

CHAPTER V

CLOSURE

A. Conclusion

The conclusion of this research is the cognitive domain in English Education Department students of 2017's lesson plans have implemented with Anderson Taxonomy. When collecting data, the researcher found in 157 lesson plans that the most dominant action verb used was *explain*. Lesson plans that use Understanding (C2) in the cognitive domain in the assessment section are 72%, Evaluating (C5) 18%, Remembering (C1) 7%, Analyzing (C4) 1%, Applying (C3) 1%, Creating 1%, and the other are lesson plans with no action verb. Thus, mostly of their lesson plan still in LOT (Lower Ordered Thinking), mostly of them used Understanding (C2) which *explain* as action verb in their cognitive domain of assessment. From the tests conducted by researchers on 107 English students there were 96 students who scored above 50 out of 18 questions. According to the interview of 5 students who got the highest score from the text, they have understood Anderson taxonomy before they studied Instructional Designed subject. From 5 lowest score students they are having difficulties in using English properly. Thus, the students of the English Department of UIN Antasari Banjarmasin are able to make a lesson plan in the Instructional Design class using Anderson taxonomy theory.

B. Suggestions

The result of the research is expected to give suggestions to the English Education Department student of 2017, Instructional Design lecturers who teaches this subject, and for the other researchers who conducted the relevant research.

1. For the English Education Department students of 2017, they need to more explore the use of the action verb of Anderson Taxonomy. In their lesson plans, they should focus more on the cognitive domain in the assessment of lesson plans they made, so it would be best if they adapted the cognitive in assessment to the learning goals they wrote in the lesson plan.
2. For Instructional Design lecturers who teaches this subject, they should paying more attention to the students who are lack in English. Thus, they need to give the students familiar topic for them, so they are able to applied Anderson Taxonomy in their lesson plan. The Instructional Design lecturer is also expected to pay more attention to the time provided so that students understand the explanation and application of Anderson Taxonomy in their lesson plans therefor the student can more explore about the use of action verb of Anderson Taxonomy in their lesson plans.
3. For the other researchers who conducted the relevant research, this research is only focused on cognitive domain in assessment in lesson plan based on Anderson Taxonomy theory. It will be better if the other researcher who want to conduct relevant research can analyze other domain in assessment. They can make this study as additional or reference.