

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTION**

This chapter includes conclusion of the result of the study and suggestion.

#### **5.1 Conclusion**

From the analysis of the test items of Literature courses according to cognitive and knowledge dimension of Revised Bloom's Taxonomy in the previous chapter, it can be concluded that the test items in Literature courses comprise the highest three levels of cognitive dimension of Revised Bloom's Taxonomy because there are ninety-five test items or 62,1% from all of the test items in the tests that comprise C4 and C5 level which are included in the highest three levels of cognitive domain of Revised Bloom's Taxonomy. This also means that the tests in Literature courses develop students' critical thinking which is categorized as high order thinking. Those test items require students' high order thinking to be answered, as Limbach and Waugh (2010 : 3-4) state that the progressive levels of Bloom's Revised Taxonomy include Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Students who interact in the upper three levels are practicing higher level thinking.

Through the analysis of this study, the cognitive levels that are applied most dominantly, less dominantly, and least dominantly can be obtained. The cognitive level of Revised Bloom's Taxonomy that is applied most dominantly in the tests

of Literature courses is C4 (Analyzing) level. From 153 test items, there are seventy-nine test items that comprise C4 level (51,6%).

The cognitive levels of Revised Bloom's Taxonomy that are applied less dominantly in tests of Literature courses are C2 (Understanding), C3 (Applying), and C5 (Evaluating) level. Thirty-eight test items cover C2 level (24,8%), fifteen test items comprise C3 level (9,8%), and sixteen test items comprise C5 level (10,5%). Then, the cognitive levels of Revised Bloom's Taxonomy that are applied least dominantly in tests of Literature courses are C1 (Remembering), and C6 (Creating) level. There are five items that comprise C1 level (3,3%) and there is no test item that comprises C6 level (0%).

Regarding to the knowledge dimension of Revised Bloom's Taxonomy, forty-six test items were analyzed according to the knowledge dimension of Revised Bloom's Taxonomy. From the analysis, it can be revealed that five test items reflect factual knowledge (10,87%). Thirty-six test items reflect conceptual knowledge (78,26%). This knowledge is the most dominant knowledge applied in the tests of Literature courses. There are five test items that reflect procedural knowledge (10,87%), and there is no test item that reflects metacognitive knowledge (0%).

## **5.2 Implication**

From the analysis of the test items that shows that there are 95 test items or 62,1% from all of the test items in the tests that comprise C4 and C5 level which are included in the highest three levels of Revised Bloom's Taxonomy, it can be

discovered that the tests in Literature courses develop students' critical thinking. It is because critical thinking is categorized as high order thinking that occupies in the highest three levels of RBT. This means that the tests in Literature courses are consistent with the aims of the course outlines. However, this study focused on the tests, not classroom activities. It needs further research to discover the application of critical thinking in the classroom activities of Literature courses.

### **5.3 Suggestion**

In designing the tests, Revised Bloom's Taxonomy (cognitive dimension and knowledge dimension) can be applied in order to sharpen students' different levels of thinking and kinds of knowledge. Test item which requires the students to use high order thinking also needs to be applied in order to make them think critically. From the analysis of the test items according to cognitive dimension in the previous chapter, it can be seen that the tests cover the application of high order thinking skill when the students answer C4 and C5 test items. In addition, the most dominant level in the test items is C4 level so the tests are already consistent with the aims of the course outlines that commonly asks the students to analyze the literature text. Pertaining to the cognitive dimension applied in these tests of Literature courses, there are test items which comprise various cognitive levels of Revised Bloom's Taxonomy, from C1 until C5 level. However, there is no test item that covers C6 level. Therefore, the application of C6 level can be implemented in order to make the students create their own literary work and also to enrich students' thinking levels.

From the analysis of the test items according to knowledge dimension, it can also be known that the tests in Literature

courses reflect three from four knowledge dimensions: factual, conceptual, and procedural knowledge. There is no test items that reflects metacognitive knowledge. Therefore, the metacognitive knowledge can be applied in order to make the students more aware with their own cognition of Literature courses.