

**THE EFFECT OF USING BLOOM'S TAXONOMY STRATEGY ON  
STUDENTS' ABILITY TO READING DISCUSSION TEXT**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
For Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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**FACULTY OF TEACHERS' TRAINING AND EDUCATION UNIVERSITY  
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**MEDAN**

**2020**

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Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I  
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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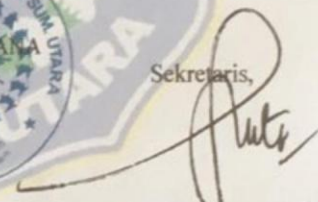
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Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
February 5	Discussion Chapter 4		
February 10	Revision Chapter 4		
February 11	Discussion Chapter 5		
February 12	Revision Chapter 5		
February 13	Guidance of Typing Thesis		
February 18	Revision Hypothesis		
February 20	Guidance of Conceptual framework		
February 25	Revision of Chapter 4-5 and Table of contents		
February 27	Guidance of Thesis		
February 28	ACC of Thesis		

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## ABSTRACT

**Romi Suhendro, 1502050326 “The Effect of Using Bloom’s Taxonomy Strategy on Students’ Ability to Reading Discussion Text”. Skripsi. English Education Program. Faculty of Teachers’ Training and Education University of Muhammadiyah Sumatera Utara. Medan.**

The objective of the research was to find out the effect of using Bloom’s Taxonomy strategy on Students’ Ability to Reading Discussion Text. This research was conducted at SMA SWASTA ISLAM AZIZI MEDAN, on Jalan Kesatria, No.70, Kec. Medan Perjuangan, Kota Medan. The research conducted during the academic year 2019/2020. The population of this research took from the twelve grade students’, which the total was 40 students. The sample was 40 student. This research, an experimental design would divided into two groups, the experimental and control group. The experimental group use Bloom’s taxonomy strategy, while The control group without use strategy. Control group over see, do not get better class control of the class experimental in give treatment. The Instrument of the research is written test. The result of this research showed that tobservedvalue was higher than ttable in which  $t\text{-test} > t\text{-table}$  ( $9,55 > 2,021$ ). The hypothesis was accepted. It means that there was a significant effect of using Bloom’s taxonomy strategy on Students’ Ability to Reading Discussion Text.

**Keyword :** Bloom’s Taxonomy Strategy, Reading, Discussion Text

## ACKNOWLEDGEMENTS



In the name of Allah SWT, the most beneficence, the most merciful, praise to Allah SWT the Lord of universe. Firstly, the researcher would like to thank to Allah SWT the most almighty who has given the chances in finishing the research. Second, Bless and peace is upon the prophet Muhammad SAW who has brought human being from the darkness into the brightness era.

Third, the researcher would like thank to his beloved Yoyon and Nelfi for their support morally and materially during and after completing his study at Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. This study intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty Teacher Training and Education of University of Muhammadiyah Sumatera Utara.

Furthermore in finishing the research entitle "*The Effect of Using Bloom's Taxonomy Strategy on Students' Ability to Reading Discussion Text*", the researcher faced a lot of difficulties and problems and without much help from the following people, it was impossible for his to finish it. The researcher would like to thanks to:

1. Dr. Agussani, M.AP, the Rector of University of Muhammadiyah Sumatera Utara

2. Dr. H. Elfrianto Nasution, S.Pd, M.Pd as the Dean of FKIP University of Muhammadiyah Sumatera Utara.
3. Hj. Syamsuyurnita, M.Pd as Vice Dean for Academic Affairs of Faculty of Teacher Training and Education.
4. Dr. Hj. Dewi Kesuma Nasution, S.S, M.Hum as Vice Dean for Students Affairs of Faculty of Teacher Training and Education.
5. Mandra Saragih, S.Pd, M.Hum and Firman Ginting, S.Pd, M.Humas the Head and Secretary of English Department in Faculty of Teacher Training and Education University Of Muhammadiyah Sumatera Utara for their encouragement in completing this research.
6. Muhammad Arifin, S.Pd, M.Pd as his Supervisor who had given his a lot of suggestion, critic, guidance, idea, support and time in writing this study.
7. All of lectures of FKIP of University of Muhammadiyah Sumatera Utara, especially those English Department for their valuable thought and knowledge and English teaching for her during Academic year at UMSU.
8. SMA Swasta Islam Azizi Medan for giving a chance to his in doing the research and observation.
9. His beloved friends Lusi Handayani Puti, Rahmat Derwaman, Ajeng Pratiwi, Hadi Prabowo, Agustia Permata Sari, Salman Alfaris, Fahrur Amalia Arda, Bimbi Fasri, Riki, Alfira and Jaka Permana who being the cruel people when the researcher were lazy to do this research and always accompany her to manage all the administrations for this research.

Finally, the researcher realized that this study was still far from being perfect. So, he expected suggestion and comments from all of the readers, especially for the student of English Department who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Medan, Februari 2020

**Romi Suhendro**  
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

The progress of a nation is determined by how the development of education for the nation's children, progress in long-term units will be able to predict the quality of the nation in the next decades. The end of the planned education results in fruit where the average community is highly educated. The society of a developed country will bring progress in various fields such as development, science, technology, economics, social, politics and civilization. This shows the existence of education is so important. To obtain advanced, high education and develop the need for a plan that relates to the national goals of education for the nation. Indonesia in the national education system No 20 of 2003 states that the aim of national education is to create a generation of people who believe and fear the Almighty God and have noble character, knowledge, skills, smart and creative. Education is the main key to the success and progress of a nation and country in creating a better generation of the nation. Education is closely related to life because education is the most important factor in a person's ability to solve problems in life. Education is a process for a person to gain knowledge, experience, and behaviour. Through a good education system, a nation or country will have quality human resources. According (Nurhadi, Strategi Meningkatkan Daya Membaca, 2018) who says that “reading is a complex activity that involves various factors that come from within the reader and outside factors”. These

factors are called internal and external factors. Both factors affect reading ability. (Somadayo, 2011) said that the main purpose of reading comprehension is gaining understanding. Reading comprehension is a reading activity that attempts to understand the contents of the reading/text as a whole. According to a broad view, reading is seen as an activity to process ideas. that is, the reading does not only contain the author's message, but the message is processed again. “Through critical and creative thinking activities, the reader interprets the meaning of deeper reading”, (Nurhadi, 2018).

Based on the researcher observation, researcher found some problems with students when learning english, especially in reading discussion text skills. Students have difficulty reading based on the general structure and language features of reading, students cannot arrange words they can not afford because the lack vocabulary, the do not undestand grammar, students are also bored with teaching strategies by the teacher, and they are not interested in learning especially in reading.

One of the alternative strategies that can increase the problem of students' abilities in reading is to use Bloom's taxonomy because Bloom's taxonomy has a goal of skill level thinking, namely remembering, understanding, applying, analyzing, evaluating, and create. The text must be clear enough so that all students can see well, so they can read the text. In reading, students learn important concepts about how print works, feel learning and begin to think of themselves as readers. By using Bloom's taxonomy students are more understanding in reading discussion texts. In this case, the purpose of education is



divided into three domains, namely the cognitive, affective and psychomotor domains, so reading a discussion text will make students more creative with the Bloom's taxonomy used.

Based on the theory of the above problems, the researcher was interested in conducting a study entitled "The Effect of Using Bloom's Taxonomy Strategy on Students' Ability to Reading Discussion Text."

#### **B. Identification of the Problem**

Based on the background of study, the problems are identified as follows :

1. The students have low ability in finding the meaning words
2. The students have difficulty finding the main idea of the text.
3. The students lack the vocabulary, structure and grammar.

#### **C. Scope and Limitation of the Study**

This study was focused on the reading of 12th grade students of SMA Swasta Islam Azizi Medan at academic year 2019/2020 and is limited on Bloom's taxonomy strategy.

#### **D. Formulation of the Problem**

The problems of the study are formulated as follows:

“Is there any significant effect of applying Bloom's taxonomy strategy on students' ability to reading discussion text ?”

**E. Objective of the Study**

The objective of this study are:

To find out the significant effect of using Bloom's taxonomy strategy on Student ability to discussion texts.

**F. Significance of the Study**

The findings of the study were expected to be useful in :

**a. Theoretically**

Theoretically, the research from this research was expected to provide a lot of information and distribution in the teaching and learning process, improving the quality of education so that it gives good results based on the use of Bloom's taxonomy strategies for abilities students in reading discussion texts. the growth that can be shared by many people in the field of education, especially in using Bloom's taxonomy of reading strategies.

1. English teacher as educator and media for teaching reading.
2. It is expected to be useful for students majoring in English as a contribution to those who want to understand the ways of teaching reading using Bloom's taxonomy strategy.

**b. Practically**

1. For students, to improve students' reading ability using Bloom's taxonomy strategy.

2. For teachers, to provide more information about the use of shared reading strategies by using Bloom's Taxonomy strategies in understanding reading and applying them in teaching.
3. For other researchers, to broaden the knowledge of researchers about research, especially for those who want to be interested in conducting research using Bloom's Taxonomy.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### A. Theoretical Framework

In conducting research, theory was needed to explain the concepts applied in the research concerned. This theoretical framework aims to provide a clear concept of the application of this research. this means to define the boundaries of this study there are many points that will be discussed as follows :

##### 1. Effect

Defenition of effect according to the (Kamus Besar Bahasa Indonesia, 2007), "Effect is the power that exists or arises from something (people, things) that contributes to a person's character, beliefs or actions".

(Zain, 2001), said that "Effect is (1) the power that causes something to happen; (2) something that can shape or change something else; (3) submit or follow because of the strength or strength of others".

##### 2. Strategy

Strategy is a weapon to find goals in student learning so that the achievement of a learning process is effective and efficient. The strategy is basically still conceptual about the diction to be taken implementation of learning. Learning strategies include plans, methods, approaches, techniques and tactics.

Defenition strategy from (Hazmanan, 2016) that "Strategy is a multidimensional concept that summarizes all critical activities of the

organization, provides direction and objectives and facilitates various changes needed as adaptations to environmental developments”.

The Strategy according to (Sanjaya, 2011) who says that “At first the term strategy was used in the military world which was interpreted as a way of using all military power to win a war. Someone who plays a role in managing the strategy, to win the war before taking action, they will consider how the strength of the troops he has both seen from the quantity and quality”.

There are five reasons teachers must prepare various teaching strategies, as follows:

1. The teacher must find ideas for orienting students' intellectual development.
2. The teacher is not only a source of learning, but as a director and regulates in interaction, the teacher is often trapped in conditions that are not appropriate in conducting intimate activities.
3. The teacher must have the techniques and types to ask, is it just to ask students for attention, ask questions to track questions to develop for abilities and test.
4. The teacher must influence logical and rational thinking pleasantly.
5. The teacher is given the task to provide opportunities for hypotheses to students openly.

That the strategy is used to obtain success and success in planning objectives which contain a series of activities designed to achieve certain educational goals.

### **3. Ability**

The definition of ability according to (Sanjaya, 2011), “ability is a pattern of activities that has certain goals that require information manipulation and coordination. Ability has two forms namely intellectual ability and physical ability”.

The meaning of ability is the attitude of a person who has continuous characteristics in carrying out one's actions without the influence that changes them. So in this definition, it is very related to the maximum ability of a person's mentality to cause social problems in society.

### **4. Bloom's Taxonomy (1956)**

(Bloom, 1956), The major purpose of constructing a taxonomy of educational objectives is to facilitate communication. In our original consideration of the project, we conceived of it as a method of improving the exchange of ideas and materials among test workers, as well as other persons concerned with educational research and curriculum development. For instance, the use of the taxonomy as an aid in developing a precise definition and classification of such vaguely defined terms as "thinking" and "problem solving" would enable a group of schools to discern the similarities and differences among the goals of their different instructional programs. They could compare and exchange tests and other evaluative devices intended to determine the effectiveness of these programs. They could, therefore, begin to understand more completely the

relation between the learning experiences provided by these various programs and the changes which take place in their students.

Most readers will have heard of the biological taxonomies which permit classification into such categories as phylum, class, order, family, genus, species, variety. Biologists have found their taxonomy markedly helpful as a means of ensuring accuracy of communication about their science and as a means of understanding the organization and interrelation of the various parts of the animal and plant world. You are reading about an attempt to build a taxonomy of educational objectives. It is intended to provide for classification of the goals of our educational system. It is expected to be of general help to all teachers, administrators, professional specialists, and research workers who deal with curricular and evaluation problems. It is specially intended to help them discuss these problems with greater precision. For example, some teachers believe their students should "really understand, II others desire their students to "internalize knowledge," still others want their students to "grasp the core or essence" or "comprehend." Do they all mean the same thing? Specifically, what does a student do who "really understands" which he does not do when he does not understand ? Through reference to the taxonomy as a set of standard classifications, teachers should be able to define such nebulous terms as those given above. This should facilitate the exchange of information about their curricular developments and evaluation devices. Such interchanges are frequently disappointing now because all too frequently what appears to be common ground between schools disappears on closer examination of the descriptive terms being used.

But beyond this, the taxonomy should be a source of constructive help on these problems. Teachers building a curriculum should find here a range of possible educational goals or outcomes in the cognitive area ("cognitive" is used to include activities such as remembering and recalling knowledge, thinking, problem-solving, creating). Comparing the goals of their present curriculum with the range of possible outcomes may suggest additional goals they may wish to include. As a further aid, sample objectives were chosen from a range of subject-matter fields (though mostly from the upper educational levels are used to illustrate each of the taxonomy categories. These may be suggestive of the kinds of objectives that could be included in their own curriculum.

Use of the taxonomy can also help one gain a perspective on the emphasis given to certain behaviours by a particular set of educational plans. Thus, a teacher, in classifying the goals of a teaching unit, may find that they all fall within the taxonomy category of recalling or remembering knowledge. Looking at the taxonomy categories may suggest to him that, for example, he could include some goals dealing with the application of this knowledge and with the analysis of the situations in which the knowledge is used.

#### **4.1. Taxonomies of the cognitive domain**

Cognitive aspects are aspects related to thinking ability. According to the theory put forward by Benjamin S. Bloom 1956, this cognitive aspect consists of six levels or levels arranged like steps. That's sixth this level is as follows:



## 1. Knowledge

The term knowledge of the translation of the word Knowledge in Bloom's taxonomy. In this term also includes knowledge other than memorizing knowledge or for discussions such as boundaries, definitions, these terms do need to be memorized and understood so that they can be mastered as a basis for finding out or understanding other concepts. At this level, students must reconsider one or more simple facts. This knowledge or memory is the lowest.

## 2. Comprehension

Comprehension is a level of ability that expects students to be able to understand the meaning or concept, situation, and facts that they know. In this case, the students not only memorize verbally but understand the concept of the problem or fact being asked. In this level, students are asked to prove that they understand a simple relationship between facts or concepts. Students can be said to understand something when he can provide a detailed explanation of something using his own words. Comprehension learning outcomes hierarchically can be divided into three categories, as follows:

- a. Low-level Comprehension. Low-level Comprehension is the Comprehension of translation, both translation in the true sense such as translating sentences from Arabic into Indonesian.
- b. Middle-level Comprehension. Middle-level Comprehension is a Comprehension of interpretation, starting from connecting the previous

parts to the next known, connecting several parts of the graph with the event.

- c. High-level Comprehension. Comprehension at this level is an understanding of extrapolation, namely the ability to see behind what is written, can make predictions about the consequences of an event, and so on.

### 3. Application

Application or application is the use of abstraction in concrete situations or special situations. Such abstractions may be ideas, theories, or technical instructions. Applying abstraction into a new situation is called an application. Repeatedly applying it to old situations will turn to rote knowledge or skills. A situation will still be seen as a new situation if the problem-solving process continues. For this application or application students are required to have the ability to select or choose a particular abstraction (concepts, laws, arguments, rules, ideas, ways) correctly to be applied in a new situation and apply it correctly. In this level, students are able to think about the application of concepts, formulas, theories and something else in new and concrete situations.

### 4. Analysis

The analysis is an attempt to sort out integrity (a unit) into elements or parts so that the hierarchy or arrangement is clear. Analysis is a person's ability to specify a material or condition according to smaller parts and is able to understand the relationship between parts and other parts. Analytical

ability is the ability to break material into parts so that the material structure of the material is understandable. In this analysis task, students are asked to analyze a relationship or complex situation over basic concepts. Students' ability to detail or describe a material or condition according to smaller parts and be able to understand the relationship between these parts.

#### 5. Synthesis

The ability of synthesis is the ability to embed elements or parts into a comprehensive form. The ability to think of synthesis is the opposite of analytical thinking skills. Thinking based on rote knowledge, thinking comprehension, application thinking, and thinking analysis can be seen as convergent thinking which is one level lower than divergent thinking. In convergent thinking, solutions or answers will already be known based on what they already know. Cystitis is a thought process that combines parts or elements logically so that it transforms into a structured or new pattern.

#### 6. Evaluation

Evaluation is the highest level of thinking in the cognitive domain. Evaluation is a person's ability to make judgments about a situation. Evaluation is a decision about the value of something that might be seen in terms of goals, ideas, ways of working, solutions, methods, materials, and others. In terms of these aspects, in the evaluation, there needs to be a certain criterion or standard. In this case, evaluation is the ability to make decisions to provide an assessment or consideration of the value of a subject matter in accordance with its objectives. Evaluation is a person's ability to

make judgments about a situation, value, or idea. Evaluation is the highest level of estimation in the cognitive domain according to Bloom's taxonomy.

## 5. Anderson and Krathwohl – Bloom's Taxonomy Revised (2001)

### 1. Remembering

Recognizing or recalling knowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information.

### 2. Understanding

Constructing meaning from different types of functions be they written or graphic messages or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining.

### 3. Applying

Carrying out or using a procedure through executing, or implementing. *Applying* relates to or refers to situations where learned material is used through products like models, presentations, interviews or simulations.

### 4. Analyzing

Breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actions included in this function are *differentiating, organizing, and attributing*, as well as *being able to distinguish between* the components or parts. When one is analyzing, he/she

can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

#### 5. Evaluating

Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy, *evaluating* comes before creating as it is often a necessary part of the precursory behavior before one creates something.

#### 6. Creating

Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way, or synthesize parts into something new and different creating a new form or product. This process is the most difficult mental function in the new taxonomy.

### **6. Concept of Reading Ability**

#### **6.1. Reading**

Reading is for many people, an enjoyable, intense and private activity, from which much pleasure can be derived, and in which one can become totally absorbed.

Reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in

space and time. Because of this privacy, the process of reading, the first think that we must know is reading habits.

This ability is very important for being good reader. Reading in this case not only reads some table, diagram, chart and another picture but it is read everything that has the data can be read. The important thing is you can read and delivered it data correctly and disappear ambiguity.

Reading is a communication process requiring a series of skills, such as reading is a thinking process rather than an exercise in eye movements.

Based on the definition above, that reader's knowledge of the world depends on lived experience. This is different in different countries, regions and cultures.

(Somadayo, Strategi dan Tekni Pembelajaran Membaca, 2011) said that reading is an interactive activity to pick and understand the meaning or meaning contained in written material. Besides that, reading is also a process that is carried out and used by the reader to get the message to be conveyed by the author through the medium of words / written material.

According to (Syuqaira, 2017) Reading is one part or component of a form written communication. Through reading, one can absorb the information submitted by others through writing.

Based on theories above, the writer can be concluded that reading is a comprehending process to understand a text to get information and knowledge from the text.

## **6.2. The Motivation and Purpose of Reading is Part of Students' Lives**

Practical applications:

- a. By talking to students about the different purposes for reading, they will become more aware of what to focus on as they read.
- b. The use of different types of texts (stories, news articles, information text, literatures) promotes different purposes and forms of reading.
- c. The use of authentic texts and tasks will promote purposeful reading.
- d. Books and reading materials that are interesting and relevant to students will motivate them to read more.
- e. Make connections between reading and students' lives.
- f. Develop a love for reading, because it extends beyond academic success.

## **6.3. Reading skill**

Reading is an active skill. As mentioned earlier, it constantly involves guessing, predicting, checking and asking oneself questions. This should therefore be taken into consideration when devising reading comprehension exercises. It is possible, for instance, to develop the students' powers of inference through systematic practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs.

Reading skill is the most important matter of involving appropriate, efficient comprehension strategies. Reading is one of the two skills in language learning that broadly studied. Reading can be viewed as an essential element in most reading activities

#### **6.4.Types of Reading**

Some students think that in English language is very difficult for them, because it is not their native language. This means that it is not always necessary to read and understand each and every word in English. Remember that reading skill in your native language and English are basically the same.

The writer will explain the meaning of the imitative, intensive (controlled), responsive, and extensive one by one.

##### **1. Imitative**

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

##### **2. Intensive (controlled)**

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more 'concerned with a focus on form, and are rather strictly controlled by the test design.



### 3. Responsive

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to 'exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

### 4. Extensive.

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

### **6.5.The criteria for reading**

According to alexander, there are five major skill areas to achieve competence, self-monitoring/self-directing using prior experiences and language, understanding text structure, and using affect.

#### **a. Organizing information**

Organizing can be achieved through the following skills:

##### **1. Determining main idea**

The ability to organize information around a main idea is an important comprehension skill. The student who can sort through all the ideas in a reading passage and determine which are relevant has achieved skill in finding the essence of the writer message.

##### **2. Sequencing**

Sequencing is another important organizational skill that helps the reader pursue a line of reasoning in a story. The sequence of events often has a great impact on the outcome of the story, sequencing helps the reader anticipate what may happen.

##### **3. Summarizing**

Students are often asked to summarize a passage they have read. Some individuals can do this in a clear, coherent manner; others seem to recall events haphazardly. Whether summarization is in verbal or in written form, ideas must be organized so as to capture the main ideas, details, and sequence of the reading passage.

#### 4. Stating conclusion

This skill involves drawing appropriate conclusion from the details that have been provided in reading selection the reader must often work with both literal and inferential information in a passage.

#### 5. Vocabulary or word meaning

Well-developed schemata require a large store of words to lend preciseness and elaboration to each schema.

## 7. Discussion Text

### 7.1. Defenition

Generally, discussion text can be defined as a text that provides two contrastive arguments on issue to inform readers about what is being discussed. It supported by (Hutabarat, 2013) Discussion text is a process of finding common ground between two thoughts, ideas or different opinions. And discussion text can be defined as a text which contains about a problematic discourse. Writing discussion text is the important basic competence that must be mastered by students. It includes how to put the letters, words, sentences, or paragraphs with the ideas so can produce a discussion text.

Discussion text also categorizes as a factual text. It presents different opinion view point of perspectives on an issue, enabling the riders to explore different idea before making conclusion. The genre of arguing is an important and influential language process. It is a process that involves reason, evaluation, and persuasion.

## 7.2. Purpose

Discussion text enable to explore more about different ideas both of negative and positive opinion about the issue. It will be meaningful for writing to get important information before making decision. It also can make the writer think critically in writing the argument of the issue. The argument of this text will be recommended to one argument or sum up both if they are fairly balanced.

## 7.3. Generic Structure

Discussion text has schematic structure. It such as rule of the text to gain the writing goal. The structure is as following:

### 1. Issue

It consists of statement of the issue. Statement gives necessary background information of the issue. A discussion begins with brief introduction describing situation of the text. The point of this introduction recognizes that there are two points of view.

### 2. Argument

Argument for against or statements of different points of view. It means the writer give their argument consist of argument for and arguments against. The argument for is giving support opinion to the issue while argument against is giving contrary idea for the issue. In other word argument for is called “pros” mean advantage and argument for is called “cons” mean disadvantage of something.<sup>17</sup> When the writers make “pros” and “cons” both of them should balance. To help the writer in making “pros” and “cons” they can use list. The guideline to make better “pros” and “cons” list.

a. Use for the Right Decision

The writer should make opposite statement which state of support topic and contra to the topic.

b. Use Differences Only

Here a pro and con must be different than your default choice to be relevant to your decision. Likewise, pros and cons should be in relation to your default option.

c. Personal

Pros and cons must be focused on our specific situation. Avoid pros and cons that irrelevant in the topic.

d. Avoid Duplicates

Make sure that the arguments of pro and con are the unique sentence. It means do not rewrite the same arguments in the different word.

e. Avoid Compound Statements

Do not write pros and cons statement in the same sentence. Avoid pros like “it is enable me to watch movie and read a book”. Make sure to split the statement in two pros sentences: “it is enable me to watch movie” and “it is enable me to read a book.

f. Make Categories

Capturing pros and cons became one of the hardest problem. To solve the problem the writer can create list of categories. Use each category to check whether you’ve exhausted all the pros and cons in that category.

g. Explore Fixed vs Fixable Cons

The aspect of your decision can change during this time. Consider which cons you might be able to work around and which ones will remain cons no matter what you do. Pay attention to those cons which cannot be changed.

### 3. Conclusion or Recommendation

The end of discussion presenting personal point of view before giving conclusion. The conclusion and recommendation may consist of both sides of argument if they are balanced, or it can be single argument if providing sufficient evidence.

## **7.4. Language Feature**

1. Focus on generic human and generic non-human participants. Topic of discussion text may show about phenomenon or social issue in the environment.
2. Use of mainly material, mental, and relational processes use of temporal and causal conjunctives relations.
3. Use of logical conjunctives relations or temporal and causal conjunctives relations. Temporal conjunctive relation tells about time, e.g: when, while, since, at first, finally, etc. Causal conjunctive relations tells the signal point of the argument, e.g: because.
4. Use of modality such as can, could, may, might, will, would.
5. Use of logical conjunctives relation or we can call it reasoning expresses as verbs and nouns, e.g: therefore, however.

## **B. Relevant Study**

Given the importance of reading skills in educational success, especially in teaching using Bloom's Taxonomy Strategy, several researchers have conducted research related to this problem. The results of previous studies conducted by (Hariyanto, 2014) "Improving the Ability of Students in Developing RPP Based on 2013 Curriculum by Using" Bloom's Taxonomy Cognitive Domain Learning Stages "in the Sixth Semester Students of English FKIP in Kanjuruhan University Malang". Data analysis is done by making lesson plans based on the 2013 curriculum through qualitative and quantitative approaches. The method taken from data collection is observation, socialization and guidance. The results showed that almost all subjects (87%) managed to obtain a score that met the criteria of success with an average value of 93.

This research was conducted by (Nurul, 2017), with the title "Analysis of Cognitive Ability of Students of the VIII class of Jember 11th state Assessed from the Learning Style in Completing the Circle Discussion Problem". This study took a sample of 35 students. This research is descriptive research with a qualitative approach. Data collection methods that were used were questionnaires, tests and interviews. The results showed that cognitive abilities were possessed by students with visual learning styles, especially when evaluating the relationship between two circles, with 14 students in visual learning style (40%), 15 students in auditory learning styles (42.86%), and 6 learning styles kinesthetic (17.14%).

Based on the research conducted by the researchers above, it can be concluded that Bloom's Taxonomy strategy has an effect on teaching reading.

Therefore, the above research can be a reference for researchers in conducting research.

### **C. Conceptual Framework**

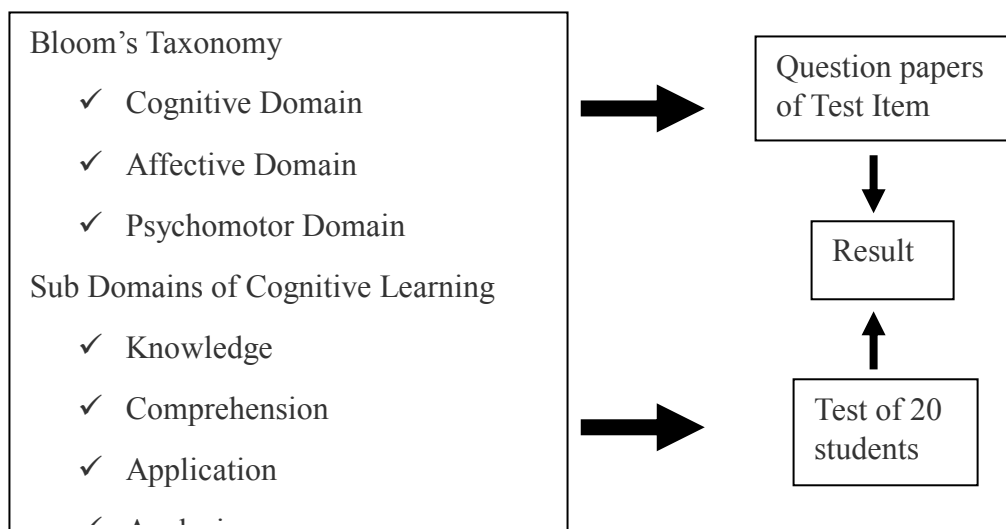
Reading is one of the skills in learning English. Reading is also a source of knowledge and information, understanding in reading is the process of understanding the contents of a writing such as the meaning of a word or sentence. In teaching reading, there are several models and methods that can be used to improve students' reading comprehension. Bloom's Taxonomy is one of the strategies of learning reading comprehension methods to help students learn to read well. Teachers can make instruction for students to actively read in English, in teaching reading comprehension, the teacher first presents reading lessons in a way that is more interesting and relevant to needs learning. Therefore, Bloom's Taxonomy strategy can be needed to make the learning process more interesting.

Reading can help students express something about the understanding they read, explore and ideas, and find words that are unfamiliar. Discussion text is part of the text that describes the subject. To improve students in reading paragraphs, it is not an easy task, often students have difficulty in reading. Most of them pronunciation and vocabulary are still not said to be good. By using Bloom's Taxonomy strategy students are expected to improve reading well. Based on observations by researcher at SMA Swasta Islam Azizi Medan in the 2019/2020 academic year. They still have some problems in learning to read. So, it was



expected that using Bloom's Taxonomy strategy in teaching reading would be affect students' reading achievement which is considered effective and interesting.

### 2.1 Diagram of conceptual framework



#### D. The Hypothesis

This research would answer the question about whether yes or no the effect of using Bloom's Taxonomy strategy on student's ability to reading discussion text. To get the answer of question, the researcher purpose alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_0$ ) as bellow :

$H_a$ : Alternative hypothesis is acceptable, so there was any significant reading effect using bloom's taxonomy on the achievement of students' reading learning abilities.

## CHAPTER III

### RESEARCH METHOD

#### A. Location

This research was conducted at the SMA Swasta Islam Azizi Medan at Jalan Kesatria No. 70, Pahlawan, Kecamatan Medan Perjuangan, Kota Medan, Sumatra Utara. This research was conducted during the academic year 2019/2020, The reason of chosen this school because based on the researcher observation had found the problem that the students' ability to reading was low and bad.

#### B. Population and Sample

##### 1. Population

The population of this research was taken from 12th grade students of SMA Swasta Islam Azizi Medan of academic year 2019/2020, which consisted of two classes. XII-1, XII2. So the total of population of this resarch is 40 studetns.

**Table 3.1 The Population of Reasearch**

No.	Classes	Population
1.	XII-1	20
2.	XII-2	20
Total		40

##### 2. Sample

The samples in this research was chosen XII-1 which consist 20 students as experimental group and XII-2 which consist 20 students as control group.

Random sampling technique was applied to determine the samples. The total sample is 40 students.

**Table 3.2 The Sample of Research**

No.	Class	Sample
1	XII-1	20
2	XII-2	20
Total		40

### C. Research Design

The research design was used experimental quantitative design. Namely the experimental group and the control group. The experimental group was taught used the Bloom's Taxonomy strategy, the control group was teach by used Direct Method. The design of this research was illustrated as follow :

**Table 3.3 The Research Design**

No.	Group	Pre-test	Treatment	Post-test
1	Experimental (x)	✓	Bloom's Taxonomy Strategy	✓
2	Control (y)	✓	Control Strategy	✓

#### a. Pre-test

Pre-test is the test which was given before treatment process began. The test is aim to found out the students "reading ability of both groups and know the mean scores of experimental and control group.

#### b. Treatment

A treatment was given to the students. The experimental group was taught with Bloom's Taxonomy strategy on students' ability to reading discussion text, while the control group was taught by using Traditional strategy.

## c. Post-test

The post-test is given after the treatment. The post-test was conducted to measure the competence of the students. Then find out the difference in mean score of both experimental group and control group. It also used to found out the students' ability in reading after the treatment.

**Table 3.4**  
**The Procedure in Experimental Group**

No.	Experimental Group	
	Teacher's Activities	Student's Activities
1.	Greets the students.	Answer the teacher's greeting.
2.	Motivates the student by informing the students' about ability reading that will be used in the class.	Listen the teacher's explanation.
3.	The teacher introduce the students to the topic.	Listen the teacher's.
4.	The teacher invites the student to the predict the text from the cover, title, and illustrations.	The students receive invited the teacher.
5.	The teacher gives a short simulation introduction.	Listen the teacher's.
6.	The teacher reads the text as naturally as possible with a few stop.	The studends join read the text.
7.	The teacher encourage students to predict as the read, drawing on their understanding of the text and their knowledge of the structure of language.	Listen the teacher's.
8.	The teacher reads, the text several times.	The students will be able to join in.

**Table 3.5**  
**The Procedure in Control Group**

No.	Control Group	
	Teacher's Activities	Student's Activities
1.	Greets the students.	Answer the teacher's greeting.
2.	Motivates the student by explaining that reading is very important to increase their	Listen the teacher's explanation.

	knowledge about english.	
3.	Explains about discussion text which relate to the material.	Listen the teacher's explanation.
4.	Teacher ask students to pay attention to discussion text in their answer sheet.	Pay attention to discussion text in their answer sheet.
5.	Teacher ask the students to answer some questions from the reading passage.	Answer the question.

#### **D. Research Instrument**

In collecting data, an instrument was used multiple choices test. The test consisted of 10 items. In scoring the students' answer, correct answer got 1 and the wrong answer got 0. The range of score from 0-100.

#### **E. Technique of Collecting Data**

In collecting the data, some steps will be applied as follows :

- a. Giving pre-test to both of the groups.
- b. Submit pre-test to both of groups.
- c. Giving treatment to experimental group by using Bloom's Taxonomy strategy.
- d. Giving post-test to both of the groups.
- e. Submit pre-test to both of groups.
- f. Listing the score of Pre-test and Post-test in table to both of groups.

## F. Technique of Analyzing Data

After collecting the data from the test, the data analyzed by using the following procedure :

1. Measuring the different scores between Pre-test and Post-test from the experimental group and control group.
2. Listing the scores into two tables, first for the experimental group scores and second for the control group scores.
3. Calculating the total score Pre-test and Post-test in experimental group and control group. Calculating was conducted by using t-test as show below, according to (Sugiyono, 2017) :

### a. Calculating Mean Score:

$$\bar{x} = \frac{\sum xi}{n} \text{ (Sugiyono, 2017)}$$

Note :

$$\bar{x} \quad = \text{Mean}$$

$$\sum xi \quad = \text{The total of students' value}$$

$$n \quad = \text{The number of students}$$

### b. Standar Deviation by Formula

$$SD_1 = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(n)(n-1)}} \text{ (Sugiyono, 2017)}$$

**c. Calculating correlation Product Moment between  $X_1$  and  $X_2$**

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \quad (\text{Sugiyono, 2017 : 255})$$

**d. Determining the percentage of X variable toward Y variable**

$$D = r^2 \times 100\%$$

$$x = 100\% - D$$

**e. Hypothesis test (t-test)**

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left( \frac{s_1}{\sqrt{n_1}} \right) \left( \frac{s_2}{n_2} \right)}} \quad (\text{Sugiyono, 2017 : 275})$$

In which :

$t$  = t-test

$x_1$  = Mean of variable 1 (experimental group)

$x_2$  = Mean of variable 2 (control group)

$s_1$  = Standard deviation of sample 1 (experimental group)

$s_2$  = Standard deviation of sample 2 (control group)

$s_1^2$  = Standard deviation squared (variants) of sample 1 (experimental group)

$s_2^2$  = Standard deviation squared (variants) of sample 2 (control group)

$n$  = Total of sample

$n_1$  = Number of cases for variable 1 (experimental group)

$n_2$  = Number of cases for variable 2 (control group)

$r$  = Correlation of product moment between  $x_1$  and  $x_2$

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data**

The data were collected by giving an oral test. The sample in this research is 40. The sample was divided into two classes, the experimental group and control group. Each group was given pre-test and post-test of the same test. In experimental group, the students' total score of pre-test was 1250 with the lowest score of pre-test was 50 and the highest one was 70, while the total score of post-test was 1580 with the lowest score of post-test was 70 and the highest one was 90 (see appendix). Meanwhile, in control group, the students' total score of pre-test was 1080 with the lowest score 40 and the highest score was 60, while the total score of post-test was 1280 with the lowest score 50 and the highest score 70 (see appendix).

After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' ability in reading after receiving the treatment.

#### **B. Data Analysis**

The data were analyzed by computing reliability and t-observed which was related to examine the hypothesis in order to answer the research problem.



The data of this study was the score of pre-test and post-test used to find out the mean and standard deviation of experimental and control group. The score of pre-test and post-test as follow:

**Table 4.1**  
**Differences Score Between Pre-test and Post-test of Experimental Group**

No	Students' Initial	Pre-test (X <sub>1</sub> )	Post-test (X <sub>2</sub> )	(X <sub>1</sub> ) <sup>2</sup>	(X <sub>2</sub> ) <sup>2</sup>
1	AH	50	80	2500	6400
2	AS	60	80	3600	6400
3	AY	60	70	3600	4900
4	AS	60	80	3600	6400
5	BS	60	70	3600	4900
6	DN	60	80	3600	6400
7	FR	70	90	4900	8100
8	MF	70	80	4900	6400
9	MR	50	70	2500	4900
10	MR	60	80	3600	6400
11	NA	60	70	3600	4900
12	NU	80	90	6400	8100
13	PR	70	90	4900	8100
14	RR	70	80	4900	6400
15	RD	70	80	4900	6400
16	SA	70	90	4900	8100
17	SE	50	70	2500	4900
18	TN	60	80	3600	6400
19	WS	50	70	2500	4900
20	IA	70	80	4900	6400
<b>TOTAL</b>		$\sum x_1 = 1250$	$\sum x_2 = 1580$	$\sum x_1^2 = 79500$	$\sum x_2^2 = 2125800$

Based on the table 4.1 above it can be seen that there was differences between pre-test and post-test of experimental class. After calculated the data for experimental group above the total score of pre-test was 1250 and the total score

of post-test was 1580. It means that, the score the total score of post-test higher than pre-test. The mean score was calculated as follows:

**a. The Average (Mean)**

$$\begin{aligned} x &= \frac{\sum x_2}{n - x} \\ &= \frac{1580}{20} \\ &= 79 \end{aligned}$$

**b. Standard Deviation of X Variable**

$$\begin{aligned} SD_1 &= \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(n)(n-1)}} \\ &= \sqrt{\frac{20(125800) - (1580)^2}{(20)(20-1)}} \\ &= \sqrt{\frac{2516000 - 2496400}{(20)(19)}} \\ &= \sqrt{\frac{19600}{380}} \\ &= \sqrt{51,57} \\ &= 7,18 \end{aligned}$$

**Table 4.2**  
**Differences Score between Pre-test and Post-test of the Control Group**

No	Students' Initial	Pre-test $Y_1$	Post-test $Y_2$	$(Y_1)^2$	$(Y_2)^2$
1	AP	50	60	2500	3600
2	AF	60	70	3600	4900
3	AS	60	60	3600	3600
4	BS	40	50	1600	2500
5	CP	60	70	3600	4900
6	DB	50	60	2500	3600
7	FP	60	70	3600	4900
8	ILP	50	60	2500	3600
9	IA	50	60	2500	3600
10	JS	60	60	3600	3600
11	K	50	70	2500	4900
12	LP	60	60	3600	3600
13	NS	50	70	2500	4900
14	OF	60	60	3600	3600
15	RR	60	70	3600	4900
16	RH	50	60	2500	3600
17	SR	60	70	3600	4900
18	Sa	60	60	3600	3600
19	SA	40	70	1600	4900
20	AR	50	70	2500	4900
<b>TOTAL</b>		$\sum y_1$ =1080	$\sum y_2$ =1280	$\sum y_1^2$ =59200	$\sum y_2^2$ =82600

Based on the table 4.2 above, it can be seen that there was differences between pre-test and post-test score of control class. After calculated the data for control group above the total score of pre-test was 1080 and the total score of post-test was 1280. It means that, the total score of post-test higher than pre-test.

The Mean score was calculated as follows:

**a. The Average (Mean)**

$$\begin{aligned}
 y &= \frac{\sum y_2}{ny} \\
 &= \frac{1280}{20} \\
 &= 64
 \end{aligned}$$

**b. Standard Deviation of Y Variable**

$$\begin{aligned}
 S_2^1 &= \sqrt{\frac{n \sum y_2^2 - (\sum y_2)^2}{n(n-1)}} \\
 &= \sqrt{\frac{20(80600) - (1280)^2}{(20)(20-1)}} \\
 &= \sqrt{\frac{1652000 - 1638400}{(20)(19)}} \\
 &= \sqrt{\frac{13600}{380}} \\
 &= \sqrt{35,78} \\
 &= 6
 \end{aligned}$$

Based on the previous data, after the Mean was obtained, then the correlation

determined with the formula:  $r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$  it was

concluded in the following table:

**Table 4.3**  
**Calculating Correlation Product Moment between  $X_1$  and  $X_2$**

No	Students' Initial	Pre-test ( $X_1$ )	Post-test ( $X_2$ )	$(X_1)^2$	$(X_2)^2$	$(X_1)(X_2)$
1	AH	50	80	2500	6400	4000
2	AS	60	80	3600	6400	4800
3	AY	60	70	3600	4900	4200
4	AS	60	80	3600	6400	4800
5	BS	60	70	3600	4900	4200
6	DN	60	80	3600	6400	4800
7	FR	70	90	4900	8100	6300
8	MF	70	80	4900	6400	5600
9	MR	50	70	2500	4900	3500
10	MR	60	80	3600	6400	4800
11	NA	60	70	3600	4900	4200
12	NU	80	90	6400	8100	7200
13	PR	70	90	4900	8100	6300
14	RR	70	80	4900	6400	5600
15	RD	70	80	4900	6400	5600
16	SA	70	90	4900	8100	6300
17	SE	50	70	2500	4900	3500
18	TN	60	80	3600	6400	4800
19	WS	50	70	2500	4900	3500
20	IA	70	80	4900	6400	5600
<b>TOTAL</b>		$\sum x_1$ =1250	$\sum x_2$ =1580	$\sum x_1^2$ =79500	$\sum x_2^2$ =125800	$\sum x_1 x_2$ =99600

**a. Correlation Product Moment between  $X_1$  and  $X_2$**

$$\begin{aligned}
 r_{xy} &= \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \\
 &= \frac{20(99600) - (1250)(1580)}{\sqrt{\{20(79500) - (1250)^2\} \{20(125800) - (1580)^2\}}} \\
 &= \frac{1992000 - 1975000}{\sqrt{\{1590000 - 1562500\} \{2516000 - 2496400\}}} \\
 &= \frac{17000}{\sqrt{\{27500\} \{19600\}}} \\
 &= \frac{17000}{\sqrt{539000000}} \\
 &= \frac{17000}{23,216} \\
 &= 0,73 = 0,88
 \end{aligned}$$

**b. Coefficient**

$$\begin{aligned}
 r_{xy} &= \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \\
 &= \frac{40(99600) - (1580)(1280)}{\sqrt{\{40(125800) - (1580)^2\} \{40(82600) - (1280)^2\}}} \\
 &= \frac{3984000 - 2022400}{\sqrt{\{5032000 - 2494600\} \{3304000 - 1638400\}}} \\
 &= \frac{1961600}{\sqrt{\{2535600\} \{1665600\}}} \\
 &= \frac{1961600}{\sqrt{4223295360000}} \\
 &= \frac{1961600}{\sqrt{4223295360000}} \\
 &= \frac{1961600}{2055065} \\
 &= 0,95
 \end{aligned}$$

**c. Determining the score of t-test with formula:**

After the correlation score was obtained, then specified t-test with the formula;

$$\begin{aligned}
 t &= \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}} \\
 &= \frac{79 - 64}{\sqrt{\frac{7,18}{20} + \frac{6}{20} - 2(0,73)\left(\frac{7,18}{\sqrt{20}}\right)\left(\frac{6}{\sqrt{20}}\right)}} \\
 &= \frac{15}{\sqrt{0,359 + 0,3 - 1,46\left(\frac{7,18}{4,47}\right)\left(\frac{6}{4,47}\right)}} \\
 &= \frac{15}{\sqrt{0,659 - 3,13}} \\
 &= \frac{15}{\sqrt{2,471}} \\
 &= \frac{15}{1,57} \\
 &= 9,55
 \end{aligned}$$

After measuring the data above, by using t-test formula it showed that t-test score 9,55. After seeking the table of the distribution of t-test as the accounting in certain Degree of Freedom (DF) the calculation as follows:

$$Df = 2n - 2$$

$$= 2(20) - 2$$

$$= 40 - 2$$

$$= 38$$

**d. Determining the Percentage of the Effect of X Variable and Y variable**

In determining the percentage the effect of Using Bloom's Taxonomy Strategy on Students' Ability to Reading Discussion Text, the formula was:

$$D = r \times 100\%$$

$$D = 0,95 \times 100\%$$

$$D = 95\%$$

$$X = 100\% - D$$

$$X = 100\% - 95\%$$

$$X = 5\%$$

It means that the percentage of the effect of X toward Y or the Effect of Using Bloom's Taxonomy Strategy on Students' Ability to Reading Discussion Text was 95% and 5% was influence by others factor.



### **C. Testing Hypothesis**

After accounting the data previously by using t-test formula that critical value then after seeking the table of distribution of evaluate Reading Skill as basic of counting Degree of Freedom (DF), the calculation shows that DF was ( $2n-2=50-2=38$ ) in line 40 that t-table is 2,021 for 0,05. It could concluded  $t\text{-test} > t\text{-table}$  or  $9,55 > 2,021$ . So  $H_0$  was rejected an  $H_a$  was accepted or there was the effect of Using Blooms Taxonomy Strategy on Students' Ability to Reading Discussion Text at SMA Swasta Islam Azizi Medan.

### **D. Research Findings**

Based on the data analysis above, the findings of this research were described that the students who were taught with effect of Using Blooms Taxonomy Strategy on Students' Ability to Reading Discussion Text got higher score than the students who were taught by using Traditional Strategy. Total of significant effect was 95%. It was proved by the result of t-test which was 9,55 and t-table which was 2,021 ( $t\text{-test} > t\text{-table}$ ,  $9,55 > 2,021$ ). It means that the students' Reading Ability with effect of Using Blooms Taxonomy Strategy on Students' Ability to Reading Discussion Text was significant than using Traditional Strategy.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the findings and data analysis, the researcher could make the conclusion as follow: There was significant effect of Using Blooms Taxonomy Strategy on Students' Ability to Reading Discussion Text is proven by the result of the test  $t\text{-test} > t\text{-table}$  or  $9,55 > 2,021$  It means that the result of analysis showed that  $t\text{-test}$  was higher than  $t\text{-table}$  with the level significant 0,05 and the Degree of Freedom (DF) = 38. Effect of Using Blooms Taxonomy Strategy on Students' Ability to Reading Discussion Text gives stimulus for the students to become active learning and accept the lesson that the teacher gave.

#### B. Suggestion

In this case the researcher, would like to give the suggestion, the suggestion were put forward as follows:

1. The English teachers, the teacher were suitable effect of Using Blooms Taxonomy Strategy on Students' Ability to Reading Discussion Text on the learning process. The teacher should teach the students how to

2. express their idea in reading text. They made activities until the students enjoy interesting.
3. The students, to increase their knowledge in reading ability through discussion text, especially in vocabulary in reading.
4. The reader, were encouraged to have a lot of information about teaching learning experience for them.
5. The other researchers, it is suggested to conduct further research related to the topic of the study.

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Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Romi Suhendro  
NPM : 1502050326  
Pro. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 154 SKS IPK = 3,45

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Using Bloom's Taxonomy Strategy on Students' Ability to Reading Discussion Text	
	The Analysis of Double Entendre Found in 9 Hour 9 Person 9 Door's Game	
	Textual Meaning on Analysis in Brooklyn Movie	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 13 Juli 2019  
Hormat Pemohon,

Romi Suhendro

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*Assalamu'alaikum Wr. Wb*

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Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Using Bloom's Taxonomy Strategy on Students' Ability to Reading Discussion Text

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Muhammad Arifin, S.Pd., M.Pd

*Handwritten signature and date: 15/7/2019*

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

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### PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya

Nama Mahasiswa : Romi Suhendro  
NPM : 1502050326  
Pro. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Using Bloom's Taxonomy Strategy on Students' Ability to Reading Discussion Text	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing

  
Muhammad Arifin, S.Pd., M.Pd

Medan, 13 Juli 2019  
Hormat Pemohon



Romi Suhendro



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Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Using Bloom's Taxonomy Strategy on Students' Ability to Reading Discussion Text.

Pembimbing : Muhammad Arifin, S.Pd, M.Pd

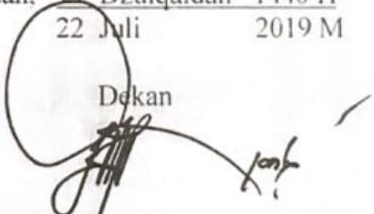
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3. Masa kadaluarsa tanggal : 22 Juli 2020

Wa'alaikumssalam Warahmatullahi Wabarakaatuh.

Dikeluarkan pada Tanggal :  
Medan, 19 Dzulqaidah 1440 H  
22 Juli 2019 M

Dekan

  
**Dr. H. Elfrianto Nst, S.Pd, M.Pd.**  
NIDN : 0115057302

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Nama Lengkap : Romi Suhendro  
N.P.M : 1502050326  
Prog. Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Using Bloom's Taxonomy Strategy on Students' Ability to Reading Discussion Text

Benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 29 bulan Juli, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas. Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, Agustus 2019

Ketua Program Studi

**Mandra Saragih, S.Pd, M.Hum**



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Hormat saya  
Yang membuat pernyataan,



Romi Suhendro

Diketahui oleh  
Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



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Lamp : ---  
Hal : Mohon Izin Riset

Medan, 27 Dzuhijjah 1440 H  
28 Agustus 2019 M

Kepada Yth. Bapak/Ibu Kepala  
SMA Swasta Islam Azizi Medan  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

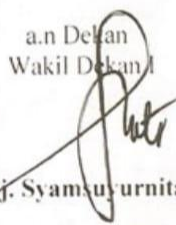
Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Romi Suhendro  
N P M : 1502050326  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Using Bloom's Taxonomy Strategy on on Students' Ability to Reading Discussion Text.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

a.n Dekan  
Wakil Dekan I

  
Dra. Hj. Syamsuurnita, M.Pd

\*\* Pertinggal \*\*



# SMA SWASTA PERGURUAN ISLAM AZIZI

STATUS AKREDITASI "B"

Jln. Kesatria No. 70 Medan Telp. 4555317 Kode Pos : 20233

## SURAT KETERANGAN TELAH MELAKSANAKAN RISET

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Nama : Rahmi Ilyas, SH, MH  
NIP : --  
Jabatan : Kepala Sekolah

Menerangkan bahwa, yang tersebut di bawah ini :

Nama : Romi Suhendro  
NIM : 1502050326  
Jurusan/Pro. Studi : Pendidikan Bahasa Inggris  
Jenjang Studi : S.1  
Judul Penelitian : *" The Effect of Using Bloom's Taxonomy Strategy on Student's Ability to Reading Discussion Text "*.

telah melaksanakan Riset Program Studi Pendidikan Bahasa Inggris di SMA Swasta Islam Azizi Medan dari tanggal 28 Agustus s.d 28 September 2019.

Demikian Surat Keterangan ini dibuat, untuk dapat dipergunakan seperlunya.

Medan, 10 September 2019  
Kepala SMA Swasta Islam Azizi  
Medan



Nama = Arlangga Syaputra  
KIS = XII IPA

Test Items

Question 1-5 : This passage below is for question number 1-5. Choose the best answer based on the passage.

Television

The government has just published a report which suggest that television is partly responsible for the serious increase in crime over the last ten years. The exposure of violence or pornography harmful effects on children.

Many people who are alive today know what it is like to live in a world without television. Television as we know is only about forty years old. Yet it is so much a part of our lives that it seems as if it had always existed.

Some people think that the years before the invention of television were a better time. They claim that families talked more and did more things together. More books were read. People used their imaginations more fully. People got more outdoor exercises.

But others disagree. They claim that television is a powerful educational tool. It informs us of what is going on in the world, from a famine in Africa to a local politics and fashion. It helps us understand how people live, work, and struggle.

In 1961, Newton Minow, a government official, called prime-time schedules " a vast wasteland ". Television is credited with being a great teacher, but it is also blamed for the poor reading and writing skills of our population. Television gets praised for helping us understand the people of the world. But it has been accused of helping to destroy family life. Television keeps us informed about the political issues of the day.

Experts will probably continue to argue about television's value. But everyone agrees that it is one of the most significant inventions of the twentieth century.

1. The writer wants to tell .....

- a. the development of television
- b. the advantages of television program
- c. how television destroys people's life
- d. the influence of television on people's daily life

2. Many people claim that television is a powerful educational tool. From this statement we know that they ..... with the existence of television.

- a. love
- b. agree
- c. prefer
- d. satisfy

3. Which of the following is good for children in watching TV?

- a. The children should watch the violence on TV
- b. Children may watch TV whenever they like
- c. There shouldn't be government censorship of TV program
- d. Children should be accompanied by their parents in watching TV

4. "... what is going on in the world, from famine in Africa ..."  
(Paragraph 4) The underlined word means lack of ....

- a. food
- b. water
- c. nutrient
- d. education

5. what did you do whit waching TV ? *except*.

- a. get information
- b. to understand how people live
- c. to understand how people struggle
- d. get money much

**Question for 6-10 :**

## **BOXING**

*By Kerry Williams*

There was a lot of discussion about whether boxing should be banned.

The people who agree with this idea, such as Sarah, claim that if they do carry on boxing they should wear something to protect their heads. they also argue that people who do boxing could have brain damage and get seriously hurt. A further point they make is that most of the people the have died did have families.

However, there are also strong arguments against this point of view. Another group of people believe that boxing should not be banned. They say that why they invent it if it is a dangerous sport. They say that boxing is a good sport, people enjoy it. A furthermore reason is if they ban boxing it will ruin people's career.

After looking at the different points of view and the evidence from them I think boxing should be banned because five hundred people have died in boxing since 1884.

6. There was a lot of discussion about whether boxing should be banned.

The schematic structure of this sentence is ....

- a. issue
- b. conclusion
- c. argument against
- d. recommendation

7. However, there are also strong arguments against this point of view.

The underlined words mean ....

- a. advice
- b. encouragement
- c. opinion
- d. suggestion

8. The communicative purpose of the text is ....

- a. to describe boxing
- b. to present two points of view about boxing
- c. to persuade the readers that boxing is the case
- d. to retell an event with a humorous twist

9. The followings are reasons why boxing shouldn't be banned, except ....

- a. Boxing is not dangerous sport.
- b. People enjoy boxing.
- c. Banning boxing will ruin people's career.

d. Boxing is a good sport.

10. What is the best conclusion we can get from the text above?

a. The writer said that boxing should not be banned.

b. The writer agreed to do boxing as a sport.

c. The writer stated that boxing should be banned.

d. Boxing is not a good sport as it can ruin people's career.



\*  
Nama : Fachru Rozi Luqis  
Kelas : XII SMA

Test Items

Question 1-5 : This passage below is for question number 1-5. Choose the best answer based on the passage.

Televison

The government has just published a report which suggest that television is partly responsible for the serious increase in crime over the last ten years. The exposure of violence or pornography harmfuly effects on children.

Many people who are alive today know what it is like to live in a world without television. Television as we know is only about forty years old. Yet it is so much a part of our lives that it seems as if it had always existed.

Some people think that the years before the invention of television were a better time. They claim that families talked more and did more things together. More books were read. People used their imaginations more fully. People got more outdoor exercises.

But others disagree. They claim that television is a powerful educational tool. It informs us of what is going on in the world, from a famine in Africa to a local politics and fashion. It helps us understand how people live, work, and struggle.

In 1961, Newton Minow, a government official, called prime-time schedules " a vast wasteland ". Television is credited with being a great teacher, but it is also blamed for the poor reading and writing skills of our population. Television gets praised for helping us understand the people of the world. But it has been accused of helping to destroy family life. Television keeps us informed about the political issues of the day.

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- a. the development of television
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2. Many people claim that television is a powerful educational tool. From this statement we know that they ..... with the existence of television.

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(Paragraph 4) The underlined word means lack of ....

- a. food
- b. water
- c. nutrient
- d. education

5. what did you do while watching TV ? *except*.

- a. get information
- b. to understand how people live
- c. to understand how people struggle
- d. get money much

**Question for 6-10 :**

## **BOXING**

*By Kerry Williams*

There was a lot of discussion about whether boxing should be banned.

The people who agree with this idea, such as Sarah, claim that if they do carry on boxing they should wear something to protect their heads. They also argue that people who do boxing could have brain damage and get seriously hurt. A further point they make is that most of the people who have died did have families.

However, there are also strong arguments against this point of view. Another group of people believe that boxing should not be banned. They say that why they invent it if it is a dangerous sport. They say that boxing is a good sport, people enjoy it. A furthermore reason is if they ban boxing it will ruin people's career.

After looking at the different points of view and the evidence from them I think boxing should be banned because five hundred people have died in boxing since 1884.

6. There was a lot of discussion about whether boxing should be banned.

The schematic structure of this sentence is ....

- a. issue
- b. conclusion
- c. argument against
- d. recommendation

7. However, there are also strong arguments against this point of view.

The underlined words mean ....

- a. advice
- b. encouragement
- c. opinion
- d. suggestion

8. The communicative purpose of the text is ....

- a. to describe boxing
- b. to present two points of view about boxing
- c. to persuade the readers that boxing is the case
- d. to retell an event with a humorous twist

9. The followings are reasons why boxing shouldn't be banned, except ....

- a. Boxing is not dangerous sport.
- b. People enjoy boxing.
- c. Banning boxing will ruin people's career.

d. Boxing is a good sport.

10. What is the best conclusion we can get from the text above?

a. The writer said that boxing should not be banned.

b. The writer agreed to do boxing as a sport.

c. The writer stated that boxing should be banned.

d. Boxing is not a good sport as it can ruin people's career.

Agus

Nama: Agus Saim Matondang

Kelas: XII IPA

Test Items

BO

Question 1-5 : This passage below is for question number 1-5. Choose the best answer based on the passage.

Television

The government has just published a report which suggest that television is partly responsible for the serious increase in crime over the last ten years. The exposure of violence or pornography harmful effects on children.

Many people who are alive today know what it is like to live in a world without television. Television as we know is only about forty years old. Yet it is so much a part of our lives that it seems as if it had always existed.

Some people think that the years before the invention of television were a better time. They claim that families talked more and did more things together. More books were read. People used their imaginations more fully. People got more outdoor exercises.

But others disagree. They claim that television is a powerful educational tool. It informs us of what is going on in the world, from a famine in Africa to a local politics and fashion. It helps us understand how people live, work, and struggle.

In 1961, Newton Minow, a government official, called prime-time schedules "a vast wasteland". Television is credited with being a great teacher, but it is also blamed for the poor reading and writing skills of our population. Television gets praised for helping us understand the people of the world. But it has been accused of helping to destroy family life. Television keeps us informed about the political issues of the day.

Experts will probably continue to argue about television's value. But everyone agrees that it is one of the most significant inventions of the twentieth century.

1. The writer wants to tell .....

- a. the development of television
- b. the advantages of television program
- c. how television destroys people's life
- d. the influence of television on people's daily life

2. Many people claim that television is a powerful educational tool. From this statement we know that they ..... with the existence of television.

- a. love
- b. agree
- c. prefer
- d. satisfy

3. Which of the following is good for children in watching TV?

- a. The children should watch the violence on TV
- b. Children may watch TV whenever they like
- c. There shouldn't be government censorship of TV program
- d. Children should be accompanied by their parents in watching TV

4. "..... what is going on in the world, from famine in Africa ..."  
(Paragraph 4) The underlined word means lack of ....

- a. food
- b. water
- c. nutrient
- d. education

5. what did you do while watching TV ? *except*.

- a. get information
- b. to understand how people live
- c. to understand how people struggle
- d. get money much

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