



Reading Questions Taxonomy in English Student's Worksheet Based on Revised Bloom's Taxonomy.

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ABSTRACT

Reading as one of the crucial skill in English language usually hard to comprehend by the students. To achieve the reading comprehension, teacher has to provide the equipment to measure the students understanding. Worksheet as the appropriate equipment to measure students understanding, generally using the LOTS level of questions rather than HOTS level of questions. In fact, the LOTS level of questions cannot increase the students' comprehension critically. Worksheet should be selected by the appropriate level of reading questions. It can be analyzed by using the Revised Bloom's Taxonomy. This study aims to find out; (1) the level of reading questions taxonomy in English student's worksheet

based on Revised Bloom's Taxonomy, (2) the distribution level of question's taxonomy in English students worksheet based on Revised Bloom's Taxonomy. The descriptive qualitative research design with research instruments in the form of document analysis and checklist was employed in this research. The research implied the dominant level of questions is remembering level with 35 items out of 58 questions (60.34%). Followed by understanding (20.68%), creating (10.34%), analyzing (3.44%), evaluating (3.44%) and applying (1.72%).

Keywords:

Reading, Worksheet, Revised Bloom's Taxonomy

INTRODUCTION

Since all languages cannot be learned in the same way as one's native tongue, language instruction is essential. The ministry of education issued Decree No. 060/U/1993 on February 25, 1993, indicating that English might be taught beginning in grade four of primary school. This was done in recognition of the importance of English as a language of the world. Then, in the middle of 1994, students began to study English. Since that time,

English has been added to the Indonesian curriculum as a subject. English is not as simple to speak and understand as Indonesian, at least not instantly. In Students must improve their English skills in order to comprehend the language. Students should master these four fundamental skills as the foundation for using English. Speaking, writing, listening, and reading are among these abilities. The four language skills were divided into two categories by Harmer (2007): receptive skills, which include reading and listening, and productive skills, which include speaking and writing. If students can improve their four English skills, they will be able to learn the language.

One of the crucial skill is reading. Reading is described as decoding and comprehending written materials by Cline (2006). Decoding can be thought of as a procedure that converts written symbols into spoken words. Reading is an indirect tool of communication. Reading use the texts form media to communicate with other, or in another definition is a written communication. Reading is an effective approach to learn and acquire knowledge in many facets of life, including disciplines of technology, science, and education. Pardede (2008) argue there are variety reasons to conclude reading as the important skill to learn. For everyone looking to obtain a variety of necessary knowledge, reading plays a critical function. It is crucial for students to have good reading skills so they can increase their vocabulary and think more coherently in English, develop their writing skills, and be a useful tool for learning new information, facts, and experiences, according to Mikulecky and Jeffries (2004). Thus, in light of the aforementioned viewpoint, reading comprehension has been viewed as a skill that students should develop in order to improve their understanding of the English language.

Reading skill closely related with the reading comprehension. According to Kirby (2007), one of the applications of a talent gained for any other purposes—it can be listening or oral comprehension—to a new kind of input (text) is reading comprehension. Fahmi, Friatin, and Irianti (2020) said that in order to understand the meaning from the text, reading comprehension is a complex cognitive process that involves many different brain functions. Based on the explanations, it can conclude students need reading comprehension skills at all educational levels. To achieve the reading comprehension, teacher has to provide the equipment to measure the students understanding. This equipment need to be able to gauge the student's understanding in light of the teacher's explanations. Worksheet is the appropriate equipment to measure student's knowledge.

In general, worksheets serve as instructional tools that enhance students' abilities and knowledge rather than relying solely on teacher explanation. It consists of tasks meant to help the pupils' comprehension. The worksheet provides a reference for students to utilize when responding to questions or undertaking problem-solving tasks. Standards that are experimental or demonstrative, the worksheet itself can serve as a guide (controller) for exercises that develop cognitive components of learning as well as recommendations for the development of all learning aspects (Trianto, 2008). A worksheet is a piece of teaching content that has been organized so that it can be studied independently by students. Based on Andi Prastowo (2011), a worksheet is a printed instructional tool in the format of paper that contains information, an overview and instructions for students to complete tasks. He was referring to the established standard of competence. We can draw the conclusion that a worksheet is a set of instructions for pupils to complete on their own that serve as a learning tool.

When creating a worksheet for their students, teachers will frequently include questions based on Bloom's Taxonomy. Bloom's taxonomy was one research that was used to discuss questions and objectives. In order to promote critical thinking in the classroom, it was founded in 1956 and is currently run by educational psychologist Dr. Benjamin Bloom. In Bloom's taxonomy, there are three domains: cognitive, emotional, and psychomotor. By looking at the given tasks, Bloom's taxonomy can help English teachers choose and decide on the learning resources, said Parera (1983). Six key categories—knowledge, comprehension, application, analysis, synthesis, and evaluation—are divided into two levels in the cognitive domain of Bloom's taxonomy: lower order thinking skills (LOTS) and higher order thinking skills (HOTS). Teachers and educational institutions, however, still only use Bloom's Taxonomy. In fact, Bloom's Taxonomy has been updated and is currently becoming more and more popular. The Revised Bloom's Taxonomy of educational objectives in the cognitive domain uses a complexity hierarchy to rank cognitive processes in order of increasing difficulty, from simple memory to higher-order critical and creative thinking (Noble, 2004).

The taxonomy was updated and refined by Anderson (1990), a Bloom student, based on its applicability in the 21st century and can be used by both teachers and students (Anderson & Krathwohl, 2001). Terminology, organization, and emphasis were the three major areas in which Anderson altered the taxonomy (Forehands, 2005). Anderson converted the nouns in Bloom's categories into verbs. The cognitive domain used for the

reading questions was deemed unsatisfactory by a number of past research on Bloom's taxonomy because it only included lower level thinking issues rather than higher level ones. For children to develop their critical thinking, the higher level order of thought is absolutely essential. Students' ability to employ critical thinking will not be improved if the activity merely requires very low level of thought. Students' ability to think critically helps them solve challenges more effectively and methodically.

Based on the observation at SMA S HKBP Sidorame, the preliminary found on the students' worksheet below:

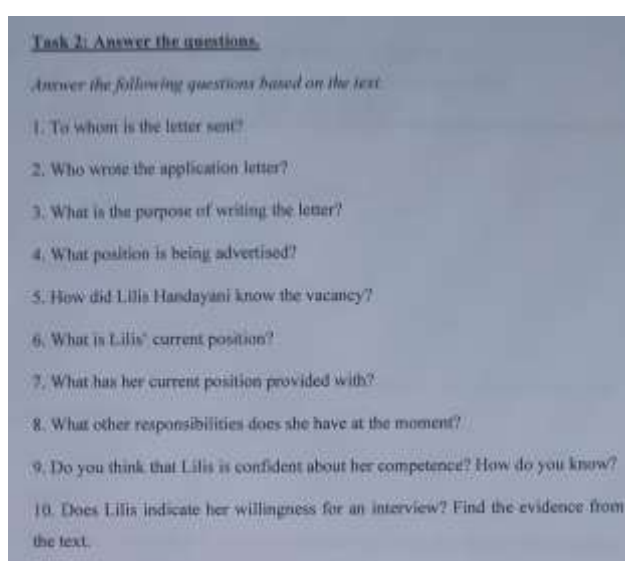


Figure 1. 1 Reading Question's

From the questions above, researcher found the all the questions were included to the LOTS level of questions. Which is 8 questions Remember (C1) and 2 questions Understand (C2). Based on these preliminary data, researcher believe that the students critical thinking will not enhanced.

By following this new terminology, teacher can achieve the learning objectives right on the target. Based on this background, researcher conducted the research entitled, "Reading Question's Taxonomy in English Student's Worksheet Based on Revised Bloom's Taxonomy."

METHOD

The methods section tells readers how you conducted your study. It includes information about your population, sample, methods, and equipment. Explain what you did; your research, treatment or professional intervention, and how you did it.

This research used the descriptive qualitative research, which analyzed the reading questions taxonomy in English worksheet for Senior High School based on the cognitive domain of Revised Bloom's Taxonomy. Cresswell (2007) said that the process of comprehending a social or human problem can be explored through qualitative research, which is investigation that is based on the formation of a complex, comprehensive picture with words, reporting in-depth opinions of informants, and done in a natural environment to the people and locations under the study.

According to Nawawi and Martini (1994), the descriptive approach is a process for solving a problem by outlining the research subject on the basis of fact-finding. The reading questions on the students' worksheet are of particular interest to the researcher. This study compares how reading activities are used in worksheets for grade 12 senior high school students using the Bloom's Taxonomy's cognitive levels and the dominant cognitive level of the Revised Bloom's Taxonomy.

The reading questions for the first semester worksheet from the 12th graders at *SMA Swasta HKBP Sidorame* made up the research's source of data. The teacher created five chapters for the worksheet. The researcher examined the available questions and analyzed the reading exercises for this research.

In this study, document analysis was used as the technique of analyzing data. Depending on Arikunto (2000), written records like notes, transcripts, books, magazines, and newspapers are investigated using documentation. There are many different types of documents that can be utilized for systematic evaluation as part of a study. In this research, each unit task on the student's worksheet will be examined.

RESULTS

In this section you should present the results of your research. If necessary, use numbers, tables, and figures (e.g., charts and graphs). Also explain your results in the text. Just show the data and do not discuss about the results or assume on why anything happened. It should be stated objectively and factually, with no personal opinions expressed.

Based on an examination of how the cognitive domain is distributed in reading test questions, there are 58 reading questions that are primarily at the remembering level in the English student's worksheet for grade 12 on SMA S HKBP Sidorame. The distribution of the LOTS questions yielded 48 items, whereas the HOTS questions obtained 10 items.

Table 4. 1 Cognitive Dimensions Percentage on Student’s Worksheet

No	Cognitive Dimensions Level		Frequencies	Percentage
1	Low Order Thinking Skills	Remembering	35	60.34%
2		Understanding	12	20.68%
3		Applying	1	1.72%
4	High Order Thinking Skills	Analyzing	2	3.44%
5		Evaluating	2	3.44%
6		Creating	6	10.34%
Total			58	100%

The result of the data analysis also infers that the remembering or level of questions that has to memorize by emphasizing the answer of the reading questions gets 35 questions out of 58 questions or 60.34%. Understanding level that designed to derive the intended message from educational materials, such as spoken, written, and visual forms of communication obtain 12 questions out of 58 questions or 20.68%. Applying level that require the students to put into practice the information they are learning by executing or implementing a procedure obtain 1 items from 58 questions or 1.72%. Analyzing level that dissect the material into smaller components, identify their interrelationships and how they fit into the larger structure or purpose obtain 2 questions out of 58 questions or 3.44%. Evaluating level that intended to assess the ability to evaluate and analyze based on specific standards and criteria obtains 2 items out of 58 questions or 3.44% and there were 6 questions belong to creating level out of 58 questions that assemble components into a cohesive or practical whole. Reassemble components into a different arrangement or framework.

The distribution of the analyzing, applying, and evaluating domains in the reading questions should also raise some concerns because fewer questions fall within those three levels of the domain. It demonstrates unequivocally that the distribution of higher order thinking questions is inferior than those requiring lower order thinking. It also implies that the teacher did not provide the proper balance of questions requiring higher order thinking skills and questions requiring lower order thinking skills in this worksheet of reading comprehension questions.

DISCUSSIONS

English courses are crucial for students to study because it is one of the subjects covered in the national test. Therefore, it is essential to evaluate the quality of the English worksheet that the students utilize by comprehending the level of difficulty of each textbook activity and utilizing the Revised Bloom Taxonomy theory

From the finding it shown that the most cognitive domain level used in English student's worksheet for grade twelfth at *SMA Swasta HKBP Sidorame* is lower order thinking. In this worksheet, learning is primarily accomplished through remembering and understanding of previously taught material. The analysis's output, which showed that 35 out of 58 questions were correct, provides evidence for this. Anderson and Krathwohl (2001) belief that the worksheet are suitable for assessing the readiness and understanding of students, identifying their areas of proficiency and inadequacy, as well as outlining or condensing the material. In this case worksheet has a similar function as the book; to find out students' understanding.

According to Bloom's Taxonomy, the government had set limits on the percentage of exercises in the textbook for remembering, understanding (20%) and applying analyzing (55%), and creating (10%). Because remembering-understanding have a larger proportion than analyzing-applying, it was demonstrated that the worksheet didn't match the proportion that the government had controlled.

This research was similar to the previous research study, Kurnia Atiullah (2019) on their study entitled "Using Revised Bloom's Taxonomy to Evaluate Higher Order Thinking Skills (HOTS) in Reading Comprehension Questions of English Textbook for Year X of High School". The findings showed that, "The majority of reading comprehension problems in the textbook under study fell into the lowest level of the updated Bloom's taxonomy; remembering accounted for 134 of the 158 items, while only 24 of them required higher order thinking skills. It was determined that the English textbook's reading comprehension questions for Year X of high school lack HOTS."

The other research, Laila and Fitriyah (2021) on their studies entitled, "An Analysis of Reading Comprehension Questions in English Textbook Based on Revised Bloom's Taxonomy.", mentioned, "The final outcome is that there are 142 reading comprehension questions in all, 83% of which are classified as LOTS and 17% as HOTS. It suggested that this textbook focused more on questions requiring lower-level thinking than higher-level thinking. In

order to satisfy the kids' HOTS, the teacher must create their own reading comprehension questions.

English teachers usually use worksheet as a main factor measure the student's knowledge, or perhaps how far students understand the material. Beside providing many worksheet to test every aspects of knowledge, it is better for teachers to provide the appropriate worksheet that works to test students understanding efficiently. It can be by choosing the valid and reliable questions on every worksheet, especially using the HOTS level of question with the exact proportion. Because the exact amount of proportion between LOTS and HOTS level of questions can increase the students' knowledge critically.

This section should investigate the significance of the results of the study. This part allows you to provide your interpretation and explain the significance of your findings from the findings section. Highlight the most important findings, but do not repeat what is said in the Results section. This section explains why the topic is relevant; what bigger concerns and ideas are validated or refuted by extrapolating these findings to such overarching issues; and what conclusions are drawn.

CONCLUSIONS

State your study's conclusion as well as your concluding thoughts on the importance of your analysis, research, or article. The study's main results should be stated in a brief Conclusions section. Do not repeat previous sections. Your study's limitations should be addressed. Recommendations for further study on your topic should also be provided.

After analyzing the data and elaborate the findings, conclusions were drawn as followings:

1. The most dominant level questions in this worksheet based on Revised Bloom's Taxonomy is Remembering level of Lower Order Thinking Skill with 35 items out of 58 questions 60.34%
2. The questions in the worksheet covered all of the cognitive levels which consist of remembering, understanding, applying, analyzing, evaluating and creating. Cognitive levels found in the worksheet were as follows: remembering, understanding, applying, analyzing, evaluating and creating. The result of the data analysis also mentions that the remembering or level of questions that has to memorize by emphasizing the answer of the reading questions gets 35 questions out of 58 questions or 60.34%. Understanding level that

designed to derive the intended message from educational materials, such as spoken, written, and visual forms of communication obtain 12 questions out of 58 questions or 20.68%. Applying level that requires the students to put into practice the information they are learning by executing or implementing a procedure obtain 1 item out of 58 questions or 1.72%. Analyzing level that dissect the material into smaller components, identify their interrelationships and how they fit into the larger structure or purpose obtain 2 questions out of 58 questions or 3.44%. Evaluating level that intended to assess the ability to evaluate and analyze based on specific standards and criteria obtains 2 items out of 58 questions or 3.44% and there are 6 questions belong to creating level out of 58 questions that combine components to create a coherent or useful whole; reassemble components into a different arrangement or framework.

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