

**ENGLISH *STANDAR KOMPETENSI*, *KOMPETENSI*
DASAR, AND *UJIAN NASIONAL* OF SMA IN REVISED
BLOOM'S TAXONOMY**



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Submitted as a partial fulfillment of the requirements
for the attainment of a Sarjana Pendidikan Degree

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JAKARTA
2011**

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ABSTRAK

Putri Kamalia Hakim. Standar Kompetensi, Kompetensi Dasar, dan Ujian Nasional Mata Pelajaran Bahasa Inggris dalam Revised Bloom's Taxonomy. Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta (UNJ), Januari 2011.

Penelitian ini dilakukan untuk mengetahui cakupan Revised Bloom's Taxonomy dalam Standar Kompetensi (SK) dan Kompetensi Dasar (KD) mata pelajaran bahasa Inggris untuk SMA serta dalam butir soal ujian nasional mata pelajaran bahasa Inggris untuk SMA. Penelitian ini dilakukan pada bulan Oktober 2010 hingga Januari 2011. Metode Analisis Isi dipilih sebagai desain penelitian untuk penelitian ini karena Metode Analisis Isi karena dianggap sesuai untuk memeriksa dokumen dokumen sebagai bukti pengalaman dan interaksi seperti teks-teks dan kaset. Data dalam penelitian ini, semua SK dan KD untuk SMA dan semua butir ujian nasional mata pelajaran bahasa Inggris tahun 2008/2009 set A dan tahun 2009/2010 set A, diperoleh dari dokumen KTSP dan naskah ujian bahasa Inggris untuk SMA termasuk juga kaset untuk bagian Listening. Penulis menganalisis data dengan mengelompokkan kata kerja dan kata benda dari data yang diperoleh menurut hubungannya dengan kategori dan dimensi dalam Revised Bloom's Taxonomy. Hasil dari penelitian ini menunjukkan bahwa 53% SK dan KD meliputi kategori *Understand* dan sisanya meliputi kategori *Analyze*. Semua SK dan KD mencakup pengetahuan konseptual dan dimensi pengetahuan lainnya tidak tercakup. Selain itu, cakupan Revised Bloom's Taxonomy dalam butir ujian bahasa Inggris untuk SMA pun tidak sejalan dengan cakupan Revised Bloom's Taxonomy dalam Standar Kompetensi dan Kompetensi Dasar Bahasa Inggris. Standar Kompetensi dan Kompetensi dasar bahasa Inggris hanya meliputi Remember, Understand, Apply dan Analyze kategori sedangkan butir butir ujian nasional bahasa Inggris untuk SMA meliputi kategori Remember, Understand, Apply, Analyze, dan Evaluate. Lebih dari 90% dari keseluruhan butir soal ujian bahasa Inggris untuk SMA hanya meliputi urutan bawah kategori kognitif yaitu *Remember*, *Understand*, dan *Apply*. Kebanyakan dari butir ujian juga hanya meliputi pengetahuan faktual dan sisanya meliputi pengetahuan konseptual. Tidak ada satupun yang meliputi pengetahuan prosedural dan metakognitif.

ABSTRACT

Putri Kamalia Hakim.*English Standar Kompetensi, Kompetensi Dasar, And Ujian Nasional of SMA In Revised Bloom's Taxonomy.* English Department, Faculty of Languages and Arts, State University of Jakarta (UNJ), January 2011.

This study was conducted to investigate the coverage of Revised Bloom's taxonomy in the English Standar Kompetensi (SK), Kompetensi Dasar (KD) and the English test items of Ujian Nasional for SMA. The study was conducted in October 2010 until January 2011. Content analysis method was chosen as the research design for this study because content analysis method is suitable to investigate documents as traces of experiences or interactions such as texts and cassettes. The data for this study, all SKs and KDs for SMA and English test items of Ujian Nasional year 2008/2009 set A and Ujian Nasional year 2009/2010 set A were obtained from documents of KTSP and documents of English UN including the cassettes of listening section which taken from SMA Negeri 1 Tambun Selatan. The writer analyzed the data by categorizing the verbs and the nouns of the data in relation to the categories and dimension of Revised Bloom's Taxonomy. The results of this study revealed that 53% of SKs and KDs cover Understand category and the rest cover Analyze category. All of the SKs and KDs cover conceptual knowledge and other knowledge dimensions are not covered. Moreover, the coverage of Revised Bloom's Taxonomy in English test items of Ujian Nasional for SMA is not aligned with the coverage of Revised Bloom's Taxonomy in English SK and KD. The SKs and KDs only cover Remember, Understand, Apply and Analyze categories while the test items were associated with Remember, Understand, Apply, Analyze, and Evaluate categories. More than 90% of English test items of Ujian Nasional for SMA only covered low order of cognitive categories (Remember, Understand, and Apply). Most of the test items covered factual knowledge and the rest of them covered conceptual knowledge and none of them covered procedural and metacognitive knowledge.

ACKNOWLEDGMENT

All the praises and thanks to Allah SWT, The Most Gracious and Most Merciful, for His greatest blessing and strength so I can finish this thesis writing. On preparing, processing, and finishing this thesis, I got much information, guidance, suggestion, correction, encouragement, and advice from a lot of people. Therefore, I realize that this thesis would have never been finished without their helps. Finally, I would like to extend his deepest sincere gratitude to my heroes, my father and my mother; I can't ever thank you enough for all your priceless love, prayer, and for the support. My huge gratitude, respect, and appreciation also go to my thesis advisor, Mr. Ifan Iskandar, M.Hum, for his valuable time, guidance, precious knowledge, support and understanding. I won't finish this thesis without him. I want to address my gratitude to my beloved younger sisters and younger brothers, Kiki, Hilal Fattah, Fikar, and Akbar for the joy and happiness. I also want to thank to Okky, Ditta, Wita, and Yunda, the ones who I can trust and cry with. I also want to say thanks to all my 07 DIK B friends, especially Ramanti, Eli, Shanty, Ririen, and Narend and everyone whose name isn't mentioned here but has contribution in this thesis-making process. May Allah the Almighty send His blessing for all of you.

Jakarta, January 2011

Putri Kamalia Hakim

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Indonesia has long-term program, Rencana Pembangunan Jangka Panjang Pendidikan Nasional, to develop national education which is expected to guide Indonesian people to be intelligent and competitive in the year 2025 (Departemen Pendidikan Nasional, 2005). The target forces Indonesian government to improve education quality. One of the strategies used to improve education quality by the government is making an evaluation program through national examination (<http://www.slideshare.net/NASuprawoto/ujian-nasional-dan-peningkatan-mutu-pendidikan>). Having national examination as the evaluation program means that national examination should be carefully designed so that those who pass the national examination can represent the improvement of national education which further will create intelligent and competitive graduates.

National examination, well known as UN, is used to assess graduate competences nationally. In *Naskah Akademik Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar Dan Menengah* published by Departemen Pendidikan Nasional (2007), it is stated that Standar Kompetensi (SK) and Kompetensi Dasar (KD) are national minimum standard competences to be achieved by students to graduate from a school. Therefore, SK and KD are competences that will be assessed through UN.

In relation to improve national education to create intelligent and competitive graduates, assessment technique which is appropriate to the aims of the curriculum and used to improve students thinking level should be designed and implemented. The high level questions should be designed in national examination in order that students who can pass national examination are those who can utilize their high order thinking level. Revised Bloom's Taxonomy is one of the criteria need to be considered while designing and preparing such assessment technique. The Revised Bloom's Taxonomy is clearer and less confusion about the fit of a specific verb or product to a given level than the original taxonomy because it has 19 subcategories and two-dimensional organization. The Revised version is in the more useful and comprehensive additions of how the taxonomy intersects and acts upon different types of knowledge (<http://www.uwsp.edu/education/lwilson/curric/newtaxonomy.htm>). Many changes have occurred in educational society over the last five decades; the Revised Bloom's Taxonomy fits today teachers' needs. The structure of the Revised Taxonomy Table matrix help today teacher to deal with alignment of educational objectives with local, state, and national standards (http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy).

Anderson, et.al (2001) in revising the original Bloom's Taxonomy have sought to revise and extend their approach, use common language, be consistent with a current psychological and educational thinking, and provide realistic examples of the use of the framework.

Referring to those explanations, this research aims to observe the coverage of Revised Bloom's Taxonomy categories and dimensions in English SK and KD and the English test items of Ujian Nasional for Senior High School (SMA). The order of thinking processes and types of knowledge required in the test items English Ujian Nasional will be compared to those required in English SK and KD. We will see how English test items of Ujian Nasional cover categories and dimensions of the Revised Bloom's taxonomy and whether the coverage is in line with coverage of revised Bloom's taxonomy categories and dimensions in English SK and KD.

1.2 Research Question

To what extent do the English SK, KD in KTSP and the English test items of Ujian Nasional for SMA cover the categories and dimensions of Revised Bloom's Taxonomy?

1.3 Limitation of the Study

This study will focus on how the English SK and KD in KTSP and the English test items of Ujian Nasional for SMA in the year 2008/2009 set A and the English test items of Ujian Nasional for SMA in the year 2009/2010 set A cover the categories and dimensions of Revised Bloom's taxonomy.

1.4 Purpose of the Study

This study aims to investigate the coverage of Revised Bloom's taxonomy in the English SK, KD and the English test items of Ujian Nasional for SMA.

1.5 Significance of the Study

The results of this study provide beneficial information for curriculum developers, assessors, teachers and prospective teachers who are expected to get benefits from the Revised Bloom's Taxonomy. It is expected to provide them a new outlook on assessment and enable them to plan educational goals and create assessments that are aligned with students' cognitive processes.

CHAPTER II

LITERATURE REVIEW

2.1 Studies on Standar Kompetensi and Kompetensi Dasar for SMA

It is mentioned before that in *Naskah Akademik Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar Dan Menengah* published by Departemen Pendidikan Nasional (2007), it is stated that Standar Kompetensi (SK) and Kompetensi Dasar (KD) are national minimum standard competences to be achieved by students to graduate from a school. Standar kompetensi according to Permendiknas No. 41 year 2007 is minimum competency qualification for student which shows mastery of knowledge, behaviour, and skill of students which are expected to be achieved in each level and/or each semester of certain subject. Kompetensi Dasar defined in Permendiknas No. 41 Tahun 2007 as a number of abilities that should be mastered by students in certain subject as a reference in developing indicator of competency.

For English subject, SMA students have many SKs and KDs which should be achieved by them in each level. For SMA students year X, there are 12 SKs and 24 KDs. For SMA students year XI, there are 12 SKs and 24 KDs, and for SMA students year XII, there are 12 SKs and 23 KDs. Those SKs and KDs deal with four language skills; listening, speaking, reading, and writing.

2.1.1 Standar Kompetensi dan Kompetensi Dasar for SMA year X

Table 1. Standar Kompetensi dan Kompetensi Dasar for SMA year X

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	1.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/undangan, menerima janji, dan membatalkan janji 1.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi
2. Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari	2.1 Merespon makna secara akurat, lancar dan berterima dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dalam berbagai konteks kehidupan sehari-hari 2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>
Berbicara 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/undangan, menerima janji, dan membatalkan janji 3.2 Mengungkapkan makna dalam percakapan

	transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> sederhana dalam konteks kehidupan sehari-hari	4.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan dalam berbagai konteks kehidupan sehari-hari. 4.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>
Membaca 5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1 Merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan 5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>
Menulis 6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i> , <i>narrative</i> , dan <i>procedure</i> dalam konteks kehidupan sehari-hari	6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari 6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan	7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi

interpersonal dalam konteks kehidupan sehari-hari	<p>secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat</p> <p>7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan</p>
8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari	<p>8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari</p> <p>8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; <i>narrative</i>, <i>descriptive</i>, dan <i>news Item</i></p>
<p>Berbicara</p> <p>9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p>	<p>9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat</p> <p>9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan</p>
10. Mengungkapkan makna dalam teks fungsional pendek dan monolog	10.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa

<p>sederhana berbentuk <i>narrative</i>, <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari</p>	<p>lisan sederhana dalam berbagai konteks kehidupan sehari-hari</p> <p>10.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i></p>
<p>Membaca</p> <p>11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative</i>, <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p>	<p>11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari</p> <p>11.2. Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i></p>
<p>Menulis</p> <p>12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>narrative</i>, <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari</p>	<p>12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari</p> <p>12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i></p>

2.1.2 Standar Kompetensi dan Kompetensi Dasar for SMA year XI

Table 2. Standar Kompetensi dan Kompetensi Dasar for SMA year XI

Standard Competence	Basic Competence
<p>Mendengarkan</p> <p>1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut</p>	<p>1.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam</p>

<p>(<i>sustained</i>) dalam konteks kehidupan sehari-hari</p>	<p>konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas</p> <p>1.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan <i>relief</i>, <i>pain</i>, dan <i>pleasure</i></p>
<p>2. Memahami makna teks fungsional pendek dan monolog berbentuk <i>reports</i>, <i>narrative</i>, dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari</p> <p>2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i>, <i>narrative</i>, dan <i>analytical exposition</i></p>
<p>Berbicara</p> <p>3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p>	<p>3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas</p> <p>3.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan <i>relief</i>, <i>pain</i>, dan <i>pleasure</i></p>
<p>4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk <i>report</i>,</p>	<p>4.1 Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari</p> <p>4.2 Mengungkapkan makna dalam teks monolog</p>

<i>narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari	dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i>
Membaca 5. Memahami makna teks fungsional pendek dan esei berbentuk <i>report</i> , <i>narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner</i> , <i>poster</i> , <i>pamphlet</i> , dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari 5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i>
Menulis 6. Mengungkapkan makna dalam teks esei berbentuk <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari	6.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya <i>banner</i> , <i>poster</i> , <i>pamphlet</i> , dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari 6.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i>
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih 7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan

	perasaan jengkel
8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	8.1 Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari 8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>
Berbicara 9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih 9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel
10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	10.1 Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari 10.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>
Membaca 11. Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory</i>	11.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner</i> , <i>poster</i> , <i>pamphlet</i> , dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

<i>exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>
Menulis 12. Mengungkapkan makna dalam teks fungsionalpendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory</i> , <i>exposition</i> dalam konteks kehidupan sehari-hari	12.1 Mengungkapkan makna dalam teks fungsional pendek (misalnya <i>banner</i> , <i>poster</i> , <i>pamphlet</i> , dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari 12.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>

2.1.3 Standar Kompetensi dan Kompetensi Dasar for SMA year XII

Table 3. Standar Kompetensi dan Kompetensi Dasar for SMA year XII

Standard Competence	Basic Competence
Mendengarkan 1. Memahami makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari	1. Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengusulkan, memohon, mengeluh, membahas kemungkinan atau untuk melakukan sesuatu, dan memerintah 2. Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengakui kesalahan, berjanji, menyalahkan, menuduh, mengungkapkan keingintahuan dan hasrat, dan menyatakan berbagai sikap
2. Memahami makna dalam teks fungsional pendek	1. Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima

dan monolog berbentuk <i>narrative</i> , <i>explanation</i> dan <i>discussion</i> dalam konteks kehidupan sehari-hari	2. Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>explanation</i> , dan <i>discussion</i>
Berbicara 3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari-hari	1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengusulkan, memohon, mengeluh, membahas kemungkinan atau untuk melakukan sesuatu, dan memerintah 2. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengakui kesalahan, berjanji, menyalahkan, menuduh, mengungkapkan keingintahuan dan hasrat, dan menyatakan berbagai sikap
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk <i>narrative</i> , <i>explanation</i> dan <i>discussion</i> dalam konteks kehidupan sehari-hari	1. Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari 2. Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>explanation</i> , dan
Membaca 5. Memahami makna teks fungsional pendek dan teks tulis esei berbentuk <i>narrative</i> , <i>explanation</i> dan <i>discussion</i> dalam konteks kehidupan	1. Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan. 2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu

sehari-hari dan untuk mengakses ilmu pengetahuan	pengetahuan dalam teks berbentuk: <i>narrative</i> , <i>explanation</i> , dan <i>discussion</i>
Menulis 6. Mengungkapkan makna dalam teks tulis monolog yang berbentuk <i>narrative</i> , <i>explanation</i> dan <i>discussion</i> secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	1. Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari 2. Mengungkapkan makna dan langkah retorika dalam teks monolog dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>explanation</i> , dan <i>discussion</i>
Mendengarkan 7. Memahami makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	1. Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan dan melibatkan tindak tutur: membujuk, mendorong semangat, mengkritik, mengungkapkan harapan, dan mencegah 2. makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan dan melibatkan tindak tutur: menyesali, mengungkapkan/menanyakan rencana, tujuan, maksud, memprediksi, berspekulasi, dan memberikan penilaian
8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i> dan <i>review</i> dalam konteks kehidupan sehari-hari	1. Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari 2. Memahami dan merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> dan <i>review</i>
Berbicara 9. Mengungkapkan makna dalam teks interaksional, dengan penekanan pada percakapan	1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan dalam

transaksional resmi dan berlanjut dalam konteks kehidupan sehari-hari	konteks kehidupan sehari-hari dan melibatkan tindak tutur: membujuk, mendorong semangat, mengkritik, mengungkapkan harapan, dan mencegah 2. Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyesali, mengungkapkan/menanyakan rencana, tujuan, maksud, memprediksi, berspekulasi, dan memberikan penilaian
10. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i> dan <i>review</i> secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	1. Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari 2. Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> dan <i>review</i>
Membaca 11. Memahami makna teks tulis monolog yang berbentuk <i>narrative</i> dan <i>review</i> secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	1. Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan 2. Merespon makna dan langkah retorika dalam teks monolog yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>narrative</i> dan <i>review</i>
Menulis 12. Mengungkapkan makna dalam teks tulis monolog/esei berbentuk <i>narrative</i> dan <i>review</i> dalam konteks kehidupan sehari-hari	12.1 Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> dan <i>review</i>

2.2 Studies on English National Examination

Since Indonesia went back to the centralized exam system, in 1980, the *Evaluasi Belajar Tahap Akhir Nasional* (National Final Learning Evaluation), commonly shortened as Ebtanas, was implemented for twenty-one years. Starting from the year 2003, a new form of nation-wide standardized exam was called *Ujian Akhir Nasional* (National Final Examination), popular with the acronym UAN was introduced. The subjects tested were Indonesian language, English, and Math. It was up to the schools and provinces to decide whether or not they required students to take final tests on other subjects. UAN itself was kept to be done until 2004. Under the new cabinet in 2005, the new Ministry of Education still decided to conduct a similar form of test, which was given a new name, *Ujian Nasional* (National Examination), shortened as UN.

Based on Peraturan Pemerintah No. 19 tahun 2005 tentang Standar Nasional Pendidikan article 63 verse 1, Evaluation of Education for primary and secondary education includes is done by educators, education unit, and government and in article 66 verse 1, evaluation which is done by the government is aimed to assess achievement of graduates competences nationally for certain subjects in groups of science and technology subjects and done through ujian nasional

English is one of subject that included groups of science and technology subjects. It means that achievement of graduates' competences nationally for English subject is assessed through national examination. Each year the standard of the UN is increased and hopefully students will also be able to increase their

competence, which then would reflect the improvement in the quality of national education (Murtiana, 2010). As stated in Keputusan Menteri clause 20, to pass the exam, students must gain average score of 5.5 and minimum score of 4 for at least two subjects and minimum 4.25 for other subjects. Particularly for students of vocational schools, they have to achieve score at least 7 for vocational practice (Depdiknas, 2009b). If the students do not achieve these minimum scores, they have to repeat the exam or they cannot graduate and continue to the higher education. In addition, according to Peraturan Pemerintah No. 19 tahun 2005 tentang Standar Nasional Pendidikan article 66 verse 2 UN is done objectively, fairly, and accountable.

2.2.1 English National Examination and Curriculum for SMA

Curriculum which is used in Indonesia, Kurikulum Tingkat Satuan Pendidikan (KTSP), is operational curriculum which is arranged, developed, and implemented by each education unit that is ready and capable to develop it. (Mulyasa, 2006, p.12). Developing KTSP refer to educational national standards to assure the achievement of the national education goal. One of the national standards is Content Standard (SI) which covers range of material and competency level to achieve graduates competence in certain level and education type (Panduan Penyusunan KTSP Jenjang Pendidikan Dasar dan Menengah, 2006). SI includes basic framework and structure of curriculum, standar kompetensi (SK) and kompetensi dasar (KD) for each subject in each semester from each type and level of primary and secondary education. Those SKs and KDs should be achieved by

the students to graduate from a school. The achievement of SKs and KDs is assessed through national examination.

Based on Peraturan Pemerintah No. 19 tahun 2005 tentang Standar Nasional Pendidikan article 66 verse 1, national examination is an evaluation program which is done by the government that is aimed to assess achievement of graduates competences nationally for certain subjects in groups of science and technology subjects and done through national examination.

2.2.2 English National Examination in Language Testing

According to Brown (2003), “a test is a method of measuring a person’s ability, knowledge or performance in a given domain. It is a single-occasion, unidimensional, timed exercise, usually in various kinds of form”. Testing is formal, and is often standardized, which means that similar procedures for administering and scoring, test materials, test items, norms against which they are compared are given to everyone who take the test.

The questions on a test are called items. The word item is preferred because it does not imply the interrogative form. The most common types of items used in language classes are multiple-choice items, short answer items, and communication items. In a language program, different types of tests are used to make different types of decisions. The tests administered in language programs are basically categorized into four types: proficiency test, placement tests, diagnostic tests, and achievement tests

- a. Proficiency tests, they focus to evaluate overall language ability without reference to any particular program. Brown (2004: 44) explained that “proficiency tests are not limited to any one course, curriculum, or single skill in the language. They consist of standardized multiple-choice items on grammar, vocabulary, reading comprehension, aural comprehension, and sometimes they also add some sample of writing and oral production performance”. An example of this would be a TOEFL or TOIEC test. Test of English as a Foreign Language is designed to measure test taker’s ability in mastering English as a Foreign Language.
- b. Placement tests, they are tests which are designed to place students in an appropriate course or class for their language level. As Hughes (2003: 16) said that “placement tests are intended to present information that will facilitate to place students into different levels within the program according to their own abilities”. This type of test is commonly held by commercial institutions to classify the students based on their competence.
- c. Diagnostic tests assess the degree to which the specific instructional goals of the course or program have been accomplished in a given class. It is commonly conducted in the beginning or in the middle of a language program. Hughes (2003: 14) said that “diagnostic tests are used to identify learner’s strengths and weaknesses. They are intended primarily to ascertain what learning still needs to take place”.
- d. Achievement tests are also designed to assess the extent to which students have mastered course objectives, but it is commonly administered in the end

of a program. Brown (2004: 47) found that “achievement tests analyze the extent to which students have acquired language features that have already been taught but diagnostic tests elicit information on what students need to work in the future”.

Proficiency test and placement tests are both norm-referenced tests (NRTs) which are designed to measure comprehensive language abilities. On norm-referenced, each student’s score is compared to all other students who participated in the tests. In contrast, diagnostic tests and achievement tests are belong to criterion-referenced tests (CRTs). CRT is scored directly from the content (or criteria) tested. While each student’s score in NRT is compared to all other students who participated in the tests, CRTs are designed to compare a student’s performance with particular learning objectives of a course or program (Brown, 1996). The different test qualities that these four tests have, i.e., detail of information, purpose of decision, relationship to program, administration timing, and interpretation of scores are shown in table 4.

Table 4

<i>Tests Qualities of Four Tests</i>				
Test qualities	Types of Decision			
	Norm-Referenced	Criterion-Referenced		
	Proficiency	Placement	Diagnostic	Achievement
Detail of Information	Very General	General	Very Specific	Specific
Focus	Usually, general skills prerequisite to entry	Learning points all levels and skills of program	Terminal and enabling objectives of courses	Terminal objectives of course or program
Purpose of Decision	To compare individual overall with other groups/individuals	To find each student's appropriate level	To inform students and teachers of objectives needing more work	To determine the degree of learning for advancement of graduation
Relationship to Program	Comparisons with other institutions	Comparisons within programs	Directly related to objectives still needing work	Directly related to objectives of program
Administration Timing	Before entry and sometimes at exit	Beginning of programs	Beginning and /or middle of courses	End of courses
Interpretation of Scores	Spread of scores	Spread of scores	Number and amount of objectives learned	Number and amount of objectives learned

Note: From http://www.kansai-u.ac.jp/fl/publication/pdf_forum/6/04_yoshida_37.pdf

According to Genesee and Upshur, another category of test types describes the kinds of decisions that can be made using tests results. Two types are commonly identified: formative and summative assessment. (1996: 153) Formative testing is ongoing and takes place throughout a course or program of instruction which its result will be used to modify instruction while the course is in progress. Formative Assessment is evaluating students in the process of forming their competence and skills with the goal of helping them to continue that growth process. Summative testing aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. A summary of what a student has learned implies looking back and taking stock of how well that student has accomplished objectives, but does not necessarily point the way to future progress. Brown (2003: 6) found that “final exams in a course and general proficiency exams are examples of summative test”.

Since English Ujian Nasional in Indonesia is held to assess the degree to which the national standard competencies have been accomplished by the students, is conducted at the end of learning program and is scored directly from the content (or criteria) tested, we can say that English Ujian Nasional is a kind of achievement test, criterion-referenced test and summative test.

2.3 Studies on Revised Bloom’s Taxonomy

The original Bloom’s Taxonomy was published by Bloom and his associates in 1956 (Bloom, et al., 1956). It includes six major categories in the Cognitive Domain: knowledge, comprehension, application, analysis, synthesis, and

evaluation. It was intended to provide for classification of educational system goals, especially to help teachers, administrators, professional specialists, and research workers to discuss curricular and evaluation problems with greater precision (Bloom, 1956, p.10).

Krathwohl and Anderson, in revising the original Bloom's Taxonomy have sought to (1) revise and extend their approach, (2) use common language, (3) be consistent with a current psychological and educational thinking, and (4) provide realistic examples of the use of the framework.

There are two reasons why it is necessary to revise original taxonomy. Anderson et al., (as cited in Becker & Seligman, 2001, p.XXI) said that "first, there is a need to refocus educators' attention on the value of the original hand book, not only as a historical document but also as one that in many respects was ahead of its time". Anderson and his associates believe that many of the ideas in the handbook are valuable to today's educators as they struggle with the problems associated with the design and implementation of accountability programs, standards-based curriculums, and authentic assessments. Second, as Anderson et al. (2001: XXI) stated, "there is a need to incorporate new knowledge and thought into framework". Numerous changes have occurred since 1956 that changed the way people think about and practice in education. These changes support the need for a revision.

2.3.1 Cognitive Process Dimension of Revised Bloom's Taxonomy

In contrast with the single dimension of the original Taxonomy, the revised taxonomy is two-dimensional, identifying both the kind of knowledge to be learned (knowledge

dimension) and the kind of learning expected from students (cognitive processes). It refers to their interrelationships as the Taxonomy Table.

Table 5. Taxonomy Table

The Knowledge Domain	The Cognitive Process Dimension					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
Factual Knowledge						
Conceptual Knowledge						
Procedural Knowledge						
Metacognitive Knowledge						

The columns of the table contain six categories of cognitive processes. Anderson et al. (2001: 5) stated that “the continuum underlying the cognitive process dimension is assumed to be cognitive complexity; that is *understand* is believed to be more cognitively complex than *remember*, *apply* is believed to be more cognitively complex than *understand*, and so on”. The six cognitive process categories in Revised Bloom’s Taxonomy written by Anderson et al. In “A taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives” are explained below:

1. Remember

The objective is associated with *Remember* category when the objective of instruction is to promote retention of the presented material in much the same form as it was taught. The relevant knowledge may be *Factual*, *Conceptual*, *Procedural*, or *Metacognitive*, or some combination of these.

The two associated cognitive processes are: first, *Recognizing* involves

retrieving relevant knowledge from long-term memory in order to compare it with presented information. In *recognizing*, the student searches long-term memory for a piece of information that is identical to the presented information. An alternative term for *recognizing* is identifying. Second, *Recalling*, it involves retrieving relevant knowledge from long-term memory when given a prompt to do so. In recalling, a student remembers previously learned information when given a prompt. Keywords under Remember category are: Listen, Group, Choose, Recite, Review, Quote, Record, Match, Select, Underline, Cite, Sort, List, Memorise, Show, Locate, Give example, Quote, Repeat, Label, Recall, Know, Group, Read, Write, and Outline.

2. Understand

Students are said to understand when they are able to construct meaning from instructional messages, including oral, written and graphic communication, however they are presented to students during lectures, in books, or on computer monitor. Cognitive processes in the category of *understand* include: first, *Interpreting*, occurs when a student is able to convert information from one representational form to another. Second, *Exemplifying*, occurs when a student gives a specific example of a general concept or principle. Third, *Classifying*, occurs when a student recognizes that something belongs to a certain category. Fourth, *Summarizing*, occurs when a student suggests a single statement that represents presented information or abstracts general theme. Fifth, *Inferring*, occurs when a

student is able to abstract a concept or principle that accounts for a set of examples or instances by encoding the relevant features of each instance by noting relationship among them. Sixth, *Comparing*, occurs when a student is able to detect similarities and differences between two or more objects, events, ideas, problems, or situations. Seventh, *Explaining*, occurs when a student is able to construct and use a cause-and-effect model of a system. Keywords under this category are: Restate, Identify, Discuss, Retell, Annotate, Translate, Paraphrase, Describe, Report, Translates, Define, Summarize, Interpret, Give main idea, Interpret and Infer.

3. Apply

Apply involves using procedures to perform exercises or solve problems. Thus, *Apply* is closely linked with *Procedural Knowledge*. This category consists of two cognitive processes, they are: *Executing*, occurs when a student is able to carry out a procedure when confronted with a familiar task; and *Implementing*, occurs when a student selects and uses a procedure to perform an unfamiliar task. Because selection is required, students must possess an understanding of the type of the problem encountered as well as the range of procedures that are available. Keywords under this category are: Change, Compute, Sequence, Show, Demonstrate, Dramatise, Construct, Apply, Make, Practice, Use, Adapt, and Draw.

4. Analyze

It involves breaking material into its constituent parts and determining how the parts are related to one another and to overall structures. Objectives classified as *Analyze* include learning to determine the relevant or important pieces of message (*differentiating process*), the ways in which the pieces of a message are organized (*organizing process*), and the underlying purpose of the message (*attributing process*). Keywords under this category are: Distinguish, Question, Appraise, Examine, Probe, Separate, Investigate, Sift, Research, Criticize, Compare, Contrast, Detect, Test, Debate, Analyse, and Discriminate.

5. Evaluate

Evaluate is defined as making judgements based on criteria and standards. Cognitive processes involves in this category are: first, *Checking*, occurs when a student is able to test internal inconsistencies or fallacies in an operation or a product. Second, *Critiquing*, involves judging a product or operation based on externally imposed criteria and standards. In *Critiquing*, student notes the positive and negative features of a product and makes a judgement based at least partly on those features. Alternative term is judging. Keywords under this category are: Judge, Rate, Validate, Assess, Score, Revise, Prioritise, Tell why, Evaluate, Defend, Measure, Deduce, Justify, Recommend, Appraise, Value, Criticise and Rank.

6. Create

It involves putting elements together to form a coherent or functional whole. Objectives classified as *Create* have students make a new product

by mentally reorganizing some elements or parts into a pattern or structure not clearly present before. Many objectives in the *Create* category emphasize originality so many educators must define what is original or unique. *Create* is associated with three cognitive processes, they are: first, *Generating*, involves representing the problem and arriving at alternatives or hypothesis that meet certain criteria. The goal of *generating* within *Create* is divergent. Second, *Planning*, involves devising a solution method that meets a problem's criteria. In *planning*, student may establish subgoals, or break a task into subtasks to be performed when solving the problem. The third, *Producing*, involves carrying out a plan for solving a given problem that meets certain specifications. Keywords under this category are: Formulate, Modify, Combine, Write, Rearrange, Construct, Compose, Assemble, Invent, Compile, Devise, Propose, Plan, Develop, Originate, Imagine, Generate, Formulate, Produce, and Set up.

2.3.2 Knowledge Dimensions of Revised Bloom's Taxonomy

While the columns of the table contain six categories of cognitive processes, the rows of the table contain the four different knowledge dimensions of Revised Bloom's Taxonomy. The four knowledge dimensions in Revised Bloom's Taxonomy written by Anderson et al. in "A taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives" are explained below:

- A. Factual Knowledge contains basic elements students must know if they are to be acquainted with the discipline or to solve any problems in it. The term Factual knowledge is used for the knowledge of discrete, isolated bits

of information. The subtypes of factual knowledge are: 1) Knowledge of terminology, it is knowledge of specific verbal and nonverbal labels and symbols which are used by experts to express what they know. 2) Knowledge of specific details and elements, it is the knowledge of events, locations, people, dates, sources of information, and the like. Every subject matter contains some details that experts know and believe to represent important knowledge about the field. Such specific facts are basic information that experts use in describing their field and in thinking about specific problems or topics in the field.

- B. Conceptual Knowledge includes schemas, mental models, or implicit or explicit theories in different cognitive psychological models. It includes knowledge of how a particular subject matter is organized and structured, how different parts or bits of information are interconnected and interrelated in a more systematic manner, and how these parts function together. Knowledge of Conceptual Knowledge is not just simple, isolated facts about a phenomena but rather ideas about the relationships between them and how they are linked together. Three subtypes of conceptual knowledge are: 1) Knowledge of classifications and categories, it includes the specific categories, classes, divisions, and arrangements that are used in different subject matters. 2) Knowledge of principles and generalizations, it includes knowledge of particular abstractions that summarize observations of a phenomena. This type of knowledge brings together large number of specific facts and events, describe the processes

and interrelationships among these specific details and furthermore describe the processes and interrelationships among the classification and categories. 3) Knowledge of theories, models, and structures, It differs from knowledge of principles and generalization in its emphasis on a set of principles and generalization related in some way to form a theory, model, or structure. The principle and generalizations do not need to be related in any meaningful way. This subtype includes knowledge of different paradigms, epistemologies, theories, and models that different disciplines use to describe, understand, explain, and predict phenomena.

- C. Procedural Knowledge is the knowledge of how to do something. It often takes the form of a series or sequence of steps to be followed. Three subtypes of Procedural knowledge are: 1) Knowledge of subject-specific skills and algorithms. The end result in this subtype of knowledge is generally considered fixed. 2) Knowledge of subject-specific techniques and methods; in this subtype, the result is more open and not fixed. Knowledge of subject-specific techniques and methods includes knowledge that is largely the result of consensus, agreement, or disciplinary norms rather than knowledge that more directly an outcome of observation, experimentation, or discovery. 3) Knowledge of criteria for determining when to use appropriate procedures. Students are expected to know when to use them, which often involve knowing the ways they have been used in the past.

D. Metacognitive Knowledge is knowledge about cognition in general as well as awareness of and knowledge about one's own cognition. Three subtypes of Metacognitive knowledge are: 1) strategic knowledge, knowledge of the general strategies for learning, thinking, and problem solving that student might use in learning. This subtype includes knowledge of the variety of strategies that students might use to memorize material, extract meaning from text, or comprehend what they hear in classroom or read in books and other course materials.

2) Knowledge about cognitive tasks, including contextual and conditional knowledge; this knowledge reflects both what general strategies to use and how to use them. 3) Self Knowledge; it is knowledge about one's strengths and weaknesses in relation to cognition and learning. For example, students who know they generally do better on multiple-choice test than on essay tests have some self-knowledge about their test-taking skills. Self-awareness of the breadth and depth of one's own knowledge base is an important aspect of self-knowledge.

2.2.3 Bloom's Taxonomy and Curriculum for SMA

Based on national standard which is stated in curriculum (KTSP) for SMA, English subject is given to the students to improve students' skills in reading, listening, writing, and speaking so that they can communicate in English in certain level of literacy. The intended literacy level for high school students in Indonesia includes: *performative, functional, informational* level. Students are expected to

be able to have competencies in reading, writing, listening, and speaking to fulfil daily needs and accessing knowledge using their linguistic competencies, informational level of literacy. By having those competencies, SMA students are expected to be ready to continue their study to higher education. So, we can infer that SMA students are expected to gain high order level of thinking.

In relation to the explanation above, The Revised Bloom's Taxonomy provides educators with one of the first systematic classifications of the processes of thinking and learning. This taxonomy remains easy to understand even it consists of six categories which is each requiring achievement of the prior skill or ability before the more complex one. The structure of the Revised Taxonomy Table matrix provides a clear, concise visual representation of the alignment between standards and educational goals, objectives, products, and activities (http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy).

2.4 Previous Related Study

Studies on the Revised Bloom's Taxonomy have been conducted for years. Karamustafaoglu, Sevim, Karamustafaoglu and Cepni (2003) studied and compared the chemistry questions asked in exams at different schools in two cities in Turkey in terms of the levels of cognitive domain of Bloom.s Taxonomy. 403 questions set in school examinations were analysed. It was found that 96% of the questions were of the lower-order cognitive skills (LOCS) type. Statistical tests showed that the question types were related to school type. On the other hand,

more than half of the questions asked in the university entrance examination (OSS) were of the higher-order cognitive skills (HOCS) type.

Haryanti (2006) examined the questions in textbook used by biology teachers for junior high school students year VII. The purpose of the study is to find out the quality of the questions of the textbook. She analyzed sixty questions of the textbook in terms of validity, reability, variety, difficulty level, and distracter effectiveness. She found that most of the questions dominated Remember and Understand level.

Jones, Harland, Reid and Bartlett (2009) examined the relationship between examination questions and Bloom's Taxonomy. They analyzed student performance, cognitive skill requirements, and module learning outcomes in the UK's Higher Education Funding Council for England and Quality Assurance Agency. The work has highlighted more questions that need to be considered. There was no consideration of the appropriateness of the module learning outcomes, which is a major factor in aligning questions to required skills.

Recently, Ayvaci and Turkdogan (2010) investigated the science and technology examination questions based the Revised Bloom's Taxonomy and found out the extent to which those questions comply with the learning theory of constructivism. The result of the study shows that there were little reflections of constructivist approach on the exam papers, which were prepared by the teachers who reported that they were using constructivist approach. Majority of the questions asked in the examination papers required recall or memorizing ability.

Regarding the above descriptions, it can be seen that studies on the Bloom's Taxonomy and the revision version have been conducted for many years in different places. They utilized the taxonomy to measure the students' ability which requires a classification of levels of cognitive skills in learning.

CHAPTER III

METHODOLOGY

3.1 Research Design

This study was conducted through qualitative research focusing on the content analysis method. As stated by Flick (2007) in Boyd (2009, p.3) that qualitative research is used: “to understand, describe and sometimes explain social phenomena from the inside in a number of different ways.” It is done by analyzing documents (texts, images, film or music) or similar traces of experiences or interactions. This study was done by analyzing KTSP document and English Ujian Nasional document including the cassette for listening section to investigate the coverage of Revised Bloom’s taxonomy in the English SK, KD and the English test items of UN for SMA.

3.2 Time and Place of the Study

The study was conducted in October 2010 until January 2011 in Bekasi by involving KTSP document and documents of English UN taken from SMA Negeri 1 Tambun Selatan. The writer chose the school randomly because all schools throughout Indonesia develop KTSP document by referring to same Standar Isi made by the government and all schools have English UN document. So, the writer believed picking up the KTSP document and English UN document from SMA Negeri 1 Tambun Selatan can represent all KTSP document and English UN document from all schools in Indonesia.

3.3 Data and Data Source

The data sources used in this study were documents of KTSP and documents of English UN including the cassettes of listening section. Documents of English Ujian Nasional 2008/2009 set A and English Ujian Nasional 2009/2010 set A were used in this research. There are two sets document of English Ujian Nasional, set A and set B. Both sets have same test items, so by picking up set A the writer believed it can represent both sets. The data taken from KTSP document are all SKs and KDs in KTSP. The data taken from document of English Ujian Nasional are all English test items of UN for SMA 2008/2009 set A, and all English test items of UN for SMA 2009/2010 set A.

3.4 Data Collection Procedure

To collect all English test items of Ujian Nasional for SMA year 2008/2009 set A and Ujian Nasional for SMA year 2009/2010 set A, the writer took documents of English UN for SMA including the cassette of its listening section from SMA Negeri 1 Tambun Selatan. Then, the writer transcribed the listening section. The writer picked up fifty questions of two sections of English UN for SMA year 2008/2009 set A and fifty questions of two sections of English UN for SMA year 2009/2010 set A then tabulated them.

To collect English SKs and KDs in KTSP, the writer took KTSP document from SMA Negeri 1 Tambun Selatan. Then the writer picked up each English SK and KD in KTSP; 12 SKs and 24 KDs from year X, 12 SKs and 24 KDs from year XI, and 12 SKs and 23 KDs from year XII and tabulated them.

3.5 Data Analysis Procedure

The data were analyzed through several steps. The first data, the test items, was analyzed through the following procedures: 1) Stating the intended outcome of each test item first. 2) Separating the verb and the noun phrase of each intended outcome. 3) Categorizing the verbs and the nouns in relation to the categories and dimension of Revised Bloom's Taxonomy. 4) Placing them into the Taxonomy Table 5) Calculating the number of test items which are placed in each category and dimensions.

The second data, the SKs and KDs, were analyzed through the following procedures: 1) Separating the verb and the noun phrase of each KD. 2) Categorizing the verbs and the nouns in relation to the categories and dimension of Revised Bloom's Taxonomy. 3) Placing them into the Taxonomy Table 4) Calculating the number of test items which are placed in each category and dimensions.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Findings

In this study the writer observed the coverage of the cognitive process categories and knowledge dimensions of Revised Bloom's taxonomy in English test items of Ujian Nasional for SMA. Then, the order of cognitive processes and types of knowledge required in the test items was compared to the coverage of Revised Bloom's taxonomy in English SK and KD to see how Revised Bloom's taxonomy covered in English test items of UN for SMA and whether the coverage is in line with the coverage of Revised Bloom's Taxonomy in English SK and KD. Therefore, the findings in this study were divided into two big categories. The first is finding to see how Revised Bloom's taxonomy covered in English test items of UN for SMA and the second is finding to the coverage of Revised Bloom's taxonomy in English SK and KD. Below is the detail description on each category.

4.1.1 The coverage of Revised Bloom's Taxonomy in English Standar Kompetensi and Kompetensi Dasar

There are seventy one KDs under thirty six SKs which were analyzed in this study. Twenty four KDs under 12 SKs for year X, twenty four KDs under 12 SKs for year XI, and twenty three under 12 SKs for year XII. Those SKs and KDs are designed to cover four major language skills to be taught to SMA students.

The distribution of the cognitive process categories and knowledge dimensions of RBT in SKs and KDs for SMA students year X is presented in the table below.

Table 6. SKs and KDs for SMA students year X in Taxonomy table

The Knowledge Domain	The Cognitive Process Dimension					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
Factual Knowledge						
Conceptual Knowledge		SK 1, 2, 5, 7, 8, 11 KD 1.1, 1.2, 2.1, 2.2, 5.1, 5.2, 7.1, 7.2, 8.1, 8.2, 11.1, 11.2		SK, 3, 4, 6, 9, 10, 12 KD 3.1, 3.2, 4.1, 4.2, 6.1, 6.2, 9.1, 9.2, 10.1, 10.2, 12.1, 12.2		
Procedural Knowledge						
Metacognitive Knowledge						

From the table above, we can see that all SKs and KDs for SMA students year X which deal with receptive skills, listening and reading, associated with *Understand* category. They are considered associated with *Understand* category because the verbs used to state the SK and KD are *Memahami* and *Merespon*. The word *Memahami* closely related to *Understand* category and the word *Merespon*, according to Kamus Umum Besar Bahasa Indonesia, means memberikan respons and respons means tanggapan, reaksi atau jawaban. So,

students are expected to be able to make reactions for spoken/written text that indicates they understand information on the texts.

In listening, students are expected to understand meanings in formal and informal transactional and interpersonal conversations which involves speech acts for introducing, meeting/leaving, accepting and declining invitation, accepting and cancelling promises, showing happiness, attention, sympathy, giving instructions, thanking, complimenting, congratulating, showing surprised and showing uncertainty; meanings in certain functional texts such as announcement, advertisement, invitations; and meanings in monologue texts like recount, narrative, procedure, descriptive, and news item. In reading, students are expected to respond meanings in certain functional texts such as announcement, advertisement, invitations; respond meanings and generic structure of monologue texts like recount, narrative, procedure, descriptive, and news item to show that they understand them.

The rest of SKs and KDs for SMA students year X which are dealing with productive skills are associated with *Analyze* category. The verb used is *Mengungkapkan*. According to Kamus Umum Besar Bahasa Indonesia, *Mengungkapkan* means menunjukan (show), mengungkapkan (reveal), memaparkan (explain), or menguraikan (analyze). That verb requires remembering, understanding, applying, and analyzing process as well, so the writer believes those SKs and KDs are associated with *Analyze* category.

In speaking, students are expected to express meanings in formal and informal transactional and interpersonal conversations which involves speech acts

for introducing, meeting/leaving, accepting and declining invitation, accepting and cancelling promises, showing happiness, attention, sympathy, giving instructions, thanking, complimenting, congratulating, showing surprised and showing uncertainty; meanings in certain functional texts such as announcement, advertisement, invitations; and meanings in monologue texts like recount, narrative, procedure, descriptive, and news item. While in writing, students are expected to express meanings in certain functional texts such as announcement, advertisement, invitations; express meanings and generic structure of monologue texts like recount, narrative, procedure, descriptive, and news item.

The distribution of the cognitive process categories and knowledge dimensions of RBT in SKs and KDs for SMA students year XI is presented in the table below.

Table 7. SKs and KDs for SMA students year XI in Taxonomy table

The Knowledge Domain	The Cognitive Process Dimension					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
Factual Knowledge						
Conceptual Knowledge		SK 1, 2, 5, 7, 8, 11 KD 1.1, 1.2, 2.1, 2.2, 5.1, 5.2, 7.1, 7.2, 8.1, 8.2, 11.1, 11.2		SK 3, 4, 6, 9, 10, 12 KD 3.1, 3.2, 4.1, 4.2, 6.1, 6.2, 9.1, 9.2, 10.1, 10.2, 12.1, 12.2		
Procedural Knowledge						
Metacognitive Knowledge						

Similar with SKs and KDs for SMA student year X, all SKs and KDs for SMA students year XI which deal with receptive skills are associated with *Understand* category because of the verbs used to state the SK and KD are similar, *Memahami* and *Merespon*. Students are expected to be able to make reactions for spoken/written text that indicates they understand information on the texts.

In speaking, students are expected to understand meanings in formal and informal transactional and interpersonal conversations which involves speech acts for asking and giving opinions, showing satisfaction and dissatisfaction, giving advices, warning, fulfilling request, showing relief, pain, and pleasure, showing stance, expressing love and sadness, showing embarrassment, anger, and annoyance; meanings in certain functional texts such as banner, poster, pamphlet; and meanings in monologue texts like report, narrative, analytical exposition, hortatory exposition, and spoof. While in writing, students are expected to respond meanings in certain functional texts such as banner, poster, and pamphlet; respond meanings and generic structure of monologue texts like report, narrative, analytical exposition, hortatory exposition, and spoof to show that they understand them.

The rest of SKs and KDs for SMA students year XI which are dealing with productive skills are associated with *Analyze* category. The verb used is *Mengungkapkan* which the writer believes that verb associated with *Analyze* category.

In speaking, students are expected to express meanings in formal and informal transactional and interpersonal conversations which involves speech acts for asking and giving opinions, showing satisfaction and dissatisfaction, giving advices, warning, fulfilling request, showing relief, pain, and pleasure, showing stance, expressing love and sadness, showing embarrassment, anger, and annoyance; meanings in certain functional texts such as banner, poster, pamphlet; and meanings in monologue texts like report, narrative, analytical exposition, hortatory exposition, and spoof. In writing, students are expected to express meanings in certain functional texts such as banner, poster, and pamphlet; respond meanings and generic structure of monologue texts like report, narrative, analytical exposition, hortatory exposition, and spoof.

The distribution of the cognitive process categories and knowledge dimensions of RBT in SKs and KDs for SMA students year XI is presented in the table below.

Table 3. SKs and KDs for SMA students year XII in Taxonomy table

The Knowledge Domain	The Cognitive Process Dimension					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
Factual Knowledge						
Conceptual Knowledge		SK 1, 2, 5, 7, 8, 9, 10, 11 KD 1.1, 1.2, 2.1, 2.2, 5.1, 5.2, 7.1, 7.2, 8.1, 8.2, 9.2, 10.1, 11.1, 11.2		SK 3, 4, 6, 9, 10, 12 KD 3.1, 3.2, 4.1, 4.2, 6.1, 6.2, 9.1, 10.2, 12.1		
Procedural Knowledge						

Metacognitive Knowledge						
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SKs and KDs for SMA student year XII which deal with receptive skills are associated with *Understand* category, similar with SKs and KDs for previous years, because of the verbs used to state the SK and KD are similar, *Memahami* and *Merespon*. Students are expected to be able to make reactions for spoken/written text that indicates they understand information on the texts.

In speaking, students are expected to understand meanings in formal and informal transactional and interpersonal conversations which involves speech acts for suggesting, begging, beefing, discussing possibility or doing something, reigning, admitting mistakes, making promise, blaming, accusing, expressing desires and attitudes, persuading, supporting, critiquing, expressing hope, preventing, regretting, expressing/asking plan, purpose, intention, predicting, speculating, and assessing; meanings in certain functional texts such as banner, poster, pamphlet; and meanings in monologue texts like report, narrative, explanation, discussion, and review. In writing, students are expected to respond meanings in certain functional texts such as banner, poster, and pamphlet; respond meanings and generic structure of monologue texts like report, narrative, explanation, discussion, and review to show that they understand them.

The rest of SKs and KDs for SMA students year XII which are dealing with productive skills are associated with *Analyze* category because the verb used

is *Mengungkapkan* which the writer believes that verb is associated with *Analyze* category.

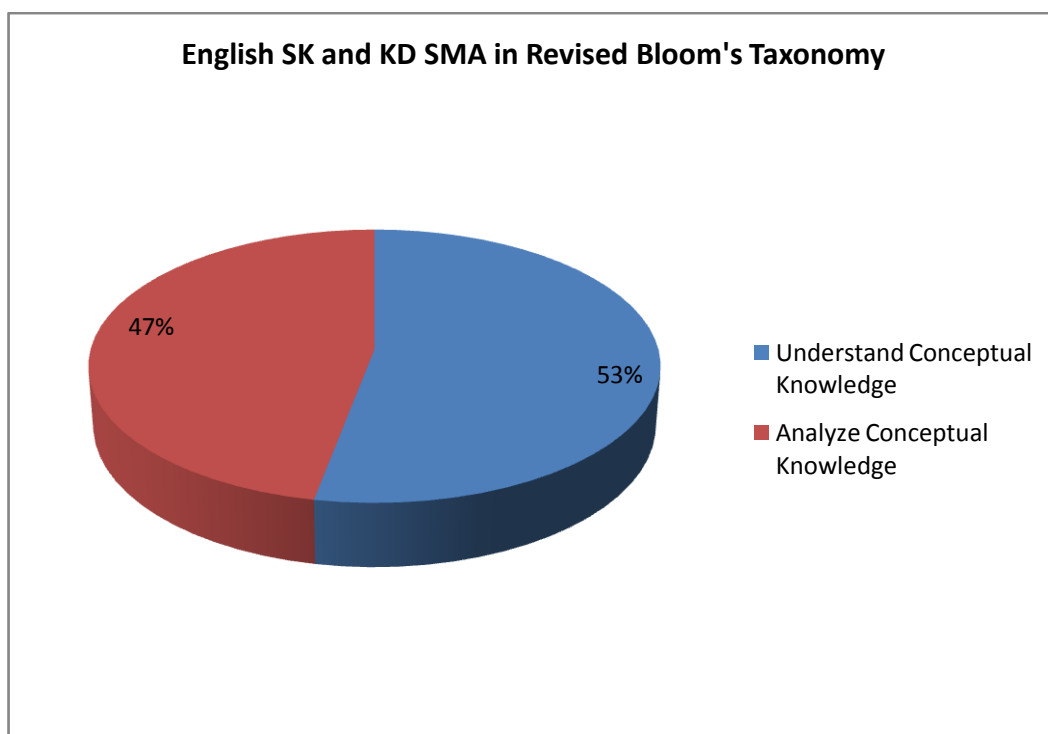
In speaking, students are expected to express meanings in formal and informal transactional and interpersonal conversations which involves speech acts for suggesting, begging, beefing, discussing possibility or doing something, reigning, admitting mistakes, making promise, blaming, accusing, expressing desires and attitudes, persuading, supporting, critiquing, expressing hope, preventing, regretting, expressing/asking plan, purpose, intention, predicting, speculating, and assessing; meanings in certain functional texts such as banner, poster, pamphlet; and meanings in monologue texts like report, narrative, explanation, discussion, and review. While in writing, students are expected to express meanings in certain functional texts such as banner, poster, and pamphlet; respond meanings and generic structure of monologue texts like report, narrative, explanation, discussion, and review.

All of the SKs and KDs cover conceptual knowledge. If we take a look at the noun phrase stated in SKs and KDs, *makna dalam percakapan, teks fungsional pendek dan monolog*, we can see that knowledge of bits of information (meanings in conversations, functional text and monologue) are interconnected and how they are functioned together are required here. First, the students should be able to master facts in presented information then they should be able to understand the concept under those facts, how each part of presented facts functioned together.

When it is said that the SK and KD cover *Understand* and *Analyze* category, it doesn't mean that SK and KD do not cover *Remember* and *Apply*. It is

true that the Revised Bloom's taxonomy do not form a cumulative hierarchy. But Anderson (2001: 267) said that "the revised framework is a hierarchy in the sense that the six major categories of the cognitive process dimension are presumed to be ordered in terms of increasing complexity". So, the mastery of a more complex cognitive process category required prior mastery of the entire less complex categories that means the mastery of *Analyze* category required mastery of *Remember*, *Understand*, and *Apply* category.

Chart 1.



According to the chart above, we can see that 53% of SKs and KDs cover *Understand* category and the rest cover *Analyze* process. 53 % of SKs and KDs under All of the SKs and KDs *understand* category requires students' receptive skill and 47% of the SKs and KDs are under *Analyze* category require students' productive skill. All of the SKs and KDs covers conceptual knowledge and other

knowledge dimensions are not covered because those SKs and KDs requires students' knowledge to understand meanings in conversations, functional texts, and monologues.

4.1.2. The coverage of Revised Bloom's Taxonomy in English test items of Ujian Nasional for SMA

English test items of Ujian Nasional for SMA analyzed in this study is English test items of Ujian Nasional for SMA in the year 2008/2009 set A and English test items of Ujian Nasional for SMA in the year 2009/2010 set A. Both of them consist of fifty test items which are divided into two parts; fifteen test items for listening section and thirty five test items for reading sections.

The coverage of the cognitive process categories and knowledge dimensions of Revised Bloom's Taxonomy in English test items of Ujian Nasional for SMA 2008/2009 set A is presented in the table below.

Table 9. English test item of UN SMA 2008/2009 in Taxonomy Table

The Knowledge Domain	The Cognitive Process Dimension					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
Factual Knowledge	No 2, 3, 4, 5, 11, 13, 14, 15, 17, 19, 21, 22, 23, 24, 27, 28, 29, 33, 35, 38, 40, 42, 43, 46, 48	No 30, 37, 43, 44, 47, 50				
Conceptual Knowledge		No 1, 12, 18, 20, 25, 26, 31, 32, 36, 49	No 6, 7, 8, 9, 10	No 16, 34, 41		
Procedural Knowledge						

Metacognitive Knowledge						
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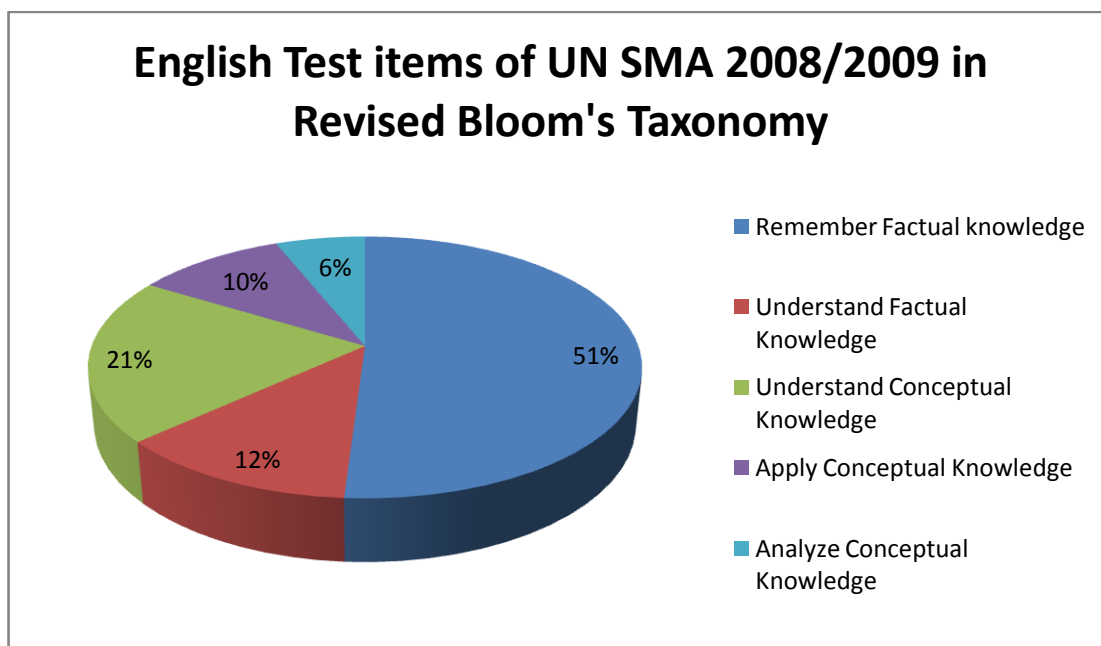
In the table above we can see that, twenty five of fifty test items associated with the cognitive process category *Remember*. All of them emphasize *Recalling* cognitive process. Those test items are considered under *Remember* process because the questions promoted students to mention detailed information in much as the same form as it was written/listened from the text provided. They ask students detailed information in spoken text in the form of conversation and descriptive, narrative, and report monologue, detailed information in written text in the form of letter, announcement, advertisement, narrative, report, recount, and discussion texts.

Then, sixteen test items are considered under *Understand* category; emphases are on *Interpreting*, *Summarizing*, *Inferring* and *Comparing* cognitive processes. Five of them are emphasis on *Interpreting* process because they required the students' ability to change information given on the test into another form. They are asked to define some words presented on the text. Eight of them emphasize *Summarizing* process because the students were asked to suggest a general theme, idea, or topic of presented information. Two of them emphasize *Inferring* process because they asked students to infer some issues based on the presented information. Another test item is under *Comparing* process because it asked students to find correspondences between two paragraphs.

Five of the test items analyzed here are associated with the cognitive process category *Apply*. They required *Implementing* process; they asked students to make up appropriate responses based on the presented expressions. The rest of the test items here are considered under *Analyze* category which required *Attributing* cognitive processes. They are considered under *Attributing* process because they asked students to select the author's intention in the text. They asked students to find out the author's purpose in writing the text.

In the aspect of knowledge dimension, thirty three test items here are considered required Factual Knowledge; some of them emphasized knowledge of terminology; the students were asked to have the knowledge that they need to define some vocabularies, and the rest of them emphasized knowledge of specific details and elements; those test items requires students' knowledge of specific facts in the presented information. The rest of the test items required conceptual knowledge, are under knowledge of principles and generalizations, knowledge of how facts in presented information interconnected and functioned together and used in determining appropriate action to be taken. They required the knowledge that students need to restate general theme, the purpose of the text, and make appropriate responses of an expressions.

Chart 2.



According to the chart above, we can see that more than 90% of English test items of UN for SMA year 2008/2009 only covered low order of cognitive categories (Remember, Understand, and Apply) and 6% covered Analyze category. 63% of the test items covered factual knowledge, 37 % of them covered conceptual knowledge and none of the covered procedural and metacognitive knowledge. 51% of the test items for Remember factual knowledge, 12% for Understand factual knowledge, 21% for Understand Conceptual knowledge, 10% for Apply conceptual knowledge, and 6 % for Analyze factual knowledge.

51% of the test items are under remember factual knowledge because they ask students to mention detailed information in much as the same form as it was written/listened from spoken text in the form of conversation and descriptive, narrative, and report monologue, detailed information in written text in the form

of letter, announcement, advertisement, narrative, report, recount, and discussion texts. 12 % of the test items are under understand factual knowledge because they ask students to define a word, and to compare two paragraphs of discussion text. 21% of the test items are under understand conceptual knowledge because they ask students to state general theme of spoken text, written narrative text, written letter, advertisement, news item text, report text, and short message and to find out the message of a story. 10% of the test items are under apply conceptual knowledge because they ask students to make up an appropriate response of an expression given in some dialogues. 6% of the test items are under analyze conceptual knowledge because they ask students to find out the writer's intention and purpose in writing the texts.

The coverage of the cognitive process categories and knowledge dimensions of Revised Bloom's Taxonomy in English test items of UN SMA 2009/2010 set A is presented in the table below.

Table 10. English test item of UN SMA 2009/2010 in Taxonomy Table

The Knowledge Domain	The Cognitive Process Dimension					
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
Factual Knowledge	No 2, 3, 4, 5, 6, 12, 13, 14, 18, 21, 24, 26, 30, 31, 32, 34, 36, 41, 42, 43, 45, 47, 48	No 15, 19, 22, 25, 44, 46			No 30	
Conceptual Knowledge		No 1, 16, 17, 20, 23, 27, 28, 29, 33, 35, 38, 39, 40	No 7, 8, 9, 10, 11	No 37, 49		

Procedural Knowledge						
Metacognitive Knowledge						

In the table 4 we can see that twenty three of fifty test items associated with the cognitive process category *Remember*. All of them emphasize *Recalling* cognitive process. Those test items are considered under *Remember* process because the questions promoted students to mention detailed information in much as the same form as it was written/listened from the text provided. They ask students to find detailed information in spoken text in the form of conversation and report monologue, detailed information in written text in the form of letter, announcement, advertisement, narrative, news item, report, descriptive, explanation, and discussion texts.

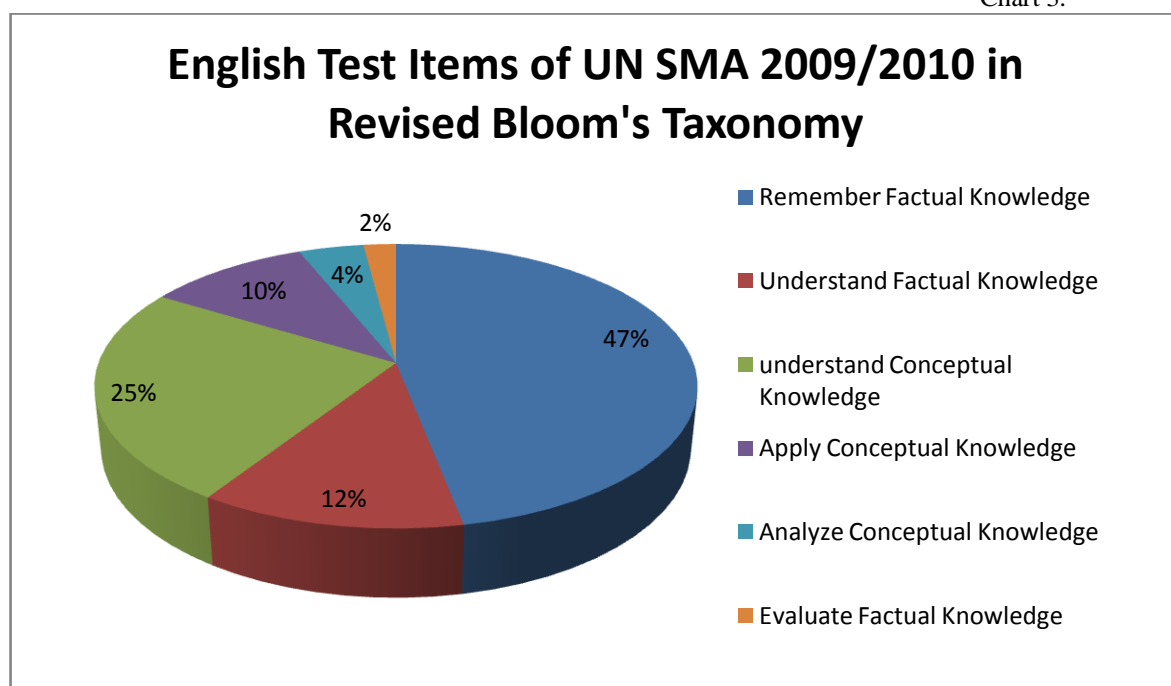
Then, nineteen test items are considered under *Understand* category; emphases are on *Interpreting*, *Summarizing*, *Inferring* and *Comparing* cognitive processes. Four of them are emphasis on *Interpreting* process because they required the students' ability to change information given on the test into another form. They are asked to paraphrase sentences, define some words presented on the text, and identify the reference of a word. Eleven of them emphasize *Summarizing* process because the students were asked to suggest a general theme, idea, or topic of presented information. Three of them emphasize *Inferring* process because they asked students to infer some issues based on the presented

information. Another test item is under *Comparing* process because it asked students to find correspondences between two paragraphs.

Five of the test items analyzed here are associated with the cognitive process category *Apply*. They required *Implementing* process; they asked students to make up appropriate responses based on the presented expressions. Two of the test items here are considered under *Analyze* category which required *Attributing* cognitive processes. They are considered under *Attributing* process because they asked students to select the author's intention in the text. They asked students to find out the author's purpose in writing the text. The last test item is considered under *Evaluate* category because the students are asked to assess which of the choices is the most improbable reason.

In the aspect of knowledge dimension, thirty test items here are considered required Factual Knowledge; some of them emphasized knowledge of terminology; the students were asked to have the knowledge that they need to define some vocabularies and select a picture of the terminology being talked, and the rest of them emphasized knowledge of specific details and elements; those test items requires students' knowledge of facts in the presented information. Other test items required conceptual knowledge. They are under knowledge of principles and generalizations, knowledge of how facts in presented information interconnected and functioned together and used in determining appropriate action to be taken. They required the knowledge that students need to restate general theme, the purpose of the text, and make appropriate responses of an expressions.

Chart 3.



According to the chart above, we can see that more than 90% of English test items of UN for SMA year 2009/2010 only covered low order cognitive categories (*Remember*, *Understand*, and *Apply*) and 4% covered *Analyze* category and 2% covered *Evaluate* category. 47 % of the test items are under remember factual knowledge because they ask students to 61% of the test items covered Factual knowledge, 39 % of them covered conceptual knowledge and none of the covered Procedural and Metacognitive knowledge. 47% of the test items for *Remember* Factual knowledge, 12% for *Understand* Factual knowledge, 25% for *Understand* Conceptual knowledge, 10% for *Apply* Conceptual knowledge, 4 % for *Analyze* Factual knowledge, and 2% *Evaluate* Factual knowledge.

47% of the test items are associated with *Remember* Factual knowledge because they ask students to find detailed information in spoken text in the form of conversation and report monologue, detailed information in written text in the

form of letter, announcement, advertisement, narrative, news item, report, descriptive, explanation, and discussion texts. 12% of the test items are under Understand Factual knowledge because they ask students to infer meanings of some sentences, to define some words, and to compare two different paragraphs. 25% are under *Understand* Conceptual knowledge because they ask students to summarize ideas in some spoken and written texts, 10% of the test items are for Apply Conceptual knowledge because they ask students to make up an appropriate response of some expressions in given dialogues, 4 % of the test items are for Analyze Factual knowledge because they ask students to find out the writer's purpose of writing texts, and 2% of the test items are for Evaluate Factual knowledge because they ask students to assess which of the choices is the most improbable reason in a discussion text.

The coverage of Revised Bloom's Taxonomy in English test items of UN SMA 2009/2010 is broader than the coverage of Revised Bloom's Taxonomy in English test items of Ujian Nasional for SMA 2008/2009. The test items year 2008/2009 covers four cognitive process categories; Remember, Understand, Apply, and Analyze, but the test items year 2009/2010 covers five cognitive process categories; Remember, Understand, Apply, Analyze and Evaluate, even there is only one test item that is considered under Evaluate category.

4.2 Discussion

The findings shows that English test items of Ujian Nasional for SMA didn't cover all cognitive process categories and knowledge dimensions of the Revised

Bloom's Taxonomy. We can see that more than 90% of English test items of UN for SMA year 2008/2009 and year 2009/2010 only covered low order of cognitive categories (Remember, Understand, and Apply). About 60% of the test items covered factual knowledge; about 37 % of them covered conceptual knowledge and none of the covered procedural and metacognitive knowledge.

Comparing to the study by Ayvaci and Turkdogan (2010), it revealed close result. They found that majority of the questions asked in the examination papers required recall or memorizing ability, same with the test items analyzed here which shows that 83% of the test items required the first two cognitive process categories. Haryanti (2006) also reported similar result. She found that most of the questions in textbook used by biology teachers for junior high school students year VII dominated Remember and Understand level.

However, the coverage of Revised Bloom's Taxonomy in English test items of UN SMA year 2008/2009 is aligned with the coverage of Revised Bloom's Taxonomy in English SK and KD, even the proportion of each category is different. In fact, observing coverage of Revised Bloom's Taxonomy in English test items of UN for SMA year 2009/2010 let us see that there is inappropriateness of the coverage. The coverage of Revised Bloom's Taxonomy in English test items of UN for SMA 2009/2010 is broader than the coverage of Revised Bloom's Taxonomy in SK and KD. The highest category covered by SK and KD is Analyze category, but the test items year 2009/2010 covers five cognitive process categories; Remember, Understand, Apply, Analyze and Evaluate, even there is only one test item that is considered under Evaluate category.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Based on the result of the research findings and the discussion, it can conclude that English test items of Ujian Nasional for SMA do not cover all cognitive process categories and knowledge dimensions of the Revised Bloom's Taxonomy. The test items were associated with Remember, Understand, Apply, Analyze, and Evaluate categories. More than 90% of English test items of Ujian Nasional for SMA only covered low order of cognitive categories (Remember, Understand, and Apply). Most of the test items covered factual knowledge and the rest of them covered conceptual knowledge and none of them covered procedural and metacognitive knowledge.

However, the coverage of Revised Bloom's Taxonomy in English test items of Ujian Nasional for SMA is not aligned with the coverage of Revised Bloom's Taxonomy in English SK and KD. The SKs and KDs only cover Remember, Understand, Apply and Analyze categories while the test items were associated with Remember, Understand, Apply, Analyze, and Evaluate categories.

5.2 Recommendations

English national examination need to be designed with a greater care because passing the national examination is one of the requirements for students to graduate from a school. Utilizing Revised Bloom's taxonomy might be useful to

design test items to be in accordance with students' thinking level and the test items. Applying Revised Bloom's Taxonomy in the test items makes that students who can pass the examination are those who not only master certain type knowledge and cognitive category. To create intelligent and competitive graduates it is also important to develop competences which require high cognitive processes, Revised Bloom's Taxonomy may be very useful in developing SK and KD, because those competences are minimum competences to be achieved by the students to graduate from a school.

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