

**THE IMPLEMENTATION OF BLOOM'S TAXONOMY ON
THE ENGLISH SUMMATIVE TEST ITEMS FOR SECOND
YEAR SENIOR HIGH SCHOOL STUDENTS
IN ACADEMIC YEAR 2015/2016**

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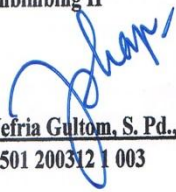
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THE IMPLEMENTATION OF BLOOM'S TAXONOMY ON THE ENGLISH SUMMATIVE TEST ITEMS FOR SECOND YEAR SENIOR HIGH SCHOOL STUDENTS IN ACADEMIC YEAR 2015/2016

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ABSTRACT

Saragih, Nurul Soraya. 2122121049. *The Implementation of Bloom's Taxonomy on the English Summative Test Items for Second Year Senior High School Students in Academic Year 2015/2016*. A Thesis: English Department. Faculty of Languages and Arts. State University of Medan. 2017.

This study aimed to analyze the distribution of cognitive level of Bloom's Taxonomy in English Summative Test items for reading comprehension in odd and even semesters of second year students in SMAN 1 in Tebing Syahbandar academic year 2015/2016. The method of this research is descriptive qualitative research for collect, analyze and classify reading questions based on revised of Bloom's Taxonomy. The data of this study were taken from English Summative Test for eleventh grade of SMAN 1 Tebing Syahbandar. The results of this study are: for odd semester C1 (69.23%), C2 (15.38%), C3 (7.69%), C4 (7.69%), C5 (0%) and C6 (0%); and for even semester C1 (38.89%), C2 (5.56%), C3 (0%), C4 (55.56%), C5 (0%) and C6 (0%). Adapted by Sudjana (2009), these results do not achieve proportion of thinking order skill that the total of C1 and C2 is 30%, C2 and C3 is 40%, C4 and C5 is 30%. It shows that the distribution of cognitive level of Bloom's Taxonomy in English Summative Test items for reading comprehension in odd and even semesters of second year students in SMAN 1 in Tebing Syahbandar academic year 2015/2016 are not appropriate.

Key words: English summative test, reading comprehension questions, revised Bloom's Taxonomy.

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INTRODUCTION

Background of the Study

A test is one of the kinds of evaluation that can be collected as data. To get the accuracy of the result, a test must have good quality. A good test is a test which has the criteria of validity, reliability, and practicality. The criteria are so important because it affects the success of the learning process itself. On this study, the researcher just focuses on validity. It can be appropriate to examine the extent to which a test calls for performance that suitable that of the course or unit of study being tested. In other cases, it can be focused on how well a test determines whether or not students have reached an established set of goals or level of competence.

Indicators of competence can be measured and observed to show the achievement of the basic competencies as the reference of the subjects' assessment. The indicator has become a reference for the teachers to create questions. To write the indicators, the teachers use the operational verbs. The operational verbs are contained in Bloom's Taxonomy. The levels of Bloom's Taxonomy are to accomplish the aim and to increase the learning process based on the cognitive level. The test must interpret what to be measured. It is needed to achieve the good measurement as an indicator that there are the students' progresses during leaning process. For the students, they will face the National Examination. They need to master the material to pass the test. Here, the teacher has the responsibility to improve the students' comprehension in learning process.

To know the progress, the teacher needs to measure the students' comprehension. One of the ways is through administering test.

Before administering the test, teachers need to analyze the test item that will be examined to the students. Mohammadi, Kiany, Samar and Akbari (2015: 8) states that it was regarded as the ability to select, design and evaluate tests and assessment procedures as well as to score and grade them on the basis of theoretical knowledge. The purpose is to know the validation of the test that will measure student's comprehension that can be known from the result of the test. So, it is necessary to analyze the test based on given criteria.

From the observation, there are test items indicate to lower order thinking skill because the exercise question not help the students to use their thinking critically. To answer most of items of the exercise the student just need to remember and understand. Moreover the higher order thinking skill should guide the students to gives more insight into their thinking and learning to answer the questions. It is reasonable step to analyze the English Summative test items that is done at the end of learning process in a semester whether the test suitable with the level of Bloom Taxonomy or not and this research can help the teacher to organize the test question which help the students to think critically.

Because of that, it is needed to analyze the test. The tool to analyze is Revised Bloom's Taxonomy cognitive domain. Reeves (2012:19) states that Bloom's Taxonomy has been applied in education including as a tool to plan examination questions. It is to ensure that assessment includes a range of lower- and higher-level cognition questions.

REVIEW OF LITERATURE

Brown (2003:3) states that a test is a method of measuring a person's ability knowledge, or performance in a given domain. There are two components of this definition. First, test is a method. It is a set of techniques, procedures, or items that requires performance on the part of the test taker. Second, a test must measure. The test can measure general ability or focus on very specific competencies or objectives. It measures an individual ability, knowledge or performance. The teacher can measure the achievement of the students by using summative test.

Suskie (2009:23) explains that summative test is obtained at the end of a study program. Most of direct evidence of students learning focuses on learning outcomes such as the knowledge, skill, attitudes and habits of mind, that students have and take with them successfully complete a course program. For the reading skill, the teachers use questions to find out whether the students have understood the text or not.

Reading is a process that involves the ability of visual and cognitive abilities. According to Zintx in Ali (2010:22) states that reading is the ability to anticipate meaning in lines of print so that the reader is not concerned with the mechanical details but with grasping ideas from words that convey meaning. It is a process that has demanded groups of word will be seen in a glimpse, then, the meaning of individual words will be known.

Munzenmaier and Nancy (2013) state that typically, the achievement and higher thinking skills of students are assessed by using different forms of

questions or tests. It is needed the taxonomy to identify the level of thinking. There is Bloom's Taxonomy which can help the teacher to identify the level of the test item that can measure the cognitive level of the students.

RESEARCH METHODOLOGY AND FINDINGS

Methodology

The method of this research is descriptive qualitative study. It means that the data which are analyzed are not to accept or reject the hypothesis. This research is conducted by collecting and analyzing the data to answer the research question based on the condition.

In conducting this research, the researcher uses document analysis. Arikunto (2009: 100) states that techniques of collecting data are ways that can be used by researchers to gather the data. According to Ary, Jacobs and Sorensen (2010), the most common data collection methods used in qualitative research are (1) observation, (2) interviewing, and (3) document or artifact analysis.

Techniques of Analyzing the Data

In this study, the data was analyzed by using interactive model technique of Indah (2006: 38). There are three steps to analyzing data through these following steps: they are:

1. Selecting the data
2. Categorizing the data

3. Interpreting the data

Findings

After analyzing the reading test items for second year senior high school students of English Summative test in SMA Negeri 1 Tebing Syahbandar academic year 2015/2016, the findings of this study could be seen below.

1. It is found that the reading questions of odd semester just concentrate with remembering level (C1) as many 9 items (69.23%). There are only 2 items (15.38%) for understanding level (C2), 1 item (7.69%) for applying level and 1 item for analyzing level (C4). The reading question is not found belong to analyzing level (C4) evaluating level (C5) and creating level (C6).
2. It is found that the reading questions of even semester belong to remembering level (C1) as many 7 items (38.89%). There are only 1 item (5.56%) for understanding level (C2). For analyzing level (C4), it is also 1 item (5.56%). The reading question is not found as applying level (C3), evaluating level (C5) and creating level (C6).

Discussion

Based on the analysis, the result of using cognitive level of Revised Bloom's Taxonomy that is regarding the reading questions of odd and even semester for second year senior high school students of English Summative test of SMA Negeri 1 Tebing Syahbandar academic year 2015/2016 are 19 items test belong to easy criteria that consist of 16 items test for C1 and 3 items test for C2, 12 items test belong to fair criteria that consist of 1 items test for C3 and 11 item

test for C4, while there is no item test belongs to difficult criteria that consist of C5 and C6. Adapted by Sudjana's theory about a good proportion of cognitive levels, it can be proven that reading test items of odd and even semester for second year senior high school students of English Summative test of SMA Negeri 1 Tebing Syahbandar academic year 2015/2016 are not fulfill the test items proportion of a good test because it has not appropriate with the criteria.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the data analysis and discussion in the previous chapter, Reading test items for second year senior high school students of English Summative test in SMA Negeri 1 Tebing Syahbandar academic year 2015/2016 get the percentage of the level of Revised Bloom's Taxonomy cognitive domain of odd semester and even semesters. Those are remembering level (C1) reaches 69.23% and 38.89%; understanding level (C2) reaches 15.38% and 5.56%; applying level (C3) reaches 7.69% and 0%;, analyzing level (C4) reaches 7.69% and 55.56%; and 0% for evaluating level (C5) and creating level (C6). It means that the reading test items have not been appropriate with the good test criteria based on Sudjana theory, where the cognitive ratio of a good test is 3: 4: 3, it means that 30% for easy items, 40% to the fair items, and 30% for difficult items.

Suggestions

Based on this research, the researcher has some suggestions as follows:

1. To regional institute of official regulation (Education Department of Provincial or district or city) is expected to create a policy that contains the necessity for teachers to analyze the items before using the test to measure the ability of students.
2. To the English teachers are expected to co-ordinate the preparation of the lattice of the test, creating the test and item analysis in order to obtain the test quality. So that the student can improve their critical thinking from the test.
3. For other researchers, this study can be continued in a population of more broad to determine the quality of test in term of Revised Bloom's Taxonomy.

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