

**AN ANALYSIS OF THINKING SKILL LEVELS IN ENGLISH  
TRY OUT TEST AT MADRASAH TSANAWIYAH NEGERI  
(MTSN) 2 PONOROGO**

**THESIS**



By

Ginta Dwi Rahmadani

210915065

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**MAY 2019**

**AN ANALYSIS OF THINKING SKILL LEVELS IN  
ENGLISH TRY OUT TEST AT MADRASAH  
TSANAWIYAH NEGERI (MTSN) 2 PONOROGO**

**THESIS**

Presented to  
State Institute of Islamic Studies Ponorogo  
in Partial Fulfillment of the Requirement  
for the Degree of Sarjana in English Education

By

Ginta Dwi Rahmadani  
210915065

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO  
MAY 2019**

## ABSTRACT

**Rahmadani, Ginta Dwi.** 2019. *An Analysis of Thinking Skill Levels in English Try Out Test at Madrasah Tsanawiyah Negeri (MTsN) 2 Ponorogo.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor, Dr. Ahmadi, M.Ag.

**Key words : Test, Revised Bloom's Taxonomy, Thinking Skill Levels**

Thinking skill are the mental activities use to process information, make connections, make decisions and create new ideas. Thinking skill use when someone try to make sense of experiences, solve the problems, make decisions, ask questions, make plans or organize information. Everybody has thinking skills, but not everyone uses them effectively. Effective thinking skills are developed over a period of time. In education, the teachers must be able to create effective classroom atmosphere and use creative learning style to develop student's thinking skill. To measure students's comprehension about the materials which has been taught, the teacher need assessment by giving test to the students. To provide various levels of Thinking skill, teacher can use Bloom's taxonomy as guidance in making test item to measure student's comprehension.

The purpose of this research is to analyze the composition of thinking skill levels in English try out test at Madrasah Tsanawiyah (MTsN) 2 Ponorogo Based on cognitive domain of Bloom's Revised Taxonomy Theory. The researcher applied descriptive qualitative approach, and used content analysis design to analyze the data. This research focused in English try out test 1 in academic year 2018/2019 made by English teacher of MTsN 2 Ponorogo based on the Revised Bloom Taxonomy (RBT) cognitive domain. The procedure of data collection was documentation. The researcher analyse English Try Out items based on Bloom's cognitive process : remember (C1), understand (C2), apply (C3), analyze (C4), evaluate (C5), create (C6) and categorize into lower order thinking skill (LOTS), middle order thinking skill (MOTS) or higher order thinking skill (HOTS).

The result of the research showed that English try out test 1 MTsN 2 Ponorogo contains 3 thinking skill levels (LOTS, MOTS and HOTS). The first level (Remember) deal with Lower Order Thinking Skill (LOTS), there were 16 items including remember levels it means that the percentage of LOTS in English Try Out Test 1 MTsN 2 Ponorogo is 32%. The second and third levels (Understand and apply) deal with Middle Order Thinking Skill (MOTS), there are 25 items including understand level and 6 items including apply level it means that the percentage of MOTS in English Try Out Test 1 MTsN 2 Ponorogo is 62%. Whereas the top three level (Analyze, evaluate and create) employ Higher Order Thinking Skill (HOTS), there were 3 items including analyze level it means that the percentage of HOTS in English Try Out Test 1 MTsN 2 Ponorogo was 6%.

## APPROVAL SHEET

This is to certify that Sarjana's thesis of :

Name : Ginta Dwi Rahmadani  
Student Number : 210915065  
Faculty : Tarbiyah and Teacher Training  
Department : English Education  
Title : An Analysis of Thinking Skill Levels in English Try Out Test at  
Madrasah Tsanawiyah Negeri (MTsN) 2 Ponorogo

Has been approved by the advisor and is recommended for approval and acceptance.

Advisor

  
**Dr. Ahmad, M.Ag**  
NIP. 196312171997031003

Date : May 8<sup>th</sup> 2019

Acknowledged by  
Head of English Education Department of  
Tarbiyah and Teachers Training Faculty  
State Institute of Islamic Studies Ponorogo

  
**Dr. R. Mahwati, M.Pd**  
NIP. 198103162011012003



**MINISTRY OF RELIGIOUS AFFAIRS  
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**RATIFICATION**

This is to certify that Sarjana's thesis of :

Name : Ginta Dwi Rahmadani  
Student Number : 210915065  
Faculty : Tarbiyah and Teacher Training  
Department : English Education Department  
Title : An Analysis of Thinking Skill Levels in English Try Out Test at  
Madrasah Tsanawiyah Negeri (MTsN) 2 Ponorogo

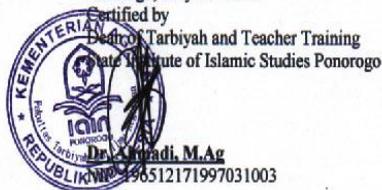
Has been approved by the board of examiners on :

Day : Wednesday  
Date : May 8<sup>th</sup> 2019

And has been accepted as the requirement for the degree the sarjana in English Education on :

Day : Friday  
Date : May 31<sup>st</sup> 2019

Ponorogo, May 31<sup>st</sup> 2019



**Board of Examiners**

1. Chairman : Pryla Rochmahwati, M.Pd.
2. Examiner I : Dr. Harjali, M.Pd.
3. Examiner II : Dr. Ahmadi, M.Ag.

(  )  
(  )  
(  )

## SURAT PERSETUJUAN PUBLIKASI

Yang Bertanda tangan di bawah ini:

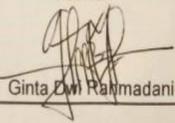
Nama : Ginta Dwi Rahmadani  
NIM : 210915065  
Fakultas : Tarbiah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
AN ANALYSIS OF THINKING SKILL LEVELS IN ENGLISH TRY OUT TEST AT MADRASAH  
Judeul Skripsi/Tesis : TSANAWIYAH NEGERI (MTsN) 2 PONOROGO

Menyatakan bahwa naskah skripsi / tesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di [theses.iainponorogo.ac.id](http://theses.iainponorogo.ac.id). Adapun isi dari keseluruhan tulisan tersebut, sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 9 Juni 2019

Penulis

  
Ginta Dwi Rahmadani

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini :

Nama : Ginta Dwi Rahmadani

NIM : 210915065

Jurusan : Tadris Bahasa Inggris (TBI)

Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo

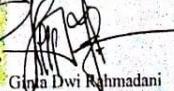
Judul Skripsi : *An Analysis of Thinking Skill Levels in English Try Out Test at  
Madrasah Tsanawiyah Negeri (MTsN) 2 Ponorogo*

Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 2019

Yang Membuat Pernyataan

  
Ginta Dwi Rahmadani



# CHAPTER I

## INTRODUCTION

### A. **Background of the Study**

Thinking skill is the mental activities uses to process information, make connections, make decisions and create new ideas. Everybody has thinking skills, but not everyone uses them effectively. Effective thinking skills are developed over a period of time. Thinking is componential in that it utilizes multiple skills in a flexible sequence to accomplish potentially different outcomes such as evaluate information, reason, solve problems,

analyze arguments, make a decision, or self-regulate one's learning.<sup>1</sup>

In education, the teachers must be able to create effective classroom atmosphere and use creative learning style to develop student's thinking skill. There are many classroom practices and instructional strategies can be thought as thinking routines, for example brainstorming, pushing students to give evidence and to reason by asking them 'why?', classroom arguments or debates, journal writing, etc. To measure students's comprehension about the materials learned, the teacher giving assessment by test to the students. A test, in simple terms is a method of measuring a

---

<sup>1</sup> Gregory Schraw and Daniel R. Robinson, *Assessment of Higher Order Thinking Skills* (USA: Information Age Publishing, Inc. 2011) 25

person's ability, knowledge, or performance in a given domain.<sup>2</sup>

Assessment plays an enormous role in teaching-learning process. In learning English especially, the student must be able to master several skills namely listening, speaking, reading and writing. To know whether the students have mastered English or not, the teacher need to assess his students use the test. Heaton states that both teaching and testing are closely interrelated it is virtually impossible to work in either field without being constantly concerned with the other.<sup>3</sup> It means after doing teaching learning process, the teacher will measure the student ability by doing a test. It can be said that through testing, the teacher will

---

<sup>2</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (United State of America: Longman, 2004), 3

<sup>3</sup> J.B Heaton. *Writing English Language Tests*, (New York: Longman Group,1988.), 5

know how far student's comprehension about the material that they have learnt.

A well-constructed classroom test will provide the student with an opportunity to show their ability to recognize and produce forms of the language. In this way, a good test can be used as a valuable teaching device. If details of his performance are given as soon as possible after the test, the students should be able to learn from his errors and consolidate the pattern taught. A good classroom test will also help to locate the precise areas of the difficulty encountered by the class or by the individual students. Therefore, it is necessary for teacher to diagnose their students' weakness and difficulties. By knowing the students' weakness, teacher will know the cause and it will be to solve the learning problem.

Based on the function of testing above, there are two kinds of test according to the test maker. Those are standardized-test and teacher-made test. Harris states that standardized test is designed with thousands subjects through the nation or the world and prepared by a testing specialist.<sup>4</sup> Standardized test is made by the professional test maker and tested several time. Standardized test is do by all the students with the same guidelines and also in the same time. There is the example of standardized test in Indonesia is National Examination.

Different from standardized test, teacher made test is a test made by the teacher her/his self or group of teacher without tried on first, revised,

---

<sup>4</sup> David Haris P, *Testing English as a Second Language*. (New York: Mc Graw-Hill,Inc, 1969), 2

and analysed. Teacher made test is a test made by the teacher him/her self or a group of teacher using untried out, unanalysed and unrevised test items.<sup>5</sup> The example of teacher made test are middle test (UTS) and final test (UAS).

A test as a learning outcome instrument should measure student's thinking skill at various levels, ranging from low levels to a high level of thinking. Therefore, it is necessary to pay attention to each proportion of the level of thinking skill in each item because it will affect students' learning patterns. Thinking skill is skill to use ratio optimally contained in the Q.S. Al-Alaq : 1-4, Q.S. Al-Qosyiyah : 17-21 and Q.S. Al-Asyr : 3.<sup>6</sup>

---

<sup>5</sup> M. Soenardji Djiwandono, *Tes Bahasa Pegangan Bagi Pengajar Bahasa* (Jakarta: PT.Indeks, 2008), 72

<sup>6</sup> Ahmadi, *Manajemen Kurikulum : PENDIDIKAN KECAKAPAN HIDUP* (Yogyakarta : Pustaka Ifada, 2013), 112

To provide various levels of Thinking skill, teacher can use Bloom's taxonomy as guidance. Bloom's taxonomy is a classification system used to define and distinguish different levels of human recognition and it was introduced in 1940 by Benjamin S Bloom. There were three domains in this framework; cognitive (knowledge), affective (attitude) and psychomotor (skill). The most central domain to the work of much current test development is cognitive domain. It is the domain in which most of the work in curriculum development has taken place and where the clearest definition of objectives are to be found phrased as description of student behavior.<sup>7</sup>

---

<sup>7</sup> Benjamin S. Bloom, *Taxonomy of educational objectives: Handbook 1: Cognitive domain* (New York, NY: David McKay Company, Inc. 1956), 7.

Bloom divided cognitive domain became six categories; (1) knowledge; remembering previously learned material, (2) comprehension; the ability to grasp the meaning of materials, (3) application; the ability to use learned material in new and concrete situations, (4) analysis; the ability to break down materials into component parts to understand its organizational structure, (5) synthesis; the ability to fit parts together to form a new idea, (6) evaluation; the ability to judge the value of materials (statement, novel, poem, and research report) for a given purpose. The categories were ranging from low to high.

In 2001, David R. Krathwohl, one of Bloom member, was working together with seven psychology and education experts revised the taxonomy. There are some changes between old

Bloom's taxonomy and revised version. The changes are in the three aspects as explained by Anderson and Kratwohl; they are emphasis, terminology and structure. In emphasis aspect, revised version focuses more in applying the taxonomy for curriculum and it can give benefits for teachers. Subcategories of each level are boarder too. Then, in terminology aspect, the revised version change the name of six categories is in noun form becomes the verb form. The most obvious changes are Knowledge becomes Remember and Synthesis Becomes Create. The last is structure aspect, the revised taxonomy moves the evaluation stage down a level and the highest element becomes creating.

Many programs carried out by the Indonesian government for improving the quality of education in Indonesia, one of the program is evaluation activities

in the form of National Exams (UN) . UN is an official test held by the government which aims to measure the level of national education standards achievement related to achieving competency standards national student graduates. Before facing National Exams (UN) , the student are usually given exercises in the form of Try Out.

According to Minister of Education and Culture (Mendikbud) Muhadjir Effendy, currently school exams have used national standards, namely National Standardized School Exams (USBN). So if the school has been tested with national standards, the National Examination should be tested with international standards. One way to achieve international standars is giving HOTS (Higher Order Thinking Skill) Questions in National Exam (UN). HOTS questions has been used as a standard

Program for International Student Assessment (PISA) for a long time and has become an international reference by the countries of the Organization for Economic Co-operation and Development (OECD). Indonesia has joined the institution under the World Bank since 2001. The student must have been introduced to the HOTS question because even though Indonesia had joined since 2001 but Indonesia was slow to adapt it to exam questions. It means Indonesia must adapt the PISA standards in compiling National Exam (UN) immediately.<sup>8</sup>

Actually the HOTS questions was applied slowly to the students in Indonesia since a long time,

---

<sup>8</sup> Neneng Zubaidah, "Soal HOTS Untuk Penuhi Standar Internasional", SindoNews, 26 April 2018. <https://nasional.sindonews.com/read/1300877/144/soal-hots-untuk-penuhi-standar-internasional-1524703906> ( Has been accessed on 11 February 2019, 03.03 a.m.)

but it has only been discussed since 2017. There were only 10% of the HOTS questions given in National Exam. The HOTS questions for junior and senior high school are given according to the level of difficulty of each level. So actually the students are given questions with level 90% easy and 10% difficult.<sup>9</sup>

The Ministry of Education and Culture (Kemendikbud) also released the results of the Computer Based National Examination (UNBK) of Junior High School (SMP) in 2018. As a result, the average score of UNBK has decreased. In 2016 with a total of 890 schools, the average score is 65.05, in 2017 with 8.882 School the average score is 55.51, while in 2018 with a total of 17,760 schools the average score is 52.96. The Head of the Ministry of

---

<sup>9</sup> Ibid

Education and Culture's Balitbang, Totok Suprayitno explained that the score decreases because the reduced of easy questions in National Exam. The question was replaced by medium difficulty questions especially HOTS questions. The result is that there are still many students who can't answer the questions.<sup>10</sup>

The decline of 2018 National Exam (UN) and Try Out results at Junior High School (SMP) level in East Java occurred in all categories, including the level of Madrasah Tsanawiyah (MTs). According to Leksono, Head of Madrasah Education Office of East Java Ministry of Religion (Kabid Pendidikan Madrasah Kanwil Kemenag Jatim) there are many

---

<sup>10</sup> Zunita Amalia Putri, "Kemendikbud : Nilai Rata-rata UN SMP 2018 Alami Penurunan", detikNews, 28 May 2018. <https://m.detik.com/news/berita/d-4042222/kemendikbud-nilai-rata-rata-un-smp-2018-mengalami-penurunan> ( Has been accessed on 11 February 2019, 03.03 a.m.)

factor causes the decline of UN/Try Out result. The difficulty level of test especially HOTS questions is one of the factor, there are still many students who can't answer the difficult question. Another factor is student's readiness to conduct Computer Based Test (CBT). Based on the data there are top five city which have high average score Blitar, Kediri, Madiun, Malang and Batu.<sup>11</sup>

According to Siti Fathul Jannah, one of English teacher in MTsN 2 Ponorogo, actually not all of difficult questions are HOTS question. HOTS questions encourage the students to think critically and creatively, so they are not only answer the question based on their memorization process

---

<sup>11</sup> Anonymous, "Perkotaan Dominasi Hasil Unas Jenjang MTs", Jawa Pos, 27 May 2018. <https://www.pressreader.com> ( Has been accessed on 16 February 2019, 07.30 p.m.)

without knowing the concept of knowledge.<sup>12</sup> Actually the students in MTsN 2 Ponorogo especially ninth grade students are familiar with HOTS questions in National Exam, because the teachers have trained the student to answer HOTS questions in Try Out test and the other tests.

Based on the fact above, the researcher wants to conduct a study related to analyze Thinking Skill Levels in English Try Out Test at Madrasah Tsanawiyah Negeri (MTsN) 2 Ponorogo. It is important to conduct this study because as an English teacher, it is necessary for teachers to provide various levels of learning in their test items. It is aimed to know in what level that students have achieved. When teacher knows the level that

---

<sup>12</sup> Siti Fatkhul, *Interview*, 7 February 2019 in MTsN 2 Ponorogo

students have achieved, teacher can know how far students' understanding about material learned.

### **B. Research Problem**

Based on the background of the study above, the writer set out the research problems : What is the composition of thinking skill levels in English try out test at Madrasah Tsanawiyah Negeri (MTsN) 2 Ponorogo?

### **C. Objective of Study**

Based on the research problems, the objectives of the study are stated as follow : To know the composition of Thinking Skill Levels of English Try Out test at Madrasah Tsanawiyah Negeri (MTsN) 2 Ponorogo

### **D. Significance of Study**

This study is expected to be useful to the teaching learning English, including for the teachers and the students:

1. For the teachers

The researcher expects this analysis will be the information for teachers to increase their knowledge about the preparation in doing teaching learning process including arranging the syllabus, lesson plan, learning media, learning methods, etc and also teachers can construct a good and better test than ever.

2. For the students

The researcher expects this analysis will be the information for students especially ninth grade of Junior High School in conducting UN/Try Out test. The students will know that the questions in UN/Try Out Test contains thinking skill levels ranging from lower order thinking skill up to Higher Order Thinking Skill, so the

students will train themselves to answer questions with different difficulty levels.

### **E. Scope and Limitation of the Study**

Based on the statement of research problem mentioned above, this research will be focused on analysing thinking skill levels in English Try Out Test 1 in Academic Year 2018/2019 made by English Teacher of MTsN 2 Ponorogo based on the Revised Bloom Taxonomy (RBT) cognitive domain (Remember, understand, apply, analyze, evaluate, create)

### **F. Systematic Discussion**

Systematic discussion is a series of discussion covered in the content of research, where each other interrelated as a unified whole, which is the sequence of each chapter. Chapter I is Introduction.

This chapter provides background of the study which describes researcher's reasons in conducting this study. Then statement of research problem is formulated as well as goal of the study. It is followed by objective of the study and significance of the study which informs the beneficial of this study. Furthermore, this chapter also explain scope and limitation of the study and presents systematic discussion of the research.

Chapter II is Previous Research Finding and Review Of Literature. In this chapter, the writer will present previous research findings and show the comparison between previous researches with this research, the writer also reviews several theories of literature related to this study. It presents some important terms to comprehend detail information concerned to this study. This subtitle will define

about test, Thinking Skill Levels and Bloom Taxonomy.

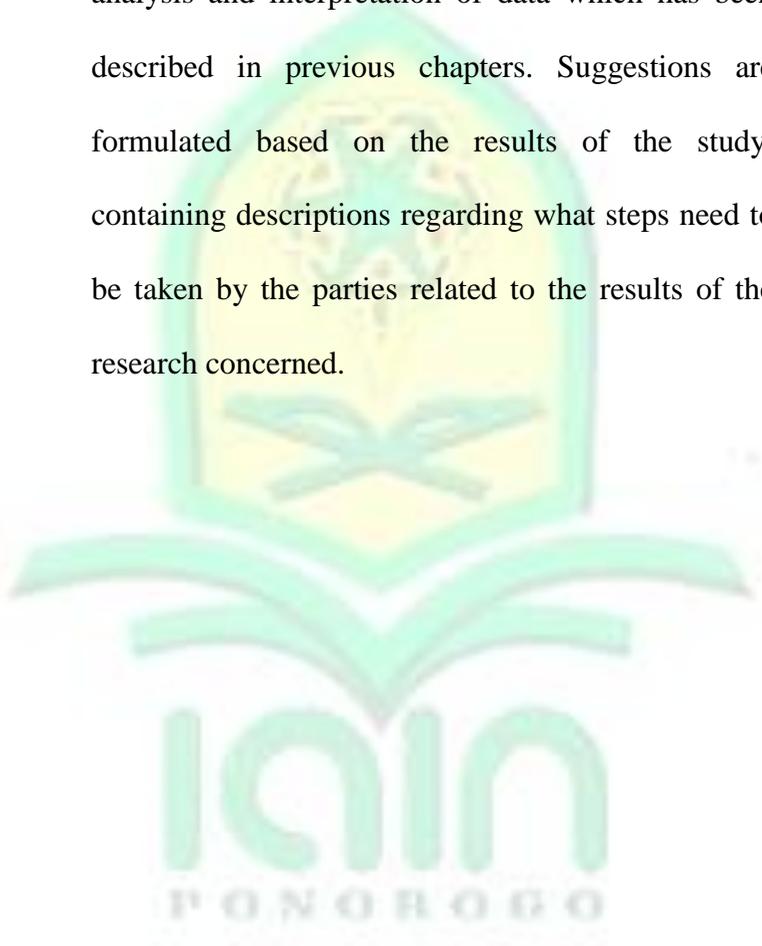
Chapter III is Research Methods. This chapter discuss about research methods. It covers research design, research location, data sources, technique of data collection, technique of data analysis and research stages.

Chapter IV is Research Finding. This chapter will present the description of general data involving profiles of MTsN 2 Ponorogo and the description of specific data involving the table of cognitive levels of Try Out Test 1 MTsN 2 Ponorogo

Chapter V is Discussion. The researcher conveyed the discussion related to the explanation of the findings based on theory used.

Chapter VI is Conclusion And Suggestion. Conclusion present concisely throughout research

findings that have to do with research issues. Conclusions are obtained based on the results of analysis and interpretation of data which has been described in previous chapters. Suggestions are formulated based on the results of the study, containing descriptions regarding what steps need to be taken by the parties related to the results of the research concerned.



## CHAPTER II

### PREVIOUS RESEARCH FINDING AND REVIEW OF LITERATURE

#### A. Previous Research Findings

There were some similar researches which had relationship with this research. The first is thesis from Ayu Amaliyah with title “An Analysis of Multiple Choice Items Made by Teacher Based on Bloom’s Revised Taxonomy Theory at Tenth Grade of SMA Negeri 1 Sidoarjo”.<sup>13</sup> The aim of this study is to know levels of learning in multiple choice items made by teacher based on new version of Bloom’s cognitive level at tenth grade of SMA Negeri 1 Sidoarjo. This study uses descriptive qualitative approach. To collect

---

<sup>13</sup> Ayu Amaliyah, *An Analysis of Multiple Choice Items Made by Teacher Based on Bloom’s Revised Taxonomy Theory at Tenth Grade of SMA Negeri 1 Sidoarjo* (Thesis, UINSA, Surabaya, 2018) 39

the data, this research used documentation. There are 35 multiple choice items analyzed by researcher using new version of Bloom's cognitive level. Based on the data in research finding, there are three out of six levels of learning based on new version of Bloom's cognitive level in multiple choice items. The three levels include remember, understand and apply. There are no other three levels include analyze, evaluate and create. It means that the test only consist of lower and middle thinking skill.

Second is study from Tery Triana Mukti with title "The Analysis of Reading Test Items Based on Revised Bloom Taxonomy Theory in Vocational High School Grade XII".<sup>14</sup> The aim of the study was to describe classification of reading test question in

---

<sup>14</sup> Tery Triana Mukti: *The Analysis of Reading Test Items Based on Revised Bloom Taxonomy Theory in Vocational High School Grade XII* (Thesis, UNMUH, Purworejo, Purworejo, 2017), 118

Vocational High School based on Revised Bloom Taxonomy theory and to describe dominant classification of reading test question based on Revised Bloom Taxonomy theory. The type of this research is descriptive qualitative research. The object of this research is test items in reading final exam questions of Vocational High School in the academic year 2014/2015, 2015/2016 and 2016/2017. In this research, the researcher found that the reading test item in Vocational High School are applied on 2 levels, they are Remember and Understand. From whole reading test items in Vocational High School (105 questions) 18% of them is Remember level and 82% of them is Understand level, and there is no question categorized in the Apply, Analyze, Evaluate, and Create. In teaching learning process, based on lesson plan the teacher just emphasizes in cognitive domain, that are

Remember and Understand content of text, so that percentage of Remember level and Understand level in reading test more than the other level. It means the reading test more than the other level. It means the reading test question in Vocational High School is categorized in lowest level of cognitive domain.

The aimed of this research “An Analysis of Thinking Skill Levels in English Try Out Test at Madrasah Tsanawiyah Negeri (MTsN) 2 Ponorogo” is to analyze thinking skill levels in English Try Out Test made by English Teacher in MTsN 2 Ponorogo based on the Revised Bloom Taxonomy (RBT) cognitive domain (Remember, understand, apply, analyze, evaluate, create) and categorize each test item into LOTS, MOTS or HOTS levels. The similarity between Ayu’s research and this research is the theory that we used to analyze the item test (Revised Bloom’s

Taxonomy). The difference between Ayu's research and this research is the type of tests, Ayu analyze multiple choice items made by teacher (Final Examination) but this research analyze try out test. While the similarity between Tery's research and this research is on the theory that we used to analyze test item (Bloom Revised Taxonomy). The difference between Tery's research and this research is the aim and the type of test. The aim of Tery's research is to classify the test items based on Bloom's cognitive level and to know the dominant level applied in reading test item while this research is to know Thinking skill levels contain in English Try Out Test based on Bloom's Taxonomy cognitive domain and categorize it into HOTS, MOTS or LOTS. Tery analyze test items in reading final exam questions of Vocational High School but this research analyze Try Out Test.

## B. Test

Test is a tool to assess students's comprehension about the materials. Without test, teacher does not know students' progress in teaching and learning activities. Here, researcher explains definition of test according to some theories.

### 1. Definition of Test

Brown states that test is a method of measuring a person's ability, knowledge, or performance in a given domain.<sup>15</sup> Arikunto states a test is any series of questions of exercises or other in measuring knowledge, skill, and intelligence, capacities of aptitudes or individual group.<sup>16</sup>

Those are several definitions about test stated by some experts. Although those definitions are

---

<sup>15</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (United State of America: Longman, 2004), 3

<sup>16</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 1993), 29

created in different sentences, but it shows the same meaning that test is a tool to evaluate students, curriculum, and the successful of teaching method.

## **2. The Purpose of Test**

Language tests have many uses in educational programs, and quite often the same test will be used for two or more related purposes. The following list summarizes the chief objectives of language testing; the categories are not by any means mutually exclusive, but they do indicate six different emphases in measuring student ability or potential.

- a. To determine readiness for instructional programs.

Some screening tests are used to separate those who are prepared for an academic or

training program from those who are not. Such selection tests have a single cutoff point: examinees either “pass” or “fail” the test, and the degree of success or failure may not be deemed important.

- b. To classify or place individuals in appropriate language classes.

Other screening tests try to distinguish degrees of proficiency so that examinees may be assigned to specific sections or activities on the basis of their current level of competence. Such tests may make no pass-fail distinctions, since some kind of training is offered to everyone.

- c. To diagnose the individual’s specific strengths and weaknesses.

Diagnostic screening tests generally consist of several short but reliable subtests measuring different language skills or components, of a single broad skill. On the basis of the individual's performance on each subtest, we can plot a performance profile which will show his relative strength in the various areas tested.

- d. To measure aptitude for learning.

Still another kind of screening test is used to predict future performance.

At the time of testing, the examinees may have little or no knowledge of the language to be studied, and the test is employed to assess their potential.

- e. To measure the extent of student achievement of the instructional goals.

Achievement tests are used to indicate group or individual progress toward the instructional objectives of a specific study or training program. Examples are progress tests and final examinations in a course of study.

- f. To evaluate the effectiveness of instruction.

Other achievement tests are used exclusively to assess the degree of success not of individuals but of the instructional program itself. Such tests are often used in research, when experimental and “control” classes are given the same educational goals but use different materials and techniques to achieve them.<sup>17</sup>

---

<sup>17</sup> David Haris P, *Testing English as a Second Language*, (New York:Mc Graw-Hill,Inc, (969), 2

### 3. Types of Test

#### a. Based on test maker

##### 1) Standardized test

Standardized test, designed to be used with thousands and sometimes hundreds of thousands of subjects throughout the nation or the world, and prepared (and perhaps administered, scored, and interpreted) by a team of testing specialists with no personal knowledge of the examinees and no opportunity to check on the consistency of individual performances.<sup>18</sup>

A standardized test presupposes certain standard objectives or criteria, that are held constant across one form of the test to another. The criteria in large scale

---

<sup>18</sup> Ibid., 2

standardized test are designed to apply to a broad band of competencies that are usually not exclusive to one particular curriculum. A good standardized test is the product of a thorough process of empirical research and development. It dictates standard procedures for administration and scoring.<sup>19</sup>

## 2) Teacher-made test

Teacher made test usually prepared, administered and scored by the teacher her/himself. According to Harris, teacher made test are generally prepared, administered and scored by one teacher.<sup>20</sup> It usually untried out first, unanalyzed and unrevised before being used for test.

---

<sup>19</sup> Douglas Brown, *Language Assessment: Principles and Classroom Practices*, 67.

<sup>20</sup> David Haris P, *Testing English as a Second Language*, 1

There are three purposes of teacher made test. According to Arikunto, the first is to measure achievement with the instructional during certain time, the second is to whether a purpose of instructional has achieved or not and the third is to get the student's scores.<sup>21</sup>

#### **b. Based on the Form of Test Item**

##### **1) Subjective Test**

Tests are categorized as subjective if the scoring of a test taker's work is impossible to do objectively and can only be done objectively. The questions and assignments given in the test are formulated in such a way that they invite answers and the implementation of the assignments of test participants that are diverse in focus, content,

---

<sup>21</sup> Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, 139

the arrangement of words, and the length of the answer. The answers can only be scored in accordance with the opinion and subject matter of the corrector. If the student's answers is examined by two or more different correctors, the assessment results are very likely to be different between one corrector and another corrector. The difference is caused by the opinions and assessments of each corrector who are subjective to the same work from the same test participant. In carrying out subjective tests in general, questions can be formulated in the form of (a) Essay Test, (b) First Test Using question mark, (c) Tests with short Answers.<sup>22</sup>

---

<sup>22</sup> M. Soenardji Djiwandono, *Tes Bahasa Pegangan Bagi*

## 2) Objective Test

An objective test is a test with score that can be done with a high level of objectivity. The score produced is basically no different and will be the same if the scoring is done by two or more correctors, or by the same corrector who makes twice or more different scoring times. The results of the same and not different scoring can even be done without using manpower but using a scanner, of course using the answer sheet provided and specifically designed for that purpose. Such objective scoring is possible because it is available and the answer key is used as a list of correct answers as a scoring handle. Objective tests can be formulated in

the form of (a) Matching Test, (b) True-False Test, and (c) Multiple Choice Test.<sup>23</sup>

### **c. Based on the Test Purposes**

#### 1) Language aptitude tests

A language aptitude test is designed to measure capacity or general ability to learn a foreign language and ultimate success in that undertaking. Language aptitude tests are ostensibly designed to apply to the classroom learning of any language.<sup>24</sup>

#### 2) Proficiency Test

A proficiency test is not limited to any one course, curriculum, or single skill in the language; rather, it tests overall ability.

Proficiency tests have traditionally consisted of

---

<sup>23</sup> Ibid., 36

<sup>24</sup> Douglas Brown, *Language Assessment: Principles and Classroom Practices*, 43

standardized multiple choice items on grammar, vocabulary, reading comprehension and aural comprehension. A typical example of a standardized proficiency test is the Test of English as a Foreign Language (TOEFL) produced by the Educational Testing Service<sup>25</sup>

### 3) 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 placement test usually , but not always, includes a sampling of the material to be covered in the various courses in a curriculum; students performance on the test should indicate the point at which the student

---

<sup>25</sup> Ibid., 44

will find material neither too easy nor too difficult but appropriately challenging.<sup>26</sup>

#### 4) Diagnostic Test

Generally, it identifies student's strengths and weaknesses. A diagnostic test is designed to diagnose specified aspects of a language. A test in pronunciation, for example might diagnose the phonological features of English that are difficult for learners and should therefore become part of a curriculum.<sup>27</sup>

#### 5) Achievement Test

An achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievement tests are often summative because they are administered at

---

<sup>26</sup> Ibid., 45

<sup>27</sup> Ibid., 47

the end of a unit or term of study. An effective achievement test will offer washback about the quality of a learner's performance in subsets of the unit or course. This wash back contributes to the formative nature of such tests.

The specification for an achievement test should be determined by :

- a) The objectives of the lesson, unit, or course being assessed
- b) The relative importance (or weight) assigned to each objective
- c) The tasks employed in classroom lessons during the unit of time
- d) Practicality issues, such as the time frame for the test and turn around time, and

- e) The extent to which the test structure lends itself to formative wash back<sup>28</sup>

#### 4. Multiple Choice Test Item

Multiple choices are form of assessment in which respondents are asked to select the best possible answer from the choices offered as a list<sup>29</sup>. This item is most frequently used in educational testing. The following general principles should be observed when multiple choice items are constructed :

- a. Each multiple choice item should have only one answer.
- b. Only one feature at a time should be tested: it is usually less confusing for the tester and it

---

<sup>28</sup> Ibid., 48

<sup>29</sup> Definition of Multiple Choice. [www.meriam-webster.com](http://www.meriam-webster.com)

helps to reinforce a particular teaching point.

Obviously, few would wish to test both grammar and vocabulary at the same time, but sometimes word order and sequence of tenses are tested simultaneously.

- c. Each option should be grammatically correct when placed in the stem, except of course in the case of specific grammar test items.
- d. All multiple choice items should be at a level appropriate to the proficiency level of the testers.
- e. Multiple choice items should be as brief as and as clear as possible (though it is desirable to provide short contexts for grammar items).
- f. In many tests, items are arranged in rough order of increasing difficulty. It is generally

considered important to have one or two simple items to 'lead in' the testee, especially if they are not too familiar with the kind of test being administered<sup>30</sup>

Multiple choice items take many forms but their basic structure is as follows :

a. There is a stem

The primary purpose of the stem is to present the problem clearly and concisely. The tester should be able to obtain from the stem a very general idea of the problem and the answer required. At the same time, the stem should not contain extraneous information or irrelevant clues, thereby confusing the problem being tested. The stem may take the

---

<sup>30</sup> J. B Heaton, *Writing English Language Tests*, (New York; Longman Group, 1988), 30.

forms : an incomplete statement, a complete statement and a question.

b. The correct option

For normal purposes of testing, this should be clearly the correct or best option: thus, it is most important that each item should be checked by another person. The correct option should be approximately the same length as the distractors. This principle applies especially in vocabulary tests and tests of reading and listening comprehension, where there is a tendency to make the correct option longer than the distractors simply because it is so often necessary to qualify a statement or word in order to make it absolutely correct.

c. The distractor

Each distractor or incorrect option should be reasonably attractive and plausible. It should appear right to any tester who is unsure to the correct option. Distractors should not be too difficult nor demand a higher proficiency in the language than the correct option.

## **C. Thinking Skill**

### **1. Definition of Thinking Skill**

Thinking is a difficult term to define because it connotes a variety of meanings. To illustrate the complexity of the term, Webster's encyclopedic Unabridged Dictionary provides 27 related definitions of thinking that include the following mental activities; hold in consciousness, remembering, making rational decisions, evaluating information, to conceive an idea, to make a plan, to

evaluate actions and to challenge the intellect.<sup>31</sup>

Thinking skill is skill to use ratio optimally contained in the Q.S. Al-Alaq : 1-4, Q.S. Al-Qosyiyah : 17-21 and Q.S. Al-Asyr : 3.<sup>32</sup>

## 2. Taxonomy of Thinking Skill

### a. Bloom's Taxonomy

The original Bloom's Taxonomy was found by Benjamin S. Bloom, an education psychologist who did many research and development in thinking behaviors in learning process. Bloom was born on dated February 21, 1913 in Lansford, Pennsylvania and earned doctorate in education from the University of Chicago in 1942. He is known

---

<sup>31</sup> Gregory Schraw and Daniel R. Robinson, *Assessment of Higher Order Thinking Skills* (USA: Information Age Publishing, Inc. 2011) 25

<sup>32</sup> Ahmadi, *Manajemen Kurikulum : PENDIDIKAN KECAKAPAN HIDUP* (Yogyakarta : Pustaka Ifada, 2013), 112

as a consultant and international activists in education and managed to make major changes in the system education in India. He founded the International Association for the Evaluation of Educational Achievement, the IEA, developed the Measurement, Evaluation, and Statistical Analysis (MESA) program at the University of Chicago.<sup>33</sup>

At 1950, in the Conference of American Psychologist Association, Bloom reported that based on the evaluation of the result study which has arranged in the school, the most percentage is the question just allowed to memorize of lessons. Bloom argued that

---

<sup>33</sup> Elliot W. Eisner, *Profiles of Famous Education: Benjamin Bloom 1913 – 1999, Prospects*, vol. XXX, no. 3, September 2000. p. 1

memorizing or remembering is the lowest hierarchy in the thinking behaviors.<sup>34</sup>

Finally in 1956, Bloom, Englehart, Furst, Hill, and Krathwoll, successfully introduced thinking skills framework concept called Bloom's Taxonomy. It is hierarchy structure that identifies the skills ranging from low level to high level. Of course, to achieve the goal higher, lower level must be met first.

Taxonomy is derived from two words in the Greek language, they are tassein and nomos. Tassein means classify and nomos means rule. So taxonomy means classification hierarchy over basic principles or rules. The term was later used by

---

<sup>34</sup> Retno Utari, *Taxonomy Bloom: Apa dan Bagaimana Menggunakannya?* (Widyawara Pusdiklat KNPk), p. 2.

Benjamin S. Bloom in the teaching learning process. He proposed taxonomy for thinking based on increasingly complex or high order categories. This taxonomy has been extremely influential in education for the past 50 years.<sup>35</sup> It had an enormous influence on how people think of educational goals and on teaching practice.

Bloom divided the purpose of education into three domains, the cognitive, the affective, and the psychomotor domains.<sup>36</sup>

The cognitive domain includes those objectives which deal with the recall or recognition of knowledge and the de-

---

<sup>35</sup> Dian Musial. et al, *Foundation of Meaningful Education Assessment*, (New York: McGraw Hill, 2009), p. 84

<sup>36</sup> Benjamin S Bloom. *Taxonomy of educational objectives: Handbook 1: Cognitive domain* ( New York: David McKay Company, Inc, 1956.),7

velopment of intellectual abilities and skills. This is the domain which is most central to the work of much current test development. It is the domain in which most of the work in curriculum development has taken place and where the clearest definitions of objectives are to be found phrased as descriptions of student behavior. For these reasons we started our work here, and this is the first of our work to be published.

A second part of the taxonomy is the affective domain. It includes objectives which describe changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment. Objectives in this domain are not stated very precisely; and, in fact, teachers do not appear

to be very clear about the learning experiences which are appropriate to these objectives. It is difficult to describe the behaviors appropriate to these objectives since the internal or covert feelings and emotions are as significant for this domain as are the overt behavioral manifestations. A third domain is the manipulative or motorskill or psychomotor domain, it was consist of physical skill capabilities.

The cognitive domain in the original taxonomy is divided into six categories. They are knowledge, comprehension, application, analysis, synthesis, and evaluation.<sup>37</sup>

---

<sup>37</sup> David Krathwohl, *Theory into Practise*, Vol. 41, Number 4 autumn (2002), p. 214.

Table 2.1 Definition of Original Bloom's  
Taxonomy Cognitive Domain

<b>No.</b>	<b>Cognitive Dimension</b>	<b>Definition</b>
1.	Knowledge	It is how to memorize and recall information. It involves the recall of specifics and universals, the recall of a pattern, structure, or setting. For measurement purposes, the recall situation involves little more than bringing to mind the appropriate material.

2.	Comprehen- sion	It is how to interpret information in one's own words. It refers to a type of understanding or apprehension such as the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implication. It represents the lowest level of understanding.
3.	Application	It is how to apply knowledge to new

		<p>situations. It involves the use of abstraction in particular and concrete situation (to solve new or novel problems). The abstraction may be in the form of general ideas, rules of procedure, or generalized methods. The abstraction may also be technical principles, ideas, and theories, which must be remembered and applied.</p>
4.	Analysis	<p>It is how to breakdown knowledge into parts and show relationship among</p>

		<p>parts. It involves the breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit. Such analyses are intended to clarify the communication, to indicate how the communication is organized, and the way in which it manages to convey its effects, as well as its basis and</p>
--	--	--

		arrangements.
5.	Synthesis	<p>Synthesis is how to bring together parts of knowledge to form a whole; build relationships for new situations. It involves the putting together of elements and parts so as to form a whole. This involves the process of working with pieces, parts, elements, and so on, and arranging and combining them in such a way as to constitute a pattern or structure not clear before.</p>

6.	Evaluation	<p>Evaluation is how to make judgments on basis of criteria. It requires judgments the value of material and methods for given purposes, quantitative and qualitative judgments about the extent to which materials and methods satisfy criteria, and the use of a standard of appraisal. The criteria may be those determined by the student or given to him.</p>
----	------------	--

**b. Anderson and Krathwohl (Revised Bloom's Taxonomy)**

In 1990, Bloom's Taxonomy had been revised by Lorin Anderson, one of the Bloom's student. The result of the revised was published at 2001 by the name of Revised Bloom's Taxonomy.<sup>38</sup> The revised taxonomy improves the original by adding a two-dimensional framework. The two dimensions are Cognitive Process Dimension and Knowledge Dimension.

Cognitive Dimension is very much like the original Bloom's Taxonomy. It includes remembering, understanding, applying, analyzing, evaluating, and

---

<sup>38</sup> David Krathwohl, Theory into Practise, Vol. 41, Number 4 autumn (2002), p. 211.

creating.<sup>39</sup> The terminology used in the Cognitive Dimension of Revised Bloom's Taxonomy had been changed into verb from noun. The use of verb in the terminology seems more suitable because it shows the thinking process which is the active process rather than the use of noun. The term "knowledge" had been revised into "remember" because the term "knowledge" shows the product of thinking rather than the thinking process. The use of terminology "synthesis" and "evaluation" had also been changed into "evaluate" and "create".<sup>40</sup> These changes are also more appropriate because they reflect better sequence of thinking classification.

---

<sup>39</sup> Ibid., 212

<sup>40</sup> Ibid., 215.

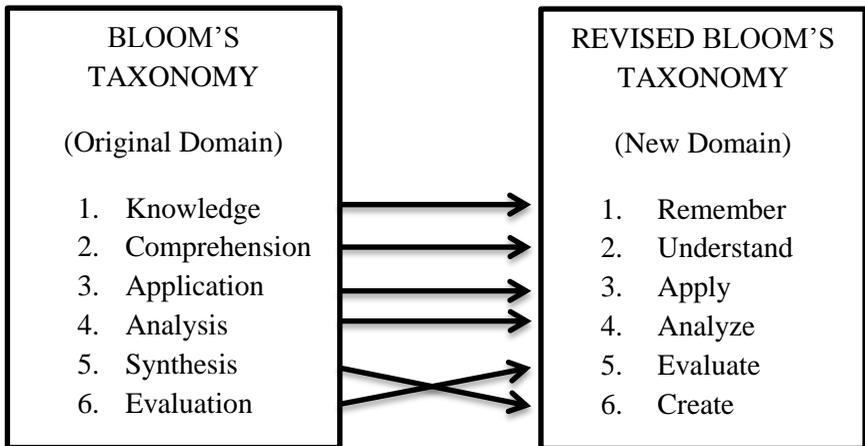


Figure 2.1 The difference of Bloom's Taxonomy and revised Bloom's Taxonomy

There are some changes between old Bloom's taxonomy and revised version. The changes are in the three aspects as explained by Anderson and Kratwohl; they are emphasis, terminology and structure.<sup>41</sup> In emphasis aspect, revised version focuses more in applying the taxonomy for

---

<sup>41</sup> L. W. Anderson, et.al., *A Taxonomy For Learning, Teaching And Assessing* (New York: Longman, 2001), 263

curriculum and it can give benefits for teachers. Subcategories of each level are broader too. Then, in terminology aspect, the revised version change the name of six categories is in noun form becomes the verb form. The most obvious changes are Knowledge becomes Remember and Synthesis Becomes Create. The last is structure aspect. Revised version separates knowledge dimension with cognitive dimension. It has two dimensional frameworks.

Knowledge dimension contain the type of content learning targets to; a fact, a concept, a procedure, or a metacognition. It has four categories. They include factual knowledge, conceptual procedural,

procedural knowledge and metacognitive knowledge.<sup>42</sup>

The most commonly taught and assessed educational objectives are those in the cognitive domain.<sup>43</sup> Cognitive levels of Revised Bloom's Taxonomy deal with students's thinking, these cognitive levels include lower order thinking skill, middle order thinking skill and higher order thinking skill. This Revised Bloom's Taxonomy is often used in formulate the educational objective that we known as C1 until C6.<sup>44</sup>

---

<sup>42</sup> Ibid., 41

<sup>43</sup> Peter W. Airasian, *Classroom Assessment*, (New York: McGraw-Hill, 2008), p. 67

<sup>44</sup> Retno Utari, *Taxonomy Bloom: Apa dan Bagaimana Menggunakannya?* (Widyaswara Pusdiklat KNPk), 8

The revised version uses different words in labeling levels of cognitive domain. The definition of each level is still almost the same with old Bloom's taxonomy. Further, each level has action verbs which can reflect them. In revised version, it is called as cognitive process. By having 6 levels, there are 19 cognitive processes. Each cognitive process will be discussed below.

### **1) Remember**

Remembering involves retrieving relevant knowledge from long term memory.<sup>45</sup> The relevant knowledge may be something based on fact. Recalling and recognizing is

---

<sup>45</sup> Lorin W. Anderson, et.al., *A Taxonomy for, Learning , Teaching and Assessing. A Revision of Bloom's Taxonomy of Educational Objective* (New Work: Addison Wesley Longman), 66

included as the cognitive process in this level. For example, a student learned the English equivalents of 20 Spanish words, then the task is match the Spanish words with their English equivalents (i.e. recognize) or to write the corresponding English word next to each of the Spanish words presented in the list (i.e. recall).

a) Recognizing

Recognizing is retrieving relevant knowledge from long term memory in order to compare it with presented information. When presented with new information, the student determines whether that information corresponds to previous learned knowledge, searching

for match. The alternative name for recognizing is identifying.

b) Recalling

Recalling is retrieving relevant knowledge from long term memory when given a prompt to do so. In recalling, a student searches long term memory for a piece of information and brings that piece of information to working memory where it can be processed. The alternative name for recalling is retrieving. Assessment tasks for recalling can vary in which provide cues for students.

## 2) Understand

Understand level is higher than remember.

Students are said to understand when they are able to construct their own meaning from instructional messages including oral, written and graphic communications.<sup>46</sup>

Students understand when the incoming knowledge is integrated with existing knowledge. Cognitive processes in the category of understand include interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining

### a) Interpreting

When the student is able to change information from one representational to another, they are able to do

---

<sup>46</sup> Ibid., 70

interpreting. Interpreting may involve changing words to words, words to picture, picture to words etc. The assessment format can be done in multiple choice items.

b) Exemplifying

Exemplifying happens when the student is asked to give specific example of general concept. It involves identifying the defining features of the general concept and uses these features to give an example. The assessment format can be done by multiple choice items.

c) Classifying

Classifying happens when a student recognizes certain example belongs to a particular concept. Classifying begins

with specific example to find general concept. The alternative name used for classifying is categorizing. The assessment format can be done by multiple choice items.

d) Summarizing

Summarizing happens when a student suggests a single statement that represents presented information or abstract a general theme. Summarizing involves constructing a representation of information (the meaning of a scene in a play). It can be also ask students to summary some points from a given text. The assessment format can be presented in multiple choice items.

e) Inferring

Inferring happens when the students are able to find a pattern in a sequence of examples. The alternatives name used for inferring are predicting and concluding. The assessment format can be presented in multiple choice items.

f) Comparing

This cognitive process is detecting similarities and differences between two or more objects, events, ideas or problems. In comparing, a student detects correspondences given new information with more familiar knowledge. Comparing may also determining correspondences between

two or more presented objects, events or ideas.

g) Explaining

Explaining happens when a student is able to construct and use a cause and effect model of a system. Cause and effect mostly appear in natural science, social science and humanities. An alternative name for explaining is constructing model. In this cognitive process, the students are given a problem and then ask them to give their opinion with supported argument. They will explain or give description with the supported reason. Several tasks can be aimed at assessing a students' ability to explain including reasoning. Because of

student is asked to give their opinion, the most appropriate assessment format is essay questions.

### **3) Apply**

Apply is closely linked with procedural knowledge. Apply involves locating procedures to solve problems.<sup>47</sup> When the student knows the procedure used to solve problems, so the students can develop it. But if the student does not know the procedure used to solve the problem, so the students must locate another procedure to solve the problem. When the task is a familiar exercise, students typically use the procedure with little thought. However, when the task is unfamiliar problem for the

---

<sup>47</sup> Ibid., 77

students, they must determine what knowledge they will use. If the knowledge does not fit the problem, the modifications in selected procedural knowledge may be necessary. The cognitive processes in this level are executing and implementing.

a) Executing

Executing happens when the student can apply the procedure to the familiar task. The familiarity of the situation often provides clues for student to choose the appropriate procedure. The alternative name used for executing is carrying out. Here, the students must have already been taught about the material. When teacher gives questions,

the questions must be new but give clue for students.

b) Implementing

Implementing occurs when a student selects and uses a procedure to perform an unfamiliar task. Because selection is required, students must possess an understanding of the type problem encountered as well as the range of procedure that are available. An example below shows students have explained about past tense in which verbal sentence then teacher modify the item with nominal sentence.

**4) Analyze**

Analyze involves breaking material into its constituent parts and determining how the

parts are related to one another and to an overall structure.<sup>48</sup> This process category includes differentiating, organizing and attributing. Objective classified as analyze include learning to determine the relevant or important pieces of a message (differentiating), the ways in which the pieces of a message are organized (organizing) and the underlying purpose of the message (attributing). The teacher may develop their students with ability to differentiate fact from opinion, determine how ideas are related to one another, find evidence in support the author's purposes etc.

---

<sup>48</sup> Ibid., 79

a) Differentiating

Differentiating is distinguishing the parts of a whole structure in terms of their relevance. This cognitive process occurs when the student can establish the important from unimportant information, relevant from irrelevant information. Differentiating is differs from comparing. It relates to structural organization. The alternative name used for differentiating is distinguishing.

b) Organizing

Organizing involves identifying the elements of a communication and recognizing how they fit together into a coherent structure. In this cognitive process, the students identify the

important element and then determine the overall structure within which the elements fit. The alternative name used for organizing is finding coherence.

c) Attributing

The students are able to do attributing when they can establish the point of author in the presented material. Another term of attributing is deconstructing. It differs from interpreting, in which the student is trying to understand the meaning of presented material, attributing involves beyond understanding presented material.

## 5) Evaluate.

Evaluate is defined as making judgements based on criteria and standards.<sup>49</sup> The most often used are quality, effectiveness, efficiency and consistency. Is this machine working as efficiently as it should be? Is this method is the best way to achieve the goal? Such questions are called evaluating. It must be emphasized also that not all judgments are evaluative. The point of evaluate is the students make judgments by having standard criteria. In this cognitive process includes checking and critiquing.

### a) Checking

Checking is testing for internal inconsistencies or fallacies in an

---

<sup>49</sup> Ibid., 83

operation or product. For instance, the student is asked to check whether arguments in a text support or disconfirm thesis statement. The alternative name used is detecting.

b) Critiquing

Judging a product based on externally imposed criteria and standards is called critiquing. In this level, the students give positive and negative features of a product and make judgment about the product based on those features. The alternative form of critiquing is judging. In English, the students are asked to judge positive or negative about the text presented with the problem's solution.

## 6) Create

Create involves putting elements together to form a coherent or functional whole.<sup>50</sup>

When doing create, the students also use their previous learning experience.

Additionally, in creating something, usually it is related to the creativity and uniqueness or originality.

When the teachers ask the students to create a product, they should know the students' uniqueness.

Creativity usually can be seen as the unusual product,

but when creating is an objective, the

teachers need to think about what the students can and will do. However, create

do not only depend on the uniqueness. Point

of create is that the students can synthesize

---

<sup>50</sup> Ibid., 84

the material into a whole. Create is different from understand, apply or analyze in this level the students are asked to do task where they put some material from many references into a whole. The cognitive processes that included here are generating, planning and producing. Those cognitive processes are related to the how the students can provide multiple solutions for a problem by planning the action first then executing it.

a) Generating

Demonstrating problem and arriving at alternatives or hypothesis that meet certain criteria is included as Generating. When the students are asked to give different solutions, the

students will use their creative thinking to formulate it. The cognitive processes are still interrelated as well as generating. In other cognitive process levels, understand also includes generating. However, the purpose of generating is divergent or various possibilities which understand to focus on single possibility. Also, the other term used for this is hypothesizing. In line with the purpose of generating, the students are given description problem then asked them to produce the hypothesis. It will help the students to produce as many as possible alternatives towards the problem.

b) Planning

“Planning involves devising a solution method that meets a problem’s criteria, that is, developing a plan for solving the problem.” Planning is also called as designing. This is happened when the students plan or design the solution in generating process. In solving the problem, the students will break a task into sub tasks that will be performed. This step sometimes is skipped by the teacher because it is actually implicit in producing process. When students produce the solution, the students actually have already planned the detail to do the solution. Additionally, in this cognitive process, the students are

expected to plan or design the solution method before producing or executing the solution in solving problem. In planning, work-out solution, describe solution plans, or select solution plans for presented problems can be given to students as their task.

c) Producing

Carrying out the plan in solving problem that meets certain criteria is included as producing. In producing process, the students can apply all type of knowledge (factual, conceptual, procedural and metacognitive knowledge). Here, the students are asked to create or produce a product based on the description criteria or

requirement. For instance, the students are asked to make a short story based on the requirements of recount text. Additionally, when the students are asked to perform a drama, the students will also do producing when they are asked to design the sets of drama.

Table 2.2 Potential activities; instructional verbs and questioning stems of Cognitive Dimension category

No	Cognitive Dimension	Instructional verbs <sup>51</sup>	Questioning stems
----	---------------------	-----------------------------------	-------------------

---

<sup>51</sup> Denise Tarlinton, *Bloom's Revised Taxonomy*, Presented in Pupil Free Day, 2003, ([www.qacps.schoolwires.net](http://www.qacps.schoolwires.net)).

1	Remem-ber	<ul style="list-style-type: none"> <li>• List</li> <li>• Relate</li> <li>• Show</li> <li>• Locate</li> <li>• Give example</li> <li>• Quote</li> <li>• Repeat</li> <li>• Label</li> <li>• Recall</li> <li>• Know</li> <li>• Group</li> <li>• Read</li> <li>• Write</li> <li>• Outli- ne</li> </ul>	<ul style="list-style-type: none"> <li>• Listen</li> <li>• Group</li> <li>• Choose</li> <li>• Recite</li> <li>• Review</li> <li>• Quote</li> <li>• Record</li> <li>• Match</li> <li>• Select</li> <li>• Underli- ne</li> <li>• Cite</li> <li>• Sort</li> <li>• Distingu- ish</li> <li>• Reprodu- ce</li> <li>• Memori- ze</li> </ul>	<ul style="list-style-type: none"> <li>• Can you explain why...?</li> <li>• Can you write in your own words?</li> <li>• How would you explain ...?</li> <li>• Can you write a brief outline.. .?</li> <li>• What do you think could</li> </ul>
---	-----------	---	--	--

				<p>have happened next...?</p> <ul style="list-style-type: none"><li>• Who do you think...?</li><li>• What was the main idea...?</li><li>• Can you clarify ...?</li><li>• Can you illustrate ...?</li><li>• Does everyone act in the way that</li></ul>
--	--	--	--	--

				..... does?
2	Understand	<ul style="list-style-type: none"> <li>• Restate</li> <li>• Identify</li> <li>• Discuss</li> <li>• Retell</li> <li>• Research</li> <li>• Annotate</li> <li>• Outline</li> <li>• Give example of</li> <li>• Define</li> <li>• Report</li> <li>• Review</li> </ul>	<ul style="list-style-type: none"> <li>• Describe</li> <li>• Recognize</li> <li>• Observe</li> <li>• Translate</li> <li>• Account for</li> <li>• Interpret</li> <li>• Give main idea</li> <li>• Estimate</li> <li>• Associate</li> <li>• Paraphrase</li> <li>• Reor-</li> </ul>	<ul style="list-style-type: none"> <li>• Do you know of another instance where...?</li> <li>• Can you group by characteristics such as...?</li> <li>• Which factors would you change if...?</li> <li>• What</li> </ul>

			ganize	<p>question s would you ask of...?</p> <ul style="list-style-type: none"> <li>• From the informat ion given, can you develop a set of instructi ons about... ?</li> </ul>
3	Apply	<ul style="list-style-type: none"> <li>• Exhibit</li> <li>• Illustrate</li> <li>• Interpret</li> </ul>	<ul style="list-style-type: none"> <li>• Paint</li> <li>• Change</li> <li>• Compute</li> <li>• Sequence</li> <li>• Collect</li> </ul>	<ul style="list-style-type: none"> <li>• Is there a better solution to...?</li> </ul>

	<ul style="list-style-type: none"> <li>• Make</li> <li>• Practice</li> <li>• Apply</li> <li>• Operate</li> <li>• Draw</li> <li>• Use</li> <li>• Show</li> <li>• Solve</li> </ul>	<ul style="list-style-type: none"> <li>• Drama- tise</li> <li>• Construct</li> <li>• Adapt</li> <li>• Translate</li> <li>• Interview</li> <li>• Calculate</li> </ul>	<ul style="list-style-type: none"> <li>• Judge the value of... What do you think about.. .?</li> <li>• Can you defend your posi- tion about.. .?</li> <li>• Do you think... is a good</li> </ul>
--	--	--	--

				<p>or bad thing?</p> <ul style="list-style-type: none"><li>• How would you have handled...?</li><li>• What changes to.. would you recommend?</li><li>• Do you believe ...? How would you</li></ul>
--	--	--	--	--

				<p>feel if. ..?</p> <ul style="list-style-type: none"><li>• How effective are. ..?</li><li>• What are the consequences..?</li><li>• What influence will.... have on our lives?</li><li>• What are the pros and</li></ul>
--	--	--	--	--

				cons of....? <ul style="list-style-type: none"> <li>• Why is            ....of            value?</li> </ul>
4	Analyze	Question <ul style="list-style-type: none"> <li>• Appraise</li> <li>• Inspect</li> <li>• Examine</li> <li>• Probe</li> <li>• Separate</li> <li>• Inquire</li> <li>• Arrange</li> <li>• Sift</li> <li>• Research</li> <li>• Relate</li> </ul>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Survey</li> <li>• Detect</li> <li>• Group</li> <li>• Order</li> <li>• Sequence</li> <li>• Analyze</li> <li>• Diagram</li> <li>• Calculate</li> <li>• Dissect</li> <li>• Categorize</li> <li>• Invest-</li> </ul>	<ul style="list-style-type: none"> <li>• Which            events            could            not            have            happen            ed?</li> <li>• If.            ..happened,            what            might            the            ending            have            been?</li> </ul>

		<ul style="list-style-type: none"> <li>• Criticize</li> <li>• Test</li> <li>• Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment</li> <li>• Distinguish</li> </ul>	<ul style="list-style-type: none"> <li>• How is...similar to...?</li> <li>• What do you see as other possible outcomes?</li> <li>• Why did...changes occur?</li> <li>• Can you explain what must have</li> </ul>
--	--	---	---	--

				<p>happened when...?</p> <ul style="list-style-type: none"> <li>• What are some of the problems of...?</li> <li>• Can you distinguish between...?</li> <li>• What were some of the motive</li> </ul>
--	--	--	--	--

				<p>s behind ..?</p> <ul style="list-style-type: none"> <li>• What was the turning point?</li> <li>• What was the problem with...?</li> </ul>
5	Evaluate	<ul style="list-style-type: none"> <li>• Judge</li> <li>• Rate</li> <li>• Validate</li> <li>• Predict</li> <li>• Assess</li> <li>• Score</li> </ul>	<ul style="list-style-type: none"> <li>• Choose</li> <li>• Conclude</li> <li>• Deduce</li> <li>• Debate</li> <li>• Justify</li> </ul>	<ul style="list-style-type: none"> <li>• Is there a better solution to...?</li> <li>• Judge</li> </ul>

	<ul style="list-style-type: none"> <li>• Revise</li> <li>• Infer</li> <li>• Value</li> <li>• Argue</li> <li>• Tell why</li> <li>• Compare</li> <li>• Evaluate</li> <li>• Defend</li> <li>• Select</li> <li>• Measure</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend</li> <li>• Appraise</li> <li>• Determine</li> <li>• Probe</li> <li>• Prioritize</li> <li>• Decide</li> <li>• Criticize</li> <li>• Rank</li> <li>• Reject</li> </ul>	<p>the value of... What do you think about...? • Can you defend your position about...? • Do you think... is a good or bad</p>
--	---	--	--

				<p>thing?</p> <ul style="list-style-type: none"><li>• How would you have handled...?</li><li>• What changes to.. would you recommend?</li><li>• Do you believe...? How would you feel if.</li></ul>
--	--	--	--	---

				<p>..?</p> <ul style="list-style-type: none"><li>• How effective are..?</li><li>• What are the consequences..?</li><li>• What influence will... have on our lives?</li><li>• What are the pros and cons</li></ul>
--	--	--	--	---

				<p>of....?</p> <ul style="list-style-type: none"> <li>• Why is ...of value?</li> <li>• What are the alternatives?</li> <li>• Who will gain &amp; who will lose?</li> </ul>
6	Create	<ul style="list-style-type: none"> <li>• Blend</li> <li>• Act</li> <li>• Organise</li> <li>• Invent</li> <li>• Compile</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate</li> <li>• Improve</li> <li>• Assemble</li> <li>• Predict</li> </ul>	<ul style="list-style-type: none"> <li>• Can you design a...to...?</li> <li>• Can you</li> </ul>

	<ul style="list-style-type: none"> <li>• Forecast</li> <li>• Devise</li> <li>• Propose</li> <li>• Plan</li> <li>• Prepare</li> <li>• Develop</li> <li>• Compile</li> </ul>	<ul style="list-style-type: none"> <li>• Produce</li> <li>• Compose</li> <li>• Set up</li> <li>• Devise</li> <li>• Concoct</li> <li>• Originate</li> <li>• Imagine</li> <li>• Generate</li> <li>• Construct</li> </ul>	<p>see a possible solution to...?</p> <ul style="list-style-type: none"> <li>• If you had access to all resources, how would you deal with...?</li> <li>• Why don't you devise your</li> </ul>
--	--	--	--

				<p>own way to...?</p> <ul style="list-style-type: none"> <li>• What would happen if ...?</li> <li>• How many ways can you...?</li> <li>• Can you create new and unusual uses for...?</li> <li>• Can you</li> </ul>
--	--	--	--	--

				develo p a propos al which would. ..?
--	--	--	--	---

### 3. Thinking Skill Levels

Bloom developed a taxonomy for categorizing questions and responses. This taxonomy includes the following elements knowledge (recalling specification), understand (describing in one's word), apply (applying information to produce results), analyze (subdividing something to show how it is put up together), synthesis (creating a unique product),

and evaluate (making value decisions about issues). In 1990's, Bloom's Taxonomy had been revised by Lorin Anderson, one of the Bloom's student. Cognitive domain of the revised is very much like the original Bloom's Taxonomy. It includes remembering, understanding, applying, analyzing, evaluating, and creating.

Anderson and Krathwohl divide cognitive domain into three levels namely Lower Order Thinking Skill (LOTS), Middle Order Thinking Skill (MOTS) and Higher Order Thinking Skill (HOTS).<sup>52</sup> The first level ( Remember) deal with lower order thinking skill (LOTS) and the second and third levels ( Understand, apply) deal with

---

<sup>52</sup> Anderson and Krathwohl, "A Taxonomy For Learning, Teaching And Assessing" in Widana, "modul penulisan soal hots untuk ujian sekolah (Jakarta: Direktorat Pembinaan SMA, Direktorat Jenderal Pendidikan Dasar Dan Menengah Kementerian Pendidikan Dan Kebudayaan), 7

Middle Order Thinking Skill (MOTS), whereas the top three (analyze, evaluate, Create) employ higher order thinking skill (HOTS). In order to reach the higher level of thinking skills, the lower and middle order of thinking skill must be achieved first.

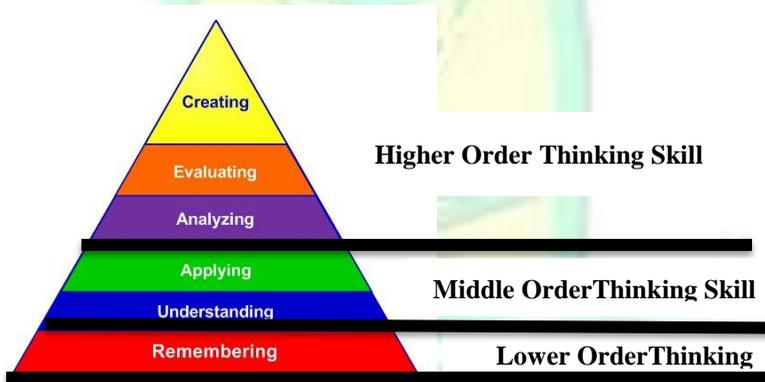


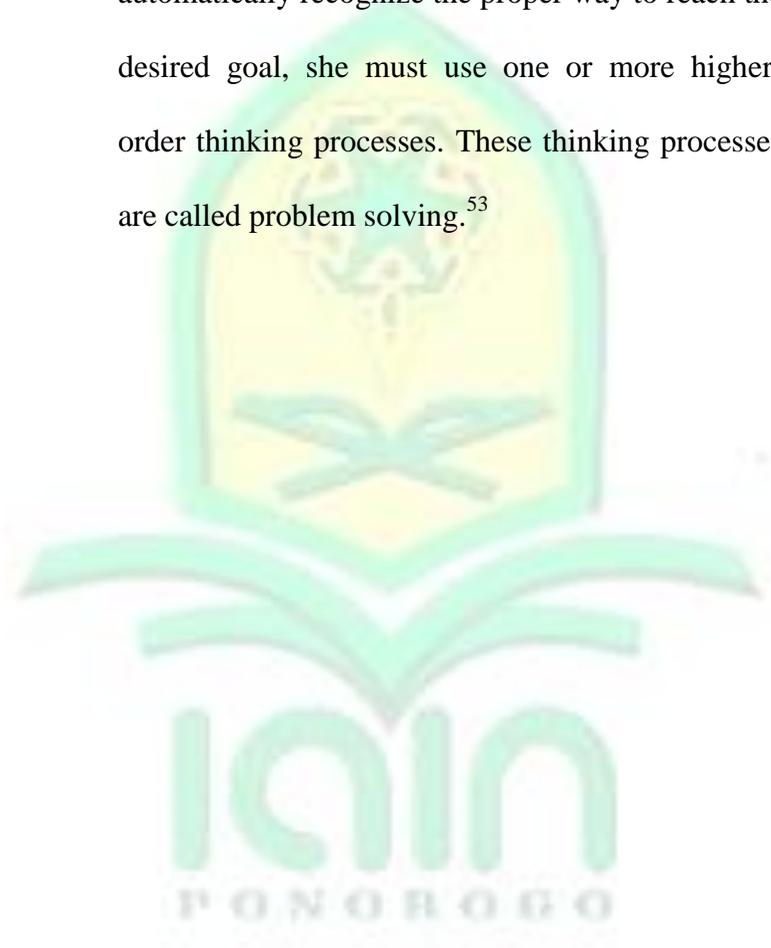
Figure 2.2 Thinking Skill levels of Revised Bloom's Taxonomy Cognitive Domain

The most popular levels in education is Higher Order Thinking Skill (HOTS). Susan defines HOTS into three categories: (1) those that

define higher-order thinking in terms of transfer, (2) those that define it in terms of critical thinking, and (3) those that define it in terms of problem solving.

Transfer category is Two of the most important educational goals are to promote retention and to promote transfer (which, when it occurs, indicates meaningful learning) retention requires that students remember what they have learned, whereas transfer requires students not only to remember but also to make sense of and be able to use what they have learned. Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do. In problem solving a student incurs a problem when the student wants to reach a specific outcome or goal but does not automatically recognize the proper path or solution

to use to reach it. The problem to solve is how to reach the desired goal because a student cannot automatically recognize the proper way to reach the desired goal, she must use one or more higher-order thinking processes. These thinking processes are called problem solving.<sup>53</sup>



---

<sup>53</sup> Susan M. Brookhart, *How to Assess Higher-order thinking skills in your classroom* (United States of America: ASCD Publication, 2010), 3

**CHAPTER III**

**RESEARCH METHODS CONTENT ANALYSIS OF**

**THINKING SKILL LEVELS IN ENGLISH TRY OUT**

**TEST**

**A. Research Design**

Research design is a plan concerning the way how to collect and analyze the data which are suitable with the purpose of research. The researcher applied descriptive qualitative approach, and used content analysis design to analyze the data. It means that this study analyze the English Try Out Test by using cognitive domain of Revised Bloom Taxonomy. Content analysis usually begins with a question that the researcher believes can be answered by studying documents.

The test item were analyzed according to cognitive level of Revised Bloom Taxonomy in order to know levels they comprise : Remember (C1), Understand (C2), Apply (C3), Analyze (C4), Evaluate (C5) and Create (C6). It will be found out the cognitive level of Revised Bloom's Taxonomy that is applied most dominantly and less dominantly.

## **B. Research Location**

This research is conducted in Madrasah Tsanawiyah Negeri (MTsN) 2 Ponorogo which is located at Jl. Ki Ageng Mirah 79, Babadan, Ponorogo.

## **C. Data Sources**

### **1. Primary data source**

Primary data source is the data obtained directly from research subjects as source of

information related the research. The primary data source of this research was English Try Out test 1 in the Academic year 2018/2019 made by English Teacher in MTsN 2 Ponorogo. The researcher also collected the data and information by conducting short interview with an English teacher of MTsN 2 Ponorogo.

## 2. Secondary Data Sources

The secondary data source is the data obtained through other parties, not directly obtained by researchers from the subject of his research. In this study the secondary data were some books, Journals, articles, encyclopedias, dictionaries and the previous research about analysis test item based on Bloom's Taxonomy, etc. The secondary data sources are:

- a. Ahmadi, *Manajemen Kurikulum : PENDIDIKAN KECAKAPAN HIDUP* , Yogyakarta : Pustaka Ifada, 2013
- b. Anderson, Kratwohl et.al., *A Taxonomy for, Learning , Teaching and Assessing. A Revision of Bloom's Taxonomy of Educational Objective.* New Work: Addison Wesley Longman
- c. Arikunto, Suharsini. *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 1993
- d. Ary, Donald. *Introduction to Research in Education Eighth Edition*, USA : Wadsworth, 2010
- e. Bloom, S. Benjamin. *Taxonomy of educational objectives: Handbook 1: Cognitive domain.* New York: David McKay Company, Inc, 1956.

- f. Brookhart, Susan M. How to Assess Higher-order thinking skills in your classroom, United States of America: ASCD Publication, 2010.
- g. Brown, H. Douglas. Language Assessment: Principles and Classroom Practices, United State of America: Longman, 2004.
- h. Harris P.D. Testing English as a Second Language, New York: Mc Graw – Hill.Inc,1969
- i. Heaton, J. B. Writing English Language Tests, New York: Longman Group,1988.
- j. Previous Researches :
  - 1. Amaliyah, Ayu. *An Analysis of Multiple Choice Items Made by Teacher Based on Bloom's Revised Taxonomy Theory at Tenth Grade of SMA Negeri 1 Sidoarjo*. Sidoarjo : UINSA, 2018.

2. Mukti, Tery Triana. *The Analysis of Reading Test Items Based on Revised Bloom Taxonomy Theory in Vocational High School Grade XII*. Purworejo : UNMUH Purworejo, 2017.

k. Journals :

1. Tarlinton, Denise. *Bloom's Revised Taxonomy*, (online) Presented in Pupils Free Day, 2003, ([www.qacps.schoolwires.net](http://www.qacps.schoolwires.net)).

Has been accessed on 11 February 2019.

2. Utari, Retno. *Taxonomy Bloom: Apa dan Bagaimana Menggunakannya?*. Widyawara Pusklat KNPk

3. Widana. *MODUL : Penyusunan Soal HOTS*. Jakarta: Direktorat Pembinaan SMA, Direktorat Jenderal Pendidikan Dasar

Dan Menengah Kementerian Pendidikan  
Dan Kebudayaan, 2017.

4. Eisner, Elliot W. *Profiles of Famous Education: Benjamin Bloom 1913 – 1999, Prospects, vol. XXX, no. 3, September 2000.*
5. Krathwohl, David. *Theory into Practise*, Vol. 41, Number 4 autumn (2002).

#### **D. Technique of Data Collection**

The data of this study was collected through documentation. Documentation is a method to get anything in the form of notes, books, magazines, etc. By documentation the researcher collects the data through the following steps:

1. The researcher comes to the English teacher to ask permission to analyze her English Try Out Test items.

2. The researcher copies English Try Out Test 1 in the Academic Year 2018/2019.
3. The researcher analyze each item of try out test using data analysis table to categorizing the test item according to the cognitive domain of Revised Bloom's Taxonomy.

Table 3.1 Data Analysis Table of Cognitive Domain of Revised Bloom's Taxonomy

No	Types of Text	Instructional verbs or Questioning Stems	Cognitive Level					
			C 1	C 2	C 3	C 4	C 5	C 6
<i>The number of the</i>	<i>The types of text or stimula</i>	<i>Instructional verb or questioning stems stated on the test</i>	<i>The appropriate cognitive level of the instructional item based on revised Bloom's Taxonomy.</i>					

<i>test</i>	<i>ans</i>	<i>item</i> (What,	
<i>item</i>		<i>how, mention,</i>	
		<i>explain,</i>	
		<i>distinguish,</i>	
		<i>read, find,</i>	
		<i>make, etc)</i>	

### **E. Technique of Data Analysis**

The researcher initially analyzed the data based on the research problem mentioned above. The data analysis start from the first until the last questions will be done as follows :

1. Analyzing the level of English Try Out Test Item based on cognitive domain of Bloom's Taxonomy theory
  - a. The researcher reads the theory about six Revised Bloom's Taxonomy cognitive level

they are remember, understand, apply, analyze, evaluate, create.

- b. The researcher reads the instructional item or questioning stem used in English Try Out test.
- c. The researcher categorizes English Try Out items using table based on Bloom's cognitive process : Remember (C1), Understand (C2), Apply (C3), Analyze (C4), Evaluate (C5), Create (C6).
- d. The researcher collects and counts the number and percentage of item tests based on its level.
- e. The researcher interpret the result of data analysis
- f. Drawing conclusion

2. The researcher categorize test items into Lower Order Thinking Skill (LOTS), Middle Order Thinking Skill (MOTS) or Higher Order Thinking Skill (HOTS).

#### **F. Research Stages**

The stages in this study are structurally conducted as follow:

1. Preliminary research

Before doing this research, the researcher found many researches told about analyzing questions based on Bloom's revised taxonomy in another subject such as in Math, Biology, Physics etc. The result of those researches showed that the questions were still dominated in lower order thinking skill rather than higher order thinking skill. In other words, those researches looked for what the level of learning applied most in

presented questions. The researcher also met the English teacher in MTsN 2 Ponorogo to conduct interview about thinking skill in those school.

## 2. Decide the research design

Before going to the research design the researcher wrote the title, background, research question, objectives, significance, scope and limitation, and arrange the systematic discussion of the study. Then, the researcher described some previous research findings and explained some theories related the research.

## 3. Conduct the research

### a. Collect data

The writer came to the English teacher to ask permission to analyze English Try Out test items. Then, the document of try out test in some papers were copied.

b. Analyze the data

After the the test item were copied, the researcher analyzed it.



## CHAPTER IV

### RESEARCH FINDING OF THINKING SKILL LEVELS IN ENGLISH TRY OUT TEST AT MTsN 2 PONOROGO

#### **A. The Description of General Data**

The description of general data explain the short information about profiles of research location include Historical Background, location, vision, missions, objectives, achievements and excellent program of MTsN 2 Ponorogo

##### **1. Historical Background of MTsN 2 Ponorogo**

In Ponorogo Regency there are 6 (six) MTsN namely MTsN Jetis, MTsN Ngunut, MTsN Kauman, MTsN Pulosari, MTsN Sampung and MTsN Ponorogo. MTsN Ponorogo is located in Jl.Ki Ageng

Mirah 79 Japan, Babadan, Ponorogo. The beginning of this Madrasah was based on the Decree of the Minister of Religion of the Republic Indonesia Number: 27 of 1980 dated May 31, 1980 concerning Relocation of Public Madrasah and Teachers of Religion affairs and supported by an Operational Permit from the Office of the Ministry of Religion Ponorogo Regency number: MTs / 2283/2010 on July 1, 2015.

Since November 2016 through the Decree of the Minister of Religion of the Republic Indonesia Number 673 Year 2016 dated November 17, 2016, the name of MTsN Ponorogo has changed into MTsN 2 Ponorogo. Since the establishment of MTsN 2 Ponorogo until now it had experienced the change of leadership of great figures as follows:

1. H. Muslim, BA
2. Drs. Abdullah
3. H. Kustho, BA
4. Drs. Sumardi Al Basyari
5. Drs. H. Imam Asngari, SH, MPd.
6. Drs. H. Sutarto Kerim
7. Drs. Moch Haris, M. Pd. I
8. Drs. Tarib, M.Pd.I

Under the leadership of the principals of the madrasah above, MTsN 2 Ponorogo showed an increase in quality and existence in religious character education and we hope that with increasing age, it will be able to make the best contribution to the greatness of Islam and the progress of science and technology based on Imtaq's stability. Over time this madrasah continues to make efforts to improve quality. One form of effort to improve the quality of

education and teaching in MTsN Ponorogo is the development of facilities and infrastructure in Madrasah with the sharing of quality improvement programs, madrasah can improve the form of educational services to all students, both regular, intelligent and special talents; while being able to optimize all the potential possessed by the students of MTsN 2 Ponorogo.<sup>54</sup>

## **2. Location of MTsN 2 Ponorogo**

MTsN 2 Ponorogo is one of education institutions in Ponorogo which is located at Ki Ageng Mirah Street 79 Japan, Babadan, Ponorogo, East Java. The wide building area of MTsN 2 Ponorogo is 2063 m<sup>2</sup>. It is very easy to find because the location is in the strategic area.

---

<sup>54</sup> The document of Madrasah's Profile of Madrasah Tsanawiyah Negeri (MTsN) 2 Ponorogo

### **3. Vision, missions and the objectives of MTsN 2 Ponorogo**

#### **a. Vision of Madrasah**

The establishment of Indonesian Muslim Persons with Noble Morals, Global Insight, Skilful Intelligence in Science and Technology, Care, Cultured, and Environmentally Friendly.<sup>55</sup>

#### **b. Missions of Madrasah**

- 1) Developing Islamic attitude and behaviour as well as cultural values in real life
- 2) Developing an international standard curriculum for MIPA, English and Arabic languages by adopting or adapting curriculum from developed countries
- 3) Carrying out learning by utilizing various sources (multi resources) and based on

---

<sup>55</sup> *ibid*

information and communication technology  
(TIK)

- 4) Carrying out the learning process actively, innovatively, creatively, effectively, cooperatively, communicatively, and inspiring students
- 5) Cultivating the spirit of concern for the social environment, physical environment, and instilling frugal life in environmental conservation efforts
- 6) Applying a culture of clean living in order to prevent environmental pollution in everyday life
- 7) Familiarizing polite behaviour in an effort to prevent environmental damage

- 8) Growing the spirit of competing in various competencies for all citizens of the madrasah
- 9) Developing the potential and creativity of superior school citizens and able to compete both at regional, national and international levels
- 10) Implementing Madrasah-Based School Management (MSBM) in a professional manner and leading to standardized education quality management involving all members of the madrasah and other relevant institutions in the form of MoU
- 11) Establishing partnerships with superior schools / madrasahs and tertiary institutions as institutions for developing institutions,

human resources, curriculum and teaching and learning activities in the form of MoU

- 12) Caring, cultured and environmentally friendly, being polite towards the environment by implementing caring in everyday life<sup>56</sup>

c. Objectives of Madrasah

- 1) Find the needs of students who possess specific characteristics in terms of cognitive and effective development
- 2) Find the rights of students according to their educational needs
- 3) Find intellectual interests and future perspectives of students
- 4) Find students' self-actualization needs

---

<sup>56</sup> ibid

- 5) Considering the role of students as community assets and community needs for filling roles
- 6) Preparing students as future leaders
- 7) Producing higher quality output and outcomes for MTsN 2 Ponorogo
- 8) Giving opportunities for students who have high abilities to complete their study program faster<sup>57</sup>

#### **4. Madrasah's Achievement**

##### **a. Madrasah's Achievement**

MTsN 2 Ponorogo is a Literacy Class proven by the Bilingual Class Final Project and PDCI, composing a written work in the form of a novel.

---

<sup>57</sup> ibid

b. Teacher's Achievement

One of the Mathematics teachers, Hefin Dwi Rivia Julianti, S.Pd received an award as an Outstanding Teacher at Ponorogo Regency in 2016

c. Student's achievement

- 1) First Winner in Taekwondo National Work in 2016.
- 2) First Winner of the OSIS Chairperson of the National Level Junior High School
- 3) Finalist for the 11th Realistic Nalaria Mathematics Competition (KMNR) in Indonesia in 2016.
- 4) Finalist for 2016 National Fakhruddin Ar-Razy.

- 5) First Winner of the English Warrior Debate Competition in East Java in 2016.
- 6) Second Winner of the English Warrior Smart Quis Contest in 2016 in 2016.
- 7) First Winner of Speech Contest Peace Corp East Java English Tournament in 2016.
- 8) First Winner of Mathematics Olympiad in seventh olympiad on ICT Madiun Residency Level 2016.
- 9) First Winner of Biology in Seventh Olympiad on ICT Madiun Residency level 2016 .
- 10) Second Winner of Biology in Seventh Olympiad on ICT Madiun Residency Level 2016.

- 11) Second Winner of the English Language Olympiad on ICT Madiun Residency Level 2016.
- 12) Third Winner of MTQ MAN 2 Madiun at the residency level of Madiun in 2017.
- 13) National Math Olympiad UNIBRA Malang Finalist in 2016.
- 14) First Winner of writing short story competition at Muhipo Ponorogo in 2016.
- 15) First Winner of Aksioma Singer in 2016.
- 16) First Winner of Aksioma Bilyogy in 2016.
- 17) First Winner of Mading Competition (Madiun Residency) at PCC Mall Ponorogo in 2016<sup>58</sup>.

---

<sup>58</sup> ibid

## 5. Excellent Madrasah's Program

Madrasah Tsanawiyah Negeri 2 Ponorogo has an excellent program namely Student Literacy program. Literacy is an activity of seeking information both oral and written. Lately the interest in reading the younger generation has receded along with the development of technology in the form of cellphones in which written communication developed rapidly with the presence of short messages, so that accustomed the decline of interest in reading books to the younger generation.

Capturing this matter the Minister of Education made a literacy movement program at all of school levels, from kindergarten to college. This is implemented in K13 curriculum and confirmed in K13 syllabus. Finally school literacy was created.

MTsN 2 Ponorogo implements the school literacy movement with various programs in various lines, including in the library program and all subjects and extracurricular activities at MTsN 2 Ponorogo.

- a. Implementation of literacy programs at the library with a program of reading visits twice a week for students in each class.
- b. On Indonesian language subjects there are activities in writing novels to produce works, published, and ISBN.
- c. Novel book review program by students.
- d. The program reviews fiction and non-fiction books, which are realized in project assignments.
- e. Extracurricular program for journalistic training.
- f. There is a school bulletin.

- g. Combined three subjects (English, Arabic, and Javanese) are implemented in bilingual programs on teaching and learning and evaluation.

In addition to the literature program, MTsn Ponorogo has excellent classes including:

- a. Program Operator of 4 (four) semester credits

Semester Credit System (SKS) is a form of education that students determine the amount of learning and subject followed each semester according to their talents, interests, and abilities / speed of learning. While the holding of credits at MTsN 2 Ponorogo was held for 4 semesters. The implementation of credit allows students to gain learning opportunities and achieve optimal levels of ability according to their talents, interests, and abilities / speed of learning.

## b. Bilingual Program

The Bilingual Program is a Learning Program in classroom using 2 (two languages), Indonesian and English. Bilingual education has two different goals. The first is the development of academic English for the success of the Teaching and Learning Activities (KBM) process, and the second is to preserve language heritage. A good education program will achieve both goals, but the main focus is Bilingual Program.

## c. Regular Class

The Regular Program is a program that focuses on the *Kitobah* namely Lectures / speeches that are attended by all students.<sup>59</sup>

---

<sup>59</sup> *ibid*

## B. The Description of Specific Data

The description of specific data explain about English Try Out Test Item include types of text, the form of test item and cognitive level. English Try Out Test in MTsN 2 Ponorogo contains 50 test items and most of the test refer to a text and the answer was stated in the text.

### 1. First text for questions number 1 and 2

From Mulia

Sonya, I'm really sorry for breaking your calculator. It was really an accident I know it bothers you because you have to finish the math project. I am giving you a new one next week.

Type of text : Short message

Number 1 : *“Why does mulia write the message?”*

The students are asked to find the communicative purpose of the text. (C2)

Number 2 : *“What does mulia promise to sonya?”*

The students are asked to determine the answer based on information implied in the text. (C1)

## **2. Second text for questions number 3 to 5.**

**HAPPY CHINESE NEW YEAR!**

You are invited to a Chinese New Year's party Buffet dinner

Date : February 20

Time : 7 p.m.

Venue : Star Steak- Ungaran

RSVP : Lucy (0813 777 8917)

Type of text : Invitation

Number 3 : *“The purpose of the text is to...”*

The students are asked to find the communicative purpose of the text. (C2)

Number 4 : *“The word venue means....?”*

The students are asked to determine the meaning of the word contained in the text. (C2)

Number 5 : *“What should the recipient do upon receiving the invitation?”*

The students are asked to determine the answer based

on information implied in  
the text. (C1)

### 3. Third text for questions number 6 to 9.

For a technical reason, our Safari Park Tour will be moved forward from May 23 to May 22 . Please come to school at 6.00 for the preparatory check. We will depart at 7 am and return at 7 p.m.

Don't forget to bring :

- ✓ a packed lunch, including morning tea and a drink
- ✓ sensible footwear
- ✓ sunblock and a hat,
- ✓ a rain jacket

If you have not returned your permission slip and made the payment, please do it as soon as possible. We also have a few spaces left for the parent helpers, so do let us know if your parents can help out with our trip. Thank you.

Type of text : Announcement

Number 6 : *“The trip is .... earlier than  
the previous schedule.*

The students are asked to  
determine the answer based

on information implied in  
the text (C1)

Number 7 : “sensible  
*footwear*”....(paragraph 2).

*The underlined word  
means..*

The students are asked to  
determine the meaning of the  
word contained in the text.

(C2)

Number 8 : “*The students are allowed  
to join the program if  
they.....*”

The students are asked to  
determine the answer based  
on information implied in  
the text. (C1)

Number 9 : “The text mainly tells the readers about...”

The students are asked to conclude the main idea of the text.(C2)

#### 4. Fourth text for questions number 10 to 13.

##### **MELIA RESORT**

The best place to get relaxed

▪Panoramic view ▪riverside view ▪80 rooms ▪minibar ▪cable TV ▪pool ▪air-conditioning ▪breakfast

Check in time : 2:00 p.m.

Check out time : 12:00 p.m.

(Please reserve in advance)

##### **Facilities**

- Meeting rooms
- BBQ Area
- Kids playground
- Pool
- Vast parking space
- Conoeing and kayaking site

**Boat ride** (along the paramatta river)

6.30 p.m. – 9.30 p.m. every night (excluding public holidays)

**BOOK NOW and get the best offer**

Type of text : Advertisement

Number 10 : *“What should a guest do before staying at the hotel?”*

The students are asked to determine the answer based on information implied in the text. (C1)

Number 11 : *“The boat ride is only available....”*

The students are asked to determine the answer based on information implied in the text. (C1)

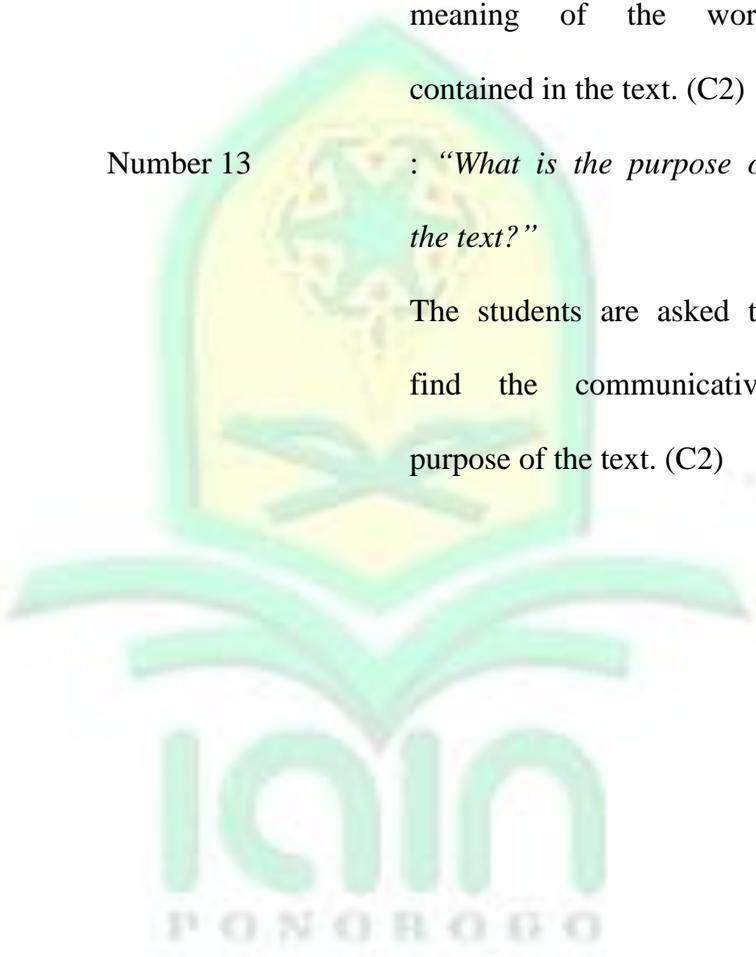
Number 12 : *“Vast parking Space”.*

*The underlined word has similar meaning to....*

The students are asked to determine the similar meaning of the word contained in the text. (C2)

Number 13 : *“What is the purpose of the text?”*

The students are asked to find the communicative purpose of the text. (C2)



### 5. Fifth text for questions number 14 to 17.

Dear Wardana,

Hi! My name is Berto and I'm fourteen years old. I read about you in the latest edition of Cemerlang magazine

I am from the province of West Papua. I live on a small island called Doom Island. It is 15 minutes from Sorong by boat. Though it is a small island, it is crowded. It is well-known for its colonial buildings. Doom Island was the governmental center in the colonial era

It's very quiet here. There are no cars in the city. Bicycles and velo taxis (called becak) are the main transportation here. I live with my parents and my sister Zara. We often spend our time playing around the ruins of old buildings near our house. During the weekends, we accompany tourists exploring the whole island. Sometimes, they spend the night in our house.

Well, that's all for now Please tell me about yourself

Your new Friend

Type of text : Letter

Number 14 : *“Berto would like to....through his letter.”*

The students are asked to conclude what the aim or goal of the text.(C2)

Number 15 : *“How is Doom Island according to Berto?”*

The students are asked to determine the answer based on information implied in the text. (C1)

Number 16 : *“Sometimes, they spend the night in our house. “*

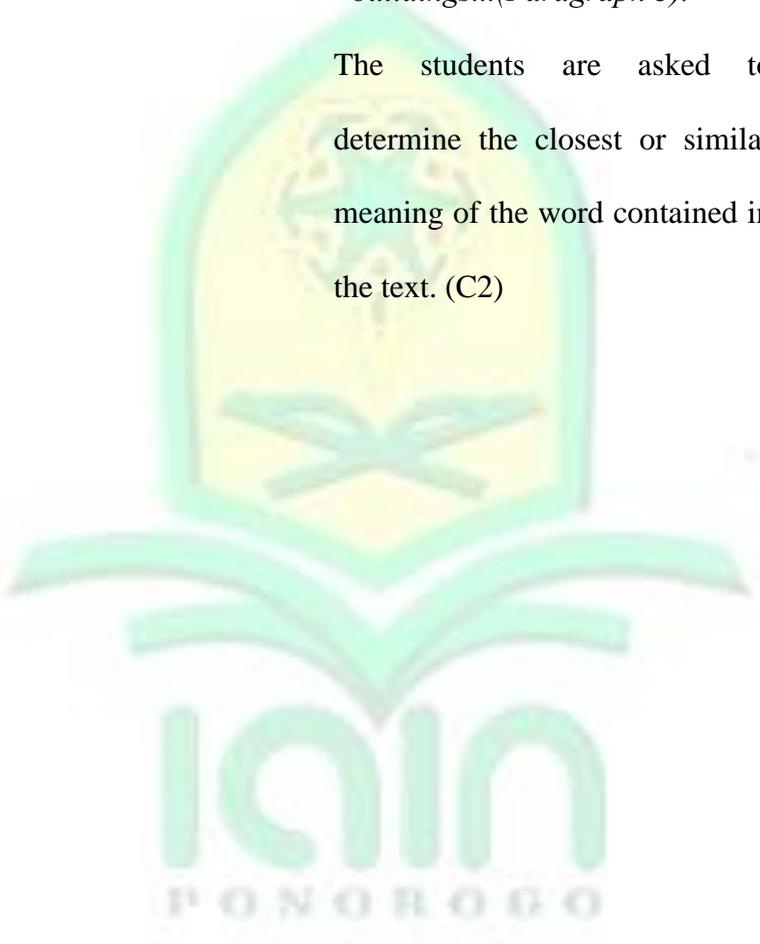
*The underlined word refers to...*

The students are asked to determine the reference of a pronoun stated in the text.

(C2)

Number 17 : *“We often spend our time playing around the ruins of old buildings...(Paragraph 3).”*

The students are asked to determine the closest or similar meaning of the word contained in the text. (C2)



## 6. Sixth text for questions number 18 to 21.

Ampera Bridge is the icon of Palembang, an important city in Sumatra Island. The bridge was built in 1962 during President Soekamo's era. He wanted a bridge that could be opened to let a ship pass by, similar to the London Tower Bridge. That's why the bridge was originally called Bung Karno Bridge. Nowadays, it cannot be opened as originally designed. But, it remains as an important bridge that connects Seberang, Ulu clan Seberang Mr

It is easy to get to the bridge. It only takes a 30-minute drive from the airport. The historical bridge and surrounding attractions are best explored on foot. Not far from the bridge, there are Kuto Besak Fort and Sultan Badaruddin II museum that remind people how Palembang people fought against the Dutch. To find local foods and souvenirs, such as lekeur and songket tourists can go shopping to Pasar 16 Mr.

Ampera Bridge offers a beautiful parorunia at night. Thousands of lamps light up the bridge and the breeze blows along the Musi River. It is really an amazing view

Type of text : Descriptive

Number 18 : *“What was the former name of Ampera Bridge?”*

The students are asked to determine the answer based on information implied in the text.(C1)

Number 19 : *“What does paragraph three tell us about?”*

The students are asked to determine the main idea of certain paragraph in the text. (C2)

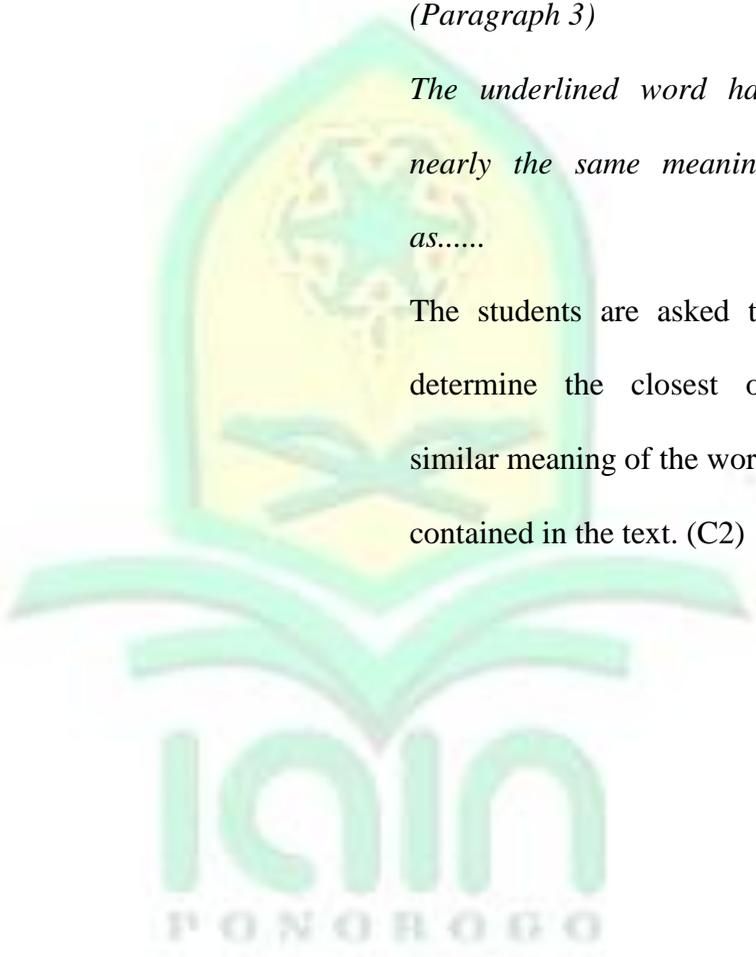
Number 20 : *“From the text we can conclude that....”*

The students are asked to conclude information stated in the text. (C2)

Number 21 : “..... the breeze blows along the Musi River.”  
(Paragraph 3)

The underlined word has nearly the same meaning as.....

The students are asked to determine the closest or similar meaning of the word contained in the text. (C2)



**8. Seventh text for questions number 22 to 25.**

Library holds a collection of books and other informational materials for people to read and study. Libraries used to collect only printed materials, such as books newspapers, and magazines. Nowadays they also keep CD-ROMs, sound and video recordings, online databases, etc. Today's library enables users to access books through the Internet. The technology brings advantages to people in remote areas. They have easy access to books.

The main objectives of a library are to gather, manage, reserve, and provide access to knowledge and information. They are carefully kept as cultural records that the next generations can inherit. Thus, libraries have an important role to connect the past, present, and future. Libraries ensure that the records are maintained and available for future access no

Type of text : Report

Number 22 : *“The text mainly tells us about....”*

The students are asked to determine the main topic discussed in the text. (C2)

Number 23 : *“What is the main idea of paragraph two?”*

The students are asked to determine the main idea of certain paragraph in the text. (C2)

Number 24 : *“The technology brings advantages to people in remote areas” (paragraph 1)*

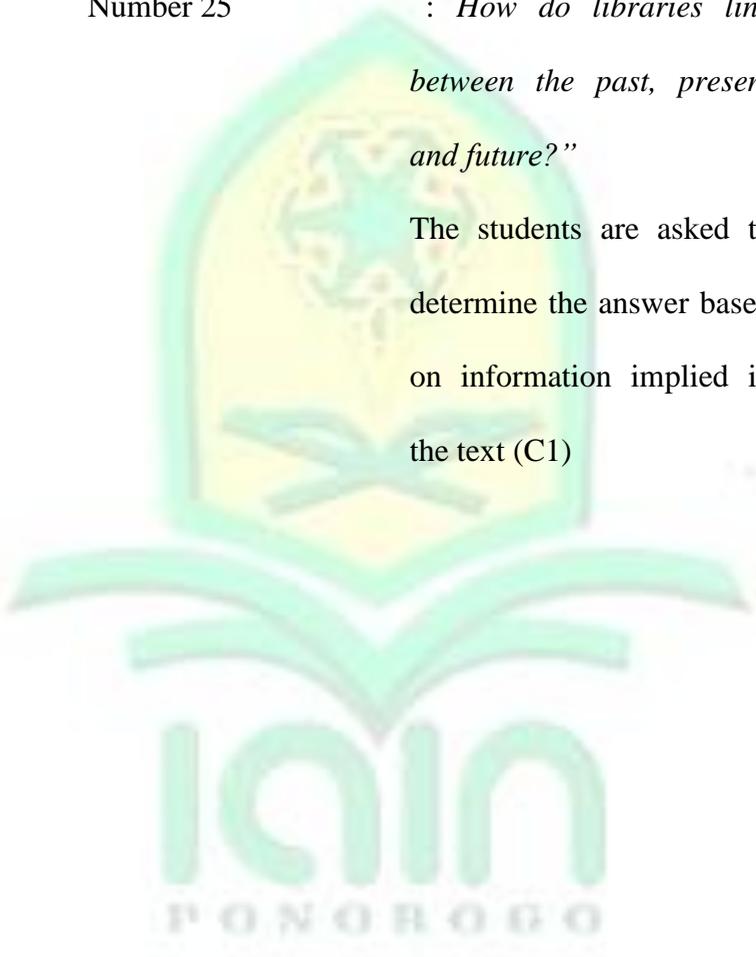
*The underlined word has a similar meaning to....*

The students are asked to determine the closest or

similar meaning of the word  
contained in the text. (C2)

Number 25 : *How do libraries link  
between the past, present  
and future?"*

The students are asked to  
determine the answer based  
on information implied in  
the text (C1)



## 9. Eighth text for questions number 26 to 29.

### Recipe for Super Spicy Fried Rice

#### Ingredients :

- |                                  |                      |
|----------------------------------|----------------------|
| - 400 gr leftover rice<br>sliced | -4 leeks, thinly     |
| - 5 red naga chilis<br>beaten    | - 2 eggs, lightly    |
| - 2 garlic cloves                | - 100 gr frozen peas |
| -1 Shallot clove                 | -1 tsp salt          |
| -100 gr cabbage, thinly sliced   | -fried garlic        |
| -1 carrot , diced                | -some oil            |

#### Steps :

1. Grind chili, garlic, shallot, and some salt
2. Heat oil in a frying pan. Add carrot and stir- fry until tender. Add cabbage and spices
3. Put the rice in and stir-fry Push the rice mix to one side. Scramble the eggs in the empty space. Add the frozen peas, leeks, and some salt. Stir-fry everything
4. Serve with fried garlic while it's hot Enjoy!

Type of text : Procedure

Number 26 : *“What is the text about?”*

The students are asked to determine the answer based

on information implied in the text. (C1)

Number 27 : *“What do you do to the spices??”*

The students are asked to determine the answer based on information implied in the text. (C1)

Number 28 : *“Scramble the eggs in the empty space” (step 3)*

*What does the underlined word mean?*

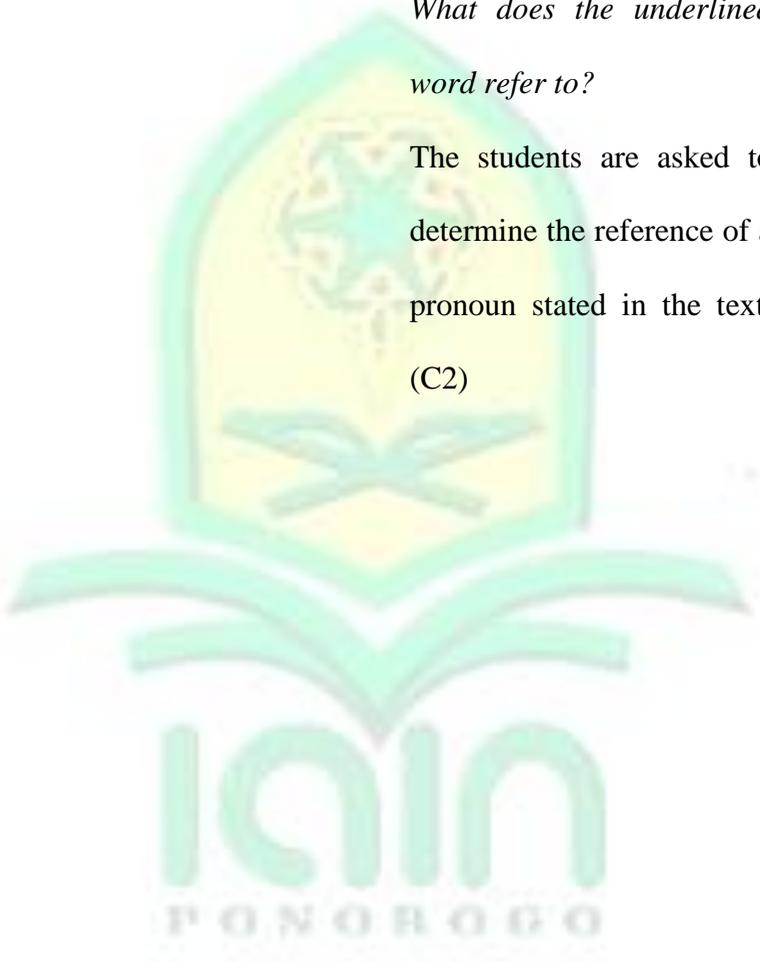
The students are asked to determine the meaning of the word contained in the text. (C2)

Number 29 : “Serve with fried garlic  
while it’s hot” (Step 4)

*What does the underlined  
word refer to?*

The students are asked to  
determine the reference of a  
pronoun stated in the text.

(C2)



### 10. Ninth text for questions number 30 to 33.

It was about half past three in the anemoon. Mr Tugiyo had jus. finished collecting firewood from the forest nearby He walked home to take a bath and have some rest before the dusk came

When he entered the yard, he didn't notice any suspicious thing. However, as he was about to enter his house, he saw a tiger in his living room. The big cat was starring at him He was frozen by the horror, but then he realized his family was in danger, too. He saw his wife standing in front of the bedroom's door le face was as white as paper

Mr. Tugiyo slowly stepped back and gave a sign to his wife to enter the bedroom and lock the bedroom's door. After making sure that his wife was safely inside the bedroom, he quickly closed the front door. Then, he cried for help from the neighbors. One of the neighbors, then, called the police nearby Soon some police officers and zookeepers came and caught the tiger

The tiger was safely brought to the nearby zoo. The officers said that the tiger was from the nearby forest and was roaming around the village to find some food

Type of text : Recount

Number 30 : *“What is the best title for the story?”*

The students are asked to decide the best and suitable title for the text. (C2)

Number 31 : “*Her face was as white as paper.*” (Paragraph 2)

*What is the meaning of the underlined words?*

The students are asked to determine the meaning of the words contained in the text. (C2)

Number 32 : “*How did Mrs. Tugiyono save herself?*”

The students are asked to determine the answer based on information implied in the text. (C1)

Number 33

: *“Why did the writer write the text?”*

The students are asked to find the communicative purpose of the text. (C2)

### **11. Tenth text for questions number 34 to 37.**

There once lived a very rich, greedy king named Midas. He was fond of gold and had so much, but was never content. One day, a god came to him and told the king that he could grant him a wish. King Midas asked to have his touch of gold. King Midas was so happy that his wish was granted, so he touched everything and was amazed to see that it turned into sparkly gold.

The next day, his daughter found out that the roses in the garden had changed into gold so she went to meet her father and cried desperately for she loved the flowers very much. King Midas was so sorry and he touched his daughter's cheeks to wipe her tears. King Midas was shocked to see his beloved daughter suddenly turned into gold. He, then, begged the god to take away his touch of gold and to return everything to normal. Luckily, the god granted it and King Midas realized that wealth was not everything.

The students are asked to determine the answer based on information implied in the text. (C1)

Number 35 : “..... *was amazed to see that it turned into sparkly gold*”  
(Paragraph 1)

*What does the underlined word refer to?*

The students are asked to determine the reference of a pronoun stated in the text.  
(C2)

Number 36 : “*Why did King Midas’s daughter cry?*”

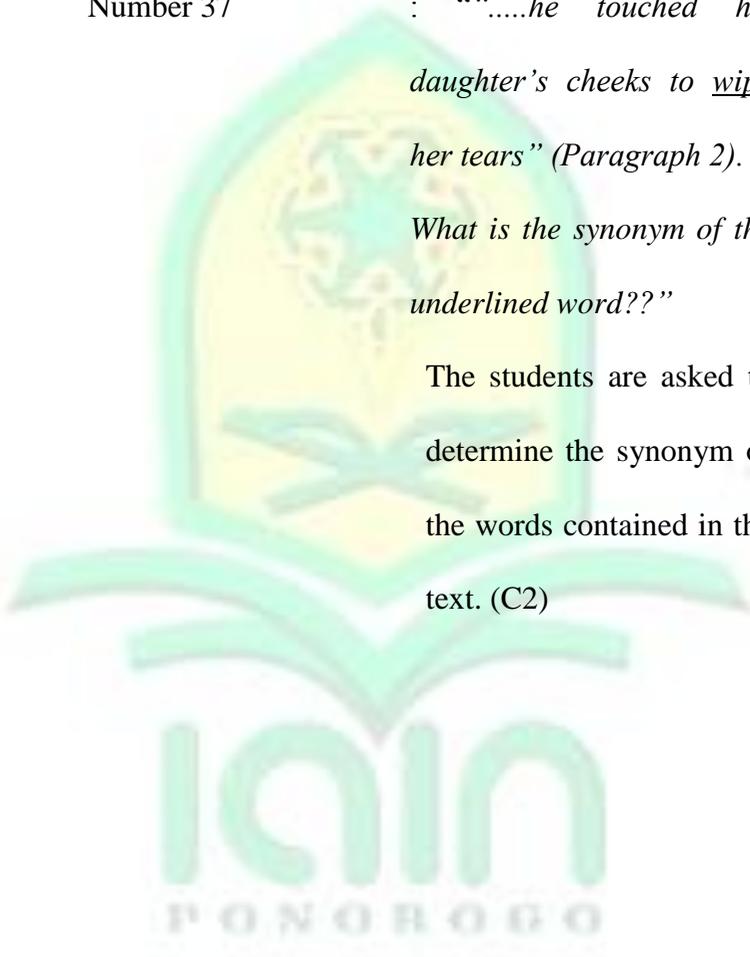
The students are asked to determine the answer based

on information implied in the text. (C1)

Number 37 : ““.....*he touched his daughter’s cheeks to wipe her tears*” (Paragraph 2).

*What is the synonym of the underlined word??”*

The students are asked to determine the synonym of the words contained in the text. (C2)



**12. Eleventh text for questions number 38 to 41.**

Squirrels are cute-looking animals. There are around 230 species of them. There are several kinds of squirrels, such as tree squirrels, ground squirrels, chipmunks, and flying squirrels. They come in different sizes. The smallest ones are the African pygmy squirrels, which are only 13 cm long. The biggest ones are the Asian giant squirrels, at almost a meter long.

Most squirrels live in trees, except for ground squirrels. Most of their diet consists of vegetables, but sometimes they eat insects, too. Squirrels have a habit of keeping seeds, which helps spreading trees and plants. Ground squirrels hibernate during colder seasons, but tree squirrels do not.

Type of text : Descriptive

Number 38 : *“What is the smallest species of squirrels called?”*

The students are asked to determine the answer based on information implied in the text. (C1)

Number 39 : *“From the text, we can conclude that most squirrels live....”*

The students are asked to determine the answer based on information implied in the text. (C1)

Number 40 : *““.....ground squirrels commonly hibernate...”*

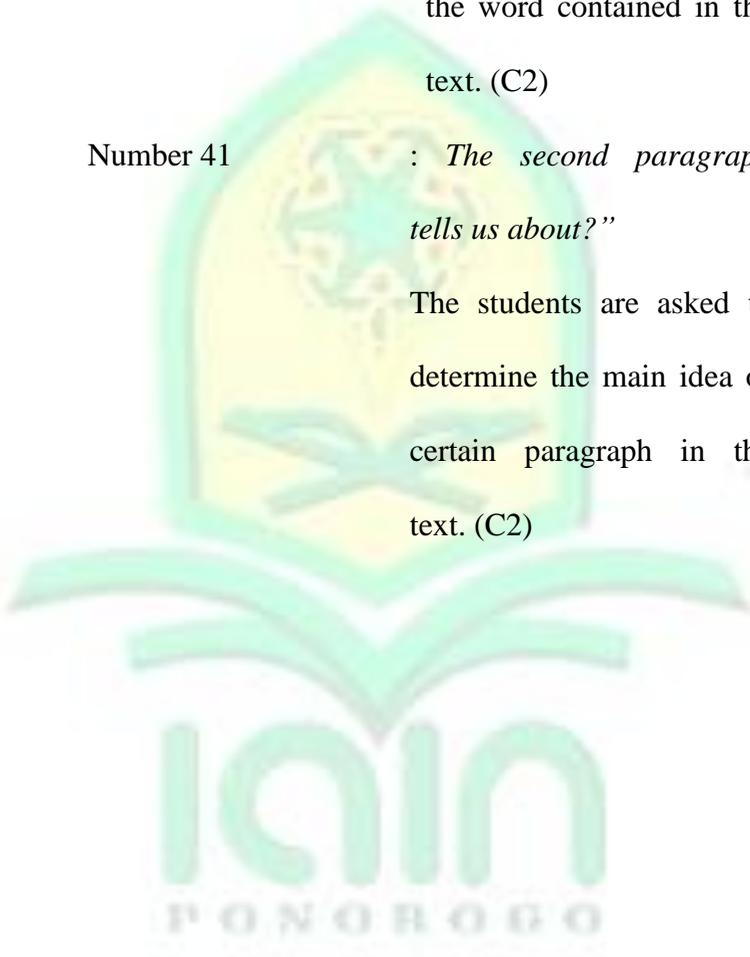
*(Paragraph 2)*

*The underlined word means....*

The students are asked to determine the meaning of the word contained in the text. (C2)

Number 41 : *The second paragraph tells us about?"*

The students are asked to determine the main idea of certain paragraph in the text. (C2)



### 13. Twelfth text for questions number 42 to 44.

Last holiday, my family decided .....42) my grandparents in Yogyakarta Grandma and grandpa live in a small village. There are a lot of rice fields around their house It was such a hot day, we decided to have lunch in one of the huts in the middle of a rice field Grandma had .....43) delicious traditional dishes for us The breeze was perfect and we were so hungry During our lunch, the sky grew darker In a sudden, it rained heavily There was no time to run to grandpa's house, so we decided to stay in the hut However, water.....44) entered the small hut. Everything was wet, including our lunch

Type of text : Recount

Number 42-44 : *“choose the correct words to complete the text below!?”*

The students are asked to choose correct and suitable word to fill incomplete text.

(C3)

**14. Thirteenth text for questions number 45 to 47.**

**Party Favors for Your Guests**

When your friends attend your party, it's always a nice gesture to give out party favors to show your .....45) for their attendance. Just prepare simple ones by yourself

- Materials :
- Mesh fabric.
- Scissors.
- Candies Ribbon

Instructions :

- Cut one 8 cm square of mesh fabric for each party favor using .....46)
- Place candies in the center of each square Use candies that match the occasion.
- Make a satchel for the candies by pulling up the sides of each square. Tie the satchel with a 3 cm-long .....47). Make it into a bow

Type of text : Procedure

Number 45-47 : *“choose the correct words to complete the text below!?”*

The students are asked to choose correct and suitable word to fill incomplete text.

(C3)

**15. Fourteenth text for questions number 48 to 50.**

Number 48 : *“arrange the words into the correct order!?”*

Number 48 : *“arrange the sentences into the correct order!?”*

The students are asked to arrange the words and sentence how they fit together into coherent structure and meaningful.

(C4)

## CHAPTER V

### DISCUSSION OF THINKING SKILL LEVELS IN ENGLISH TRY OUT TEST AT MTsN 2 PONOROGO

Based on the description of English Try Out Test at MTsN 2 Ponorogo, there are four out of six levels of learning based on revised Bloom's cognitive level. The four levels include remember (C1), understand (C2), apply (C3) and analyze (C4). The most level of learning applied in Try Out Test items made by teacher is understand level (C2), there are 25 items including understand level. This level is most applied in Try Out Test items because most type of question is ask students to read and understand the information in the text, the student also ask to interpret, translate and find the similar meaning of the word state in the text.

The second level of learning applied in try out test items is remember level (C1), there are 16 items including remember level. The type of question in this level just recalls the data or information which have been learned. The answer of that question is stated in the text. The third level of learning applied in try out test items is apply level (C3), there are 6 items including the apply level. Type of question in this level is grammar used in sentences, student ask to choose correct grammatical word to fill incomplete text.

The lowest level of learning applied in try out test items is analyze level, there are 3 items including the analyze level. Type of question in this level is organizing words & sentences into coherent structure. Here the further analysis :

**1. Question Number 1 & 2**

From Mulia

Sonya, I'm really sorry for breaking your calculator. It was really an accident I know it bothers you because you have to finish the math project. I am giving you a new one next week.

1. Why does Mulia write the message?
  - A. To apologize
  - B. To inform the math project.
  - C. To inform about the new calculator
  - D. To inform Sonya about the accident.

ANSWER : A

LEVEL : C2 (Understand)

ANALYSIS : The question is the kind of understand level in the Bloom Taxonomy Revised theory. It includes in term of understand because the question has meaning

that we have to find the purpose of the text. It does not just recall information, but we have to find and infer the implicit information. The answer is not stated in the text because it is implicit question

2. What does Mulia promise to Sonya?
- A. To help Sonya with the math project
  - B. To repair the broken calculator
  - C. To replace the calculator.
  - D. Not to bother her

ANSWER : C

LEVEL : C1 (Remember)

ANALYSIS : The question above is the kind of remember level in the Bloom Taxonomy Revised theory. It

includes in term of remember because the question just ask the student to *recognize and recall* the data or information which have been stated in the text. The students will find the answer after they read the text because the answer stated in the text, they just need to retrieve their memories about the text

2. **Question number 3 to 5**

HAPPY CHINESE NEW YEAR!

You are invited to a Chinese New Year's party Buffet dinner provided

Date : February 20

Time : 7 p.m.

Venue : Star Steak- Ungaran

RSVP : Lucy (0813 777 8917)

3. The purpose of the text is to...
- A. wish the reader for the coming new year
  - B. invite the reader to come to a New Years party
  - C. tell the reader to come on time to a New Year's party
  - D. inform the readers about the agenda of a New Year's party

ANSWER : B

LEVEL : C2 (Understand)

ANALYSIS : The question above is the kind of understand level in the Bloom Taxonomy Revised theory. The question has meaning that we have to *recognize* the type of text first. It includes in term understand because the question above demonstrate understanding of fact and ideas by

*interpreting* and stating the communicative purpose of the text.

It does not just recall information of the text, the answer is not stated in the text because it is implicit question

4. The word venue means...
- A. the dress code of the party
  - B. the organizer of the party
  - C. the menu of the party
  - D. the place of the party

ANSWER : D

LEVEL : C2 (Understand)

ANALYSIS : The question is understand level in Bloom Taxonomy Revised theory. It includes in understand level because the question above demonstrate

understanding of fact and ideas by *interpreting* or translating the word.

This question requires the students to concentrate in identifying and locating the explicit ideas and information that have been stated in the text. Therefore, it will be difficult to the students if they do not read and keep in mind the ideas and information stated explicitly in the text.

5. What should the recipient do upon receiving the invitation?
  - A. Celebrate the new year together
  - B. Look for a fancy dress for the party
  - C. Call star steak to inform his attendance
  - D. Confirm his presence or absence to lucy

ANSWER : D

LEVEL : C1

ANALYSIS : The question above is the kind of remember level in the Bloom Taxonomy Revised theory. It includes in term of remember because the question just ask the student to *recognize and recall* the data or information which have been stated in the text. From *RSVP: Lucy (0813 777 8917)* we know that the recipient must Confirm his presence or absence to lucy

### 3. Question number 6 to 9

For a technical reason, our Safari Park Tour will be moved forward from May 23 to May 22 . Please come to school at 6.00 for the preparatory check. We will depart at 7 am and return at 7 p.m.

Don't forget to bring :

- ✓ a packed lunch, including morning tea and a drink
- ✓ sensible footwear
- ✓ sunblock and a hat,
- ✓ a rain jacket

If you have not returned your permission slip and made the payment, please do it as soon as possible. We also have a few spaces left for the parent helpers, so do let us know if your parents can help out with our trip. Thank you.

6. The trip is..... earlier than the previous schedule

- A. one day
- B. two days
- C. two hours
- D. one hour

ANSWER : A

LEVEL : C1 (Remember)

ANALYSIS : The question above is the kind of remember level in the Bloom Taxonomy Revised theory. It includes in term of remember because the question just *recalls* the data or information which have been stated in the text, the students just need to count the range of day between May 22 until May 23.

7. "sensible footwear "(paragraph 2) The underlined word menns ...
- A. practical
  - B. thin or light
  - C. good quality
  - D. well designed

ANSWER : A

LEVEL : C2 (Understand)

ANALYSIS : The question is understand level in Bloom Taxonomy Revised theory. It includes in understand level because the question above demonstrate understanding of fact and ideas by *interpreting* or translating the word. The student ask to find the same meaning of word which has been stated in the text, it means they must understand the text to find the appropriate word easily.

8. The students are allowed to join the program if they...
- A. Have had breakfast
  - B. Have passed the exam
  - C. go to the trip with them parents

D. have returned the permission slip and made the payment

ANSWER : D

LEVEL : C1 (Remember)

ANALYSIS : The question above is the kind of remember level in the Bloom Taxonomy Revised theory. It includes in term of remember because the question just ask the student to *recall* the data or information which have been stated in the text.

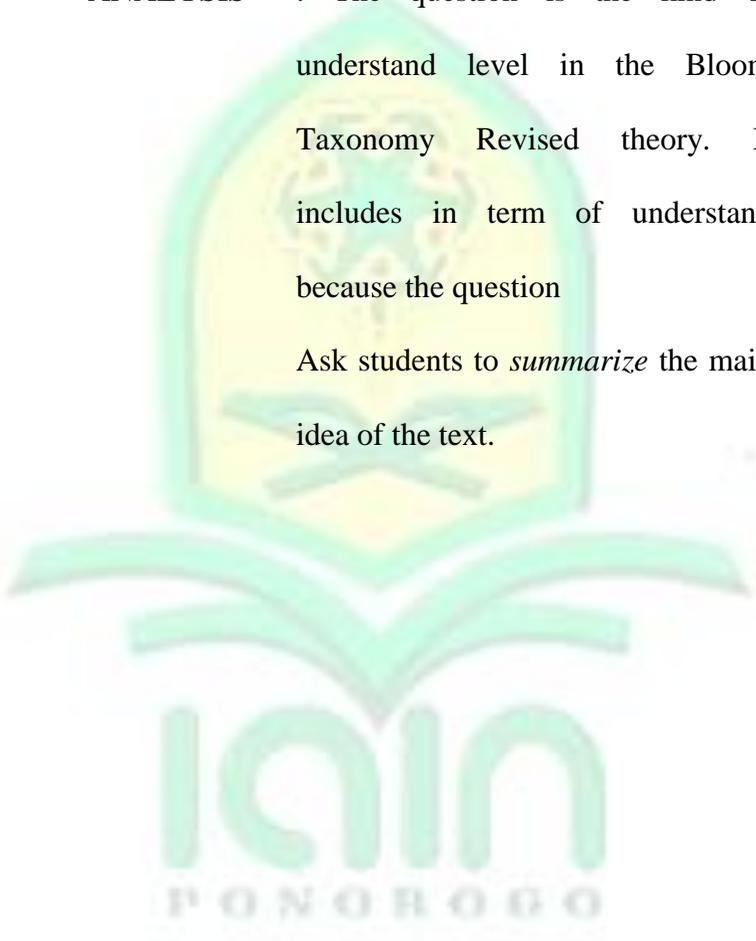
9. The text mainly tells the readers about...
- A. The safari park tour
  - B. The permission slip
  - C. The participants of the tour
  - D. The parents' involvement

ANSWER : A

LEVEL : C2 (Understand)

ANALYSIS : The question is the kind of understand level in the Bloom Taxonomy Revised theory. It includes in term of understand because the question

Ask students to *summarize* the main idea of the text.



**4. Question number 10 to 13****MELIA RESORT**

The best place to get relaxed

- Panoramic view
- riverside view
- 80 rooms
- minibar
- cable TV
- pool
- air-conditioning
- breakfast

Check in time : 2:00 p.m.

Check out time : 12:00 p.m.

(Please reserve in advance)

**Facilities**

- Meeting rooms
- BBQ Area
- Kids playground
- Pool
- Vast parking space
- Conoeing and kayaking site

**Boat ride** (along the paramatta river)

6.30 p.m. – 9.30 p.m. every night (excluding public holidays)

**BOOK NOW and get the best offert**

10. What should a guest do before staying at the hotel?

- A. They should book a room in advance
- B. They should only stay for one night
- C. They should prepare the BBQ pit
- D. They should come before 3 p.m.

ANSWER : A

LEVEL : C1 (Remember)

ANALYSIS : The question above is the kind of remember level in the Bloom Taxonomy Revised theory. It includes in term of remember because the question just ask the student to *recall* the data or information which have been stated in the text.

11. The boat ride is only available...

- A. In the morning
- B. In the evening
- C. On weekends
- D. On weekdays

ANSWER : B

LEVEL : C1 (Remember)

ANALYSIS : The question above is the kind of remember level in the Bloom Taxonomy Revised theory. It includes in term of remember because the question just *recalls* the data or information which have been stated in the text, there is 6.30 p.m.-9.30 p.m. shows that the boat ride is available in the evening.

12. Vast parking space' The underlined word has similar meaning to
- A. good
  - B. excellent
  - C. large

D. good

ANSWER : C

LEVEL : C2 (Understand)

ANALYSIS : The question is understand level in Bloom Taxonomy Revised theory. It includes in understand level because the question above demonstrate understanding of fact and ideas by *interpreting* or translating the word. The student ask to find the same meaning of word which has been stated in the text, it means they must understand the text to find the appropriate word easily

13. What is the purpose of the text?

A To offer water activities

B. To describe the resort to the tourists

C To inform the location of the resort

D To persuade people to stay in the resort

ANSWER : D

LEVEL : C2 (Understand)

ANALYSIS : The question above is the kind of understand level in the Bloom Taxonomy Revised theory. It includes in term understand because the question above demonstrate understanding of fact and ideas by interpreting and stating the communicative purpose of the text. The question has meaning that we have to find the purpose of Advertisement. It does not just recall information of the text and state in one's own word. The answer is not

stated in the text because it is implicit question.

5. **Question number 14 to 17**

Dear Wardana,

Hi! My name is Berto and I'm fourteen years old. I read about you in the latest edition of Cemerlang magazine

I am from the province of West Papua. I live on a small island called Doom Island. It is 15 minutes from Sorong by boat. Though it is a small island, it is crowded. It is well-known for its colonial buildings. Doom Island was the governmental center in the colonial era

It's very quiet here. There are no cars in the city. Bicycles and velo taxis (called becak) are the main transportation here. I live with my parents and my sister Zara. We often spend our time playing around the ruins of old buildings near our house. During the weekends, we accompany tourists exploring the whole island. Sometimes, they spend the night in our house.

Well, that's all for now Please tell me about yourself

Your new Friend

14. Berto would like to..... through his letter

- A. tell the beauty of Doom Island
- B. introduce himself and his place

C. invite Wardana to go to Doom Island

D. inform the activities of tourists in his place

ANSWER : B

LEVEL : C2 (Understand)

ANALYSIS : The question is the kind of understand level in the Bloom Taxonomy Revised theory. It includes in term of understand because the question

Ask students to *summarize* the main idea of the text.

15. How is Doom Island according to Berto?

A. Hectic but beautiful

B. Quiet and historical

C. Quiet and boring

D. Old and boring

ANSWER : B

LEVEL : C1 (Remember)

ANALYSIS : The question above is the kind of remember level in the Bloom Taxonomy Revised theory. It includes in term of remember because the question just ask the student to *recall* the data or information which have been stated in the text.

16. Sometimes, they spend the night in our house The underlined word refers to...

- A. the tourists
- B. the activities
- C. Berto's parents
- D. the old buildings

ANSWER : A

LEVEL : C2 (Understand)

ANALYSIS : The question above is the kind of understand level in the Bloom Taxonomy theory. It includes in term understand because the question above demonstrate understanding of fact and ideas by *interpreting* and stating the communicative purpose of the text. The question has meaning that we have to find the word refers to whom. It does not just to recall information of the text and state in one's own word, the student must read carefully and understand the text to find the answer. The answer

is not stated in the text because it is implicit question.

17. "We often spend our time playing around the ruins of old buildings...(paragraph 3)

The underlined word has closest meaning to...

- A. remains
- B. designs
- C. shades
- D. parts

ANSWER : A

LEVEL : C2 (Understand)

ANALYSIS : The question is understand level in Bloom Taxonomy Revised theory. It includes in understand level because the question above demonstrate understanding of fact and ideas by *interpreting* or translating the word.

The student ask to find the same meaning of word which has been stated in the text, it means they must understand the text to find the appropriate word easily.

**6. Question number 18 to 21**

Ampera Bridge is the icon of Palembang, an important city in Sumatra Island. The bridge was built in 1962 during President Soekamo's era. He wanted a bridge that could be opened to let a ship pass by, similar to the London Tower Bridge. That's why the bridge was originally called Bung Karno Bridge. Nowadays, it cannot be opened as originally designed. But, it remains as an important bridge that connects Seberang, Ulu clan Seberang Mr

It is easy to get to the bridge. It only takes a 30-minute drive from the airport The historical bridge and surrounding attractions are best explored on foot. Not far from the bridge, there are Kuto Besak Fort and Sultan Badaruddin II museum that remind people how Palembang people fought against the Dutch. To find local foods and souvenirs, such as lekeur and songket tourists can go shopping to Pasar 16 Mr.

Ampera Bridge offers a beautiful parorunia at night. Thousands of lamps light up the bridge and the breeze blows along the Musi River. It is really an amazing view

18. What was the former name of Ampera Bridge?

- A Musi Bridge.
- B. Palembang Bridge
- C. Bung Karno Bridge.
- D. Ahmad Yani Bridge.

ANSWER : C

LEVEL : C1 (Remember)

ANALYSIS : The question above is the kind of remember level in the Bloom Taxonomy Revised theory. It includes in term of remember because the question just ask the student to *recognize and recall* the data or information which have been stated in the text.

19. What does paragraph three tell us about?

- A. The view of the Ampera Bridge at night
- B. The best way to enjoy the Ampera Bridge
- C. The way to get to the Ampera Bridge
- D. The traffic in the Ampera Bridge

ANSWER : A

LEVEL : C2 (Understand)

ANALYSIS : The question is understand level in Bloom Taxonomy Revised theory. Actually the answer has been stated in the text, but the student not only recall the information in the text but also understand and *summarize* the main idea of certain paragraph. They must suggest a single statement that represents presented information in a general theme.

20. From the text we can conclude that

- A. the closest shopping place from Ampera Bridge is the carving center
- B. people are suggested to walk from the airport to the Ampera Bridge
- C. early morning is the best time to visit Ampera Bridge
- D. Ampera Bridge is above the Musi River

ANSWER : D

LEVEL : C2 (Understand)

ANALYSIS : The question above is the kind of understand level in the Bloom Taxonomy Revised theory. It includes in term understand because the question above demonstrate understanding of fact and ideas by *interpreting* and stating the content

paragraph. The question has meaning that we have to find the conclusion of the text. It does not just recall information of the text and state in one word.

21. "...The breeze blows along the Musi River" (paragraph 3). The underlined word has nearly the same meaning as...

A grace

B wind

C. storm

D. sensation

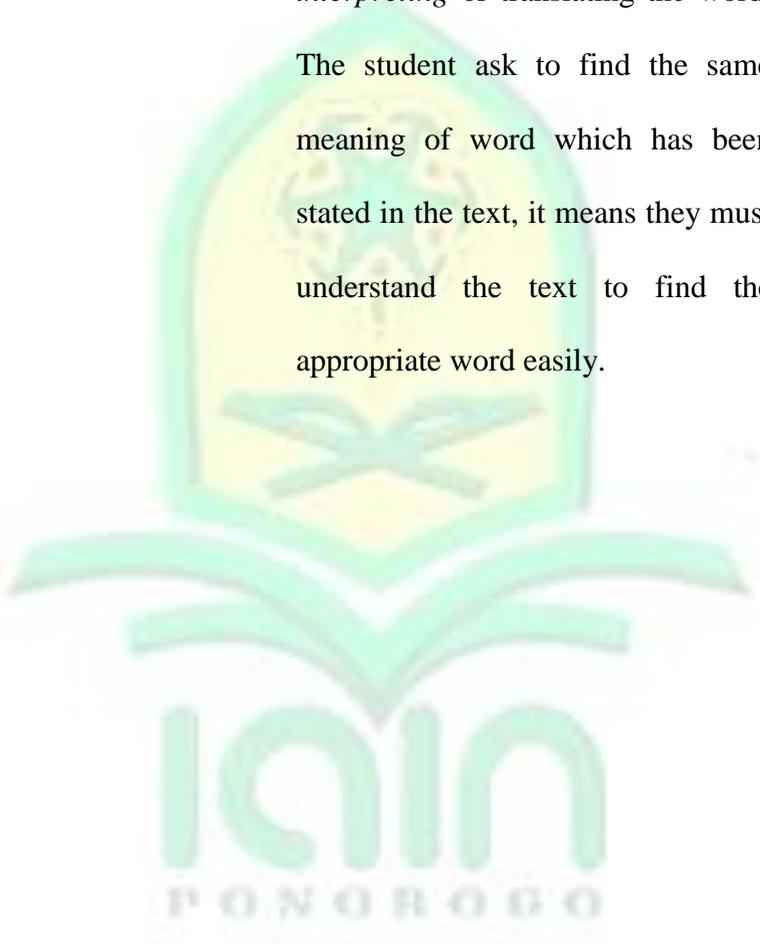
ANSWER : B

LEVEL : C2 (Understand)

ANALYSIS : The question is understand level in Bloom Taxonomy Revised theory. It includes in understand level because

the question above demonstrate understanding of fact and ideas by *interpreting* or translating the word.

The student ask to find the same meaning of word which has been stated in the text, it means they must understand the text to find the appropriate word easily.



7. **Question number 22 to 25**

Library holds a collection of books and other informational materials for people to read and study. Libraries used to collect only printed materials, such as books newspapers, and magazines. Nowadays they also keep CD-ROMs, sound and video recordings, online databases, etc. Today's library enables users to access books through the Internet. The technology brings advantages to people in remote areas. They have easy access to books.

The main objectives of a library are to gather, manage, reserve, and provide access to knowledge and information. They are carefully kept as cultural records that the next generations can inherit. Thus, libraries have an important role to connect the past, present, and future. Libraries ensure that the records are maintained and available for future access no matter what the formats are.

22. The text mainly tells us about...

- A. libraries in general
- B. the function of libraries
- C. how people use libraries

D. information provided in libraries

ANSWER : B

LEVEL : C2 (Understand)

ANALYSIS : The question is the kind of understand level in the Bloom Taxonomy Revised theory. It includes in term of understand because the question

Ask students to *summarize* the main idea of the text.

23. What is the main idea of paragraph two?

- A. Libraries function to gather, manage, reserve, and provide access to knowledge and information
- B. Libraries preserve valuable cultural records to be passed down to the next generation

C. Libraries provide people with access to the information they need

D. Libraries connect the past, present, and future

ANSWER : A

LEVEL : C2 (Understand)

ANALYSIS : The question is understand level in Bloom Taxonomy Revised theory. Actually the answer has been stated in the text, but the student not only recall the information in the text but also understand and *summarize* the main idea of certain paragraph. They must suggest a single statement that represents presented information in a general theme.

24. "The technology brings advantages to people in remote areas" (paragraph 1) The underlined word has a similar meaning to...

- A. famous
- B. distant
- B. large
- C. tiny

ANSWER : B

LEVEL : C2 (Understand)

ANALYSIS : The question is understand level in Bloom Taxonomy Revised theory. It includes in understand level because the question above demonstrate understanding of fact and ideas by *interpreting* or translating the word. The student ask to find the same

meaning of word which has been stated in the text, it means they must understand the text to find the appropriate word easily.

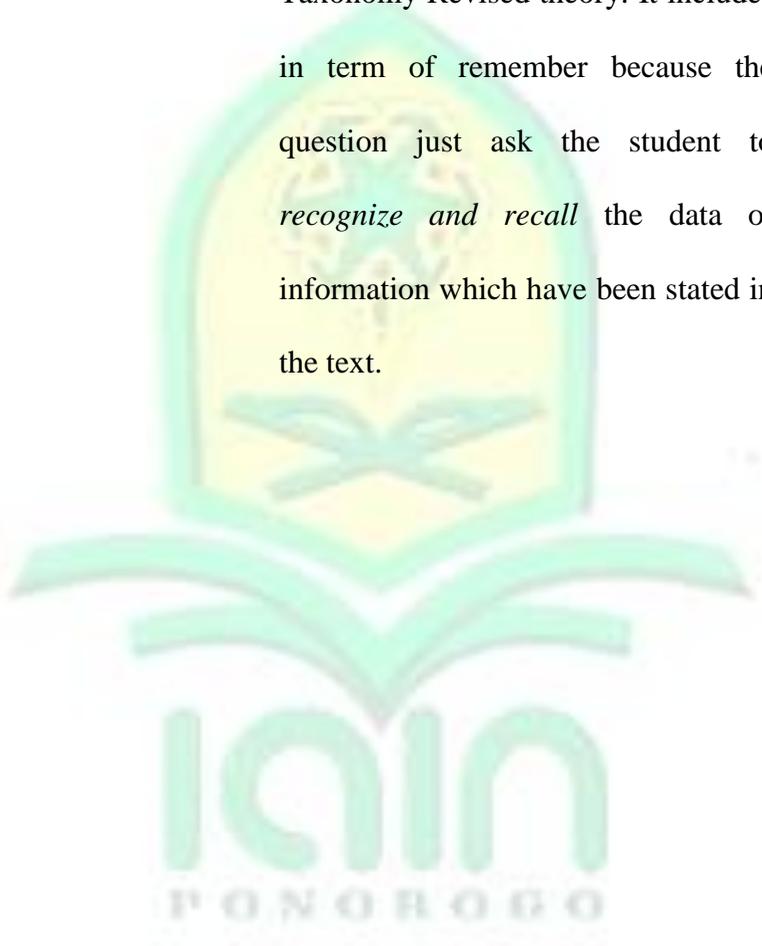
25. How do libraries link between the past, present, and future?

- A. By providing useful information for people all ages
- B. By preserving knowledge and information of different eras
- C. By providing books as many as possible inside the library buildings
- D. By making use of electronic formats and selling documents to the public

ANSWER : B

LEVEL : C1 (Remember)

ANALYSIS : The question above is the kind of remember level in the Bloom Taxonomy Revised theory. It includes in term of remember because the question just ask the student to *recognize and recall* the data or information which have been stated in the text.



**8. Question number 26 to 29**

Recipe for Super Spicy Fried Rice

Ingredients :

- |                                |                          |
|--------------------------------|--------------------------|
| - 400 gr leftover rice sliced  | -4 leeks, thinly sliced  |
| - 5 red naga chilis beaten     | - 2 eggs, lightly beaten |
| - 2 garlic cloves              | - 100 gr frozen peas     |
| -1 Shallot clove               | -1 tsp salt              |
| -100 gr cabbage, thinly sliced | -fried garlic            |
| -1 carrot , diced              | -some oil                |

Steps :

5. Grind chili, garlic, shallot, and some salt
6. Heat oil in a frying pan. Add carrot and stir- fry until tender. Add cabbage and spices
7. Put the rice in and stir-fry Push the rice mix to one side. Scramble the eggs in the empty space. Add the frozen peas, leeks, and some salt. Stir-fry everything
8. Serve with fried garlic while it's hot Enjoy!

26. What is the text about?

- A. Cooking fried rice.
- B. Making rice super spi
- C. Cooking extra hot fred rice

D. Making super spicy chili paste

ANSWER : A

LEVEL : C1 (Remember)

ANALYSIS : The question above is the kind of remember level in the Bloom Taxonomy Revised theory. It includes in term of remember because the question just ask the student to *recognize and recall* the data or information which have been stated in the text.

27. What do you do to the spices?

- A. Chop them.
- B. Grind them.
- C. Sur-fry them
- D. Slice them thinly

ANSWER : B

LEVEL : C1 (Remember)

ANALYSIS : The question above is the kind of remember level in the Bloom Taxonomy Revised theory. It includes in term of remember because the question just ask the student to *recognize and recall* the data or information which have been stated in the text.

28. Scramble the eggs in the empty space" (step 3)

What does the underlined word mean?

- A. Rub.
- B. Beat.
- C. Shake
- D. Mix and stir.

ANSWER : D

LEVEL : C2 (Understand)

ANALYSIS : The question is understand level in Bloom Taxonomy Revised theory. It includes in understand level because the question above demonstrate understanding of fact and ideas by *interpreting* or translating the word. The student ask to find the same meaning of word which has been stated in the text, it means they must understand the text to find the appropriate word easily.

29. "Serve with fried garlic while it's hot" (step 4)

What does the underlined word refer to?

- A. Scrambled eggs
- B. Fried garlic.

C. Fried ice.

D. Rice mix

ANSWER : D

LEVEL : C2 (Understand)

ANALYSIS : The question above is the kind of understand level in the Bloom Taxonomy theory. It includes in term understand because the question above demonstrate understanding of fact and ideas by *interpreting* and stating the communicative purpose of the text. The question has meaning that we have to find the word refers to whom. It does not just to recall information of the text and state in one's own word, the student must

read carefully and understand the text to find the answer. The answer is not stated in the text because it is implicit question.

9. **Question number 30 to 33**

It was about half past three in the afternoon. Mr Tugiyono had just finished collecting firewood from the forest nearby. He walked home to take a bath and have some rest before the dusk came.

When he entered the yard, he didn't notice any suspicious thing. However, as he was about to enter his house, he saw a tiger in his living room. The big cat was staring at him. He was frozen by the horror, but then he realized his family was in danger, too. He saw his wife standing in front of the bedroom's door. Her face was as white as paper.

Mr. Tugiyono slowly stepped back and gave a sign to his wife to enter the bedroom and lock the bedroom's door. After making sure that his wife was safely inside the bedroom, he quickly closed the front door. Then, he cried for help from the neighbors. One of the neighbors, then, called the police nearby. Soon some police officers and zookeepers came and caught the tiger.

The tiger was safely brought to the nearby zoo. The officers said that the tiger was from the nearby forest and was roaming around the village to find some food.

30. What is the best title for the story?

- A. Tiger in a Villager's House
- B. Tiger in the Nearby zou
- C. The Police and the Tiger
- D. Finding Food for a Tiger

ANSWER : A

LEVEL : C2 (Understand)

ANALYSIS : The question above is the kind of understand level in the Bloom Taxonomy Revised theory. It includes in term understand because the question above demonstrate understanding of fact and ideas by *interpreting and inferring* the content of the paragraph. The question has meaning that we have to find the

appropriate title of the text. It does not just recall information of the text and state in one's own word.

The answer is not stated in the text because it is implicit question.

31. "Her face was as white as paper(paragraph 2) What is the meaning of the underlined words?

- A. Soft
- B. Pale
- C. Clean
- D. Tender.

ANSWER : B

LEVEL : C2 (Understand)

ANALYSIS : The question is understand level in Bloom Taxonomy Revised theory. It includes in understand level because the question above demonstrate

understanding of fact and ideas by *interpreting* or translating the word.

The student ask to find the same meaning of word which has been stated in the text, it means they must understand the text to find the appropriate word easily.

32. How did Mrs. Tugiyono save herself?

- A. By locking herself inside the bedroom.
- B. By staying still behind the front door.
- C. By hiding herself behind the door
- D. By lying on the bed.

ANSWER : A

LEVEL : C1 (Remember)

ANALYSIS : The question above is the kind of remember level in the Bloom Taxonomy Revised theory. It includes in term of remember because the question just ask the student to *recognize and recall* the data or information which have been stated in the text. The students will find the answer after they read the text because the answer stated in the text, they just need to retrieve their memories about the text..

33. Why did the writer write the text?

- A. To tell about a tiger coming to Mr. Tugiyo's family
- B. To tell about Mr. Tugiyo's job.

C. To describe the tiger's attack

D. To tell the shooting of a tiger

ANSWER : A

LEVEL : C2 (Understand)

ANALYSIS : The question is the kind of understand level in the Bloom Taxonomy Revised theory. It includes in term of understand because the question has meaning that we have to find the purpose of the text. It does not just recall information, but we have to find and *infer* the implisit information.

**10. Question number 34 to 37**

There once lived a very rich, greedy king named Midas. He was fond of gold and had so much, but was never content. One day, a god came to him and told the king that he could grant him a wish. King Midas asked to have his touch of gold. King Midas was so happy that his wish was granted, so he touched everything and was amazed to see that it turned into sparkly gold.

The next day, his daughter found out that the roses in the garden had changed into gold, so she went to meet her father and cried desperately for she loved the flowers very much. King Midas was so sorry and he touched his daughter's cheeks to wipe her tears. King Midas was shocked to see his beloved daughter suddenly turned into gold. He, then, begged the god to take away his touch of gold and to return everything to normal. Luckily, the god granted it and King Midas realized that wealth was not everything.

34. What is the text about?

- A. King Midas and his greed
- B. King Midas and the god

C. King Midas' daughter

D. King Midas' curse

ANSWER : A

LEVEL : C1 (Remember)

ANALYSIS : The question above is the kind of remember level in the Bloom Taxonomy Revised theory. It includes in term of remember because the question just ask the student to *recognize and recall* the data or information which have been stated in the text. The students will find the answer after they read the text because the answer stated in the text, they just

need to retrieve their memories about the text.

35. ".....was amazed to see that it turned into sparkly gold" (paragraph 1) What does the underlined word refer to?
- A. Everything
  - B. King Midas
  - C. King Midas' daughter
  - D. Everything that King Midas touched

ANSWER : D

LEVEL : C2 (Understand)

ANALYSIS : The question above is the kind of understand level in the Bloom Taxonomy theory. It includes in term understand because the question above demonstrate

understanding of fact and ideas by *interpreting* and stating the communicative purpose of the text. The question has meaning that we have to find the word refers to whom. It does not just to recall information of the text and state in one's own word, the student must read carefully and understand the text to find the answer. The answer is not stated in the text because it is implicit question.

36. Why did King Midas daughter cry ?

- A. King Midas transformed into gold
- B. Her flowers turned in gold
- C. She changed into gold

D. Her flower died

ANSWER : B

LEVEL : C1 (Remember)

ANALYSIS : The question above is the kind of remember level in the Bloom Taxonomy Revised theory. It includes in term of remember because the question just ask the student to *recognize and recall* the data or information which have been stated in the text. The students will find the answer after they read the text because the answer stated in the text, they just need to retrieve their memories about the text.

37. “..... he touched his daughters' cheeks to wipe her tears (paragraph 2). What is the synonym of the underlined word?

- A. Merve
- B. Swell
- C. Add
- D. Dry

ANSWER : A

LEVEL : C2 (Understand)

ANALYSIS : The question is understand level in Bloom Taxonomy Revised theory. It includes in understand level because the question above demonstrate understanding of fact and ideas by *interpreting* or translating the word. The student ask to find the same

meaning of word which has been stated in the text, it means they must understand the text to find the appropriate word easily.

**11. Question number 38 to 41**

Squirrels are cute-looking animals There are around 230 species of them. There are several kinds of squirrels, such as tree squirrels, ground squirrels, chipmunks, and flying squirrels. They come in different sizes. The smallest ones are the African pygmy squirrels, which are only 13 cm long The biggest ones are the Asian giant squirrels, at almost a meter long.

Most squirrels live in trees, except for ground squirrels. Most of their diet consists of vegetables, but sometimes they eat insects, too Squirrels have a habit of keeping seeds, which helps spreading trees and plants Ground squirrels hibernate during colder seasons, but tree squirrels do not

38. What is the smallest species of squirrels culled?

- A. Giant squirrel
- B. Flying squirrel
- C. Pygmy squirrel.
- D. Ground squirrel

ANSWER : C

LEVEL : C1 (Remember)

ANALYSIS : The question above is the kind of remember level in the Bloom Taxonomy Revised theory. It includes in term of remember because the question just ask the student to *recognize and recall* the data or information which have been stated in the text. The students will find the answer after they read the

text because the answer stated in the text, they just need to retrieve their memories about the text.

39. From the text, we can conclude that most squirrels live...

- A. in trees
- B. in caves
- C. in river banks
- D. on the ground

ANSWER : A

LEVEL : C1 (Remember)

ANALYSIS : The question above is the kind of remember level in the Bloom Taxonomy Revised theory. It includes in term of remember because the question just ask the

student to *recognize and recall* the data or information which have been stated in the text. The students will find the answer after they read the text because the answer stated in the text, they just need to retrieve their memories about the text.

40. ground squirrels commonly hibernate (paragraph 2)

The underlined word means ...

- A. eat mainly vegetables
- B. have a lot of young
- C. pass winter asleep
- D. have thick fur

ANSWER : C

LEVEL : C2 (Understand)

ANALYSIS : The question is understand level in Bloom Taxonomy Revised theory. It includes in understand level because the question above demonstrate understanding of fact and ideas by *interpreting* or translating the word. The student ask to find the same meaning of word which has been stated in the text, it means they must understand the text to find the appropriate word easily.

41. The second paragraph tells us about..
- A. the size of squirrels
  - B. the habit of squirrels
  - C. the species of squirrels
  - D. the breeding system of u squirrel

ANSWER : B

LEVEL : C2 (Understand)

ANALYSIS : The question is understand level in Bloom Taxonomy Revised theory. Actually the answer has been stated in the text, but the student not only recall the information in the text but also understand and *summarize* the main idea of certain paragraph. They must suggest a single statement that represents presented information in a general theme.

**12. Question number 42 to 44**

Last holiday, my family decided .....42) my grandparents in Yogyakarta Grandma and grandpa live in a small village. There are a lot of rice fields around their house It was such a hot day, we decided to have lunch in one of the huts in the middle of a rice field Grandma had .....43) delicious traditional dishes for us The breeze was perfect and we were so hungry During our lunch, the sky grew darker In a sudden, it rained heavily There was no time to run to grandpa's house, so we decided to stay in the hut However, water.....44) entered the small hut. Everything was wet, including our lunch

42. A. visit

B. visited

C. to visit

D. had visit

ANSWER : C

LEVEL : C3 (Apply)

ANALYSIS : The question is apply level in Bloom Taxonomy Revised theory. *Implementing* occurs when a student selects and uses a procedure to perform an unfamiliar task. Because selection is required, students must possess an understanding of the type problem encountered as well as the range of procedure that are available. This question mean that the students must choose one of word grammatically.

- 43. A. prepare
- B. prepares
- C. prepared
- D. preparing

ANSWER : C

LEVEL : C3 (Apply)

ANALYSIS : The question is apply level in Bloom Taxonomy Revised theory. *Implementing* occurs when a student selects and uses a procedure to perform an unfamiliar task. Because selection is required, students must possess an understanding of the type problem encountered as well as the range of procedure that are available. This question mean that the students must choose one of word grammatically.

44. A. easy

B. easier

C. easiest

D. easily

ANSWER : D

LEVEL : C3 (Apply)

ANALYSIS : The question is apply level in Bloom Taxonomy Revised theory.

*Implementing* occurs when a student selects and uses a procedure to perform an unfamiliar task. Because selection is required, students must possess an understanding of the type problem encountered as well as the range of procedure that are available.

This question mean that the students must choose one of word grammatically.

**13. Question number 45 to 47**

**Party Favors for Your Guests**

When your friends attend your party, it's always a nice gesture to give out party favors to show your .....45) for their attendance. Just prepare simple ones by yourself

- Materials :
- Mesh fabric.
- Scissors.
- Candies Ribbon

Instructions :

- Cut one 8 cm square of mesh fabric for each party favor using .....46)
- Place candies in the center of each square Use candies that match the occasion.
- Make a satchel for the candies by pulling up the sides of each square. Tie the satchel with a 3 cm-long .....47). Make it into a bow

45. A. Appreciation

B. attitude

C. emotion

D. though

ANSWER : A

LEVEL : C3 (Apply)

ANALYSIS : The question is apply level in Bloom Taxonomy Revised theory. Applying refers to the ability to use learned material in new and concrete situations. This question requires the students to call up from their memory about the ideas and information explicit statement about party favors

and *execute* or carry out it into correct and meaningful text

46. A. Bags

B. table

C. candies

D. scissors

ANSWER : D

LEVEL : C3 (Apply)

ANALYSIS : The question is apply level in Bloom Taxonomy Revised theory. Applying refers to the ability to use learned material in new and concrete situations. This question requires the students to call up from their memory about the ideas and information

explicit statement about party favors and *execute* or carry out it into correct and meaningful text.

47. A. Ribbon

B. satchel

C. occasion

D. invitation

ANSWER : A

LEVEL : C3 (Apply)

ANALYSIS : The question is apply level in Bloom Taxonomy Revised theory. Applying refers to the ability to use learned material in new and concrete situations. This question requires the students to call up from their memory

about the ideas and information  
 explicit statement about party favors  
 and *execute* or carry out it into correct  
 and meaningful text

48. Immediately –visitors –are –room –requested –to –  
           1                  2          3          4          5          6

leave –the  
       7      8

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

B. 2-4-5-6-7-8-3-1

C. 2-3-5-6-7-8-4-1

D. 2-8-5-6-7-3-4-1

ANSWER : C

LEVEL : C4 (Analyze)

ANALYSIS : The question is analyze level in Bloom Taxonomy Revised theory. This questions ask the students to *organize* or arrange the words how they fit together into coherent structure and meaningful.

**14. Question number 49**

- 1) Sandy did what the woman said out of fear
- 2) Then, the woman left her alone
- 3) Sandy was a six-year-old girl.
- 4) Mother asked Sandy to always wait for her inside the school building and not to talk to a stranger
- 5) One day, when she was waiting for her mother in front of the school building, a woman approached her
- 6) At first she talked nicely, but then she ordered Sandy to take off her earrings and necklace and give them to her
- 7) When her mother came, Sandy told her what had happened.
- 8) Mother was happy that Sandy was alright, and she didn't mind her losing the earrings and necklace

49. The best arrangement is....

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

B. 4-5-6-1-2-7-8-3

C. 3-5-6-8-2-7-1-4

D. 3-5-6-1-2-7-8-4

ANSWER : D

LEVEL : C4 (Analyze)

ANALYSIS : The question is analyze level in Bloom Taxonomy Revised theory. This questions ask the students to *organize* or arrange the sentences how they fit together into coherent structure and meaningful.

**15. Question number 50**

- 1) The prayer beads are so big that each bead is as big as a human's head
- 2) The hill can be reached by a car or motorcycle
- 3) The skeleton is also big The length is about three times an adult's height
- 4) Visitors can also enjoy other interesting objects, such as giant prayer beads (*tasbih*) and a whale skeleton
- 5) JokoTuwo Hill or Bukit JokoTuwo is the name of a hill on Karimunjawa Island
- 6) Visitors can enjoy the beauty of Karimunjawa Island from the top of the hill

50. The best arrangement is....

- A. 6-1-4-5-2-3
- B. 3-6-1-4-5-2
- C 5-3-6-1-4-2
- D 5-2-6-4-1-3

ANSWER : D

LEVEL : C4 (Analyze)

ANALYSIS : The question is analyze level in Bloom Taxonomy Revised theory. This questions ask the students to *organize* or arrange the sentences how they fit together into coherent structure and meaningful.

From the analysis above, it is found that English Try Out Test 1 MTsN 2 Ponorogo apply on 4 levels of Revised Bloom's Taxonomy Cognitive Domain, they are Remember, understand, apply and analyze. There are 16 items including remember level (32%), 25 items including understand level (50%), 6 items including the

apply level (12%), 3 items including the analyze level (6%).

It means that English Try Out Test 1 MTsN 2 Ponorogo contains 3 Thinking Skill Levels (LOTS, MOTS and HOTS). The first level (Remember) deal with Lower Order Thinking Skill (LOTS), there are 16 items including remember levels it means that the percentage of LOTS in English Try Out Test 1 MTsN 2 Ponorogo is 32%. The second and third levels (Understand and apply) deal with Middle Order Thinking Skill (MOTS), there are 25 items including understand level and 6 items including apply level it means that the percentage of MOTS in English Try Out Test 1 MTsN 2 Ponorogo is 62%. Whereas the top three level (Analyze, evaluate and create) employ Higher Order Thinking Skill (HOTS), there are 3 items including analyze level it means that the percentage of HOTS in English Try Out Test 1 MTsN 2

Ponorogo is 6%. According to the explanation above we can conclude that English Try Out Test 1 MTsN 2 Ponorogo covers 3 thinking skill levels of Revised Bloom Taxonomy Cognitive Domain and the most level of thinking skill presented in English Try Out Test 1 MTsN 2 Ponorogo is Middle Order Thinking Skill (MOTS).

Table 5.2 Frequency and Percentage of Thinking Skill Level in English Try Out Test 1 MTsN 2 Ponorogo Based on Revised Bloom's Taxonomy

No	Thinking Skill Level	Cognitive Domain	Frequencies	Percentages
1.	Lower Order Thinking Skill (LOTS)	Remember	16 items	32%
2.	Middle Order	Understand	25 items	62%

	Thinking Skill (MOTS)	Apply	6 items	
3.	Higher Order Thinking Skill (HOTS)	Analyze	3 items	6%
		Evaluate	-	
		Create	-	
<b>TOTAL</b>			<b>50 items</b>	<b>100%</b>



## CHAPTER VI

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analysing English Try Out Test 1 at MTsN 2 Ponorogo in Academic Year 2018/2019 it can be concluded that English Try Out Test 1 MTsN 2 Ponorogo contains 3 Thinking Skill Levels (LOTS, MOTS and HOTS). The first level (Remember) deal with Lower Order Thinking Skill (LOTS), there are 16 items including remember levels it means that the percentage of LOTS in English Try Out Test 1 MTsN 2 Ponorogo is 32%. The second and third levels (Understand and apply) deal with Middle Order Thinking Skill (MOTS), there are 25 items including understand level and 6 items including apply level it

means that the percentage of MOTS in English Try Out Test 1 MTsN 2 Ponorogo is 62%. Whereas the top three level (Analyze, evaluate and create) employ Higher Order Thinking Skill (HOTS), there are 3 items including analyze level it means that the percentage of HOTS in English Try Out Test 1 MTsN 2 Ponorogo is 6%. The most level of thinking skill presented in English Try Out Test 1 MTsN 2 Ponorogo is Middle Order Thinking Skill (MOTS).

## **B. Suggestion**

Based on the conclusion above, the researcher wants to give some suggestions related to this result of the study. The suggestions are presented as follows:

1. The English teacher

The English teacher is expected to add frequency of items used to assess HOTS level because students

must be accustomed think complex rather than remember, understand, apply and analyze text.

## 2. Further researcher

For further researchers who want to conduct same research, it is important to conduct a research development not only in Try Out Test Item but also other variation of test items. Meanwhile there are still a few researches done related to this topic in English subject. It may be useful for English teacher to know some new information what another examples of test items used to assess cognitive domain of Revised Bloom's Taxonomy.

## REFERENCES

- Ahmadi, *Manajemen Kurikulum : PENDIDIKAN KECAKAPAN HIDUP*. Yogyakarta : Pustaka Ifada, 2013.
- Airasian, Peter W. *Classroom Assessmen*. New York: McGraw-Hill, 2008.
- Amaliyah, Ayu. *An Analysis of Multiple Choice Items Made by Teacher Based on Bloom's Revised Taxonomy Theory at Tenth Grade of SMA Negeri 1 Sidoarjo*. Sidoarjo : UINSA, 2018.
- Anderson, Lorin W., et.al. *A Taxonomy for, Learning , Teaching and Assessing. A Revision of Bloom's Taxonomy of Educational Objective*. New Work: Addison Wesley Longman, 2001.
- Arikunto, Suharsimi. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara, 1993.
- Ary, Donald. *Introduction to Research in Education Eighth Edition*. USA : Wadsworth, 2010.
- Bloom, Benjamin S. *Taxonomy of educational objectives: Handbook 1: Cognitive domain*. New York, NY: David McKay Company, Inc. 1956.

Brookhart, Susan M. *How to Assess Higher-order thinking skills in your classroom*. United States of America: ASCD Publication, 2010.

Brown, H. Douglas. *Language Assessment: Principles and Classroom Practices*. United State of America: Longman, 2004.

Definition of Multiple Choice. [www.meriam-webster.com](http://www.meriam-webster.com)

Djiwandono, M.Soenardji. *Tes Bahasa Pegangan Bagi Pengajar Bahasa*. Jakarta: PT.Indeks, 2008.

Eisner, Elliot W. *Profiles of Famous Education: Benjamin Bloom 1913 – 1999, Prospects, vol. XXX, no. 3, September 2000*.

Harris, David P. *Testing English as a Second Language*. New York: Mc Graw-Hill,Inc, 1969.

Heaton, J.B. *Writing English Language Tests*. New York: Longman Group,1988.

Jawa Pos. “Perkotaan Dominasi Hasil Unas Jenjang MTs” (online). Jawa Pos, 27 May 2018. <https://www.pressreader.com>, Has been accessed on 16 February 2019.

Krathwohl, David. *Theory into Practise*, Vol. 41, Number 4 autumn (2002).

- Mukti, Tery Triana. *The Analysis of Reading Test Items Based on Revised Bloom Taxonomy Theory in Vocational High School Grade XII*. Purworejo : UNMUH Purworejo, 2017.
- Musial, Dian. et al. *Foundation of Meaningful Education Assessment*. New York: McGraw Hill, 2009.
- Putri, Zunita Amalia. “Kemendikbud : Nilai Rata-rata UN SMP 2018 Alami Penurunan” (online), dalam detik News, 28 May 2018. <https://m.detik.com/news/berita/d-4042222/kemendikbud-nilai-rata-rata-un-smp-2018-mengalami-penurunan>, Has been accessed on 11 February 2019.
- Schraw, Gregory and Daniel R. Robinson. *Assessment of Higher Order Thinking Skills*. USA: Information Age Publishing, Inc. 2011.
- Tarlinton, Denise. *Bloom's Revised Taxonomy*, (online) Presented in Pupil Free Day, 2003, ([www.qacps.schoolwires.net](http://www.qacps.schoolwires.net)). Has been accessed on 11 February 2019.
- Utari, Retno. *Taxonomy Bloom: Apa dan Bagaimana Menggunakannya?*. Widyawara Pusdiklat KNPk
- Widana. *MODUL : Penyusunan Soal HOTS*. Jakarta: Direktorat Pembinaan SMA, Direktorat Jenderal

Pendidikan Dasar Dan Menengah Kementerian Pendidikan Dan Kebudayaan, 2017.

Zubaidah, Neneng. “Soal HOTS Untuk Penuhi Standar Internasional” (online), dalam *Sindo News*, 26 April 2018.  
[https://nasional.sindonews.com/read/1300877/144/s\\_oal-hots-untuk-penuhi-standar-internasional-1524703906](https://nasional.sindonews.com/read/1300877/144/s_oal-hots-untuk-penuhi-standar-internasional-1524703906) , Has been accessed on 11 February 2019.

