CHAPTER II

REVIEW OF RELATED LITERATURE

In a research, it is important to describe the theories related to the problems of this study, which are used as foundation and reference in order to give relevant knowledge in the field.

A. Theoretical Foundation

1. Definition of Reading

There are some definitions about reading. Menyan and Leeuw as quoted by Zainudin that reading is a digestive process and it has two principles, they are learning by understanding, which means selecting, discriminating and organizing. The second principle is flexibility. It must take time to read slowly when the meaning of word is difficult. Reading is one of four skills in English that the students should acquire. Nunan stated that —reading is a process of readers combining information from text and their own background to build meaning. This means that the readers should combine their knowledge and what the information they read. It is very important skill that the students need for the success of their studies.

¹Zainuddin, The Use of Group Work in Teaching Reading for the First Year Students of MAN Pamekasan, (English Departement, IAIN sunanAmpel, 2009),9

²David Nunan. *Practical English Language Teaching*. (Singapure: The Mc Grow Hill Company, 2003), 68

Reading is an interaction between the reader and the writer, Albert said that the text provides information that author wants the reader to understand in certain ways.³ It means that the writer hopes that the reader can understand the information provided in the text.

2. The Importance of Reading

Reading is one of the most important skills in learning language besides listening, speaking, and writing. According to Damian, reading is an activity that involves greater level concentration and gives conversational skill to reader. It acquired a lot of knowledge. Besides, reading can improve students' attention span and comprehension. In general, there are two reasons why reading is important in daily life:

- a. Reading will help to achieve some clear aim or information. ⁵It means that reading is one of the ways to get information.
- b. Reading is needed for career, to study purposes, or simply for pleasure.⁶ Teacher or students reads a book to improve their knowledge and people read comic, magazine, or novel for pleasure.

³Harris Albert J. 1962. Effective Teaching of Reading, (New York: David McKay Company),35

⁴ Damiansofsian.<u>http://ezinearticles.com/?the-importance-of-reading&id</u>.(accessed on September 15th 2014)

⁵As cited in thesis of Ainy (Surabaya: IAIN SunanAmpel) ,14

⁶ Jeremy Harmer, How to Teach English, (Longman: Pearson Education Limited),99

For language teaching, reading is useful to know language acquisition. The also can help to improve students' English ability. Brown said that reading competence is important because it underlines success in all areas of study in high school, but it is essential to personal enrichment and development of intelligent citizenship. It means that increasing the ability of reading indicates a student's success in other subject areas. If their reading is good, others must be good too.

In addition to that Nuttal states that reading can be used to improve their language components. It means that by reading, the students may improve their language skill, such as their grammar and vocabulary.

So, reading is important for daily life. By reading we can get pleasure; information and more knowledge. Beside, in language teaching reading is useful for language learning or to develop intelligent of citizenship.

⁷ ibid

⁸ Brown, et al. *Teaching Secondary Language: Alternative Approach*. (Ohio: Newburry House Publishers Inc, 1970.)161

⁹Nuttal, C. *Teaching Reading Skills in a foreign language*.(Maclmillan Heneman,1996),30

3. Reading Comprehension

Reading is about comprehending. It is a receptive skill which provides a means to observe and explore, to idea and create¹⁰. Klingner stated that reading comprehension can be defined as complex process involving interaction between readers and what they carry to the text such as knowledge and strategies used in reading and also variables related to the text such as interest and understanding¹¹. Reading comprehension can be defined as how good a student understands text how good the student uses cognitive and metacognitive processes and offer information about the text.¹² Klinger also stated that reading comprehension can be defined as the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency. It indicates that reading comprehension is not only aboutunderstanding the text but it is about the complex processes that involve interactions between reader and the text he reads dealing with understanding the literal meaning of text, critical thinking about message of text, and appreciation of what the author delivered through the text. 13

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¹⁰ Susan L. Cooledge, Doctoral Dissertation "L2 Reading and Hypertex: A Study of Lexical Glosses and Comprehension among Intermediate Learners of French" (New York: The University of Arizona 2004), 13.

¹¹Klinger etall. *Teaching Reading Comprehension to students with learning difficulties*. (New York: The Gullford Press. 2007, 8.

4. Reading Comprehension Question

1) Comprehension Question

Comprehension question are expected not only to facilitate but also to challenge at least three levels of comprehension: literal, inferential, and evaluative or critical.¹⁴

a. Literal comprehension is level of understanding the text wherein a
reader has access and can recognize and recall details in the text.

It requires recognition and recall of ideas, information and
happening explicitly stated in the reading selection.

The example of them are finding date of flight; who is...; what/ where did she/ he...; what happened where or during ...; find out the differences between ... and ...?

b. Inferential or interpretative comprehension is the level of understanding wherein readers can read meanings which are not directly stated on the texts. This level requires the orchestration and the manipulation of information from the text as well as within the readers.

The question are, for example, how did she converse with ...; what was the weather like; do you think ...; what will happen next....;

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¹⁴Brasell, D. &Rasinski, T. Comprehensions that Works; Taking Students Beyond Ordinary Understanding to Deep Comprehension. Huntington Beach. 2008: Shell Education.

c. Evaluative or critical comprehension refers to the understanding of a text which requires readers to use an adequately developed knowledge base and new information including prior knowledge, intuition, and imagination to make hypotheses; to draw conclusion, to make reasonable predictions, connections between conclusion and critical judgments about what texts.

The examples of the questions are what strange ideas did ...have? ; Why was ... true? ; How do you feel about this character?; what do you think's attitude?

When questions move beyond a literal understanding, students' answers have to be motivated by information in the text. Then in inferential questions the students' answer can have clearly correct and incorrect responses or the answers are correct as long as they depend primarily on students' reactions to what they read. Evaluative or critical answers not only depend primarily on students' reactions to what they have read, but also they need to reflect a global understanding of the text.

2) Forms of Questions

Forms of question are the techniques to test the students learning result. ¹⁵There will be some techniques to test students learning result. The difference of each technique is caused by the purpose of the test. In case of assessing reading, there will be some of

¹⁵Arthur Hughes, *Testing for Language Teacher*. New York: Cambridge University Press, 2007.

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certain techniques which are able to ease the teacher to test their students. The technique below is proposed from Arthur Hughes' book entitled testing for language teachers and J Charles Aldersons' book entitled assessing reading.

a. Multiple Choice

Multiple choices are common techniques to test students' comprehensions toward the text. Students will answer multiple choice questions by eliminating the distracter by their logical analysis that they have gotten by reading the text. ¹⁶ For example:

Memorizing is easier when the material to be learned is..

- a. In a foreign language
- b. Already partly known
- c. Unfamiliar but easy
- d. Of no special interest

Here, the students will choose an answer based on the choices above.

b. Matching Technique

Here, two sets of question and answer have to be matched against each other.¹⁷ Such as matching the vocabulary to their

¹⁷ Ibid

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

¹⁶ Charles Alderson. Assessing Reading. Cambridge: Cambridge University Press: 2000.

meaning or matching the heading of the paragraph to their corresponding paragraph, For example:

1. Narrative

a. To tell the past experience

2. Procedure

b. To tell how to make some thing

3. Recount

c.To amuse the readers

They will be intended to match the word on the left to the meaning or explanation in the right.

c. Ordering Task

In ordering task students are given scrambled set of words, sentence, paragraph or text and have to put them into their correct order. 18 For example:

A. It was called the last	t waltz	1. <u>D</u>

B. The street was in total darkness 2.___

C.	Because it	was one	he and Ric	chard had l	earnt at scl	hool3

D. Peter looked outside 4. ___

E. He recognize the tune 5.___

F. And it seemed deserted 6. ___

G. He thought he heard someone whistling 7. ____

¹⁸ Charles Alderson. Assessing Reading. Cambridge: Cambridge University Press: 2000.

d. Dichotomous Items

This technique is called true and false technique whereas the students are presented with a statement which is related with the text and decide whether the statement is true or false.¹⁹ This test is intended to test the ability of infer meaning. For example:

- 1. John is the youngest in his family T/F
- 2. John sister always comes home late T/F

Here the students will decide whether the statement above is true or false based on the text that they have read.

e. Short Answer Test

In this technique students are asked a question which requires a brief response. The short answer technique will work well to test the ability to identify the referents, predict the meaning of unknown words from context, and write items related to the structure of text.²⁰ For example:

What does the word "it" (line 26) refers to? _____

Which town listed in table 4 has the largest population?____

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¹⁹ Ibid

²⁰Arthur Hughes, *Testing for Language Teacher*. New York: Cambridge University Press, 2007.

f. Gap Filling

This technique is particularly useful in testing reading. It can be used to get the students response. Students read the text and in the same time they read the summary of the text whereas some of the keyword has been removed. Their task is to restore and or fill the missing keywords; consequently they have to understand the main ideas of the original text to find the right keywords.²¹ For example:²²

To support his claim that the mafia is taking over Russia, the author points out that the sale of ______ in Moscow has increased by ______ per cent over the last two years.

5. The Difficulties in Constructing Questions

Sam Warib says that most of important point that students are reluctant in constructing questions is because the lacking of grammar, vocabulary, and spelling²³. Mastering these components is very important in constructing questions. The following concepts are presented below:

²¹ Charles Alderson. *Assessing Reading*. Cambridge: Cambridge University Press: 2000.

²²Arthur Hughes, *Testing for Language Teacher*. New York: Cambridge University Press, 2007.

²³Mun.Fika et al. *Complete English Grammar*.Surabaya: Apollo. 1991

a. Vocabulary

Most of the students have problems in writing a question, because they lack of vocabulary. Vocabulary is one element of language skills applied in learning and teaching English. To be able to learn it, the students must understand and master many English word. To apply English skill, vovabulary must be learned by them because it is the target language depends one some one's knowledge of vocabulary in this case, vocabulary is one of other components of skill of a language both spoken and written form. The essence of mastering vocabulary is learning how to determine meaning²⁴. The students also get difficulty in choosing the word that suit to its subject. Sam A Soesanto stated that good writing a question is made of words that suit the subject and the expected audience. Add say, to speak or to write is to choose word. You must choose them consciously; think about the word you use, their shades of meaning and their effect on your readers.²⁵

b. Grammar

In constructing questions, grammar is very important. It means that by mastery grammar, the students can produce the correct

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²⁴Mun.Fika et al. *Complete English Grammar*.Surabaya: Apollo. 1991

sentences. As stated the relationship between the mastery of sentence structure and ability in write a question has rhetorical consequences. Sam Warib stated that understanding grammar is an excellent basis for good listening, speaking, reading, and writing²⁶. Particularly, for those whole native language patterns are very much different from English. Good write questions usually have a grasp of grammatical element. Based on the statement above it is very important for the students to master the grammar of English in order to able to construct correct sentence as a basic to the successful in asking questions, without have knowledge about grammar they will not be able to use it, so that, the reader can not catch the points of the message.

6. Bloom Taxonomy

The word Taxonomy comes from the Greek meaning "tassein" it is mean classify and "nomos" which means rules.27 The meaning of taxonomy is the classification or grouping which is based on certain characteristics. Meanwhile, according to major Indonesian dictionary taxonomies are rules and principles that include object.²⁸In this case the

²⁶ ibid

²⁷Fitrianinurfadhilah, *AnalisisSoalUjianAkhir Semester (UAS) Mata*

PelajaranMatematikamenggunakanTaksonomi Bloom, (Skripsi yang tidakdipublikasikan Surabaya: IAIN SunanAmpel, 2011), h.8

²⁸PusatBahasaDepartemenPendidikanNasional, KamusBesarBahasa Indonesia, (Jakarta: Balaipustaka, 2005), Cet, Ke-3, h.1 125

taxonomy of educational objectives is useful as a tool to ensure accuracy in communication with regard to organizing and interrelation.²⁹

Referred to Bloom's taxonomy is categorization or classification of educational goals the cognitive domain. Namely cognitive behaviors that emphasize the intellectual aspects such as knowledge, understanding, and a person's level thinking skills. In addition there are also cognitive, affective and psychomotor domains. Affective domain includes domains related to attitudes and feelings. While the psychomotor domain associated with the realm of manipulative and physical abilities. However, in this research, the researcher is confined to the cognitive domain.

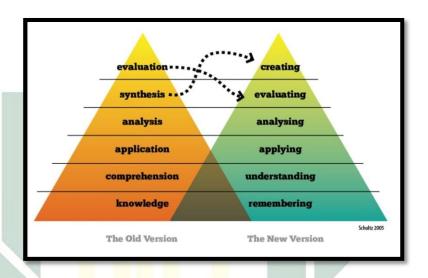
Bloom's cognitive domain comprises six processes which require learners to demonstrate knowledge, comprehension, application, analysis, synthesis, and evaluation as learning progress from 'lower order' to 'higher order' thinking.

Bloom's Taxonomy has improved in line with the changing times and technology. LorinW.Anderson and David R. Krathwohlhaverevising the Bloom taxonomy in 1990. The results in improvements published in 2001 under the name of Bloom's taxonomy revision.

Taxonomy changes of nouns (in Bloom's taxonomy) became a verb (in taxonomy revision). This change was made to fit the educational goals.

²⁹A. SaepulHamdani, M.Pd, *PenggabunganTaksonomi Bloom danTaksonomi SOLO sebagai Model* BaruTujuanPendidikan, (Kumpulan Makalah Seminar PendidikanNasional Surabaya: FakultasTarbiyah IAIN, 2008), h. 10

Educational purposes indicating that the student will be able to do something (verb) with something (noun). The following image Bloom's taxonomy changes before and after revision:³⁰



In the classification, the revised Bloom's taxonomy of cognitive domains are divided into six categories, namely remembering, understanding, applying, analyzing, evaluating and creating.

a) Remembering

Remembering is an attempt to regain the knowledge of memory or memory has been exceeded, both newly obtained and that has long earned. Remembering is the dimensions of which play an important role in the learning process meaningful and problem solving. This

³⁰Anderson, L.W., danKrathwohl, D.R. 2001. *A Taxonomy for Learning, Teaching, and Assesing: A* Revision of Bloom's Taxonomy of Educatioanl Objectives. New York: Addison Wesley Longman, Inc.

capability is used to solve a variety of problems that are much more complex.

Remembering includes recognizing and recalling. Recognize related to knowing the past knowledge pertaining to concrete things, such as date of birth, home address, and age, while recall is a cognitive process that requires knowledge of the past quickly and accurately.

The remembering question is often used during or after reading a passage to encourage learners in the class to recall the content of the passage.³¹

b) Understanding

Understanding is regard to building an understanding of a variety of sources such as messages, reading and communication.

Understandingthat regard to classify activities (classification) and comparing. Classifies will appear when a student tried to identify the knowledge that is a member of a particular knowledge category.

Classifies originated from a specific sample or information subsequently discovered concepts and general principles. Comparing refers to the identification of the similarities and differences of two or

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³¹Surjosuseno, TjahjaningTingastuti and Vivienne Watts. 1999. *Using Bloom Taxonomy to Teach Critical Reading*. Central Queensland University: QJER

more objects, events, ideas, problems, or situations. Comparing the cognitive processes related to finding one by the characteristics of the objects being compared.

Critical reading question which requires students to translate the passage are not relevant in the classes since both teacher and learnersuse the target language. However, learners are required to interpret and extrapolate meaning during and after reading.³²

c) Applying

Applying refers to cognitive processes utilize or employ a procedure to carry out the experiment or solve problems. Apply related to the dimensions of procedural knowledge. Implement activities include running procedure and implementation.

Implement arise if students choose and use procedures for matters. Students still feel unfamiliar with this, the students need to recognize and understand the problems first and then establish the appropriate procedures to resolve problems. Implements closely related to other dimensions of cognitive processes are understood and creating.³³

³² Ihid

³³Anderson, L. W. (1999). *Rethinking Bloom's Taxonomy: Implications for testing and assessment.*

A critical reading teacher will ask application question about the topic before, during and after reading a passage. Questioning before a reading encourages students to anticipate what is possible; questioning during the reading directs learners to focus on the function of the topic; and questioning after the reading directs learners to apply the concepts in a new context.³⁴

d) Analyzing

Analyzing is solving a problem by separating each part of the problem and seeks relevance of each section and find out how these linkages can cause problems. The analyzing is the type of ability that a lot demanded of learning activities in schools. Various subjects require students to have the ability to analyze properly. Demands for students to have the ability to analyze often tend to be more important than the other dimensions of cognitive processes such as evaluating and creating. Most of the learning activities lead students to be able to distinguish between fact and opinion, lead to the conclusion of supporting information.

³⁴ ibid

In critical reading, analysis questions can be used during and after reading activities to encourage learners to understand the content and the structure of the given passage.³⁵

e) Evaluating

Evaluation includes checking and criticized. Check led to the testing activities of the things that are not consistent or failure of an operation or product. If it is associated with the thought process of the plan and implement the check will lead to the determination of the extent to which a plan is going well. Criticizing is lead to the assessment of a product or operation based on external criteria and standards. Criticizing related to critical thinking. Students are assessed by looking at the negative and positive sides of a thing, and then assessed using this standard.

Evaluation is concerned with the ability to judge the value of material, the solution to a problem or the facts about particular cultures.

Critical reading may use evaluation as a means of focusing on learners' personal judgments derived from their existing schemata.³⁶

36 ihid

³⁵Anderson, L. W. (1999). *Rethinking Bloom's Taxonomy: Implications for testing and assessment.*

f) Creating

Creating include generalizing and producing. Generalize the issue and discovery activities represent alternative hypotheses are required. This relates to generalize divergent thinking which the core of creative thinking is. Producing leads to planning to solve the problems given. Producing related to the other dimensions of knowledge that is factual knowledge, conceptual knowledge, procedural knowledge, and met cognition knowledge.³⁷

Creatingis difference with other cognitive dimensions of thinking because on another dimension as to understand, implement, and analyze student work with information that is already known previously, while on creating student work and produce something new.

Creating activities in the critical reading class can include: (a) solving problems which are described in the text; or (b) communicating with the author in the target language.

The following table of cue question based on bloom's taxonomy of critical thinking:³⁸

Table 2.1: Table of cue question of Bloom Taxonomy

³⁷Anderson, L.W., danKrathwohl, D.R. 2001. *A Taxonomy for Learning, Teaching, and Assesing: A Revision of Bloom's Taxonomy of EducatioanlObjectives*. New York: Addison Wesley Longman, Inc.

³⁸Center for college and career readiness. *Allignment of Taxonomies*. The common core institute.

Lower-Order Thinking Skills	Higher-Order Thinking Skills		
1. Remembering	1. Analyzing		
✓ What is?	✓ What are the parts or features of?		
✓ How is?	✓ How is related to?		
✓ Where is?	✓ Why do you think?		
✓ When did happen?	✓ What is the theme?		
✓ How did happen?	✓ What motive is there?		
✓ How would you explain?	✓ What conclusions can you draw?		
✓ How would you describe?	✓ How would you classify?		
✓ What do you recall?	✓ How can you identify the different parts		
✓ How would you show?	?		
✓ Who (what) were the main?	✓ What evidence can you find?		
✓ What are three?	✓ What is the relationship between???		
✓ What is the definition of?	✓ How can you make a distinction between		
	?		
	✓ What is the function of?		
	✓ What ideas justify?		
2. Understanding	2. Evaluating		
✓ How would you classify the type of	✓ Why do you agree with the actions? The		
?	outcomes?		
✓ How would you compare? Contrast	✓ What is your opinion of?		
?	✓ How would you prove? Disprove?		
✓ How would you rephrase the meaning	✓ How can you assess the value or		
?	importance of?		
✓ What facts or ideas show?	✓ What would you recommend?		
✓ What is the main idea of?	✓ How would you rate or evaluate the?		
✓ Which statements support?	✓ What choice would you have made?		
✓ How can you explain what is meant	✓ How would you prioritize?		

...?

- What can you say about ...?
- Which is the best answer ...?
- ✓ How would you summarize ...?
- ✓ What details would you use to support the view ...?
- ✓ Why was it better than ...?

3. Applying

- ✓ How would you use …?
- ✓ What examples can you find to ...?
- ✓ How would you solve ___using what you have learned....?
- ✓ How would you organize __ show ...?
- ✓ How would you show your understanding of ...?
- ✓ What approach would you use to ...?
- ✓ How would you apply what you learned to develop ...?
- ✓ What other way would you plan to ...?
- ✓ What would result if ...?
- ✓ How can you make use of the fact to ...?
- ✓ What elements would you choose to change ...?
- ✓ What facts would you select to show ...?
- ✓ What question would you ask in an interview with ...?

3. Creating

- ✓ What changes would you make to solve ...?
- ✓ How would you improve ...?
- ✓ What would happen if ...?
- ✓ How can you elaborate on the reason ...?
- ✓ What alternative can you propose ...?
- ✓ How can you invent ...?
- ✓ How would you adapt ____ to create a different ...?
- ✓ How would you change (modify) the plot (plan) ...?
- ✓ What could be done to minimize (maximize) ...?
- ✓ What way would you design ...?
- ✓ What could be combined to improve (change) ...?
- ✓ How would you test or formulate a theory for ...?
- ✓ What would you predict as the outcome of...?
- ✓ How can a model be constructed that would change ...?

B. Previous Study

avoid the repetition. Some similar studies had been conducted by some researcher about reading question and bloom taxonomy perspective. The previous study was done by Novianti entitled "AnalisisKemampuanBerpikir Tingkat TinggiSiswadengan Gaya BelajarTipeInvestigatifdalamPemecahanMasalahMatematikaKelas VIIdi SMP N 10 Kota Jambi"The purpose of this study was to analyze the highlevel thinking skills of students who have the type of investigative learning styles based on Bloom Taxonomy Perspective in solving mathematical problems and to analyze mistakes and barriers experienced by students in solving investigative concept of sets and Venn diagrams in problem solving.³⁹ The result of her research is showed that the first students of type investigative is in very low category at 30%, because the students did not met two indicators of the ability to think critically, that is creating and evaluating. While the second students of type investigative both middle category is 70%, because in these students just one indicator that did not met of the ability to think critically, that is evaluating. It can be concluded that the average percentage of the subjects categorized as having a high level thinking skills learning style investigative type in a category is that with an average of 50 %.

In this research, it is essential to find review of previous studies to

³⁹Dian Novianti, Artikelllmiah: "AnalisisKemampuanBerpikir Tingkat TinggiSiswadengan Gaya BelajarTipeIncvestigasidalamPemecahanMasalahMatematikaKelas VII SMP N 10 Kota Jambi." (Jambi: UniversitasJambi, 2014)

The Qudratullah second done by with the title. was "PenerapanPembelajaranBerbasisMasalahMengacuPadaTaksonomi Bloom untukMelatihKemampuanBerpikir Tingkat TinggiSiswa."This research is descriptive research. This research are aims to know the process of implementing problem-basedlearning refers to Bloom's Taxonomy to train high thinking skills of students and to determine the ability of high-level thinking students. The conclusion of this research is application process of problem-based learning that refers to Bloom's Taxonomy to train the ability to think high level consist of three components. First, implementation class in this research has well. Second, the students' activities in participating subject generally have experienced. Third, students' response in problem-based learning refers to Bloom's Taxonomy to train high-level thinking skills of students getting less positive response.⁴⁰

The third is "PengembanganSoalUntukMengukurKemampuanBerpikir Tingkat TinggiPokokBahasanBarisandanDeretBilangan di KelasIXAkselerasi SMPXaverius Maria Palembang" which has been conducted by Lewy, Zulkardi, and Aisyah in Mathematics Education Journal First, they tried to develop problems to measure higher order thinking skills with produce valid and practical prototype problemsto measure higher order thinking skills in number sequences and series for acceleration class Grade IX. Second, they

⁴⁰ M. FahmiQudratullah, Skripsi: "PenerapanPembelajaranBerbasisMasalahMengacuPadaTaksonomi Bloom untukMelatihKemampuanBerpikir Tingkat TinggiSiswa" (Surabaya: Universitas Islam NegeriSunanAmpel, 2014)

tried to see the effects of the problems to measure higher order thinking skills on students' achievement in Number Sequence and series was tried out to students. The results of analysis are: First, problems prototype which is developed has been valid and practical. Second, based on developing process can be obtained that problems which is developed contains potential effect to higher order thinking skills of Accelerations Class Grade IX of SMPXaverius Maria Palembang shown by written test result score 35.59. It means that students' thinking skill is good category. The final conclusion of this research is the problem which is developed can be used to measure high order thinking skills in Number Sequence and Series.

The latest research was done by Fadhilah in 2015 with the research entitled "Student Teachers' Ability in Designing Assessment Instrument at English Teacher Education Department UIN SunanAmpel." Here, the researcher focused on analyzing student's teachers' assessment instrument based on the requirement of standardization assessment and identifying the causing factor that make student teacher unable to fulfill the assessment requirement. The conclusion of the research is some of student teachers could not meet the indicators, still their assessment is categorized as good

⁴¹Lewy, Zulkardi, NyimasAisyah. JurnalPendidikanMatematika: "PengembanganSoalUntukMengukurKemampuanBerpikir Tingkat TinggiPokokBahasanBarisandanDeretBilangan di KelasIXAkselerasi SMPXaverius Maria Palembang" (http://eprints.unsri.ac.id/820/1/2 Lewy 14-28.pdf access on 01 February 2016)

assessment. It means that they are able to design the assessment based on standardization.⁴²

Considering those previous studies, this research was different. The difference of those previous studies are that this research focus on students' ability to constructing reading question item in English Education Department and students ability in that question made based on cognitive level of bloom taxonomy perspective. While the previous studies focus on development problem or question to measure high-level thinking students' skill and the object of the research are teacher and question it.

⁴²NurAmaliaFadhilah.Thesis: "Students Teachers' Ability in Designing Assessment Instrument at English Teacher and Education Department" (UIN SunanAmpel Surabaya, 2015)