

## READING SKILLS TEST THROUGH BLOOM'S TAXONOMY

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### *Abstract*

*This paper aims to explain about various reading tests through Bloom's Taxonomy. Reading test must involve three aspects, cognitive, affective and psychomotor. Cognitive task is about cognitive activity in understanding the text precisely and critically. Affective task is about the student's willing and attitudes in reading, while psychomotor is about their activity in reading. The cognitive domain is divided into categories, begins from the lowest until the highest. Here they are the categories: firstly, remembering; Secondly, understanding; thirdly, applying; fourthly, analyzing; fifthly evaluating and sixthly creating. The test materials for reading skills should be considered by the degrees of difficulty, it is measured by its complexity vocabularies and structure; long – short text, the text given to students had better not too long; content, based on the student's mental development, will, needs, or which attracts them and the genres. So, giving the reading test to the students is important to measure the student's ability in understanding a text.*

*Key words : reading test, Bloom's Taxonomy, the reading materials test,*

### **Abstrak**

Tulisan ini bertujuan untuk menjelaskan tentang macam-macam ujian membaca dengan menggunakan taksonomi Bloom. Naskah bacaan meliputi tiga aspek yaitu kognitif, afektif, and psikomotor. Tugas kognitif adalah kegiatan kognitif dalam memahami naskah dengan tepat dan kritis atau tentang kemampuan membaca mereka. Tugas afektif adalah keinginan siswa dalam menyikapi sebuah bacaan. Psikomotor adalah kegiatan mereka ketika sedang membaca. Pada domain kognitif dibagi menjadi beberapa tingkatan dimulai pada tingkat terendah sampai tertinggi, pertama mengingat, kedua memahami, ketiga menerapkan, keempat menganalisis, kelima mengevaluasi keenam menciptakan. Materi-materi ujian keterampilan membaca seharusnya ditinjau dari tingkat kesulitan diukur dengan kosakata dan struktur yang rumit; naskah panjang-pendek, diberikan kepada siswa tidak terlalu panjang; isi, mengenai perkembangan mental siswa, keinginan, keperluan; dan macam- macam jenis bacaan. Dengan demikian, memberikan ujian membaca kepada siswa sangat penting dilakukan untuk mengukur kemampuan siswa dalam memahami sebuah naskah.

Kata Kunci: ujian membaca, Taxonomi Bloom, ujian materi- materi membaca

## INTRODUCTION

Learning a second language is long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, as mention by Brown (2000:1). It is quite

difficult to learn a new language. Gredler (2009:2) mention that learning is a multifaceted process that individuals typically take for granted until they experience difficulty with a complex task. Learning is also the basis for future progress in society. The ways we use language tend to be talked by teachers, in

terms of four skills – reading, writing, speaking and listening. These are often divided into two types. Receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skills where students actually have to produce language themselves. Richards and Renandya (2003:273) said that many foreign language students often have reading as one of their most important goals. Reading in foreign language learning at the present time focuses on the attitude and the aspects of language holistically, it is providing guidance for the students in developing their skills in reading, mainly led them to direct comprehension of the text.

At the level of classroom action, there is a constant interplay between listening, speaking, reading, and writing, and it is clear that in a lesson which is labeled ‘reading’, opportunities exist for learners to develop their other language skills as well, Nunan (1991:82). In reading process, the students have to identify the meaning of rapidly words group, structural clauses, and grammatical structure to find out the ideas and locate specific information in the text explicitly and implicitly that trained in techniques of reading.

The needs of eyes leaping, guessing meaning from the context, deducing meaning from the context, deductively, and inductively in structure and pattern must be introduced in order, so that the students are able to extract the skills of reading as well as giving the students a test to grade them in mastering skills in reading.

The test of reading must be given to the students periodically. It is to set realistic standards of achievement for individual or groups. The test can also be used in measuring the students’ assessments in their learning progress,

for diagnosing teachers competence, in teaching and in finding out how much the students have learned.

Evaluation means to find out the values, reading is looking at the symbols and understanding something written or printed. So reading evaluation means measuring the value of the skills in reading.

## DISCUSSION

There are three domains of learning according to Bloom’s taxonomy, “Taxonomy” simply means “classification”, so the well-known taxonomy of learning objectives is an attempt (within the behavioral paradigm) to classify forms and levels of learning. It identifies three “domains” of learning, each of which is organized as a series of levels or pre-requisites. It is suggested that one cannot effectively — or ought not try to — address higher levels until those below them have been covered (it is thus effectively serial in structure). As well as providing a basic sequential model for dealing with topics in the curriculum, it also suggests a way of categorizing levels of learning, in terms of the expected ceiling for a given programed. Thus in the Cognitive domain, training for technicians may cover knowledge, comprehension and application, but not concern itself with analysis and above, whereas full professional training may be expected to include this and synthesis and evaluation as well, as mention by Nurgiyantoro (1995: 24)

### BLOOM’S TAXONOMY FOR READING TEST

The aim of learning process is measured by the three aspects of Bloom’s taxonomy; cognitive, affective, and psychomotor. So the reading test must occupy the three aspects. Cognitive

task is about the cognitive activity in understanding the text precisely and critically or it is about their reading ability. Affective task is about the student's willing and attitudes in reading, while psychomotor is about their activity when they are reading. Each aspect influences the other two. Then our focus in here is how to arrange a test which occupies the three aspects above.

### **TEST MATERIALS FOR READING SKILLS**

Reading Skills means the student's ability in understanding the information conveyed by writer in printed materials. So the purpose of reading test is to measure the student's ability in understanding a text. Therefore the text which is given to them should be a full content text which needs to be understood because there is lot of information in it. And the text should be considered by the degrees of difficulty, long – short text, content, and the genres.

#### **The Degrees of Difficulties**

Degrees of difficulties measured by its complexity vocabularies and structure. The more difficult and more complex the two aspects above, the more complicated it is for the students. Generally we can state that a good test material is a text material which its difficulty is based on the students' ability. The complexity of the vocabularies is used to predict the text complexity. The text complexity can be seen from its difficult words. On the other hand, the teacher can also use cloze test to measure its difficulty.

#### **Content**

Pedagogically we can say that good reading text is a test which is based on the student's mental development, will, needs, or which attracts them. Because one of the purposes of reading

text is to abroad student's horizon and world, to introduce new term, new knowledge, socio cultural, history and many things else around the world, therefore we have to look at student's mental development in giving them the content of reading material. By giving them a good material, we of course take a part in developing their mental development.

#### **Long – Short Text**

The text given to the students had better not too long. Some short text sometimes better than the longer one. A ten question test from three or four passage is better than a ten question test derived from one passage. By a short passage we can arrange variety test, means it is more comprehensive. Besides, psychologically the students are more interested in a short text than the longer one. Because they do not need the longer time to answer the questions given, moreover a short text seems easier to do.

#### **Kinds of the Text**

The passage given to the students can be a prose ( narrative text ), dialogue (drama), or poem. We can also give them the genres (descriptive, narrative, procedure, recount, spoof, anecdote, hortatory exposition, analytical exposition, discuss, report, and news item). Meanwhile we can take the materials from many sources, like text books, magazines, newspaper, articles, novel, short story, poem, internet, and so forth.

### **USING BLOOM'S TAXONOMY TO PROMOTE CRITICAL READING AND THINKING**

Bloom's Taxonomy divides the way people learn into three domains. One of these is the cognitive domain that emphasizes intellectual outcomes. This

domain is divided into categories or levels. The key words used and the type of questions asked may aid in the establishment and encouragement of critical thinking, especially in the higher levels.

### **Remembering**

Reading test on the level of remembering is merely about how the students mention about the facts, definition, or concept based on the text given. Because the facts, concepts, or definitions can be found out in the text if they read it carefully. Naturally on this level, the students are only to recognizing, finding, than removing the fact, concept or definitions from the text to the answer sheet. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

**Key words:** who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select

#### **Questions:**

What is . . . ? How is . . . ?  
Where is . . . ? When did \_\_\_\_\_ happen?  
How did \_\_\_\_\_ happen? How would you explain . . . ?  
Why did . . . ? How would you describe . . . ?  
When did . . . ? Can you recall . . . ?  
How would you show . . . ? Can you select . . . ?  
Who were the main . . . ? Can you list three . . . ?  
Which one . . . ? Who was . . . ?

### **Understanding**

Reading test on the level of understanding means that the students are able to understand what they read, what is the content of the text they read. And they are able to find the relationship of each information from the text, finding causality, finding similarities and dissimilarities, and so forth. The

question given on this level is not too difficult, it is still about a simple cognitive aspects, even though it is higher than remembering. Here, the students are not only to recognize the text and to match the question with its answer but they are able to understand it. Their ability in understanding and paraphrasing correctly, proofing their good understanding about the text they read. - demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.

**Key words:** compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify

#### **Questions:**

How would you classify the type of . . . ?  
How would you compare . . . ? contrast . . . ?  
Will you state or interpret in your own words . . . ?  
How would you rephrase the meaning . . . ?  
What facts or ideas show . . . ?  
What is the main idea of . . . ?  
Which statements support . . . ?  
Can you explain what is happening . . . what is meant . . . ?  
What can you say about . . . ?  
Which is the best answer . . . ?  
How would you summarize . . . ?

### **Applying**

Reading test on the level of applying means that the students are able to apply their understanding on the situation and condition which are relating each other. The students ordered to give the new cases, new examples, about a concept, a definition, or facts. Their ability in giving the examples, demonstrating their understanding,

presenting what they know, and so forth, are a fact that they are not only remember and understand, but also they can apply it. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

**Key words:** apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify

**Questions:**

- How would you use . . . ?
- What examples can you find to . . . ?
- How would you solve \_\_\_\_\_ using what you have learned . . . ?
- How would you organize \_\_\_\_\_ to show . . . ?
- How would you show your understanding of . . . ?
- What approach would you use to . . . ?
- How would you apply what you learned to develop . . . ?
- What other way would you plan to . . . ?
- What would result if . . . ?
- Can you make use of the facts to . . . ?
- What elements would you choose to change . . . ?
- What facts would you select to show . . . ?
- What questions would you ask in an interview with . . . ?

**Analyzing**

Reading test on the level of analyzing demands the students to be able to analyze the information in a text, recognizing, identifying, and distinguishing the information. The cognitive activity demanding on this level is more than only to understand the content. The understanding level demanding in here is a critical understanding, and detail information, more above those, it is about the specific part, specific information of the text. The

ability on the level of analyzing can be the question of topic, main idea, supporting idea, the main sentences, the supporting sentences, and kinds of paragraph, purpose of the text, concluding sentences, concluding the text, conjunction, and so forth. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations.

**Key words:** analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion

**Questions:**

- What are the parts or features of . . . ?
- How is \_\_\_\_\_ related to . . . ?
- Why do you think . . . ?
- What is the theme . . . ?
- What motive is there . . . ?
- Can you list the parts . . . ?
- What inference can you make . . . ?
- What conclusions can you draw . . . ?
- How would you classify . . . ?
- How would you categorize . . . ?
- Can you identify the difference parts . . . ?
- What evidence can you find . . . ?
- What is the relationship between . . . ?
- Can you make a distinction between . . . ?
- What is the function of . . . ?
- What ideas justify . . . ?

**Evaluating**

Reading test on this level demands the students to be able to give evaluation upon the text they read, whether about the content or about the cases and problems, or about how the writer write the text / point of view. Evaluation on the content can be the evaluation of ideas, concepts, how to solve the problems,

more above them, the students may give the better in solving the problems. Evaluation on the point of view can be the evaluation of the effectiveness in conveying the problems. Everything about language, for example language style, clearances, preciosity, etc.

Test on this level needs not only deeper knowledge about the problems on the text, but also the knowledge out of the text. Same as the synthesis test, this evaluation test also needs the high level of cognitive activity. This test is very good used in order to measure the student's way of thinking, and to train them well. Therefore, an essay test is better than multiple choices, because essay test can be used to measure the student's ways of thinking, prediction, and creativity, better than objective test. Presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

**Key Words:** award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, opinion, support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct

**Questions:**

Do you agree with the actions . . . ?  
with the outcomes . . . ?

What is your opinion of . . . ?

How would you prove . . . ? disprove . . . ?

Can you assess the value or importance of . . . ?

Would it be better if . . . ?

Why did they (the character) choose . . . ?

What would you recommend . . . ?

How would you rate the . . . ?

What would you cite to defend the actions . . . ?

How would you evaluate . . . ?

How could you determine . . . ?

What choice would you have made . . . ?

What would you select . . . ?

How would you prioritize . . . ?

What judgment would you make about . . . ?

Based on what you know, how would you explain . . . ?

What information would you use to support the view . . . ?

How would you justify . . . ?

What data was used to make the conclusion . . . ?

Why was it better that . . . ?

How would you compare the ideas . . . ? People . . . ?

**Creating**

Reading test on the level of creating, demands the students to be able to create new ideas and information using what has been learned before. The students have to be able to correlate or to generalize the concepts, cases, ideas, facts and opinions which are in the text, compile information together in a different way by combining elements in a new pattern or proposing alternative solution. Cognitive activity on this level is activity to get the new information, to predict, and to solve the problem. Cognitive activity on this level is a complex and high level activity. The test given also demands the not simple cognitive activity any more, that is why, and not every single person is able to do this test perfectly.

The result of this test shows the student's way of thinking. It is different with the cognitive test before, in this synthesis test may occur several different answers from the different students which the quality may equally the same. A text read by the students often full of

information, or problems need to be thought over and coped by the readers. So an essay test is better than multiple choices. An essay test gives them chance to show up their creative thinking, their way of thinking and predict their creativity to relate a case with the others, to correlate between the concepts and facts, to generalize, and so forth. The students have to be really understood about the problem faced in the text. The teachers have to train them well not only to think over the problems critically but also to get the logical solving problems. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

**Key Words:** build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, change

**Questions:**

- What changes would you make to solve . . . ?
- How would you improve . . . ?
- What would happen if . . . ?
- Can you elaborate on the reason . . . ?
- Can you propose an alternative . . . ?
- Can you invent . . . ?
- How would you adapt \_\_\_\_\_ to create a different . . . ?
- How could you change (modify) the plot (plan) . . . ?
- What could be done to minimize (maximize) . . . ?
- What way would you design . . . ?
- What could be combined to improve (change) . . . ?
- Suppose you could \_\_\_\_\_ what would you do . . . ?
- How would you test . . . ?
- Can you formulate a theory for . . . ?

- Can you predict the outcome if . . . ?
- How would you estimate the results for . . . ?
- What facts can you compile . . . ?
- Can you construct a model that would change . . . ?
- Can you think of an original way for the . . . ?

## CONCLUSION

For education purposes, reading task and reading activity are very important for the learners. Almost the knowledge and science acquisition are reached by reading. By reading activities we can get many things new and useful for our life. Reading is one of the factors in leading some one's success. For the students, reading is the main factor in leading their success, even after they graduate, their willing and their reading ability is one of ways in leading their success in the society. Therefore, language learning process which one its duties is to boost reading ability, has to give the full concern in attempting student's ability and willingness in reading. Reading test is meant to measure their cognitive aspect in understanding a printed or written text. Later, the cognitive aspect will influence the two more aspects; affective and psychomotor. Then the three aspects can not be separately developed to "coloring some one's life".

### Example

#### Thanksgiving Day

When the first Englishmen settled in New England, Northwest of America, in 1620, their first year was full of hardships. Many of them died because the winter was much colder than what they were used to. Although they suffered greatly, they worked hard to build their houses and plant a few crops.

These people believed in the power of God and prayed that He would lead them safely through their hardships in the new country.

When they harvested the first crops they were greatly surprised because they had not expected a very good harvest. Now they had plenty of food to eat and every body was happy. They had enough food for the next winter. Because of that the governor proclaimed a day of thanksgiving to God for having let them safely through their difficult first year.

They sent four men to the woods to find the animals for the thanksgiving feast. They returned with a large number of animals most of which were turkeys. The feast lasted almost a week. A large

number of friendly natives were invited to the thanksgiving.

By this time he small group of Englishmen were beginning to think that they were used to the weather of the new country. But suddenly in May 1623 it stopped raining. The crops were almost destroyed. The governor then appointed a day in the middle of July for fasting and prayer. It seemed that their prayers were not in vain, since soon after they had fasted and prayed the weather changed and their crops were saved. Again the day of thanksgiving was proclaimed and the feast was given. And again it was the turkeys that were killed for food. (Departemen Pendidikan Nasional, Student's Book 1990)

<p><b>Remembering :</b> who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select</p>	<p><i>Who</i> proclaimed the day of thanksgiving? <i>When</i> did the first Englishmen settle in New England? <i>Where</i> did the Englishmen settle in 1620?</p>
<p><b>Understanding :</b> compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify</p>	<p>Can you <i>explain</i> the cause of the Englishmen died? Please <i>show</i> us their effort to get survive? Could you please <i>summarize</i> what actually happened in 1620?</p>
<p><b>Applying :</b> apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify</p>	<p>How would you <i>solve</i> your hard live using what you have learned? How would you <i>apply</i> what you've learned to develop your mentality? What materials would you <i>choose</i> to hold a thanksgiving feast?</p>
<p><b>Analysis :</b> analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion</p>	<p>What is the <i>theme</i> of the passage above? What <i>motive</i> is there for the Englishmen to settle in New England? Can you <i>examine</i> the <i>relationship</i> between turkeys and thanksgiving?</p>

<p><b>Evaluation :</b> award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, opinion, support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct</p>	<p>Can you <i>assess</i> the <i>value</i> or <i>importance</i> of thanksgiving day for American since it is one of their holiday?</p> <p>Do you <i>agree</i> with the actions of Britain people to celebrate the Thanksgiving day nowadays, <i>explain</i> your reason please?</p> <p>In your own <i>opinion</i>, what should the Americans do as a <i>priority</i> to celebrate thanksgiving day? <i>Support</i> your idea with the facts please?</p>
<p><b>Creating :</b> build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, change</p>	<p>Can you <i>imagine</i> what would have <i>happened</i> if the Englishman had not worked hard?</p> <p>How can we use the “believe in the power of God” (par 1) as the <i>solution</i> to <i>solve</i> our problem?</p> <p><i>Suppose</i> you were the governor what would you do to design a new life for the Englishman after 1623?</p>

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