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INSTRUCTIONAL DESIGN IN ENGLISH LESSON PLANS

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Abstract: The objectives of this study are to describe how indicators, learning objectives and teaching materials are stated in English lesson plans for Elementary School Students based on the criteria of instructional designs using School-Based Curriculum. Five English lesson plans available online are analyzed in this study using content analysis design. The results show that statements of indicators and learning objectives are not matched with the criteria of good instructional design. In addition, learning objectives do not indicate actual teaching materials and action verbs to indicate measurable teaching-learning outcomes do not match to each other.

Key-words: lesson plan, English, elementary school

Government regulation number 19 of 2005 article 20 stipulates that lesson plans or RPP (Rencana Pelaksanaan Pembelajaran) should be made before teaching. The RPP should contain (1) competence standard (SK), (2) basic competence (KD), (3) indicators, instructional objectives, (4) main teaching materials, (5) learning strategies, (6) assessment, and (7) sources of materials.

In designing lesson plan, instructional design formulates that learning indicator of achievement, learning objectives, and teaching materials should match each other, fulfilling A-B-C-D principles. Statement in the learning objectives should clearly indicate the Audience (A), Behavior (B), Condition (C), and Degree (D) of achievement. However, some studies show that most English teachers encounter substantial problems in developing instructional objectives. To some extents, the instructional objectives made by some English teachers in the lesson plans neither match to the SK, KD, and indicators, nor the instructional objectives confirm to the indicators and the use of action verbs are not correct.

Analysis on some lesson plans in the made by National Department available online show that some lesson plans has some redundant characteristics. *First*, some lesson plans have the same formulation of indicators and instructional objectives. They are copied. *Second*, indicators are the same as instructional objectives. *Third*, the action verbs in indicators or in the instructional objectives are the same or only one category.

The components of instructional objectives are not well-constructed. According to Suparman (2005) an instructional objectives should consist of A-B-C-D. A refers to audience, the students, B is behavior or the use of action verbs, C is condition or theme of teaching materials, and D is degree, that shows how many percent the teaching materials are achieved by students. An indicator should consist of B and C and it is arranged from the easiest to the most difficult. An instructional objective at least consists of B and C but can be completed using D. The number of indicators should be less than instructional objectives.

The criteria of instructional objectives are clear but many lesson plans are wrongly developed. Beside many lesson plans have the same format and formulation, the use of actions verbs, indicators, and learning objectives are not based on the criteria. The researcher is interested to investigate how learning objectives, indicators, and teaching materials are developed in English lesson plan for SD students.

METHODS

The study is qualitative and uses content analysis as the design. Content analysis is a technique used in qualitative analysis to study written material by breaking it into meaningful units, using carefully applied rules. This analysis is also a research tool used to determine the presence of certain words or concepts within texts or sets of texts. Content analysis refers to any technique for making inferences by objectively and systematically identifying specified characteristics of messages. The technique of content analysis is not restricted to the domain of textual analysis, but could be applied to other areas (Stemler, 2001).

In this study, content analysis means to analyze the content of lesson plans through their indicators statement and the instructional objectives. This study focused on five English lesson plans for Elementary School students available online. The focus is to examine the action verbs, topics, and the constructions of indicator statement and instructional objectives statement.

FINDINGS

General Characteristics

In general, English lesson plans in this study are written using format from BSNP. All standardized components are present: (1) standard competency (SK), (2) basic competence (KD), (3) indicators, (4) instructional objectives, (5) main topic of teaching, (6) teaching methods, (7) steps of teaching, (8) sources of learning, and (9) assessment. Each component is used appropriate with the BSNP format, however, content of each component is problematic. SK and KD in the lesson plan have been relevant to the list of BSNP, but indicators and instructional objectives are not matched with SKKD.

By principle, indicators are developed using criteria audience (A), behavior (B), and condition (C). An indicator is stated using: an action verb + a topic of teaching. For practical use, a statement is developed before the indicator by stating the audience of instruction. For example, after the materials are taught, students will be able to. In each indicator, the writer just states one only action verb and one only topic of teaching. For example,

After the teaching materials are taught, students will be able to:

1. Identify main topic in the passage
2. Mention three information main in the passage

In addition, because indicators are developed based on the KD, and indicator are used to formulate the instructional objectives, indicators should refer to the KD and instructional objectives. Topics of teaching are presented in the KD, indicators, and instructional objectives being analyzed.

Analysis to five lesson plans in this study shows that there is no linkage among KD, indicators, and instructional objective. KD as the basic reference of developing teaching activities is not elaborated in the indicators. The indicators describe different topics that do not describe topics in the KD. Even, between one indicator and other does not explain one specific topic of teaching. So, indicators in the lesson plans, explain more than one topic of teaching and they present different teaching topics. For example,

Basic Competence

Reading aloud short functional text using correct spelling and intonation

Indicator

Students are able to get information of local tradition and tradition from other world

The basic competence in the example above is to read using correct spelling and intonation. The materials are reading passage. This means the materials should be reading aloud. However, what is stated in the indicator is different. The focus of indicator is to get information on local tradition and other traditions from other world. Simply, KD and indicators are not matched so the content of the indicator is wrong. Specifically, the content of indicators and instructional objectives are also problematic. Indicators should consist of B+C statement. The number of indicator should be more than instructional objectives because one instructional objective may combine two or three indicators. In addition, indicators and instructional objectives present different topic. Topics in the indicators and in the instructional objectives are different from main topic being taught. To give more complete data of the lesson plans, the following are quotations of lesson plan 1, lesson plan 2, and lesson plan 3, focusing on KD, indicators, instructional objectives, and topic of teaching.

Lesson Plan 1

Basic Competence	:	To write short very simple functional text in the context of around learners To write simple congratulation cards
Indicators	:	Students are able to describe a short story using question words when, what, why and how Students are able to differentiate words meaning using kinds of nouns and verbs
Instructional Objective:		Describing a story based on question words
Teaching Materials	:	Stories from around the world

Lesson Plan 2

Basic Competence	:	Reading aloud a short function text using accepted sound and intonation Understanding a simple pictorial descriptive text using surrounding context
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Indicators	:	Students are able to get information on local tradition or other world tradition Students are able to re-describe a story through answering questions
Instructional objective:		To acknowledge their own tradition in the society To get information on habits and tradition of local people and tradition from other world
Teaching materials	:	Stories from around the world

Lesson Plan 3

Basic Competence	:	To have a dialogue to show activities showing locution an example to do something, to remind, and to give instruction To have a dialogue to ask/give service or thing using locution to ask help, to give aids, to ask things and to give things
Indicators	:	Students are able to describe sentences stated in a letter for friends
Instructional objective:		To write a letter To identify cost of things using how much
Teaching materials	:	Stories from around the world

Indicator Statement in RPP

Indicators in two English lesson plans show that the first RPP has three indicators and the second RPP has also three. The RPP is used for the fifth grade students of SD. In RPP 1, the action verbs are used but one action verb is not correct. In addition, the RPP 1 does not have good sequence because the teaching materials are not arranged from simple to difficult one. In RPP 2, the indicators have different topic. The indicators are defective because indicators and topic are different. See Table 1 to clarify.

Table 1 Summary of Indicators in RPP

No	Indicators in RPP1	Indicators in RPP 2
1	Siswa dapat membuat percakapan mengenai jenis-jenis penyakit	Siswa dapat menentukan suatu pernyataan benar atau salah berdasarkan isi teks bacaan
2	Siswa dapat membaca cerita yang berhubungan dengan topic	Siswa dapat melafalkan kata can dengan benar dalam kalimat sederhana
3	Siswa dapat menyebutkan nama-nama benda yang ada dalam kotak P3K	Siswa bisa menerapkan penggunaan kata How much dan How many

As seen in Table 1 RPP 1 has three indicators. The translation of indicators in English is as follow:

- (1) Students are able to make conversation on kinds of diseases
Students are able to read stories concerning topics
Students are able to mention names of things in the First Aid Box

Using criteria A, B, C, D in instructional design, the above indicators are commented as follows:

1. The indicators use Audience (students are able to ...) for three times. It should be stated once in the first sentence.
For example, After the materials are taught, students will be able to:
2. The first action verb is *make*. It should be *demonstrate* because conversation means to perform.
3. The statement of indicators does not follow A, B, C, D formulation. Indicators should consist B + C. For example: demonstrate conversation.
4. Indicators should be arranged from simplest verbs into complex one. The indicators above do not show sequence of verb arrangement.

To revise the indicators in RPP 1, modifications should be made incurring the B+C statement, sequence, and topic as in (1a).

- (1a) After the materials are taught, students will be able to:
1. demonstrate conversation on kinds of diseases
 2. read stories concerning topics
 3. mention things in the First Aid Box

Script (1a) shows the use of action verbs. The action verbs follow model of B+C, behavior and condition. "Behavior" refers to action verbs and "Condition" shows the teaching materials or themes. The action verb that is not good is "make" and in the revision the researcher changes into "demonstrate". However, the indicators above do not have good sequence. The indicators jump from one idea to another. See 1b.

- (1b) After the materials are taught, students will be able to:
1. read stories concerning topic in disease
 2. mention things in the First Aid Box
 3. demonstrate conversation on kinds of diseases

Revision on quotation (1b) shows that the sequence of indicators is modified. Based on the indicators above, the teaching plan can be analyzed. The topic or theme of teaching materials is diseases. The teaching uses reading text about First Aid. Students read the texts so that they can mention the contents of the first aid box. After reading the text, students will be able to demonstrate a conversation.

In RPP 2, the indicators are of three numbers. Similar to RPP 1, indicators in RPP 2 do not have good sequence. The teaching materials are also jump. See quotation (2) for the translation of the indicators.

- (2) Students can determine correct or wrong statement based on a text
Students can spell the word CAN correctly in a sentence
Students can differentiate the use of words How much and How many

The quotation (2) above shows different topics of teaching. The topics are statement, can, and how much and how many. In the RPP 2, the teaching materials are school activities. This means that the indicators do not match to the teaching materials. Revision on quotation (2) cannot be made on the teaching materials or theme, because the indicators have three different contents. Revision can be made on the action verbs as follows:

- (2a) Students are able to determine correct or wrong statement in the text
Students are able to use the word can in a sentence
Students are able to differentiate the use of phrase how much and how many

Script (2) indicates that the teaching materials are school activities but the indicators are statement, can, and how much/how many. It seems that the main problem is the teaching materials do not match. Because the teaching materials and the indicators are not correct, it is not necessary to analyze the indicators more details.

Instructional Objectives Statement in RPP

Statements of instructional objectives in RPP 1 and RPP 1 are summarized in Table 2. RPP 1 has three instructional objectives and RPP 2 has only one instructional objective.

Table 2 Summary of Instructional Objectives in RPP

No	Instructional Objectives in RPP 1	Instructional Objectives in RPP 2
1	To read stories concerning relevant topic	Enable to comprehend text and to use the word can in a sentence
2	To mention names of things in The first aid box	
3	To make a conversation about kinds of diseases	

Summary in 2 shows that RPP 1 has three instructional objectives and RPP 2 has only one instructional objective. In RPP 1, the objectives are arranged in order from the easy level to the difficult level. The sequence is good but different from the indicators. In addition, from three objectives, one objective uses action verb that is not correct, it uses the word make to say demonstrate. In RPP 2, the action verbs consist of two kinds and the themes are also two kinds. It is not correct for the objective. One objective should have only one action verb and one theme. Therefore, the objective in RPP 2 is wrong.

Both RPP 1 and RPP 2 have similar formulation in instructional objectives. The objectives are started from the word “able to”. No audience is stated in the objectives. It seems that the writer of RPP thinks that Audience is stated in the indicators. The analysis of

the instructional objectives of RPP 1 and RPP 2 is made below. RPP 1 has the following instructional objectives.

- (3) Reading stories concerning with topics
Mentioning names of things in the first aid box
Making conversation about kinds of diseases

The statements of instructional objectives of RPP 1 above can be analyzed as follows:

1. The Audience is not mentioned in the statements.
2. The action verbs are arranged in good sequence but do not use appropriate verbs
3. The order of A, B, C, D is not use correctly.

Revision of the quotation (3) is presented in (3a). The revision focuses on the use of Audience (A), Behavior (B), Condition (C), and Degree (D).

- (3a) After the materials are taught, students will be able to:
1. read stories of related topics with 80% correct
 2. mention names of things in the first aid box with 80% correct
 3. demonstrate a conversation on kinds of diseases with 80% correct

Quotation (3a) above shows the use of A, B, C, D completely. The Audience is stated in: "After the materials are taught, students will be able to". The action verbs are verb 1 and the themes are stated directly after the action verbs. To see how much the materials will be targeted the degree is important to state. The degree 80% means that at the end of teaching, students will achieve comprehension on 80% correct.

In RPP 2, the instructional objective is only one. The statement is stated in the quotation (4) below.

- (4) Able to comprehend the text and use the word CAN in a sentence

Quotation (4) above has two action verbs comprehend and use. The themes are also two: text meaning and word can. The formulation of instructional objective should have only one action verb and one theme. This means that the instructional objective in RPP 2 is incorrect. If the objective is related to the indicators in RPP 2 and topic School Activities, the objective is also wrongly developed. The revision of quotation (4) is presented in (4a).

- (4a) After the materials are taught, students will be able to:
1. comprehend the text up to 80% correct.
 2. use the word can in a sentence up to 80% correct.

General statement of the instructional objectives are started using "able to". In this case Audience is not stated. The Audience is present in Indicators. This means that to form indicators, the writer uses instructional objectives formulation, and to write instructional objectives the writer of RPP uses model of indicator.

The use of degree in percentage (%) is not a must in instructional objectives. But, it is very important to state that the teaching materials will be achieved in a minimum level of achievement. When teaching, a teacher should have a target how many per cent the materials will be achieved. Using rate percentage in the objectives will help a teacher determine the successfulness of his teaching and helps to write the formative test.

Kinds of Teaching Materials in Lesson Plans

Kinds of teaching materials in the lesson plans under study are information stated in topic list. Only title of the topic is stated in the lesson plan. All three lesson plans have the same model to describe the teaching materials.

Description of teaching materials that should show the text, printed materials, or exercise does not present in the lesson plans. In lesson plan 1, then topic is writing. The teaching materials are *stories from around the world*. *Stories from around world* is not teaching materials. It is a topic of what should be taught. So, there is no teaching materials in lesson plan 1.

In teaching writing, teaching materials should consist of topic and teaching contents. For example, for paragraph teaching, the materials should consist of topic to be write, writing topic sentence and controlling idea, developing sentences, and concluding sentence. The teaching materials should be example of paragraph, and description of how to write elements of paragraph.

Lesson plan 2 describes about reading. The KD mentions comprehension on the functional text in descriptive form. In this respect, the teaching materials should a passage that describes descriptive passage. The main teaching activities are to comprehend the text contents. So, the teaching activities should describe how the descriptive text of stories from around the worlds will be understood.

Lesson plan 2 does not have the passage. It just describes about the topic of reading, stories from around the world. The teaching activities do not show how reading class is conducted. The indicators tell different topic, because the indicators describe about reading aloud, describing stories based on question words, and answering questions using the word how much. In short, lesson plan 2 does not have teaching materials. The materials are stated in terms of topic only. The materials are stated differently in the KD, indicators, and topic of teaching.

Lesson plan 3 describes teaching speaking. The topic is stories from around the world. No description on teaching materials is stated in the lesson plan. The indicators describe about how to write letters. No speaking activities are stated in the lesson plan.

The description of teaching materials from indicators include: writing a letter for friends using correct sentences and using how much. In the main topic, the materials are stated as stories from around the world. Indicators and teaching materials are not the same, stating different information. Simply, teaching materials in the lesson plan state speaking, talking about writing a letter to friends, though they are not matched, that is, the topic is stories from around the world and the contents are writing a letter and the use of how much.

The lesson plans also describe materials for speaking, reading, and writing. To present three different English skills, the writer of the lesson plans uses the same model.

Teaching materials are stated in terms of topic only. No specific materials are stated in the lesson plans.

Teaching materials can be seen from KD, indicators, instructional objectives, and topic. In the lesson plans, teaching materials are stated differently in each aspect. KD as the main reference is described different topics in the indicators. Indicators describe different topics in the instructional objectives. Teaching materials in the lesson plans are not present but topic only and no specific focus that is presented.

Instructional Objectives and Teaching Materials

Instructional objectives in the lesson plans under study are analyzed for two purposes. *First*, instructional objectives are the basic consideration to develop teaching materials in the lesson plans. Instructional objectives should consist of audience, behavior, condition, and degree. *Second*, the condition in the instructional objective is the basic consideration to develop topic in the teaching materials. See Table 3.

Table 3 Summary of Instructional Objectives and Teaching Materials

Lesson Plans	Instructional Objectives	Teaching Materials
1: Writing	Describing a story based on question words	Stories from around the world
2: Reading	To acknowledge their own tradition in the society To get information on habits and tradition of local people and from other world	Stories from around the world
3: Speaking	To write a letter To identify cost of things Using how much	Stories from around the world

Table 3 shows that instructional objective in lesson plan 1 is to describing a story based on question words. This objective means that students develop their ideas using a guide of question words. Topic of the study is not mentioned, so it is not clear what is going to write.

1) The teaching material in lesson plan 1 is a story from around the world. It is not clear what kind of story it is. The statements of instructional objective and teaching materials in this lesson plan are not relevant. So, the instructional objective in lesson plan 1 cannot be used as the basis to develop teaching materials. Lesson plan 1 is used for teaching writing, so the instructional objective should state specific teaching materials on writing. The instructional objective in lesson plan 1 should look like this:

Teaching Materials

After the materials have been taught, students will be able to:

1. Arrange an outline of a composition story from around the world up to 80%

2. Develop a draft of a composition story from around the world up to 80%
3. Finalize a final copy of a composition story from around the world up to 80%

Teaching materials

Writing a composition from around the world

- 2) Lesson plan 2 is reading. It has two instructional objectives, they are (1) to acknowledge their own tradition and from around the world, and (2) to get information on habits and tradition of local people and from around the world. The teaching materials of this lesson plan are stories from around the world. Both of them are not relevant. In teaching reading, the main purpose is to achieve comprehension. There is no statement that refers to reading activities and reading comprehension, so the instructional objectives and teaching materials in lesson plan 2 are not relevant.

The revision of instructional objectives and teaching materials in lesson plan 2 should look as follows:

Instructional Objectives

After the materials are taught, the students will be able to:

1. To get information from a selected passage about local and world tradition up to 80%.
2. To identify local and world' habits and tradition from selected passage up to 80%.
3. To summarize local and world tradition based on the selected passage up to 80%.

Teaching materials

Reading a selected text on local and world tradition

- 3) Lesson plan 3 is speaking topic. The instructional objectives of the lesson plan 3 are: (1) to write a letter, and (2) to identify cost of things using the phrase how much. The teaching materials of the lesson plan are stories from around the world. For teaching speaking, of course, the instructional objectives are not relevant. They are wrong, because teaching speaking is stated to teach writing a letter and to use how much. Teaching speaking is to ask students to speak and express their ideas in oral communication. Writing a letter is not speaking, and using how much is teaching for grammar. Here, the teaching materials should be writing and grammar. So, teaching materials in this lesson plan are not relevant. Both instructional objectives and teaching materials are not correct.

For revision, the instructional objectives and teaching materials of lesson plan 3 should be as follows:

Instructional Objectives:

After the materials have been taught, students will be able to:

1. To select a topic of a story from around the world for oral performance up to 80%
2. To develop an outline a story from around the world orally up to 80%
3. To perform individually a story from around the world up to 80%

Teaching materials

Telling an oral story from around the world

DISCUSSION

The analyses on the instructional objectives of RPP 1 and RPP 2 show that the construction of A, B, C, and D are not used correctly. The main principles of development of indicators and instructional objectives are not used consistently.

Indicators should consist of A, B, C. This means students who will be taught are stated followed by action verbs and theme or topic of teaching materials. In this study, Audience is stated but the use of action verbs is not perfect. In addition, the sequence or order of difficulties is not correct.

Instructional objectives in this study are formulated similar to indicators. The writer of RPP does not state the Audience. The statement of instructional objectives is actually statement of indicators and statement of indicators is used for instructional objectives. Statement of instructional objectives should have A, B, C, D and the statement should have clearly themes and degrees of achievement. In this study, statement of instructional objectives uses only B and C.

The formulation of indicators in RPP does not follow guidance from BSNP (2008). BSNP (2008) explains that indicators show steps of achievement. Indicators are arranged from the easiest to complex activities. This study finds that indicators in English RPP have been formulated but the sequence of themes from easiest to complex activities do not present.

The instructional objectives should combine one or two indicators in one objective. If action verbs in the indicators have the same domain, they are combined in one objective. Therefore, the number of indicators is more than the number of objectives. This study finds that the writer of RPP uses indicators more than objectives. It is good but the level of difficulty of indicators is not arranged from easy to difficult level.

To analyze instructional design, Suparman (2005) states that instructional objective should use A, B, C, D. The objectives of RPP in this study do not use degree and the Audience is not stated. This means that the writer uses techniques to write indicators for objectives. The degree is actually can not be deleted. But, more specific and accurate, the degree is presented in the objectives.

Indicators in the RPP are made using action verbs and themes, but the sequence of indicators are not arranged from easy to difficult level. The objectives are also arranged not using degree. In addition, objectives in the lesson plans state the Audience in the beginning of statement. This recent study does not state Audience at the beginning of the statement of the objectives. This means that the content and purposes to write the lesson plan have been similar to teachers' need. However, the formulation of indicators and objectives are still incorrect. This means that the lesson plan has been matched using good criteria. However, the formulation of indicators and objectives are wrong.

Results of analysis in this study are of two kinds. Teaching materials in English lesson plans are not stated clearly and the instructional objectives are not relevant to teaching materials.

The instructional objectives are not relevant to teaching materials. It is because the instructional objectives are developed for different topics. Objectives for writing are described for reading; reading for writing, and speaking for writing.

The lesson plans show that the purposes of teaching English skills are confused. It is very important to state that instructional objectives should be the basis for developing teaching materials. This means that teaching materials are developed in the instructional objectives, so between instructional objectives and teaching materials must be relevant.

Teaching materials for writing, reading, and speaking in the lesson plans under study are the same. The teaching materials are storied from around the world. Of course, it is not the teaching materials, but it is a theme of teaching and the theme must be developed into specific topics.

Teaching materials are descriptions of materials, for example, a textbook, handout, slide, etc used for teaching. Teaching reading needs a text, teaching writing needs a topic of writing, teaching speaking needs materials for oral activities. In this lesson plan, no teaching materials are given, so actual teaching materials in the lesson plans are not available.

Teaching materials in the lesson plans are not available and are stated only in terms of topic. Of course, it is not the teaching materials. The instructional objectives in the lesson plans are also incorrect, stating different purpose from the topic that results teaching materials in the lesson plans are not relevant to instructional objectives.

CONCLUSION

This study discovers that indicators of good lesson plans are not well-constructed. Statements of indicators and learning objectives are not matched with the criteria of good instructional design. In addition, learning objectives do not indicate actual teaching materials and action verbs to indicate measurable teaching-learning outcomes do not match to each other. Teaching materials in the lesson plans are not available and are stated only in terms of topic. Of course, it is not the teaching materials. The instructional objectives in the lesson plans are also incorrect, stating different purpose from the topic that results teaching materials in the lesson plans are not relevant to instructional objectives. Teaching materials in English lesson plans are not stated clearly and the instructional objectives are not relevant to teaching materials. The instructional objectives are not relevant to teaching materials. It is because the instructional objectives are developed for different topics. Objectives for writing are described for reading; reading for writing, and speaking for writing.

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