

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 Lianguang 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.

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.

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.