

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Naturally, humans grow and develop from the womb to their death through a step by-step process. Humans will not be able to achieve perfection without a process called learning. Learning, as an effort to cultivate and develop the human person from the spiritual and physical aspects. Learning is a process of directing humans to achieve a better life and elevating human beings according to their nature. Learning is very important for students, because learning is a necessity that will ensure the survival of every human being. This has been proven by the process of learning itself where at this time, an educated person will play an important role in every aspect of life in society.

The commandments to study and study are stated in QS al-Alaq / 96: 1-5.

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ أَلْقِمْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

The above verse contains an ontological message about learning and learning. In this case, the prophet Muhammad SAW, who was ummi (illiterate) went through this verse. He was ordered to learn to read. The results generated by learning to read the verses of the Koran can produce religious knowledge such as jurisprudence, tawhid, morals and the like. Meanwhile, the results generated by reading the kawaniyah verses can produce sciences such as physics, biology, chemistry, astronomy, and the like. It can be formulated that knowledge

that comes from the verses of the Koran must be obtained through the process of learning to read.

The question arises, why the command to read a series of verses above is repeated twice, namely in verses 1 and 3. The answer, among others, is according to Shihab that the first commandment is intended as an instruction to learn about something that is not yet known, while the second commandment is to teach science to others. This indicates that the learning and learning process requires maximum effort and the functioning of all components in the form of potential tools that exist in humans. After this knowledge is obtained through learning, the next mandate is to teach this knowledge, by keeping all of this potential functioning. (Munirah, 2016, p. 45).

To support this, of course, lessons are needed as a support in achieving goals for the future. Many subjects are taught in educational institutions in Indonesia, one of which is English. English is a lingua franca, which means a liaison language. By learning English, it is hoped that Indonesian students will be able to understand and use it in the future. This of course cannot be separated from the role of teachers who are academically capable.

All education experts at any country during this world remains agreed that the teaching profession remains needed, including within the 21<sup>st</sup> century and in the next century. Permanent teacher profession exalted, honored, and admired her role. It's just the role of the teacher in the future, consistent with experts education from America Gerstner, Semerald, Doyle, Johnston in book, Reinventing Education (1995) or Stevenson and Strigler, the training Gap (1992) will change, especially with relevance patterns the relationship between the

teacher and his environment, with fellow teachers, with students, with parents, with heads school, with technology, and with his own career. The teacher of the long run less appear as a coach (teacher); but within the type of a teacher, counselors, learning managers, participants, leaders, students, and authors. (Yuhasnil, 2020,p. 104).

A lesson plan is something that really helps teachers in transferring knowledge to students. Lesson plans aim to achieve educational goals. Educational objectives are divided into several domains and each of these domains is subdivided into more detailed divisions based on hierarchy. Educational objectives are divided into three domains, namely: cognitive, affective, and psychomotor domains.

The three domains that are taken into consideration in seeing the output of learning, namely cognitive, affective, and psychomotor domains (Hoover, et. al., 2010). According to Sari and Rahmah cited in Smith in Micklich (2011), cognitive domains are implemented in learning activities, such as remembering, thinking, solving problems, and creating or producing something. While the affective domain focuses on the arising and desires of learning that arise in students. According to Sari and Rahmah cited in Hoover and Giambatista (2009), psychomotor domain increases the interest of learning, -where this domain may be a dimension which will continuously activate a learning environment that has high intensity to improve learning outcomes. This domain may be applied in giving assignments to students.

In addition to the cognitive and affective domains, the psychomotor domain is no less important in educational goals. The psychomotor domain refers to motor activities associated with accuracy, fluency, and speed. The steps within the psychomotor domain,

ranging from action, coordination, formation, and production. There are three theories about psychomotor, including Simpson (1966, 1972), Harrow (1972) and Dave (1969). With the many theoretical references from the psychomotor domain, teachers can easily make lesson plans and the learning atmosphere more creative and varied.

Teachers are occupied with a collection of written steps about what they're visiting do in the classroom called lesson plan. Brown (as cited in Septi Sesorina, 2014, p. 85) describes lesson plan as "a set of activities which "represent 'steps' along a curriculum before which and after which you've got a hiatus (a day or more) in which to evaluate and inure the following lesson". But unfortunately, we often find several schools where teachers just teach without using the lesson plan. In fact, we often know that there are teachers who enter the classroom and only ask their students to take the tests that are listed in the book without giving any explanation first. One of the impacts of this incident is the failure to achieve the goals of education.

At the English Department, UIN Antasari Banjarmasin, there are courses that teach how to make lesson plans; Instructional Design. Which is where the ultimate goal is to hope that students, who will become teachers, can design lesson plans that are worthy of teaching and develop material based on educational goals. Prior to this, there was also almost the same research, regarding the lesson plans at the English Department of UIN Antasari Banjarmasin, previous research discussed the cognitive domain in its assessment. From there, the researcher is interested in analyzing students lesson plan in the assessment, but the researcher wants to focus on the psychomotor domain because researchers are curious whether students from the English Education Department students of 2018 include the psychomotor domain in the assessment in the lesson plan they made or not. The reason

the researcher took the discussion of the psychomotor domain as the research object was that the researcher wanted the teachers to realize again the importance of achieving educational goals. Not only teacher pedagogical competence that must be applied, making lesson plans based on appropriate educational goals will also produce good results.

## **B. Research Question**

1. Whose theory does the English Education Department student of 2018 use in their lesson plans?
2. What categories and verbs are used in the lesson plan of the English Education Department student of 2018?

## **C. Objective of Study**

Based on the research question above, the objectives of this research are:

1. To know whose theory is used by the English Education Department student of 2018 in their lesson plans
2. To know what categories and verbs are used in the lesson plan of the English Education Department student of 2018

## **D. Significance of Study**

The results of this research are expected to have benefits as follow:

- a) For the students of English Department:

By knowing Anderson Taxonomy, the students are expected to be able to improve their knowledge in making good lesson plans.

- b) For the lecturers of Instructional Design course:

This research can be another source in teaching Anderson Taxonomy to students.

c) For the other researcher who conducted the relevant study:

This research can be literature or sources of information on their research.

### **E. Definition of Key Term**

1. Psychomotor is one of the 3 domains described in the learning objectives according to Anderson Taxonomy. The psychomotor domain here means how to use categories and key words from the psychomotor domain in making lesson plans made by the English Education Department students of 2018.
2. The assessment here means how students of the 2018 English Education Department use keywords from the psychomotor domain based on Dave's theory to make assessments in their lesson plans.
3. Lesson plans here means English Education Department students of 2018 in semester 5 there is an Instructional Design course, where they are asked to make lesson plans as one of the assignments of the lecturers.