before, the intended skill in this lesson was speaking. As the students practice the result of arranging a jumbled sentence to the dialogue, it means that the students do the intended skill and in the lesson plan, the teacher also wrote how to assess the skill aspect such as pronunciation, intonation, and fluency. So, between the assessment and the intended skill was appropriate.

Besides that, the appropriateness between the assessment and the indicator of achievement was also appropriate, because, with the assignment of activity 2 and activity 3 in the lesson plan, the students were asked to identify and determine which one was a noun and where the thing's position was. It was appropriate to indicators number 1 and 2. While, for indicators number 3 and number 4, the assignment of arranging a jumbled sentence to dialogue and practice it after that was the appropriate assignment to these indicators of achievement. Therefore, between the indicator of achievement and the assessment was appropriate.

From the explanation of the objective of learning and the assessment above (table 4.17), it could be seen that the objective of learning and the assessment were in line with the indicator of achievement and the intended skill (table 4.18), so the conclusion was between the objective of learning and the assessment was appropriate.

Table 4.18. The Result of the Analysis of the Appropriateness between the Objective of Learning and the Assessment 6.

No.	Criteria	Yes	No
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1.	The objectives of learning and the assessments were in line with the indicator of achievement.	✓	-
2.	The objectives of learning and the assessments were in line with the intended skill.	✓	-

g. Lesson Plan 7

Table 4.19. The Indicator of Achievement, the Objective of Learning, and the Assessment from the Lesson Plan 7.

No.	The Indicator of Achievement	The Objective of Learning	The Assessment
1.	Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple present tense</i> ).	Setelah mengamati tayangan video percakapan, siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan / kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>simple present tense</i> ).	Worksheet 1. Write the 3rd person singular of the verbs: 1. I join – he joins. 2. I like – he ..... 3. I study – he ..... 4. I fly – he ..... 5. I watch – he ..... 6. I enjoy – he ..... 7. I talk – he .... 8. I go – he .....

			9. I teach – he ..... 10. I buy – she ..... 11. I finish – she ..... 12. I cry – she .....
2.	Membuat fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.  (Perhatikan unsur	Setelah mengerjakan soal-soal latihan, siswa dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan / kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya.  (Perhatikan unsur kebahasaan <i>simple present tense</i> ).	Worksheet 2.  Use the verbs in brackets to complete the sentences, as in the example: 1. I live (live) in Edinburgh 2. He .... (do) his homework every evening. 3. She's a teacher. She .... (work) at primary school. 4. "Are you a singer?" "No, I'm a pilot. I ..... (fly) aeroplane s. 5. Joan ..... (wash) her hair every day. 6. The museum .....

	kebahasaan <i>simple</i> <i>present tense</i> ).		..... (close) at seven in the evening. 7. Daniel ..... .... (brush) his teeth every morning. 8. She ..... ..... (study) Science at university. 9. Every Saturday, Paul ..... ... (give) his dog a bath. 10. In the mornings, Betty ..... ... (take) her sister to school. 11. We ..... (go) to the swimming pool at the weekend. 12. John and Mary ..... (have) a cup of tea in the afternoon.
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3.	<p>Mempraktekkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Setelah membuat dialog secara berpasangan/berkelompok, siswa memiliki keterampilan untuk mempraktekkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Worksheet 3.</p> <ol style="list-style-type: none"> <li>1. he / every / day / work / on the computer → He works on the computer every day.</li> <li>2. Susana / at the weekend / do her laundry → ..... .....</li> <li>3. My friends and I / at the weekend / go fishing → ..... .....</li> <li>4. he / every morning / read the newspaper → ..... .....</li> <li>5. Sharon / exercise / in the morning → ..... .....</li> <li>6. dinner / they / at 7:30 / eat →</li> </ol>
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			..... .....
4.	Mengerjakan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Setelah mendapat latihan dialog acak secara berpasangan/berkelompok, siswa memiliki keterampilan untuk menyusun fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Worksheet 4. Write the questions and negations as in the example. 1. Tom lives in England. → Does Tom live in England? Tom doesn't live in England. 2. Mr. Simpson teaches Chemistry → ..... ..... ..... 3. You like playing computer games. → ..... ..... 4. John and Sue work in a café. → ..... ..... 5. We do the shopping on Saturdays.

			<p>→ ..... ..... .....</p> <p>6. The baby cries all the time. → ..... ..... .....</p>
			<p>Worksheet 5. Fill in do / don't, does / doesn't.</p> <p>1. Sam speaks French, but he .... speak Russian.</p> <p>2. Ann .... like jazz music but she likes pop music.</p> <p>3. "..... she play the saxophon e?" "No, she ....."</p> <p>4. Where .... you work?</p> <p>5. He ..... go to school on Sunday.</p> <p>6. What ..... you have for dinner?</p>
			<p>Worksheet 6. Match the questions to answers.</p>

			<ol style="list-style-type: none"> <li>1. What time does she get up?</li> <li>2. How does she go to school?</li> <li>3. Does she have breakfast every day?</li> <li>4. What does she do in the afternoon ?</li> <li>5. When does she go to bed?               <ol style="list-style-type: none"> <li>a. She goes to bed at 10:00.</li> <li>b. She walks to school.</li> <li>c. She gets up at 7:00.</li> <li>d. No, she doesn't.</li> <li>e. She does her homework.</li> </ol> </li> </ol>
			Worksheet 7. Make a dialogue and practice it.

Table 4.20. The Result of the Analysis of the Objective of Learning and the Assessment 7.

No.	Criteria	Not Appropriate	Less Appropriate	Appropriate
1.	Objective of learning			



	a. Skill (Listening / Reading / Writing / Speaking)	-	-	✓
	b. ABCD Approach	-	-	✓
	c. Indicator of Achievement	-	-	✓
<b>2.</b>	<b>Assessment</b>			
	a. Skill (Listening / Reading / Writing / Speaking)	-	-	✓
	b. Relatable to the Indicator of Achievement	-	-	✓

### 1. The Objective of Learning

In this lesson the material that the teacher taught to the students was about “Simple Present Tense” and the intended skill was speaking. As what was written in the objective of learning number 3 and number 4 or the skill aspect in table 4.19, it could be known that at the end of the lesson the students were expected could practice and arrange an oral and written interpersonal interaction text that includes an act of asking and giving information about ability and a willingness to do something like the use of context after the teacher gave the students an assignment of making dialogue and practice it. It explained that the objective of learning was appropriate to the intended skill.

Then, for the appropriateness between the objective of learning and the ABCD approach method, the researcher said that it was appropriate. From what the teacher wrote on the objective of learnings above, it could be seen that the audience (A) in this lesson was *siswa*, the behavior (B) were *menentukan*, *mempraktekkan*, and *menyusun*, and the degree (D) was *dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks*.

So, between the objective of learning and the ABCD approach method was appropriate.

Next was the appropriateness between the indicator of achievement and the objective of learning. The researcher thought that these two were appropriate, even though there were some objectives of learning that were not formulated exactly the same with the indicator of achievement, it was not a problem because sometimes there is a need for a learning support process so that the benchmarking can be reached.

## 2. Assessment.

In this lesson, the teacher gave 6 kinds of assignments;

- a) Writing verb from 3<sup>rd</sup> person,
- b) Arrange a words,
- c) Writing a question and a negative form from the positive sentence,
- d) Fill do / do not / does not,
- e) Matching the question and the answer, and
- f) Make a dialogue and practice it.

Then, on the last part, there were 3 other assignments, but these were not clear whether these assignments were homework or do in the class, because the teacher did not write/attach them in the lesson plan. Therefore, the researcher only focused on the 6 assignments written.

Between the intended skill and the assignments, the researcher could state that it was appropriate because with the assignments (a – e) these gave the knowledge to the students to make a dialogue using the right simple present

tense, and then it was practiced by the students. This was what the intended skill and the assessment appropriate.

Then, the appropriateness between the indicator of achievement and the assessment was also appropriate, because:

- a) With the assignment of writing a verb from 3<sup>rd</sup> person, writing a question and negative form from the positive sentence provided by the teacher, fill do/do not/does, and matching a question to the answer made the students did the indicator of achievement 1 and 2 directly.
- b) The assignment that appropriates to the indicators of achievement number 3 and number 4 was to make a dialogue and practice it.

From the explanation of the objective of learning and the assessment above (table 4.20), it could be seen that the objectives of learning and the assessments were in line with the indicators of achievement and the intended skill (table 4.21). Thus, the conclusion was the objectives of learning and the assessments were appropriate.

Table 4.21. The Result of the Analysis of the Appropriateness between the Objective of Learning and the Assessment 7.

No.	Criteria	Yes	No
1.	The objectives of learning and the assessments were in line with the indicator of achievement.	✓	-

2.	The objectives of learning and the assessments were in line with the intended skill.	✓	-
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## **b. Discussion.**

The researcher conducts the research to know the appropriateness between the objective of learning and the assessment. As known that between the objective of learning and the assessment, there should be a relation, because, from the assessment, the teacher knows and can assess students' understanding. From the students' understanding, the teacher finds out that the objectives of learning in the lesson plan are reached or not. According to FritzPatrick, Hawboldt, Doyle and Genge in Sewagegn (2020) in his study about learning objective and assessment linkage: its contribution to meaningful student learning that the learning objectives and the assessments should be aigned and work seamlessly to promote high quality education and support student learning, if there is a mislink between these, it could cause students receive a mixed lesson and end up wasting the time on a meaningless activities that have no academic purpose.

From the explanation of the result of the lesson plan made by the English teacher of 8<sup>th</sup> grade. It can be seen that mostly the lesson plans are appropriate between the objective of learning and the assessment, there is one of the lesson plan that is not appropriate (the lesson plan number 3). The lesson plan number 3 is still less appropriate because in the indicator of achievement 2 and the objective of learning 2 there is still a little discontinuity. The teacher asks the students to make a short conversation as written in the indicator of achievement in the knowledge aspect but in the assessment, it is written in the skill aspect. Therefore, the researcher

thinks between the indicator of achievement and the objective of learning and the assessment is still less appropriate.

While the result of the interview that the researcher do with the teacher is knowing that the teacher makes the lesson plan herself uses guidance that usually a book that relates to the material taught. To make the indicator of achievement and the objective of learning, the teacher uses Bloom and Anderson's taxonomy and appropriate it with the material taught. According to Mulyani and Kasim (2015), the Bloom's taxonomy that was revised by Anderson is to help teachers understand and implement standards-based curriculum as well as to provide a quality of process teaching and learning. While, to make the assignments teacher uses some sources such as the internet and the school's book that relate to the material taught.