A THESIS

**CATEGORIZING ITEM TEST IN ENGLISH SUBJECTS
BY USING BLOOMS TAXONOMY
AT SMAN 7 PINRANG**

BY

**IRNAWATI
REG.NUM. 18.1300.056**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
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Submitted to the English Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fullfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)

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Submitted by:

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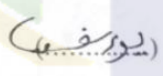Study Program : English Education

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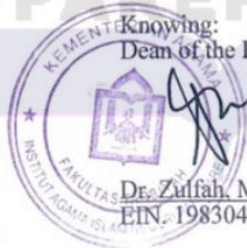
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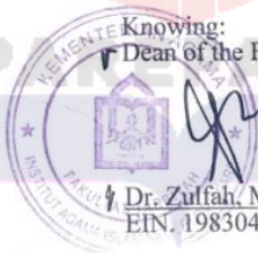EIN. 19830420 200801 2 010

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Parepare, February 09th 2023
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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, February 09th 2023
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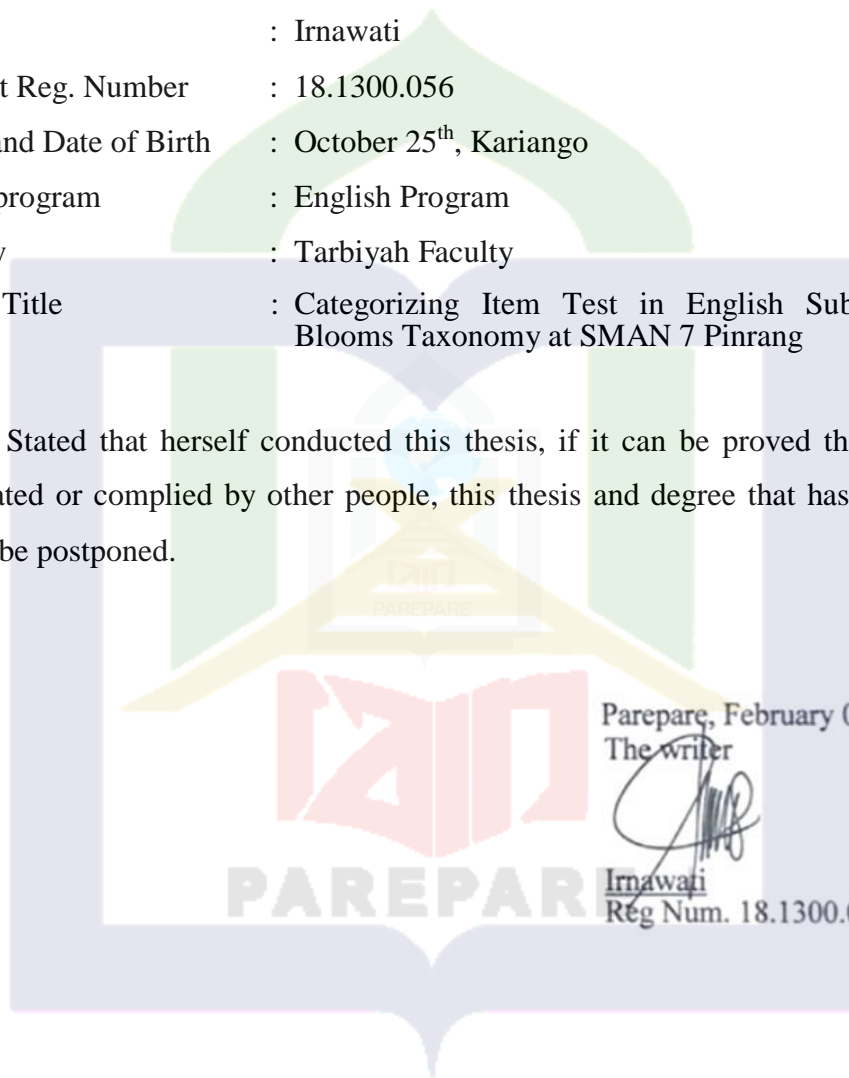
ABSTRACT

Irnawati.*Categorizing Item Test in English Subjects by Using Blooms Taxonomy at SMAN 7 Pinrang*.(Supervised by MagdahalenaTjalla and Muh. Yusuf).

Categorizing item test is one of the most needed parts of the educational process where student learning is measured by a variety of procedures. Test aims to measure the extent to which educational goals are achieved at the same time can be used to make decisions in the implementation of learning. It reveals that as part of an overall learning activity, evaluation or assessment is a process that involves many interrelated aspects.These concepts of the research focus on categorize or identifying the test revers to Blooms taxonomy. The purpose of this research is to Categorizing Item Test in English Subjects by Using Blooms Taxonomy at SMAN 7 Pinrang.

This research used descriptive qualitative method and sample of researchwas student activity and Teacher test or document from several class namely; ten, eleven, and twelveat SMAN 7 Pinrang, total sample were three document tests for each class. The data collecting technique by interview and analysis content or documents test of English Teacher.
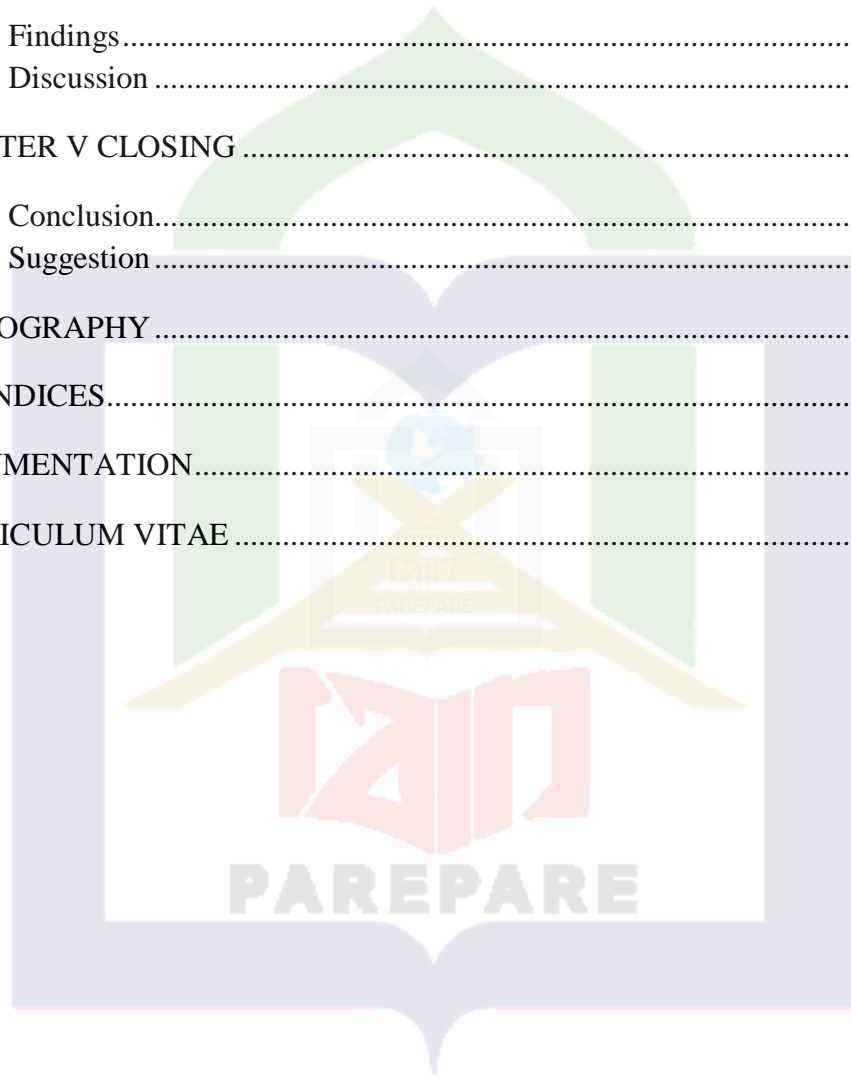
The result of the data showed that the researcher collected that all the item test used for teaching English subject at SMAN 7 Pinrang consisted of cognitive domain, affective domain, and psycomotor domain because the item test and teaching process followed by these domain aspects, cognitive domain referred from the written test, affective domain and psycomotor domain referred to teacher instruction. It was obtained data that item tests of ten class the dominant level referred to level C1 (Remembering), eleven classthe dominant level referred to level Analyzing (C4), while for Twelve gradethe dominant level of cognitive referred Understanding (C2).

Keywords: Categorizing Item Test, Blooms Taxonomy.

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CHAPTER I
INTRODUCTION

A. Background

A test can be defined as a method a measure someone's ability. When a person wants to know how far his or her ability, he/she can use a test. In learning, teachers use the test to measure student abilities. Why did they do the test every time? Kamlasi and Sahan stated that "test is important for teachers in order to measure whether the objectives of language teaching and learning have been achieved or not". So, the test is important for teachers to know the achievement of their learning objectives. Furthermore, students need to know the level of their ability.

Al-Qur'an as the basis for all scientific disciplines including Islamic education has implicitly provided a description of educational evaluation in Islam. This can be found in various evaluation systems established by God. SWT. as follows:

'Prophet Sulaiman As., once evaluated the honesty of a Hud-hud bird which announced the existence of a kingdom ruled by a beautiful woman, as told in Q.S. An-Naml: 27.

قَالَ سَنَنْظُرُ اَصَدَقْتَ اَمْ كُنْتَ مِنَ الْكٰذِبِيْنَ ٢

It means:

> "Sulaiman said: We will look at (evaluate) whether you are right or whether you are one of those who lie".[1]

A necessary element to achieve the educational objectives is the test teaching and learning materials can be presented in the form of test. Item test

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[1] Al-Quran dan Terjemahnya. *Departemen Agama RI* (Cet. XI: Semarang; Cv. Asy Syifa'2000), p.480.

presented in this format often contain a combination of material from different source, but complement each other with in a single unit this means that assessment is an important part of the teaching process English teachers can maximize the test from the material made in the classroom to achieve the goal of teaching English.

A component that the test is necessary to achieve the goal of teaching and learning. Pedagogial and methodological material can be presented in the form of a test. Instructional material presented in this form usually contains combination of materials from different sources that support each other unit. It is means that test is important in teaching and learning process. English teachers can maximize their grade for materials carried out in the classroom to achieve the goal of teaching English.

The government of Indonesia through the National Education Department recommends English in focus evaluation to be used in senior high schools. Evaluation should be related to all teaching activities, such as in making test items. It is supported stated that an approval evaluation form might easily become the curriculum Lamiae, 1999 in the classroom, yet fails to incorporate significant features of the policy or goals that is supposed to address.[2] An English teacher must synchronize the material in test with the goal of teaching English to make it works in line. Dependence on the evaluation may distract attention from behavior and educational beliefs crucial to the achievement of desired outcomes. However, there are some criteria of a good test that a teacher should consider.[3]

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[2] Koksal, Dincay and Omer Gokhan Ulum. Language Assessment through Bloom's Taxonomy. *Journal of Language and Linguistic Studies*. (2018). Vol.14 No.2.

[3] Lamie, J. M.Making the Textbook more Communicative. *The Internal TESL Journal*, 5(1), (1999). *Retrieved August 27, 2021.*

Good test often contain lively and interesting material; it provides a sensible progression of language items, clearly showing what has to be learnt and in some cases, summarizing what has been studied so that students can revise grammatical and functional points that they have been concentrating.[4] Those criteria are useful to produce qualified students who can achieve the target in teaching plan. English teacher can use Blooms Taxonomy of educational objective to select a criterion of good test. Blooms Taxonomy is a framework, which has some categories.

These concepts of the research focus on categorize or identifying the test revers to blooms taxonomy. This categories is one of basic principles in the taxonomy itself. It said that Blooms Taxonomy could help English teachers in determining or choosing learning materials by analysing the tasks given.[5]Original Blooms Taxonomy only contains a dimension, but in the new revision of the taxonomy contains two dimensions. Those two are cognitivedomain and knowledge domain. Interrelation between those two dimensions is called the table of Blooms Taxonomy Itself.[6]

Item test was one of the most needed parts of the eduational process where student learning is measured by a variety of procedures. Also, although this procedure indicates improvement, there are related the issue of learning assesment remain unresolved Itself. Because the excellence of educational programs is based on evaluation practice, test play an important role in learning to act as one of the dimensions of evaluation. Test paper is a traditional way of assessment a common

[4] Hamer, Jeremy. The Practice of English Languaage Taching. Lonon: Longman, (2002).
[5] Anderson, et.al. A Taxonomy for Leaming, Teaching and Assessing: A Revision of Blooms' Taxonmy of Educational Objectives. Logman: New York, (2001).
[6] Anderson, et.al. A Taxonomy for Leaming, Teaching and Assessing: *A Revision of Blooms' Taxonomy of Educational Objectives*. Longman: New York, (2001).

choice for teachers to evaluate the level of success of students in certain subjects where the cognitive domain needed by students are determined through test scores.[7]

The test is designed to the extend to which educational objectives are achieved simultaneously can be used to make decisions implementation of learning him reveals what he does as part of holistic learning an activity, test is a process that involves many interrelated aspects the implementation of a good test must be well executed in a multifaceted way related components .[8]

The reason why the researcher choose this research title was able to categorize the item test by attention or determining a taxonomy level of Blooms Taxonomy namely remembering, understanding, applying, analyzing, evaluating and creating. So,the test will be analyzed and each question will be categorized based on its level by using Blooms Taxonomy develop by Anderson Krathwolk.

Related to the problem above, it is needed an appreciate way for the researcher analysis of teachers assessment in English based on cognitive domain of Blooms Taxonomy. In this case, Blooms Taxonomy is one possibility as it can be used to develop a curriculum goals and learning objectives, Blooms Taxoomy is highly reommended used by teacher. According to Bloom, the objectives of education can be divided into; multiple domains and each domain or domains is further subdivided into more detailed domains hierarchical classification. Education goal can

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[7] Veeravagu, J.,Muthusamy, C., Marimuthu, R, & Michael, A. S. Using Bloom's Taxonomy to Gauge Students' Reading Comprehension Perfomance/Utiliser La Taxonomie De Bloom Pour Evaluer Les Performances De Comprehension Ecrite Des Eleves. *Canadian Social Sciencee*, 6(3), p.205. (2010).

[8] Nurgiyantoro, Buhann. *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. Yogyakarta: BPFE-Yogyakarta. (2016).

be divided into three domains; cognitive domain, affective domain and psycomotor domain.[9]

Based on the pre-observation made by the researcher, basically a test should include on Blooms Taxonomy, one of which is thecognitive, psycomotor, affective aspect of the student. Cognitive aspects become very important aspects of achieving student results. Researchers are interested in observing and analyzing test given to students to test their English language skills, the researchers assume that the test given has not covered all aspects of Blooms Taxonomy.The researcher get the data as followed:[10]

The Data Pra-Survey result score test students at SMAN 7 Pinrang

No.	Grade	Score	Percentage
1.	Ten Grade (X)	70	60%
2.	Eleven Grade (XI)	65	40%
3.	Twelve Grade (XII)	65	40%

Based on the data above, many misunderstand students about the result test that are wrong of the answers. Based on the explanation above, the researcher interested in conducting research with the titles "*Categorizing Item Test in English Subjects by UsingBlooms Taxonomy at SMAN 7 Pinrang*"

B. Research Questions

Based on the background of the study above, it formulates research question as a follows:

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[9] Anderson, et.al. A Taxonomy for Leaming, Teaching and Assessing: A Revision of Blooms' Taxonomy of Educational Objectives. Longman: New York. (2001).

[10]*Observation data*

1. How to categorize item test in English subject by usingBlooms Taxonomy at SMAN 7 Pinrang?

2. What is the most dominant level of item test by using Blooms Taxonomy eachclassat SMAN 7 Pinrang?

C. The Objective of the Research

The researcher formulates the objectives based on research formulates the objectives based on research question as follows:

1. To identify the categorize item test in English subject by using Blooms Taxonomy at SMAN 7 Pinrang.

2. Toidentifythe most dominant level of Blooms Taxonomy each gradeat SMAN 7 Pinrang.

D. Significance of Research

The significance of the research for:

1. Students

The result of this research is expected to give more information which really important to be known as students. In order to gets proper data for students test.

2. Teachers

The teacher can understand about test by using Bloom`s Taxonomy.

3. For other researcher

Especially for language researchers, they can adapt the result of research use in this research as an alternative to teach students. They also can use the data taken in this research (for example the field note) as a source to make a consideration the next teaching learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researcher have conducted their research on identifying Blooms Taxonomy at SMAN 7 Pinrang. Their findings are consecutively presented below:

1) According to Koksal, Ulum in the journal "Language assessment through Blooms Taxonomy". This research presents a higher and lower level of Blooms Taxonomy then questions arising about General English are provided at all higher and lower levels of thinking. The result of this research shows that the exam papers analyzed did not have a high level of cognitive skills contained in Blooms Taxonomy. Based on the finding, several assumptions have been to suggest how the test papers that are being written or will be written should refer to Blooms Taxonomy.[11]

2) The other previous research about "Blooms Taxonomy and Rules Based Question Analysis Approach for Measuring the Quality of Examnation Papers". This study was conducted to ask questions about the Blooms Taxonomy requirements exam at various cognitive level. Borrowing techniques used to solve significant keywords and verbs that were useful at the approciate cognitve level. Questions used to evaluate various cognitive levels of students can be categorized as high level questions, middle level questions, and low level questions. This research work tried to obtained a

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[11] Koksal, D., & Ulum, O. G. Language Assessment throught Bloom's Taxonomy. *Journal of Language and Linguistic Studies*, 14(2), p. 76-88, (2018).

suitable methodology to categorize final examination question papers based on the Blooms Taxonomy.[12]

3) Much work has attempted to classify exam questions based on Blooms Taxonomy. However, there has not been much attempt in using natural language processing technique to solve this problem. His presented an online test system to classify and analyze the cognitive level of Blooms Taxonomy to English questions. The system accepts the exam question as an input, which will then be segmented. This system has a database where various verbs of Blooms Taxonomy are stored. The database includes verbs with lower case and capital letters. The system then compares all the verbs tenses present in the questions. When a keyword is found in the test item, then the particular question belongs to the keyword. Weightage for the question is applied if any of Blooms category shares the same verb. The authors provide four match situation to indicate matching items; correct match items, partial match items, no keyword items and no match items. The result shows that keywords show efficiency only to the 'Knowledge' level of Blooms Taxonomy.(Swart 2010)(Scott 2003).

Based on the several researchs above, those have been founded that some of the previous research analyzed the examination paper of the students, most of all just analyzed the result study of the students based Blooms taxonomy. While this research is very different from the previous research because the researcherwouldcategorize item test in English Subject based on

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[12] Kumara, B. T., A., & Paik, I Bloom's Taxonomy and Rules based Question Analysis Approach for Measuring the Quality of Examination Papers. (2019).

cognitive domain of Blooms Taxonomy and sample is a teachers test. The similarities of this research and some the previous research are focused on the concept of Blooms Taxonomy.

B. Some Pertinent Ideas

1. The Categorizing Item Test

Categorizing item test is an activity that teacher must carry out to improve the quality of the questions that have been written. This activity is a process of collecting, summarizing, and using information from students' answers to make decisions about each assessment.[13]

The purpose of the review is to study and examine each question item in order to obtain quality questions before the questions are used. In addition, the purpose of item analysis is also to help improve the test through revision or removing ineffective questions, as well as to find out diagnostic information for students. whether they have/have not understood the material that has been taught.[14] Quality item test are questions that can be answeredprovide information as precisely as possible according to its purposeincluding being able to determine which students have or have not mastered the material taught by the teacher.

When a teacher teaches a student to learn a material or test and to memorize it for a period of time, it means that the teacher is directly focusing on memorization as one of the cognitive domain process categories.As teachers broaden their focus to develop lessons for growth and assess meaningful learning, they need to

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[13] Nitko, Antony J. Educational Assessment of Students, Second Edition. Ohio: *Merril an Imprint of Prentice Hall Englewod Cliffs*. (1996).

[14] Aiken, Lewis R. Psychological testing and assessment, (Eight Edition), Boston: Allyn and Bacon. (1994).

develop more complex cognitive process beyond memorization. In memorization, the teacher only needs the student to memorize the lesson as a cognitive process.

Cognitive domain divides into five process such as understanding, applying, analyzing, evaluating, and creating can be used to transfer the learning materials. Anderson and Krathwol classify cognitive domain into the following categories and sub-categories.Cognitive domains are aspects of skills related to aspects of knowledge, reasoning, or thought. Blooms Taxonomy divided cognitive domain into six levels or categories, namely:

a. Knowledge

Included the memory of things that have been learned and stored in memory. Knowledge stored in memory is dug out when it is needed through a form of recall or recognition. The ability to recognize and remember terms, definition, facts, ideas, patterns, sequences. Methodologies, basic principles and so on.

b. Comprehension

At this level, a person can grasp the meaning and meaning of what is learned. The ability to dechiper the subject matter of the reading; change the data presented in certain formss to other forms.

c. Application

The ability to apply rule or method to deal with a case or problem that is concerete or real and new. The ability to apply ideas, procedure methods, formulas, theories and so on. The ability is expressed in the application of a formula to the problem at hand or the application of a working method in solving new problems. For examples, using principles.

d. Analysis

At the analysis level, someone can break complex information into small pieces and link information with other information with other information. The ability to break down an entity into parts so that the overall structure or organization can be well understood.

e. Synthesis

The ability to form a new unit or pattern. The parts are connected. The ability to recognize data or information that must be obtained to produce the solution needed. The existence of this ability is expressed in making a plan for the preparation of lesson units. For example the ability to compile work program.

f. Evaluation

The ability to provide an assessment of learning material, arguments relating to something that is known, understood, done, analyzed and produced. The ability to form something or several things, together with the accountability of opinions based on certain criteria. For example the ability to assess the results of the essay. This ability is expressed in determine the assessment of something. [15]

Knowledge, understanding, application, analysis, syntesis and evaluation. This Blooms Taxonomy was revised by Lorin Anderson and David Krathwohl, resulting in a revised Blooms Taxonomy. The most significant change was the elimination of 'synthesis' and the addition of 'creation' as the highest level of Blooms Taxonomy. And the highest level, the implication is that it is the most complex or demanding cognitive skill or at least a kind of peak for cognitive tasks.[16]

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[15] Bloom, B. S. Taxonomy of Educational Objectives. London: Longmans. (1956).
[16] Heick, T. Teach Tought. January. Retrieved August 2, 2021.

In 1994, one of Blooms students, Lorain Anderson Kratwohl and the psychologists of the flow of cognitive is improved Blooms Taxonomy to keep pace with the times. The results of the these improvements were only published in 2001 under the name Revised Blooms Taxonomy. Revision is only done in the cognitive domain. The revisions include:

- Change keywords from nouns to verbs for each levelof the taxonomy.

- Change occur in almost all hierarchical levels, but the order of levels is still the same, from lowest to highest. The fundamental change lies at levels 5 and 6. These part of the cognitive domain after Revision 2001:

a. Remembering (C1)

The remembering category is taking the knowledge needed form a students long term memory. Two cognitive process related to this category are aware or recognizing and recalling. The types of knowledge relevant to this category are factual knowledge, conceptual knowledge, procedural knowledge and metacognitive knowledge, as well as possible combination of some this knowledge.

b. Understanding (C2)

In understanding a students would understand if they can construct the meaning of learning messages both in oral, written and graphical form (images) conveyed through teaching, presentationin books and presentation through computer screens. Learners can understand if they relate the new knowledge they already have. More preciely, the new knowledge they are learning is combined with existing cognitive schemes and frameworks. Because concepts in the brain are like building blocks in which they contain schemes and

cognitive frameworks. Then conceptual knowledge is the basis of the process of understanding. Cognitive process included in the understanding category include the process of interpreting, modeling, classifying, summarizing, guessing, comparing and explaining.

c. Applying (C3)

This category of applying is very closely related to procedural knowledge. Practice questions or excercise are types of tasks whose completion procedures are known to students, so students can use them routinely. A problem is a type of task for which students have no known solution, so they must find the right procedure to solve the problem.

d. Analyzing(C4)

Included in the category of analysis is the process of breaking down material into its constituent parts and determining the relationship between the parts and the relationship between these parts with the material as a whole. This process analysis category includes the processes of differentiating (organizing), and connecting (attribute).

e. Evaluating (C5)

Evaluating category is defined as the act of making a judgement based on certain criteria and standards. The most commonly used criteria are quality, effectiveness and consistency. These criteria are determined by the students that can be used can be either quantitative or qualitative standards. The standards are then applied to the criteria selected earlier. The evaluation checking and critiquing. The process of checking is the process of assesing an internal

criterion, while the process of criticizing or critiquing is the process of making an assesment bad on external criteria.

f.Creating (C6)

The process of arrange several specific elements into a coherent or functional unit. The teaching objectives included in the category of creating are teaching students to be able to make a new product by organizing some elements or parts into a pattern or structure that has never existed or was never predicted before. Cognitive process that fall into this category are usuall also coordinated with the learning experiences that students have had before. Although this category of creating requires a creative mindset on the part of students, the creative mindset is not completely free from the demands or limitations that have been determined in a teaching lesson or the limitations that occur in certain situations

2. The Concept of Blooms Taxonomy

Blooms Taxonomy is one of the instrument that can be used to evaluate the questions in textbook. As musial claims that "This Taxonomy has been extremely influential in the education the last fifthy years" (quoted in Nana Pratiwi, 2015). Hence Blooms Taxonomy is still considered a useful educational tool today. In research, the authors used a revised version of Lorin Anderson's Bloom's Taxonomy and David Crashwall. This revision is an updated version of Blooms original classiofication.[17]

Blooms Taxonomy was named after Benjamin Bloom, then an Associate Director of the Board of Examinations of the University of the University of Chicago,

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[17]Pratiwi, Nana. Analysis of English Workbook for SMP/MTs by Using Revised Bloom Taxonomy. *A skripsi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan*, Unversitas Islam Negeri Syaif Hidayatullah, Jakarta. (2014).

which began a discussion among groups of an assesment expert from the US outlines come pedagogical goals and assesments for instituions to used, itself.[18]

Blooms Taxonomy by Benjamin bloom was a set of three hierarchical models used to classify educational learning objectives into levels of complexity and specificity. The three lists cover the learning objectives in cognitive domain, affective domain and psycomotor domain.The cognitive domain list has been the primary focus of most traditional education and is frequently used to structure curriculum learning objectives, assessment activities.

Blooms Taxonomy is one classification of lesson objectives that teachers want to convey to students. Cognitive domain in this the Taxonomy is deigned to know the students cognitive level during the exam or test. Stiggins proposed that teacher designed tests be guided by questions help students recall facts and information Blooms Taxonomy. However, educational goals are expected to evolve students thinking skills and fails the test in the classroom several times these wishes. This means you can not tap on law quality ratings rewarding higher thinking skills in Blooms taxonomy would hinder the development teacher's are expected to ask questions that require thinking skills.[19]

Taxonomy come from the Greek taxis which means arrangemet and nomos which means science.Taxonomy is a classification system. Taxonomy means a hierarchical classification of something or principle which is an underlying classification or can also mean a science learn about classification. Taxonomy is a

[18]Koksal, D., &Ulum, O. G. Language Assesment throught Bloom's Taxonomy. *Journal of Language and Linguistic Studies*, 14(2), p. 76-88. (2018).

[19] Stinggins, RJ. Student-Involved Classroom Assessment (3rd ed).*Upper Saddle River NJ; Prentice Hall*. (2001).

types of classification system based on research data scientific about things that are classified in systematic it is.

The concept of Blooms Taxonomy was develop in 1956 by Benjamin S. Bloom. A field psychologist education along with his friends. In the year of 1956, the creation "Taxonomy of Educational Objectives" was published Cognitive Domain, and in 1964 a work was published "Taxonomy of Educational of Educational Objectives, Affective domain, and his creation entitled "Handbook on Formative and Summative Evaluation of Students Learning" in 1971 and his other work "Developing Talent in Young People".

This taxonomy classifies objectives or educational objectives into three domains (regional domain): cognitive, affective and psycomotor and each of these realsm divided back into a more detailed division based on the hierarchy. Some other terms which also describe things are the same as those of the three conventional domains it has long been known that the taxonomy of educational objectives consists of the aspects of copyright, taste and intention . also, known the term reasoning, appreciation and practice.

a. Cognitive Domains

Cognitive domain also called cognitive process because those are consist of some different level of thinking. According to Anderson and Krathwohl, cognitive process is one of dimension in revised Blooms Taxonomy that consist of six parts. Blooms Taxonomy is often used to analyse the test and curriculum and those are indicating to focus only on remembering cognitive process without more exploration on the other cognitive process. The most important parts in cogntive process are

retention and transferred. Retention is ability on remembering the lesson materials for certain period as the material for certain period as the material was taught before.

Tabel operational verbs of Blooms Taxonomy by Anderson Krathwohl

Cognitive Domain	Operational Verbs
1. Remembering (C1) **-** *Retrieving knowledge from long term memory.*	Quoting, Explain, Draw, Count, Identify, Register, Show, Label, Index, Pairing, Mark, Name, Reading, Realize, Memorize, Imitation, Taking Notes, Review, Choose, Learn,
2. Understanding (C2) **-** *Construct meaning from the learning material, including what is said, written, and drawn by the teacher.*	Estimating, Characterize, Detailing, Associate, Assign, Counting, Contrast, Changing, Sustaining, Describing, Interviewing, Distinguish, Discuss, Digging, Expanding, Conclude, Modeling, interpret, conclude, predict.
3. Applying (C3) **-** *Apply or use a procedure in certain circumstances*	Apply, Require, Customize, Allocating, Sort, Compare, Acquire, Preventing, Completing, Declairing, Capture, Modify, Calculate, Building, Find, Find Back, doing, implement.
4. Analyzing (C4) **-** *Breaking down material into its constituent parts and determining the relationship between the parts and the*	Analyzing, Check, Outlining, Solve, Charcterize, Rationalize, Affirming, Detecting, Diagnosing, Diagrams, Selecting, Detailing to Section,

overall structure or purpose.	Divesifying, Testing, Explore.
5. Evaluating (C5) *- Make decisions based on criteria or standards.*	Consider, Compare, Directing, Contrasting, Maintain, Criticize, Deciding to, Separating, Predicting, Assessing, Clarify, Assigning, Interpreting, Justifying, Grade, Recommend, Coordinate,
6. Creating (C6) **-** *combining parts to form something new and coherent or to create an original product.*	Set, Abstract, Funding, Code, Collect, Combine, Compose, Build, Dealing, Connecting, Creating, Correcting, Dictates, Design, Photographing, Improve, Facilitate, Construct, Planning, Make a Hypothesis, Produce, Formulate.[20]

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[20] Gunawan I, Angraini R. P., Taksonomi Bloom-Revisi Ranah Kognitif: Kerangka Landasan untuk Pembelajaaran, Peangajaran dan Penilaian. (2016). Retrieved August 21, (2022).

b. Affective domain

Krathwohl et al.,states that the affective domain is a domain that includes feelings, value, appreciation, enthusiasm, motivation and attitudes. [21] Student competence that reflects good affection can be seen from a mature attitude that is approciate to the age and development of students and is reflected in daily behavior in the learning process both inside and outside the classroom. There are several examples of behavior that reflect good attitudes or affection from students, such as discipline in carrying out all obligations related to the learning process, being responsible for what is done, enthusiasm and enthusiasm in participating in learning, respecting and appreciating teachers and peers, and so on. The cognitive domain in the 2013 curriculum appears explicitly in the competence of spiritual and social attitudes. This spiritual attitude is manifested so that students have a personality that is faithful, pious, and grateful to God Almighty. Meanwhile, social attitudes in the 2013curriculum are shown by the formation of students who are noble, independent, democratic and responsible by Kemendikbud.[22]

Affective domain, especially attitudes, form students can be know trends, changes and developments based on the types of affective domain categories, as a stated by Krathwohl et al., below:

1. Receiving rate

The level at which students have the desire to receive or pay atention (receiving or attending) a stimulus or stimulus given in the form of a problem,

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[21] Krathwohl, D.R., Bloom, B.S., & Masia, B.B. Taxonomy of Educational Objectives: The Classification of Educational goals. *Handbook II: Affective Domain*. New York: David McKay Co.(1964).

[22]Kemendikbud. Konsep dan Implementasi Kurikulum 2013. *Kementrian Pendidikan dan Kebudayaan*. (2014).

situation phennomenon and so on. An example of ability at the receiving level is that students are willing to listen to their friends who speak with respect.

2. Response Rate

The level at which students react or respond to a stimulus or stimulus given in the form of a problem, situation phennomenon and so on. An example of ability at the level of response is that students actively participate in group discussions, such as giving explanations and responding to opinions from friends.

3. Appreciate Level

The degree to which students show a willingness to accept and appreciate (valuing) the values offered to them. An example of ability in the level of respect is proporsing a plan for improving people`s lives.

4. The Level of Living

The degree to which students make the proffered values an internal part of themselves makes those values a priority within themselves (organization). Example of abilities at the internalization level are prioritizing time for studying, helping friends and so on.

5. Practice Level

The level at which students make those values control their behavior in everyday life so that it becomes a lifestyle (characterization). An example of ability at the level of practice is showing independence when working.

c. Psycomotor Domain

Blooms taxonomy as outlined in books I and II does not mention psychomotor domains. The psychomotor domain was sparked by Simpson's thinking which states that psychomotor abilities are related to physical, coordination and the

used of psycomotor skills areas that mustbe trained continuously and measured in terms of speed, precision, distance, procedures or techniques in execution. Simpson defines psychomotor abilities based on research in the fields of insustrial education, agriculture, home economics, business education, music, art and sports. [23]

Simpsons stated that there are seven activities to categorize psychomotor abilities, starting from the simplest to the most complex. The categories consist of (1) perception, (2) readiness, (3) imitation, (4) getting used to, (5) proficient, (6) natural, and (7) original. Another figure who studies psychomotor abilities is Dave (1967) who divides psychomotor abilities into 5 levels, namely (1) imitation, (2) manipulating, (3) accuracy, (4) articulation, and (5) naturalization. The categories of psychomotor abilities presented by the two figures above are currently used to measure learning activities that involve physicalmotor and kinesthetic, such as sports, music, fine arts, dance, drama, experiments in science.

Simpson and Dave formulated psycomotor abilities more to concrete abilities. Meanwhile, if you look closely there are several abilities that are abstract but fall into the psycomotor domain. Abstract psycomotor abilities such as: writing, reading, counting, drawing, and composing in the fields of language, social, and religion which involve less physical, motor, kinesthetic and involve more abstraction, innovation and creativity.[24]

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[23] Simpson, E.J. The classification of educational of objectives in the psychomotor domain. *The Psychomotor Domain*. 3:43-56. Gryphon Huouse.(1966).

[24]Simpson, E.J. The classification of eductional objectives in the psychomotor domain. *The Pscyhomotor Domain*. 3:43-56. Gryphon House. (1972).

Item test can be perfomed orally, on paper, on a computer or in a pre-determined environment in which a test taker is expected to demonstrate helpful information that enables teachers to adapt teaching strategies to their students learning needs. In education, an examination is a test to show the knowledge and ability of a students.

a. Types of Item Test

1) Formative are informal and formal tests taken during the learning process. The later learning activities are updated by these tests seventeen to maximize student achievement. They consider strengths and limitations and encourage specific targets in need of work. The purpose of formative test is to measure student learning and provides increasing that teachers can use to enhance their teaching and student to enhance their learning.

2) Summative, assess performance, with the objective of assesing if the student has assimilated the knowledge or skills to the appropriate level. At the conclusion of an instructional unit, summative assessment can involve a few days training, a whole term's work in cases such as final examination or even several years review.[25]

b. Format ofItem Test

1) Multiple-choice item consists of a matter, known as the stem, and a list of recommended solutions, known as options. The options consist of one correct or best option, which is the answer, and incorrect or inferior options, known as distractors. The purpose of a multiple choice item is to measure candidate ability about a specific content area.

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[25] Manalu, T. Developing English Summative Test Based On Revised Bloom's Taxonomy (Doctoral dissertasion, UNIMED). (2016).

2) Essay item, according to Euan S. Henderson, essay make two important contribution to learning and assestment: skills development and learningstyle development. Essay was a general form of assignment written in a course and can include summative or formative depending on how the instructor utilitizes in the classroom. An essay test was a test that needs the students to structure a rather long written answer up to some of words.. The essay test indicate to any written test that needs the examine to write a sentence, a paragraph, or longer passages. There are basically two types of exams: Objectives need answers of a word or short phrase, or the selection of answer form several avalaible choices that are provided on the test. Essay requires answers to be written out at some length. [26]

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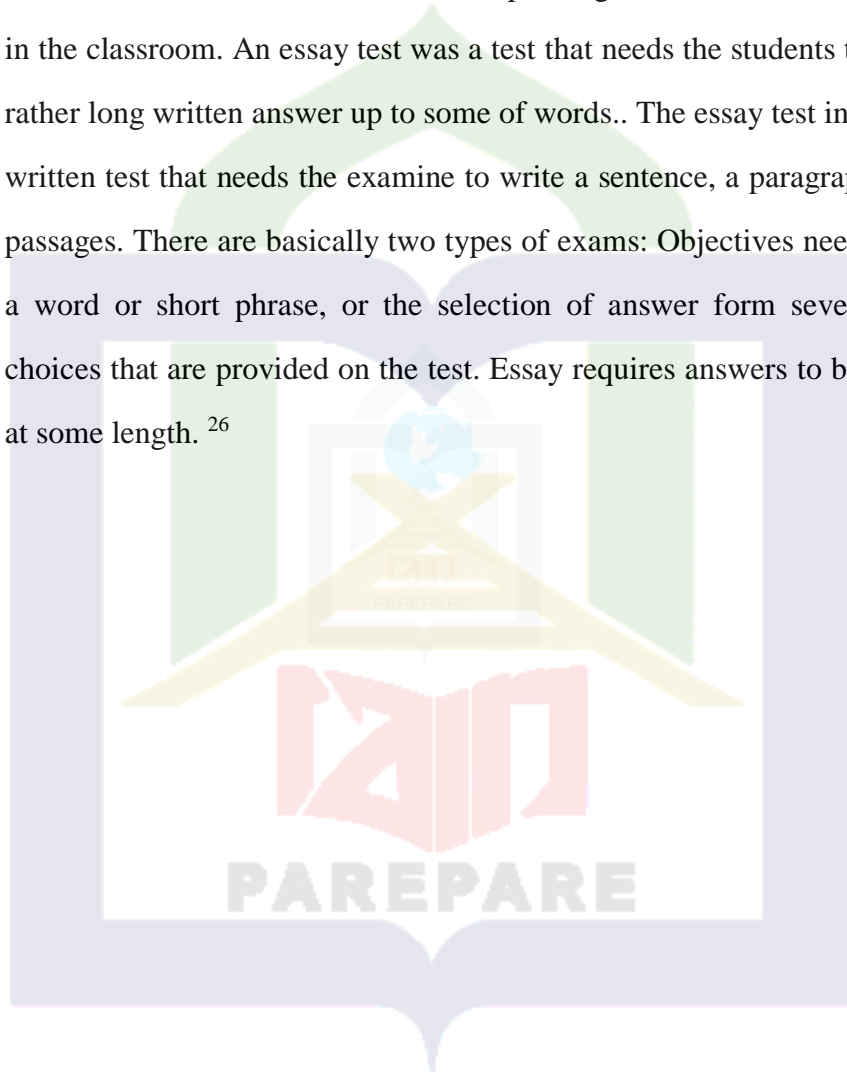
[26]Henderson, Euan S. " The Essay In Contiuouns Assesssment." *Studies in Higher Education* 5.2. p.197-203. Taylor and Francis+NEJM WEB. (1980).

C. Conceptual Framework

The main focus of this research is test by Blooms Taxonomy. The main researcher design the conceptual framework as follow below:

```
┌─────────────────────────┐
│  Categorizing Item Test │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│     Blooms Taxonomy     │
└─────────────────────────┘
            │
   ┌────────┼────────┐
   ▼        ▼        ▼
┌────────┐ ┌──────────┐ ┌──────────────┐
│Affective│ │Cognitive │ │ Psycomotoric │
└────────┘ └──────────┘ └──────────────┘
            │
 ┌────┬────┬────┬────┬────┐
 ▼    ▼    ▼    ▼    ▼    ▼
┌──┐┌──┐┌──┐┌──┐┌──┐┌──┐
│C1││C2││C3││C4││C5││C6│
└──┘└──┘└──┘└──┘└──┘└──┘
```
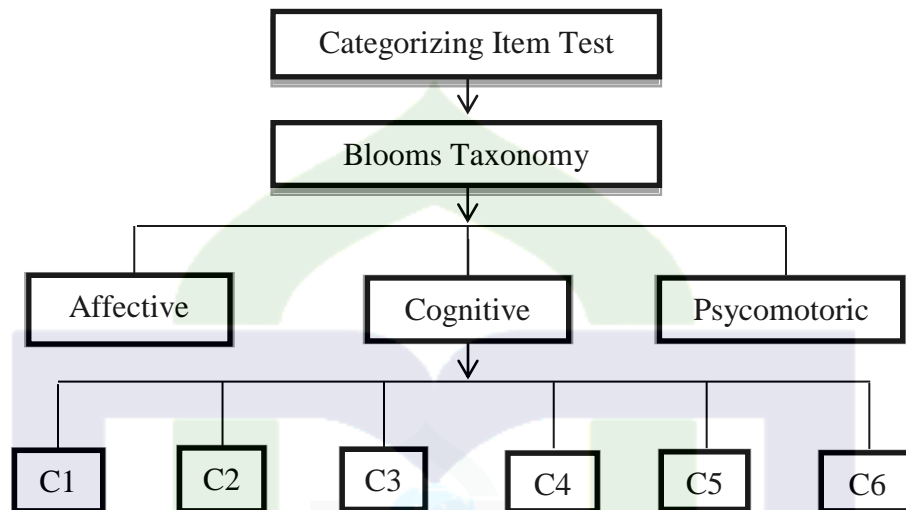
D. Definition of Operational Variable

The definition of variable is explain to clarify the variable of research which use refers to the concept of the research. This research has 2 definitions operational namely:

1. *Item Test*

Item test is a test which evaluate student ability a knowledge cover of English subject material. This test would be use that multiple choice and essay at SMAN 7 Pinrang.

2. *Blooms Taxonomy*

Blooms Taxonomy would be identify best on th three domain namely cognitive, affective and psycomotor. The dominant would be identify for cognitive aspect.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research used descriptive qualitative method which followed analysis content of test. It is used in this research by deep investigation of the case as a kind of qualitative research. The research method was needed to help the researcher to find the result of the research. Research method which deals with the ways we conducted the research was really helpful for the researcher in solving the problem. This chapter clarified the description of the steps that were to explained related to this research. Related to the statement, this research categorized item test in English subject by Using Blooms Taxonomy.

B. Location and Time

The researcher would conducted this research in SMAN 7 Pinrang which located in Jl. Poros Pinrang-Pare km 8, South Sulawesi. In this research, the researcher would ask the teachers test and this research would spend for one month included of the analyzing data.

C. Subject of the Research

The subject of the research are process, student activity and teachertest. The subject of this research wouldbe 3 grades of SMAN 7 Pinrang, the data can be seen on the table below:

Table 3.1 Respondents

No.	Level	Class	Document
1.	Ten	3 classes	1 Test
2.	Eleven	3 classes	1 Test
3	Twelve	3 classes	1 Test
Total Document			3 Tests

In this research, the researcher used simple random sampling technique. The researcher considered in chooses simple random sampling because the researcher wants to gain the deep information with the proper subjects that have deep understanding and capabilities, the researcher taken one test every grade. So, there would be three tests categorized by researcher. The resarcher focus on essay tests because that school only used essay test in giving evaluation to the students.

D. Instrument of the Research

1. Observation

The instrument of observation was checklist. Checklist is a list of data variable that would be collected. The observation checklist contained six components of cognitive process of Revised Blooms Taxonomy. Observation used to collect more data from the respondents. This observation is aimed to clarify the valid result of the test form. The researcher would observe the sum of documents namely; the class processed in test, the students activities during answer the test. The researcher marked (√) in the columns of the checklist if the task was using the component of cognitive process of Revised Blooms Taxonomy.

2. Interview

Interview is the one of the most important source in qualitative research to get deep insight about how people experience, feel and interpret the social world. In this study, the researcher used semi semi-structural in deep interview.Semi-structural interview is the question is not only which had been prepared, but can appear new questions during the question and answer to get a detailed view of the interviewee.

3. Documents (Content)

The researcher needs some instruments, thekind of instrument is documents, there are some objects reconsidered in obtaining information andone of them is paper or document.[27] In this research, some documents collected and analyzed. They are question test paper, answer sheet and answer key. The explanation of these instruments can be seen as follows :

a) Paper Test Question

The test paper would be taken from English teacher test for by English teacher from Ten, Eleven and Twelve Grade at SMAN 7 Pinrang.

b) Answer sheets

This answer sheets would be used to know the answer distribution. They would be analyzed in order to find out the Blooms Taxonomy.

c) Answer key

This answer key used a valid guide in scoring each item.

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[27]Arikunto, S. Dasar-Dasar Evaluasi Pendidikan Jakaarta: Bumi Aksara. (2013).

E. Procedure of Collecting Data

1) Preparing Data

The first time in collected the data, the researcher would prepared the text which consist of test term that is approciate with the title of this researcher as the data. In this case, the researcher chooses the databased on the instrument above.

2) Determining Data

Determine the data, the researcher focuses on the types of Blooms Taxonomy, which identifying and determining the form of level of cognitive domain (C1 to C6).

3) Analyzing Data

Analyzing the data, the data which already determine before would be analyzed based of content analysis method. It would be description explanation.

F. Technique of Data Analysis

Qualitative research in many data analysis used analytical model referred to as interactive data analysis method. [28] It revealed that the activities carriedout in the analysis of qualitative data in an interactive and takes place continuously until complete, so the data is already saturated.

The researcher used document classification listas instrument of this research. Researcher was collected the data then classified the test item included C1 to C6.

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[28] Sukardi, *Metode Penelitian Pendidikan*,(CetXI;Jakarta: PT. Bumi Aksara). (2014).

Table 3.2 Determination Format of Cognitive Level of Test

Cognitie Domain	Indicator
C1. Remembering	• Using operational words to *recall or recognize.* • The ability used to recognize or recall knowledge that has been previously learned in the form of terms, facts, concepts, procedures and methods.
C2. Understanding	• Using operational words to *interpret, model, classify, summarize, conclude, compare or explain*. • The ability used in the form of constructing the meaning of the learning material, including spoken, written and grasped by teachers.
C3. Applying	• Using operational word to *execute or implement*. • The ability used in the form of applying or using procedures in certain circumstances.
C4. Analyzing	• Using operational words to *differentiate, organize* or *attribute* • The ability used in the form of breaking up the material into itsconstituent parts and determine the relationships between the parts and relations with the whole structure.
C5. Evaluating	• Using operational words *check or criticize*. • The ability to use decisions based on criteria and or standards.

C6. Creating	• Using operational words to formulate, plan or create. • Combining parts to form something new or an original product.[29]

Based on the table above, the process of anaysis data would be processed of content analysis. The researcher explained five steps that are approciate with this research as follows:

1. Define the research questions by the content analysis

   Firstly, as mentioned in chapter one, this research would be research problems. Then, those research problems are solved by used the content analysis method so that the researcher has to prepare the approciate data to be analyzed.

2. Define the content to be included

   Secondly, the researcher chooses the idiomatic expessions at random. As mentioned in data collection, the research decides to analyze the data from chapter one.

3. Define the units of analysis

   Thirdly, the researcher develops the data by used context units as the units of analysis. In general, a nature choice for the content unit is in the form of sentences, paragraphs, words, and whole text. So, the researcher identifies the Blooms Taxonomy.

4. Construct the categories for analysis

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[29] Sukardi, *Metode Penelitian Pendidikan,* Cet XI; Jakarta: PT Bumi Aksara. (2004).

Fourthly, the researcher organizes the data that is found based on types, classification and Blooms Taxonomy. This is done by examined the data according to the theories that has been explained in chapter two.

5. Summarize

Fifthly, the researcher makes summary of the research finding. Those are the result of this research. The research writes down on chapter five.
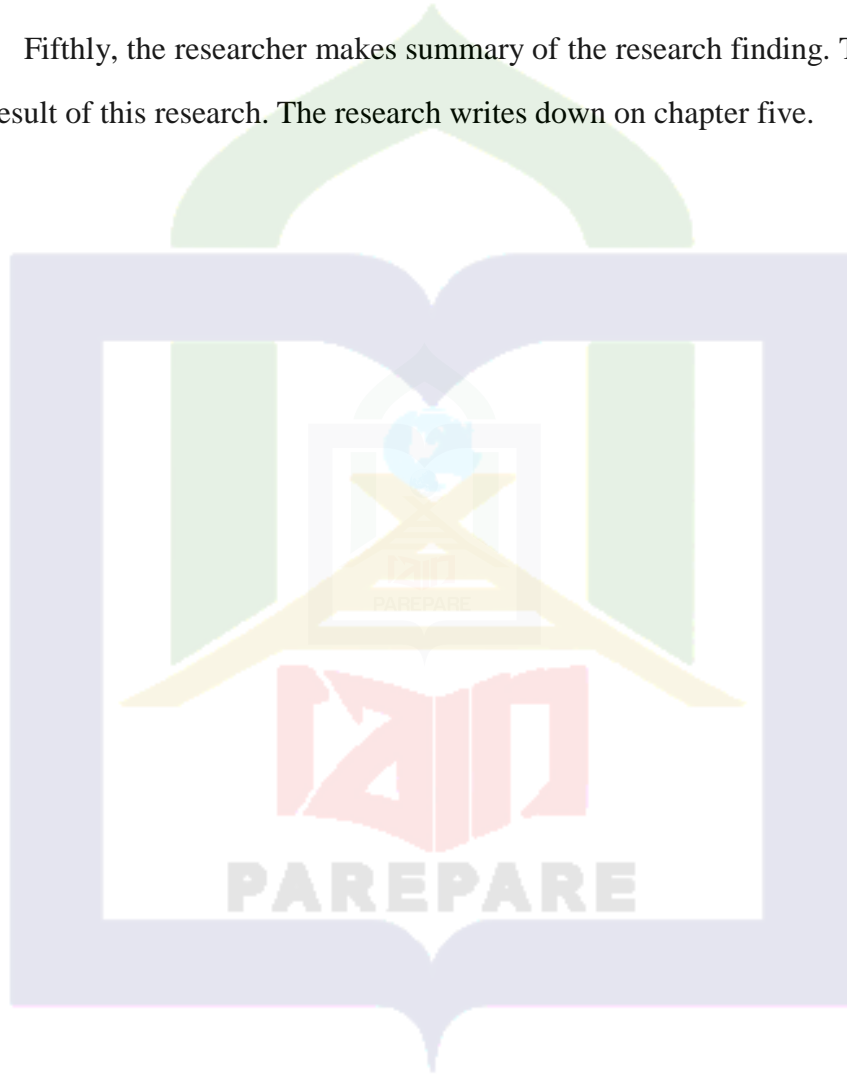
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the findings and the discussions of the research about Categorizing Item Test in English Subject by Using Blooms Taxonomy at SMAN 7 Pinrang.

A. Findings

The condition of teachers and official employee in SMAN 7 Pinrang has fourthy two teachers and two staffs. All of them have helped the researcher to finished this research. Especially for the English teacher at SMAN 7 Pinrang there are three teachers, included Muhammad Ali Anwar, S.Pd., Jamaluddin, S.Pd. and Itam Supriati, S.Pd.

The researcher describe several research results relate to the used Blooms Taxonomy toward students achievement at SMAN 7 Pinrang. The researcher began with observation on 12th December, 2023 of the object of research (observation checklist). The researcher would observe the some documents namely; the class processed in test, the students activities during the test and asked teacher about the regard the test creation method whether to apply Blooms Taxonomy. Next, interview. The researcher prepared instrument of the interview aimed at informants to obtain detailed from the teacher in prepared the test.

In this research, the researcher collected data in the form of test in English Subject that had been made by each teacher according to grade level. The researcher categorized the test used Blooms Taxonomy to see which question were included in the level of category Remembering, (C1), Understanding (C2),

Applying (C3), Analyzing (C4), Evaluating (C5) and Creating (C6). First, the researcher, analyzed the test by way of treatment to find out whether this question was included in the cognitive, affective, and psycomotor categories.

As we know that, the test have been made by the English teacher are already included in the cognitive domain. Well, to find out the affective domain and psycomotor domain used treatment in the classroom both carried out by researcher and teacher. The goal is to got information to what extent the teacher can make questions by applied the three domains namely cognitive, affective and psycomotor.

The focus of this research is to categorized test using blooms taxonomy divided three domains, affective, cognitive and psycomotor. The first research question, the researcher analyzed the test by categorized into threedomains, namely; cognitive domain, affective domain and psycomotor domain. The second research question, the researcher focus more on the cognitive domains only.The researcher categorized each item by gave a tick to see which level is dominantly used by the teacher in making a test.

1. The Result of the Researcher

    a. The Aspects of Blooms Taxonomy

Tabel 2.1. Blooms Taxonomy Consisted in test of Ten Grade(X)

Text Description	Result Data	
	Category	Description
My name *is*....	.Cognitive Domain	This question referred to the indicator of cognitive domain that which proved that students should explain their name. Explaining become the key term of

		Cognitive domain
I was born *in ....on*	Cognitive Domain	This question referred to the indicator of cognitive domain that which proved that students should explain it.
I am *from....*	Cognitive Domain	This question referred to the indicator of cognitive domain that which proved that students should explain it.
Researcher asked for *respond*"where did Ali go last weekend? on dialogue"	Affective domain	This question referred to the affective domain because the researcher asked the students to respond the question based on dialogue.
Teacher asked for *respond*the students	Affective domain	This offer referred to the affective domain because the teacher asked the students to respond the question.
Students *presented their opinion*	Affective domain	This offer referred to the affective domain because students able to their opinion.
Teacher asked *to find out "The function of protein"*	Psycomotor domain	This offer asked the students to find out the answered of the important of protein which referred to the psycomotor domain.
Teacher asked student to introduce themself in front of class.	Psycomotor domain	This offer asked the students to introduce themself which referred to the psycomotor domain.

Teacher *asked* the students to write positive sentence in *Present Perfect Tense*in front of the class.	Psycomotor domain	This offerasked the students to write positive sentencesin front ofthe class which referred to the psycomotor domain.

Tabel 2.2. Blooms Taxonomy Consisted in test of Eleven Grade (XI)

Text Description	Result Data	
	Category	**Description**
Fill the blank "Wait, please 1 (a) *im still ironing my clothes"*	Cognitive Domain	This question referred tofill the blank which the aspect of cognitive domain of rearrange/matching. Explained become the key term of cognitive domain.
Fill the blank "Be quick, please. 2 (b) *don't be too long"*	Cognitive Domain	This question referred to fill the blank which the aspect of cognitive domain of matching sentences. Explaining become the key term of cognitive domain.
Fill the blank "Oh, thanks. 2 (a*) I am going to prepare my self then"*	Cognitive Domain	This question referred to fill the blank which the aspect of cognitive domain of rearrange sentences.Explaining become the key term of cognitive domain.
Teacher asked students to *respond.*	Affective domain	This offer referred to the affective domain because the teacher asked the students to respond question.
Teacher *asked*	Affective	This offer referred to the affective

students to get information about company	domain	domain because the teacher asked the students to get informatin about company.
Students presentedtheir opinion about *Why having breakfast is so important?*	Affective domain	This offer referred to the affective domain because students able to their opinion about the important of breakfast.
Teacher asked students *to make the card invitation*	Psycomotor domain	This offer asked to the make card invitation which referred of psycomotor domain.
Teacher *asked* students to *analyze the card invitation* and then write their answer in whiteboard.	Psycomotor domain	This offer referred to the psycomotor domain because the teacher asked the students to analyze the card information.
Teacher asked students to find generic structure of the text.	Psycomotor domain	This offer referred to the psycomotor domain becaause the students to find out the generic structure of the text.

Tabel 2.3. Blooms Taxonomy Consisted in test of Twelve Grade (XII)

Text Description	Result Data	
	Category	Description
Underlined words Rani: "Sir, <u>would you like me to</u>	Cognitive Domain	This offer referred to underlined words which the aspect of cognitive domain to determine which express to used from the

<u>close the window for you?"</u>		words. Explained become the key term of cognitive domain.
Underlined words Rani: "Hmm, <u>don`t bother yourself, thanks."</u>	Cognitive Domain	This offer referred to underlined words which the aspect of cognitive domain to determine which express to used from the words.
Teacher asked students to *respond.*	Affective Domain	This offer referred to the affective domain because the teacher asked the students to respond the question.
Teacher asked students to rearrange the jumbled sentences.	Affective domain	This offer referred to the affective domain because the teacher asked the students to rearrange the jumbled sentences.
Teacher asked student to *get information about "*what does the text tell us about?"	Affective domain	This offer referred to the affective domain because the teacher asked the students to respond the question based on the text.
Student*presented* a letter made.	Psycomotor domain	This offer referred to the affective domain because students presented a letter made.
Teacher asked the students make a captions	Psycomotor domain	This offer referred to the psycomotor because the teacher asked the student to make or presented their made.

b. Most Dominant Level of Cognitive Domain

Tabel 2.4 Dominant Level of Cognitive Domain Consisted in Test of Grade X

Text Description	Cognitive Domain					
	C1	C2	C3	C4	C5	C6
1. *Fill in the blanks*						
a. My name is...	√					
b. You can call me...	√					
c. I am from...	√					
d. I live in/at/on	√					
e. I was born in...	√					
f. I live with...	√					
g. My hobby is...	√					
h. My ambition is...	√					
i. My Father's name is...	√					
j. My Mother's name is...	√					
k. My father`s job is...	√					
l. My mother`s job is...	√					
2. *Change sentences*						
a. Negative sentences				√		
b. Introgative sentences				√		
3. *Essay test*						
write positive sentences in present perfect tense				√		
Essay test 4. Where did Ali go to the beach?		√				
5. Whom did he go to the beach?		√				

		√				
6. How was the beach and quiet?		√				
7. Why was the beach quiet?		√				
Essay test 8. Write the function of protein!		√				
9. What will happen if we are lacking in protein?		√				
10. What will happen if we eat a handful of cereal or bread in the morning?		√				

The test above in ten class consisted of ten numbers which all divided into several sub test, the test asked to mention it fill in the blank form, essay test, and change sentences. The first test in Ten class referred to Remembering (C1), because the question demanded the students recall. The question number four to ten referred to Understanding (C2), for the question number two and three referred to Applying (C3).

So, the best explanation above the research sum that most dominant level of cognitive domain consisted in test Ten grade was C1 (Remembering).Remembering (C1) is a person ability to recall or recognize names came from, terms, ideas, formulas, etc. Remembering or knowledge is the lowest thought process. One example of cognitive domain that are students able mention their name.

Tabel 2.5. Dominant Level of Cognitive Domain Consisted in Test of Grade XI

Text	Cognitive Domain					
	C1	C2	C3	C4	C5	C6
Fill in the blanks						
Wait, please. 1 (a)...				√		
Be quick, please. (b)...				√		
Oh, thanks. 2. (a)...				√		
Okay, (b)...				√		
3.Complete these dialogue						
a. Student: .... Teacher: Yes, that would be wonderful, thank you.		√				
b. Elvi: .... Mutiah: oh.. really, ok.		√				
4. Analyze the card invitation				√		
5. Find generic structure of the text				√		

The test above in Eleven grade consisted of five numbers, which all divided into several sub test also. The first test asked to mention it fill in the blank form, all the test in Eleven grade referred to (C1)Remembering. The question number one, two, four and five tests referred to Analyzing-C4. For question number threereferred to Understanding (C2). Best the explanation above the research sum that most dominant level ofcognitive domain consisted in test Eleven Grade was Analyzing-C4

Tabel 2.6. Dominant Level of Cognitive Domain Consisted in Test of Grade XII

Test	Cognitive Domain					
	C1	C2	C3	C4	C5	C6
Essay test						
1. what does the underlined words?		√				
2. what does the underlined words express?		√				
3.Rearrange jumbled sentences		√				
4. where did the applicant get the information about the company?		√				
5. what is the writer`s reason of writing the letter		√				
6. how many years of work experiences does the applicant have?		√				
7. write the employer contact information of the letter above!		√				
8. what kind of this caption is in picture?	√					
9. what is the meaning of the caption above?		√				
10. what kind of caption is in picture?	√					
11. the caption is to show us that...		√				

12. what does the text tell us about?		√				
13. why do singapore, malaysia, china produce the product called batik to be their favorite product?		√				
14. what happened on October 2nd, 2009?		√				
15. what is our fifth president of Indonesia suggesstion?		√				

The test above in twelve grade consisted of fifteen numbers, which all divided into several sub test also. All the questions number referred to Understanding-C2. The question eight and ten numbers referred to Remembering-C1. Best the explanation above the research sum that most dominant cognitive domain consisted in test Twelve grade was Understanding-C2.

After the categorized the test question above from the test to determine the dominant cognitive domain level which at each grade level the teacher used in making the English test, it was obtained data that Ten gradetest question the dominant level of cognitive referred to level C1 (Remembering), for Eleven gradethe dominant level of cognitive referred to level Analyzing (C4), while for Twelve gradethe dominant level of cognitive referred Understanding-C2

B. Discussion

This discussion in the research explained about the result data which identified above. The researcher explained referred to Categorizing Item Test in English subjects by using Blooms Taxonomy at SMAN 7 Pinrang.

1. Aspects of Blooms Taxonomy consisted in test at SMAN 7 Pinrang

This discussion explained about the result of analysis data which explain in previous section, the researcher is going to discuss more clearly about Bloom's Taxonomy aspects which divided best on level of class namely Blooms Taxonomy consisted in Ten Grade, Eleven, and Twelve Grade. The discussion can the explain below.

a. Ten Grade (X)

The test consist in Ten Grade divided into three aspects, the cognitive domain is explained by text description of:

"my name is..."

"I was born in..."

"I am from..."

The operational verb used at the question above was explained that students able to explain more about their name, and *"I was born in..."* Which explain that students located of their born, *"I am from..."* which explain about their came from, these question clue referred to the cognitive domain.

Affective domain is indicated from the observation of class which showed the teacher interaction the students, some of the text description were:

"Researcher ask the question when students presented their opinion".

"Please find out the function of protein". These item clues referred to the affective domain.

Psychomotor domain is explained about students performing at class which referred to the text description of:

"Students introduce themself",

"Students find out the function of protein",

"Students write positive sentence in present perfect tense". and these clue explain about the psychomotor domain.

b. Eleven Grade (XI)

The test consist in Eleven Grade divided into three aspects, the cognitive domain is explained by text description of fill the blank, the text is

"Wait please, I'm still ironing my clothes" ,

Which is explain that this question students can matching the test. Because to answer the question need the ability to match the question. So, it can be inferred that the question above inculde in cognitive domain.

Affective domain indicated from the observation of class which showed the teacher instruction the students, some of the text description were *"Teacher asked students to respond", "Teacher asked students to get information about company","Student presented their opinion of `why having breakfast is so important?`*, and these item clue referred to the affective domain.

Psychomotor domain is explained about students performing at class which referred to the text description of *"Students asked students to analyze the card invitation then write their answer on whiteboard, "Students make the card invitation",* all these item clue explained about psychomotor domain.

c. Twelve Grade (XII)

The test consist in Eleven Grade divided into three aspects, the cognitive domain is explained by text description of underlined the word:

"Sir, would you like me to close the window for you?", "Hmm, don`t bother yourself, thanks." which is explain about students can determine which express to used from the word.

Affective domain is indicated from the observation of grade which showed the teacher interaction the students, some of the text description were, *"Teacher asked students to respond ", "Teacher asked students to rearrange the jumbled sentences"* this questions referred to the affective domain which explain students can rearrange the jumble sentences.

Psychomotor domain is explained about students performing at class which referred to the text description of *"Students presented a letter their made"* which explain students able made a letter and presented their own made. *"Teacher asked the students make a caption then presented their own made"*. Some these item clues explained about psychomotor domain.

2. *Dominant level of cognitive domain consisted in test SMAN 7 Pinrang*

Second research is referred from dominant level of cognitive domain which identifies best on Ten grade, Eleven grade and twelve grade. This cognitive domain is explained by analysis checklist from Remembering (C1), Understanding (C2), Applying (C3), Analyzing (C4), Evaluating (C5) and Creating (C6).

a. Ten Grade (X)

The test in ten class consisted of ten numbers which all divided into several sub test, the test asked to mention it fill in the blank form, essay test, and change

sentences. The first test in Ten class referred to Remembering (C1), because the question demanded the students recall. The question number four to ten referred to Understanding (C2), for the question number two and three referred to Applying-C3. So, best the explanation above the research sum that most dominant level of cognitive domain consisted in test Ten grade was C1 (Remembering). Remembering (C1) is a person ability to recall or recognize names came from, terms, ideas, formulas, etc. Remembering or knowledge is the lowest thought process. One example of cognitive domain that are students able mention their name.

b. Eleven Grade (XI)

The test in Eleven grade consisted of five numbers, which all divided into several sub test also. The first test asked to mention it fill in the blank form, all the test in Eleven grade referred to C1 (Remembering). The question number one, two, four and five tests referred to Analyzing-C4. For question number three referred to Understanding-C2. Best the explanation above the research sum that most dominant level ofcognitive domain consisted in test Eleven Grade was Analyzing-C4.

c. Twelve Grade (XII)

The test in twelve grade consisted of fifteen numbers, which all divided into several sub test also. All the question numbers referred to Understanding-C2. The question eight and ten numbers referred to Remembering-C1. Best the explanation above the research sum that most dominant cognitive domain consisted in test Twelve grade was Understanding-C2.

After the categorized the test question above from the test to determine the dominant cognitive domaint level which at each grade level the teacher used in making the English test, it was obtained data that Ten grade test question the dominant level of cognitive referred to level C1 (Remembering), for Eleven grade the dominant level of cognitive referred to level Analyzing (C4), while for Twelve grade the dominant level of cognitive referred Understanding-C2.

Swart, Scott, and Thompson et al., has attempted to classify exam questions based on Blooms Taxonomy there are similarities between research conducted by the reearcher. The sample studied is a test made by an English teacher. The aspects used in the previous research are the same as the research conducted, namely by using the concept of Blooms Taxonomy which is divided into three aspects, namely the cognitive domain, affective domain, and pycomotor domain, but this research, the researcher focuses more on the cognitive domains into six level of cognitive domain, namely remembering, understanding, applying, analyzing, evaluating and creating.

Setiyana and Muna in "Evaluating Bloom's Taxonomy in Test Items" state that the most dominant used was the level of cognitive domain of Bloom's Taxonomy are Remembering (45%), then followed by the level of understand (42%), then the level of apply (11%), the last was in the level of analyze (2%) and none of the levels evaluate and create was used in the test items. In this research, simillar results were obtained, that the level of the test most used by the teacher in designed test questions was still at a low level, which was often used Ten grade remembering (C1), then Eleven grade was analyzing (C4). Then, the Twelve grade that appear the most are Understanding (C2). This was still in the basic level category.

Very few test items employee this high level of cognitive. This indicates that teachers had most of their test items functioning at the lower level of cognitive objectives by classification of action verbs used in the test analyzed. This is as supported by Samo that most teachers still misperceive the lower and higher order thinking by identifying easy and difficult question items. In addition, they mostly used lower order thinking in their test items but they believe they have used the higher one because of its high difficulty level. In brief, there is a need to dechiper this fact to all teachers and instructors that they had better be familiarized withsuch Blower and higher order level of thinking thus they can accordingly apply to the test that they design.
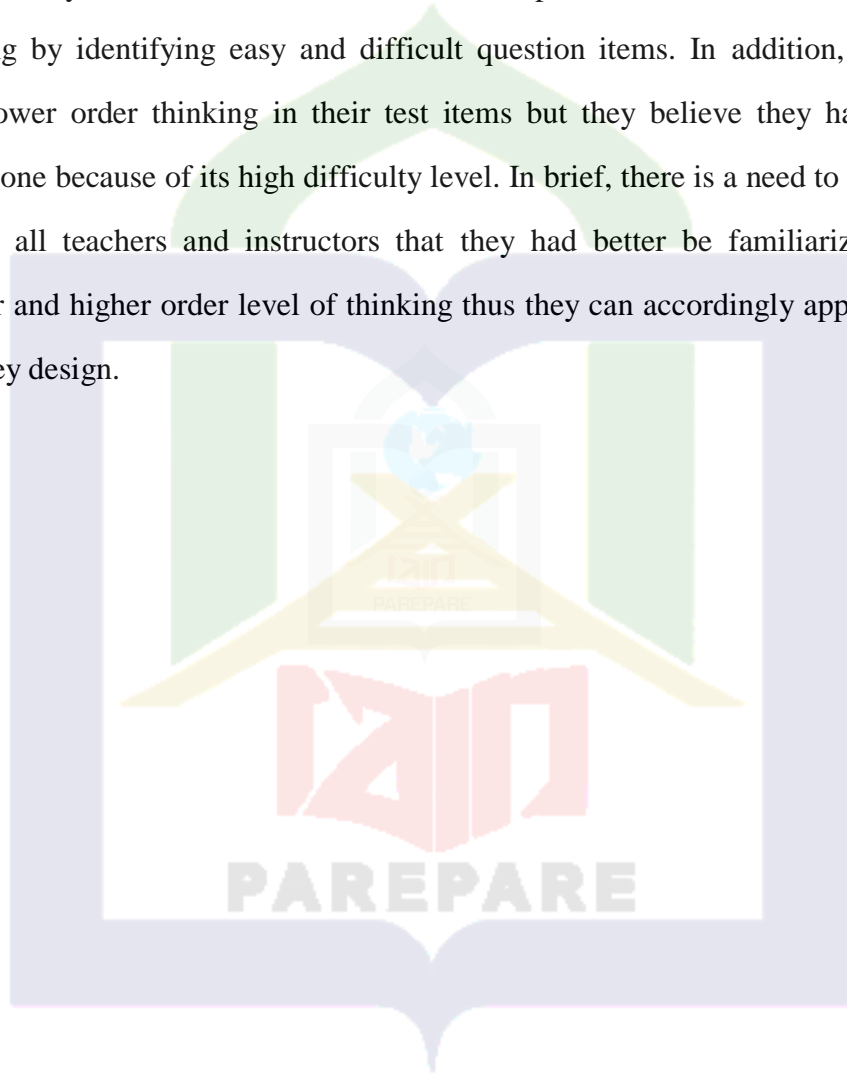
CHAPTER V
CLOSING

This chapter consist of two sections. The first section deals with conclusion of the research, the second section deals with suggestion that related with the conclusion.

A. Conclusion

From the result of research that has been conducted in ten, eleven and twelve class at SMAN 7 Pinrang, several conclusions can be drawn as follows:

i. Based on the result of domain aspect of Blooms Taxonomy, the researcher sum that all the items test used for teaching English subject at SMAN 7 Pinrang consisted of cognitive domain, affective domain, and psycomotor domain because the test and teaching process followed by these domain aspects, cognitive domain referred from the written test, affective domain and psycomotor domain referred from teacher instruction.

ii. After the researcher categorized the item test or question above to determined dominant cognitive level which at each grade level the teacher used making the English test, it was obtained data that Ten grade test question the dominant level of cognitive referred to level Remembering (C1), for Eleven grade the dominant level of cognitive referred to level Analyzing (C4), while for Twelve grade the dominant level of cognitive referred to Understanding (C2).

B. Suggestion

Based on the conclusion above, the researcher offer suggestion to:

1. The Teacher

The teacher are suggested to develop the test which regarding from the Blooms Taxonomy and be more creative in evaluating students' for affective approach and psycomotor and the teacher suggested to use analyzing, evaluating, and creating levels as the higher-level of Blooms cognitive taxonomy in language teaching and learning process. Furthermore, it would be better if the teacher applies the three higher levels in the English test to measure students abilities.

2. Next Researcher

Hope to do more study which improve the concept of research for of Blooms Taxonomy consisted in test.
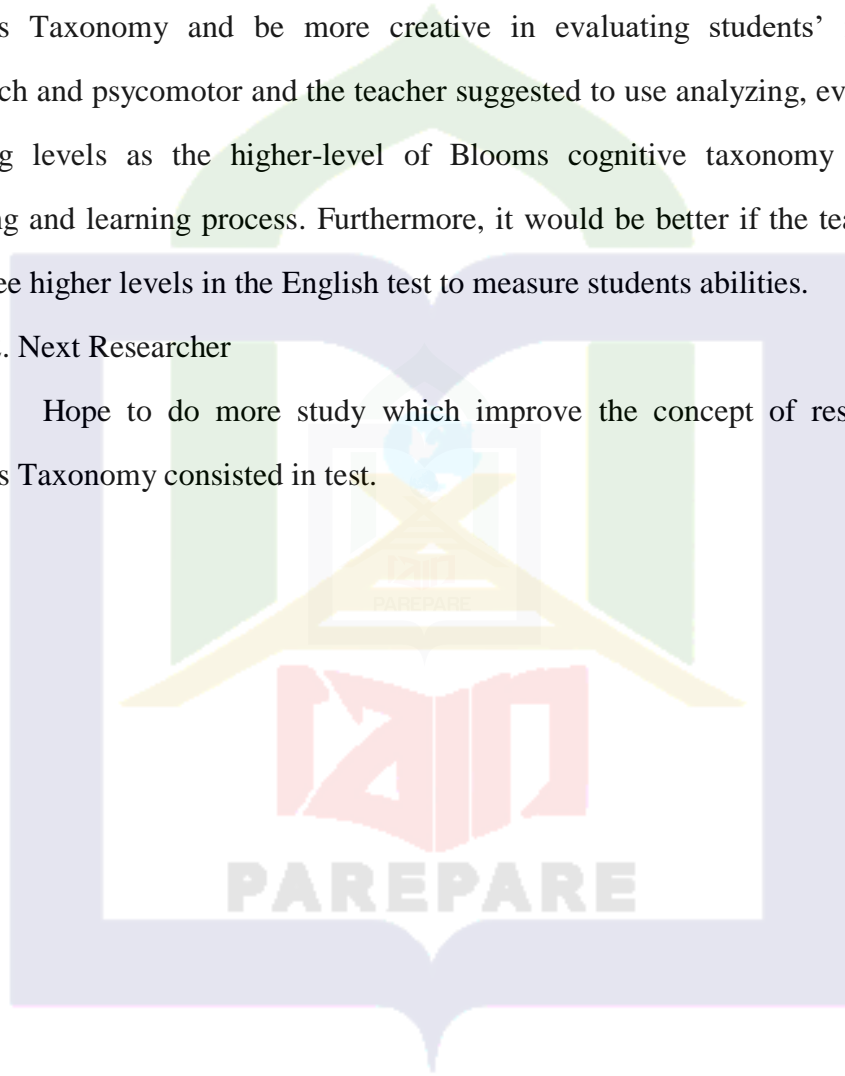
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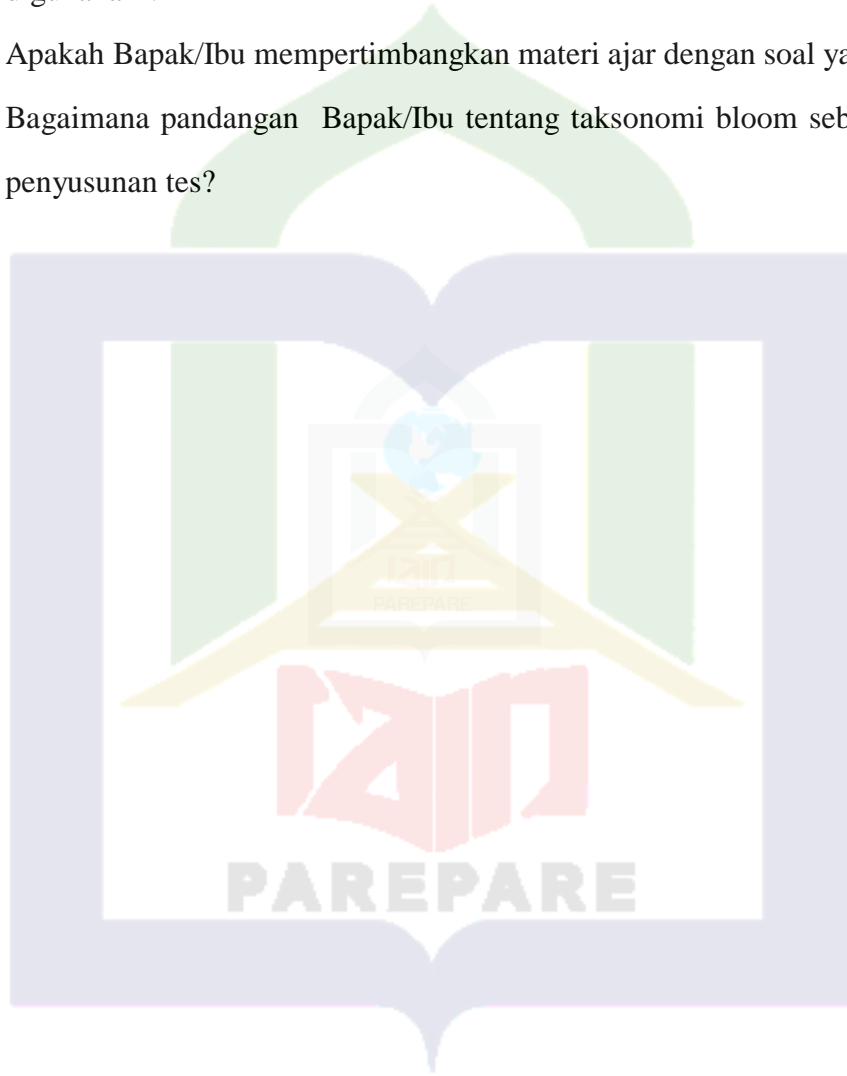**APPENDICES**

Instrument of the Interview

✓ Apa saja yang Bapak / Ibu perhatikan sebelum menyusun tes Bahasa Inggris?

✓ Selama membuat tes, jenis tes apa yang menurut Bapak/ibu bagus untuk digunakan ?

✓ Apakah Bapak/Ibu mempertimbangkan materi ajar dengan soal yang disusun?

✓ Bagaimana pandangan Bapak/Ibu tentang taksonomi bloom sebagai rujukan penyusunan tes?

<u>Result of the Interwiew</u>

Respondents 1 : Jamaluddin, S.Pd.

1). In teaching and learning, teacher should be attention about evaluation in the classroom. Evaluation ini nantinya akan dilakukan guru setelah proses di dalam kelas atau transfer Knowledge melalui tugas dan materi yang diajarkan. Untuk pembuatan soalnya yang perlu diperhatikan itu tujuan penilain misalkan jenis penilaiannya apakah itu formatif atau summatif. Lalu, kisi-kisi. Inilah yang digunakan sebagaipedoman dalam pembuatan soal tes siswa. Dan berdasarkan pada silabus. Sekiranya, untuk menyusun soal harus dipastikan bahwa hasil belajar sesuai dengan proses belajar di dalam kelas. Dan yang terakhir perlu ya ada pembedaan soal yang hots and lots. Kenapa demikian? Karena untuk menguji skill siswa dalam memahami oal yang levelnya tinggi dan rendah. Umpama saya nak, mengajar di kelas 2 dan 3 sya sama pak Ali itu saya bagi soalnya. Saya yang buat soal hots, kemudian lots pak Ali. Jadi ada tugas masing-masing untuk membuat soal.

2). Nah, seperti yang tadi saya katakan di pertanyaan pertama, tesnya itu berupa tes formatif karena ini masih semester ganjil. Yah, masuk dalam 3 aspeknya (kognitif, afektif dan psikomotorik) itu nak.

3). Iya tetap dipertimbangkan

4). Taksonomi bloom itu kata kerja ya, bisa digunakan dalam soal untuk mengukur tingkat rendah rumitnya soal. Seperti halnya intelektual, kognitif siswa. Sikap siswa terhadap soal dan keaktifan siswa dalam kelas. Seumpama dalam tes itu, sejauh ini masih menggunakan kategori rendah dalam pembuatan soal karena disesuaikan dengan kebutuhan siswa. Seperti itu kira-kira.

Respondent 2: Muh. Ali Anwar, S.Pd.

1). Kalau ditanya pasal pembuatan soal untuk siswa, yang perlu diperhatikan itu tujuannya terlebih dahulu, untuk mengetahui kriteria soal yang akan diujikan apakah itu summatif tes atau formatif tes. Samaji yang dikatakan pak Jamal nak, harus ada kisi-kisi, kalau tidak ada itu dijadikan bahan pedoman yang ada soal yang dibuat tidak sesuai dengan bahan ajar.

2). Formatif.

3). Iya.

4). Saya baru dengar, tapi setelah dikasi penjelasan sedikit dari adek oh ternyata taksonomi bloom itu tidak lain untuk menentukan ranah kognitif siswa, tidak hanya itu ada pemahaman . jadi dalam tes itu ada yang dikatakan ini, apa standar penyusunan soal. Untuk mencapai hasil belajar. Untuk mengetahui skill mana yang berpengaruh dalam tes.

Respondent 3: Itam Supriati, S.Pd.

1). Mewakili semua itu dek yang dikatakan oleh pak Jamal dan pak Ali harus ada tujuan penelitian, ada instrumen, jenis tes apa yang digunakan kalau untuk semester ini, saya bersama guru bahasa inggris itu fokus pada pembuatan essay tes. Karena kalau essay itu banyak yang bisa dinilai, misalkan knowledge-nya bagaimana pemahamannya terhadap soal, affektifnya dalam aspek pendidikan itu ada 3, kognitif, afektif dan psikomotorik siswa. Kebanyakan kalau tes multiple choice itu lebih ke pengetahuan saja, kalau ibu itu saja.

2). Tes formatif, kalau sumatif itu kan tes untuk ujian akhir kelulusan.

3). Iya. Karena kalau tidak dipertimbangkan pada materi ajar akan kewalahan nanti siswa menjawab soalnya. Jadi harus dengan materi ajar.

4). Untuk mengukur tingkat tes berdasarkan kategori yang ada dalam taksonomi bloom. Namun, yang digunakan ini Cuma sampai tiga kategori dan yang paling umum itu kognitif.

Mata Pelajaran : BAHASA INGGRIS
Kelas : (X)
Guru Mata Pelajaran : Jahruluddin, S.Pd.
                       Muhammad Ali Anwar, S.Pd.
                       Itam Supriati, S.Pd
Hari / Tanggal : Sabtu, 03 Desember 2022
Waktu (Pukul) : 80 Menit (09.20 – 10.40)

Nama : ....
NIS : ....
Kelas : ....

Petunjuk soal

1. Berdoalah sebelum memulai mengerjakan soal
2. Baca dan cermatilah soal dengan saksama sebelum menjawab
3. Kerjakan soal dengan percaya diri, pantang menyerah, dan senantiasa berlaku jujur

Essay Test

Use the following table to introduce yourself. Use your own identity to fill in the blanks!

1. *Good morning friends. I would like to introduce myself*
   a. My name is ....
   b. You can call me ....
   c. I am from ....
   d. I live/in/at/on ....
   e. I was born/in .... on ....
   f. I live with ....
   g. My hobby is ....
   h. My ambition is ....
   i. My hobby is ....
   j. My father's name is ....
   k. My mother's name is ....
   l. My father's job is ....
   m. My mother's job is ....

   I think it's enough for me to introduce myself. Thank you very much for your attention

Change the following sentence into negative and interrogative!

2. My friend and I went to Lasinrang Park yesterday afternoon

ANSWER :

    (–) : ....
    (?) : ....

Write Positive sentence in Present Perfect Tense

3. My neighbour / buy / a new Television / in Sejahtera Pinrang

ANSWER :

....

Read the following dialogue and then answer the questions! (8 to 12)

Jamal	:	"Hi, Ali. How are you today?"
Ali	:	"I'm fine. Thanks. How about you?"
Jamal	:	"I'm fine, too. How was your weekend, Ali?"
Ali	:	"It was great. I was at Srau Beach Pacitan with my family."
Jamal	:	"Oh really? What was the beach like?"
Ali	:	"It was so beautiful. The sand white and the beach was very clean"
Jamal	:	"Was the weather good?"
Ali	:	"The weather was great and the air was very fresh."
Jamal	:	"Was it crowded there?"
Ali	:	"No, it was quit. It's a new beach. There weren't many people there. And the water was calm and clear. You could see the coral reefs and fish in the water."
Jamal	:	"Wow, what a lovely place!"
Ali	:	"Yeah, I think so. You should go there someday."
Jamal	:	"I hope so. Thanks for your information."
Ali	:	"Not at all."

4. Where did Ali go last weekend? C_1, C_2 …
ANSWER :

5. Whom did he go to the beach with? C_1, C_2 , …
ANSWER :

6. How was the beach and the weather? C_1, C_3 …
ANSWER :

7. Why was the beach quiet? $C_1 C_3 C_4$
ANSWER :

Read the following text and then answer the questions! (13 to 15)

One of the functions of protein is to keep your blood sugar steady. So, if you are low in protein, you will start grabbing sweets. When you are lacking in protein, your glucose level decrease. It encourages you to reach for quick fix, like consuming candies, sweet chocolate or sweet biscuits. If you eat a handful of cereal or bread in the morning, you are going to get energy right away and that energy is going to wane

8. Write the function of protein! C_1, C_2 … C_4
ANSWER :

9. What will happen if we are lacking in protein? C_1, C_2 …, C_4.
ANSWER :

10. What will happen if we eat a handful of cereal or bread in the morning ? C_1, C_2, C_4
ANSWER :

GOOD LUCK

PENILAIAN AKHIR SEMESTER GANJIL
UPT SMA NEGERI 7 PINRANG
TAHUN PELAJARAN 2022/ 2023

Mata pelajaran : Bahasa Inggris
K e l a s : XI IPA / IPS
Guru M. Pelajaran : Muh. Ali Anwar,S.Pd/ Itam Supriati,S.Pd
Hari/ Tanggal : Rabu, 30 – 11 - 2022
Waktu (Pukul) : 80 menit (09.00 – 10.20)

Nama : Al..
NIS : ....
Kelas : ....

Petunjuk soal

1. Berdoalah sebelum memulai mengerjakan soal
2. Baca dan cermati soal dengan seksama sebelum menjawab.
3. Kerjakan soal dengan percaya diri, pantang menyerah, dan senantiasa berlaku jujur.

Fill the blank

- Don't be too long   - I don't want to be late
- I am still ironing my clothes   - I am going to prepare my self then

Ika : Ismi, are you ready ?
Ismi : No I am not.
Ika : Why don't you get ready ? The film will be played in thirty minutes.
Ismi : Wait, please. 1 (a)............... I'm still ironing my clothes C_1, C_2 C_3 C_4 C_5
Ika : Be quick, please. (b)............... Don't be too long $C_5 C_7 - C_r$
Ismi : I am trying to finish this work as soon as possible.
Ika : let me help you iron the clothes.
Ismi : Oh, thanks. 2 (a)...... I am going to prepare my self then. $C_1 - C_5$
Ika : Okay, (b)............... Idr. I don't want to be late $C_1 - C_x$
Ismi : Don't worry

3. Complete these dialogue with formal and informal invitation $C_1 C_2, C_3, C_4$

(a) Student : ....
    Teacher : Yes. That would be wonderful, Thank you

(b) Elvi : .... $C_1, C_2 C_3, C_4$
    Mutiah : oh.. really. Ok

4. Analyze the card invitation $C_1 C_2 C_3 C_4$

Sanggar Seni Club of SMAN 7 Pinrang ⟶ a...............
Request of Pleasure of ⟶ b...............
Mr. A. Irwan Hamid ⟶ c...............
(Pinrang regent)
To the Traditional Dance Performance ⟶ d...............
On Sunday, the fourth of December ⟶ f...............
At 08.00. p.m. ⟶ g...............
In the hall of SMAN 7 Pinrang ⟶ h...............

R.S.V.P ⟶ i...............

Nabila K
085413246676   Dress code : Batik ⟶ j...............

Nama : NURHAPIMA

NIS :

Kelas : XII. IPS. 2

Petunjuk soal

1. Berdoalah sebelum memulai mengerjakan soal
2. Baca dan cermatilah soal dengan seksama sebelum menjawab
3. Kerjakan soal dengan percaya diri, pantang menyerah, dan senantiasa berlaku jujur

Essay Test

Rani	:	"Sir, <u>would you like me to close the window for you?</u>"
Ali	:	"Yes, please. It's very cold inside".

1. What does the underlined words express? ε_1 ς_2 ς_3

ANSWER :

Job aplication

Boy	:	"May I help you ?"
Girl	:	"Hmmm. <u>Don't bother yourself, thanks.</u>"

2. What does the underlined words express? C_1 C_2 C_3

ANSWER :

Rearrange the following jumbled sentences into a good dialogue. C_1 C_2 C_3 C_4 C_5 C_6

Adi : "Never mind. That's what friend should do". 7

Adi : "Let me help you, then". 5

Adi : "Why? I think you really love the band". 3

Adi : "I heard there will be a concert tonight. Would you like to go with me?" 6

Dian : "Yes, I do. But I have many works at home". 4

Dian : "I really appreciate your help". 6

Dian : "I'm afraid I cannot". 2

ANSWER :

3.
Adi : "I heard there will be a ~~conceo~~ concert tonight, would you like to go with me ?

Dian : "I'm afraid I cannot".
Adi : why? I think you reay love the band"
Dian : Yes, I do. But I have many works at home".
Adi : "Let me help you, then"
Dian : "I really appreciate your help
Adi : "Never mind. That's what friend should do".

Answe the following questions based on the letter

Sally S. Smith
12.456.7890 – Los Angeles, CA 90001 – sallysmith@gmail.com –
www.linkedin.com/in/sallysmith

February 27, 2021

John Doe
Hiring Manager
Human Resource Department
Rad Works, Inc.
123 Rad Works Way
Sunny Valley, CA, 12345

Dear Mr. John Doe:

After learning about your company's unique approach to online marketing from the June edition of Entrepreneur Magazine, I became very interested in learning more about the position available within your organization, especially the Digital Marketing Manager position. I love that your organization values client privacy and fosters a team –building environment.

Please be assured that after you review my resume, you will find that I am a well-qualified digital marketing specialist eager to successfully promote campaigns that drive interest among potential buyers. With eight years of advertising and promotional experience and five years as a social media specialist, I am committed to providing the finest level of account management and marketing solutions.

My high professional standards, excellent communication skills, and enthusiasm are a perfect match for your organization. Last quarter, I had the privilege of implementing a new and innovative marketing campaign that targeted more than 50.000 potential clients with a conversion rate of 42% the campaign went off without a hitch. I believe my inventiveness would benefit your current advertising campaign efforts.

I would very much like to be a part of your team. Please feel free to contact me with any questions by phone at 123.456.7890 or by email at sallysmith@gmail.com I look forward to discussing this position and the contributions I can make to your team structure.

Warm Regards,

Sally S. Smith

---

4. Where did the applicant get the information about the company?   C₁ C₂ C₃ C₄

ANSWER :
After learning about your company's unique approach to online marketing from the June edition of entrepreneur magazine, I became very interested in learning more about the position available within your organization, especially the Digital Marketing ~~Manager~~ Manage position

5. What is the writer's reason of writing of writing the letter? $C_1 C_3 - C_4$

ANSWER :

I believe my latent inventiveness would benefit your current advertising campaign efforts.

6. How many years of work experience does the applicant have? $C_1 - C_4$

ANSWER :

Of advertising and promotional experience and five years as a social media specialist

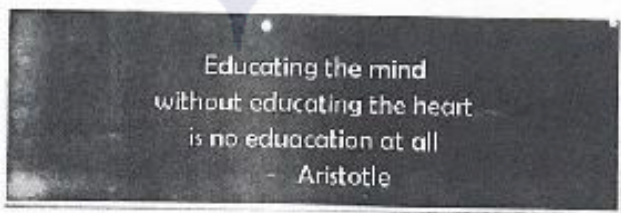7. Write the employer contact information of the letter above $C_1 - C_4$

ANSWER :

Sally S. Smith
12-456-7890 - Los Angeles, CA, 90001 - sallysmith@gmai.com
www.linkedin.com/in/ sallysmith

A number of disabled athletes along with other participants took part in the 8 kilometer marathon and 16 kilometer competitions on the Chahapruek road, Bangkok, Thailand, Sunday morning August 4th 2019. Among the 3000 participants there were 40 disabled athletes who took part in the donation collection event. ANTARA-HO Paralimpik komite Thailand.

8. What kind of caption is in the picture? $C_1 C_2 C_3 C_4$

ANSWER :

The caption groups

Educating the mind
without educating the heart
is no eduacation at all
— Aristotle

9. What is the meaning of the caption above? $C_1 C_4 - C_6$

ANSWER :
educating the mind without

The city administration of Bandung provides a bike-sharing facility for residents. The designated posts offer the service can simply be visited after the visitor shows an e-ID. This bike-sharing facilit offers a new way to explore Bandung.

10. What kind of caption is in the picture? $C_1 - C_4$

ANSWER:

The city administration of Bandung Provides a bike-sharing

11. The caption is to show us that $C_1 - C_4$

ANSWER:

Indonesian Batik Being World Heritage

Jakarta-Batik is the truly Indonesian identic culture since the past. This is why countries like Singapore, Malaysia, China now produces the product called Batik to be their favorite product. Now you can see the product of Batik has been spreading in all over the world.

Based on UNESCO (United Nations Educational, Scientific and Cultural Organization) Batik being one of the world heritage on October 2nd, 2009. It means Batik would be the one of the culture from Indonesia which admitted to all over the world. Amazing.

Being one of the best cultural heritage in the world, Batik day will celebrate on second October every year, this is the special day based on Fifth president of Indonesia, Susilo BambangYudhoyono. He lead all people in Indonesia to say thanks to God, and to generation before which made Batikas the one of the best art and cultural from Indonesia, this is like a bless from God, he added. So let's wear Batik product and love our Batik.

Answer the following questions based on the text above.

12. What does the text tell us about? $C_1 C_2$

Answer: Indonesian Batik Being world heritage

13. Why do Singapore, Malaysia, China produce the product called Batik to be their favorite product? $C_1 C_2 C_3 C_4$

Answer: Product Now you can see the product of Batik has be been spreading in all over the world.

14. What happened on October 2nd, 2009? $C_1 C_2 C_3 C_4$

Answer: Batik being one of the world heritage on october 2nd, 2009.

15. What is our fifth president of Indonesia suggestion? C_1, $C_2 C_3 C_4$.

Answer: Fifth President of indonesia. Susilo Bambang Yudhoyono

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMAN 7 PINRANG

Alamat: Jln. Poros Pinrang Pare Km.8, Bua, Kec. Mattirobulu, Kab. Pinrang
Kode Pos: 91271, Email: sman7pinrang@gmail.com, Website: sman7pinrang.sch.id. NPSN:40314430

SURAT KETERANGAN PENELITIAN
No: 421.3 / 026- UPT SMA.7/ PRG/ DISDIK

Yang bertandatangan di bawah ini Kepala UPT SMAN 7 Pinrang menerangkan bahwa :

Nama	:	**IRNAWATI**
N I M	:	18.1300.056
Jenis Kelamin	:	Perempuan
Nama Lembaga	:	Institut Agama Islam Negeri (IAIN) Parepare
Program Studi	:	Pendidikan Bahasa Inggris (S-1)

Benar telah melakukan penelitian dengan judul : *"Categorizing Test In English Subjects By Using Bloom Taxonomy Toward Students Achievement at SMAN 7 Pinrang"*, yang pelaksanaannya dari tanggal *11 Desember 2022 s/d 11 Januari 2023*.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Pinrang, 17 Januari 2023
Kepala Sekolah,
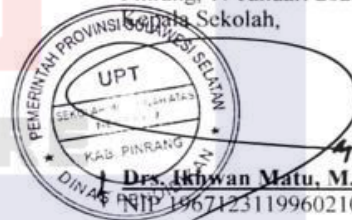
Drs. Ikhwan Matu, M.Pd.
NIP 196712311996021002

BerAKHLAK   **#bangga melayani bangsa**   **SipaKatau**   **DISDIK**

SETULUS HATI - SEGENAP JIWA - SEKUAT RAGA MENCERDASKAN SULAWESI SELATAN | #CERDASKI

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KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1800 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk disenahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**
Kesatu	:	Menunjuk saudara; 1. Dr. Magdahalena Tjalla, M.Hum 2. Drs. Amzah Selle, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Irmawati
NIM	:	18.1300.058
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Categorizing Test And Evaluation By Using Taxonomi Bloom Toward Students Achievement In English Subject At SMAN 7 Pinrang

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 13 Juli 2021

Dekan

H. Saepudin

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Nomor : B.4749/In.39/FTAR.01/PP.00.9/ /12/2022   01 Desember 2022
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di -

    Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama   : Irnawati
Tempat/Tgl. Lahir   : Kariango, 25 Oktober 1999
NIM   : 18.1300.056
Fakultas / Program Studi   : Tarbiyah/ Pendidikan Bahasa Inggris
Semester   : IX (Sembilan)
Alamat   : Dusun Bunga Losie, Desa Pananrang, Kariango II,
                              Kec. Mattiro Bulu, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul **"Categorizing Test In English Subjects By Using Bloom's Taxonomy Toward Students Achievement At SMAN 7 Pinrang".** Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2022.

Demikian permohonan ini disampaikan atas perkenan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

                                                    Wakil Dekan I,

                                                    Bahtiar, M.A

Tembusan :

1   Rektor IAIN Parepare
2   Dekan Fakultas Tarbiyah

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	: **13093/S.01/PTSP/2022**	**Kepada Yth.**
Lampiran	: -	Kepala Dinas Pendidikan Prov. Sulsel
Perihal	: **Izin penelitian**	

di-
Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B.4749/IN.39/FTAR.01/PP.00.9/12/2022 tanggal 01 Desember 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	:	**IRNAWATI**
Nomor Pokok	:	18.1300.056
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	Jl. Amal Bakti No. 8 Soreang, Kota Parepare

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" CATEGORIZING TEST IN ENGLISH SUBJECTS BY USING BLOOM`S TAXONOMY TOWARD STUDENTSACHIEVEMENT AT SMAN 7 PINRANG "

Yang akan dilaksanakan dari : Tgl. *11 Desember 2022 s/d 11 Januari 2023*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 08 Desember 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

Ir. H. SULKAF S LATIEF, M.M.
Pangkat : PEMBINA UTAMA MADYA
Nip : 19630424 198903 1 010

Tembusan Yth
1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare
2. *Pertinggal.*

DOCUMENTATION

XXII

CURRICULUM VITAE

awati Amran. The researcher of this Thesis. She was born in Kariango on October 25th1999. She is the second daughter from the marriage of her parents, Amran and Sana. She began her education in SD 208 Pinrang, SMP Negeri 1 Pinrang, SMA Negeri 7 Pinrang. Then, in 2018 she continued her study in State Islamic Intitute (IAIN) Parepare and finished her study as a student with the title "Categorizing Item Test in English Subjects by Using Blooms Taxonomy at SMA Negeri 7 Pinrang. Her daily activities were doing college and join an organization activity on campus and organization external. She joined Himpunan Mahasiswa Program Studi (HMPS) of English Education Program as an exheques on 2021 and also the GEMAR Mattirobulu Kota Pinrang. The last I say *"Dont delay the good things"*