

ABCD REQUIREMENTS OF LESSON OBJECTIVES MADE BY THE ENGLISH DEPARTMENT STUDENTS OF UNLAM FOR PRAKTEK PENGENALAN LAPANGAN (PPL) I COURSE

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Abstract: *Writing a lesson objective is still a challenging task for the English Department students of Lambung Mangkurat University when they do their micro teaching practice in Praktek Pengenalan Lapangan (PPL) I Course. The formulated lesson objectives have to include the ABCD elements -Audience/Actor, Behavior, Condition, Degree- which require distinct characteristics for each. The study examines the lesson objectives of the lesson plans made by the English Department students of Lambung Mangkurat University for PPL I Course in the Academic Year of 2010/2011. There are 91 lesson plans were collected, and there are 91 lesson objectives investigated. The findings discuss the formulation of ABCD requirements in the lesson objectives. It is recommended that the students' English proficiency must be enhanced because the formulation of a good lesson objective is closely related with the ability to produce grammatically correct sentence.*

Key words: *Lesson Objectives, Audience, Behavior, Condition, Degree*

Abstrak: *Menulis tujuan pembelajaran masih merupakan tugas yang menantang bagi mahasiswa Program Studi Pendidikan Bahasa Inggris, Universitas Lambung Mangkurat ketika mereka melakukan praktek pembelajaran mikro dalam Mata Kuliah Praktek Pengenalan Lapangan (PPL) I. Tujuan pembelajaran yang dirumuskan harus mencakup unsur-unsur ABCD -Audiens/Aktor, Perilaku, Kondisi, Taraf- yang membutuhkan karakteristik berbeda untuk masing-masing unsur. Studi ini meneliti tujuan pembelajaran dari Rencana Pembelajaran (RP) yang dibuat oleh mahasiswa Program Studi Pendidikan Bahasa Inggris, Universitas Lambung Mangkurat untuk Mata Kuliah PPL I Course di Tahun Akademik 2010/2011. Ada 91 rencana pembelajaran dikumpulkan, dan ada 91 tujuan pembelajaran yang diteliti. Temuan membahas perumusan dari syarat ABCD di tujuan pembelajaran. Disarankan bahwa kemampuan bahasa Inggris siswa harus ditingkatkan karena perumusan tujuan pembelajaran yang baik terkait erat dengan kemampuan untuk menghasilkan kalimat dengan tata bahasa yang benar.*

Kata kunci: *Tujuan Pembelajaran, Audiens/Aktor, Perilaku, Kondisi, Taraf*

INTRODUCTION

Lesson objective is an important element in a lesson plan. It determines the whole strategies and activities in the teaching and learning process. No plans or activities must be made without considering the lesson objectives. It explicitly states what the

teachers want the students learn, how the students learn, and what kinds of assessment to conduct to measure whether the students have gained the appropriate skills, the attitudes, and the knowledge. In the reflection, it is a part of evaluation on how successful a teaching and

learning process is including the techniques implemented.

According to McKimm (2009:408), setting the learning objectives underpins effective clinical teaching, helping to determine teaching, learning and assessment methods. Then, in understanding the curriculum, learners' needs and the educational context is essential when planning teaching sessions and learning outcomes may be defined in terms of broad goals, instructional objectives or competencies. Therefore, many teachers, while welcoming the new approaches, nevertheless feel a need for a clearly defined frame-work for organizing their teaching, both in the long term and in the short term (El Fadil, 1985).

Writing a lesson objective is still a challenging task for students due to some extents. Lesson objectives must reflect the cognitive, affective and psychomotor dimensions. The three dimensions are not easy to differentiate and to include in one formulation of lesson objectives. It is also somewhat hard to formulate a specific, outcome-based, and unambiguous lesson objective. An observable and measurable lesson objective is not simple to think of since the words like understand and learn are sometimes found in a formulation of lesson objectives. In addition, the requirements of the lesson objectives are sometimes not completely mentioned in a formulation of lesson objectives.

The well-known taxonomy of educational objectives is Bloom's Taxonomy which becomes the framework for classifying statements of what is expected or intended for the students to learn as a result of instruction. The original version of Bloom's Taxonomy provided the cognitive domains categorized as *Knowledge, Comprehension, Application,*

Analysis, Synthesis and Evaluation. These six major categories are broken into subcategories and are ordered from simple to complex and from concrete to abstract. This version was then tuned into the revised Bloom's Taxonomy which include the cognitive process dimension of *Remember, Understand, Apply, Analyze, Evaluate* and *Create* (Krathwohl, 2002:212-215).

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Different levels of objectives can also be categorized according to different levels of learning that you want the students to achieve. That is, whether you want the students to remember factual information, distinguish among the concepts, apply rules/principles, or do problem solving, these expectations should be expressed as different types of objectives (Dwyer, 1991). One method that can be useful when writing a learning objective or outcome is the A. B. C. D. method (Heinich, et al., 1996).

An objective should contain; 1) Audience – learners for whom the objective is written (e.g., ESL, ABE, GED); 2) Behavior – the verb that describes what the audience will

be able to do (e.g., describe, explain, find, communicate);3) Condition – the circumstances under which the audience will perform the behavior (e.g., when a learner obtains medicine from the pharmacy s/he will be able to read the dosage);4) Degree – acceptable performance of the behavior (i.e., how well the learner performs the behavior).The objective does not have to be written in this order (ABCD), but it should contain all of these elements (Thomlinson and McTighe, 2006).

There are some components that form a lesson objective. Zerwas (2008:4-5) stated some characteristics of a learning objectives. First, it is always expressed in terms of the learner. Second, it is precise and supports only one interpretation. Third, it describes an observable behavior. Next, it specifies conditions under which the behavior is performed. Last, it specifies criteria for accomplishment. The specific terms are defined as follows:

Table 1 The characteristics of ABCD requirements the lesson objectives

Audience	Behavior	Condition	Degree
<ul style="list-style-type: none"> • It identifies who will be learning (the learner, the staff member, student, participant, employee, trainee, organization member, and audience member) • Who will be performing the behavior 	<ul style="list-style-type: none"> • What behavior should the learner be able to do • It should include an action verb which indicates what the learner will be able to do. • It should be something that can be seen or heard. 	<ul style="list-style-type: none"> • Under what conditions that the learner has to be able to do it • It states the conditions that will be imposed when learners are demonstrating their mastery of the objective. • It includes what the learners will be allowed to use and the conditions under which the mastery of skill occurs. • It comprises resources, environment, direction, format, deadlines. 	<ul style="list-style-type: none"> • How well must it be done • A degree or criterion is the standard by which a performance is evaluated • The power of an objective increases when you tell the learners HOW WELL the behavior must be done. • It covers accuracy/tolerance, speed, number, reference of standards, permissible errors, degree of excellence.

Source: Zerwas (2008:4-5)

From *Creating Learning Objectives* (p. 7-8), the ABCD parts of the lesson objectives are defined as Actor, Behavior, Conditions, and Degree. First, an objective should refer to the “actor” in general terms such as “the learner” or “you.” Other times, the actor can be identified by his or her job role, such as “the customer service representative” or the press operator.” Actor is the “WHO?” Second, Behavior is something that the learner must do -a behavior of some sort. It must be some form of observable behavior, not something unobservable like “know,” “understand,” or “appreciate.” This is the “WHAT” of the lesson objectives. Next, Conditions is a set of given conditions to perform the learning

objective’s behavior. For example, “given a list of words, circle the ones that are part of a given machine,” or “given a wrench, tighten this bolt,” or “given a schematic diagram, correctly identify the machines in a work area.” This is the “HOW?” of the lesson objectives. Last is Degree which explains the criteria for performing the task well enough. For example, “in less than ten minutes,” or “with 90% accuracy,” or “90 times an hour.” This is the “HOW WELL?” of the objectives. The lesson objective does not have to be written in the order of ABCD, but it should contain all of these elements

The English Department students of *Lambung Mangkurat University* are required

to do their micro teaching practice in *PPL (Praktek Pengenalan Lapangan)* I Course. PPL I Course is meant as the first field practice in teaching English for the sixth semester students. The class content is on micro teaching which requires students to do a mini lesson for ten to fifteen minutes in front of their peers who act as the students. The course is usually divided into small classes consist of 15 – 20 students. The students are trained to create a lesson plan. All students are obliged to make four lesson plans for different teaching skills -opening and closing the lesson, asking basic and extended questions, giving explanation, and giving reinforcement and stimulus variation. In formulating the lesson objectives –considering the ABCD (Audience, Behavior, Condition, Degree) requirements, the students are explained about the elements and are given. This research is aimed at examining the lesson objectives of the lesson plans which have been submitted by the students for class which trains the skills in giving reinforcement and stimulus variation in PPL I Course.

RESEARCH METHODOLOGY

The study applied qualitative approach by investigating the lesson objectives of the lesson plans made by the English Department

students of Lambung Mangkurat University for *Praktek Pengenalan Lapangan (PPL)* I Course in the Academic Year of 2010/2011. The investigated lesson plans are the ones from the first drafts to the last drafts. A student occasionally has to revise his/her draft a few times before s/he does the micro teaching practice. For this research, there are 91 lesson plans which can be collected and it means that there are 91 lesson objectives investigated in terms of the ABCD requirements.

FINDINGS AND DISCUSSION

Audience

The findings on this A part of the lesson objectives are divided into two descriptions, Firstly, the *Audience* is addressed as the *students* in general; for example, “By the end of the lesson, *students* ...”. This cannot give a clearer meaning on which students who would perform the behavior during the teaching and learning process. It also implies that the reference might be *any* students, either pre-school, elementary, junior or senior high school students. This unclear form of *Audience* can also cause misinterpretation if the lesson objectives written are out of context. Secondly, detailed information is added although some of the lesson objectives were ill-formulated as they are shown in Table 2.

Table 2. The ‘Audience’ Part of the Lesson Objectives formulated

No.	Lesson Objectives
1.	At the end of the class, the students of 9 th grade at first semester of Junior High School (SMP) are ...
2.	After learning the lesson in this section, students of grade X semester1 in SMA are ...
3.	At the end of the class, the students of 7 th grade at 1 st semester of Junior High School (SMP) are ...
4.	At the end of lesson, students of grade 7 semester 2 of SMP are ...
5.	By the end of the lesson, students of 9 th grade semester 1 are ...
6.	At the end of the lesson, students in 7 th grade semester 2 are ...
7.	At the end of the lesson, students of SMP Class IX semester 2 are ...

Table 2 shows that the lesson objectives of ‘Audience’ part are supplemented with the information of the education level and the

semester. However, they are not appropriately formed. For example, No. 1, 2, 3 and 4 already include the grades which indicate the

education level. Thus, it is not necessary to mention again the *Junior High School (SMP)* and *SMA* that imply the schools in general. Others -No. 5 and 6- do not contain the *SMP* and *SMA* that indicate generalization, but they are not grammatically correct. No. 7 is not structurally acceptable, either. The correct formulation might be:

“By the end of the lesson, the 8th grade students of SMP/MTS/-SMA/MA in the 1st semester ...”.

The *grade* should explain the *students* as they are the *modifier* and the *noun modified* in English. The name of the *SMP/MTS* and *SMA/MA* should be written with the name of the school. Last, the *semester* is put in form prepositional phrase to confirm the time. In short, the intended learner or the end user of instruction must be completely stated in order that the targeted students are clearly shown in the lesson objectives

Behavior

The verb used in a lesson objective must describe what the audience will be able to do by the end of the lesson. In English lesson, the verb used in a lesson objective can clearly represent the skill focus of the lesson. The verbs used in Pattern 1 and 2 show the focus on the receptive language skills.

Pattern 1:

At the end of the lesson, the ... grade students of Junior/Senior High School in the ... semester, will be able to **identify** the expressions of ... //main idea, specific, and detail information from a ... in/by ... correctly.

There are 32 lesson objectives which use the word *identify* as the Behavior. This might represent teaching and learning with Listening and Reading focus. However, there are four other lesson objectives which aim at similar Behavior, but are expressed with the word *find* as in Pattern 2.

Pattern 2:

At the end of the lesson, the ... grade students of Junior/Senior High School in the ... semester, will be able to **find** the expressions of ... /main idea, specific, and detail information from a ... in/by ... correctly.

The verb *find* is actually more or less similar with *identify*. Only does *find* have an understanding that the intended item searched for is discovered by chance or without planning. Nevertheless, in the context of listening and reading focus, what important is that the students are able to determine the general or specific information questioned.

For lesson objectives with speaking focus, there are 16 lesson objectives which are formulated by using the verb *use* as in Pattern 3.

Pattern 3:

At the end of the lesson, the ... grade students of Junior/Senior High School in the ... semester, will be able to **use** the expressions of ... in/by ... orally.

The verb *use* is actually operational and measurable. Based on Bloom Taxonomy, this verb belongs to the level of Applying which is the third Bloom's level of knowledge.

For other speaking focus, the verbs used for the lesson objectives usually are shown explicitly from the meaning and they determine whether it is in form of dialog or monolog. Some verbs which revealed the behaviors to be achieved from the list of lesson objectives investigated are such as to *ask* people to do things, to *ask about* something, to *invite* someone, to *respond* to an invitation, introduction, greeting, leave-taking, etc., and to *give advice*. Those verbs clearly refer to the speaking activities that the students must do during the teaching and learning process. Moreover, the verbs imply that the activities are in form of dialogs or conversation. One

verb of the lesson objectives researched shows the activity of self-talk is *to perform a short monolog in form of a narrative text*. From the word *perform* which is also clarified with the word *monolog*, it can be stated that this lesson objective might be focused on speaking.

Next, for writing focus, the verb used is clearly and explicitly *write*. There are 14 lesson objectives formulated with this Behavior as in Pattern 4.

Pattern 4:

At the end of the lesson, the ... grade students of Junior/Senior High School in the ... semester, will be able to **write** a ... paragraph/text in/by ... appropriately.

Although *write* is definitely representing the writing focus, there might also be other verbs which can be the writing one. Beside formulating the lesson objectives with Behavior *write*, other verbs which also show operational activity are such as *complete* and *arrange* as in the following constructions:

At the end of the class, the students of 7th grade at 1st semester of Junior High School (SMP) are expected to be able to complete the short functional text like greeting cards well.

and

At the end of the lesson, students are expected to be able to arrange jumbled sentence and write them into essay text in the form of narrative.

Last, there are also other lesson objectives' behaviors which do not give clear context on which language skill that becomes the main focus of the lesson. Those verbs are *to tell about* an interesting news, *to retell* the story from a narrative text, *to tell* a story, to promote or advertise something, *to make* simple sentences, *to give* short messages, and *to make* a short functional text in the form of poster. Although the verbs are operational and measurable enough, they are not completed with the context in order to be able to decide

the skill focus. The words *retell* and *tell* actually imply a speaking focus. However, it was not mentioned that the story retelling and telling activities will be carried out orally or in written form.

Despite all those well-formulated verbs of some lesson objectives, there are others which are written not by using the operational verbs. Some of them are *to express* a function (gratitude, like and dislikes, surprise, etc.), *to respond* meaning from a text, *to get* some information from a text, *to read* a text, *to speak* by using certain expressions, *to listen* to some expressions, and *to understand* the information. There is also Behavior which is supposed to be more appropriate for Condition as in '*choosing the right answer about what to like or dislike.*'

Therefore, most of the behaviors intended in the lesson objectives are measurable and observable. It might be due to the end aims of language teaching and learning process that always requires the students to have the skills in Listening, Speaking, Reading and Writing. The behavior intended is also specific related to the language focus. Although a few is still formulated with non-operational verb, it might be because of the difficulty on distinguishing the sense of the verbs such as the word *understand*. Students think that if they can answer the questions, it means that they *understand*. In fact, *understand* has broader logic than only being able to answer the questions. It is not an action verb which indicates what the students are able to do in terms of the thing which can be seen or heard.

Condition

Condition is the circumstances under which the audience will perform the Behavior. It may include the equipment or the tools that may (or may not) be used in the completion of

the behavior, for example *given a chapter about To Be*. There are some variations in expressing degree found in the lesson objectives such as the use of *by*, *-ly*, and *through*. Related to the skill focus, some constructions are well-formed while others are less appropriate.

For Listening focus, Table 3 shows that the lesson objectives formulated have actually included the Condition. However, the meaning that the Condition might not be quite logical, for example, *by responding and answering the*

question. This Condition is actually redundant because when a question is responded, it means that it has been answered. The appropriate formulation might be *by giving the right responses for the T/F question after they listen to the recording*. Next is the use of Condition with *by listening to the recording*. It may be unnecessary to mention *the recording* because when the students listen, they must listen to the recording -although teacher's voice is quite possible when black out happens.

Table 3. The Conditions for Listening Skill Focus

No.	Lesson Objectives
1.	At the end of the lesson, students will be able to identify expressing inviting by responding and answering the questions about inviting .
2.	At the end of the lesson, students will be able to identify expressing agreement and disagreement by responding and answering the questions about expressing agreement and disagreement .
3.	At the end of the lesson, the students of 10 th grade at second semester of Senior High School (SMA) will be able to identify the expressions of thanking in dialogues correctly by listening to the recording .
4.	At the end of the lesson, students will be able to identify characteristics of language in oral advertisement by listening and reporting
5.	At the end of the lesson, the students of tenth grade at second semester of Senior High School (SMA) will be able to identify the expressions of compliment in short conversation appropriately through listening .
6.	At the end of the lesson, students of 10 th grade of Senior High School will be able to identify the expression of greeting through listening .

For Speaking focus, Table 4 presents that the Conditions No. 1, 2, and 3 are clearly formulated and putting *the dialog* as the tool to reach the Behavior. The participation in *the dialog* can be in form of actively using the expressions or giving responses to the expressions. As for No. 4, 5, 6, 7, 8, and 9, the Condition is *orally* which answers the question HOW although the description of the condition is not detail because it does not state the tools used in fulfilling the requirement of the Behavior. No. 10 is not grammatically and meaningfully formulated in term of the

Condition because *present continuous tense* is supposed to be a topic. A possible formulation of Condition might be *by making sentences that use present continuous tense* because the topic is *interesting news* in which to ask and give interesting news, an expression or a sentence is needed. The Condition for No. 11 is actually the Behavior of the lesson objectives, that is *use the expressions of asking for a promise and promising*. Last, No. 12 Condition is not logical because it does not mention the tool, yet an immeasurable activity is written.

Table 4. The Conditions for Speaking Skill Focus

No.	Lesson Objectives
1.	At the end of the lesson students will be able to use expression compliments by giving responses in the dialogue/conversation.
2.	At the end of the lesson, students will be able to use expressions by giving instructions in dialogue
3.	At the end of the lesson, students will be able to ask people to do things by giving instructions in the dialogue.
4.	At the end of the class, students will be able to use the expression of sadness orally.
5.	By the end of lesson, students may be able to <ol style="list-style-type: none"> Invite someone orally Respond an invitation orally
6.	At the end of the lesson, students will be able to use the expressions of amazement orally.
7.	By the end of the lesson students will be able to use the expression for starting and ending a conversation on the phone orally
8.	By the end of the lesson students will be able to promote or advertise something orally
9.	At the end of the lesson, students in 10 th grade, semester 1, will be able to use the expression of canceling an appointment correctly by having short conversation about canceling an appointment orally
10.	At the end of the lesson, students will be able to: <ol style="list-style-type: none"> Asking about an interesting news Giving interesting news by using present continuous tense.
11.	At the end of the lesson, students of 7 th grade of Junior High School will be able to speak by using the expression of asking and accepting promise.
12.	At the end of the lesson, students will be able to use the expression of accept an appointment through speaking.

For Reading focus, Table 5 displays that formulations No. 1, 2, and 3 are good enough since they give specific tools which are used as an indicator in reaching the Behavior of the lesson objectives. The tools mentioned are

multiple-choice test, questions, and cloze test (filling in the blanks). However, for No. 4, 5, and 6, the conditions do not really make sense because *reading* and *scanning* are activities in which the results are not measurable.

Table 5. The Conditions for Reading Skill Focus

No.	Lesson Objectives
1.	At the end of the class, the students of 11 th grade at first semester of Senior High School (SMA) are expected to be able to identify the information in a poster well by choosing the right answers of multiple-choice test.
2.	In the end of the lesson, student will be able to find main idea, specific information, and detail information from the text by answering the questions
3.	At the end of the class, the students of 9 th grade at second semester of Junior High School (SMP) will be able to get specific information about time, price, and items from functional text in the form of leaflets by filling in the blanks.
4.	At the end of the lesson, the students of 11 th grade at first semester of Senior High School are expected to be able to identify rhetoric steps in narrative text correctly by reading the text.
5.	At the lesson of the lesson, the students of 8 th grade at first semester of Junior High School are expected to be able to identify information in short functional text in form of invitation through scanning.
6.	By the end of the lesson, students of 9 th grade semester 1 will be able to identify the important information in an advertisement through scanning correctly.

As for lesson objectives with writing skill focus, only lesson objective which is found including the complete conditions as it is formulated below:

At the end of the lesson, students of SMA class XI semester I will be able to arrange and write an analytical exposition text **by arranging the analytical exposition paragraph into a good analytical exposition text.**

From the lesson objective above, it can be said that the condition is clearly stated. It mentions the action and the text genre. The action shows the condition that must be fulfilled by the students to reach the lesson objectives. However, if the lesson objective is closely looked into, a redundancy occurs. The Condition stated is actually the Behavior of the lesson objectives. The preferable formulation might be:

At the end of the lesson, students of SMA class XI semester I will be able to **arrange** an analytical exposition text by **writing** it into a good analytical exposition text.

Then, from the suggested construction, it can imply that *arranging* the text is for *writing* it, not only to arrange without writing.

Degree

Degree is how well the learner performs the behavior. It sets the standard for acceptable performance in terms of time (within 30 seconds), accuracy (without error), proportion (9 out of 10 times), quality (appropriately, fluently), etc. For listening, the terms of the Degree should probably be certain. In other words, the exact answer can be determined when doing a task. The terms like *well* and *appropriately*, as in No. 1, 2, and 3 from Table 6, do not suit with the types of the task in listening. Since the Behavior for listening skill focus is mostly to identify, it means that what to identify is indistinct. The probability of having various responses is enabled; nevertheless, the choices of responses can be determined in advance or can be predicted. Then, objective calculation on the total of correct answer is possible as in lesson objectives No.4a from Table 6.

Table 6. The Degree for Listening Skill Focus

No.	Lesson Objectives
1.	At the end of the lesson, students will be able to identify the expression of asking clarification well .
2.	At the end of teaching and learning process, student can identify the expression accepting and declining an invitation appropriately .
3.	At the end of the lesson, the students of tenth grade at second semester of Senior High School (SMA) will be able to identify the expressions of compliment in short conversation appropriately through listening.
4.	At the end of the lesson students will be able to: <ol style="list-style-type: none"> Identify the meaning of expression of asking and giving opinion correctly. Respond the expression of asking and giving opinion fluently.

Since Speaking and Writing are productive skills, the students' production cannot be determined to be exactly correct. It is more on the suitability of the production results. For example, the expressions or

sentences made are actually understandable and meaningful. Then, the level of appropriateness can be judged semi objectively due to various possibilities of responses or answers. That is why the Degree

for No. 3b and 4 from Table 7 is not quite feasible to be measure in terms of correct or incorrect. It is more on whether the expressions used are appropriate or inappropriate. The adverbs *well* and *appropriately* as in No. 1, 2, 3a, 5, 6, and 7 also have a quite different sense. The second one is more specific and characterized than the first one. The use of *fluently* as in No. 8 must be followed with a detailed rubric for the evaluation especially related to the fulfillment of the Behavior

Table 7. The Degree for Speaking Skill Focus

No.	Lesson Objectives
1.	At the end of the lesson, students will be able to use expressions of cancelling appointment well .
2.	In the end of the lesson, students will be able to use the expression of dissatisfaction well .
3.	At the end of the lesson, students will be able: <ol style="list-style-type: none"> To use the expression of asking offering something well. To use the expression of accepting offering correctly.
4.	After learning the lesson in this section, students of grade X semester1 in SMA are expected to be able to respond the expression of introducing, greeting and parting correctly .
5.	In the end of the lesson, students will be able to tell a story appropriately .
6.	At the end of the lesson, students are expected to be able to express surprise about news appropriately
7.	At the end of lesson, the 10 th grade students of second semester of senior high school (SMA) will be able to use the expression of surprised appropriately
8.	At the end of the lesson, students of grade X semester 2 will be able to use the expressions of disbelief fluently .

Similar as Listening skill focus, for the reading one, a more objective answer can be determined if it is about to identify as the Behavior. *Correctly* as the Degree for No. 1 and 2 are suitable enough with the verb *to identify*. Still, No. 3 and 4 are actually less appropriate with the Behavior *to identify* because there should be exact answer for each identification. Other behaviors like *to explain*, *to retell based on the text* or *to mind-map* are well-suited with the Degree of *well*.

Table 8. The Degree for Reading Skill Focus

No.	Lesson Objectives
1.	At the end of the lesson, the students of 11 th grade at first semester of Senior High School are expected to be able to identify rhetoric steps in narrative text correctly by reading the text.
2.	By the end of the lesson, students of 9 th grade semester 1 will be able to identify the important information in an advertisement through scanning correctly .
3.	At the end of the lesson the students of 7 th grade at 1 st semester of Junior High School (SMP) are expected to be able to identify some information in form of shopping list well .
4.	At the end of the class, the students of 11 th grade at first semester of Senior High School (SMA) are expected to be able to identify the information in a poster well by choosing the right answers of multiple-choice test.

For lesson objectives No. 1 through 3 as in Table 9, *well* is quite matched with the Behaviors *write* and *complete*. Though, *well* itself is indistinct in specifying the characteristics. The standard of *well* might vary among people. Term *appropriately* as in

No. 4 and 5 is more specific than *well* although the standard of appropriateness may also be various between two persons or among more people. Then, the word *correctly* is not quite easy to tell in the context of writing. There must be rubrics that can tell a student's writing is 'correctly' written. In short, a specification of the Degree is needed because it is the parameter for the lesson objectives' fulfillment.

Table 9. The Degree for Writing Skill Focus

No.	Lesson Objectives
1.	At the end of the class, the students of 11 th grade at the second semester of SMA are expected to be able to write a hortatory exposition text well .
2.	At the end of the class, the students of 7 th grade at 1 st semester of Junior High School (SMP) are expected to be able to complete the short functional text like greeting cards well .
3.	At the end of the class, the students of 11 th grade at the second semester of SMA are expected to be able to write a hortatory exposition text well .
4.	Write short functional text in the form of shopping list appropriately .
5.	At the end of teaching and learning process, students can write short functional text in the form of shopping list appropriately .
6.	By the end of the lesson, students of 11 th grade semester 2 will be able to make a short functional text in the form of poster based on the picture given correctly
7.	At the end of the lesson students will be able to write narrative text correctly .
8.	At the end of the lesson, students will be able to write simple narrative text correctly .
9.	By the end of the lesson, students will be able to make simple sentences in the form of personal letter correctly .

The ABCD Lesson Objectives

Among all lesson objectives formulated by the students, only six lesson the

ABCD requirements as shown in in the table below:

Table 10. The Completely Written Lesson Objectives with ABCD requirements

No.	Lesson Objectives
1.	At the end of the lesson, students in 10th grade, semester 1 , will be able to use the expression of canceling an appointment correctly by having short conversation about canceling an appointment orally
2.	At the end of the lesson, the students of 11th grade at first semester of Senior High School are expected to be able to identify rhetoric steps in narrative text correctly by reading the text .
3.	By the end of the lesson, students of 9th grade semester 1 will be able to identify the important information in an advertisement through scanning correctly.
4.	By the end of the lesson, students of 11th grade semester 2 will be able to make a short functional text in the form of poster based on the picture given correctly
5.	At the end of the lesson, the students of tenth grade at second semester of Senior High School (SMA) will be able to identify the expressions of compliment in short conversation appropriately through listening .
6.	At the end of the lesson, the students of 10th grade at second semester of Senior High School (SMA) will be able to identify the expressions of thanking in dialogues correctly by listening to the recording .

The six lesson objectives qualify ABCD model; however, four of them did not give

clear *Condition*. Those are Numbers 2, 3, 5, and 6. The *Condition* is stated by mentioning

the language skills such as reading and listening as in No. 2, 5, and 6. The possible revisions would be:

No. 2 At the end of the lesson, the 11th grade students of Senior High School in the first semester, are expected to be able to identify rhetoric steps of a narrative text by naming each part with the right step correctly

No. 5 At the end of the lesson, the tenth-grade students of Senior High School in the second semester, will be able to identify the expressions of compliment in a short conversation by doing a cloze exercise correctly

No. 6 At the end of the lesson, the 10th grade students of Senior High School in the second semester, will be able to identify the expressions of thanking in dialogues by underlining the correct expressions correctly.

For No. 5, the *Degree* must also be changed because the word *appropriately* does not match with the verb *identify*. Students are expected to be able to identify the exact expressions and it means that the highest expectation in the identification is 100% correct. Thus, the words *correctly* or *precisely* are the appropriate ones.

As for No. 1 and 4, the lesson objectives are quite well formulated. The *Behavior* and the *Condition* match and are realistic enough to be implemented in the teaching steps. Nevertheless, for No. 1, the *Degree* estimated does not go with the expected outcome *correctly* and *use the expressions*. The possible expected requirement is probably *correctly* and *appropriately* because requiring the students to do it correctly isn't enough. They have to know how to use the expressions appropriately as well.

CONCLUSION

Based on the findings, a conclusion that can be drawn is that the ABCD requirements of a lesson objective cannot be completely fulfilled. For *Audience*, there is a tendency of leaving the details of the students such as which school, grade and semester. Some of the *Behavior* are not observable and measurable enough. The verbs used are not precise and do not support only one interpretation. The most ignored requirement is the *Condition* since it is not simple to formulate a clear and specific *Condition* which directly support the *Behavior*. The *Degree* is not set to determine the accuracy of *Behavior* fulfillment. Almost all of them do not set the accuracy and permissible errors of the expected *Behavior* aimed. Most of the *Degree* set only the tolerance and a not specific degree of excellence. In conclusion, the students' English proficiency must be upgraded in order that the ability to formulate logical sentences in English can be improved to avoid mistakes and ambiguity in expressing the ideas for the lesson objectives.

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APPENDIX

No.	NIM	Lesson Objectives
1.	A1B204055	By the end the lesson, students will be able to write an essay that categorize in form of procedure
2.	A1B205018	At the end of the lesson, students will be able to: a. Asking about an interesting news b. Giving interesting news by using present continuous tense.
3.	A1B205020	By the end of the lesson, students will be able to use the expression of congratulations
4.	A1B205020	By the end of the lesson, students will be able to write a descriptive paragraph.
5.	A1B205023	At the end of the class students will be able to use the expression of asking forgiveness
6.	A1B205023	At the end of the class, students will be able to use the expression of sadness orally.
7.	A1B204038	At the end of the lesson students will be able to use expression compliments by giving and response the dialogue conversation
8.	A1B204038	At the end of the lesson, students will be able to use expressions by giving instructions in dialogue
9.	A1B204038	At the end of the lesson, students will be able to ask people to do things by giving instructions in the dialogue.
10.	A1B205055	At the end of the lesson, students can be able to perform short monologue in narrative text.
11.	A1B205055	At the end of the lesson, students will be able to express gratitude
12.	A1B205056	By the end of lesson, students may be able to a. Invite someone orally b. Respond an invitation orally
13.	A1B205056	By the end of the lesson, students may be able to identify the expression of compliment
14.	A1B205059	At the end of the lesson, students will be able: a. To use the expression of asking offering something well. b. To use the expression of accepting offering correctly
15.	A1B205059	At the end of the lesson, students will be able to use the expression of love.
16.	A1B204060	By the end of the lesson, students will be able to express the expression of announce something
17.	A1B204060	By the end of the lesson, students will be able to response in cancelling an appointment
18.	A1B206001	At the end of the lesson, students will be able to identify expressing inviting by responding and answering the questions about inviting.
19.	A1B206002	Pada akhir pembelajaran, siswa dapat merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tak resmi dalam bentuk undangan lisan
20.	A1B206002	Pada akhir pembelajaran, siswa dapat merespon makna dalam memberikan instruksi
21.	A1B206004	At the end of the lesson, students will be able to use the expressions of amazement orally.
22.	A1B206004	At the end of the lesson, students will be able to give advice to others
23.	A1B206005	At the end of the lesson students will be able to use the expression of advertisement something
24.	A1B206005	At the end of the lesson, students able to identify of analytical exposition.
25.	A1B206005	At the end of the lesson students will be able to identify of analytical exposition
26.	A1B206006	At the end of the class, the students of 9 th grade of at first semester of Junior High School (SMP) are expected to be able to giving short messages
27.	A1B206006	At the end of the class, the students of 9 th grade at first semester of SMP are expected to be able to write analytical exposition text.

28.	A1B206007	By the end of the lesson students will be able to use the expression for starting and ending a conversation on the phone orally
29.	A1B206007	By the end of the lesson students will be able to promote or advertise something orally
30.	A1B206008	After learning the lesson in this section, students of grade X semester I in SMA are expected to be able to respond the expression of introducing, greeting and parting correctly.
31.	A1b206008	After learning the lesson in this section, students are expected to be able to identify the information of very simple short functional text in instructional form.
32.	A1B206009	At the end of the lesson the students of 7 th grade at 1 st semester of Junior High School (SMP) are expected to be able to identify some information in form of shopping list well.
33.	A1B206009	At the end of the class, the students of 11 th grade at first semester of Senior High School (SMA) are expected to be able to identify the information in a poster well by choosing the right answers of multiple-choice test.
34.	A1B206011	At the end of the lesson, students in 10 th grade, semester 1, will be able to use the expression of canceling an appointment correctly by having short conversation about canceling an appointment orally
35.	A1B206011	At the end of the lesson, students in 7 th grade, semester 2, will be able to get information from a descriptive text.
36.	A1B206012	At the end of the lesson, the student can identify the generic structure and the purpose of procedural text.
37.	A1B206012	At the end of the lesson, the students can identify the expressions and the responses of compliment
38.	A1B206014	At the lesson of the lesson, the students of 8 th grade at first semester of Junior High School are expected to be able to identify information in short functional text in form of invitation through scanning.
39.	A1B206014	At the end of the lesson, the students of 11 th grade at first semester of Senior High School are expected to be able to identify rhetoric steps in narrative text correctly by reading the text.
40.	A1B206015	At the end of lesson, students of grade 7 Semester 2 of SMP are expected to be able to read a narrative text and identify its structure
41.	A1B206015	At the end of the lesson, students High School Grade XII semester II are expected to be able to retell a narrative text.
42.	A1B206016	By the end of the lesson, students of 9 th grade semester 1 will be able to identify the important information in an advertisement through scanning correctly.
43.	A1b206016	By the end of the lesson, students of 11 th grade semester 2 will be able to make a short functional text in the form of poster based on the picture given correctly
44.	A1B206017	At the end of the lesson, students of SMP Class IX semester 2 will be able to get information from functional text in the form of personal letter.
45.	A1B206017	At the end of the lesson, students of SMA class XI semester I will be able to arrange and write an analytical exposition text by arranging the analytical exposition paragraph into a good analytical exposition text.
46.	A1B206018	At the end of the class, the students of 7 th grade at 1 st semester of Junior High School (SMP) are expected to be able to complete the short functional text like greeting cards well.
47.	A1B206018	At the end of the class, the students of 11 th grade at the second semester of SMA are expected to be able to write a hortatory exposition text well.
48.	A1B206019	Write short functional text in the form of shopping list appropriately
49.	A1B206019	At the end of teaching and learning process, students can write short functional text in the form of shopping list appropriately
50.	A1B206019	At the end of teaching and learning process, student can identify the expression accepting and declining an invitation appropriately
51.	A1B206020	At the end of the lesson, students of 7 th grade of Junior High School will be able to speak by using the expression of asking and accepting promise.

52.	A1B206020	At the end of the lesson, students of 8 th grade of junior high school will be able to write descriptive paragraph.
53.	A1B206021	At the end of the lesson students will be able to write narrative text correctly.
54.	A1B206021	At the end of the lesson, students will be able to write simple narrative text correctly
55.	A1B206022	After the class finished, the students of X grade at first semester of Senior High School (SMA) will be able to give to responding the expressions of greetings, parting and introducing yourself.
56.	A1B206022	In the end of the lesson, the students will be able to write a procedure text.
57.	A1B206023	By the end of the lesson, students will be able to make simple sentences in the form of personal letter correctly.
58.	A1B206023	At the end of the lesson, students are expected to be able to express surprise about news appropriately
59.	A1B206025	At the end of the lesson, students will be able to identify the expressions of gratitude
60.	A1B206025	At the end of the lesson, students of grade X semester 2 will be able to use the expressions of disbelief fluently.
61.	A1B206026	At the end of the lesson, the students of 7 th grade at first semester of Junior High School (SMP) are able to identify the expressions of regret
62.	A1B206026	At the end of the lesson, the students of tenth grade at second semester of Senior High School (SMA) will be able to identify the expressions of compliment in short conversation appropriately through listening.
63.	A1B206027	In the end of the lesson, student will be able to find main idea, specific information, and detail information from the text by answering the questions
64.	A1B206029	In the end of the lesson, students will be able to tell a story appropriately.
65.	A1B206029	In the end of the lesson, students will be able to: <ul style="list-style-type: none"> a. Expressing like or dislike b. Choosing the right answer about what to like or dislike
66.	A1B206030	At the end of the lesson, students will be able to identify some expressions of clarification
67.	A1B206030	At the end of the lesson, students will be able to write analytical exposition text.
68.	A1B206031	At the end of the class, the students will be able to identify some information from poster.
69.	A1B206032	At the end of the lesson, students are expected to be able to arrange jumbled sentence and write them into essay text in the form of narrative.
70.	A1B206032	At the end of the lesson students will be able: <ul style="list-style-type: none"> a. To identify the topic in the hortatory exposition text. b. To identify linguistic features of hortatory exposition text.
71.	A1B206034	At the end of the lesson, students will be able to identify expressing agreement and disagreement by responding and answering the questions about expressing agreement and disagreement.
72.	A1B206034	At the end of the lesson, students will be able to use expressions of cancelling appointment well.
73.	A1B206037	At the end of the lesson students will be able to: <ul style="list-style-type: none"> a. Identify the meaning of expression of asking and giving opinion correctly. b. Respond the expression of asking and giving opinion fluently.
74.	A1B206037	At the end of the lesson students will be able to: <ul style="list-style-type: none"> a. Listen expression of asking, giving, accepting, and rejecting offer. b. Identify expression of asking, giving, accepting and rejecting offer.
75.	A1B206038	In the end of the lesson, students will be able to: <ul style="list-style-type: none"> a. Identify expressions of asking agreement b. Identify expressions of giving agreement
76.	A1B206038	In the end of the lesson, students will be able to use the expression of dissatisfaction well.

77.	A1B206039	At the end of the lesson, students of 10 th grade of Senior High School will be able to identify the expression of greeting through listening.
78.	A1B206039	At the end of the lesson, the students will be able to identify the expression of showing admiration
79.	A1B206040	At the end of the class, the students of 9 th grade at second semester of Junior High School (SMP) will be able to get specific information about time, price, and items from functional text in the form of leaflets by filling in the blanks.
80.	A1B206040	At the end of the lesson, the students of 10 th grade at second semester of Senior High School (SMA) will be able to identify the expressions of thanking in dialogues correctly by listening to the recording.
81.	A1B206040	At the end of the lesson, students in senior high school in grade XI, semester I will be able to understand the information in analytical exposition, through a brief explanation, exercise and evaluation (written test)
82.	A1B206041	At the end of lesson, student will get the information from the advertisement
83.	A1B206041	At the end of lesson, the 10 th grade students of second semester of senior high school (SMA) will be able to use the expression of surprised appropriately
84.	A1B206042	At the end of the lesson, students able to: a. Find the general idea in an announcement text. b. Find the specific information in an announcement text
85.	A1B206042	At the end of the lesson, students will be able to use the expression of accept an appointment through speaking.
86.	A1B206043	At the end of the class, the students of 11 th grade at second semester of Senior High School (SMA) are expected to be able to write hortatory exposition text.
87.	A1B206043	At the end of the lesson, students will be able to identify characteristics of language in oral advertisement by listening and reporting
88.	A1B206045	At the end of the lesson, students will be able to identify the expression of asking clarification well.
89.	A1B206045	By the end of the lesson students will be able to identify characteristics of personal letter
90.	A1B206047	In the end of the lesson, students will be able to find various information in the simple short monologue text to kind of narrative or report
91.	A1B206047	In the end of the lesson, students will be able to find the contents of narrative text.
