THE ANALYSIS OF ENGLISH UAN 2007 OF SMA
IN THE ACADEMIC YEAR 2006/2007
BASED ON COGNITIVE BLOOM'S TAXONOMY

a final project

Submitted in partial fulfillment of the requirements for the degree of *Sarjana Pendidikan* in English

by

Ulin Nafis

2201405598

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

SEMARANG STATE UNIVERSITY

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PERNYATAAN

Dengan ini saya:

Nama   : Ulin Nafis

NIM   : 2201405598

Prodi/Jurusan : Pendidikan Bahasa dan Sastra Inggris/Bahasa dan Sastra Inggris

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Ulin Nafis

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Board of Examiners

1. Chairperson

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   NIP. 131404317

2. Secretary

   Drs. A. Sofwan, PhD _____
   NIP. 131813664

3. First Examiner

   Dr. Dwi Anggani LB, MPd _____
   NIP. 131813665

4. Second Advisor as Second Examiner

   Drs. Hartoyo, MA, PhD _____
   NIP. 131876216

5. First Advisor as Third Examiner

   Drs. Amir Sisbiyanto, M.Hum _____
   NIP. 131281220

Approved by

Dean of Faculty of Languages and Arts

Prof. Dr. Rustono
NIP.131281222

"Through the times, we and the people surround you will be changed . . . and getting elder. . . yet a lot of unforgettable manuscripts and memories will be never old and remain valuable for us"

(Ulin Nafis)

To :
My parents
Khariri & Noor Hidayah
Thanks for granting me trustworthiness and love

My little brother & sister
Tom n Jerry in my house Khaerul Umam & Yuliana Chaerunnisa

My Lovely
Ghinda Rakrian Patih
Thanks for understanding & standing by my side patiently

My Friends
Wulan, Rini, Intan & Cay
Thanks for giving me spirit n helping me
Keep your cheerful girls☺

ABSTRACT

Ulin Nafis. 2009. *The Analysis of English UAN 2007 of SMA in the Academic Year 2006/2007 Based on Cognitive Bloom's Taxonomy*. Final Project. English Department. Faculty of Languages and Arts. Semarang State University.

This final project is a test item analysis based on Cognitive Bloom's Taxonomy on the summative test at English UAN of SMA in the academic year 2006/2007. The main purpose of analyzing this test item is to know how the quality of English UAN of SMA based on Cognitive Bloom's Taxonomy. Due to its long history and popularity but it has been condensed, expanded and reinterpreted in a variety of ways.

The object of the study is test item of English UAN of SMA in the academic year 2006/2007. This final project has three problems that I would like to analyze. The problems are: what are the levels of Cognitive Bloom's Taxonomy in the test, what the relevant sample verbs in the test are and what is the sample sentence starter in the test.

I used a descriptive qualitative method of this final project since the data were in the form of written utterance, phrases and words and they were descriptively analyzed. They were several steps in collecting the data, asking and copying the test item of English UAN 2007 of SMA in the academic year 2006/2007, analyzing the test item and judging the quality of the test.

The result of the analysis indicate that in this test item not fulfill the six level of Cognitive Bloom's Taxonomy and relevant sample verbs only 22,86% included remembering level, 40% included understanding level and 34,28% included an of analyzing level. There are no applying, evaluating and creating levels.

Finally, by studying and analyzing at this test item, I suggest that this Taxonomy is useful for teacher, test maker, students and those who concern in education.

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Finally I want to say thanks to all people who helped me in completing my final project. I hope that this final project can be useful and give many advantages to the readers.

Semarang, August 2009

Ulin Nafis

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CHAPTER I

INTRODUCTION

1.1   Background of the study

Language is important thing in life. Language is used by people as means

of communication. Because without language, people cannot express their feeling

and showing their purposes, thoughts and minds to other people.

As stated by Brown (2000: 5)

> Language is a complex, specialized skill, which develops in the child
> spontaneously, without conscious effort or formal instruction, is deployed
> without awareness of its underlying logic, is qualitatively the same in
> every individual, and is distinct from more general abilities to process
> information or behave intelligently.

Communication is very crucial among human beings in social life. People

cannot avoid involving themselves in the society. They will naturally contact with

others when they want to convey their feelings, ideas and wants. It happens

almost every day and complex communication activities exist among countries.

Each country has to make a good relationship or to cooperate with others.

Certainly, language has an important role especially English as an international

language. This is in line with what Harris states that:

> The word becomes more and more interconnected by trade, medical,
> political, and cultural demand. Consequently, there is a strong movement
> throughout the world toward greater communication across cultures, and
> the English language cannot avoid having a major role to play in this
> process (Harris, 1975: 6)

English is one of several languages that are considered as important

language. Learning English is important because it is an international language for

most people in the world. Indonesia as developing country has been gipving English to children starting from play group or kindergarten.

Students as learners have different ability in learning and mastering English. To measure learners' achievement, it is useful for teacher to conduct a test or examination. According to Tinambunan (1988:2) Measurement is process of assigning number to individual or their characteristic according to their specific rules. Test is a set of question, each of which has a correct answer that examines usually answer orally or writing. Evaluation is the systematic process of collecting, analyzing and interpreting are achieving instructional objectives.

The important part of every teaching and learning experience is testing. A good test of English can help students in creating positive attitudes toward instruction by giving students a sense of a accomplishment a feeling that the material given and taught by the teacher is matching with the evaluation that the teacher give. English also help the student learn the language by requiring them to study hard, emphasizing course objectives, and showing them where they need to improve (Madsen, 1983:3-5).

Cognitive Bloom's Taxonomy has been accepted since the 1950s as a valuable tool for classifying skills in education. Benjamin Bloom created this taxonomy for settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels. By using this, it can help the student to determine the levels of questions that will appear on the exams, so the student will be able to study using appropriate strategies.

1.2   Reasons for choosing the topic

In this study, I would like to focus her research on the English test item used in the summative test at UAN 2007 of SMA in the academic year 2006/2007. By analyzing this test item according to Cognitive Bloom's Taxonomy hopefully, it can help the students to answer the test with looking on the levels of questions that will appear on the exam and using appropriate strategies, the students can pass the final exam and the total number of students who failed in the final exam become smaller.

1.3   Statements of the problem

Through this study, I would like to find the answer to the following question:

"How is the quality of English UAN of SMA in the academic year 2006/2007?"

More specifically, in analyzing the test items, test problem was limited to the following questions:

(1) What are the levels of Cognitive Bloom's Taxonomy in the test?

(2) What are the relevant sample verbs in the test?

(3) What is the sample sentence starter in the test?

1.4   Objectives of the study

The general objective of this research is to analyze the English UAN of SMA in the academic year 2006/2007.

The objectives of the study are:

(1) To show the levels of Cognitive Bloom's taxonomy in the test

(2) To show the relevant sample verb in the test

(3) To show the sample sentence starter in the test

1.5   Significance of the study

I hope that the results of this study can be used by those who are concern in the educational, for example the student, the teacher and the test maker.

By doing this research, I hope that the results of this study will reveal the following:

(1) For students

The student will be able to study using appropriate strategies by determine the levels of questions that will appear on the exam.

(2) For teacher

The teacher can use the result of the study as a new outlook on assessment and enabled them to create assignment and project that required students to operate at more complex levels of thinking.

(3) For test maker

The test maker may use the result in writing, examining and revising objectives to insure the alignment of the objectives with or structure through generating, planning, or producing.

1.6 Limitation of the study

The limitations of the study are as follows:

(1) Generally, the summative test consists of a number of items in the form of multiple-choice items and some essay-type tasks. But in this English UAN of SMA in the academic year 2006/2007 only consists of 50 multiple choice item tests. It gives some benefit because the multiple-choice items just have one correct answer. Thus the assessors will assess the answer objectively. I will analyze start from number 16 until 50 because start from number 1 until 15 is listening test. I have difficulty to find out the cassette because it need complex requirement.

(2) By using this type of test items, the inaccurate part of the test in terms of direction, spelling mistake and structure of the test could be practically determined.

1.7 Outline of the report

The result of this study will be presented in five chapters. Each of the chapters will discuss as follows:

(1) Chapter I discuss the introduction that consists of the background of the study, reasons for choosing the topic, statements of the problems,

objectives of the study, significance of the study, limitation of the study, and outline of the final project.

(2) Chapter II is a review of the related literature, which contains the theories underlying the writing of this study. It discusses the national final exam, language testing, language skill, type of test items and Cognitive Bloom's Taxonomy.

(3) Chapter III deals with the method of investigation, which discusses object of the study, technique of collecting data, and technique of data analysis.

(4) Chapter IV presents the data analysis and the discussion of the result, which discusses the analysis of the levels, relevant sample verbs and sample sentence starter of Cognitive Bloom's Taxonomy and discussions.

(5) Chapter V presents the conclusion of the investigation together with the suggestion for the improvement of making the English summative test.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 National final exam

The quality of human resource is very determining factor to progress and prosperity a nation. To realize the human resource which has quality it is needed to improve the education quality which is supported also by held a kind of test.

According to the regulation the ministry of national education of Indonesia number 45 year 2006 about national final exam in the academic year 2006/2007 in 1 until 22 articles was stated in Jakarta on November 13, 2006. States in outline that the national final exam is the measurement and competence assessment activity of the national education participants for elementary and intermediate level, which aims to assess the graduate competence on a particular lesson in science and technology conducted by SMP, MTs, SMPLB, SMA, MA, SMALB and SMK which the result is used for:

(1) Mapping of unit quality and education program.

(2) Selection of the following education grade.

(3) Determining graduation of education participant from standard education unit.

(4) Accreditation of educational unit.

(5) Management and helping for educational unit in increasing the educational quality.

Generally, the monitoring result of four days implementation of national final exam start from 16 until 19 May 2007 in Semarang was done well. The distribution of paper test was done and student and also the invigilators were willing to follow the rule from BSNP (Badan Standar Nasional Pendidikan). 91 percent of student in Semarang passed the national exam. (http;//lubisgrafura.wordpress.com/2007/02/11/tentang-aturan-ujian-nasional-uan-tahun-20062007)

2.2 Language Testing

There are many definition of a test according to Brown (2004: 3) a test, is a simple term, and is a method of measuring a person's ability, knowledge, or performance in a given domain. Madsen (1983: 3) also said that testing is an important part of every teaching and learning experience. Cohen (1988: 101) said that a test is intended to measure students' achievement and the degree of success of the teaching and learning program. The same definition from Valette (1977: 3) that testing is a topic of concern to language teacher, both those in the classroom and those engaged in administration or research.

From the definition above we know that a test is important role in the teaching and learning process as an integral part of the instructional program which provides information that serves as a basis for a variety of educational decision.

Before we can even begin to plan a language test. We must establish its purpose or function. Language tests have many uses in educational program, 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 by any means mutually exclusive. Harris (1969: 2-4) indicate six different emphases in measuring student ability or potential.

(1) To determine readiness for instructional programs.

(2) To classify or place individuals in appropriate language classes.

(3) To diagnose the individual's specific strengths and weaknesses.

(4) To measure aptitude for learning.

(5) To measure the extent of student achievement of the instructional goals.

(6) To evaluate the effectiveness of instruction.

2.2.1 Types of Test

According to Kitao (2003) there are five types of test in term of their objectives. The tests are as follows:

(1) Aptitude test

Aptitude test measure students' probable performance. Reverence forward but can be distinguished from proficiency test. Aptitude tests assess proficiency in language for language use.

(2) Placement test

Sort new students into teaching group so that they are approximately the same level as others when they start.

(3) Diagnostic test

Diagnostic test are primary designed to assess students' knowledge and skill in particular areas before a course of study is begun.

(4) Achievement test

Achievement test usually more formal, designed to show mastery of a particular syllabus (e. g. end-of-year test, school-leafing exams) though similar program (re-syllabus) to progress tests.

(5) Proficiency test

Proficiency test measure students' achievement in relation to specific task that they are later required performing (e.g. follow a university course in the English medium, do a particular job)

The test of English UAN of SMA in the academic year 2006/2007 is according to achievement test. I will discuss the achievement test more completely.

2.2.1.1 Achievement Test

Achievement test emphasize past progress, whereas aptitude test are primary concern with future potentialities. Achievement test is used for assessing present knowledge and abilities. The primary goal of the achievement test is to measure past learning, that is, the accumulated knowledge of skills of an individual in a particular field or fields.

According to Gronlund (1976: 9), achievement test is adequate for measuring the learning outcomes of one school system that may be inadequate for measuring the outcomes of another. The planning of an achievement test typically includes the cooperative efforts of teachers, curriculum specialist, and the test experts.

2.2.1.2 Types of Achievement Test

A standardized test is made up by a team of testing specialists with no personal knowledge of the examinees and no opportunity to check on the consistency of individual performances. Which prepare by professional testing services to assist institution in the selection, placement, and evaluation of students. This test may not be used again. It is produced by a test publisher for national use; Bloom (1964: 192) states that cognitive component of educational objectives emphasize remembering and reproducing something which has presumably been learned, as well as objectives which involve the solving of some intellectual tasks for which the individual determines the essential problem and then reorder a given material or combine it with ideas, method, or procedures previously learned.

Cognitive test attempts to tap on the examinee's intellectual skill, such as one's capacity to solve verbal or mathematical problems (Popham, 1981: 33).

(1) Placement Test

A placement test is designed to determine the student's performance at the beginning of instruction. It is designed to sort new students into teaching group so that they can start a course at approximately the same level as the other students in the class.

Placement test is intended to know students entry performance. The result of the test will enable the teacher to sort students into teaching group. That is to

determine the position in the instructional sequence and the mode of instruction that is most likely to be benefiting the students the most.

(2) Formative Test

Formative test is intended to monitor learning progress during the instruction and to provide continuous feedback to both students and teacher concerning learning successes and failures. The result of the test will provide the students information about how well they have learnt particular material.

(3) Diagnostic test

Diagnostic test is intended to diagnose learning difficulties during instruction. Diagnostic test is more comprehensive and detailed because it searches for the underlying causes of those learning problem. The main aim of diagnostic test is determine the causes of learning difficulties and then to formulate a plan for remedial action.

(4) Summative Test

Summative test is intended to show the standard, which the students have now reached in relation to other students at the same stages. Therefore it typically comes at the end of course on unit of instruction. The main purpose of summative test is grading or certification of the pupil achievement.

(a) Summative Test

A summative test is the achievement test given at the end of a period of instruction for the purpose of certifying mastery or assigning grades.

A summative test is often summative because they are administered at the end of a unit or term of study (Brown 2004: 48).

Here, the term used to describe the test is the summative test since it is designed to determine the extent to which the instructional objectives have been achieved and is used primary for assigning course grades. It typically comes at the end of a course of instruction.

Tinambunan (1988: 9) stated that:

> Summative test is intended to show the standard which the students have now reached in relation to other students at the same stage. Therefore it typically comes at the end of instruction. The conditions for setting a summative test are that it covers a much wide range of material than a diagnostic test and relates to long-term rather than short-term objectives. This bring up problems of sampling, since what has been learnt, for example in a year, can't be assessed in one day, yet they must reflect the content of the whole course, and the test must be able to determine the extent to which the instructional objectives have been achieved by the pupils and is used primarily for assigning course grades or certifying pupil's mastery of the intended learning outcomes.

2.2.1.3 Basic Principles of Achievement Test

Test can direct students' attention toward the objectives of instruction or away for them. The test can encourage students to focus on a limited aspect of the course content or direct their attention to all important areas. The following principles of achievement testing provide a firm base for constructing and using classroom test as a positive force in the teaching and learning process (Tinambunan, 1988, 28)

(1) Achievement test should measure learning outcomes that are in accordance with the instructional objectives.

(2) Achievement test should measure an adequate sample of the learning outcomes and subject matter content included in the instruction.

(3) Achievement test should include the type of the test items, which are most appropriate for measuring the desired learning outcomes.

(4) Achievement test should be designed to fit the particular uses to be made of the result.

(5) Achievement test should be made as reliable as possible and should be then interpreted with caution.

(6) Achievement test should be used to improve student learning.

2.3   Language Skills

Four major skills in communicating through language are often broadly defined as listening, speaking, reading, and writing. In addition, Harris (1969: 9) as stated that speaking and writing are the decoding processes by which we communicate our ideas, thoughts, or feelings through a language, and listening and reading are decoding processes by which we 'understand' either a spoken or a written message.

However, communication skill is successful if a person is able to handle and combine the four major skills in his real interaction. In other words, a successful communication needs a person's ability to express facts, feelings, ideas, and attitudes clearly and with ease, in speech or in nature writing, and his ability to understand what he hears or reads. These abilities are often called fluency, and according to Heaton (1975: 6), it can best be measured by tests which evaluate performance in the language skills.

The following sections will deal with tests of the language skills mentioned above.

2.3.1 Test of Listening

Testing of listening can be viewed from two different natures. One nature of this aural test simply uses listening skill as a tool to evaluate something else. Listening is also used to test the students' mastery in discriminating and recognizing phonemes, stresses, and also intonations. The other category of listening tests is dealing with utilizing the listening skill to evaluate proficiency in the listening itself, that is listening comprehension. In addition, this skill is concerned with broader communication which deals with the exchange of facts and ideas including interpreting the speaker's intentions. In this discussion the writer is going to present listening test which are used to evaluate listening comprehension.

In listening comprehension, examiners usually make use of a topic recorder. Moreover, in foreign countries where native speakers of the language tested are not available as examiners, the use of recordings becomes a very acceptable method of administering an aural test. To test listening skill of beginning adults or children, however, teachers or examiners can also directly give single utterance is true/false. Testing listening skill can also be carried out by asking the students to make or perform certain tasks/activities. These things will show how well they understand the messages/notions of the utterances given.

2.3.2 Test of Speaking

Harris (1969: 81) has stated that no language skill is so difficult to assess with precision as speaking ability. In addition, Madsen (1983: 147) said that the

test of speaking is widely regarded as the most challenging of all language exams to prepare, administer, and score.

Those statements above are logical since the tests of oral production involve many aspects or components of language. That is why there is some disagreement on what criteria to choose in evaluating oral communication. Examiners sometimes choose mastery of grammar, vocabulary, and pronunciation as criteria of evaluating speaking ability. However, some other examiners consider that the aspects evaluated in speaking tests should also cover matters such as fluency and the appropriateness of expression.

The speaking ability is then evaluated based on the fact as it has been written by Heaton (1975: 83) that it is impossible to hold any meaningful conversation without understanding what is being said and without making oneself understood at the same time. It is clear then from the statement that when a person is speaking, he is performing his ability to communicate on every subject with sufficient ease and fluency involving his control of the signaling systems of the language to hold the attention of his listeners.

2.3.3 Test of Reading

Reading skill in the second or foreign language can be developed well if that of the first language has been well mastered. In accordance with this, Heaton (1975: 103) has stated that before reading tests in the second or foreign language can be successfully constructed, the first language reading skills of the testers must be ascertained.

Tests of reading come in a wide variety of forms and evaluate a broad field of reading activities. However, reading activity to which students are usually exposed is reading comprehension. According to Madsen (1983: 76), tests of reading comprehension include tests of sentence comprehension and passage comprehension.

2.3.4 Test of Writing

There are many kinds of writing test and numbers of factors that can be evaluated in this skill.

Madsen (1983: 101) said:

Some factors evaluated in test of writing cover mechanics (including spelling and punctuation), vocabulary, grammar, appropriate content, diction (or word selection), rhetorical matters (organization, cohesion, unity; appropriateness to the audience, topic, and occasion), as well as sophisticated concerns such as logics and style.

As writing is an integrated process like reading, it is advisable for teachers to make differences between the early stage students from those of the more advanced in its process of teaching as well as in its selected materials of tests. Harris (1969) has stated that in the early stage of learning, written exercises will generally be used simply to reinforce the learning of specific grammatical points or lexical items. In the next stage writing will be treated as a complex skill which involves the simultaneous practice of a number of very different abilities.

2.4   Type of Test Items

The questions on a test are called items. The word item is preferred because it does not imply the interrogative form.

There are many kinds of other test items based on TenBrik (1974: 339), namely:

(1) Matching

The matching item is best suited for obtaining information about a person's knowledge of facts. In particular, this type of item measures the ability of the student to associate two bits of information (e.g., a name and a date, a place and an event, a cause and an effect, a term and its definition).

(2) Alternative Response

The most common type of alternative response item is the true-false item. A statement is made and the student must decide whether it is true or false. This kind of test is best suited for obtaining information about simple learning outcomes. When direct recognition of true or false statements taken from the material which has been learned is used, we are measuring the lowest level of knowledge.

(3) Multiple-Choice Item

The multiple-choice item is probably the most versatile item of the objective type it can be used to obtain learning outcomes at almost any level, from the simplest to the most complex. Here, the writer will discuss further about multiple-choice item.

(4) Fill the Blank

The fill the blank item is a fairly common item used by classroom teachers. A statement is made and a word or phrase is left out and replaced with a blank or question mark. The student is then asked to fill in the blank with appropriate word or phrase.

(5) Short Answers

In this kind of item a simple question is posed and the student is asked to supply a short answer (usually a phrase of one or two sentences).

(6) Restricted-Response Essay

The restricted-response essay does allow the student to show how much information he can recall from memory, but because the response is quite severely restricted, it is not very suitable for measuring such learning outcomes as those called for by creative problem solving, the development of an argument, or the defense of a position. The restricted-response essay is much more adapted to the recall of facts, the listing of events which occur, or the recall of steps to be taken in a certain procedure.

(7) Extended-Response Essay

Extended-response essay items are very difficult to score objectively, but they do allow the student a great deal of latitude in his response. Consequently, creative skill, ability to recognize and present original ideas, or the ability to defend a position or evaluate some product can be measured with this kind of item.

In this thesis, I will discuss about multiple-choice items because in the item test of English UAN 2007 of SMA in the academic year 2006/2007 start from number 1 up to number 50 only consist of multiple-choice test.

2.4.1 Multiple-Choice Item

According to Ebel (1991: 154) multiple-choice items are currently the most highly regarded and widely used from objectives test item. In addition

Tinambunan (1988: 75) said that the multiple-choice items is generally recognized as the most widely applicable and useful type of objectives test item.

The multiple-choice tests item is often found in the tests. Multiple-choice items consist of two parts; first the stem, it can be in the form of question or incomplete statements which present a specific problem to the test taker. And the second is the options, which consist of four or five options. One is the correct answer and the other as distracters.

The advantages of using the multiple-choice items and the suggestion for writing multiple-choice items will be describe below:

2.4.1.1 The advantages of Multiple-choice items

Multiple-choice items can be written to measure reasoning, comprehension, application, analysis, and other complex thinking process (Popham 1981: 253).

Tinambunan (1988: 75-76) mentioned six advantages of using the multiple-choice form. The advantages are:

(1) The multiple-choice is adaptable to subject matter content areas as well as well as different levels of behaviors. It can be used in assessing ability to reason, discriminate, interpret, analyze, make inferences and solve problems.

(2) The structure of premise with four or five alternatives provides less chance for guessing the correct response that the true-false item does. A well constructed item of appropriate level of difficulty reduces correct answer from blind guessing; therefore, the higher-achieving students should get the item correct.

(3) One advantage of multiple-choice item over the true false item is that pupils cannot receive credit for simply knowing that a statement is incorrect, they must also know what is correct.

(4) Four or five options in the multiple-choice test provide more incorrect choices for selection of responses by the student who does not know the based on correct answer.

(5) The difficulty of each multiple-choice item can be controlled by changing the alternatives. The more homogeneous the alternatives, the more difficult it is to select the correct response from the given alternatives.

(6) Multiple-choice items are amenable to item analysis which enables the teacher to determine how well the items functioned with the student tested and how well the alternative functioned in discriminating between the higher achieving and lower achieving students.

2.4.1.2 Suggestions for Writing Multiple-Choice Items

The challenge is to write questions that test a significant concept, that are unambiguous, and that don't give test-wise students an advantage (http//IU Bloomington Evaluation Services and Testing (BEST).com, June 25, 2008)

(1) The steam should fully state the problem and all qualifications.

(2) Concentrate on writing items that measure students' ability to comprehend, apply, analyze, and evaluate as well as recall.

(3) Include words in the stem that would otherwise be repeated in each option.

(4) Eliminate excessive wording and irrelevant information in the stem.

(5) Make sure there is only one correct or best response.

(6)   Provide a minimum of three, but not more than five, plausible, attractive options for each item.

(7)   Make all the options for an item approximately homogeneous in content, form, and grammatical structure

(8)   Avoid the use of the all-of-the-above- and none-of-the-above options.

(9)   Avoid verbal associations between the stem and the correct option, e.g., the same reference word should not appear in the stem and an option

(10)   Avoid making the correct answer markedly longer or shorter than the other options.

(11)   If there is a logical sequence in which the alternatives can be arranged (alphabetical if a single word, in order of magnitude if numerals, in temporal sequence, or by length of response), use that sequence.

(12)   Used negatively stated stems sparingly.

(13)   Randomly distribute the correct response among the alternative positions throughout the test.

(14)   Watch for specific determines such as "all", "always", "never", which are more likely to be in incorrect options.

(15)   Multiple-choice items should be independent.

(16)   Avoid the use of language that your students won't understand.

(17)   State items so there can be only one interpretation of their meaning.

2.5   Cognitive Bloom's Taxonomy

One of the basic questions facing educators has always been "Where do we begin in seeking to improve human thinking? " (Houghton, 2004).

During the 1948 convention of the American Psychological Association led Bloom spearhead a group of educators who eventually undertook the ambitious task of classifying educational goals and objectives. Their intent was to develop a method of classification for thinking behaviors that were believed to be important in the processes of learning.

Eventually, this framework became taxonomy of three domains:

(1) The cognitive   : knowledge based domain, consisting of six levels

(2) The affective   : attitudinal based domain, consisting of five levels

(3) The psychomotor : skill based domain, consisting of six levels

In this final project, I use the cognitive domain of Bloom's Taxonomy and I will discuss about the cognitive domain of Bloom's Taxonomy.

Bloom's Taxonomy is a multi-tiered model of classifying thinking according to six cognitive levels of complexity. Throughout the years, the level have often been depicted as a stairway, leading many teachers to encourage their students to "climb to a higher (level of) thought". The lowest three levels are: knowledge, comprehension, and application. The highest three levels are: analysis, synthesis, and evaluation.

Clearly, Cognitive Bloom's Taxonomy has stood the test of time. Due to its long history and popularity, it has been condensed, expanded and reinterpreted in a variety of ways.

During the 1990's, a former student of Bloom's, Lorin Anderson, led a new assembly which met for the purpose of updating "unexpectedly" used by countless group never considered an audience for the original publication. The

revised version of the taxonomy is intended for a much broader audience. Emphasis is placed upon its use a "more authentic tool for curriculum planning, instructional delivery and assessment" (oz-teacherNet, 2001).

As history has shown, this well known, widely applied scheme filled a void and provided educators with one of the first systematic classification of the processes of thinking and learning.

Out of necessity, teacher must measure their students' ability. Accurately doing so requires a classification of levels of intellectual behavior important in learning. Cognitive Bloom's Taxonomy provided the measurement tool for thinking.

With the dramatic changes in society over the last decades, the revised Cognitive Bloom's Taxonomy provides an even more powerful tool to fit today's teachers' needs. The structure of the Revised Taxonomy Table matrix "provides a clear, concise, visual representation" (Krathwohl, 2002) of the alignment between standards and educational goals, objectives, products, and activities.

Today's teacher must make tough decisions about how to spend their classroom time. Clear alignment of educational objectives with local, state, and national standards is a necessity. The revised Cognitive Bloom's taxonomy Table clarifies the fit of each lesson plan's purpose, "essential question," goal or objectives. The twenty-four-cell grid from Oregon State University that is shown above along with the Printable Taxonomy Table example can easily be used in conjunction with chart. When used in this manner the "Essential Question" or lesson objective becomes clearly defined.

2.5.1 Changes in Structure

The one-dimensional form of the original taxonomy becomes a two-dimensional table with the addition of the products of thinking. One of the dimensions identifies The Knowledge Dimension (or the kind of knowledge to be learned) while the second identifies The Cognitive Process Dimension (or the process to be learn). As represented on the grid below, the intersection of the knowledge and cognitive process categories form twenty-four separate cells as represented on the "Taxonomy Table" below.

Table 1

Bloom's Taxonomy

The Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	List	Summarize	Classify	Order	Rank	Combine
Conceptual Knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
Meta-Cognitive Knowledge	Appropriate Use	Execute	Construct	Achieve	Action	Actualize

2.5.2 Changes in Emphasis

The revision's primary focus is on the taxonomy in use. Essentially, this means that the revised taxonomy is a more authentic tool for curriculum planning, instructional delivery and assessment.
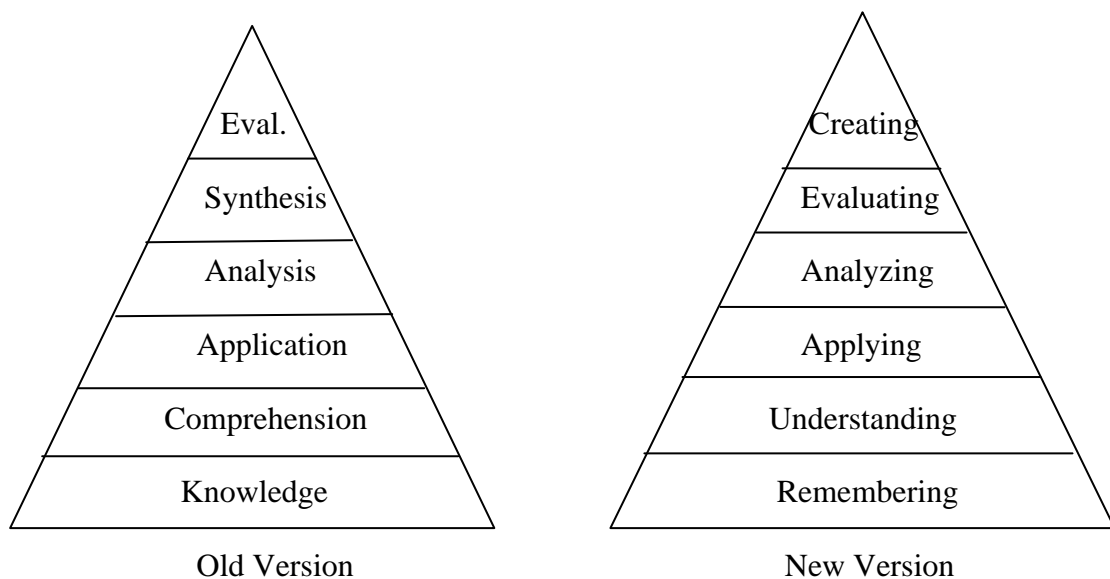
The revision is aimed at a broader audience. Cognitive Bloom's Taxonomy was traditionally viewed as a tool best applied in the earlier years of

schooling (e.g. primary and junior primary years). The revised taxonomy is more universal and easily applicable at elementary, secondary, and even tertiary levels.

The revision emphasizes explanation and description of sub-categories. For example, sub-categories at the *remembering* level of the taxonomy include: recognizing/identifying-locating knowledge in memory that is consistent with presented material.

2.5.3 Changes in Terminology

Changes in terminology between the two versions are perhaps the most obvious differences and can also cause the most confusion. Basically, Bloom's six major categories were changed from noun to verb forms. Additionally, the lowest level of the original, knowledge was renamed and became remembering. Finally, comprehension and synthesis were retitled to understanding and creating. In an effort to minimize the confusion, comparison images appear below.

Old Version	New Version
Eval.	Creating
Synthesis	Evaluating
Analysis	Analyzing
Application	Applying
Comprehension	Understanding
Knowledge	Remembering

The figure below gives a comprehensive overview of the sub-categories, along with some suggested question starters that aim to evoke thinking specific to each level of taxonomy. Suggested potential activities and student products are also listed.

(http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s Taxonomy)

Category	Sample sentence starters	Potential activities and products
REMEMBER **Recognising** Locating knowledge in memory that is consistent with presented material. Synonyms: Identifying… **Recalling** Retrieving relevant knowledge from long-term memory. Synonyms: Retrieving… Naming…	What happened after…? How many…? What is…? Who was it that…? Can you name…? Find the meaning of… Describe what happened after… Who spoke to…? Which is true or false…? Identify who… Name all the…	Make a list of the main events of the story. Make a time line of events. Make a facts chart. Write a list of any pieces of information you can remember. What animals were in the story. Make a chart showing… Make an acrostic. Recite a poem
UNDERSTAND **Interpreting** Changing from one form of representation to another. Synonyms: Paraphrasing… Translating,… Representing,… Clarifying… **Exemplifying** Finding a specific example or illustration of a concept or principle. Synonyms: Instantiating… Illustrating… **Classifying** Determining that something	Can you write in your own words? How would you explain…? Can you write a brief outline…? What do you think could have happened next…? Who do you think…? What was the main idea…?	Cut out, or draw pictures to show a particular event. Illustrate what you think the main idea may have been. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story based your own words.

belongs to a category (e.g., concept or principle). Synonyms: Categorising… Subsuming… **Summarising** Drawing a logical conclusion from presented information. Abstracting… Generalising… **Inferring** Abstracting a general theme or major point. Synonyms: Extrapolating… Interpolating… Predicting… Concluding… **Comparing** Detecting correspondences between two ideas, objects, etc. Synonyms: Contrasting… Matching… Mapping… **Explaining** Constructing a cause-and-effect model of a system. Synonyms: Constructing models…	Clarify why… Illustrate the… Does everyone act in the way that… does? Draw a story map. Explain why a character acted in the way that they did.	Write a summary report of the event. Prepare a flow chart to illustrate the sequence of events. Make a colouring book. Cut out, or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your own words. Write a summary report of the event. Cut out, or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story.
APPlY **Executing** Applying knowledge (often procedural) to a routine task. Synonyms: Carrying out… **Implementing** Applying knowledge (often procedural) to a non-routine task. Synonyms: Using…	Can you write in your own words? How would you explain…? Can you write a brief outline…? What do you think could have happened next…? Who do you think…? What was the main idea…?	Construct a model to demonstrate how it works. Make a diorama to illustrate an event. Make a scrapbook about the areas of study. Make a papier-mache map/clay model to include relevant. Information about an event. Take a collection of

	Clarify why… Illustrate the… Does everyone act in the way that… does? Draw a story map. Explain why a character acted in the way that they did	photographs to demonstrate a particular point. Make up a puzzle game. Write a textbook about this topic for others.
ANALYSE **Differentiating** Distinguishing relevant from irrelevant parts or important form unimportant part of presented material. Synonyms: Discriminating, selecting, focusing, distinguishing. **Organising** Determining how elements fit or function within a structure. Synonyms: Outlining, Structuring, Integrating, Finding, Coherence. **Attributing** Determining the point of view, bias, values, or intent underlying presented material. Synonyms: Deconstructing	Which events could not have happened? If… Happened, what might the ending have been? How is… similar to…? What do you see as other possible outcomes? Why did… changes occur? Can you explain what must have happened when…? What are some or the problems of…? Can you distinguish between…? What were some of the motives behind…? What was the turning point? What was the problem with…?	Design a questionnaire to gather information. Write a commercial to sell a new product. Make flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a family tree showing relationships. Devise a play about the study area. Write a biography of a person studied. Prepare a report about the area of study.
EVALUATE **Checking** Detecting Inconsistencies or fallacies within a process or product. Determining whether a process	Is there a better solution to…? Judge the value of… what do you	Conduct a debate about an issue of special interest. Make a booklet about five

or product has internal consistency. Synonyms: Testing, Detecting, Monitoring **Critiquing** Detecting the appropriateness of a procedure for a given task or problem. Synonyms: Judging	think about…? Can you defend your position about…? Do you think… is a good or bad thing? How would you have handled…? What changes to… would you recommend? Do you believe…? How would you feel if…? How effective are…?	rules you see as important. Convince others. Form a panel to discuss views. Write a letter to… advising on changes needed. Write a half-year report. Prepare a case to present your view about…
<u>CREATE</u> **Generating** Coming up with alternatives or hypotheses based on criteria. Synonyms: Hypothesizing **Planning** Devising a procedure for accomplishing some task. Producing Synonyms: Designing **Producing** Inventing a product. Synonyms: Constructing	Can you design a… to…? Can you see a possible solution to…? If you had access to all resources, how would you deal with…? Why don't you devise your own way to…? What would happen if…? How many ways can you…? Can you create new and unusual uses for…? Can you develop a proposal which would…?	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to… Write a TV show play, puppet show, role play, song or pantomime about… Design a record, book or magazine cover for… Sell an idea. Devise an idea to…

Knowing about the different levels of thinking can help you perform better on papers, tests, and other assignments. Often scores will increase if you include something in your answer, paper or project that shows you have **analyzed**, **synthesized**, or **evaluated** the subject matter. Put another way, avoid simple regurgitation. Studying the definitions and verb below will help you think more creatively about and with greater understanding of the subject. This is a revision of the original taxonomy, updated in accordance with current pedagogy and learning studies. If you're unsure that some of the above boldfaced verb mean, check this typology of essay verbs.

Critical Thinking Activity (arranged lowest to highest)	Relevant Sample Verbs	Sample Assignment	Sample Sources or Activity
1.**Remembering** Retrieving, recognizing, and recalling relevant knowledge from long-term memory, eg. Find out, learn terms, facts, methods, procedures, concepts	Acquire, Define, Distinguish, Draw, Find, Label, List, Match, Read, Record	1. Define each of these terms: encomienda, conquistador, gaucho 2. What was the Amistad?	Written records, films, videos, models, events, media, diagrams, books
2. **Understanding** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. Understand uses	Compare, Demonstrate, Differentiate, Fill in, Find, Group, Out line, Predict, Represent, Trace	1. Compare an invertebrate with a vertebrate 2. Use a set of symbols and graphics to draw the water cycle	Trends, consequences, tables, cartoons

and implications of term, facts, methods, procedures, concepts			
3. **Applying** Carrying out or using a procedure through executing, or implementing. Make use of, apply practice theory, solve problems, use information in new situations	Convert, Demonstrate, Differentiate, Between, Discover, Discuss, Examine, Experiment, Prepare, Produce, Record	1. Convert the following into a real-world problem: velocity = dist/time 2. Experiment with batteries and bulbs to create circuits	Collection of items diary, photographs, sculpture, illustration
4. **Analyzing** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing. Take concepts apart, break them down, analyze structure, recognize assumptions and poor logic, evaluate relevancy	Classify, Determine, Discriminate, form generalizations, Put into categories, Illustrate, Select, Survey, Take apart, Transform	1. Illustrate examples of two earthquake type 2. Dissect a crayfish and examine the body parts	Graph, survey, diagram, chart, questionnaire, report
5. **Evaluating** Making judgments based on criteria and standards through checking and critiquing. Set standards, judge using standards,	Argue, Award, Critique, Defend, Interpret, Judge, Measure, Select, Test, Verify	1. Defend or negate the statement "Nature takes care of itself." 2. Judge the value of requiring students to take	Letters, group with discussion panel, court trial, survey, self-evaluation, value, allusions

evidence, rubrics, accept or reject on basis of criteria		earth science	
6. **Creating** Putting elements together to form a coherent or functional whole: reorganizing elements into a new pattern or structure through generating, planning, or producing. Put things together, bring	Synthesize, Arrange, Blend, Create, Deduce, Devise, Organize, Plan, Present, Rearrange, Rewrite	1. Create a demonstration to show various chemical properties 2. Devise a method to teach others about magnetism	Article, radio show, video, puppet show, inventions, poetry, short story

CHAPTER III

METHOD OF INVESTIGATION

The third chapter focuses on methodology that is used in the final project. There are three subchapters in this chapter. The first subchapter is the object of the study, the second is technique of collecting data, and the last subchapter is technique of data analysis.

This research is a qualitative research. I use the descriptive method in which the data is analyzed and the analysis result is formed descriptively or as phenomenon, not investigating the numerals or about the inter-variable relationship.

Nawawi (1983: 63) pointed out that descriptive method is a solving-procedure which is searched by describing/drawing the condition of the investigating subject/object (i.e.: someone, institution, community, etc) at present time according to the visible facts or as the way it is.

Qualitative research presents the data and research in the form of qualitative description. Analysis of this type is done with words to describe conclusions.

Nawawi (1983: 64) also explained that the descriptive method should focus on the following characteristics:

(1) Focusing on the current or the actual problems.

(2) Describing facts about the problems using the rational adequate interpretation.

3.1   Object of the Study

To get the required data, I use the test to analyze each test items. In this study, the intended test is the item test of English UAN 2007 of SMA in the academic year 2006/2007. This test items will be used by the researcher to be analyzed.

3.2   Technique of Collecting Data

In conducting this study, I use two techniques of collecting data.

(1) Library research

Library research refers to the activity of gathering data from library facilities such as references of fundamental theories, which support the review or related literature, and other important information from references related to the subject matter and some data from the websites are also downloaded to complete the reference.

(2) Field Research

Field research refers to the researchers' efforts in obtaining empirical data from this study. In this case, I conducted the study in the following step:

a. Asking or copying the paper test of English UAN 2007 of SMA in the academic year 2006/2007.

b. Analyzing the item test of English UAN 2007 of SMA in the academic year 2006/2007.

c. Judging the quality of the test.

3.3   Technique of Data Analysis

After collecting the data, the next step is analyzing the whole data obtained. This data analysis is actually analyzing the instrument that make a reality without changing or breaking any instrument. In this research, the data analysis is meant to know how the quality of item test of English UAN of SMA in the academic year 2006/2007 with three questions they are:

(1) What are the levels of Cognitive Bloom's Taxonomy in the test?

(2) What are the relevant sample verbs in the test?

(3) What is the sample sentence starter in the test?

I use a qualitative data analysis in analyzing the data. Based on Indah (2006: 38), a qualitative data analysis is a systematic process of selecting, categorizing, comparing, synthesizing, and interpreting to provide explanation of single phenomenon of interest.

I only take three steps of analyzing from Indah statement. Those are selecting, categorizing, and interpreting the data.

a. *Selecting the Data*

I select the data by choosing the test items of English UAN of SMA in the academic year 2006/2007.

b. *Categorizing the Data*

After selecting the data, I make a table of cognitive domain.

(1) Table of Cognitive Domain

This table is analyzing the aspect of study which is divided into three points.
They are taxonomy categories, sample verb for setting and sample sentence
starters

Cognitive Domain

No.	Taxonomy Categories (arranged lowest to highest)	Sample Verb For Setting	Sample Sentence Starters	Number of Item Test				Total
	Remembering	Acquire Define Distinguish Draw Find Label List Match Read Record						
	Understanding	Compare Demonstrate Differentiate Fill in Find Group Out line Predict Represent Trace						
	Applying	Convert Demonstrate Differentiate Between Discover Discuss Examine Experiment Prepare Produce Record						

	Analyzing	Classify Determine Discriminate Form generalizations Put into categories Illustrate Select Survey Take apart Transform						
	Evaluating	Argue Award Critique Defend Interpret Judge Measure Select Test Verify						
	Creating	Synthesize Arrange Blend Create Deduce Devise Organize Plan Present Rearrange Rewrite						

c. *Interpreting the data*

Finally, I analyze the data by giving interpretation the test items of English UAN of SMA in the academic year 2006/2007 that the test items are fulfill of six levels of Cognitive Bloom's Taxonomy or not.

CHAPTER IV

ANALYSIS AND DISCUSSION

4.1   Result of analysis

The purpose of this study is to analyze the item test of English UAN 2007 of SMA in the academic year 2006/2007. The analysis consists of three things, they are what are the test, what are the levels of Cognitive Bloom's Taxonomy in the test and the last is my comment about the item tests.

After I analyze three of them, I will classify the result into the relevant sample verb and the sample sentence starters.

Item analysis is a systematic procedure which gives specific information towards the constructed test items (Arikunto, 1990: 207). Further, item analysis also aims to identify good, moderate, and poor item. With item analysis, we can acquire information about the shortcomings of the items and how to revise them.

From the data analysis of English UAN 2007 of SMA in the academic year 2006/2007, I obtained the following data:

Four major skills in communicating through language are often broadly defined as listening, speaking, reading, and writing. In addition, Harris (1969: 9) as stated that speaking and writing are the decoding processes by which we communicate our ideas, thoughts, or feelings through a language, and listening and reading are decoding processes by which we 'understand' either a spoken or a written message.

In the item test of English of UAN 2007 of SMA in the academic year 2006/2007 covered by listening and reading. I only analyze the written test of this English summative test. Each of this item tests will be analyzed by these points.

Based on Table 1 in appendix 1, it was found that there were 35 test items in multiple-choice items. There were 8 test items included of remembering level, they were numbers 23, 27, 30, 35, 38, 43, 46, and 50 which use relevant sample verbs are define. For example

23. "All of you are good, nice, <u>gentle</u>, and kind…." (Paragraph 2)
    The underlined word is synonymous with…
    a. wild
    b. diligent
    c. cheerful
    d. easygoing
    e. honourable

15 test items included of understanding level, 1 test item it is number 25 use differentiate of relevant sample verbs, 1 test item number 18 use outline of relevant sample verbs, and 13 test items they are number 19, 21, 22, 24, 28, 29, 32, 36, 37, 39, 40, 44 and 48 use predict of relevant sample verbs. For example

19. What position is offered in the advertisement?
    a. Salesman.
    b. Wholesaler.
    c. Accountant.
    d. Office staff.
    e. Director assistant.

12 test items included analyzing level, 7 test items they are number 20, 26, 31, 33, 34, 42 and 45 use determine of relevant sample verbs, 4 test items they are number 16, 17, 41, and 47 use illustrate of relevant sample verbs, and the last is 1 test item it is number 49 use select of relevant sample verbs. For example

20. Apply with <u>curriculum vitae</u> to Mrs. Barton.
    What information should the applicant include in it?
    a. Experience in managing a company.
    b. A statement of salary wanted.
    c. A prove of knowing about stationary.
    d. A statement of responsibility.
       A statement of education and work experience

4.2 Discussion

To get good test, the teacher should view from some aspects such as, cognitive aspect, affective aspect, and psychomotor aspect. In analyzing this item test of English UAN of SMA in the academic year 2006/2007, the aspect that used is cognitive aspect. There are six levels of the cognitive aspect according to Bloom's taxonomy. Those are remembering, understanding, applying, analyzing, evaluating, and creating.

Bloom found that over 95 % of the test questions students' encounter requires them to think only at the lowest possible level the recall of information. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. And the analyses are listed below.

16. **Text 1.**
    This text is for question 16.
    Eka   : Are you free today?
    Lidya   : Yes, what's up?
    Eka   : Would you like to come with me to see the "Peterpan" show tonight?
    Lidya   : Thanks, I'd be delighted to. It's my favourite band.
    What are the speakers going to do?

a. To stay at home.
b. To see Peterpan show.
c. To arrange their free time.
d. To watch Peterpan at home.
e. To come to their friend's house.

The analysis:

1. It tests speaking (speaking vocabulary).
2. It is analyzing level.
   The test demands to determine the activity of the speaker.
3. No comment.

The answer: b

17. **Text 2.**

This text is for question 17.

Mira : Hi, Dad, I will be late home because the committee will hold a meeting after class.
Father : It's okay but you must go straight home after the meeting.
Mira : Don't worry, Dad.
Mother : What did Mira say?
Father : She said that she would be late home today.

What is the most possible place where Mira is talking to her father?

a. A hall.
b. Her home.
c. The office.
d. Her school.
e. A meeting room.

The analysis:

1. It tests speaking (speaking vocabulary).
2. It is analyzing level.
   The test demands to determine the most possible place.
3. One of basic type of speaking is imitative, but this test is not imitative.

The answer: b

Text 3.

This text is for question 18 to 20.

COMPANY ACCOUNTANT

Expanding wholesaler of stationary and office equipment requires

- A responsible accountant for director to run smoothly the company finance with good salary and good working condition for good applicant.

Apply with curriculum vitae to

Mrs. Barton

Office Equipment World & Efficiency Works
PO Box 36 Whistle Woods UK

---

18. In which section would you likely read the ad?
    a. Company for sale.
    b. Office equipment.
    c. Job vacancy.
    d. Entertainment Guide.
    e. Stationary and office.

    The analysis:
    1. It tests reading (reading vocabulary-announcement).
    2. It is understanding level.
       The test asks to the test-taker to infer the location of the announcement.
    3. The text is not appropriate for SMA/MA. It is better than if the text about SPMB or university's registration.
    The answer: c

19. What position is offered in the advertisement?
    a. Salesman.
    b. Wholesaler.
    c. Accountant.
    d. Office staff.
    e. Director assistant.
    The analysis:
    1. It tests reading (reading vocabulary-announcement).
    2. It is understanding level.
       The test asks to the test-taker to infer the position of this job vacancy.
    3. The text is not appropriate because the vocabulary is not familiar for SMA/MA.
    The answer: c

20. Apply with curriculum vitae to Mrs. Barton.
    What information should the applicant include in it?
    a. Experience in managing a company.
    b. A statement of salary wanted.
    c. A prove of knowing about stationary.
    d. A statement of responsibility.
    e. A statement of education and work experience.

    The analysis:
    1. It tests reading (reading comprehension-announcement).
    2. It is analyzing level.
       The test demands to differentiate the best answer of the distracters.

3. The text is not appropriate because the vocabulary is not familiar for SMA/MA.

The answer: e

Text 4.

This text is for question 21 to 23.

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.
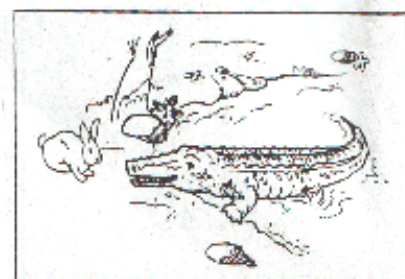
"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another; one… two… three… four… until twenty, and finally, he thanked all crocodiles because he had crossed the river.

21. The story mainly tells us about…
    a. twenty crocodiles
    b. the boss of the crocodile
    c. a rabbit and twenty crocodiles
    d. a rabbit and the boss of crocodile
    e. the boss of the crocodile and all his friends

   The analysis:
    1. It tests reading (reading comprehension-personal reading, short stories).
    2. It is understanding level.
       The test asks to the test-taker to explain the main idea of overall story.
    3. The text is good test because the goal same as in some principal strategies for reading comprehension.
   The answer: d

22. We know from the first paragraph that the rabbit actually wanted…
    a. to cross the river
    b. to swim across the river
    c. to meet the boss of crocodile
    d. to know where the crocodiles are
    e. to know the number of crocodiles there

The analysis:
1. It tests reading (reading comprehension-personal reading, short stories).
2. It is understanding level.
   The test asks to the test-taker to find the main idea of overall text.
3. The text is appropriate for SMA/MA.

The answer: a

23. "All of you are good, nice, <u>gentle</u>, and kind… ." (Paragraph 2)
   The underlined word is synonymous with…
   a. wild
   b. diligent
   c. cheerful
   d. easygoing
   e. honourable

The analysis:
1. It tests reading (reading vocabulary-personal reading, short stories).
2. It is remembering level.
   It asks the test-taker to define the synonym of "gentle".
3. The text is not good test, because the distracters are not the synonym of the underlined word "gentle".

The answer: e

Text 5.
This text is for question 24 to 27.
The University of Australia

The university of Australia has an international reputation for educational professionals and for applied research. It is Australia's largest university, with six campuses, including a specialized technology campus. The university places particular importance on the quality of its teaching and learning programs, and on its working links with industry, business and government.

24. The whole paragraph promotes that…
   a. the University of Australia offers excellent educational programs
   b. the University of Australia is the largest university in the country
   c. the University of Australia has a specialized technology campus
   d. the University places particular importance on technology
   e. the university has six campuses

The analysis:
1. It tests reading (reading comprehension-academic reading, journal articles).
2. It is understanding level.

The test asks to the test-taker to outline the main idea of overall text.

3. The text is a good test, because the text is appropriate for SMA/MA.

The answer: a

25. Which information is NOT TRUE about the University of Australia?
    a. It has an international educational reputation.
    b. It also has a specialized technology campus.
    c. It has six technology campuses.
    d. It is Australia's largest university.
    e. It has good relation with industry.

The analysis:
    1. It tests reading (reading comprehension-academic reading, journal articles).
    2. It is understanding level.
       The test demands to find out the wrong information of the distracters related to the text.
    3. The text is a good test, because have good distracters.

The answer: c

26. It is stated that the university has good relationship with…
    a. educational professionals
    b. specialized technology
    c. large universities
    d. other campuses
    e. industry

The analysis:
    1. It tests reading (reading vocabulary-academic reading, journal articles).
    2. It is analyzing level.
       The test demands to analyze the best option of the distracters.
    3. The text is a good test, because in reading test has a principal to skim the text for the gist and for main ideas. This test is tasted that principal.

The answer: e

27. "The University of Australia has an international educational <u>reputation</u> for…"
    The underlined word means…
    a. knowledge
    b. prestige
    c. attitude
    d. character
    e. interest

The analysis:
1. It tests reading (reading vocabulary-academic reading, journal articles).
2. It is remembering level.
   It asks the test-taker to define the synonym of "reputation".
3. The text is a good test, because it is appropriate for SMA/MA.

The answer:

Text 6.

This text is for question 28 to 31.

The police thought that two burglars started the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students' room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding house.

28. What happened to the students' room on Sunday afternoon?
    a. The police broke it.
    b. The police ruined it.
    c. Burglars broke into it.
    d. Two burglars broke it.
    e. The students started to ruin it.

    The analysis:
    1. It tests reading (reading comprehension-academic reading, journal articles).
    2. It is understanding level..
       The test asks to the test-taker to predict an event on Sunday afternoon in the students' room.
    3. The text is a good test, because it has a goal to scan the text for specific information.

    The answer: c

29. The burglars broke into the room when the students…
    a. were at the party
    b. were taking a rest
    c. were playing football
    d. were at a football game
    e. were watching football on TV

    The analysis:
    1. It tests reading (reading comprehension -academic reading, journal articles).
    2. It is understanding level.
       It demands to predict an event from the distracters.

3. The text is a good test, because the text is appropriate for SMA/MA.

The answer: d

30. "The burglars <u>broke into</u> the students' room…."

The underlined phrases means…

a. broke forcefully
b. entered by force
c. put into pieces
d. easily entered
e. came into

The analysis:

1. It tests reading (reading vocabulary-academic reading, journal articles).
2. It is remembering level.
   The test asks to the test-taker to match the synonym of "broke into".
3. The text is a good test, because the goal of this test same as in some principal strategist for reading comprehension, "Guess at meaning".

The answer: b

31. The students seem to think that…

a. they had locked their room
b. their boarding house was not safe
c. their boarding house was in a safe area
d. thieves would easily break into their room
e. there would be a robbery in their boarding house

The analysis:

1. It tests reading (reading comprehension-academic reading, journal articles).
2. It is analyzing level.
   The test demands to determine the best answer of the options.
3. The text is a good test, because the goal same as one of some principal strategies for reading comprehension. "Scan the text for specific information."

The answer: c

Task 7.

This text is for questions 32 to 35.

An elephant is the largest and strongest of all animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all it has a long nose, the trunk.

The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like shower bath. It

can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

32. The third paragraph is mainly about the fact that….
    a. elephants are strong
    b. elephants can lift logs
    c. elephants are servants
    d. elephants are very useful
    e. elephants must be trained

The analysis:
1. It tests reading (reading comprehension).
2. It is understanding level.
   It demands to infer the factual knowledge on the third paragraph.
3. a. It is better to ask certain knowledge from the third paragraph on number
      33, because the text contains three paragraphs and the question should be arranged from the first paragraph.
   b. The distracters should be in the same categories (all distracters are adjectives).

The answer: d

33. Which of the following is NOT part of the elephant described in the first paragraph?
    a. It looks strange.
    b. It is heavy.
    c. It is wild.
    d. It has a trunk.
    e. It has a small tail.

The analysis:
1. It tests reading (reading comprehension).
2. It is analyzing level.
   The test demands to determine how the parts relate to one another, which is not part of the elephant described in the first paragraph.
3. It is better to ask certain knowledge from the first paragraph on number 32, because it is the first question from the text 7.

The answer: c

34. It is stated in the text that the elephant uses the trunk to do the following, EXCEPT….
    a. to eat
    b. to push
    c. to drink
    d. to carry things
    e. to squirt water over the body

The analysis:
1. It tests reading (reading comprehension).
2. It is analyzing level .
   The test-taker is demanded to determine the exception of the function of the elephant's trunk from the options.
3. The distracters are good enough.
The answer: b

35. "The trunk is the elephant's <u>peculiar</u> feature…"(Paragraph 2)
    The underlined word is close in meaning to….
    a. large
    b. strange
    c. tough
    d. smooth
    e. long

The analysis:
1. It tests reading (reading vocabulary).
2. It is remembering level.
   The test asks to the test-taker to recall the synonym of "peculiar" (paragraph 2).
3. Using familiar adjective makes the test-taker easy to determine the synonym (replace "tough" to "strong").
The answer: b

Text 8.
This text is for questions 36 to 39.

Have you ever wondered how people get chocolate from? In this article we'll enter the amazing world of chocolate so you can understand exactly what you're eating.

Chocolate starts with a tree called the cacao tree. This tree grows in equatorial regions, especially in places such as South America, Africa, and Indonesia. The cacao tree produces a fruit about the size of a small pine apple. Inside the fruit are the tree's seeds, also known as cocoa beans.

The beans are fermented for about a week, dried in the sun and then shipped to the chocolate maker. The chocolate maker starts by roasting the beans to bring out the flavour. Different beans from different places have different qualities and flavor, so they are often sorted and blended to produce a distinctive mix. Next, the roasted beans are winnowed. Winnowing removes the meat nib of the cacao bean from its shell. Then, the nibs are blended. The blended nibs are ground to make it a liquid is called chocolate liquor. It tastes bitter. All seeds contain some amount of fat, and cacao beans are not different. However, cacao beans are half fat, which is why the ground nibs form liquid. It's pure bitter chocolate.

36. The text is about ……
    a. the cacao tree
    b. the cacao beans
    c. the raw chocolate
    d. the making of chocolate
    e. the flavour of chocolate

    The analysis:
    1. It tests reading (reading comprehension).
    2. It is understanding level .
        It demands to infer the main idea of overall text.
    3. Omit article 'the' from option 'd'.
    The answer:
37. The third paragraph focuses on ……
    a. the process of producing chocolate
    b. how to produce the cocoa flavour
    c. where chocolate comes from
    d. the chocolate liquor
    e. the cacao fruit

The analysis:
1. It tests reading (reading comprehension).
2. It is understanding level.
   The test demands to infer the factual knowledge on the third paragraph.
3. The options should be in the same categories (all options are noun phrase).

The answer: a

38. "…., so they are often <u>sorted</u> and blended to produce…." (Paragraph 3)
    The underlined word is close in meaning to ….
    a. arranged
    b. combined
    c. separated
    d. distributed
    e. organized

    The analysis:
    1. It tests reading (reading vocabulary).
    2. It is remembering level.
       The test asks to the test-taker to recognize the synonym of "sorted" (paragraph 3).
    3. The test is good enough.

    The answer: c

39. How does the chocolate maker start to make chocolate?
    a. By fermenting the beans.
    b. By roasting the beans.
    c. By blending the bens.
    d. By sorting the beans.
    e. By drying the beans.

    The analysis:
    1. It tests reading (reading comprehension).
    2. It is understanding level.
       The test demands to explain the first step of the chocolate maker to make chocolate.
    3. The test is good enough.

    The answer: b

Text 9.
This text is for questions 40 to 43.

Two students were discussing the school's new rule that all the students must wear a cap and a tie. One of them showed her annoyance. She said that wearing a cap and a tie was only suitable for a flag rising ceremony. So, she was against the rule. Contrary to the girl's opinion, the other student was glad with it. He said that he didn't mind with the new rule because wearing a cap and a tie will make the students look great and like real educated persons. The first student gave the reasons that they would feel uncomfortable and hot. Moreover, the classrooms were not air conditioned. The second said it wasn't a big problem. He was sure that the students wear them proudly. They would surely be used to it any way.

40. The two students are discussing…
    a. the facilities in school
    b. their homework
    c. their uniform
    d. their friends
    e. their family

    The analysis:
    1. It tests reading (reading comprehension).
    2. It is understanding level.
       The test-taker is asked to infer the main idea of overall text.
    3. The test is not good enough, because it's better using possessive pronoun for overall distracters.
    The answer: c

41. The boy said that he agreed with the new rule in his school.
    Which statement shows his agreement?
    a. He was not annoyed.
    b. He would not obey the rule.
    c. He didn't care of the rule.
    d. He didn't like wearing a cap and tie.
    e. He didn't mind wearing a cap and tie.

    The analysis:
    1. It tests reading (reading comprehension).
    2. It is analyzing level.

The test-taker is demanded to differentiate the statement which shows the boy's agreement from the options.
3. The test is good enough, but the distracters should be in the same categories (overall distracters are verb clause).
The answer: e

42. The boy believed that all students would…
   a. have a high spirit to study
   b. solve their own problems
   c. care for their environment
   d. follow the new rule
   e. feel uncomfortable

The analysis:
1. It tests reading (reading comprehension).
2. It is analyzing level.
   The test-taker is asked to select and put the answer from the distracters to make full sentence.
3. The test is good enough.
The answer: d

43. "One of them showed her <u>annoyance</u>,..." (line 2)
   The underlined word is close in meaning to …
   a. responsibility
   b. displeasure
   c. agreement
   d. applause
   e. response

The analysis:
1. It tests reading (reading vocabulary).
2. It is remembering level.
   The test-taker is asked to recognize the same meaning of "annoyance".
3. The test is not good enough, because the distracters should be in the same categories (overall distracters are negative form).
The answer: b

Text 10.
This text is for questions 44 to 47.

SINGAPORE: A supervisor was jailed for two months for repeatedly striking his Indonesian maid on the head and back with a te1evision remote.

Muhammad Shafiq Woon Abdullah was brought to court in Singapore because he had physically hurt the woman on several occasions between June and October 2002, the Straits Time said.

The magistrate's court heard that Shafiq, 31, began striking Winarti, 22, about a month after she started working for him.

He hit her on the head with the TV sets remote control because he was unhappy with her work. On one occasion, he punched her on the back after accusing her of daydreaming.

S.S. Dhillon, Shafiq's lawyer, said that his client had become mad when he saw his daughter's face covered as she was lying in bed. He said his client thought the maid had put the child in danger.

44. The text reported …
    a. the arrest of a supervisor
    b. the working condition in Singapore
    c. an Indonesian worker in Singapore
    d. the Indonesian workers' condition in Singapore
    e. a crime by a Singaporean supervisor towards his maid

The analysis:
    1. It tests reading (reading comprehension).
    2. It is understanding level.
       The test-taker is demanded to infer the main idea of overall text.
    3. The test is good enough.
The answer: e

45. Which one of the following statements is TRUE according to the text?
    a. A supervisor was put in jail for two years.
    b. The supervisor gave many kinds of jobs to the maid.
    c. The maid has been working for him for two months.
    d. Winarti struck the supervisor with a remote control.
    e. The supervisor hit his maid's head with the TV set's remote control.
The analysis:
    1. It tests reading (reading comprehension).
    2. It is analyzing level.
       The test-taker is demanded to determine the true statement from the options related to the text.

3. The test is good enough.

The answer: e

46. "...he physically <u>hurt</u> the woman ..." (Paragraph 2)

The underlined word is close in meaning to …

a. cut
b. injured
c. offended
d. punished
e. damaged

The analysis:

1. It tests reading (reading vocabulary).
2. It is remembering level.
   It asks the test-taker to recall the synonym of "hurt" (paragraph 2).
3. The test is good enough.

The answer: b

47. Why did Shafiq punch Winarti on her back?

She was accused of..

a. talking much time for herself
b. not working properly
c. working carelessly
d. daydreaming
e. being lazy

The analysis:

1. It tests reading (reading comprehension).
2. It is analyzing level.
   The students are asked to differentiate the best distracter.
3. The test is good enough.

The answer: d

Text 11.

This text is for questions 48 to 50.

Singapore is a city state; it is a city but it is also a state. It is a republic. Along with Indonesia, Malaysia, Thailand, the Philippines and Brunei, it belongs to ASEAN, the Association of South-East Asian Nations.

Like Indonesia, Singapore is a country of "Bhineka Tunggal Ika." Chinese, Malays, Indians and Eurasians make up its citizens. Other Asians, including Indonesians, Japanese, Philippines. Koreans, Thais and Arabs also live on that tiny island. Singapore is sometimes called "Instant Asia" because you can see varieties of customs, cultures, and foods of nearly all Asia in Singapore.

48. The text mainly talks about Singapore as …
    a. a nation
    b. an island
    c. a republic
    d. a city state
    e. a member of ASEAN

    The analysis:
    1. It tests reading (reading comprehension).
    2. It is understanding level.
       The test-taker is demanded to infer the main idea of overall test.
    3. The test is good enough.

    The answer: e

49. Singapore's citizens consist of....
    a. Brunei, Indians
    b. Chinese, Thais and Arab
    c. Chinese, Malays, Indians, and Eurasians
    d. Eurasians and Philippines
    e. Asians and Arabs

    The analysis:
    1. It tests reading (reading comprehension).
    2. It is analyzing level.
       The test-taker is demanded to select and put the answer from the distracters to make a full sentence.
    3. The test is good enough.

    The answer: c

50. "... Koreans, Thais and Arabs live on that tiny island." (Paragraph 2)
    The underlined word may be replaced by "very ...
    a. cute
    b. huge
    c. small
    d. broad
    e. narrow

    The analysis:
    1. It tests reading (reading vocabulary).
    2. It is remembering level.
       The test is asked to recall the synonym of "tiny" (paragraph 2).
    3. The test is good enough.

    The answer: c

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

To end this research, I would like to make conclusions and suggestions. The conclusions are useful for reader to make the generalization of this research and suggestions are the contributions from the researcher after completing the research.

Conclusions

After conducting the research, I come to her conclusions that:

(1) From 35 test item, 8 (22, 86 %) test item included remembering level of Cognitive Bloom's Taxonomy which using relevant sample verb is defined.

(2) From 35 test item, 14 (40 %) test item included understanding level of Cognitive Bloom's Taxonomy which using relevant sample verbs are differentiate, outline and predict.

(3) From 35 test item, 12 (34, 28 %) test item included analyzing level of Cognitive Bloom's Taxonomy which using relevant sample verbs are determine, illustrate and select.

(4) From 35 test item, no use applying, evaluating and creating level of Cognitive Bloom's Taxonomy.

(5) Cognitive Bloom's taxonomy to be derived from the creation of a classification scheme would be to provide a convenient system for

describing and ordering test items, examination techniques, and evaluation instrument. Hopefully it can be useful for teacher, students and test maker.

5. 2   Suggestions

Constructing test items, especially multiple-choice test is not easy job. The test markers should know the rules of constructing good test items. In accordance with the conclusion above, I would like to offer the following suggestions:

a.   The test markers, especially the English teachers should know or be familiar with the rules of constructing a good test.

b.   The teachers should reveal and proofread the draft before being typed by typist and before printing.

c.   The English test manuscript typists should be careful and pay an extra attention in typing the draft of the English test because their inaccuracies may cause essential mistakes.

d.   The test makers should use the common vocabulary so the students can understand the text easily.

e.   The students have to know and used the six level of Cognitive Bloom's Taxonomy to help them to do their exam.

f.   The teachers and the test makers should use the Cognitive Bloom's Taxonomy to better developments in examination constructions.

Finally, I suggests that this test is good enough especially in typing the test item. They used big form and in arranging the options of the test they used vertical form. It makes the students clear to read and understand the material. Unfortunately the tests not use all the six level of Cognitive Bloom's Taxonomy.

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