

ABSTRACT

Mahrida. 2019. An Analysis of Assessment in Lesson Plans Made by English Education Department Students of 2017. English Education Department, Faculty of Tarbiyah and Teacher Training. Antasari State Islamic University. Advisors: (I) Hj. Nani Hizriani, S. Pd, MA, (II) Hidayah Nor, S.Pd, M.Pd.

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In the Curriculum of 2013, the education system in Indonesia has long used adaptive taxonomic education theory as a basis for learning approaches. The implication of the use of this theory is that learning activities must be organized and implemented based on educational objectives consisting of cognitive, affective, and psychomotor domains. This research only focuses on the cognitive domain, which contains behaviors that emphasize intellectual aspects, such as knowledge, understanding, and thinking skills based on Anderson's taxonomic theory. In this cognitive domain there are levels in a person's way of thinking, namely, the stage of remembering, understanding, applying, analyzing, evaluating, and creating. In this study, for the first time English Education Department students of 2017 have made a lesson plan in the course *Instructional Design*. For this reason, the researcher were interested in analyzing the assessment section especially the cognitive domain of the lessson plan made by English Education Department students of 2017 at UIN Antasari Banjarmasin

This research is a qualitative research that uses *content analysis* in the process. This research was conducted by collecting written material, starting from collecting documents, distributing tests to research subjects and the final stage was conducting interviews on several subjects.

The results of this study indicate that the assessment, especially, the cognitive domain in lesson plans made by English Education Department students of 2017 have implemented Anderson Taxonomy. The results of tests and interviews indicate that they already understand Anderson Taxonomy's theory, but there are some of them who still have difficulty making judgments in their lesson plans especially in adjusting the action verbs of the cognitive domain to the topics they make in the lesson plan.