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4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20-21 May 2016
Bandar Lampung University,Indonesia

PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

4th ICEL 2016

20 -21 MAY 2016

Organized by:
Faculty of Teacher Training and Education (FKIP),
English Education Study Program of Bandar Lampung University
Zainal Abidin Pagar Alam street No.89 Labuhan Ratu, Bandar Lampung, Indonesia
Phone: +62 721 36 666 25, Fax: +62 721 701 467
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PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M
4th lCEL 2016 Chairman

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Education and Language (4th ICEL 2016)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
May 20,21 2016

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LOOKING AT ENGLISH NATIONAL EXAMINATION 2016 IN INDONESIA: A PROSPECT OF BLOOM'S REVISED TAXONOMY

Candra Jaya

Faculty of Social Science, Nahdlatul Ulama University of Lampung, Indonesia
Corresponding email: Candrajaya_72@yahoo.co.id

Abstract

The primary purpose of this qualitative study was to investigate two dimensions of Cognitive domains, which consist of Cognitive process dimension and Knowledge dimension, in Bloom's Revised Taxonomy by gauging each category of thinking skills utilized on 35 reading comprehension questions in the English National Examination 2015/2016 of Senior Secondary School in Indonesia. The categories of Cognitive process dimension consist of six including remember, understand, apply, analyze, evaluate, and create; and, of Knowledge dimension consist of four including factual, conceptual, procedural, and meta-cognitive. Model questions of Bloom's Revised Taxonomy, Structure of Cognitive process dimension, Structure of Knowledge dimension, and Taxonomy Table were deployed as instruments in this study. The findings, out of six categories of thinking skills, of Cognitive process dimension uncovered that, out of 35 reading questions, 22 questions, which indicated 63%, appeared as remember category, 10 questions, which indicated 28%, appeared as understand category, and 3 questions, which indicated 9%, appeared as analyze category. Meanwhile, the findings, out of four knowledge categories, of Knowledge dimension uncovered that, out of 35 reading questions, 27 questions, which indicated 77%, appeared as factual knowledge, 6 questions, which indicated 17%, appeared as conceptual knowledge, and 2 questions, which indicated 6%, appeared as procedural knowledge.

Keywords: blooms' revised taxonomy, cognitive process dimension, knowledge dimension, reading comprehension questions.

1. INTRODUCTION

Government's attempt to evaluate an education by administering National Examination aims at assessing achievement of national competence in a particular subject within cluster of science and technological subjects estimating National Standard of Education (Education Ministerial Regulation no. 20 year 2007). National Examination is administered based on (1) Law of Republic of Indonesia. no. 20 year 2003 dealing with National Education System under article 58 related to students' learning evaluation, and (2) Governmental Regulation. No. 19/ 2005 concerning National Standard of Education under article 63 with regard to education estimation, (3) Education Ministerial Regulation No. 59/ 2011 regarding criteria of students' graduate (Questioning-Answering UN, 2012: 2).

English Examination examines listening, and reading, used to comprehend, and speaking and writing, used to express, the meaning of interpersonal and transactional discourse. (Education Ministerial Regulation no. 23 year 2006). However, only listening and reading are examined in English National Examination of Senior Secondary School based upon (1) Procedure of Standard Operation of National Examination administration, (2) Test Blueprint of English National Examination. The test Blueprint, issued by Board of National Education Standard (*BSNP*), was composed of Standard of Content (BSNP Regulation No. 0019/P/BSNP/XI/2012) & (BSNP Regulation No. 0020/P/BSNP/I/2013). Listening section in the English National Examination consists of 15 questions. Meanwhile, reading section consists of 35 questions (Education Ministerial Regulation no. 23 year 2006) & (Standard Operation of Procedure, 2013:24).

School-Based Curriculum comprises two models including Competency-Based Curriculum (*KBK*) and School-Level Curriculum (*KTSP)* (Profession Service of Curriculum 2003*).* Each curriculum utilizes genre approach comprising four competences (1) transactional conversation to get something done, (2) interpersonal conversation to establish social relations, (3) short functional text, and (4) monologue and essays (Agustien, 2006:2). Genre approach available in Standard of Content comprises types of texts including recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review (Education Ministerial Regulation no. 23 year 2006). Therefore, reading texts in the

English National Examination are based on genre approach. Bloom's Taxonomy in Competency-Based Curriculum, which establishes Standard of Competency and Basic Competency formulation (A Special Guide to Syllabus Development and English Evaluation: 2003:35*)* and in School-Leveled Curriculum, which establishes indicator of learning achievement (Guide to Syllabus Development, 2008:21), is to gauge the learners' levels of thinking skills. Two versions of Bloom's Taxonomy are Bloom's Original Taxonomy and Bloom's Revised Taxonomy (Munzenmaier & Rubin, 2013) and (Krathwohl, 2002). Two aspects underpinning Bloom's Revised Taxonomy are (1) changes of the category, (2) extension from one dimension to two dimensions (Krathwohl (2002:212).The changes of the categories are illustrated in Figure 1.

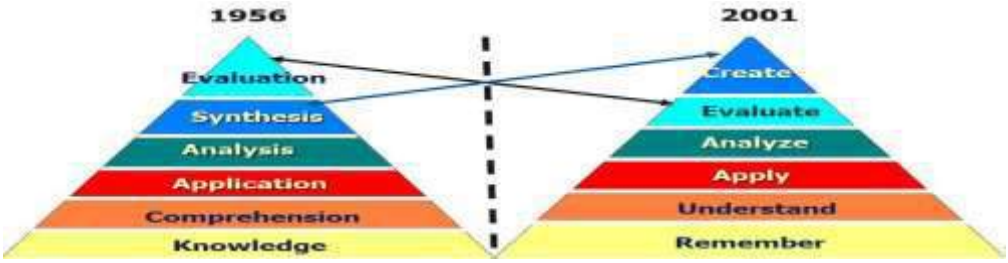

Figure 1. Bloom's Original and Revised Taxonomy within Cognitive Domain

The figure displays six categories of each Bloom's Taxonomy version in which the changes of each category by converting (1) *knowledge* into *remember* for retrieving knowledge, (2) *comprehension* into *understand* for determining the meaning of message, (3) *application* into *apply* for using procedure, (4) *analysis* into *analyze* for breaking materials into its part, (5*) synthesis* into *evaluate* for judging based on criteria, (6) *evaluation* into *create* for putting elements together to make an original product. *Synthesis*, in Bloom' Original Taxonomy, was changed place with *evaluation* by renaming *create* in Bloom's Revised Taxonomy (Krathwohl, 2002:215). The outlines for specific cognitive categories of Cognitive process dimension are presented in Table 1.

Table 1. Complete Structure of Cognitive Domain in Each Level

Structure of Revised Taxonomy
1.0 Remember – Retrieving relevant knowledge long term memory
1.1 Recognizing
1.1 Recalling
2.0 Understand – Determining the meaning of instruction message, including oral, written, and graphic communication
2.1 Interpreting
2.2 exemplifying
2.3 Classifying
2.4 Summarizing
2.5 Inferring
2.6 Comparing
2.7 Explaining
3.0 Apply – Carrying out or using a procedure in a given situation
3.1 Executing
3.2 Implementing
4.0 Analyze – Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose
4.1 Differentiating
4.2 Organizing
4.3 Attributing
5.0 Evaluate – Making judgments base on criteria and standards
5.1 Checking
5.2 Critiquing
6.0 Create – Putting elements together to form a novel, coherent whole or make an original product
6.0 Generating
6.1 Planning
6.2 Producing

Nineteen specific cognitive categories within six categories of Cognitive process dimension include (1) two specific categories of *remember*,(2) seven specific categories of *understand*, (3) two specific categories of *apply:* (4) three specific categories of *analyze*, (5) two specific categories of *evaluate*, (6) three specific categories of *create* (Krathwohl, 2002:214-215). The development of key words within Cognitive process dimension for learning objectives is depicted in Figure 2.

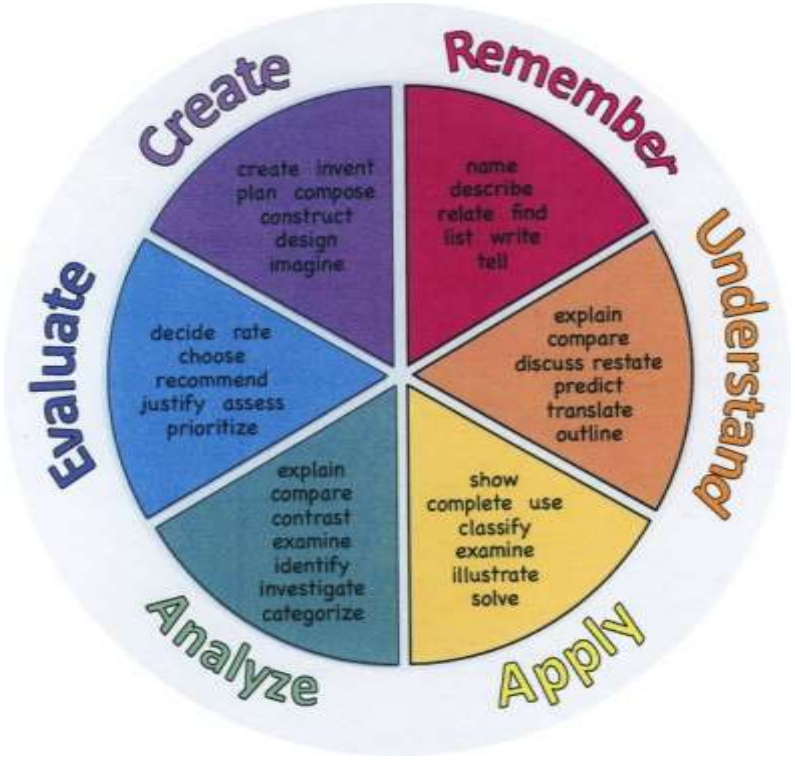

Figure 2**.** Key Words for Objectives in Cognitive Process Dimension (Source: WolfgangBrauner)

Figure 2 shows several key words in each category for learning objectives, of which each development is on the basis of nineteen specific categories, within Cognitive process dimension according to Bloom's Revised Taxonomy. Some key words derived from the category of remember such as *tell*, *name*, of understand such as *explain*, *compare*, of apply such as *show*, *classify*, of analyze such as *examine*, *categorize*, of evaluate such as *decide*, *justify*, and of create such as *construct*, *design*. The extension from one dimension to two dimensions is Knowledge dimension (Krathwohl, 2002:214) that is shown in Table 2.

Table 2. Structure of Knowledge Dimension of Revised Bloom's Taxonomy

Knowledge Dimension
A. Factual Knowledge – The basic elements that students must know to be acquainted with a discipline or in it.
Aa. Knowledge of terminology
Ab. Knowledge of specific details and elements
B. Conceptual Knowledge – The interrelationship among the basic elements within a larger structure that enable them to function together.
Ba. Knowledge of classifications and categories
Bb. Knowledge of principles and generalizations
Bc. Knowledge of theories, models, and structures.
C. Procedural Knowledge – How to do something; methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.
Ca. Knowledge of subject-specific skills and algorithms
Cb. Knowledge of subject-specific technique and methods
Cc. Knowledge of criteria for determining when to use appropriate procedures.
D. Meta-cognitive Knowledge – Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.
Da. Strategic knowledge
Db. Knowledge about cognitive tasks, including appropriate contextual and Conditional knowledge
Dc. Self-knowledge

Eleven subcategories, of the four main categories, within Knowledge dimension are (1) two subcategories of *factual* knowledge, (2) three subcategories of *conceptual* knowledge, (3) three subcategories of *procedural* knowledge, and (4) three subcategories of *meta-cognitive* knowledge. Taxonomy Table intersects Cognitive process dimension with Knowledge dimension, as illustrated by Krathwohl (2002:216), is presented in Table 3.

Table3. The Taxonomy Table in Knowledge Dimension

The Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Crea
Factual Knowledge						
Conceptual Knowledge						
Procedural Knowledge						
Meta-cognitive Knowledge						

The table depicted two dimension of Cognitive domain, including Cognitive process and Knowledge dimension, and three intersected parts comprising Vertical Axis, Horizontal Axis, and Cell. Vertical Axis for Knowledge dimension, Horizontal Axis for Cognitive process dimension, and Cell is for the intersection of each dimension (Krathwohl, 2002:215).

The theoretical and practical sights aforementioned portray a view between Cognitive domain in accordance with Bloom's Revised Taxonomy and reading questions in the English National Examination of Senior Secondary School. However, in the Indonesian educational setting, there have apparently been no intentional endeavors by National Department of Education or Board of National Education Standard (*BSNP*) to research the levels of thinking skills used on the reading questions in the English National Examination. Therefore, it essential that a study about the thinking skills within Cognitive domain, which consists of Cognitive process and Knowledge dimensions, be conducted to gauge the categories of each level of thinking skill used on each question in the English National Examination according to Bloom's Revised Taxonomy.

Studies on the gauge of the levels of thinking skills used on the questions in the examination have been conducted. Geze, Sunker & Sahin (2014) carried out a study about exam questions in social courses, which included three grades, at primary schools in Iztanbul. The results of the findings of Cognitive process dimension showed four categories of thinking skills including remember, understand, apply, analyze, and evaluate and of Knowledge dimension showed three knowledge categories including factual, conceptual, and procedural. Study by Karadeniz (2010) found that six categories of thinking skills within Cognitive process dimension and three categories, which included factual, conceptual, and procedural, within Knowledge dimension used on 100 examination papers of science and technology in Turkey.

2. METHOD

This study related with depicting Cognitive domain used on the reading comprehension questions in the English National Examination in the 2015/2016 academic year by investigating the categories of each level of thinking skill from two dimensions, which included Cognitive process dimension and Knowledge dimensions, in accordance with Bloom's Revised Taxonomy. Accordingly, drawing qualitative design, this study utilized content or document analysis to indentify specified characteristics of the written or visual materials which intends to discover the level of difficulty of material in textbooks or other publications (Arie, et.al., 2010:457). To determine research sampling, English National Examination in the 2015/2016 academic year of Senior Secondary School, as one of the English National Examinations documents which was examined in Indonesia, was employed as purposeful sampling on the basis of homogenous sampling due to their similar characteristics based on membership or subgroup (Creswell,2012:208).

Four instruments, each of the two instruments was utilized to gauge Cognitive process dimension and Knowledge dimension, were deployed in this study. The two instruments to gauge Cognitive process dimension encompassed (1) Model Questions, which include remember, understand, apply, analyze, evaluate and create and Verbs for Objective, of Bloom's Revised Taxonomy (*IUPUI*:2002) and, (2) structure of Cognitive process dimension which consists of 19 specific cognitive process categories (Krathwohl, 2002:215). Other instruments to gauge Knowledge dimension encompassed (1) structure of Knowledge dimension which consists of 11 specific categories, (2) the Taxonomy Table, which covered Cognitive process dimension axis, Knowledge dimension axis, and intersected axis, of Bloom's Revised Taxonomy *(*Krathwohl, 2002:214-216). Coding data, by identifying text segments and assigning code word, phrases, sentence or paragraph that accurately describe the meaning of text segments, was deployed to analyze the data (Creswell, 2012:244).

3. FINDINGS AND DISCUSSIONS

3.1Findings

Two dimensions, which consist of Cognitive process dimension and Knowledge dimension, of Bloom's Revised Taxonomy were the findings which were obtained by gauging categories of each level of thinking skill

used on 35 reading comprehension questions in the English National Examination 2015/2016 of Senior Secondary School in Indonesia. The findings of 35 reading comprehension questions, which were distributed to each passage and text type, are presented in Table 4.

Table 4. Distributed Questions in Each Topic and Text Types in the English National Examination 2015/2016

No	Passage/ Topic	Question (Question Number)	Text Type
1	*Healthy skin*	3 questions (16-18)	Hortatory exposition
2	*Newspaper*	2 questions (19-20)	Hortatory exposition
3	*Typewriter*	3 questions (21-23)	Descriptive
4	*New year's celebration*	1 questions (24).	Narrative
5	*how to blend fruits*	1 questions (25)	Procedure
6	*Chinese demand for Japan*	2 questions (26-27)	Commentary
7	*Webcams*	3 questions (28-30)	Commentary
8	*Circus*	3 questions (31-33)	Analytical exposition
9	*Snakes*	3 questions (34-36)	Report
10	*Advertisement*	3 questions (37-39)	Hortatory exposition
11	*Napoleon fish*	3 questions (40-42)	Descriptive
12	*Business machines*	3 questions (43-45)	Announcement
13	*Ancient genetic*	2 question (46-47)	News item
14	*Farmers and three sons*	3 question (48-50)	Narrative

As shown in the Table 4, it was found that eight kinds of monologue essay texts and one kind of short functional text were employed in the fourteen reading texts. The monologue essay texts covered hortatory exposition, analytical exposition, narrative, report, procedure, descriptive, procedure, and commentary. One kind of short functional text was announcement. The findings of the categories of the level of thinking skills within Cognitive Process dimension according to Bloom's Revised Taxonomy used on reading comprehension questions in the English National Examination 2015/2016 are presented in Table 5.

Table 5. Categories of Reading Questions in Cognitive Process Dimension in the English National Examination 2015/2016.

No	Category	Question	Text Type	Subcategory
1	***Remember***	16,17,18,19, 20,21,23,,28,29, 31,32,34,35,37, 38,40,41,42,47, 48,49,50	Hortatory exposition, hortatory exposition, descriptive, narrative, procedure, commentary, analytical exposition, report, hortatory exposition, descriptive, news item, narrative,	*(16) recalling,(17) recalling, (18) recognizing, (19)recalling,(20) recalling, (21) recognizing, (23) (28) recalling,(29) recalling, (31) recalling,(32) recalling, (34)recalling, (35)recalling, (37) recalling,(38) recalling, (40)recalling, (41)recalling, (42) recalling, (47) recalling,(48) recognizing, (49) recognizing, (50) recognizing*
2	***Understand***	22,27,30,33,36, 39,43,44,45,46,	Descriptive, commentary, commentary, analytical exposition, report, announcement, news item,	*(22) Interpreting,(27)interpreting, (30) interpreting, (33) interpreting, (36) interpreting, (39) interpreting, (43)interpreting, (44) interpreting, (45) interpreting, (46) interpreting*
2	***Analyze***	24,25,26	Narrative, procedure commentary	*(24)organizing, (25)organizing,(26) organizing*

As can be seen in the Table 5, it was found that remember category showed 22 questions, understand category showed 10 questions, and analyze category showed 3 questions. The findings of each category of the level of thinking skills related its specific cognitive process category demonstrated that remember category, out of 22 questions, showed 5 questions for recognizing ability and 17 questions for recalling ability. Understand category, out of 10 questions, exhibited that all questions (10 questions) for interpreting ability. Analyze category, out of 3 questions, also demonstrated all questions (3 questions) for organizing ability. The findings of the categories of the level of thinking skills within Cognitive Process dimension in accordance with Bloom's Revised Taxonomy used on reading comprehension questions in the English National Examination 2015/2016 are depicted in Figure 3.

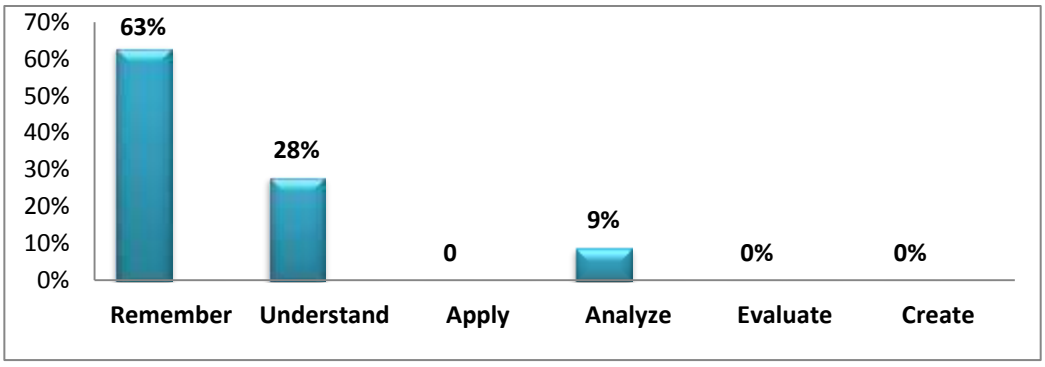

Figure 3. Thinking Skills in Cognitive Process Dimension on Reading Comprehension Questions in the English National Examination 2015/2016.

The findings demonstrated that remember indicated 63% which showed 22 questions, understand indicated 10% which showed 10 questions, and analyze indicated 9% which showed 3 questions. It was uncovered that remember category, out of three categories, appeared as the highest level of thinking skill used on the reading comprehension question in the English National Examination 2015/2016. The findings of the categories of the level of thinking skills within Knowledge dimension according to Bloom's Revised Taxonomy used on reading comprehension questions in the English National Examination 2015/2016 are presented in Table 6.

Table 6 . Thinking Skills in Knowledge Dimension on Reading Questions in the English National Examination 2015/2016

No	Category Knowledge Dimension	Question	Subcategory
1.	Factual Knowledge	16,17,18,19,20,21,22,36 ,44, 45,46, 23, 28,29,31,32,34, ,35,37,38,40,41,42,47,4 8,49, 50	*(16)terminology, (17)specific details and elements, (18) specific details and elements, (19) specific details and elements, (20) specific details and elements,(21) terminology, (22) specific details and elements, (23)specific details and elements,(28 terminology,(29 specific details and elements,(31) specific details and elements, (32) specific details and elements, (34) specific details and elements,(35) specific details and elements, 36)terminology, (37) specific details and elements,(21) terminology,(38) specific details and elements,(40) terminology, (41) specific details and elements,(42) specific details and elements, 44) specific details and elements, (45) specific details and elements, (46)terminology, (47) terminology, (48) specific details and elements, (49) specific details and elements, (50) specific details and elements.*
2	Conceptual Knowledge	26,27,30,33, 39, 43	*(26) classification and categories, (27) classification and categories, (30) classification and categories, (33))classification and categories, (39))classification and categories, (43))classification and categories.*
3	Procedural Knowledge	24,25	*(24) subject-specific skill, (25) subject-specific skill*

The findings demonstrated that factual knowledge showed 27 questions, conceptual knowledge showed 6 questions, and procedural knowledge showed 2 questions. The findings of each category related its specific knowledge dimensions exhibited that factual knowledge, out of 27 questions, showed 2 questions employed knowledge of terminology and 25 questions employed knowledge of specific details. Conceptual knowledge, out of 6 questions, showed all questions (6 questions) employed knowledge of classification and categories. Procedural knowledge, out of 2 questions, also showed that all questions (2 questions) employed knowledge of subject-specific skill. The findings of the categories of the level of thinking skills within Knowledge dimension in accordance with Bloom's Revised Taxonomy used on reading comprehension questions in the English National Examination 2015/2016 are depicted in Figure 4.

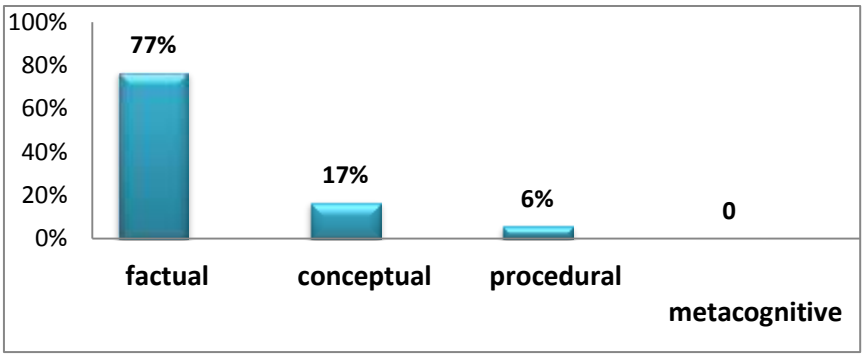

Figure 4. Thinking Skills within Knowledge Dimension on Reading Comprehension Questions in the English National Examination 2015/2016

The results exhibited that factual indicated 77% which showed 27 questions, conceptual indicated 17% which showed 6 questions, and procedural indicated 6% which showed 2 questions. The results of the Knowledge dimension revealed that factual knowledge, out of the four categories, appeared as the highest level of Knowledge dimension used on the reading comprehension question in the English National Examination 2015/2016. The results of the findings of the intersected dimension are presented in Table7.

Table7. Intersected Dimension on the English on Reading Comprehension Questions in the English National Examination 2015/2016

No	Dimension		Question
	Knowledge	Cognitive	
1	Factual Knowledge	Remember	16,17,18,19,20,21,23,28,29,31, 32, 34,35,37,38,40,41,42,47,48, 49, 50
		Understand	22,36,44, 45,46
2	Conceptual Knowledge	Understand	27,30,33, 39, 43
		Analyze	26
3	Procedural Knowledge	Analyze	24,25

As shown in the Table 7, the results of intersected dimension of remember factual knowledge showed 22 questions, of understand factual knowledge showed 5 questions, of understand conceptual knowledge showed 5 questions, of analyze conceptual knowledge showed 1 question, and analyze procedural knowledge showed 2 questions. The findings of the intersected dimension in accordance with Bloom's Revised Taxonomy used on reading comprehension questions in the English National Examination 2015/2016 are illustrated in Figure 5.

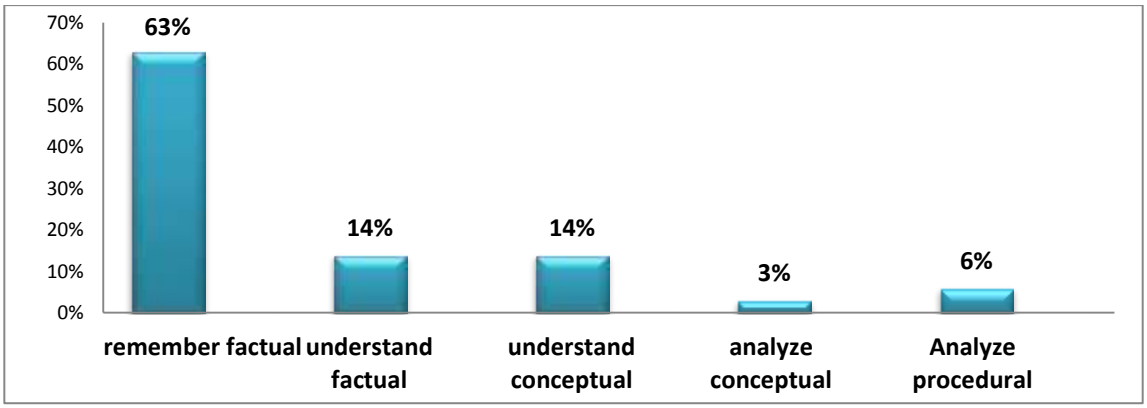

Figure 5. Intersected Dimension on Reading Comprehension Questions in the English National Examination 2015/2016

It was found that intersected dimension between factual and remember indicated 63% which showed 22 questions, between factual and understand indicated 14% which showed 5 questions, between conceptual and understand indicated 14% which showed 5 questions, between conceptual and analyze indicated 3% which showed 1 question, and between procedural and analyze indicated 6% which showed 2 questions. These findings uncovered that remember factual knowledge, out of the five intersections, appeared as the highest level of the intersected dimension between Knowledge dimension and Cognitive process dimension. The findings of each intersected dimension in Taxonomy Table in accordance with Bloom's Revised Taxonomy are presented in Taxonomy Table 8.

Table8. Reading Comprehension Questions in the English National Examination 2015/2016 in the Taxonomy Table

	The Cognitive Process Dimension					
The Knowledge Dimension	***1.Remember***	***2.Understand***	***3. Apply***	***4. Analyze***	***5 .Evaluate***	***6. Create***
A. Factual Knowledge	✓	✓				
B. Conceptual Knowledge		✓		✓		
C. Procedural Knowledge				✓		
D.Metacognitive Knowledge						

The Taxonomy Table depicted that Vertical Axis and Horizontal Axis were located by three categories of each dimension. Vertical Axis was located by Cognitive process dimension that consisted of remember, understand, and analyze category. Horizontal Axis was located by Knowledge dimension that consisted of factual, conceptual, and procedural. It was found that, out of 24 Cells, five Cells, which covered A1, A2, B2, B4, and C4, were in the Taxonomy Table according to Bloom's Revised Taxonomy. A1 Cell represented remembers factual knowledge, A2 Cell represented understands factual knowledge, B2 Cell represented understand conceptual knowledge B4 Cells represented analyze conceptual knowledge, and C4 Cell represented analyze procedural knowledge.

3.2 Discussion

The results of the study revealed three categories of thinking skills within Cognitive process dimension and Knowledge dimension according to Bloom's Revised Taxonomy that were used on the reading comprehension questions in the English National Examination 2015/2016 in Indonesia. The findings of Cognitive process dimension exhibited that, out of 35 questions, 22 questions which indicated 63%, which were classified into remember category appeared as the highest level of thinking skill related to 5 questions for recognizing ability and 17 questions for recalling ability. This finding was in support to study by Geze, Sunker & Sahin (2014) and Karadeniz (2010). Geze, Sunker & Sahin (2014) found that, out of 702 questions, 357 questions which indicated 51% representing remember category showed as the highest level of thinking skills. Karadeniz's (2010) study showed 610 questions, out of 1592 questions which indicated 38%, that were classified into remember category appeared as the highest level of thinking skill. The results of this study, by which confirmed the results of the two previous findings, showed remember category as the highest level of thinking skill. Moreover, Mayer (2002:228) asserts that remember category supports learners' retention ability to remember materials that involves retrieving relevant knowledge for a long-term memory.

The results of finding, out of 35 reading questions, 10 questions which indicated 28%, were classified into understand category related to interpreting abilities. This finding was in line with study by Geze, Sunker & Sahin (2014) and Karadeniz (2010). Geze, Sunker and Sahin's (2014) study showed that out of 702 questions, 145 questions which indicated 21%. Karadeniz's (2010) investigation showed that, out of 1592 questions, 259 questions which indicated 16%. The results of each finding of understand category, by confirming the results of the two previous findings with those of this study, appeared lower than those of remember category. Furthermore, Mayer (2002: 228) mentions that understand category supports to knowledge transfer ability, by interpreting to convert information, by exemplifying to seek a specific example, by summarizing to understand short statements, and by inferring to draw logical conclusion.

The results of the finding, out of 35 reading questions, 3 questions which indicated 9% which were classified into analyze category dealing with organizing abilities, appeared as the lowest level of thinking skill. This finding was affirmed by Geze, Sunker and Sahin (2014) and Karadeniz (2010). Geze, Sunker and Sahin's (2014) investigation showed that, out of 702 questions, 61 questions which indicated 9%. Karadeniz's (2010) study showed that, out of 1592 questions, 367 questions, which indicated 8%. Moreover, Mayer (2002: 228) states that analyze category is to break materials into its constituent part and determine how the parts are related each other. The findings of Knowledge dimension showed that, out of 35 questions, 27 questions which indicated 77% which were categorized into factual knowledge, appeared as the highest level of Knowledge dimension. This finding was in support to study by Geze, Sunker and Sahin (2014) and Karadeniz (2010). Study by Geze, Sunker and Sahin (2014) demonstrated that factual knowledge showed, out 702 questions, 454 questions which indicated 65%. Karadeniz's (2010) investigation showed, out of 1592 questions, 619 questions which indicated 39%. The results of each finding of factual knowledge, by confirming the results of this study with those of the two previous studies, appeared as the highest level of Knowledge dimension. The finding of conceptual knowledge showed, out of 35 questions, 6 questions which indicated 17%. This finding was affirmed by study by Geze,

Sunker and Sahin (2014) and Karadeniz (2010). The finding by Geze, Sunker and Sahin (2014) showed that, out of 702 questions, 191 questions which indicated 27%. Study by Karadeniz (2010) showed that, out of 1592, 295 questions which indicated 16%. The results of each finding of conceptual knowledge, by confirming the findings of the two previous studies with those of this study, showed lower than those of factual knowledge. The finding of procedural knowledge showed that, out of 35 questions, 2 questions which indicated 6% appeared as the lowest level of Knowledge dimension. This finding was in line with study by Geze, Sunker and Sahin (2014) and Karadeniz (2010). Geze, Sunker and Sahin's (2014) study showed, out of 702 questions, 57 questions which indicated 8%. Karadeniz's (2010) investigation showed, out of 1592 questions, 302 questions which indicated 19%. The results each finding of procedural knowledge, by confirming the results of this study with those of Geze, Sunker and Sahin (2014), appeared as the lowest level of Knowledge dimension. Meanwhile, Geze, Sunker and Sahin (2014) found that, out of four levels, procedural knowledge was the third level of Knowledge dimension.

The findings of the intersection of each dimension demonstrated that remember factual knowledge showed that, out of 35 questions, 22 questions which indicated 63% appeared the highest level of intersected dimension. This finding was affirmed by study by Geze, Sunker and Sahin (2014) and Karadeniz (2010). Study by Geze, Sunker and Sahin (2014) showed, out of 702 of questions, 354 questions which indicated 50% and study by Karadeniz (2010) showed, out of 1592 questions, 267 questions which indicated 17%. The results of the finding of remember factual knowledge, by confirming the results of this study with those of the two previous studies, appeared as the highest level of intersected dimension. The finding of understand conceptual knowledge showed, out of 35 questions, 5 questions which indicated 14%. This finding was in support to study by Geze, Sunker and Sahin (2014) and Karadeniz's (2010). Geze, Sunker and Sahin's (2014) investigation showed, out of 702 questions, 102 questions which indicated 24%. Karadeniz's (2010) study showed, out of 1592 question, 118 questions which indicated 7%. The results of finding of analyze conceptual knowledge, showed that, out of 35 questions, 1 question, which indicated 3%, appeared as the lowest level of intersected dimension. This finding was affirmed by Karadeniz's (2010) study which showed, out of 1592 questions, 56 questions which indicated 3%.

4. CONCLUSIONS AND SUGGESTIONS

To conclude, three categories of Cognitive process and Knowledge dimension and four categories of intersected dimensions in accordance with Bloom's Revised Taxonomy were utilized on reading comprehension questions in the English National examination in the 2015/2016 academic year of Senior Secondary School in Indonesia. Out of six categories within Cognitive process dimension, three categories, which consisted of remember, understand and analyze, of Cognitive process dimension, remember category appeared as the highest level of thinking skill. Out of four categories within Knowledge dimension, three categories, which consisted of factual, conceptual, and procedural, factual knowledge, appeared as the highest level of Knowledge dimension. Meanwhile, out of the findings of four categories, which consisted of remember factual, understand concept, analyze concept and analyze procedural, within intersected dimension between Cognitive and Knowledge dimension, remember factual knowledge appeared as the highest level of intersected dimension.

With reference to sub-categories of each dimension, Cognitive process dimension, out of two categories, recognizing abilities appeared as the highest level of specific cognitive process categories within remember category. Out of 7 categories, interpreting abilities appeared as the highest level of specific cognitive process dimension within understand category. Out of 3 categories, organizing abilities appeared as the highest level of specific category within analyze category. Knowledge dimension, out of two categories, knowledge of specific details and elements appeared as the highest level of specific Knowledge dimension within factual knowledge. Meanwhile, none of the categories appeared as the highest level of specific categories of Knowledge dimension within conceptual and procedural knowledge.

With regard to reading questions on the basis of Cognitive process dimension, it suggested that the distribution of each questions utilized in the English National Examination administered by National Department of Education each year be appropriately designed before the questions were constructed. Dealing with Knowledge dimension, it advisable to emphasize understand conceptual knowledge and understand factual knowledge as the higher levels of Knowledge categories than others.

To follow up, for future researchers, it recommended that they carried out a study about the category of thinking skill according to Bloom's Revised Taxonomy by employing other sources such as semester examination, daily examination, and textbooks used by schools.

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Zainal Abidin Pagar Alam Street No. 26 Labuhan Ratu
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