

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result of the study from the analysis of test items in Literature courses according to cognitive dimension and knowledge dimension of Revised Bloom's Taxonomy. This chapter answers two research questions as mentioned in the previous chapter.

4.1 Data Description

The data in this study are the tests of Literature Course in English Department of UNJ from semester 088 until 093. Those courses include Literature Course are English Literature 1, English Literature 2, Literature 1, Literature2, Survey in English Literature, and History of English Literature. The tests include mid-semester tests and final tests. There are 153 test items from the test documents. They were analyzed according to cognitive dimension of Revised Bloom's Taxonomy table. Then, 30% of test items in each literature course tests or forty-six test items were also analyzed according to knowledge dimension of Revised Bloom's Taxonomy table.

4.2 Finding

4.2.1 Research Question 1: How do the test items of Literature courses comprise the RBT cognitive dimension and critical thinking theory?

To answer the research question 1, there are four related issues that need to be discussed in this section. They are:

Sub-question 1: Do the test items in Literature courses comprise the highest three levels of cognitive dimension of RBT?

Sub-question 2: What cognitive level among the six levels of the RBT is most dominantly applied in the tests of Literature courses?

Sub-question 3: What cognitive level among the six levels of the RBT is less dominantly applied in the tests of Literature courses?

Sub-question 4: What cognitive level is least dominantly applied to the test items?

Sub-question 1: Do the test items in Literature courses comprise the highest three levels of cognitive dimension of RBT?

In this study, seventy-nine test items comprise C4 level (51,6%), sixteen test items comprise C5 level (10,5%), and there is no test item that comprises C6 level (0%). Therefore, 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.

Sub-question 2: What cognitive level among the six levels of the RBT is most dominantly applied in the tests of Literature courses?

Through the analysis in this study, the cognitive level of Revised Bloom's Taxonomy applied in test of Literature courses can be obtained. From 153 test items, seventy-nine test items comprise C4 level (51,6%). Thus, this C4 level is the cognitive level which is applied most dominantly in the tests of Literature courses.

Sub-question 3: What cognitive level among the six levels of the RBT is less dominantly applied in the tests of Literature courses?

The cognitive levels of Revised Bloom's Taxonomy that are applied less dominantly in the tests of Literature courses are C2 (Understanding) level, C3 (Applying) level, and C5 (Evaluating) level. From 153 test items, thirty-eight test items comprise C2 level (24,8%), fifteen test items comprise C3 level (9,8%), and sixteen test items comprise C5 level (10,5%).

Sub-question 4: What cognitive level is least dominantly applied to the test items?

The cognitive levels of Revised Bloom's Taxonomy that are applied least dominantly in tests of Literature courses are C1 (Remembering) level and C6 (Creating) level. There are only five test items (3,3%) that comprise C1 level and there is no test item that comprises C6 level.

4.2.2 Research Question 2: How are the test items of Literature courses viewed in terms of the RBT knowledge dimension?

Through the analysis in this study, the knowledge dimension applied in tests of Literature courses can be discovered. There are forty-six test items that were analyzed according to knowledge dimension of Revised Bloom's Taxonomy. There are five test items that reflect factual knowledge (10,87%). Then, thirty-six test items reflect conceptual knowledge (78,26%). This knowledge is the most dominant knowledge applied in 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%).

4.3 Discussion

4.3.1 The Analysis of The Test Items According to Cognitive Dimension Table

For the research question 1 that includes four sub questions, the test items were analyzed according to cognitive dimension of Revised Bloom's Taxonomy and critical thinking theory by referring to the highest three levels of Revised Bloom's Taxonomy. Then, for the research question number 2, the test items were analyzed according to knowledge dimension of Revised Bloom's Taxonomy.

Research Question 1: How do the test items of Literature courses comprise the RBT cognitive dimension and critical thinking theory?

Sub-question 1: Do the test items in Literature courses comprise the highest three levels of cognitive dimension of RBT?

Sub-question 2: What cognitive level among the six levels of the RBT is most dominantly applied in the tests of Literature courses?

Sub-question 3: What cognitive level among the six levels of the RBT is less dominantly applied in the tests of Literature courses?

Sub-question 4: What cognitive level is least dominantly applied to the test items?

1. English Literature 1 & Literature 1

➤ Mid – Test

No.	Test item	Cognitive Dimension of RBT	Critical Thinking
I.	Read the following poem and answer the questions correctly by crossing out A, B, C, or D ! (The Poem, entitled, <i>Daffodils</i>)	(The instruction of part I)	
1.	The figure of speech that you find lines 1-2 is a A. simile B. metaphor C. symbol D. personification	C3	-
2.	Which of the following is/are “fluttering and dancing in the breeze” (line 6) ? A. The poet B. The trees C. The golden daffodils D. A crowd of people	C2	-

3.	<p>What does the phrase “a host of daffodils” (line 4) do to what the poet means by “a crowd” in line 3 ?</p> <p>A. It shows a contrast to it</p> <p>B. It gives a detailed explanation to it</p> <p>C. It gives an example of it</p> <p>D. It says nothing about it</p>	C2	-
4.	<p>There are two similes in the poem. They are in</p> <p>A. line 1 and 8</p> <p>B. line 1-2 and 6-8</p> <p>C. line 1 and 7</p> <p>D. line 1-2 and 7-8</p>	C3	-
5.	<p>The word “they” in “The waves beside them danced, but they” (line 13) refers to</p> <p>A. the waves</p> <p>B. their heads</p> <p>C. the golden daffodils</p> <p>D. the stars</p>	C2	-
6.	<p>Mention the objects(s) that is (are) personified and explain how it is (they are) personified.</p> <p>A. the daffodils, by the use of “a host of”(1,4), and the waves, by the use of “in glee”</p>	C3	-

	<p>B. the cloud, identified as the poet in “I wandered lonely as a cloud”</p> <p>C. the stars, by the use of “shine and twinkle on the Milky way” (II. 7-8)</p> <p>D. the daffodils, by the words “dancing” (1.6) and “tossing their heads” (1.12), and the waves, by the word “danced” (1.13)</p>		
7.	<p>In the poem you see the words : vales, hills, lake, trees, stars, waves. Each of these words is used to appeal to the reader’s sense of</p> <p>A. smell C. feeling</p> <p>B. sight D. taste</p>	C2	-
8.	<p>The word “cloud” (1.1) is used here to give the reader images of</p> <p>A. motion and colour</p> <p>B. colour and touch</p> <p>C. motion and smell</p> <p>D. smell and feeling</p>	C2	-
9.	<p>What can you say about “the daffodils” in the first stanza and “the daffodils” in the last stanza ?</p> <p>A. The daffodils in the two</p>	C2	-

	<p>stanzas are both real</p> <p>B. The daffodils in the two stanzas are both imaginary</p> <p>C. The daffodils in the first stanza are real, while those in last stanza are imaginary</p> <p>D. The daffodils in the first stanza are imaginary, while those in the last stanza are real</p>		
10.	<p>The phrase “golden daffodils” signifies an invaluable treasure, something that in any situation can always make the poet happy. Considering this, we will say that the phrase is used as a</p> <p>A. metaphor</p> <p>B. personification</p> <p>C. simile</p> <p>D. symbol</p>	C3	-
II.	<p>Read the poem carefully and paraphrase it!</p> <p>(The poem, entitled, <i>Along The Field As We Came By</i>)</p>	C2	-

Table 4.3.1.1

There are two parts in this test, in part I, the students are asked to answer ten test items after they read the poem entitled, *Daffodils*, and in part II, they are asked to read and paraphrase the poem entitled, *Along The Field As We Came By*.

In part I, the first test item is “*The figure of speech that you find lines 1-2 is a....*”. In this test item, the students are asked to understand the figure of speech, then, implement their acquired knowledge about it to find it in lines 1-2 in the poem so that this test item is included in C3 level, as Anderson and Krathwohl (2001) explain that applying occurs when the students apply a procedure to an unfamiliar task (implementing). The “procedure” here means their acquired knowledge about figure of speech and “an unfamiliar task” means the lines that are involved in the poem.

Test item number two that is “*Which of the following is/are “fluttering and dancing in the breeze” (line 6)?*”. This test item asks the students to find the right representation of the words given in line 6 in the poem with the options provided. Therefore, this test item is included in C2 level. According to Anderson and Krathwohl (2001), the second level of Revised Bloom’s Taxonomy occurs when the students change from one form of representation to another (interpreting).

Test item number three is “*What does the phrase “a host of daffodils” (line 4) do to what the poet means by “a crowd” in line 3?*”. In this test item, the students need to detect what the phrase “a host of daffodils” (line 4) does to the phrase “a crowd” in line 3. To answer this, they need to detect what the first phrase does to the second phrase. This activity reflects the second level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that understanding occurs when the students detect correspondences between two ideas, objects, and the like (comparing).

Test item number four is *“There are two similes in the poem. They are in....”*. This test item asks the students to find the two similes in the lines provided. They only need to implement their acquired knowledge about the simile in order to recognize it in the poem. Therefore, this test item is included in C3 level, as Anderson and Krathwohl (2001) explain that applying occurs when the students apply a procedure to an unfamiliar task (implementing).

The test item number five is *‘The word “they” in “The waves beside them danced, but they” (line 13) refers to’*. This test item asks the students to change the other representation of the word *“they”* in line 13. It is included in C2 level. According to Anderson and Krathwohl (2001), the second level of Revised Bloom’s Taxonomy occurs when the students change from one form of representation to another (interpreting).

Test item number six is *“Mention the objects(s) that is (are) personified and explain how it is (they are) personified”*. In this test item, the students are asked to find the things that is (are) personified and explain how it is (they are) personified. To answer it, the students implement their acquired knowledge about personification to discover it (them) in the poem given and explain in what way they are personified. This test item covers the third level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that applying occurs when the students apply a procedure to an unfamiliar task (implementing).

Test item number seven is *“In the poem you see the words : vales, hills, lake, trees, stars, waves. Each of these words is used to appeal to the reader’s sense of”*. It asks the students to detect the what the reader’s sense that are

appealed to by those phrases. This activity reflects the second level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that understanding occurs when the students detect correspondences between two ideas, objects, and the like (comparing).

Test item number eight is *"The word 'cloud' (1.1) is used here to give the reader images of"*. This test item also asks the students to detect what the reader images that are intended by the word *"cloud"*. Therefore, this test item is included in C2 level. Anderson and Krathwohl (2001) explain that understanding occurs when the students detect correspondences between two ideas, objects, and the like (comparing).

Test item number nine is *"What can you say about 'the daffodils' in the first stanza and 'the daffodils' in the last stanza?"* This test item asks the students to discover the status of the words *"the daffodils"* in the first and the last stanza whether they are real or imaginary. To discover it, they need to understand those words in what way they seem real and in what way they seem imaginary within the poem. Then they can conclude the status of the words in different stanza. Therefore, this test item covers C2 level, as Anderson and Krathwohl (2001) explain that understanding occurs when the students draw a logical conclusion from presented information (inferring).

Test item number ten is *"The phrase 'golden daffodils' signifies an invaluable treasure, something that in any situation can always make the poet happy. Considering this, we will say that the phrase is used as a"*. This test item asks the students to discover the right figure of speech from the phrase given.

In this test item, the students need to implement their acquired knowledge about the figures of speech to find what figures of speech that is suitable with the phrase given in the test item. This activity reflects C3 level, as Anderson and Krathwohl (2001) explain that applying occurs when the students apply a procedure to an unfamiliar task (implementing).

In part II, the test item is “*Read the poem carefully and paraphrase it! (The poem, entitled, Along The Field As We Came By)*”. The students are asked to read the poem carefully, then, paraphrase it. This test item is included in C2 level because they are only asked to change the representation of poem by using their own words. According to Anderson and Krathwohl (2001), the second level of Revised Bloom’s Taxonomy occurs when the students change from one form of representation to another (interpreting).

As the table and the explanation above, there is no test item that need students’ critical thinking to answer it. It is because critical thinking is categorized as high-order-thinking and high order thinking occupies in the highest three levels of Revised Bloom’s Taxonomy, 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. Because in this test there is no test item that comprise highest three levels of Revised Bloom’s Taxonomy, the students only use their low order thinking to answer those test items.

To make them engaged in levels where critical thinking takes place, the use of the test items is appropriate to promote students' critical thinking which belongs to high-order-thinking skill, as stated in Sullivan (2010) states that the most effective way to facilitate critical thinking in an individual is to ask questions.

➤ **Final Test**

No.	Test item	Cognitive Dimension of RBT	Critical Thinking
I.	Read the poems thoroughly, then answer the test questions!	(The instruction of part I)	
A.	The poem, entitled, <i>Frustration</i>		
1.	This poem attempts to show A. sadness C. anger B. humor D. love	C4	✓
2.	The tone of a poem is the author's point of view. The tone of this poem indicates A. anger B. sadness C. frustration D. hatred	C4	✓
B.	The poem, entitled, <i>The Man He Killed</i>		
1.	Which of these statements best	C2	-

	<p>states the theme of this poem ?</p> <p>A. To defend one's country against enemies , one has to kill as many soldiers as he encounters in the war</p> <p>B. Shooting and killing each other in the war is nothing unusual, since this is the ultimate purpose of war</p> <p>C. Modern war is more dangerous and wicked than ancient one ; it uses weapons that can kill friends and foes indiscriminately without delay</p> <p>D. How irrational war is ! In the war men have to kill people who, under different circumstances, may be friends who need and help each other</p>		
2.	<p>Choose which of the following is the most appropriate tone of the poem</p> <p>A. personal and puzzled</p> <p>B. personal and admiring</p> <p>C. objective and convincing</p> <p>D. objective and patriotic</p>	C4	✓
C.	The poem, entitled,		

	<i>Ozymandias</i>		
1.	<p>What has happened to Ozymandias kingdom ?</p> <p>A. It was lost in a fire</p> <p>B. It has been destroyed over time</p> <p>C. It has grown into the present-day country of Iran</p> <p>D. It is a tourist attraction</p>	C2	-
2.	<p>The tone of a work is the author's emotional view-point. The tone of 'Ozymandias' is</p> <p>A. ironic</p> <p>B. humorous</p> <p>C. sarcastic</p> <p>D. deadly</p>	C4	✓
D.	The poem, entitled, <i>Because I Could Not Stop For Death</i>		
1.	<p>Personification occurs when the author uses human terms to describe something that is not human. In this poem, personification is used to describe</p> <p>A. the setting sun (1.12)</p> <p>B. Death (II.1-3)</p> <p>C. children (II. 9-10)</p> <p>D. a swelling (II. 13-14)</p>	C3	-
2.	The house described in lines	C2	-

	13-16 is a A. carriage B. field of grain C. grave D. sunset		
II.	Write an appreciation of the following poem ! The poem, entitled, <i>Ah Are You Digging On My Grave</i>	C4	✓

Table 4.3.1.2

In part A, test item number one is “*This poem attempts to show*”. This test item asks the students to determine what emotional situation that is shown in the poem, whether it is sadness, humor, anger, or love. That right emotional situation which need to be selected is available behind the poem. Therefore, the students need to find the intended situation which is not stated explicitly in the text. This also means they need to read between the lines to find the emotional situation shown in the poem. King, Goodson, and Rohani (2009 : 64) state that multiple choice can assess students’ high order thinking. Calnerson, Delpierre, and Masters (1996) explain that finding the underlying information that is not stated in text is one of the multiple choice example that needs student’s analysis to answer. Therefore, this test item is included in C4 level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

Test item number two is “*The tone of a poem is the author’s point of view. The tone of this poem indicates*”. In this test item, the students are asked about

the tone in the poem. The tone itself is used as the author's point of view. To answer this test item, they need to find the information that is not stated explicitly in the poem. This also means they need to read between the lines to find the tone in the poem. King, Goodson, and Rohani (2009 : 64) state that multiple choice can assess students' high order thinking. Calnerson, Delpierre, and Masters (1996) explain that finding the underlying information that is not stated in text is one of the multiple choice example that needs student's analysis to answer. Therefore, this test item reflects C4 level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

In part B, test item number one is "*Which of these statements best states the theme of this poem ?*". This test item asks the students to choose the right statement that represent the theme of this poem. This test item is included in C2. According to Anderson and Krathwohl (2001), the second level of Revised Bloom's Taxonomy occurs when the students abstract a general theme or major point(s) (summarizing).

Test item number two is "*Choose which of the following is the most appropriate tone of the poem*". In this test item, the students need to determine the most appropriate tone of the poem. The poem itself is not stated explicitly in the poem. Therefore, this test item asks the students to find the situation underlying the poem given. This also means they need to read between the lines to find the tone in the poem. King, Goodson, and Rohani (2009 : 64) state that multiple choice can assess students' high order thinking. Calnerson, Delpierre, and Masters

(1996) explain that finding the underlying information that is not stated in text is one of the multiple choice example that needs student's analysis to answer. Therefore, this process reflects the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

In part C, test item number one is "*What has happened to Ozymandias kingdom?*". This test item asks the students to conclude what has happened to Ozymandias kingdom from the story given in this test item. This activity reflects C2 level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that understanding occurs when the students draw a logical conclusion from presented information (inferring).

In test item number two is "*The tone of a work is the author's emotional view-point. The tone of 'Ozymandias' is ...*". In this test item, the students are asked to find the tone which is stated implicitly in the poem. This also means that they are asked to determine the emotional situation underlying the poem itself. This also means they need to read between the lines to find the emotional situation shown in the poem. King, Goodson, and Rohani (2009 : 64) state that multiple choice can assess students' high order thinking. Calnerson, Delpierre, and Masters (1996) explain that finding the underlying information that is not stated in text is one of the multiple choice example that needs student's analysis to answer. Therefore, this process is included in the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs

when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

In part D, test item number one is “*Personification occurs when the author uses human terms to describe something that is not human. In this poem, personification is used to describe*”. This test item asks the students to decide where the personifications occurs. This test item is in C3 level because the students need to implement their acquired knowledge about personification to recognize them in the options provided. Anderson and Krathwohl (2001) explain that applying occurs when the students apply a procedure to an unfamiliar task (implementing). “A procedure” here means the knowledge about the personification and “an unfamiliar task” means the options that should be selected to find the use of personification in the poem.

Test item number two is “*The house described in lines 13-16 is a ...*”. In this test item, the students are asked to find the representation of the words “the house” in line 13-16. This test item reflects C2 level of Revised Bloom’s Taxonomy, as According to Anderson and Krathwohl (2001), the second level of Revised Bloom’s Taxonomy occurs when the students change from one form of representation to another (interpreting).

In part II, the test item is “*Write an appreciation of the following poem !The poem, entitled, Ah Are You Digging On My Grave*”. The students are asked to write an appreciation of the poem, entitled, *Ah Are You Digging On My Grave*. Their appreciation can be in the intrinsic elements, the use of the language, the figure of the speech, the intention of the poem, or the other things that are

available in the poem. To answer this test item, they need to implement the acquired knowledge about them, recognize them in the poem, and explore them as their answer. Then, they also need to find the intention of the poem. This intention is not stated explicitly in the poem so, they need to find the information underlying the poem itself. Therefore, this test item covers C4 level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

As the table and the explanation presented, five test items (the test item number one and two in part A, number two in part B, the test item number two in part C, and the test item in part II) comprise C4 level of Revised Bloom's Taxonomy. To answer these C4 test items, they need to apply critical thinking which is categorized as high order thinking. High order thinking itself occupies the highest three levels of Revised Bloom's Taxonomy. According to Limbach and Waugh (2010 : 3-4), 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.

No.	Test item	Cognitive Dimension of RBT	Critical Thinking
	Read the following text and answer the question by referring to the text.	(The instruction of this test)	

	Cargoes		
1.	Write the sense devices that you can find at the 1 st and 2 nd stanza.	C3	-
2.	What is structural device of the poem? Explain	C3	-
3.	Give one example of assonance in the poem.	C3	-
4.	What is the detailed meaning of the poem?	C4	✓
5.	What is the writer's intention?	C4	✓
	Jane Eyre		
6.	Mention the types of characters (Jane and Rochester) in the movie.	C2	-
7.	What is the conflict and how is the conflict resolved?	C4	✓
	Australia		
8.	Whose point of view is used in the prose?	C4	✓
9.	How is the writer's mood in the prose?	C4	✓
10.	Which literary criticism do you think is appropriate to analyze the story? (post colonialism, psychoanalysis theory, or feminism)	C4	✓

Table 4.3.1.3

Test item number one is “*Write the sense devices that you can find at the 1st and 2nd stanza*”. This test item is included in C3 level because the students need to implement their acquired knowledge from the previous learning about the sense devices which are available in a task (a poem) to find and write the sense devices. Test item number two, “*What is structural device of the poem? Explain*”, is also in C3 level because the students should explain their finding about the structural device of the poem. The structural device of the poem can be obtained if they implement their acquired knowledge about the structural device to recognize them in the poem given. Test item number three is “*Give one example of assonance in the poem*”. To answer this test item, they need to implement their acquired knowledge about assonance to recognize them in the poem. This test item is also in C3 level. In this test item, the students are asked to give one example of assonance which is available in the poem. These three test items are included in C3 level, as Anderson and Krathwohl (2001) explain that applying occurs when the students apply a procedure to an unfamiliar task (implementing). The word “*procedure*” means the knowledge about the sense device, the structural device, and assonance and “*the unfamiliar task*” means the poem. Moreover, Hughes (2007) explains that the third level of Revised Bloom’s Taxonomy is applying knowledge (often procedural) to a non-routine task (implementing).

Test item number four is “*What is the detailed meaning of the poem?*”. This test item asks students to determine the detailed meaning of the poem. This means that they need to find underlying information that is tried to be delivered through this poem. Therefore, this activity reflects the fourth level of Revised Bloom’s

Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

Test item number five is “*What is the writer’s intention?*” This test item ask the students to find the intention which is not stated explicitly in the poem. This activity can be said as finding the information underlying the presented material (in this case the poem). Therefore, these two test items are included in C4, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

Test item number six is “*Mention the types of characters (Jane and Rochester) in the movie*”. In this test item, the students need to conclude the types of characters (Jane and Rochester) in the movie as their answer. This activity reflects the second level of Revised Bloom’s Taxonomy. According to Anderson and Krathwohl (2001), understanding occurs when the students draw a logical conclusion from presented information (inferring).

Test item number seven is “*What is the conflict and how is the conflict resolved?*”. In this test item, the students are asked to discover the conflict in the story and how the conflict is resolved. To discover the conflict, the students should understand the plot of the story, then, outline the story to find the part that serves as the conflicts or the part where the problem of the story occurs, then discuss that problem as their answer. After that, the students should explain the way the conflict is resolved. This also means that they also need to outline the

story to find the part that serves as the resolution or the part where the problem is resolved. Therefore, this test item is included is C4, according to Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

Test item number eight is “*Whose point of view is used in the prose?*”. The students are asked to determine the point of view used in the prose. To answer this test item, they need to find the underlying information that is the narrator’s position in the prose. This activity reflects the fourth level of Revised Bloom’s Taxonomy, that is analyzing. According to Hughes (2007), determining the point of view, bias, values or intent in presented material (attributing) is in fourth level of Revised Bloom’s Taxonomy.

Test item number nine is “*How is the writer’s mood in the prose?*”. This test item asks the students to determine the writer’s mood in the prose. This also means that the students need to determine the emotional situation built by the writer in the poem. This also means that the students are asked to find the information underlying the presented material (in this case the prose). This activity reflects the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

Test item number ten is “*Which literary criticism do you think is appropriate to analyze the story? (post colonialism, psychoanalysis theory, or feminism)*”. In this test item number, first, the students need to implement their knowledge about literary criticism (post colonialism, psychoanalysis theory, or

feminism), then to select the appropriate literary criticism, they need to find the parts that show one of those literary criticism from the whole story. Then they can answer this test item completely. Therefore, this test item is included in C4 level, as Hughes (2007) explains that determining how elements fit or function within a structure (organising) is in fourth level of Revised Bloom's Taxonomy. Moreover, Overbaugh and Schultz (2008) state that analyzing is breaking information into parts/components to explore/develop/construct understandings and relationships.

The use of high-order-thinking is needed to answer six test items (the test item number four, five, seven, eight, nine, and ten) in this test. These test items are included in C4 level. These test items require students' high order thinking to answer them because the highest three levels in Revised Bloom's Taxonomy are categorized as high-order-thinking and high-order-thinking can be stated as critical thinking, as Onosko and Newmann, as cited in Tedjaatmadja (2010) categorize critical thinking as a higher order skill, since human has to expand his or her mind to meet new challenges. These challenges mean that the problems that serve as the test items.

No.	Test item	Cognitive Dimension of RBT	Critical Thinking
	Answer the following questions, supplying any	(The instruction of this test)	

	necessary information (lines, sentences, etc) from the text to support your answers!		
A.	<i>A Clean, Well-lighted Place</i>		
1.	What are the implications of the title : <i>A Clean, Well-lighted Place</i> ?	C4	✓
2.	Whom do the following sentences apply to and how do they bear upon the theme of the story? <i>It is the lights of course, but it is necessary that the place be clean and pleasant. You do not want music. ...Nor can you stand before a bar with dignity. ... What did he fear? It was not fear or dread. It was a nothing that he knew too well.</i>	C4	✓
B.	<i>The Open Window</i>		
1.	How did Vera relate the open window to the tale she told Framton?	C2	-
2.	What made the story Vera told so believable?	C2	-
3.	Where (at what point) in the story did the climax occur?	C4	✓
C.	<i>A Moving Day</i>		
1.	The title of this story is “A Moving Day”.	C4	✓

	One meaning of 'moving' is 'going to another place', and another is 'affecting the emotions'. How do you relate these two meanings to what the story is about?		
2.	Is this a sad or happy story?	C4	✓
	What are the conflicts of this story? Discuss!	C4	✓
D.	<i>The Great Mountain</i>		
1.	In what way are the following things significant to the story? a. the mountains b. the rapier c. a horse named Easter	C4	✓

Table 4.3.1.4

In part A, test item number one is “*What are the implications of the title : A Clean, Well-lighted Place?*”. This test item asks the students to determine the implications of the title *A Clean, Well-lighted Place?*. This means that the students need to determine in what way the title as an element within the text can lead the students to create certain depiction of the content of the text when reading the whole text. This activity reflects the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

Test item number two is “*Whom do the following sentences apply to, and how do they bear upon the theme of the story?*”. To answer this test item completely, first, the students need to conclude the person that is indicated by the sentences and find the theme in the story. This reflects the second level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that understanding occurs when the students draw a logical conclusion from presented information (inferring) and they also explain that understanding occurs when the students abstract a general theme or major point(s) (summarizing). Next, they need to determine in how the sentences as the element of the text bear upon the theme within the story. This activity reflects the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

In part B, test item number one is “*How did Vera relate the open window to the tale she told Framton?*”. This test item only asks the students to explain their conclusion how Vera related the open window to the tale she told Framton from the text given. Therefore, this test item is included in C2, as Hughes (2007) explains that drawing a logical conclusion from presented information (summarizing) is in the second level of Revised Bloom’s Taxonomy.

Test item number two is “*What made the story Vera told so believable?*”. In this test item, the students are only asked to bring out the reason(s) why the story that Vera told is so believable. This process reflects the second level of Revised Bloom’s Taxonomy. According to Anderson and Krathwohl (2001), the second

level of Revised Bloom's Taxonomy occurs when the students construct a cause and effect model of a system (explaining). A cause here means the reason(s) that make(s) the story that Vera told is so believable (the effect).

Test item number three is "*Where (at what point) in the story did the climax occur?*". In this test item, the students are asked determine the point of the climax. To determine it, they need to outline the story to find the part that serves as the climax. This activity reflects the fourth level. According to Anderson and Krathwohl (2001), analyzing occurs when the students determine how elements fit or function within a structure (organizing). Moreover, Overbaugh and Schultz (2008) state that analyzing is breaking information down into its component elements.

In part C, test item number one, "*The title of this story is 'A Moving Day'. One meaning of 'moving' is 'going to another place', and another is 'affecting the emotions'. How do you relate these two meanings to what the story is about?*", asks the students to discuss in what way the two meanings of the title as an element in the story lead the students to have depiction about the content of the story. This activity reflects the fourth level of Revised Bloom's Taxonomy. Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

There are two test items number two. In the first test item, "*Is this a sad or happy story?*", the students are asked to determine whether this story is a sad or happy story. To determine it, they need to outline the story to find the part that serves as the resolution, then, examine the resolution itself whether the resolution

that is available in the story solves the conflict well or not. Second test item is *“What are the conflicts of this story? Discuss!”*. In this test item, the students need to determine the conflicts of the story. To determine it, they need to outline the story to find the parts that serve as the conflicts or the parts where the problems of the story occur, then discuss those problems as their discussion in their answer. These test items reflect the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

In part D, the test item is *“In what way are the following things significant to the story? a. the mountains, b. the rapier, c. a horse named Easter”*. This test item asks the students to determine in what way the those three things as the element of the story give significances in the whole story. This means that the students need to discuss the roles of those three things and the importance of those roles in the story. This activity reflects the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

As presented in the table, seven test items (test item number one and two in part A; test item number three in part B; test item number one and two test items in number two in part C; and number one in part D) are included in C4 level. These C4 test items require students’ their critical thinking which is categorized as high-order-thinking to answer. Burden and Byrd, as cited in Rudd and Moore

(2003 : 129) categorize critical thinking as a higher-order thinking activity that requires a set of cognitive skills. These cognitive skills can be implemented through the test items which belongs to Revised Bloom's Taxonomy.

No.	Test item	Cognitive Dimension of RBT	Critical Thinking
	Answer the following questions, supplying any necessary information from the text to support your answers!	(The instruction of this test)	
A.	<i>Sadie and Maud</i>		
1.	In this poem the poet uses two metaphors. The first metaphor is that ' <i>Sadie scraped life with a fine-tooth comb. She didn't leave a tangle in. Her comb found every strand</i> '. The second one is that ' <i>Maud is a thin brown mouse</i> '. Discuss the effectiveness of these two comparisons!	C3	-
	What is Sadie's philosophy of life?	C4	✓
	And what is Maud's?	C4	✓
B.	<i>The Great Mountains</i>		
1.	How would you characterize Jody?	C2	-
2.	In what way are the following	C4	✓

	things significant to the story? a. the mountains b. the rapier c. a horse named Easter		
C.	<i>A Moving Day</i>		
1.	The title of this story is “A Moving Day”. One meaning of ‘moving’ is ‘going to another place’, and another is ‘affecting the emotions’. How do you relate these two meanings to what the story is about?	C4	✓
2.	Is this a sad or happy story?	C4	✓
	What are the conflicts of this story? Discuss!	C4	✓
D.	<i>The Snob</i>		
1.	Discuss the character of John’s father. Need John have been ashamed to have him meet Grace?	C5	✓
2.	Imagine the scene that occurred when John, after leaving Grace, confronted his father at home. Continuing the story into the Harcourt’s home, describe an ending to the episode.	C2	-

Table 4.3.1.5

In part A, number one consists of three test items. The first test item is “*In this poem the poet uses two metaphors. The first metaphor is that ‘Sadie scraped life with a fine-tooth comb. She didn’t leave a tangle in. Her comb found every strand’. The second one is that ‘Maud is a thin brown mouse’. Discuss the effectiveness of these two comparisons!’*”. This test item asks the students to discuss the effectiveness of metaphors used in the poem to the intended characters (*Sadie and Maud*). To find the effectiveness, the students need to apply their knowledge about metaphor in those two comparisons. This activity reflects the third level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that applying occurs when the students apply a procedure to an unfamiliar task (implementing). Moreover, Hughes (2007) explains that the third level of Revised Bloom’s Taxonomy is applying knowledge (often procedural) to a non-routine task (implementing).

Second and third test item are “*What is Sadie’s philosophy of life?* and “*And what is Maud’s?*”. These two test items ask the students to determine what Sadie’s and Maud’s philosophy of life. To answer these test items, first, the students need to understand the characterization of those characters, then they need to analyze what they think about life, it can be based on how they do, feel, and react to somebody or something. They need to find the information underlying the presented material. The activities in these test items cover the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

In part B, test item number one, which is *“How would you characterize Jody?”*, only asks the students to the way to characterize “Jody”. To answer this, the students need to conclude the characterization of “Jody” based on how she behaves, feels, things, or others in the whole story. Then, they explain it as their answer. This activity reflects the second level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that understanding occurs when the students draw a logical conclusion from presented information (inferring).

Test item number two is *“In what way are the following things significant to the story? a. the mountains, b. the rapier, c. a horse named Easter”*. This test item asks the students to determine in what way the those three things as the element of the story give significances in the whole story. This means that the students need to discuss the roles of those three things and the importance of those roles in the story. This activity reflects the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

In part C, test item number one, *“The title of this story is “A Moving Day”. One meaning of ‘moving’ is ‘going to another place’, and another is ‘affecting the emotions’. How do you relate these two meanings to what the story is about?”*, asks the students to discuss in what way the two meanings of the title as an element in the story lead the students to have depiction about the content of the story. This activity reflects the fourth level of Revised Bloom’s Taxonomy. Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

Number two consists of two test items. In the first test item, *“Is this a sad or happy story?”*, the students are asked to determine whether this story is a sad or happy story. To determine it, they need to outline the story to find the part that serves as the resolution, then, examine the resolution itself whether the resolution that is available in the story solves the conflict well or not. Second test item is *“What are the conflicts of this story? Discuss!”*. In this test item, the students need to determine the conflicts of the story. To determine it, they need to outline the story to find the parts that serve as the conflicts or the parts where the problems of the story occur, then discuss those problem as their answer. Therefore, these test items are included in C4, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

In part D, test item number one is *“Discuss the character of John’s father. Need John have been ashamed to have him meet Grace?”*. It asks students to discuss the character of John’s father. To answer it, they need to conclude how John’s father behave during the story. Then, from their conclusion of his halleng, they need to make a decision whether or not John needs to feel ashamed to have him meet Grace. They also need to state their reason why they decide so, in order to defend their opinion. Answering this test item completely covers the fifth level of Revised Bloom’s Taxonomy, as Hughes (2007) explains that evaluating occurs when the students can justify an opinion, decision or course of action.

Test item number two is “*Imagine the scene that occurred when John, after leaving Grace, confronted his father at home. Continuing the story into the Harcourt’s home, describe an ending to the episode*”. In this test item, the students are asked to continue the story into the Harcourt’s home and describe an ending to the episode. This means that they need to explain the effects from what had happened in the story (the causes) as the ending of the episode. Therefore, this test item reflects the second level of Revised Bloom’s Taxonomy. According to Anderson and Krathwohl (2001), the second level of Revised Bloom’s Taxonomy occurs when the students construct a cause and effect model of a system (explaining).

In this test, six test items (second and third test item in number one in part A; test item number two in part B; and three test items in part C) are in C4 level. Then, one test item (test item number one in part D) covers C5 level. As presented in the table, there are test items in C4 and C5 level which are included in high level of Revised Bloom’s Taxonomy in this test. The use of Bloom Taxonomy is appropriate to improve students’ thinking, as Stowell (2010) states that Bloom’s taxonomy has become a valuable tool for teachers to understand how their practices influence their students’ cognitive development, and help to judge which activities are ultimately more challenging and valuable to promote high-level thinking. Those test items show that they require students’ critical thinking which is categorized as high-order-thinking to answer. Onosko and Newmann, as cited in Tedjaatmadja (2010) categorize critical thinking as a higher order skill, since human has to expand his or her mind to meet new challenges. They need to used

their high-order-thinking meet and solve the new challenges in this case are the questions that need to be solved by answering them.

No.	Test item	Cognitive Dimension of RBT	Critical Thinking
	<p><i>You have studied thoroughly the intrinsic aspects of short stories. Now, based on the answers to the following questions, write a 3-to-5-page appreciative essay on 'THE QUIET MAN' by Maurice Walsh.</i></p> <p><i>Remember to give references or examples from the story!</i></p>	(The instruction in this test)	
1.	<i>Title.</i> What purpose(s) does the title serve? Suggest a possible title of your own.	C4	✓
2.	<i>Point of view.</i> What is the point of view in this story?	C4	✓
	Does the point of view shift? If it does, why does it? If it doesn't, how does it help hold the story together?	C4	✓
3.	<i>Conflict.</i> What is the basic conflict in the story?	C4	✓
	Is the conflict settled? How? What part of the story shows	C4	✓

	this?		
4.	<i>Theme.</i> Is the theme hinted at or suggested at some point in the story? Where? What is the theme?	C2	-
5.	<i>Plot.</i> Is the story probable as a whole? Are there any improbable incidents?	C4	✓
	What are the inciting forces in the story? Point them out.	C4	✓
	At what point is the climax (or turning point)?	C4	✓
	Is it a closed plot or open plot?	C2	-
6.	<i>Characterization.</i> Who is the 'hero'? What are his chief traits of character? For what may he be admired?	C2	-
	Who is the 'villain'? What are some of his characteristics?	C2	-
	Does he have any good points?	C2	-
7.	<i>Situation (Setting of place and time).</i> What is the location of the story? And what is the time of the story? Can we as readers identify with the place and time? How or why? Point out particularly good passage of description from the story.	C2	-
	Show how it serves as more	C4	✓

	than simple description. (That is, show how it creates suspense or mood).		
	Point out examples of description as dramatic background, whether it harmonizes or contrasts with the action.	C5	✓
8.	<i>Style.</i> Do the dialogues seem natural? or they stiff and awkward?	C2	-
	Do the characters seem to be talking at the level we expect of them?	C2	-
	Do the author mention some remote historical or mythological persons or events? If he does, cite some examples and tell how they add to the total effect of the story.	C4	✓
	Does the author use unfamiliar words?	C2	-
	What do they mean?	C2	-
9.	Do you get entertained by the story? That is, do you get emotional and intellectual pleasure out of this story? Give an elaborate answer!	C5	✓
10.	What moral do you get out of this story?	C4	✓

Table 4.3.1.6

To do this test, the instruction explains that the student need to write an appreciative essay about '*THE QUIET MAN*' by *Maurice Walsh* by answering the questions as the test items given. Therefore, it is supposed that the students have to read the text ('*THE QUIET MAN*' by *Maurice Walsh*) before doing this test.

Test item number one is "Title. What purpose(s) does the title serve? Suggest a possible title of your own". This test item asks the students to determine the purpose of the title, then suggest a possible title of their own. It means that they need to find in what way the title serve as an element within the whole story. They need to determine the importance(s) of that element within a text (in this case a story), for example in leading certain depiction when reading the story. After they determine the importance(s), they can suggest a title of their own by depicting what will they discuss in their own, then figure it out in the title. This test item reflects the fourth level of Revised Bloom's Taxonomy. Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

Number two consists of two test items. First test item is "Point of view. What is the point of view in this story?". In this test item, the students are asked to determine the point of view in the text. The point of view itself is not stated explicitly so, this activity means that the students need to determine the information underlying the presented material. Hughes (2007) explains that determining the point of view, bias, values or intent in presented material (attributing) is in fourth level of Revised Bloom's Taxonomy.

The second test item is “*Does the point of view shift? If it does, why does it? If it doesn’t, how does it help hold the story together?*” In this test item, the students are asked to determine whether the point of view shifts or not. To answer this test item, the students need to determine whether there is any changes of the point of view in the story or not. If the point of view changes, it means that there is the shiftness in the point of view of the story then they need to explain why the point of view shifts. If the point of view does not change, it means that there is no shiftness in the point of view in the story then they need to elaborate how one point of view can still unify the whole story. The point of view itself is an element within a story. The process to answer this test item covers the fourth level of Revised Bloom’s Taxonomy. Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

Number three consists of two test items. First test item is “Conflict. *What is the basic conflict in the story?*”. In first test item, the students need to discover the basic conflict in the story. To discover it, they need to outline the story to find the part that serves as the basic conflict or the part where the beginning of problem of the story occurs, then discuss that beginning of that problem as their answer. This activity reflects the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

Second test item in number three is “*Is the conflict settled? How? What part of the story shows this?*”. In this test item, the students are asked to determine

whether the conflict is settled or not. To answer this test item completely, they need to select whether or not the relevant part that shows about the settlement of the conflict is available in the story. If there is the relevant part that shows about the settlement of the conflict, it means the conflict is settled. If there is no relevant part that shows about the settlement of the conflict, it means that the conflict is not settled. Then, the students need to explain the way of the settlement of the conflict occurs within the story (if any). Finding the relevant part that show about the settlement of the conflict and explaining the way of the settlement of the conflict occurs within the story covers the fourth level of Revised Bloom's Taxonomy. According to Anderson and Krathwohl (2001), the fourth level of Revised Bloom's Taxonomy occurs when the students distinguish relevant from irrelevant parts of presented material (differentiating) and they also explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

Test item number four is "Theme. *Is the theme hinted at or suggested at some point in the story? Where? What is the theme?*". In this test item, the students are asked to decide whether the theme is hinted or not by finding the theme itself before. To answer this test item, they need to generalize what the story is about in order to find the theme, then find whether there is any clue about the theme or not in the text. If there is no any clue, so it can be said that the theme is not hinted. If there is any clue, so it can be said that the theme is hinted and show that clue to complete their answer. This activity reflects the second level of Revised Bloom's Taxonomy. According to Anderson and Krathwohl (2001), the

second level of Revised Bloom's Taxonomy occurs when the students abstract a general theme or major point(s) (summarizing).

Number five consists of four test items. Five test item is "*Plot. Is the story probable as a whole? Are there any improbable incidents?*". In this test item, the students are asked to determine whether the story is probable as a whole or not. To determine it, they read the story and select whether there is any improbable incident in the story or not. They need to select it as the relevant part that is intended to answer this test item from the whole story. This activity reflects the fourth level of Revised Bloom's Taxonomy. According to Anderson and Krathwohl (2001), the fourth level of Revised Bloom's Taxonomy occurs when the students distinguish relevant from irrelevant parts of presented material (differentiating).

In the second test item in number four is "*What are the inciting forces in the story? Point them out*". In this test item, the students are asked to outline the story to find the parts that serve as the inciting forces, then discuss those inciting forces as their answer. The third test item is "*At what point is the climax (or turning point)?*". This test item also asks the students to outline the story to find the part that serves as the climax. Outlining the story to find the inciting forces and the climax covers the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

Fifth test item is "*Is it a closed plot or open plot?*". In this test item, the students are asked to decide whether the story has a closed or open plot. To decide

it, they need to conclude the sequences of the story whether they end completely or not. If they end completely, it means that this story has a closed plot. If they do not end completely, it means that this story has an open plot. This activity reflects the second level of Revised Bloom's Taxonomy. Anderson and Krathwohl (2001) explain that understanding occurs when the students draw a logical conclusion from presented information (inferring).

Number six consists of two test items. First test item is "Characterization. *Who is the 'hero'? What are his chief traits of character? For what may he be admired?'*". In this test item, the students are asked to find the hero in the story. To find it, they need to understand the characterization of the story. Because the hero is commonly said as the one who can be admired from what he or she do or the one who does the good things, the students can considered one of the characters who does those good things as "*the hero*". It can also be said that they conclude one of the characters as "*the hero*" because he does good things in the story. They can explain his chief traits of character by concluding his behaviours in the story. To find the things that make him be admired, they can give example of the good things that he does in the story. The activities involved in this test item reflect the second level of Revised Bloom's Taxonomy. Anderson and Krathwohl (2001) explain that understanding occurs when the students draw a logical conclusion from presented information (inferring) and they also explain understanding occurs when the students find a specific example or illustration of a concept or principle (exemplifying).

The second test item is “*Who is the ‘villain’? What are some of his characteristics?*”. This test item asks the students to find the villain in the story. To find it, they need to understand the characterization of the story. Because the villain is commonly said as the one who does the bad things, the students can consider one of the characters who does the bad things as “*the villain*”. It can also be said that they conclude one of the characters as “*the villain*” because he does bad things in the story. Then, they can explain his characteristics from their conclusion about his behaviours in the story. This activity reflects the second level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that understanding occurs when the students draw a logical conclusion from presented information (inferring).

The third test item is “*Does he have any good points?*”. In this test item, the students are asked about the characterization of the story. They need to decide whether the character (the villain) has any good points or not. To decide it, they need to find whether there is any example that shows good point of his character or not. If there is an example, it means that he has good point. If there is no example, it means that he does not have good point. This activity reflects the second level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that understanding occurs when the students find a specific example or illustration of a concept or principle (exemplifying).

Number seven consists of three test items. The first test item is “*Situation (Setting of place and time). What is the location of the story? And what is the time of the story? Can we as readers identify with the place and time? How or*

why? Point out particularly good passage of description from the story". To answer this test item, the students need to find a good passage of description that describe the location and the time of the place. In this test item, they need to clarify their ways in finding the the place and the time in that passage on their writing as their answer beside stating the place and the time. This activity reflects the second level of Revised Bloom's Taxonomy. According to Anderson and Krathwohl (2001), the second level of Revised Bloom's Taxonomy occurs when the students change from one form of representation to another (interpreting).

The second test item is *"Show how it serves as more than simple description. (That is, show how it creates suspense or mood)*. In this test item the students are asked to elaborate the interesting aspects in that passage of description that can build suspense or mood when reading the story. This activity covers the fourth level of Revised Bloom's Taxonomy. Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

The third test item is *"Point out examples of description as dramatic background, whether it harmonizes or contrasts with the action*". This test item asks the students to select the description of dramatic background, then decide whether it harmonizes or contrasts with the action or not. To decide it, they need to determine whether there is the supportive aspect in the description of dramatic background that can bring the readers to feel the action deeper or not. Then, they also need to show their finding about (whether or not) the supportive aspect in the story to justify their decision. This activity reflects the fifth level of Revised

Bloom's Taxonomy, as Hughes (2007) explains that evaluating occurs when the students can justify an opinion, decision or course of action. Moreover, Overbaugh and Schultz (2008) explain that evaluating level is reached when the students can justify a stand or decision.

Number eight consists of five test items. First test item is "Style. *Do the dialogues seem natural? or they stiff and awkward?*". In this test item, the students are asked to decide whether the dialogues seem natural, stiff, or awkward (for the first test item). To decide it, they need to follow the dialogue between the characters and conclude the way the characters communicate each other. This activity reflects C2 level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that understanding occurs when the students draw a logical conclusion from presented information (inferring).

Second test item is "*Do the characters seem to be talking at the level we expect of them?*". In this item, the students are asked to decide whether the characters seem to be talking at the level we expect of them or not. To decide it, they need to notice the use of the language used by the characters then conclude whether they seem to be talking at the level we expect of them or not. This activity reflects C2 level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that understanding occurs when the students draw a logical conclusion from presented information (inferring).

The third test item is "*Do the author mention some remote historical or mythological persons or events? If he does, cite some examples and tell how they add to the total effect of the story.*" In this test item, the students are asked to

decide whether the author mentions some remote historical or mythological persons or events. The next sentences lead the students to answer the test item completely. To answer it, they need to explain in what way the remote historical or mythological persons or events can raise the certain feeling when reading the story. Therefore, the readers can feel the story deeper. This activity reflects the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

The fourth test item is "*Does the author use unfamiliar words?*". This test item asks the students to decide whether the author uses unfamiliar words or not. To answer it, the students need to decide whether they find unfamiliar words in the story or not, then exemplify those unfamiliar words that they found. This activity reflects the second level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that understanding occurs when the students find a specific example or illustration of a concept or principle (exemplifying).

The fifth test item is "*What do they mean?*". This test item asks the students to find the meaning behind the unfamiliar words that they have recognized. This means that they need to represent those words in another representation. This activity reflects the second level of Revised Bloom's Taxonomy. According to Anderson and Krathwohl (2001), the second level of Revised Bloom's Taxonomy occurs when the students change from one form of representation to another (interpreting).

Test item number nine, “*Do you get entertained by the story? That is, do you get emotional and intellectual pleasure out of this story? Give an elaborate answer!*”, asks the students to give their opinion whether the story has entertained them in accordance to emotional and intellectual pleasure out of the story or not. The students need to elaborate their answer by showing those pleasure that they get in order to support their opinion. Therefore, the test items in this number reveals C5 level, as Hughes (2007) explains that evaluating occurs when the students can justify an opinion, decision or course of action. Moreover, Overbaugh and Schultz (2008) explain that evaluating level is reached when the students can justify a stand or decision.

Test item number ten is “*What moral do you get out of this story?*”, asks the students to find the moral out of the story. This also means that they are asked to find the lesson that is tried to be delivered in the story. This lesson intends to add the reader’s (in this case the students) experience that is valuable in life. This activity reflects the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

As the table and the explanation above eleven test items (test item number one; two test items in number two; two test items in number three; first, second, and third test item in number five; second test item in number seven; third test item in number eight; and test item in number ten) are included in C4 level. Then, two test items (third test item in number seven and test item number nine) comprise C5 level. Those C4 and C5 test items are appropriate to sharpen

students' critical thinking, as Sullivan (2010) states that the most effective way to facilitate critical thinking in an individual is to ask questions.

Those C4 and C5 test items require students to apply their critical thinking to answer. It is because critical thinking belongs to high-order-thinking which takes place in three highest level of Revised Bloom's Taxonomy, 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.

According the course outline of English Literature 1 (Literature 1); the students are asked to be able to find sound devices in poem and short stories; to be able to mention kinds of poem and discuss the differences; and to be able to analyze the plot, character and characterization, setting, point of view, tone involved in short stories. To cover those things, the students need to understand the poems and short stories given by the teacher, to apply their knowledge about the elements in the poem, and also to analyze the short story to find the information involved. Therefore, the tests of English Literature 1 (Literature 1) are in accordance with the aims of course outline. In tests of this course, the students are also asked to evaluate the short story given in the tests. Thus, by analyzing and evaluating, the students actually use their critical thinking which is categorized as high order thinking towards the poems and short stories given.

2. English Literature 2 & Literature 2

➤ Mid Test

No.	Test item	Cognitive Dimension of RBT	Critical Thinking
	Answer the following questions by referring to the clues in the text (A Happy Story)	(The instruction of this test)	
1.	What is the topic of the first paragraph?	C2	-
2.	What is the type of the prose? Give reason.	C3	-
3.	Who is the narrator of the story?	C4	✓
4.	What kind of character is "I"? Show some clues.	C2	-
5.	What is the conflict in the story?	C4	✓
6.	How did the character solve the conflict? Show some clues.	C4	✓
7.	What does the 7 th paragraph imply?	C4	✓
8.	What does the 45 th line imply?	C4	✓
9.	Explain about the end of the story, and give your opinion about it.	C5	✓
10.	What is the tone of the story?	C4	✓

Table 4.3.1.7

In this test, the test item number one is "*What is the topic of the first paragraph?*". This test item asks the students to determine the topic of the first

paragraph. To determine it, they need to conclude what the first paragraph discusses. This activity reflects the second level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that understanding occurs when the students draw a logical conclusion from presented information (inferring).

Test item number two is "*What is the type of the prose? Give reason*". This test item asks the students to find the type of the prose. To answer this, firstly, they need to understand the story itself, then, they implement their acquired knowledge about types of prose in the prose given to determine which type that is suitable with the prose. Therefore, this test item is included in C3 level, as Hughes (2007) explains that the third level of Revised Bloom's Taxonomy is applying knowledge (often procedural) to a non-routine task (implementing). Moreover, Anderson and Krathwohl (2001) explain that applying occurs when the students apply a procedure to an unfamiliar task (implementing).

In test item number three is "*Who is the narrator of the story?*". In this test item, the students are asked to determine the narrator of the story. This test item also means that the students need to find the information underlying the story. This activity reflects the fourth level of Revised Bloom's Taxonomy. Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

Test item number four is "*What kind of character is "I"? Show some clues*". This test item asks the students to explain the character of "I". To explain it, they need to conclude how the character of "I" behaves in the story, then, give some examples how the character of "I" behaves in the story that can be obtained

from the story to complete the answer. Therefore, this test item reflects the second level of Revised Bloo Taxonomy, as Anderson and Krathwohl (2001) explain that understanding occurs when the students draw a logical conclusion from presented information (inferring) and they also explain that understanding occurs when the students find a specific example or illustration of a concept or principle (exemplifying).

Test item number five is “*What is the conflict in the story?*”. This test item asks the students to determine the conflict in the story. To determine it, they need to outline the story to find the part that serves as the conflict or the part where the problem of the story occurs, then discuss that problem as their answer. This activity covers the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing). Moreover, Overbaugh and Schultz (2008) explain that analyzing level is reached when the students can distinguish between the different parts.

Test item number six is “*How did the character solve the conflict? Show some clues*”. In this test item, the students are asked to find the way the character solved the problem. It means that they need to find the resolution of the story because the resolution itself discusses the way the character solved the conflict. Therefore, the students need to outline the story to find which part that serves as the resolution or the part where the problem is resolved, then discuss that resolution as their answer. This activity covers the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing

occurs when the students determine how elements fit or function within a structure (organizing). Moreover, Overbaugh and Schultz (2008) state that analyzing is breaking information into parts/components to explore/develop/construct understandings and relationships.

Test item number seven is “*What does the 7th paragraph imply?*”. This test item asks the students to determine the intention that the author tries to show in the 7th paragraph. Test item number eight, which is “*What does the 45th line imply?*”, also asks them to determine the intention that the author tries to show in the 45th line. These two test items also mean that the students need to find the intended information underlying the 7th paragraph and 45th line. Therefore, these test items covers the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

In test item number nine, “*Explain about the end of the story, and give your opinion about it*”, the students are asked to explain the end of the story by using their own words and give their opinion about it. This test item is included in C5 level because to answer this test item completely, the students need to clarify the end of the story and also present their opinion about it. Their opinion need to be supported by the reasons why they give that opinion. Overbaugh and Schultz (2008) explain that evaluating level is reached when the students can justify a stand or decision. Moreover, Hughes (2007) explains that evaluating occurs when the students can justify an opinion, decision or course of action.

In test item number ten, which is “*What is the tone of the story?*”, the students are asked to determine the tone of the story. In this test item, they need to find what situation that is tried to be shown in the story. This activity means that the students are asked to find the intended information underlying the story itself. This activity reflects the fourth level of Revised Bloom’s Taxonomy. Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

As the table and the explanation above, it can be found that six test items (test item number three, five, six, seven, eight, and ten) are included in C4 level. Then, one test item (test item number nine) is included in C5 level. From the table and explanation, the application of critical thinking as high-order-thinking in this test are revealed by referring the test items which are in C4 and C5 level of Revised Bloom’s Taxonomy, 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. The test items which are in C4 and C5 level also indicate the application of critical thinking that is categorized as high-order-thinking, as Onosko and Newmann, as cited in Tedjaatmadja (2010) categorize critical thinking as a higher order skill, since human has to expand his or her mind to meet new challenges. The students need to apply their critical thinking because the students face the problems through the test items (in academic context) that need the solutions from their high-order-thinking as the answers.

➤ **Final Test**

No.	Test item	Cognitive Dimension of RBT	Critical Thinking
	Answer the following questions briefly by referring to the text	(The instruction of this test)	
A.	The Dark The Light		
1.	Who were the characters in the story?	C1	-
2.	Describe the characters in the story?	C2	-
3.	What was the conflict in the story? Explain?	C4	✓
4.	Who's point of view was used in the story?	C4	✓
5.	How can you analyze the prose by referring to post colonial approach? Explain it in a very simple description.	C4	✓
B.	Australia		
6.	Where did the story take place?	C1	-
7.	How did the conflict happen between the characters? Explain?	C4	✓
8.	Was there any resolution? Give	C4	✓

	reason.		
C.	Australia		
9.	What was the conflict in the story? Give clues by referring to the text.	C4	✓
10.	Why did the main character give the ticket to her sister?	C2	-
11.	How was the conflict resolved?	C4	✓
12.	Referring to feminism, what kind of woman was the main character?	C3	-
D.	Oliver Twist		
13.	What types of characters did you find in the story? (mention at least 2 characters)	C2	-
14.	Why did the main character get conflict?	C4	✓
15.	How can you analyze the story by referring to an appropriate literary critics? Explain.	C4	✓

Table 4.3.1.8

In test item number one, which is “*Who were the characters in the story?*”, the students are only asked to mention the characters in the story. They only need to remember to recognize the characters involved in the story. Therefore, this test item is included in C1 level. According to Anderson and Krathwohl (2001), the first level of Revised Bloom’s Taxonomy occurs when the students locate knowledge in long-term memory that is consistent with presented material (recognizing).

Test item number two is “*Describe the characters in the story?*”. It asks the students to describe the characters in the story. They need to conclude how each characters behaves in the story in order to give description about the characters in the story. This activity reflects the second level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that understanding occurs when the students draw a logical conclusion from presented information (inferring).

Test item number three is “*What was the conflict in the story? Explain?*”. In this test item, the students need to determine the conflict in the story and explain it. To determine it, they need to outline the story to find which part that serves as the conflict or the part where the problem of the story occurs, then explain that problem as their answer. This activity reflects the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

Test item number four is “*Who’s point of view was used in the story?*”. In this test item, the students are asked to determine the point of view used in the story. They need to find the information underlying the story that is the narrator’s position in the story. This activity reflects the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

Test item number five is “*How can you analyze the prose by referring to post colonial approach? Explain it in a very simple description.*”). In this test

item number, first, the students need to implement their knowledge about post colonial approach, then they need to find the parts that show the post colonial approach from the whole story and explain it to answer this test item completely. Therefore, this test item is included in C4 level, as Hughes (2007) explains that determining how elements fit or function within a structure (organising) is in fourth level of Revised Bloom's Taxonomy. Moreover, Overbaugh and Schultz (2008) state that analyzing is breaking information into parts/components to explore/develop/construct understandings and relationships.

Test item number six is "*Where did the story take place?*". This test item asks the students to recognize the place of the story. This activity reflects the first level of Revised Bloom's Taxonomy. According to Anderson and Krathwohl (2001), the first level of Revised Bloom's Taxonomy occurs when the students locate knowledge in long-term memory that is consistent with presented material (recognizing). Moreover, Overbaugh and Schultz (2008) state that remembering is recalling specific information (recall or recognition of specific information).

Test item number seven is "*How did the conflict happen between the characters? Explain?*". In this test item, the students are asked to explain the way the conflict happens between the characters. To explain it, they need to find what the conflict is. Therefore, they need to outline the story to find the part that serves as the conflict or the part where the problem of the story occurs, then discuss the way the problem occurs as their answer. This activity reflects the first level of Revised Bloom's Taxonomy, as Hughes (2007) explains that determining how elements fit or function within a structure (organising) is in fourth level of

Revised Bloom's Taxonomy. Moreover, Overbaugh and Schultz (2008) explain that analyzing is breaking information into parts/components to explore/develop/construct understandings and relationships.

The test item number eight is *"Was there any resolution? Give reason"*. This test item asks the students to determine whether there is any resolution of the story or not. To determine it, they need to outline the story, then, from their outline, they can determine whether the part that serves as the resolution or the part where the problem is resolved, or not. They can show that part to complete their answer. This test item covers the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

Test item number nine is *"What was the conflict in the story? Give clues by referring to the text"*. This test item asks the students to determine the conflict of the story and give clues about it from the story. To answer this test item, they need to outline the story to find the part where the problem of the story occurs, then, show and discuss it to complete their answer. This activity reflects the fourth level of Revised Bloom's Taxonomy, as Hughes (2007) explains that determining how elements fit or function within a structure (organising) is in fourth level of Revised Bloom's Taxonomy.

Test item number ten is *"Why did the main character give the ticket to her sister?"*. In this test item, the students are asked to find the cause why the main character gave the ticket to her sister, then explain the cause as their answer. This

activity reflects the second level of Revised Bloom's Taxonomy. According to Anderson and Krathwohl (2001), the second level of Revised Bloom's Taxonomy occurs when the students construct a cause and effect model of a system (explaining).

Test item number eleven is "*How was the conflict resolved?*". This test item asks the students to discuss the way the conflict was resolved. To answer it, they need to outline the story to find the part where the conflict or the problem is resolved or the part that serves as the resolution, then, discuss it as their answer. This activity reflects the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing). Moreover, Overbaugh and Schultz (2008) explain that analyzing level is reached when the students can distinguish between the different parts.

Test item number twelve is "*Referring to feminism, what kind of woman was the main character?*". In this test item, the students are asked to explain the main character by referring to feminism. To answer it, they need to implement their acquired knowledge about the character of woman in feminism, then, they suit it into the characterization of that woman. They need to elaborate the suitability that they find as their answer. This activity reflects the third level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that applying occurs when the students apply a procedure to an unfamiliar task (implementing). Moreover, Hughes (2007) explains that the third level of Revised

Bloom's Taxonomy is applying knowledge (often procedural) to a non-routine task (implementing).

Test item number thirteen is "*What types of characters did you find in the story? (mention at least 2 characters)*". It asks the students not only to mention the characters, but also to explain the types of the characters. To explain it, they need to conclude how the characters that they will explain in their answer behaves from that story. This activity reflects the second level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that understanding occurs when the students draw a logical conclusion from presented information (inferring).

Test item number fourteen is "*Why did the main character get conflict?*". This test item asks the students to give reason why the main character got conflict. To determine the conflict itself, the students need to outline the story to find which part of the story that serves as the conflict or the part that the problem occurs. Then, they elaborate the reason why the main character faces that conflict as their answer. Therefore, this test item covers the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

Test item number fifteen is "*How can you analyze the story by referring to an appropriate literary critics? Explain*". In this test item number, first, the students need to implement their knowledge about literary critics, then to select the appropriate literary critics, they need to find the parts that show one of those

literary critics from the whole story. Then they can answer this test item completely. Therefore, this test item is included in C4 level, as Hughes (2007) explains that determining how elements fit or function within a structure (organising) is in fourth level of Revised Bloom's Taxonomy. Moreover, Overbaugh and Schultz (2008) state that analyzing is breaking information into parts/components to explore/develop/construct understandings and relationships.

In this test, nine test items (test item number three, four, five, seven, eight, nine, eleven, fourteen, and fifteen) are included in C4 level. The students require high-order-thinking to answer these test items. It is because high order thinking occupies in highest three levels in the Revised Bloom's Taxonomy. This taxonomy is appropriate to improve the students' ability during their learning and to develop students' critical thinking, as Stowell (2010) states that Bloom's taxonomy has become a valuable tool for teachers to understand how their practices influence their students' cognitive development, and help to judge which activities are ultimately more challenging and valuable to promote high-level thinking. Moreover, Truschel (2008) explains that the use of Bloom's Taxonomy can be a very powerful tool in assisting a student to learn at a higher and more critical level. Therefore, the students can be promoted to apply their critical thinking which is also categorized as high-order-thinking by answering the test items which are in highest three levels in Revised Bloom's Taxonomy.

No.	Test item	Cognitive Dimension of RBT	Critical Thinking
-----	-----------	----------------------------------	----------------------

A. (1.)	Write the <i>title</i> and the <i>author</i> of the novel you've read! Write out the <i>place</i> , the name of <i>the publisher</i> , and the <i>year</i> in which your book was published!	C1	-
B.	Answer the following questions	(The instruction in part B)	
1.	What is the name of the protagonist in the story you've read? Describe his/her positive (and negative) traits of character!	C2	-
2.	Describe the setting of time and place!	C2	-
	Do they give a kind of support to the atmosphere of the story? Why do you think so? Give examples from the story!	C5	✓
3.	What is the conflict of the story?	C4	✓
4.	At what point of the story does the conflict or 'the rising action' (= complication) begin? <i>Describe!</i>	C4	✓
5.	At what page do you find the peak of the story? <i>Describe the climax!</i>	C4	✓
6.	Describe the unraveling ('the	C4	✓

	falling action') of the story!		
7.	What kind of ending does your story have?	C2	-
	Do you like that kind of the ending? Why?	C5	✓
8.	Describe the style / the language of the writer, and give <i>examples</i> from the book you read!	C2	-
9.	Is there any message you get from the story? What is it?	C4	✓
10.	Do you like the story or not? Why? State your reason(s).	C5	✓

Table 4.3.1.9

In part A, the test item is “*Write the title and the author of the novel you’ve read! Write out the place, the name of the publisher, and the year in which your book was published!*”. This test item asks the students to recognize the specific information (the title, the author, the place, the name of the publisher, and the year in which the book was published) to be written as their answer. This activity reflects the first level of Revised Bloom’s Taxonomy, as According to Anderson and Krathwohl (2001), the first level of Revised Bloom’s Taxonomy occurs when the students locate knowledge in long-term memory that is consistent with presented material (recognizing). Moreover, Overbaugh and Schultz (2008) state that remembering is recalling specific information (recall or recognition of specific information).

In part B, test item number one is “*What is the name of the protagonist in the story you’ve read? Describe his/her positive (and negative) traits of character!*”. This test item asks the students to find the name of the protagonist in the story that the students have read. Because the protagonist is commonly said as the one who is narrated dominantly in the story, the students can be considered one of the characters who is narrated dominantly in the story as “*the protagonist*”. It can also be said that they conclude one of the characters as “*the protagonist*” because of his or her dominant role in the story. Then, they explain his/her positive (and negative) traits of character from their conclusion about his or her behaviours in the story. This activity reflects the second level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that understanding occurs when the students draw a logical conclusion from presented information (inferring).

Number two consists of two test items. First test item is “*Describe the setting of time and place!*”. This test item asks the students to describe the setting of time and place. To answer this test item, they need to clarify the information in the story that shows when and where the story takes place. This activity reflects the second level of Revised Bloom’s Taxonomy. According to Anderson and Krathwohl (2001), the second level of Revised Bloom’s Taxonomy occurs when the students change from one form of representation to another (interpreting). It means that the students need to clarify the information about when and where the story takes place from the story to another representation, that is, by using their own description.

Second test item is “*Do they give a kind of support to the atmosphere of the story? Why do you think so? Give examples from the story!*”. This test item asks the students to give their opinion whether the information about the time and place give a kind of support to the atmosphere or not and to give examples as the evidence to defend their opinion. To answer this test item, they need to discover whether there is the supportive aspect in the information about the time and place that can bring the readers to feel the atmosphere of the story deeper or not. They need to give their opinion about it and give examples as the evidence to defend their opinion. This activity covers the fifth level of Revised Bloom’s Taxonomy, as Hughes (2007) explains that evaluating occurs when the students can justify an opinion, decision or course of action. Moreover, Overbaugh and Schultz (2008) explain that evaluating level is reached when the students can justify a stand or decision.

Test item number three is “*What is the conflict of the story?*”. In this test item, the students are asked to determine the conflict of the story. To determine it, they need to outline the story to find the part that serves as the conflict or the part where the problem of the story occurs, then discuss that problem as their answer. This activity reflects the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

Test item number four is “*At what point of the story does the conflict or ‘the rising action’ (= complication) begin? Describe!*”. In this test item, the students are also asked to find the point that the conflict occurs. To answer it, they need to

outline the story to find the part where the problem of the story begins. This activity reflects the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

Test item number five is "*At what page do you find the peak of the story? Describe the climax!*". This test item asks the students to describe the climax. To describe it, the students need to outline the story to find which part of the story that serves as the climax, then discuss it as their answer. Therefore, this test item covers the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

Test item number six is "*Describe the unraveling ('the falling action') of the story!*". This test item asks the students to describe the unraveling of the story. To describe it, the students need to outline the story to find the part of the story that serves as the unraveling or the part that the problem begins to be overcome, then discuss it as their answer. Therefore this test item covers the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

Number seven consists of two test items. First test item is "*What kind of ending does your story have?*". In this test item, the students are asked to clarify the kind of ending that the story has by using their own words. This activity reflects the second level of Revised Bloom's Taxonomy, as According to

Anderson and Krathwohl (2001), the second level of Revised Bloom's Taxonomy occurs when the students change from one form of representation to another (interpreting).

Second test item is "*Do you like that kind of the ending? Why?*". In this test item, the students need to give their opinion whether they like the ending of the story or not. They need to present and defend their opinion by giving their reason why they like or do not like. So, the test item is included in C5 level, as Overbaugh and Schultz (2008) explain that evaluating level is reached when the students can justify a stand or decision.

Test item number eight is, "*Describe the style / the language of the writer, and give examples from the book you read!*". In this test item, the students are asked to describe the style/the language of the writer, and give examples from the book they read. To answer it, the students need to follow the story, including the way the writer describes the characters, the setting of the place and time, the plot, and the content of the story itself. Then, they conclude the style or the language that the writer uses to deliver his or her idea through this written work. They also need to show the example about the use of the writer's style and language to complete their answer. Answering this test item reflects the second level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that understanding occurs when the students draw a logical conclusion from presented information (inferring) and they also explain that understanding occurs when the students find a specific example or illustration of a concept or principle (exemplifying).

Test item number nine is “*Is there any message you get from the story? What is it?*”. This test item asks the students to determine the message from the story. This means that they need to find what lesson that they feel valuable in life that underlies the story. This activity reflects the fourth level of Revised Bloom’s Taxonomy, as Hughes (2007) explains that determining the point of view, bias, values or intent in presented material (attributing) is in fourth level of Revised Bloom’s Taxonomy.

Test item number ten is “*Do you like the story or not? Why? State your reason(s)*”. In this test item, the students are asked to give their opinion of the story. They need to present and defend their opinion by stating why they like the story or not. This test item reflects the fifth level of Revised Bloom’s Taxonomy, as Overbaugh and Schultz (2008) explain that evaluating level is reached when the students can justify a stand or decision. Moreover, Hughes (2007) explains that evaluating occurs when the students can justify an opinion, decision or course of action.

From the table and the explanation of the level that are reached by the test items. It can be seen that there are two levels from highest three levels in Revised Bloom’s Taxonomy available in this test. They are C4 and C5 level. Five test items (test item number three, four, five, six, and nine) in part B comprise C4 level. Then, three test items (second test item in number two, second test item in number seven, and test item number ten) cover C5 level.

These C4 and C5 test items require students critical thinking to answer them because critical thinking is categorized as high-order-thinking which takes place

at highest three levels of Revised Bloom's Taxonomy. Sullivan (2010) also states that critical thinking skills are an essential part of the thinking classification levels in Bloom's.

No.	Test item	Cognitive Dimension of RBT	Critical Thinking
	Select and answer only FIVE of the following questions, supplying any necessary information (lines, sentences, etc.) from the text to support your answers!	(The instruction of this test)	
A.	Jane Eyre		
1.	In Charlotte Bronte's ' <i>Jane Eyre</i> ', readers get hints or information on the atmosphere of particular places by examining the "meaning" of the names these places bear. Tell briefly what kind of significant atmosphere each of the following names suggest! <i>Lowood</i> school, <i>Thornfield</i> Hall, <i>Moor</i> House, <i>Ferndean</i> .	C5	✓
2.	What are the inciting forces in the story of <i>Jane Eyre</i> ? Point them out!	C4	✓
	At what point is the climax (or	C4	✓

	turning point)?		
B.	Jasmine		
1.	<p>What do you grasp out of Jyoti's words when she said the following lines?</p> <p><i>I couldn't marry a man who didn't speak English, or at least who didn't want to speak English. To want English was to want more than you had been given at birth, it was to want the world.</i> (p.68)</p>	C4	✓
2.	<p>Referring to Pygmalion, a play written by George Bernard Shaw, Jasmine said "... I realize now how much of Professor Higgins there was in my husband. He wanted to break down the Jyoti I'd been in Hasnapur and make me a new kind of city woman." (p.77)</p> <p>What does she see when she compares Prakash, her husband, to Professor Higgins of that particular play? Discuss!</p>	C4	✓
3.	<p><i>Jyoti, Jasmine: I shuttled between identities.</i> (p.77)</p> <p>Why is Jasmine "I shuttled</p>	C4	✓

	between identities”? Give an elaborate answer!		
4.	The main character’s name changes from “Jyoti” to “Jasmine”, to “Jazzy”, (and sometimes called “Jase”) and then to “Jane”. In what way do these changes signify the development of the character? Discuss!	C4	✓
C.	A Doll House		
1.	Find any portion in the play that supports your understanding why the title of the play is <i>A Doll House</i> .	C4	✓
2.	As Act II opens, what are your feelings on seeing the stripped, ragged Christmas tree? How is it suggestive?	C5	✓
3.	In Act III, when Helmer finds that Krogstad has sent back the note, what is his response?	C2	-
	How do you feel toward him?	C5	✓
4.	What is the basic conflict in the story?	C4	✓
	Is the conflict settled? How?	C4	✓

Table 4.3.1.10

In part A, test item number one is “*In Charlotte Bronte’s ‘Jane Eyre’, readers get hints or information on the atmosphere of particular places by*

examining the “meaning” of the names these places bear. Tell briefly what kind of significant atmosphere each of the following names suggest! Lowood school, Thornfield Hall, Moor House, Ferndean”. This test item asks the students to tell briefly the significant atmosphere raised by the name of *Lowood* school, *Thornfield* Hall, *Moor* House, and *Ferndean*. This means that they need to determine what they feel as the atmosphere that they get when they read the part in the story that take place in each of those places. They need to state their opinion concerning their feeling and also give their reasons why they feel so. This process reflects the fifth level of Revised Bloom’s Taxonomy, as Overbaugh and Schultz (2008) explain that evaluating level is reached when the students can justify a stand or decision. Moreover, Hughes (2007) explains that evaluating occurs when the students can justify an opinion, decision or course of action.

Number two consists of two test items. First test item is “*What are the inciting forces in the story of Jane Eyre? Point them out!*”. In this test item, the students are asked to determine the inciting forces in the story of Jane Eyre. To determine it, they need to outline the story to find the part that the inciting forces occur, then discuss it as their answer. Second test item is “*At what point is the climax (or turning point)?*”. This test item asks the students to determine the climax or turning point. To determine it, they also need to outline the story to find the part that the climax of the story occurs. Answering these two items reflects the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing). Moreover, Overbaugh and Schultz (2008)

explain that analyzing level is reached when the students can distinguish between the different parts.

In part B, test item number one is *“What do you grasp out of Jyoti’s words when she said the following lines? I couldn’t marry a man who didn’t speak English, or at least who didn’t want to speak English. To want English was to want more than you had been given at birth, it was to want the world. (p.68)”*.

This test item asks the students determine the intention of Jyoti’s words. They need to find the meaning of her words and determining her intention from her words. This also means that they need to clarify her words by using their own words and find the intention that is tried to be delivered by Jyoti through her words. Clarifying her words is included in C2 level of Revised Bloom’s Taxonomy, then, when they are asked to find the intention, this means that they need to find the information underlying her words. This activity reflects the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

Test item number two is *“Referring to Pygmalion, a play written by George Bernard Shaw, Jasmine said “... I realize now how much of Professor Higgins there was in my husband. He wanted to break down the Jyoti I’d been in Hasnapur and make me a new kind of city woman.” (p.77) What does she see when she compares Prakash, her husband, to Professor Higgins of that particular play? Discuss!”*. This test item asks the students to discover the view of Jyoti when comparing Prakash, her husband, to Professor Higgins. Her view is

delivered through through her words in the test item. Therefore, in this test item, the students are also asked to find the information underlying her words. This activity reflects the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

Test item number three is "*Jyoti, Jasmine: I shuttled between identities. (p.77) Why is Jasmine "I shuttled between identities"? Give an elaborate answer!*". In this test item, the students are asked to discover the purpose of Jyoti's words "*I shuttled between identities*". This means that the students are asked to find the information underlying the presented material. This reflects the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

Test item number four is "*The main character's name changes from "Jyoti" to "Jasmine", to "Jazzy", (and sometimes called "Jase") and then to "Jane". In what way do these changes signify the development of the character? Discuss!*". In this test item, the students are asked how the changes of the names indicate the development of the character. This means that they need to determine in what changes, the different names prove the development of the character. This activity reflects the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

In part C, test item number one is *“Find any portion in the play that supports your understanding why the title of the play is A Doll House”*. This test item asks the students to find the part in the play that show the suitability with the title. Then, they need to discuss the function of that suitability in supporting students’ understanding of the use of the title as their answer. This activity reflects the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

Test item number two is *“As Act II opens, what are your feelings on seeing the stripped, ragged Christmas tree? How is it suggestive?”*. In this test item, the students are asked to present what they feel when seeing the stripped, ragged Christmas tree. This means that they need to state their opinion concerning their feeling and explain the supportive aspects in the stripped, ragged Christmas tree that can affect students in building that feeling. This activity reflects the fifth level of Revised Bloom’s Taxonomy, as Overbaugh and Schultz (2008) explain that evaluating level is reached when the students can justify a stand or decision.

Number three consists of two test items. First test item is *“In Act III, when Helmer finds that Krogstad has sent back the note, what is his response?”*. In this test item, the students are asked to clarify Helmer’s response when he finds that Krogstad has sent back the note. This also means that they are asked to represent Helmer’s response by using their own words. This activity reflects the second level of Revised Bloom’s Taxonomy, as According to Anderson and Krathwohl

(2001), the second level of Revised Bloom's Taxonomy occurs when the students change from one form of representation to another (interpreting).

Second test item is "*How do you feel toward him*". This test item asks the students to state their feeling toward him. This also means that the students need to give their opinion concerning their feeling as their answer, then they need to explain the reasons why they feel so to defend their answer. This activity reflects the fifth level of Revised Bloom's Taxonomy, as Hughes (2007) explains that evaluating occurs when the students can justify an opinion, decision or course of action. Moreover, Overbaugh and Schultz (2008) explain that evaluating level is reached when the students can justify a stand or decision.

Number four consists of two test items. First test item is "*What is the basic conflict in the story?*". This test item asks the students to find the basic conflict of the story. This means that the students need to outline the story to find the part that serves as the basic conflict or the part where the beginning of the problem of the story occurs, then, discuss that beginning of the problem as their answer. This activity reflects the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

The second test item is "*Is the conflict settled? How?*". In this test item, the students are asked to determine whether the conflict is settled or not. To answer this test item completely, they need to select whether or not the relevant part that shows about the settlement of the conflict is available in the story. If there is the relevant part that shows about the settlement of the conflict, it means the conflict

is settled. If there is no relevant part that shows about the settlement of the conflict, it means that the conflict is not settled. Then, the students need to explain the way of the settlement of the conflict occurs within the story (if any). Finding the relevant part that show about the settlement of the conflict and explaining the way of the settlement of the conflict occurs within the story cover the fourth level of Revised Bloom's Taxonomy. According to Anderson and Krathwohl (2001), the fourth level of Revised Bloom's Taxonomy occurs when the students distinguish relevant from irrelevant parts of presented material (differentiating) and they also explain that analyzing occurs when the students determine how elements fit or function within a structure (organizing).

As presented in table, nine test items (two test items in number in part A; test item number one, two, three, and four in part B; test item number one and two test items in number four in part C), comprise C4 level. Then, three test item (test item number one in part A, test item number two and second test item in number three in part C) reflect C5 level. In this test, the students need to use their high order thinking to answer those C4 and C5 test items, 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. Because C4 and C5 level are included in the highest three levels in Revised Bloom's Taxonomy, the test item which is in one of those three levels require students' high order thinking to answer. This also means that they need to apply their critical thinking to answer those test items because critical thinking is

categorized as high order thinking, as Onosko and Newmann, as cited in Tedjaatmadja (2010) categorize critical thinking as a higher order skill, since human has to expand his or her mind to meet new challenges.

According to the course outline of English Literature 2 (Literature 2), the students are asked to be able to find; to be able to analyze the theme, plot, character and characterization, setting, point of view, tone involved in drama and novel; and to be able to appreciate drama and novel critically by using correct English. In the tests of this course, the students are also asked to find and analyze the theme, plot, character and characterization, setting, point of view, tone involved in drama and novel. They also need to evaluate the drama and novel. By analyzing and evaluating those literary works, they actually use their critical thinking which is categorized as high order thinking towards the novels and dramas given. Therefore, the tests in this course are in accordance with the aims of course outline.

3. Survey of English Literature

➤ Mid Test

No.	Test item	Cognitive Dimension of RBT	Critical Thinking
1.	You are supposed to have read <i>Macbeth</i> thoroughly. People say it is ‘a gloomy play, full of darkness and evil’. How far do you agree with this comment on <i>Macbeth</i> ?	C5	✓
2.	In Act V scene v of <i>Macbeth</i> , Shakespeare wrote “ <i>Life’s but a walking shadow, a poor player that struts and frets his hour upon the stage and then is heard no more.</i> ” Why do these lines become a very significant speech? Give an elaborate answer!	C4	✓
3.	In <i>Meditation 17</i> , John Donne says “ <i>No man is an island entire of itself; every man is a piece of the continent, a apart of the main. ...</i> ” (p. 225). Explain these lines in your own words.	C4	✓
4.	Read <i>Counsel to Girls</i> by Robert Herrick on page 229. Write a paraphrase of the poem	C2	-
5.	Alexander Pope is famous for	C4	✓

	his comments on life and learning which are usually brief, clever and exact. One of his epigrams is “ <i>A little learning is a dangerous thing.</i> ” What does he mean by this line? Elaborate!		
--	---	--	--

Table 4.3.1.11

Test item number one is “*You are supposed to have read Macbeth thoroughly. People say it is ‘a gloomy play, full of darkness and evil’. How far do you agree with this comment on Macbeth?*”. This test item asks the students how far they can defend their agreement of the comment on *Macbeth*. Therefore, they need to show the supportive aspects that they find to support people saying about *Macbeth (a gloomy play, full of darkness and evil)* to give evidences of their opinion. This activity reflects the fifth level of Revised Bloom’s Taxonomy, as Hughes (2007) explains that evaluating occurs when the students can justify an opinion, decision or course of action. Moreover, Overbaugh and Schultz (2008) explain that evaluating level is reached when the students can justify a stand or decision.

Test item number two is “*In Act V scene v of Macbeth, Shakespeare wrote “Life’s but a walking shadow, a poor player that struts and frets his hour upon the stage and then is heard no more.” Why do these lines become a very significant speech? Give an elaborate answer!*”. This test item asks the students to find the reasons why those lines become a very significant speech. To find those reasons, they need to focus what important aspects that are interesting exist those lines or

what specific influence that the readers get when reading those lines. This activity reflects the fourth level of Revised Bloom's Taxonomy. According to Anderson and Krathwohl (2001), the fourth level of Revised Bloom's Taxonomy occurs when the students distinguish important from unimportant parts of presented material (differentiating).

Test item number three is "*In Meditation 17, John Donne says 'No man is an island entire of itself; every man is a piece of the continent, a part of the main. ...' (p. 225). Explain these lines in your own words*". In this test item, the students are asked to explain the lines on their own words. This test item is included in C4 because to answer it, they need to find the meaning that they get from those lines. This means that they need to determine the underlying information that is tried to be delivered through those lines. Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

Test item number four is "*Read Counsel to Girls by Robert Herrick on page 229. Write a paraphrase of the poem*". This test item asks the students to write a paraphrase of the poem. This test item is also included in C2 level because the students only need to change the representation of the poem, that is in their own words based on their understanding. According to Anderson and Krathwohl (2001), the second level of Revised Bloom's Taxonomy occurs when the students change from one form of representation to another (interpreting).

Test item number five is "*Alexander Pope is famous for his comments on life and learning which are usually brief, clever and exact. One of his epigrams is*

“A little learning is a dangerous thing.” What does he mean by this line? Elaborate!”. In this test item, the students are asked to find the meaning Alexander Pope’s epigram. This means that they need to find the intention that is tried to be delivered by Alexander Pope through that line. This activity reflects the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

As presented in the table, three test items (test item number two, three, and five) are included in C4 level. Then, one test item (test item number one) comprises C5 level. These C4 and C5 test items in this test require students’ high order thinking skill to answer. They need to use their critical thinking which is categorized in high-order-thinking, as Onosko and Newmann, as cited in Tedjaatmadja (2010) categorize critical thinking as a higher order skill, since human has to expand his or her mind to meet new challenges, to solve the problem given as the test items.

Truschel (2008) states that the use of Bloom’s Taxonomy can be a very powerful tool in assisting a student to learn at a higher and more critical level. Therefore, to promote students’ critical thinking, the highest three levels of Revised Bloom’s Taxonomy can be applied through the test items.

➤ **Final Test**

No.	Test item	Cognitive	Critical
-----	-----------	-----------	----------

		Dimension of RBT	Thinking
A.	Please Answer TWO of The Questions Below	(The instruction of part A)	
1.	The 20 th century is considered an age which owes much to the past (the previous age). Please explain this statement and give example.	C4	✓
2.	Explain the following quote: “...In Romanticism women can hardly ever be simply fellow creatures of the opposite sex...” (Priestley, P 379)	C4	✓
3.a.	Who wrote the following quote: “1665. It pleased God That I was still spared, and very hearty and sound in health, but very impatient of being pent up within doors without air”	C1	-
b.	What was the quote taken from?	C1	-
c.	Why was the man in the quote being “within doors without air”?	C2	-
4.	“A little learning is a dangerous thing” (An Essay On Criticism, Part II line 15). Do you agree with Alexander	C5	✓

	Pope's ideas in this saying? Explain your answer.		
5.	<p>"True ease in writing comes from art, not chance, As those move easiest who have learned to dance." (An Essay On Criticism, Part II lines 162-163)</p> <p>In what ways does this quotation expresses one of Alexander Pope's standard for literature? Give elaborate explanation on the meaning of those lines.</p>	C4	✓
B.	Please Answer TWO of The Questions Below	(The instruction of part B)	
1.	<p>William Butler Yeats is very famous for metaphors and symbols in his works.</p> <p>Please identify and explore these metaphors and symbols in his works "The Wild Swans At Coole"</p>	C3	-
2.	<p>Alfred Lord Tennyson is one of the great writers of The Victorian Age. Please explore the Victorian Spirit in his work "The Eagle"</p>	C3	-
3.a.	This quote is part of a longer poem. From the poem, how do	C3	-

	you know that it is a romantic age work? (<i>The Table Turned</i>)		
b.	What does the poet say about books and life. Do you agree?	C5	✓
4.	Please paraphrase the poem below. (Ozymandias and My Heart Leaps Up)	C2	-

Table 4.3.1.12

In part A, test item number one is “*The 20th century is considered an age which owes much to the past (the previous age). Please explain this statement and give example*”. This test item asks the students to explain the reasons why the 20th century to be considered as an age which owes much to the past (the previous age). This means that they need to focus what important aspects that happen in 20th century that make this century is considered as an age which owes much to the past (the previous age). Therefore, this test item covers the fourth level of Revised Bloom’s Taxonomy. According to Anderson and Krathwohl (2001), the fourth level of Revised Bloom’s Taxonomy occurs when the students distinguish important from unimportant parts of presented material (differentiating).

Test item number two is “*Explain the following quote: “ ...In Romanticism women can hardly ever be simply fellow creatures of the opposite sex...” (Priestley, P 379)*”. In this test item, the students are asked to explain the quote on their own words. To explain it, they also need to apply their knowledge about Romanticism, especially about the women, then, they need to find the meaning

that they get from that quote. This means that they need to determine the underlying information that is tried to be delivered through that quote. Therefore, this activity reflects the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

Test item number three (a) is *'Who wrote the following quote: "1665. It pleased God That I was still spared, and very hearty and sound in health, but very impatient of being pent up within doors without air"'*. This test item asks students to write the person who wrote the quote. The students only need to recall their memory about the writer of the statement. Test item number three (b) is *"What was the quote taken from?"*. In this test item, the students are also asked what the quote was taken from. They only need to recall their memory about the source of this statement. Therefore, these two test items are included in C1 level. According to Anderson and Krathwohl (2001), the first level of Revised Bloom's Taxonomy occurs when the students retrieve relevant knowledge from long-term memory (recalling). Moreover, Overbaugh and Schultz (2008) explain that remembering level occurs when the students can recall or remember the information.

Test item number three (c), *'Why was the man in the quote being "within doors without air"?'*, asks the students to find the the reasons why the man in the quote being "within doors without air". This means that the students need to find the causes that effect that man being "within doors without air". This activity reflects the second level of Revised Bloom's Taxonomy, as Anderson and

Krathwohl (2001), the second level of Revised Bloom's Taxonomy occurs when the students construct a cause and effect model of a system (explaining).

Test item number four is “*A little learning is a dangerous thing*” (*An Essay On Criticism, Part II line 15*). *Do you agree with Alexander Pope's ideas in this saying? Explain your answer*'. In this test item, the students are given the statement, then they need to give their judgement whether they agree with Alexander Pope's ideas in that saying or not. Firstly, they need to understand that saying, then, decide whether they agree of that saying or not. They need to explain the reasons that make they agree or disagree in order to justify their judgement. Therefore, this test item covers the fifth level of Revised Bloom's Taxonomy, as Overbaugh and Schultz (2008) explain that evaluating level is reached when the students can justify a stand or decision. Hughes (2007) also explains that evaluating occurs when the students can justify an opinion, decision or course of action.

Test item number five is “*True ease in writing comes from art, not chance, As those move easiest who have learned to dance.*” (*An Essay On Criticism, Part II lines 162-163*) *In what ways does this quotation expresses one of Alexander Pope's standard for literature? Give elaborate explanation on the meaning of those lines*'. To answer this test item completely, the students need to determine the way the quotation expresses one of Alexander Pope's standard for literature, then, give elaborate explanation on the meaning of those lines. In this test item, the students are asked to find the meaning of those lines. This means they need to find in what ways the quotation states one of Alexander Pope's standard for

literature. To find them, they need to implement their acquired knowledge about Alexander Pope's standard for literature, then show them, as their answer. Therefore, this test item covers the third level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that applying occurs when the students apply a procedure to an unfamiliar task (implementing). Moreover, Hughes (2007) explains that the third level of Revised Bloom's Taxonomy is applying knowledge (often procedural) to a non-routine task (implementing). Then, the students also need to elaborate the meaning as the underlying information that is tried to be delivered through this quotation. Therefore, this test item reflects the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

In part B, the test item number one is '*William Butler Yeats is very famous for metaphors and symbols in his works. Please identify and explore these metaphors and symbols in his works "The Wild Swans At Coole"*'. This test item asks the students to identify and explore the metaphors and symbols in William Butler Yeats's work, *The Wild Swans At Coole*. To answer this test item, they need to implement their acquired knowledge about the methaphor and the symbols in order to identify and explore them in the poem. This activity reflects the third level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that applying occurs when the students apply a procedure to an unfamiliar task (implementing). The word "procedure" means the knowledge about the methaphor and the symbols and "an unfamiliar task" means the poem. Moreover,

Hughes (2007) explains that the third level of Revised Bloom's Taxonomy is applying knowledge (often procedural) to a non-routine task (implementing).

Test item number two is “*Alfred Lord Tennyson is one of the great writers of The Victorian Age. Please explore the Victorian Spirit in his work “The Eagle”*”. This means that the the students should explore the Victorian Spirit in Alfred Lord Tennyson's work, “*The Eagle*”. To explore it, they need to implement their acquired knowledge about Victorian Spirit in that poem, then recognize that Victorian Spirit in the poem. Therefore, this test item covers the third level of Revised Bloom's Taxonomy, as Hughes (2007) explains that the third level of Revised Bloom's Taxonomy is applying knowledge (often procedural) to a non-routine task (implementing).

Test item number three (a) is “*This quote is part of a longer poem. From the poem, how do you know that it is a romantic age work? (The Table Turned)*”. This test item asks the students to explain in what way they know the poem is a romantic age work. To explain it, they need to implement their acquired knowledge about romantic age work, then, recognize them in the poem. Therefore, this test item reflects the third level of Revised Bloom's Taxonomy, as Hughes (2007) explains that the third level of Revised Bloom's Taxonomy is applying knowledge (often procedural) to a non-routine task (implementing).

Test item number three (b) is “*What does the poet say about books and life. Do you agree?*”. In this test item, the students are given the poet's saying about books and life, then, they need to give their judgement whether they agree with that saying or not. Firstly, they need to understand that saying, then, decide

whether they agree or not. They need to explain the reasons that make them agree or disagree in order to justify their judgement. Therefore, this test item covers the fifth level of Revised Bloom's Taxonomy, as Overbaugh and Schultz (2008) explain that evaluating level is reached when the students can justify a stand or decision. Hughes (2007) explains that evaluating occurs when the students can justify an opinion, decision or course of action.

Test item number four is "*Please paraphrase the poem below. (Ozymandias and My Heart Leaps Up)*". In this test item, the students are asked to paraphrase the poem, entitled, *Ozymandias and My Heart Leaps Up*. This means that they need to change the representation of those poems by using their own words. This activity reflects the second level of Revised Bloom's Taxonomy. According to Anderson and Krathwohl (2001), the second level of Revised Bloom's Taxonomy occurs when the students change from one form of representation to another (interpreting).

As presented in the table, three test items (test item number one, two, and five in part A) reflect C4 level. Then, two test items (test item number four in part A, and number three (b) in part B) show C5 level. To answer C4 and C5 test items which are in three highest level in Revised Bloom's Taxonomy, the students need to use their critical thinking which belongs to high order thinking, as stated in Burden and Byrd, as cited in Rudd and Moore (2003 : 129) categorize critical thinking as a higher-order thinking activity that requires a set of cognitive skills. To develop critical thinking, giving questions as the test items to the students can

be carried out, as Sullivan (2010) state that the most effective way to facilitate critical thinking in an individual is to ask questions.

According to the course outline of Survey of English Literature, the students are asked to be able to mention English literary periodization, and to identify the influence of the periodization towards English language and literature. To be able to mention English literary periodization, the students need to be able to apply their knowledge about English literary periodization in the text given. Then, to be able to identify the influence of the periodization towards English language and literature, they also need to be able to analyze the texts given. In the tests of this course, the students are asked to apply their knowledge about English literary periodization in the text given. They are also asked to analyze the texts given. Pohl as cited in Duc (2008 : 177) states that analyzing means breaking information into parts to explore understanding and relationships. This means that they need to analyze the text to explore their understanding about the influence of English literary periodization. Therefore, the tests in this course are in accordance with the aims of the course outline. The tests of this course also ask students to evaluate the texts given. By analyzing and evaluating those texts, they actually use their critical thinking which is categorized as high order thinking towards the texts given.

4. History of English Literature

➤ Mid Test

No.	Test item	Cognitive Dimension of RBT	Critical Thinking
I.	Answer TWO of following questions.	(the instruction of part I)	
1.	What is Geoffrey Chaucer's contribution to English Literature? Discuss!	C4	✓
2.	Discuss the miracle and morality plays of the Medieval age!	C4	✓
3.	Some examples of early English and Scottish ballads are ' <i>Get Up and Bar the Door</i> ', ' <i>Bonny Barbara Allan</i> ', ' <i>Where Have You Been, Billy Boy?</i> ', ' <i>Sir Patrick Spens</i> '. Mention any features characterizing old ballads.	C3	-
4.	In <i>Meditation 17</i> , John Donne wrote ' <i>No man is an island entire of itself...</i> ', which has become a much quoted line. Can you accept this statement? Defend your answer.	C5	✓
5.	In Act V scene v of <i>Macbeth</i> , Shakespeare wrote " <i>Life's but a walking shadow, a poor</i>	C4	✓

	<i>player that struts and frets his hour upon the stage and then is heard no more</i> ". Why do these lines become a very significant speech? Give an elaborate answer!		
6.	The 17 th century is said to be the most curious period in England. Why? Discuss aspects of politics, religion, and theater.	C4	✓
II. (1.)	Choose and paraphrase ONE of the following poems. Add some appreciative discussion on its poetic features (in terms of its sense and sound devices). <i>(Death Be Not Proud, Counsel to Girls, The Seafarer, Sonnet 18, Sonnet 73, The Nun)</i>	C4	✓

Table 4.3.1.13

In part I, test item number one is “*What is Geoffrey Chaucer’s contribution to English Literature? Discuss!*”. This test item asks students to present about Geoffrey Chaucer’s contribution to English Literature. This means that they need to focus the important thing done by Geoffrey Chaucer to be considered as the contribution to English Literature. Therefore, this activity reflects the fourth level of Revised Bloom’s Taxonomy, as Hughes (2007) explains that distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (differentiating) is in fourth level of Revised Bloom’s Taxonomy.

Test item number two is “*Discuss the miracle and morality plays of the Medieval age!*”. This test item asks students to find the miracle and morality in the Medieval age. This means that they need to exemplify the miracle that happens in the Medieval age. This reflects the second level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that understanding occurs when the students find a specific example or illustration of a concept or principle (exemplifying). However, when they are asked to find the morality in the Medieval Age, this means that they need to find the lesson that is tried to be delivered in that Medieval Age. This lesson intends to add the reader’s (in this case the students) experience that is valuable in life. Therefore, This test item reveals the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

Test item number three is “*Some examples of early English and Scottish ballads are ‘Get Up and Bar the Door’, ‘Bonny Barbara Allan’, ‘Where Have You Been, Billy Boy?’, ‘Sir Patrick Spens’. Mention any features characterizing old ballads*”. This means that the students are asked to find the features in the early English and Scottish ballads that characterize old ballads. To find them, they need to implement their acquired knowledge about old ballads in order to recognize them in those ballads, then, show those features, as their answer. This activity reflects the third level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that applying occurs when the students apply a procedure to an unfamiliar task (implementing). Moreover, Hughes (2007)

explains that the third level of Revised Bloom's Taxonomy is applying knowledge (often procedural) to a non-routine task (implementing).

Test item number four is "*In Meditation 17, John Donne wrote 'No man is an island entire of itself...', which has become a much quoted line. Can you accept this statement? Defend your answer*". This test item asks the students to present and defend their opinion about the statement. They are asked whether they accept the statement or not. Then, they also need to give the reasons why they accept or do not accept to defend their opinion. This test item is included in C5, as Overbaugh and Schultz (2008) explain that evaluating level is reached when the students can justify a stand or decision.

Test item number five is "*In Act V scene v of Macbeth, Shakespeare wrote 'Life's but a walking shadow, a poor player that struts and frets his hour upon the stage and then is heard no more'. Why do these lines become a very significant speech? Give an elaborate answer!*". This test item asks the students to find the reasons why those lines become a very significant speech. To find those reasons, they need to focus what important aspects that exist those lines. This activity reflects the fourth level of Revised Bloom's Taxonomy, as Hughes (2007) explains that the fourth level of Revised Bloom's Taxonomy occurs when the students distinguish important from unimportant parts of presented material (differentiating).

Test item number six is "*The 17th century is said to be the most curious period in England. Why? Discuss aspects of politics, religion, and theater*". This test item asks the students to discover the reasons why the 17th century is said as

the most curious period in England. This means that they need to focus what important things in the aspects of politics, religion, and theater that happen in 17th century to be said as the most curious period in England. Therefore, this activity reflects the fourth level of Revised Bloom's Taxonomy, as Hughes (2007) explains that distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (differentiating) is in fourth level of Revised Bloom's Taxonomy.

In part II, the test item is "*Choose and paraphrase ONE of the following poems. Add some appreciative discussion on its poetic features (in terms of its sense and sound devices). (Death Be Not Proud, Counsel to Girls, The Seafarer, Sonnet 18, Sonnet 73, The Nun)*". In this test item, the students are asked to choose one of six poems to be paraphrased and to give appreciative discussion on its poetic features. In answering this test item, they need to represent the poem that they choose in another representation, that is in their own words. Then, to give appreciative discussion, they need to elaborate its sound device and its sense. To find the sound device, they need to implement their knowledge about sound device. However, when they are asked to discuss about the sense in the poem, this means they need to determine what emotional situation that underlies in the poem. Therefore, this test item shows the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

From the explanation of the level that are reached by the test items. It can be seen that, five test items (test item number one; two; five; and six in part I, and number one in part II) comprise C4 level. Then, one test item (test item number four in part I) reflects C5 level. These test items which are included in C4 and C5 level require students' high-order-thinking to answer them, as stated in 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. This also means that the students need to use their critical thinking to answer those C4 and C5 test items because critical thinking is categorized as high order thinking, as Onosko and Newmann, as cited in Tedjaatmadja (2010) categorize critical thinking as a higher order skill, since human has to expand his or her mind to meet new challenges.

➤ **Final Test**

No.	Test item	Cognitive Dimension of RBT	Critical Thinking
I.	Answer all questions!	(The instruction of part I)	
1.	In Meditation 17, John Donne wrote " <i>No man is an island entire of itself ... every man is a piece of the continent, a part of the main. ...</i> ," which has become a much quoted line.	C5	✓

	Can you accept this statement? Defend your answer.		
2.	Alexander Pope is famous for his comments on life and learning which are usually brief, clever and exact. One of his epigrams is " <i>A little learning is a dangerous thing.</i> " What does he mean by this line? Elaborate!	C4	✓
3.	In An Essay on Criticism Alexander Pope says " <i>To err is human, to forgive divine.</i> " Do you agree with Pope's idea in this saying? Elaborate!	C5	✓
4.	The 17th century is said to be the most curious period England. Why? Discuss aspects of politics, religion, and theater.	C4	✓
5.	Although Jonathan Swift's <i>Gulliver's Travels</i> is often read as an entertaining fairy tale for children, it was written, in fact, with the purpose of poking fun at human vanities. Discuss each of Gulliver's four voyages.	C4	✓
II. (1.)	Choose and paraphrase ONE of the following poems. Add	C4	✓

	some appreciative discussion on its poetic features.		
--	---	--	--

Table 4.3.1.14

In part I, test item number one is “*In Meditation 17, John Donne wrote ‘No man is an island entire of itself...’, which has become a much quoted line. Can you accept this statement? Defend your answer*”. This test item asks the students to give and defend their opinion about the statement. They are asked whether they accept the statement or not. Then, they also need to give the reasons why they accept or do not accept to defend their opinion. This test item is included in C5, as Overbaugh and Schultz (2008) explain that evaluating level is reached when the students can justify a stand or decision. Moreover, Hughes (2007) explains that evaluating occurs when the students can justify an opinion, decision or course of action.

Test item number two is “*Alexander Pope is famous for his comments on life and learning which are usually brief, clever and exact. One of his epigrams is ‘A little learning is a dangerous thing.’ What does he mean by this line? Elaborate!*”. This test item asks the students to find the meaning of Alexander Pope’s epigram. This means that they need to determine the intention that is tried to be delivered by Alexander Pope through that line. This activity reflects the fourth level of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001) explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

Test item number three is “*In An Essay on Criticism Alexander Pope says ‘To err is human, to forgive divine.’ Do you agree with Pope’s idea in this*

saying? Elaborate!'. In this test item, the students are given the statement, then they need to give their decision whether they agree with Alexander Pope's ideas in that saying or not. Firstly, they need to understand that saying, then, decide whether they agree of that saying or not. They need to explain the reasons that make they agree or disagree in order to justify their decision. Therefore, this test item covers the fifth level of Revised Bloom's Taxonomy, as Hughes (2007) explains that evaluating occurs when the students can justify an opinion, decision or course of action. Moreover, Overbaugh and Schultz (2008) explain that evaluating level is reached when the students can justify a stand or decision.

Test item number four is "*The 17th century is said to be the most curious period in England. Why? Discuss aspects of politics, religion, and theater*". This test item asks the students to find the reasons why the 17th century is said as the most curious period in England. This means that they need to focus what important things in the aspects of politics, religion, and theater that happen in 17th century to be said as the most curious period in England. Therefore, this activity reflects the fourth level of Revised Bloom's Taxonomy. According to Anderson and Krathwohl (2001), the fourth level of Revised Bloom's Taxonomy occurs when the students distinguish important from unimportant parts of presented material (differentiating).

Test item number five is "*Although Jonathan Swift's Gulliver's Travels is often read as an entertaining fairy tale for children, it was written, in fact, with the purpose of poking fun at human vanities. Discuss each of Gulliver's four voyages*". This test item asks the students to discuss about each of Gulliver's four

voyages because the previous statement discusses the purpose of Jonathan Swift's *Gulliver's Travels*, that is, to poke fun at human vanities. Therefore, the students need to discuss each of Gulliver's four voyages in relation to that purpose. This means they need to select the relevant part in each of Gulliver's four voyages that pokes fun at human vanities, then, discuss it as their answer. This activity reflects the fourth level of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001) explain that the fourth level of Revised Bloom's Taxonomy occurs when the students distinguish relevant from irrelevant parts of presented material (differentiating).

In part II, the test item is "*Choose and paraphrase ONE of the following poems. Add some appreciative discussion on its poetic features*". This test item asks the students to choose one of five poems to be paraphrased and to add appreciative discussion on its poetic features. To answer it, they need to represent their chosen poem in another representation, that is in their own words, then, to give appreciative discussion on its poetic features. Because the poetic features include the figure of speech, the sense devise, the assonance, the structural device, the tone, and the others, they need to implement their acquired knowledge to recognize some of the poetic features in the poem. However, when they are asked to discuss about the tone in the poem, they need to determine what emotional situation built by the writer in the poem. This means that they need to find the information underlying in the poem. Therefore, answering this test item covers the fourth level of Revised Bloom's Taxonomy. Anderson and Krathwohl (2001)

explain that analyzing occurs when the students determine a point of view, bias, values, or intent underlying presented material (attributing).

As presented in the table, four test items (test item two; four; and five in part I, and number one in part II) comprise C4 level. Then, two test items (test item number one and three in part I) comprise C5 level. The test items that are in C4 and C5 level require students' critical thinking to finish. This is because critical thinking is categorized as high order thinking and high order thinking occupies at highest three levels of Revised Bloom's Taxonomy, 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.

According to the course outline of History of English Literature, the students are asked to be able to give an analytical explanation of the elements of culture, language, idealism and thoughts that characterize each period in English literature. To cover it, the students need to analyze the text given. By analyzing, they can explore their understanding about the elements of culture, language, idealism and thoughts that characterize each period in English literature, as Pohl as cited in Duc (2008 : 177) states that analyzing means breaking information into parts to explore understanding and relationships. Therefore, the tests in this course are in accordance with the aims of course outline. In the tests of this course, the students are also asked to evaluate some texts given. By analyzing and evaluating

those texts, they actually use their critical thinking which is categorized as high order thinking towards the texts given.

From the analysis of the test items in the tests of Literature courses according to cognitive dimension of Revised Bloom's Taxonomy, the following is the conclusion of the analysis above:

No.	Names of Literature Courses	Low-Order-Thinking			High-Order-Thinking			Total Test Items
		C1	C2	C3	C4	C5	C6	
1.	English Literature 1 & Literature 1	-	25	9	35	3	-	72
2.	English Literature 2 & Literature 2	3	10	2	29	7	-	51
3.	Survey of English Literature	2	3	3	6	3	-	17
4.	History of English Literature	-	-	1	9	3	-	13
Total Test Items		5	38	15	79	16	0	153
Percentage		3,3%	24,8%	9,8%	51,6%	10,5%	0%	100%

Table 4.3.1.15

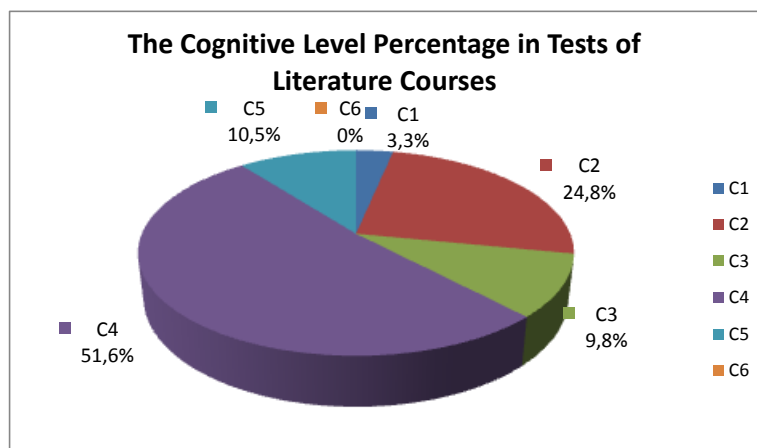


Diagram 4.3.1.1 Diagram of Cognitive Level Percentage in Tests of Literature Courses

The table 4.2.16 and the diagram 4.2.1 reveals that the tests in Literature courses have comprised the highest three levels of Revised Bloom's Taxonomy. There are 95 test items (62,1%) that comprise C4 and C5 level which are included in the highest three levels of Revised Bloom's Taxonomy. The most dominant level is C4 (analyzing). The less dominant levels are C2 (understanding), C3 (applying), and C5 (evaluating). The least dominant levels are C1 (remembering) and C6 (creating).

From the result of the study, it can be revealed that the test items in Literature courses have developed students critical thinking which is categorized as high order thinking, as stated in Jaffar (2004 : 15) that students of literature are expected to think critically. The tests of Literature courses are also consistent with the aims of course outlines. In the test the students are commonly expected to be able to analyze the literature text. This analyzing activity is included in the highest three levels of Revised Bloom's Taxonomy which need students' high order thinking to answer. Therefore, the test makers are allowed to elaborate the tests based on the highest three levels of Revised Bloom's Taxonomy.

4.3.2 The Analysis of The Tests According to Knowledge Dimension Table

In research question number 2, the test items were analyzed according to knowledge dimension of Revised Bloom's Taxonomy.

Research Question 2: How are the test items of Literature courses viewed in terms of the RBT knowledge dimension?

In analyzing the tests according to knowledge dimension table, 30% of test items which were taken randomly in each literature course tests or 46 test items were used. Those 46 test items consists of 22 test items of English Literature 1 or Literature 1 tests, 15 test items of English Literature 2 or Literature 2 tests, 5 test items of Survey English Literature tests, and 4 test items of History of English Literature tests.

No.	Test Item	Knowledge Dimension of RBT
English Literature 1 (Literature 1)		
1.	The figure of speech that you find lines 1-2 is a A. simile B. metaphor C. symbol D. personification	Conceptual Knowledge
2.	Which of the following is/are “fluttering and dancing in the breeze” (line 6) ? A. The poet B. The trees C. The golden daffodils D. A crowd of people	Conceptual Knowledge
3.	There are two similes in the poem. They are in A. line 1 and 8 B. line 1-2 and 6-8 C. line 1 and 7 D. line 1-2 and 7-8	Conceptual Knowledge

4.	<p>This poem attempts to show</p> <p>A. sadness C. anger</p> <p>B. humor D. love</p>	Conceptual Knowledge
5.	<p>Which of these statements best states the theme of this poem ?</p> <p>A. To defend one's country against enemies , one has to kill as many soldiers as he encounters in the war</p> <p>B. Shooting and killing each other in the war is nothing unusual, since this is the ultimate purpose of war</p> <p>C. Modern war is more dangerous and wicked than ancient one ; it uses weapons that can kill friends and foes indiscriminately without delay</p> <p>D. How irrational war is ! In the war men have to kill people who, under different circumstances, may be friends who need and help each other</p>	Conceptual Knowledge
6.	<p>The tone of a work is the author's emotional view-point. The tone of 'Ozymandias' is</p> <p>A. ironic</p> <p>B. humorous</p> <p>C. sarcastic</p> <p>D. deadly</p>	Conceptual Knowledge
7.	<p>Personification occurs when the author uses human terms to describe something that is not human. In this poem, personification is used to describe</p> <p>A. the setting sun (1.12)</p>	Conceptual Knowledge

	B. Death (II.1-3) C. children (II. 9-10) D. a swelling (II. 13-14)	
8.	Write the sense devices that you can find at the 1 st and 2 nd stanza.	Conceptual Knowledge
9.	What is the detailed meaning of the poem?	Conceptual Knowledge
10.	Which literary criticism do you think is appropriate to analyze the story? (post colonialism, psychoanalysis theory, or feminism)	Procedural Knowledge
11.	What are the implications of the title : <i>A Clean, Well-lighted Place</i> ?	Conceptual Knowledge
12.	Where (at what point) in the story did the climax occur?	Conceptual Knowledge
13.	What is Sadie's philosophy of life?	Conceptual Knowledge
14.	Discuss the character of John's father. Need John have been ashamed to have him meet Grace?	Conceptual Knowledge
15.	Imagine the scene that occurred when John, after leaving Grace, confronted his father at home. Continuing the story into the Harcourt's home, describe an ending to the episode.	Conceptual Knowledge
16.	<i>Point of view</i> . What is the point of view in this story?	Conceptual Knowledge
17.	<i>Conflict</i> . What is the basic conflict in the story?	Conceptual Knowledge
18.	Plot. Is the story probable as a whole? Are there	Factual

	any improbable incidents?	Knowledge
19.	At what point is the climax (or turning point)?	Conceptual Knowledge
20.	Who is the 'villain'? What are some of his characteristics?	Conceptual Knowledge
21.	Does the author use unfamiliar words?	Factual Knowledge
22.	What moral do you get out of this story?	Conceptual Knowledge
English Literature 2 (Literature 2)		
23.	What is the topic of the first paragraph?	Conceptual Knowledge
24.	What is the type of the prose? Give reason.	Conceptual Knowledge
25.	What kind of character is "I"? Show some clues.	Conceptual Knowledge
26.	What does the 7 th paragraph imply?	Conceptual Knowledge
27.	Who were the characters in the story?	Factual Knowledge
28.	Describe the characters in the story?	Conceptual Knowledge
29.	How can you analyze the prose by referring to post colonial approach? Explain it in a very simple description.	Procedural Knowledge
30.	Where did the story take place?	Factual Knowledge
31.	What types of characters did you find in the story? (mention at least 2 characters)	Conceptual Knowledge
32.	How can you analyze the story by referring to	Procedural

	an appropriate literary critics? Explain.	Knowledge
33.	What is the conflict of the story?	Conceptual Knowledge
34.	Describe the unraveling ('the falling action') of the story!	Conceptual Knowledge
35.	Is there any message you get from the story? What is it?	Conceptual Knowledge
36.	What do you grasp out of Jyoti's words when she said the following lines? <i>I couldn't marry a man who didn't speak English, or at least who didn't want to speak English. To want English was to want more than you had been given at birth, it was to want the world.</i> (p.68)	Conceptual Knowledge
37.	Find any portion in the play that supports your understanding why the title of the play is <i>A Doll House</i> .	Conceptual Knowledge
Survey of English Literature		
38.	In <i>Meditation 17</i> , John Donne says " <i>No man is an island entire of itself; every man is a piece of the continent, a apart of the main. ...</i> " (p. 225). Explain these lines in your own words.	Conceptual Knowledge
39.	Alexander Pope is famous for his comments on life and learning which are usually brief, clever and exact. One of his epigrams is " <i>A little learning is a dangerous thing.</i> " What does he mean by this line? Elaborate!	Conceptual Knowledge
40.	Who wrote the following quote: "1665. It	Factual

	pleased God That I was still spared, and very hearty and sound in health, but very impatient of being pent up within doors without air”	Knowledge
41.	William Butler Yeats is very famous for metaphors and symbols in his works. Please identify and explore these metaphors and symbols in his works “The Wild Swans At Coole”	Conceptual Knowledge
42.	This quote is part of a longer poem. From the poem, how do you know that it is a romantic age work? <i>(The Table Turned)</i>	Procedural Knowledge
History of English Literature		
43.	Some examples of early English and Scottish ballads are ‘ <i>Get Up and Bar the Door</i> ’, ‘ <i>Bonny Barbara Allan</i> ’, ‘ <i>Where Have You Been, Billy Boy?</i> ’, ‘ <i>Sir Patrick Spens</i> ’. Mention any features characterizing old ballads.	Conceptual Knowledge
44.	Choose and paraphrase ONE of the following poems. Add some appreciative discussion on its poetic features (in terms of its sense and sound devices). <i>(Death Be Not Proud, Counsel to Girls, The Seafarer, Sonnet 18, Sonnet 73, The Nun)</i>	Procedural Knowledge
45.	In An Essay on Criticism Alexander Pope says “ <i>To err is human, to forgive divine.</i> ” Do you agree with Pope’s idea in this saying? Elaborate!	Conceptual Knowledge
46.	Although Jonathan Swift’s <i>Gulliver’s Travels</i> is	Conceptual

	often read as an entertaining fairy tale for children, it was written, in fact, with the purpose of poking fun at human vanities. Discuss each of Gulliver's four voyages.	Knowledge
--	--	-----------

Table 4.3.2.1

Test item number one is *“The figure of speech that you find lines 1-2 is a...”*. This test item asks the students about the right figure of speech which is modelled in lines 1-2. This reflects the conceptual knowledge of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001 : 29) state that knowledge of theories, models, and structures is included in conceptual knowledge.

Test item number two is *“Which of the following is/are “fluttering and dancing in the breeze” (line 6) ?”*. This test item asks the students to find the object that is generalized by those words in the test item. This reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number three is *“There are two similes in the poem. They are in...”*. This test item asks the students about the two models of simile in the poem. This test item reflects the conceptual knowledge of Revised Bloom's Taxonomy, as Anderson and Krathwohl (2001 : 29) state that knowledge of theories, models, and structures is included in conceptual knowledge.

Test item number four is *“This poem attempts to show”*. This means that the students are asked to determine what emotional situation shown in the poem. This reflects the conceptual knowledge, as Pickard (2007 : 49) states that when students can explain the concepts in their own words and transfer information to

new situations they have acquired conceptual knowledge. This also reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number five is “*Which of these statements best states the theme of this poem?*”. This test item asks the students about the right statement that represent the theme of this poem. This means that they need to generalize what the poem discusses. Therefore, this test item also reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number six is “*The tone of a work is the author’s emotional viewpoint. The tone of ‘Ozymandias’ is...*”. This test item asks the students to determine what emotional situation shown in the poem. This reflects the conceptual knowledge, as Pickard (2007 : 49) states that when students can explain the concepts in their own words and transfer information to new situations they have acquired conceptual knowledge. This also reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number seven is “*Personification occurs when the author uses human terms to describe something that is not human. In this poem, personification is used to describe*”. This test item asks the students about the model which is personified by using human terms. This test item reflects the conceptual knowledge of Revised Bloom’s Taxonomy, as Anderson and

Krathwohl (2001 : 29) state that knowledge of theories, models, and structures is included in conceptual knowledge.

Test item number eight is “*Write the sense devices that you can find at the 1st and 2nd stanza*”. This asks the students about the model of sense devices which are available at the 1st and 2nd stanza. This test item reflects the conceptual knowledge of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001 : 29) state that knowledge of theories, models, and structures is included in conceptual knowledge.

Test item number nine is “*What is the detailed meaning of the poem?*”. This test item asks the students about the detailed meaning that they get in the poem. This reflects the conceptual knowledge, as Pickard (2007 : 49) states that when students can explain the concepts in their own words and transfer information to new situations they have acquired conceptual knowledge. This also reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number ten is “*Which literary criticism do you think is appropriate to analyze the story? (post colonialism, psychoanalysis theory, or feminism)*”. This test item asks the students about the right literary criticism to be used in analyzing the story. This reflects knowledge of subject-specific techniques and methods because the students need to explain how they relate their chosen criticism to the content of the story, as Anderson and Krathwohl (2001 : 54) state that knowledge of various methods of literary criticism is an example of knowledge of subject-specific techniques and methods. They also state that

knowledge of subject-specific techniques and methods is included in procedural knowledge.

Test item number eleven is “*What are the implications of the title : A Clean, Well-lighted Place?*”. This test item asks students about certain depiction of the content of the text generalized by the title. Therefore, this test item reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number twelve is “*Where (at what point) in the story did the climax occur?*”. This test item asks the students to determine the climax within a story (structure). This reflects the knowledge of structure. Anderson and Krathwohl (2001 : 29) state that knowledge of theories, models, and structures is included in conceptual knowledge.

Test item number thirteen is “*What is Sadie’s philosophy of life?*”. This test item asks students about Sadie’s philosophy of life that is generalized by Sadie’s behaviour, thought, and other things that still relate to Sadie’s characteristics. Therefore, this test item reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29). Moreover, Pickard (2007 : 49) also states that when students can explain the concepts in their own words and transfer information to new situations they have acquired conceptual knowledge.

Test item number fourteen is “*Discuss the character of John’s father. Need John have been ashamed to have him meet Grace?*”. This test item asks students about the character of John’s father, then decide whether or not John needs to feel

ashamed to have him meet Grace. To make a decision, they need to generalize John's father characteristics in the story. This test item also reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number fifteen is *"Imagine the scene that occurred when John, after leaving Grace, confronted his father at home. Continuing the story into the Harcourt's home, describe an ending to the episode"*. This test item asks the students about the ending of the episode. To answer it, they need to conclude the ending from what had happened in the story. This test item also reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number sixteen is *"Point of view. What is the point of view in this story?"*. This test item asks the students to find the point of view. This can be obtained by determining the narrator's position in the story. Therefore, this test item also reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number seventeen is *"Conflict. What is the basic conflict in the story?"*. This test item asks the students about the basic conflict within a story (structure). This test item reflects the knowledge of structure. Anderson and Krathwohl (2001 : 29) state that knowledge of theories, models, and structures is included in conceptual knowledge.

Test item number eighteen is *"Plot. Is the story probable as a whole? Are there any improbable incidents?"*. This test item asks the students whether or not

any improbable incidents in the story in order to decide whether the story is probable as a whole or not. This reflects the knowledge of specific details which is included in factual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number nineteen is “*At what point is the climax (or turning point)?*”. This test item asks the students about the climax within a story (structure). This test item reflects the knowledge of structure. Anderson and Krathwohl (2001 : 29) state that knowledge of theories, models, and structures is included in conceptual knowledge.

Test item number twenty is “*Who is the ‘villain’? What are some of his characteristics?*”. This test item asks the students to find the villain in the story. To find it, they need to generalize one of the characters as the villain. Therefore, this test item reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number twenty-one is “*Does the author use unfamiliar words?*”. This test item asks students about the use unfamiliar words in the story. This means that they need to find specific details involved in the story. This test item reflects the knowledge of specific details which is included in factual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number twenty-two is “*What moral do you get out of this story?*”. This test item asks students about the moral that they get from the story. This reflects the conceptual knowledge, as Pickard (2007 : 49) states that when students can explain the concepts in their own words and transfer information to new situations they have acquired conceptual knowledge. This also reflects the

knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number twenty-three is “*What is the topic of the first paragraph?*”. This asks the students about the topic of the first paragraph. They need to generalize what the first paragraph discusses. This test item reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number twenty-four is “*What is the type of the prose? Give reason*”. This test item asks the students about the type of the prose. They need to know the category of prose that is suitable with the story. This reflects the knowledge of classifications and categories which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number twenty-five is “*What kind of character is “I”? Show some clues*”. This test item asks the students about the characterization of “I” and the clues. This means that they need to generalize the character of “I” from the clues shown in the story. Therefore, this test item reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number twenty-six is “*What does the 7th paragraph imply?*”. This test item asks the students about the information generalized in the 7th paragraph. This test item also reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29). Moreover, Pickard (2007 : 49) states that when students can explain the concepts in their own

words and transfer information to new situations they have acquired conceptual knowledge.

Test item number twenty-seven is “*Who were the characters in the story?*”. This test item asks the students about the characters in the story. They need to find the specific details about the characters in the story. Therefore, this test item reflects the knowledge of specific details which is included in factual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number twenty-eight is “*Describe the characters in the story?*”. This test item asks the students about the characterization in the story. This means that they need to generalize the characterization of each character in the story. Therefore, this test item reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number twenty-nine is “*How can you analyze the prose by referring to post colonial approach? Explain it in a very simple description?*”. This test item asks students about the way they analyze the prose by referring to post colonial approach as the literary criticism. Therefore, this test item reflects the knowledge of subject-specific techniques and methods, as Anderson and Krathwohl (2001 : 54) state that knowledge of various methods of literary criticism is an example of knowledge of subject-specific techniques and methods which is included in procedural knowledge.

Test item number thirty is “*Where did the story take place?*”. This test item asks students about the place of the story. This means that they need to find the specific detail about the place of the story in order to answer the test. Therefore,

this test item reflects the knowledge of specific details which is included in factual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number thirty-one is “*What types of characters did you find in the story? (mention at least 2 characters)*”. This test item asks the students about the characterization in the story. They need to generalize how (at least) two characters behave, think and react to somebody or something in the story. This reflects knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number thirty-two is “*How can you analyze the story by referring to an appropriate literary critics? Explain*”. This test item asks the students about the way they analyze the story by referring to right literary critic. This reflects knowledge of subject-specific techniques and methods because the students need to explain how they relate their chosen criticism to the content of the story, as Anderson and Krathwohl (2001 : 54) state that knowledge of various methods of literary criticism is an example of knowledge of subject-specific techniques and methods. They also state that knowledge of subject-specific techniques and methods is included in procedural knowledge.

Test item number thirty-three is “*What is the conflict of the story?*”. This test item asks the students about the conflict within a story (structure). This test item reflects the knowledge of structure. Anderson and Krathwohl (2001 : 29) state that knowledge of theories, models, and structures is included in conceptual knowledge.

Test item number thirty-four is “*Describe the unraveling (‘the falling action’) of the story!*”. This test item asks the students about the falling action within a story (structure). This test item reflects the knowledge of structure. Anderson and Krathwohl (2001 : 29) state that knowledge of theories, models, and structures is included in conceptual knowledge.

Test item number thirty-five is “*Is there any message you get from the story? What is it?*”. This test item asks the students about the message involved from the story. This also means that they need to what message generalized in the story. Pickard (2007 : 49) states that when students can explain the concepts in their own words and transfer information to new situations they have acquired conceptual knowledge. This test item also reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number thirty-six is “*What do you grasp out of Jyoti’s words when she said the following lines? I couldn’t marry a man who didn’t speak English, or at least who didn’t want to speak English. To want English was to want more than you had been given at birth, it was to want the world. (p.68)*”. This test item asks the students about the Jyoti’s intention in her words. This means that they need to find information generalized through her words. Therefore, this test item also reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29). Moreover, Pickard (2007 : 49) states that when students can explain the concepts in their own words

and transfer information to new situations they have acquired conceptual knowledge.

Test item number thirty-seven is *“Find any portion in the play that supports your understanding why the title of the play is A Doll House”*. This test item asks the students about the part of the story as the structure that supports their understanding why the title of the play is A Doll House. Therefore, this test item reflects the knowledge of structure which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number thirty-eight is *“In Meditation 17, John Donne says “No man is an island entire of itself; every man is a piece of the continent, a part of the main. ...” (p. 225). Explain these lines in your own words”*. This test item asks the students about the meaning generalized by those lines. This reflects the knowledge of generalization which is included in conceptual knowledge, based on Anderson and Krathwohl (2001 : 29). Moreover, Pickard (2007 : 49) states that when students can explain the concepts in their own words and transfer information to new situations they have acquired conceptual knowledge.

Test item number thirty-nine is *“Alexander Pope is famous for his comments on life and learning which are usually brief, clever and exact. One of his epigrams is “A little learning is a dangerous thing.” What does he mean by this line? Elaborate!”*. This test item also asks the students about the meaning generalized by the epigram. This reflects the knowledge of generalization which is included in conceptual knowledge, based on Anderson and Krathwohl (2001 : 29). Pickard (2007 : 49) also states that when students can explain the concepts in their

own words and transfer information to new situations they have acquired conceptual knowledge.

Test item number forty is “*Who wrote the following quote: ‘1665. It pleased God That I was still spared, and very hearty and sound in health, but very impatient of being pent up within doors without air’* ”. This test item asks the students about the writer of the quote. This means that they need to find specific detail of the quote. This reflects the knowledge of specific detail which is included in factual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number forty-one is “*William Butler Yeats is very famous for metaphors and symbols in his works. Please identify and explore these metaphors and symbols in his works ‘The Wild Swans At Coole’*”. This test item asks the students about the model of metaphors and symbols in William Butler Yeats’s works, “The Wild Swans At Coole”. This reflects the conceptual knowledge of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001 : 29) state that knowledge of theories, models, and structures is included in conceptual knowledge.

Test item number forty-two is “*This quote is part of a longer poem. From the poem, how do you know that it is a romantic age work? (The Table Turned)*”. This test item asks the students the way they know the quote is a romantic age work. Therefore, this test item reflects the knowledge of subject-specific techniques and methods which is included in procedural knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number forty-three is “*Some examples of early English and Scottish ballads are ‘Get Up and Bar the Door’, ‘Bonny Barbara Allan’, ‘Where Have You Been, Billy Boy?’, ‘Sir Patrick Spens’. Mention any features characterizing old ballads*”. This test item asks the students about the features as the models that characterize old ballads. This reflects the conceptual knowledge of Revised Bloom’s Taxonomy, as Anderson and Krathwohl (2001 : 29) state that knowledge of theories, models, and structures is included in conceptual knowledge.

Test item number forty-four is “*Choose and paraphrase ONE of the following poems. Add some appreciative discussion on its poetic features (in terms of its sense and sound devices). (Death Be Not Proud, Counsel to Girls, The Seafarer, Sonnet 18, Sonnet 73, The Nun)*”. This test item asks the students about their appreciative discussion of one poem. They need to discuss that poem based on its procedures in this case its sense and sound device. This test item reflects the knowledge of subject-specific techniques and methods which is included in procedural knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number forty-five is “*In An Essay on Criticism Alexander Pope says “To err is human, to forgive divine.” Do you agree with Pope’s idea in this saying? Elaborate!*”. This test item asks the students about their agreement or disagreement with Pope’s idea in that saying. To give their decision, they need to find the meaning generalized in that saying. Therefore, this test item reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29).

Test item number forty-six is “*Although Jonathan Swift’s Gulliver’s Travels is often read as an entertaining fairy tale for children, it was written, in fact, with the purpose of poking fun at human vanities. Discuss each of Gulliver’s four voyages*”. This test item asks the students about each of Gulliver’s four voyages. To answer it, they need to generalize each of Gulliver’s four voyages in order to discuss them as their answer. This test item also reflects the knowledge of generalization which is included in conceptual knowledge based on Anderson and Krathwohl (2001 : 29). Moreover, Pickard (2007 : 49) states that when students can explain the concepts in their own words and transfer information to new situations they have acquired conceptual knowledge.

The analysis of test items according to knowledge dimension of Revised Bloom’s Taxonomy show that the tests in Literature courses reflects the factual, conceptual, and procedural knowledge. There are 5 test items that reflect factual knowledge. In these test items, the students are asked about the specific details from the literary texts given, including the incidents of the story, the use of unfamiliar words, the characters of the story, the place of the story, and the writer of the quotation. They need to find those specific details in the literary texts. Therefore, these test items reflects the knowledge of specific details and elements which is included in factual knowledge. Anderson and Krathwohl (2001 : 29) describe factual knowledge as the basic elements that students must know to be acquainted with a discipline or solve problems in it.

There are 36 test items that reflect conceptual knowledge. This knowledge is the most dominant knowledge applied in the tests of Literature courses. 1 test item

reflects the knowledge of classifications and categories because it asks the students to category the prose given in the test item. 23 test items reflect the knowledge of principles and generalizations because they asks the students to generalize the literary texts given in order to find the intended information involved in those texts. Then, 12 test items reflect the knowledge of theories, models, and structures. In these test items, the students are asked about the models for example, th figures of speech in the poem; and the structure, for example the conflict and climax within a story. Therefore, these 36 test items are included in conceptual knowledge, as Anderson and Krathwohl (2001 : 29) describe conceptual knowledge as the interrelationships among the basic elements within a larger structure that enable them to function together.

There are 5 test items that reflect procedural knowledge. In these test items the students are asked about the indicators involved in the literary texts (as the ways in answering these test items) that can direct them into one specific aspect, for example finding one specific literary criticism from the literary text given. Therefore, these test item are included in knowledge of subject-specific techniques and methods which belongs to procedural knowledge. Anderson and Krathwohl (2001 : 29) describe procedural knowledge as how to do something; methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.

From the analysis of the test items in the tests of Literature courses according to knowledge dimension of Revised Bloom's Taxonomy, the following is the conclusion of the analysis above:

No.	Names of Literature Courses	Knowledge Dimension				Total Test Items
		Factual	Conceptual	Procedural	Meta-cognitive	
1.	English Literature 1 & Literature 1	2	19	1	-	22
2.	English Literature 2 & Literature 2	2	11	2	-	15
3.	Survey of English Literature	1	3	1	-	5
4.	History of English Literature	-	3	1	-	4
Total Test Items		5	36	5	0	46
Percentage		10,87%	78,26%	10,87%	0%	100%

Table 4.3.2.2

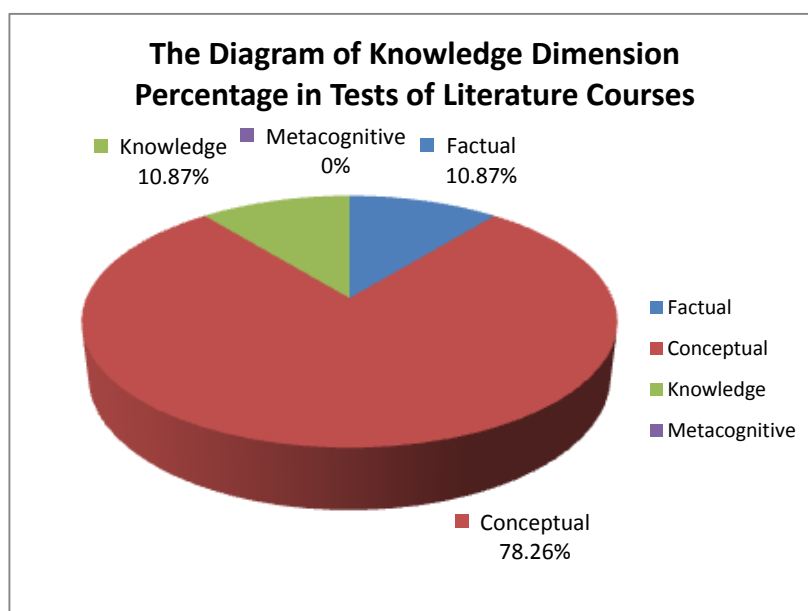


Diagram 4.3.2.1 Diagram of Knowledge Dimension Percentage in Tests of Literature Courses

Table 4.3.2.2 and diagram 4.3.2.1 presents the answer of the last research question. According to the last question, the test items were analyzed according to knowledge dimension of Revised Bloom's Taxonomy. The analysis reveals that the test items cover the three categories of knowledge dimension of Revised

Bloom's Taxonomy, factual knowledge, conceptual knowledge, and procedural knowledge. There are 5 test items (10,87%) that reflect factual knowledge, 36 test items (78,26%) that reflect conceptual knowledge, 5 test items (10,87%) that reflect procedural knowledge, and there is no test item that reflects metacognitive knowledge (0%).