CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings of this research. It deals with the presentation of the data, data analysis, and discussion about data obtained from test and questionnaire. The data analysis and discussion are presented descriptively.

A. Research Finding

There are two kinds of data used in this research, and the research finding present the result of the research based on those data.

The first data obtained from the result of the test given to the students is about to know students' ability in constructing reading question items based on cognitive level of bloom taxonomy's perspective. The second data obtained from the result of the questionnairedistributed to the students is about the students' difficulties in constructing the questions.

The data was collect on Monday 6th of June 2016. Based on the data, then the researcher obtained the result:

1. Students' ability in constructing reading question items based on cognitive level of Bloom Taxonomy's perspective.

In this research, test is used by the researcher to know the students' ability in constructing reading question item has the high-level thinking in cognitive level of Bloom Taxonomy's perspective or not. The test was given on Monday 6th of June 2016. In the test the students were ask to make five question based on the text. The text is from Asian Social Science Journal Vol.6, No. 6; June 2010 entitled *Method to Oral English Practice* by Liangguang Huang. From five questions that have been made by the students measured based on cognitive level of bloom taxonomy's perspective; they are remembering, understanding, applying, analyzing, evaluating, and creating. The students work on the test under the supervision of the researcher herself and the lecturer.

The following chart summarizes the data about the students' constructing reading question items based on cognitive level of bloom taxonomy's perspective.

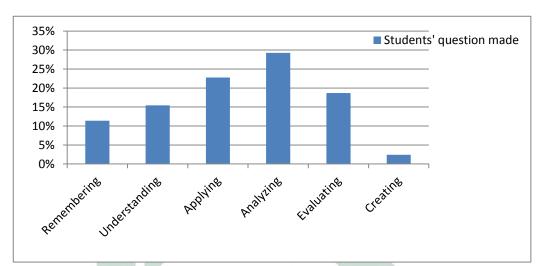


Chart 4.1 the students' question based on cognitive level of Bloom

The remembering (C1), understanding (C2), and applying (C3) are low-level thinking categorize of cognitive level of bloom taxonomy's perspective. The high-level thinking is analyzing (C4), evaluating (C5), and creating (C6). Detail analysis of the data about students' ability in constructing reading question items in critical reading class is explained below.

a. Remembering

The first cognitive level of bloom taxonomy's perspective is remembering. The result for this level can be seen in the following table:

Table 4.1: The result of students' question on remembering level

| Level Σ Quest | | Question | Example of Questions Percentage |
|---------------|-----------------|----------|---|
| Level | \sum Question | included | (%) |
| Remembering | 123 | 14 | What kind of materials that needed to achieve oral English well? What kind of approaches that using to practice? What's the meaning from the methods practice |

The table shows that from one hundred and twenty three questions that have been made by the students, there are fourteen (11,38%) questions that included on remembering level.

b. Understanding

The second level on cognitive level of bloom taxonomy's perspective is understanding. The result of this level can be seen in the following table:

Table 4.2: The result of students' question on understanding level

| Level | ∑ Question | Question | Example of Questions | Percentage |
|---------------|------------|----------|---|------------|
| Level | | included | | (%) |
| Understanding | 123 | 19 | Is the methods use for adult? How about for elementary school? Or middle students? Is this just listening that can help students in oral | 15,44% |

| English or reading can also |
|-----------------------------|
| do that? |
| - Are students that do not |
| practice will lose their |
| ability in oral English? |

The table shows that from one hundred and twenty three questions that have been made by the students, there are nineteen (15,44%) questions that included on understanding level.

c. Applying

The third or the last low-level thinking on cognitive level of bloom taxonomy's perspective is applying. The result if this level can be seen on following table:

Table 4.3: The result of students' question on applying level

| Level | \sum Question | Question included | Example of Questions | Percentage (%) |
|----------|-----------------|-------------------|--|----------------|
| Applying | 123 | 28 | How to make learners acquire competence in oral English? Is this method can use for other place? How to decrease the problems on the oral English? | 22,76% |

The table shows that from one hundred and twenty three questions that have been made by the students, there are twenty eight (22,76%) questions that included on applying level.

d. Analyzing

The fourth cognitive level of bloom taxonomy's perspective is analyzing. The high-level thinking starts from this level. The result if this level can be seen on following table:

Table 4.4: The result of students' question on analyzing level

| Level | \sum Question | Question | Example of Questions | Percentage |
|-----------|-----------------|----------|--|------------|
| 20.00 | Z Question | included | | (%) |
| Analyzing | 123 | 36 | Those some approaches have a disadvantages? What is the main purpose of using approaches to oral English? Is there significant different for students, if they apply all of the methods? | 29,26% |

The table shows that from one hundred and twenty three questions that have been made by the students, there are thirty six (29,26%) questions that included on analyzing level.

e. Evaluating

The fifth level is evaluating. The result of this level can be seen on following table:

Table 4.5: The result of students' question on evaluating level

| Level | \sum Question | Question | Example of Questions | Percentage |
|------------------|-----------------|----------|---|------------|
| Level 2 Question | | included | | (%) |
| Evaluating | 123 | 23 | Is those approaches can compared by other language skills like reading/writing? Base on some approaches to oral English practice, which one that is very effective to English learners? When creating an English environment, is that effective for the students? | 18,69% |

The table shows that from one hundred and twenty three questions that have been made by the students, there are twenty three (18,69%) questions that included on evaluating level.

f. Creating

The last or the highest-level thinking on cognitive level of bloom taxonomy's perspective is creating. The result of this level can be seen on following table:

Table 4.6: The result of students' question on creating level

| Level | ∑ Question | Question | Example of Questions | Percentage |
|----------|------------|----------|--|------------|
| Level | | included | | (%) |
| Creating | 123 | 3 | What change would you make to solve the problem in speaking? Does it mean English curriculum needs to be completely changed? If we believe that our school method in learning English is bad, what is the concrete things that we can do to change it? | 2,43% |

The table shows that from one hundred and twenty three questions that have been made by the students, only there are three (2,43%) questions that included in this level.

From the data above can be seen that still there is students who have low-level thinking it means their question still on remembering level. Therefore, in Bloom Taxonomy's revision involves the analysis, evaluating, and creating are considered high-level thinking.

2. Students' difficulties in constructing reading question items

To find out the students' difficulties in constructing reading question items, the questionnaire was distributes. This questionnaire was as reflective

of the students after the test given. The researcher gave the students 10 items which have to be answered. The questionnaire was related to difficulties in constructing question items. The further result of the research through questionnaire was presented below:

Table 4.7: Questionnaire result

| No | Description | Yes | No | Percentage (%) |
|----|---|-----|----|----------------|
| 1 | Like to make question in English | 25 | 0 | 100% |
| 2 | Feel difficult to constructing question in English | 25 | 0 | 100% |
| 3 | Feel difficult on finding vocabulary in English | 6 | 19 | 24% |
| 4 | Difficulty on grammar terms | 21 | 4 | 84% |
| 5 | Feel difficult in write the English spelling | 4 3 | 22 | 12% |
| 6 | Feel difficult on using punctuation | 6 | 19 | 24% |
| 7 | Difficulty on interpretation sentences | 11 | 14 | 44% |
| 8 | Feel difficult in preparing English language sentences | 19 | 6 | 76% |
| 9 | Able to construct a sentence in English language correctly and accurately | 17 | 8 | 68% |
| 10 | Feel difficult to make the short, dense, and clear questions | 14 | 11 | 56% |

From the first until the tenth questions it could be explained that the students' difficulties in constructing question. All students (100%) said that they like make questions, but they (100%) also feel difficult in constructing question.

There are six (24%) students said that they are feel difficult on finding vocabulary in English. Twenty one (84%) of students feels difficult on grammar term to construct the question, and only three (12%) students said that they are feel difficult on write down the spelling. There are eleven (44%) students said that they are feel difficult on interpretation sentences, nineteen (76%) students stated that they are difficulty in preparing English language sentences. There are seventeen (68%) students said that they can construct a sentences in English language correctly and accurately and fourteen (56%) students said that they are lack to make the short, dense, and clear questions.

According to the students, the most difficulties of constructing reading question item that they made isabout grammar, this answer can be seen from the result of questionnaire that difficulty on grammar terms has 84% level.

B. DISCUSSION

This section presents the discussion based on the findings of the research. It concerned about students' ability in constructing reading question items and their difficulties in constructing the questions.

1. Students' ability in constructing reading question items

The taxonomy of educational objective is a scheme for classifying educational goals, objectives, and, most recently, standards¹. Therefore, the students' ability in constructing reading question items can be seen from the high level number of percentage of question that have been made by the students.

a. Remembering

Remembering includes recognizing and recalling². 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. In research finding there was fourteen question stated in this level. For example question that have been made by students, what kind of material that needed to achieve oral English well?, What are the sample of this journal?, What are approaches use for the students?, etc. for detail can see on appendix 4. The questions that have been made by students are exhibit memory of previously learned materials by recalling facts, terms, basic concept, etc. From the theory from David R.Krathwol that remembering include

² ibid

¹ David R.Krathwol, A revision of Bloom's Taxonomy: An Overview

recognizing and recalling, the question that have been made by critical reading students are included on the theory.

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 comparing³. Classifies will appear when a student tried to identify the knowledge that is a member of a particular knowledge category.

The researcher find the question such as, *Is the methods use for adult?*How about for elementary school? Or middle students?; Are students that do not practice will lose their ability in oral English?; What is the main purpose of using approaches to oral English practice?. For more finding can be seen on appendix 4. In this level of question students demonstrate understanding of fact and ideas by interpreting, summarizing, inferring, and explaining main idea. And those questions are shows to build the students' classify activities and comparing as like the David R. Krathwol theory above.

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³ David R.Krathwol, A revision of Bloom's Taxonomy: An Overview

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.⁴

Researcher found the question such as; could this method be applied in every speaking class?; Are all of the methods suitable to apply in all levels?; Could this method be applied in another skills?. For more example of students' constructing question, see appendix 4. In this level of question students solve problems in new situation by applying acquired knowledge, fact, technique, and rules in different way. As Andersontheory that the question show need to recognize and understand the problems first and then establish the appropriate procedures to resolves problem.

d. Analyzing

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⁴Anderson, L. W. (1999). Rethinking Bloom's Taxonomy: Implications for testing and assessment

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.

In this level question students are able to examine and break information into parts by identifying motives, causes and relationships. They can make inferences and find evidence to support generalization. For the example the question that have been made by students are "Why are listening and speaking have close connection?", "How can we connect between listening and speaking, while when listening student have to focus?", etc. for more detail can be seen on appendix 4. Those questions include to the theory that the questions have to the solving problem by separating each part of the problem and seeks relevance of each section and find out how these linkages can cause problem.

e. Evaluating

Critical reading may use evaluation as a means of focusing on learners' judgments personal derived from their existing schemata. 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. For the question that have been found by the researcher such as, "When creating an English environment, is that effective for the students?", "How can learners exchange their ideas clearly with other speakers when learners do not have good pronunciation?", etc. For other finding can be seen on appendix 4.

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

⁵ ibid

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.⁶

In this level the researcher only found three questions such as, "What change would you make to solve the problem in speaking?", "Does it mean English curriculum needs to be completely changed?", "If we believe that our school method in learning English is bad, what is the concrete things that we can do to change it?". In these questions students are able to compile, generate or view information, ideas, or products together in a different way by combining elements in a new pattern or by proposing alternative solutions.

2. Students' difficulties in constructing reading question items

The questionnaire was given after conducting the test. In the same place, the students were asked to fill the questionnaire based on their own ability. This questionnaire was distributed to know the students' difficulties in constructing reading question items.

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⁶Anderson, 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. Hal. 66

Sam Warib says that most of important point that students are reluctant in constructing questions is because the lacking of grammar, vocabulary, and spelling⁷. Most of students have difficulties in constructing questions. Students are lacking of grammar, as stated the relationship between the mastery of sentence structure and ability in write a question has rhetorical consequences. And for students' in critical reading class the lack of grammar are the first their difficulties in constructing question, it can be seen on the percentage of the questionnaire that twenty one students (84%) feel difficult in grammar terms. Also on preparing language sentences, there are nineteen students (76%) feel difficult in preparing sentences. And there are fourteen (56%) students feel difficult to make short, dense, and clear questions. It can be causes of there are lack of grammar terms.

The students feel lack of vocabulary. In constructing question they must understand and master many English words. The essence of mastering vocabulary is learning how to determine meaning. To apply English skill, vocabulary must be learned by the students because it is the target language depends on some one's knowledge of vocabulary in this case. In critical reading class only six students (24%) feel that there are feel lack of vocabulary. There are twelve (44%) students feel difficult on interpretation. And seventeen (68%) students cannot be able to construct a sentence in

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⁷Mun.Fika et al. *Complete English Grammar*.Surabaya: Apollo. 1991

English language correctly and accurately because they cannot determine the meaning.

Important point that students are reluctant to practice constructing question is because the lacking spelling and punctuation also plays important role in write a questions because someone who wants to write English must learn it, because the spelling of the word in English is not same with their pronunciation. Many words have the same pronunciation but different meaning, and many also have same spelling but different in pronunciation and meaning. In this research there are only three students (12%) feel difficult in write the English spelling. While, there are six (24%) students feel difficult on using punctuation.

According to the questionnaire percentage, the students' difficulties in constructing question are about grammar terms, preparing the sentences, and make the question correctly, accurately, short, dense, and clearly. It can be seen from the students' question, for example, "how can we connect between listening & speaking while when listening students have to focus?". The other students' difficulties about sentences can be seen on their work in constructing question on appendix 4.