

ANALYZING ENGLISH TEACHERS' LESSON PLANS: THE ALIGNMENT OF THE LEARNING OBJECTIVES, ACTIVITIES, AND ASSESSMENTS

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Abstract

The current study analyzes the Lesson Plans (LPs) designed by the English teachers taking part in the *PPG (Pendidikan Profesi Guru)*. The constructions of the learning objectives, teaching and learning activities, assessments, or exercises often still create burdens on the teachers. Therefore, it is important to investigate them. This study aims to examine the formulations and the alignments of the three mentioned elements of the teachers' LPs. This document analysis deals with scrutinizing 60 EFL LPs making use of the Lesson Plan Analysis Table settled. The results of the analysis show examples of how the three components under study are formulated, and how they are aligned or related to each other. They are categorized into four, namely 1. 'Perfectly Aligned' (the three components are all aligned to each other); 2. 'Imperfectly Aligned' (the three components are all there but one of them is not aligned with the other two); 3. 'Perfectly Unaligned' (there are three components but none is aligned to each other); and those 4. 'Misaligned' (the three components are incompletely written in the LPs - having neither one of the Learning Objectives, Activities, nor Assessments).

Keywords: alignment, assessment, learning activity, learning objective, lesson plans

Introduction

The role of a lesson plan (LP) is very important in the world of teaching and learning. LP is an essential resource for teachers in their classes. To have high-quality instructions, teachers need good lesson plans. With a good LP, a teacher can think about the content/materials, and objectives of the courses in advance, as well as arrange the activities so that the teaching activities and processes will fit with the available time frame. A good lesson plan will help teachers prepare the classes in terms of the resources, tools, materials, techniques of presentation, and ways of assessment to achieve the objectives.

Realizing its importance, a good lesson plan should provide topics, goals,

alternative methodologies for presentation, materials, time allocation, ways of evaluation, and references. Various studies have been conducted concerning the composition of a lesson plan. Boikhutso (2010) dealt with lesson challenges faced by student-teachers, and Amilia (2014) studied the genre-based approach to English language teaching. While Latifa (2017) analyzed teachers' lesson plans through behavioral objectives theory. However, just a few studies focused their attention on the alignment of objectives, activities, and assessment of lesson plans. Therefore, this study intends to find out how compatible the three main elements of lesson plans are: objectives, learning activities, and assessments. The data of the study were gathered and scrutinized using the table of LP analysis table presented in the part of the instrument to find the alignment of the core three elements of the LPs.

EFL teachers (even those who have been dealing with teaching practices) often have difficulties in formulating lesson objectives that should be accommodated in the learning activities, as well as in the assessments they designed in their lesson plans. Especially for those who were participating in the *PPG* program – *Pendidikan Profesi Guru* (Teacher Professional Educational Program, the formal teachers' professional development facilitated by the Indonesian Education and Culture Department) for English subjects. It could be seen when they presented their lesson plans during the discussions done in classes. They acknowledged that it was hard for them to formulate the EFL learning objectives and align them with the activities as well as the assessments.

According to the Minister of Education and Culture, Research and Technology's Regulation (*Permendibudristek* number 16, year 2022), a Lesson Plan at least must consist of the learning objectives, activities, and assessment. In line with that, Singapore Management University (2023) also mentioned that a successful LP must integrate 3 key elements namely the learning objectives, learning activities, as well as assessments to check students' understanding. Additionally, Kurt (2020), Camosun College (2022), as well as Kencana et al. (2022) emphasized that the three components in the LPs must be aligned one to another. Meanwhile, the teachers in the program are expected to be professional teachers, so it is very important to investigate how the three components they formulated in their LPs are aligned.

The current study tried to find out the alignments of those three elements of the EFL lesson plans designed by the *PPG* teachers. This research intended to answer the questions:

1. "How were the learning objectives, activities, and assessments formulated in the EFL lesson plans?"
2. "How were the three elements of the lesson plans aligned?"

The sources of data were limited to 60 Lesson Plans (consisting of 232 sets) designed by EFL teachers of the *PPG* Program from 3 batches in 2020. Whereas, the analyzed components of the LPs were only three elements which were the learning objectives, activities, and assessments.

Teachers and student-teachers of English as a foreign language would get the benefits of learning about the elements of lesson plans: learning objectives, activities, and assessments; as well as how they should be aligned. In addition, institutions of EFL teachers' training would be able to get more exposure to the compositions of lesson plans and further, be able to prepare their instructions for

the teacher-trainees better.

Lesson plans with the three key components

In analyzing the English teachers' lesson plans and the alignment of the learning objectives, activities, and assessments, it is important to understand what is expected in each of the variables. Each of the aspects has to be sequent to one another to create an effective and efficient lesson plan. This is in line with the regulation of the Minister of Education and Culture number 22 of 2016 about the Standard of Process at the Primary and Secondary Levels. Out of the thirteen lesson plan components regulated, the core components that are obligated to be implemented by the teachers are learning objectives, learning activities, and learning assessment. Whereas, the other components are considered complementary. The following are the descriptions of lesson plans and their components.

Brown (2007) describes a lesson plan as “a set of activities which “represent ‘steps’ along a curriculum before which and after which you have a hiatus (a day or more) in which to evaluate and prepare for the next lesson” (p. 164). Several elements in the lesson plan need to be included depending on the curriculum. The elements that are going to be discussed here are learning objectives, activities, and assessments. Perhaps the most important element of a lesson plan is the learning objectives as the outcomes that all our teaching will try to achieve.

Learning objectives are statements describing what learners will be able to do upon completion of a unit of instruction (Acito, 2002). This statement is in line with what the Educational psychologist Gagne (1974) who wrote in his book, *The Principles of Instructional Design*, that we should ask ‘What will the learner be able to do after the instruction, that they couldn’t (didn’t) do before?’ or ‘How will the learner be different after the instruction?’ The answers to these questions will be the foundation of the learning objectives and identify the desired outcomes.

Formulating learning objectives is a crucial step in designing instruction. It is because they should describe exactly what learners should know or be able to do at the end of the course that they couldn't do before. The objectives help define the scope of the lesson and guide both the teacher and the learners through the development of instructional content. The activities, and assessments or tests should also be developed directly from learning objectives to ensure that these activities are properly focused on what learners are meant to learn.

According to Harmer (2007), the best classroom aims are specific and directed toward an outcome that can be measured (p. 371). As Morrison (2013) stated a clear learning objective gives the learners very clear expectations within the course. In other words, learning objectives should be brief, clear, measurable, and specific statements of what learners will be able to do at the end of a lesson as a result of teaching-learning activities. Furthermore, according to the Lesson Plan Format based on Minister of Education and Culture Circular Number 14 of 2019, learning objectives describe the process and learning outcomes that are expected to be attained by students by basic competencies and made based on Core Competencies, Basic Competencies, and predetermined indicators.

To accommodate effective lesson planning, one type of learning objective

called behavioral objectives is assumed to be an appropriate way of setting up English learning activities. Based on Bloom (1956), as well as Anderson and Krathwohl (2001), learning objectives are classified into three domains of behavioral objectives: cognitive, affective, and psychomotor domains. Firstly, the cognitive domain refers to intellectual learning and problem-solving. Secondly, the affective domain refers to the emotion and value system of a person. Thirdly, the psychomotor domain includes physical movement characteristics and motor skill capabilities. Further, Latifa (2017) cited Print (1993) mentioned that behavioral objectives possess four essential features assisting teachers in creating effective learning activities for students, those are; *comprehensive* (taking cognitive, affective, and psychomotor domains in learning), *consistency* (in line with the aims and goals of the curriculum), *attainability* (considering students' level, source availability, and time allocation), *suitability* (considering students' need), *validity* (due to covering aims and goals as a whole), and *specificity* (written explicitly). It is explained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 the year 2016 Concerning Standards for Basic and Secondary Education Processes that the indicator formula and learning objectives are created based on three areas of learning: knowledge, skills, and attitudes.

Furthermore, Mager (1984) as cited in Latifa (2017) argued that learning objectives should be specific, and measurable so that they can both guide instructors and aid students in the learning process. Mager's ABCD model for learning objectives includes four elements: audience, behavior, condition, and degree of mastery needed (as shown in the table below).

Table 1. The ABCD model for instructional objectives

1. Audience(A)	Who? Who are your learners?
2. Behavior(B)	What? What do you expect them to be able to do? This should be an overt, observable behavior, even if the actual behavior is covert or mental. If you can't see it, hear it, touch it, taste it, or smell it, you can't be sure your audience learn it
3. Condition(C)	How? Under what circumstances or context will the learning occur? What will the student be given or already be expected to know to accomplish the learning?
4. Degree (D)	How much? How much will be accomplished, how well will the behavior need to be performed, and to what level? Do you want total mastery (100%), do you want them to respond correctly 80% of the time, etc. A common (and non-scientific) setting is 80% of the time.

Ogbeiwi (2017) claimed that a lesson plan must possess well-formulated learning objectives. Blaschko (2017) added that so that learning objectives are useful, they must be SMART which stands for Specific, Measurable, Attainable, Results-Focused/Relevant, Time-Focused/Time-bound/Time-framed. Moreover, the learning objectives need to be SMART. Further, this kind of learning objective may facilitate a teacher to get the students to engage in their learning activities in class (Ogbeiwi, 2017). If a learning objective is formulated well, naturally it will

also increase students' competence which is actualized in the learning assessments (Blaschko, 2017). Concerning the SMART framework, according to Drew (2022), for 'Specific' criteria, learning objectives must be clear with details of what to do to achieve. 'Measurable' is the way to assess the lesson; to check if the objectives can be accomplished by the students ('Attainable'). Whereas, 'Results-Focused/Relevant' refers to whether the objectives are by the lessons got by the students, considering the time provided (Time-Focused/Time-bound/Time-framed).

The second element of the lesson plan is the learning activities. After setting objectives, teachers need to plan activities to help learners achieve them. Shin and Crandall (2014) stated that the activities need to be tailored to specific objectives. Learning activities should be written effectively in the form of activities that should be carried out interactively, challenging, and motivating the students. Learning activities should provide experiences that will enable students to engage in, practice, and gain feedback on specific progress toward those objectives. The regulation of the Minister of Education and Culture number 22 of 2016 stated that the activities should be organized to fit the stages in the lesson plan: introduction, main activities, and closing. In the introduction, the teacher should prepare warm-up activities that motivate the students to learn as well as activate their background knowledge of the lesson. The activities could be in the form of questions and answers, showing pictures, playing a game, or using a song related to the topic of the lesson. In the main activity, the teacher should prepare activities based on the model of the teaching methodology and approach whether it is discovery learning, problem-based learning, or others. In teaching language skills, relevant vocabulary and language structure should be presented in a meaningful context. The kind of activities that could be used such as answering questions from a reading text, completing sentences, filling in a table, composing a dialog with a partner, presenting the dialog, and acting out a story. In the closing part, the teacher should discuss the summary of what they have learned that day, make an evaluation, reflect, and discuss the follow-up activities for the next lesson.

The third element of the lesson plan discussed here is the learning assessment. A lesson plan is not complete without an assessment component. Just as the classroom activities should be aligned with learning objectives, the assessment should also be congruent. According to Mousavi (2009), as quoted by Brown and Abeywickrama (2010), assessment is "appraising or estimating the level or magnitude of some attribute of a person". In educational practice, assessment is an ongoing process that encompasses a wide range of methodological techniques. In other words, in developing learning assessments, a teacher should determine whether the lesson objectives would be accomplished at the end of a lesson. S/he should decide how to evaluate students' performance and provide feedback, on what rubrics and scorings be used. The learning assessment according to the Lesson Plan Format based on Minister of Education and Culture Circular Number 14 of 2019 should be made simply by taking into account the competency achievement indicators and referring to the assessment standards.

The alignments of learning objectives, activities, and assessments

In designing a lesson plan, it is significant to ensure that the three components of learning objectives, learning activities/instruction, and learning

assessments are aligned. According to Anderson and Krathwohl (2001), alignment refers to the degree of correspondence among the learning objectives, activities, and assessments. Kencana et al. (2022); and Camosun College (2022) added that it is essential for the learning objectives to be aligned with both learning activities and assessments to support students' learning (Burger, 2008 and FitzPatrick, 2014). Burger also stated that careful planning will make it possible for the success of the alignment among the three elements. Therefore, it is important to analyze if the three components of the lesson plans under study are aligned. Further, Kurt (2020) explains that there should be consistency across the program with precise connections among evaluations/learning assessments, course goals/learning objectives, and learning tasks/learning activities (as shown in the following figure).

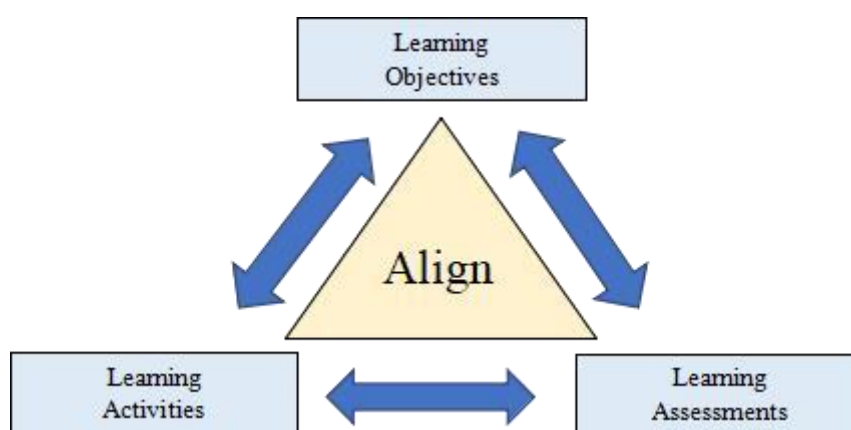


Figure 1. Alignment of Learning Objectives, Activities, and Assessments (Adapted from Kurt, 2020)

Meanwhile, Anderson and Krathwohl (2001) indicated that severe misalignment could cause problems. Take for example, if learning activities in the instruction were not aligned with the assessments/exercises, even though there was high-quality instruction, it would not likely influence students' performance on those assessments. Similarly, if assessments were not aligned with objectives, the results of the assessments would not reflect the achievement of those objectives. Typically, the degree of alignment was determined by comparing the learning objectives with the learning activities, the learning objectives with the learning assessments, and the learning activities with the learning assessments.

Method

Document Analysis was applied in this study. It examined quantitatively the alignments among the 3 components of the *PPG* Program teachers' EFL Lesson Plans namely the Learning Objectives, Learning Activities, and the Learning Assessments.

The source of data was 60 LPs designed by the EFL teachers following the *PPG* program in 2020 from three batches which were employed to obtain the data for this study. The data were taken from the LPs submitted for the final examination or the so-called *UKin (Uji Kinerja)*. Considering that this was the last stage where the participants had finished the program, the LPs produced must be the ones of their best.

The data acquired for the Learning Objectives were the Behaviors (B) and the Conditions (C) formulated in there. In addition, there was data gained from the types of Learning Activities designed as well as the kinds of Learning Assessments or the exercises constructed in the EFL LPs. There were different numbers of learning objectives, activities as well as assessments written in each of the Lesson Plans designed by the EFL teachers. In total, there were 232 ‘sets’ of the three components under study, although not all of them were completely provided in the LPs. This will be elaborated further in the findings.

A table of Lesson Plan Analysis was customized (as the instrument of the study) to collect the data expected. They entailed columns consisting of the parts of the learning objectives: behavior, and condition. Despite the ABCD Model for Instructional Objectives as cited in Latifa (2017), the Audience / Agent (A) [the students], and the Degree (D) [the level of which the students are expected to achieve] or *KKM (Kriteria Ketuntasan Minimum)* were considered to be already understood, so they were not included in the table of analysis. There were also columns registering those related to the objectives which concerned with the varieties of learning activities, and the sorts of learning assessments or the exercises provided for the students discovered in the EFL LPs.

Table 2. Lesson plan analysis table

No.	LP#	Learning Objective [B & C] #	Learning Activity	Learning Assessment / Exercise
1.	1.			
...	...			
232.	60.			

The *PPG* ‘2020 EFL teachers’ Lesson Plans were collected to be classified utilizing the prepared instrument in the form Lesson Plan Analysis Table. The original versions of the lesson plans were written mostly in Indonesian. After putting the Learning Objectives, Learning Activities, and Learning Assessments found in the LPs in the analysis table, they were then put into English to analyze the formulations, and to find if there was any alignment among the three components.

The data brought together in the table of analysis were then accumulated yielding lists of behavior and condition of the learning objectives formulated by the EFL teachers in their LPs. The results were then compared to available lists of learning activities, and the varieties of learning assessments or exercise types to see the formulations, and whether they were aligned with the learning objectives, and/or with each other. Even though the words used in the formulations of the components under study were different if they referred to the same meanings they were categorized into the ones which were aligned.

Findings and Discussions

The analysis of the data yields the total result as shown in Table 3: The Alignment Percentages of Learning Objectives, Learning Activities, and Learning Assessments. By comparing the 3 components of the EFL Lesson Plans under study namely Learning Objectives; Learning Activities; and Learning Assessments, there are 4 types of alignment found. The first is ‘Perfectly

Aligned', where the 3 components are there, and they are all aligned with each other. The next is 'Imperfectly Aligned', in which all the 3 components are present but one of them is not aligned with the other two / only 2 of the components are aligned. The following is 'Perfectly Unaligned', all components are there but they are not aligned to each other. The last refers to 'Misaligned' referring to the ones which cannot be included in the 3 mentioned types before. Those included in the 'Misaligned' ones have only two components, one of the elements under study did not exist in the teachers' LPs. Meanwhile, the two components are not aligned with each other. Each type of the alignments will be depicted with the examples in 6 tables (Tables 4 - 9).

Table 3. The alignments among learning objectives, activities, and assessments

No.	Types of Alignment	Frequency	Percentage (%)
1.	Perfectly Aligned	110	47.41
2.	Imperfectly Aligned	52	22.42
3.	Perfectly Unaligned	11	4.74
4.	Misaligned	59	25.43
	Total	232	100

In the table above (Table 3), we can see that, compared to the others, the amount of the 'perfect alignment' among the 3 components under study (Learning Objectives, Learning Activities, and Learning Assessments) is the highest in the percentage, even though it is less than half of the total. It indicates that the alignment of the three elements in the EFL LPs investigated was 47.41 % 'perfectly aligned', meaning that it is still low. In addition, the table also shows that the rest (52.59%) of the lesson plan components (more than half of the total) still contain some problems in the forms of 'imperfect alignment' (22.42%), 'unalignment' (4.74%), or 'misalignment' (22.43%). Therefore, it is reasonable that the participants indeed need further instruction or refreshment in the formulation of the EFL lesson plans which will consequently improve the quality of their teaching. It can be expected that EFL teachers will have a better understanding of aligning the teaching-learning activities which finally results in more qualified classes and the goals of the curriculum can be more realized.

As the results of the analysis to answer the research questions, tables 4 to 9 provide some examples of the formulations of the learning objectives, the designed learning activities, and the types of learning assessments or the exercises in the lesson plans as well as whether they are aligned with each other.

Here is the first type of alignment: 'Perfectly Aligned Learning Objectives, Learning Activities, and Learning Assessments'. Table 4 displays the examples of perfect alignment among the 3 elements under study. We can see here that in each line, all the 3 components in the columns are aligned i. e. in answering questions, filling in the blanks/gap completion, and practicing/demonstrating/role-playing the dialog.

The examples indicate that most EFL teachers' lesson plans already provide classroom activities in whatever forms they are being integrated in reaching the goals. The objective is actualized in the learning activities, which are doing exercises in the multiple choice questions, and in answering the questions related

to the text. The alignment of the processes lies in the answering activities which are already planned in the objectives and are actualized in the learning activities, as well as in the assessments.

Table 4. Examples of perfect alignment

No.	Learning Objectives	Learning Activities	Learning Assessments
1.	Analyzing social functions, text structure, and language features of explanation text to give and ask for information about natural phenomena related to other subjects for class XI by answering multiple choice question	Answering multiple choice questions about natural phenomena in explanation text	Read the text carefully and answer the questions by choosing the best answers based on the text!
2.	Identifying the social function, text structure, and language features of narrative text, by listening to a story and then completing the gap in the text	Listening to a fairytale and filling in the blanks in the text	Listen carefully and fill in the blank words
3.	Demonstrating role play	Demonstrating interpersonal interaction orally based on the video	Choose one of the conversations from video 3 and then practice with your friend then send your video to the WhatsApp Group

Table 5 shows the examples of the second category of the alignments found in the EFL LPs which is ‘Imperfectly Aligned Learning Objectives, Learning Activities, and Learning Assessments’. In this table, there are only 2 of the elements are aligned in each set: the learning activity with the learning assessment [sentence completion]; the learning objective with the learning activity [table completion]; and the learning objective with the learning assessment [dialog completion]. From the examples in Table 5, it can be seen in one of the examples that the learning and teaching processes are well aligned with the assessment in the form of completion, however, the imperfect alignment lies in the learning objective element which requires an analysis of a text. The EFL lesson plan elements of learning activities and learning assessments were not the actualization of the learning objectives. The imperfect alignment might also occur in either the learning activities or the learning assessments.

Table 5. Examples of imperfect alignment

No.	Learning Objectives	Learning Activities	Learning Assessments
1.	Analyzing written transactional texts by paying attention to social functions, text structures, and language features about expressions of appealing	Completing sentences	Filling in the blanks

No.	Learning Objectives	Learning Activities	Learning Assessments
2.	Identifying special terms and putting them in the table	Identifying announcement text, writing them in the table	Read the announcement below and answer the questions
3.	Analyzing by completing the dialog with suitable sentences	Discussing further social functions, text structures, and language features from the examples	Complete the dialogues with the appropriate words in the box!

Table 6 shows examples of ‘Perfectly Unaligned Learning Objectives, Learning Activities, and Learning Assessments’. Three of the elements under study are available in the participants’ EFL LPs but none of them is aligned one to the others. Even though the lesson plans contained the three elements of the study, the elements were not aligned. It is shown in one of the examples here that arranging dialogs could not be considered as the proper realization of the sentence construction, and filling in the blank spaces using the right forms of the verbs was not the right realization of the dialog arrangement either. Moreover, comparing things should include qualities of the things compared, and this did not appear in the activities (arranging a dialog) and assessment (providing the correct modals) mentioned in the lesson plans. Those reasons made this kind of teaching plan considered perfectly unaligned. Following the plan would result in the disorganization or disintegration of the teaching-learning processes in the EFL classroom.

Table 6. Examples of perfect unalignment

No.	Learning Objectives	Learning Activities	Learning Assessments
1.	Following text structures, and language features about expressions oral and written interpersonal interaction concerning asking for and giving information related to prohibition and obligation, by making sentences with modal auxiliary based on the contexts given	Using appropriate expressions and arranging dialogs about prohibiting and giving suggestions through the LMS page	Choose the correct modal verb to fill in the spaces in the blank
2.	Comparing social functions, and language features of descriptive texts orally from the provided pictures	Comparing their 2 teachers by answering short questions	Describing friends in pairs orally
3.	Analyzing text structures, and language features some specific functional text in the forms of announcements), by giving and asking for information related to activities based on the contexts	Deciding the social function, text structures, and language features of announcement text by answering questions	Complete the table with the correct answers based on the announcement

Those that cannot be classified into the 3 previously mentioned categories are identified as ‘Misaligned’ Learning Objectives, Learning Activities, and Learning

Assessments. There 25.42% of the EFL lesson plan components analyzed contained the problems of misalignment. It is divided into 3, as shown in Tables 7, 8, and 9. Those are the ones showing the examples without Learning Objectives (Table 7). Whereas, the Learning Activities are different from / misaligned with the Learning Assessments. The next one (Table 8) consists of the examples of the ones in the EFL LPs that have no Learning Activities, while the Learning Objectives are different from the Learning Assessments (they are misaligned). The last (Table 9) deals with the examples of the ones with No Learning Assessments, misaligned between the Learning Objectives and Learning Activities (the ones which are not aligned either).

Table 7. Examples of misalignment with no learning objectives

No.	Learning Objectives	Learning Activities	Learning Assessments
1.	---	In groups, discuss the identified social function, text structure, and language features	Answer the following questions
2.	---	Presenting the result of the group discussion	Annotate to identify and analyze the message and use of language (at least 3 metaphors and 3 personifications) in the song
3.	---	One of the students presents the work s/he does and then discusses the work together	Students are asked to write an analytical exposition text on the topic of social media with about 100-150 words

Table 7 shows the examples of the ones included in the ‘Misaligned’, with the absence of one of the essential elements of EFL lesson plans. In one of the examples, the learning activities, and the learning assessments were formulated in the lesson plans, however, the learning objective for the elements to which the elements should refer did not exist. In addition, the two components were misaligned, and this is serious. It can be found out in one of the examples that the objective is absent, and the discussion of the social function, text structures, and linguistic features of the text are not aligned with the answering comprehension questions, and finding and analyzing the metaphors and personification found in the assessment of the text.

Table 8. An example of misalignment with no learning activity

No.	Learning Objective	Learning Activity	Learning Assessment
1.	Writing names of days, and months based on the context	---	Answer the questions based on the timetable

Table 8 shows an example of misalignment between the learning objective and the learning assessment, without any learning activity at all designed in the EFL lesson plans. In this case, the lesson plan did not contain any learning

activity, it just consisted of the elements of learning objective and assessment. The lesson plan did not mention the learning activity to reach the objective nor to measure the student’s mastery of the materials in the assessment provided. The absence of the learning activity resulted in the misalignment of the lesson plan components. Moreover, the objective element did not suit the assessment either.

Table 9. Examples of misalignment with no learning assessments

No.	Learning Objectives	Learning Activities	Learning Assessments
1.	Identifying the social function, text structures, and language features of written interpersonal interaction concerning expressions of offeringservices and the responses by completing the table	Given a dialog, the students identify expressions of offering services and the responses by answering questions	---
2.	Understanding expressions of time by answering questions briefly about analog clocks correctly	Completing short dialogs related to expressions of time	---
3.	Identifying the social function, text structures, and language features of analytical exposition text shown in the interactive Ppt	Discussing content and context, the social function, text structure, and language features by answering teachers’ questions orally	---

Table 9 depicts that the examples do not have any learning assessments formulated in the EFL LPs. Meanwhile, in terms of the alignment, the components found are misaligned. It shows that the learning objectives are not aligned with the learning activities. In the following case, the EFL lesson plans do not mention any assessment forms to measure the mastery of the students after conducting the learning activities. The final element of the lesson plan was absent.

Conclusion

Lesson Plans should possess three essential elements, namely, the learning objectives, learning activities, and learning assessments which must be properly aligned. However, this study found out that more than half of the EFL lesson plan elements analyzed are not. There are different degrees of alignment: perfectly aligned, imperfectly aligned, perfectly unaligned, and misaligned among the three components of the lesson plans. The unalignment of the three EFL lesson plan elements may result in the disorganization and disintegration of the EFL teaching-learning processes. It might create confusion in designing the EFL lesson plans to apply in the classroom contexts. Consequently, it is considered proper for the in-service EFL teachers to get continuous refreshing tuition in lesson plan design to accommodate every development in the EFL curriculums and policies. This should also be highly considered by the educational institutions as well in preparing the pre-service EFL teachers who have not got any language teaching experience to practice in real classes. The study was about constructed EFL LPs

following the Indonesian 2013 curriculum, it will be challenging to explore the ones adapted to the newest curriculum on top.

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