THE ALIGNMENT OF PRE-SERVICE TEACHERS' ACTIVITIES WITH TEACHING OBJECTIVES BASED ON BLOOM TAXONOMY IN AN INTERNSHIP PROGRAM

THESIS

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ABSTRACT

Kencana, Nazelya Puspita. (2019). *The Alignment of Pre-service Teachers' Activities with Teaching Objectives based on Bloom Taxonomy in an Internship Program*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: Dra. Irma Soraya, M.Pd and Rakhmawati, M.Pd

Key words: teaching objectives, learning activities, constructive alignment, Bloom taxonomy, teachers' beliefs

This research discusses about the alignment of Pre-service teachers' learning activities with teaching objectives based on Bloom Taxonomy in an Internship program academic year 2018/2019. The aims of this research are to figure out; 1) The alignment of Pre-service teachers' learning activities with teaching objectives based on Bloom taxonomy, and 2) The Pre-service teachers' beliefs in aligning learning activities with teaching objectives based on Bloom Taxonomy. This research uses qualitative descriptive which focus on content-analysis. In getting the data, the researcher collected six lesson plans which contain teaching objectives and learning activities from 6 Pre-service teachers who were doing teaching internship in some state schools in Sidoarjo. In addition, the researcher also did interview to get the information about Pre-service teachers' beliefs which mostly affect their way to align learning activities with teaching objectives. The results highlighted the following; 1) Most of the Pre-service teachers' learning activities align with teaching objectives based on Bloom Taxonomy. They arranged the activities in order based on the objectives they stated. 2) Teachers' beliefs which affect Pre-service teachers in aligning good learning activities in order to achieve the teaching objectives are teachers' experience as language learners and experience from teaching. Those indicate that Pre-service teachers' experiences either formal or informal education encourage them to arrange good learning activities in achieving teaching objectives.

ABSTRAK

Kencana, Nazelya Puspita. (2019). *The Alignment of Pre-service Teachers' Activities with Teaching Objectives based on Bloom Taxonomy in an Internship Program*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya.
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Key words:tujuan pembelajaran, aktivitas pembelajaran, constructive alignment, Bloom Taxonomy, keyakinan guru

Penelitian ini membahas tentang kesesuaian aktivititas pembelajaran dengan tujuan pembelajaran yang telah di buat oleh mahasiswa PPL 2 berdasarkan Bloom Taxonomy di program pengalaman lapangan (PPL) pada tahun ajaran 2018/2019. Tujuan dari penelitian ini untuk mengetahui; 1) Kesesuaian aktivitis pembelajaran yang di buat oleh mahasiswa PPL 2 dengan tujuan pembelajaran berdasarkan Bloom Taxonomy, dan 2) keyakinan apakah yang mempengaruhi mahasiswa PPL 2 dalam menyesuaikan aktivitas pembelajaran dengan tujuan pembelajaran berdasarkan Bloom Taxonomy. penelitian ini mengunakan metode kualitatif yang merujuk pada analisa konten. Dalam mendapatkan data, peneliti mengumpulkan enam RPP yang berisi tujuan pembelajaran dan aktivitas pembelajaran dari 6 mahasiswa PPL 2 yang mengajar di beberapa sekolah negeri di Sidoarjo. Peneliti juga melakukan interview untuk mendapatkan informasi mengenai keyakinan mahasiswa PPL 2 dalam menyesuakan aktivitas dan tujuan pembelajaran. Hasil dari penelitian ini menyatakan bahwa 1) Sebagian besar mahasiswa PPL 2 mampu menyesuaikan aktivitas dengan tujuan pembelajaran berdasarkan Bloom Taxonomy. Mereka mampu menyusun aktivitas yang berurutan untuk mencapai tujuan pembelajaran. 2) Keyakinan yang mempengaruhi mahasiswa PPL 2 dalam menyesuaikan aktivitas dengan tujuan pembelajaran berdasarkan Bloom Taxonomy ialah pengalaman sebagai pelajar dan pengalaman dalam mengajar. Hal tersebut mengindikasikan bahwa pengalaman mahasiswa PPL 2 baik dalam pendidikan formal dan informal mendorong mereka untuk dapat menyusun aktivitas yang sesuai sehingga mampu mencapai tujuan pembelajaran.

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LIST OF ABBREVIATION

UIN	**Universitas Islam Negeri**
KD	**Kompetensi Dasar/Main Competence**
KI	**Kompetensi Inti/Basic Competence**
LO	**Learning Outcomes**
ILO	**Intended Learning Outcomes**
TLA	**Teaching/Learning Activities**
AT	**Assessment Tasks**

CHAPTER I
INTRODUCTION

This chapter presents the general issues related to the present study. These consist of background of the study, research questions, and objectives of the study. Then, the significance of the study, scope and limitation, and definition of key terms are also described below.

A. Background of the Study

Being pre-service teachers do not only get the knowledge theoretically in the university, but also need to apply their understandings into a real classroom to require field experience. It means that pre-service teachers are doing real teaching practice. Then, they are asked to be able in designing lesson plan, implementing what they design, delivering the materials, and assessing the students' works or performances. In order to know the ability of pre-service teachers' teaching practice, designing lesson plan is needed as the most important aspect in teaching process. This is because planning is a systematic process of deciding what and how students should learn.[1] Lesson plan is the main factors in the educational process.[2] It is also mostly the responsibility of the teachers.[3] Good lesson plan describes *what, when, where,* and with *which* method students should learn and *how* they should be assessed.[4] Therefore, by designing lesson plan, pre-service teachers know what they want to teach, what need to be prepared, and what their students be able to do at the end of the lesson because they already decide specific learning program before teaching takes place.

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[1] Volkan Cicek and Hidayet Tok, "Effective Use of Lesson Plans to Enhance Education in U.S. and Turkish Kindergarten thru 12th Grade Public School System: A Comparative Study". *International Journal of Teaching and Education.* Vol. II No. 2, 11

[2] Ali Jamil N. and Mina Heidari, "The Important Role of Lesson Plan on Educational Achievement of Iranian EFL Teachers' Attitudes". *International Journal of Foreign Language Teaching & Research*. Vol.3 No. 5, 2014. 25

[3] Volkan Cicek and Hidayet Tok, "Effective Use of Lesson Plans ……..", 11

[4] Ali Jamil N. and Mina Heidari, "The Important Role of Lesson Plan ……...", 25

Furthermore, the vital aspect in designing lesson plan is deciding teaching objectives.[5] It is because teaching objectives indicate what teachers want students to learn.[6] Lang et al. summarize that teaching objectives are constructed by determining what knowledge, skills, attitudes and value students should acquire as the outcome of the lesson.[7] Teaching objectives are as behaviors which stated specifically, observably, and measurably[8]. The more clearly the teaching objectives are stated, the easier to judge the successfulness of the learning and teaching process. So, it is concluded that teaching objectives are means to measure the successfulness of learning and teaching process because they state the students' outcomes at the end of the learning program and reflects how lesson is arranged in order.

Jim McKimm and T. Swanwick notes how to write teaching objectives; they are written in simple present tense, use easily understood language, use operational verbs, clearly indicate students' level competence, and they are SMART (specific, measurable, achievable, realistic, and time-bound).[9] In addition, defining teaching objectives also help to achieve what Biggs calls 'constructive alignment', where objectives, teaching methods and assessments are aimed at achieving the same thing.[10] To achieve the teaching objectives, all of the teaching and learning components like learning activities, materials, media and online support should be constructed to help the students achieve the specified outcomes of the learning program.[11] As the result, the teaching objectives are

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[5] H. Doughlas Brown. *Teaching by Principles (second edition).* (USA: Longman), 150.

[6] Lorin W. Anderson and David R. Krathwohl. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* (New York: Longman), 3.

[7] Aslina Saad, Doctoral Thesis: *"A case-based system for lesson plan construction"* (England: Loughborough University, 2011), 20.

[8] "Setting Learning Objectives". *British Journal of Hospital Medicine.* Vol. 70 No. 7, 2009. 406

[9] "Setting Learning Objectives". *British Journal of Hospital Medicine* … 408.

[10] J. Biggs, "Enhancing learning through constructive alignment". *Higher Education* 32: 347–64

[11] "Setting Learning Objectives". *British Journal of Hospital …* 406.

easily accomplished through good alignment of the all teaching's components.

The Minister of Education Regulations also states that teaching objectives is formulated from Basic Competence *(Kompetensi Dasar/KD)* and mentioned in operational verbs that can be observed and measured in terms of attitude, knowledge, and skills aspects.[12] In K13 Curriculum revised, which is used by pre-service teachers to design lesson plan, the teaching objectives are definitely broken down from Main Competence (KI) and Basic Competence (KD) which are stated in the syllabus. *Main Competence* (KI) means generic components which consist of four dimensions: spiritual (KI 1), affective (KI 2), knowledge (KI 3), and performance or skill (KI 4).[13] Whereas *Basic Competence* (KD) is a competence which should be achieved by the students in each subject matter.[14] *Main competence* is always in line with *basic competence*, but KI 1 and KI 2 are taught indirectly. KI 1 deals with the religious aspect and KI 2 is about civic education.[15] Therefore, for other subjects, in English language learning the focus is only on achieving KD from KI 3 and KI 4 which show what knowledge and skills students are be able to acquire. In KI 3, the knowledge dimension are factual, conceptual, procedural and metacognitive.[16] While in KI 4, the skills aspect focus on the students' ability in applying the knowledge which is taught before.[17]

After deciding teaching objectives, what pre-service teachers do is that determining the learning activities that align with teaching objectives. It is important to do because learning activities reflect step by step which students do in the learning and teaching process in order to achieve the objectives of the lesson. That is why, pre-service teachers need to be careful in designing and arranging learning activities. If they do not arrange the activities in order, the students can get difficulty in learning the materials, the lesson cannot

[12] Permendikbud 2016 No. 22
[13] Permendikbud 2016 No.021
[14] Permendikbud 2016 No.021
[15] Permendikbud 2016 No.021
[16] Panduan Penilaian Oleh Pendidik Dan Satuan Pendidikan untuk Sekolah Menengah Atas 2017, 23
[17] Panduan Penilaian Oleh Pendidik Dan Satuan … 33.

be taught well, and the teaching objectives cannot be achieved. As the Pre-service teachers still have difficulty to cover the element of lesson plan, especially in aligning learning activities with teaching objectives, one way to do it is through involving Bloom taxonomy. Bloom taxonomy is a tool or guideline of classifying systematic learning outcomes, activities, and assessments which describe how students' performance grows in complexity when mastering tasks.[18] Bloom's taxonomy is widely used in United State of America for guideline in constructing lesson plan in terms of deciding the teaching objectives, activities and assessment tasks in order and operationally.[19]

The point of using Bloom taxonomy as a framework are the categorization leads the educators determine the objectives based on students' point of view, it also helps to see the integral relationship between knowledge and cognitive process, it shows the consistency among the objectives, how it is taught and assessed, and it makes sense of the wide variety of terms which are used in education. So, Bloom taxonomy is classified specifically and clearly. Anat Zohar also mentioned that Bloom taxonomy is categorized and specified the cognitive process in clear and succinct framework.[20]

If aligning learning activities with teaching objectives based on Bloom Taxonomy refer to teachers' lesson plans, it usually connects to cognitive processes domain of the students. According to The Minister of Education Regulations in 2016, in KI 3 the students are hoped to *understand, apply, and analyze the factual, conceptual, and procedural knowledge based on their interest in science, technology, culture, and humanities.*[21] It can be seen that it is in line with the 2, 3, and 4 cognitive domain levels in Bloom Taxonomy which are *understand* for level 2, *apply* for level 3, and *analyze* for level 4. *Remember* in level 1 does not fit which KI 3 that has been mentioned above, because level 1 shows lower level of

[18] J.B. Biggs & C.F. Collins, "Evaluating the Quality of Learning – The SOLO Taxonomy". (New York: Academic Press). 1982

[19] Susan M Brookhart. *How to Assess Higher-order thinking skills in your classroom.* (United States of America: ASCD Publication, 2010), 42.

[20] Anat Zohar. *Higher Order Thinking in Science Classrooms Students' Learning and Teachers' Professional Development.* (Springer Science + Business Media B.V, 2004), 1.

[21] Permendikbud Tahun 2016 Nomor 24

students' competence. While *evaluate and create* in level 5 and 6 are talking about critical thinking skills. Thus, KI 3 reflects the cognitive domain levels 2, 3, and 4 of Bloom Taxonomy.

Moreover, the fundamental aspect which underlies teachers and pre-service teachers construct certain activities in their lesson to achieve teaching objectives is that teachers' beliefs. H. Zheng emphasizes that teachers' beliefs are significant concepts in comprehending teachers' thought processes, teaching methods, and learning to teach.[22] Teachers' beliefs are important considerations in teacher education which have been designed to help teachers develop their thought and principles. They show a large number of knowledge and teachers understand their world by shaping a complicated system of personal and professional knowledge.[23] So, those knowledge determines what teachers do in their learning programs.

Kindsvatter, Willen, Ishler, Abdi, and Asadi state that there are four sources of teachers' beliefs; teachers' experience as language learners, experience from teaching, teachers' personality, and educational-based or research-based principles.[24] It is assumed that teachers' beliefs play a key role in the way teachers and pre-service teachers design lesson plans and arrange learning activities. Thus, this study also wants to figure out what pre-service teachers' beliefs in aligning learning activities with teaching objectives based on Bloom taxonomy.

In addition, the subject of this research is that Pre-service teachers of English Teacher Education Department of UIN Sunan Ampel Surabaya who are doing teaching internship in some schools in Sidoarjo. Teaching internship is a program for Pre-service teachers to have real experience in teaching process in a real schools and condition. It is taken because it is in line with two of three goals of English Teacher Education Department in UIN Sunan Ampel Surabaya that stated "*Create professional, innovative and pious English teacher graduates" and "Create creative and innovative*

[22] H. Zheng. "A Review of Research on EFL Pre-Service Teachers' Beliefs and Practices". *Journal of Cambridge Studies.* Vol. 4 No. 1, 2009. 73

[23] Abbas P. G & Narjes B. S. *Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature"*. Vol. 10 No. 4, 2017. 79

[24] Abbas P. G & Narjes B. S. *Teachers' Beliefs in English* … 80.

contribution and development product of English Teacher Education Department".[25] Being professional, innovative and creative, teachers should help the students by facilitating the sequence learning activities to achieve the teaching objectives. It also shows their ability in the teaching process in contributing teaching products. Furthermore, English Teacher Education Department is also marked as A accredited Department since 2015 from BANPT (Badan Akreditasi Nasional Perguruan Tinggi). That is why, it is assumed that the pre-service teachers are qualified teachers who have good personality and achievement in teaching process.

This research takes some public schools in Sidoarjo which used for teaching internship because they are already listed as referral school *(sekolah rujukan)*. Referral school is some high schools who has met the National Education Standards (SNP) and developed a program in line with the school potential and community needs.[26] It means that they have good quality in many aspects and hoped that it can be the model for other schools. Besides, the schools already implement K13 curriculum, the teachers in those schools are already certified, and get some workshops from the government. So, it is expected that the Pre-service teachers who are doing teaching internship in those schools have guidance to design good lesson plan.

In accordance with the issue, there are some previous studies that have been conducted before by some researcher. The first study is from Abdullah A.H. Alfauzan - Nessima Tarchouna entitled "The Role of an Aligned Curriculum Design in the Achievement of Learning Outcomes (LO)". This study highlighted the tight relationship between learning outcomes and LOs-based curricula and argued that an appropriately aligned curriculum design can

[25] Pendidikan Bahasa Inggris. *"Tentang PBI"*. (http://pbisa.wordpress.com/about/, accessed on September 11th, 2018)

[26] Sekolah Rujukan Sebagai Model Pembelajaran. https://psma.kemdikbud.go.id /index/index.php?page=berita_detail&id=OTg5#.W0H0_tIzbIU (Accessed, 31 August 2018)

facilitate and optimize the successful achievement of the intended learning outcomes in the "Theory of Translation" course.[27]

The second study is under the title "Aligning Teaching and Assessment to Course Objectives: The Case of Preparatory Year English Program at King Abdulaziz University" which conducted by Rania Kabouha in Kingdom of Saudi Arabia.[28] This research discusses the concept of constructive alignment theory from John Biggs with the learning outcomes in teaching of English at a Saudi university which focus on the speaking course.

The third study is from Martin Thomas entitled "Teachers' Beliefs about Classroom Assessment and Their Selection of Classroom Assessment Strategies."[29] This research was conducted to compare the beliefs of trained and untrained middle and secondary school teachers of Pakistan about classroom assessment. The study opens up an issue, "whether or not the teacher training has a significant impact on teachers in Pakistan."

In a brief, this research is conducted to make difference from the previous studies. The first study talks about the constructive alignment method to best support the Theory of Translation course, the second refers to the alignment of teaching and assessment to course objectives, especially in speaking, and the third deals with teachers' beliefs about classroom assessment. While this current study focuses on the alignment of the learning activities with teaching objectives which is made by pre-service teachers of English Teacher Education Department in their teaching internship in academic year 2018/2019. The Pre-service teachers' lesson plans are analyzed based on the theory of David R. Krathwol in Bloom Taxonomy in level 2 (*understanding*), level 3 (*applying*), and level 4 (*analyzing*). In addition, this research also figures out the Pre-

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[27] Abdullah A.H. Alfauzan - Nessima Tarchouna, "The Role of an Aligned Curriculum Design in the Achievement of Learning Outcomes", Journal of Education and e-Learning Research Vol. 4 No. 3, 81-91, 2017

[28] Rania Kabouha, "Aligning Teaching and Assessment to Course Objectives: The Case of Preparatory Year English Program at King Abdulaziz University". *International Journal of Applied Linguistics & English Literature.* Vol. 4 No. 5, September 2015, 82

[29] Martin Thomas, "Teachers' Beliefs about Classroom Assessment and Their Selection of Classroom Assessment Strategies". *Journal of Research and Reflection in Education.* Vol. 6 No. 2, 2012. 103

service teachers' beliefs in aligning the activities with the objectives based on the theory of Kindsvatter, Willen, ishler, Abdi, and Asadi. Thus, this study is expected to be useful especially for Pre-service teachers in micro-teaching classes and also the teaching internship to be a guideline in designing lesson plans deal with the alignment of learning activities and teaching objectives.

B. Research Questions

In relation to the background of the study previously outlined above, the problem of the study can be formulated as this following questions:

1. Do the pre-service teachers' learning activities align with teaching objectives based on Bloom Taxonomy?
2. What are the pre-service teachers' beliefs in aligning learning activities with teaching objectives based on Bloom Taxonomy?

C. Objectives of the Study

This research will be aimed at finding out:

1. To describe the alignment of pre-service teachers' learning activities with teaching objectives based on Bloom Taxonomy.
2. To describe the pre-service teachers' beliefs in aligning learning activities with teaching objectives based on Bloom Taxonomy.

D. Significance of the Study

The research results are expected to give significant input to the following parties:

1. For Pre-Service Teacher
   This study can increase their knowledge and awareness in arranging learning activities which is coherence with the teaching objectives based on the students' competence level. Then, they can decide which activities are appropriate to be applied or not in the teaching process. Thus, the whole learning process are related each other to support the teaching objectives of the lesson.
2. For Teachers or Lecturers
   This study can help and guide them to concern more to the Pre-service teachers' competence related to the appropriateness in arranging learning activities which align with the teaching

objectives. It also helps the lectures to prepare the Pre-service teachers to be good future teachers where they must be able to arrange learning activities in a sequence.

3. For The Faculty
   This study can help the faculty to enhance the Pre-service teachers' quality in teaching before having the real teaching practice or PPL 2. It is also useful for the next researcher to conduct a research about the same topics in the real practice of pre-service teachers.

E. Scope and Limit of the Study

The scope of this study is in the pre-service teachers' learning activities and teaching objectives which refer to the knowledge aspect. It also focuses on Pre-service teachers' lesson plans which are designed for teaching internship practice. In analyzing the data, the theory of Bloom Taxonomy is used as the main theory. It focuses on the level 2 (*understanding*), level 3 (*applying*), and level 4 (*analyzing*) based on the KI 3 in The Minister of Education Regulations in 2016 which has been mentioned in the background above. Then, for the second research question is about teachers' beliefs, the scope deals with the Pre-service teachers' beliefs in aligning the learning activities with teaching objectives. The theory to conduct the second research is from Kindsvatter, Willen, Ishler, Abdi, and Asadi about the sources of teachers' beliefs.

The limitation of this study is Pre-service teachers who are doing their teaching internship practice in academic year 2018/2019 which take place at state Senior High School in Sidoarjo. The schools are SMAN 1 Sidoarjo, SMAN 2 Sidoarjo, SMAN 3 Sidoarjo, SMAN 1 Porong, SMAN 1 Gedangan, and SMAN 1 Taman. The Pre-service teachers who belong to that schools are analyzed.

F. Definition of Key Terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study, as the details are:

1. Lesson Plan
   Farrell defined a lesson plan as a unit which is a sequence of correlated materials of particular theme or it can be said as the record of teachers' thought about what will be covered during a

lesson.[30] While in this study, it can be defined as course plan which consists of the objectives, the activities, and the assessment which are made by pre-service teachers before they teach in the classroom.

2. Bloom Taxonomy
   Bloom's taxonomy is a framework to categorize educational objectives.[31] In this study, Bloom's taxonomy is used as guideline to analyze the lesson plans. It defines as the levels' category of learning objectives and activities. The revised version of Bloom's taxonomy has six level; remember, understand, apply, analyze, evaluate and create. This study focuses on understand, apply, and analyze levels in classifying teaching objectives and learning activities.
3. Teaching Objectives
   Teaching objectives state the observable and measurable behaviors that students should exhibit as the result of participating in a learning program.[32] While in this study, teaching objectives are statements about the outcome of the teaching process deals with what the students be able to do at the end of the lesson.
4. Learning Activities
   Jeremy Harmer stated that learning activities is one of four main planning elements. They tell about what students will be doing in the classroom; the way students will be group, whether they move around the class, work side by side, or work in groups.[33] As defined in this study, learning activities are the sequence of what the students do in the classroom, the step by step from the opening to closure to achieve the objectives of teaching process.

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[30] T.S.C. Farrell, "Lesson Planning". In Richards, J.C. & Renandya, W.A (Eds). *Methodology in language teaching: An anthology of current practice*. New York: Cambridge University Press. 2002. 30

[31] L. W. Anderson, et.al., "*A Taxonomy For Learning, Teaching And Assessing."* (New York: Longman, 2001)

[32] "Setting Learning Objectives*". British Journal of Hospital Medicine.* Vol. 70 No 7, July 2009, 408

[33] Jeremy Harmer, *"The Practice of English Language Teaching"* (Cambridge: Pearson Education Limited, 1998), 308.

5. Constructive Alignment
   John Biggs defines constructive alignment as an outcome-based approach to teaching in which the learning outcomes are defined before the teaching takes place.[34] The intended learning outcomes, activities, and assessment tasks are in line one another. While in this study, the alignment refers to the appropriateness of learning activities with teaching objectives in the Pre-service Teachers' lesson plans.
6. Pre-service Teacher
   Pre-service Teacher is 7th semester of English Teacher Education Department students in UIN Sunan Ampel Surabaya who take and join microteaching class.
7. Teaching Internship
   Teaching Internship (PPL 2) at Tarbiyah Faculty and Teacher Training UIN Sunan Ampel Surabaya is a series of activities to apply various educational theories to require real teaching practice. It is called as real classroom teaching because the Pre-service teachers are facing real students in a real condition in the school to apply the theories which that already got from the university.[35] In this study, teaching internship is defined as teaching practice which is faced by pre-service teachers to get real experience in teaching with the real students and situation.
8. Teachers' Beliefs
   Belief is a kind of knowledge that is subjective and experience-based.[36] Beliefs involve in many aspects of teaching, they are involved in helping individuals make sense of the world and influence how information is understood.[37] Teachers' beliefs are teachers' arguments and views on teaching and learning process which help them make decisions about their classroom

[34] John Biggs, "Constructive Alignment in University Teaching". *HERDSA Review of Higher Education.* Vol. 1, 5

[35] UINSA ―Pedoman Praktik Pengalaman Lapangan (Ppl) II Tahun Akademik 2017/2018 Fakultas Tarbiyah Dan Keguruan Uin Sunan Ampel Surabaya‖ (Surabaya: UINSA 2018), 1

[36] E. Pehkonen & A. Pietila. *On Relationships between Beliefs and Knowledge in Mathematics Education.* Paper Presented at the CERME 3: Third Conference of the European Society for Research in Mathematics Education, Bellaria, Italy. 2003. 2

[37] Li Xu. The Role of Teachers' Beliefs in the Language Teaching-learning Process. *Academy Publisher.* Vol. 2 NO. 7, 2012. 1397

teaching.[38] So in this study, teachers' beliefs are defined as the sources of teachers' knowledge which underlie the arrangement of learning activities and teaching objectives in the learning and teaching process.

[38] Abbas P. G & Narjes B. S. *Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature"*. Vol. 10 No. 4, 2017. 79

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher describes some related theories and literature to the problems of the study in order to give relevant knowledge of the field. This review consists of several subheadings. The first is talking about teaching objectives, the second is discussing about constructive alignment, the third is about Bloom taxonomy, and the last is about teachers' beliefs. Then, the previous studies are also presented below.

A. Theoretical Framework

1. Teaching Objectives

Mrunal M and Manvinder Kaur emphasizes that teaching objectives are indicators which need to be achieve by the students at the end of the learning program.[39] While Azmahani et.al, state that teaching objectives are intended purposes and expected results of learning activities which establish the foundation for assessment tasks.[40] It can be concluded that teaching objectives are what students are able to do at the end of a lesson. The teaching objectives cover the students' knowledge, skill, and attitudes of certain materials.

Teaching objectives need to be specific, observable, and measurable.[41] They are generally written based on Bloom taxonomy.[42] Bloom taxonomy is a means to categorize cognitive domain levels for teaching objectives, learning activities, and assessment tasks.[43] The cognitive domain levels are described operationally and clearly for the teaching and learning process. It is good to be used because it helps teachers and educators

[39] Mrunal M. and Manvinder Kaur, "Importance and Benefits of Learning Outcomes". *OSR Journal Of Humanities And Social Science.* Vol. 2 No. 3, 2017. 66

[40] Azmahani A. et.al, "Evaluation on the Effectiveness of Learning Outcomes from Students' Perspectives". *Procedia - Social and Behavioral Sciences 5*. 2012. 24

[41] "Setting Learning Objectives". *British Journal of Hospital Medicine.* Vol. 70 No 7, July 2009, 406

[42] Mrunal M. and Manvinder Kaur, "Importance and Benefits ……. 65.

[43] J.B. Biggs & C.F. Collins, "Evaluating the Quality of Learning – The SOLO Taxonomy". (New York: Academic Press). 1982

examine objectives based on the students' point of views, and the categorization helps the teachers to be consistent in aligning the teaching objectives, learning activities, and assessment tasks.

The concept of Bloom taxonomy is that before understanding the concept, remembering it well, understand before apply, analyze the process before evaluate it, then new concept can be created.[44]

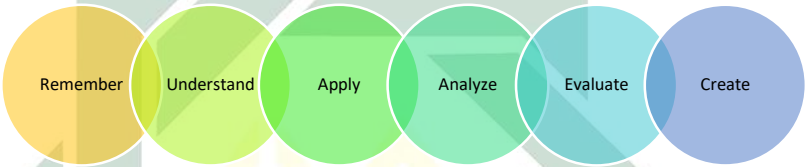

Figure 2.1 Cognitive Process Dimension of Bloom Taxonomy

Based on the figure 2.1 above, there are 6 cognitive processes in Bloom Taxonomy; *Remember, Understand, Apply, Analyze, Evaluate* and *Create. Remember* is the first cognitive process level which means students are asked to regain relevant knowledge from long-term memory. After they regain the memory, they can *understand* the meaning of the memory's message. Then, they can use the procedure of the memory in given situation in *apply* level. Breaking down its parts in *analyze* level, make judgments based on certain criteria of memory in *evaluate* level, and put elements together into new pattern or structure in *create* level. It means that the cognitive process are higher from level 1 to level 6 of Bloom Taxonomy. Therefore, determining teaching objectives should look at Bloom

[44] Mrunal M. and Manvinder Kaur, "Importance and Benefits …… 65.

Taxonomy to decide what cognitive process students acquire after the lesson presented.

Doughlas Brown explains the importance of stating teaching objectives. The importance are it helps teachers to be sure that they indeed know what their students want to accomplish, preserve the unity of the lesson, predetermine whether or not they are trying to accomplish too much, and evaluate students' success at the end of the lesson.[45] Thus, deciding teaching objectives is important aspect in teaching and learning process. It helps teachers to know what they do during the lesson, it helps them to know what competence their students need to achieve, and it also helps teachers to align all of the teaching components to support the achievement of the lesson starting from the good arrangement of learning activities and the appropriate assessment tasks.

2. Constructive Alignment

Gajendran et.al, states that constructive alignment is a relevant educational courses which are designed to achieve the intended learning outcomes.[46] The relevance is seen through the components of the teaching process, which are in line one another. While John Biggs defines constructive alignment as an outcome-based approach to teaching in which the learning outcomes are defined before the teaching takes place. He adds that "Teaching and assessment methods are then designed to best achieve those outcomes and to assess the students' competence at the end of the lesson". Biggs also explains that his model is based on one of the major insights of the psychology of constructivism which means that the students are gaining their own knowledge through actively engaging in the teaching or learning activities.[47] Thus, through this idea, teachers are easy to set up the learning environment because they already know what

[45] H. Doughlas Brown. *Teaching by Principles (second edition).* (USA: Longman), 150.

[46] O. Tokede and L. Tivendale, "Appraising Constructive Alignment in a Construction Management Programme". Retrieved from https://www.researchgate.net/publication/318672261. 2017. 2

[47] J.B. Biggs, "Constructive alignment in university teaching". *HERDSA Review of Higher Education*, 1. 2014, 5. Retrieved from www.herdsa.org.au.

they need to accomplish in the learning process. In addition, the learning activities and assessments are best designed to achieve the teaching objectives.

The operational framework for this teaching design are:[48]

a. Describe the *intended learning outcomes* (ILOs)

In the teaching process, teachers should have a clear idea of what they want their students to learn.[49] More specifically on a topic by topic, teachers should be able to arrange how well each topic needs to be understood. The first step in designing the teaching objectives is that to make clear what levels of understanding teachers want from students and in what topics, and what performances of understanding would give them that knowledge to reach the goal of lesson.[50]

The operational method to write learning outcome:[51]

1) Firstly, focus on the intended results
2) State four to six outcomes for each course
3) Write clear and specific statements
4) Number the learning outcomes
5) State outcome with the statement *"at the end of the lesson, students will be able to ….."*
6) Complete the statement above using an action verbs which show a type of knowledge, skill, and attitude aspects that could be observed, measured, and assessed at the end of the teaching process.
7) Avoid using verbs with ambiguous meanings or action verbs which could not be measured, such as *"like, appreciate, or understand"*.
8) Make sure the LOs are realistically achievable within the set of time.

[48] J.B. Biggs, "Constructive alignment in university … 8.

[49] John B Biggs, "Aligning Teaching and Assessing … 2.

[50] John B Biggs, "Aligning Teaching and Assessing … 2.

[51] A.A.H. Alfauzan – Nessima Tarchouna, "The Role of an Aligned Curriculum Design in the Achievement of Learning Outcomes". *Journal of Education and e-Learning Research*. Vol. 4, No. 3, 2017, 86

9) Ensure that the LOs refer to a learning taxonomy and cover the cognitive, psychomotor, and affective domains.
10) Check the relevance of LOs in relation to the course goals.
11) Ensure that the LOs bring a contribution to the program.

John Biggs recommends for the statement of ILOs, the action verbs which are used is only one or two verbs for each outcome, and it could be looked at the learning taxonomy like Bloom's Taxonomy which shows educational objectives or Biggs SOLO Taxonomy which tells about levels of understanding.

b. Create a learning environment using *teaching/learning activities* (TLAs)

The teaching method teachers choose need to engage students in the learning process, because it is the time to activate and motivate the students. That is why learning activities should be planned and carried out, so that they match both the course content and the intended learning outcomes.[52] Good teaching is to stimulate competence rather than to reflect it, teachers need to activate an appropriately wide range of learning-related activities.[53]

Selecting appropriate TLAs is a matter of experience and judgment. Ideas also might be gained from some literature on alternative teaching procedures and techniques. Further, the subject of learning activities is not only the students, but also the teacher, an individual, and whole students are needed. This following ideas why they are all important are:[54]

1) The *teacher* has major control over formal learning activities: lectures, tutorials, field excursions, etc. The teacher can also set up formal cooperative activities involving peers, such as discussion groups,

[52] Rania Kabouha, "Aligning Teaching and Assessment to Course Objectives: The Case of Preparatory Year English Program at King Abdulaziz University". *International Journal of Applied Linguistics & English Literature.* Vol. 4 No. 5, September 2015, 87

[53] John Biggs, "Enhancing Teaching through Constructive Alignment". *Kluwer Academic Publisher Higher Education* 32, 1996, 354

[54] John Biggs, "Enhancing Teaching through … 354.

brainstorming, or learning partnerships, so that the role of peers becomes increasingly important.

2) *Peer-controlled* activities range from formal ones, started by the teacher, such as group-works or peer-works to informal and spontaneous collaboration by the students outside the classroom, which may have positive effects on learning.
3) *Self-controlled* activities includes anything that goes under the heading of independent learning and study, including specific strategies for extracting meaning from text such as summarizing and note-taking, general study skills, and metacognitive strategy use.

The point of the learning activities is that a constructivist perspectives highlights the need for introducing a range of TLAs, involving teacher, peers, and the individual students as appropriate, so that the higher level objectives have a greater probability of range activities than if only one teaching method.

c. Use *assessment tasks* (ATs)

According to H. Doughlas Brown, assessment is defined as ongoing process that include wider domain.[55] Assessment is also the way of collecting or gathering the information about the students' understanding to decide the next step in the learning process. Wider domain here means that assessment include testing, measuring and judging. Assessment for learning also provide feedback to help the students improve and achieve the teaching objective. That is why assessment is a vital process in education.[56] Assessment has several categories; Formal and Informal, Summative and Formative, and many other related to the assessment. While summative and formative assessment are categorized by the function.[57]

Furthermore, task is also one of techniques in giving assessment. Task is defined as any language learning that ask

[55] H. Doughlas Brown. *Language Assessment.* (USA: Longman, 2004), 4.
[56]Centre for Educational Research and Innovation. *Assessment for Learning; Formative Assessment.*
[57] H. Doughlas Brown. *Language Assessment.* (USA: Longman, 2004), 6.

the students to comprehend or produce the target language as they perform some set of work-plans.[58] The activities and exercises which given in the task to the students are needed in order to assess their knowledge and understanding. In addition, good assessment will lead to good outcome because it could cover the aspects needed to achieve the goal of the lesson and decide the next step in the learning process.

d. Transform these judgments into final grades

After designing the assessment tasks and using them to assess the students' understanding, the final step is that to transform the assessment task to the final grades. In this case, it shows the students' score of each tasks whether they get higher or lower score. So, this step is essential because it draws the result of the students in learning process.

3. Bloom Taxonomy

Benjamin S. Bloom is created Bloom Taxonomy. He is the one who has a theory about the cognitive domain for categorizing a level of abstraction of questions that commonly occur in educational settings.[59] This concept of cognitive domain was released in 1956. The taxonomy is popular under the name Bloom's Taxonomy. Then, in 2001, Bloom's taxonomy is revised by David R. Krathwohl that has several changes that will be discussed later. According to *A Revision of Bloom's Taxonomy; An Overview*, David R. Krathwohl said that the taxonomy of educational objectives is a framework for classifying statements of what we expect or intend to the students to learn as a result of instruction.[60]

In Bloom Taxonomy, teachers are helped by the classified cognitive processes domain to facilitate objectives, activities and assessment in the teaching and learning process. Moreover, this research only focuses on Bloom's taxonomy that has been

[58] Foreign Language Teaching Methods; Speaking. *Lesson 3: Designing Communicative task.* (http://www.shanghairanking.com/wcu/wcu1/Tai.pdf, accessed on August 19th, 2018)

[59] L. W. Anderson, et.al., *A Taxonomy For Learning, Teaching And Assessing.* (New York: Longman, 2001)

[60] David R. Krathwohl. "Revising Bloom's Taxonomy". *Theory Into Practice.* (Autumn, 2002)

revised in 2001 by Lorin W. Anderson and David R. Krathwohl. This is because Bloom Taxonomy is classified specifically, clearly, and briefly. The 19 cognitive processes domain in six levels help the educators to decide learning objectives, activities and assessment better in the learners' perspective, help them to see the integral relationship between knowledge and cognitive processes, and also help them to make better sense of variety terms in education.[61] Further, the pre-service teachers in UIN Sunan Ampel Surabaya are introduced to Bloom's taxonomy in micro-teaching classes. That is why Bloom's taxonomy is taken as important guideline to design teachers' lesson plan in UIN Sunan Ampel Surabaya.

Furthermore, by this idea, it is expected this framework can be a means for determining the compatibility of educational objectives, activities, and assessments in a unit, course or curriculum.[62] Teachers usually use Bloom's taxonomy as the guideline in deciding teaching objectives, learning activities and assessment in their lesson plan.

a. The Revised Version of Bloom Taxonomy

Time by time this cognitive taxonomy has been modified or revised by David R. Kratwohl in 2001. The cognitive stages are not changed a lot, it is still similar to the original one. The changes are in the three aspects as explained by Anderson and Kratwohl; in the emphasis, terminology and structure.[63] In the emphasis aspect, the revised version focuses more in applying taxonomy for curriculum and its useful for the teachers. It is also boarder and highlights more in the subcategories of each level.

In the terminology aspect, the revised version uses a different term for each level. The words used become verb rather than a noun. It can be seen in the figure 2.2.The changes also happen for all subcategories for each level such as *Knowledge*

[61] L. W. Anderson, et.al., *A Taxonomy For Learning, Teaching And Assessing.* (New York: Longman, 2001) , 35.

[62] L. W. Anderson, et.al., *A Taxonomy For Learning* … 1.

[63] L. W. Anderson, et.al., *A Taxonomy For Learning* … 263.

becomes *Remember* with subcategories *Recalling and Recognizing.* The changes also happen to the *Comprehension and Synthesis,* these become *Understand and Create.*

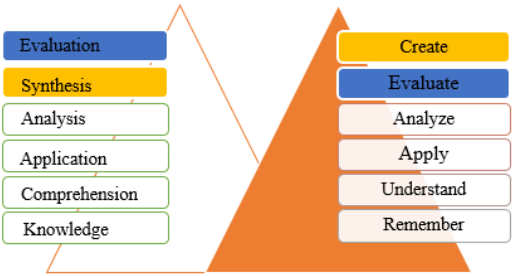

Figure 2.2 Bloom's Taxonomy Revised Version

The last aspect that is structure, the revised version separates knowledge dimension with cognitive dimension. This taxonomy is two dimensional frameworks (*see table 2.1*). It is to differentiate noun-verb relation in learning objectives. The knowledge dimension is separated from the cognitive domain but they are still interrelated. Teachers can use both knowledge and cognitive domain in creating learning objectives, activities, and assessment. In the knowledge process, it is divided into four dimensions; factual, conceptual, procedural and metacognitive. Also, the level number 5 (Synthesis/Create) and 6 (Evaluation/Evaluate) are interchanged in the order (*see figure 2.2*).

Table 2.1 Knowledge and Cognitive Process Dimension

The Knowledge Dimension	The Cognitive Process dimension					
	Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
Factual						
Conceptual						
Procedural						
Metacognitive						

However, the revised version uses the different term or word in labeling each level of cognitive domain. The definition of each level is still almost the same (*see table 2.2*). Further, each level has action verbs that can reflect each thinking level. In the revised version, it is called as cognitive process. By having 6 levels, there are 19 cognitive processes. As the example, in the level 4, *Analyze* the activity that can be done by the students to show that their brain is analyzing a thing, the teachers might give task to differentiate between two things. In the table 2.2 below, it shows the definition and the cognitive process of each cognitive level.

This is the revised of Bloom's Taxonomy based on Anderson and Kratwohl:[64]

[64] L. W. Anderson, et.al., *A Taxonomy For Learning, Teaching And Assessing.* (New York: Longman, 2001), 67-68.

Table 2. 2 Bloom's Taxonomy Revised Version

Cognitive Process Domain		
Category	**Definition**	**Cognitive Process**
Remember	(Regaining relevant knowledge from long-term memory)	Recognizing Recalling
Understand	(Determining the meaning of Instructional messages)	Interpreting Exemplifying Classifying Summarizing Inferring Comparing Explaining
Apply	(Carrying out or using a procedure in a given situation)	Carrying out Using
Analyze	(Breaking material, detecting how the parts relate to one another)	Differentiating Organizing Attributing
Evaluate	(Making judgments based on criteria and standards)	Checking Critiquing
Create	(Putting elements together to form a creation or make an original product)	Generating Planning Producing

Further, each cognitive process will be discussed more below.

1) Remember

When the objective of the instruction is to promote retention of presented material as it was taught before, the cognitive process is *Remember*.[65] It means that the students are asked to memorize an information which they have learnt in long-term memory. To assess students learning of this level, they are given a recall or recognition task which were similar with what they learnt before. *Remembering* knowledge is an important step for getting meaningful learning and problem solving because in this level the knowledge is needed to support another complex tasks.[66] Further, *recognizing* and *recalling* are two associated cognitive processes in this level.[67]

(a) Recognizing

Recognizing involves retrieving relevant knowledge from long-term memory in order to compare it with presented information.[68] In *recognizing*, the students are able to look for the information which is similar to the presented information when they are given tasks. They commonly search for a match information. Furthermore, *identifying* is the alternative term for *recognizing*. In the *recognizing*, there are three methods in the assessment tasks; verification, matching, and forced choice.[69] Verification task is like true-false tasks format in which the students are asked to determine the information is correct or not. In matching, the students are asked to choose how each item match with the other information presented based on given lists. While in force choice, the students are asked to choose the best answer of the question. The common format is multiple-choice.[70]

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[65] L. W. Anderson, et.al., *A Taxonomy For Learning, Teaching And Assessing.* (New York: Longman, 2001), 66.

[66] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 66.

[67] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 66.

[68] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 69.

[69] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 69.

[70] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 69.

(b) *Recalling*

Recalling involves retrieving relevant knowledge from long-term memory when students are given a question to be answered.[71] They search for the information and use it to answer the question needed. For instance "What is the generic structure of recount text?" in this case students are asked to be able to recall their long-term memory about recount text. In addition, *retrieving* is the alternative term in *recalling.* While in the assessment tasks, teacher can give hints to the students.[72] The example before is a question with no hints. The question with several hints are like this "The generic structures in recount text are _____, _____, and _____."

2) Understand

Understand is the higher level of *Remember*. In this level, the goal of instruction is to promote transfer and relate the information to the prior knowledge the students have.[73] Students are said to *understand* when they are able to construct meaning from instructional messages, whether is oral, written, or graphic communication.[74] The instructional messages are gotten during lectures, in books, or on computer monitors.[75] Therefore, students are able to build connections and relate the "new" knowledge with the prior knowledge. The cognitive processes that include to *understand* are *interpreting, exemplifying, classifying, summarizing, inferring, comparing,* and *explaining.*[76]

(a) *Interpreting*

In *interpreting,* students are able to convert information from one representational form to another form, it can be words to words (paraphrasing), pictures to words, words to pictures, number to words, words to numbers, graphic to

[71] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 69.
[72] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 70.
[73] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 70.
[74] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 70.
[75] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 70.
[76] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 70.

words, words to graphic, etc.[77] Then, *translating, paraphrasing, representing, and clarifying* are the alternative terms of *interpreting.*[78] The appropriate test item formats in *interpreting* are structured response (i.e., supply an answer) and selected response (i.e., choose an answer).[79] So that students are asked to either construct or choose the same information in different form. Additionally, the information which are given need to be new information to avoid the students' memorization.

(b) *Exemplifying*

In *exemplifying*, students are able to give an example of a general concept or principle.[80] It can be done by identifying and defining the concept or principle and using these features to construct or choose a specific example. *Illustrating* and *instantiating* are alternative terms in *exemplifying.*[81] In assessment tasks, *exemplifying* can involve both constructed response format and selected response format. In constructed response, students must create an example, while selected response, they must select an example which is given.[82]

(c) *Classifying*

Classifying is complementary process to *exemplifying.*[83] In *classifying*, students are able to find out the general concept or principle from a specific example. So that students recognize something that belongs to a certain category.[84] *Categorizing* and *subsuming* are alternative terms of *classifying.*[85] In the assessment format, *classifying* can be in a constructed response or selection response.[86] Then, in

[77] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 70.
[78] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 71.
[79] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 71
[80] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 71.
[81] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 72.
[82] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 72.
[83] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 72.
[84] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 72.
[85] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 72.
[86] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 73.

English, the example task of this cognitive process is that the students are asked to classify adjectives into categories of comparison degree either in comparative or superlative degree of using the word "more and the most".

(d) *Summarizing*

In *summarizing*, students are able to construct a single statement which represents presented information or abstracts a general theme.[87] The example is determining a theme, main points or title of a passage. Alternative terms of *summarizing* are *generalizing* and *abstracting.*[88] In addition, the assessment tasks can be in constructed response or selection response. When the students are asked to write an appropriate title of a passage, it refers to constructed response. In contrast, when students are asked to select appropriate title based on list given, it belongs to selection response. So the tasks either can focus either themes or summaries.[89]

(e) *Inferring*

In *inferring*, the students are able to find a pattern in sequence of examples based on its function.[90] The process of *inferring* involves comparing among the examples within the context.[91] The example is students are given instances like "The A movie is more interesting than B movie, the C book is more expensive than D book, the A movie is the most interesting of all, the C book is more expensive among the others". Here, they will be asked to formulate pattern when they can use *more* and *the most* in a sentence depend on the using/function. Furthermore, the assessment formats in *inferring* are completion tasks, analogy tasks, and oddity tasks.[92] While *interpolating, predicting,* and *concluding* are the alternative terms for *inferring*.

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[87] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 73.

[88] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 73.

[89] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 73.

[90] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 73.

[91] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 73.

[92] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 74.

(f) *Comparing*

In *comparing*, students are able to determine similarities and differences between two or more objects, ideas, problems, or situations.[93] It includes finding one-to-one correspondence between the patterns and elements. *Contrasting*, *mapping*, and *matching* are the alternative terms in *comparing*.[94] The task in this cognitive process will ask the students to correspond one thing to another part which belongs to map an information or idea.

(g) *Explaining*

In *explaining*, students are able to construct and use cause-and-effect of a system.[95] *Constructing a model* is another term in *explaining*.[96] In this cognitive process, students have the ability in reasoning, troubleshooting, redesigning, and predicting. As an example in English, students are given a problem in language teaching, then they are asked to discuss the cause and effect of a certain method in the teaching process.

3) Apply

Apply is the ability when students use and apply procedures to perform exercises or solve problems.[97] In this cognitive process, students already know the procedure, then they are asked to apply the procedure on a condition or new situation. The cognitive processes which include in this level are *executing* and *implementing*. Students will do *executing* when they apply procedure in a similar situation as exercises, while they will do *implementing* when they apply procedure in a new situation as a problem.

(a) *Executing*

In *executing*, students are able to carry out a procedure that is known when they face a familiar task or an exercise.[98] *Carrying out* is an alternative term in *executing*. In this

[93] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 75.
[94] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 75.
[95] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 75.
[96] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 76.
[97] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 77.
[98] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 77.

cognitive process, students may be asked to construct response or select response. For instance, they are given some sentences in active voice, then they are asked to change the active into *passive voice*. It will be easy for them because they already know how to do it.

(b) *Implementing*

In *implementing*, students are able to construct and use procedure to perform an unfamiliar task.[99] The unfamiliar task refers to problems which means that students do not know what to do, so that they need to understand first before solving the problems. In line with that the procedure can be modification of some principles. In addition, an alternative terms in *implementing* is *using.*[100]

4) Analyze

Analyze is the ability to break down material into its parts and determine the correlation of one to another structure.[101] This cognitive process includes learning to determine the relevant pieces of messages (*differentiating*), how the pieces are organized (*organizing*), and highlight the purpose of a message (*attributing*). *Analyze* is the extension process of *understanding* and preface before *evaluating* or *creating.*[102] Therefore, the process of *understand*, *analyze*, and *evaluate* cannot be separated because they are interrelated each other.[103]

(a) *Differentiating*

In *differentiating*, students are able to distinguish the parts of whole structure in terms of their relevance or importance.[104] It occurs when students can determine the irrelevant parts from the relevant information, what is important and what it is not. *Differentiating* is different from *understanding* because it involves structural organization of information, and it also differs from

[99] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 78.
[100] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 79.
[101] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 79.
[102] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 79.
[103] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 80.
[104] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 80.

comparing in using the larger context.[105] The alternative terms of *differentiating* are *discriminating*, *selecting*, *distinguishing*, and *focusing*.[106] The students may be given a report text and asked to indicate the main parts of each paragraphs, such as in general classification and description. Further, the assessment formats can be constructed tasks or selection tasks.

(b) *Organizing*

In *organizing*, students are able to identify and recognize how each elements can be coherence of one another.[107] In this level, students build systematic and coherence connection among the presented information. In addition, *organizing* are related to *differentiating* and *attributing*. *Structuring*, *integrating*, *finding coherence*, *outlining*, and *parsing* are alternative terms in this cognitive process. The students may be asked to make an outline of given passage, like analytical exposition, then they need to find which information supports and does not support each paragraph. The assessment formats are constructed response and selection response.

(c) *Attributing*

In *attributing*, students are able to determine the intention or author's point of view of presented material.[108] It is different from *interpreting* in which students need to understand the meaning of presented material. While in *attributing* the process involves an extension beyond basic understanding to infer the intention or point of view. For example, students are given a text on the battle of Atlanta in the American Civil War, then they are asked to determine whether the author agrees on North or South. The tasks can be done in constructed or selection response. Then, *deconstructing* is the alternative term in *attributing*.

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[105] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 80.

[106] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 80.

[107] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 81.

[108] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 82.

5) Evaluate

Evaluate is the ability to make judgment based on certain criteria and standards.[109] The criteria and standards can be determined by students or others. The standards will be applied to the criteria. Qualitative and quantitative refer to the category of standards. While in the criteria, the most category often used are quality, effectiveness, efficiency, and consistency. Not all of judgments are evaluative, it can be said as evaluative when it uses standards with clearly defined criteria.[110] The cognitive processes which include to *evaluate* are *checking* and *critiquing*.

(a) *Checking*

In *checking*, students are able to test internal inconsistencies in an operation or a product.[111] They may be asked to test or check whether or not arguments support or contrast the thesis statement of a text. For example in an analytical exposition text, students are asked to determine which arguments supports the thesis statement and which one is not. The alternative terms of *checking* are *testing, detecting, monitoring,* and *coordinating.*[112] The tasks can ask the students whether paragraphs in a passage support the conclusions or not.

(b) *Critiquing*

In contrast to *checking*, *critiquing* focuses on external criteria. In this cognitive level, students are able to judge a product based on externally criteria and standards.[113] *Judging* is an alternative terms in this level, and judging or critiquing is also defined as critical thinking.[114] The students may be given a problem with presented conclusion, and asked to judge whether they positively agree on the presented solution to solve the problem or negatively disagree with the solution given. The

[109] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 83.
[110] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 83.
[111] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 83.
[112] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 83.
[113] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 83.
[114] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 83.

assessment format can be in constructed response in which students can generate their idea and explanation of a problem.

6) Create

Create is the ability to make a new product by reorganizing some elements or parts into a pattern or structure which is never presented before or it can be said as the "new" one.[115] Although it refers to unique production, but *create* in this part also means the production which all students can and will do after teaching process, such as writing an essay, expressing an argument, and painting.[116] *Create* is the highest level in Bloom's Taxonomy, which means that it needs complex ability to product something. That is why *create* also needs students' previous knowledge and experience. The point in this cognitive level is that students can construct elements and put it together as the whole.[117] *Generating, planning* and *producing* are associated with *create.*

(a) *Generating*

In *generating,* students are able to represent a problem and find an alternative or possibilities solution to solve in a certain criteria.[118] An alternative term is *hypothesizing*.[119] The students may be given a description problem and asked to produce solutions for it. For instance, in speaking class, students are given daily life problems like "Many people are addicted in operating cell-phone everywhere". Then they must produce alternative solutions or hypotheses to avoid the condition above. Thus, the assessment format in this cognitive level is better in constructed response in which students can generate their idea.[120]

[115] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 84.
[116] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 85.
[117] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 85.
[118] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 86.
[119] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 86.
[120] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 86.

(b) *Planning*

In *planning*, students are able to devise a solution method and develop a plan for solving the problem.[121] The solution is not only a hypothesis but it is the actual solution. The students may establish sub-goals when solving a problem.[122] For example, about the cell-phone addiction in writing an essay, students must make a layout what is the first, second, and third solution to avoid the condition. Then they must describe clearly each solutions one by one. *Designing* is an alternative term in this cognitive process. In addition, the assessment formats can ask students to develop work-out solutions, describe solution plans, or select solution plans for a given problem.[123]

(c) *Producing*

In *producing*, students are able to carry out a plan for solving a given problem which meets a certain criteria. *Constructing* is an alternative term of *producing*. In this cognitive level, students can construct, create, or produce a product based on clear criteria for the product. For instance, in performing a drama, students are asked to design a set of the drama based on the description needed in the story.[124] In this case, students can apply all types of knowledge (factual, conceptual, procedural, and metacognitive knowledge). Thus, a common task in *producing* is that designing task which students create a product that correspondence a certain specifications.[125]

Specifically, this study only focuses on level 2 (*understand*), level 3 (*apply*), and level 4 (*analyze*) of Bloom's Taxonomy which reflects KI 3 on Minister of Education Regulation. The cognitive processes are limited and more specific. In addition, in aligning the teaching objectives and

[121] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 87.

[122] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 87.

[123] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 87.

[124] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 88.

[125] L. W. Anderson, et.al., *A Taxonomy For Learning ...* 88.

learning activities, teachers can write those two things operationally based on the action verbs of each levels.

Table 2.3 Cognitive Processes

Verbs that show Understand level	Verbs that show Apply level	Verbs that show Analyze level
a. Interpreting (*Translating, Paraphrasing, Representing, and Clarifying)* b. Exemplifying (*Illustrating and Instantiating)* c. Classifying *(Categorizing and Subsuming)* d. Summarizing *(Generalizing and Abstracting)* e. Inferring *(Extrapolating, Interpolating, Predicting, and Concluding)* f. Comparing *(Contrasting, Matching, and Mapping)* g. Explaining *(Constructing a model)*	a. Executing *(Carrying out)* b. Implementing *(Using)*	a. Differentiating *(Discriminating, Distinguishing, Focusing, and Selecting)* b. Organizing *(Integrating, Finding coherence, Outlining, and Parsing)* c. Attributing *(Deconstructing)*

b. The Concept of Alignment based on Bloom Taxonomy and Constructive Alignment

Alignment refers to the degree of correspondence among the objectives, activities, and assessment. John Biggs in the theory of constructive alignment clarified that to have good learning environment, teachers should describe the objectives of the lesson which are followed by the appropriate activities and assessment tasks to achieve the presented objectives and assess the successfulness of the learning program.[126] So, all the components of teaching process are in line one to another. The learning environment that the teachers do can engage their students, as a result the students' outcomes are achieved.

In the other hand, the degree of alignment can also be determined by comparing objectives with assessment, objectives with activities, and activities with assessment. Indeed, the Taxonomy table offers an important alternative to facilitate comparisons.[127] The table is a kind of touchstone; its defined terms and organization of the three aspects carefully and clearly. Thus, this Taxonomy can be prepared using different notations for objectives, activities, and assessment as each is classified in the cells of the table. By determining the all three aspects appear together in one cell of table (strong alignment), or one cell contains two of them (weaker alignment), or many cells contain only one of them (weakest alignment), and those are the way to gain a deeper-level examination of alignment in teaching process.[128]

4. Teachers' Beliefs

Belief is a kind of knowledge which is subjective and experience-based.[129] It is as personal judgment formed from experiences. According to Khader, beliefs are judgments and

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[126] Marina Burger, Master Thesis: *"The Alignment of Teaching, Learning and Assessment in English Home Language in Grade 10 in District 9,Johannesburg"* (South Africa: University of South Africa, 2008), 53.

[127] L. W. Anderson, et.al., *A Taxonomy For Learning …* 10.

[128] L. W. Anderson, et.al., *A Taxonomy For Learning …* 10.

[129] Abbas P. G & Narjes B. S. *Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature"*. Vol. 10 No. 4, 2017. 79

evaluation that person makes about himself, others, and the world around him. They are personal ideas based on observation or rational thinking.[130] Beliefs can be used as a guide to personal thought and action including in language teaching and learning.

In language teaching and learning, teachers' beliefs are important for understanding and improving educational process.[131] Teachers' beliefs are the process of understanding how teachers shape their work which is significant to their teaching methods and their decisions in the classroom. They closely guide teachers to adopt their teaching strategies, shape language learners' learning environment, motivation and language achievement and ability.[132] The British Educational Theorist noted that teachers' beliefs have a greater influence than the teachers' knowledge on the way they plan their lessons, on the kinds of decisions they make, and on their general classroom practice.[133] Therefore, teachers' beliefs have an important role in determining teachers' lesson plan either on the activities they design or the strategies they implement.

According to Kindsvatter, Willen, Ishler, Abdi, and Asadi, there are four sources of teachers' beliefs:[134]

a. Teachers' experience as language learners

   A lot of teachers know that they were previously learners, due to that condition they know how they were taught. They know the teachers' strategies, activities, and assessment which can be applied on their teaching from their previous teachers. So, they can learn which one is good to their own teaching and which is not by reflecting from their previous learning or experience.

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[130] Dr. Fakhri R. Khader. Teachers' Pedagogical Beliefs and Actual Classroom Practices in Social Studies Instruction. *American International Journal of Contemporary Research.* Vol. 2 No. 1, 2012. 77

[131] Li Xu. The Role of Teachers' Beliefs in the Language Teaching-learning Process. *Academy Publisher.* Vol. 2 NO. 7, 2012. 1397

[132] Li Xu. The Role of Teachers' Beliefs in the Language … 1397.

[133] Li Xu. The Role of Teachers' Beliefs in the Language … 1397.

[134] Abbas P. G & Narjes B. S. *Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature"*. Vol. 10 No. 4, 2017. 80

b. Experience from teaching
   Teaching experience is the main source of teachers' beliefs. When teaching, the teachers know the effect of their methods which are applied, the materials which are taught, the assessment which are used, and the students' responses. That is why, they can measure and select specific method for specific group of learners for the next teaching based on what they learn from their experiences. In addition, it leads them to design efficient and effective learning process for students in next learning process.
c. Teachers' personality
   Personality has big deal in someone's life, and it also works for teachers. Teachers' character and attitudes is the impact of their personality. Some teachers prefer a particular method because it corresponds to their character. For instance, they prefer a lot of games on their teaching because they enjoy doing games and think that students learn a lot through fun activities. So, teachers apply activities which fit to themselves.
d. Education-based or research-based principles
   Resources are important in gaining teachers' knowledge. Teachers can get their beliefs from their learning principles of second language acquisition research, education, or schools of thoughts like psychology. Based on what they read, they draw conclusions that certain strategy is the best to be implemented.

Therefore, teachers' beliefs are important aspect in the teaching and learning because they help teachers develop their thought and principles, make sense of the learning process, gain how information is understood, and whether it is accepted or rejected. In line with learning activities, teachers' beliefs tell the sources of how and why teachers choose and select certain activities to be applied in the learning process. They describe which sources do influence teachers on their teaching practice either their experience as learners, teaching's experience, their character, or educational sources.

B. Previous Study

Related to this research, several previous studies are already conducted. The first study comes from L. J. Van Tol on her thesis entitled *"Defining learning objectives for using and designing models in science, mathematics, and technology subjects in lower secondary education"*. This study focuses on defining learning objectives for using and designing models in science, mathematics, and technology subjects in lower secondary education. The aim of this research is to get a better view on what teachers want to teach students in lower secondary education about models. To do this, eight semi-structured interviews are conducted with experts with a background in one of the science, mathematics, or technology subjects and a background in educational research. The analysis of these interviews shows that the term representation is closely related to the term model and that models are by the experts seen as a representation of something. The result states that "*A model is a representation of an event, idea, object or process that has a certain purpose and certain functions in a certain context."* Furthermore, a selection of most desirable learning objectives for using and designing models is identified. The achievability of the learning objectives depends on how complex the model is and how complex the object is going to be modelled.[135]

The second study is conducted by Ljiljana Krstić from University of Oslo under the title *"Learning outcomes: perspective and practice: A Case Study of University of Belgrade".* This thesis aims to identify perspectives relevant to the understanding of learning outcomes, as well as their interpretation and embeddedness in the context of the University of Belgrade, Serbia. Moreover, it will try to find patterns in the perceptions of change associated with the introduction of learning outcomes to the University of Belgrade.[136] The analysis is based on 'Prøitz model' that categorises *learning outcome* perspectives according to nature and meaning, and

[135] L. J. van Tol, Master Thesis: *"Defining learning objectives for using and designing models in science, mathematics, and technology subjects in lower secondary education"* (Netherlands: University Utrecht, 2017), 2.

[136] Ljiljana Krstić, Master Thesis: *"Learning outcomes: perspective and practice: A Case Study of University of Belgrade"* (Norwegian: University of Oslo, 2016), 4

the purpose of the concept.[137] The study employs twelve interviews among academics and academic leaders to explore their perceptions of learning outcomes. Furthermore, the document analysis is also taken to strengthen the findings. The findings indicate that neither of the perspectives can contribute solely to the understanding of learning outcomes, but all four together provide a holistic overview of the concept's complexity. Learning outcomes are very likely to be understood as tools for curriculum and teaching planning and formulation of guidelines. On the opposite, learning outcomes can assume the instrumental role as well, as an accountability tool, suitable for monitoring and evaluation.

The next study is under the title "*An investigation of the effectiveness of professional learning activities for physics teachers in Saudi Arabia".* Here, Yousef S. Alhaggass addressed the issue of professional learning activities for teachers as an important factor that may affect students' achievement in physics. The aim of this research is to examine the effectiveness of current professional learning being offered to physics teachers at intermediate and secondary schools in Saudi Arabia, and to identify effective contexts and approaches for them to learn professionally. The research was based in the city of *Onaizah*, Saudi Arabia involving 36 schools using mixed methods design across two separate studies. The first study utilized a quantitative approach to examine the effectiveness of professional learning training programs. The second study collected qualitative data to explore the themes revealed within the survey data in order to evaluate the effectiveness of physics teachers' professional learning in general. The quantitative surveys indicated that teachers had low expectations for training programs, while the qualitative findings indicated that Saudi physics teachers are more likely to learn professionally and further develop their teaching performance when they are involved in training programs outside their schools. In conclusion, the study found that effective professional learning for physics teachers in the city of *Onaizah*, Saudi Arabia can occur when on-the-job training is complemented

[137] T. Prøitz, *"Learning outcomes: What are they? Who defines them? When and where are they defined?".* Educational Assessment, Evaluation and Accountability. Vol. 22. No.2, 2010, 121.

with off-the-job training, and both supervisor and trainer apply the elements of professional learning collaboratively.[138]

Another recent study from Martin Thomas entitled *"Teachers' Beliefs about Classroom Assessment and Their Selection of Classroom Assessment Strategies."*[139] This research was conducted to compare the beliefs of trained and untrained middle and secondary school teachers of Pakistan about classroom assessment and has identified whether trained or untrained teachers believe in traditional, teacher-centered assessment technique or alternative, student-centered assessment strategies. A questionnaire was developed to gather data for the research. The data was collected from 123 teachers selected from 15 schools of various cities of Pakistan. The samples were selected by using the convenience sampling strategies. The conclusion showed that both trained and untrained teachers believe that alternative, student-centered assessment are effective. However, some teachers particularly trained teachers are reluctant in using some student-centered strategies. In addition, they claimed that they rarely used student-centered strategies of assessment because it usually required more time for preparation and administration.

As the last study, Lena M. Ballone and Charlene M. Czerniak conducted research about *"Teachers' Beliefs about Accommodating Students' Learning Styles in Science Classes"*. The study aimed to examine the influences of teacher beliefs regarding their intent to implement a variety of instructional strategies to meet the needs of different learning styles in the science classroom. Theory of Planned Behavior was used to investigate the influence of the primary constructs (attitude toward the behavior (AB), subjective norm (SN), and perceived behavioral control (PBC) on intent to engage in the targeted behavior. Results indicated that attitude toward behavior and subjective norm influenced teachers' intent to implement variety of instructional strategies to meet the needs of different learning

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[138] Yousef S. Alhaggass, Doctoral Thesis: "*An investigation of the effectiveness of professional learning activities for physics teachers in Saudi Arabia"* (Australia: Victoria University, 2015), 3.

[139] Martin Thomas, "Teachers' Beliefs about Classroom Assessment and Their Selection of Classroom Assessment Strategies". *Journal of Research and Reflection in Education.* Vol. 6 No. 2, 2012. 103

styles. Attitude toward behavior was the greatest influence. It was concluded that teacher belief constructs should be considered carefully when planning teacher development programs in order to successfully implement science reform recommendations.[140]

The difference between those previous researchers above with the current study is that the current study focuses on the aspect of pre-service teachers' learning activities that align with teaching objectives. This research tries to figure out whether the learning activities has already been in sequence based on Bloom taxonomy to achieve the objectives of the lesson or not. Moreover, the setting is also in the teaching internship and the subject is that pre-service teachers.

[140] Lena M. Ballone and Charlene M. Czerniak, "Teachers' Beliefs about Accommodating Students' Learning Styles in Science Classes". *Electronic Journal of Science of Education.* Vol. 6 No. 2, 2001.

CHAPTER III
RESEARCH METHOD

This chapter presents and discusses some aspects of the research methodology. It covers research design and approach, research presence, research location, data and source of data, research instruments, data collection technique, data analysis technique, checking validity of findings and research stages.

A. Research Design and Approach

Research design in this study is used to look for the data needed and to answer the research questions. The researcher tended to use descriptive qualitative research which focuses on content-analysis. Jack Fraenkel said that "Content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications."[141] It means that content analysis is used to explore and identify the content of people's ideas. This method is appropriate for understanding pre-service teachers' abilities especially in aligning learning activities with teaching objectives in an internship program. To know the pre-service teachers' ability to align those two aspects above, the researcher only required the pre-service teachers' lesson plan to gain the alignment of activities and objectives. As stated by Fraenkel, a major part of content analysis is the analysis of document.[142] So, the content analysis is appropriate for this research.

In addition, the qualitative research on natural phenomenon was also described in what Pre-service teachers' beliefs which mostly underlie the alignment of the learning activities with teaching objectives. In line with that definition, the researcher described the real situation and condition which pre-service teachers felt in an internship program.

B. Research Presence

The research presence in this study was a nonparticipant observer. Cresswell stated that nonparticipant observer is someone

[141] Jack R. Fraenkel – Norman E. Wallen – Helen H. Hyun, *How to Design and Evaluate Research in Education Eighth Edition* (United States: McGraw-Hill, 2012), 478

[142] Jack R. Fraenkel – Norman E. Wallen – Helen H. ... 478

who observes without joining in the activities of the participants. [143] The researcher collected the document of pre-service teachers' lesson plan which consist of the teaching objectives and learning activities. Then, the researcher analyzed the alignment of the objectives and activities, and the teachers' beliefs in aligning those two aspects based on the theories which was explained in chapter two.

C. Research Setting

This study took place in some state schools in Sidoarjo that used for teaching internship program of Tarbiyah Faculty of Sunan Ampel State Islamic University in academic year 2018/2019. The schools that were choosen are SMAN 1 Sidoarjo, SMAN 2 Sidoarjo, SMAN 3 Sidoarjo, SMAN 1 Porong, SMAN 1 Gedangan and SMAN 1 Taman. Those school were chosen because those school already apply K13 Curriculum and some of those schools are considered as referral school. Referral school is some high schools which has met the National Education Standard (SNP) and developed a program in line with the school potential and community needs.[144]

D. Data and Source of Data

1. Data

   The data which were used in this study were the alignment of learning activities to achieve the teaching objectives based on Bloom taxonomy on pre-service teachers' lesson plans and the pre-service teachers' beliefs in aligning the learning activities with teaching objectives. Those data were used for answering first research question and second research question.

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[143] John W.Creswell, Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, fourth edition (Boston: Pearson Education Inc., 2012), 214.

[144] Sekolah Rujukan Sebagai Model Pembelajaran. https://psma.kemdikbud.go.id/index/index.php?page=berita_detail&id=OTg5#.W0H0_tIzbIU (Accessed, 31 August 2018)

2. Source of Data

The Source of data were pre-service teachers' lesson plan and their interview results. There were 6 pre-service teachers who were in teaching internship program in academic year 2018/2019 which meant that 6 lesson plans and 6 interview results were collected and analyzed. On the lesson plans, the researcher only focused on the alignment of learning activities with teaching objectives based on Bloom taxonomy. Then, on the interview results, the researcher focused on the pre-service teachers' background to align the learning activities with teaching objectives based on Bloom taxonomy.

E. Research Instruments

Gaining the data was an important step in doing a research, so that a tool which needed to gain was called as an instrument. There were some instrument which were used in this study:

1. Main Instrument

In this research, the researcher was the main instrument since it was qualitative research. The researcher collected pre-service teachers' lesson plan which consist of teaching objectives and learning activities that were designed for senior high schools.

2. Instrument Tools

These particular tools are needed for collecting the data in this study:

a. Documents

Specifically, documents in this research collected teaching objectives and learning activities on the lesson plans of pre-service teachers. The objectives and activities were used as the basic data in analyzing the alignment of pre-service teachers' activities with teaching objectives based on bloom taxonomy.

b. Checklist

After the lesson plans were collected, to answer the first research question about the alignment Pre-service teachers' learning activities with teaching objectives based on Bloom taxonomy, the researcher used checklist. The checklist were adapted from the theory of David R. Krathwohl and Lorin W. Anderson about Bloom's taxonomy to figure out the data. The checklist covers the level 2 *(Understand)*, level 3

(Apply), and level 4 *(Analyze)* of cognitive processes domain in Bloom taxonomy.

c. Interview Guideline

In this study, the interview guideline were used to answer the second research question about the Pre-service teachers' beliefs in aligning learning activities with teaching objectives based on Bloom taxonomy. The questions in the interview session were adapted from the theory of Kindsvatter, Willen, ishler, Abdi, and Asadi about the sources teachers' beliefs. The main question in the interview is how Pre-service teachers' select certain activities to align with teaching objectives. Through that question the answer about Pre-service teachers' beliefs in aligning learning activities to achieve the objectives is gotten. Then the answers are classified based on the result of the interview.

F. Data Collection Technique

For answering first research question, this study used documents from pre-service teachers which were their lesson plans. It focused on the teaching objectives and learning activities. After the Pre-service teachers had practiced their teaching in the classroom, the researcher asked the copy of lesson plan, they were analyzed and explained more in data analysis technique. Then, interview was hold to get the answer of second research questions about Pre-service teachers' beliefs in aligning activities with the objectives in the learning process, and it was discussed further in data analysis technique.

G. Data Analysis Technique

Data analysis technique had an important role in conducting a research, since it could help the researcher get valuable and meaningful data through interpreting the message to solve the problem. According to Cresswell, there were 6 steps that could be done for data analysis technique:[145]

[145] John. W. Cresswell. *Research Design: Qualitative, Quantitative and Mixmethod Approach.* (London: Sage Publications, 2014) 247

1. Step 1, Collecting Data.
   In this step, the data were collected. The researcher collected the 6 Pre-service teachers' lesson plans and Pre-service teachers' interview results.
2. Step 2, Preparing and Organizing Data for Analysis.
   Here, after the Pre-service teachers' lesson plans and Pre-service teachers' interview results were collected. The researcher prepared and divided the data based on the purpose of collecting the data. Pre-service teachers' lesson plans were analyzed for answering first research question, and Pre-service teachers' interview results were analyzed for answering second research question.
3. Step 3, Reading All the Data.
   After all the data were prepared, the researcher read all the data one by one. After reading, the researcher decided which data were appropriate for answering first research question and second research question. While reading the data, the researcher gave notes on the data on the lesson plans and the result of interview.
4. Step 4, Coding the Data.
   In this section, the researcher started to analyze the data or information which were found in the Pre-service teachers' lesson plans and Pre-service teachers' interview. This step also used to identify which data were needed or can be reduced. There were 17 teaching objectives in the lesson plans, but there were only 6 teaching objectives were appropriate for this research. While in the result of interview, there were 6 questions were provided, but only one question was the main question to answer second research question.
5. Step 5, Coding to Build Descriptions/Theme.
   In this part, the researcher identified the data based on need of the study. For first research question, after the researcher got 6 teaching objectives, the researcher decided which teaching objectives are in *Understanding* level, *Applying* level, and *Analyzing* level, and looked at the arrangement of the learning activities by the theory of David R. Krathwohl and Lorin W. Anderson about Bloom taxonomy. For the second research question, the researcher analyzed the 6 answers of Pre-service teachers about their beliefs in aligning learning activities with

teaching objectives by the theory of Kindsvatter, Willen, ishler, Abdi, and Asadi.

6. Step 6, Interpreting the Findings.
   The analysis data above were discussed and explained more in the chapter 4 of this study; finding and discussion. The findings related to the theory mentioned above. Finally, the last step analyzing the data was to conclude the whole research.

H. Checking Validity Finding

Checking validity played a vital role before going further in a research because it showed whether the data were valid or not. In qualitative methods, there were three validation procedures; member checking, triangulation, and auditing.[146] This research used triangulation in checking data finding. Cresswell stated that triangulation is checking the validity of the research with different data sources by examining evidence from the sources.[147] There are four types of triangulation; they are triangulation by source, by the method, by observers and by theories. In this study, the researcher used triangulation by sources which was interview to the Pre-service teachers to recheck the data of Pre-service teachers' lesson plan.

I. Research Stages

The process of this research would be explained in the following stages:

1. Preliminary research
   In order to clarify the problems regarding this research, the researcher began this study by conducting preliminary research; small observation to the Pre-service teachers' lesson plans who joined micro-teaching class academic year 2018/2019 about the alignment between learning activities and teaching objectives. Then, the researcher identified whether their activities are in line or not with the objectives. The researcher also asked at glance to Pre-service teachers about the source which affect them in designing lesson plan, teaching practice, and arranging learning activities.

[146] John W. Creswell, Educational Research: Planning … 262.

[147] John W.Creswell, Research Design: Qualitative … 191.

2. Decide the research design

   At first, the researcher decided the problems of the research, then defined the title of the study followed by the research questions and objectives of the study. After that, the researcher defined the scope and limitation, and then determined the research design by making the outline of the research.

3. Conduct the research
   a. Collecting the data

      The researcher started to collect the data by copying Pre-service teachers' lesson plans which contained the teaching objectives and learning activities after they had had teaching practice in their classroom.

   b. Interviewing the subject

      To gain the data for second research question, the researcher interviewed the subject. There were 6 subjects who were interviewed. They were Pre-service teachers whose lesson plans were being analyzed by the researcher. The questions were about the Pre-service teachers' beliefs in aligning learning activities with teaching objectives based on the theory of Kindsvatter, Willen, ishler, Abdi, and Asadi.

   c. Analyzing the data

      The data from documentation and interview which were collected were analyzed based on the experts' theories. To figure out how Pre-service teachers' learning activities align with teaching objectives based on Bloom taxonomy, the theory of David R. Krathwohl and Lorin W. Anderson about bloom taxonomy was applied. Moreover, to analyze the Pre-service teachers' beliefs in aligning learning activities with teaching objectives, the theory of Kindsvatter, Willen, ishler, Abdi, and Asadi was used.

   d. Concluding the result of the research

      After all data were completed, the result of the analysis, and the theory were combined, the researcher drew conclusions of the research based on the whole study which had been discussed as the final report of the study.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research findings and discussion of the study toward the alignment of pre-service teachers' learning activities with teaching objectives in an internship program. This first data was concerning on the alignment of learning activities with teaching objectives, while the second data dealt with the pre-service teachers' beliefs in aligning learning activities with teaching objectives. This chapter presents the collected data from the pre-service teachers and the analysis of them. Additionally, the analyzed data are categorized based on the research questions of this study.

A. Research Findings

The description of this findings is presented based on two research questions of this study; (1) Do the pre-service teachers' learning activities align with teaching objectives based on Bloom Taxonomy? and (2) What are the pre-service teachers' beliefs in aligning learning activities with teaching objectives based on Bloom taxonomy?. The researcher has presented the findings deeply as follow:

1. The Alignment of Pre-service Teachers' Learning Activities with Teaching Objectives based on Bloom taxonomy

In order to find the alignment of pre-service teachers' learning activities with teaching objectives based on Bloom taxonomy, the researcher did several steps as displayed in the figure 4.1

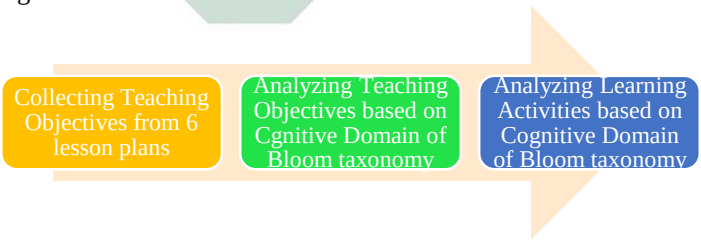

Figure 4.1 Steps in Analyzing the Alignment of Learning Activities with Teaching Objectives.

At first, the researcher identified the teaching objectives of 6 lesson plans. According to constructive alignment principle that outcomes of the lesson need to be in line with teaching objectives. Then, the researcher looked at how many teaching objectives were presented on each lesson plan. As a result, chart 4.1 below is presented about total of teaching objectives on 6 pre-service teachers' lesson plans:

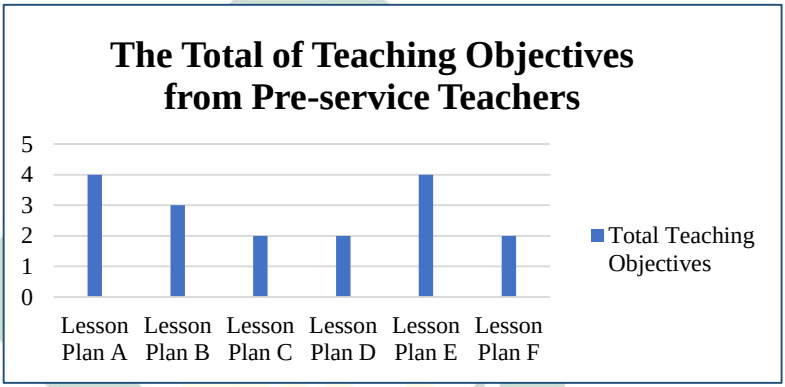

Chart 4.1 The Total of Teaching Objectives from Pre-service Teachers

Based on chart 4.1, there are seventeen indicators or teaching objectives from six lesson plans. Those seventeen teaching objectives then are analyzed and classified based on the cognitive processes domain of Bloom taxonomy which ones refer to level 2 *(Understand)*, level 3 *(Apply)*, and level 4 *(Analyze)* of Bloom Taxonomy. Each lesson plans were taught two until three meetings. According to the meetings, the researcher analyzes the teaching objectives in each meetings. In a meeting, there is more than one teaching objective. They commonly consist of two until three teaching objectives. To align with the focus of this study which talks about level 2 *(Understand)*, level 3 *(Apply)*, and level 4 *(Analyze)* of Bloom Taxonomy. The researchers identifies that the last teaching objectives are appropriate with the focus on the study. The

previous teaching objectives are irrelevant because they show the step to achieve the higher teaching objectives. As a result, there are 6 teaching objectives are found. The chart 4.2 shows those 6 teaching objectives in which level of Bloom taxonomy.

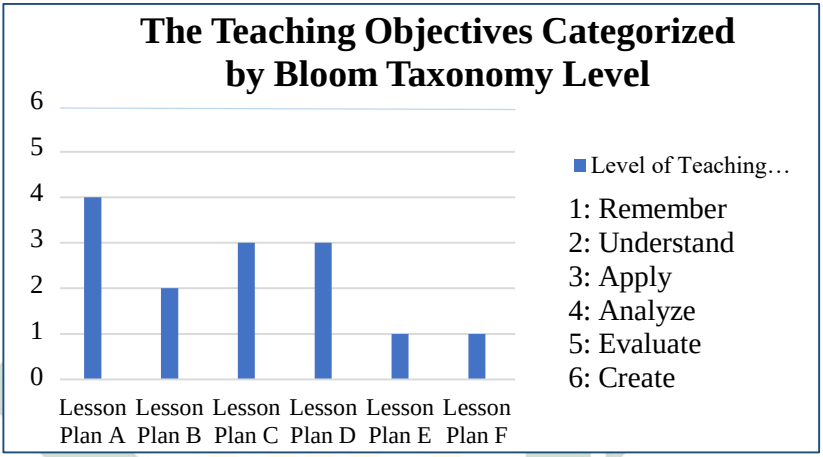

Chart 4.2 The Teaching Objectives Categorized by Bloom Taxonomy Level

According to chart 4.2, there are six teaching objectives are determined from each lesson plans. Lesson plan A is in level 4-*Analyze* level, lesson plan B is in level 2-*Understand* level, lesson plan C and D are in level 3-*Apply* level, and lesson plan E and F are in level 1-*Remember* level. It means that there are only 4 teaching objectives which are appropriate for level 2 *(Understand)*, level 3 *(Apply)*, and level 4 *(Analyze)* of Bloom Taxonomy. The four teaching objectives from four lesson plan are discussed more below. The result of the checklist about the teaching objectives and learning activities can be seen on *appendix 3*. Then, the findings based on the *appendix 3* are categorized below:

a. Learning Activities that Align with Teaching Objectives

Since this research focuses on level 2 *(Understand)*, level 3 *(Apply)*, and level 4 *(Analyze)*, the findings are also presented based on the cognitive domain level of Bloom taxonomy.

(1) Level 2; Understand

There are two objectives from two lesson plans which belong to this level. As in *Understand* level, there are seven cognitive processes which are included here; *interpreting, exemplifying, classifying, summarizing, inferring, comparing,* and *explaining*.

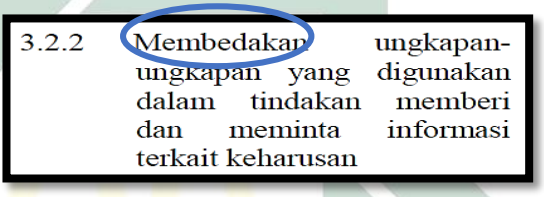

Figure 4.2 Teaching Objective in *Understand* level from Pre-service Teacher B

The teaching objective above is from Pre-service teacher B's lesson plan. The teaching objective is *"membedakan"* and it belongs to *Understanding* level in *Comparing*. The topic of the lesson is *should + V1*, *should be*, and *should have*. Then, the activities are illustrating the use of should in a certain condition, clarifying the students' answers, explaining the materials, and comparing the use of *should + V1*, *should be*, and *should have.* Based on Bloom taxonomy the activities are in line because illustrating, clarifying, explaining, and comparing include the *Understanding* level. Further, pre-service teacher B arranged the activities from the easier to the harder ones. She also explained the materials to give better understanding for the students. Thus, the activities are in line with the teaching objectives above.

For last activity, Pre-service teacher B gave worksheet for the students to understand the concept of

should + V1, should be, and *should have*. The exercises are as the examples below:

Ann: "What time is it?"
Dee: "it's 10 pm"
Ann: "I hope everything goes well"
Dee: "What do you mean?"
Ann: "It's 10 pm. The airplane hasn't landed yet"
Dee: "You're right. The airplane … now. I hope for nothing but a safe flight"

a. Should have landed
b. Should land
c. Should be landing

Figure 4.3 The Task of Pre-service Teacher's B

The activity above is appropriate to be applied in level 2 *Understand* because it leads the students to think and understand the concept of *should*. Further, in *Understanding* level, the students are asked to understand new concept, idea, or material. So, it is in line when Pre-service teacher B arranges that exercise to be done by the students because she gives unfamiliar tasks for the students in understanding the material.

(2) Level 3; Apply

There are two objectives from two lesson plans which belong to this level. As in *Apply* level, there are two cognitive processes which are included here; *executing* and *implementing*.

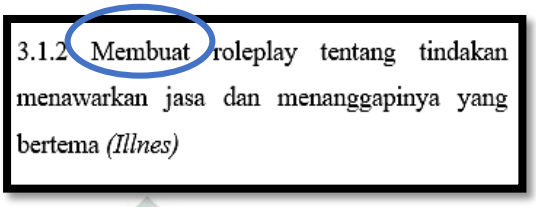

Figure 4.4 Teaching Objective in *Apply* level from Pre-service Teacher C

The teaching objective above is gotten from Pre-service teacher C's lesson plan. That teaching objective is *"membuat",* which is in *applying* level. It can be *executing* or *implementing,* since the pre-service teacher C asked the students to do familiar task so the teaching objective is in *Executing* level. The topic is *offering and refusing something*, and the theme is *illness.* There are four activities which lead the students to be able to construct the dialog about offering and refusing something in the theme of illness. The activities are recognizing the illness vocabularies, illustrating the expressions of offering and refusing something in a dialog, explaining the materials which includes breaking down the function, text structure, and language feature of those expressions, and asking students to make a dialog or executing. It can be seen that before the pre-service teacher C wants students are able to make a dialogue, she teaches what the materials, the components, and how to construct a dialogue. So the students have a background to make dialogues by themselves. Thus, the activities align to achieve the presented objectives in *executing.*

The second is from Pre-service teacher D, the teaching objective is presented as below:

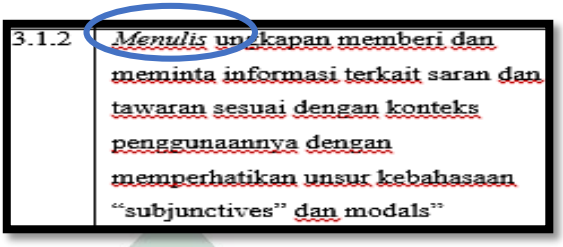

Figure 4.5 Teaching Objective in *Apply* level from Pre-service Teacher D

The figure 4.5 above is the teaching objectives from pre-service teacher D. The teaching objective is *"membuat"* which also refers to *applying* level. In *applying* level there are two cognitive proceses; *executing* or *implementing.* Pre-servive teacher D asked the students to apply procedure of a familiar task and in the same form as what the teacher gives during a lesson. That is why, it is in *executing* level. The topic of the lesson is *suggestion and offering.* Pre-service teacher D designs four activities to achieve that teaching objectives, starting form recognizing suggestion and offering through some pictures, classifying those expressions, explaining the materials, and asking students to make a dialog about suggestion and offering or executing. Thus, it can be assumed that the Pre-service teacher D asked students to apply their knowledge to construct dialog which is familiar for them. The activities are coherence to achieve the teaching objectives because the pre-service teacher D leads the students know the basic concept of suggestion and offering, explains the material to give further information and asks the students to construct dialogues by themselves.

(3) Level 4; Analyze

In this level, *Analyze* there are three cognitive processes; *differentiating*, *organizing*, and *attributing.*

The teaching objective of pre-service teacher A is as follow:

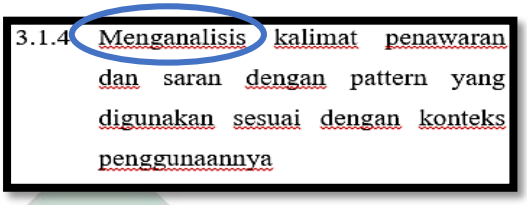

Figure 4.6 Teaching Objective in *Analyze* level from Pre-service Teacher A

The teaching objective above is *"menganalisis"*, so that it refers to *analyzing* level. Since the objective is asking the students to distinguish the pattern of *offering and suggestion*, the teaching objectives goes to *differentiating*. The activities are comparing the expressions of offering and suggestion, differentiating the pattern of offering and suggestion based on presented examples, and inferring or predicting the pattern of each expression.

In *analyzing* level, the students are asked to break down materials into its parts. The pre-service teacher A also did the same, before she asked the students to distinguish the pattern, she asked them to look at the similarities and differences, then asked to distinguish and infer the pattern. So the activities are line one another. The exercises can be seen as follow:

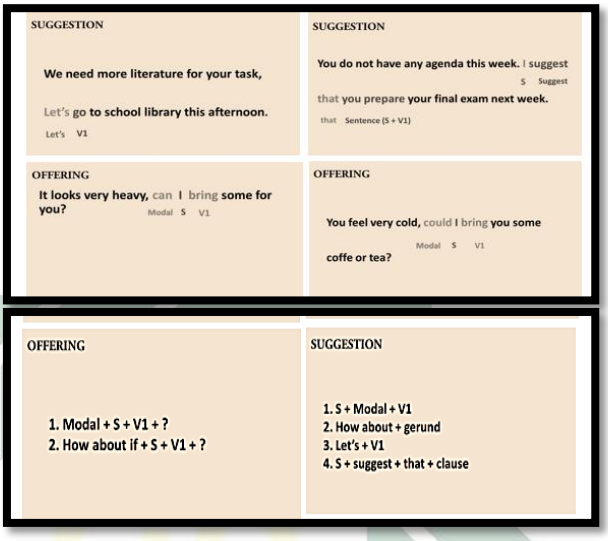

Figure 4.7 The Task of Pre-service Teacher's A

The exercises above show that Pre-service teacher A asked the students to think and differentiate deeply about the pattern of each expression, which one uses *modal and how about if + v1* and which one uses *modal and how about + gerund*. Then, at the end the Pre-service teacher A hoped that her students are able to construct their own sentences based on those understandings.

b. Learning Activities that do not Align with Teaching Objectives

The findings are presented below;

(1) Level 1; Remember

Remember is the lowest cognitive domain level of Bloom taxonomy. There are two cognitive processes in *Remember*, they are *recognizing* and *recalling*. The teaching objectives from Pre-service teacher E is included in this level;

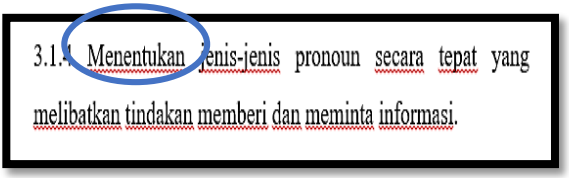

Figure 4.8 Teaching Objective in *Remember* level from Pre-service Teacher E

The figure 4.8 shows that the teaching objective is *"menentukan"* which means that it is in *remembering* level. As pre-service teacher E asked the students to identify the *kinds of pronoun*, so the teaching objective belongs to *recognizing.* The topic of the lesson is *kinds of pronoun.* The activities are interpreting kinds of pronoun, inferring or concluding the pronouns, and explaining the materials about pronouns. At the end the lesson, the pre-service teacher E gave a task about recognizing the appropriate pronouns used in *fill the blank* worksheet. Unfortunately, the learning activities are not appropriate in *Recognizing* level, it is more suitable in *understanding* level because the activities are higher level of cognitive domain and ask the students to construct meaning from instructional messages. Therefore, those learning activities do not align with the presented teaching objective.

There is also one teaching objective which is involved in this level that is the teaching objective from Pre-service Teacher F's lesson plan. It is showed as follow;

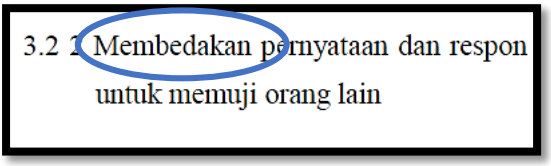

Figure 4.9 Teaching Objective in *Remember* level from Pre-service Teacher F

According to the figure 4.8, the teaching objective is *"membedakan"*, since it just talks about the expression of complimenting and the response, so that the teaching objective refers to *Recognizing.* The topic of the lesson is the *expression of complimenting and responses.* The activities which are arranged by Pre-service teacher F are explaining the materials about complimenting, illustrating the complimenting through dialogue, and directly asking students to apply the complimenting expression. It can be seen that there is no activity to achieve the teaching objectives about the complimenting expression and responses. So one activity missed. In addition, the teaching objective is in *remembering* level but the activities are in *applying* level. Those mean that the learning activities are higher than teaching objective, they do not align and support each other.

2. The Pre-service Teachers' beliefs in Aligning Learning Activities with Teaching Objectives based on Bloom Taxonomy

In order to find Pre-service teachers' beliefs in aligning learning activities with teaching objectives based on Bloom taxonomy in their teaching internship program. The researcher interviewed 6 pre-service teachers, and then analyzed the result to know what teachers' beliefs which underlie their decisions in aligning learning activities with teaching objectives based on the theory of Kindsvatter, Willen, Ishler, Abdi, and Asadi.

There are six questions which are provided by the researcher in the interview session, five questions are

introductory question and the rest is the main question to answer research questions two about Pre-service teachers' beliefs in aligning learning activities with teaching objectives. The question is (1) why do you select certain activities to align with teaching objectives?. The result of the interview about the main question is discussed later after the answers' of Pre-service teachers regarding with the introductory questions are presented.

In order to know what the Pre-service teachers' beliefs in aligning learning activities with teaching objectives in an internship program, the result of the interview is presented in *appendix 5* can be seen as follows:

Table 4.1 Pre-service Teachers' Beliefs in Aligning Learning Activities with Teaching Objectives

No	The Sources of Teachers' Beliefs	Pre-service Teacher' Beliefs						Total
		A	**B**	**C**	**D**	**E**	**F**	
1	**Teachers' Experience as Language Learners**	-	√	√	-	-	√	3
2	**Experience from Teaching**	√	-	-	√	√	-	3
3.	**Teachers' Personality**	-	-	-	-	-	-	0
4.	**Education-based or Research-based Principles**	-	-	-	-	-	-	0

The table 4.1 above shows that there are four sources of teachers' beliefs in aligning learning activities with teaching objectives based on Bloom taxonomy, from 6 pre-service teachers, 3 pre-service teachers tend to look at their experiences as language learners, and the rest 3 focus on their own teaching experience. None is influenced by their

personality and education-based or research-based principles. The findings are more described as follow:

a. Teachers' Experience as Language Learners

The data above show that there are 3 pre-service teachers who are affected by their experience as language learners. The first teachers' beliefs are felt among Pre-service teachers B, C, F. The result of the interview is presented below;

Q: Why do you select certain activities to align with teaching objectives?

A: I select certain activities based on my experience. Firstly, I learnt it from my lecturer, he ever taught me in speaking class about illness and suggestion. For instance, the vocabulary is "toothache" and what should I do? The answer is that "when you get toothache, you should go to the dentist". Based on the example and my experience in that class, the one way to select learning activities that align with teaching objectives is by looking for an effective activities which directly lead students to achieve teaching objectives. Then, the activities also should be applicative into students' daily life. In addition, my experience in teaching different classes in internship program also helps me to decide activities that align with teaching objectives.

Pre-service teacher B said that her experience in speaking class when she is in university affects her way to select learning activities to align with teaching objectives. She tended to look for effective activities which directly lead the students apply the materials in daily life. So the activities support the accomplishment of teaching objectives. Additionally, Pre-service teacher B's experience does help in selecting her learning activities in the classroom because she already know which activities work for certain teaching objectives. Further, the Pre-service C and F had the same idea as Pre-service teacher

B. In selecting learning activities, three of them reflect on what they were ever taught by their teachers whether it is in the school or university. They tried to apply the good, effective, and applicative activities. Then, they copied or modified the learning activities to align with teaching objectives into their own teaching practice in an internship program. It can be assumed that teachers' experience as language learners play an important role in Pre-service decision to select learning activities that align with teaching objectives.

b. Experience from Teaching

Moreover, the second teachers' beliefs are felt by Pre-service teachers A, D and E when they selected learning activities to align with teaching objectives in an internship program. The interview result from Pre-service teacher A is presented as follow;

Q: why do you select certain activities to align with teaching objectives?

A: I select my learning activities based on my experience that I have ever done before. My experience in teaching definitely make me easier to construct learning activities in my teaching internship because I already know which activities work best for certain materials and which ones are not. Therefore, in selecting learning activities to align with teaching objectives, I reflect on my experience. If I already decide the teaching objectives, I will think of whether the selected learning activities are appropriate or not. In addition, I also observed how my teacher taught at school in my internship program. So it helps me select learning activities which are effective for the students and in line with teaching objectives.

The Pre-service teacher A clearly stated the importance of her experience in teaching to select learning activities that align with teaching objectives. She stated that her experience helped her a lot because she

ever experienced in certain materials which activities worked a lot and which one did not work in achieving learning activities. However, observing how teacher' taught in an internship program also helped Pre-service teacher A selecting certain activities to align with teaching objectives. Further, Pre-service teacher D and E felt the same as Pre-service teacher A. their experience in teaching affect her way in the teaching internship program, especially in selecting learning activities to align with teaching objectives. Therefore, Pre-service teachers' experience in teaching is the source that underlies their way in teaching practice, in the case of how they align learning activities with teaching objectives.

B. Discussion

In case of having the same interpretation between the reader and the researcher about the findings, this session discusses those findings by reflecting on some theories related to these following research questions. The theories are already stated in the chapter 2 of this study. Therefore, the research questions are (1) do pre-service teachers' learning activities align with teaching objectives based on Bloom Taxonomy? and (2) what are the pre-service teachers' beliefs in aligning learning activities with teaching objectives based on Bloom Taxonomy?

1. Pre-service teachers' activities that align with teaching objectives based on Bloom Taxonomy

Based on the findings that there are 17 indicators from 6 Pre-service teachers' lesson plan, 6 teaching objectives are gotten. One teaching objective is in *Understand* level from Pre-service teachers' lesson plan B and F, two teaching objectives are in *Apply* level from lesson plan C and D, and one teaching objective is in *Analyze* level from lesson plan A. While lesson plan from Pre-service teacher E and F are in *Remember* level.

a. Learning Activities that Align with Teaching Objectives

The findings show there are four lesson plans are categorized that the learning activities align with teaching objectives.

(1) *Understanding* Level

Students are said to *understand* when they are able to construct meaning from instructional messages, including oral, written, and communications during learning and lecturing. In achieving the *understanding* level, the activities which arranged should be in the *understanding* cognitive process.[148] So it can be said that the learning activities are line one another.

The learning activities which are arranged by pre-service teacher B are all in *understanding* cognitive process domain. The pre-service teacher B lead the students have prior knowledge about the material *should + v1, should be,* and *should have*. Knowledge is required to have good understanding.[149] Through the knowledge students are able to perform their understandings. A "performance perspective" on understanding based on the theory of constructivism, says that understanding is something which a matter of being able to carry out a variety of "performances" concerning the topic.

Furthermore, Perkins points out that to teach for understanding, learning must be made a long-term, thinking-centred process.[150] It is also done by pre-service teacher B because she taught the students step by step. After illustrate the material, she explained it clearly and clarify students' understandings. Perkins also stated that assessment must be ongoing and rich and learners must be helped to make connections and carry over facts and principles they acquire in one context into other contexts, in other words they must

[148] L. W. Anderson, et.al., *A Taxonomy For Learning …* 10.
[149] Marina Burger, Master Thesis: *"The Alignment of Teaching …* 33.
[150] Marina Burger, Master Thesis: *"The Alignment of Teaching …* 34.

get opportunities for transferring their knowledge.[151] This study is in line with the result of L.J Van Tol on her thesis, she said that a selection of most desirable learning objectives is important. The achievability of the lesson depend on the complex of the activities and learning objectives.[152]

(2) *Applying* Level

Apply involves using procedures to perform exercises or solve problems.[153] There are two tasks in *Apply*; an exercise and a problem. An exercise is a task which is applied when students already knows how to do the activities, while a problem is a task which is implemented in higher level of competence. In *applying* level, knowledge and skills are required. The students can use or apply the procedure if know the theory and ways to apply it.[154]

Further, the learning activities from Pre-service teacher C and D are trying to achieve this level. The activities are arranged in order, starting from having basic knowledge of the material, gaining more understanding, and constructing the presented tasks. Lorin W. Anderson stated that if the task appears to do *procedural knowledge*, modifications in selected *procedural knowledge* are needed.

Moreover, Biggs also emphasized that learning activities should be in line to achieve the teaching objectives because they are the key to measure the successfulness of teaching practice.[155] In addition, it is also in line with the study from Abdullah that appropriate learning outcomes with aligned curriculum

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[151] Marina Burger, Master Thesis: *"The Alignment of Teaching …* 34.

[152] L. J. van Tol, Master Thesis: *"Defining learning objectives for using and designing models in science, mathematics, and technology subjects in lower secondary education"* (Netherlands: University Utrecht, 2017), 2.

[153] L. W. Anderson, et.al., *A Taxonomy For Learning …* 77.

[154] L. W. Anderson, et.al., *A Taxonomy For Learning …* 77.

[155] "Setting Learning Objectives*". British Journal of Hospital Medicine.* Vol. 70 No 7, July 2009, 408

can facilitate the successful of teaching and learning process.[156]

(3) *Analyzing* Level

Analyzing level is higher than *understand* and *apply level.* In *Analyze* level students are asked to breaking down material into its part to determine the correlation.[157] The other cognitive process of *Analyze* are *differentiating, organizing* and *attributing*. Students cannot analyze a material if they do not have enough knowledge and skill to be used. In achieving *analyzing* level, students must understand and know how to apply certain material first.[158]

While the learning activities of pre-service teacher A achieves this level. The pre-service teacher A asked the students to compare before distinguish the relevant and irrelevant parts of the material. The additional activities to support the students' achievement are necessary like classifying, differentiating, and inferring to support the *analyzing* level. It is suitable since the learning activities are higher to achieve the teaching objectives. The result of this study supports the research from Rania Kabouha, she stated on her thesis that to evaluate intended learning outcomes, assessment practice, and teaching method, the one which need to be sure is the alignment among them. If all of them are aligned, the teaching process are successful.[159]

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[156] Abdullah A.H. Alfauzan - Nessima Tarchouna, "The Role of an Aligned Curriculum Design in the Achievement of Learning Outcomes", Journal of Education and e-Learning Research Vol. 4 No. 3 2017, 81

[157] L. W. Anderson, et.al., *A Taxonomy For* … 79.

[158] L. W. Anderson, et.al., *A Taxonomy For* … 80.

[159] Rania Kabouha, "Aligning Teaching and Assessment to Course Objectives: The Case of Preparatory Year English Program at King Abdulaziz University". *International Journal of Applied Linguistics & English Literature.* Vol. 4 No. 5, September 2015, 82

b. Learning Activities that do not Align with Teaching Objectives

The finding show that there are two teaching objectives which include in this parts, those are from Pre-service teachers E and F. The teaching objectives of those Pre-service teachers include in *Remember* level. When the objective of the activities is to promote retention to the presented material which was taught before, the processed is called as *remember*.[160]

The Pre-service teacher E asked her students to *Recognize* kinds of pronouns of presented examples which she gave to the students. While Pre-service teacher F asked her students to *Recognize* the expression of complimenting and the response. The activities from Pre-service teachers E are in line with the objectives because the activities are still in lower level of competence which asked students to *Recognize* something which is *kinds of pronouns*. In contrast to Pre-service teacher F, her learning activities did not align with teaching objectives since there was no any activities to support the achieving teaching objectives. Pre-service teacher F missed one main activity to achieve her teaching objective. It meant that the teaching objectives did not accomplish by the learning activities. Therefore, those two lesson plans are categorized which did not align with teaching objectives. Ljiljana Kristic of her thesis said that learning outcomes need to be understood as tools for curriculum and teaching planning and formulation guidelines. It is assumed that it is the instrumental role for monitoring and evaluating the teaching and learning process.[161] Thus, as teachers teaching objectives is essential to evaluate the whole learning process, and understanding the decision of teaching objectives and learning activities are needed.

[160] L. W. Anderson, et.al., *A Taxonomy For* … 66.

[161] Ljiljana Kristic, Master Thesis: *"Learning outcomes: perspectives and practices: A Case Study of University of Belgrade"* (Norwegian: University of Oslo, 2016), 4

2. Pre-service teachers' beliefs in aligning learning activities with teaching objectives based on Bloom Taxonomy

Based on the findings of the research from the interview, the researcher found that there are two sources which underlie Pre-service teachers in aligning learning activities with teaching objectives based on Bloom taxonomy. Those are teachers' experience as learners and experience from teaching. The sources of teachers' beliefs are in line with the theory of Kindsvatter, Willen, Ishler, Abdi, and Asadi that those sources of teachers' beliefs commonly appeared among teachers in making decision in the teaching practice, both in designing lesson plan and aligning learning activities with teaching objectives.[162] The findings show that teachers' experience as learners and experience from teaching have the same result according to 6 Pre-service teachers.

a. Teachers' Experience as Language Learners

The first teachers' belief is about teachers' experience as language learners underlie 3 of 6 Pre-service teachers select and align learning activities with teaching objectives. Then, the others Pre-service teachers are affected by their personal experience in aligning learning activities with teaching objectives based on Bloom taxonomy in an internship program.

The first Pre-service teachers' belief which is felt by Pre-service teachers is teachers' experience as learners. The teachers' experience as learners means that the Pre-service teachers know that they were previously learners and how they were taught whether it was at school or in the university, and those experiences help them in their own teaching practice in an internship program. The experiences guide them in designing lesson plan, especially in aligning learning activities with teaching objectives. The Pre-service teachers know some activities and how to implement them in order to align with teaching objectives based on what

[162] Abbas P. G & Narjes B. S. Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature". *Canadian Center of Science and Education.* Vol. 10 No. 4, 2017. 80

they felt in their previous teaching process with their lecturers. Richardson state stated that one of the main sources of teachers' beliefs is experience with formal knowledge.[163] The formal knowledge lead the Pre-service teacher build their perception about teaching practice and effective learning environment.

The Pre-service B stated that when she was in internship program, she reflected on her speaking class which she ever joined in the university. She thought that the learning activities at that time was effective to achieve the teaching objectives because they directly lead the students achieve the objectives and they are in line with teaching objectives. While Pre-service C reflected her teaching based on her experience in microteaching class in the university before having teaching internship program at school, and so did for the Pre-service F. In microteaching class, they ever experienced how to design good lesson plan, how to decide teaching objectives based on Bloom taxonomy, how to arrange effective activities, and how to teach effectively and creatively. Thus, those experiences helped them align learning activities with teaching objectives when they were in an internship program.

Formal knowledge is gotten from formal education.[164] Formal education is systematic and organized learning by an institution or education department.[165] It includes the training and developing of students' knowledge, skills, mind-set, and character in a structured and certified way that takes place in school or university settings.[166] Formal education is also defined as classroom-based and teaching

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[163] V. Richardson. The Role of Attitudes and Beliefs in Learning to Teach. In J. Sikula, T.J. Buttery &Guyton, (Eds) *Handbook of Research in Teacher Eduaction, Second Edition*. Macmillan, New York.

[164] Claudio Zaki. Formal, Non-Formal and Informal Education: Concepts/Applicability. *Presented At The "Interamerican Conference On Physics Education".* American Institute Of Physics, New York, 1988. 300

[165] Claudio Zaki. Formal, Non-Formal and Informal Education … 300.

[166] Nwachukwu. The Place of School as a Formal Organisation and the Quality of Nigerian Education: A Systems Approach. Journal of Education and Society. Vol. 7 No.1, 2017. 44

delivered by qualified teachers.[167] Generally, formal education refers to the structured educational system administered by the public and private educational system for children and youth. Therefore, Pre-service teachers believe that their experience in formal education also guide them to be good teachers both in the preparation and the arrangement of learning activities with teaching objectives. Additionally, through the formal education, the Pre-service have formal knowledge, skill, information, and views about teaching practice which are useful for their implementation in an internship program, especially the way to align learning activities with teaching objectives.

b. Experience from Teaching

The finding show that second teachers' belief affect the rest of 3 Pre-service teachers is that experience from teaching. Teaching experience is the main source of teachers' beliefs.[168] It is because from the experience teachers know how a specific method is used for a specific group of learners may result students' achievement in learning certain materials. That is why in doing the teaching internship program, the 3 Pre-service teachers tended to reflect on their own experiences in teaching before having internship program. Through the experiences, they were easy to align learning activities with teaching objectives because they already know which activities are appropriate and which ones are not. Furthermore, it supports the theory of Li who emphasized that beliefs originate from teachers' experiences.[169] Teachers also have various process of self-construction which lead them make decision on their teaching practice.

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[167] Nwachukwu. The Place of School as a Formal …… 44.

[168] Abbas P. G & Narjes B. S. Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature". *Canadian Center of Science and Education.* Vol. 10 No. 4, 2017. 80

[169] Li Xu. The Role of Teachers' Beliefs in the Language Teaching-learning Process. *Academy Publisher.* Vol. 2 NO. 7, 2012. 1397

Ronald E. Hansen on his study said that experience is central element of being teachers. Through the experience, teachers can know the needs of their students among kid, young and mature students. So, it lead them the teaching and learning process are authentic.[170] Work experience also influences teachers' performances. Their performances are going better through learning of their own mistakes. Indeed, teachers learn a lot from their experience to be good teachers and educators in the learning process. It is in accordance with the study of Bhargava R. Kotur and S. Anbazhagan which showed that the increased of work experience lead teachers relatively better performances.[171]

In brief, the result of the second research question is in line with the study which was conducted by Mansour. He stated that there are two kinds of experiences which lead Pre-service teachers do their teaching. Those are formal experience and informal experience. Formal experience is indicated in the formal education through which teachers have passed, either at school or at university level. While the informal experience is indicated in the teachers' everyday life contacts which may adjust, support, challenge, or change their beliefs and knowledge.[172] Zeichner also represented that teachers' experience in teaching whether at school or privately had more power in impacting teachers' beliefs than their formal university experience.[173]

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[170] Ronald E. Hansen. The Role of Experience in Learning: Giving Meaning and Authenticity to the Learning Process in Schools. *Journal of Technology Education.* Vol. 11 No.2, 2000. 30

[171] Bhargava R. Kotur and S. Anbazhagan. Education and Work-Experience-Influence on the Performance. *IOSR Journal of Business and Management.* Vol. 16 No.5, 2014. 109

[172] N. Mansour. The Experiences and Personal Religious Beliefs of Egyptian Science Teachers as a Framework for Understanding the Shaping and Reshaping of Their Beliefs and Practices about Science-Technology and Society (STS). *International Journal of Science Education.* Vol. *30 No.* 12, 2008. 2

[173] Abbas P. G & Narjes B. S. Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature". *Canadian Center of Science and Education.* Vol. 10 No. 4, 2017. 80

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the conclusion of this research regarding with the analysis about the alignment of Pre-service teachers' learning activities with teaching objectives and the suggestion of the researcher are presented as follows:

A. Conclusion

Based on the data in research findings which were presented in the previous chapter, there are several points that can be concluded in the following description:

In research one about the alignment of Pre-service teachers' learning activities with teaching objectives based on Bloom taxonomy, most of Pre-service teachers' learning activities align with teaching objectives based on Bloom taxonomy. The first lesson plan, the teaching objective is in *understanding* level and the arrangement of activities are in line one another because they are in *understanding* cognitive processes domain. The second lesson plan, the teaching objectives are in *applying* level and the activities are arranged from understanding to applying levels. They align each other because to apply *procedural knowledge*, another knowledge are necessary. The last lesson plan, the teaching objective is in *analyzing* level. The activities which are designed are coherence to achieve *analyzing* level, and in *analyzing* level, understand the material and know how to apply it also helps the ability to break down the material or analyze it.

So, the four teaching objectives above are achieved successfully through the arrangement of good learning activities. The rest of two lesson plans do not align because they are in *Remember* level. The first reason is because they are in level 1 (*Remember)* of Bloom taxonomy which means that it is not appropriate with the focus of this research, and the second reason is because in there is one activity missed on the lesson plan, so that the teaching objectives are not achieved.

For the second research question deals with the Pre-service teachers' beliefs in aligning learning activities with teaching objectives, the finding from the interview result show that from four

sources' of teachers' beliefs, Pre-service teachers' beliefs are coming from their experience as language learners and their teaching experience. Two of those sources of teachers' beliefs affect the way the Pre-service teachers align learning activities with teaching objectives. They usually reflect on what they get in the university from their lecturers, they find the effective and good learning activities to be applied in an internship program. Further, their own experience from teaching also lead them to be thoughtful teachers. Their experiences in teaching help them to find the activities which work best and not for achieving certain teaching objectives.

B. Suggestion

Based on the conclusion of the study, several suggestions are given to the Pre-service teachers at English Teacher Education Department of State Islamic University Sunan Ampel Surabaya and future researchers who desire to do the same field research.

For the Pre-service teachers, it is better to know the students' competence level and their prior knowledge before they design lesson plan, decide teaching objectives and arrange the learning activities. By knowing the students' competences, the Pre-service teacher can gain their students' knowledge, skill, and attitude in good order and appropriate condition based on what the students' need. In addition, re-check the Pre-service teachers' learning activities and teaching objectives using guideline is very important to ensure that there is no activity missed to support the achievement of teaching objectives.

For further researcher, this research only focuses on the Pre-service teachers' lesson plans in an internship program. It will be better to figure out their teaching practice in an internship program in the same topic. So the further researcher can look for the alignment of learning activities with teaching objectives between the lesson plans and their teaching practices.

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