

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Education must produce students who are smart and have good character. One way to have good and smart character is through thinking. Thinking is a very basic human activity for coaching and self-development. Scientists, education experts, and even the Al-Qur'an has stated the importance of empowering thinking skills, especially in education. Thinking is a source of strength to reach civilization. One Qur'anic verse that encourages people to think is QS. Al-Alaq (1-5):

أَفْرَأَ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۙ ۱ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۚ ۲ أَفْرَأَ وَرَبُّكَ الْأَكْرَمُ ۙ ۳ الَّذِي عَلَّمَ بِالْقَلَمِ ۙ ۴  
عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝ ۵

Al'Qur'an chapter above is a revelation of the Prophet Muhammad. became a milestone in the change in world civilization. With the passage of the verse changes the history line of humanity. The verse instructs us to learn to seek knowledge and distance ourselves from ignorance (Bacaanmadani, 2018).

Talk about thinking process, the education system in Indonesia has long used 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. Three domains of educational goals were put forward by an educational psychologist namely Benjamin

Bloom in 1956 based on a conceptual framework of thinking skills that he created and was known as Bloom's taxonomy (Anderson & Krathwohl, 2002).

In 2001, Bloom's student, an educational psychologist named Anderson and his colleagues, revised Bloom's taxonomy and the results of this revision were revealed in a book entitled "Taxonomies for Learning and Teaching and Assessing: Bloom's Taxonomic Revision for Educational Purposes (Anderson and Krathwohl, 2001) Currently, Anderson Taxonomy is widely used in education assessment systems in Indonesia. The application of Anderson Taxonomy to the cognitive domain is also seen explicitly in the curriculum currently being applied, namely the 2013 curriculum.

In the 2013 curriculum, especially in number three Core Competencies (KI) students are required to have cognitive abilities as one of the learning goals. KI 3: "Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with a view of humanity, nationality, statehood, and civilization related to the causes of phenomena and events , and applying procedural knowledge to specific fields of study according to their talents and interests to solve problems."

In the learning process, the cognitive domain is one of the learning goals that must be developed and achieved by students. Cognitive is something related to cognition or mental activity of the brain. By developing cognitive abilities, students are expected to master the knowledge they learn. To find out whether students can achieve learning goals based on the 2013 curriculum,

educators must be able to evaluate their students, both in the learning process and in the assessment of learning outcomes.

The ability to carry out learning evaluation is a basic ability that must be mastered by an educator and prospective educator as one of his professional competencies. Learning evaluation is a professional competence of an educator. These competencies are in line with assess instruments the teacher's ability to, which one of the indicators is conducting an evaluation of learning. Even though the daily test exam is done by the teacher in the classroom or even the final school exam, it cannot yet describe the essence of learning evaluation, especially if it is associated with the implementation of the 2013 curriculum and students in the entire learning process.

At UIN Antasari Banjarmasin there are courses in English Department called Instructional Design. Instructional design is a course with a concentration on the design of learning and training up to the production of a learning plan that is ready to use. At the end of this course, students are required to develop a set of learning/training programs and a set of learning materials as the final product. The purpose of this course is the students can understand and being able to design and develop learning/training programs systematically. In this course, for the first time they were introduced to Anderson Taxonomy. Thus, based on the theory explained before, the reseacher interested to analyze a part of students' lesson plans which is in assessment and focused on the cognitive domain where usually its state with action verb of Anderson Taxonomy.

In this research English Education Department students of the 2017 have made lesson plans in the Instructional Design course. Based on the descriptions above the researcher want to find out the assessments in lesson plan made by English Education Department students of 2017 have accordance with the Anderson Taxonomy. Therefore, the researcher interested in analyzing the assessment specifically in cognitive domain part in lesson plan that made by students of 2017 in English Department at UIN Antasari Banjarmasin.

### **B. Research Questions**

Based on research background above, the researcher formulates a research question to guide this research. The question is : How is the implementation of Anderson Taxonomy, especially, cognitive domain in lesson plans made by English Education Department students of 2017 ?

### **C. Objectives of Study**

In relation to the formulated problem above, the objective of the research is to identify the implementation of Anderson Taxonomy, especially, cognitive domain in lesson plans made by English Education Department students of 2017.

### **D. Significance of Study**

The result of the research is expected to give contributions to the teachers and the students both theoretically and practically.

1. Theoretically: This study is expected to develop English language learning in accordance with the Curriculum 2013.

## 2. Practically:

### a) For the students of English Department:

By knowing the Anderson Taxonomy, the students can adjust the teaching material with goals to be achieved, the objectives of evaluation, and the goal of teaching materials. So, they can improve their knowledge to make a good assessment in their lesson plan based on the Anderson Taxonomy in Curriculum 2013. Thus, by knowing Anderson Taxonomy they are expected to be able to make lesson plans in accordance evaluating their teaching and learning process in the future.

### b) For the lecturers of Instructional Design course :

This research can be the basis of the references to teach or introduce the Anderson Taxonomy to the students in their class.

### c) For the other researchers who conducted the relevant study :

It can be used as a source of information for other researchers who are interested in conducting advanced research or the relevant research.

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

1. Curriculum 2013: competency-based curriculum which is a refinement of the Education Unit Level Curriculum (KTSP). The curriculum 2013 contains what should be taught to students, while learning is the way teachers taught can be mastered by students. The learning based on curriculum 2013 is the learning which focus on students. It supported by the lesson plan that made

by the teacher. This research analyzed the lesson plan which is contains curriculum 2013.

2. Anderson Taxonomy: Taxonomies are created to classify educational goals. This grouping is divided into 3 domains, namely cognitive, affective, and psychomotor, this taxonomy was made by Benjamin S. Bloom and colleagues in 1956 and revised by his student, Anderson (Wilson, 2016). This research focused on the implementation of Anderson Taxonomy especially in cognitive domain of assessment in lesson plan.
3. Cognitive Domain: something related to cognition or mental activity of the brain (Hoque, 2014).
4. Assessment: assessment is a process designed to help teachers discover what students have learned in the classroom and their level of success in learning (Abidin, 2014) in the assessment there are 3 domain that should be in lesson plan, that are cognitive, affective, and psicomotor. This research analyzed the lesson plan made by English Education Department of 2017 that focused on cognitive domain.
5. Lesson plan : planning structures or programs created by the teacher. The elements used in the lesson plan are the date, level, duration, goals, objectives, materials, procedures, and assessment. This research analyzed the lesson plan that made by English Education Department students of 2017.