

**THE INCORPORATION OF BLOOM TAXONOMY REVISION
IN THE CONSTRUCTION OF FINAL ENGLISH TEST FOR
EIGHT GRADERS**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



By:

Luky Dwi Ratnasari
NIM. D75215092

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UIN SUNAN AMPEL
SURABAYA
2019**

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Luky Dwi Ratnasari

NIM : D75215092

Jurusan/Program Studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

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Surabaya, 19 Desember 2019

Pembuat pernyataan



Luky Dwi Ratnasari
NIM. D75215092

ADVISOR APPROVAL SHEET

This thesis by Luky Dwi Ratnasari entitled “**The Incorporation of Bloom Taxonomy Revision in the Construction of Final English Test for Eight Graders**” has been approved by the thesis advisors for further approval by the Board of Examiners.

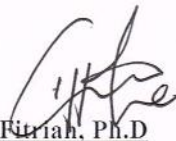
Surabaya, December 19th 2019

Advisor I,



Dr. Irma Sorava, M.Pd
NIP. 196709301993032004

Advisor II,



Fitriah, Ph.D
NIP. 197610042009122001

EXAMINERS APPROVAL SHEET

This thesis by Luky Dwi Ratnasari entitled “The Incorporation of Bloom Taxonomy Revision in the Construction of Final English Test for Eight Graders” has been examined on December, 19th 2019 and approved by the Board of Examiners.



Prof. Dr. H. Ali Mas'ud, M.Ag, M.Pd.I.

NIP. 196301231993031002

Examiner I,

Rakhmawati, M. Pd

NIP. 197803172009122002

Examiner II,

Dr. M. Salik, M. Ag.

NIP. 196712121994031002

Examiner III,

Dr. Irma Soraya, M. Pd

NIP. 196709301993032004

Examiner IV,

Siti Asmiyah, M. TESOL

NIP. 197704142006042003



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

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KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Luky Dwi Ratnasari
NIM : D75215092
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address : lukyratnasariyes@gmail.com

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Penulis

(Luky Dwi Ratnasari)
nama terang dan tanda tangan

ABSTRACT

Ratnasari, Luky Dwi. (2019). *The Incorporation of Bloom Taxonomy Revision in the Construction of Final English Test for Eight Graders* in MTs YPM 1 Wonoayu. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor I: Dr. Irma Soraya, M.Pd. Advisor II: Fitriah, Ph.D

Keywords: *Incorporation, Test, Assessment, Bloom Taxonomy Revision, Cognitive Process Dimension, Final English Test, Difficulty*

Testing has an important role in teaching and learning process. Through testing, the teacher will know the student's learning outcomes. Test items that often used are multiple-choice item and essay. The aim of this study is to find out the level of cognitive process dimension in Bloom Taxonomy Revision that the teacher used in the construction of Final English Test for eight graders and to describe the difficulty that the teacher has in constructing Final English Test for eight graders based on Bloom Taxonomy Revision. This study uses descriptive qualitative approach. To collect the data, this study used observation checklist and interview. Observation checklist is conducted to analyze the Final English Test to find out the level of cognitive process dimension in Bloom Taxonomy Revision in the construction of Final English Test for eight graders. Interview is conducted to describe the difficulty that the teacher has in constructing Final English Test for eight graders based on Bloom Taxonomy Revision. In Final English Test there are 50 test items, includes 45 multiple-choice items and 5 essays. The result of this study indicates that the teacher used three dominant cognitive process dimension in constructing Final English Test for eight graders, those are Remember, Understand, and Analyze. For the difficulty, the teacher faced two difficulties in constructing Final English Test for eight graders: (1) Managing time to create a test, (2) Categorizing test items in the level of cognitive process dimension. To overcome both two difficulties, the teacher has suggestion to foundation who instruct to create a test is to give instruction to create a test in holiday, so it does not make a burden the teacher to create a test not collided with other school activities and the teacher must learn more of each levels of cognitive process dimension.

ABSTRAK

Ratnasari, Luky Dwi. (2019). *The Incorporation of Bloom Taxonomy Revision in the Construction of Final English Test for Eight Graders*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing I: Dr. Irma Soraya, M.Pd. Pembimbing II: Fitriah, Ph.D

Kata kunci: *Keterkaitan, Tes, Penilaian, Bloom Taksonomi Revisi, Kognitif Proses Dimensi, Tes Bahasa Inggris, Kesulitan*

Tes mempunyai sebuah peran penting dalam proses belajar dan mengajar. Melalui tes, guru akan mengetahui hasil dari belajar siswa. Soal tes yang sering digunakan adalah pilihan ganda dan esai. Tujuan dari penelitian ini adalah untuk menemukan level dari kognitif proses dimensi pada Bloom Taksonomi Revisi yang digunakan guru dalam membuat soal tes bahasa Inggris untuk kelas delapan dan untuk mendeskripsikan kesulitan yang guru punya dalam membuat soal tes bahasa Inggris. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Untuk mengumpulkan data, penelitian ini menggunakan observasi checklist dan interview. Observasi checklist dilakukan untuk menganalisis tes bahasa Inggris untuk menemukan level dari kognitif proses dimensi pada Bloom Taksonomi Revisi dalam membuat soal tes bahasa Inggris untuk kelas delapan. Interview dilakukan untuk mendeskripsikan kesulitan yang guru punya dalam membuat soal tes bahasa Inggris. Dalam soal tes bahasa Inggris ada 50 butir soal, termasuk 45 pilihan ganda dan 5 esai. Hasil dari penelitian ini terindikasi bahwa guru menggunakan 3 dominan kognitif proses dimensi dalam membuat soal bahasa Inggris, mereka adalah Remember, Understand, dan Analyze. Untuk kesulitan, guru menghadapi dua kesulitan dalam membuat soal bahasa inggris untuk kelas delapan: (1) Mengatur waktu untuk membuat soal tes, (2) Mengkategorikan soal tes pada level kognitif proses dimensi. Untuk mengatasi kedua kesulitan tersebut guru menyarankan kepada yayasan yang menginstruksikan untuk membuat soal tes untuk memberikan instruksi untuk membuat tes pada saat liburan, sehingga tidak membuat beban kepada guru yang membuat soal tes tidak terbentur dengan kegiatan sekolah lainnya dan guru harus lebih giat belajar di setiap level kognitif proses dimensi.

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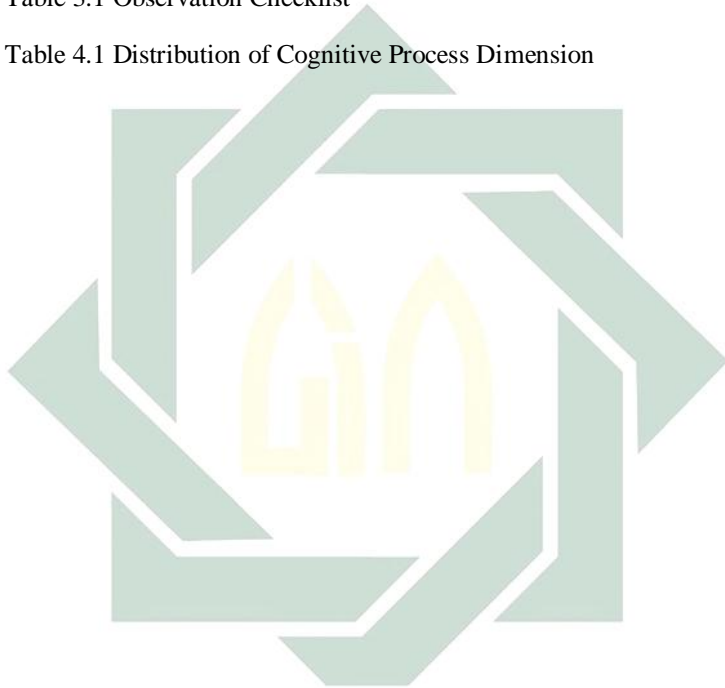
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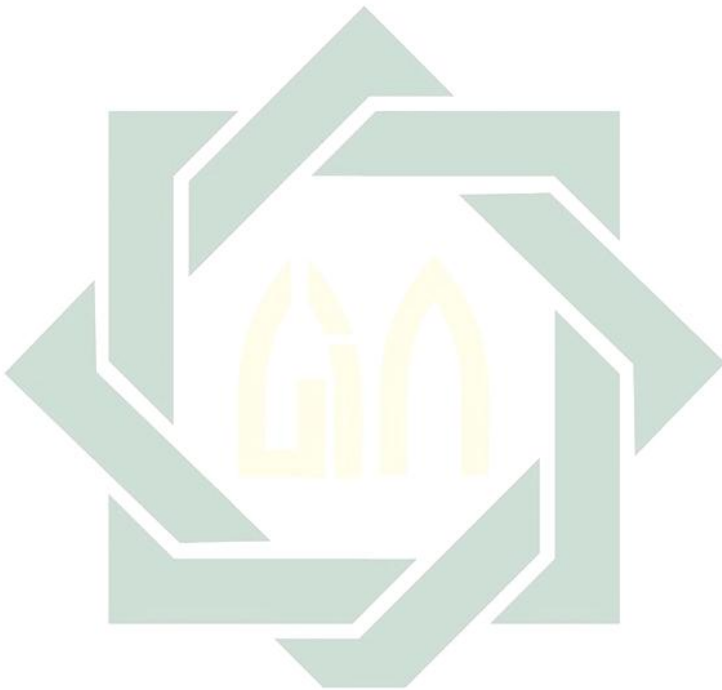
Table 4.1 Distribution of Cognitive Process Dimension



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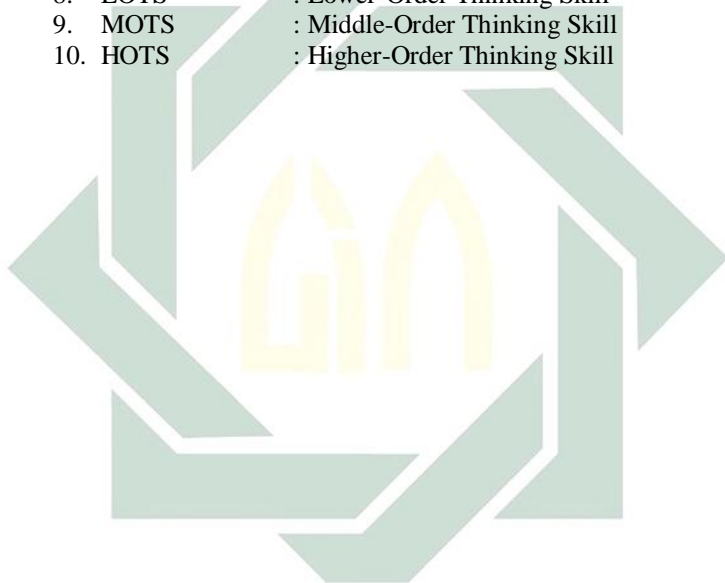
Figure 2.1 The Original Bloom's Taxonomy

Figure 2.2 Bloom's Taxonomy Revised Version



LIST OF ABBREVIATION

- | | |
|----------|---|
| 1. PAS | : Penilaian Akhir Semester |
| 2. BSNP | : Badan Standar Nasional Pendidikan |
| 3. MGMP | : Musyawarah Guru Mata Pelajaran |
| 4. MLAT | : Modern Language Aptitude Test |
| 5. PLAB | : Language Aptitude Battery |
| 6. TOEFL | : Test of English as a Foreign Language |
| 7. ESLPT | : The English as a Second Language Placement Test |
| 8. LOTS | : Lower-Order Thinking Skill |
| 9. MOTS | : Middle-Order Thinking Skill |
| 10. HOTS | : Higher-Order Thinking Skill |



CHAPTER I

INTRODUCTION

This chapter presents background of study, research question and objective of the study, significance of the study, scope and limitation, and definition of key term.

A. Background of Study

In the world of education we often hear the word “*evaluation*” not many people know that the nature of evaluation and even what it is evaluation is sometimes misunderstood by a teacher. Although a teacher has one of the obligations, namely to evaluate the learning program that she or he has been done. According to Arifin and Suryanto, evaluation activities are important in the learning process, to know the results of learning activities that have been carried out and from these results can be determined follow-up that will be done.¹ Bloom stated that an evaluation is a systematic collection of reality to determine whether in reality there is a change in students and determine the extent of the level of change in student's personality. Correspondingly, Stufflebeam said that evaluation is the process of describing, obtaining, and presenting information that is useful for assessing alternative decisions.²

Evaluation that has been described is to evaluate students learning outcomes conducted at the end of semester. To know the student's learning outcomes, a teacher need to conduct an assessment. This occurs since in education, assessment is an essential process.³ Assessment can involve testing, measuring, collecting, combining information and providing feedback. Good assessment design will give the teacher clear outcomes to interpret in the form of score or

¹ Arifin – Suryanto, *Evaluasi Pembelajaran di SD* (Jakarta: Universitas Terbuka, 2011)

² Ahmad Dahlan. “*Pengertian dan Peranan Evaluasi Pembelajaran*” Eureka Pendidikan, (<https://www.eurekapedidikan.com/2014/10/pengertian-dan-Peranan-evaluasi-pembelajaran.html>), accessed on December 15, 2019)

³ Centre for Educational Research and Innovation. “*Assessment for Learning: Formative Assessment*”.

feedback. In assessment for learning, feedback is needed to improve and develop student's ability. It means that good assessment will give useful information about student's progress.⁴ That useful information is used to decide whether the learning objective can be continued or repeated.

In assessing the student's learning outcomes, the teacher may give tasks and activities in order to achieve the learning objectives. What the teachers want the students to learn is learning objective. Assessment also needs to be in line with the learning objective, so the learning objective can be judged as success or fail outcomes. Lee stated that task is defined as any language learning effort that ask students to master, manipulate, and/or produce the target language as they perform some set of work plans.⁵

The tasks may be in the form of discussion, presentation or test. The aim of giving tasks is to train and help the students in achieving learning objectives. There are several forms of task items, multiple choice and fill in the blank are the common task item used in the classroom.⁶ Those items are chosen because they are practical. The practicality can be seen in the way students choose or select one best answer and when the teachers score the student's result. Other advantages are more reliable and lower anxiety level.⁷ Another tasks form that also used are fill in the blank, short and long answer, matching, true-false, and descriptive test. There are three assessment techniques in 2013 curriculum: written test, oral test, and assignment.⁸ Oral test will be in the list of questions and assignment is usually done outside the classroom.

⁴ John Norcini, "Criteria for Good Assessment: Consensus and Recommendation from the Ottawa 2010 Conference". Medical Teacher. Vol. 33, 2013, 206.

⁵ Foreign Language Teaching Methods. "Speaking. Lesson 3: Designing Communicative Task" (<http://www.shanghairanking.com/wcu/wcu1/Tai.pdf>, accessed on December 1, 2019)

⁶ Foreign Language Teaching Methods. "Speaking. Lesson 3: Designing Communicative Task" (<http://www.shanghairanking.com/wcu/wcu1/Tai.pdf>, accessed on December 1, 2019)

⁷ Foreign Language Teaching Methods. "Speaking. Lesson 3: Designing Communicative Task" (<http://www.shanghairanking.com/wcu/wcu1/Tai.pdf>, accessed on December 1, 2019)

⁸ Permendikbud Tahun 2016 No.22

This research focuses on a test as a tool used to evaluate the student's learning outcomes. According to H. Douglas Brown, there are five test type, those are language aptitude test, proficiency test, placement test, diagnostic test, and achievement test.⁹ A language aptitude test is designed to measure capacity or general ability to learn a foreign language and ultimate success in that undertaking. A proficiency test is not limited to any one course, curriculum, or single skill in the language; rather, it tests overall ability. Certain proficiency test can act in the role of placement test, the purpose of placement test is to place a student into a particular level or section of a language curriculum or school. A diagnostic test is designed to diagnosed specified aspects of a language. And an achievement test is related directly to classroom lessons, units, or even a total curriculum.

In general, tests are used to measure the level of learner's development after going through the learning process over certain time. Sudijono explains that a test is method used to measure and assess a series of tasks in the form of questions or instructions in the field of education that must be done by test takers, so that it will know the test taker's achievement scores which are then compared with other values.¹⁰

Test is one of measuring instruments used to find out students learning outcomes. If after the test shows the results of student's learning good, then learning implemented by the teacher can says to be successful. In addition to the teacher learning, the quality of test given also affects the student's learning outcomes. To design good task in assessment, some principles or guidelines are revealed by some experts. Brown clearly explains that there are five principles for evaluation of classroom tests.¹¹ Those are reliability, practicality, validity, authenticity, and wash back. From those five principles by Brown can be added for other principles.

⁹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Fransisco State University: Longman, 2004), 43.

¹⁰ Anas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2015)

¹¹ H. Douglas Brown, *Language Assessment: Principle and Classroom Practices* (San Fransisco State University: Longman, 2004), 19.

However, Susan M. Brookhart has three basic principles in designing good assessment: (1) specify clearly and exactly what you want to assess, (2) design tasks or test items that require students to demonstrate this knowledge or skill, and (3) decide what you will take as evidence of the degree to which students have shown this knowledge or skill.¹² The principle to construct good assessment is not patent to five or three number, but it depends on situation. It can be added or simplified based on the situation, purpose of assessment (summative or formative) and perspective of stakeholders.¹³

On the other hand, in constructing a good assessment must also pay attention to the distribution of level cognitive process dimension. As in Bloom Taxonomy Revision explains there are six levels of cognitive process dimension: (1) *remember* (retrieve relevant knowledge from long-term memory), (2) *understand* (construct meaning from instructional messages, including oral, written, and graphic communication), (3) *apply* (carry out or use a procedure in a given situation), (4) *analyze* (break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose), (5) *evaluate* (make judgments based on criteria and standards), and (6) *create* (put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure).¹⁴

Based on those explanations above, it can be concluded that the quality of the test is very important to note, because the quality of the test will be used as material for consideration in decision making of student's learning outcomes. Thus, before the test questions are given to students, teachers must know the quality of these questions through test items analysis. Test items analysis is activity that must be carried out by the teacher to improve the quality of tests that

¹² Susan M. Brookhart, *How to Assess Higher-Order Thinking Skills in your Classroom* (United States of America: ASCD Publication, 2010), 17-24.

¹³ John Norcini, "Criteria for Good Assessment: Consensus and Recommendation from the Ottawa 2010 Conference". *Medical Teacher*, Vol. 33, 2013, 206.

¹⁴ Lorin W. Anderson, et.al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001), 3-5.

have been prepared. Anastasi and Urbina in Ministry of National Education states that the main purpose of test items analysis in a test made by the teacher is to identify deficiencies in test or learning.¹⁵

Further, Anastasi and Urbina in Ministry of National Education stated that test items analysis have many benefits, among them are: (1) can help test users in evaluating the test which is used, (2) is very relevant for the preparation of informal and local tests such as those prepared by the teacher for students in class, (3) support the writing of effective test items, (4) can materially improve tests in class, and (5) improve the validity of test items and reliability.¹⁶

Test that has been analyzed by the researcher is test at the end of the semester (PAS). (PAS) is included in the category of summative test. According to Suryanto, summative test is a type of test conducted at the end of learning and is intended to measure the success of students in mastering overall learning objectives that have been set.¹⁷ Therefore, score of summative test serves as records of student's learning progress and determinants learners can or not continue the next program.

This study is conducted in MTs YPM 1 Wonoayu because the accessibility of the researcher to conduct the study. PAS is carried out based on the education calendar. MTs YPM 1 Wonoayu has carried out learning activities using curriculum thirteenth regarding to the guidelines prepared by National Education Standards Agency (BSNP). MTs YPM also carry out the evaluation of learning according to the educational calendar design. Based on preliminary research, information was obtained that test making and the formation of the test drafting team were decided at the meeting principals at Ma'arif Educational and Social Foundation. Further, the teacher explains that he has not done analyze the test items, so he has not know the quality of test items that have been arranged.

¹⁵ Depdiknas, *Panduan Analisis Butir Soal* (Jakarta: Departemen Pendidikan Nasional, 2008)

¹⁶ Depdiknas, *Panduan Analisis Butir Soal* (Jakarta: Departemen Pendidikan Nasional, 2008)

¹⁷ Adi Suryanto, *Evaluasi Pembelajaran di SD* (Jakarta: Universitas Terbuka, 2011)

There are so many researches conduct test item analysis. But this is interesting topic to be discuss and useful for education, especially in the field of learning. Therefore, the researcher is interested in conducting research that focuses on analyze test items in cognitive process dimension aspect. To assess cognitive process dimension, researcher is helped by the framework of cognitive process dimension by Bloom Taxonomy Revision. Actually there are several frameworks to assess cognitive process dimension such as Solo Taxonomy, Webb's Taxonomy or Marzano Taxonomy. But in this study, the researcher use Bloom Taxonomy Revision in specifying the cognitive level of test items in Final English Test. In Bloom Taxonomy Revision there are six categories of cognitive process dimension covers *remember, understand, apply, analyze, evaluate, and create*.¹⁸

Related to this research that focuses on analyze test items on Final English Test in cognitive process dimension aspect, three studies below are stated here as previous studies. The first study took from Ayu Amaliyah.¹⁹ The aim of this study is to know the levels of learning in multiple choice items made by the teacher based on new version of Bloom's Revised Taxonomy at tenth grade of SMAN 1 Sidoarjo. This study uses descriptive qualitative approach. To collect the data, this research used documentation. There are 35 multiple choice items analyzed by researcher using new version of Bloom's Revised Taxonomy. The result of this study is researcher found that there are three out of six levels of learning in multiple choice items made by the teacher based on Bloom's Revised Taxonomy at tenth grade of SMAN 1 Sidoarjo. Those three levels include *remember, understand, and apply*.

¹⁸ Lorin W. Anderson, et.al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001), 27-30.

¹⁹ Ayu Amaliyah, A Thesis: *"An Analysis of Multiple Choice Items Made by the Teacher Based on Bloom's Revised Taxonomy Theory at Tenth Grade of SMAN 1 Sidoarjo"* (Surabaya: UIN Sunan Ampel Surabaya, 2018)

The second study comes from Ayaturrochim.²⁰ The aim of this descriptive study are to find out the dominant component of cognitive domain of Revised Bloom's Taxonomy in reading task of "English in Focus" Textbook for Junior High School published by The National Education Department in 2008. The population of this study was 155 tasks in reading tasks of the first, second, and third grade in "English in Focus" textbook. The samples were 31 tasks taken by stratified random sampling technique. The data were collected using checklist as an instrument proposed by Anderson and Krathwohl. The result can be concluded that the dominant cognitive domain of Revised Bloom's Taxonomy was *remembering* level. Reading tasks in English in Focus textbook for Junior High School published by The National Education Department is considered inappropriate to develop student's critical thinking as proposed by Anderson and Krathwohl.

The third study conducted by Nurul Khoirun Nisa'.²¹ This research identified the use of the English Final Tests that was designed by Teacher's Association (MGMP). This research examined the constructions of test items, particularly the validity of the tests. The validity that was examined is construct validity and content validity. In this case, the final test was expected to have a good construction and confirm its test specification, since it is designed by the teacher's association. This study focused on analyzing the English Final Test construction and its conformity with its test specification. The results showed that either English Final Test for SMP and MTs already conform its test specification, although there were several test items which does not conform its test specification.

In general, previous studies conducted an analysis on English Final Test based on Bloom's Taxonomy Revision in Senior High School and an analysis on reading task and reading test item. Also one of the studies focuses on teacher's competence in test construction within Bloom's Taxonomy for

²⁰ Ayaturrochim, A Thesis: *"The Analysis of Reading Tasks in "English in Focus" Textbook Based on Cognitive Domain of Revised Bloom's Taxonomy"* (Bengkulu: Universitas Bengkulu, 2014)

²¹ Nurul Khoirun Nisa', A Thesis: *"An Analysis of English Final Test Construction Used by SMP and MTs in Nganjuk"* (Surabaya: UIN Sunan Ampel Surabaya, 2018)

effective learning assessment. Therefore, this research conducted the incorporation of Bloom Taxonomy Revision in the construction of Final English Test for eight graders in MTs YPM 1 Wonoayu.

This study focuses on analyzing Final English Test in cognitive process dimension aspect made by the teacher based on Bloom Taxonomy Revision by Lorin W. Anderson and Krathwohl as the main theory. And also to describe information about the difficulties that the teacher has in constructing Final English Test for eight graders based on Bloom Taxonomy Revision. Difficulty refers to the teacher's difficulties in constructing Final English Test based on Bloom Taxonomy Revision. The basic principle in constructing assessment by Susan M. Brookhart is used as the second theory to support the interview guideline.

B. Research Question

1. What level of cognitive process dimension in Bloom Taxonomy Revision does the teacher use in the construction of Final English Test for eight graders in MTs YPM 1 Wonoayu?
2. What difficulty does the teacher has in constructing Final English Test for eight graders based on Bloom Taxonomy Revision?

C. Objective of the Study

1. To find out the level of cognitive process dimension in Bloom Taxonomy Revision that the teacher used in the construction of Final English Test for eight graders in MTs YPM 1 Wonoayu.
2. To describe the difficulty that the teacher has in constructing Final English Test for eight graders based on Bloom Taxonomy Revision.

D. Significance of the study

1. For teacher and learner

The result of this study is expected give contribute to improve the teacher and learner perspective about the incorporation of Bloom Taxonomy Revision in the construction of Final English Test for eight graders. The teachers and learners can use this result of study as knowledge, additional information, or references to improve teaching and learning process at school.

2. For future researchers

This research is qualitative study focuses on analyzing Final English Test in cognitive process dimension aspect based on Bloom Taxonomy Revision. Future researchers can conduct a study in analyzing knowledge dimension in each major and subtypes (factual knowledge, conceptual knowledge, procedural knowledge, and meta-cognitive knowledge).

E. Scope and Limitation of the Study

The scope of this study is the researcher focuses on analyzing Final English Test in cognitive process dimension aspect made by the teacher based on Bloom Taxonomy Revision by Lorin W. Anderson and Krathwohl as the main theory. This study also concerns on the difficulties that the teacher has in constructing Final English Test based on Bloom Taxonomy Revision. Difficulty refers to the teacher's difficulties in constructing Final English Test based on Bloom Taxonomy Revision. The basic principle in constructing assessment by Susan M. Brookhart is used as the second theory to support the interview guideline.

The limit of this study is the researcher analyzed the Final English Test made by the teacher of MTs YPM 1 Wonoayu – Sidoarjo in academic year 2018/2019. The data collected from the English Teacher of eight graders after the researcher gave the letter research permission to the principal.

F. Definition of Key Term

In order to have same idea and concept in this study, the researcher clarifies the terms used in this study, as details are:

1. Incorporation

Incorporation is the act of including something within something else.²²

In this study, incorporation is defined as interrelation of Bloom Taxonomy Revision in constructing Final English Test.

2. Test

Test is a tool to assess student's learning outcomes.²³

In this study, test is defined as one of measuring instrument used to know student's learning outcomes during a year of English teaching and learning process in a school.

3. Assessment

Assessment is a process of exploring evidence.²⁴

In this study, assessment is as the English teacher's effort to collect the data about the student's knowledge to know the student's English learning outcomes during a year teaching and learning process in a school.

4. Bloom Taxonomy Revision

Bloom Taxonomy Revision is an updated concept that classifies educational objectives into three domains, cognitive, affective, and psychomotor.²⁵

In this study, Bloom Taxonomy Revised version is updating the development of educational objectives as the framework to assess the cognitive process dimension aspect.

²² Dictionary.cambridge.org

²³ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 1993), 29.

²⁴ LSP-ATDA. "Assessment Bukan Ujian" Astindo Training Center, (www.astindo.org/content/artikel/1spatda/70/0), accessed on December 15, 2019)

²⁵ Lorin W. Anderson, et.al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2004), 4.

5. Cognitive Process Dimension

Cognitive Process Dimension is a continuum of increasing cognitive complexity – from remember to create.²⁶

In this study, cognitive process dimension is defined as a framework includes six categories of processes – one most closely related to retentions (*remember*) and other five increasingly related to transfer (*understand, apply, analyze, evaluate, and create*) in learning English.

6. Final English Test

Final test is a test taken on a subject at the end of a school year or course.²⁷

In this study, Final English Test is a final test for eight graders in academic year 2018/2019 in MTs YPM 1 Wonoayu.

7. Difficulty

Difficulty is the quality or state of being hard to do, deal with, or understand: the quality or state of being difficult.²⁸

In this study, difficulty refers to the teacher's difficulties in constructing Final English Test based on Bloom Taxonomy Revision. The basic principle in constructing assessment by Susan M. Brookhart is used as the second theory to support the interview guideline.

²⁶ Center for Excellence in Learning and Teaching, "Revised Bloom's Taxonomy" Iowa State University, (www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/), accessed on December 26, 2019)

²⁷ Dictionary.cambridge.org

²⁸ Merriem-Webster.com

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter gives a brief explanation about review of related literature theories use in this study. There are two sub-chapters in this part, theoretical framework will be discussed, those are definition of test, test types, Bloom Taxonomy and previous studies regarding with the analysis of test based on Bloom Taxonomy Revision.

A. Theoretical Framework

1. Test

Etymologically, the term “*test*” comes from the Latin “*testum*” which means: a plate or vase of clay. In a broad sense, tests are tools or instruments used to measure things.²⁹

There are several terms related to the description above namely the term *test*, *testing*, *testee*, *tester*, each of them has a different meaning. The test is a tool or procedure used to find out or measure something in an atmosphere, by means and rules that have been determined. Testing is the time when the test is carried out or it can also be said is when taking the test. *Testees* are respondents who are doing tests. The tester is the person who is assigned to carry out the test taking of the respondents.³⁰

According to S. Eko Putro Widoyoko, the test is interpreted as a number of statements that must be given a response with the aim to measure a person’s ability level or reveal certain aspects of the person subjected to the test.³¹ Moreover, Suharsimi Arikunto stated that tests are a series of questions or exercises as well as other tools used to measure the skills, knowledge, intelligence, abilities or talents possessed by individuals or groups.³²

²⁹ Shodiq Abdullah, *Evaluasi Pembelajaran: Konsep Dasar, Teori dan Aplikasi* (Semarang: Pustaka Rizki Putra, 2012), 1.

³⁰ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 1993), 53.

³¹ S. Eko Putro Widoyoko, *Evaluasi Program Pembelajaran: Panduan Praktis bagi Pendidik dan Calon Pendidik* (Yogyakarta: Pustaka Pelajar, 2009), 45-46.

³² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), 193.

M. Chabib Thoha also explains that test is a measurement tool in the form of questions, instructions, and instructions addressed to the *testee* to get a response in accordance with the instructions.³³ William Wiersma Stephen G. Jurs in his book “Educational Measurement and Testing” stated that test is a stimulus that makes people to respond.³⁴

Based on those explanations above, it can be concluded that definition of test is an information gathering tool through a series of questions, commands or exercises used to measure the skills, knowledge, intelligence, abilities or talent shown to the *testee*.

2. Test Types

a. Language Aptitude Test

Language aptitude test is a test conducted with the aim of uncovering the characteristics of someone who invites the opposite, such as speaking style, speech, tone of voice, hobbies or pleasure and others.³⁵ Included in this type of test are attitude tests, interest tests, aptitude tests and intelligence tests.³⁶ Two standardized aptitude tests have been used in the United States: the Modern Language Aptitude Test (MLAT) and the Pimsleur Language Aptitude Battery (PLAB). Both are English language tests and require students to perform a number of language-related tasks.³⁷ This test is one of type test although admittedly not a very common one predicts a person's success prior to exposure to the second language.

³³ M. Chabib Thoha, *Teknik Evaluasi Pendidikan* (Jakarta: Raja Grafindo, 1991)

³⁴ William Wiersma Stephen G. Jurs, *Educational Measurement and Testing* (United States: A Division of Simon & Schuster, 1990), 9.

³⁵ Anas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2015), 73.

³⁶ M. Chabib Thoha, *Teknik Evaluasi Pendidikan* (Jakarta: Raja Grafindo, 1991), 44.

³⁷ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco State University: Longman, 2004), 43.

b. Proficiency Tests

Proficiency test is test that have been undergone a standardization process, namely the process of validation and reliability so that the test is truly valid and reliable for a purpose and particular group.³⁸ A typical example of a standardized proficiency test is the Test of English as a Foreign Language (TOEFL) produced by the Educational Testing Service.³⁹ Proficiency tests are almost always summative and norm-referenced. They provide results in the form of a single score (or at best two or three sub-scores, one for each section of a test), which is a sufficient result for the gate-keeping role they play of accepting or denying someone passage into the next stage of a journey.

c. Placement Tests

Placement test is a test to measure the basic abilities possessed by students, these abilities can be used to predict the ability of students in the future, so that they can be guided, directed or placed in the department in accordance with their basic abilities.⁴⁰ The English as a Second Language Placement Test (ESLPT) at San Francisco State University has three parts. In part I, students read a short article and then write a summary essay. In part II, students write a composition in response to an article. Part III is multiple-choice: students read an essay and identify grammar errors in it.⁴¹ A placement test usually, but not always, includes a sampling of the material to be covered in the various courses in a curriculum; a student's performance on the test should indicate the point at which the student will find material neither too easy nor too difficult but appropriately challenging.

³⁸ Anas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2015), 72.

³⁹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco State University: Longman, 2004), 44.

⁴⁰ M. Chabib Thoha, *Teknik Evaluasi Pendidikan* (Jakarta: Raja Grafindo, 1991), 46.

⁴¹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco State University, Longman, 2004), 45.

d. Diagnostic Tests

Diagnostic test is a test that is used to determine that shortcomings of students so that based on these deficiencies can be given appropriate treatment.⁴² A typical diagnostic test of oral production was created by Clifford Prator to accompany a manual of English Pronunciation.⁴³ Diagnostic and placement tests, as already implied, may sometimes be indistinguishable from each other. The San Francisco State ESLPT serves dual purposes. Any placement test that offers information beyond simply designating a course level may also serve diagnostic purposes.

e. Achievement Tests

Achievement test is a test used to assess the results of lessons that have been given by the teacher or lecturer to their students, or by the lecturer to their students within a certain period of time.⁴⁴ Achievement tests are often summative because they are administered at the end of a unit or terms of study.⁴⁵ Summative tests are assessments conducted to obtain data or information on the extent to which student's mastery or achievement of learning material has been learned for a certain period of time.⁴⁶ An achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievement tests are (should be) limited to particular material addressed in a curriculum within a particular time frame and are offered after a course has focused on the objectives in question.

⁴² Ign Masidjo, *Penilaian Pencapaian Hasil Belajar Siswa di Sekolah* (Yogyakarta: Kanisius, 1995), 54.

⁴³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco State University, Longman, 2004), 46.

⁴⁴ M. Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran* (Bandung: PT. Remaja Rosdakarya, 2001), 33.

⁴⁵ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco State University, Longman, 2004), 47.

⁴⁶ M. Ngalim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi Pengajaran* (Bandung: PT. Remaja Rosdakarya, 2001), 26.

3. Bloom's Taxonomy

Taxonomy is the classification or grouping of objects according to certain characteristics. Taxonomy in education is used for the classification of instructional purposes; some call it learning objectives, performance objectives which are classified in three general classifications or domains, namely: (1) cognitive domains, related to learning objectives oriented to thinking abilities, (2) the affective domain relates to feelings, emotions, value systems, and heart attitudes, (3) psychomotor domain (oriented to motor skills or use of skeletal muscle).

Now days, there are various types of instructional purpose taxonomies named after their creators, for example: Bloom, Merrill, and Gagne (cognitive), Krathwohl, Martin & Briggs, and Gagne (affective), and Dave, Simpson and Gagne (psychomotor). One important thing in Taxonomy of instructional objectives is the existence of a hierarchy that starts from the instructional goals at the lowest level to the highest level. In other words, the goal at higher level cannot be achieved before the goal at the lower level is reached. It is also important to remember that there are no clear boundaries between one domain and another. For example the formulation of objectives in the cognitive domain of application; but often these cognitive goals are accompanied by practices that require motor skills, likewise, for example in the formulation of instructional goals in the cognitive domain whose behavior is chosen, affective domains (attitude of the heart) are also linked. Formulating goals based on the realm, always choosing which is more dominant.

The framework of Benjamin Bloom et al called Bloom Taxonomy contains six main categories in order ranging from low levels to high levels, namely: *knowledge, comprehension, application, analysis, synthesis, and evaluation*.⁴⁷

⁴⁷ Lorin W. Anderson, et.al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001), 63.

Before discusses further about Bloom's Taxonomy Revision, here is the original Bloom's Taxonomy in the figure 2.1.

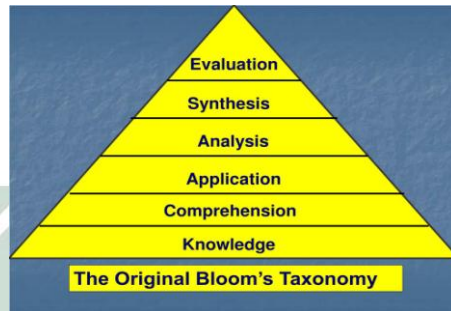


Figure 2.1 The Original Bloom's Taxonomy

Based on the figure 2.1, Bloom's Taxonomy classifies behavior into six categories, from simple (*knowledge*) to more complex one (*Evaluation*). The cognitive domain consists of successively from the simplest to the most complex.⁴⁸ Below are the explanations of each category.

- a. *Knowledge* (C-1) involves the process of remembering specific and universal things, recalling methods and processes, or recalling patterns, structure or settings.
- b. *Comprehension* (C-2) is a form of comprehend or comprehending that causes someone to know what is being communicated, and can use the material or ideas that are being communicated without having to connect it with other material.
- c. *Application* (C-3) at this level, a person has the ability to apply ideas, procedures, methods, formulas, theories, principles in various situations.
- d. *Analysis* (C-4) is defined as the breakdown or separation of a communication into its constituent elements, so that the idea

⁴⁸ Lorin W. Anderson, et.al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001), 63-64.

- is relatively clearer and or the relationship between ideas is more explicit.
- e. *Synthesis* (C-5) is combining elements and parts to form a unity.
 - f. *Evaluation* (C-6) is determining the value of material and methods for a particular purpose.

The levels in Bloom's Taxonomy have been used for almost half a century as a basis for setting educational objectives, test preparation, and curriculum throughout the world. The mindset makes it easy for teachers to understand, organize, and implement educational objectives. Based on those explanations above, Bloom's Taxonomy has become something important and has a wide influence over a long time. But in 2001 a book "*A Taxonomy for Learning, Teaching, Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*" was compiled by Lorin W. Anderson and David R. Krathwohl.⁴⁹

Perhaps many people ask why the great book of Bloom's Taxonomy needs to be revised. There are several reasons why the Bloom's Taxonomy Handbook needs to be revised, namely: first, there is a need to redirect the focus of educators to the handbook, not just as a historical document, but also as a work in many ways had "preceded" his time. That means a lot of ideas in Bloom's Taxonomy handbook are needed by educators today because education is still related to issues of educational design, application of appropriate programs, standardized curricula, and authentic assessments.

The second reason is the need to integrate new knowledge and thoughts within a framework of categorizing educational objectives. The world community has changed a lot since 1956, and these changes affect the way of thinking and educational practices.⁵⁰ Advances in science support the need to revise the Bloom's Taxonomy handbook. The third reason is that taxonomy is a special frame of mind that forms the basis for

⁴⁹ Lorin W. Anderson, et.al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001), xxi-xxiii.

⁵⁰ Ibid, xxi-xxiii

classifying educational objectives. An educational objectives statement should contain one verb and one noun. The verb generally describes the expected cognitive process and the noun describes the knowledge that is expected to be mastered by students. Bloom's Taxonomy has only one dimension which is only a noun.

The fourth reason is the disproportionate proportion in the use of education taxonomy for curriculum planning and learning with the use of education taxonomy for assessment. In Bloom's taxonomy focus more on the use of taxonomies in assessments.

The fifth reason is in the taxonomic framework of Benjamin Bloom's work emphasizing more than six categories (knowledge, *understanding*, *application*, *analysis*, *synthesis*, and *evaluation*) rather than its sub-categories. Bloom's Taxonomy outlines these six categories in detail, but does not elaborate in its sub-categories so that some people will forget the Bloom's Taxonomy sub-category.

The sixth reason is the imbalance of sub-category proportions from Bloom's Taxonomy. The knowledge and comprehension category has many sub-categories, but the other four categories have only a few sub-categories. The seventh reason is the Original Bloom's Taxonomy is aimed more at lecturers, whereas in the world of education it is not only lecturers who have the role to plan curriculum, learning, and assessment. That is why a taxonomic revision is needed that can broadly reach all actors in the world of education.⁵¹ The change from the original mindset to revision is illustrated in Figure 2.2.

⁵¹ Ibid, xxi-xxiii

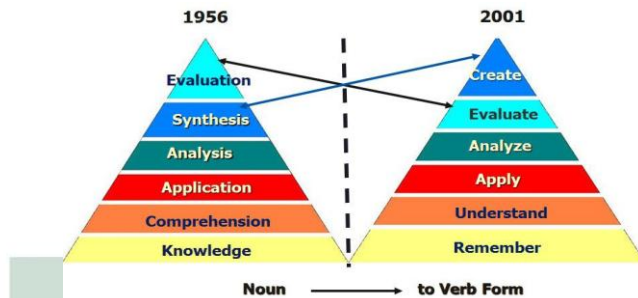


Figure 2.2 Bloom's Taxonomy Revised Version

Based on figure 2.2 it can be seen the change in taxonomy from nouns (in the original Bloom's Taxonomy) to verbs (in Bloom's Taxonomy Revised Version). This change was made to fit the educational objectives. Educational objectives indicate that students will be able to do something (verbs) with something (nouns). The category of *knowledge* in Bloom's Taxonomy turns into *remembering*.⁵² The verb form *remembers* describing the action implied in the original knowledge category; the first action taken by students in learning knowledge is to remember it. The category of *comprehension* becomes *understand*. *Comprehension* is limited to only comprehend what is being communicated without relating it to other material. The change from *comprehension* to *understand* because in the selection of category names, consider the extent of the use of the term by many teachers.

Application categories become *apply*. In this category only changes occur from nouns to verbs. *Analysis* categories become *analyze*. In this category also only changes occur from nouns to verbs. Categorical *synthesis* becomes *create*. *Create* involves the process of arranging elements into a coherent and functional unity that can ultimately produce a new product like never before. *Synthesis* is only limited to combining elements

⁵² Ibid, 63

and parts to form a single unit by involving the process of cutting pieces, parts, elements and arranging and combining such that it forms a pattern or structure that was previously unclear. *Evaluation* category becomes *evaluate*.

Changes in knowledge in Bloom's Taxonomy become a separate dimension that is the knowledge dimension in Bloom Taxonomy Revision. Knowledge is retained in the revised taxonomy but turns into a separate dimension because it is assumed that each category in Bloom Taxonomy requires knowledge as what students must learn. Revised Bloom Taxonomy has two dimensions namely knowledge dimension and cognitive dimension.⁵³ The interrelation between cognitive processes and knowledge is called the Taxonomy table (see table 2.1).

Table 2.1 Knowledge Dimension and Cognitive Process Dimension

The Knowledge Dimensions	Cognitive Processes					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
Factual						
Conceptual						
Procedural						
Metacognitive						

Developing learning concepts are focused on active, cognitive and constructive process in meaningful learning. Learners are assumed to be active actors in learning activities; they choose the information they will learn, and construct meaning based on information. This is a change from a passive

⁵³ Ibid, 63

view of learning to a cognitive and constructive view that emphasizes what students know (knowledge) and how they think (cognitive process) about what they know when active in learning. The cognitive process dimension contains six categories: *remembering*, *understanding*, *applying*, *analyzing*, *evaluating*, and *creating*. The knowledge dimension contains four categories, namely factual, conceptual, procedural, and meta-cognitive.⁵⁴

The order of *synthesis* and *evaluation* was exchanged. The revised taxonomy changes the order of the two categories of cognitive process by placing creation as the most complex category. The categories in Bloom's Taxonomy are arranged into a cumulative hierarchy which means mastery of more complex category requires mastery of all less complex subordinate categories. Research then provides empirical evidence that cumulative hierarchy only applies to the three middle categories namely *understanding*, *application*, and *analysis*, but not to the last two categories (*synthesis* and *evaluation*). Research shows *synthesis* is a more complex category than *evaluation*. So, Bloom's Cognitive Taxonomy has been revised by Anderson and Krathwohl in 2001, namely: *remember*, *understand*, *apply*, *analyze*, *evaluate*, and *create*.

⁵⁴ Ibid, 64

Table 2.2 Bloom's Taxonomy Revised Version

Cognitive Process Dimension		
Category	Definition	Sub-category
Remember	Retrieve relevant knowledge from long-term memory	Recognizing Recalling
Understand	Construct meaning from instructional messages, including oral, written, and graphic communication.	Interpreting Exemplifying Classifying Summarizing Inferring Comparing Explaining
Apply	Carry out or use a procedure in a given situation	Executing Implementing
Analyze	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	Differentiating Organizing Attributing
Evaluate	Make judgments based on criteria and standards	Checking Critiquing
Create	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure	Generating Planning Producing

Further, each cognitive process dimension category and sub-category will be discussed more.

1) Remember

Remember is an attempt to retrieve knowledge from memory or memories that have been in the past, both those that have been acquired that have long been obtained.⁵⁵ *Remember* is a dimension that plays an important role in the process of meaningful learning and problem solving. This ability is used to solve various problems that are far more complex.

a) Recognizing

Recognizing is related to knowing past knowledge relating to concrete matters, such as date of birth, home address, and age. An alternative term for *recognizing* is *identifying*.

b) Recalling

Recalling is a cognitive process that requires knowledge of the past quickly and accurately. An alternative term for *recalling* is *retrieving*.

2) Understand

Understand related to building an understanding from various sources such as messages, reading, and communication.⁵⁶ *Understand* is relating to the classifications activities (*classifying*) and *comparing*.

a) Interpreting

This cognitive process happens when the students are able to change information from one representational form to another.⁵⁷ The alternative terms are *clarifying*, *paraphrasing*, *representing*, and *translating*.

⁵⁵ Lorin W. Anderson, et.al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001), 66.

⁵⁶ Ibid, 70

⁵⁷ Lorin W. Anderson, et.al., *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001), 70.

b) Exemplifying

Exemplifying happens when the students are asked to give a specific example of a general concept or principle.⁵⁸ Alternative terms are *illustrating* and *instantiating*.

c) Classifying

Classifying starts with a specific example or information and then general concepts and principles are discovered. Alternative terms for *classifying* are *categorizing* and *subsuming*.

d) Summarizing

Summarizing occurs when the students suggest a single statement that represents presented information or abstract of a general theme.⁵⁹ Alternative terms are *abstracting* and *generalizing*.

e) Inferring

This cognitive process occurs when the students are able to find a pattern in a sequence of examples or instance.⁶⁰ Alternative terms are *concluding*, *extrapolating*, *interpolating*, and *predicting*.

f) Comparing

Comparing refers to identifying the similarities and differences of two or more objects, events, ideas, problems, or situations. Alternative terms are *contrasting*, *matching*, and *mapping*.

g) Explaining

Explaining occurs when the students are able to construct and use a cause-and-effect of a system.⁶¹ An alternative term for explaining is *constructing* a model.

3) Apply

Apply refers to the cognitive process of utilizing or using a procedure to carry out an experiment or solve a

⁵⁸ Ibid, 71

⁵⁹ Ibid, 73

⁶⁰ Ibid, 73

⁶¹ Lorin W. Anderson, et.al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001), 75.

problems.⁶² *Apply* relating to the dimensions of *procedural knowledge*.

a) Executing

Executing is the activities of carrying out procedures. An alternative term for *executing* is *carrying out*.

b) Implementing

Implementing refers to when students in solving problems and carrying out experiments where students already know the information and are able to determine with certain procedures what must be done. *Implementing* is closely related to other dimensions of cognitive process namely understand and create. An alternative term for *implementing* is *using*.

4) Analyze

Analyze is solving a problem by separating each part of the problem and looking for the linkages of each part and finding out how these links can cause problems.⁶³ The ability to *analyze* is a type of ability that is highly demanded from learning activities in schools.

a) Differentiating

Differentiating refers to students to be able to distinguish between facts and opinion, procedure and conclusions from supporting information. Alternative terms for *differentiating* are *discriminating*, *selecting*, *distinguishing*, and *focusing*.

b) Organizing

Organizing shows the identification of elements of the outcome of communication or situation and tries to recognize how these elements can produce a good relationship. Alternative terms for *organizing* are *structuring*, *integrating*, *finding coherence*, *outlining*, and *parsing*.

c) Attributing

Attributing refers to the activity directs students to the information on the origin and reason of things being

⁶² Ibid, 77

⁶³ Ibid, 79.

discovered and created. An alternative term is *deconstructing*.

5) Evaluate

Evaluate relating to cognitive process provide assessments based on existing criteria and standards.⁶⁴ The criteria commonly used are quality, effectiveness, efficiency, and consistency. These criteria or standards can also be determined solely by students.

a) Checking

Checking leads to testing things that are inconsistency or failure of an operation or product. Alternative terms for *checking* are *testing*, *detecting*, *monitoring*, and *coordinating*.

b) Critiquing

Critiquing leads to the evaluation of a product or operation based on external criteria and standards. *Critiquing* is closely related to critical thinking. Students make an assessment by seeing the negative and positive aspects of a thing, then do an assessment using this standard. An alternative term is *judging*.

6) Create

Create leads to the cognitive process of putting elements together to form a coherent unity and directing students to produce a new product by organizing several elements into different forms or patterns from before.⁶⁵ *Create* is very closely related to the learning experience of students at previous meeting.

a) Generating

Demonstrating problem and arriving at alternatives or hypothesis that meet certain criteria.⁶⁶ An alternative term is *hypothesizing*.

⁶⁴ Lorin W. Anderson, et.al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001), 83.

⁶⁵ Lorin W. Anderson, et.al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001), 84.

⁶⁶ Ibid, 86

b) Planning

Planning involves devising a solution method that meets a problem's criteria, that is, developing a plan for solving the problem.⁶⁷ An alternative term is *designing*.

c) Producing

Producing leads to planning to solve the given problem. An alternative term is *constructing*.

4. Assessment

Assessment is a process of exploring evidence.⁶⁸ Assessment also called is an application and use of various ways and tools to get a series of information about learning outcomes and achievement of competencies from students. Basically, assessment is closely related to the term evaluation which is a method for obtaining student's learning outcomes.

So, the assessment process is carried out aiming to find out how far the presentations of learning from the students. Another understanding of assessment is the process of obtaining data or information from the learning process and also providing feedback to the teacher or students.

5. Basic Principles in Constructing Assessment

a. Specify clearly and exactly what is you want to assess

Checking the learning objectives that wanted to assess to make sure that it specifies the relevant content clearly and it specifies the type of performance or task that the student will do in this content. H. Douglas Brown explained in his book "Language Assessment" that identification of objectives is the first thing to do for measuring effective classroom test.⁶⁹

⁶⁷ Ibid, 87

⁶⁸ LSP-ATDA, "Assessment Bukan Ujian" Astindo Training Center (www.astindo.org/content/artikel/1spatda/70/0, accessed on December 15, 2019)

⁶⁹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco State University: Longman, 2004)

- b. Design tasks or test items that require students to demonstrate this knowledge or skill

Making sure that the assessment does call forth from students the desired knowledge and thinking skills.⁷⁰ The assessment provides all stage cognitive domain and directly tapped student's ability. For example, the learning objective is *students will be able to interpret poems*.

- c. Decide what you will take as evidence of the degree to which students have shown this knowledge or skill

After getting the student's work, what will the teacher do next? It will be based on the function the assessment that the teacher planned. If it is formative assessment, teachers need to design a scheme to score the students to reflect their degrees of achievement.⁷¹ After designing a task, it may be considered as good assessment task.

6. Teacher's Difficulties in Constructing a Test

- a. Main Theme: Problems Encountered while Determining the Subjects of Performance Tasks: Teachers' opinions for the sub-themes are given below.⁷²
 - 1) Not being able to determine the appropriate subject for the students' level.
 - 2) Not being able to indicate acquirements in performance task and encourage students for subject.
 - 3) Not being able to prepare performance tasks for different subjects.
 - 4) Not being able to decide the performance tasks related to which acquirements in curriculum.
- b. Main Theme: Problems Encountered While Determining the Assessment Criteria on the Performance Task: Teachers' opinions for sub-themes are given below.
 - 1) Not being able to determine appropriate assessment criteria for the subject.

⁷⁰ Susan M. Brookhart, *How to Assess Higher-Order Thinking Skills in Your Classroom* (United States of America: ASCD Publication, 2010), 19.

⁷¹ Ibid, 24

⁷² Mustafa Mestin, "Teachers' Difficulties in Preparation and Implementation of Performance Task". Bozok: Bozok University, 2013. DOI: 10. 12738/estp.2013.3. 1452

- 2) Not knowing to paying attention to what, while determining the assessment criteria.
- 3) Not knowing how to prepare to rubric.
- 4) Not being able to find prepared rubric.

7. Previous Studies

Related to this research, several previous studies are presented below. The first, a study conducted by Ayu Amaliyah.⁷³ The objective of this study is to know the levels of learning in multiple choice items made by the teacher based on new version of Bloom's cognitive level. Qualitative approach is used in this study. In collecting the data, this research used documentation. The result of this study is researcher found that there are three out of six levels of learning in multiple choice items made by the teacher based on Bloom's Revised Taxonomy at tenth grade of SMAN 1 Sidoarjo. Those three levels include *remember, understand, and apply*.

The second study comes from Ayaturrochim.⁷⁴ The objective of this descriptive study are to find out the dominant component of cognitive domain of Revised Bloom's Taxonomy in reading task of "English in Focus" Textbook for Junior High School published by The National Education Department in 2008. The population of this study was 155 tasks in reading tasks of the first, second, and third grade in "English in Focus" textbook. The samples were 31 tasks taken by stratified random sampling technique. The data were collected using checklist as an instrument proposed by Anderson and Krathwohl. The result can be concluded that the dominant cognitive domain of Revised Bloom's Taxonomy was *remembering* level. Reading tasks in English in Focus textbook for Junior High School published by The National Education Department is considered inappropriate to develop student's critical thinking as proposed by Anderson and Krathwohl.

⁷³ Ayu Amaliyah, A Thesis: *"An Analysis of Multiple Choice Items Made by the Teacher Based on Bloom's Revised Taxonomy Theory at Tenth Grade of SMAN 1 Sidoarjo"* (Surabaya: UIN Sunan Ampel Surabaya, 2018)

⁷⁴ Ayaturrochim, A Thesis: *"The Analysis of Reading Tasks in "English in Focus" Textbook Based on Cognitive Domain of Revised Bloom's Taxonomy"* (Bengkulu: Universitas Bengkulu, 2014)

The differences between this research and the present research is this research find out the dominant component of cognitive domain of Revised Bloom's Taxonomy in reading task of "English in Focus". While the present study to know the levels of learning in multiple choice items made by the teacher.

The third study took from Nurul Khoirun Nisa'.⁷⁵ This research identified the use of the English Final Tests that was designed by Teacher's Association (MGMP). This research examined the constructions of test items, particularly the validity of the tests. The validity that was examined is construct validity and content validity. In this case, the final test was expected to have a good construction and confirm its test specification, since it is designed by the teacher's association. This study focused on analyzing the English Final Test construction and its conformity with its test specification. The results showed that either English Final Test for SMP and MTs already conform its test specification, although there were several test items which does not conform its test specification.

The fourth study comes from Ita Faradillah.⁷⁶ This study aims to know what Essay Test on the English Final Test for Grade Eleven of SMAN 1 Lamongan, like in the term of content validity, index difficulty, and index discrimination. The process of design this research is through documentation and it used descriptive research to describe the quality of English Final Test. It only focuses on the quality of Essay Test. This study uses numerical calculation to compute the data. While, the samples are XI IPA 5 and XI IPA 6, they are taken by random sampling method. The result of this study describes that essay test used by grade eleven has good validity of content. While index of difficulty and index of discrimination describe different result for those two classes. Index of difficulty of XI IPA 5 is acceptable, but for XI IPA 6 is recognized too difficult. Besides, index of discrimination of XI IPA 5 is satisfactory since the result is distant from zero point. The multifunction results shows

⁷⁵ Nurul Khoirun Nisa', A Thesis: *"An Analysis of English Final Test Construction Used by SMP and MTs in Nganjuk"* (Surabaya: UIN Sunan Ampel Surabaya, 2018)

⁷⁶ Ita Faradillah, A Thesis: *"An Analysis of Essay Test on English Final Test for Grade Eleven Students of SMAN 1 Lamongan"* (Surabaya: UIN Sunan Ampel Surabaya, 2012)

for XI IPA 6 should be revised to distinguish between the more able students to the less able.

The differences between this study and present study is this study aims to know what essay test on the English Final Test for Grade Eleven in terms of content-validity, index difficulty, and index discrimination. While the present study is identified the use of the English Final Test was designed by Teacher's Association (MGMP) in terms of the construction of test items and the validity of the test.

The fifth study conducted by Tery Triana Mukti.⁷⁷ The aim of the study was to describe the classification of reading test question in Vocational High School Based on Revised Bloom Taxonomy theory. The type of this research is descriptive qualitative research. The object of this study is test items in reading final exam questions of Vocational High School in the academic year of 2014/2015, 2015/2016, and 2016/2017. The result of this study is the reading test items in Vocational High School are applied on 2 levels, they are *Remember* and *Understand*. From whole reading test items (105 questions), 18% of them are *Remember* level and 82% of items test is *Understand* level, and there is no question categorized in the *Apply*, *Analyze*, *Evaluate*, and *Create*.

The sixth study comes from Ginta Dwi Rahmadani at Madrasah Tsanawiyah Negeri (MTSN) 2 Ponorogo.⁷⁸ The purpose of this research is to analyze the composition of thinking skill levels in English Try-Out Test at MTsN 2 Ponorogo based on cognitive domain of Bloom's Revised Taxonomy Theory. This study is descriptive qualitative approach and used content analysis design to analyze the data. The result of this study showed that English Try Out test MTsN 2 Ponorogo contains 3 thinking skill levels (LOTS, MOTS, and HOTS). The first level is *Remember* (32%), the second and the third levels are *Understand* and *Apply* (62%). Whereas the three top level are *Analyze*, *Evaluate*, and *Create* (6%).

⁷⁷ Tery Triana Mukti, A Thesis: "*The Analisis of Reading Test Items Based on Revised Bloom Taxonomy Theory in Vocational High School Grade XII*" (Purworejo: Purworejo Muhammadiyah University, 2017)

⁷⁸ Ginta Dwi Rahmadani, A Thesis: "*An Analysis of Thinking Skill Levels in English Try Out at MTSN 2 Ponorogo*" (Ponorogo: State Institute of Islamic Studies Ponorogo, 2019)

The difference between this study and present study is this study analyzed the composition of thinking skill level in English Try Out. While the present study is to describe the classification of reading test question in Vocational High School based on Bloom's Taxonomy Theory.

A thesis by Catherine Gichuhi is the last previous studies.⁷⁹ This study focused to find out how adequate the teacher spread their test items to cover the six levels of Bloom's Revised Taxonomy. The result of this study is the secondary school teachers do not adequately employ Bloom's cognitive levels objectives in constructing their test items.

In general, previous studies conducted an analysis on English Final Test based on Bloom's Taxonomy Revision in Senior High School and an analysis on reading task and reading test item. Also one of the studies focuses on teacher's competence in test construction within Bloom's Taxonomy for effective learning assessment. Therefore, this research conducted the incorporation of Bloom Taxonomy Revision in the construction of Final English Test for eight graders.

⁷⁹ Catherine Gichuhi, A Thesis: *"Teacher's Competence in Test Construction within Bloom's Taxonomy for Effective Learning Assessment: A Case Study of Kikuyu District, Kiambu Country"* (Kiambu: University of Nairobi, 2014)

CHAPTER III

RESEARCH METHOD

This chapter deals with research methodology. It includes research design and approach, research setting and subject, data and source of data, data collection technique, research instrument, data analysis technique, checking validity of finding, and the last is research stages.

A. Research Design and Approach

Research design is a blueprint or framework that helps researchers in research that provides an outline and details of each research procedure from questions to research problems to data analysis.⁸⁰ Research design needs to be prepared at the beginning because it can provide systematic direction about what activities should be done and when the researcher will be done, and how to do it. This research used qualitative descriptive method to answer the two research questions. This research observes the level of cognitive process dimension in Bloom Taxonomy Revision that the teacher used in the construction of Final English Test for eight graders. This study also expected to describe more about the difficulties that the teacher has in constructing Final English Test for eight graders based on Bloom Taxonomy Revision.

B. Research Setting and Subject

This study conducted in MTs YPM 1 Wonoayu. This school is located at Jl. Raya Wonoayu. The research subject is teacher who made Final English Test for eight graders. However, the researcher focuses on eight graders, because before students would be up to nine graders, teachers should make sure that students were really in mastering all the materials and get ready before training with many kinds of exercises on nine graders which is it definitely required earlier preparation. This research has been done on November 23, 2019.

⁸⁰ Utari, "Marketing Research: Research Design" Wilan's Pensieve, (<https://uwilan.wordpress.com/2013/09/29marketing-research-research-design/>), accessed on December 16, 2019)

C. Data and Sources of Data

Based on the first research question, the data of this research are level of cognitive process dimension in Bloom Taxonomy Revision that the teacher used in the construction of Final English Test for eight graders. Then, the source data of this research collected from the observation checklist on Final English Test using table observation checklist of cognitive process dimension by Anderson and Krathwohl. For the second data of this research are difficulties that the teacher has in constructing Final English Test for eight graders based on Bloom Taxonomy Revision. And the source of data was the English teacher's response on interview guideline.

D. Data Collection Technique

This study used observation and interview to answer research questions.

1. Observation

Observation on Final English Test is to find out the level of cognitive process dimension in Bloom Taxonomy Revision that the teacher used in the construction of Final English Test for eight graders. Observation conduct in two times, the first, the researcher observes Final English Test by herself. And the second, to make sure that the result of analysis used observation checklist is valid, the researcher asked the English teacher to do clarification together.

2. Interview

The data collection conducted using interview guideline to know the difficulties that the teacher has in constructing Final English Test for eight graders based on Bloom Taxonomy Revision. This interview conducted in free time.

E. Research Instrument

1. Observation Checklist

After the Final English Test collected, to answer the first research question, the researcher used checklist. The observation checklist is in the following table below.

Table 3.1 Observation Checklist

No.	Categories	Cognitive Process Dimension						Reason
		C1	C2	C3	C4	C5	C6	
1.								

The observation checklist above is modified from the level of cognitive process dimension in Bloom Taxonomy Revision. Those observation checklist is used to analyze and classify the level of cognitive process dimension that mostly used by the teacher in constructing Final English Test.

2. Interview Guideline

This study interviewed the English teacher to know the difficulties that the teacher has in constructing Final English Test based on Bloom Taxonomy Revision. Difficulty refers to the teacher's difficulties in constructing Final English Test based on Bloom Taxonomy Revision. The basic principle in constructing assessment by Susan M. Brookhart is also used as the second theory to support the interview guideline.

F. Data Analysis Technique

1. Collecting the data

In this step, the data collected through taking Final English Test sheets constructed by the teacher. The researcher took Final English Test sheets of eight graders in academic year 2018/2019.

2. Reading the data

After the data prepared, the researcher read all the data to gain information as much as possible. While reading the data, the researcher could give notes in the data. For

example, making a note of cognitive process dimension category of each items.

3. Codifying the data

In this step, the researcher coded the test items using observation checklist table to categorize test items into six levels of cognitive process dimensions. (See appendix I)

4. Presenting the result of analyze in column of table note

The researcher writes the brief result of analyzing the data into table column. Further, the researcher analyzed the level of question by noticing the points of each six levels of cognitive process dimension in Bloom Taxonomy Revision before judging the question into its level. Afterwards, the researcher calculates the total each level presented on Final English Test.

5. Presenting the result of transcript interview guideline

The researcher explains the result of interview guideline clearly by mention all the difficulties in constructing Final English Test based on Bloom Taxonomy Revision and support by Susan M. Brookhart theory.

6. Interpreting the finding and making the conclusion

The last step is intended to support the data with the theoretical framework of Bloom Taxonomy Revision and to interpret the finding that had been found before going to conclude the whole research.

G. Checking Validity of Finding

For getting the validity of Findings, the researcher did time triangulation that is read the result of analysis Final English Test several times and did clarification of the analysis result with the English Teacher. To check the consistency of findings, the researcher also compared Bloom Taxonomy Revision to ensure that the finding reflect the theories.

H. Research Stages

The process of this study done as these following stages:

1. Asking permission in the headmaster of MTs YPM 1 Wonoayu, making an appointment dealing the research with the English teacher.

2. Conduct the research:

a. Collecting data

As the data are obtained from the English teacher, Final English Test collected or copied, the researcher analyze it.

b. Analyzing the data

After the Final English Test has been collected, the researcher able to analyze the data based on the theoretical frameworks in the previous chapter; Bloom's Taxonomy Revision and Susan M. Brookhart theory.

c. Interviewing the subject

The researcher asked the English teacher to do clarification together to make sure the data that the researcher analyzed is valid. This is expected that the English teacher gives clear explanation about the data. Interview also conducted to know the difficulties that the teacher has in constructing Final English Test for eight graders.

d. Combining the first data and the result of interview

After conducted the interview, the document analysis, and the interview results are combined. The researcher also interrelate the result of analysis and the theory in the chapter II. The English teacher's explanation through interview interrelated to the findings explained in the discussion section.

e. Concluding the result of the research

The result of the analysis and the theory were combined, the researcher made the conclusion of the research based on the whole sections of this study that have been discussed.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter contains of research findings and discussion of the study regarding with the construction of Final English Test. There are two points that will be explained, those are research findings of the level of cognitive process dimension based on Bloom Taxonomy Revision that the teacher used in the construction of Final English Test for eight graders. And difficulty that the teacher has in constructing Final English Test for eight graders based on Bloom Taxonomy Revision. Then, the discussions will discuss about the findings by reflecting based on several theories.

A. Research Finding

Based on the first research question about what level of cognitive process dimension in Bloom Taxonomy Revision does the teacher used in the construction of Final English Test for eight graders the researcher conduct observation checklist to get the answer. The researcher analyzed the Final English Test using observation checklist based on the framework of cognitive process dimension of Bloom Taxonomy Revision by Anderson and Krathwohl. Observation checklist completed in two times on 16 and 23 of November. Those are completed around 60 minutes in every meeting. At the first time, observation checklist conducted by the researcher herself to analyze each item in Final English. Then, to make sure that the result is true and valid, the researcher asked the English teacher to do clarification the result of analysis together. After conducting the clarification analysis result, the researcher did interview to get the answer of the second research question at that day during 60 minutes.

1. The Level of Cognitive Process Dimension

The data from the first research question *“what level of cognitive process dimension in Bloom Taxonomy Revision that the teacher use in the construction of Final English Test for eight graders?”*

This research question answer by observation checklist and the result can be seen in the appendix III (Observation Checklist Result).

a. Remember Level

Remember occurs when students attempted to retrieve knowledge from memory or memories in the past, both newly acquired and long-standing attempted. Example one of question involved in *Remember* level shown is number 1.

Teacher : Are you listening to me Tono?

Tono : ...

Tono will answer "..."

- A. Yes, I do.
- B. Yes, you do.
- C. Yes, I'm.**
- D. Yes, you are.

In this question, students are asked to identify what is the suitable answer to complete the dialog. This question is categorized in *Remember* level 1.1 *Recognizing* and the alternative name is *Identifying*. So, the answer is C.

b. Understand Level

Understand occurs when students build understanding from various sources such as messages, reading and communication. Example one of question involve in *Understand* level is number 4.

"One of the students is taking the ball".

The negative form of the sentence above is ...

- A. One of the students not is taking the ball.
- B. Not one of the students is taking the ball.
- C. One of the students not taking the ball.
- D. One of the students is not taking the ball.**

In this question, students are asked to clarify the negative form of the sentence. This question is categorized in *Understand* level 2.1 *Interpreting* and the alternative name is *Clarifying*. So, the answer is D.

c. Apply Level

Apply occurs when students use a procedure to carry out experiments or solve the problems. Example one of question involved in *Apply* level is number 33.

A Short Message

When will the examination last?

- | | | |
|----|-------------------------------|---------------------------------|
| A. | On 3 rd June | C. On the 23 rd June |
| B. | On 7th June | D. On the 30 th June |

In this question, students are asked to carrying out the calculation of the date based on the text. This question is categorized in *Apply* level 3.1 *Executing* and the alternative name is *Carrying out*. So, the answer is B.

d. Analyze Level

Analyze occurs when students solving a problem by separating each part of the problem and looking for the interrelationships of each of the parts and finding out how these links can cause problems. Example one of question involved in *Analyze* level is number 9.

The following text is for question no 8 to 10!

I have two brothers. Their names are Jamal and Arif. I am the oldest child and Arif is the last child. Jamal is a fat boy. He weighs 76 kg. I am 60 kg in weigh. Arif is the thinnest child. But he has 170 cm in height. I have 5 cm shorter body than Arif has. Jamal's body is 160 cm.

The writer is ... than Jamal

The best comparative degree used to complete the statement is....

- | | | |
|----|--------------|-----------|
| A. | younger | C. fatter |
| B. | older | D. taller |

In this question, students are asked to select the best comparative degree used to complete the statement. This

question is categorized in *Analyze* level 4.1 *Differentiating* and the alternative name is *Selecting*. So, the answer is B.

e. Evaluate Level

Evaluate occurs when students provide an assessment based on existing criteria and standards. The criteria usually used are quality, effectiveness, efficiency, and consistency. Example one of question involved in *Evaluate* level is number 39.

The following song is for question no 39 and 40!

The Lyric of song: History by One Direction

The song mainly tells us about

- A. **love and affection**
- B. struggle and sacrifice
- C. happiness and sadness
- D. friendship and memories

In this question, students are asked to coordinating the answer based on the lyric of song. This question is categorized in *Evaluate* level 5.1 *Checking* and the alternative name is *Coordinating*. So, the answer is A.

f. Create Level

Create is putting the elements together to form a coherent unity and directing students to produce a new product by organizing several elements into different forms or patterns from before. Example of one question involved in *Create* level is number 6.

Is - Lisa – sweeping - watering - the floor – her - and - are – parents – the flowers.

1 2 3 4 5 6 7 8
9 10

Please arrange the jumbled words above into a good sentence!

- A. 2-1-3-5-7-6-9-8-4-10

- B. 2-8-3-5-7-6-9-1-4-10**
C. 2-1-4-5-7-6-9-8-3-10
D. 2-8-4-5-7-6-9-1-3-10

In this question, students are asked to arrange the jumble words into a good sentence. The question is categorized in *Create* level 6.3 *Producing* and the alternative name is *Constructing*.

Below is the distribution of cognitive process dimension in Final English Test in the form of table 4.1.

Table 4.1 Distribution of Cognitive Process Dimension

No.	Cognitive Process Dimension	Distribution Number
1.	Understand	4, 5, 8, 11, 12, 18, 19, 24, 25, 26, 27, 29, 30, 31, 32, 34, 35, 36, 37, 38, 40, 42, 43, 44, 46, 48, and 49.
2.	Analyze	9, 10, 13, 14, 17, 20, 21, 22, 23, 28, 41, and 47.
3.	Remember	1, 2, 3, 7, 15, 16, and 50.
4.	Evaluate	39 and 45
5.	Apply	33
6.	Create	6

Based on the table above, the distribution of cognitive process dimension are already in sequence.

- 1) *Understand* level spread in 27 of 50 number test items. The following numbers that indicate in *Understand* level are number 4, 5, 8, 11, 12, 18, 19, 24, 25, 26, 27, 29, 30, 31, 32, 34, 35, 36, 37, 38, 40, 42, 43, 44, 46, 48, and 49.
- 2) *Analyze* level spread in 12 of 50 number test items. The following numbers that indicate in *Analyze* level are number 9, 10, 13, 14, 17, 20, 21, 22, 23, 28, 41, and 47.
- 3) *Remember* level spread in 7 of 50 number test items. The following numbers that indicate in *Remember* level are number 1, 2, 3, 7, 15, 16, and 50.
- 4) *Evaluate* level spread in 2 of 50 number test items. The following numbers that indicate in *Evaluate* level are number 39 and 45.
- 5) *Apply* level just in a number and indicates in number 33.
- 6) *Create* level just in a number, is in number 6.

2. The Teacher's Difficulties in Constructing Final English Test

The data from the second research question *"What difficulty does the teacher has in constructing Final English Test for eight graders based on Bloom Taxonomy Revision?"*

This research question answer by interview can be seen in the appendix IV (Interview Result).

a. Based on Bloom Taxonomy Revision

1) Managing Time to Create a Test

The teacher faces difficulty in managing time to create a test. In a test, there 50 item questions includes 45 multiple choice items and 5 essay. Based on the teacher's perspective, in creating a test need much time to think and arrange of each item based on the instruction from the foundation. The teacher says:

"Another difficulties maybe because a limited time that the institution gives to create a test. On the other hand, teacher has a lot of thing have to do. Not only teaching in the class, but also do correction of student's task, and etc."

To overcome that difficulty, the institution should give a special time to create a test to achieve better result in constructing Final English Test. As the teacher says:

“My suggestion to foundation who instruct to create a test is to give instruction to create a test in holiday, so it does not make a burden the teacher to create a test not collided with other school activities”.

2) Categorizing items in the Level of Cognitive Process Dimension

Categorizing items in the level of Cognitive Process Dimension is another difficulty that the teacher has in constructing Final English Test based on Bloom Taxonomy Revision. In Bloom Taxonomy Revision there six levels of cognitive process dimension, those are *remember, understand, apply, analyze, evaluate, and create*.

In creating a test, the distribution of cognitive process dimension is needed and important. Based on the result of interview, there is an instruction from Ma'arif Educational and Social Foundation to create a test with distribution 25% categorize in *lower-order thinking skills*, 50% categorize in *middle-order thinking skills*, and 25% categorize in *higher-order thinking skills*. And the teacher face difficulty in categorizing each test items into the level of cognitive process dimension in Bloom Taxonomy Revision. As the teacher says:

“The difficulty in the process of categorization there are still many operational verbs that are similar but differ in different domain. For example, in apply level there is operational verb “comparing” but in other level we found “comparing” again or twice. Well, this still not understood very well by the compilers of test”.

And the teacher also explains about the percentage of each skill:

“The rules maybe not in detail my expectation. So, there is only percentage 25% lower order thinking skills, 50% middle order thinking skills, and 25% higher order thinking skills”.

To overcome this difficulty the teacher must learn more of each levels of cognitive process dimension. So, in the next the teacher can improve his ability to categorize of each items based on the level of cognitive process dimension easily. As the teacher says:

“To overcome the difficulties, firstly about different operational verbs, we need ask to others who has better knowledge, often to join training, there may be enlightenment to distinguish which compiles, adjusts, or whether the operational verbs really exists at that level. So that there is no confusion experience again by the compiler of the question or test”.

b. Based on Susan M. Brookhart

In this case, the researcher did clarification:

“Do the teacher did the three basic principles in constructing a test based on Susan M. Brookhart theory or not?”

In this interview, the teacher answers: *“Absolutely. Yes, I do.”*

Then, the teacher added some explanations one by one about three basic principles in constructing an assessment by Susan M. Brookhart. The teacher says:

“In the beginning, I always think about the preparation in creating test, including begins by specifying clearly and exactly the kind of thinking, about what content, check each learning goal that want to assess”. “The next step is making sure the assessment really does call forth from students that desired knowledge and thinking skills. “After students have responded to the assessments, I make a plan for interpreting their work as evidence of the specific learning intended”.

From those result of the interview shows that before creating a test, the teacher already have a good preparation and should follow the rules on basic principles in constructing an assessment.

B. Discussion

In case of having the same interpretation between the reader and researcher toward the findings, this session discusses those findings by reflecting on some theories related to each following problems. As stated by Brown, that the assessment task needs to be in line with the learning objectives.⁸¹ It is used to check whether the students can achieve the learning objectives or not. After conducting the assessment, teacher will check and interpret the student's work in order to continue or repeat the material. Therefore, it can be concluded that the task designed should be based on the learning objectives.

Based on the data gained from the observation checklist and interview, the researcher found the most common level of cognitive process dimension that the teacher used in the construction of Final English Test for eight graders in academic year 2018/2019 is *Understand, Analyze, and Remember*. The data obtained in observation checklist by classifying the test item based on the level of cognitive process dimension using the framework of the cognitive process dimension, and then input it into the table. So, the number can be made just a measure of cognitive process dimension levels. In Final English Test there are 50 items divided into two parts, 45 multiple-choice items and 5 essays.

1. The Level of Cognitive Process Dimension

a. Remember

Remember is an attempt to retrieve knowledge from memory or memories that have been in the past, both of those that have been acquired and have long been obtained. *Remember* is a dimension that plays an important role in

⁸¹ H. Douglas Brown, *Language Assessment* (USA: Longman, 2004), 30

the process of meaningful learning and problem solving.⁸² This ability is used to solve various problems that are far more complex. *Remember* includes *recognizing* and *recalling*. *Recognizing* is related to knowing past knowledge relating to concrete matters, such as date of birth, home address, and age, while *recalling* is a cognitive process that requires knowledge of the past quickly and accurately.

b. Understand

Understand related to building an understanding from various sources such as messages, reading and communication. *Understand* relates to the classification activities and comparing. *Classifying* will appear when a student tries to recognize knowledge that is a member of a particular knowledge category.⁸³ *Classifying* starts with a specific example and then general concepts and principles are discovered. *Comparing* refers to identifying the similarities and differences of two or more objects, events, ideas, problems, or situations. *Comparing* related to cognitive process find one by one the characteristics of the object being compared.

c. Apply

Apply refers to the cognitive process of utilizing or using a procedure to carry out an experiment or solve a problem. *Apply* relating to the dimension of procedural knowledge.⁸⁴ *Applying* includes the activities of carrying out procedures and implementing.

d. Analyze

Analyze is solving a problem by separating each part of the problem and looking for the linkages of each part and finding out how these links can cause problems.⁸⁵ The ability to analyze is a type of ability that is highly demanded from learning activities in schools. Various

⁸² Lorin W. Anderson, et.al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Longman, 2001), 66.

⁸³ Ibid, 70

⁸⁴ Ibid, 77

⁸⁵ Ibid, 79

subjects require students to have the ability to analyze well. The demands of students to have the ability to analyze often tend to be more important than other dimension of cognitive process such as evaluating and creating. Learning activities mostly lead students to be able to distinguish between facts and opinions, produce conclusions from supporting information.

e. Evaluate

Evaluate is relating to cognitive process provide assessments based on existing criteria and standards.⁸⁶ The criteria commonly used are quality, effectiveness, efficiency, and consistency. These criteria or standards can also be determined solely by students. This standard can be either quantitative or qualitative and can be determined solely by students. Need it is known that not all assessment activities are evaluating dimensions, but almost all dimensions of cognitive process require assessment. The different between an assessment made by the student and an evaluation is an evaluation is the standard and criteria made by the student. If the standards or criteria made lead to the effectiveness of the result obtained compared to the planning and effectiveness of the procedures used then what students do is an evaluation activity.

f. Create

Create leads to the cognitive process of putting elements together to form a coherent unity and directing students to produce a new product by organizing several elements into different forms or patterns from before.⁸⁷ Although create leads to the process of creative thinking, but it does not totally affect the ability of students to create. Create here directs students to be able to carry out and produce work that can be made by all students. The difference in creating this with other dimensions of cognitive thinking is in other dimensions such as *understand, apply, and analyze* student's working with

⁸⁶ Ibid, 83

⁸⁷ Ibid, 84

information that is already known before, while in creating students work and produce something new.

The result of this study in line with the previous study by Ayu Amaliyah is the researcher found that there are three out of six levels of learning in multiple choice items made by the teacher based on new version of Bloom's cognitive level at tenth grade of SMA Negeri 1 Sidoarjo. The three levels include remember, understand, and apply.⁸⁸ The similarity between the result of this study and previous study is the most common used is in *remember* and *understand*. And the differences are in this study shows *analyze* while in previous study is *apply*.

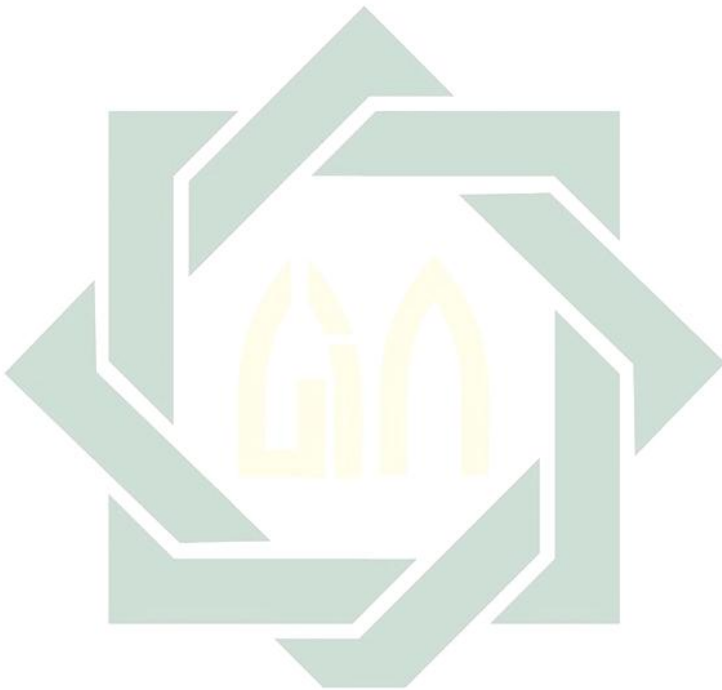
2. The Teacher's Difficulties in Constructing Final English Test

The findings shows that the difficulties that the teacher has in constructing Final English Test based on Bloom Taxonomy Revision are in managing time to create a test and categorizing items in the level of cognitive process dimension. And the result of clarification "*Do the teacher did the three basic principles in constructing a test based on Susan M. Brookhart theory?*"

The teacher said that at the beginning, he always think about the preparation in creating test, including begins by specifying clearly and exactly the kind of thinking, about what content, check each learning goal that want to assess. The next step, he is making sure the assessment really does call forth from students that desired knowledge and thinking skills. And the last, after students have responded to the assessments, he makes a plan for interpreting their work as evidence of the specific learning intended. The result of the clarification of the three basic principles in constructing an assessment is in line with the

⁸⁸ Ayu Amaliyah, A Thesis: "*An Analysis of Multiple Choice Items Made by Teacher Based on Bloom's Revised Taxonomy Theory at Tenth Grade of SMAN 1 Sidoarjo*". (Surabaya: UIN Sunan Ampel, 2018)

Susan M. Brookhart Theory.⁸⁹ It can be concluded that the teacher is prepared well in constructing a test.



⁸⁹ Susan M. Brookhart, *How to Assess Higher-Order Thinking Skills in Your Classroom* (United States of America: ASCD Publication, 2010), 17-24.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion regarding with the level of cognitive process dimension that the teacher used in the construction of Final English Test for eight graders and the difficulty that the teacher has in constructing Final English Test for eight graders based on Bloom Taxonomy Revision and support by Susan M. Brookhart theory on interview guideline. Moreover, this chapter contains the suggestion for teacher and learner, and for further researcher deals with this study.

A. CONCLUSION

After analyzing the level of cognitive process dimension based on Bloom Taxonomy Revision that the teacher used in the construction of Final English Test for eight graders, there is a point that can be concluded as following description:

Based on the result in research finding which is presented in previous chapter, there are three out of six levels of cognitive process dimension based on Bloom Taxonomy Revision that the teacher common used in the construction of Final English Test for eighth graders. Those three levels are *Remember*, *Understand*, and *Analyze* and the difficulties that the teacher has in constructing Final English Test are managing time to create a test and categorizing items in the level of cognitive process dimension.

B. SUGGESTION

Based on the conclusion above, the researcher wants to give some suggestions related to the result of study.

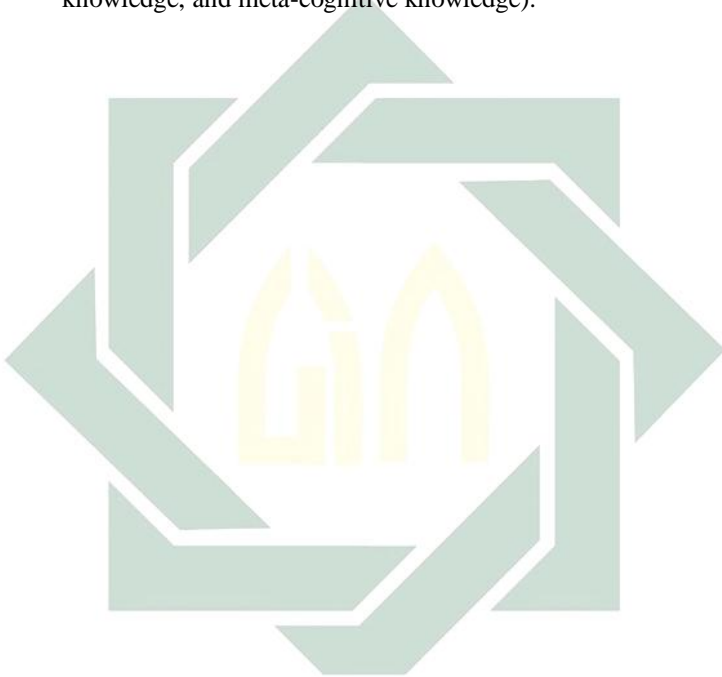
1. For the teacher and learner

The teacher is expected to add frequency of items used to assess *apply*, *evaluate*, and *create* in constructing Final English Test based on the guideline from the principal.

The result of this study is expected give contribute to improve the teacher and learner perspective about the incorporation of Bloom Taxonomy Revision in the construction of Final English Test for eight graders. The teachers and learners can use this result of study as knowledge, additional information, or references to improve teaching and learning process at school.

2. For further researcher

This research is qualitative study focuses on analyzing Final English Test in cognitive process dimension aspect based on Bloom Taxonomy Revision. Future researchers can conduct a study in analyzing knowledge dimension in each major and subtypes (factual knowledge, conceptual knowledge, procedural knowledge, and meta-cognitive knowledge).



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