PRE-SERVICE ENGLISH AS FOREIGN LANGUAGE (EFL) TEACHERS' PERCEPTION TOWARD REVISED BLOOM'S TAXONOMY IN COGNITIVE DOMAIN AND THE IMPLEMENTATION TO THEIR LESSON PLANS

THESIS

Submitted in Partial Fulfillment of the Requirements
for Obtaining The Bachelor Degree
of English Language Education

by:
SAIDATUL BAROROH
Student Number: 1603046010

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

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FINAL PROJECT STATEMENT

This student with the following identity:

Name   : Saidatul Baroroh

Student Number   : 1603046010

Major   : English Education

                    Department

Certify that this thesis is definitely the researcher's own work. I am completely responsible for the content of this final project. Other researcher's opinions or finding included in the final project are quoted in accordance with ethical standards.

Semarang, July 8th 2020

The Researcher,

Saidatul Baroroh
1603046010

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KEMENTERIAN AGAMA REPULIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Hamka Kampus II Semarang 50185
Telp (024)7601295, Fax 024 7615387

RATIFICATION

Thesis with the following identity:

Title :Pre-service English Teachers' Perception toward Bloom's Taxonomy in Cognitive Domain and The Implementation to Their Lesson Plans

Name : SaidatulBaroroh

Student Number : 1603046010

Department : English Education Department

had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for obtaining the Bachelor degree in English Language Education.

Semarang, July14[th], 2020

THE BOARD OF EXAMINERS

Chairperson,

Secretary,

Dr. H. Raharjo, M.Ed., St.
NIP. 19651123 199103 1003

LulutWidyaningrum, M.Pd.
NIP. 19800803 200901 2 010

Examiner I

Examiner II

Dr. H. Muslih, M.A.
NIP. 19690813 199603 1 003

AgusPrayogo, M.Pd.

Advisor

Dr. Hj. Siti Mariam, M.Pd
NIP. 19650727 199203 2 002

ADVISOR APPROVAL

Semarang, July9[th], 2020

To

The Dean of Education and Teacher Training Faculty

Walisongo State Islamic University Semarang

Assalamu'alaikum, wr.wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title	: Pre-service English as Foreign Language (EFL)Teachers' Perception toward Revised Bloom's Taxonomy in Cognitive Domain and The Implementation to Their Lesson Plans
Name	: SaidatulBaroroh
Student Number	: 1603046010
Department	: English Education

I state that this thesis is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqasyah session.

Wassalamu'alaikum, wr.wb.

Advisor,

Dr. Hj. Siti Mariam, M.Pd
NIP. 19650727 199203 2 002

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MOTTO

لَا يُكَلِّفُ اللهُ نَفْسًا إِلَّا وُسْعَهَا (البقرة: ٢٨٦)

"Allah does not charge a soul except (with that within) its capacity"[1]

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[1] KSU Electronic Mosshaf project, *Indonesia – Tafsir Jalalayn*. ("Ayat" for Android).

ABSTRACT

Title	:	Pre-service English as Foreign Language (EFL) Teachers' Perception toward Revised Bloom's Taxonomy in Cognitive Domain and The Implementation to Their Lesson Plans
Author	:	Saidatul Baroroh
Student Number	:	1603046010

Bloom's Taxonomy has given rise to educational concepts including terms such as high and low-level thinking. Mastering knowledge about the curriculum, English language material and educational theory as a professional competence is very much required for pre-service English teachers to have. This research aimed to explain the perception of pre-service English teachers about cognitive domain of Bloom's taxonomy and the implementation to their lesson plans. In this research, the descriptive qualitative method was employed. The data were obtained through interview and documentation. The participants of this research were twenty English students at sixth semester of English Language Education in UIN Walisongo in the academic year 2019/2020. The researcher conducted the interview with the participants and analyzed the answer of questions. A documentation also conducted by analyzing their lesson plans. The results showed that pre-service EFL teachers have different perception about Bloom's taxonomy and cognitive domain. All of them implemented the cognitive domain in their lesson plans. In designing lesson plans, they faced some difficulties in implementing the cognitive domain.

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Finally, I realize that this thesis is still far from the being perfect; therefore, I will happily accept constructive criticism in order to make this thesis better. I hope that this thesis would be beneficial to everyone, Amen.

Semarang, July 9th 2020
The Researcher,

Saidatul Baroroh
1603046010

LIST OF CONTENTS

CHAPTER I

INTRODUCTION

This chapter provides background of the research which describes researcher's reasons in conducting this research. Then statement of research problem is formulated as well as objectives of the research. It is followed by significance of the research which informs the beneficial of this research. The last part of this chapter presents the scope of this research.

A. Background of the Research

Learning is the main determinant in education[2] and one of the processes to get education. Through education, humans will get knowledge and know the commands and prohibitions imposed on them. Even though humans are born in a state of being ignorant, God has equipped humans with three

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[2] Muhammad Nafi Annury, 'Students' Learning Styles: An Ethonographic Case Study at UIN Walisongo Semarang', *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature*, 2.1 (2016), page 2.

important tools to get education. Allah said in
surah An-Nahl verse 78:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ

السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ ، لَعَلَّكُمْ تَشْكُرُونَ

"Allah brought you out of your mothers'
wombs in this state that you knew nothing:
He gave you ears and eyes and thinking
minds so that you may be grateful".[3]

When the three important tools are
optimized for learning functions, the
educational results can be more leverage.[4]
Rossun and Hamer said that "learning is seen
as using a way of thinking (a skill) to arrive at
an informed view".[5] To be able to apply the
theories acquired in action, students must
understand the thinking described in the

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[3] KSU Electronic Mosshaf project, *Indonesia –
Tafsir Jalalayn*. ("Ayat" for Android).
[4] Irfan Yuhadi, 'Korelasi Antara Surat Al-Nahl 78
Dengan Gaya Belajar Manusia', *Al Majaalis*, 5.1 (2017),
page 61.
[5] Erik Jan Van Rossum and Rebecca Hamer, *The
Meaning of Learning and Knowing*. Netherlands: Sense
Publishers, (2010), page 6.

thought process.[6] So the learning process must be realized and known by students. Then the way to make students aware of that is using Bloom's Taxonomy.

Bloom's Taxonomy is created by Benjamin Bloom in 1956 that has the aim to make students aware of what they are learning.[7] In 2001, it has revised by Anderson and Karthwall became "revised Bloom's taxonomy". In educational objectives, revised Bloom's taxonomy is a classifying thinking by educational psychologists according to six cognitive levels of complexity.[8] It provides guidelines for identifying students' level of understanding, examining general activities at each level and determining the best way to provide learning activities into their

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[6] Irfan Yusuf dan Sri Wahyu Widyaningsih, 'Profil Kemampuan Mahasiswa Dalam Menyelesaikan Soal Hots di Jurusan Pendidikan Fisika Universitas Papua', *Jurnal Komunikasi Pendidikan,* 2.1 (2018), page 43.

[7] Shukran Abdul Rahman and Nor Faridah Abdul Manaf, 'A Critical Analysis of Bloom's Taxonomy in Teaching Creative and Critical Thinking Skills in Malaysia Through English Literature', *English Language Teaching*, 10.9 (2017), page 247.

[8] K. Davis, C. Yingnam, and C. Mike, 'Bloom's Taxonomy – Emerging Perspective on Learning', *Teaching and Technology University of Georgia*, (2010).

classrooms.[9] In this case, it focuses on developing thinking skills to achieve learning levels that involve the acquisition of simple information for more complex processes with six levels of cognitive learning.[10] They are remembering, understanding, applying, analyzing, evaluating and creating.

Bloom's Taxonomy has given rise to educational concepts including terms such as high and low-level thinking. Higher levels have an enormous impact on students' positive learning outcomes.[11] It is used by a teacher and pre-service teachers. A teacher acts as a facilitator and motivator then students actively build their knowledge based

[9] Sirous Tabrizi and Glenn Rideout, 'Active Learning: Using Bloom's Taxonomy to Support Critical Pedagogy', *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE)*, 8.3 (2017), page 3204.

[10] Shukran Abdul Rahman and Nor Faridah Abdul Manaf, 'A Critical Analysis Of Bloom's Taxonomy in Teaching Creative and Critical Thinking Skills in Malaysia Through English Literature', *English Language Teaching*, 10.9 (2017), page 247.

[11] Malini Ganapathy and Sarjit Kaur, 'ESL Students' Perceptions of the use of Higher Order Thinking Skills in English Language Writing', *Advances in Language and Literary Studies,* 5.5 (2014), page 81.

on a series of learning activities undertaken.[12] Then pre-service teachers must also understand Bloom's taxonomy. Pre-service teachers are "students admitted to a teacher education program".[13] They are learning educational theory, such as lesson plan, assessment, evaluation, and also micro teaching class. The students learn in education faculty surely get a micro teaching class to face teacher internship. Microteaching is an activity that very important for any student or pre-service teacher. The purpose of microteaching for all students in the faculty of education is to fulfill the demands that place themselves fully and professionally in the field of teacher training.[14] In addition to learning educational theories and teaching

[12] Nur Fajriana Wahyu Ardiani, Nanda Adi Guna, Reni Novitasari, and Ridwan Prihantono, 'Pembelajaran Tematik dan Bermakna Dalam Perspektif Revisi Taksonomi Bloom', *Satya Widya*, 29.2 (2013), page 93.

[13] https://www.igi-global.com/dictionary/investigating-the-factors-influencing-pre-service-teachers-acceptance-to-use-mobile-devices-for-learning/23201 Accessed on January 10th, 2020 at 2.57 p.m.

[14] Nadiah Ma'mun, 'The Effect of Task-Based Language Teaching on The Teaching Practice of Pre Service English Teacher', *Vision: Journal for Language and Foreign Language Learning*, 7.2 (2018), page 144.

practices, pre-service teachers also learn theories in their respective fields. One of them is a pre-service EFL teacher. They also learn listening, speaking, writing, reading, grammar, linguistics and so on. Pre-service EFL teachers also receive courses in teaching listening, teaching grammar, language teaching media, language learning evaluation and other English education materials that lead them to professional teachers. Pre-service EFL teacher are required to understand and have teacher's competences, namely professional, pedagogical, social and personality competences.

Mastering knowledge about the curriculum, English language material and educational theory as a professional competence is very much required for pre-service EFL teachers to have. EFL teachers must be able to design their courses, make assessments, learning activities and learning objectives. According to UU No. 14 Tahun 2005 *tentang Guru dan Dosen*, pasal 20 point a said that:

"Dalam melaksanakan tugas keprofesionalan, guru berkewajiban: a. merencanakan pembelajaran, melaksanakan proses pembelajaran yang bermutu, serta menilai dan mengevaluasi hasil pembelajaran."[15]

Joseph and Leonard said that "teaching without adequate always ineffective, because the teacher has not thought out exactly what to do and how to do it". Making learning design to teach is one of the steps for teachers before teaching to obtain the learning goals. Learning design in teachers' sector is known as "lesson plan". Lesson plan developed by the teacher is the attitude and belief of professional teacher about what the best for the students is. In making lesson plan, one of the teachers'

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[15] Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar dan Menengah. Accessed on April 12th, 2020 at 8.16 p.m. from https://www.google.com/url?sa=t&source=web&rct=j&url=https://bsnp-indonesia.org/wp-content/uploads/2009/06/Permendikbud_Tahun2016_Nomor022_Lampiran.pdf&ved=2ahUKEwjg3oXUveXoAhVQWX0KHdPTA8oQFjAAegQIAxAC&usg=HdPTA8oQFjAAegQIAxAC&usg=AOvVaw1q-r2n3GBiTM720ZZk1n3Z

competences needed is understanding Bloom's taxonomy.

Bloom's taxonomy has influenced how instructors design their courses, how they describe learning outcomes, and how they create assessments of learning.[16] Assessment is one of important means to identify the success of learning process, since it gives information about students' competence.[17] The Bloom's Taxonomy has been widely accepted as a guideline in designing reasonable examination questions belonging to various cognitive levels.[18] The principles underlying Bloom's taxonomy of educational objectives can serve as a guiding framework for instructional design.[19]

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[16] Claudia J. Stanny, 'Reevaluating Bloom's Taxonomy: What Measurable Verbs Can and Cannot Say about Student Learning', *Education Sciences,* 6.37 (2016).

[17] Siti Tarwiyah, 'The Appropriacy of Assessment in the Junior High School English Text Bookbased on the 2013 Curriculum', *Vision: Journal for Language and Foreign Language Learning*, 3.2 (2014).

[18] Nazlia Omar, 'Automated Analysis of Exam Questions According to Bloom's Taxonomy', *Procedia-Social and Behavioral Sciences*, 59.2012 (2011), page 59.

[19] Craig K.Tyran, Designing the Spreadsheet-based Decision Support Systems Course: An application of Bloom's Taxonomy, *Journal of Business Research,* 63.2 (2010).

Pre-service EFL teachers should master Blooms' taxonomy well to make instructions in learning activities to find out how far students understand in a material because being a teacher can not only teach and assess.

There were several researches conducted about EFL teachers' perception, such as the perception about creativity and the perception on implementing HOTS in 21st century learning. However, those previous researches only focused on Higher Order Thinking skills without the lower thinking skils. While to be able to master a higher level, they must master the lower level. Considering the cognitive domain consists of low and high thinking skill and the application of Bloom's taxonomy is very helpful in the education sector.[20] So, based on the explanation above, the researcher is interested in to investigate the perception of EFL teachers about revised Bloom's

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[20] Erik Jan Van Rossum and Rebecca Hamer, *The Meaning of Learning and Knowing*. Netherlands: Sense Publishers, (2010), page 2.

taxonomy in cognitive domain and the
implementation to their lesson plans.

B. Question of the Research

1. How is the perception of pre-service
   English as Foreign Language (EFL)
   teachers toward Revised Bloom's
   taxonomy in cognitive domain?
2. How is the implementation of cognitive
   domain of Revised Bloom's taxonomy in
   pre-service EFL teachers' Lesson Plans?

C. Objective of the Research

1. To explain the perception of pre-service
   EFL teachers toward Revised Bloom's
   taxonomy in cognitive domain.
2. To explain the implementation of
   cognitive domain of Revised Bloom's
   taxonomy in pre-service EFL teachers'
   Lesson Plans.

D. Pedagogical Significance

1. Theoretical Benefit
   Theoretically, this research will provide
   beneficial and referential contributions in

giving a general knowledge of the English Education students as pre-service English teachers about the perception of pre-service English teachers toward Bloom's taxonomy in the cognitive domain.

2. Practical Benefit

   a. The English Students

      The researcher hopes that this research will give additional information and evaluation in learning and implementing Bloom's Taxonomy in cognitive domain for English students as pre-service English teachers.

   b. The Readers

      By reading this research, the readers will get the information and motivation of pre-service English teachers' perspective toward Bloom's taxonomy in cognitive domain and the implementation to their lesson plan.

c. The other Researcher

The researcher hopes that this research will give additional information as a material consideration to do a similar research with this research.

E. Scope of the Research

Bloom's taxonomy has three domains namely cognitive, affective and psychomotor domains. Here, the scope of this research is cognitive domain. The researcher only explained the perception of pre-service English teachers toward Bloom's taxonomy in cognitive domain, without affective and psychomotor domains, and the implementation to their lesson plans.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents three previous researches and review several theories of literature related to this research. It presents some important terms to comprehend detail information concerned to this research. This subtitle defines about perception, pre-service English teacher, Bloom's taxonomy, cognitive domain and lesson plan. The last part of this chapter is a conceptual framework.

A. Previous Research

There were some similar researches which had relationship with this research, either national researches or international researches. Here, the researcher took three previous researches, the researcher analyzes the previous studies in order to get some representations for her research.

1. The first previous research is from Setya Resmini[21] entitled *"EFL Students' Perception towards the Use of Bahasa Indonesia in an English Classroom"* published by ELTIN journal in 2019. This previous research aimed to investigate the English as Foreign Language (EFL) students' perceptions towards the use of L1 (*Bahasa Indonesia*) in the English classroom. This previous research focused on how the students perceived the use of L1 by the teacher in English learning classroom at IKIP Siliwangi. The researcher of this previous research gave deeper insight what EFL students' opinion about the use of L1 by their teacher during the teaching and learning process.

   This previous research used descriptive qualitative method. There were forty EFL students in the second semester who learn General English in IKIP Siliwangi to be participants. For collecting data, the writer used a questionnaire which

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[21] Setya Resmini, 'EFL Students' Perception towards the Use of Bahasa Indonesia in an English Classroom', *ELTIN*, 7.1 (2019).

consists of 15 questions. Besides a questionnaire, the writer also conducted an observation in the classroom to support the data. The data from questionnaire were analyzed by calculating the frequency and percentage of participants' responses.

The results showed that the teacher used *bahasa* Indonesia for some purposes. Mostly, teacher used *bahasa* Indonesia to clarify the explanation or to check students' understanding. The data showed that 70% students disagree with the statement that they prefer the teacher used *bahasa* Indonesia in general English classroom. This finding gives us the assumption that students have high expectation for the teacher to speak in English during the General English classroom. The questionnaire revealed that most of the students are not comfortable with the use of *bahasa* Indonesia by the teacher. They feel and preferred for the teacher to use English when it is related to the material explanation.

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The teacher's use of *bahasa* Indonesia brought positive/negative perceptions towards students. The students give negative perception towards the teacher's use of *bahasa* Indonesia in General English classroom. However, the students also recognized the advantages and disadvantages of the teacher's use of *bahasa* Indonesia in the classroom because almost all the students agree that they have better understanding when the teacher translated new vocabularies into *bahasa* Indonesia. In the other hand, the students also teacher's habit in using *bahasa* Indonesia makes them depend on her translating everything (the explanation) into *bahasa* Indonesia. The students expect the teacher to use *bahasa* Indonesia in the classroom when it is related to the new vocabularies and structure.

The similarity between this previous research and this research are on the English as Foreign Language (EFL) students' perceptions and the method. Both these researches investigate EFL

students' perception and descriptive qualitative method was used in these researches. Besides the similarities, these researches also have the differences. The difference between this previous research and this research are the aim and data collecting technique. The aim of this previous research is to investigate the English as Foreign Language (EFL) students' perceptions towards the use of L1 (*Bahasa Indonesia*) in the English classroom while this research is to explain the perception of EFL students in education faculty as pre-service English teachers toward Bloom's taxonomy in cognitive domain and the implementation to their lesson plans. Besides that, this previous research used a questionnaire for collecting data and an observation for supporting data while this research used an interview and documentation.

2. The second previous research is from Desy Nur Fakhomah and Melati Sri Utami entitled *"Pre-service English Teacher Perception about Higher Order Thinking*

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Skills (HOTS) in the 21st Century Learning".[22] This previous rexearch published by International Journal of Indonesian Education and Teaching in 2019. This previous research aimed to investigate what teachers' perception and the difficulty in implementing HOTS in 21st century of English language teaching.

This previous research used a "sequential explanatory mixed methods". It involved two phases, a quantitative data was collected in the first phase then data was analyzed. The data was analyzed using descriptive statistics using SPSS version 21. After that the result was explained with qualitative data. There were five participants in total who have volunteered for this previous research. They were pre-service English teachers of Professional Teacher Program from different universities using randomized

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[22] Desy Nur Fakhomah and Melati Sri Utami, 'Pre-Service English Teacher Perception about Higher Order Thinking Skills (HOTS) in the 21st Century Learning', *International Journal of Indonesian Education and Teaching,* 3.1 (2019).

sampling. The participants were invited to fill a questionnaire in Google form. The next phase of the research was explanatory and provided a more in-depth explanation of the findings that was done by interviewing the participants.

The result showed that the participants have a high perception in implementing HOTS in the 21st century learning in the classroom. However, there are participants agree that they can survive in the school system without having to teach HOTS. So other did not agree with that statement. In the other hand, the participants have low perception that they do not see teaching HOTS as the priority need in English teaching. They have high perception that they can relate the importance of implementing HOTS in teaching now for future because it can make students more active, face globalization and have critical thinking in learning English. They understand the goals of HOTS but they also feel difficult to understand the concept of HOTS.

The participants aware teaching HOTS is difficult so the participants face some difficulties in implementing HOTS in the 21st century, such as time management and students' ability. The pre-service English teachers need more time and they have to be careful for the time management in teaching HOTS into the classroom. The second difficulty is students' ability because every student has different background knowledge. There are some students who are capable to solve HOTs question, while there are also some students who need more time or feel difficult to solve the HOTS question. Therefore, the participants have to consider what kind of HOTS questions or activity should be implemented in the classroom. So, in implementing HOTS in the 21st century, the participants need to manage the time and the material before teaching in the classroom.

The similarity between this previous research and this research is about pre-service English teachers' perception. Both

this previous research and this research investigate the perception of pre-service English teachers as the participants of these researches. While the differences are the aim and method. This previous research aimed to identify the pre-service teacher belief about HOTs in 21st Century learning in English language teaching while this research aimed to explain the perception of pre-service English teachers toward Bloom's taxonomy in cognitive domain and the implementation to the lesson plan. For method, this previous method used mixed method (quantitative and qualitative) and this research used qualitative method. For collecting data, this previous research used a questionnaire and an interview while this research used an interview and supporting data used a documentation.

3. The third previous research is from Gökçe Kurt and Okan Onalan entitled *"Turkish Pre-service EFL Teachers' Perceptions of*

Creativity".[23] This previous reseach published by International Online Journal of Education and Teaching (IOJET) in 2018. It aimed to investigate pre-service English teachers' perceptions of creativity. This previous research took place in an English Language Teaching (ELT) program of a state university in Turkey. There were eight pre-service EFL teachers as participants. They were selected using convenience sampling based on their willingness. Eight participants consisted of four female and four male pre-service EFL teachers. Their ages ranged from 19 to 21.

This previous research used a qualitative approach and for collecting data used a focus group interview. It was preferred to gather in-depth information about PTs' perceptions of creativity. The face-to-face interview lasted around fifty minutes and was audio-recorded for transcription purposes. During the

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[23] Gökçe Kurt and Okan Onalan, 'Turkish Pre-service EFL Teachers' Perceptions of Creativity', *International Online Journal of Education and Teaching (IOJET)*,5.3 (2018).

interview, the questions were asked in English but the participants were free to choose the language, i.e., English or Turkish to share their opinions.

The result of this previous research showed that the participants gave their opinion about creativity with different idea, unique and being able to produce original products. They posited that creativity was innate to some extent and environmental factors such as family environment, cultural background and school education contributed to its development later in life. The participants believed that creativity could be taught in the classroom as long as the teacher understands well about creativity and they could implement appropriate instructions. They suggested using open-ended, communicative, and collaborative tasks in English classrooms to foster student creativity.

The participants are aware that teachers as influential figures in enhancing students' creative potential. They posited

that teachers are responsible for facilitating students' creativity development. So the teachers should have an understanding of creativity and be knowledgeable about teaching creativity and creatively. As pre-service teachers, they perceived themselves creative to some extent, but felt unprepared to teach creativity. Finally, they all agreed on the facilitative role of teacher education in helping pre-service teachers teach creatively and develop an understanding of teaching creativity.

The similarity between this previous research and this research is about pre-service English teachers' perception and collecting data. Both researches explained the opinion of English Language Teaching students as pre-service English teachers about topic that was been this purpose of the research. These researches also used an interview to collect the data. The deep interview needed to get the data. While the difference between this previous research and this research is the object. This previous research was talking about

creativity then this research is about cognitive domain in Bloom's taxonomy and the implementation to the lesson plan.

B. Literature Review

1. Perception

a. Definition of Perception

Perception is an important psychological aspect for human in responding to the presence of various aspects and symptoms around them. The word "perception" comes from the Latin words *perceptio*, *percipio*, and means "receiving, collecting, action of taking possession, and apprehension with the mind or senses."[24] According to Oxford dictionary, perception is the ability to perceive something or the way of seeing or understanding something.[25]

Another definition comes from Allport, he said that perception

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[24] OU Qiong, 'A Brief Introduction to Perception', *Studies in Literature and Language,* 15.4 (2017), page 18.
[25] Oxford Learner's Pocket Dictionary fourth edition. 2008. NewYork: Oxford, page 325.

as the way we judge or evaluate others. Furthermore, Eggen and Kauchak see perception as the process by which people attach meaning to experiences. This is in line with Forgus' explanation that perception encourages all processes associated with the recognition, transformation, and organization of sensory information.[26]

According to D.Scott & Baydon "Perception is a selective process as eye is capable of sensing much more data then the brain is capable of processing. Six factors which enhance selectivity are background, intensity, extensity, concreteness, contrast, velocity and impressively".[27]

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[26] Setya Resmini, 'EFL Students' Perception towards the Use of Bahasa Indonesia in an English Classroom', *ELTIN,* 7.1 (2019), page 13.

[27] R. Subramaniya Barratry, 'A Study on Perception of Millet Products among Household Consumer in Salem District', *IOSR Journal of Business and Management (IOSR-JBM),* 20.8 (2018), page 69.

Based on the explanations of perception above, it can be concluded that perception is the way or the process of receiving, collecting or evaluating something through experiences. In other words, people are able to have a perception of something if they have experiences.

b. Process of Perception

The perception process consists of three stages. They are selection, organization, and interpretation. The first stage in process of perception is selection, during which we convert the environment stimuli into meaningful experience. In daily life we are bombarded constantly by such a large variety of information that at a blink moment we may encounter these stimuli: the words we are hearing, the witness of an accident, the ticking of a clock, to name but a few. Since our world embraces everything, these are countless stimuli arriving at our

sensory organs simultaneously and waiting to be processed. However, we cannot perceive all the information available to us, because in doing so we would experience information overload and disorder. We only perceive parts of the information from the environment or experience through a selective process. We limit our attention to important aspects to what we are doing so as not to burden ourselves.[28] This selective process can be analogous to make a map. A person cannot put everything into it when making a map, instead he has to make generalization and deletions, so that the unnecessary or unimportant information will be generalized or deleted.

The second stage in perception process is organization. After selecting information from the outside world, we need to organize it

[28] OU Qiong, 'A Brief Introduction to Perception', *Studies in Literature and Language,* 15.4 (2017), page 19.

in some way by finding certain meaningful patterns. This stage is achieved by putting various things or people into some categories. Because of this some researches named this stage as categorization. Organization allows us to structure and give coherence to our general knowledge. There are two characteristics of this stage. First, the organizing process provides the structure of human perception. We always incorporate raw stimuli from the outside world into structured meaningful experience. Second, the process shows that human perception has stability. That it to say, after selecting the stimuli and putting it into a category, the selected stimuli become durable.[29]

The third stage in perception is interpretation, which refers to the process of attaching meaning to the

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[29] OU Qiong, 'A Brief Introduction to Perception', *Studies in Literature and Language,* 15.4 (2017), page 19.

selected stimuli. Once the selected stimuli have been categorized into structured and stable patterns, we try to make sense of these patterns by assigning meanings to them. But different people may give different interpretations of the same stimulus. Different interpretation caused people have been provided culture with a perceptual lens that greatly influences how we interpret and evaluate what people receive from the outside world.[30] Every unique individual has past experiences and cultural background. So, different past experiences and cultural background results different interpretation in every individual.

Figure 2.1

The process of perception

Selection → Organization → Interpretation

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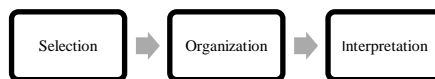
[30] OU Qiong, 'A Brief Introduction to Perception', *Studies in Literature and Language,* 15.4 (2017), page 19.

c. The Two Dimensions of Perception

From the analysis of perception process, we know that the perception is an internal operation where we select stimuli and process through our nervous systems and brains until we create structure, stability, and meanings for them. To understand how perception takes place, we must take the two fundamental dimensions of perception, they are the physical dimension and the psychological dimension.

1) Physical Perception

People have sensory organs as eyes, ears, and nose which permit us to sense the environment as people's physical mechanism of perception. These sensory organs receive stimuli, which are routed through the nervous system to the brain, where they are created with the

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structure and stability and attributed meanings.[31]

2) Psychological Perception

The psychological dimension becomes more significant when intercultural communication is concerned. It is because people's beliefs, values, attitudes, needs, interests, etc. have much greater impact on how they perceive the outside world. It is during this phase that people give interpretations of selected stimuli and by doing so they have their unique personal touch on the outside world.[32]

d. Factors Influencing Perception

According to Miftah Thoha[33], there are some factors influencing perception of individual. They are:

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[31] OU Qiong, 'A Brief Introduction to Perception', *Studies in Literature and Language,* 15.4 (2017), page 20.

[32] OU Qiong, 'A Brief Introduction to Perception', *Studies in Literature and Language,* 15.4 (2017), page 20.

[33] Hasanal Abdurrahman, 'Persepsi Masyarakat Pada Implementasi Perda Nomor 12 Tahun 2008 Bab III

1) Internal factors : Feelings, attitude and individual personality, prejudice, desire or hope, attention (focus), learning process, physical state, psychiatric disorders, values and needs are also interests and motivations.

2) External factors : Background family, information obtained, knowledge and needs around, intensity, size, resistance, repetition of motion, new things and familiar or an inconvenience the object.

2. Pre-Service English Teacher

Many definitions define pre-service teacher. Pre-service teachers are:

a. Students trained from higher education institution to become professional teachers.

b. Students enrolled in an initial educator preparation program, studying to become practicing teachers.

c. Pre-service teachers also known as teacher candidates. This term is used to describe students teachers who are enrolled in a teacher preparation program and working toward teacher certification.

d. Students that have been accepted into the teacher education program, but have yet to complete requirements for full certification as a teacher.

e. Pre-service teachers are those who are in a teacher-education program in order to pursue teaching credentials in public schools or private sectors domestically or internationally.

f. Pre-service teachers are those who are not teachers but are completing their teaching courses.[34]

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[34] https://www.igi-global.com/dictionary/investigating-the-factors-influencing-pre-service-teachers-acceptance-to-use-mobile-devices-for-learning/23201 Accessed on January 10th, 2020 at 2.57 p.m.

From those definitions of pre-service teachers, we can conclude that pre-service English teachers are those who are accepted into English teacher education program, but they have not completed requirements for full certification as English teachers. They are still learning in the education program that prepared to be professional English teacher. They got teaching theory, teaching training, and so on.

Pre-service teachers are getting the teacher training. The main objectives of training are[35]:

a. To provide the pre-service teachers who will become teachers with a proper understanding regarding the aims and objectives of education.

b. To promote the pre-service teachers about the right understanding of the

[35] Nirav S., 'Essay on Pre-Service Training', *Induction Phase and In-service Training of a Teacher*. http://www.preservearticles.com/education/essay-on-pre-service-training-induction-phase-and-in-service-training-of-a-teacher/18323 Accessed on January 10th, 2020 at 9.46 p.m.

basic principles of child growth, development and the process by which students learn.

c. To enable them to plan and present the subject matter in a way that will promote the interests, sense of purpose and process of understanding student growth.

d. To develop skills, communication skills and psychomotor that are conductive for human relations to interact with children in order to promote learning inside and outside the classroom.

e. To develop understanding, interests, attitudes, and skills that enable them to advance the development of children under their care.

3. Bloom's Taxonomy

Bloom's taxonomy is created by Benjamin Bloom in 1956. It talked about the hierarchy thinking. The word taxonomy comes from the Greek *tassein*, which means classifying, and *nomo*s,

which means rules. Thus, taxonomy lexically means, "activity classifies rules". Meanwhile, the meaning of derivatives is a process of classifying levels of degrees of thinking that increase from the lowest to a highest level, and includes the complexity of all potential human thought power. Taxonomy in of educational objectives is intended to provide for classification the goals of the educational system.[36]

It was started from the simple invention of 3H by Johansen, an Italian citizen. The first H, he called Head (cognitive), the second H was Heart (affective), and the third H was Hand (psychomotor). These three elements are cycles that are interrelated to one another in their respective functions. The brain (head), functions to keep thinking, related to cognition. In the corner of the brain are billions of cells left and right, which become a puddle of multi-human

[36] Bloom, B.J., et.al. (1956). *Taxonomy of Educational Objectives. The Classification of Educational Goals.* London: Longmans, page 1.

intelligence. The heart functions to feel and carry out the task of affection, to encourage human behavior through a deep sense, and to lead to attitude. Hand serves to carry out tasks at the command of the brain lived by the heart, as an intermediate element.[37]

In the United States, from the late 1950s into the early 1970s, there were attempts to dissect and classify the varied domains of human learning. They were cognitive (knowing, or head), affective (emotions, feelings, or heart) and psychomotor (doing, or kinesthetic, tactile, haptic or hand/body). The resulting efforts yielded a series of taxonomies for each area. The aforementioned taxonomies deal with the varied aspects of human learning and were arranged hierarchically, proceeding from the simplest functions to those that

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[37] Dominikus Tulasi, 'Merunut Pemahaman Taksonomi Bloom: Suatu Kontemplasi Filosofis', *Humaniora*, 1.2 (2010), page 361. Accessed from https://www.neliti.com/publications/167113/merunut-pemahaman-taksonomi-bloom-suatu-kontemplasi-filosofis on December 8, 2019, at12.59 a.m.

are more complex. Three domains above have different level.[38]

For educational purposes, Bloom's Taxonomy has been regarded as an important tool for cognitive development for a long time. Thus, it has influenced many teaching philosophies throughout the world to encourage rational thinking and often focus on higher-order thinking skills.[39] Taxonomy of educational objectives is expected to be general help to all teachers, administrator, professional specialist, and research workers who deal with curricular and

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[38] Leslie Owen Wilson, 'Anderson and Krathwohl Bloom's Taxonomy Revised Understanding the New Version of Bloom's Taxonomy' (2016). Accessed on April 7th, 2020 at 10.42 a.m. from https://quicollege.edu/content/uploads/Anderson-and-Krathwol_Revised-Blooms-Taxonomy.pdf&ved=2ahUKEwjt8ejrqLqAhXW6XMBHU7lBjQQFjAAegQIAxAB&usg=AOvVaw2KGM5XeyTchIrJBVSCm1uk

[39] Shukran Abdul Rahman & Nor Faridah Abdul Manaf, 'A Critical Analysis of Bloom's Taxonomy in Teaching Creative and Critical Thinking Skills in Malaysia through English Literature', *Canadian Center of Science and Education*, 10.9 (2017).

evaluation problems.[40] This taxonomy had permeated teaching and instructional planning for almost 50 years before it was revised in 2001. Anderson and Krathwohl revised the cognitive Bloom's taxonomy.[41]

Lorin Anderson was once a student of the famed Benjamin Bloom, and David Krathwohl was one of Bloom's partners as he devised his classic cognitive taxonomy. Their revision was published in 2001 and used in educational purposes changed bloom's version.

4. Cognitive Domain

Cognitive domain is an ability that related to the knowledge, reasoning or mind.[42] It involves the intellectual skills. This includes the recall or recognition of the specific facts or procedural patterns and concepts that serve in the

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[40] Bloom, B.J., et.al. (1956). *Taxonomy of Educational Objectives. The Classification of Educational Goals.* London: Longmans, page 1.

[41] Anderson, L.W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching, and Assessing, A Bridged Edition.* Boston, MA: Allynand Bacon.

[42] Dimyati dan Mudjiono, *Belajar dan Pembelajaran.* 2009. Jakarta: Rineka Cipta. Page 298.

development of intellectual abilities and skills.[43] The cognitive domain sorts thinking skills according to expected goals. The thinking process describes the stages of thinking that must be mastered by students in order to be able to apply theory into action. Cognitive domain has main six levels starting from the simplest behavior to the most complex. Bloom wrote six levels of this domain as Bloom's taxonomy. These levels are Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. The first three levels are Lower Order Thinking Skills, while the next levels are Higher Order Thinking Skills. However, the higher levels do not mean that the lower levels are not important. Lower levels have to pass to reach to the next levels.

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[43] Bloom, B.J., et.al. (1956). *Taxonomy of Educational Objectives. The Classification of Educational Goals.* London: Longmans, page 7.

Figure 2.3

The Pyramid of Cognitive domain

(Old Version)
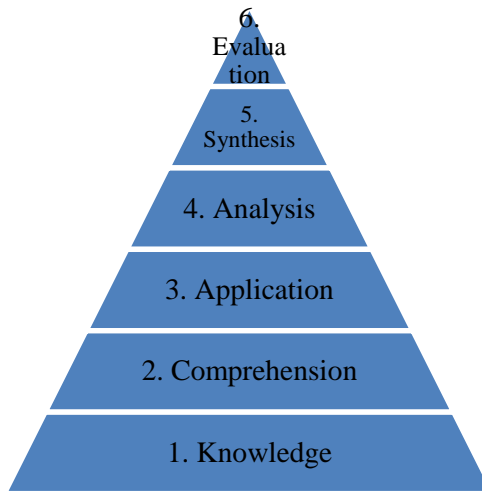
To make comprehensive understanding. these are the explanation of six levels in old version of cognitive domain.

1) Knowledge

Knowledge is the ability to distinguish the referent for words and to establish the limits within which a biological term may have

meaning.[44] This level involves the process of remembering specific and universal thing, recalling methods and process, or recalling patterns, structures, and settings. Knowledge can be divided into three, namely knowledge of the main things, knowledge of how to treat the main things, and knowledge of things that are general and abstraction.[45]

2) Comprehension

Comprehension is the ability to understand the meaning of what is known.[46] It happens when students are confronted with a communication, they are expected

[44] Bloom, B.J., et.al. (1956). *Taxonomy of Educational Objectives. The Classification of Educational Goals.* London: longmans, page 64.

[45] Imam Gunawan Anggarini Retno Palupi. *Taksonomi Bloom – Revisi Ranah Kognitif: Kerangka Landasan untuk Pembelajaran, Pengajaran, dan Penilaian* accessed at April, 12th 2020 at 10.04 am from http://e-journal.unipma.ac.id/index.php/PE/article/view/50

[46] M. Emanuel Haque. (2016). Three Domains of Learning: Cognitive, Affective, and Psychomotor. *The Journal of EFL Education and Reearch (JEFLER). 2.2.* page 47.

to know what is being communicated and to be able to make some use of materials or ideas contained it.[47]

3) Application

The next level after comprehension is application. Mastering comprehension level is as the requirement in application level. If students really comprehend it, they will be able to apply it. Application is the ability to utilize an abstraction or to use knowledge in a new situation.[48]

4) Analysis

Analysis emphasizes the breakdown of material into its constituent parts and detection of the relationship the parts and of

[47] Bloom, B.J., et.al. (1956). *Taxonomy of Educational Objectives. The Classification of Educational Goals.* London: Longmans, page 89.

[48] M. Emanuel Haque. (2016). Three Domains of Learning: Cognitive, Affective, and Psychomotor. *The Journal of EFL Education and Reearch (JEFLER). 2.2.* page 47.

the way they are organized.[49] In a simple definition, Hoque defined analysis is the ability to differentiate facts and opinions.[50]

5) Synthesis

Synthesis here is defined as the putting together of elements and parts so as to form a whole. This is the process of working with elements, parts, etc. and combining them in such a way as to constitute a pattern or structure not clearly there before.[51]

6) Evaluation

Evaluation is the making of judgments about the value, for some purpose, of ideas, works, solutions, methods, material, etc. it

[49] Bloom, B.J., et.al. (1956). *Taxonomy of Educational Objectives. The Classification of Educational Goals.* London: Longmans, page 144.

[50] M. Emanuel Haque. (2016). Three Domains of Learning: Cognitive, Affective, and Psychomotor. *The Journal of EFL Education and Reearch (JEFLER). 2.2.* page 47.

[51] Bloom, B.J., et.al. (1956). *Taxonomy of Educational Objectives. The Classification of Educational Goals.* London: Longmans, page 162.

involves the use of criteria as well as standards for appraising the extent to which particulars are accurate, effective, economical, or satisfying.[52]

During 1990's Lorin Anderson as the student of Bloom led a new assembly which met the purpose of updating the taxonomy. He hoped it can relevance for 21st century students and teachers. Basically six major categories were changed from noun to verb. Additionally, the lowest level of the original, knowledge was renamed and became remembering. Finally, comprehension and synthesis were retitled to understanding and creating.

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[52] Bloom, B.J., et.al. (1956). *Taxonomy of Educational Objectives. The Classification of Educational Goals.* London: Longmans, page 185.

Figure 2.3

The Pyramid of Cognitive domain

(New Version)
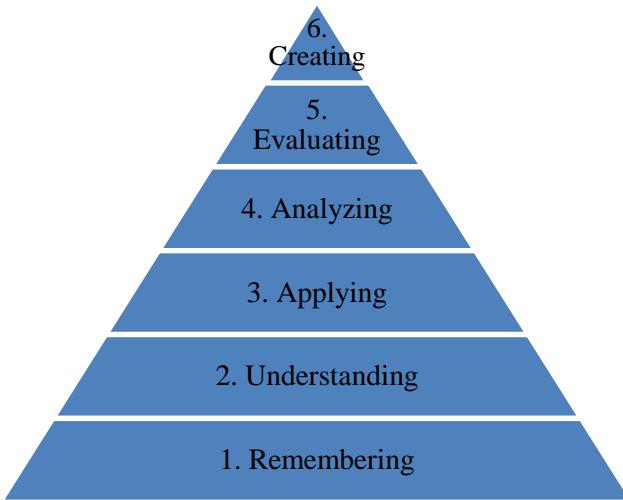
The first three levels (bottom) are Lower Order Thinking Skills (LOTS), while the next three levels are Higher Order Thinking Skills (HOTS). So, in interpreting the pyramid above, logically is as follows:

- Before we understand a concept, we must remember it first.

- Before we apply it, we must understand it first.

- Before we analyze it, we must apply
    it first.
- Before we evaluate it, we must
    analyze it first.
- Before we create something, we must
    remember, understand, apply, analyze
    and evaluate it.

To make comprehensive
understanding. these are the
explanation of six levels of cognitive
domain.

1) Remembering

At the first level (remembering),
Bloom said that this foundation is
only the beginning of the way
humans absorb material objects
that they face and deal with them
as subjects.[53] "Remembering is
recognizing or recalling
knowledge from memory". It is

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[53] Dominikus Tulasi, 'Merunut Pemahaman Taksonomi Bloom: Suatu Kontemplasi Filosofis', *Humaniora*, 1.2 (2010), page 361. Accessed from https://www.neliti.com/publications/167113/merunut-pemahaman-taksonomi-bloom-suatu-kontemplasi-filosofis on December 8, 2019, at12.59 a.m.

when memory is used to produce or retrieve definition, facts, or lists, or to recite previously learned information.[54] The level of this statement can be proven through operative, measurable, and moving verbs. In this level consists of two processes. There are recognizing and recalling. The verbs in question are: to memorize, to list, to relate, to show, to distinguish, to locate, to give examples, to reproduce, to repeat, to label, to recall, to know, to read, to write, to outline, to listen, to choose, to quote, to record, to sort, and to underline.[55]

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[54] Leslie Owen Wilson, "Anderson and Krathwohl Bloom's Taxonomy Revised Understanding the New Version of Bloom's Taxonomy" (2016). Accessed on April 7th, 2020 at 10.42 a.m. from https://quicollege.edu/content/uploads/Anderson-and-Krathwol_Revised-Blooms-Taxonomy.pdf&ved=2ahUKEwjt8ejrqLqAhXW6XMBHU7lBjQQFjAAegQIAxAB&usg=AOvVaw2KGM5XeyTchIrJBVSCm1uk

[55] Bloom's Taxonomy of Learning pdf. Accessed on January 16th, 2020 at 16.10 p.m. from http://www.nwlink.com/~donclark/hrd/bloom.html

2) Understanding

Determining the meaning of instructional messages, including oral, written and graphic communication is understanding level.[56] At understanding level, we begin to enter and learn to understand. We give a more detailed description of the object being referred to he thought.[57] The degree of understanding of objects experiences an increase in meaning that extends with how to choose and apply appropriate and articulate operative verbs, give meaning understanding. The following words can prove an increase in the level of meaning which is classified as a level

[56] David R. Krathwohl, 'A Revision of Bloom's Taxonomy: An Overview', *Theory into Practice,* 41.4 (2002), page 215.

[57] Dominikus Tulasi, 'Merunut Pemahaman Taksonomi Bloom: Suatu Kontemplasi Filosofis', *Humaniora*, 1.2 (2010), page 364. Accessed from https://www.neliti.com/publications/167113/merunut-pemahaman-taksonomi-bloom-suatu-kontemplasi-filosofis on December 8, 2019, at12.59 a.m.

understanding, for example: to interpret, to inference, to resume, to paraphrase, to classify, to compare, to explain, to give main idea, to describe.[58]

3) Applying

Applying is carrying out or using a procedure through executing, or implementing. Applying relates to or refers to situations where learned material is used through products like models, presentations, interviews or simulations.[59] At applying level, learners will utilize information in a different context from what has been learned in class. Operative

[58] Andrew Churches, 'Bloom's Taxonomy Blooms Digitally', *Tech Learning, (2008). Accessed from* http://www.techlearning.com/showArticle.php?articleID=1 96605124 on January 8, 2020 at 11.47 a.m.

[59] Leslie Owen Wilson, "Anderson and Krathwohl Bloom's Taxonomy Revised Understanding the New Version of Bloom's Taxonomy" (2016). Accessed on April 7th, 2020 at 10.42 a.m. from https://quicollege. edu/content/uploads/Anderson-and-Krathwol_Revised-Blooms-Taxonomy.pdf&ved=2ahUKEwjt8ejrqLqAhXW6 XMBHU7lBjQQFjAAegQIAxAB&usg=AOvVaw2KGM5 XeyTchIrJBVSCm1uk

verbs at the applying level that represent other verb sequences are: translating, manipulating, showing, illustrating, calculating, interpreting, making, practicing, applying, operating, interviewing, describing, changing, dividing, showing, solving problems, combining, demonstrating, dramatizing, developing or constructing, using and adapting.[60]

4) Analyzing

The next higher level is analyzing. Analyzing means describing and distributing every component in the system as a whole. The parts of each construct are analyzed individually, as well as looking at interrelations among all the elements involved. This is the area of analysis that reveals the truth of

[60] Dominikus Tulasi, 'Merunut Pemahaman Taksonomi Bloom: Suatu Kontemplasi Filosofis', *Humaniora*, 1.2 (2010), page 365. Accessed from https://www.neliti.com/publications/167113/merunut-pemahaman-taksonomi-bloom-suatu-kontemplasi-filosofis on December 8, 2019, at12.59 a.m.

each element. The distribution of meanings appears in the power of analysis that reaches and touches all elements. The analysis serves to explain the obscurity of all the elements that exist in the whole, about how to express and transform it. Defining and interpreting the meaning of a term in a particular context, undoubtedly very different meanings and functions in other contexts.[61]

The operative verbs used in the analysis area are: to compare, to organize, to deconstruct, to outline, to invent, to construct, to combine, to examine, to assess, to experiment, to distinguish, to sort, to survey, to detect, to analyze, to classify; as well as verbs other

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[61] Dominikus Tulasi, 'Merunut Pemahaman Taksonomi Bloom: Suatu Kontemplasi Filosofis', *Humaniora*, 1.2 (2010), page 367. Accessed from https://www.neliti.com/publications/167113/merunut-pemahaman-taksonomi-bloom-suatu-kontemplasi-filosofis on December 8, 2019, at12.59 a.m.

operative work that is uniform in uncovering the truth of the elements involved.[62]

5) Evaluating

Evaluating is making a judgment about the value of ideas or materials. It means looking back at an event that has happened before or an event that precedes it. We judge because it requires results or consequences and justification for that action. In that assessment, we must examine one by one of the components and the interrelations between all the components. The importance of the justification is to obtain the validity of justification as the final determinant of a process that has taken place previously.[63] The operative verbs

[62] Anderson, L.W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching, and Assessing, A Bridged Edition.* Boston, MA: Allynand Bacon.

[63] Dominikus Tulasi, 'Merunut Pemahaman Taksonomi Bloom: Suatu Kontemplasi Filosofis', *Humaniora*, 1.2 (2010), page 368. Accessed from https://www.neliti.com/publications/167113/merunut-

that can be used in this level are: to appraises, to compare, to conclude, to criticize, to critique, to defend, to describe, to evaluate, to justify, to support and others.[64]

6) Creating

Creating at the level of Bloom's taxonomy is placed in the final position of all high-level degrees of thinking, because the level of thinking creates is to build a structure or pattern from diverse elements. It puts parts together to form a whole with emphasis on creating a new meaning or structure and becomes the final product of all processes that occur.[65] The operative verbs that

pemahaman-taksonomi-bloom-suatu-kontemplasi-filosofis on December 8, 2019, at12.59 a.m.

[64] Claudia J. Stanny, 'Reevaluating Bloom's Taxonomy: What Measurable Verbs Can and Cannot Say about Student Learning' *Education Sciences,* 6.37 (2016), page 5-6.

[65] Dominikus Tulasi, 'Merunut Pemahaman Taksonomi Bloom: Suatu Kontemplasi Filosofis', *Humaniora*, 1.2 (2010), page 369. Accessed from https://www.neliti.com/publications/167113/merunut-

can be used in creating level are: to create, to design, to plan, to reconstruct, to reorganize, to revise, to rewrite, to tell and many other verbs.[66]

Table 2.1

Revised Bloom's Taxonomy

Action Verbs of Cognitive

Domain

Revised Bloom's Taxonomy Action Verbs		
1.Remembering	2.Understanding	3.Applying
• Choose	• Classify	• Apply
• Define	• Compare	• Build
• Find	• Contrast	• Choose
• How	• Demonstrate	• Construct
• Label	• Explain	• Develop
• List	• Extend	• Experiment with
• Match	• Illustrate	• Identify
• Name	• Infer	• Interview
• Omit	• Interpret	• Make us of
• Recall	• Outline	

pemahaman-taksonomi-bloom-suatu-kontemplasi-filosofis on December 8, 2019, at12.59 a.m.

[66] http://www.kurwongbss.qld. edu.au/thinking /Bloom/blooms.html Accessed on December 8, 2019 at 11.59 p.m.

• Relate	• Relate	• Model
• Select	• Rephrase	• Organize
• Show	• Show	• Plan
• Spell	• Summarize	• Select
• Tell	• Translate	• Solve
• What		• Utilize
• When		
• Where		
• Which		
• Who		
• Why		

4.Analyzing	5.Evaluating	6.Creating
• Analyze	• Agree	• Adapt
• Assume	• Appraise	• Build
• Categorize	• Assess	• Change
• Classify	• Award	• Choose
• Compare	• Choose	• Combine
• Conclusion	• Compare	• Compile
• Contrast	• Conclude	• Construct
• Discover	• Criteria	• Create
• Dissect	• Criticize	• Delete
• Distinguish	• Decide	• Design
• Divide	• Deduct	• Develop

• Examine	• Defend	• Discuss
• Function	• Determine	• Elaborate
• Inference	• Disprove	• Estimate
• Inspect	• Estimate	• Formulate
• List	• Evaluate	• Happen
• Motive	• Explain	• Imagine
• Relationship	• Importance	• Improve
• Simplify	• Influence	• Invent
• Survey	• Interpret	• Make up
• Take part in	• Judge	• Maximize
• Test for	• Justify	• Minimize
• Theme	• Mark	• Modify
	• Measure	• Original
	• Opinion	• Originate
	• Perceive	• Plan
	• Prioritize	• Predict
	• Prove	• Propose
	• Rate	• Solution
	• Recommend	• Solve
	• Rule on	• Suppose
	• Select	• Test
	• Support	• Theory
	• Value	

5. Lesson Plan

    a. Definition of Lesson Plan

    A lesson plan is a detailed description of a teacher about the course of instruction or learning procedure for a lesson. To guide the class, the teacher develops a daily lesson plan. The details usually depend on the teacher's preference, subject being covered and the students' needs. Some schools system also may give requirements mandated regarding the lesson plan.[67] A lesson plan is important thing for the teacher because it guides the concrete direction of the step to do in teaching and learning process. By designing a lesson plan, the teacher has been ready to do the implementation of the activities day to day that push the goal achieved. So the teacher knows the progress of each student.

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[67] http://www.bhojvirtualuniversity.com/slm/B.Ed_S LM/bedt eb3u4.pdf Accessed on February 26, 2020 at 3.26 p.m. page 1.

An effective lesson plan consists of the objective learning, quality questions, supplies and activities.[68] The learning can be said success if the objective or the goal has achieved by the students. The objective learning drives the development and implementation of all activities in the classroom. Quality questions are used by the teacher to direct the students to do some activities. Then activities are the process of teaching and learning to reach the objective learning.

b. Framework of Lesson Plan

There are five steps of lesson plan framework which can be found online at the Resource Exchange on TFANet.

Table 2.2

The steps of lesson plan framework

Beginning	(i) Lesson

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[68] http://www.bhojvirtualuniversity.com/slm/B.Ed SLM/bedteb3u4.pdf   Accessed on February 26, 2020 at 3.26 p.m. page 2.

	Opening
Middle **(The heart of the lesson)**	(ii) Introduction to New Material
	(iii) Guided Practice
	(iv) Independent Practice
End	(v) Lesson Closing

1) Lesson Opening

In the beginning, the lesson opening should clearly communicate what students are going to learn, why it is important, how it relates to what they already know, and how it is going to happen.

2) Introduction to New Material

The Introduction to New Material phase of the lesson plan is the time when the teacher takes center stage and actually explains, models, demonstrates and illustrates the concepts,

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ideas, skills or processes that students will eventually internalize. The keys of this phase are planning and execution. The teacher is the expert in the class, so the explanations and examples need to be both clear and correct in order to serve as the mold in which student understanding takes shape. The information of students completely depends on what the teacher presents and how the teacher presents it. In addition to deciding what to present, the teacher must also choose how to deliver the information.[69]

Table 2.3

Guiding principles to effective explanations

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[69] Lesson Planning, Part I: Standard Lesson Structure Chapter Five. Accessed from https://www.academia.edu/31916944/Lesson_Planning_Part_I_Standard_Lesson_Structure_Chapter_Five?auto=download on February 27th, 2020. at 2.33 p.m.

	What information will you convey?
	How will you convey the information?
Guiding principles to effective explanations	What will students be doing?
	How will you know that your students understand?
	How will you know that your students understand?

3) Guided Practice

   After new material has been introduced, students will need time to practice their new skills and knowledge. "Practice is one of the most important yet least appreciated aspects of

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classroom learning." The purpose of practice, of course, is to engage students with the material to a degree that causes them to internalize it for the long-term.

Guided practice comes in many forms: teacher questioning, sample problems, graphic organizers, concept webs, recitations, summaries, and the review of mnemonic devices. It may occur in groups or as a whole class. When dealing with knowledge objectives, the Guided Practice may be the time for students to put away their notes, attempt to recall the facts or concepts taught, or work with the ideas they have been taught in a slightly new way.[70]

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[70] Lesson Planning, Part I: Standard Lesson Structure Chapter Five. Accessed from https://www.academia.edu/31916944/Lesson_Planning_Par

4) Independent Practice

The Independent Practice phase occurs when students refine their skills without teacher assistance and can be the time when students demonstrate their understanding of the objective through completing a formative assessment. Independent Practice may involve solving problems, answering questions, demonstrating a skill, completing a performance task or applying the knowledge in some new way to demonstrate mastery. By the end of Independent Practice, students should be able to achieve the objective that you set at the beginning of the period.

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t_I_Standard_Lesson_Structure_Chapter_Five?auto=downl<u>oad</u> on February 27th, 2020. at 2.33 p.m.

The key guidelines for an effective independent practice are as follow:

a) The teacher should be clear about and model behavioral expectations.

b) The activity should focus on the achievement of the objective.

c) All students should have to master the skill or knowledge independently

d) The teacher should provide opportunity for extension

5) Lesson Closing

The last component of an effective lesson plan is the lesson closing. The final stages of the lesson are reinforcing the lesson objective and providing an opportunity to check for student understanding. An effective lesson closing does not

take much time. In fact, lesson closing should usually take between five and ten minutes. An effective closing, at a minimum, does the following:

a) Reemphasizes and clarifies the objective that the students have learned.

b) Reemphasizes the significance of that objective.

c) Assesses students' mastery of objective).[71]

c. Components of Lesson Plan

According to regulation of the Minister of Education and Culture No. 22, 2016 about Basic and Medical Education Process Standards[72] explained that every

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[71] Lesson Planning, Part I: Standard Lesson Structure Chapter Five. Accessed on February 27th, 2020. at 2.33 p.m from .https://www.academia.edu/ 31916944/Lesson_Planning_Part_I_Standard_Lesson_Stru cture_Chapter_Five?auto=download

[72] Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar dan Menengah. Accessed on April 12th, 2020 at 8.16 p.m. from

educator in the education unit is obliged to arrange a lesson plan completely and systematically so that learning takes place interactively, inspiratively, fun, challenging, efficient, motivating students to participate actively, as well as providing sufficient space for initiative, creativity, and independence in accordance with their talents, interests, and the physical and psychological development of students.

A lesson plan component consists of:

1) School identity, namely the name of the education unit.

2) Subject identity or theme/ sub-theme.

3) Class/semester.

4) Subject matter.

https://www.google.com/url?sa=t&source=web&rct=j&url=https://bsnp-indonesia.org/wpcontent/uploads/2009/06/Permendikbud_Tahun2016_Nomor022_Lampiran.pdf&ved=2ahUKEwjg3oXUveXoAhVQWX0KHdPTA8oQFjAAegQIAxAC&usg=HdPTA8oQFjAAegQIAxAC&usg=AOvVaw1q-r2n3GBiTM720ZZk1n3Z

5) Time allocation, it is determined according to the need for basic competence achievement and learning burden by considering the number of hours of study available in the syllabus and basic competence must be achieved.

6) Learning objectives, it is formulated based on basic competence with use observable operational verbs and measured, which includes attitudes, knowledge and skills.

7) Basic competences and indicators of achievement of competencies.

8) Learning material, contains facts, concepts, principles, and procedures relevant and written in the form of items according to formulation of competency achievement indicators.

9) Learning methods, used by educators to create a learning atmosphere and learning process so that students reach basic competence which is adjusted to the characteristics of students and basic competence to be achieved.

10) Learning media, in the form of learning process aids to convey subject matter.

11) Learning resources, can be in the form of books, print and electronic media, the environment, or other relevant learning resources.

12) Learning steps are carried out through stages introduction, main activities and closing.

13) Assessment of learning outcomes.

d. The Principles for Compilation of Lesson Plan

Regulation of the Minister of Education and Culture No. 22, 2016

about Basic and Medical Education Process Standards explained about the principles for compilation lesson plan in chapter three about Planning Learning.[73] There are eight principles that should be paid attention in preparing lesson plan. Those principles are:

1) Individual differences among students include initial abilities, intellectual level, talents, potential, interests, learning motivation, social abilities, emotions, learning styles, special needs, learning speed, cultural background, norms, values, and/or the environment of students.

[73] Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar dan Menengah. Accessed at April 12th, 2020 at 8.16 p.m. from https://www.google.com/url?sa=t&source=web&rct=j&url=https://bsnp-indonesia.org/wpcontent/uploads/2009/06/Permendikbud_Tahun2016_Nomor022_Lampiran.pdf&ved=2ahUKEwjg3oXUveXoAhVQWX0KHdPTA8oQFjAAegQIAxAC&usg=HdPTA8oQFjAAegQIAxAC&usg=AOvVaw1q-r2n3GBiTM720ZZk1n3Z

2) Active participation of students.

3) Be student-centered to encourage enthusiasm for learning, motivation, interest, creativity, initiative, inspiration, and innovation independence.

4) Development of a reading and writing culture that is designed to develop a fondness for reading, understanding diverse readings and expressing various forms of writing.

5) Provision of feedback and follow-up lesson plan the design of programs providing positive feedback, reinforcement, enrichment, and remedies.

6) Emphasis on linkages and integration between BC, learning materials, learning activities, indicators of competency achievement,

assessment, and learning resources in a wholeness of learning experience.

7) Accommodate thematic-integrated learning, integration across subjects, aspects of learning, and cultural diversity.

8) The application of information and communication technology in an integrated, systematic and effective manner in accordance with the situation and conditions.

C. Conceptual Framework

A conceptual framework is needed in every research as a guideline in determining the direction of the research. This is needed, so research remains focused on the study that was studied. In this research, English students in Education faculty as the pre-service English teachers. So, they should learn everything about education, one of them is the theory of Bloom's taxonomy in cognitive domain. There are six levels that are used in

making lesson plan. By this, the pre-service English teachers' perceptions were analyzed. Beside the perception, the implementation to their lesson plans also were analyzed. To make it easier to see the thinking flow of pre-service English teachers' perception toward Bloom's Taxonomy in cognitive domain and the implementation to their lesson plan can be seen in this figure:

Figure 2.4

Conceptual framework

English Students in Education Faculty are prepared as Pre-Service English Teachers

Pre-Service English Teachers should learn Theory of Education

Pre-Service English Teachers Got Lesson Plan Class

Bloom's Taxonomy is used

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                    ┌─────────────────────┐
                    │   Cognitive         │
                    │   Domain            │
                    │                     │
                    │  1. Remembering     │
                    │  2. Understanding   │
                    │  3. Applying        │
                    │  4. Analyzing       │
                    │  5. Evaluating      │
                    │  6. Creating        │
                    └─────────────────────┘
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| Pre-Service English Teachers' Perception | Pre-Service English Teachers' Implementation to Their Lesson Plans |

CHAPTER III
RESEARCH METHOD

Research method is needed to help the researcher to find the result of the research. Research method, which deals with the ways we conduct the research is really helpful for the researcher in solving the problem. Besides, the subject matter will be clear and easy to understand if we apply an adequate method. This chapter clarified the description of the steps that explained related to this research. The description of the steps are research design, settings of the research, subject of the research, the way for collecting the data is data collection technique and the tools for collecting the data is instruments, and analyzing the data using data analysis technique.

A. Research Design

Before doing this research, the researcher arranged a research design. Research design refers to the outline, plan or strategy specifying the procedure to be used in

collecting data in a research. The writer designed this research as empirical consideration because we have known that every English student has own perception toward Bloom's taxonomy especially in cognitive domain. Based on this fact, the writer used qualitative approach. Qualitative approach is concerned with qualitative phenomenon, for example phenomena relating to or involving quality or kind.[74] This approach is used to investigate the reasons for human behavior (why people think or do certain things). Qualitative research occurs in natural settings, where human and events occur. It is based on assumptions that are very different from quantitative research.[75]

The data of qualitative is basic because based on the fact, the event and the reality. So, it is not the change of the researcher. The researcher came to the context of research place without prejudice and presumption. The

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[74] Wina Sanjaya, *Penelitian Pendidikan, Jenis, Metode dan Prosedur*. 2014. Jakarta: Kencana. Page 43-44.
[75] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* 2014. London: SAGE. Page 255.

theory in this method is not tested, but the researcher collected the ideas which are delivered by the participants by conducting interview, and then be looked for the themes to build the new opinion and ideas.[76] The focus of qualitative research is on participants' perception and experiences, and the way the make sense of their lives. So the researcher should understand multiple realities not only one.[77] In qualitative research, natural real life is the main source of data. Social phenomena became the object area. Withdrawal conclusions from data analysis, is an agreement between the researcher and the investigator.[78]

In this research, the writer conducted a descriptive qualitative research to investigate the perception of English students as pre-service English teachers toward Bloom's Taxonomy in cognitive domain and the

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[76] Raco, *Metode Penelitian Kualitatif, Jenis, Karakteristik dan Keunggulannya*. 2010. Jakarta PT Grasindo. Page 62-63.

[77] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* 2014. London: SAGE. Page 239.

[78] Wina Sanjaya, *Penelitian Pendidikan, Jenis, Metode dan Prosedur*. 2014. Jakarta: Kencana. Page. 46

implementation to their lesson plans. Descriptive research is designed to obtain information about the status of symptoms when the study was conducted. The purpose of this study is to describe the variable or condition "what is" in a situation.[79]

The writer used descriptive analysis research through qualitative approach at the sixth semester of English students of UIN Walisongo Semarang in Academic Year of 2019/2020. Descriptive analysis research is a research method that aims to describe fully and deeply about social reality and various phenomena that occur in the community that are the subject of research so that the characteristics and models of the phenomenon are described.[80] This research is identified, abstracted, and described from the theories, facts, and data from participants to find out the result.

Dealing with this research, the writer investigated the perception of English

[79] Arif Furchan. *Pengantar Penelitian dalam Pendidikan*. 2007. Yogyakarta: Pustaka Pelajar. Page 447.
[80] Wina Sanjaya, *Penelitian Pendidikan, Jenis, Metode dan Prosedur*. 2014. Jakarta: Kencana. Page 47.

students of Education Faculty in UIN
Walisongo Semarang as pre-service English
teachers, making lesson plan and learning
activity guided by Bloom's taxonomy in
cognitive domain. The activities included
conducting interview to the participants and
documentation their lesson plans.

B. Settings and Context of the Research

1. Setting of Time

   In research entitled *Pre-Service English
   as Foreign Language Teachers'
   Perception toward Revised Bloom's
   Taxonomy in Cognitive Domain and the
   Implementation to Their Lesson Plans,*
   this research conducted two weeks,
   started on 13th – 26th April 2020.

2. Context of The Research

   General illustration of English Language
   Teaching Department

   English Language Teaching Department
   included one of the majors of Education
   and Teacher Training Faculty in UIN
   Walisongo Semarang. It is located at
   Campus 2 at Prof. Hamka street,

Ngaliyan, Semarang city. English
Language Teaching Department has good
quality and it is proven from the status of
this major. The status of this major is A.

C. Participants of the Research

Qualitative research does not need the
sample and population in the research. The
participants don not represent anyone but
themselves and they are required purposively.
The participants were twenty EFL students at
the sixth semester of Education Faculty and
Teacher Training in UIN Walisongo
Semarang. They are as pre-service EFL
teachers that have gotten lesson plan and
Micro Teaching class. Twenty participants
were selected based on their willingness.
From twenty participants, five participants
were male and fifteen participants were
female.

D. Data Collection Technique

In this research, the writer used a kind
of instruments in gathering data, they were
interview and documentation. Data collection

of qualitative methods requires researchers' expertise, skills and knowledge.[81] An interview and documentation used to collect the data. An interview is a process of obtaining information for research purposes by way of question and answer, while staring face to face between the interviewer with the respondent by using a tool called an interview guide.[82] Creswell explained that in qualitative interview, the researcher conducts face-to-face interviews with participants, telephone interview or engages in focus group interview.[83] In this research, an interview technique became important technique to collect data because the researcher needed the answer of questions research. The online interview was conducted in this research. The researcher employed different tools, such as chat and voicenote via WhatsApp application. For the first, the writer gave some questions

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[81] Raco, *Metode Penelitian Kualitatif Jenis, Karakteristik dan Keunggulannya.* 2010. Jakarta: PT Grasindo Jakarta. Page 111.

[82] Moh. Nazir. *Metode Penelitian*. 2014. Bogor: Ghalia Indonesia. Page170.

[83] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* 2014. London: SAGE. Page 239.

have been structured or listed. After that, to determine students' aspiration with deeply consideration about perception, the interview gave deeper questions. The list of questions is attached. After conducting the interview, the researcher transcripted the answer of the question and analyzed it.

As pre-service EFL teachers, they have gotten lesson plan and micro teaching class. So they have made lesson plan before. Because of that, the writer also used a documentation to collect the data beside an interview. The documentation was gotten from the design of lesson plan of the participants. Here the researcher analyzed their lesson plan to obtain the answer of the research question.

E. Research Instrument

The instrument is a tool that helps a researcher in using data collection methods systematic and easier. The instrument of this research is the list of questions for an interview. The instrument is attached.

F. Data Analysis Technique

Data analysis technique is activities after data from all respondents or other data sources collected. In doing analysis, there are three phases as follows:

1. Preparation phase

   Preparing list of question for an interview the participants.

2. Implementation phase

   a. The researcher asked and permitted the EFL students to be participants in this research.

   b. The researcher and participants made a schedule to conduct an interview.

   c. The researcher explained the identity before doing an interview.

   d. The interview began and submitted the purpose of the interview.

   e. The researcher started asking questions that have been prepared before.

   f. The researcher used polite speech when asking questions to the participants and listened carefully to opinion and information as well as

tried not to interrupt so that information was not interrupted.

g. After finishing the interview, the researcher did not forget to say thank you and apologize.

h. The researcher also collected a documentation to answer the research question, it is their lesson plan that they made in lesson plan class or micro teaching class.

3. Analysis phase

a. First step in this phase, the researcher collected the data.

b. The researcher sorted the data that are appropriate with the research questions.

c. The researcher categorized the data according to the research questions.

d. The researcher displayed the data in descriptive text.

CHAPTER IV
FINDING AND DISCUSSION

The purpose of this research is to figure out the pre-service English teachers' perception toward Bloom's taxonomy in cognitive domain and the implementation to their lesson plans. This chapter discusses the results finding based on the data gained from the interview and documentation.

A. Finding

Primary data for this research were obtained from pre-service EFL teachers' interviews and documentation. Twenty students from English Education Department at sixth semester were involved in the interview. The data was divided and addressed in two sections. The two sections are: 1). The Perception of Pre-service EFL Teachers toward Revised Bloom's Taxonomy in Cognitive Domain. 2). The Implementation of Cognitive Domain in Pre-service EFL Teachers' Lesson Plan. The result of the interview described as follows:

1. The Perception of Pre-service EFL Teachers toward Revised Bloom's Taxonomy in Cognitive Domain

The interview began with the experience of Bloom's taxonomy. Only one participant who never heard Bloom's taxonomy before. Most of them knew Bloom's taxonomy in learning lesson plan in fourth semester. Then interview continued by pre-service EFL teachers' definitions of Bloom's taxonomy. They defined Bloom's taxonomy as 'being different and unique,' 'having extraordinary ideas' and 'being able to produce new and original products.' It is continued with the function of Bloom's taxonomy. In their definition they discussed the function and some of them did not. Pre-service EFL teachers also discussed the function of Bloom's taxonomy in different ways but it still has same idea. They shared their opinion:

Bloom's taxonomy is a theory about the classification of educational goals.

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Bloom's taxonomy is classification goals in education.

Bloom's taxonomy is kind of framework for categorizing educational goals, teachers used to use this framework on their lesson plan paper.

Bloom's taxonomy is like a framework or classification of levels to regulate learning. It seems like the first is done the most difficult first.

Bloom's taxonomy is kind of standard and goal for student's achievement and consists of different level (high, low, medium) thinking skills.

Bloom taxonomy is a group of steps that could help teachers to develop students' thinking skill and strategy in the learning process.

Bloom's taxonomy is the classification of educational learning objectives into levels of complexity and specificity.

Pre-service English teachers have different perceptions toward Bloom's taxonomy. They mentioned different

classification based on their knowledge and experience. When they were asked the domain of Bloom's taxonomy, there were 50% of them mentioned that there are three domains in Bloom's taxonomy while others mentioned there are six domains whereas in classification of Bloom's taxonomy has three domains. It is divided into affective, cognitive and psychomotor. From 50% only one participant who did not mention the domains because he forgot it, while others mentioned it well. However, for the meaning of cognitive domain some participants did not give the meaning. It does not mean that all participants did not recognize what cognitive domain talking about. Although some participants did not give the meaning in their own perception about cognitive domain, there were still some participants who shared their knowledge. They discussed that cognitive domain is the result of brain's working. It is related to the intellectual or knowledge aspects,

including the ability to think, the ability to understand the information, the ability to demonstrate or visualize the ideas or concept, analyze, evaluate and the ability to create something that reated to the materials. They shared their opinion:

> *What I know about this domain, it always related to mechanism of our brain. How we understand the data or combine different part of information it always happen in our brain first before we demonstrate or visualize our ideas.*

> *Cognitive domain are related to the ability to think, including the ability to memorize, understand, apply, analyze, synthesize, and evaluate abilities. In the cognitive domain there are six aspects or levels of thought processes, starting from the lowest level to the highest level.*

> *As I know cognitive domain like mental skill or knowledge.*

> *It is contains behaviors that emphasize intellectual aspects, such as knowledge, understanding, and thinking skills.*

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There were 50% of participants said that the domain of Bloom's taxonomy is the six levels in cognitive domain, starting from remembering, understanding, applying, analyzing, evaluating and creating. So, when they were asked what Bloom's taxonomy is directly they thought about the six levels. The pre-service English teachers mentioned levels domain directly into the six levels in cognitive domain. So they have perception that the six levels are Bloom's taxonomy concept.

Talking about the levels in cognitive domain, there were 45% of participants in this research mentioned the six levels perfectly and systematically. They mentioned remembering, understanding, applying, analyzing, evaluating and creating. While 25% of them mentioned some levels only. Beside that there were 10% of them did not mention those levels.

Although there were 45% of pre-service English teachers that have been

the participants in this research mentioned all levels, not all of them could give the definition according to their knowledge. There were a half of them could give the definition in different perception but it still has the same idea. They shared their opinion:

Remembering is the level that turns only remember of the formula or the forms of something that the teachers teach to the students.

Remembering is related to how we recall the information or how we memorize something.

Remembering is retrieving, recognizing, and recalling information.

Remembering is recall fact and basic concept.

Understanding is the higher level than remembering. The students understand not only remember but also understand.

Understanding refers to how we describe something or explain ideas, concept, etc.

Understanding is giving meaning to information.

Understanding is explaining the ideas or concepts.

Applying is after understanding. In this case applying is how to use this formula

Applying is related to how we use the information that we got in new situation or different situation.

Applying is using knowledge or principles in new or real-life situations

Applying is using any information to support their situation in learning.

After applying this is analyzing, the analyzing here like students can understand for example this formula is different from this formula. So the students can analyze it.

Analyzing deals with how we connect one idea to other ideas or how we examine something.

Analyzing is breaking down complex information into simpler parts.

Analyzing is to draw or connecting among the ideas.

Evaluating is like from the cases or for example like that students can evaluate which is the correct one which is not so the students can know well about that.

Evaluating is related to how we justify our decision.

Evaluating is making judgments based on criteria and standards.

Evaluating is their statement or perspective on something.

After evaluating is creating, here students can create their own example. For example, if we teach English, so the students can write descriptive text.

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Creating means how we can produce something.

Creating is putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through planning or producing.

Creating is producing a product.

There was a participant mentioned the six levels of cognitive domain in old version, besides mentioning the levels, she also gave the meaning in her definition.

Knowledge involves remembering basic concepts without necessarily understanding what they mean.

Comprehension involves demonstrating an understanding of facts and ideas by organizing and stating the main ideas.

Application involves using knowledge by applying knowledge, facts, techniques and rules.

Analysis involves examining and identifying motives or causes.

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Evaluation involves presenting and defending opinions by making judgments about information.

Synthesis involves building a pattern from diverse elements.

Some of the participants that could mention the levels but they could not give the meaning of each level discussed that they forget and still confused. They could mention all the levels but only gave some the meaning of some levels, they only gave the meaning of two or four levels only. There were pre-service English teachers who could not mention those levels but they knew that Bloom's taxonomy especially in cognitive domain consists of Lower of Thinking Skills (LOTS) and Higher of Thinking Skills (HOTS). They knew the meaning of concept LOTS and HOTS. However they could not divide which levels included LOTS and which levels included HOTS. Totally there were 45% of pre-service

English teachers who could not mention the levels of cognitive domain perfectly.

Making a lesson plan that consists of at least three important things, those are learning objectives, learning activities and assessment should be mastered by teachers. Before being teachers, they were learning in teacher training and they became pre-service English teachers. The participants who are the English students in education faculty are the candidates of teacher in the future. As pre-service EFL teachers they aware and agree that revised Bloom's taxonomy should be mastered by them.

The participants have a high perception in Bloom's taxonomy. They stated that it is very important in teachers' career and it is a provision for being teachers. They belived mastering revised Bloom's taxonomy is needed for pre-service EFL teachers and for teachers also. The participants believed that mastering Bloom's taxonomy will give

many benefits for their knowledge and for making them easy in preparing lesson plan.

The pre-service English teachers also discussed when they master Bloom's taxonomy they are able to arrange the good learning goals for their students and also design the good activities as well as they are able to know how to evaluate the learning process and assess the students' abilities. Hoping the learning goals can be achieved and maximum. The good teachers are the teachers know what the students need and help them to reach it together. Determining what the teachers do in the class to give the treatment so the students can achieve the learning objective is also needed by the teachers. They shared their opinion here:

> *I think we are as pre-service English teachers should learn Bloom's taxonomy for our knowledge and to make us easy in preparing. It is an important concept I guess.*

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We are as pre-service English teachers should learn Bloom's taxonomy to be professional teacher in the future and Bloom's taxonomy for the teacher will be worth knowledge.

We should master Bloom's taxonomy because actually it makes easy our work as teachers.

According to my opinion, we should learn and master Bloom's taxonomy and those levels in order to make a good lesson plan.

As pre-service English teachers, we should master Bloom's taxonomy because we can create good learning activities for our students, we will know our learning goals, we will know how to evaluate our learning process, we can also check the students' understanding easily.

I think we are as pre-service English teachers should master Bloom's taxonomy because Bloom's taxonomy can be used as a teaching tool to help balance assessment and evaluative questions in class.

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Yes we are as pre-service English teachers should master it because bloom's taxonomy can to be a provision to teach in the future.

As pre-service English teachers we should master Bloom's taxonomy because this becomes our initial provision as a teacher later.

Bloom's taxonomy should be mastered because it is a way for a teacher to arrange learning well between themselves and their students.

We should master Bloom's taxonomy as pre-service English teachers because Bloom's taxonomy can help us to determine what we should do in the class to give the treatment so that the students can achieve the indicators.

They are aware their students need higher abilities. The students do not only stuck in remembering and understanding level, but the students must master and have abilities to apply the material, to analyze the information from their teachers or from their environment, to

evaluate some concepts so they will be able to solve the problem, as well as the participants also hope that their students will be able to create something or new product from the knowledge and information that have been gotten and learnt together.

Bloom's taxonomy itself is a classification of thinking that makes easier someone in studying or learning something. Students will not jump to next level before they master the level before. It accompanies the students to learn something (knowledge) step by step. It started from the lowest level to the higher level and then to the complex level. By understanding the concept of revised Bloom's taxonomy and each level in cognitive domain, the teachers will recognize and invite students to reach the learning objectives.

The participants perceived themselves have not understood and mastered revised Bloom's taxonomy as professional competence. They

considered themselves know revised Bloom's taxonomy in basic comprehension. They believed mastering Bloom's taxonomy is the important thing because it will influence the performance when the teachers are teaching. They shared their opinion here:

> *Personally based on my own opinion, it is a chance for us as the future teachers, we have to understand well and master Bloom's taxonomy because in educational system creating level in Bloom's taxonomy is really important given to students and really important to be applied. So students not only remember but students need to apply and create something or the material.*

> *Bloom's taxonomy itself makes easier someone in studying or learning something, so the pre-service English teachers should master it well.*

> *It is better for us to master Bloom's taxonomy because it consists of processes that could help students not only understand*

but also can build their critical thinking.

Of course, we are as pre-service English teachers should learn and master Bloom's taxonomy because it makes students get critical thinking and it makes our country get better future for our life.

We are as pre-service English teachers should master and understand Bloom's taxonomy because it will affect our performance when we are teaching.

We as pre-service English teacher should master those levels I think, because in teaching we must have a high level of thinking ability. We must be able to teach children not only to know, but also to understand, apply, analyze, evaluate and create.

Many ideas shared by the participants, they really recognize that teaching is not an easy activity. Before helping students to be a perfect human, they have to be ready in making perfect themselves. They have to have a critical

thinking, creativity, and good communication competences. Therefore, the cognitive domain of Bloom's taxonomy is the ability involved intellectual process should be mastered by pre-service English teachers. It is about a big responsible to create a future human for their country, so remembering and understanding are really not enough competencies if we only focus on memorizing and recalling knowledge. Teaching is not only talking about transferring the knowledge but also more than it. Teaching involved a good preparation before, many things should be prepared before teaching. After implementing the lesson plan that the teachers have prepared before teaching, the teachers' responsible do not finish it yet. After teaching the teachers should make a reflection or evaluation their teaching process as well as assessment of the students' ability.

> *Because teaching is not just a transfer of knowledge but we need enough preparation*

We as the teachers in the future should master Bloom's taxonomy and the levels to be able to identify and measure our teaching and the students' progress of effect after we teach by taxonomy Bloom's domain.

Besides mastering Bloom's taxonomy, they also gave additional opinion that making the classroom to be an interesting learning is also needed by students. In order to make the learning activities become interesting. The teachers hoped to combine their knowledge about Bloom's taxonomy and their creativity. So the students will not feel bored and the classroom will be interesting, interactive and active learning process. This concept is the challenges of the teachers, moreover as English students who are still learning to be future teachers or we call them as pre-service English teachers.

2. The Implementation of Cognitive Domain in Pre-service English Teachers' Lesson Plan

The result of conducting interview with the pre-service English teachers as the participants of this research showed that they admitted to apply the cognitive domain of Bloom's taxonomy in their lesson plans. All participants had made a lesson plan in lesson plan and micro teaching class. Because of their knowledge they could make a lesson plan and applied the levels of cognitive domain Bloom's taxonomy in their lesson plan. They applied the lowest level to the higher level. As they know that there are six levels in cognitive domain but only a few of them applied all levels. Most of them did not apply all levels in their lesson plans moreover in their learning activities. They discussed why they did not apply all levels because it depends on what material they would be taught. From six levels of cognitive domain, they only used two, three or four levels.

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Opening	1. The teacher gives a greeting for students 2. Students respond to teachers' greeting 3. Check students attendance and give motivation to students 4. Explain the learning goals 5. Review previous material	5 minutes
Step 1 : Observing and Questioning	1. Teacher encourages students to answer her questions about their experiences after doing something that relate to the use of modern application 2. Show a video how to use *U-dictionary* application 3. Teacher asks students to write the step C1 4. Teacher mentions the step correctly 5. Teacher and students do brainstorming by asking them to answer some questions related to the content of the video, mention the characteristics and generic structure of procedural text. C1	15 minutes
Step 2 : Experimenting	1. Teacher gives students individual worksheet 2. Teacher and students are discussing the answer together.	10 minutes
Step 3 : Associating	1. Teacher divides students into 2 big groups to play puzzling games 2. Teacher spreads the puzzling steps to the students 3. Students arrange the procedural text on their groups C1	20 minutes

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	4. Group who get the higher score will get a present	
	1. Teacher asks students to write procedural text according to their application that have installed in their phone C3 2. Ask one of the representative students to present their procedural text in front of the class	25 minutes
Closing	1. Together teacher and students make conclusion related to their material 2. Give students assignments they have to submit on the next meeting 3. Ask students to prepare and study the next material for the next meeting	10 minutes

Stage	Description
Stage 1 Building Knowledge of Field	1. Teacher reads the dialogue several times in order that the students can repeat and practice the dialogue. (Activity 1) 2. Teacher gives feedback to activity 1. 3. Teacher pronounces the pre determined vocabulary and students repeat it. (Activity 2) 4. Teacher gives feedback to activity 2. 5. Students identify the correct pronunciation from the audio. (Activity 3).

	(Critical Thinking) C2
	6. Teacher gives feedback to activity 3.
Stage 2 Modelling of Text	1. Students are divided into several groups. **(Collaboration)**
	2. Students practice the short dialogues among peers. (Activity 4). **(Collaboration)**
	3. Students recieve feedback for activity 4
Stage 3 Joint Construction of Text	1. Each group discuss and find out other profession and their activities. (Activity 5). **(Collaboration)**
	2. Students apply their findings into previous examples of conversations. C3
	3. Students receive feedback for activity 5. C5
	4. Students answer the questions orally. (Activity 6)
	5. Students receive feedback fo activity 6.
Stage 4 Independent Construction of Text and Linking Text	1. Students create short conversations based on previous activities. (Activity 6). **(Creativity)** C6
	2. Students act out the dialogue within the groups, their peers observe and give feedback to the

	performances. **(Collaboration)**	
	3. Several representatives are appointed to act out their dialogue in front of the class. **(Communication)**	
	4. Students receive feedback for activity 6.	

The first level, remembering, is the level that used by all participants then continued by understanding level and stop in applying level.

Stage	Activity	Time Allowment
Opening	1. Teacher greets the students 2. Students pray together 3. Teacher checks students' attendance 4. Teacher asks students' about the previous learning material (literacy) 5. Teacher explains the learning objectives	5' minutes
Core Activities		
BKOF	1. Students read the text aloud 2. Students mention the sentences about what is happening C1	10' minutes
MOT	1. Students watch the	25' minutes

		video	
	2.	Students learn and observe how to state and ask about what is happening now C1	
	3.	Students try giving and asking information about what is happening according to the picture by following the example. C3	
JCOT	1.	Students are given the dialog	
	2.	In group students identify the transactional text giving and asking information related to present continuous tense. C2	10' minutes
	3.	Students make a group in 2 to read and practice the dialog in front of the class	
ICOT	1.	Individually students make sentences use present tense based on the pictures given C3	
	4.	Individually make a dialogue about the transactional text giving and asking information related to present continuous tense. C3	20' minutes
Closing	1.	Students and teacher	10' minutes

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	summarize what they have learnt	
	2. Teacher asks the subtends to learn the following material	
	3. Students and teacher pray together	
	4. Teacher does leave taking	

Some participants also applied analyzing level although most of participants did not use analyzing and evaluating level. There were participants used analyzing level only asking their students to analyze the text that they gave to them. However they did not give an operational verb to make students understand how to analyze the text. So it made students confuse and ask to the teachers more.

Beside they adjust the material, they applied the levels also depend on the learning method that became their guidance to make learning activities. Most of them used scientific approach and for method they used different

method. For learning technique, the participants also used different technique to apply their lesson plan in the real teaching (practicing teaching in micro teaching class).

The participants shared their experiences of implementing cognitive domain in their lesson plans. They started from designing indicator from simple level to the more complex levels then making learning goals. After that they design the learning activities according to the steps of the method that they used. They also made assessment used cognitive domain as their guidance. Checking their lesson plans, they shared that most of them only used Lower Order Thinking Skills (LOTS). After using remembering level, they continued to the next activity that it still used remembering level. Even there was a participant used remembering level three times then jump to creating level then used remembering level again. It was dangerous for students because the

learning activities ran from the lowest level then jumped into the highest level. So it left the second, third, fourth and fifth level.

In implementing cognitive domain of Bloom's taxonomy in their lesson plans, they faced the difficulties. The difficulties were assortment. They shared their difficulties as follows:

> *I feel difficult when making HOTS and assessment and others.*
>
> *I was facing the difficulties in making learning activities and time allocation.*
>
> *I felt difficulty in understanding levels because there are many things that I should more understanding about what the meaning.*
>
> *I feel sometime difficult when all domain must be given. I must give the domain in teaching.*
>
> *I've to look for the appropriate assignment to balance with the material. It is difficult for me*

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Of course I found the difficult. For example in comprehension, sometimes when I ask students to mention things they don't know it yet so they felt confuse to mention

Although they have known what Bloom's taxonomy and the levels of cognitive domain, some of them still confused to distinguish which activities included remembering and understanding level. They definitely understand the levels of cognitive domain but they were confused to make appropriate learning activities that must be phased according to the methods they used and the right time allocation. In making assessment, they still hesitated to give the HOTS question. They were afraid that their students will be asked higher-level questions that their students don't understand well. There were also those who were confused when implementing creating level, they have to really think about what students should do in applying the creating level in accordance with the

material being studied. They realized that they have to apply all levels of cognitive domain but they have not mastered it fully so they were still confused how to implement all those levels in lesson plan and prioritize the three higher levels or we know them as Higher Order Thinking Skills (HOTS).

B. Discussion

The data was successfully gathered by the writer and using the interview. After conducting the research, it could be seen that there are many perceptions of the participants. Based on the finding above, the writer concluded some important points as parts of the research discussion in order to answer the research question. The first research question was asking about how English students as pre-service English teachers' perception about Bloom's taxonomy in cognitive domain. The result of the research shows that all of the pre-service English teachers stated that Bloom's taxonomy is a theory about classification of educational learning objectives and cognitive

domain is one of the domains that Bloom's taxonomy has. Cognitive domain involved an ability to think or specifically in knowledge skill as explained Benjamin Bloom[84], cognitive domain deals with the recall or recognition of knowledge and the development of intellectual abilities and skills.

The participants have different perception about the classification. Some of them told three domains and others told six domains. While there are three domains of Bloom's taxonomy. It was proven by Bloom[85] he stated the original plans called for a complete taxonomy in three major parts, they are the cognitive, the affective and the psychomotor domains. In conclusion, the participants that have perception that Bloom's taxonomy consists of six domains is they think that the domain is the level of cognitive domain. Among domain of Bloom's

[84] Bloom, B.J., et.al. (1956). *Taxonomy of Educational Objectives. The Classification of Educational Goals.* London: Longmans.

[85] Bloom, B.J., et.al. (1956). *Taxonomy of Educational Objectives. The Classification of Educational Goals.* London: Longmans, page 7.

taxonomy, they are affective, cognitive and psychomotor. Most of them are familiar with the levels of cognitive domain. However, it doesn't mean that they do not know the affective and psychomotor domains.

The different perception caused by some factors influenced them in giving perception, such as experience, motivation and learning process as well as the focus. It has explained by Miftah Toha that there are external and internal factors influencing perception. The participants get many information and all those information could not accepted by them. The next process is selection and interpretation. Here the participants selected and interpreted that producing different perception. A vision also becomes factor in processing perception. Al-Qur'an said in surah an nur verse 43:

أَلَمْ تَرَ أَنَّ ٱللَّهَ يُزْجِى سَحَابًا ثُمَّ يُؤَلِّفُ بَيْنَهُۥ ثُمَّ يَجْعَلُهُۥ رُكَامًا فَتَرَى ٱلْوَدْقَ يَخْرُجُ مِنْ خِلَٰلِهِۦ وَيُنَزِّلُ مِنَ ٱلسَّمَآءِ مِن جِبَالٍ فِيهَا مِنْ بَرَدٍ فَيُصِيبُ بِهِۦ مَن يَشَآءُ وَيَصْرِفُهُۥ عَن مَّن يَشَآءُ يَكَادُ سَنَا بَرْقِهِۦ يَذْهَبُ بِٱلْأَبْصَٰرِ

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"Don't you observe that Allah makes the cloud move gently then joins its pieces together: then gathers it into a mass of thick cloud: then you see that rain-drops fall down from its midst: and He sends down hail out of the high up mountains in the heaven: then He smites with it whom He wills and turns it away from whom He pleases: then a flash of lighting from it dazzles the eyes".[86]

All participants believed that Bloom's taxonomy is important and should be mastered by pre-service teachers and teachers. Cause it is very helpful in education field. Bloom's taxonomy has a table to make easier understanding explained by Anderson[87] that it can help the teachers to determine how well the objectives, assessments, and instructional activities fit together in a meaningful and useful way. By mastering Bloom's taxonomy and having able to apply the appropriate

[86] KSU Electronic Mosshaf project, *Indonesia – Tafsir Jalalayn*. (―Ayat‖ for Android).
[87] Anderson, L.W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching, and Assessing, A Bridged Edition.* Boston, MA: Allynand Bacon.

levels, the good lesson plans will be designed and it is able to help students to reach the goals of the learning. Moreover in this 21st century, HOTS levels cannot be avoided by the students. Creativity and critical thinking are also needed to be mastered by the participants. Then it can be combined with the levels of cognitive domain.

The second question is about the implementation of cognitive domain in the lesson plan. The finding showed that the cognitive domain of Bloom's taxonomy was implemented by the participants although they did not implement all the levels. They did not implement all levels because when they implemented the levels it depends on what material that they taught. Anderson[88] said that the nature of the cognitive process depends on the subject matter to which it is applied. Almost the participants implemented the LOTS levels in their lesson plan include remembering, understanding and applying. For HOTS levels include analyzing,

[88] Anderson, L.W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching, and Assessing, A Bridged Edition.* Boston, MA: Allynand Bacon.

evaluating and creating it still made them confused and finally they decided to do not implement it. Meanwhile they are aware that they should implement all levels moreover HOTS levels. They are also aware that HOTS are prioritized in the education curriculum of Indonesia in this century. Mustika[89], et.al in their research explained that Higher Order Thinking Skills (HOTS) are crucial in the 21st century learning process. HOTS require a high ability to think creative, critical thinking, problem solving and communication.

In this 21st century, technology and globalization are the challenges that come to students' life. Therefore creativity, critical thinking, problem solving and communication are very needed to be developed and behaved so that the students are able to face the future well. HOTS have the important rule in this era. The Education Ministry of Indonesia has established HOTS based learning in education process in Indonesia. So, the pre-service

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[89] Mustika, N. et.al., 'Exploring the Indonesian English Teachers' Perceptions Towards Higher Order Thinking Skills (HOTS) in the 21st Century Learning**,** *TIIKM,* 2.1 (2019), page 49.

English teachers have to master HOTS and have high skills in creativity, critical thinking, and communication as well as problem solving skill and the way to implement them in their classrooms appropriately. By optimizing the important tools that given by God, the learning function can be reached. Al Qur'an surah as sajadah verse 9:

$$ ثُمَّ سَوَّىٰهُ وَنَفَخَ فِيهِ مِن رُّوحِهِۦ ۖ وَجَعَلَ لَكُمُ $$

$$ ٱلسَّمْعَ وَٱلْأَبْصَٰرَ وَٱلْأَفْـِٔدَةَ ۚ قَلِيلًا مَّا تَشْكُرُونَ $$

"Then He fashioned him and breathed into him of His Spirit; and appointed for you hearing and sight and hearts. Small thanks give ye!"[90]

The teachers are influencing in teaching and learning process, because they design the good activities to help their students in reaching the goals of learning. It is proven by Mustika[91], et.al. in their research

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[90] KSU Electronic Mosshaf project, *Indonesia – Tafsir Jalalayn*. (―Ayat‖ for Android).

[91] Mustika, N. et.al., 'Exploring the Indonesian English Teachers' Perceptions Towards Higher Order Thinking Skills (HOTS) in the 21st Century Learning', *TIIKM,* 2.1 (2019), page 49.

that teachers' perceptions have a big influence in implementing HOTS-based teaching and learning process and HOTS are believed to be beneficial to prepare students for passing challenges both in academic life and in daily life. So, the pre-service English teachers did not only focus on implementing three lowest levels of cognitive domain. Furthermore analyzing, evaluating and creating are very needed to be implemented in the lesson plan.

The participants implemented the levels of cognitive domain to help them in designing their lesson plans and they still found some difficulties that could not been avoided. Therefore implementing HOTS is the main difficulty by them. They did not implement the HOTS because they were afraid that the students would not able to do HOTS activities. In making question to check students' understanding, they also did not give higher-level questions with the same reason that the students could not answer those questions. So the participants only implemented and gave low questions. Whereas the participants recognize that they

should implement HOTS activity because of the challenges in this century.

The participants preferred for applying level to creating level. In this case, creating level needs creativity and teaching creativity is not as easy as they imagined. It is proven by Kurt and Onalan[92] in their research that teaching creativity is not easy but it could be taught as long as the teachers have the understanding of creativity. Besides that understanding the students is also as the duty for the teachers. The students have different learning method and capability in catching the materials. Some students may not need much time to understand the material but others need more time to understand it. So, the participants also should manage the time allocation because lack of time allocation will influence the goals of learning. Less of knowledge of Bloom's taxonomy and having not understanding of cognitive domain well caused the difficulties.

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[92] Gökçe Kurt and Okan Onalan, ‗Turkish Pre-service EFL Teachers' Perceptions of Creativity', *International Online Journal of Education and Teaching (IOJET),*5.3 (2018).

C. Limitation of the Research

The researcher realized that this research had not been optimally. There were obstacles faced during the process of conducting this research and writing the results. Some limitations of this research are:

1. This research was limited at English Language Teaching of UIN Walisongo Semarang in the academic year 2019/2020 and only used twenty students at sixth semester as the participants.

2. The researcher focused on cognitive domain of Bloom's taxonomy. When the same researchers conducted in other universities, it still possible that difference result will be gained.

3. The researcher was still lack of knowledge and experience for during this research. So, implementing process of this research was less smooth. However, the researcher presented the research as good as possible to conduct this research.

4. Considering all these limitations, there is a need to do more in conducting research about the perception of Bloom's

taxonomy and the implementation to lesson plan that the more optimal results will be gained.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion about this research. The conclusion of the research is regarding with the perception of pre-service EFL teachers about cognitive domain of revised Bloom's taxonomy and the implementation in their lesson plans. The suggestion presents some suggestions that maybe useful for English students as pre-service English teachers, readers and for the next researcher when they do same research.

A. Conclusion

This paper describes the pre-service English as Foreign Language teachers' perception toward revised Bloom's taxonomy in cognitive domain and how the implementation in their lesson plans. The result showed that:

1. The pre-service EFL teachers' perception are follow:

   ➢ They have different perception about classification of Bloom's taxonomy

caused experience, motivation, focuse on learning and learning process influenced them.

➢ They also have high perceptions toward revised Bloom's taxonomy in cognitive domain. They believed that revised Bloom's taxonomy should be mastered by them because it is important in education field. They also believed that it is very helpful in educational sector as guidance for them in making learning objective, learning activities and also learning assessment.

➢ The pre-service EFL teachers who are aware of the importance of Bloom's taxonomy in cognitive domain tend to foster themselves in mastering the levels of cognitive domain. They perceived themselves have not mastered revised Bloom's taxonomy well.

2. The implementation of cognitive domain are follow:

 ➢ The participants implemented the levels of cognitive domain in their lesson plans.

 ➢ They did not implement all levels. Most of them implemented lower-thinking skills.

 ➢ Some difficulties could not be avoided by them such as teaching skill, implementing Higher Order Thinking Skills (HOTS), time allocation and students' ability.

B. **Suggestion**

 1. For the students

 a. The students in Teacher Training and Education Faculty are prepared to be the next teachers in the future. They should study harder about the theories of their respective field and educational knowledge.

 b. The students also have to enrich their knowledge about teaching and

learning because being teachers is not as easy as they imagine.

c. The students should improve their knowledge by themselves. They should not wait for the lecturers ask them to study and get the knowledge. They have to learn by themselves and increase their knowledge independently.

d. The students should be more aware their necessity as pre-service English teachers.

2. For the reader

The writer hopes this research can be useful for the readers, so they know that Bloom's taxonomy should be learnt and understood by the students, pre-service teachers and in-service teachers.

3. For the next researcher

For the next researchers who are interested in Bloom's taxonomy, it would be better if the researcher conducts a research that focuses on other domains (affective and psychomotor).

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APPENDIX 1

INTERVIEW GUIDELINE

QUESTION OF INTERVIEW

Name : ………………………….

Gender: Male / Female

The Perception of Sixth Semester English Education Students as Pre-service English Teachers of Bloom's Taxonomy in the cognitive domain

No.	Question
1.	What do you know about Bloom's Taxonomy?
2.	Do you know the function of Bloom's Taxonomy? What is that?
3.	How many domains are there? What are they?
4.	Mention the levels of cognitive domain?
5.	Explain briefly the levels of cognitive domain!

6.	Give the examples of verb that probably used in each level!
7.	How do you apply cognitive levels in your lesson plan?
8.	What do you feel difficult to apply cognitive domain?

APPENDIX II

INTERVIEW TRANSCRIPTION

Name   : Ahmad Agung Prayoga
Female/Male   : Male
A   : The interviewer
B   : The Participant

A : What is your name?
B : I am Ahmad Agung Prayoga.
A : Have you heard Bloom's Taxonomy?
B : Yes. It is kind of concept we learn in class?
A : Yes. What do you mean by concept we learn in class?
B : It is about some levels in learning. There are some levels which I do not really remember.
A : Oh yes. Bloom's taxonomy is the hierarchy thinking. It has three domains. They are cognitive, affective and psychomotor domains. Do you remember?
B : I am not really into, to be honest. I do not have proper understanding about these domains.
      What I remember is about "analyzing", "understanding". Just around that I think.
A : Yes. There are remembering, understanding, applying, analyzing, evaluating and creating. Have you made a lesson plan?
B : Yes.
A : Did you apply those levels in your lesson plan?
B : Oh I think yes. I applied those levels. At least I tried to.
A : How did you apply it?
B : I applied it in learning activities. About how I applied it, I used genre based approach. I started with LOTS then gradually went to HOTS. I also made then to produce their own text. At least.

A : According to your opinion, should pre-service English teachers master Bloom's taxonomy? Why?
B : I think we should. For our knowledge and to make us easy in preparing. It is an important concept I guess.
A : Thank you.
B : Yes *mbak*.

Name : Ainun Hasriningtyas
Female/Male : Male

A : What is your name?
B : My name is Ainun Hasriningtyas.
A : Have you heard Bloom's taxonomy?
B : Yes, I've heard a lot about that.
A : What do you know about Bloom's taxonomy?
B : It is kind of framework for categorizing educational goals, teachers used to use this framework on their lesson plan paper.
A : How many domains are there?
B : Three.
A : Can you mention it?
B : Those are cognitive, affective, and psychomotor.
A : Tell me more about cognitive domain in your own word!
B : What I know about this domain, it always related to mechanism of our brain. How we understand the data or combine different part of information. It always happens in our brain first before we demonstrate or visualize our ideas.
A : How many levels are there?
   Can you mention it?
B : So far I only know 5 levels of cognitive domain.
   Those are knowledge, comprehension, application, synthesis, and evaluation
A : It's ok. There should be six levels and those have been revised from using noun to verb.

		Knowledge to be remembering. Comprehension to be understanding.

Knowledge to be remembering. Comprehension to be understanding.
Do you remember it?

B : Oh, you mean for Bloom's taxonomy. Sorry, I answer the wrong question. I thought it for cognitive domain

Yes, for Bloom's taxonomy itself there are six levels

A : Yes. As you have mentioned before.

There are three domains in Bloom's taxonomy and one of them is cognitive. Then cognitive has six levels. They are knowledge, comprehension, application and others but now there is a revision. We don't use knowledge, comprehension anymore. But we use remembering, understanding, etc.

Can you mention it?

B : Oh OK. It is like remembering, understanding, applying, analyzing, evaluating, and creating.

A : Good

Tell me more about them in your own word!

B : Each of them?

A : Yes. A simple sentence only.

B : 1. Remembering is related to how we recall the information or how we memorize something.

2. Understanding refers to how we describe something or explain ideas, concept, etc.

3. Applying is related to how we use the information that we got in new situation or different situation.

4. Analyzing deals with how we connect one idea to other ideas or how we examine something.

5. Evaluating is related to how we justify our decision. I called as after-effect decision.

6. Creating means how we can produce something.

A : Amazing! Can you give the examples of verb that probably used in each level!

B : 1. Remembering: memorize, list, mention

2. Understanding: explain, describe
3. Applying: implement, demonstrate
4. Analyzing : compare, organize, arrange
5. Evaluating : argue, critique
6. Creating : make, design, develop

A : Excellent.
B : Thank you.
A : Have you made a lesson plan?
B : Yes, I have.
A : Did you apply the levels in your lesson plan?
B : I did. But not all of it.
A : How did you apply it?
B : I write it in the learning goals tabel and in my step strategies that I want to use in my learning activity.
A : Did you face the difficulties?
B : For writing it on paper, I did not feel difficult but for the demonstration, I did.
A : You did it well.
  According to your opinion, as pre-service English teacher, should we master Bloom's taxonomy? Why?
B : Yes, we should.
  Because when we master bloom taxonomy we can create a good learning activities for our students, we will know our learning goals, we will know how to evaluate our learning process, we can also check the students' understanding easily.
A : As English students in education faculty. You are as pre-service English teachers.
  Have you mastered it well?
B : Not so well. Sometimes it mix between remembering level and understanding level.
A : That's all the interview today.
  Thank you very much.
B : Anytime.

Name   : Agus Suprapto
Female/Male   : Male

A :   What is your name?
B :   My name is Agus Suprapto.
A :   Have you heard Bloom's taxonomy?
B :   Yes.
A :   What do you know about Bloom's taxonomy?
B :   Bloom's taxonomy is a theory about the classification of educational goals like there are six stages or six classifications. For the first remembering, understanding, analyzing evaluating and creating.
A :   Good. You mention the classification also. Remembering – creating are the levels of cognitive domain in Bloom's taxonomy. Do you know the definition of those levels?
B :   Remembering is the level that turns only remember of the formula or the forms of something that the teachers teach to the students. Understanding is the higher level than remembering. The students understand Not only remember but also understand and they can use the formula in a different case. Then applying. After understanding how to use this formula, the students understand or know how to apply to the cases what I said before and know it well. After applying this is analyzing, the analyzing here like students can understand for example this formula is different from this formula. So the students can analyze it and apply it in different so how to use this formula and how to use this formula in different formula. Evaluating is like from the cases or for example like that students can evaluate which is the correct one which is not so the students can know well about that.

Then after that creating. Here students can create they are example. So students not only understand not only apply from that students can create their own example by creating some new examples for example if we teach English, so they can write descriptive text.

A : You know it well. Have you made a lesson plan?

B : Of course. I already make a lesson plan. From Mom Tarwiyah class I made it. Every student has to make a lesson plan.
In our lecturing process the lecturer always teach us about Bloom's taxonomy's theory so more less I know it and really not comprehensive.

A : So, did you apply Bloom's taxonomy in your lesson plan?

B : Yes, I did. Although in different way. Like I use scientific approach. So there are some stages in learning process there is remembering, understanding until creating. So I apply all blooms taxonomy. Because Mom Tarwiyah always corrects us about where is the creating level, you must make it this level.

A : According to your opinion, should pre-service English teachers master Bloom's taxonomy?

B : I hope so. Personally based on my own opinion yes. The teacher should understand and master Bloom's taxonomy. Because you know based on my experience when I got learning process when I was child in senior and junior high school also in elementary school, we use an Indonesia educational system and it still uses in the first level. It is remembering. It is a chance for us as the future teachers, we have to understand well and master Bloom's taxonomy.
Teachers have to understand well about Bloom's taxonomy because in educational system creating level in Bloom's taxonomy is really important it is given to students is really important to be applied. So students not only remember but students need to

apply and create something or the material.

So every teacher must master Bloom's taxonomy and apply it in learning activities but remember I think if we want to apply Bloom's taxonomy but the learning activities is still bored it will be not interesting. So we have to combine the interesting, interactive, affective learning process with Bloom's taxonomy. This is the challenge of the teachers. So not only understand bloom's taxonomy but we have to make an interesting learning process.

A : Yes. I see. I agree with you. Sometimes the teachers invite us to learn in the first level only then directly jump into creating level without doing other levels before. It will give some difficulties to the students right?

B : Yes it will give difficult. I think the important of lesson plan is we have to plan everything plan before we teach. It will be better if we make lesson plan very well. Mom Tar always said that teaching without planning will be failed.

A : Yes. Making the lesson plan is one of the duties for teachers before teaching.

That's all the interview today. Thank you very much.

B : It's fine. Anytime. Good luck for you.

Name   : Albaninda Nurul Haq
Female/Male   : Male

A : What is your name?
B : My name's Albaninda Nurul Haq.
A : Have you heard Bloom's taxonomy?
B : Yes I think I've heard it before.
A : What do you know about it?
B : It is like a framework or classification of levels to regulate learning. It seems like the first is done the most difficult first and then the component of the taxonomy are create analyze apply evaluate understand

and remember but I don't know whether the sequence correct like that or not.

A : Yes. It's a classification of level thinking.
For the components, Bloom's taxonomy has three domains. They are cognitive, affective and psychomotor domains.
Remembering, understanding and others are the levels of cognitive domain.
Do you know it?

B : Oke I see.

A : So, do you know about those levels?

B : I'm sorry I don't know, I just know the function and the steps of Bloom's taxonomy. So what are the levels?

A : The levels are remembering, understanding, applying, analyzing, evaluating and creating. Those are from the lowest level to the highest.

B : Oh I see.

A : Have you made a lesson plan?

B : Yes, I have.

A : Did you apply those levels in your lesson plan?

B : Yes, it's true but it's just in that semester.

A : How did you apply them?

B : At that time in the course of lesson plan but I had forgotten how the steps were because it's been a long time

A : Did you apply in learning activities and assessment?

B : It seems yes, when the micro teaching lesson, we were asked to become teachers. So, unconsciously when I was preparing to teach until the time of teaching, it seemed that I was applying the taxonomic Bloom indirectly.

A : What difficulties did you get in making lesson plan?

B : There'a a lot of difficulties. I have forgotten the steps needed in learning planning, then I have also forgotten how to use Bloom's taxonomy into lesson plan material.

A : According to your opinion, as pre-service English teacher, should we master Bloom's taxonomy? Why?

B : Yes of course, because it is a way for a teacher to arrange learning well between themselves and their students.
A : As English students in education faculty. You are as pre-service English teachers.
Have you mastered it well?
B : Honestly, I haven't mastered it well yet. Maybe I should study more because in my opinion to master it is very difficult.
A : That's all the interview. Thank you very much
B : Ok.

Name : Anna Pertiwi
Female/Male : Male

A : What's your name?
B : My name is Anna Pertiwi.
A : Have you heard Bloom's taxonomy?
B : Yes, I have.
A : What do you know about Bloom's taxonomy?
B : As far as I know Bloom's taxonomy is classification goals in education. Bloom's taxonomy has 3 domains such as affective, cognitive, and psychomotor.
A : What do you know about cognitive domain?
How many levels are there?
B : It has 6 levels. Those levels are remembering, understanding, applying, analyzing, evaluating, and creating but I am not sure that I am true to mention the arrangement.
A : It's ok. You can answer by your own word.
Can you explain briefly each level above and give an operational verb!
B : Those levels are usually used to make an indicator in lesson plan. Some of those levels are included in HOTS and some are included in LOTS.
The operational verbs of remembering are like defining and mentioning.
The operational verbs of understanding are describing

and explaining.

A : So, have you made a lesson plan?
B : Yes, I have.
A : In what class?
B : In odd semester of 7th grade junior high school if I am not mistaken. It was made to meet my final examination.
A : So how did you apply cognitive levels in your lesson plan?
B : I designed the indicator of my lesson plan based on Bloom's taxonomy table. I started from the basic one like mentioning and I continued to the next level like identifying.
A : What did you feel to apply cognitive domain?
B : It's not really difficult to design. However, it was hard when I hadn't known what Bloom's taxonomy is.
A : According to your opinion, should pre-service English teacher master Bloom's taxonomy? Why?
B : In my opinion, we should master and understand Bloom's taxonomy because it will affect our performance when we are teaching. Bloom's taxonomy can determine what we should do in the class to give the treatment so that the students can achieve the indicators. For example, we need to know the measurement of understanding. The measurement of understanding can be seen from their ability to mention, to define, and others.
A : Thank you for your participation in this interview.
B : Not at all.

Name   : Asmahan Aji Rahmania
Female/Male   : Male

A : What is your name?
B : My name is Asmahan Aji Rahmania, you can call me Nia. I'm from PBI 6A.
A : Ok. Have you heard Bloom's taxonomy?
B : Yes I have heard about Bloom's taxonomy.

A : What do you know about Bloom's Taxonomy?

B : According to my knowledge about Bloom's taxonomy, it is something that can help me as a teacher to give the assessment for my students. It is kind of standard and goal for student's achievement and consists of different level (high, low, medium) thinking skills.

A : Good. You know it so well.
What is the function of Bloom's Taxonomy?

B : Guiding students to reach the level of their thinking skills by giving them question.

A : How many domains are there? What are they?

B : Domains? Is that like Knowing, Understanding, Analyzing, Creating, etc. ?

A : Knowing, understanding, etc. are levels. Domain is like category.

B : Hmm... I don't Understand about this one. Can you give me the example about it?

A : Remembering, understanding, applying are included in cognitive domain. So, there are three domains in Bloom's taxonomy.
Do you still remember it? There are affective, cognitive, n psychomotor domains.

B : Oh I see. I remember about it. But actually I still don't really understand it.
Affective is that like when we ask student "what is the moral value of Cinderella story?" Is that right?

A : Affective is talking about attitude. Such as praying before and after learning, obeying parents, care, responsible and others.

B : And psychomotor is that when we ask student to create something?

A : Yes, it is about skill.

B : Because when I learn Bloom's taxonomy I only pay attention to the levels of it.

A : It's ok. Now, can you mention the levels that you know in cognitive domain?

B : Nah, my mindset about Bloom's taxonomy is about the levels of questions.
It is only about it. I don't know that Bloom's taxonomy is more than just arranging questions based on Bloom's taxonomy.

A : It's Ok. Have you made lesson plan?

B : Yes when 4 semester in lesson plan class

A : Did you apply the levels in your lesson plan?

B : Yes I apply it.

A : How did you apply it?

B : Sorry, the levels or the domains?

A : Levels in cognitive domain.

B : I use remembering/knowing, arranging, and identifying for cognitive and for skill I use create.

A : So, you didn't only apply in assessment but you applied it in learning activities, right?

B : Yes. I also apply it in my indicators of learning

A : What did you feel when you made it?

B : Hmm *lebih terarahkan mba*. So, I have clear goal for my students, or what categories of domain that is appropriate with the learning material and activities

A : Is it difficult for you to apply the levels?

B : No actually... but Mom Tarwiyah said that don't put "Understanding" in learning indicators. She said that there is no parameter or something we can count that students "understand" or not. I still confuse in "Understanding" domain

A : Yes. To make sure it, we should use operational verb. Such as mention, practice, etc.
Can you tell me the definition of each level in your own word?

B : 1. Remembering
Example activities at the Remembering level: remember math formulas
2. The second level of Bloom's Taxonomy is to Understand.
Example activities at the Understanding level: organize the animal kingdom based on a given framework, summarize.

3. The third level of Bloom's Taxonomy is to Apply.
Example activities at the Application level: use a formula to solve a problem.
4. The fourth level of Bloom's Taxonomy is to Analyze.
Example activities at the Analysis level: identify the 'parts of' democracy, explain how the steps of the scientific process work together, identify why a machine isn't working.
5. The fifth level of Bloom's Taxonomy is to Evaluate.
Example activities at the Evaluation level: illustrate the relative value of a technological innovation in a specific setting—farming, for example.
6. The sixth and final level of Bloom's taxonomy is to Create.
It is about skill (creating story, handcraft, etc.)

A : According to your opinion, should pre-service English teacher master Bloom's taxonomy? Why?
B : Yes actually it makes easy our work
A : That's all the interview today. Thank you for your participation.
B : Ok.

Name   : Eva Lutfi
Female/Male   : Male

A : What is your name?
B : I'm Eva Lutfi.
A : Have you heard Bloom's taxonomy?
B : Yes I have.
A : What do you know about Bloom's taxonomy?
B : Bloom's taxonomy is a group of steps that could help teachers to develop students' thinking skill and strategy in the learning process.
A : How many domains do you know?
B : There are six domains in Bloom Taxonomy.
A : Actually there are three domains. The six one is the

levels of cognitive domain. Do you remember it?

B : I thought I've forgotten about it miss.

A : Oh. It's Ok. They are remembering, understanding applying analyzing evaluating n creating. Is it right?

B : Oh ok miss.

A : Have you made a lesson plan?

B : Yes, I have.

A : Did you apply the levels in your lesson plan?

B : Perhaps, but not all of the levels were applied, because I need to make it suit with the teaching method that I got.

A : What did you feel when you apply it in your lesson plan?

B : Not that easy, but by applying those levels, it helps me determined what activity that I'm going to give to the students

A : According to your opinion, as pre-service English teacher, should we master Bloom's taxonomy? Why?

B : It is better for us to master it because it consists of processes that could help students not only understand but also can build their critical thinking.

A : That's all the interview today.
Thank you very much for your participation.

B : My pleasure miss

Name　　　　 : Habib Salim
Female/Male　 : Male

A : What is your name?

B : My name is Habib Salim

A : Have you heard Bloom's taxonomy?

B : Not yet

A : Have you heard cognitive domain?

B : Yeah, I ever read it little

A : What do you know about it?

B : It's something like increasing the intellectual knowledge. Is it true? Cause I little bit forget

A : Yes. It is the hierarchy thinking from the lowest level

to more complex levels.

Do you still remember? How many levels are there?

B : Oh, I see. Six right?

A : Yes. Can you mention it?

B : Remembering, Understanding, Applying, Evaluating, ..., Creating. I do sorry.

A : You mention it well.

Remembering, understanding, applying, analyzing, evaluating then creating.

Do you know the definition each level?

B : Oh Ok. Not at all. I have my own perspective.

A : Yes. Tell me what you know about them!

B : Remembering is you need to memorize the knowledge.

Understanding is when you know the function of knowledge.

Applying is when you can use it well.

Analyzing is when you know well a part of every knowledge, such as positives and negatives.

Evaluating is you need to increase your knowledge through the problem you did.

Creating is when you can make a product from your knowledge.

A : Good. Can you give the examples of verb that probably used in each level!

B : Remembering: memorizing. Understanding: knowing Applying: using. Analyzing: *(penjabaran)* describing every part? Evaluating: increasing. Creating: making.

A : Have you made a lesson plan?

B : Yes, I have

A : Did you apply the levels in your lesson plan?

B : I don't understand well about it and it makes me crazy till know.

A : So, how did you make learning activities and assessment in your lesson plan?

B : Micro teaching did you mean?

A : Yes or when you made lesson plan in lesson plan class.

B : My lecturer just entered 3 till 4 times in my class for

micro teaching class.
I do not know well. I forgot.

A : What difficulties that you faced when you made a lesson plan?

B : I feel difficult when making HOTS and assessment and others.

A : According to your opinion, as pre-service English teacher, should we master those levels? Why?

B : For my opinion yes because we need to make a better product (human brain) for Indonesia in future and it is not enough if they don't make the best heart (attitude) as HOTS. If they only focus on thinking. They are not different between debaters and *khalifatullah*.

A : That's all the interview today. Thank you very much for your participation.

B : Ok.

Name : Hilmatun Nafis
Female/Male : Male

A : What is your name?

B : My name is Hilmatun Nafis

A : Have you heard Bloom's taxonomy?

B : Yes, I have. I have heard Bloom's taxonomy in the lesson plan course.

A : What do you know about Bloom's taxonomy?

B : As I know Bloom's taxonomy is the classification of educational learning objectives into levels of complexity and specificity

A : Do you know the function of Bloom's taxonomy?

B : As far as I know, the function of Bloom's taxonomy is to formulate learning objectives because with the learning objectives that we will make as benchmarks of students learning outcomes. Bloom's taxonomy can help us to know the extent of our success in teaching and learning so that it can be evaluated and improved for the better and raised a level higher than before.

A : How many domains are there?
B : There are 3 domains.
1. Cognitive domain 2. Affective domain 3. Psychomotor domain.
A : Well, tell me more about cognitive domain!
B : Cognitive domain is related to the ability to think, including the ability to memorize, understand, apply, analyze, synthesize, and evaluate abilities. In the cognitive domain there are six levels of thought processes, starting from the lowest level to the highest level. They are Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation.
A : Yes, that is good. However, the levels of cognitive domain have been revised from using noun to verb. Knowledge becomes remembering. Comprehension becomes understanding and so on. Do you know it?
B : I'm sorry, because I don't know about that. Thanks for your correction.
A : It's Ok. Have you made a lesson plan?
B : Yes, I have.
A : Did you apply those levels in your lesson plan?
B : Yes, I did.
A : How did you apply it?
B : I'm sorry because I forget about that.
A : It's Ok. Did you face the difficulties in making lesson plan?
B : Yes, I did. I was facing the difficulties in making learning activities and time allocation.
A : According to your opinion, as pre-service English teacher, should we master those levels? Why?
B : We as pre-service English teacher should master those levels I think, because in teaching we must have a high level of thinking ability. We must be able to teach children not only to know, but also to understand, apply, and create something. So, teaching is not just a transfer of knowledge but we need enough preparation.
A : Yes, I agree with you.
That's all the interview today. Thank you very much

for your participation.

B : You're welcome

Name   : Lovqian Alkhadid N
Female/Male   : Male

A : What is your name?
B : Lovqian Alkhadid N.
A : Have you heard Bloom's taxonomy?
B : Of course.
A : What do you know about Bloom's taxonomy?
B : Difficulties level of question.
A : Do you know the function of Bloom's taxonomy?
B : To make student critic to think about.
A : How many domains do you know?
B : seven, but I'm not sure. Eh six
A : There are three cognitive domains in Bloom's taxonomy. They are affective, cognitive, and psychomotor domains. Affective is about attitude. Cognitive is about knowledge. Psychomotor is about skill.
Many students know that there are six levels are in cognitive domain.
I also think that you know it, right?
B : Yes
A : So, can you mention the six levels that you know?
B : Remember, understand, apply, analyze, evaluate, and create.
A : Good. Tell me briefly the definition of each level in your own word!
B : Remember how to remember the knowledge.
Understand how to understand the knowledge.
And so on... I just know about it. Sorry.
A : It's ok. Have you made a lesson plan?
B : I have.
A : Then did you apply the levels of cognitive domain in your lesson plan?

B : Yes, I made a question using Bloom's taxonomy but not at all. I just only apply remember, understand and create.

A : For applying those levels, what verbs did you use?

B : Remember: how many factors of ….. (the material)
Understand: what is ….. or how do you know about …..
Create: please make short story about …..

A : What did you feel in applying cognitive domain in your lesson plan? Was it easy for you?

B : Not really, because we as teacher also have to think or make a question that we will give. We think about do they know the point? About the question that we made. Sometimes when we give higher level of Bloom's taxonomy they got miss understand.
You see what I mean?

A : Yes. I see. You did it well.
According to your opinion, as pre-service English teacher, should we master Bloom's taxonomy? Why?

B : Of course, as I said before, because it makes student get critical thinking and it makes our country get better future for our life. There are no foreigners will lay us. The main point is to increase the human source. I thought like that.

A : Have you mastered it well?

B : Nope

A : That's all the interview today. Thank you very much for your participation.

B : I hope it will be successful.

A : Thank you.

Name   : Meliana Syam
Female/Male   : Female

A : What is your name?
B : Meliana Syam.
A : Have you heard Bloom's taxonomy?
B : Yes.

A : What do you know about Bloom's taxonomy?
B : Bloom's Taxonomy is a hierarchical ordering of cognitive skills that can help teachers teach and students learn.
A : How many domains do you know?
B : I can't estimate. Not much.
A : Bloom's taxonomy only has three domains. They are cognitive affective n psychomotor domains. Have you remembered?
B : Ups sorry.
I think domain is like Comprehension = understanding, Knowledge = remembering.
A : Oh. It's Ok.
Understanding and Remembering are levels in cognitive domain. Beside understanding and remembering, what else do you know?
B : Evaluation and analyzing
A : There are six levels in cognitive domain.
Do you apply them in your lesson plan?
B : Yes most of them
A : How did you apply it?
B : I make RPP, assessment and teaching practices according to RPP when micro teaching class.
A : Oh I see. Did you face the difficulties in making RPP?
B : Yes. Because I do not really understand about RPP. It's new for us.
A : According to your opinion, as pre-service English teacher, should we master those levels? Why?
B : Yes. I think it's important for pre-service English teachers.
A : That's all the interview today. Thank you very much for your participation.
B : Okay. You are welcome.

Name   : Nisa' Ad'iyatul Ubudiyah
Female/Male   : Female

A : What is your name?

B : I'm Nisa' Ad'iyatul Ubudiyah.

A : Ok. Have you heard Bloom's Taxonomy?

B : Yes, I have.

A : What do you know about Bloom's taxonomy?

B : Blooms taxonomy is the classification of the level at which educators can use it to regulate the student's learning processes and targets.

A : So, how many domains are there? What are they?

B : There are six domains.

A : Can you mention it?

B : Remembering, understanding, applying, analyzing, evaluating, creating

A : Well, there are three domains in Bloom's taxonomy. They are cognitive, affective n psychomotor.
Remembering, understanding, applying, analyzing, evaluating and creating are included in cognitive domain.
Never mind, you mention them well.
Now, please explain briefly all levels above (remembering till creating) in your words!

B : Remembering is recognizing and recalling information. Understanding is giving meaning to information. Applying is using knowledge in new situations. Analyzing is breaking down complex information into simpler parts. Evaluating is making judgments based on criteria and standards. Creating is putting elements together to form a coherent or functional whole.

A : Give the examples of verb that probably used in each level!

B : Remembering: recite. Understanding: describe. Applying: demonstrate. Analyzing: analyze. Evaluating: choose. Creating: create.

A : Have you made lesson plan?

B : Yes, I have.

A : So, did you apply cognitive domain in your lesson plan?

B : Yes, I did.

A : How did you apply cognitive domain in your lesson plan?

B : I will design my lesson plan from the lowest level until the highest level of thinking. I will use that scaffolding in my lesson plan. And then I will give assessment like multiple choice or essay assessment and with certain rubric of assessment in order to get value or validated of students' progress and I can give score based on his skill of cognitive skill.

A : What did you feel when you were applying those levels in your lesson plan?

B : Everything is difficult for me *mbak*. I confused making lesson plan.

A : Should pre-service English teachers master Bloom's taxonomy? Why?

B : Yes. In order to make a good lesson plan.

A : That's all the interview today. Thanks for your participation.

B : Okey.

Name   : Rifati Ihsan
Female/Male   : Female

A : What is your name?

B : My full name is Rifati Ihsan. You can call me Rifati or Rifa.

A : Ok. Have you heard Bloom's taxonomy?

B : Yes I have.

A : What do you know about Bloom's taxonomy?

B : In my opinion Bloom's taxonomy is a classification system used to define and distinguish different levels of human cognition, example thinking, learning, and understanding.

A : Good. How many domains are there?

B : I remember if there are 3 domains such as affective, psychomotor, and cognitive.

A : Yes, right.
    Tell me more about cognitive domain and how many levels do you know?

B : Level about cognitive?

A : Yes.

B : As I know cognitive like mental skill or knowledge. Include knowledge may be.

A : Yes. It's about knowledge.
Do you know the levels in cognitive domain?

B : I don't know about levels in cognitive domain.

A : Oh. Never mind.
They are remembering, understanding, applying, analyzing, evaluating, and creating.

B : Oh I see.

A : Have you made a lesson plan?

B : Yes.

A : Did you apply the levels of cognitive domain, start from remembering till creating, in your lesson plan?

B : Not yet, because I've some steps to study especially about English.

A : So how do you make your lesson plan?

B : Usually I read the material first, after that I remember and try to understand or memorize.

A : Did you face some difficulties when you made lesson plan?

B : Yes of course.

A : What is that?

B : Understanding levels. Because there are many things that I should more understand about what the meaning.

A : According to your opinion, as pre-service English teacher, should we master Bloom's taxonomy? Why?

B : Yes we should because Bloom's taxonomy can be provision to teach In the future.

A : As English students in education faculty. You are as pre-service English teachers. Have you mastered it well?

B : Not yet

A : Thank you. That's all the interview today.

B : My pleasure Sis.

Name   : Rindhi Anggraeni
Female/Male   : Female

A	:	What is your name?
B	:	Hesti Rindhi Anggraeni
A	:	Have you heard Bloom's taxonomy?
B	:	Yes, I have. Maybe on the 3rd semester or 4th semester. I didn't know exactly
A	:	Okay. What do you know about Bloom's taxonomy?
B	:	In my opinion is a set of hierarchy that used to classify educational learning maybe for students level in learning.
A	:	How many domains do you know?
B	:	Six or seven domains. I'm not really sure.
A	:	There are three domains in Bloom's taxonomy. Each domain has different level. There are six levels in cognitive domain. Do you remember?
B	:	Ah I see *mbak*. I forgot it. I remember the level.
A	:	Never mind. Can you mention the levels?
B	:	Remembering, Understanding, Applying, Analyzing , Evaluating, Creating?
A	:	Yes, can you tell me briefly about each level in your own word?
B	:	Remembering: recalling fact and basic concept. Understanding: explaining their ideas or concepts. Applying: using any information to support their situation in learning. Analyzing: connecting among the ideas. Evaluating: their statement or perspective on something. Creating: producing a product.
A	:	Give the example of verb that probably used in each level!
B	:	Remembering: memorizing something. Understanding: describing, explaining something. Applying: implementing. Analyzing: organizing, comparing, differentiating. Evaluating: arguing. Creating: design, developing, formulating.
A	:	Have you made a lesson plan?
B	:	Yes. I have.

A : Did you apply the levels in your lesson plan?
B : Yes, I try to apply the levels in my LP.
A : How did you apply it?
B : In the learning activity plan.
A : How about your assessment. Did you apply it?
B : Of course. I mean some assessment include in the activities and the others in the assessment papers.
A : What did you feel when you applied it?
B : It was not easy but actually I enjoyed the step by step till I makde a complete LP.
A : Did you face the difficulties?
B : For the first yes of course, but for now, I think no more.
A : According to your opinion, should pre-service English teacher master Bloom's taxonomy? Why?
B : I think yes, we should master Bloom's taxonomy because as the teacher, we actually teach someone and Bloom's taxonomy itself make easier someone in studying or learning something. Is it also so useful for the teacher to create or arrange questions for their students based on their level and also for evaluating the learning process.
A : As English students in education faculty, you are as pre-service English teachers, have you mastered it well?
B : Not really, because sometimes I forgot to apply one or some levels.
A : That's all the interview today. Thank you very much.
B : Yes Sis.

Name   : Sabrina Azka Amalina
Female/Male   : Female

A : What is your name?
B : My name is Sabrina Azka Amalina.
A : Have you heard Bloom's taxonomy?
B : Yes, I have.
A : What do you know about Bloom's taxonomy?

B : Bloom's Taxonomy is a classification of the different objectives and skills that educators set for their students (learning objectives).

A : What is the function?

B : In my opinion taxonomy gives the way to measure the students' skill in affective, cognitive, or psychomotor.

A : Yes. Good. Tell me more about cognitive domain!

B : Into 6 parts there are: 1. Knowledge 2. Comprehension 3. Application 4. Analysis 5. Synthesis 6. Evaluation.
Knowledge involves recognizing or remembering facts, terms, basic concepts, or answers without necessarily understanding what they mean.

A : Yes. Good. This is the levels. However, they have been revised. From using noun to verb. Do you know it? So, it doesn't use knowledge but it uses remembering. Understanding. Applying and so on.

B : Oh sorry. Revised. Understanding, Remembering, Analyzing, Applying.

A : Others? Less two levels.

B : Creating, Evaluating.

A : Ok good. Can you tell me briefly each level in your own word?

B : Remembering: retrieve, recall, or recognize relevant knowledge from long-term memory. We get a knowledge so we can save our memory to remember what we get before.
Understanding: demonstrate comprehension through one or more forms of explanation. After we get knowledge what our teacher gives to us we comprehend it until we can explain it to others not depends on book. While I mean, not after getting knowledge.
Applying: use information or a skill in a new situation. In applying, we can share to others what we get from knowledge.
Analyzing: break material into its constituent parts and determine how the parts relate to one another.

Evaluating: make judgments based on criteria and standards from the last session of study.

Creating: put elements together to form a new coherent.

A : Good. You know it well. Can you give me the examples of verb that probably used in each level?

B : Remembering: verbs for this level include: define, describe, list, match, name.

Understanding: arrange, associate, categorize, clarify, classify, compare, conclude, etc.

Applying: apply, classify, complete, demonstrate, dramatize, employ, examine, etc.

Analyzing: analyze, categorize, classify, compare, connect, etc.

Evaluating: argue, assess.

Creating: combine, construct, create, design, develop.

A : Amazing.

Have you made a lesson plan?

B : Yes, I have.

A : Did you apply the levels of cognitive domain in your lesson plan?

B : Sometimes, because when I make it, it doesn't clear. There is a mistake or less of taxonomy Bloom.

A : Was it difficult for you to apply it?

B : Not really, but sometime yes. Because it must give at all.

A : Sorry, what do you mean by "give at all"?

B : I mean sometime difficult when all domain must gives. Must gives the domain in teaching

A : OK. I see, you mean must given, right?

B : Yes. Because I ever just put understanding, applying, and creating. After revised by Mom Tarwiyah I can make it completely

A : According to your opinion, as pre-service English teacher, should we master Bloom's taxonomy? Why?

B : Yes of course, we can identify and measure our

teaching and the students' progress after we teach by taxonomy Blooms domain.

A : As English students in education faculty. You are as pre-service English teachers. Have you mastered it well?

B : *In syaa Allah* I still effort to be master.

A : Good. I think you know it well. That's all the interview. Thank you very much.

B : Yes.

Name   : Sofi Misla Khusnik

Female/Male   : Female

A : What is your name?

B : I'm Sofi Misla Khusnik.

A : Have you heard Bloom's taxonomy?

B : Yes, I have heard that.

A : What do you know about Bloom's taxonomy?

B : Bloom's taxonomy is the level of thought process like Knowledge, Understanding, Application, Analysis, Synthesis, and Evaluation.

A : What is the function of Bloom's taxonomy?

B : It is used to assess learning on a variety of cognitive levels.

A : How many domains are there?

B : I think three.

A : Yes. there are three. Can you mention it?

B : Cognitive, affective, psychomotor.

A : Excellent. Tell me more about cognitive domain!

B : It contains behaviors that emphasize intellectual aspects, such as knowledge, understanding, and thinking skills.

A : Can you mention the levels of cognitive domain? and explain briefly!

B : Knowledge: the ability to apply information in real situations. Comprehension: the ability to understand certain material. Application: the

ability to apply information in real situations. Analysis : the ability to decompose a material into its parts

A : How about evaluating and creating?

B : Evaluation: the ability to assess the 'benefits' of an object. Creating: the ability to create something like learning project.

A : Have you made a lesson plan?

B : Yes.

A : So, how do you apply the levels in your lesson plan?

B : I apply remembering, identifying, creating.

A : Not all levels?

B : I use all, sorry I just mentioned 3.

A : What did you feel in applying cognitive domain?

B : In a first time I applying cognitive domain. I felt confuse but after I practice to make a lesson plan again and again I feel it is easy. That makes me confused is for example in creating domain. I've to look for the appropriate assignment to balance with the material.

A : Did you apply it in assessment only or learning activities also?

B : Exactly.

A : According to your opinion, as pre-service English teacher, should we master Bloom's taxonomy? Why?

B : Yes we should, because this becomes our initial provision as a teacher later.

A : Have you mastered it well?

B : Not yet.

A : Ok. Thank you. That's all the interview today.

B : My pleasure miss.

Name   : Viryal Lulu Fakhira
Female/Male   : Female

A : What is your name?

B : My name is Viryal Lulu Fakhira.
A : Have you heard Bloom's taxonomy?
B : Yes but have long time
A : What do you know about Bloom's taxonomy?
B : Bloom's taxonomy is a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity.
A : What are the three hierarchical models do you mean?
B : The three lists cover the learning objectives in cognitive, affective and sensory domains. The cognitive domain list has been the primary focus of most traditional education and is frequently used to structure curriculum learning objectives, assessments and activities.
A : Yes. Good. Each domain has different levels. Can you mention the levels of cognitive domain?
B : The levels are slightly different: Remember, Understand, Apply, Analyze, Evaluate, Create.
A : Explain each level in your own perception n give the example of verb that probably used in each level!
B : Knowledge involves recognizing or remembering facts, terms, basic concepts, or answers without necessarily understanding what they mean.
The verb that probably used in this level is name.
Comprehension involves demonstrating an understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas.
The verb that probably used in this level is compare.
Application involves using acquired knowledge—solving problems in new situations by applying acquired knowledge, facts, techniques and rules.
Analysis involves examining and breaking information into component parts, determining how the parts relate to one another, identifying

motives or causes, making inferences, and finding evidence to support generalizations.

The verb that probably used in this level is list.

Evaluation involves presenting and defending opinions by making judgments about information.

Synthesis involves building a structure or pattern from diverse elements.

A : Excellent. Did you apply those levels in your lesson plan?

B : Yes.

A : How did you apply it?

B : 1. Asking students to reflect on their experience.

2. Helping students find new solutions to problems.

3. Encouraging discussions about what is being taught.

4. Helping students explore and understand how ideas are connected.

5. Asking students to justify and explain their thinking.

6. Using visualizations to improve students' understanding and recall.

A : Good.

Did you get difficulties in making lesson plan? What made you difficult?

B : Yes, I get because if I want to make lesson plan I must open my book first. So, I can now the different from that.

A : Oh. You did it well.

According to your opinion, as pre-service English teacher, should we master Bloom's taxonomy? Why?

B : I think yes because Bloom's taxonomy can be used as a teaching tool to help balance assessment and evaluative questions in class, assignments and texts to ensure all orders of thinking are exercised in students' learning, including aspects of information searching.

A : As English students in education faculty. You are

as pre-service English teachers.
Have you mastered it well?

B : Not fully mastered, but I try to be able to master it.

A : Good. That's all the interview today. Thank you very much for your participation.

B : Yes sis your welcome.

Name   : Adie Wahyu N.
Female/Male   : Male

A : What is your name?

B : My name is Adie Wahyu N.

A : Have you heard Bloom's taxonomy?

B : Yes, of course

A : What did you know about Bloom's taxonomy?

B : It is talking about the aim of education. That's for cognitive, affective and psychomotor competences.

A : Can you tell me more about cognitive domain?

B : What does it mean?

A : The levels of cognitive. As we know that Bloom's taxonomy has three aspects (domains). Then each domain has its level. Such as remembering and applying are included in cognitive domain. Do you remember?

B : Little bit. Remembering is included. LOTS and HOTS.

A : Yes. There are LOTS and HOTS. Do you know which one is LOTS and which one is HOTS?

B : Remembering, understanding (2 again) are LOTS Analyzing and creating are HOTS.

A : Remembering, understanding and applying are LOTS then Analyzing, evaluating and creating are HOTS. Can you distinguish all levels?

B : Thank you *mbak*. Yes, I can.

A : Good. Have you made a lesson plan?

B : I ever made it in semester 4 and 5.

A : Oh. Then did you apply those levels in your lesson plan?
B : For my revised lesson plan.
A : So, when it hasn't been revised. You did not you apply?
B : In the first time when I did it understand it I didn't use it.
A : How did you apply it in your lesson plan?
B : Recalling information.
A : Did you apply those levels in your learning activities?
B : Yes in point 3. Then it's applied in the learning activities
A : What do you mean by point 3?
B : In lesson plan point 3 is for cognitive competence (LOTS and HOTS). POINT 4 is for psychomotor competence
A : Ooh core competence.
     According to your opinion, should pre-service English master Bloom's taxonomy? Why?
B : Yes. To be professional teacher in the future. For the teacher it will be worth knowledge. It will make them better to distinguish the part of materials, so they will also teach better.
A : Ok. As English students in education faculty you are as pre-service English teacher. Have you mastered it well?
B : Well? Not yet.
A : It's ok. Keep learning.
     That all the interview today,. Thank you very much for your time.
B : Ok *mbak*.

Name   : Mely Safitri
Female/Male   : Female

A : What is your name?

B : I'm Mely Safitri.
A : Have you heard Bloom's taxonomy?
B : Yes, I have.
A : What do you know about Bloom's taxonomy?
B : Bloom's taxonomy is the classification of the level at which educators can use it to manage the students learning process and targets (otherwise known as learning objectives).
A : Good. How many domains do you know?
B : Three domains. Namely:
Cognitive domain which contains behaviors that emphasize intellectual aspects, such as knowledge, understanding and thinking skills.
Affective domain contains behaviors that emphasize aspect of feeling and emotions such as interest, attitudes, appreciation and ways of adjustments.
Psychomotor domain contains behaviors that emphasize aspects of motor skill such as handwriting, typing swimming and operating machines.
A : Amazing. Can you mention all levels in cognitive domain?
B : Comprehension, application, analysis, synthesis, evaluation
A : Good. But these are the levels of cognitive domains that have not been revised. Do you know the revised version?
B : Not
A : Ok never mind, do you know the definition of those levels?
B : Comprehension contains the ability to demonstrate facts and group ideas by organizing, comparing, translating interpreting giving description and stating the main idea.
Application at this level, a person has the ability to apply ideas, procedures, methods, theories, etc. in working conditions.
Analysis at the analysis level, a person will be able

to analyze incoming information into smaller sections to identify patterns or relationship and be able to recognize and distinguish the causes and effects of a complex scenario.

Synthesis is one level above the analysis, someone at the synthesis level will be able to explain the structure or pattern of a scenario that had been seen before and be able to recognize the data or information that must be obtained to produce the solutions needed.

Evaluation recognized by the ability to provide an assessment of solutions, ideas, methodologies, etc. by using suitable criteria or existing standards to ensure the value of effectiveness or benefits.

A : How about knowledge level?

B : Knowledge contains the ability to recognize and remember terms, definitions, facts, basic principles, etc.

A : You know it well. Can you give the example of verb that probably used in each level?

B : Comprehension: describing, explaining.
Application: demonstrate, illustrate.
Analysis: review, compare, differentiate.
Synthesis: mention, definition.
Evaluation: defending, choosing.

A : Have you made a lesson plan?

B : Yes, I have.

A : Did you apply those levels in your lesson plan?

B : Right miss. I apply those I my lesson plan.

A : How did you apply it?

B : Sometimes I ask students to explain the definition of material that I have been given. Then I ask students to work in pair, then they should come forward to demonstrate the material. In the last class I choose what have they got along learning. Sometimes I ask students to mention what kind of things based on material that though.
For evaluating I ask students to evaluate the result of their friends work. Sometimes like that.

A : Did you get difficulties in applying those levels?
B : Of course, for example in comprehension, sometimes when I ask students to mention things they don't know it yet so they felt confuse to mention.
A : According to your opinion, should pre-service English master Bloom's taxonomy well? Why?
B : I think yes, in order to achieve the learning objective maximum.
A : How about you? Have mastered it well?
B : Not yet, I still felt difficult to apply those.
A : Let's keep learning.
Thank you very much for your time and I do apologize in making mistakes.
B : Okay *mbak.*

Name : Anjar Widiyanti
Female/Male : Female

A : What is your name?
B : My name is Anjar Widiyanti.
A : Have you heard Bloom's Taxonomy?
B : Yes. I Have.
A : What do you know about Bloom's taxonomy?
B : It is learning level.
A : How many domains do you know?
B : As I remember, there are six domains.
A : For Bloom's taxonomy actually there are three domains. They are affective, cognitive and psychomotor domains. Do you remember it?
B : Eh, yes I remember miss, but sorry in my brain domains is levels.
A : Its ok. Now do you know cognitive domain?
B : Cognitive domain is intellectual side of learning.
A : Ok good. How many levels?
B : Maybe six. I don't remember miss.
A : Yes, there are six levels. Can you mention it?
B : Remembering, understanding, applying, analyzing, evaluating and creating.

A : Good job. Do you know the meaning of those levels?
B : Remembering: in this level, students just remember the material/knowledge that they got.
Understanding: students can understand the knowledge, so they can create their own words to convey the material that they got.
Creating: students can produce new work.
Applying: students can use the information about material that they got in new situations.
I'm not sure about definition of analyzing and evaluating.
A : It's ok. I think you know that each level has operational verb, right?
Can you give me a verb only for each level?
B : Remembering: mention.
Understanding: differentiate.
Applying: apply.
Analyzing: classify.
Evaluating: predict.
Creating: make.
A : Good. Have you made a lesson plan?
B : Yes. I have.
A : Did you apply those levels in your lesson plan?
B : Yes, but just four levels.
A : How did you apply it?
B : Because I just get the material about number, so for remembering I ask students to mention ordinal numbers 1-10.
For understanding, I ask them to distinguish between ordinal and cardinal number.
For applying, I give students 10 sentences about number. Then I ask them to answer using ordinal/cardinal number.
Creating, I ask them to make a conversation text that relate with the material.
A : What do you feel when you made a lesson plan?
B : Complicated. I face difficulties, I'm confused how to use all levels while my material just

number 1-10.

A : According to your opinion, should pre-service English teacher master Bloom's taxonomy? Why?

B : I think we should. Because if we mastered Bloom's taxonomy students learning goals will be achieved, so that students are not only able to mention what they remember, but also they can understand and apply their knowledge or information that they got in any condition. They also can create new work relating with the material that they have learned.

A : Then how about you? Have you mastered it ?

B : Not yet miss, but I will learn more.

A : Ok, that's all the interview today. Thank you very much.

B : You are welcome miss.

APPENDIX III

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

School   : Junior High School
Subject   : English
Grade/Semester   : VII/2
Main Material   : Let's sing a song
Time Allocation   : 2×40 minutes

A. Core competence

1. Appreciate and practice the teachings of their religion
2. Living and practicing honest behavior, discipline, responsibility, caring (mutual assistance, cooperation, tolerance, peace), polite, responsive and pro-active and demonstrate behaviors as part of the solution to various problems in interacting effectively with the social and natural environment and in placing itself as a reflection of the nation in the association's.
3. Understanding, applying, analyzing and evaluating factual knowledge, conceptual, procedural and meta-cognitive based on his curiosity about science, technology, arts, culture, and humanities with an insight into humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem.
4. Processing, reasoning, serving, and creating in the realm of the concrete and abstract domains associated with the development of

the learned at school independently and act effectively and creatively, and able to use the method according to the rules of science.

B. Basic Competence

Basic competence	Indicator
3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	3.8.1 Mentioning the language features of the song lyric 3.8.2 Mentioning the social function of the song
4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	4.8.1 Discovering the meaning of words in the lyrics 4.8.2 Explaining the moral value of the song

C. Learning Objectives
By the end of the lesson, students will have been able to:
1. Complete the lyrics of certain song correctly C1
2. Write the rhyming words as the part of language feature of the song C1
3. Identify the moral value of the song C3

D. Learning Materials
1. Regular material :
   a. Text song "Roar - Katy Perry"
   b. Language feature: vocabulary related to the song's theme
   c. Rhyming words
2. Remedial material :
   a. Text song "Roar - Katy Perry"

    b. Language feature: easier vocabulary related to the song's theme

3. Enrichment material:
a. Songs in the theme of friendship
b. Song's relatable vocabularies and moral value

E. Learning Method
1. Approach   : Discovery learning
2. Model   : Cooperative learning

F. Learning Media
    1. Media: Song lyric, Song audio
    2. Tools: LCD, Whiteboard, Marker, Powerpoint, Speaker

G. Learning Source
1. Dictionary
2. Internet : https://www.arti-lirik.com/arti-lirik-lagu-katy-perry-roar.html

H. Learning Activity

No	Activity	Learning steps	Time
1.	Opening	1. Students respond to greetings from the teacher 2. The presence of students is checked by the teacher. (PPK = Discipline) 3. Students are prepared and reminded again with the previous material. (Literacy) 4. Students know the material and learning objectives and basic competencies to be	10 minutes

No	Activity	Learning steps	Time
		achieved. (Literacy)	
2.	Main activity	Stimulation - Teacher provides a picture of singer and ask students to select some statements related to the singer C3 - Students listen to the song of the singer in the picture - Teacher guides students to pronounce the lyric correctly Problem statement - Teacher guides the students to ask about language feature and the moral value of the song Data collection - Teacher divides the students into five groups - Students asked to select one song to be identified - In a group, students read and identify the lyric of the song C3 - Students ask to find the rhyming words as the part of language feature of the song C1 - Students ask to find out the meaning of	60 minutes

No	Activity	Learning steps	Time
		each line of lyrics C1 Data processing - Students write down the result of the discussion C2 Verification - Students present the result in front of the class	
3.	Closing	- Teacher facilitates students to make conclusion - Teacher facilitates students to make reflection - Teacher checks students' understanding - Teacher informs what to learn and/or gives assignments for the coming learning	10 minutes

I. Assessment, Remidial Activity, Enrichment Activity

1. Assessment
   a. Attitude Assessment

   Technique : Self-assessment
   Direction : Give the checklist sign on the "Yes / No" column according to the actual condition

No	Description	Yes	No
1.	I always pray before starting the activity		

No	Description	Yes	No
2.	I do worship on time		
3.	I do not bother my friends when they have a pray		
4.	I am brave to admit my mistake		
5.	I finished the assignments on time		
6.	I will take the risk of anything I do		
7.	I return something back when I borrow it		
8.	I will apologize if I made a mistake		
9.	I am practicing according to the determined steps		
10.	I will not be late to go to school		

b. Knowledge Assessment
   1) Technique : Written
   2) Form of instrument : Essay
   3) Instrument

No	Indicators	Instrument	Score
1.	Mentioning the language features of the song lyric C1	Work individually to find two words that rhyme with each of the following	20

No	Indicators	Instrument	Score
		words. Observe the examples. Write down your words in the table.	
2.	Mentioning the social function of the song C1	Read the lyric again carefully and answer the following questions	10
Total score			30

    4) Scoring Orientation
       a) Mentioning 10 rhyme words, each correct word scored 2
       b) Answering 5 questions, each correct answer scored 2
    5) Scoring Guideline

$$\text{Grade} = \frac{\text{Score acquisition}}{\text{Maximum score}} \times 100$$

b. Skill Assessment
    1) Technique : Identifying song
    2) Instrument

No	Indicators	Instrument	Score
1.	Discovering the meaning of words in the lyric	Please read the lyric below and find the verb and noun in the lyric. Consider also the meaning of each words Write your answer in the column	20

2.	Explaining the moral value of the song	Please search the meaning of each line and write the moral value of the song	20

3) Assessment rubric

No	Name	Deciding verb and noun	Writing the moral value	
		Vocabulary	Grammar	Suitability with the song

4) Scoring Guideline

No	Aspects	Score	Description
1.	Vocabulary	4	Mentioning more than 8 words correctly
		3	Mentioning more than 6 words correctly
		2	Mentioning more than 4 words correctly
		1	Mentioning less than 3 words correctly
2.	Grammar	4	Using the correct grammar and complete sentence
		3	Using the uncomplete

No	Aspects	Score	Description
		2	sentence Using uncorrect grammar and uncomplete sentence
		1	Do not use the correct grammar
3.	Suitability with the song theme	4	Writing the sentences suitable with the theme
		3	Writing the sentences suitable enough with the theme
		2	Writing the sentences less suitable with the theme
		1	Writing the sentences not suitable with the theme

5) Scoring Guideline

$$\text{Grade} = \frac{\text{Score acquisition}}{\text{Maximum score}} \times 100$$

1. Remedial Activity
   a. Form remedial learning programs
      - If 50% of the participants are done with re-learning.
      - If participants 20% - 49% are done by giving group assignments
      - If participants are less than 20%, special guidance is given.
   b. Re-test

      c. Remedial learning and retesting are carried out outside face-to-face hours.
2. Enrichment activity
      a. Identifying students' learning abilities by observation
      b. Enrichment learning by asking students to find and identify a song in the theme of frienship

Semarang, ...

Mengetahui,
Head Master   Teacher

....

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(CHAPTER 2)

Satuan Pendidikan : SMP IT ROBBANI KENDAL
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/Ganjil
Materi Pokok : Menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan *(We can do it, and we will do it)*
Alokasi Waktu : 2 x 40' (pertemuan 1)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KI.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.	3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *can*, *will*)	3.2.1 Mengidentifikasi teks lisan/tulis menyatakan kemampuan melakukan suatu tindakan 3.2.2 Mengidentifikasi teks lisan/tulis menanyakan kemampuan melakukan suatu tindakan. 3.2.3 Mengidentifikasi teks lisan/tulis menyatakan kemauan melakukan suatu tindakan. 3.2.4 Mengidentifikasi teks lisan/tulis menanyakan kemauan melakukan suatu tindakan
4.	4.2 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan	4.2.1 Menyusun teks lisan/tulis menyatakan kemampuan melakukan suatu tindakan 4.2.2 Menyusun teks

		tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks .		lisan/tulis menanyakan kemampuan melakukan suatu tindakan.
			4.2.3	Menyusun teks lisan/tulis menyatakan kemauan melakukan suatu tindakan.
			4.2.4	Menyusun teks lisan/tulis menanyakan kemauan melakukan suatu tindakan
			4.2.5	Membuat pertanyaan mengenai kemampuan dan kemauan melakuan suatu tindakan yang akan ditanyakan kepada temannya.
			4.2.6	Melakukan suatu kegiatan yaitu menempel gambar aktivitas dibuku mengenai kemampuan dalam melakukan suatu tindakan dalam bahasa

			Inggris.

C. Tujuan Pembelajaran
Pertemuan 1 C1

Setelah menyelesaikan kegiatan pembelajaran, siswa diharapkan dapat :

1. Menjelaskan tata bahasa teks menyatakan/menanyakan kemampuan
2. Menggunakan tata bahasa teks menyatakan/menanyakan kemampuan
3. Memahami kosakata teks menyatakan/menanyakan kemampuan
4. Mengartikan kosakata teks menyatakan/menanyakan kemampuan
5. Melakukan ucapan yang benar teks menyatakan/menanyakan kemampuan
6. Melakukan tekanan kata yang benar teks menyatakan/menanyakan kemampuan
7. Melakukan intonasi yang benar teks menyatakan/menanyakan kemampuan
8. Menjelaskan fungsi social teks menyatakan/menanyakan kemampuan
9. Menjelaskan struktur teks menyatakan/menanyakan kemampuan
10. Memahami teks menyatakan/menanyakan kemampuan
11. Menuliskan teks menyatakan/menanyakan kemampuan
12. Membacakan teks menyatakan/menanyakan kemampuan

D. Materi Pembelajaran
1. Materi pembelajaran reguler
Expression of Ability/Capability and Willingness

❖ **Expression of Ability/Capability**
    a. I feel sure I'm able to …
    b. I know how to …

c. I am good at …
d. I have ability …
e. … Is competent to …
f. I'm certain I'm capable of …
g. I don't know how to …
h. I am not good at …
i. I don't have ability …
j. I'm not competent in ...
k. I won't be able to …
l. I cannot ....

❖ **Modals "Can" be Used to Express Ability**

Can, could, and be able to are used to express ability.

a. "Can" is used to show physical ability including the five sense: see, hear, feel, smell, taste.
1) I like to touch my sweater. It has a wonderful texture.
2) I can sing. I can sing a song for you!
3) I can feel happy when you tell me a joke.

b. "Can" is used to express a skill that requires training or practice.
1) They can sing well.
2) She can play guitar perfectly.
3) He can play football verywell.

c. "Can" is used to express an opportunity.
1) We can read a book together.
2) I can buy a new jacket
3) You can buy a television set.

d. "Can" is used to give permission in casual situations. "May" is used to give permission in formal situations.

1) You can leave as soon as you finish answering your test.
2) You can go without me if you are in a hurry.
3) He can go to the park by himself.
4) She can drive the car to school.

e. "Be able to" can be used instead of "can" in either the past or the present or will + be able to for the future.
1) We are able to take care of ourselves.
2) I wasn't able to go to the party because I had to work.
3) She was not able to go to work because she was sick.

f. "Cannot" and "can't" are both negative forms of "can".
1) Most rooster cannot fly.
2) Most birds cannot swim.
"Could" is the past form of "can". The negative form is "could not" or "couldn't".
3) I couldn't go to the party because I had to work.
4) She could not go to work because she was sick.

❖ How to express ability!
To express that someone has the power or skill to do something, "can" and "be able" are used. Examples:
a. When I was young I was able to earn my living pretty well; I could work hard. Now I can't. I'm too old.
b. I can't help you. I am busy.
c. I'm unable to help you.
d. Yes, I can.
e. I can stand on my head for a half hour.

f. Can you speak Italian?

❖ Expression **of Willingness / Unwillingness**

Modals to express willingness / unwillingness: will, would

a. Present

Will can express willingness in the present:

1) If you will wait for a moment, I'll see if Mr. Hawking is available.

2) I will take you to the airport. I have nothing to do tomorrow.

Won't can express unwillingness or refusal:

1) My bank won't allow me to make international transactions.

2) Harry just won't answer the phone.

3) The window won't open.

b. Past

Wouldn't can express unwillingness or refusal in the past:

1) I took the phone back to the shop, but they wouldn't give me a replacement.

2) Try as I might, the door wouldn't open.

c. Willing

Example:

1) I'm not willing to help you.

2) He is willing to come back.

d. Willingly

Example:

1) Did you do this job willingly?

2) I pick you willingly.

e. Will

Example:

1) It's not my will.

2) I don't understand your will.

f. I would like to

Example:

1) I would like to drink.

2) I would like to see you.

2. **Materi**
   Pembelajaran Remedial
   ❖ Read the dialogue below then answer the following questions!

Putra   : Where are you going to spend your holidays this year, Gunawan?
Gunawan   : We may go abroad.
Putra   : Will you travel by sea or by air?
Gunawan   : Yes, we will. We will travel by sea.
Putra   : It's cheaper, isn't it?
Gunawan   : It may be cheaper, but it takes a long time.
Putra   : I'm sure you will enjoy yourselves.
Gunawan   : Yes, I will. I will enjoy it.
Questions:
1. Where is Gunawan going to spend his holidays this year?
Answer:
....
2. What will Gunawan and his family choose to travel? By sea or by air?
Answer:
....
3. Why do they choose it?
Answer:
....
4. Will travel by sea take a long time?
Answer:
....

E. Metode Pembelajaran
Metode Saintifik *(Scientific Method)*

F. Media dan Bahan
   1. *Media :*
      ➢ Gambar

G. Sumber Belajar

1. Buku Siswa *"When English Rings a Bell",* Jakarta: Kemendikbud 2017
2. Video pembelajaran tentang materi *(We can do it, and we will do it)*

H. Langkah-langkah Pembelajaran

Pertemuan 1 (Pertama) (2 Jam Pelajaran/80 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
KEGIATAN AWAL	1. Guru menyapa siswa 2. Guru dan siswa membaca doa sebelum mengawali pelajaran 3. Guru mengecek kehadiran siswa 4. Guru memberi informasi tentang materi pelajaran yang akan diajarkan	10 menit
KEGIATAN INTI	1. Guru menunjukan gambar tentang beberapa kegiatan yang berbeda. 2. Siswa mengamati gambar yang di tunjukan guru . 3. Guru mengucapkan kegiatan yang ada digambar dalam bahasa Inggris dan siswa menirukan 4. Siswa bertanya tentang makna dan arti ucapan	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	tersebut 5. Guru menjelaskan kepada siswa bahwa kegiatan kegiatan yang ada pada gambar termasuk jenis jenis hobby. 6. Siswa menulis kegiatan yang ada di gambar menggunakan bahasa Inggris pada selembar kertas dengan menambahkan I Can jika siswa dapat melakukan kegiatan tersebut dan I Can't jika siswa tidak bisa melakukan kegiatan tersebut **C2** 7. Guru menyuruh siswa bekerja secara berpasangan 8. Guru menyuruh setiap pasangan membuat dialog dari pernyataan pernyataan yang sudah dibuat siswa tadi **C3** 9. Guru menunjuk beberapa pasangan untuk maju kedepan dan membacakan dialog yang sudah mereka buat.	
	1. Guru memberi rangkuman / quiz sebagai post test untuk	

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
KEGIATAN AKHIR	mengetahui tingkat pemahaman siswa terhadap materi pembelajaran. 2. Siswa mengemukakan kesulitan dan manfaat kegiatan selama pembelajaran berlangsung. 3. Siswa membuat kesimpulan pembelajaran dipandu oleh guru. 4. Guru menutup pembelajaran dengan doa bersama.	10 menit

I. Penilaian, Pembelajaran Remedial dan Pengayaan

1. Sikap Spiritual
    A. Tehnik penilaian   :   Observasi dan Penilaian Diri

    B. Bentuk penilaian   :   Lembar Observasi dan Lembar Penilaian Diri

    C. Kisi- kisi penilaian   :

No	Butir Nilai	Sikap/nilai	Jumlah Butir Instrument
1	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan	1

		pada pembelajaran Bahasa Inggris	
		Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris	1
		JUMLAH	2

2. Sikap Sosial

   A. Tehnik penilaian   :   Observasi dan Penilaian Diri

   B. Bentuk penilaian   :   Lembar Observasi dan Lembar Penilaian Diri

   C. Kisi- kisi penilaian :

No	Butir Nilai	Sikap/nilai	Jumlah Butir Instrument
1	Santun	Bertanya/meminta guru dan teman menggunakan Bahasa Inggris yang berterima, menanggapi guru dan teman menggunakan Bahasa Inggris yang berterima	1
2	Peduli	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi, menjawab guru dan teman menggunakan Bahasa Inggris yang berterima	1

3	Jujur	Mengerjakan sesuai dengan kemampuan sendiri, tanpa menyontek pekerjaan teman, tidak mengambil/menyalin karya orang lain, menyampaikan informasi sesuai dengan fakta yang ada	1
4	Disiplin	Menyelesaikan tugas tepat waktu, mengikuti kaidah berbahasa yang baik dan benar	1
5	Percaya Diri	Selalu berusaha menggunakan Bahasa Inggris di kelas, tanpa ragu, berani presentasi di depan kelas	1
6	Tanggung jawab	Menyelesaikan tugas yang menjadi tanggung jawabnya, mengakui/meminta maaf atas kesalahan yang dilakukan	1
7	Kerjasama	Selalu aktif terlibat dalam diskusi/kerja kelompok/kelas, mencari jalan untuk mengatasi perbedaan pendapat	1
8	Cinta damai	Ikut menciptakan suasana belajar Bahasa Inggris yang tenang dan nyaman, menyelesaikan permasalahan yang ada dengan jalan musyawarah	1
		JUMLAH	8

3. Pengetahuan
  A.   Tehnik penilaian   : Tertulis
  B.   Bentuk penilaian   :   Pilihan
       Ganda, Menjodohkan, Melengkapi
  C.   Kisi- kisi penilaian :

Kisi Kisi Penulisan Student's Worksheet
dan Evaluation

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1.	Kebenaran jawaban dalam mengerjakan soal pilihan ganda	10	1-10
2.	Kebenaran jawaban dalam menjodohkan kolom A dan kolom B	10	11-20
3.	Kesesuaian dan kebenaran jawaban dalam melengkapi soal pada poin C	5	21-25
	JUMLAH		

4. Keterampilan
  A. Teknik Penilaian   :   Tes   tulis   dan
         Praktik percakapan *(conversation)*
         di depan kelas
  B. Bentuk Instrumen   : Melengkapi bagian
     rumpang dalam teks percakapan untuk
     Tes   tertulis   Keterampilan   dan
     mempraktikkannya di depan kelas.
     Kisi-kisi:
        1)   Tes Tertulis

No.	Indikator
1.	Kebenaran Jawaban
2.	Kesesuaian Jawaban dengan konteks percakapan

	3.	Kesesuaian penulisan jawaban sesuai grammar

2) Tes Praktik

No.	Indikator
1.	Kesesuaian pronunciation
2.	Gesture

J. Pembelajaran Remedial

Berdasarkan hasil analisis ulangan harian, peserta didik yang belum mencapai ketuntasan belajar diberi kegiatan pembelajaran remedial dalam bentuk;

a. bimbingan perorangan jika peserta didik yang belum tuntas ≤ 20%;
b. belajar kelompok jika peserta didik yang belum tuntas antara 20% dan 50%; dan
c. pembelajaran ulang jika peserta didik yang belum tuntas ≥ 50%.

K. Pembelajaran Pengayaan

Berdasarkan hasil analisis penilaian, peserta didik yang sudah mencapai ketuntasan belajar diberi kegiatan pengayaan dalam bentuk penugasan untuk mempelajari soal-soal PAS.

Mengetahui   Semarang, 23 Agustus 2019
Guru pamong   Praktikum

Sayyidatul Fadhilah   Nisa' Ad'iyatul U.

Lampiran

LESSON PLANNING

Level   : Senior High School Students
Subjects   : English
Class   : XII
Subject matter   : Procedural text
Time Allocation/Meeting: 2 x   40 minutes (1 meeting)

A. Core competence
   1) Appreciating and practicing the devotion of their religion.
   2) Showing honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace) polite, responsive and proactive and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and placing yourself as reflection of the nation in the world.
   3) Understanding, applying, analyzing, and evaluating factual, conceptual, procedural and metacognitive knowledge based on their curiosity about science, technology, art, culture and humanities with humanity, nationality, state and civilization insight related to the causes of phenomena and events, and applying knowledge procedural in a specific field of study according to talent and ask to solve problems.
   4) Cultivating, reasoning, presenting and creating in the realm of concrete and abstract domains related to the development of what they learn in school independently and to act effectively and creatively and be able to use methods according to scientific principles.

B. Basic competence

Basic competence	Indicators
3.6 differentiate social functions, structure of texts, and linguistic elements of several oral and written procedure texts by giving and asking for information related to technology use manuals and tips, short and simple according to the context of their use	3.4.1 Mentioning structure of procedural text 3.4.2 mentioning kind of procedural text 3.4.3 mentioning information and some vocabularies that relate to the using of modern application technology
4.6 Procedure text 4.6.1 Capturing contextual meaning related to the social function of text structure and linguistic elements of oral and written procedures, in the form of manuals related to the use of technology and tips (tips)	4.6.1.1 Arranging procedure text with appropriate generic structure on procedure text 4.6.1.2 Creating procedure text according to the use of modern technology application on phone

C. Learning Aims
   In the end of the learning process students
   will be able to:
   1. Identify structure of procedural text correctly. L1
   2. Mention some kind of procedural text directly. L1
   3. Mention information and several vocabularies that relate to the using of modern application technology correctly. L1

4. Arrange procedural text related to the using of modern technology correctly. L1
5. Create procedural text correctly. L6

D. Learning Material
  1) Regular material
     From a video :

HOW TO USE U-DICTIONNARY

- Download *U-Dictionary* on play-store
- Open *U-Dictionary/* go to *U-Dictionary*
- Choose language that you want to translate, example :
- English to Hindi (English -> Hindi) Or English To Indonesia (English-> Indonesian)
- Write the word or sentence
- The meaning of the word or sentence will appear.

  2) Enrichment material
     The definition and generic structure of procedure text :
     Definition: procedure is kind of text which show on how to make, operate, or use something. It instruct how to do a particular activity (recipes, rules for games, science experiments, road safety rules), it also text that deal with

human behavior (how to live happily, succeed)

Propose of the text:

o To explain/ tell the reader how to make, operate, or do something through a sequence of actions or steps.

o To explain steps/instruction to make, operate, or do something

Language feature of procedure text:

o Use adverbial sequence/ temporal conjunction => *first, second, third, the last, finally*

o Use command/ imperative sentence => *put, cut, press, enter, go, click, add, write*

o Use adverbial to express detail the time, place, manner accurate => *click icon on the top of the border, write on the box below*

o Using simple present tense

Generic structure of procedure text:

1. Title, it represented the goal of procedure text
2. Material or ingredient
3. Steps

Example of procedure text:

HOW TO WITHDRAW MONEY FROM ATM MACHINE

1. Material :
   a. ATM card
   b. ATM machine
2. Steps:
   a. Insert ATM card in the ATM machine slot
   b. Enter 4-digit ATM pin

c. Select the type of transaction
d. Select the type of account
e. Enter the withdrawal amount
f. Collect the cash
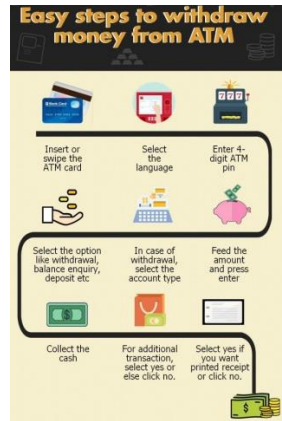
E. Learning methodology
   Approach   : Scientific Approach
   Model   : Cooperative learning
   Method   : Problem Based Learning
F. Learning media and tools
   i. LCS
   ii. Power Point
   iii. Whiteboard
   iv. Picture
   v. Board maker
   vi. Puzzling games, it contains laminating paper with picture and title of the using something on the top of the paper. On the body and bottom paper it will be used as a place to arrange procedural text sentences.
G. Learning sources
   Book and pdf sources :
   - Permendikbud attachment No.47

- Permendikbud. (2013). *English course book Bahasa Inggris, Think Globally, Act Locally for SMP/MTs kelas IX Kurrikulum 2013*. Jakarta: Permendikbud.

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H. Learning steps

Opening	6. The teacher gives a greeting for students	5 minutes
	7. Students respond to teachers'	

	greeting 8. Check students attendance and give motivation to students 9. Explain the learning goals 10.Review previous material	
Step 1 : Observi ng and Questio ning	6. Teacher encourages students to answer her questions about their experiences after doing something that relate to the use of modern application 7. Show a video how to use *U-dictionary* application 8. Teacher asks students to write the step C1 9. Teacher mentions the step correctly 10.Teacher and students do brainstorming by asking them to answer some questions related to the content of the video, mention the characteristics and generic structure of procedural text	15 minu tes
Step 2 : Experim enting	3. Teacher gives students individual worksheet 4. Teacher and students are discussing the answer together.	10 minu tes
Step 3 : Associat ing	5. Teacher divides students into 2 big groups to play puzzling games 6. Teacher spreads the puzzling steps to the students 7. Students arrange the procedural text on their groups C1 8. Group who get the higher score will get a present	20 minu tes
	3. Teacher asks students to write procedural text according to their application that have installed in	25 minu tes

		their phone C3	
	4. Ask one of the representative students to present their procedural text in front of the class	
Closing	4. Together teacher and students make conclusion related to their material 5. Give students assignments they have to submit on the next meeting 6. Ask students to prepare and study the next material for the next meeting	10 minutes

I. Assessment, Remedial, Enrichment Activities
  I. Assessment
    a. Attitude assessment
      i. Instrument
      Self-Assessment
      Instructions : Give a check (√) in the column "YES" or "NO" according to the real situation.
      Name:………………………
      Class: …………………
      Date of the observation…………….

No.	Statement	YES	NO
1.	I always pray before doing something		
2.	I always finish my assignments on time		
3.	I never cheat		
4.	I never came too late		
5.	I always apologize first if I make a mistake to my friend		

ii. Scoring rubric
The final score uses a scale 1-100
Final score calculation Score x 10

b. Knowledge assessment
i. Instrument
INDIVIDUAL ACTIVITY
Please fill in the blank with appropriate words on the table!
HOW TO SEND E-mail

Send	Write	Click
Add	Go	

1. On your computer or phone, ….. to gmail.
2. In the top left, ……. Compose.
3. In the "To" field, …. Recipients. If you want, you can also add recipients in the "Cc" and "Bbc" fields.
4. Add Subject and ….. your messege.
5. At the bottom of the page, click …

PAIRS ACTIVITY
Read the following text to answer questions and choose the best answer by giving (×) to A, B. C, or D!

How to clean an LCD Screen
1. **Shake up the detergent and put it 15-20 cm away from the LCD screen**
2. **Spray in the LCD screen surface directly**
3. **Cleanse gently using the fabric cleanser or brush**
   You can also do the following steps:
1. **Spray the detergent on the fabric cleanser**
2. **Clean the LCD screen surface to make it as bright as new one**

1. What is the purpose of the text? L1
   a. To tell the reader how to use detergent
   b. To tell the reader how to sanitize LCD screen
   c. To tell the reader how to shake detergent
   d. To tell the reader how to break the LCD screen
2. What should we do to detergent? L1
   a. Spray it
   b. Clean it
   c. Put it a way
   d. Shake it up
3. Before cleaning the screen surface, we spray the detergent on the screen surface directly or spray it on …. L1
   a. Our fingers
   b. The paper
   c. The fabric cleanser
   d. The brush
4. "Cleanse gently with the fabric cleanser or brush". What does the underlined word mean? L2
   a. Directly
   b. Carefully
   c. Harshly
   d. Cleanly
5. What should we do after spray the detergent? L1
   a. Cleans the LCD screen
   b. Shake up the detergent
   c. Put it away the detergent
   d. Brush the detergent harshly

ii. Scoring rubric
INDIVIDUAL ACTIVITY

Question form	Criteria	Score
Fill in the blank	Students can complete each questions	1
	Students can't complete each questions	0
Total score	Number of questions x 2	5 x 2 = 10

PAIRS ACTIVITY

Question form	Criteria	Score
Multiple choice	Students answer is correct Students answer is incorrect	1 0
Total score	Total answer x 2	5 x 2 = 10

c. Skill assessment
   i. Instrument
   Worksheet skill 1 (Puzzling Games)
   1. Work in group and arrange the procedural text based on the pictures that teacher has given.
   2. Choose one student on each group to present their result.
   Worksheet skill 2
   1. Work individually and make your own procedural text on how to operate one of your applications' phone or computer
   2. Compile your work next meeting

   ii. Scoring rubric
   Worksheet skill 1

No.	Aspect	Score	Criteria
1.	Sequence of number	20	It arranges correctly
		0	It does not arrange

No.	Aspect	Score	Criteria
			correctly
2.	Sequence of steps	30	It arranges correctly
		0	It does not arrange correctly
Final Score			Total score x 2 = 100 (20+30) x 2 = 100

Worksheet skill 2

No.	Aspect	Score	Criteria
1.	Organization	4	It organizes well (Title, goal, steps, directions, and sequence words)
		3	It organizes well have title, goal, directions, but some of sequence number incorrect.
		2	The structure is not complete but the directions and sequence number correct
		1	It does not organize well (no Title, sequence number and time, wrong directions)
2.	content	4	Give complete steps and important points
		3	It completes steps but some important points is missing
		2	The steps is not complete and a lot of important points is missing
		1	The steps is not complete and no important points
3.	Grammatical	4	Using simple present tense, clear directions, verb, sentences are arrange well
		3	Using simple present tense, clear directions, but some sentences incorrect
		2	Using simple present tense but the sentence is too long and some

			words did not explain the action well
		1	Sentences did not arrange properly
Total score			((Total aspect x criteria)x 8)+4= 100 ((3 x 4) x 8) +4 = 100

II. Remedial
   a. The form of remedial learning program
      i. If 50% of the participants are done with re-learning.
      ii. If 20% - 49% is done by giving group assignments
      iii. If participants are less than 20%, special guidance is given.
   b. Re-test
   c. Remedial learning and test are carried out outside of learning hours

III. Enrichment
   a. Identifying students learning abilities through test
   b. Implementation of enrichment learning with assignment (read some sentences from other sources that use result in and result from and take a note with Indonesian meaning) to add the value of students.

Worksheet 1
Individual work
Name   : ……………………………
Student ID : ……………………………
Class   : …………………………..
HOW TO SEND E-mail

Pleas e fill	Send	Write	Click
	Add	Go	

in the blank with appropriate words on the table!
1. On your computer or phone, ….. to gmail.
2. In the top left, ……. Compose.
3. In the "To" field, …. Recipients. If you want, you can also add recipients in the "Cc" and "Bbc" fields.
4. Add Subject and ….. your message.
5. At the bottom of the page, click …

PAIRS ACTIVITY
Read the following text to answer questions and choose the best answer by giving (×) to A, B. C, or D!

How to clean an LCD Screen
1. **Shake up the detergent and put it 15-20 cm away from the LCD screen**
2. **Spray in the LCD screen surface directly**
3. **Cleanse gently using the fabric cleanser or brush**
You can also do the following steps:
1. **Spray the detergent on the fabric cleanser**
2. **Clean the LCD screen surface to make it as bright as new one**

1. What is the purpose of the text? C1
   a. To tell the reader how to use detergent
   b. To tell the reader how to sanitize LCD screen
   c. To tell the reader how to shake detergent
   d. To tell the reader how to break the LCD screen
2. What should we do to detergent? C1
   a. Spray it
   b. Clean it
   c. Put it a way
   d. Shake it up
3. Before cleaning the screen surface, we spray the detergent on the screen surface directly or spray it on …. C1

a. Our fingers
b. The paper
c. The fabric cleanser
d. The brush

4. "Cleanse gently with the fabric cleanser or brush". What does the underlined word mean? C1
   a. Directly
   b. Carefully
   c. Harshly
   d. Cleanly

5. What should we do after spray the detergent? C1
   a. Cleans the LCD screen
   b. Shake up the detergent
   c. Put it away the detergent
   d. Brush the detergent harshly

THE RULES OF THE GAME:
1. **The teacher divides students into 2-4 large groups**
2. **Teacher spreads the puzzling game media (laminating paper) to the group**
3. **Each group must rank the numbers and also the steps in sequence**
4. **All the steps must be in order**
5. **The group that completes the puzzle first gets an extra point**

Key answer: How to order gocar
1. Choose GoCar in main menu
2. You can set your drop-off location by choosing the suggested location
3. You can confirm your destination location by clicking the 'Set Pickup'
4. If you choose public places like mall, airport, or office building as your pick-up location,

you can pick one of the suggested pick-up points as the picture below

5. You can also help our Driver to easily find you by adding a note that will be shown after you choose your pick-up location
Example: Please pick me up at Tanah Abang Station, I am in front of Abadi Jaya Shop
6. Select 'Order GoCar ' to make a reservation
7. If you couldn't find the nearest Driver from your pick-up location, a notification will appear and you can retry to find Driver by click 'Retry Order'
8. When you get a Driver, you can see their location and contact them through call or in-app chat
9. If you want to cancel your order, click the 'Cancel Order' button and click 'Yes' on the verification message

GO CAR
POWERED BY GO JEK

HOW TO ORDER GOCAR

1	Choose GoCar in main menu	6	You can also help our Driver to easily find you by adding a note that will be shown after you choose your pick-up location
2	You can set your drop-off location by	7	Select 'Order GoCar ' to make a reservation

3	Choosing the suggested location	8	If you couldn't find the nearest Driver from your pick-up location, a notification will appear and you can retry to find Driver by click 'Retry Order'
4	You can confirm your destination location by clicking the 'Set Pickup'	9	When you get a Driver, you can see their location and contact them through call or in-app chat
5	If you choose public places like mall, airport, or office building as your pick-up location, you can pick one of the suggested pick-up points as the picture below	10	If you want to cancel your order, click the 'Cancel Order' button and click 'Yes' on the verification message

GO CAR
POWERED BY GOJEK

HOW TO ORDER GOCAR

THE RULES OF THE GAME:
1. **The teacher divides students into 2-4 large groups**
2. **Teacher spreads the puzzling game media (laminating paper) to the group**
3. **Each group must rank the numbers and also the steps in sequence**

4. **All the steps must be in order**
5. **The group that completes the puzzle first gets an extra point**

Answer key : How to order ticket on Gojek

1. Choose GoTix in main menu
2. Choose the entertainment that you want (movies or event)
3. Choose your location
4. Check and choose movie you want to watch
5. Select the cinema that you prefer
6. Choose the date, preferred seat type, and preferred time
7. The price listed is based on the data and seat type you choose, then click 'pick seat)
8. Select one or more seat and the color will change from grey to green when you choose, click 'continue' to continue the order
9. See your booking confirmation
10. If you think it's correct, choose your preferred payment method , then click 'order' now

HOW TO ORDER TICKETS ON GO-JEK

1	Choose gotix in main menu	6	Check and choose movie you want to watch
2	Choose the entertainment that you want (movies or event)	7	The price listed is based on the data and seat type you choose, then click 'pick

			seat)
3	Choose your location	8	Choose the date, preferred seat type, and preferred time
4	Select the cinema that you prefer	9	See your booking confirmation
5	Select one or more seat and the color will change from grey to green when you choose, click 'continue' to continue the order	10	If you think it's correct, choose your preferred payment method , then click 'order' now

HOW TO ORDER TICKETS ON GO-JEK

LESSON PLAN

Subjcts : English
Class : VII
Material : This. That, These, Those

A. Core Activities
1. Respecting and appreciating the teachings of the religion he adheres to
2. Respecting and appreciating honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the range of relationships and whereabouts
3. Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.
4. Trying, processing, and presenting in the concrete realm (using, parsing, stringing, modifying, and making) and abstract realms (writing, reading, counting, drawing, and composing) in accordance with what is learned in school and other sources that are the same in point of view / theory.

Basic Competence	Indicators of Competence Achievement	Material	Focus
3.4 Identify social functions, text structures, and linguistic elements of oral and written transactional interaction texts	3.4.1 Mention the names of objects in the classroom, including furniture and stationery. 3.4.2 Identify the	• Text of transactional interactions related to the	Written Assessment

that involve the act of giving and asking for information regarding the names and numbers of animals, objects, and public buildings that are close to students' daily lives, according to the context of their use. (Note the linguistic and vocabulary elements related to article a and the, plural and singular).	differences types of demonstrative pronoun (This, That, Those, These). 3.4.3 Identify the use of demonstrative pronouns in plural and singular forms.	name and number of animals, objects and public building s • Demons trative Pronou n (This, That, These, Those)	Writte n Assess ment Writte n Assess ment Project
4.4 Arrange very short and simple texts of oral transactional interactions that involve the act of giving and asking for information regarding the names and numbers of animals, objects, and public buildings that are close to students' daily lives, taking into account	4.4.1 Make a sentence about the demonstrative pronoun material accompanied by pictures. 4.4.2 Conduct questions and answers (in pairs) about objects in each bag involving a Demonstrative pronoun.		

social functions, text structures, and linguistic elements true and in context.			

Learning Aim
1. Identifying the differences of the use of demonstrative pronoun "These" and "Those", "This" and "That ". L1
2. Distinguishing the use of the demonstrative pronoun sentences "this that these those" related to objects in the class L1
3. Making a short text about the demonstrative pronoun accompanied by images using appropriate grammar items L6
4. Identifying the use of demonstrative pronouns in plural and singular forms. L1
5. Practicing the short conversation using demonstrative pronoun. Skill

B. Learning Material
- Social Function

Identify and mention various objects, animals and public buildings in the surrounding environment.
- Structure text
  - Getting started
  - Responding
1. Learning Materials:
   - Text of transactional interactions related to names and numbers of animals, objects, and public building.
   - Statement and questions regarding objects, animals, public buildings.
   - Use of this, that, these, sign word.
2. Enrichment Material:

- Objects, animals, and buildings that are commonly found in real life at home, school, and the environment around students that can foster behavior contained in KI.
-
3. Remedial Learning Material:
   - Statements and questions in Starting and Responding (expected / unexpected)

   Material

   Demonstrative determinants (this, that, these, those) function to indicate the number and where the object (noun) being discussed is related to how far the object is from the speaker.
   1. "This" is used for single nouns that are close to the speaker, and it belongs to Singular
      Ex : This is the end of my story
   2. "That" is used for single nouns that are far from the speake, and it belongs to Singular
      Ex : That is my beautiful sister
   3. "These" is used for many objects that are close to the speaker and it belongs to Plural
      Ex: These are my accessoris in my head
   4. "Those" used for many objects are far from the speaker and it belongs to Plural
      Ex : Those are beautiful students.

C. **Learning Method**
   Approach   : Problem Based Learning
   Method   : Cooperative Learning (team, pair, solo)
   Technique   : Text Based Learning

D. **Media And Tool For Learning**

a. Media: text, picture, ppt
b. Tools: white board, marker

E. Learning Activities
   First Meeting

Activities	Description Of Activities	Time Allocation
Prepare	1. Greetings 2. Pray and ask for student attendance 3. Condition students before delivering the material 4. Review the material that has been submitted to determine the extent to which students understand the past material 5. Review the material to be conveyed 6. Convey the purpose and benefits of the material to be delivered	10 Minutes
The main activity	**Student orientation on the problem (C1-C1-C1-C3-C2)** 1. The teacher reviews the objects in the class 2. The teacher reviews the material (this,that, these, those) 3. The teacher asks students to mention the difference in this is, these are, that is, those are. (critical thinking, communication) 4. The teacher asks students to make example	10 Minutes 20 Minutes

	sentences using (this, these, that, those) based on the objects students see inside class *(critical thinking)* 5. Students are given the opportunity to ask questions about the material being taught *(critical thinking)* **Defining The Problem (C4-C4)** 1. The teacher helps students help identify and organize problems or questions that will find answers or solutions. 2. Students are asked to find the information related to the character of people, animals, and things. (literacy) **Self Learning** 1. Students in pair are asked to find more extensive information from various sources about the use of "this, that, these, those *(collaboration)* 2. The teacher distributes worksheets with material (this, that, those, these) 3. The teacher guides students in the investigation process of the questions given **Exchange Knowledge** 1. Students record their	

Activities	Description Of Activities	Time Allocation
	work on the sheet. 2. Students present the results in the form of a written report. *(communication)* **Assessment and evaluate** 1. Students and teachers evaluate the results of the investigation through class discussions 2. Teacher-guided students analyze the results of problem solving about the use and differences in the use of material "this, that, these, those". 3. Teacher evaluates the result about the material has been taught	
Closing	1. Reflection on the activities that have been carried out 2. Summarizing learning outcomes 3. Provide the task of finding the names of objects that are in the home environment, to be brought to the next meeting 4. Delivering a plan about learning activities for the next meeting	10 Minutes

Second Meeting

Activities	Description Of Activities	Time Allocation
Prepare	1. Greetings 2. Pray and ask for student attendance	

	3. Condition students before delivering the material 4. Review the material that has been submitted to determine the extent to which students understand the past material 5. Review the material to be conveyed 6. Convey the purpose and benefits of the material to be delivered	10 Minutes	
The main activity	**Student's orientation on the problem** 1. Students are asked to work in pair 2. Students are given texts containing stories using demonstrative pronouns 3. Students are asked to identify how to use it	10 Minutes	
	Defining The Problem 1. The teacher helps students help identify and organize problems or questions that will find answers or solutions 2. Teacher helps students to define and organize the problem *3.* Students are asked to	20 Minutes	

	write what they find from the text *(literacy)*	
	Self Learning	
	1. Students collect information to solve problems about the use of material in a story *(literacy)*	
	2. In pairs then work in groups to find solutions related to the problem *(collaboration)*	
	3. Students discuss and investigate material from other sources *(critical thinking)*	
	4. The teacher guides the investigation	
	Exchange Knowledge	
	1. Students present the data in the written form	
	2. Students are given the task to make sentences about the material provided (Creativity)	
	3. Students present their data and read their texts in front of the class (communication)	
	Assessment and evaluate	
	1. Students and teachers evaluate the results of	

	investigations through class discussions 2. Students guided by the teacher analyzes the results of problem solving about the use and differences in the use of "this, that, this, that" material. 3. The teacher evaluates learning outcomes regarding the material that has been taught. 4. Students write demonstrative pronoun sentences by looking at objects in the class individually (creativity)	
Closing	1. Reflection on the activities that have been carried out 2. Summarizing learning outcomes 3. Provide the task of finding the names of objects that are in the home environment, to be brought to the next meeting 4. Delivering a plan about learning activities for the next meeting	10 Minutes

F. Assessment

1. Attitude Assessment

Attitude Assessment Assessing of developing spiritual and social attitude in the form of journal

Journal of Developing Attitudes

Class: ………………………………

Subject: ……………………………

No	Date	Name	Records of behavior	Grain attitude	Follow up

Scoring Rubric

No.	Aspects	Description	score
1	Honesty	Always	5
		Often	4
		Sometimes	3
		Rarely	2
		Never	1
2	Discipline	Always	5
		Often	4
		Sometimes	3
		Rarely	2
		Never	1
3	Confidence	Always	5
		Often	4
		Sometimes	3
		Rarely	2
		Never	1
4	Cooperation	Always	5
		Often	4
		Sometimes	3
		Rarely	2
		Never	1

2. Knowledge Assessment
First Meeting
Lattice of instrument

No	Basic Competence	Material	Indicators	Question number
1.	3.4 Identify social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding the names and numbers of animals, objects, and public buildings that are close to students' daily lives, according to the context of their use. (Note the linguistic and vocabulary elements related to article a and the, plural and singular).	Demonstrative Pronoun (this, that, these, those)	3.4.1 Mention the names of objects in the classroom, including furniture and stationery.	1
			3.4.2 Identify the differences types of demonstrative pronoun (This, That, Those,	1

			These)..	
			3.4.3 Identify the use of demonstrative pronouns in plural and singular forms.	1

Instrument

1. Mention 3 objects in the class near you, and 3 objects that are far away from you!

2. Identify the differences types of demonstrative pronoun below by looking at the picture provided !

These are apples.   Those are apples.
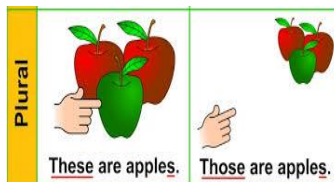
Please write the answer here!

3. Identify the use of demonstrative pronouns in the plural and singular by completing the sentence below!

This .(to be) …... my classroom. That .(to be) …... my bag. .(that/those)…... are expensive books. .(this/these)…... sunglasses are mine. (that/those)……long tables are belongto the canteen of my school. I really hate (this/these)…… flower because it smells bad. Even though, the flower has often been cut with gardeners using .(this/these) ….. scissors. (that/those) …. is the flower that I like, namely shoe flowers.

(That/those) … is a library room, and (this/these) ….. is a book that I borrowed from the library.

RUBRIC OF COGNITIVE ASSESSMENT

No.	Indicator	instrument	Skor
1.	3.4.1 Mention the names of objects in the classroom, including furniture and stationery.	*Mention 3 objects in the class near you, and 3 objects that are far away from you !* C1	*10*
2.	3.4.2 Identify the differences types of demonstrative pronoun (This, That, Those, These)..	*Identify the differences types of demonstrative pronoun below by looking at the picture provided !* C2	*10*
3.	3.4.3 Identify the use of demonstrative pronouns in plural and singular forms.	*Identify the use of demonstrative pronouns in the plural and singular by completing the sentence below !* C3	*10*
Total Score			**30**

Score = Total score
3

Second Meeting
3. Skill Assessment
  Lattice of instrument

4.4 Arrange very short and simple texts of oral transactional interactions that involve the act of giving and asking for information regarding the names and numbers of animals, objects, and public buildings that are close to students' daily lives, taking into account social functions, text structures, and linguistic elements true and in context.	4.4.1 Make a sentence about the demonstrative pronoun material accompanied by pictures.	2

Instrument
1. Make a sentence based on this picture
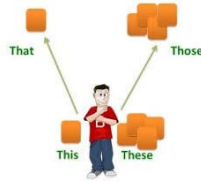
No	Criteria
1.	Conformity with the concepts and principles of the field of study
2.	Creativity
3.	Neatness results
	Total score

2. Make a sentence by looking at objects in the class, by advancing in front of the class and showing your sentence in front of the class!

Scoring Rubric

No	Rated Aspect	Criteria	Score
1.	Fluency	Excellent Good Enough Not good Bad	5 4 3 2 1
2.	Accuracy of meaning	Excellent Good Enough Not good Bad	5 4 3 2 1

Remedial Activity
1. Remedial learning program
• If the remedial students are around 50%, the remedial program is done by re-learning
• If remedial students are around 20% - 30% of remedial programs are carried out by group assignments

G. Enrichment Activity
Students must further analyze the use of demonstrative pronoun sentences (This, that, these, those)

Appendix

First Meeting

A. Mention 3 objects in the class near you, and 3 objects that are far away from you !

1.

This is an apple.	That is an apple.
These are apples.	Those are apples.
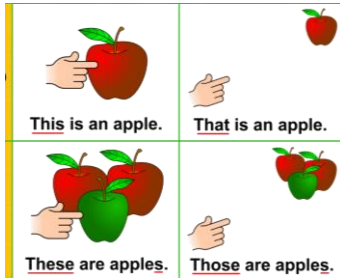
B. Identify the use of demonstrative pronouns in the plural and singular by completing the sentence below !

This *1.(to be)* …… my classroom. That *2.(to be)* …… my bag. 3.*(that/those)*…… are expensive books. 4.*(this/these)*…… sunglasses are mine. 5. *(that/those)*…….long tables belong to the canteen of my school. I really hate 6.*(this/these)*…… flower because it smells bad. Even though, the flower has often been cut with gardeners using *7.(this/these)* ….. scissors.8. *(that/those)* …. is the flower that I like, namely shoe flowers. 9. (That/those) … is a library room, and 10. (this/these) ….. is a book that I borrowed from the library.

Second Meeting

A. Please, Make a sentence about the demonstrative pronoun material.

B. Make a sentence by looking at objects in the class, by advancing in front of the class and showing your sentence in front of the class

LESSON PLAN

School   : Senior High School
Subject   : English
Class   : XI / Odd
Material   : Passive Voice
Time Alocation : 45 Minutes

A. CORE COMPETENCE

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. BASIC COMPETENCE

BASIC COMPETENCE	INDICATORS
3.5 Implementing social functions, structures text, and linguistic elements of the text verbal and transactional interactions write that involves action giving and asking for information related circumstances / actions / activities / events without the need mention the culprit inside scientific texts, according to context its use. (Pay attention to the elements passive voice language).	Determining the social function of some text in the form of announcement, by giving and requesting information related to school activities, according to the context of use. Determining the generic structure of the text in the form of announcement, by giving and requesting information related to school activities, according to the context of use. Determining the language features of the text in the form of announcement, by giving and requesting information related to school activities, according to the context of use.
4.5. Compiling interaction texts oral and written transactional ones involves the act of giving and request related information circumstances / actions / activities / incident without needing to mention the culprit in scientific texts, with attention to function social, text structure, and	**4.5.1** Composing a text in the form of announcement according to the situation presented.

elements correct and appropriate language context.	

B. LEARNING AIMS

After following some learning activities, hopefully students will be able to: (C2-C2-C6)

1. Explaining the social function, structure of the text, and linguistic elements in the text announcements about school activities correctly according to the context of use.
2. Explaining information about school events by considering the social function, generic structure, and language features in the announcement text oral and written correctly according to the context of use.
3. Making announcements about school events by using social function, generic structure, and language features according to context of use

.

D. LEARNING MATERIALS

- Definition of Announcement
  An announcement is a written or spoken statement in public or formal words containing information about an event that has happened or is going to happen so publicly people know what, when, and where it is about.
- Function of Announcement
  An announcement is used for giving people some information of what has happened or what will happen.
- Generic Structure
  a. Opening
  b. Contents of Announcement
  c. Closing
- Language Features

a. Imperative
b. Using Simple Present Tense & Simple Future

E. LEARNING METHOD
- Approach : Scientific Approach
- Model : Inquiry Learning

F. LEARNING MEDIA
- Media : Worksheet
- Tools : Laptop, LCD, PowerPoint, Sound Speaker.

G. LEARNING SOURCES
https://www.nurdiono.com/generic-structure-and-purpose-of-announcement.html
Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan

H. LEARNING ACTIVITIES

Activity	Sequence of activity	Time
Opening	Students respond to greetings from the teacher. 1. The presence of students is checked by the teacher. (PPK = Discipline) 2. Students are prepared and reminded again with the previous material. (Literacy) 3. Learners know the material and learning objectives and basic competencies that will be achieved. (Literacy)	5 minutes
Main activities	1. The teacher gives the recording of announcement. 2. The teacher asks the students to answer the question about the recording. 3. The teacher informs the	35 minutes

	students that they will learn about announcement.	
	4. The teacher asks the students to work together to learn about the vocabulary that related to announcement by matching them with the correct meaning.	
	5. The teacher gives the students how to pronounce the words correctly, after that there is a drilling activity.	
	6. The teacher guides the students to understand the generic structure and the language features of announcement.	
	7. The teacher divides the students into four groups, and then they have to arrange some sentences become a good announcement.	
	8. The teacher asks the representative of the group to read the announcement that have been arranged.	
	9. The teacher asks the students individually to listen to the recording of announcement, and then they have to answer the task that will be given.	
	10.The teacher asks the students to make an announcement related to the school event individually.	
Closing	1. Learners pay attention to the summary / conclusions of the lesson and feedback on the learning process and results. 2. Students pay attention to tasks, both individual and group assignments in accordance with	5 minu tes

		student learning outcomes. 3. Students pay attention to the learning plan at the next meeting.	

I. ASSESSMENT, REMEDIAL ACTIVITIES, ENHANCEMENT ACTIVITIES

I.I ASSESSMENT

1. Technique: Observation

   Instrument Rating: Journal of Social Attitudes

Hint:

Observe the development of student attitudes using journal instruments at each meeting. Fill in the journal by writing down the attitudes or behaviors of students who bulge, both positive and negative. For students who have had a record of unfavorable behavior in a journal, if they have shown expected behavior (towards), the behavior is written in a journal (though not yet prominent).

No	Name	Note on Behavior	Attitude	Sign Up	Follow Up

Skill Assessment

a.   Technique: Composing   an announcement about an activity in school.

   Instrument's Shape:

No	Indicator	Instruction	Score
1.	Composing a text in the form of announcement according to the situation presented.	*Compose an announcement about an activity in school.*	4

b. Assessment Rubric

No	Name	Writing Sentences		Composing Announcement	
		Content s	Gram mar	Organizat ion	Mecha nic
1.	…				
2.	…				

c. Scoring Guidelines

No.	Aspect	Score	Remarks
1	Content	4	The topic written is complete, clear, and every detail shows attachment.
		3	The topic written is complete, clear, but every detail almost shows attachment.
		2	The topic written is complete, clear, but every detail does not indicate attachment.
		1	The topic written is incomplete, clear, and every detail does not indicate attachment.
2	Grammar	4	Grammar gaps or almost none.
		3	Found some grammatical inequality but did not affect the meaning.
		2	Found some grammatical imbalances that affect the meaning.
		1	Found a lot of grammatical inequality.
3	Organization	4	Complete identification and description compiled with the right connection.

		3	The identification is almost complete and the description is arranged with a nearly exact connection.
		2	Identification is incomplete and some
		1	descriptions have lost connection. Incomplete identification and description of lost connections.
4	Mechanic	4	Use proper spelling, punctuation, and capitalization.
		3	Some spelling, punctuation, and capitalization are incorrect.
		2	There are many incorrect spellings, punctuation, and capitalization.
		1	Dominated by incorrect spelling, punctuation, and capitalization.

c. Assessment Guidelines
Value = Acquisition score x 100
　　　　Maximum score

I.II REMEDIAL ACTIVITY
Form remedial learning programs
• If 50% of the participants are done with re-learning.
• If 20% - 49% is done by giving group assignments
• If participants are less than 20%, special guidance is given.

a. Tesulang

b. Remedial learning and retesting are carried out outside face-to-face hours

I.III ENHANCEMENT ACTIVITIES

a. Identifying students' learning abilities by observation

b. Enrichment learning with assignment activities to add student grades.

Semarang, November 15th 2019

Knowing,

The Headmaster   Teacher,

Worksheet

You will hear a short announcement. Listen to announcemet very carefully, and then decide wheter the following statements are True or False.

6) A tour guide is speaking to the group that she is guiding.
7) She is speaking to the people at the dock.
8) She is mainly talking about today's tour itinerary.
9) The speaker implies that today's weather is better than yesterday.
10) The speaker suggests the passangers collect their personal items before exiting.
11) The passanggers should take the left exit.
12) The ship will arrive at the dock in five minutes.
13) The passengers are not allowed to take photos of the market.

Answer key:

1. T
2. F
3. F
4. T
5. T
6. F
7. F

LESSON PLAN

Education units	: Junior High School
Subject	: English
Grade/Semester	: VII/I
Main Materials	: Transactional conversation about giving and asking for information related to jobs
Alloted Time	: 2x45 minutes

A. Core Competence

1. Live and practice the teachings of the religion he adheres to.
2. Live and practice honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and proactivity and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves as a reflection of the nation in world association.
3. Understanding knowledge (factual, conceptual, and procedural) is based on his curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.
4. Exploring, associating, and communicating in a concrete realm (using, parsing, stringing, modifying, and making) and abstract domains (writing, reading calculating, drawing, and composing) in accordance with what is learned in school and other sources in the same perspective / theory.

B. Basic Competence and Competence Indicators

Basic Competence	Competence Indicators
3.6 Identifies social	To identify the suitable

functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of people, animals, objects, according to the context of their use. (Note the linguistic elements of declarative, interogative, simple present tense sentences).	vocabulary in expressions of asking for and giving information about action/function of people related to jobs in the transactional conversation. To identify the correct pronunciation in expressions of asking for and giving information about action/function of people related to jobs in the transactional conversation.
4.6 Composes very short and simple texts of oral and written transactional interactions that involve the act of giving and asking for information related to the behavior / actions / functions of people, animals, and objects, with social functions, text structures, and language elements that are correct and in context.	To use suitable vocabulary in asking for/giving information about action/function of people related to jobs in the transactional conversation. To pronounce correctly the difficult words in expressions about asking for/giving information about action/function of people related to jobs in the transactional conversation.

C. Learning Aims
1. In the end of the lesson, students (*audience*) will be able to identify the suitable vocabulary and its correct pronunciation in expressions of asking for and giving information about action/function (*behavior*) of people related to jobs in the transactional conversation (*condition*), in the context of its use (*degree*). C2
2. In the end of the lesson, students (*audience*) will be able to use suitable vocabulary and its correct pronunciation in asking for/giving information about action/function (*behavior*) of people related to jobs in the transactional conversation (*condition*), in the context of its use (*degree*). C3

Learning Materials
Materials
Activity 1 Listen to your teacher and repeat the dialogue together

Miss Mutia   : Good morning!
Students   : Good morning, Miss Mutia.
Miss Mutia   : Today we are going to learn about job and profession. Beni, **what does your father do?**
Beni   : My father is a farmer. He plants and grows rice.
Miss Mutia   : That's great! How about you, Dayu, what does your father do?
Dayu   : He is a teacher. He teaches mathematics in junior high school.
Miss Mutia   : That is wonderful! Lisa, how about your mother? What does she do?

Lisa   : She's a housewife. She takes a good care of us and our house.
Miss Mutia   : That's excellent! What does your mother do, Udin?
Udin   : She's a surgeon. She performs operations on her patients.
Miss Mutia   : That is excellent! How about you, Edo? What do you do?
Edo   : I'm a student.
Students   : Yes, we do.

Taken from 'When English Rings a Bells'

Pratices
1. What professions can you find in the text? C1
2. What description of jobs can you find in the text? C1

Learn the following jobs and their activities
Farmer   : Petani
To plant   : Menanam
Teacher: Guru
To teach   : Mengajar
Housewife   : Ibu rumah tangga
Surgeon   : Dokter bedah
To perform : Melakukan
Student : Siswa

Activity 2 Pronounce the Words after the Teacher!
1. Teacher [ˈtiːtʃə]   Teach [tiːtʃ]
2. Policeman [pəˈliːsmən]   Regulate [ˈregʊleɪt]

3. Surgeon [ˈsɜːdʒən]   Perform [pəˈfɔːm]
4. Farmer [ˈfɑːmə]   Plant [plɑːnt]
5. Student [ˈstjuːdnt]   Study [ˈstʌdi]

Activity 3 Listen to the audio and choose the correct pronunciation!

No	Words	Sounds	
1	Teacher	a	b
2	Teach	a	b
3	Policeman	a	b
4	Regulate	a	b
5	Surgeon	a	b
6	Perform	a	b
7	Farmer	a	b
8	Plant	a	b
9	Student	a	b
10	Study	a	b

Activity 4 Practice the short conversations below!
1. A : What is your father's job?
   B : He is a farmer.
   A : What does a farmer do?
   B : He plants rice.
2. A : What is your mother's occupation?
   B : She is a teacher.
   A : What does a teacher do?
   B : She teaches in school.
3. A : What are your parents' occupations?
   B : They are surgeons.
   A : What do surgeons do?
   B : They perform medical operations to their patients.
4. A : What are their profession?
   B : They are policemen.
   A : What do the policemen do? B : They regulate the traffic.
5. A : What do you do?
   B : I am a student.

A : What do the students need to do?
B : We must study hard.

Examples of phrases of giving information:
1. He is a teacher.
   He teaches students.
2. She works as a surgeon.
   She performs operation to her patients.
3. They work as farmers.
   They plant rice.
4. I am a policeman.
   I regulate the traffic.
5. We are students.
   We study hard to develop our country in the future.

Examples of phrases of asking for information:

1. What is your job? I am a teacher.

2. What are their professions? They are surgeons.

3. What does he do? He works as a policeman.

4. What is Sony's occupation? He is a student.

5. What do they work as? They work as farmers.

S + to be + job
S + work(s) as + job

Activity 5 Listen to teacher's description and guess the jobs!
(Giving example)
1. My father regulates the traffic. He is a ………..
2. My aunt teaches students in the classroom. She is a …………
3. My neighbors plant rice and vegetable in the field. They are …………
4. I study in class every day. I am a ………………..
5. My uncle perform operation in the surgery room. He is a ……………

Activity 6 Discussion Try to find 5 different jobs and what they do

Activity 7 Create a short conversation based on the findings you have discussed!
Example:
Ann :   What is your father's job?
Bill : He is a teacher.
Ann :   What does a teacher do?
Bill : He teaches students in school.

Remidial Materials
Activity 1 Practice the conversations
   1.   A : What is your father's job?
        B : He is a farmer.
        A : What does a farmer do?
        B : He plants rice.
   2.   A : What is your mother's occupation?
        B : She is a teacher.
        A : What does a teacher do?
        B : She teaches in school.
   3.   A : What are your parents' occupations?
        B : They are surgeons.
        A : What do surgeons do?
        B : They perform medical operations to their patients.
   4.   A : What are their profession?

B : They are policemen.
A : What do the policemen do?
B : They regulate the traffic.
5. A : What do you do?
B : I am a student.
A : What do the students need to do?
B : We must study hard.

Activity 2 Pronounce the Words after the Teacher!

Teacher [ˈtiːtʃə]
    Teach [tiːtʃ]
Policeman [pəˈliːsmən]
    Regulate [ˈregyʊleɪt]
Surgeon [ˈsɜːdʒən]
    Perform [pəˈfɔːm]
Farmer [ˈfɑːmə]
    Plant [plɑːnt]
Student [ˈstjuːdnt]
    Study [ˈstʌdi]

Enrichments

1.
He cuts the wood
What is his job?
He is a ....

2.
They dance in the stage.
....?
They are ....

3.
He defends our country.
...........................?
He works as a ....

4.
He cooks various dishes in restaurant.
...........................?
He is a ....

5.

He sails in the sea.
..............................?
He is a ....

6.

He plays soccer in the stadium.
..............................?
He is a ....

7.

He plays drum in a concert.
...............................?
He is a ......

8.

He judges criminals in the court.
..............................?
He is a ......

9.

He drives the truck to different places.
..............................?
He is a ......

10.

He rides bicycle in the race.
..............................?
He is a ......

11.

He flies the airplane in the sky.
...............................?
He is a ....

12.

He plays basketball in the NBA.

.................................?

He is a ....

13.

He teaches math to the students.

.................................?

He is a ....

14.

She performs operation in the surgery room.

.................................?

She is a ....

D. Learning Methods
- Genre-based approach
- Cooperative Learning (Grouping)
-

E. Learning Media
- Power Point
- Pictures from gettyimages.com
- Pictures from google pictures
- Pictures from shuttershock.com

F. Learning Sources
- When English Rings a Bell

G. Learning Activities
a. Opening (10 minutes)
1. Greeting.
2. Praying .
3. **Checking student's attendance. (PPK = Discipline)**

4. Explanning learning purposes and
basic competences to be achieved.
(Literacy)

b. Main Activities (70 minutes)

Stage	Description
Stage 1 Building Knowledge of Field	7. Teacher reads the dialogue several times in order that the students can repeat and practi the dialogue. (Activity 1) 8. Teacher gives feedback to activity 1. 9. Teacher pronounces the pre determined vocabulary and students repeat it. (Activity 10. Teacher gives feedback to activity 2. 11. Students identify the correct pronunciation from the audio. (Activity 3). **(4C = Critical Thinking)** C2 12. Teacher gives feedback to activity 3.
Stage 2 Modelling of Text	4. Students are divided into several groups. **(4 Collaboration)** 5. Students practice the short dialogues among peers. (Activity 4). **(4C = Collaboration)** 6. Students recieve feedback for activity 4
Stage 3 Joint Construction of Text	6. Each group discuss and find out other profession and their activities. (Activity 5). **(4C = Collaboration)** 7. Students apply their findings into previous examples of conversations. C3 8. Students receive feedback for activity 5. C5 9. Students answer the questions orally. (Activ 6) 10. Students receive feedback fo activity 6.
Stage 4 Independent Construction of Text and Linking Text	5. Students create short conversations based o previous activities. (Activity 6). **(4C = Creativity) C6** 6. Students act out the dialogue within the groups, their peers observe and give feedba to the performances. **(4C = Collaboration)** 7. Several representatives are appointed to act

	their dialogue in front of the class. **(4C =** **Communication)**
	8. Students receive feedback for activity 6.

c. Closing Activities (10 minutes)
1. Reviewing the lesson together;
2. Giving feedback to the things discussed during the lesson;
3. Students are given assignments;
4. Informing the upcoming lesson.

H. Learning Assessment

a. Attitude
1. Technique : Observation
2. Assessment Instrument : Social Attitude Journal

Instructions:

Observe the development of attitudes of students using journal instruments at each meeting. Fill in the journal by writing down the attitudes or behavior of prominent students, both positive and negative. For students who have had a record of unfavorable behavior in a journal, if they have shown the desired behavior, the behavior is written in a journal (even though it has not been prominent).

No.	Name	Behavioral Note	Attitude Item	Follow-up

b. Knowledge
1. Technique : Spoken Test
2. Form : Spoken

Basic Competence	Indicators	Instrument
3.6 Identifies social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of people, animals, objects, according to the context of their use. (Note the linguistic elements of declarative, interogative, simple present tense sentences).	• To identify the suitable vocabulary in expressions of asking for and giving information about action/function of people related to jobs in the transactional conversation. • To identify the correct pronunciation in expressions of asking for and giving information about action/function of people related to jobs in the transactional conversation.	Answer the questions given by the teacher using correct vocabulary. a. Who regulate the traffic? b. Who teaches student in the classroom? Answer key: a.Police b.Teacher Listen and choose the correct pronunciation based on the audio!

1. Scoring Guides

Category	Score
Students use suitable vocabulary to answer the question	1
Students use incorrect vocabulary to answer the question	0

$$NA = \frac{\text{score of acquisition}}{\text{maximum score}} x100$$

Category	Score
Students choose the correct pronunciation to answer the questions	1
Students choose the wrong pronunciation to answer the questions	0

$$NA = \frac{\text{score of acquisition}}{\text{maximum score}} x100$$

b. Skill
   1) Technique   : Oral Test
   2) Form   : Products that are delivered orally
   3) Instrument : Attached

Basic Competence	Indicators	Instrument
3.6 Identifies social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to the behavior / actions / functions of people, animals, objects, according to the context of their use. (Note the linguistic elements of declarative,	1. To use suitable vocabulary in asking for/giving information about action/function of people related to jobs in the transactional conversation 2. To use correct pronunciation in asking for/giving information about	1. Practice the dialogue they created among their peers.

interogative, simple present tense sentences).	action/function of people related to jobs in the transactional conversation	

2. Scoring Guides

Category	Score
Students use correct pronunciation in the conversation in the conversations.	5
Students use either correct vocabulary or its correct pronunciation in the conversations.	3
Students use incorrect vocabulary and incorrect pronunciation in the conversations,	1

$$NA = \frac{\text{score of acquisition}}{\text{maximum score}} \text{x100}$$

RPP
(Eclectic Learning)

School   : SMP Negeri 1 New York
Subjects   : English
Class/ Term   : IX/1
Main Material   : Will+continuous tense
(declarative sentence)
Time allocation : 2 x 40 minutes (1 meeting)

A. Core Competence

1. Appreciating and living the religious teachings that he embraces.
2. Appreciating and living honest, disciplined, polite, confident, caring, and responsible in interacting effectively in accordance with the development of children in the environment, families, schools, communities and the natural environment, nation, state, and region.
3. Understanding and applying knowledge (factual, conceptual, and procedural, and metacognitive) at the technical and specific levels simple based on his curiosity about science, technology, art, culture with the insight of humanity, nationality and state of affairs phenomena and events eyes.
4. Demonstrating the skill of experimenting, associating, and communicating creatively, productively, critically, independently, collaboratively, and communicatively, in a concrete realm (using, parsing, composing, modifying, and making) and abstract realm according to which are studied in schools and other similar sources in theoretical point of view.

B.   **Basic Competence and Indicators of Competence Achievement**

No	Basic Competence		Indicator
3.5	Appling social functions, text structures and linguistic elements of transactional text of oral and written interaction involving the act of giving and soliciting information relating to the current situation / action / activity / event / past , present, and future, according to the context its use (present continuous, past continuous, will+continuous).	3.5.1 3.5.2	Identifying the social function, text structures and linguistic elements of will + continuous for giving and soliciting information related to the event in the future. Mentioning functions of will+continuous in the text depends on linguistic element of transactional text of oral and written transactions involving the act of asking and giving information.
4.5	Preparing a very short and simple text of written and oral transactional interaction involving the act of giving and requesting information about the current	4.5.1	Writing oral and written text to state what actions / activities / events are currently taking place, past and future time, taking into account the social functions of the text structure

	situation / action / activity / event / happening at present, past and future time, taking into account the social function, the text structure and linguistic elements that are true and contextual.		and linguistic elements that are true and contextual using will+continuous.

C. Learning Objective

By the end of the lesson, through genre based and scientific instruction, Students will have been able to compose sentences applying the pattern of will+continuous tense to describe : C3

- An unfinished action or event that will be in progress at a time later than now.
- A predicting or guessing about future events.

Using grammatically correct sentences.

Focus of Character Reinforment

- Honesty
- Discipline

D. Material

1. Regular learning
   a. The use of will+continuous tense in giving and asking information related the text that given by teacher and in daily activities.
   b. Characteristics of will+continuous tense.

c. Pattern of will+continuous tense verbal in giving information related to daily activities.

Text

Tony : *Hi Brian, I start thinking about the plan for the party next week.*

Brian : *What sort of party Ton? You haven't told me yet, have you?*

Tony : *Ooh yaa I forget to tell you that I'm going to have a party next week for my graduation.*

Brian : *Lucky you Ton, I wish my parents would give me a present as well. **What will you be doing on the party next week**?*

Tony : *There will be several activities Brian. **I will be dancing** of course and **i will be singing**. How about you, what will you be doing at my party?*

Brian : ***I will not be dancing** at that time because i can't dance but **i'll be making some beverages** for all.*

Tony : *That's awesome Brian. Thank you so much.*

2. Enrichment

Students who have achieved learning completeness will be given enrichment learning to compose a dialogue about their activities in the classroom by using will+continuous tense.

> **My activity in the classroom**
>
> ....
> ....
> ....

3. Remedial
The pattern of will+continuous tense

Tony : *Hi Brian, I start thinking about the plan for the party next week.*

Brian : *What sort of party Ton? You haven't told me yet, have you?*

Tony : *Ooh yaa I forget to tell you that I'm going to have a party next week for my graduation.*

Brian : *Lucky you Ton, I wish my parents would give me a present as well.* ***What will you be doing on the party next week?***

Tony : *There will be several activities Brian.* ***I will be dancing of course*** *and* ***I will be singing****. How about you,* ***what will you be doing at my party****?*

Brian : ***I will not be dancing at that time*** *becauseI can't dance but* ***I'll be making some beverages for all.***

Tony : *That's awesome Brian. Thank you so much.*

E. Learning Method
Eclectic Learning (Scientific+Genre based learning)

F. Media and Tools
a. Media : Text, PPT
b. Tools : LCD, Marker, Whiteboard, Paper, Projector

G. Sources
Echols, J., & Shadily, H. 2010. *Kamus Inggris Indonesia*. (Jakarta: PT Gramedia Pustaka Utama).

Buku Siswa, *Bahasa Inggris Think Globally Act Locally*, Third Grade of Junior High School, hlm 137

H. Learning Steps

	Pre-activity (10 Minutes)
1.	Teacher greets the students.
2.	Teacher invites students to pray together.
3.	Teacher checks attendance.
4.	Teacher provides motivation.
5.	Teacher uses some "yel-yel" to up students' spirit.
6.	Teacher reviews the last material.
7.	Teacher informs the learning aims or learning objective.
8.	Teacher informs the scope and technique of assessment.
	Main Activity (60 Minutes)
1.	Observing and building knowledge of the field
	a. Teacher shows the text on the slide. b. Students read and identify some bold sentences. C1 c. Teacher gives the picture related to the material and question from the picture. d. Students answer the question.C1
2.	Modelling
	a. Teacher gives a dialogue text. b. Students read the dialogue. c. Teacher devides the class into two groups. d. Teacher devides the board into two parts. e. Each group has to write some sentence related "will and verb-ing" from the dialogue. C3 f. Teacher highlights two sentences on the board from the dialogue. g. Students identify the structure of those sentences. C3

3.	Questioning	
	a. Students ask the teacher related to the material. b. Teacher writes the questions on the board.	
4.	Join construction	
	a. Students are devided into groups based on the number of questions. b. Teacher gives students paper to write their anwers. c. Teacher guides the students to answer the questions.	
5.	Experimenting	
	a. Students are looking for the answer of those questions from their book (Bahasa Inggris Think Globally Act Locally, Third Grade of Junior High School, page 137) in group. b. Students note information relevant to the questions obtained from their book and previous activities.	
6.	Associating	
	Every group writes the result of their discussion on their result paper discussion.	
7.	Communicating	
	a. Teacher asks students to present the result of their discussion in front of class. b. Every groups should commend other groups result.	
8.	Independent construction of the text and creating	
	a. After doing the work in group, teacher asks students to make a dialogue using will+continuous individually. C6 b. Students have to collect the result to the teacher.	
Post Activity (10 Minutes)		
1.	Teacher checks students understanding by asking some questions using future continuous	

	tense.
2.	Students review the learning activities.
3.	Teacher guides students to make conclusion about the material.
4.	Teacher guides students to make reflection.
5.	Teacher informs what to learn for the coming learning.

I. Assessment, remedial learning, and enrichment learning
   1. Assessment
      a. *Attitude assessment (*Always = AL, Often = OF, Sometime = ST, Never = NV)

Technique : Observation

Attitude	Indicator	Assessment Rubric			
		AL	OF	ST	NV
Spiritual Attitude	1. Pray before and after doing something.				
Appreciate the religious teachings held.	2. Conducting worship on time.				
	3. Great at the beginning and end of the presentation according to the religion adopted.				
	4. Be grateful for the blessings and gifts of Almighty God.				
	5. Be grateful for human ability in				

	self-control				
Social Attitude	1. Not cheating in doing test.				
Honest, it is a trustworthy behavior in word, actions, and work.	2. Not being a plagiarist (taking, copying someone else's work without mentioning the source).				
	3. Expressing feelings as they are.				
	4. Submitting to the authorized goods found.				
Discipline, an act that demonstrates orderly conduct and complies with various rules and regulations..	1. Arrive on time.				
	2. Comply with the rules of association/ school.				
	3. Work/ collect tasks according to the time specified.				
	4. Following good and correct written language.				

Scoring Instructions :

Check (v) in the score column according to the spiritual attitudes displayed by your friends, with the following criteria :

5 = Always, if always do according to the statement.

4 = Often, if often do according to the statement and sometimes do not do.

3 = Sometimes, if sometimes do and often do not do.

2 = Never, if never do.

The final score is 1 to 4

The final score calculation uses the formula:

$$\frac{Score}{Highest\ Score} \times 5 = Final\ Score$$

Learners get value:

Very Good   : If get a score 5
Good   : If get a score 4
Simply   : If get a score 3
Less   : If get a score 2

      b.   *Knowledge assessment*
          1.   Lattice of instrument

No	Technique	Instrument's shape	Example for instrument	Time	information
1.	Test	Written test	Fill in the blank text by using will+continuous tense.	During the class	Assessment to improve learning

2.   Instrument

Now complete these sentences using will+continuous tense:

1. This time next year I (live) [＿＿＿＿＿＿＿] in London.

2. At 8PM tonight I (eat) [   ] dinner with my family.

3. They (run) [   ] for about four hours. Marathons are incredibly difficult!

4. Unfortunately, I (work) [   ] on my essay so I won't be able to watch the match.

5. She (study) [   ] at the library tonight.

6. (you/wait) [   ] at the station when she arrives?

7. I (drink) [   ] at the pub while you are taking your exam!

8. (she/visit) [   ] her Grandmother again this week?

9. At 3PM I (watch) [   ] that movie on channel four.

10. (they/attend) [   ] your concert next Friday? It would be lovely to see them.

Answer key:
1. will be living
2. will be eating
3. will be running
4. will be working
5. will be studying
6. will you be waiting
7. will be drinking
8. will she be visiting
9. will be watching
10. will they be attending

3. Scoring rubric :   Correct answers x 10

VALUE	CRITERIA		SCORE
8-10	Good	A	+5 points
5-7	Medi	B	+3 points

	um		
1-4	Bad	C	+1 point

c. *Skill Assessment*
  1. Lattice of instrument

No	Technique	Instrument's shape	Example for instrument	Time	Information
1	Individual assignment	Assignment	Make a short dialogue using will+continuous tense, consist of ten sentences, with the theme "holiday".	The end of the study	Measuring the competition

2. Scoring rubric

No	Indicators	Score
1.	The content is appropriate with the theme.	35
2.	The sentences are grammatically correct sentences.	35
3.	The task is doneby students themselves.	30
	Maximum	100

2. Remedial learning
   Students who have not achieved complete learning are given remedial learning By doing a study club for answering the worksheet for remedial learning which is related to the material in the form of assignment. (attachment)

3. Enrichment learning
    Based on the result assessment analysis, students who have achieved learning completeness will be given enrichment learning in the form of assignment. (attachment)

Sincerely,   New York, 3 December 2019
Head Master   English Teacher

Syamsudin , M. Pd   Meli Ana Syam S.Pd
NIP…...................   NIP. …..................

J.   Attachment
1.   Worksheet for remedial
   a.   Identifying the pattern of will+continuous tense.

Tony : *Hi Brian, I start thinking about the plan for the party next week.*

Brian : *What sort of party Ton? You haven't told me yet, have you?*

Tony : *Ooh yaa I forget to tell you that I'm going to have a party next week for my graduation.*

Brian : *Lucky you Ton, I wish my parents would give me a present as well.* ***What will you be doing on the party next week****?*

Tony : *There **will be several activities Brian**. **I will be dancing** of course and **I will be singing**. How about you, what will you be doing at my party?*

Brian : ***I will not be dancing*** *at that time because I can't dance but **I'll be making some beverages** for all.*

Tony : *That's awesome Brian. Thank you so much.*

2.   Write 10 sentences with your own words by using will+continuous tense.
   -   *Form of remedial activities*

School	: SMP Negeri 1 New York
Subject	: English
Grade / semester	: IX/1
Remedial material	: Pattern of will+continuous tense
Remedial time	: Monday, 10th November 2018
Time of remedial test	: Monday, 17th November 2018

Learning Achievement:

No.	Name	Regular score	Unachieved basic competence	Remedial learning	Remedial score	Notes

3. Worksheet for enrichment

   Students who have achieved learning completeness will be given enrichment learning to compose a dialogue about their activities in the classroom by using will+continuous tense.

My activity in the classroom

....

....

- *Form of Enrichment activities*

  School   : SMP Negeri 1 New York

  Subject   : English

  Grade / semester   : IX/1

  Enrichment material   : Compose Yes/no question text dialogue

  Enrichment time   : Tuesday, 11th November 2019

  Time of Enrichment test   : Tuesday, 18th N0vember 2019

Learning Achievement:

No.	Students' name	Regular score	Enrichment form	Enrichment grade

LESSON PLAN

Education Units   : Junior High School
Subject   : English
Class/ Semester   : VIII/ Odd Semester
Subject Matter   : Present Continuous Tense
Time Allocation (Meeting)   : 2 X 40 minutes (2 meetings)

CORE COMPETENCE
C-1:   Appreciating and believing the religious teachings he/ she follows.
C-2:   Appreciating and believing honest attitude, discipline, politeness, confident, care, and responsibility in interacting effectively according to the child's development in the environment, families, schools, communities, and the surrounding natural environment, nation, state, and region.
C-3:   Understanding of knowledge (factual, conceptual, and procedural) based on his/ her curiosity about science, technology, art, culture-related phenomena, and eye-catching events.
C-4: Exploring, associating, and communicating in a concrete realm (using, analyzing, synthesizing, modifying, and creating) and abstract realm (writing, reading, computing, drawing, and composing) as learned in school and other sources in the same viewpoint/ theory.

BASIC COMPETENCE

Basic Competence	Indicator
3.8 Implementing social functions, structure text, and linguistic elements of the text verbal and transactional	3.8.1 Identifying place, person(s), and activities. 3.8.2 Analyzing the rules of Present Continuous Tense. 3.8.3 Differentiating

interactions writing that involves action giving and asking for information related circumstances / actions / activities / events that occur / occur when spoken, according to context its use. (Pay attention to the elements linguistic present continuous tense).	nominal and verbal sentence in Present Contonuous Tense. 3.8.4 Applying the rule of Present Continuous Tense to asking and giving information (verbal and nominal sentence).
4.8 Compiling interaction texts transactional oral and written very short and simple ones involves the act of giving and asking related information circumstances / actions / activities / events that occur / occur when spoken, with attention to social function, text structure, and elements correct and appropriate language context.	4.8.1 Composing dialogue text which contains the act of asking and giving information related to the events that happening right now. 4.8.2 Communicating the dialogue text whch contains the act of asking and giving information related to the events that happening right now.

LEARNING AIMS

By the end of the lesson, through Scientific Instruction: C2-C4

Students (audience) will have been able to differentiate and analyze verbal and nominal sentences (behavior) related to the use in the transactional text (condition) based on the rules of Present Continuous Tense (degree).

LEARNING MATERIALS
1. **Material for Regular Learning**
    Social Function
    Giving and asking for information related circumstances / actions / activities / events that occur/ occur when spoken, according to context its use. (Present Continuous Tense)
    Present Coninuous Tense
    Present continuous tense is used to describe a continued or an on-going action of the present. These actions are occuring exactly at the time of speaking.
    Language Structure

    a.   Nominal Sentence:

(?)	**Am**	**I**	**in Semarang**	**now?**	
	To be or Linking Verb	*Subject*	*Noun*	*Adv. of time*	
(+)	**I**	**Am**	**in Semarang**	**now.**	
	Subject	*To be or Linking Verb*	*Noun*	*Adv. of time*	
(-)	**I**	**Am**	**Not**	**in Semarang**	**now.**
	Subject	*To be or Linking Verb*	*Not*	*Noun*	*Adv. of time*

    b.   Verbal Sentence:

(?)	**What**	**Is**	**He**	**doing**	**now?**
	Q.W	*To be*	*Subject*	*V1 + ing*	*Adv. of time*

(+)	**He**	**Is**	**Reading**	**a book.**	
	Subject	*To be*	*V1 + ing*	*Object*	
(-)	**He**	**Is**	**Not**	**reading**	**a book.**
	Subject	*To be*	*Not*	*V1 + ing*	*Object*

The Use of Present Continuous Tense

- to describe an action that is going on at this moment: *You are using the Internet*. *You are studying English grammar.*
- to describe an action that is going on during this period of time or a trend: *Are you still working for the same company? More and more people are becoming vegetarian.*
- to describe an action or event in the future, which has already been planned or prepared: *We're going on holiday tomorrow*. *I'm meeting my boyfriend tonight*. *Are they visiting you next winter?*
- to describe a temporary event or situation: *He usually plays the drums, but he's playing bass guitar tonight*. *The weather forecast was good, but it's raining at the moment.*
- with "always, forever, constantly", to describe and emphasise a continuing series of repeated actions: *Harry and Sally are always arguing! You're constantly complaining about your mother-in-law!*

2. **Material for Remedial Learning**
   Present Coninuous Tense
   Present continuous tense is used to describe a continued or an on-going action of the

present. These actions are occuring exactly at the time of speaking.

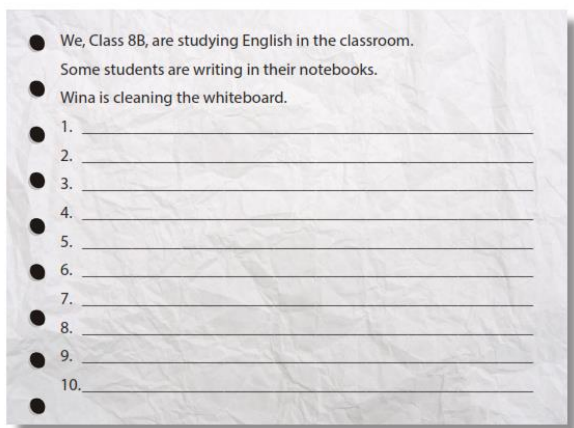**Pay attention to the picture below!**

The boys and the girls are busy cleaning up the classroom. Udin is sweeping the floor. Siti is mopping the floor. Lina is cleaning the whiteboard. Edo is putting the books back into the shelf. And, Dayu is taking the rubbish to the rubbish bin outside.

Work in group! Make a list of 10 activities that the people around us are doing right now in the table below! Like the example!

No.	Place	Person(s)	Activities
	in the classroom	we, Class 8B	studying English
	in their notebook	some students	writing
	-	Wina	cleaning the whiteboard
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

3. **Material for Enrichment Learning**
   Work in pairs! Make 10 sentences that contain Present Continuous Tense form!

We, Class 8B, are studying English in the classroom.

Some students are writing in their notebooks.

Wina is cleaning the whiteboard.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

LEARNING METHOD

Approach   : Scientific
Method : Problem Based Learning
Model   : Scientific Instruction in Cooperative Learning

LEARNING MEDIA & TOOLS

Media   : Powerpoint and picture
Tool : Paper, laptop, LCD projector, whiteboard, and boardmarker.

LEARNING SOURCES

Textbook   : Siti Wachidah dan Asep Gunawan. *When English Rings a Bell*. (Jakarta: Pusat Kurikulum dan Perbukuan Kementrian Pendidikan dan Kebudayaan, 2014) on page 101-118.

Website   : Present Continuous. *EF Education First Ltd.* retrieved from https://www.ef.com/wwen/english-resources/english-grammar/present-continuous/ at 20/10/2019, 18.58 p.m.

LEARNING ACTIVITIES

Activities	Steps of Learning	Time
Introduction/ Opening	1. Teacher greets the students. 2. The teacher prepares students psychologically and physically for follow the learning process by inviting students spruce up their class and appearance. **(PPK= Discipline)** 3. Teacher asks the chief leads praying. 4. Teacher checks the attandance list of students. **(PPK= Discipline)** 5. Teacher motivates the students to be ready to learn. 6. Teacher recalls student's previous material. **(Literacy)** 7. Teacher explains learning aims, basic competence to be achieved. **(Literacy)** 8. Teacher explains the techniques and the stages of learning. (**Literacy**) 9. Teacher informs the scope of assessment. 10. Teacher informs the technique of assessment. 11. Teacher gets information about the level of student's understanding of the lesson. **(Communication)**	10 Minutes

Main	**Observing** 1. Teacher asks students about what happening in the classroom. (C1) 2. Teacher shows a dialogue with present continuous tense form. 3. Teacher asks students to read the dialogue. **(Literacy)** 4. Teacher lets students analyze (C4) the dialogue which contains sentences in simple past tense. **(Critical thinking)** 5. Teacher asks students to discuss (C4) and giving a comment (C5) about the dialog. **(Collaboration)** **Questioning** 1. Teacher guides students to asks about the social function, language element inside the dialogue (positive-negative-interrogative sentences). 2. Teacher lets students ask if they are still confused about the dialogue and the structure. **Collecting** 1. Teacher divides students being some group which consist of 3-4 students per group. **(Collaboration)** 2. Teacher lets students	60 Minutes

		collect information about the social function of text, language feature of text based on the dialogue. **(HOTS)**	
		3. Students mentions the present continuous tense sentence contained in the dialogue. **(HOTS)** (C1)	
		4. Students reads the material that they have found to get understanding about present continuous tense (positive-negative-interrogative sentences). **(Literacy)**	
		Associating	
		1. Students explains (C2) the social function and sentence structure of present continuous tense. **(Communication)**	
		2. Students analyzes (C4) present continuous tense sentence patterns. **(Critical thinking)**	
		3. Students makes (C6) short and simple sentences related to present continuous tense. **(Creation)**	
		Communicating	
		1. Students retells (C2) the contents of the dialogue showed. **(Communication)**	

		2. Students must be able to present it in front of the class individually. **(Communication)** 3. Another group which members are not presenting in front of the class must give feedback (C5) to group that presenting the materials. **(Collaboration-Communication)** **Creating** Students individually write (C6) a short paragraph contrasting what a friend or family member does every day and what they are doing at the moment. (consists of verbal and nominal sentences in Present Continuous Tense) **(Creation)**	
Closing	1. Teacher facilitates students to make conclusion. **(Communication)** 2. Teacher gives feedback to the students' reflection. **(Communication)** 3. Teacher checks students' understanding. **(Communication)** 4. Teacher informs the upcoming materials or gives assignments. **(HOTS)**	10 Minutes

		5. Teacher closes the meeting by reciting hamdalah together. **(PPK)**	

ASSESSMENT FOR REGULAR LEARNING

    1. Attitude Assessment (Social and Spiritual Assessment)

        a. Assessment Technique   : Self-assessment

        b. Instrument form   : Jurnal & Sheet

        c. Specification   :

No.	Basic Competence	Indicator	Instrument
1.	Feeling thankful for the opportunity to learn English as the language of International communication that is realized in the spirit of learning.	- Showing thankfulness in learning English by praying before and after doing something. - Showing enthusiasm in learning English by responding teacher's greeting.	Journal and Sheet
2.	Showing politeness and respect behavior in carrying out interpersonal communication with teachers and friends.	- Showing respect by ask permission before do something. - Showing care about people in communication by listen to the	Jurnal and Sheet

		teacher's explanation.	

Name   : . . . .
Class/ Semester : VIII/ Semester 2
School Year   : 2018/2019
Hint: Give a check mark ($\sqrt{}$) on with criteria:
4 = always, if always do the statement
3 = often, when often doing according to statements and sometimes not doing
2 = sometimes, when sometimes doing and often not doing
1 = never, if never done

No	Statements	1	2	3	4
1.	I always pray before doing the activity.				
2.	I prayed five times on time.				
3.	I do not bother my other Religion friends praying according to their religion.				
4.	I dare to confess my mistake.				
5.	I complete the tasks on time.				
6.	I dare to take risks for my actions.				
7.	I returned the items I borrowed.				
8.	I apologize if I make a mistake.				
9.	I do the lab in accordance with the steps set.				
10.	I came to school on time.				

The results of self-assessment need to be followed up by the teacher by facilitating the students who have not shown the expected attitude.

Scoring Guidelines:
Final scores use a scale of 1 to 4
Final score calculation using the formula:
(Score obtained) / (Maximum score) x 4 = final score
Scoring convertion = final score x 25 = 100

2 **Knowledge Assessment**
   Lattice of Knowledge Aspect (Written Test)
   Assessment Technique   : Written Test
   Instrument Form   : Essay and Fill in the Blank Form
   Specification   :

Basic Competence	Material	Indicator	Instrument	Number of Questions
3.8 Implementing social functions, structure text, and linguistic elements of the text verbal and transactional interactions writing that	Present Continuous Tense	3.8.1 Identifying place, person(s), and activities. 3.8.2 Analyzing the rules of Present Continuous Tense. 3.8.3	Fill in the Blank Form (attachment 1)

Cloze Sentences (attachm | 10

5 |

involves action giving and asking for information related circumstances/ actions /activities / events that occur / occur when spoken, according to context its use. (Pay attention to the elements linguistic present continuous tense).		Differentiating nominal and verbal sentence in Present Contonuous Tense. 3.8.4 Applying the rule of Present Continuous Tense to asking and giving information (positive-negative-introgative sentence).	ent 2)

> **Attachment 1**
> *Put the verbs into the correct form!*
> 1. Hurry up! We **(wait)** for you.
> 2. What   are you **doing?** I **(write)** letters.
> 3. He **(work)** in Italy at the moment.
> 4. She doesn't like to be disturbed when she **(listen)** to the music**.**
> 5. That child **(get)** bigger everyday.
> 6. Who is that girl **(stand)** on the table?
> 7. I **(wait)** for the shops to open.

8. I **(see)** Jane tomorrow.
9. The universe **(expand)** and has been since its beginning.
10. My sister **(live)** at home for the moment.

Scoring Guidlines	: The correct score x 10
Final Score	: 100

➢ **Attachment 2**

Fill in the blanks below to complete the sentences. Use the words in the above boxes!

1. _____
   _____. (we/ watch/ movie)
2. _____
   _____. (I/ cook/ kitchen)
3. A:
   _____
   ___. (why/ you cry?)
   B:
   _____
   ___. (I/ read/ a novel)
4. A:
   _____
   ___. (your classmate/ study?)
   B: Yes,   she/   he
   _____.
5. A:
   _____
   __. (they/ eat/ lunch?)
   B: No,   they
   _____.

Final score uses scale 1 – 5, with criteria:

5 = if the students are able to answers appropriately (grammar, formula, and word diction)

3 = if the answers get mistake in one of the grammar, formula, or word diction

1 = if the answer is less or not complete

Total Score = Total Correct Answer X 20
Final Score = 100

3   Skill Assessment
   Lattice of Skill Aspect (Written Test)
      a. Assessment Technique : Written Test
      b. Instrument Form   :
Performance Assessment (Writing skills)
      c. Specification   :

Basic Competence	Material	Indicator	Instrument	Number of Questions
4.8 Compiling interaction texts Transactional oral and written very short and simple ones involves the act of giving and asking related information circumstances / actions / activities / events that occur / occur when	Present Continuous Tense	4.8.1 Composing dialogue text which contains the act of asking and giving informat	Portfolio test (attachment 3)	1

spoken, with attention to social function, text structure, and elements correct and appropriate language context.		ion related to the events that happening right now. 4.8.2 Communicating the dialogue text whch contains the act of asking and giving information related to the events that happening right now.	

> ➢ **Attachment 3**
> *Do in pairs! Create a dialogue*
> *based on your activities which*
> *contain present continuous tense!*
> Scoring Rubric for writing skills:

Aspect	Score	Performance Description	Weighting
Content (C) 20% - Topic - Details	4	The topic is complete and clear and the details relating to the topic	2X
	3	The topic is complete and clear but the details almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Orientation (O) 20% - Declarative sentences - Negative sentences	4	Identification is complete and descriptions are arranged witth proper coonectives	2X
	3	Identification is almost complete and descriptions are almost arranged with proper connectives	
	2	Identification is not complete and descriptions are arranged with few missue of connectives	
	1	Identification is not complete and descriptions are not arranged with missue of connectives	
Grammar (G)	4	Very few grammatucal or agreement	

20% Simple past tense agreement		inaccuraces	2X
	3	Few grammatucal or agreement inaccuraces but not affective on meaning	
	2	Numerous grammatucal or agreement inaccuraces	
	1	Frequent grammatucal or agreement inaccuraces	
Vocabulary (V) 15 %	4	Effwctiv choice of words and word forms	1,5X
	3	Few missue of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word forms	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1,5X
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors spelling, punctuation, and capitalization	
	1	It dominated by errors of spelling, punctuation, and capitalization	

Scoring Guidelines:
Total Score = (3C+2O+2G+1,5V+1,5M / 4) X 10

Final Score = 100

ASSESSMENT FOR REMEDIAL LEARNING
Lattice of Remedial Learning (Written Test)
Assessment Technique   : Written Test
Instrument Form   : Cloze Procedure
Specification   :

Basic Competence	Material	Indicator	Instrument	Number of Questions
3.8 Implementing social functions, structure text, and linguistic elements of the text verbal and transactional interactions writing that involves action giving and asking for information related circumstances/ actions /activities / events that occur / occur when spoken, according to context its use. (Pay attention to the elements linguistic present continuous tense).	Present Continuous Tense	3.8.1 Identifying place, person(s), and activities. 3.8.2 Analyzing the rules of Present Continuous Tense. 3.8.3 Differentiating nominal and verbal sentence in Present Contonuous Tense. 3.8.4 Applying the rule of Present Continuous Tense to asking and giving information	Cloze Procedure (attachment 4)	5

		(positive-negative-introgative sentence).		

> **Attachment 4**
> *Change the following sentences below into negative and interrogative sentence!*
> 1. The students are going to school.
> 2. I am seeing Fatah today.
> 3. He is lying on the bed.
> 4. She is looking for a job.
> 5. They are reading the newspaper and magazine.
>
> Final score uses scale 1 – 5, with criteria:
> 5 = if the students are able to answers appropriately (grammar, formula, and word diction)
> 3 = if the answers get mistake in one of the

grammar, formula, or word diction
> 1 = if the answer is less or not complete

> Total Score = Total Correct Answer X 4
> Final Score = 100

ASSESSMENT FOR ENRICHMENT LEARNING
Lattice of Skill Aspect (Written Test)
a. Assessment Technique   : Written Test
b. Instrument Form   : Performance Assessment (Writing skills)
c. Specification   :

Basic Competence	Material	Indicator	Instrument	Number of Questions

4.8 Compiling interaction texts Transactional oral and written very short and simple ones involves the act of giving and asking related information circumstances / actions / activities / events that occur / occur when spoken, with attention to social function, text structure, and elements correct and appropriate language context.	Present Continuous Tense	4.8.1 Composing dialogue text which contains the act of asking and giving information related to the events that happening right now. 4.8.2 Communicating the dialogue text whch contains the act of asking and giving information related to the events that happening right now.	Cloze Sentence (attachment 5)	5

> **Attachment 5**
Make 5 simple verbal and nominal sentences
which containts present continuous form
(affirmative-negative-interrogra(ve)!
Scoring Rubric:

No	Aspects	Description	Score
1	Grammar	No error	4
		Few errors	3

		Many errors	2
		Grammatically unacceptable	1
2	Vocabulary	No inappropriate vocabulary	4
		Few inappropriate vocabulary	3
		Some inappropriate vocabulary	2
		Many inappropriate vocabulary	1
3	Originality	Very original	4
		Original	3
		Less original	2
		Not original	1
4	Writing Arrangement	Good writing arrangement	4
		Less good writing arrangement	3
		Enough writing arrangement	2
		Bad writing arrangement	1

Scoring Guidelines:

(Grammar Score x 7) + (Vocabulary Score x 7) +
(Originality Score x 7) + (Writing Arrangement Score x 4) = 100

LESSON PLAN

Subject : English

Class/Semester : VIII/ 2 (Even)

Core Materials : Spoken Transactional text giving and asking information related to state and event action that is happening.

Time Allowment: 2 X 40 minutes

A. Core Competence

1. To appreciate and inspire the religion theory which adopted.
2. To appreciate and inspire the honest behavior, discipline, responsible, care (tolerance, mutual cooperation), polite, confidence, in the interaction by effective with the social environment and natural within the range of association and existence.
3. Understanding the knowledge (factual, conceptual, and procedural) based on they curiosity about the knowledge, technology, art, culture that related to the phenomenon and the appearance of the eye.
4. Exploring, associating, communicating in the concrete realm (use, explain, design, modifate, and create) and abstract realm (write, read, count, draw, and compose) appropriate with the subject are learned in the school and the other same sources in theory side.

B. Basic Competence and Indicator of Competence's Achievement

No	Basic Competence	Indicator of Competence's Achievement
3	3.8 To apply the social function, structure of text, and langauge substance of	3.8.1 Identify the transactional text giving and asking information related to present

		text interract transactional oral and written that involve the action to give and ask the information related to situation / action/ activity / events are doing/ continue when saying it, appropriate with the context of users (concern to the language substance of '*present continuous tense*'	continuous tense. 3.8.2 Understanding the function generic structure of transactional text giving and asking information related to present continuous tense. 3.8.3 Apply the transactional text giving and asking information related to present continuous tense.
		4.8 To create the text interract transactional oral and written very short and simple which involve the action to give and ask the information related to the situation/action/activity/event without mention the doer(subject) by attention to the social function, structure of text and language substance correctly and appropriate with the context.	4.8.1 Make a use of present continuous tense in dialogue 4.8.2 Create a dialogue about transactional text giving and asking information related to present continuous tense 4.8.3 the student be able to apply the dialogue with each other that related to transactional text giving and asking information.

C. Learning Objectives
First meeting:
1. Students are able to identify the transactional text giving and asking information related to present continuous tense correctly. C2
2. Students are able to apply the transactional text giving and asking information related to present continuous tense correctly. C3
3. Individually students are able to read the text about giving and asking information related to present continuous tense correctly. C1
4. Individually students are able to make a use of present continous tense in dialogue well. C3

Second meeting:
1. Students are be able to identify the social functions are related in the dialogue of text C2
2. Students are be able to analyze the text that given many tenses in the dialogue C4
3. Students are be able to make an dialogue creatively by their own work C6
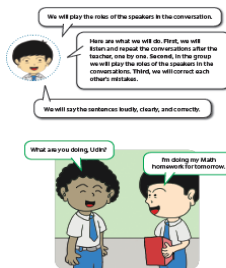4. Students are be able to critical the formula of present contionus tense in dialogue C5

D. Learning Materials
First meeting:
1. **Regular Materials**
   a. Generic structure
      Opening, Negotiating, Closing

What are they doing?

They're playing *congklak*.

What is Siti reading?

She's reading *Goldilocks*.

Collecting Information

We will work in groups. We will ask and answer questions about what people are doing right now.

Here are what we will do. First, we will listen and repeat the sentences after the teacher, one by one. Second, in the group we will take turns asking and answering, not reading, the questions to each other. Third, we will correct each other's mistakes.

We will say the sentences loudly, clearly, and correctly.

No	Questions	Answers
1.	What is Rina doing?	She's returning a book to the library.
2.	Who are Roni and Rudi waiting?	They are waiting for us.
3.	What is Rini doing?	She's finishing the math homework.
4.	Where are they studying?	They are studying in the library.
5.	What is he doing?	He's having his lunch in the canteen.
6.	What are the teachers doing?	They're having a meeting in the teacher room.
7.	What is Sinta doing?	She's meeting the principal.
8.	What are they talking about?	They are talking about the football match.
9.	What is Gani doing?	He is buying something in the school co-op.
10.	What are you doing there?	We're practicing English.

b. Linguistic Features
    Grammar   : Present Continuous Tense
    ✓ *Present Continuous Tense*
       Statement and question related to ask and give information about what is happening now.
       Affirmative
       Subject + to be + (verb+ing)

I	am	reading
You	are	singing
She	is	talking

Negative

Subject + to be not + (verb+ing)

I	am not reading
You	are not singing
She	is not talking

Interrogative

To be + Subject + (verb+ing) ?

Am	I reading?
Are	you singing?
Is	she talking?

✓ Adverb of time : now, at the moment, right now
✓ Pronunciation, Intonation

- Topic
  Activities at school, at home,

2. Materi Pembelajaran Pengayaan (Enrichment Material)

Dialogue 1 (on the phone call)

Hanna : Hello, may I speak to Carol?
Carol : Yes, it's me. **Who is speaking**?
Hanna : Hi, I am Hanna. **Are you busy at the moment**?
Carol : Hi Hanna, yep a bit busy right now.
Hanna : **What are you doing**?

Carol	: **I am cooking some food**.
Hanna	: **What are you cooking**?
Carol	: **I'm cooking fried chicken and making some salad for dinner**. Anyway **what are you doing**?
Hanna	: **I'm calling you** haha.. Nah, **I'm calling just** to say hello. Quite boring. **I am not doing** anything right now.
Carol	: Oohh poor you.

3. (Remidial Material)
   Dialogue :
   Hamdan   : Hi, Hana. How are you?
   Hana   : Fine. Thanks.
   Hamdan   : What are you doing?
   Hana   : I am standing
   Hamdan   : What is Raihan doing?
   Hana   : He is walking
   Hamdan   : What is Sari doing?
   Hana   : She is jumping

E. Teaching Mathod
   First meeting :Scientific Approach
   Method: Genre Based Learning
   Second meeting: inquiry Learning

F. Teaching Media, Tools, Learning Sources
   - Teaching Media
     ➢ Slide Show, video
   - Tools
     ➢ LCD Projector
     ➢ Laptop
   - Learning Sources
     ➢ Wachidah, Siti. et al. (2016). Buku Siswa Bahasa Inggris Kelas VIII When English

Rings a Bell. Jakarta: Kementrian Pendidikan dan Kebudayaan.

- ➢ https://www.youtube.com/watch?v=TR5RcutMu7c&t=47s
- ➢ https://www.englishcafe.co.id/contoh-percakapan-bahasa-inggris-dengan-menggunakan-simple-present-continuous-tense/

G. Learning Stages

First meeting :

Stage	Activity	Time Allowment
Opening	6. Teacher greets the students 7. Students pray together 8. Teacher checks students' attendance 9. Teacher asks students' about the previous learning material (literacy) 10. Teacher explains the learning objectives	5' minutes
Core Activities		
BKOF	3. Students read the text aloud 4. Students mention the sentences about what is happening	10' minutes
MOT	4. Students watch the video 5. Students learn and observe how to state and ask about what is happening now 6. Students try giving and asking information	25' minutes

		about what is happening according to the picture by following the example.	
JCOT	5.	Students are given the dialog	
	6.	In group students identify the transactional text giving and asking information related to present continuous tense. C2	10' minutes
	7.	Students make a group in 2 to read and practice the dialog in front of the class	
ICOT	2.	Individually students make sentences use present tense based on the pictures given C3	
	8.	Individually make a dialogue about the transactional text giving and asking information related to present continuous tense. C3	20' minutes
Closing	5.	Students and teacher summarize what they have learnt	
	6.	Teacher asks the subtends to learn the following material	10' minutes
	7.	Students and teacher pray together	
	8.	Teacher does leave	

	taking	

Second meeting:
- a. Learning goals
  - To make sure the students of usage and function in the text giving and asking information
  - To make the students can practice and apply to other outside the class C3
  - To give the knowledge about how to express the form of grammar well

- b. The material for learning:

Dialogue

Jane   : Excuse me. Hello is anybody here?
Bill   : Hello, who is there?
Jane   : Hi Bill, it's me Jane.
Bill   : Hi Jane. Sorry we are cleaning the house.
Jane   : Am I bothering you?
Bill   : No, you are not. Come in.
Jane   : What are you cleaning anyway Bill?
Bill   : We are doing general cleaning. We share the responsibility. I am cleaning the window. My sister is sweeping the floor, my brother is mopping the floor, my dad is washing the car, and my mom is cooking for us**.** It is fair, isn't it?
Jane   : It's fair enough. Anyway Bill, I want to tell you about the latest task from Mr. Johnson. Have you received it through email?
Bill   : No, I haven't received it yet. Ok will check it soon. Thank you Jane.

- c. Learning activities

Activity	Description of activities	Time allocation
Opening	1. Teacher opens the class by praying together	10 minutes

	2. Teacher checks the attendance list 3. Teacher asks the previous material 4. Teacher explains the learning objectives	
Main activities	Determine context in dialogue with appropriate tense of present continous tense	

	Observing:
	    1. Students can interract with others related using giving and asking information.
	Questioning:
	    2. Students conduct to make a list of question about what they want to know based on dialogue.
	    3. The teacher explains the usage of 'present continous tense'
	Selection of question:
	    4. The students select the question based on dialogue
	Collecting and analyzing data:
	    5. After selecting the question, students work in group to be 3-4 student
	    6. The sudents in each group to discuss the generic structure, pattern, tense.
	Problem solving:
		60 minutes

	7. The students make analyze report after discussing in their group C4 **Presentation of finding:** 8. The students present their work in fornt of class.	
Closing	1. The Teacher checks understanding student about the material 2. The teacher provides an overview of material in the future and then pray together	5 minutes

H. Learning Assessment
1. Knowledge

No	Technique	The Form of Instrument	Instrument	Time
1	Spoken Assassement	Read the text	See Appendix 1	During the class

2. Skill

No	Technique	The Form of Instrument	Instrument	Time
1	Written Text	Ask and answer in dialogue use present continous tense	See appendix 2	During the class

I. Rubric Assesement
2.1 Penilaian dari Aspek Pengetahuan (knowledge)

Vocabulary *(Kosakata)*
5 = Almost perfect
4 = There is a little mistake but it doesn't change the meaning
3 = There is some mistakes and change the meaning
2 = There are many mistakes and change the meaning
1 = Too much mistakes so difficult to understand

Fluency *(Kelancaran)*
5 = Very fluent
4 = Fluent
3 = Fluent enough
2 = Less fluently
1 = Not fluent

Pronunciation (*Pengucapan)*
5 = Almost perfect
4 = There is a little mistake but it doesn't change the meaning
3 = There is some mistakes and change the meaning
2 = There are many mistakes and change the meaning
1 = Too much mistakes so difficult to understand

Intonation *(Intonasi)*
5 = Almost perfect
4 = There is a little mistake but it doesn't change the meaning
3 = There is some mistakes and change the meaning
2 = There are many mistakes and change the meaning
1 = Too much mistakes so difficult to understand

Pemahaman (understanding)
5 = Very understand
4 = Understand
3 = Understand enough
2 = Less understand
1 = Not understand

No	Name	Vocabulary	Fluency	Pronunciaton	Intonation	Understanding

Students' final score = $\frac{\text{Students' score}}{25}$ x 100

2.2 Skill Assessment

a. Technique: written text

b. The Instrument:

No	Indicator	Instruction	Skor
1.	The students can be creative to make a dialogue well as they can in the class	Answer the question from the teacher are related to the picture by using present continous tense	4

c. Rubric assessment

No.	Name	Writing sentences		Creating a dialogue	
		Vocabulary	Grammar	Structured	Appropriate with the picture

a. Scoring rubric

No.	The aspect of assessment	Score	Statement
1	Vocabulary	4 3 2 1	Mention more than 8 vocabularies are correct in dialogue Mention more than 6 vocabularies are correct in the dialogue

			Mention more than 4 vocabularies are correct in the dialogue
			Mention less than 4 vocabularies in the dialogue
2	Grammar	4	Tell the correct grammar more than 8 structure of grammar in dialogue
		3	Tell the correct grammar more than 6 structure of grammar in dialogue
		2	Tell the correct grammar more than 4 structure of grammar in dialogue
		1	Tell the grammar less than 4 structure of grammar in the dialogue
3	Structured	4	Making the dialogue with the correct of generic structure
		3	Making the dialogue with less precise of generic structure
		2	Making the dialogue with unappropiate of generic structure
		1	Making the dialogue with unappropriate of generic staructure
4	Appropriate with the	4	There are more than 10 sentences are

	picture	3	appropiate with the picture are choosen
		2	There are 8-10 sentences are
		1	appropiate with the picture are choosen There are 5-7 sentences are appropiate with the picture are choosen There are 3-4 sentences are appropiate with the picture are choosen

    b. Scoring rubric

Result = $\underline{\text{acquisition score}}$ x 100
Score maximum

J. REMIDIAL ACTIVITIES
    a. The program of remidial:
- If the participant 50% so doing the remidial
- If the participant 20 – 49% doing by deviding the group
- If the participant less than 20% doing the guidance specifically.

    b. Remedial test

I.III Enrichment activities

    a. Do the identification the ability of study by observing

    b. doing the assessment to give more result or value' student

Appendix 1
Dear Barbara,

Hi Vivian, how are things with you? It's good to know that you are doing fine in business. Have you received my postcard? I am now sitting in my hotel room writing a letter to you about my wonderful holiday in Bali. I think this is the most wonderful holiday that I ever had.

The people are very friendly. There are a lot of interesting tourist objects to visit, beautiful local art and craft, tasty traditional food, and much more. It's Thursday today. I cannot believe this is my last day. I wish I could spend more time here. I am certain I will stay longer on my next visit.

I'll be home at about 3 p.m. tomorrow if the flight is on time. On Monday I must go back to work. I cannot wait to show my video to my class. Okay, that's all for now. Send my love to your children. Bye.
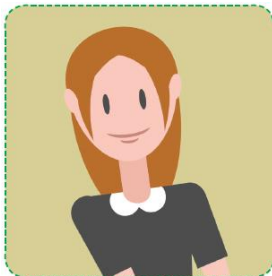
Best wishes
Vivian

1. **Read the based on the text aloud to your friend, and then find out the present continous tense based on that letter!**

Appendix 2
WORKSHEET 1
Ask and answer with your partner use these pictures!

Example : What is she doing?
She is smiling

1. **Create your own dialogue about the transactional text giving and asking information related to present continuous tense! C6**

APPENDIX IV

RESEARCH DOCUMENTS

Nomor :B-2919/Un.10.3/D.3/PP.00.26/06/20   29 Juni 2020

Lamp   : -
Hal   : Mohon Izin Riset
a.n.   : Saidatul Baroroh
NIM   : 1603046010

Yth:
Ketua Jurusan Pendidikan Bahasa Inggris
Sayyidatul Fadlilah, M.Pd
di Semarang

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi atas nama mahasiswa:

Nama	:	Saidatul Baroroh
NIM	:	1603046010
Alamat	:	Tebuwung RT 02 RW 01 Dukun Gresik Jawa Timur
Judul	:	Pre-Service English Teachers' Perception toward Bloom's Taxonomy in Cognitive Domain and the Implementation to Their Lesson Plans
Pembimbing	:	Dr. Hj. Siti Mariam, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana di atas selama 14 hari , mulai tanggal 13 sampai dengan 26 April 2020.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Mahfud Junaedi

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

CURRICULUM VITAE

Personal Data

Name	:	Saidatul Baroroh
Place of Birth	:	Gresik
Date of Birth	:	Nopember, 3rd 1997
Religion	:	Islam
Gender	:	Female
Civic	:	Indonesia
Address	:	Jl. Tegal Rejo, Tebuwung RT.02/RW.01 Dukun, Kab. Gresik, Jawa Timur

Formal Education

1. MI Ma'arif Al-Karimi Gresik
2. MTs. Al-Karimi 1 Gresik
3. MA Al-Karimi Gresik
4. English Education Department, Faculty of Education and Teacher Training, Walisongo State Islamic University, Semarang

Sincerely,

Saidatul Baroroh