

APPENDIX 1

Transliteration

page	Surah/Verse	Indonesian	English
2	Al Qur'an Surah Al- Alaq/Verse 1-5	1. Bacalah dengan (menyebut) nama Tuhanmu yang menciptakan, 2. Dia telah menciptakan manusia dari segumpal darah. 3. Bacalah, dan Tuhanmulah Yang Maha Mulia 4. Yang mengajar (manusia) dengan pena. 5. Dia mengajarkan manusia apa yang tidak diketahuinya..	<i>(1) Recite in the name of your Lord who created- (2) Created man from a clinging substance. (3) Recite, and your Lord is the most Generous. (4) Who taught by the pen- (5) Taught man that which he knew not.</i>

APPENDIX 2

Cognitive Sentences in Lesson Plan Made by English Education Department

students of 2017

Lesson Plan of The 7th Grade of Junior High School

No	Name	Keyword of Cognitive's Action	The Sentences of Assessment of Cognitive in Lesson Plan
1	A	Identify	From this learning process the 7th grades of MTsN 1 KOTABARU are able to identify about greeting, leave-taking, thanking and apologizing with the rules correctly
2	B	Identify	From this learning process the 7th grades of SMP ISLAM MUMTAZ KAB.BANDUNG are able to identify about how to greet with people use the rules correctly
3	C	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
4	D	Determine	The result of student discussion will be determind their knowledge about the topic and as a measure of the teacher goal
5	E	Remember Distinguish	The knowledge from the student that can remember vocabulary, distinguish time between past and past, half and to.
6	F	Determine	The result of student discussion and practice will be determind their knowledge about the topic and as a measure of the teacher goal
7	G	Determine	The result of student discussion will be determind their knowledge about the topic and as a measure of the teacher goal
8	H	-	-
9	I	-	-
10	J	-	-
11	K	Explain	The knowledge from the students that can explain what the teacher wants from his learners
12	L	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
13	M	Explain	The knowledge from the students that can

			explain what the teacher wants from her learners (The subjective assessment of the teacher)
14	N	Answer	The knowledge from the students can answer the question given by teacher (the subjective assessment of the teacher)
15	O	Answer	The knowledge from the students can answer the question given by teacher (the subjective assessment of the teacher)

Lesson Plan of The 8th Grade of Junior High School

No	Name	Keyword of Cognitive's Action	Category of Anderson Taxonomy
1	P	Explain	The knowledge from the students that can explain what the teacher wants from his learners (The subjective assessment of the teacher)
2	Q	Explain	The knowledge from the students that can explain what the teacher wants from his learners (The subjective assessment of the teacher)
3	R	Explain	The knowledge from the students that can explain what the teacher wants from her learners
4	S	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
5	T	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
6	U	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
7	V	Explain	The knowledge from the students that can explain what the teacher wants from his learners (The subjective assessment of the teacher)
8	W	Explain	The knowledge from the students that can explain what the teacher wants from his learners (The subjective assessment of the teacher)

9	X	-	The knowledge from the students that can not be added with the guidance of the teacher
10	Y	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
11	Z	-	Understanding knowledge (faktual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.
12	A.A	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
13	A.B	-	In invitation text, their have 3 structure : A. Invite, B. Body of invitation C. Inviter
14	A.C	Determine	The result of student discussion will be determind their knowledge about the topic and as a measure of the teacher goal
15	A.D	-	The knowledge from the students that can what the teacher wants from her learners (The subjective assessment of the teacher)
16	A.E	Describe	The knowledge from the students that can describe what the teacher wants from her learners (The subjective assessment of the teacher)
17	A.F	-	The knowledge from the students that can what the teacher wants from her learners (The subjective assessment of the teacher)
18	A.G	-	The knowledge from the students that can what the teacher wants from her learners (The subjective assessment of the teacher)
19	A.H	-	The knowledge from the students that can what the teacher wants from the learners (The subjective assessment of the teacher)
20	A.I	Determine	The result of student discussion will be determind their knowledge about the topic and as a measure of the teacher goal
21	A.J	-	The knowledge from the students that can do what the teacher wants from her learners (The subjective assessment of the teacher)
22	A.K	-	The knowledge from the students that can what the teacher wants from her learners (The subjective assessment of the teacher)
23	A.L	Explain	The knowledge from the students that can

			explain what the teacher wants from her learners (The subjective assessment of the teacher)
24	A.M	Determine	The result of student discussion will be determined their knowledge about the topic and as a measure of the teacher goal
25	A.N	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
26	A.O	Remember Mention	The knowledge from the students that can remember and mention what the teacher wants from her learners about the information when they were child (The subjective assessment of the teacher)
27	A.P	Explain	The knowledge from the students that can explain what the teacher wants from her learners
28	A.Q	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
29	A.R	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
30	A.S	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
31	A.T	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
32	A.U	Explain	The knowledge from the students that can explain what the teacher wants from his learners (The subjective assessment of the teacher)
33	A.V	-	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
34	A.W	-	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)

Lesson Plan of The 9th Grade of Junior High School

No	Name	Keyword of Cognitive's Action	Category of Anderson Taxonomy
1	A.X	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
2	A.Y	Explain	The knowledge from the students that can explain what the teacher taught (The subjective assessment of the teacher)
3	A.Z	Determine	The result of student's activity will be determined their knowledge about the congratulations material
4	B.A	Explain	The knowledge from the students that can explain what the teacher wants from her learners
5	B.B	Determine	The result of the students pair work and discussion will be determine their knowledge about topic and as a measure of the teacher goal
6	B.C	State Find	The knowledge from the students that can state 'to do and not to do' something related to the topic, also their ability to find the sentences when they listen to the audio as consideration to reach the goal and objective of learning
7	B.D	Determine	The result of the students discussion will be determine their knowledge about topic and as a measure of the teacher goal
8	B.E	Determine	The answer and the presentation from the student will determine their comprehension to the material and also as the measurement of the teacher goal.
9	B.F	Explain	The knowledge from the students that can explain what the teacher wants from her learners
10	B.G	Determine	The result of the students discussion groups will be determine their knowledge about topic and as a measure of the teacher goal
11	B.H	Determine	The result of the students discussion will be determine their knowledge about topic and as a measure of the teacher goal
12	B.I	Explain Answer	The knowledge from the students that can explain about something that will be happening in the future also the students can

			answer the questions using the sentences of <i>future continuous tense</i>
13	B.J	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
14	B.K	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
15	B.L	Explain	The knowledge from the students that can explain what the teacher wants from his learners (The subjective assessment of the teacher)
16	B.M	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
17	B.N	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
18	B.O	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
19	B.P	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
20	B.Q	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
21	B.R	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
22	B.S	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
23	B.T	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)

24	B.U	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
25	B.V	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
26	B.W	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
27	B.X	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
28	B.Y	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)
29	B.Z	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)

Lesson Plan of The 10th Grade of Senior High School

No	Name	Keyword of Cognitive's Action	Category of Anderson Taxonomy
1	C.A	Answer	Students understanding can be known by the way they answer the questions they are working on their attitudes
2	C.B	Know	We can learn a lot of the vocabulary they know and have many words that the students think are difficult to pronounce
3	C.C	Determine	The result of the guessing games and write a letter will be determine their knowledge about self and as a measure of the teacher goal
4	C.D	Determine	The result of the students discussion will be determine their knowledge about topic and as a measure of the teacher goal
5	C.E	Explain	The knowledge from the students that can explain what the teacher wants from her learners (The subjective assessment of the teacher)

6	C.F	Determine	The result of the students discussion will be determine their knowledge about topic and as a measure of the teacher goal
7	C.G	Explain	The comprehension of the students can be explain in the way they answer the question (Subjective assessment)
8	C.H	Explain	The comprehension of the students can be explain in the way they answer the question (Subjective assessment)
9	C.I	Explain	The comprehension of the students can be explain in the way they answer the question (Subjective assessment)
10	C.J	Know Spell	The student will be know their knowledge about the descriptive text and can spell right pronunciation of the text as a measure of the teacher goal
11	C.K	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
12	C.L	Determine	The result of making DTs and reading them in the future is to determine their knowledge of talking about what they understand around them and measuring teacher goals.
13	C.M	Answer	Students understanding can be seen from their work and can answer questions from the teacher (subjective assessment)
14	C.O	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
15	C.P	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
16	C.Q	Determine	The result of the students discussion will be determine their knowledge about topic and as a measure of the teacher goal
17	C.R	Explain	The comprehension of the students can be explain in the way they can convey information to their friend or people
18	C.S	Explain	The students can explain all about announcements and explain how to make announcement by themselves
19	C.T	Explain	The knowledge from the students that can explain what the teacher wants from the

			learners (The subjective assessment of the teacher)
20	C.U	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
21	C.V	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
22	C.W	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
23	C.X	Explain	The knowledge from the students that can explain about narrative text and what are generic structure and language features in the text it.((The subjective assessment of the teacher)
24	C.Y	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
25	C.Z	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
26	D.A	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
27	D.B	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
28	D.C	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
29	D.D	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
30	D.E	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the

			teacher)
31	D.F	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
32	D.G	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
33	D.H	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
34	D.I	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
35	D.J	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)

Lesson Plan of The 11th Grade of Senior High School

No	Name	Keyword of Cognitive's Action	Category of Anderson Taxonomy
1	D.K	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
2	D.L	Apply	The knowledge from the students that can apply for write the letter based on the teacher explained
3	D.M	Explain	The knowledge from the students that can explain what the teacher wants from the learners
4	D.N	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
5	D.O	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
6	D.P	Identify	From this learning process the 11 th grades

			students of SMAN 1 SUNGAI PANDAN are able to identify the differences about the definition, functions and rules of present tense and past tense
7	D.Q	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
8	D.R	Determine	The result of the students discussion will be determine their knowledge about topic and as a measure of the teacher goal
9	D.S	Determine	The result of the students discussion will be determine their knowledge about topic and as a measure of the teacher goal
10	D.T	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
11	D.U	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
12	D.V	Answer	The knowledge from the students that can answer the question about expressing of disagree analye the social function, the example of conversation and the linguistic elements in the phrase expressed the opinions and thoughts about expression of disagree in accordance with the context used
13	D.W	Determine	The result of the students discussion will be determine their knowledge about topic and as a measure of the teacher goal
14	D.X	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
15	D.Y	Determine	The result of the students discussion will be determine their knowledge about topic and as a measure of the teacher goal
16.	D.Z	Create	The knowledge from the students that can create what the teacher wants from the learners
17	E.A	Explain	The knowledge from the students that can explain what the teacher wants from the learners

Lesson Plan of The 12th Grade of Senior High School

No	Name	Keyword of Cognitive's Action	Category of Anderson Taxonomy
1	E.B	Determine	The result of the students discussion in pair works will be determine their knowledge about topic and as a measure of the teacher goal
2	E.C	Analysis	The knowledge from the students that can analysis the error pronunciation and speaking measurement that the teacher wants from her learners
3	E.D	Explain	The knowledge from the students that can explain what the teacher wants from the learners
4	E.F	Determine	The result of the students conversation and writing will be determine their knowledge about topic and as a measure of the teacher goal
5	E.G	Answer	The result of the students' answer from the questions about the reading text
6	E.H	Determine	The result of the students discussion will be determine their knowledge about topic and as a measure of the teacher goal
7	E.I	Explain	The knowledge from the students that can explain what the teacher wants from the learners
8	E.J	Explain	The knowledge from the students that can explain what the teacher wants from the learners
9	E.K	Explain	The knowledge from the students that can explain what the teacher wants from the learners
10	E.L	Explain	The knowledge from the students that can explain what the teacher wants from the learners
11	E.M	Explain	The knowledge from the students that can explain what the teacher wants from the learners
12	E.N	Determine	The students' assignment will be determine their knowledge about topic and as a measure of the teacher goal
13	E.O	Explain	The knowledge from the students that can explain what the teacher wants from the learners
14	E.P	Determine	The final result of the students discussion will

			be determine how far their knowledge about topic and as a measure of the teacher goal
15	E.Q	-	-
16	E.R	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
17	E.S	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
18	E.T	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
19	E.U	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
20	E.V	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
21	E.W	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
22	E.X	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
23	E.Y	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
24	E.Z	Explain	The comprehension from the students that can explain in the way the question(The subjective assessment of the teacher)
25	F.A	Explain	The comprehension from the students that can explain in the way the question(The subjective assessment of the teacher)
26	F.B	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)
27	F.C	Explain	The knowledge from the students that can

			explain what the teacher wants from the learners (The subjective assessment of the teacher)
28	F.D	Explain	The knowledge from the students that can explain what the teacher wants from the learners (The subjective assessment of the teacher)

Appendix 3

Name :

Phone call (WA):

Class :

Test of Anderson Taxonomy

A. Please choose the correct answer by crossing (x) a,b,c,d,e, or f

1. Retrieve relevant knowledge from long-term memory is included in the cognitive level ...

- | | |
|------------------|---------------|
| a. Remembering | d. Analyzing |
| b. Understanding | e. Evaluating |
| c. Applying | f. Creating |

2. Construct meaning from instructional messages, including oral, written, and graphic communication is included in the cognitive level ...

- | | |
|------------------|---------------|
| a. Remembering | d. Analyzing |
| b. Understanding | e. Evaluating |
| c. Applying | f. Creating |

3. Carry out or use a procedure in a given situation is included in the cognitive level ...

- | | |
|------------------|---------------|
| a. Remembering | d. Analyzing |
| b. Understanding | e. Evaluating |
| c. Applying | f. Creating |

4. Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose is included in the cognitive level ...

- | | |
|------------------|---------------|
| a. Remembering | d. Analyzing |
| b. Understanding | e. Evaluating |
| c. Applying | f. Creating |

5. Make judgements based on criteria and standards is included in the cognitive level ...

- | | |
|------------------|---------------|
| a. Remembering | d. Analyzing |
| b. Understanding | e. Evaluating |
| c. Applying | f. Creating |

6. Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure is included in the cognitive level ...

- | | |
|------------------|---------------|
| a. Remembering | d. Analyzing |
| b. Understanding | e. Evaluating |
| c. Applying | f. Creating |

B. Please match the cognitive domain in assessment below to the category of Anderson taxonomy.

No	The cognitive domain in assessment	The Answer	Anderson taxonomy level
1	The students able to identify introduction of narative text		A. Remembering
2	The students able to analyze the interpersonal text about “Barack Obama”		B. Understanding
3	The students will be able to create their own song about the things around them		C. Applying
4	Sudents are able to demonstrate a procedural text how to make a cupcake		D. Analyzing
5	Students can describe the part of body		E. Evaluating
6	Students are able to determine how well they are doing in a study center by looking at		F. Creating

C. Please make a sentence in using cognitive action verb to make objective in assessing student.

*Ex. Students are able to **mention** the part descriptive text.*

1. Remembering (Choose, Describe, Memorize, Name, Recall, Know)

2. Understanding (Explain, Identify, Tell, Summarize, Recognize, Classify)

3. Applying (Apply, Make, Show, Use, Produce, Change)

4. Analyzing (Categorize, Compare, Distinguish, Interpret, Solve, Order)

5. Evaluating (Determine, Evaluate, Decide, Conclude, Criticize)

6. Creating (Invent, Prepare, Make, Design, Formulate, Develop)

Appendix 4

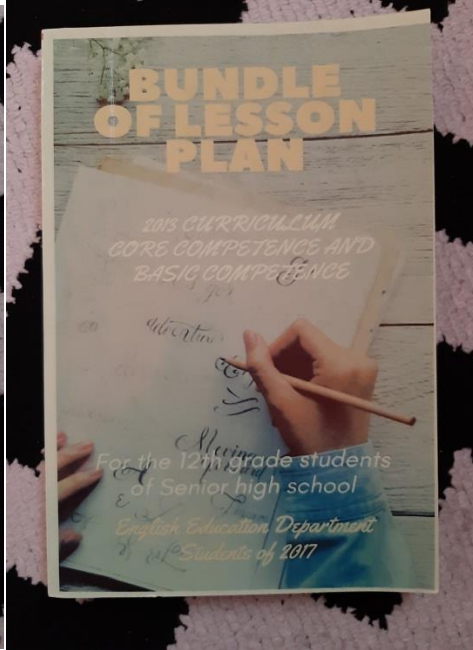
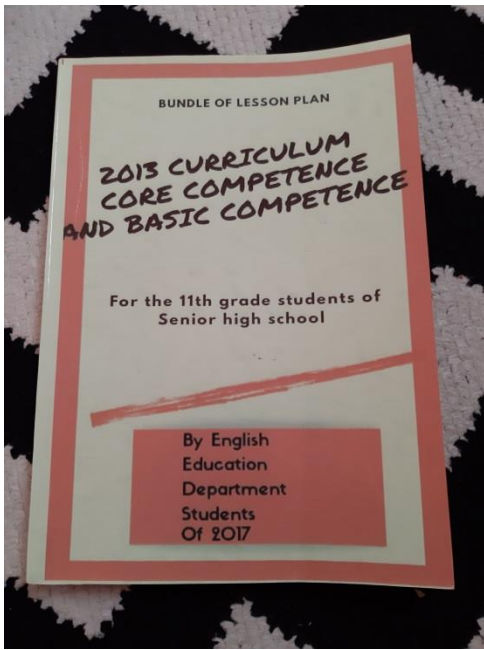
The Interview Questions

1. Do you know about Anderson Taxonomy? Can you explain it to me briefly?
2. What do you think about Anderson taxonomy? Is it easy?
3. Do you know about action verb that used in making a lesson plan?
4. Where do you think we put those words?
5. Do you know about knowledge dimension? (Factual, Conceptual, Procedural & Metacognitive)?
6. What is your consideration/reason in making the question / instruction/statement in cognitive part of the assessment?
7. How do you think of your knowledge toward lesson plan and Anderson taxonomy?

Appendix 5

The Pictures of Lesson Plan, The Test and The Interview





Appendix 6

Transcript of Interview

A. Interview with the students who got score more than 50 points

Date : Wednesday, November 20, 2019

Interviewee : Dina Safia

Interviewer : Kamu pernah belajar Anderson taxonomy dan cognitive domain ini dari mana ? (*Where did you know about Anderson Taxonomy ?*)

Dina Safia : Saya belajar Anderson taxonomy ini dari mata kuliah Instructional Design saja. (*I learned about Anderson taxonomy from Instructional Design course*)

Interviewer : Menurut kamu Anderson Taxonomy itu apa ? (*What do you think about Anderson Taxonomy ?*)

Dina Safia : Anderson Taxonomy itu kaya thinking step seseorang dalam memahami dan mengaplikasikan kedalam sebuah materi. (*Anderson Taxonomy is a someone's thinking step to understanding and applicating it into the material*)

Interviewer : Apakah sebelum belajar Instructional Design ini kamu sudah mengetahui tentang Anderson Taxonomy ? (*before you learned about Anderson Taxonomy, did you already know about Anderson Taxonomy ?*)

Dina Safia : Iya ka, pernah. Pernah membaca jurnal dan artikel mengenai taxonomy tersebut. Tetapi, ketika itu saya belum terlalu mengerti tentang taxonomy tersebut. (*Yes, I did, I read in journal and article about taxonomy. But, when I read this journal or article I didn't quite understand what is taxonomy*)

Interviewer : Menurut kamu Anderson Taxonomy ini mudah atau sulit untuk dipahami ? (*Do you think Anderson Taxonomy easy to understand ?*)

Dina Safia : Menurut saya, susah-susah gampang soalnya membedakan remembering dan understanding dll itu agak sulit. (*I think, it could be difficult and it could be easy. Because to distinguish remembering and understanding, etc.is rather difficult*)

Interviewer : Bagaimana dengan pengaplikasiannya dalam lesson plan kalian ? (*what about applicating this taxonomy to your lesson plan ?*)

Dina Safia : Soal itu kembali pada diri kita masing-masing saja lagi. Kalau kami sendiri memakai contoh lesson plan yang dari dosen Instructional Design sih. Jadi kami hanya menyesuaikan dengan materi yang kami gunakan. (*Back to each other. We used the example of lesson plan that given by Instructional Design lecturer. So, we just adjusting to material that we used*)

Interviewer : Dimana kalian meletakkan action verb ini dalam pembuatan lesson plan? (*where did you put the action verb in your lesson plan?*)

- Dina Safia : Kami meletakkannya di bagian learning objective dan indicator. *(we put it in learning objective and indicator)*
- Interviewer : Apakah di mata kuliah Instructional Design ini kalian diperkenalkan dengan yang namanya Knowledge dimension ?*(were you introduced to knowledge dimension in this course?)*
- Dina Safia : Tidak ada kak. Kami hanya fokus pada kognitif, afektif, dan psikomotor saja. *(No, we just focused on cognitive, affective, and psicomotor)*
- Interviewer : Apakah menurut mu menentukan tingkatan berfikir berdasarkan teori Anderson taxonomy itu sulit ? *(do you think it is hard to determine the degree of thinking based on Anderson Taxonomy ?)*
- Dina Safia : Karena harus menyesuaikan keperluan murid menurut saya harus mengenal muridnya dulu baru bisa diukur dengan teori ini. *(cause I have to adapting the student's need, so I have to know the students before then I can determine the degree of thinking based on Anderson Taxonomy)*

Date : Thursday, November 21, 2019

Interviewee : Ananda Hasti DZ

- Interviewer : Kamu pernah belajar Anderson taxonomy dan cognitive domain ini dari mana ? *(Where did you know about Anderson Taxonomy ?)*
- Ananda : Ketika pelajaran Instructional Design sebelumnya juga pernah belajar di mata kuliah Curriculum Material Development akan tetapi hanya penganalan saja, tidak dijelaskan secara mendetail apa saja yang termasuk dalam taxonomy. Jadi penjelasan detail mengenai taxonomy ini hanya di mata kuliah Instructional Design saja dan sebelumnya juga pernah mendownload dan membaca tentang taxonomy tersebut. *(when the Instructional Design course, but I learned in Curriculum Material Development also. But, it just only introduction, it didn't explain into detail which include taxonomy. The exposition was in Instructional Design course. Then, I also downloaded and read about taxonomy.)*
- Interviewer : Sesuai dengan penjelasan dosen Instructional Design kalian, penggunaan action verb itu diletakkan dimana ? *(based on your Instructional Design lecturer, where did you put the action verb in your lesson plan?)*
- Ananda : Ada di indicator, learning objective, pokoknya ada 3 tapi saya lupa satunya. *(there were in indicator, learning objective, and I forgot the other one)*
- Interviewer : Bagaimana cara kamu menggunakan action verb di lesson planmu ? *(how do you used the action verb in your lesson plan?)*

- Ananda : Berdasarkan materi dong, saya melihat learning objective dulu lalu membuat indikatornya. *(based on the material, of course. I seen learning objective after that I made the indicator)*
- Interviewer : Apakah kamu merasa sulit dalam menentukan action verb ? *(is it so difficult for you to determine the action verb?)*
- Ananda : Hal itu tergantung materi, misalnya materinya tentang tenses. Nah, dari situ mereka harus *understanding* dul. *(that depends on the material, for example the material is about tenses they should be understanding firstly)*
- Interviewer : Dalam menulis atau membuat assessment anda merasa kesulitan atau tidak? *(In writing or making assessment, do you felt trouble)*
- Ananda : Tidak kak. *(No)*
- Interviewer : Setelah mengetahui Anderson Taxonomy, apakah menurut anda penting untuk diaplikasikan ke lesson plan. *(After you know about Anderson Taxonomy, do you think important to applying Anderson Taxonomy into your lesson plan?)*
- Ananda : Pada dasarnya bagus sih untuk diaplikasikan di lesson plan, tetapi untuk penerapan dikelas itu kadang tidak sesuai dengan apa yang ditulis di lesson plan. *(Basically, it's a good for lesson plan, but, to apply that class sometimes does not match what was written in lesson plan)*

B. Interview with the students who got score less than 50 points

- Date : Thursday, November 20, 2019
- Interviewee : Maisyarah
- Interviewer : kamu mengetahui Anderson Taxonomy ini dari mana ? *(Where did you know about Anderson Taxonomy ?)*
- Maisyarah : dari mata kuliah Instructional Design saja. *(From Instructional Design course only)*
- Interviewer : menurut kamu Anderson Taxonomy itu apa ? *(what do you think about Anderson Taxonomy ?)*
- Maisyarah : lupa ka, tidak ingat lagi. *(I forgot)*
- Interviewer : apakah kamu sebelumnya pernah belajar taxonomy ? *(did you already know about Anderson Taxonomy ?)*
- Maisyarah : tidak pernah ka, tidak pernah sama sekali. Saya tau hanya di mata kuliah Instructional Design saja. *(never at all, I knew in Instructional Design only)*
- Interviewer : menurut mu pengaplikasian Anderson Taxonomy ini mudah atau sulit? *(what about applying this taxonomy to your lesson plan ?is it difficult ?)*
- Maisyarah : untuk dipahami mudah apabila sambil belajar tetapi karena saya tidak mendalami dan jarang membaca tentang taxonomy akan berasa sulit. *(for understanding this taxonomy is easy when I*

learning, but, because I seldom to read and learn more about taxonomy it will be difficult)

Interviewer : didalam lesson plan dimana kamu meletakkan action verb itu ?
(where did you put the action verb in your lesson plan ?)

Maisyarah : seingat saya di assessment *(as I remember in assessment)*

Interviewer : menurutmu Anderson Taxonomy ini penting atau tidak apabila diaplikasikan kedalam lesson plan kamu ? *(do you think important to applying Anderson Taxonomy into your lesson plan?)*

Maisyarah : bisa saja kak. Tetapi dalam mengaplikasikan Anderson Taxonomy ini kedalam lesson plan itu saya merasa sulit dalam mencocokkan action verb kedalam materi di lesson plan saya. saya lebih merasa mudah apabila tidak menulis action verb ke lesson plan, saya lebih suka secara spontan mengajar murid dibanding terpaku pada lesson plan. *(it could be. But, in applying the Anderson Taxonomy into my lesson plan, i feel so difficult to matching the action verb with the material. I feel easier if I don't write any action verb into my lesson plan. I prefer to teaching the students directly than following lesson plan.)*

Date : Thursday, November 20, 2019

Interviewee : Nuril Ikrima

Interviewer : kamu mengetahui Anderson Taxonomy ini dari mana ? *(Where did you know about Anderson Taxonomy ?)*

Nuril Ikrima : dari mata kuliah Instructional Design ka. *(From Instructional Design course)*

Interviewer : menurut kamu Anderson taxonomy itu apa ? *(what do you think about Anderson Taxonomy ?)*

Nuril Ikrima : tingkatan berpikir ka. *(the thinking level)*

Interviewer : apakah kamu merasa Anderson Taxonomy ini sulit ? *(do you think Anderson Taxonomy is difficult ?)*

Nuril Ikrima : lumayan sulit ka *(quite difficult)*

Interviewer : kenapa ? *(why)*

Nuril Ikrima : karena lumayan rumit *(it's quite complicated)*

Interviewer : bagaimana cara kamu mengaplikasikan action verb itu ke dalam lesson plan mu ? apakah kamu juga merasa kesulitan. *(how do you used the action verb in your lesson plan? Did you feel it's hard ?)*

Nuril Ikrima : sangat sulit ka, karena saya sangat kurang dalam English, begitupun dengan grammar saya. saya sangat tertinggal jauh dari teman-teman saya. maka dari itu saya sangat sulit dalam menulis kalimat. *(It's very difficult, because I feel less in English and my problem is my grammar, so I am not really master in English. Thus, I feel harder in writing a sentence).*

Interviewer : apakah sebelumnya kamu pernah belajar taxonomy ? (*did you already know about Anderson Taxonomy before?*)

Nuril Ikrima : belum pernah sama sekali ka. (*I never know about this before*)

Appendix 7

The Letters

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI ANTASARI FAKULTAS TARBIYAH DAN KEGURUAN BIRO SKRIPSI Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492 Email: fk.antasari@gmail.com Web: www.fk.iain-antasari.ac.id
<u>SURAT KETERANGAN</u> Nomor: 1661/Un.14/III.1.t/09/2019	
Yang bertanda tangan di bawah ini, menerangkan bahwa:	
Nama	: Mahrída
N I M	: 1501240492
Jurusan/Prodi	: TBI
Alamat	: Jl. Bawang Putih No.61 RT.31 RW.02 Kel. Kuripan Kec. Banjarmasin Timur
adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:	
AN ANALYSIS OF THE EVALUATION IN ASSESSMENT BASED ON CURRICULUM 2013 : ANDERSON TAXONOMY	
Pada Hari/Tanggal	: Kamis, 8 Agustus 2019
Tempat	: Munaqasyah 2
Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.	
Banjarmasin, 3 September 2019	
 Mahrída, M.Pd.I NIP. 198708212015032004	



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
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19 November 2019

Nomor : 2013/Un.14/III.1.t/pp.00.9/11/2019
Lamp : -
Hal : Perubahan Judul Skripsi

Kepada Yth.
Sdr (i) Mahrida
NIM. 1501240492
Mahasiswa Jurusan TBI

di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**AN ANALYSIS OF THE EVALUATION IN ASSESSMENT BASED ON
CURRICULUM 2013 : ANDERSON TAXONOMY**

Berubah menjadi:

**AN ANALYSIS OF ASSESSMENT IN LESSON PLANS MADE BY ENGLISH
EDUCATION DEPARTMENT STUDENTS OF 2017**

Menunjuk :

1. Nani Hizriani, S. Pd, MA sebagai Dosen Pembimbing Konten dan Metodologi.
2. Hidayah Nor, S.Pd, M.Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
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Nomor : B-5829/Un.14/III.1.t/pp.00.9/11/2019 Banjarmasin, November 2019
Sifat : Penting
Lampiran : 1 (satu) lembar
Hal : Riset Dalam Rangka Penyusunan Skripsi

K e p a d a,

Yth. **Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari**
Kota Banjarmasin
di – Banjarmasin

Assalamu'alaikum Warahmatullah Wabarakatuh

Dengan hormat, sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Mahrida
N I M : 1501240492
Jurusan : PBI
Fakultas : Tarbiyah dan Keguruan
Alamat : Jalan Bawang Putih NO.61 RT.31 RW.02, Kel. Kuripan, Kec. Banjarmasin Timur

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Hartu Hidayat, M.Ag
NIP. 197510232006041003

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Jurusan TBI FTK UIN Antasari Banjarmasin.

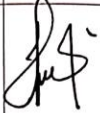


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ANTASARI
BANJARMASIN

CONSULTATION NOTES

ADVISOR OF CONTENTS AND RESEARCH METHODS

NAME OF ADVISOR: Hj. Hani Hani, S.Pd, MA

Date	Notes	SIGNATURE
Nov, 26 2019.	<p>Add the theory in Chapter (i)</p> <p>Change the research questions</p> <p>write the grammar revise your grammar in chapter <u>III</u></p>	




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ANTASARI
BANJARMASIN

CONSULTATION NOTES

ADVISOR OF LANGUAGE AND WRITING TECHNIQUES

NAME OF ADVISOR: Hidayah Nor, M.Pd

DATES	Notes	SIGNATURE
4/10 2019	<ol style="list-style-type: none"> 1. The translation of the verses should be in appendix. 2. Please revise your title, an analysis of assessment in lesson plans made by English Education Department Students of 2017. 3. Check the fonts. 4. Please revise your sentences, do not use question marks. 5. add about lesson plans in your definition of key terms, and add anderson taxonomy, and assessment. 6. add about Curriculum 2013 (characteristics, advantages). 7. change the bullets into numbers or alphabets. 8. add information about assessment especially in curriculum 2013 9. Please use past tense in ch. 3. 10. Documentation and interview. 11. please complete the instruments. 12. Please revise the references. 	

26/11/2019

Remembering → factual for example (1)

Conceptual for example (2)

Suggestion → please be more specific

Revise your conclusion

↳

JS

CURRICULUM VITAE

I. Personal Details

Name : Mahrida
Place and Date of Birth : Sampit, December 21st, 1997
Gender : Female
Marital Status : Single
Religion : Islam
Nationality : Indonesian
Parents : H. Mahdan and Hj. Baitul Rahmi
Sibling : Mujahid Rifa'i

II. Formal Educational Background

2003 – 2004 : TK Nurul Iman Sampit
2004 – 2009 : SDN 10 Mentawa Baru Hulu Sampit
2009 – 2012 : MTsN Sampit
2012 – 2015 : MAN Sampit

III. Organization Experience

-

Banjarmasin, November 22, 2019