TAXONOMI'S BLOOM AND LEVEL IN READING COMPREHENSION TEST

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ABSTRACT

The capacity to comprehend the factual information provided in a text passage after reading it is known as reading comprehension. Reading comprehension is divided into four categories: literal, interpretive, evaluative, and creative. The goals of the study were to identify the levels and characteristics that teachers employed when administering reading comprehension tests. The researcher employed a descriptive qualitative method to collect the data. Interviews and documentation sheets are the tools used to collect data. This study's findings are qualities and levels that teachers use in their reading comprehension assessments. First, questions are tested in a mixed category, which indicates a medium's quality even though more questions fall into the high category than the low category. Twelve products that revealed the dominating. Out of all the reading comprehension test questions in the classification, the literal level (which appears five times) and the form C1 (remember) comprise the twelve items that determined the dominant cognitive thinking and levels of the category. The second question, which had three appearances throughout the test

overall, was in the format of C2 (comprehend), C4 (analyze), interpretive, and critical level. The third, the C5 (evaluate) question form and creative level, appeared once during the entire test.

Keyword: Taxonomi Bloom, Level, Reading Comprehension Test

INTRODUCTION

Science has advanced significantly in the modern era, and it can have both beneficial and detrimental effects on life. The solutions to the issues can be found in increasing, perfecting, and developing science itself, which can be done through education. The goal of education is to raise the caliber of human resources. The role that teachers play in students' education at school undoubtedly has an impact on the quality of education. A teacher who actively participates in the learning process is directly aligned with the established learning objectives. The stage of education that is chosen based on the abilities that will be developed, the goals that must be met, and the developmental stage of the students is known as the education level. Teachers are professional educators whose primary responsibility is to educate, teach, guide, direct, train, evaluate, and assess students in early childhood education, formal education, basic education, and secondary education, according to Government Regulation Number 74 of 2008, Article[1].

According to the government regulation mentioned above, it is obvious that teachers have a duty to instruct, mentor, and assess their students. This is to ascertain the degree to which the learning process that has been undertaken has been successful. One task that is inextricably linked to programs, including educational initiatives in schools, is evaluation. The

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[1]Peraturan Pemerintah Republik Indonesia, Tentang Guru, nomor 74, 2008. P. 1

methodical process of evaluation is used to ascertain the degree of effectiveness and success of the program in question[2].Test and non-test are two approaches that can be applied when assessing the outcomes of the learning process. The test consists of several questions that require responses in order to gauge a person's aptitude[3]. Teachers frequently employ test-taking strategies to gauge how well their students have mastered the subject. assessments given by instructors in the form of daily, midterm, and final exams. The teacher must not only be able to instruct or deliver content, but also be able to put together assessments with appropriate questions that accurately gauge the students' proficiency. An accurate test will provide a clear image of[4].

The curriculum must be the basis for the test's design. The curriculum, as a guide or program to accomplish learning objectives, has a significant impact on the caliber of education output. Curriculum revisions are occasionally necessary due to shifting cultural demands and the needs of individuals, which are ever-evolving.

Development curricula are thought to influence the future of the following generation. As a result, it will be expected that Indonesia will adopt a strong curriculum in order to foster the bright future of the upcoming generation, which will have an impact on the advancement of the country and state. Regulation Number 59 of 2014 by the Minister of Education and Culture regarding the Curriculum 2013 High School/Madrasah Aliyah stated that one of

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[2]Bambang Subali. *Prinsip Asesmen & Evaluasi Pembelajaran*. Yogyakarta: UNY Press. 2012. p.1

[3]Eko Putro widoyoko. *Evaluasi Program Pembelajaran*. Yogyakarta: Pustaka Pelajar. 2009. P. 45

[4]Salinan Lampiran I Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia nomor 59. 2014. Tentang Kurikulum 2013 SMA/MA, p. 1-2

The test has to design based on the curriculum. Curriculum as a reference or program to achieve educational goals has a big influence in shaping quality output of education. Curriculum changes from time to time are caused of the people needs who are developing every year and the demands of the times which tend to change.

Development curriculum is considered as a determinant of the future of the next generation. Therefore, a good curriculum will be expected to be implemented in Indonesia so that it will produce the bright future of the next generation where has implications for the progress of the nation and state. Minister of Education and Culture Regulation number 59 of 2014 concerning Curriculum 2013 High School/Madrasah Aliyah stated that one of the basic improvements to the curriculum is to the curriculum is the presence of internal and external challenges.[5] Improvements were made to the curriculum in 2013 in a number of areas, including the content and assessment standards.

It is anticipated that assessment of learning outcomes will assist students in developing higher order thinking skills since higher order thinking can motivate students to reflect extensively and comprehensively on the material. The most widely used classification scheme for questions is Bloom's Taxonomy. This taxonomy has shown to be an effective resource for planning, carrying out, and assessing classroom instruction. The teacher can use the taxonomy to assess how accurate the children's cognitive activities are. There are six stages of cognitive processing in Bloom's taxonomy. They are application, comprehension, analysis, synthesis, knowledge, and evaluation[6]. Using Bloom's taxonomy, questions can be

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[5]Salinan Lampiran I Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia nomor 59. 2014. Tentang Kurikulum 2013 SMA/MA, p. 1-2

[6]Arslan, Mehmet, The Role of Questioning in the Classroom, Hasan Ali Yiicel Egitim Fakultesi Dergisi. 2006, p. (2).81-103.

categorized into two categories: lower-order and higher-order. The knowledge, comprehension, and application levels of Bloom's taxonomy are the source of lower order questions. The higher-order questions are comprised of the remaining levels in Bloom's taxonomy.

Assessment of learning outcomes is expected to help students to improve their ability to think at a higher level because thinking at a higher level can encourage students to think broadly and deeply about subject matter. The most popular system for classifying questions is Bloom, known as Bloom's Taxonomy. This taxonomy has proven to be a valuable tool in designing, conducting, and evaluating classroom instruction. In order to determine the accuracy of children's cognitive activities the teacher can use the taxonomy. Bloom's taxonomy has six levels of cognitive processing. They are knowledge, comprehension, application, analysis, synthesis, and evaluation.[7] To examine issues concerning questioning it is to divide Bloom's taxonomy into lower-order and higher-order questioning.

Understanding what has been read is known as reading comprehension. According to Dorothy Rubin, reading comprehension is a multifaceted cognitive process that requires a variety of skills. Word meanings and verbal concept reasoning are the two main cognitive skills. A reader's mental representation of a text's meaning after it has been combined with prior knowledge is the result of reading comprehension[8].

The capacity to comprehend the factual information provided in a text passage after reading it is known as reading comprehension. It implies that in order for reading comprehension to be successful, the reader must actively engage and interact with the text. It is also a teachable strategic

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[8]Gary, W., Reading Comprehension: Assisting Children With Learning Difficulties. (New York: Springer, 2011), p. 15.

process. Anderson in Keren R. Harris and Graham claims that the process of creating meaning through the coordination of several intricate processes, such as word reading, fluency, and knowledge of words and the outside world, is known as reading comprehension[9].   But conversely. Reading comprehension refers to how struggling readers make sense of the written page in any subject area. Reading is the key to opening doors for all students.

The reader's attention is focused and information is directed toward a goal by the researcher's purposeful research. The main goal of reading is to comprehend the text, though there are many other reasons to read as well. Reading for pleasure, education, or deepening one's understanding are some other important goals. Reading has several benefits, such as helping one understand a text more deeply, enhancing reading comprehension, growing one's vocabulary, and enhancing writing abilities.

The capacity to comprehend what you have read and process it is known as reading comprehension. The four stages of comprehension are creative, evaluative, interpretive, and literal. Heilman states that the following comprehension levels are identified: The most basic level is literal. It implies that the reader must replicate the facts as the writer has presented them. The reader must delve deeper than the writer's provided information to reach the interpretive level. It is necessary for the reader to understand the relevance of the data, to observe different relationships like cause and effect and the relationship between the part and the whole, to compare, to draw conclusions and inferences, and to make generalizations. At the critical level, students gain the ability to assess and judge the data as well as the writer's use of language to shape the reader's interpretation. They also learn to look

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[9]Sabouri, N. B. How Can Students Improve Their Reading Comprehension Skill?, Vol. 6, No. 2., 2016. p. 230.

for indications of the writer's qualifications, point of view, bias, intent, and veracity. In order to reach the Creative Level, the reader must actively engage with the material provided in order to formulate or reconsider original ideas. At this level, the reader may be asked open-ended questions that include his or her own knowledge, opinions, and values.

To put it briefly, the Literal level entails learning information that is expressed explicitly. Interpretive level entails drawing conclusions by "reading between the lines." At the critical level, written content is evaluated. Formulating and rethinking ideas are part of the creative level. It is clear from the description above that different skills or abilities are needed for each level[10].

The Greek words "tassein," which means to classify, and "nomos," which means rule, are the roots of the word taxonomy. A hierarchical classification of an object or the underlying principle of classification is called taxonomy. A unique way of thinking about the categorization of educational objectives is known as educational taxonomy. Teachers can plan more effective learning activities by creating educational goals that are precise and simple to measure. The most well-known and frequently applied paradigm in education for classifying and analyzing different kinds of questions is thought to be Bloom's Taxonomy. It is divided into two categories: higher-order and lower-order. There are three levels in both of them. Application, comprehension, and knowledge are viewed as lower-order categories. The categories of analysis, synthesis, and evaluation are higher-order. Higher-order questions tend to be open questions (when students are free to respond in their own way, even though the type of response is known) while lower-order questions are typically closed

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[10]Heilman, A, et.al. 1988. The Principles and The Practices of Teaching Reading. Ohio. Charles E. Merill Publishing Co, p. 246

questions (when a known response is sought). Higher-order questions help students develop their capacity for critical analysis and evaluation of the concepts and ideas, whereas lower-order questions are knowledge, comprehension, and application based and promote lower levels of thinking.

RESEARCH METHODOLOGY

Descriptive qualitative research is what this study is. The researcher used MAN 3 Aceh Utara to carry out this investigation. Interviews and documentation were the researcher's primary methods of data collection. The English teacher at that school was interviewed by the researcher.

RESULT AND FINDING

Based on theories of cognitive processes and reading comprehension levels, the researcher examined the test that the teacher had created to determine the characteristics and reading comprehension levels associated with the question that the teacher had asked the students. The English exam question sheet was taken by the researcher. The data used in this study is a teacher-made English reading comprehension exam. There were four reading comprehension test questions out of the nine essay items that made up the entire test. There were two points (a and b) in numbers 1, 2, 3, and 5. Number 4 concerns changing past tense and past perfect tense sentences; Number 6 concerns rewriting sentences; the Numbers 7 and 8 roughly matched the vocabulary, while Number 9 nearly finished the sentences and switched the sentences into the simple future tense.

Initial data, the teacher titled the reading comprehension test questions "The Ant and the Grasshopper" for the first through third ones. "Who is the main character in the short story?" is the first query. It is necessary for the students to identify the characters in the story. This

indicates that the question demonstrates factual knowledge of information recall and recall of the explicitly stated main idea. Thus, the cognitive dimension of memory and the literal level are mentioned in this item. "What is your opinion about the grasshopper?" was the second question. Students must choose a stance on the story, offer their opinions, and make recommendations based on what they understand about the material presented. Therefore, the critical level and cognitive dimension of analysis are this question.

What lessons can you draw from the story is the third question. It is implied that in order to derive the moral principles from the text, students must reconsider their own beliefs. Thus, the creative level and cognitive dimension of evaluation are referenced in this question. dividing number five into two points. The instructor posed a query regarding the "Announcement text." The first is, "Why is Indonesia's embassy closed?" When a word takes the form "why," it indicates that the reader must look for the explanation within the text. This question thus represents the cognitive and interpretive levels of understanding. The second is, "When will the Indonesian embassy reopen?" This question can be answered by going back and reviewing the text. The word "when" in this sentence refers to reproducing the fact statement or recalling information that was written. Thus, the literal level and cognitive dimension of remembering are discussed in this question.

The researcher came to the conclusion that five questions from two distinct text types produced different categories of qualities and levels based on the results above. Three items are taken from the text of The Ants and the Grasshopper, and the results are as follows: (C1) recalls information at a literal level for the first question; (C4) analyzes information at a critical level or determines a point of view for the second question; and (C5) evaluates information at a creative level for the third question, which involves the

judge formulating or reconsidering his own ideas. The announcement's text then lists two items with the corresponding results, like (C2) that comprehend and interpretive level in the context of determining the rationale behind the data for the fourth question, and (C1) that recall or recognize the factual information for the fifth question at a literal level.

Second piece of information: there are five essay questions in all, some of which have points, like numbers 2 and 3, which were made up of two points (a and b) each.

The first question in the second set of data was a reading comprehension test, and the teacher had written it as an invitation text. "What is the purpose of the text?" was the query. It is expected of the students to determine the implicit meaning. This is an understanding of a reading text question that attempts to evaluate students' reading comprehension skills and their capacity to comprehend the importance of the material. This question thus represents the cognitive and interpretive levels of understanding.

In the reading comprehension test, item number two (a) asks, "Where is the party will be held?" in reference to the "invitation text." To determine where the party was held, students must either recite the information from memory or tell the chronological order. remembering concepts that are explicitly mentioned in the text in the word "where." Thus, the literal level and cognitive dimension of remembering are discussed in this question.

"What time is the event?" is the question the teacher asked regarding the "invitation text" in item number two (b) of the reading comprehension test. Since the purpose of the question above is to find out when the event or birthday party will take place, it follows that students must be able to recognize important events in information and tell the time. This requires them to reproduce factual or recall information. Thus, the literal level and

cognitive dimension of remembering are discussed in this question.

The teacher asked a question concerning "conversation" in item number three (a) of the reading comprehension test, asking "why Rangga's mother was very angry?" It is mandatory for the students to provide an explanation and reasoning based on the presented information. The word "why" implies that the reader must figure out the explanation within the text. This question thus represents the cognitive and interpretive levels of understanding.

In the reading comprehension test, item number three (b) asks, "The underlined word is showing?" in reference to "conversation." In order for the students to infer the purpose of the text and how to respond to information, they must arrange, examine, and resolve the implicit meaning in each sentence in the text. Therefore, the critical level and cognitive dimension of analysis are this question.

The teacher asked, "What does the advertisement offer?" in reference to the advertisement text in item number four of the reading comprehension test. It is necessary for the students to indicate what they know about the material in the text. It implied that the reader needed to be able to recall specific facts from the material that was provided. Thus, this question pertains to both the literal and cognitive dimensions of memory.

The teacher asked, "Who will the target consumers?" in reference to the advertisement text in item number five of the reading comprehension test. It is expected of the students to evaluate and understand the author's suppositions from the text. It indicates that readers are becoming more adept at analyzing, assessing, or criticizing the information and responding to its objectives. Thus, this is a crucial question.

The researcher came to the conclusion that seven questions from three distinct text types produced various levels and categories of qualities. The invitation text comprises three items, each of which has a

corresponding result. For example, (C2) indicates an interpretive level of understanding when comprehending the meaning or implicit information for the first question, and (C1) indicates a literal level of recall when determining or identifying the essential information for the second and third questions. Next, there are two items in the conversation text, and the result is (C2), which indicates an understanding and interpretive level in the context of determining or explaining the significance of the data provided for the third question. The announcement's text then has two items that have results, such as (C2), which comprehends and interprets at an interpretive level in the context of determining the rationale behind the information for the fourth question, and (C4), which analyzes and critically evaluates at an interpretive level in the context of organized information for the fifth question. The text of the advertisement then consists of two items, the results of which are (C1) for remembering and recalling concepts identified in the text at a literal level and (C4) for analyzing and critical thinking in the context of evaluated or criticized data at a critical level.

As a result of the analysis, the researcher discovered that the second data set had more items overall than the first and that the text used for the test was extremely simple to comprehend. Reading comprehension test questions designed by English teachers are more prevalent when it comes to information recall.

The English teacher indicated that in order to compile test questions, teachers should create a test card because it includes basic competencies and indicators that are necessary. Based on those two points, the teacher can produce the achievement of items as the learning process syllabus and curriculum. The researcher thoroughly examined a great deal of material to understand how the teacher designed, compiled questions that tested or given to students as an evaluation of learning so far, and how the mechanism or steps taken by the teacher in compiling the question. The

operational verbs, indicators, and registered pension plan—elements that are crucial and inseparable—were taken into consideration by the teacher when designing the test. Prior to compiling the indicators, the teacher established minimal completeness criteria and examined the carrying capacity, student index, or ability, and complexity—the three components of value.

It is possible to draw the conclusion that the test items are mixed and have a medium to intermediate level of quality. Certain items were explained in more detail above in relation to how to arrange the items. When administering reading comprehension tests, the instructor has more influence over the students' ability to recall facts, state or mention them, and draw conclusions.

After conducting an analysis of the document using previously proposed theories, the researcher came to the conclusion that the dominant cognitive thinking and reading comprehension levels in the twelfth total item category were literal level (which appeared five times out of all the reading comprehension test questions) and C1 (remember). The second rank was represented by the three times that the interpretive, critical, C4 (analyze), and C2 (comprehend) levels appeared throughout the entire test. The creative level, or C5 (evaluate), appeared once during the entire test, making it the third rank.

From this point on, the interview results to support the data analysis indicate that the teacher created mixed-quality test questions, with the final result falling more into the lower order category. This is because the teacher created the exam based on the complexity and student index. For this reason, the teacher modified the scope of her students' thinking in this test. Six categories, including C1 (remember), C2 (understand), C3 (apply), C4 (analyze), C5 (evaluate), and C6 (create), were found for the cognitive process dimension. The reading comprehension levels were then divided into four categories: literal, interpretive, critical, and creative.

The reading materials from the English exam documentation sheets were the main focus of the researcher's analysis. Upon conducting the research, the investigator perused, categorized, and categorized the reading materials and discovered that the teacher tended to assign reading comprehension test questions at the most basic level, demonstrating a lack of concern for the quality of questions requiring higher levels of proficiency.

CONCLUSION

According to the results, the teacher-made questions were tested in a mixed classification (as the quality of the medium), with a higher percentage falling into the low category. The student index and complexity were taken into consideration when designing the exam. As a result, the test updated the scope of the students' critical thinking skills and did not give priority to higher quality levels.

The criteria for classifying the items revealed that the first rank of recalling information was C1 (remember) in the cognitive dimension category and literal level in the aspect of reproducing factual ideas of information stated in the reading comprehension category levels. Then, in terms of comprehending and providing an explanation for the information stated, as well as interpretive level in terms of reading comprehension levels on the aspect of seeing the implicit significance of data presented, the second rank was in the form of C2 (comprehend) in the cognitive dimension category. Next, in order to evaluate the information provided, C4 (analyze) of the cognitive dimension and critical level in the aspect levels of reading comprehension are performed. In terms of reading comprehension aspect levels, the third rank was C5 (evaluate), which pertains to the cognitive dimension and creative level. This pertains to the ability to rethink ideas in order to assess the moral value of presented information.

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