

**LEARNING INDICATORS AND ASSESSMENT CONFORMITY IN
ENGLISH TEACHERS' LESSON PLAN**

THESIS

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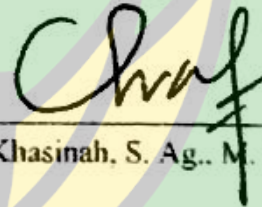
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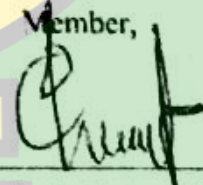
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Learning Indicators and Assessment Conformity in English Teachers' Lesson Plan

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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This study analyze on how well the lesson plan's evaluation and learning indicators match up. The purpose of this study is to determine whether the learning indicators and assessment in the lesson plan created by the English teachers at MAN 1 Banda Aceh are in agreement. This most recent study employed a qualitative descriptive research approach. With an emphasis on defining the adequacy of learning indicators and assessments of English teacher lesson plan, the qualitative technique was used to describe the state of the original lesson plans developed and utilized as a reference for instructors. The lesson plans that the teacher created and the lesson plan document itself served as the study's analytical items. The Ministry of Education and Culture's lesson plan checklist were employed by the researcher. Results were described as to whether or not a certain chapter was in compliance. The study's findings revealed a discrepancy between the RPP indicators and the evaluation questions created by an English teacher at MAN 1 Banda Aceh. Despite careful examination and analysis, not all of the indicators and assessment questions in the RPP were entirely acceptable. Some of the metrics still require improvement. The assessment rubric was also absent from certain lesson plans, thus there were still differences in how to direct the right writing for the lesson plans for the 2013 curriculum. The results of this study could be used to advise that teachers should be more careful when creating indicators and assessment questions for each lesson plan. Additionally, each lesson plan must include an assessment rubric in addition to the assessment questions.

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Banda Aceh, 05th July 2023

The Writer

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Muhammad Alkahfi

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CHAPTER I

INTRODUCTION

A. Background of Study

The 2013 curriculum builds its basic competencies (KD) out of its core competencies (KI). When a teacher designs a lesson plan, a planned document used by the teacher to define the teaching procedure and teaching management derived from the syllabus, the formulation of KD then becomes the focus point to build learning indicators. Lesson plans serve as a blueprint for lesson planning, according to Shrawder and Warner (2006). Since the instructor is aware of what to do during the teaching and learning process, it can be inferred from the foregoing explanation that creating a lesson plan is necessary.

Therefore, when creating a lesson plan, the teacher should focus on the course's identity, time allocator, KI, KD, learning indicator, learning process, materials, assessment, and learning source or media (based on Minister of Education and Culture No. 103 of 2014 concerning Learning in Basic Education and Secondary Education in 2014). One of the key components of a lesson plan that is created to gauge students' success in the classroom is a learning indicator (Taher, 2013). As a result, the law from the Ministry of Education and Culture specifies that learning indicators are created to show the students' attainment through evaluation, as the term "learning objectives" is eliminated.

The learning activities are also designed utilizing the developed learning indicators, with an emphasis on what the students will be able to achieve and what they should do with that (Duncan & Met, 2010). This perspective leads to the conclusion that the teacher begins to plan the learning activities that will assist the students in achieving the targets after she has decided what goals the students will work toward.

As a result, creating learning indicators is crucial since they are used to create and evaluate learning activities. Learning indicators are developed from KD, according to Minister of Education and Culture Regulation No. 65 of 2013 about Process Standards. It is important to consider spiritual, affective, cognitive, and psychomotor competencies while developing learning indicators. The importance of creating learning indicators that are precise, quantitative, reachable, relevant, and time-limited is also emphasized (College of Nurses of Ontario, 2014). Therefore, teachers should assess students' abilities to create learning objectives using action words (Kennedy, 2007). Teachers can use phrases like "appreciate," "demonstrate," and "praise" to assess students' affective skills, while "recognize," "identify," "differentiate," and "classify" can be used to assess students' cognitive skills. And last but not least, terms like arrange, combine, operate, and perform are suggested as operational verbs to gauge psychomotor domain.

Not only formulating learning indicators, but also assessment is necessary for learning outcomes in the lesson plan. To assess student learning, appropriate measurements are needed. That is, a teacher should consider relevant student

assessments based on learning indicators. Assessment of student learning in classroom learning requires several systematic steps so that the assessment carried out truly measures the learning achievement that has been determined by the teacher.

Based on the background of the study, the problem in this research is to see how the suitability of learning indicators and assessment in lesson plans are related. The purpose of this study is to describe whether the learning indicators formulated in the lesson plan conform to the assessment. For that reason, the researcher analyzed the learning indicators formulated in the lesson plan to investigate whether their formulation was suitable and aligned with the assessment or not. Therefore, the researcher conducted a study entitled "Learning Indicators and Assessment Conformity in English Teachers' Lesson Plans." Thus, MAN 1 Banda Aceh became the research location in this study. The researcher wanted to observe how to describe the conformity of learning indicators with the assessment in the English teachers' lesson plans, which are designed by the teacher.

B. Research Question

Based on the background above, the researcher formulates research question that

1. "How do the learning indicators conform to the assessment in teacher-made lesson plan?"

C. The Objective of Study

Based on the formulation of the research questions above, the purpose of the study is to see the conformity of learning indicators with assessments in the lesson plan which designed by the English teacher of MAN 1 Banda Aceh.

D. Research Significance

The findings of this study would be useful for teachers, students, and educators, considering that English plays an important role in the development of technology and science in today's era. The requirement for an efficient teaching strategy is justified by the high demand for English degrees. Schools that implement the suggested strategy based on the study's findings will thereby provide pupils with superior training. As a result, by focusing on how the lesson plan's assessment and learning indicators match up, particularly in terms of English language proficiency, this research can assist teachers in being more imaginative and creative when constructing lesson plans. Education institutions will guide on what teachers should emphasize in the school curriculum to improve relevant English lesson plan, especially on learning indicators. However, the researcher believes that this study is still far from being outstanding, therefore the researcher decided to participate in the hope that other researchers could improve and expand it.

E. Research Terminology

1. Lesson Plan

As stated by Jeremy Harmer (2001), "Lesson planning is the art of combining a number of different elements into a coherent whole so that a lesson has an identity." In other words, lesson planning is the process of choosing and putting together a coherent group of activities to fill a specific amount of time in the classroom. Every lesson has an own identity. When comparing different lesson plans, one may be certain that they either address particular curriculum points or are created for particular learner types. A lesson plan is a schedule that instructs teachers on what to do with a certain set of students at a particular time for a particular lesson. Additionally, it is described as "the framework or road map used to plan and conduct every class from the first meeting to the final exam."

Lesson plans also ensure that you have developed a logical, systematic learning process that is crucial for ensuring that your students learn the most in the shortest amount of time (Faculty Training & Development, 2006). A lesson plan, according to Jensen (2002), is also "an extremely useful tool, that serves as a combination guide, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goals for our students". Thus, a lesson plan facilitates a teacher's transition from one step to the next and preserves the students' attention and motivation to focus on the lesson's steps.

The lesson plan in this research shows that it is a manual, resources, and historical records that reflect the teaching philosophy, student population, textbooks, and most significantly, our objectives. The process and structure of

learning in achieving a Basic Competency (KD) as stated in the Core Competency (KI) are described in the lesson plan. Additionally, it makes it easier for a teacher to transition from one teaching step to the next while still keeping pupils engaged and focused on the lesson's objectives.

2. Learning Indicators

A successful learning process requires learning indicators. They support the development of more successful lesson plans, activities, and assessments by assisting in the formulation of what students should be able to perform as a result of the instruction (Gronlund, 2000). Think carefully about what you want the students to learn and be able to do when you design your learning objectives. The updated Bloom's Taxonomy (Anderson & Krathwohl, 2001) is highly useful for determining the proper cognitive level and developing action-based learning objectives.

According to Kern (2009), learning objectives are a crucial tool frequently used to specify learning outcomes and concentrate instruction. They are used in the creation of individualized learning plans as well as to direct curriculum development and aid in clarifying, organizing, and prioritizing the learning needs of the learner. According to Nahrgang (2013), learning objectives are discovered to have an impact on performance, depending on the difficulty of the work. Here, it would be important to highlight the larger context of programming languages and the programming community. Learning objectives in this situation might be general and broadly defined.

In other words, learning indicators are benchmarks for mastering particular fundamental skills that can be used to assess if learning objectives have been met. Indicators are frequently formulated using operational verbs that can be measured and incorporated into assessment instruments. For competencies that involve mastery of concepts and principles, utilize appropriate and different operative verbs for competencies that require operational or procedural abilities. Thus, learning indicators are crucial for determining learning outcomes and teaching focus.

3. Assessment

One of the crucial elements of learning is assessment. Assessment is the act of gathering and analyzing data to gauge the success of student learning objectives. A range of evaluation techniques, instruments, and resources are used in order to make the process more complete. The assessment allows the pupils to reach their full potential because the proportion of students who do poorly or below the expected level has an impact on how well the class as a whole is taught. As a result, it is important to regularly assess students' learning in order to track changes and progress made by learners as well as to grade their performance, which is typically done by looking at their learning outcomes (Taras, 2005).

Brown (1990) defined assessment as a connected set of measurements used to ascertain a complicated attribute of a person or group of people. This entails compiling and analyzing data regarding the degree of learning objectives achievement by students. According to Biggs (2003), assessments are also used to

"select, control, or motivate students and to satisfy public expectations as to standards and accountability." As a result, depending on how the results are used, assessments are classified as formative or summative (Dunn & Mulvenon, 2009).

Effective assessment must be performed. Therefore, in order to generate the best decisions, the data collection that will be utilized to assess the success of student learning outcomes must be precise and thorough. Information about the accomplishment of student learning outcomes must be gathered through assessment methods and tools, as well as analytical methodologies customized to each assessment's specific needs. The 2013 curriculum is competency-based, with Basic Competency serving as the bare minimum that students must master. The educators must create a number of indicators of competency achievement in order to determine the level of Basic Competency in the assessment.



CHAPTER II

LITERATURE REVIEW

A. Definition of Conformity

Conformity could be interpreted as harmony, fit, and in accordance with good conditions because certain conditions are met. Conformity is everything that concerns the subject of conformity, harmony, both regarding opinions, understanding of tone, color combinations which are also interpreted as a match (Ministry of National Education, 2008). Conformity is a good and balanced condition when certain requirements are met. This illustrates that when lesson plans are followed, favorable conditions are created, which allows for the achievement of learning objectives (Saputro, 2018). Based on several understandings of the suitability, it can be concluded that the notion of conformity is everything that concerns conformity, harmony, and fit with good conditions due to the fulfillment of certain conditions.

1. The Conformity between Learning Indicators and Assessment

In developing learning indicators and assessment, there are two formula indicators, namely:

- a) Competency achievement indicators are also known as learning indicators

b) Indicator questions can be used as a grid to organize test questions. The questions are a tool to ensure the achievement of competence. Indicators are formulated in the form of sentences using operational verbs. The meaning of the operational verb here is an activity carried out by students to show their competence. The formulation of indicators includes at least the following two things:

- a. Competency achievement level
- b. Teaching materials which are media for competency achievement.

The first step that must be taken by the teacher in developing indicators is to analyze the level of competence in the Core Competencies (*KI*) and Basic Competencies (*KD*), which can be seen from the operational verbs. It needs to be understood by the teacher that within the competence level in Basic Competencies there will be three levels, namely knowledge, process level and application level. In addition, the verbs in Basic Competencies also show aspects of attitude, knowledge and skills. It means that when teachers want to create indicators, they must take considering competencies that are in line with Competency Standards, Core Competencies, and Basic Competencies.

For example, if the Basic Competencies aspects of skills are more prominent then the indicators developed must achieve the minimum skills that exist in Basic Competencies, and remind again that competency in Basic Competencies is only a minimum standard so higher competencies may be developed and still describe the competency hierarchy. Operational verbs are

categorized according to the cognitive level of each component of knowledge, attitude, and skill that is tested and observed (Anderson, 2001).

In relation to the minimum competence in Basic Competencies , Wardhani (2010) calls it a Key Indicator, so that the teacher in his planning must state it in writing in the lesson plan clearly, and it must be implemented in the learning process. The teacher must be familiar with the indicators that are necessary for obtaining the Key Indicators' competencies in order to comprehend the Key Indicators. It is known as a Supporting Indicator, according to Wardhani (2010). Teachers must create indicators that go above the requirements of Basic competences basic competences, in this case known as Complex Indicators, as Basic Competencies is merely a minimum competence. When establishing indicators, the instructor must also take the learning activities occurring in the classroom into account so that the learning objectives for both the students' and the teacher's lessons are completely obvious.

In the assessment, learning indicators provide benefits to all parties. Including the following:

- a) Useful for teachers in developing assessment grids that are carried out through tests (written tests such as daily tests, midterm exams, and final semester exams, tests practice, and/or practice tests) or non-tests or assessments in the learning process.

- b) Useful for students in preparing themselves take both test and non-test assessments. Thus participant students can do self-assessment to measure their ability before following the actual assessment.
- c) Useful for school leaders in monitoring and evaluate the implementation of learning and assessment in class.
- d) Useful for parents and the community in an effort to encourage the achievement of student competencies more optimally.

B. Lesson Plan

1. Definition of Lesson Plan

A lesson plan basically outlines the steps that will be taken during the teaching and learning process to accomplish the competencies outlined in the syllabus. Lesson plans are essential because they provide teachers with direction for carrying out their teaching duties. According to Brown (2001), lesson plans come in a variety of formats, but all lesson plans must have a few essential components. Goals, objectives, tools and resources, teaching techniques, and evaluation or assessment procedures are among them. Lesson plans are a set of instructions that teachers use to describe what they will do in the classroom. Lesson plans are also referred to as "a set of activities that represent steps along a curriculum before and after which you have a break (a day or more to evaluate and prepare for the next lesson) (Brown, 2001).

Furthermore, according to Woodward (2001), lesson planning involves whatever a teacher does when he or she is thinking about the upcoming lesson,

including visualizing, reading resources, or even just gazing up at the ceiling. As a result, in order to implement a systematic teaching-learning process in the classroom, teachers are obliged to create lesson plans before they begin teaching a subject. Two key reasons why it is crucial to organize a lesson are emphasized by Harmer (2007). First, lesson plans serve as a reference for teachers. Although inventive adjustments may be made to accommodate what really occurs in the classroom, the lesson plan nevertheless serves as a reference point for teachers. It also has to do with the interaction between teachers and pupils.

A teacher who has done advance preparing conveys their dedication to the classroom and will receive favorable feedback from pupils. Lesson planning, according to Harmer (2007), is the art of weaving together a variety of components into a cohesive whole so that students can identify it, operate within it, and respond to whatever metaphor teachers use to envision and build that identity. Plans—whether they are meticulously written documents or hastily scrawled notes—help teachers identify objectives and foresee potential problems; they are not rigidly adhered-to scripts. As a result, he said that teachers with expertise could be able to lead a session that is successful in achieving particular goals. (Septe, 2019).

2. Components of Lesson Plan

A teacher must make a lesson plan since it provides information on the planning materials, planning objectives, teaching strategies, learning procedures, and other things. Wikanengsih (2015) asserts that a lesson plan must have the following elements: (1) Subject Identity: Clearly identify the subject. (2) Core

Competencies: in line with the curriculum. (3) Fundamental Competence: in line with the curriculum. (4) Indicators of Achievement Competence: Consists of terms that can be used in various contexts and scaled. The three areas of learning—cognitive, affective, and psychomotor—are included in the purpose of learning (paragraph 5). (6) Teaching Materials: The teaching materials must match the pupils' level of development. The way the material is organized must be appealing in order to motivate pupils to learn. (7) Time Allocation: The appropriateness of time scheduling based on necessity at each stage. (8) Learning Methods: Correct choice of method. (9) Learning Activities: Demonstrates the three learning spheres that students are able to access through their activities. (10), which speaks about learning objectives, is an assessment of learning outcomes, and (11) Learning materials: Outlining various learning materials. (Wikanengsih, 2015)

According to the Minister of National Education's Regulation No. 103 of 2014, there are several other components that teachers should consider when creating the 2013 Curriculum lesson plan. These components may also become standards or requirements for creating a successful 2013 Curriculum lesson plan. The following are the requirements:

- a. Main Competence (*KI*). Main competence is description of students with inside the important competence incorporate information, mind-set, and abilities to be reached in every elegance and each semester in a specific problem or competence which need to be raised via way of means of college students in a specific problem. Main competence is macro abilities primarily

based totally at the authorities ordinance with inside the curriculum. This important competence that has diverse function competences to reap via way of means of the scholars. The macro abilities of English language are listening, reading, speaking, and writing. Each of those macro abilities is interpreted into simple competence which need to be reached via way of means of the scholars. After that, the principle competence and simple competence may be described into the syllabus and lesson plan.

- b. Basic Competencies (*KD*). It is explained how to develop fundamental competency. With reference to the function, first functionality, and problem feature, the basic competency formularization is extended.
- c. Indicator. Indicator of competence success is conduct or overall performance which may be envisioned and found to reveal the success of simple competence and important competence. Indicator of competence success is while college students are capable of perform their simple competence and it may be envisioned and inspected past evaluation schooling encompass cognitive (knowledge), psychomotor (skill), and affective (attitude).
- d. Learning Aims. Process and made of gaining knowledge of that alleged to be won via way of means of newbies primarily based totally on simple competence is referred to as goals. In this assume, on the quite of the lecture application the scholars are capable of attain the dreams that are rely upon simple competence.
- e. Material. Material encompass applicable principle, facts, principles, and strategies that are written in factor pressure primarily based totally at the goal

formulated, college students' function, and allocation of time. This manner that substances are rely to what college students will research within side the gaining knowledge of placing and need to be rely upon the aim set, college students' function and allocation of time.

- f. Teaching activity. A lesson can be broken down into three steps. Then comes pre-coaching. It is displayed in an effort to interest and encourage students. It is comprehensible through the use of perception. The second is whistle coaching. It is a coaching learning process that entails looking at, asking, investigating, associating, and communicating in order to achieve basic competency. This is well-built and frequently mentioned using medical terminology. When you observe something, you could study, listen to, or simply focus on it.
- g. Evaluation. Evaluation is the process of assessing a learning process to determine its success. Determining the effectiveness and efficiency of the commonly used systems is the evaluation's main goal. The purpose, the content, the methods, the media, the learning resources, the setting, as well as the evaluation system itself, are all supposed to be included in the learning system. Additionally, evaluations aim to determine how well a learning strategy works, how well a curriculum program works, how well learning works, how to help students learn, how well students are doing in terms of mastering the material, and to provide useful information for making decision.

C. Learning Indicators

Indicators have a very important role in learning design because a good teaching and learning process must be well planned as well. The development of good indicators will measure the basic competencies and competency standards desired by the school curriculum because indicators are markers of achieving basic competencies as indicated by measurable student behavior including attitudes, knowledge, and skills. Indicators are developed according to the character of students, subjects, educational units, regional potential and are formulated in measurable and or observable operational verbs. In case of the indicators are developed correctly, they will be able to help guide the selection of teaching materials, learning methods, and the flow of learning implementation. If the alignment between teaching materials, methods, and the flow of learning is set properly through setting indicators, then the achievement of the targeted competencies can be achieved properly.

Utami (2010) states that there are various points of view regarding the implementation of lesson plans, including the following: first, indicators and learning objectives are synonymous; second, adding the phrase "students can" distinguishes them; and third, there are those who demonstrate the learning process by outlining a model or technique to be applied. Indicating the learning outcomes to be attained in a class is how competency indicators and learning objectives are related. For all pupils, the desired learning outcomes are applicable. However, determining someone's competency is a personal decision. The distinction is that the learning process is described and specifically prepared by

the teacher with learning in mind. All students must go through the learning process. The learning objectives should be more expansive than the indications of skill completion because they cover both the learning process and outcomes.

Curricular goals include learning indicators, which are the skills that students must possess after learning certain content in specific areas in a single class. The duty of describing the learning objectives falls to the teachers because only they are aware of the actual field conditions, including the characteristics of the students who will be carrying out the learning in a school or madrasah (Hidayat, 2013). It is important to identify particular student behaviors that relate to these goals when creating learning objectives. The teacher must pay close attention to the student's individual conduct, such as when they read aloud, write essays, etc. In order to operationalize goals, a behavior that allows the teacher to monitor and assess student progress toward these goals must be defined. (Hamalik, 2010).

The following requirements should be met by a learning objective: (1) it must provide a situation or condition for learning, such as in a role-playing scenario; (2) it must define student behavior in a measurable and observable form; and (3) it must specify the minimal level of desired behavior (Hamalik, 2010). Two factors must be taken into account when creating these objectives: (1) The development of learning objectives should be based on themes that students have mapped out and chosen; (2) The development of learning objectives should take into account the development of Core Competencies (KI) and Basic Competencies (KD). The 2013 Curriculum Implementation Guidelines more suggest that when

creating learning objectives, teachers should take into account students' prior knowledge, as well as their interests and motivations, as well as Basic Competencies (Sundayana, 2014).

D. Assessment

Brown (1990) defined assessment as a connected set of measurements used to ascertain a complicated attribute of a person or group of people. This entails compiling and analyzing data regarding the degree of learning objectives achievement by students. Assessments are also used to pinpoint a student's specific areas of need for academic support, educational programming, or social services by revealing their deficiencies and areas of strength. Additionally, a diverse range of organizations and people—including teachers, district administrators, universities, for-profit businesses, state departments of education, and groups made up of a combination of these people and institutions—develop assessments. Since instructors create, administer, and analyze the questions in classroom assessments, they are more likely to incorporate the findings into their own instruction.

As a result, it gives pupils a way to gauge their development and provides feedback on the effectiveness of the training. According to Brown (1990), there are two basic purposes for classroom assessment: one is to determine whether or not learning has been successful, and the other is to make clear what the teachers anticipate from the students. A quality education requires a good assessment. Assessment is "a process for obtaining information that is used for making decisions about students; curriculum, programs, and schools; and educational

policy," according to Nitko and Brookhart (2011, p. 3). According to Stiggins (as cited in Nitko & Brookhart, 2011), teachers should use a variety of sources of data to evaluate students' achievement. Because of this, it is preferable for teachers to use a variety of evaluations to get accurate and comprehensive information about children. (Marina, 2015)

Four essential elements make up the assessment process:

- 1) Tracking progress over time.
- 2) Getting students excited about learning.
- 3) Assessing the instructional strategies.
- 4) Ranking the pupils' abilities in light of the overall group assessment.

According to Mulyasa (2018), "assessment conducted by the teacher is used to measure the students' attitude improvement in which based on the National Standard of Education and on the Regulation of Minister of Education and Culture Number 23 of 2016" (p. 170). Therefore, as part of their responsibility to enhance student learning, all educators are required to conduct classroom assessments on a regular basis (Mirizon, 2021). Additionally, the 2013 curricula in schools and the KKNi-based curricula in higher education call on instructors and lecturers to be experts in evaluating their students, either in assessment of learning or assessment for learning, in order to aid in their ability to grow as individuals. (Mariadi, Soni, M., & Sitinjak, M.D, 2022)

1. Why assessment is important?

According to Brown (1990), assessment is crucial since it motivates pupils to learn. Whether we like it or not, the majority of students tend to concentrate their efforts on finding the easiest or fastest way to pass their "tests." Using this information, we can adjust the types of learning that occur using our evaluation methodologies.

For example, evaluation methods that place a high priority on knowledge recall will probably encourage rote learning. On the other hand, we are more likely to see a greater level of student performance or achievement if we use assessment procedures that call for critical thinking or creative problem solving. Additionally, proper evaluation can assist students in developing into more successful self-directed learners (Darling - Hammond, 2006). As mentioned above, one goal of evaluation is to encourage and guide learning. At the lesson, course, and/or curriculum levels, well-designed assessment procedures are an essential part of continuing quality improvement processes and play a significant role in educational decision-making.

2. Types of assessment

Since assessment decides whether or not the objectives of teaching and learning are met, it plays a crucial role in both processes. According to Popham (2017), assessment is a method the instructor employs to gather data that involves the measurement of students' achievement (the knowledge and/or skills they have

acquired) and students' effect (the attitudes or behaviors they express while learning).

In addition, Harlen (2013, as referenced in Erwin & Muhsin, 2020) claims that the goals of assessment are tracking, checking, learning, and summarizing. Keeping track refers to the teacher gathering data on the development of the children through various evaluation methods. Checking up on pupils' progress during the learning process and determining if they have learned the content are both done by the teacher. Finding-out refers to the teacher identifying pupils' areas of weakness in the learning process and offering workarounds. In summary, this means that the teacher assesses and communicates the level of pupil competency.

In the course of learning, formative and summative assessments are frequently used (Brown, 2003). Formative assessment, also known as assessment for learning, is the process of assessing students as they are developing their competencies and skills with the intention of assisting them in continuing their growth. It is often carried out throughout the teaching and learning process. "Assessment for learning is used to provide learners with information about their progress which they can use to guide their continuing learning or to provide teachers with information which can be used to guide course development and lesson planning" (Douglas, 2014). According to the same perspective, Mirizon (2021) claims that evaluation for learning focuses on giving feedback for student progress that enables students to understand what they can and cannot do so that teachers may plan the best course of action.

Summative assessment, also known as learning assessment, measures what students have learned and usually takes place at the conclusion of a course or instructional unit. This evaluation of learning places a strong emphasis on formal assessment to gauge learning success (Brown, 2003). A further point is that "assessment of learning does not emphasize on providing feedback for student achievement but rather focuses on rating or comparing students' achievement" (Mirizon, 2021). Summative evaluation, in other words, assesses and measures what students have learned over a learning time. In short, formative assessment refers to ongoing interaction and feedback that advances learning competence, whereas summative assessment occurs at crucial junctures in the learning process and is typically associated with a grade.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Plans

Based on the research questions, the approach used in this study is a qualitative descriptive method. Creswell (2012) states that qualitative research can be used to discover and comprehend the significance that certain people or groups assign to social human problems. Inductive data analysis, expanding from specifics to broad themes, and making interpretations of the data's significance were all steps in the research process. Emerging questions and processes were also engaged.

This research was only focused on document analysis in lesson plans that have been designed by the teacher. However, the researcher did not review all components of the lesson plan but only analyzed the learning indicators and assessments designed by the teachers. The qualitative method was chosen to describe the condition of the original lesson plans made and used as a guide for teachers, with a focus on describing the suitability of learning indicators and assessments in the English teacher lesson plan.

B. Research Participants

In the case of this study, the populations were all English teachers at MAN 1 Banda Aceh. The total population was five. The sample criteria, the researcher

chose were the teachers who made completely English lesson plan. The number of samples chosen was one of five English teachers. Four other teachers have not made a complete lesson plan. The sample was selected as a resource person to complete this research by the researcher. This research was conducted at MAN 1 Banda Aceh, with a focus on learning indicators and assessment.

C. Methods of Data Collection

Information, as defined by David and Olson (1985), is data that has been transformed into a format that is useful to the recipient. Data are codified representations of facts or ideas, making them suitable for communication or manipulation by a process (Holmes, 2001). Document analysis techniques would be used to gather the data for this research. Records of the past are found in documents (Sugiyono, 2010). Documents could take the form of words, images, or colossal works created by an individual. documents that are written, such as diaries, life histories, stories, biographies, rules, and other written materials. Visual-based documents, including drawings, photographs, and real-time images. documents that take the form of artistic creations, such as images, statues, movies, and other media.

In this study, the researcher analyzed the lesson plan and its components in it, which focus on the learning indicator and assessment in the English teacher' lesson plan. In addition, researcher made a list of all the necessary document, such as research instrument to support this research activity. By making a list of research instrument, researcher already had a purpose for what they would learn.

The data used is the data in the lesson plan made by a teacher in MAN 1 Banda Aceh.

D. Methods of Data Analysis

According to Muhammad Ibrahim (2015), the following stage is to figure out how to extract the relevant and valuable information hidden in the data for further manipulation and interpretation after successfully collecting the accurate and reliable data by using the right approach from the source. Data analysis is the process of carrying out specific calculations and evaluations in order to extract pertinent information from data. To arrive at certain findings, the data analysis may involve numerous processes. While complicated data requires adequate processing, simple data may be sorted extremely quickly. The researcher used descriptive qualitative methods. In descriptive qualitative research, the instrument or research tool was the researcher himself.

Researcher as a human instrument acted as interpreters, data analyzers, and made research conclusions. The researcher presented the results of this study in narrative form and also used the suitability tool for lesson plans components by focusing on learning indicators and assessment of lesson plans for English teachers. In this case, the researcher used reference sources, such as research journals, lesson plan guidelines based on Regulations of the Minister of Education and Culture, and several previous scientific articles that have been summarized by researcher to support the results of this research.

In analyzing the research instrument researcher provided some points for each aspect of research using Likert scale by giving a score for each aspect of research. According to Husein Umar (2009), the Likert scale is used to rate responses to statements that express a person's perspective toward a certain topic, such as agree-disagree, like-dislike, and good-bad. The Likert scale used has intervals of 1-4. The five-level scale's weaknesses are intended to be eliminated by the Likert scale modification, which eliminates the middle answer category for three reasons:

- (1) The category has a dual meaning and is frequently interpreted as being unable to decide or respond; it can also be interpreted as neutral, agree or disagree, disagree or even doubt.
- (2) There is a propensity to respond in the center when middle answers are available.
- (3) The *SS - S - TS - STS* category is used to examine respondents' opinions in terms of their likelihood to agree or disagree.

There are score 4 for very conform (81% - 100%), score 3 for conform (61% - 80%), score 2 for not conform (41% - 60%) and score 1 for not very conform ($\leq 40\%$). Research instruments were important data used to record all data on the lesson plan which is the source of this research. Research instruments in the form of document study method and the documentation of lesson plan itself in the implementation of this research. Research aided such as stationery, cell phone, and others to assisted in obtaining data.

CHAPTER 4

FINDINGS AND DISCUSSION

After conducting research and analyzing research instruments completely, it's necessary to discuss the results of the research. The results of this research analysis were described in the form of words and descriptions because this was descriptive qualitative research. The lesson plan and assessment questions sheet were original documents belonging to teachers at MAN 1 Banda Aceh, and they were supporting information for analyzing the conformity of the learning indicators and assessments that had been designed before.

A. Findings

In this study, researcher obtained lesson plan and assessment sheets or question cards from an English teacher of MAN 1 Banda Aceh in class XI. The following is the list of assessment questions and the learning indicators that have been designed by the teacher.

Table 1 List of question items and learning indicators

Questions	Learning Indicators	Cognitive Level
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<p>The following text is for questions 1 to 2.</p> <p>Apt BLK 30, Eunus St. #05 – 116</p> <p>Singapore 1441</p> <p>2nd April 2023</p> <p>Dear Liza,</p> <p>I have received your letter asking me to meet you at your house this Sunday to discuss the urgent matter you have. I regret however to say that it will not be possible for me to see you on Sunday as I already have a previous appointment. I shall see you on Monday next week at 5 p.m. Hoping the change of date will be convenient to you.</p> <p>Your sincerely</p> <p>Daisy</p> <p>1. What does the letter tell us about?</p> <ol style="list-style-type: none"> Liza's problem Liza's appointment Daisy's previous letter to Liza Daisy's regret for not being able to come A meeting held at Liza's house 	<p>Disajikan sebuah</p> <p>teks surat</p> <p>pribadi, siswa</p> <p>dapat</p> <p>menemukan</p> <p>gambaran umum</p> <p>/ ide pokok</p> <p>dalam teks.</p>	<p>L2</p>
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<p>2. Why did Liza ask Daisy to come to her house?</p> <p>a. Liza wanted Daisy to solve her problem</p> <p>b. Daisy would discuss her problem with Liza</p> <p>c. Liza persuaded Daisy to go somewhere</p> <p>d. Daisy wanted to meet Liza's family</p> <p>e. Liza wanted to chat with Daisy.</p>	<p>Disajikan sebuah teks surat pribadi, siswa dapat menemukan gambaran umum / ide pokok dalam teks.</p>	<p>L2</p>
<p>The following text is for questions 3 to 6.</p> <p>Hawaii, February 1st, 2023</p> <p>Dear Igon</p> <p>How are you? Hope everything is okay with you. I'm all right here. We are going to have the national examination, aren't we? Are you well prepared for it? Well, to be honest, I just have some difficulties in preparing for it, especially in science. There are extra lessons in my school and I take them all. But, I feel that they don't help. I'm still confused in solving mathematic problems. I'm just worried that I fail the national examination. Do you have any suggestion for me? I really appreciate your help. I look forward to hearing from you.</p>	<p>Disajikan sebuah teks surat pribadi, siswa dapat menemukan gambaran umum / ide pokok dalam teks.</p>	<p>L2</p>

<p>Your buddy</p> <p>Fahim</p> <p>3. What does the letter tell us about?</p> <ol style="list-style-type: none"> Asking for a friend to teach mathematic Giving a solution to a friend Preparing for the national examination Having extra lesson at school Asking for a friend's suggestion to solve a problem 		
<p>4. I'm still confused in solving mathematic problems. The word confused means</p> <ol style="list-style-type: none"> Unable to think clearly Unable to perform well Unable to behave politely Unable to speak fluently Unable to read quickly 	<p>Disajikan sebuah teks surat pribadi, siswa dapat menemukan informasi rinci yang terdapat di dalam teks.</p>	L1
<p>5. Why is Fahim worried that he may fail the national examination?</p> <ol style="list-style-type: none"> There are extra lessons at Fahim's school He appreciated Igon's help He will have the national examination 	<p>Disajikan sebuah teks surat pribadi, siswa dapat menemukan informasi rinci</p>	L2

<p>soon</p> <p>d. His friends are all well prepared</p> <p>e. He is confused in solving mathematic problem</p>	<p>yang terdapat di dalam teks.</p>	
<p>6. I'm just worried that I <u>fail</u> the national examination. The antonym of word <u>fail</u> is</p> <p>a. Escape</p> <p>b. Predict</p> <p>c. Success</p> <p>d. Reach</p> <p>e. Underestimate</p>	<p>Disajikan sebuah teks surat pribadi, siswa dapat menemukan makna kata dan antonimnya.</p>	L1
<p>7. Please write a personal letter with your own creativity!</p>	<p>Siswa diminta membuat sebuah surat pribadi yang ditujukan kepada salah satu temannya.</p>	L2

Table 1 above shows a list of questions items with indicators of competency achievement related to the subject matter "Personal Letters". For questions 1 to 3, the teacher designs the same indicators. Similar indicators can be found in Questions 4 and 5, however each question has a different question

context. Only number 6 and 7 the teacher formulated a different indicator than number before. However, for number 7 the questions are designed in essay form. In short, the teacher develops 4 learning indicators for 7 evaluation questions for Basic Competency 3.6.

Table 2 List of question items and learning indicators

Questions	Learning Indicators	Cognitive Level
1. I love living in Australia the weather. a. Since b. Because c. As d. Because of e. But	Disajikan sebuah kalimat, siswa dapat melengkapi kata yang sesuai untuk mengisi bagian yang rumpang.	L2
2. Rita still got the bad mark.... she learns hard. a. But b. Because c. Although d. Whenever e. And	Disajikan sebuah kalimat, siswa dapat melengkapi kata yang sesuai untuk mengisi bagian yang rumpang.	L2
3. She will stay at home ... she does not	Disajikan sebuah	L2

<p>have anything to do outside</p> <p>a. Since</p> <p>b. Act</p> <p>c. Short</p> <p>d. For</p> <p>e. To</p>	<p>kalimat, siswa</p> <p>dapat melengkapi</p> <p>kata yang sesuai</p> <p>untuk mengisi</p> <p>bagian yang</p> <p>rumpang.</p>	
<p>4. The climate change and global warming worsen year by year, ... many influencers persuade to reduce the use of plastic bag and to plant the tree to make the earth better.</p> <p>a. Because</p> <p>b. Due to</p> <p>c. For this reason</p> <p>d. Contributed to</p> <p>e. Because of</p>	<p>Disajikan sebuah</p> <p>kalimat, siswa</p> <p>dapat melengkapi</p> <p>kata yang sesuai</p> <p>untuk mengisi</p> <p>bagian yang</p> <p>rumpang.</p>	L2
<p>5. BTS postpone their arrival to Indonesia the bad weather</p> <p>a. Because</p> <p>b. As</p> <p>c. Since</p> <p>d. For</p> <p>e. Due to</p>	<p>Disajikan sebuah</p> <p>kalimat, siswa</p> <p>dapat melengkapi</p> <p>kata yang sesuai</p> <p>untuk mengisi</p> <p>bagian yang</p> <p>rumpang.</p>	L2

<p>The following conversation is for questions 6 and 8</p> <p>Nia : What are you doing with that plastic bag, Satria?</p> <p>Satria : Oh, this is garbage, I'm going to throw it away to the river</p> <p>Nia : Don't. You should not do that.</p> <p>Satria : Why? Many people do that.</p> <p>Nia : That's because it is forbidden to throw garbage in the river. Otherwise, you'll be fined.</p> <p>Satria : I don't know that. Where should I throw this garbage then?</p> <p>Nia : Why don't you throw it in the disposal near the traditional market?</p> <p>Satria : Isn't it a bit far?</p> <p>Nia : Yes, but it is better than throwing it to the river and getting fined. You must also think about the environment. Don't you want to leave in a clean and healthy place?</p> <p>Satria : You're right. Thanks for reminding me.</p>	<p>Disajikan sebuah teks interaksi transaksional / interpersonal mengenai sebab-akibat, siswa dapat mengidentifikasi aspek-aspek fungsi sosial dari teks percakapan tersebut.</p>	<p>L3</p>
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<p>6. What will happen if Satria throws his garbage into the river?</p> <p>a. People will follow his action</p> <p>b. Nia will pick it back</p> <p>c. He will be fined</p> <p>d. Nia will warn him</p> <p>e. He should clean the river</p>		
<p>7. What will Satria do after the conversation?</p> <p>a. Throw his bag into the river</p> <p>b. Shop at the traditional market</p> <p>c. Thank Nia for the advice</p> <p>d. Throw his bag elsewhere.</p> <p>e. Warn other people about the fine</p>	<p>Disajikan sebuah teks interaksi transaksional / interpersonal mengenai sebab-akibat, siswa dapat mengidentifikasi aspek-aspek fungsi sosial dari teks percakapan tersebut.</p>	L3
<p>8. “Otherwise, you’ll be <u>fined</u>.”</p> <p>The underlined word is closest in meaning to</p> <p>a. Charged</p> <p>b. Banned</p>	<p>Disajikan sebuah teks interaksi transaksional / interpersonal mengenai sebab-</p>	L3

<p>c. Exiled</p> <p>d. Paid</p> <p>e. Sued</p>	<p>akibat, siswa dapat mengidentifikasi aspek-aspek fungsi sosial dari teks percakapan tersebut.</p>	
<p>9. Read the following sentences. Write cause or effect on the line.</p> <p>a) Early man used weapons because they needed to find food.</p> <p>b) The glaciers began to melt; therefore, the land bridge between Asia and North America became flooded.</p> <p>c) Because they wanted to learn about different civilizations that existed, archaeologists studied artifacts.</p> <p>d) Early man slowly started to grow food, and as a result, their lives became easier.</p> <p>e) My sister was very tired because she stayed up past midnight.</p>	<p>Disajikan sebuah kalimat ilustrasi dimana siswa dapat mengidentifikasi kalimat sesuai pola yang terkait.</p>	<p>L3</p>

Table 2 explains about "Cause and effect" has 3 indicators of competency achievement for 9 assessment items. There are various indicators that are similar for questions 1 to 5, as well as for questions 6 to 8, according to the assessment that was acquired. For answer choice 9, the teacher creates a number of assessment questions, and the students are required to create sentence patterns that are pertinent to the subject of study.

Table 3 List of question items and learning indicators

Questions	Learning Indicators	Cognitive Level
<p>The following text is for questions 1 to 4</p> <p>Human body is made up of countless millions of cells. Food is needed to build up new cells and replace the worn-out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.</p> <p>The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which</p>	<p>Disajikan sebuah teks Explanation, siswa dapat menemukan ide pokok/gambaran umum dalam teks.</p>	L2

<p>moisten the food, so it can be swallowed easily.</p> <p>From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.</p> <p>In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.</p> <p>1. What is the text about?</p> <ol style="list-style-type: none"> The digestive system The digestive juice The method of the digestive system The process of intestine work The food substances 		
<p>2. How can we swallow the food easily?</p> <ol style="list-style-type: none"> The food changes into acids absorbed 	<p>Disajikan sebuah teks Explanation,</p>	<p>L2</p>

<p>by the villi</p> <p>b. The food must be digested first through the process</p> <p>c. The food is directly swallowed through esophagus into the stomach</p> <p>d. The food is mixed with the juices secreted by the cells in the stomach</p> <p>e. The food we take must be changed into substances carried in the blood to the places</p>	<p>siswa dapat menemukan ide pokok/gambaran umum dalam teks.</p>	
<p>3. From the text above, we imply that</p> <p>a. A good process of digestive system will help our body becoming healthier</p> <p>b. No one concerned with the process of digestive system for their health</p> <p>c. The digestive system is needed if we are eating the food instantly</p> <p>d. Everybody must conduct the processes of digestive system well</p> <p>e. The better we digest the food we eat, the healthier we will be</p>	<p>Disajikan sebuah teks Explanation, siswa dapat menemukan ide pokok/gambaran umum dalam teks.</p>	L3
<p>4. “ Human body is <u>made up</u> of countless millions of cell.” (Paragraph 1).</p>	<p>Disajikan sebuah teks Explanation,</p>	L3

<p>The underlined phrases means</p> <ol style="list-style-type: none"> Produced Managed Arranged Completed Constructed 	<p>siswa dapat menemukan ide pokok/gambaran umum dalam teks</p>	
<p>5. Arrange the following jumbled sentences into a good paragraph!</p> <ol style="list-style-type: none"> 1) There are many important examples of natural resources in the world 2) Air and water are two important examples of natural resources 3) Natural resources are elements of nature 4) People need water and air to live 5) These elements of nature can affect the others <ol style="list-style-type: none"> 1-2-3-4-5 3-2-1-5-4 3-1-2-4-5 4-2-3-1-5 2-3-1-5-4 	<p>Disajikan beberapa kalimat acak, siswa dapat menyusun kalimat acak menjadi sebuah paragraf pendek.</p>	<p>L2</p>

<p>This text is for questions 6 to 8</p> <p style="text-align: center;">Tsunami</p> <p>Tsunami occurs when major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the earth crust that slopes, or rises, from the ocean floor up to the land.</p> <p>A tsunami washes ashore with often disastrous effects such as severe flooding, loss of lives due to drowning and damage to property. A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast travelling wave grows very large.</p>	<p>Disajikan sebuah teks Explanation, siswa dapat menemukan ide pokok / gambaran umum dalam teks</p>	<p style="text-align: center;">L3</p>
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<p>6. Tsunami happened because of....</p> <ul style="list-style-type: none"> a. The displaced rock pushes water above it b. A major fault under the ocean floor slips suddenly c. The ocean waves spread out from the vicinity of the source d. The waves moves across the ocean until they reach the beach e. A tsunami is undetectable far out in the ocean 		
<p>7. What are the impacts of tsunami?</p> <ul style="list-style-type: none"> a. The part of the Earth's crust that slopes, or rises, from the ocean floor down to the land b. A tsunami washes ashore with often disastrous effects such as flooding and loss of lives c. A tsunami is a very large sea wave which is not generated by a disturbance a long the ocean floor d. A tsunami is detectable far out in the ocean 	<p>Disajikan sebuah teks Explanation, siswa dapat menemukan ide pokok /gambaran umum dalam teks.</p>	<p>L2</p>

e. Once tsunami reaches shallow water, the wave never grows very large		
<p>8. We understand from the text that tsunami</p> <p>a. Causes the movement of earth</p> <p>b. Forms a new shape of coastline</p> <p>c. Makes unfortunate event</p> <p>d. Rises a new coastal land</p> <p>e. Displaces rocks to land</p>	<p>Disajikan sebuah teks Explanation, siswa dapat menemukan ide pokok /gambaran umum dalam teks</p>	L3
<p>9. Read the following text below!</p> <p>Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere.</p> <p>First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contributing to global</p>	<p>Disajikan sebuah teks Explanation, siswa dapat menemukan ide pokok /gambaran umum dalam teks.</p>	L2

<p>warming.</p> <p>Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil, and coffee. The impact of climate change is noticeable throughout Asia Pacific. Either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.</p> <ol style="list-style-type: none"> 1) Based on the text, we can conclude that the global warming is.... 2) The main ideas of the paragraph is.... 3) What is the best title for the text above? 		
<p>How volcanoes are formed</p> <p>Have you ever wondered how volcanoes are formed?</p> <p>A volcano is a vent or an opening on the earth's surface which allows molten rock called magma, volcanic ash and gas to escape out onto its surface.</p>	<p>Disajikan sebuah teks Explanation, siswa dapat menentukan struktur teks.</p>	<p>L1</p>

<p>Volcanoes are formed whenever there is a crack in the crust of the earth. A tube-like passage connects a chamber of magma (molten rock) at the centre of the earth to the earth's crust.</p> <p>When the pressure builds up in the chamber, the magma, gases and ash are pushed up through to the top of the tube on the earth's surface known as vent.</p> <p>The red-hot magma that escapes to flow over the Earth's surface is called lava which, when cools, forms into rocks.</p> <p>In fact, the mountains we see today are nothing but solidified lava from previously erupted volcanoes.</p> <p>10. Write the generic structure of the text above!</p>		
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Indicators of competency achievement with regard to the assessment questions for the topic "Explanation Text" are shown in Table 3. Based on the information the researcher provided, the teacher creates assessment questions that are all similar indicators of competency achievements. Only questions 5 and 10 has different indicators from other assessment questions.

Table 4 List of question items and learning indicators

Questions	Learning Indicators	Cognitive Level
<p>This text is for questions 1 to 3</p> <p><i>Count on Me</i></p> <p><i>Bruno Mars</i></p> <p><i>If you ever find yourself stuck in the middle of the sea,</i></p> <p><i>I'll sail the world to find you</i></p> <p><i>If you ever find yourself lost in the dark and you can't see,</i></p> <p><i>I'll be the light to guide you</i></p> <p><i>Find out what we're made of</i></p> <p><i>When we are called to help our friends in need</i></p> <p><i>You can count on me like one two three</i></p> <p><i>I'll be there</i></p> <p><i>And I know when I need it I can count on you like four three two</i></p> <p><i>You'll be there</i></p> <p><i>'Cause that's what friends are supposed to do,</i></p> <p><i>oh yeah</i></p> <p><i>Whoa, whoa</i></p>	<p>Disajikan sebuah teks lagu, siswa dapat menemukan tema yang digunakan dalam teks lagu tersebut.</p>	<p>L2</p>

<p><i>Oh, oh</i></p> <p><i>Yeah, yeah</i></p> <p><i>If you tossin' and you're turnin' and you just can't fall asleep</i></p> <p><i>I'll sing a song</i></p> <p><i>Beside you</i></p> <p>1. What is the theme of this song?</p> <ol style="list-style-type: none"> Love Peace Friendship Environment Nature 		
<p>2. "I'll sail the world to find you." What kind of figurative language used in that lyric?</p> <ol style="list-style-type: none"> Simile Metaphor Hyperbole Personification Metamorphosis 	<p>Disajikan sebuah teks lagu, siswa dapat menemukan unsur kebahasaan dalam teks lagu.</p>	L2
<p>3. Which word best describes the ambiance the singer of count on me tries to give?</p> <ol style="list-style-type: none"> Worry Comfort 	<p>Disajikan sebuah teks lagu siswa dapat menganalisa</p>	L3

<p>c. Fear</p> <p>d. Anger</p> <p>e. Hungry</p>	<p>fungsi sosial</p> <p>sebuah teks lagu.</p>	
<p>4. Answer the questions below based on the text!</p> <p style="text-align: center;">HERO</p> <p style="text-align: center;"><i>By Mariah Carey</i></p> <p><i>If you look inside your heart</i></p> <p><i>You don't have to be afraid</i></p> <p><i>Of what you are</i></p> <p><i>There's an answer</i></p> <p><i>If you reach into your soul</i></p> <p><i>And the sorrow that you know</i></p> <p><i>Will melt away</i></p> <p><i>[Chorus]</i></p> <p><i>And then a hero comes along</i></p> <p><i>With the strength to carry on</i></p> <p><i>And you cast your fears aside</i></p> <p><i>And you know you can survive</i></p> <p><i>So when you feel like hope is gone</i></p> <p><i>Look inside you and be strong</i></p> <p><i>And you'll finally see the truth</i></p> <p><i>That a hero lies in you</i></p>	<p>Disajikan sebuah teks lagu, siswa dapat menemukan tema yang digunakan dalam teks lagu tersebut.</p>	<p>L2</p>

1) What is the song "Hero" about?		
2) "With the <u>strength</u> on carry on"..... What is the antonym of the underlined word?		

Table 4 explains various of competency achievement indicators related to the "Song" subject matter. Each indicator is formulated differently for each assessment questions. Question number 1 and 4 have same indicator. Questions number 1 to 3 are for the same song, and for number 4 having 2 questions.

B. Discussion

The researcher performed a discussion of the research questions in this study based on the conclusions of the data that have been collected. The discussion section "How do the learning indicators conform to the assessments in the English teacher's lesson plan" discussed and provided an answer to this research issue.

1. The questions that conform to the indicators

After receiving the aforementioned assessment items, the researcher described some of the questions that are suitability with the indicator. The question layouts based on indication and its question focus were displayed in the following table.

a. Table 1 List of questions that conform to the indicator

Item Number	Indicators	Questions Focus	Subject Matter	Conform
1, 2, 3	Disajikan sebuah teks surat pribadi, siswa dapat menemukan gambaran umum / ide pokok dalam teks	Main ideas or general information in personal letter	Personal Letter	√
5	Disajikan sebuah teks surat pribadi, siswa dapat menemukan informasi rinci yang terdapat di dalam teks.	Written information in personal letter	Personal Letter	√
6	Disajikan sebuah teks surat pribadi, siswa dapat menemukan makna kata dan antonimnya.	An antonym of a certain word	Personal Letter	√
7	Siswa diminta membuat sebuah surat pribadi yang ditujukan kepada salah satu temannya.	Making a personal letter	Personal Letter	√
1, 2, 3, 4, 5	Disajikan sebuah kalimat, siswa dapat	Ask to complete the	Cause and Effect	√

	melengkapi kata yang sesuai untuk mengisi bagian yang rumpang.	sentence		
6,7	Disajikan sebuah teks interaksi transaksional / interpersonal mengenai sebab – akibat, siswa dapat mengidentifikasi aspek-aspek fungsi sosial dari teks percakapan tersebut.	Relationship between cause and effect caused by two events	Cause and Effect	√
9	Disajikan sebuah kalimat ilustrasi dimana siswa dapat mengidentifikasi kalimat sesuai pola yang terkait.	Finding cause and effect in sentences	Cause and Effect	√
1, 2, 3, 6, 7, 8, 9	Disajikan sebuah teks Explanation, siswa dapat menemukan ide pokok / gambaran umum dalam teks.	Main ideas or general information in explanation text.	Explanation Text	√
5	Disajikan beberapa kalimat acak, siswa	Arrange the sentences into	Structure of text	√

	dapat menyusun kalimat acak menjadi sebuah paragraf pendek.	paragraph		
10	Disajikan sebuah teks Explanation, siswa dapat menentukan struktur teks.	Identify the generic structure of the text	Explanation Text	√
1	Disajikan sebuah teks lagu, siswa dapat menentukan tema yang digunakan dalam teks lagu tersebut.	Theme of the song	Song	√
2	Disajikan sebuah teks lagu, siswa dapat menemukan unsur kebahasaan dalam teks lagu.	Finding the figure of speech in the song	Song	√
3	Disajikan sebuah teks lagu, siswa dapat menganalisa fungsi sosial sebuah teks lagu.	Word that expresses a feeling or mood in a song	Song	√

Based on the discussion of table 3.6 above, it can be concluded that item numbers 1, 2, and 3 with the subject matter "Personal Letter" have similar indicators, students are expected to be able to find main ideas or general information in the text of personal letters. Questions numbers 1 and 2 have the same personal letter text, but number 3 has a different personal letter text. Nevertheless, three questions are in accordance with the indicators given. Item number 5 is a question that comes from the previous text. This question also conforms with the indicators that have been made, where students are expected to be able to find detailed information contained in the text of personal letters. While question number 7 is in the form of an essay question, where the indicators and question items conform, students are expected to be able to write personal letters to their friends based on their creativity.

For the subject matter "Cause and effect", questions number 1, 2, 3, 4, and 5 seem to have the same grouping indicators, where students are expected to be able to complete missing words in sentences. Thus, question numbers 1, 2, 3, 4, and 5 are in accordance with the indicators that have been made. Indicators with the aim of identifying aspects of the social function of cause and effect conversational text according to the context of their use are also listed in questions number 6 and 7, where the question is about the relationship between cause and effect of two events. And also, these questions can be answered from a conversational text related to cause - effect. Question number 9 asks about how to identify which sentence is the cause and which sentence is the effect of that cause.

This is also in accordance with the indicator of identifying sentences according to patterns related to cause and effect.

Furthermore, for the assessment questions with the subject matter "Explanation Text" where there are 7 questions in numbers 1, 2, 3, 6, 7, 8, 9, all of these have same indicator. The indicator contains how students are expected to be able to find main ideas or general information in explanation text. These questions are conform with the indicators made because the teacher provides an explanation text for 3 or 4 questions, where the question asks what is the main idea is and what are the information is in the explanation text. Question number 5 students are asked to arrange some of jumbled sentences into one correct paragraph. Meanwhile, for question number 10, the teacher provides an explanation text then students are expected to be able to identify the generic structure based on the text. These indicators are conform with the questions made.

For an assessment question about "Song", the teacher makes 4 questions. Actually, there are 4 questions but only 3 questions that conform with the indicator. For each question, the teacher includes 1 song where there is 1 song for 3 multiple choice questions. Question number 1 contains indicators where students are expected to be able to find the theme used in the text of the song. These indicators are conform with the existing questions. Furthermore, item number 2 is also conform with the indicators mentioned because the question is about figurative language in the song, where in the indicator it is hoped that students will be able to find linguistic elements in the song text. Question number 3 is also very conform with the indicator made by emphasize the students to be

able to analyze the social function of a song text. In summary, the 26 questions in the table above are conform with the indicators made by the teacher.

2. The questions that not conform to the indicators

After receiving the aforesaid evaluation items, the researcher described some of the queries that are not consistent with the indicators. The question layouts based on indication and its question focus were displayed in the following table.

b. Table 2 List of questions that not conform to the indicator

Item Number	Indicator	Questions Focus	Subject Matter	Not Conform
4	Disajikan sebuah teks surat pribadi, siswa dapat menemukan informasi rinci yang terdapat di dalam teks.	Meaning of word	Personal Letter	X
8	Disajikan sebuah teks interaksi transaksional / interpersonal mengenai sebab – akibat, siswa dapat mengidentifikasi aspek-aspek fungsi sosial dari	Similar or meaning of the word	Cause and Effect	X

	teks percakapan tersebut.			
4	Disajikan sebuah teks Explanation, siswa dapat menemukan ide pokok / gambaran umum dalam teks.	Meaning of the word	Explanation Text	X
4	Disajikan sebuah teks lagu, siswa dapat menemukan tema yang digunakan dalam teks lagu tersebut.	Theme of the song and antonym of the word	Song	X

Based on the table, there are 4 questions that are made not conform with the indicators made by the teacher. Item number 4 on "personal letter" is not conform right because on the indicator, students are expected to be able to find detailed information in the text of a personal letter. However in the question items, students are asked about what the word "confused" means so this is contrary to the indicators expected of students. Problem number 8 on "Cause and Effect" is a question where students are asked to find synonyms for a word. While on indicators, the teacher hopes that students are able to identify aspects of the social function of conversational texts about cause and effect.

For question number 4 on "Explanatory Text" is also similar to number 4 on the subject matter of personal letters, where students are asked to find main

ideas or general information in a text. But in the questions asked what is the meaning of a word. This is clearly not conform with what is expected on the indicator. Question number 4 in "song text" is written with the indicator "Song text is presented, students can find the theme used in the song text". However, the question contains 2 different questions. Question 1 is correct, students are asked to find out what the song is about. While question 2, students were asked to identify the antonyms of the word lyrics in the song. The question 2 does not match with the indicator that have made. It would be better if the teacher replaced question 2 with questions related to the expected indicators. Thus, these questions do not match the indicators.

Total of assessment questions that have been analyzed by the researcher are 30 questions. In tables 1 and 2 above, there are 26 assessment questions that are conform with the indicators, while 4 questions are not conform or out of the context of the indicators mentioned in the lesson plan. Therefore it can be concluded that the assessment questions used by one of the teacher at MAN 1 Banda Aceh not fully reached conformity with the indicators in the lesson plan.

3. Research instrument as a support to answer research question

After explain several items of the assessment questions above, then researcher conducted an analysis of the conformity of the competency achievement indicators and the assessment questions based on lesson plan made by the teacher. Previously, researcher had designed research instrument needed to support this analysis activity. Every aspects in the research instrument will be

assessed by the researcher himself. The following is a list of aspects that have studied by researchers in the research instrument along with the indicators for each assessment question based to lesson plan.

c. Table 3 Analysis of conformity in learning indicators with question assessments in each lesson plan

No	Aspect of Research	Score for Each Lesson Plan			
		LP 1	LP 2	LP 3	LP 4
1	The conformity of the assessment questions preparation that refer to learning indicators.	3 (65%)	3 (65%)	2 (60%)	3 (70%)
2	The conformity of cognitive, affective, and psychomotor domain with learning indicators.	3 (80%)	3 (80%)	3 (80%)	3 (75%)
3	The linkages and cohesiveness between basic competencies, learning indicators, and assessments.	2 (55%)	2 (60%)	2 (60%)	2 (60%)
4	The conformity of the assessment selection techniques with learning indicators.	3 (65%)	3 (65%)	3 (70%)	3 (70%)
5	The conformity between the instrument items with the learning indicators.	3 (70%)	3 (65%)	3 (70%)	3 (70%)

6	The conformity and linkages between instruments, answer keys, and assessment rubrics.	2 (55%)	2 (50%)	2 (55%)	2 (50%)
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Researcher have analyzed and described each lesson plan that has been obtained from the teacher. Each lesson plan would be discussed by researcher sequentially, start from lesson plan 1, lesson plan 2, lesson plan 3, and lesson plan 4.

Lesson plan 1, the researcher gave a score of 2 with a non-conformity category and percentage of 60% in aspect 1. It's because there are several indicators in the lesson plan that are raised in the assessment questions but there are also some of indicators in the lesson plan that are not raised in the assessment questions. The second aspect with a score of 3 and a conformity percentage of 80% for the conformity of cognitive, affective, and psychomotor domains with learning indicators. In the lesson plan, the teacher lists all cognitive, affective and psychomotor domains are conform with the indicators. Only writing of the sequence number on the indicator that should be corrected. But for the third aspect, the researcher gave a low score with a non-conformity percentage of 55%. This is clearly due to the cohesiveness of basic competency, indicators, and assessments that are not appropriate.

For the fourth aspect with a score of 3 at a percentage of conformity 65%. Why? Because the teacher does not vary the assessment techniques as expected in

lesson plans. The teacher only makes written test assessment techniques in the form of multiple choice questions. In aspect 5, the researcher gave a score of 3 with a percentage of conformity 70%. Some of the assessment questions are listed with the correct indicators, but there are some questions with the wrong indicators of the assessment questions. And for aspect 6, the researcher gave a fairly low score, number 2 with a percentage of non-conformity 55%. This is because the lesson plan does not include an assessment rubric, there are only lesson plan with indicators and assessment questions.

Lesson plan 2, the researcher gave a score of 3 on aspect 1 with a conformity percentage of 65%. Overall, the indicators in the assessment questions are appropriate and refer to the lesson plan, although not all indicators are included in the assessment questions. Aspect 2 with a score of 4 at a percentage of conformity of 80%. It's almost very appropriate, but unfortunately the writing of the indicator numbers in lesson plan 2 is still not quite right. This needs improvement in the order of the indicator numbers. For aspect 3 with a score of 2 with a percentage of non-conformity 60%, 5 percent above the previous lesson plan percentage.

While in aspect 4 with a score of 3 and a conformity percentage of 65%. As same as the previous lesson plan, the teacher does not make variations in the form of questions other than multiple choice. Aspect 5 the researcher give a score of 3 with a percentage of conformity 65%, rather lower than the previous lesson plan, but there are still conform in the instruments. In aspect 6, the researcher give non-conformity category, with same low score as the previous lesson plan, but the

percentage is lower than before. The lesson plan does not write rubric assessment and some of answer key that incomplete or not written. It means that there are already 2 lesson plans that are not included an assessment rubric.

Furthermore, the researcher has analyzed the indicators on lesson plan 3. For the first aspect, the researcher gave a score of 2 with a non-conformity percentage of 60%. In this lesson plan, the preparation of assessment questions by referring to indicators is almost inappropriate. Even when compared to the 2 previous lesson plan, this lesson plan almost falls into the inappropriate category. In the second aspect with the same score as the previous 2 lesson plan, score 3, the percentage of conformity was 80%. Then in aspect 3 the researcher gave a score of 2 with a mismatch percentage of 60%. The score is the same as lesson plan 2, even after the researchers reviewed it, there was no integration between basic competencies, indicators and assessments.

Aspect 4 with a score of 3 and a conformity percentage 70%. For the assessment questions in this lesson plan, it is better than the previous one. The teacher makes variations of the assessment technique, there are multiple choice questions and 4 essay questions. For aspect 5, the researcher gave a score of 3 with a conformity percentage of 70%. And for the last aspect, the researcher also gave a score of 2 which was as low as lesson plan 1 and lesson plan 2, with a non-conformity percentage of 55%. There was no scoring rubric found in this lesson plan.

For the lesson plan 4, the researcher gave a score of 3 with the percentage of conformity 70% in the first aspect. It's better than the previous lesson plans because after the researchers reviewed, it almost all of the assessment questions have referred to learning indicators. Then, the second aspect with a score of 3 and a conformity percentage of 75%. It's clearly seen the value is below from the previous lesson plan, because there are still a number of indicators whose writing is incorrect. For the third aspect, the researcher gave a score of 2 with a non-conformity percentage of 60%. It almost same as lesson plan 2 and lesson plan 3, there are have some of non-conformity between basic competencies, indicators, and also assessments in lesson plan 3.

Meanwhile for aspect 4, the researcher put a score of 3 with a conformity percentage of 70%. For the preparation of assessment techniques, the teacher designed various techniques of assessment questions for this lesson plan. Aspect 5 with the score and percentage as same as the previous aspect. However, for the sixth aspect the researcher still gave a score of 2 with a non-conformity percentage of 50%. Researcher also did not find an assessment rubric in this lesson plan. Thus, the four of lesson plans do not have a complete assessment rubric.

The researcher would respond to and clarify the research question, "How do the learning indicators conform to the assessment in teacher-made lesson plan?" based on the justification provided. An analysis of the questions based on compliance with the indicators is one technique to determine whether the items on the assessment questions are consistent with the indicators put forth in the lesson

plan. This is done to ensure that the assessment questions' assessment questions, which are competency test items, can actually fulfill the measurement and assessment goals in learning. A number of competency accomplishment indicators, also known as learning indicators, must be developed by educators in order to measure the attainment of Basic Competence (Wiwik Setiawati, 2019). Gito Supriadi (2020) explains assessment as one of the processes used to gauge and evaluate the degree of curricular achievement. Additionally, assessment is done to identify the learning process's strengths and flaws so that decisions can be made based on that information. It is also said that assessment involves drawing conclusions, evaluating data, and using fundamental professional judgments to make decisions based on a set of data, namely data about pupils.

After the researchers reviewed all the lesson plans in detail, each lesson plans has a different percentage of conformity in each content. Even so, it does not mean that the researcher says that the teacher's lesson plan is not appropriate as a whole. In lesson plan 1, the level of conformity between the indicators and the assessment is 80%. Lesson plan 2 with the conformity level of indicators and assessments of 75%. Meanwhile for lesson plan 3, the researcher gave a percentage of conformity level of 75%. And for lesson plan 4 with a conformity level of 70%.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the findings and discussion that have been described in the previous chapter, the researcher would describe several conclusions as answers to the problems of this research. Referring to the research question "How do the learning indicators conform to the assessment in teacher-made lesson plan", the answer to this research problem is that it haven't meet 100% full of conformity. It shows that there are some of errors and non-conformity in the contents of the lesson plans and also the assessment questions made by one of the class XI teacher at MAN 1 Banda Aceh, both in terms of the writing format and the formulation of the learning indicators to the question indicators that haven't meet the 2013 curriculum rules. For the learning indicators in the lesson plan itself is appropriate to be formulated from Basic Competency, but there needs to be improvement in terms of the preparation of assessment techniques and the form of any assessment questions that meet the learning indicators.

Meanwhile, each lesson plan has been designed by the teacher does not include a coherent assessment rubric, so this does not meet the criteria for writing the 2013 lesson plan curriculum. In short, the preparation of learning indicators are conform with the basic competencies and assessment questions, but because

the assessment rubric is not included, it can be said that the four lesson plans are not fully appropriate and perfect.

B. Recommendation

In this section the researcher would explain on what recommendations were become the highlight in this research problem. Based on the findings of the research results that have been presented, the researcher expects to the teacher concerned to pay more attention to the preparation of the indicators in the lesson plans and the rubrics and assessment questions that have made. For writing indicators, it's necessary to check the writing of order number again. Some of the assessment questions already meet the indicators, but some are not in accordance with the learning indicators. Researcher also expected that the teacher must include an assessment rubric in each lesson plan that is made. Without an assessment rubric, the teacher will find it difficult to provide important information to students about the quality of their performance against the specified criteria. The rubric assessment also provides transparent information about how and where the achievement scores comes from.

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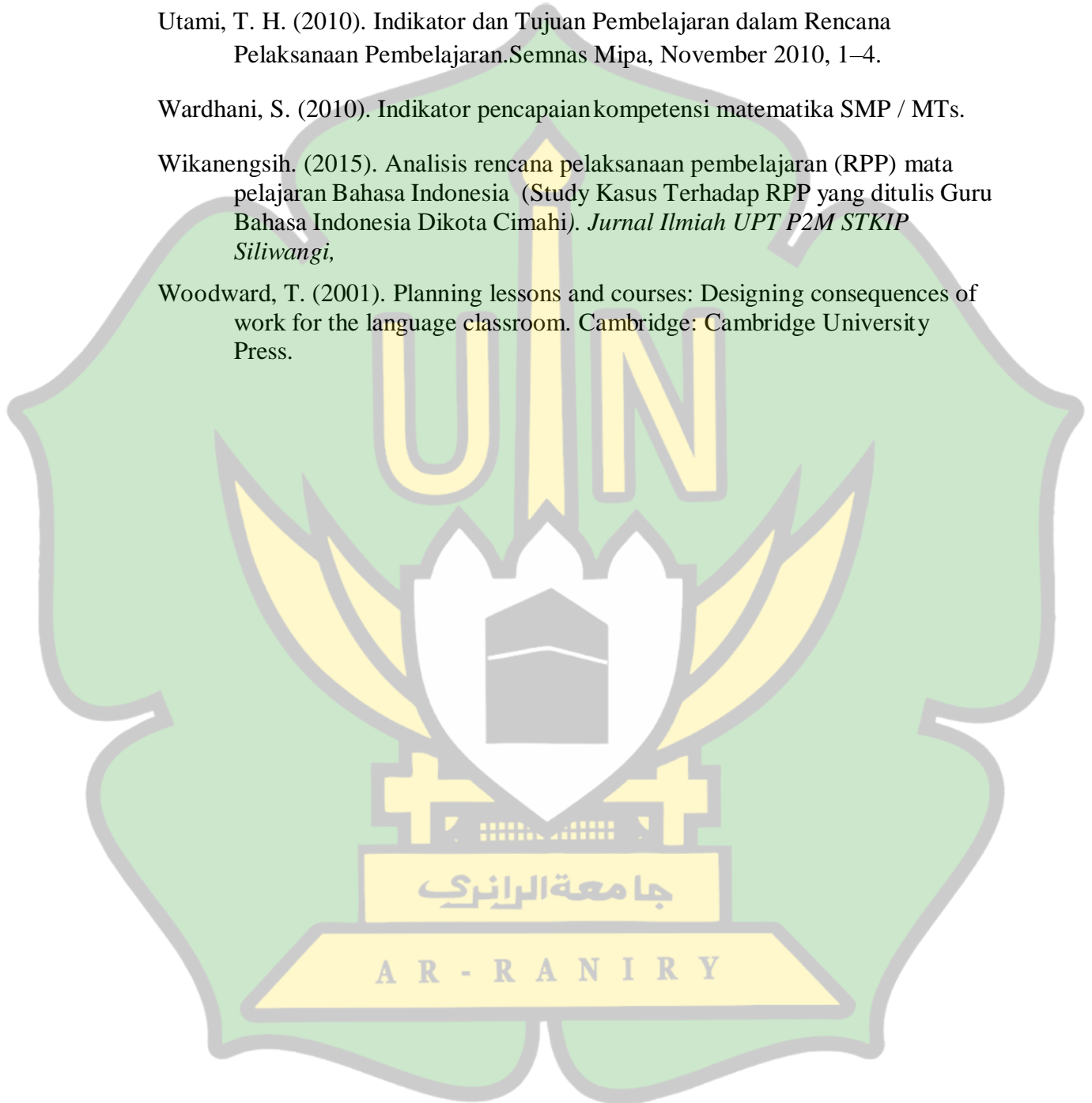
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-2294/UN.08/FTK/KP.07.6/01/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **03 Januari 2023**
- Menetapkan
PERTAMA : **MEMUTUSKAN**
- Menunjuk Saudara:
1. Prof. Dr. Habiburrahim, M.COM, M.S Sebagai Pembimbing Pertama
2. Siti Khasinah, S. Ag., M. Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : **Muhammad Alkahfi**
- NIM : **180203244**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Learning Indicators and Assessment Conformity in English Teachers' Lesson Plan**
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 30 Januari 2023
Dekan


Safar Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
Jalan Mohd. Jam No. 29 Telp 6300597 Fax. 22907 Banda Aceh Kode Pos 23242
Website : kemenagbna.web.id

Nomor : B-2481/Kk.01.07/4/TL.00/04/2023
Sifat : Biasa
Lampiran : Nihil
Hal : **Rekomendasi Melakukan Penelitian**

17 April 2023

Yth, Kepala MAN 1
Kota Banda Aceh

Assalamu'alaikum warahmatullahi wabarakatuh

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Ar-Raniry, nomor : B-5478/Un.08/FTK.1/TL.00/06/2020 tanggal 17 April 2023, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan Skripsi, kepada saudara/i :

Nama : **Muhammad AlKahfi**
NIM : 180203244
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester : IX

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Madrasah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Tidak memberatkan Madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Tetap mematuhi protokol kesehatan yang berlaku di Madrasah.
5. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) eksemplar ke Kantor Kementerian Agama Kota Banda Aceh.

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Wassalamu'alaikum warahmatullahi wabarakatuh

A R - R A N I R Y



Kepala,

[Signature]
Abrar Zym

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh;
2. Dekan Fakultas Tarbiyah dan Keguruan Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri Ar-Raniry;
3. Mahasiswa Yang Bersangkutan.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA Banda Aceh
MADRASAH ALIYAH NEGERI 1 Banda Aceh**

Jalan Pocut Baren No. 116 Keuramat Banda Aceh
Telp. 0651-636804 Fax. 0651-29466
Website: manmodelbna.sch.id, Email: mandelbandaaceh@gmail.com

Nomor : B-1505/Ma.01.90/TL.00/06/2023
Lamp : -
Hal : Telah Melakukan Penelitian

15 Juni 2023

Yth. Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
di-
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh.

Dengan hormat,

Memenuhi maksud surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Nomor : B-5478/Un.08/FTK-I/TL.00/06/2023 tanggal, 17 April 2023, dan Surat Rekomendasi Kepala Kantor Kementerian Agama Kota Banda Aceh Nomor : B-2481/Kk.01.07/4/TL.00/04/2023 tanggal 17 April 2023 perihal Rekomendasi Melakukan Penelitian, maka dengan ini menyatakan bahwa:

Nama : Muhammad Alkahfi
N I M : 180203244
Program Studi : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry
Jenjang : S1

Telah melaksanakan tugas melakukan penelitian untuk mengumpulkan data Skripsi dengan judul **"Learning Indicators and Assessment Conformity in English Teachers' Lesson Plan"**, pada Madrasah Aliyah Negeri 1 Banda Aceh.

Demikian surat ini kami sampaikan untuk dapat dipergunakan seperlunya.



جامعة الرانيري

A R - R A N I R Y

APPENDIX IV : Learning Indicators from English Teacher Lesson Plans

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Madrasah : MAN 1 Banda Aceh
Mata Pelajaran : Bahasa Inggris Wajib
Kelas/Semester : XI/Genap
Materi Pokok : Surat Pribadi Sederhana
Waktu : 2 Pertemuan (6 JP)

TUJUAN PEMBELAJARAN

Setelah pembelajaran diharapkan siswa mampu :

1. Menunjukkan semangat mengikuti pembelajaran. (A5)
2. Menunjukkan rasa antusias mengikuti pembelajaran. (A5)
3. Menunjukan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman. (A)
4. Menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman. (A)
5. Mengidentifikasi surat pribadi sederhana (K1)
6. Mengidentifikasi fungsi sosial, struktur teks, dan bentuk kebahasaan serta format penyampaian atau penulisannya (K1)
7. Membaca dan menuliskan format, isi, dan tata letak dari surat yang digunakan. (K1)
8. Membandingkan berbagai surat pribadi sederhana dari berbagai sumber (K2)
9. Mengidentifikasi gagasan utama dalam surat pribadi sederhana (K2)
10. Menemukan berbagai macam teks surat pribadi sederhana dari berbagai sumber dalam konteks yang berbeda-beda (K3)
11. Menganalisis berbagai struktur dan unsur penulisan surat pribadi sederhana. (K4)
12. Menyusun teks surat pribadi sederhana tertulis berdasarkan konteks/situasi. (P3)

KOMPETENSI DASAR	INDIKATOR	MATERI ESENSI	MODEL/METODE	MEDIA DAN SUMBER/BAHAN	KEGIATAN PEMBELAJARAN	PENILAIAN
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar	1.1.1 Menunjukkan semangat mengikuti pembelajaran (A5) 1.1.2 Menunjukkan keseriusan mengikuti pembelajaran (A5)	<ul style="list-style-type: none"> • Surat pribadi sederhana (Personal Letter) 	<ul style="list-style-type: none"> • Menyimak, diskusi kelompok, studi pustaka, role-play, penugasan individu dan kelompok 	<ul style="list-style-type: none"> • Buku paket • Laptop • Rekaman untuk listening • Loud speaker 	Pertemuan 1 (3 x 45') 1. Kegiatan Pendahuluan (10') <ol style="list-style-type: none"> a. Guru memberi salam (greeting) b. Guru memeriksa kehadiran siswa c. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran 	<ul style="list-style-type: none"> • Penilaian sikap sosial dan spiritual (observasi selama PBM berlangsung)

KOMPETENSI DASAR	INDIKATOR	MATERI ESENSI	MODEL/METODE	MEDIA DAN SUMBER/BAHAN	KEGIATAN PEMBELAJARAN	PENILAIAN
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya 4.7 Menangkap makna teks surat pribadi. 4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	2.1.1 Menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman (A5) 2.1.2 Menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman (A5) 3.3.1 Mengidentifikasi surat pribadi sederhana (K1) 3.3.2 Mengidentifikasi fungsi sosial, struktur teks, dan bentuk kebahasaan serta format penyampaian atau penulisannya (K1) 3.3.3 Membaca dan menuliskan format, isi, dan tata letak dari surat yang digunakan. (K1) 3.3.4 Membandingkan berbagai surat pribadi sederhana dari berbagai sumber (K2) 3.3.5 Mengidentifikasi gagasan utama dalam surat pribadi sederhana (K2)	<ul style="list-style-type: none"> Fungsi Sosial: Menjalin hubungan dengan bertegur sapa dan memberi kabar pribadi kepada teman secara tertulis, memberi informasi kepada teman Struktur :<i>Date, Salutation: Dear, Opening paragraph: Greetings</i> dan mengabarkan keadaan sekarang dan apa yang sedang dilakukan, <i>Content: Mengabarkan hal yang sudah/ akan terjadi</i> <i>Closing: Menutup surat dengan harapan untuk bertemu kembali, Signature</i> Grammar : Simple present and simple past tense 		<ul style="list-style-type: none"> Sumber lain yang relevan www.dailyenglish.com 	d. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari e. Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari f. Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai g. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus 2. Kegiatan Inti a. Mengamati (15') <ul style="list-style-type: none"> Guru mengkondisikan siap untuk siap mengikuti pelajaran dengan menunjukkan contoh surat pribadi sederhana Siswa siap mengikuti pelajaran tentang surat pribadi sederhana 	<ul style="list-style-type: none"> Penilaian pengetahuan Penilaian ketrampilan
KOMPETENSI DASAR	INDIKATOR	MATERI ESENSI	MODEL/METODE	MEDIA DAN SUMBER/BAHAN	KEGIATAN PEMBELAJARAN	PENILAIAN

	<p>3.3.6 Menemukan berbagai macam teks surat pribadi sederhana dari berbagai sumber dalam konteks yang berbeda-beda (K3)</p> <p>3.3.7 Menganalisis berbagai struktur dan unsur penulisan surat pribadi sederhana. (K4)</p> <p>4.4.1 Menyusun teks surat pribadi sederhana tertulis berdasarkan konteks/situasi. (P3)</p> <p>4.4.2 Menulis teks surat pribadi sederhana secara tertulis dengan meniru model/contoh yang telah diberikan/dipelajari. (P4)</p>	<ul style="list-style-type: none"> • <i>Unsur kebahasaan:</i>Kata dan tata bahasa baku, Ejaan dan tulisan tangan dan cetak yang jelas dan rapi, Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan, Rujukan kata, simple present, simple past, ejaan, ucapan, intonasi, tekanan kata, tanda baca, dan tulisan tangan yang jelas dan rapi 		<ul style="list-style-type: none"> • Guru memberikan sejumlah pertanyaan berkaitan dengan surat pribadi sederhana • Siswa menjawab pertanyaan guru berkaitan dengan surat pribadi sederhana • Guru meminta siswa untuk membaca dengan seksama dan mengidentifikasi setiap bagian yang terdapat pada surat pribadi sederhana • Siswa membaca dengan seksama dan mengidentifikasi setiap bagian yang terdapat pada surat pribadi sederhana <p>b. Mempertanyakan (15')</p> <ul style="list-style-type: none"> • Guru memberikan kesempatan untuk siswa mencari berbagai contoh surat pribadi sederhana • Siswa mencari berbagai contoh surat pribadi sederhana • Guru memberikan kesempatan untuk siswa berdiskusi mengenai struktur, tata letak, dan bagian dari setiap surat 	
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Madrasah : MAN 1 Banda Aceh
Mata Pelajaran : Bahasa Inggris Wajib
Kelas/Semester : XI/Genap
Materi Pokok : Teks lisan dan tulis untuk mengungkapkan sebab dan akibat
Waktu : 2 Pertemuan (6 JP)

TUJUAN PEMBELAJARAN

Setelah pembelajaran diharapkan siswa mampu :

1. Siswa dapat menunjukkan semangat mengikuti pembelajaran.
2. Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.
3. Siswa dapat menunjukan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman.
4. Siswa dapat menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.
5. Siswa dapat mengidentifikasi ungkapan sebab dan akibat.
6. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan bentuk kebahasaan serta format penyampaian atau penulisannya
7. Siswa dapat menirukan pengucapannya dan menuliskan ungkapan sebab dan akibat
8. Siswa dapat membandingkan perbedaan perbedaan antara berbagai ungkapan sebab dan akibat dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia
9. Siswa dapat mengidentifikasi pengucapan dan isi teks yang berisi ungkapan sebab dan akibat
10. Siswa dapat menemukan berbagai macam teks ungkapan sebab dan akibat dari berbagai sumber dalam konteks yang berbeda-beda
11. Siswa dapat membandingkan ungkapan sebab dan akibat dari berbagai sumber.
12. Siswa dapat menyusun teks ungkapan memberi saran dan tawaran dan responnya secara lisan dan tertulis berdasarkan konteks/situasi (simulasi, role play, dan kegiatan lain yang terstruktur.
13. Siswa dapat melakukan percakapan dan menulis teks ungkapan memberi saran dan tawaran dan responnya secara lisan dan tertulis dengan meniru model/contoh yang telah diberikan/ dipelajari.

KOMPETENSI DASAR	INDIKATOR	MATERI ESENSI	MODEL/ METODE	MEDIA DAN SUMBER/BAHAN	KEGIATAN PEMBELAJARAN	PENILAIAN
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sebab dan akibat, sesuai dengan konteks penggunaannya</p>	<p>1.2.1 Menunjukkan semangat mengikuti pembelajaran (A5)</p> <p>1.2.2 Menunjukkan keseriusan mengikuti pembelajaran (A5)</p> <p>2.1.1. Menunjukan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman (A5)</p> <p>2.1.2. Menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman (A5)</p> <p>3.3.1. Mengidentifikasi ungkapan sebab dan akibat (K1)</p> <p>3.3.2. Mengidentifikasi fungsi sosial, struktur teks, dan bentuk kebahasaan serta format penyampaian atau penulisannya</p> <p>3.3.3. Menirukan pengucapannya dan menuliskan ungkapan sebab dan akibat dalam percakapan transaksional dan interpersonal</p>	<ul style="list-style-type: none"> Teks lisan dan tulis sederhana untuk menyatakan sebab dan akibat Fungsi Sosial :Menjaga hubungan interpersonal dengan guru, teman, dan orang lain, Terbiasa menggunakan ungkapan sebab dan akibat Ungkapan : Saran dan tawaran: <i>Because...,Because of ...?,Due to</i> Unsur kebahasaan: Kata terkait dengan cara memberikan alasan, kata dalam konjungsi: <i>besides, also, in addition,because</i> Ucapan, tekanan kata, intonasi, rujukan kata 	<ul style="list-style-type: none"> Menyimak Diskusi kelompok Studi pustaka Role play Penugasan individu dan kelompok 	<ul style="list-style-type: none"> Buku paket Laptop Listening script Loud speaker Sumber lain yang relevan 	<p>Pertemuan 1 (3 x 45')</p> <p>1. Kegiatan Pendahuluan (10')</p> <ul style="list-style-type: none"> Guru memberi salam Guru dan siswa berdoa bersama Guru memeriksa kehadiran siswa Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai <p>2. Kegiatan Inti</p> <p>a. Mengamati (15')</p> <ul style="list-style-type: none"> Guru mengkondisikan siswa untuk siap mengikuti pelajaran dengan memutar lagu 'The End of the World' oleh Skeeter Davis menunjukkan bagian lirik tentang hal yang berhubungan dengan gambar yang tersedia 	<ul style="list-style-type: none"> Penilaian sikap sosial dan spiritual (observasi selama PBM berlangsung) Penilaian pengetahuan (tes tertulis) Penilaian penerapan

جامعة الرانيري

A R - R A N I R Y

KOMPETENSI DASAR	INDIKATOR	MATERI ESENSI	MODEL/METODE	MEDIA DAN SUMBER/BAHAN	KEGIATAN PEMBELAJARAN	PENILAIAN
4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan sebab dan akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>3.3.4. Membandingkan perbedaan antara berbagai ungkapan sebab dan akibat dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. (K2)</p> <p>3.3.5. Mengidentifikasi pengucapan dan isi teks yang berisi ungkapan sebab dan akibat (K2)</p> <p>3.3.6. Menemukan berbagai macam teks ungkapan sebab dan akibat dari berbagai sumber dalam konteks yang berbeda-beda (K3)</p> <p>3.3.7. Membandingkan berbagai ungkapan sebab dan akibat dari berbagai sumber (K4)</p> <p>4.4.1. Menyusun teks ungkapan sebab dan akibat secara lisan dan tertulis berdasarkan konteks/situasi (simulasi, role play, dan kegiatan lain yang terstruktur).(P3)</p>				<ul style="list-style-type: none"> Siswa siap mengikuti pelajaran tentang sebab dan akibat Guru memberikan sejumlah pertanyaan berkaitan dengan ungkapan sebab dan akibat Siswa menjawab pertanyaan guru berkaitan dengan ungkapan sebab dan akibat Guru meminta siswa untuk menuliskan ungkapan untuk menyampaikan sebab dan akibat. Siswa menuliskan ungkapan untuk menyampaikan sebab dan akibat. Guru memperdengarkan percakapan tentang ungkapan untuk sebab dan akibat dan meminta siswa menjawab pertanyaannya Siswa mendengarkan percakapan tentang ungkapan sebab dan akibat dan menjawab pertanyaannya Guru Memperdengarkan ungkapan untuk menyampaikan sebab dan akibat dan meminta siswa meresponnya 	

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A R - R A N I R Y

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Madrasah : MAN 1 Banda Aceh
Mata Pelajaran : Bahasa Inggris Wajib
Kelas/Semester : XI/Genap
Materi Pokok : Teks *explanation* untuk menjelaskan terjadinya bencana alam
Waktu : 2 Pertemuan (6 JP)

TUJUAN PEMBELAJARAN

Setelah pembelajaran diharapkan :

1. Siswa dapat menunjukkan semangat mengikuti pembelajaran.
2. Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.
3. Siswa dapat menunjukan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman.
4. Siswa dapat menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.
5. Siswa dapat mengidentifikasi teks *explanation*.
6. Siswa dapat mengidentifikasi fungsi sosial, struktur teks, dan bentuk kebahasaan serta format penyampaian atau penulisannya.
7. Siswa dapat menirukan mendengarkan, membaca, dan membacakan teks *explanation* yang digunakan.
8. Siswa dapat membandingkan berbagai jenis teks *explanation* untuk menjelaskan berbagai bencana alam.
9. Siswa dapat mengidentifikasi gagasan utama, informasi rinci, dan informasi tertentu yang menggunakan ungkapan teks *explanation*.
10. Siswa dapat menyampaikan ungkapan untuk meminta penjelasan.
11. Siswa dapat membuat teks *explanation* sederhana dalam konteks bencana alam.
12. Siswa dapat membuat dialog tentang penjelasan (*explanation*) sederhana dalam konteks bencana alam.
13. Siswa dapat mempresentasikan dialog tentang penjelasan (*explanation*) mengenai bencana alam.



KOMPETENSI DASAR	INDIKATOR	MATERI ESENSI	MODEL/METODE	MEDIA DAN SUMBER/BAHAN	KEGIATAN PEMBELAJARAN	PENILAIAN
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar 1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks explanation tentang topik bencana alam, sesuai dengan konteks penggunaannya.	1.1.1 Menunjukkan semangat mengikuti pembelajaran 1.1.2 Menunjukkan keseriusan mengikuti pembelajaran 2.1.1 Menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman 2.1.2 Menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman 3.3.1 Mengidentifikasi ungkapan teks explanation 3.3.2 Mengidentifikasi fungsi sosial, struktur teks, dan bentuk kebahasaan serta format penyampaian atau penulisannya 3.3.3 Menirukan mendengarkan, membaca, dan membacakan teks explanation yang digunakan.	<ul style="list-style-type: none"> Teks explanation dalam konteks terjadinya berbagai bencana alam. Fungsi Sosial: Menyatakan pendapat tentang topik tentang bencana alam serta ungkapan-ungkapan yang benar dalam meminta penjelasan. Struktur teks: <ul style="list-style-type: none"> Menyebutkan pikiran utama yang terdapat dalam teks Menyebutkan kalimat-kalimat pendukung yang membantu memperjelas ide utama Unsur Kebahasaan: Kalimat <i>Present Passive Voice</i> (<i>S + to be + past participle/Verb 3</i>) 	<ul style="list-style-type: none"> Menyimak, diskusi kelompok, studi pustaka, penugasan individu dan kelompok, presentasi 	<ul style="list-style-type: none"> Buku Paket Laptop, Computer, LCD, Rekaman untuk Listening, Loud Speaker, Film/gambar, Power Point Presentation 	Pertemuan 1 (3 X 45') 1. Kegiatan pendahuluan (10') <ul style="list-style-type: none"> Guru memberi salam kepada siswa Siswa menjawab salam guru Guru memeriksa kehadiran siswa Siswa menyatakan kehadirannya 2. Kegiatan Inti a. Mengamati (15') <ul style="list-style-type: none"> Guru mengkondisikan siswa untuk siap mengikuti pelajaran dengan memutar video tentang terjadinya tsunami. Siswa mengamati video tentang terjadinya tsunami. Guru meminta siswa mengungkapkan hal-hal atau kejadian yang menyebabkan tsunami Siswa mengungkapkan hal-hal atau kejadian yang menyebabkan tsunami Guru meminta siswa untuk mengidentifikasi beberapa headline berita dengan berita yang telah tersedia mengenai bencana tsunami. Siswa mengidentifikasi beberapa headline berita dengan berita yang telah tersedia mengenai bencana tsunami. 	<ul style="list-style-type: none"> Penilaian sikap sosial dan spiritual (observasi selama PBM berlangsung) Penilaian pengetahuan (tes tertulis) Penilaian penerapan

KOMPETENSI DASAR	INDIKATOR	MATERI ESENSI	MODEL/METODE	MEDIA DAN SUMBER/BAHAN	KEGIATAN PEMBELAJARAN	PENILAIAN
4.14 Menangkap makna dalam teks explanation untuk menjelaskan terjadinya bencana alam.	<p>3.3.4 Membandingkan berbagai jenis teks explanation untuk menjelaskan berbagai bencana alam</p> <p>3.3.5 Mengidentifikasi gagasan utama, informasi rinci, dan informasi tertentu yang menggunakan ungkapan teks explanation</p> <p>3.3.6 Menyampaikan ungkapan untuk meminta penjelasan</p> <p>4.4.1 Membuat teks explanation sederhana dalam konteks bencana alam</p> <p>4.4.2 Membuat dialog tentang penjelasan (explanation) sederhana dalam konteks bencana alam</p> <p>4.4.3 Mempresentasikan dialog tentang penjelasan (explanation) mengenai bencana alam</p>				<p>b. Menanyakan (15')</p> <ul style="list-style-type: none"> Guru memberikan kesempatan mendengarkan istilah-istilah dalam bencana tsunami dan mengucapkannya Siswa mendengarkan istilah-istilah dalam bencana tsunami dan mengucapkannya Guru memperdengarkan sebuah penjelasan mengenai penyebab terjadinya tsunami dan mengisi bagian yang kosong dengan kata-kata yang telah dipelajari sebelumnya Siswa mendengarkan sebuah penjelasan mengenai penyebab terjadinya tsunami dan mengisi bagian yang kosong dengan kata-kata yang telah dipelajari sebelumnya Guru memperdengarkan sebuah wawancara mengenai tsunami dan meminta siswa menjawab pertanyaan Siswa mendengarkan sebuah wawancara mengenai tsunami dan meminta siswa menjawab pertanyaan 	

جامعة الرانيري

AR - RANIRY

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Madrasah : MAN 1 Banda Aceh
Mata Pelajaran : Bahasa Inggris Wajib
Kelas/Semester : XI/Genap
Materi Pokok : Lagu (Song)
Waktu : 2 Pertemuan (6 JP)

TUJUAN PEMBELAJARAN

Setelah pembelajaran diharapkan :

1. Siswa dapat menunjukkan semangat mengikuti pembelajaran.
2. Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.
3. Siswa dapat menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman.
4. Siswa dapat menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.
5. Siswa dapat mengidentifikasi lagu.
6. Siswa dapat menirukan model lagu dengan terbimbing.
7. Siswa dapat mendengarkan dan menemukan informasi rinci dari lagu.
8. Siswa dapat mengidentifikasi pesan yang terkandung dalam lagu.
9. Siswa dapat menemukan berbagai macam teks lagu dari berbagai sumber dalam konteks yang berbeda-beda.
10. Siswa dapat menganalisis berbagai struktur dan unsur penulisan lagu.

KOMPETENSI DASAR	INDIKATOR	MATERI ESENSI	MODEL/METODE	MEDIA DAN SUMBER/BAHAN	KEGIATAN PEMBELAJARAN	PENILAIAN
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar	<p>1.1.1. Menunjukkan semangat mengikuti pembelajaran</p> <p>1.1.2. Menunjukkan keseriusan mengikuti pembelajaran</p>	<ul style="list-style-type: none"> • Lagu • Fungsi sosial : Menghibur, mengungkapkan perasaan, mengajarkan pesan moral 	<ul style="list-style-type: none"> • Menyimak, diskusi kelompok, studi pustaka, presentasi, penugasan individu dan kelompok. 	<ul style="list-style-type: none"> • Laptop, Computer, LCD, Rekaman untuk Listening, Loud Speaker, 	<p>Pertemuan 1</p> <p>1. Kegiatan Pendahuluan (10')</p> <ul style="list-style-type: none"> • Guru memberi salam • Siswa menjawab salam guru • Guru dan siswa berdoa bersama • Guru memeriksa kehadiran siswa • Siswa menyatakan kehadirannya 	<ul style="list-style-type: none"> • Penilaian sikap sosial dan spiritual (observasi selama PBM berlangsung) • Penilaian pengetahuan (tes tertulis)

جامعة الرانيري

A R - R A N I R Y

KOMPETENSI DASAR	INDIKATOR	MATERI ESENSI	MODEL/METODE	MEDIA DAN SUMBER/BAHAN	KEGIATAN PEMBELAJARAN	PENILAIAN
2.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.12 Menyebutkan fungsi sosial dan kebahasaan dalam lagu 4.16 Menangkap pesan dalam lagu	2.1.1 Menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman 2.1.2 Menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman 3.3.1 Mengidentifikasi lagu 3.3.2 Menirukan model lagu dengan terbimbing 3.3.3 Mendengarkan dan menemukan informasi rinci dari lagu. 3.3.4 Mengidentifikasi pesan yang terkandung dalam lagu. 3.3.5 Menemukan berbagai macam teks lagu dari berbagai sumber dalam konteks yang berbeda-beda. 3.3.6 Menganalisis berbagai struktur dan unsur penulisan lagu	<ul style="list-style-type: none"> Unsur kebahasaan: <ul style="list-style-type: none"> Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan Topik: Keteladanan tentang perilaku yang menginspirasi. 		Film/gambar, Power Point Presentation • Buku bahasa Inggris	2. Kegiatan Inti a. Mengamati (10') <ul style="list-style-type: none"> Guru mengkondisikan siswa untuk siap mengikuti pelajaran dengan menunjukkan gambar alat-alat musik Siswa siap mengikuti pelajaran dengan menunjukkan gambar alat-alat musik Guru memberikan sejumlah pertanyaan berkaitan dengan gambar dan lagu dari penyanyi/band ternama Siswa menjawab pertanyaan berkaitan dengan gambar dan lagu dari penyanyi/band ternama Guru meminta siswa mendengarkan rekaman monolog dan menjawab pertanyaan tentang monolog tersebut Siswa mendengarkan rekaman monolog dan menjawab pertanyaan tentang monolog tersebut b. Menanyakan (15') <ul style="list-style-type: none"> Guru memperdengarkan lagu 'I Believe I can Fly' pada siswa 	<ul style="list-style-type: none"> Penilaian penerapan

جامعة الرانيري

A R - R A N I R Y

KOMPETENSI DASAR	INDIKATOR	MATERI ESENSI	MODEL/METODE	MEDIA DAN SUMBER/BAHAN	KEGIATAN PEMBELAJARAN	PENILAIAN
	<p>4.4.1 Menyanyikan lagu dengan pengucapan dan tekanan kata yang benar.</p> <p>4.4.2 Membuat kumpulan analisa lirik lagu.</p>				<ul style="list-style-type: none"> Siswa mendengarkan lagu 'I Believe I can Fly' Guru memberikan kesempatan untuk siswa mencari lirik lagu tersebut dari sumber Internet Siswa mencari lirik lagu tersebut dari sumber Internet Guru memberikan kesempatan untuk siswa bertanya tentang struktur kebahasaan yang terdapat pada lagu tersebut Siswa bertanya tentang struktur kebahasaan yang terdapat pada lagu tersebut Guru memberikan kesempatan untuk siswa menirukan pengucapan kata-kata dalam lagu tersebut dengan tepat Siswa menirukan pengucapan kata-kata dalam lagu tersebut dengan tepat <p>c. Mengeksplorasi (15')</p> <ul style="list-style-type: none"> Guru meminta siswa untuk menemukan gagasan utama dalam contoh lagu yang digunakan Siswa menemukan gagasan utama dalam contoh lagu yang digunakan 	

APPENDIX V : Research Instrument

No	Aspect of Research	Score for Each Lesson Plan			
		LP 1	LP 2	LP 3	LP 4
1	The conformity of the assessment questions preparation that refer to learning indicators.	3 (65%)	3 (65%)	2 (60%)	3 (70%)
2	The conformity of cognitive, affective, and psychomotor domain with learning indicators.	3 (80%)	3 (80%)	3 (80%)	3 (75%)
3	The linkages and cohesiveness between basic competencies, learning indicators, and assessments.	2 (55%)	2 (60%)	2 (60%)	2 (60%)
4	The conformity of the assessment selection techniques with learning indicators.	3 (65%)	3 (65%)	3 (70%)	3 (70%)
5	The conformity between the instrument items with the learning indicators.	3 (70%)	3 (65%)	3 (70%)	3 (70%)
6	The conformity and linkages between instruments, answer keys, and assessment rubrics.	2 (55%)	2 (50%)	2 (55%)	2 (50%)

APPENDIX VI : Autobiography

Name : Muhammad Alkahfi
Student Number : 180203244
Place / Date of Birth : Banda Aceh / February 27th, 2000
Religion : Islam
Sex : Male
Nationality / Ethnic : Indonesian / Acehnese
Occupation : Student
Address : Jln. B. Aceh – Medan Km. 6 Desa Meunasah Krueng
Dusun Sentosa Lr. Jeumpa No. 23 C Ingin Jaya Aceh
Besar
Email : muhammadalkahfi04@gmail.com

Educational Background

- a. Elementary School : SDN 43 Banda Aceh
- b. Junior High School : SMPN 1 Banda Aceh
- c. Senior High School : SMAN 1 Banda Aceh
- d. University : UIN Ar-Raniry Banda Aceh

Parent

- a. Father : Alm. Badruzzaman
Occupation : None
- b. Mother : Ridawati
Occupation : Taking care of household