

**AN ANALYSIS OF READING COMPREHENSION QUESTION BY
USING REVISED BLOOM'S TAXONOMY THROUGH QUIZZZ
APPLICATION**

SKRIPSI

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By:

YASYA INDILLAH

1602050162



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2020**



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website <http://www.fkip.umsu.ac.id> E-mail fkip@umsu.ac.id

BERITA ACARA

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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-I Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Selasa, 3 November 2020, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan, dan memutuskan bahwa:

Nama Lengkap : Yasya Indillah
NPM : 1602050162
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of Reading Comprehension Question by Using Revised Bloom's Taxonomy through Quizizz Application
Ditetapkan : (A) Lulus Yudisium
() Lulus Bersyarat
() Memperbanyak Skripsi
() Tidak Lulus

Dengan diterimanya skripsi ini sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd.)

PANITIA PELAKSANA

Ketua

Sekretaris

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Dra. Hj. Syamsuyurnita, M.Pd.

ANGGOTA PENGUJI:

1. Halimahtussa'diah, S.S., M.Hum.
2. Drs. Ali Amran, M.Hum.
3. Alfitriani Siregar, S.Pd., M.Ed.

- 1.
- 2.
- 3.



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Yasya Indillah
NPM : 1602050162
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of Reading Comprehension Question by Using Revised Bloom's Taxonomy through Quizizz Application

sudah layak disidangkan.

Medan, Oktober 2020

Disetujui oleh:
Pembimbing

Alfitriani Siregar, S.Pd., M.Ed.

Diketahui oleh:

Dekan

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi

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

ABSTRACT

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This study aimed to find out the level of the cognitive domain that was used in reading comprehension questions based on Revised Bloom's Taxonomy through Quizizz application. Descriptive qualitative research was applied in this study. The data of the research taken from Quizizz application, 35 questions were found in that quiz. From the data analysis, it was found that the remember level was 19 questions (54.29%), then the understanding level was 11 questions (31.43%), and the analyzing level was 5 questions (14.28%). The most dominant cognitive domain level found on the reading comprehension question in the Quizizz application based on Revised Bloom Taxonomy was remember level that was categorized as the lowest level of the cognitive domain. Suggestions for readers of this study are expected to increase knowledge about the levels of cognitive domains that are used in reading comprehension questions and especially those who want to use the Revised Bloom's Taxonomy theory.

Keyword: *reading, cognitive domain, Revised Bloom Taxonomy*

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CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, there are four skills we must master. They are listening, reading, writing, and speaking skills. They are connected and can't separate from other aspects of language such as grammar and vocabulary. One of the most important skills that have been mastered by students is reading skills. One of the ways the students to get information and to increase their knowledge through reading. By reading, they know many things that have never been known before. To understand the text, some readers use their background knowledge and experience to make up the meaning of the text in the reading process, then the reader will connect the ideas in the text with what they already know. (Razali & Razali, 2013).

Comprehension made the students able to determine the core of the sentence or text and get the main purpose of the reading process. By comprehending the text, they can get the purpose of reading the text and will find the essence of the text such as essential messages or information from the text. Grabe and Stoller (2002 : 3) define "reading is the ability to draw meaning from the printed page and interpret this information appropriately". It means reading is the process of trying to understand a written text then translate information obtained in the text correctly. Reading consists of two related processes, word recognition, and comprehension.

In (Elan Fitria, 2014), McWhorter (1985:53) says that "questions are trying to connect what already know about a topic with the new information to be learned,

the question should ask something that feels if important to know, it also begins with *what, why, or how* are more useful.” In learning about reading, questions become one of the important media to know whether the students understand the reading passage or not. Questions arise students’ curiosity about the material that they read and check students’ comprehension (Hayati, Djufri, & Fitrawati, 2012). By answering the questions, students can gain a complete understanding by thinking critically and using different levels of thinking

Questions based on Bloom’s taxonomy theory deal with productive learning and stimulate thinking. Bloom's Taxonomy is a classification of learning goals that should be held by educators in determining learning goals. There are three domains in this framework; *cognitive, affective, and psychomotor*. The cognitive domain is concerned with the recall or recognition of knowledge and the development of intellectual abilities and skills. The second part is the affective domain that includes describing changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment. And the third domain is the psychomotor domain. On the other hand, is the manipulative or motor-skill area. (Bloom, 1956: p.7-8).

Bloom (1956:7) states that the cognitive domain involves knowledge of the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. The cognitive domain of Bloom’s taxonomy has been revised by Anderson, Krathwohl, et al.,2001 (Krathwohl, 2002). There are some changes between old Bloom’s taxonomy and the new version in the cognitive domain.

Bloom divided the cognitive domain into six categories in old taxonomy; *knowledge, comprehension, application, analysis, synthesis & evaluation*. The differences are that in the Revised Bloom's Taxonomy the three categories were renamed and the other two were interchanged. Hence, Revised Bloom's taxonomy became *remembering, understanding, applying, analyzing, evaluating, and creating*.

The affective domain contains behaviors that emphasize aspects of feelings and emotions, such as interests, attitudes, appreciation, and ways of adjustment. There are five major categories listed from the simplest behavior to the most complex. They are *receiving phenomena, responding to phenomena, valuing, organization, and internalization values(characterization)*.

The psychomotor domain includes movement and physical coordination, motor skills, and physical abilities. This skill can be honed if you do it often. This development can be measured the angle of speed, accuracy, distance, method/ technique of implementation. There are five categories in the psychomotor realm ranging from simple to complex levels. They are imitation, manipulation, resolutions, articulation, and experience. Simpson(1972) proposed the following levels are *perception(awareness), set, guided response, a mechanism (basic proficiency), complex overt response (expert), adaptation, and origination*.

In the 4.0 revolution era, the development of science and technology encourages each learner to be creative and active in their potential self. Along with technological advances, teachers are required to create or seek innovations in teaching English in the classroom. Several teaching methods, styles, strategies, and

media are used to design instructional material for an effective visual presentation to ease the teaching and learning content. A teacher should be able to use interesting media not supposed to only use textbooks such as media-based online, games, and quiz. Where if that used in the classroom, the students will know more about learning based online and also feel have fun in learning English.

One of the learning games-based apps is Quizizz. Quizizz is an educational app that applies the concept of gamification (MacNamara & Murphy, 2017). Gamification aims to increase participation and motivate users through the use of game elements such as points, leaderboards, and immediate feedback among other things. Quizizz is a web tool for creating interactive quiz games for use in classroom learning. With Quizizz, teachers can also assign homework to give students additional practice.

Based on the explanation above, the researcher is interested in analyzing the reading comprehension question based on Revised Bloom's Taxonomy through Quizizz application. The reason why the researcher takes up this problem is that the researcher wants to find out the level of questions reading comprehension on Quizizz. As an English teacher, the teacher must provide various levels and types of learning in their items. It is aimed to know at what level that students have achieved. Therefore, the teacher can know how far students' understanding of the material is learned.

B. Research Focus

Based on the background of this study, this research limited only the cognitive domain in reading comprehension questions that exist in Quizizz application. The grade of reading questions taken from the Quizizz application is high school grade selection. The researcher analyzed the types of the cognitive domain in reading comprehension questions based on Revised Bloom's Taxonomy.

C. Formulation of the Problem

Based on the background of the study and the research focus above, the researcher just answers the research question, i.e "How the levels of a cognitive domain are used in reading comprehension questions based on Revised Bloom's Taxonomy through Quizizz application?"

D. Research Objectives

Based on the formulation of the problem, the objectives of this research is to find out the level of the cognitive domain are used in reading comprehension question based on Revised Bloom's Taxonomy through Quizizz application

E. Research Benefit

The findings in this research are expected to be useful and relevant for English teachers and future researchers theoretically and practically.

1. Theoretical Benefit

The findings of this study will be useful not only for readers but also for knowledge development readers' interest in analyzing the test question.

2. Practical Benefit

The findings of this study are expected to be beneficial

- a. For the teachers as their references to make good questions in various levels of the cognitive process for developing students' thinking skills and can use the taxonomies to make their comprehension question for the text that their students read to help them better understand from what they read.
- b. For further researcher. The researcher hopes the result of this study can become one of the references for other researchers who have similar research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

2.1. Definition of Reading

In the language learning and teaching process, students learning two kinds of skills, they are productive skills and receptive skills. Receptive skills include listening and reading while productive skills include writing and speaking. Giles (1987: 91) defines reading as an extension of thinking, perceiving behavior. Readers use their knowledge of the world and the structures and patterns of language to interact with the print, and with all these cues and frameworks of knowledge and values, the readers construct the meaning. In other definition, Juliantana (2020: 29) said reading is an act of looking at and understanding points. Reading entails the use of a version to understand several words in a sentence and make them meaningful.

Reading is categorized as receptive skills. Harmer (2001: 199) states that receptive skills are how people extract meaning from the discourse they see or hear. He means when we read something like a story or newspaper, listen to the news or take a part in a conversation, we use our previous knowledge as an approach in the process of comprehension. And, we apply a variety of receptive skills, which one we use will be determined by our reading or listening goals. In summary, reading is a process of constructing meaning from written text. This is an important skill to learn that requires an active process from the eye and brain to understand the text.

It means that to be a good reader, students must have good thinking. Therefore, the teachers must train students to be a good thinker because they could be called a good reader if they can construct the meaning of the text as they read and direct their understanding. Students who have good thinking can get good results in reading activities because they know the purpose of the author in writing the reading text and the meaning of the text itself.

2.1.1. The Purpose of Reading

Students may be asked to read a lot for different purposes. Accordingly, different readers may have different goals, and those objectives also variety. People usually read something because they have a desire to do it and a goal to achieve. Besides, generally have some expectations about what they will read before they read the text. That is, the various reading objectives can come from desire before reading activities. Grabe and Stoller (2002: 6) classified reading purposes with 7 main headings :

1. Reading to search for simple information
2. Reading to skim quickly
3. Reading to learn from texts
4. Reading to integrate information
5. Reading to write (or search for information needed for writing)
6. Reading to critique texts
7. Reading for general comprehension

Additionally, Barret (1969: 18) categories of goals of the reading :

- a. Perceptual goals
- b. Cognitive goals
- c. Affective goals

Finally, according to the researcher, the main purpose of reading is to understand the meaning of the text. In reading, the reader must know the author's purpose in writing the text. If the readers understand the text, whatever their expectations of reading, they will know it and they will be successful in reading activities.

2.1.2. Types of Reading Question

Below are six types of reading question that developed by Myers and Palmer (2002) :

a. Comprehension

Comprehension is understanding the meaning of something that we can find the answer inside or explicit the text. These questions look: "According to this text..."

b. Detail

Detail question refers to small items in the text such as name, date, number, time, and location. This question looks: How old is your mother?"

c. Following Direction

Following directions is a certain type of understanding. You are asked to understand how you answer the question, not to answer the question itself. Questions refer to clues, it can tell you to underline the subject, and put brackets around prepositional phrases.

d. Main Idea

The main idea question asks about the "main purpose" or "main point" of the passage It includes a topic and something specific about that topic. These

questions are usually asked as the first question after a passage. An example of this question looks like: “What does the main passage discuss?” or “The main idea of this paragraph is...”

e. Inference

The inference question is usually known as decisions or conclusions that the reader makes after reading the information from the text. Inference questions deal with ideas that are not mentioned in the passage, so the reader should think about his/her answer. Form of inference question looks like: “The writer seems to expect” or “The writer suggests that ...”

f. Sequence

Sequence refers to the chronological of the event. This type of question requires students to know the sequence of events that occur in a story. However, this question doesn't ask which event appears first. The events that appear in the first paragraph may not occur first

2.2. Definition of Reading Comprehension

Reading is related to comprehension. Talking about comprehension, we are talking about reading. Grabe (2002) explains that “Reading is centrally a comprehending process. We read to understand what the writer intended to convey in writing, though we also do more.” Comprehension occurs when the reader interprets the meaning of the text and combines it with the readers’ background knowledge.

Perception and thought are two things that are involved in reading. Background of knowledge, vocabulary, grammatical knowledge, and other

strategies will be used by readers to help them understand the written text. It means reading is a process of communication between the reader and the writer. The writer has a message like feelings, ideas, arguments, and facts that they want to share with their readers. Then, the writer puts the message into words.

Mayer (2003) defines reading comprehension is as the technique for improving students' success in extracting useful knowledge from text. Moreover, Harris and Hodges (1995) in Budikafa, Mirafat, & Lio (2017) point out that reading comprehension is the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text. Therefore, reading comprehension is active in prior knowledge to understand the text that is read.

In reading comprehension, identifying letters to recognize words to derive meaning from the text being read, involve making connections between the words and ideas presented in the text and the reader's background knowledge of the text they are reading will have difficulty in understanding the text is an important part (Smith, 1983). If the reader can read the words but they do not understand what they read, they are not reading. Thus, comprehension is fundamentally relating the new to the already known. If readers can read the words but don't understand what they are reading, they are not reading. So, basically of comprehension is connects the new information with the already known.

From the explanation above, the researcher can conclude that reading comprehension is the process of obtaining meaning from the content and all information about a topic in the text. Understanding English texts is not easy for

students to do because English is a foreign language. Many readers are unable to grasp the author's idea due to limitations in thinking and analyzing the meaning of words and sentences. Therefore, readers must have a good concentration in reading the text to get the meaning of the author's ideas.

2.2.1. Level of Reading Comprehension

The level of reading comprehension namely literal, inferential, critical, and creative (Burns and Roe; Rubin; and Syafi'ie: 1992). They are :

1. **Literal Comprehension.** Literal comprehension is the ability to understand information explicitly stated in the text. Literal comprehension is the lowest level of comprehension. Even though it is classified as a low level, literal comprehension is still important, because it is needed in the process of comprehending the whole reading.
2. **Inferential Comprehension.** Inferential comprehension is the ability to understand information that is stated indirectly (implied) in the text. Understanding the text inferential means comprehend what is implied by the information stated explicitly in the text. In this case, the reader uses information that is stated explicitly in the text, background knowledge, and personal experience in an integrated manner to make guesses or hypotheses.
3. **Critical Comprehension.** Critical comprehension is the ability to evaluate text material. Critical comprehension is the same as evaluative understanding. In this comprehension, the reader compares the information

found in the text with certain norms, knowledge, and background experiences of the reader to judge the text.

4. Creative Comprehension. Creative comprehension is the ability to express emotional and aesthetic responses to text by following per under personal and professional standards. Creative comprehension involves the cognitive dimension of reading because it deals with the psychological and aesthetic impact of texts on readers. For creative comprehension, the reader is required to use his imagination to get a new picture that exceeds what the writer presents

Based on the description above, it emphasizes the level of reading comprehension as literal comprehension, namely understanding what is conveyed and mentioned by the author in the reading material.

2.2.2. Kinds of Reading Comprehension Test

Reading comprehension test is very important to measure students' understanding. Heaton (1988) states that there is still a lot of test material that is limited to quotations in a short reading on which to base general understanding questions. The material in the reading comprehension test is closely related to the type of practice material used by the teacher to develop reading skills.

Heaton (1988) categories there are several ways of testing reading comprehension questions such as:

a. Matching Test

The matching test originally concerns with word and sentence recognition. This test examines students' ability in differentiating words which have similar spelling (Heaton, 1990). There are two types of matching tests they are word matching and sentence matching.

b. True/False Reading Test

The true/false test is one of the most commonly used tests for reading comprehension because it can be easily and quickly arranged. It consists of some statements about the text and students have to decide whether the statement is true or false. It can encourage students to guess since they have a 50 percent chance of choosing the correct answer for questions.

c. Multiple-Choice Items

Multiple-choice items are also usually found in the reading comprehension test. It requires students to choose the best answer related to the text. One question usually has four or five optional answers, but only one option is true. There are two categories of multiple-choice items: multiple-choice items for short text and multiple-choice items for longer text.

d. Completion Items

Completion items are testing students' ability to recall rather than recognizing. Usually, completion items require the students to supply a word or a short phrase. There are two types of completion items for testing reading comprehension, they are consisting of blanks for completion in the items following the text and the second type is consisting of blanks in the text itself.

e. Open-ended

Open-ended items refer to questions in which it needs a completely subjective response from the students. The response needed may be in the form of a word or sentence.

2.3. Revised Bloom's Taxonomy

Taxonomy is the classification or grouping of objects according to certain characteristics. Taxonomy in education, used for the classification of instructional purposes; some call it learning goals, performance goals, or learning objectives. In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals, namely the taxonomy of educational goals known as Bloom's Taxonomy.

According to Bloom, memorization is the lowest level of thinking behavior. There are still many other higher levels that must be achieved so that the learning process can produce students who are competent in their fields. Thus, Bloom's Taxonomy is a hierarchical structure that identifies skills ranging from low to high levels. Additionally, Pratiwi(2014) cited in Febrina (2019: 6) says taxonomy means classification hierarchy over basic principles or rules.

Bloom's Taxonomy was created in 1956 under the leadership of educational psychologist Dr. Benjamin Bloom who was born in Pennsylvania and earned a doctorate in education from the University of Chicago in 1942. Munzenmaier and Nancy (2013) state that typically, the achievement and higher thinking skills of students are assessed by using different forms of questions or tests. It is needed for

the taxonomy to identify the level of thinking. There is Bloom's Taxonomy which can help the teacher to identify the level of the test item that can measure the cognitive level of the students.

In 1994, one of Bloom's students, Lorin W. Anderson, David R. Krathwohl, and cognitive school psychologists revised Bloom's Taxonomy to match with the era. Lorin W. Anderson, David R. Krathwohl, and some colleagues then published a revision of Bloom's taxonomy in 2001. The revision result was named Revised Bloom's Taxonomy. Revisions are only carried out in the cognitive domain. The main focus of the revision is on the taxonomy used. The revision is intended for a wider audience. Bloom's Taxonomy has traditionally been seen as a tool that is best applied in the early school years (i.e. high school and junior high school). The revised taxonomy is universal and easy to apply at the primary, secondary, and even tertiary levels. This means that the revised taxonomy is a more authentic tool for curriculum planning, delivery, and instructional assessment. The revision emphasizes the explanation and description of subcategories.

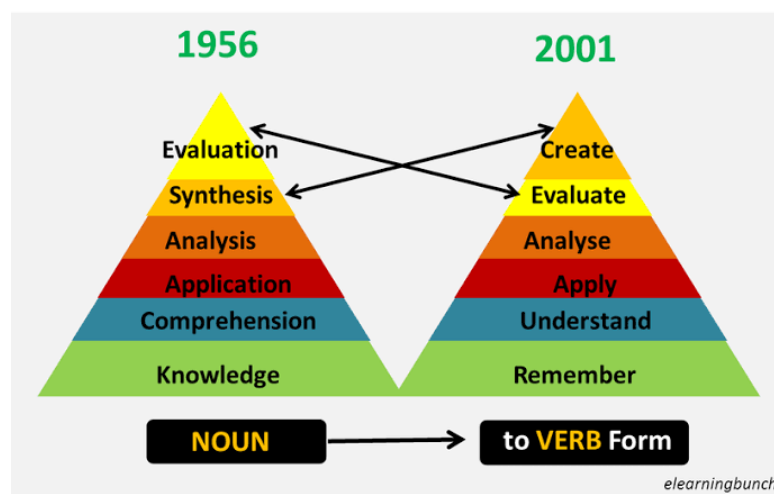


Figure 1. Change of Cognitive Domain from Bloom's 1965 to Revised Bloom's Taxonomy by Anderson and Krathwohl 2001
(source: elearningbunch.wordpress.com)

Based on Figure 1, we see the changes in the taxonomy of nouns (in Bloom's Taxonomy) into a verb (in the Revised Taxonomy). This change is made to fit the goals of education. The goal of education indicates that students will be able to do something (verb) with something (noun). But, the main difference is not in the list or reordering of nouns to verbs, or in the renaming of some components, or even in the repositioning of the last two categories. The main difference lies in adding a more useful and comprehensive of how the taxonomies intersect and act on different types and levels of knowledge. The following changes will be explained in detail :

- The **knowledge** category becomes to **remember**. Verb of **remember** describes the implied action in the original knowledge category; the first action undertaken by students in learning knowledge is remembering.
- The **comprehension** category becomes to **understand**. Comprehension is the lowest level of understanding. Comprehension is limited only to understand what is being communicated without connecting it with other subjects. The change of comprehension to be understanding as in the selection of category names, considering the breadth of usage of the term by many teachers.
- The **application** category becomes to **apply**. In this category only change from a noun into a verb.
- The **analysis** category becomes to **analyze**. In this category only change from a noun into a verb too.

- The **synthesis** category becomes to **create**. Creating involves the process of constructing elements into a coherent which is that coherent and functional can produce a new product that has never existed before. Synthesis is just limited in combine elements and parts to form a unity with involves the process of creating pieces, parts, elements, and arrange and integrate in such a way to form a pattern or structure not previously apparent. A sequence of synthesis and evaluation is exchanged because synthesis is a more complex category than evaluation.
- The **evaluation** category becomes to **evaluate**. In this category only changes from a noun into a verb.

Sequences of synthesis and evaluation are exchanged. The revised taxonomy changes the order of the two categories of cognitive processes by placing creation as the most complex. The categories in Bloom's taxonomy are organized into a cumulative hierarchy, which means that mastery of a more complex category requires control of all the less complex categories under it.

2.4.Cognitive Domain of Revised Bloom's Taxonomy

The cognitive domain is an aspect of ability that is related to aspects of knowledge, reasoning, or thoughts. The cognitive processes mean describing the range of students' cognitive activities in constructivist learning; that is, these processes are ways in which students can actively engage in the process of constructing meaning (Anderson & Krathwohl, 2001). Cognitive psychologists say that the utilization of the capacity of the human cognitive domain has begun when

humans begin to utilize their motor and sensory capacity, but only the ways and intensity of the utilization of the cognitive domain capacity are still unclear and not correct.

Anderson and his colleagues have been revised Bloom's Taxonomy because of the need to integrate new knowledge and thinking within a framework of categorizing educational goals. According to Anderson, by revising the taxonomy so that the new taxonomy reflects a more active and accurate form of systems thinking than the previous taxonomy in creating educational goals. The cognitive domain that revised by Anderson and Krathwohl (Anderson & Krathwohl, 2001, hal. 66-88), namely: *remember, understand, apply, analyze, evaluate, and create*.

1. Remember

Remembering is an attempt to regain knowledge from memories or recollection that have been past or that have just been obtained. Remembering involves retrieving relevant knowledge from long-term memory. Besides, remembering knowledge is essential for meaningful learning and problem solving as that knowledge is used in more complex tasks. (Anderson & Krathwohl, 2001, p.66). Anderson and Krathwohl (2001) categorize the remembering process into two processes, i.e recognizing and recalling.

a. Recognizing

Recognizing is related to knowing past knowledge related to concrete things, such as date of birth, home address, and age. For instance, recognize the dates of important events in Indonesian history.

b. Recalling

Recalling is a cognitive process that requires fast and precise knowledge of the past. In the recall, a student searches long-term memory for a piece of information and brings that information to working memory where it can be processed.

2. Understand

Understanding is concerned with building an understanding from various sources such as messages, reading, and communication. Understanding is related to the activities of classifying and comparing. In this category, students are required to show that they already have sufficient understanding to organize and arrange material. Ability to understand instructions and affirm the meaning of ideas or concepts that have been taught. For instance, is to explain or interpret the meaning of a particular statement.

a. Interpreting

Interpretation involves converting words into words. For example, paraphrasing, images into words, words into images, numbers into words, words into numbers, musical notes into tones, and the like. In interpreting, when given information in one form of representation, a student is can change it into another form.

b. Exemplifying

Exemplifying occurs in identifying defining traits of a general concept or principle and requires the student to find a specific instance or example.

c. Classifying

Classifying occurs when a student recognizes that something belongs to a certain category. classifying begins with a specific instance or example and requires the student to find a general concept or principle.

d. Summarizing

Summarizing involves constructing representations of information, such as the meaning of a scene in a play, and abstracting a summary from it, such as determining the main theme or painting.

e. Inferring

Inferring involves finding patterns in a series of examples or examples. The process of inferring occurs making comparisons between examples in the context of the entire set. For example, to determine what number will appear next in the series above, students must identify the pattern.

f. Comparing

Comparing involves detecting the similarities and differences between two or more objects, events, ideas, problems, or situations. In comparing, when given new information, a student detected correspondence with more familiar knowledge. For example, in the social sciences, the goal is to understand historical events by comparing them to familiar situations.

g. Explaining

Explaining occurs when a student can build and use a cause and effect model of a system. In explaining, when described a system, a student develops and uses a

causal model of the system. For example, in social studies, goals may explain the causes of important historical events.

3. Apply

Applying refers to the cognitive process of utilizing or employing a procedure to carry out an experiment or solve a problem. Applying related dimensions of procedural knowledge. In this category, students are required to change theories or rules into practical effects, demonstrate, and solve problems. Applying includes 2 subcategories, they are executing and implementing.

a. Executing

Executing is the cognitive process of students solving problems and carrying out experiments in which students already know the information and can determine with certainty what procedures should be done.

b. Implementing

Implementing appears when students choose and use procedures for things that are unknown or unfamiliar. Because students still feel unfamiliar with this, students need to recognize and understand the problem first and then establish the right procedure to solve the problem.

4. Analyze

Analyzing is solving a problem by separating each part of the problem and looking for the relationship of each of these parts and finding out how these relationships can cause problems. In this process, students are required to identify the constituent parts and functions of the process or concept.

There are 3 categories included in this process (Krathwohl, 2002), they are:

a. Differentiating

The difference occurs when a student distinguishes relevant from irrelevant information, or important information that is not important, and then pays attention to relevant or important information.

b. Organizing

Organizing implies identifying the resulting elements of communication or situation and trying to identify how these elements can make a good relationship. Organizing allows students to build systematic and coherent relationships from the pieces of information given.

c. Attributing

Establishing a point of view, opinions, values, or objectives behind the communication.

5. Evaluate

Evaluation related to cognitive processes provides an assessment based on existing criteria and standards. The criteria that are usually used are quality, effectiveness, efficiency, and consistency. Evaluate category requires students to review, or strategic planning concerning the sustainability of the program, and calculate the consequences of a plan or strategy. The evaluation includes checking and criticizing

a. Checking

Checking leads to inconsistent testing activities or failure of an operation or product. If it is related to the thought process of planning and implementing, checking will lead to determining the extent to which a plan is going well.

b. Critiquing

Critiquing involves judging a product or operation based on externally imposed criteria and standards. (Anderson & Krathwohl, 2001). Critiquing leads to the assessment of a product or operation based on external criteria and standards. Critiquing is closely related to critical thinking. Students assess by looking at the negative and positive sides of something, then make an assessment using this standard.

6. Creating

This is the last category of the cognitive domain. Creating is the ability to combine elements into a whole and coherent new form, or make something original. Creating leads to a cognitive process of putting elements together to form a coherent unity and directs students to produce a new product by organizing several elements into a different form or pattern than before.

Create is associated with 3 cognitive processes (Anderson and Krathwohl, 2001) :

- a. **Generating.** Generating is an activity of representing the problem and finding alternative hypotheses needed. Generating is concerned with divergent thinking which is the essence of creative thinking
- b. **Planning.** Planning involves developing a solution method that meets the criteria of a problem, that is, developing a plan for solving the problem. In planning, when given a problem statement, a student develops a solution method.

- c. Producing. Producing leads to planning to solve a given problem. Producing is closely related to other dimensions of knowledge, namely factual knowledge, conceptual knowledge, procedural knowledge, and metacognition knowledge. Executing plans which fulfill certain specification to solve problems

2.4.1. Levels of Thinking in the Cognitive Domain of Revised Bloom's Taxonomy

According to Bloom, thinking skills are divided into two, first is low order thinking skills (LOTS) which consist of three-level categories, namely remembering, understanding, and applying. Second is higher-order thinking skills (HOTS) consist of three-level categories, namely analyzing, evaluating, and creating. If students can think at all levels of thinking, then they will be able to solve complex and varied problems. Therefore, knowing the level of thinking of students is very important for the further development of students' thinking abilities. Regarding the cognitive domain, Bloom (Anderson and Krathwohl, 2001) identified two categories of thinking abilities, namely low-order thinking skills and high-order thinking skills.

a. Lower Order Thinking Skill (LOTS)

Lower level thinking is the lower level of Bloom's Taxonomy. It embodies the level of skills necessary for advancing through the higher levels of Bloom's Taxonomy. The skills acquired at this level, are the building blocks toward higher-level thinking. Low order thinking skills generally only focus on the ability to

remember information, gather information, and re-explain information in their own words. Lower order thinking skills are reflected by the lower three levels in Bloom's Taxonomy: *Remembering, Understanding, and Applying*.

b. Higher-Order Thinking Skill (HOTS)

Higher-order thinking skills takes place in a hierarchy of cognitive process. It is a continuum of thinking skills starting with knowledge level thinking and moving to evaluation thinking. Higher-order thinking skills are generally associated with more complex and abstract thinking skills. In its application, a person can be categorized as having high-order thinking skills if he can comprehensively relate all the information he has and use it to conclude. Higher-order thinking skills are reflected by the top three levels in Bloom's Taxonomy: *Analyzing, Evaluating, and Creating*.

2.5. Quizizz Application

2.5.1. Definition of Quizizz

Quizizz is a game-based educational app that brings multiplayer activities to the classroom and makes classroom practice interactive and fun. Quizizz is one of many awesome tools for class quiz games. MacNamara & Murphy (2017) define Quizizz is an educational app that applies the concept of gamification. Quizizz allows all students to practice together with their computers or smartphone. Using Quizizz, students can do in-class exercises on their electronic devices.

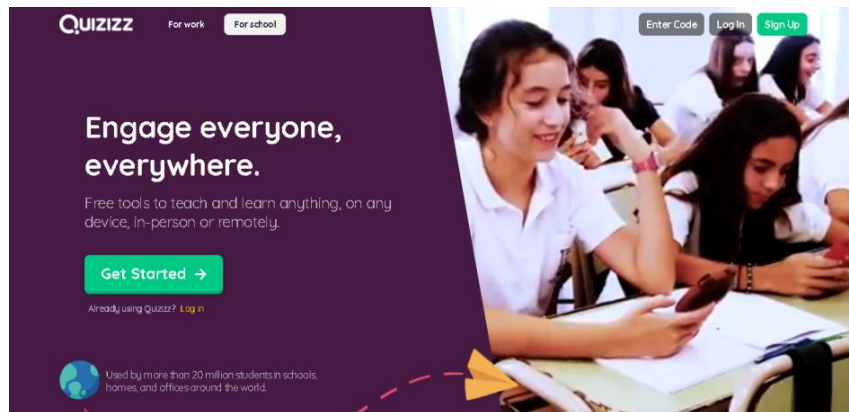
Quizizz is a web tool for creating interactive quiz games for use in classroom learning. The interactive quiz that is created has up to 5 answer choices including the correct answer and you can add pictures to the background of the questions based on your want. One way to reduce boredom during learning is by giving quizzes to students. Moreover, the quizzes are given online, of course, students will be more excited. Unlike other educational applications, Quizizz has interesting characters such as themes, memes, and entertaining music in the quiz application. students will compete with each other and motivate in the learning process by using Quizizz.

The main features of Quizizz playing a big role in this study are timely feedback, review section, repeat the test, and take a new quiz. These four features about steps of conducting self-assessment by making use of Quizizz become hierarchical order as suggested by Gikandi et al (2011).

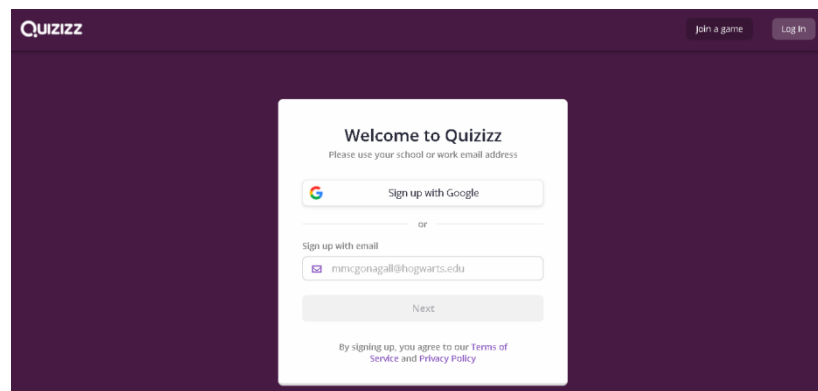
2.5.2. How to Use Quizizz

To create an account follow these steps :

Step 1: Go to www.quizizz.com



Step 2: Click “sign up”. Use your account google or with your email



Step 3: After sign up, please click a teacher



Step 4:

- Select a country.
- Enter zip or postal code.
- Enter the name of the school manually by clicking can't find your organization and click add organization.
- Click continue

We have successfully created an account at quizizz.com.

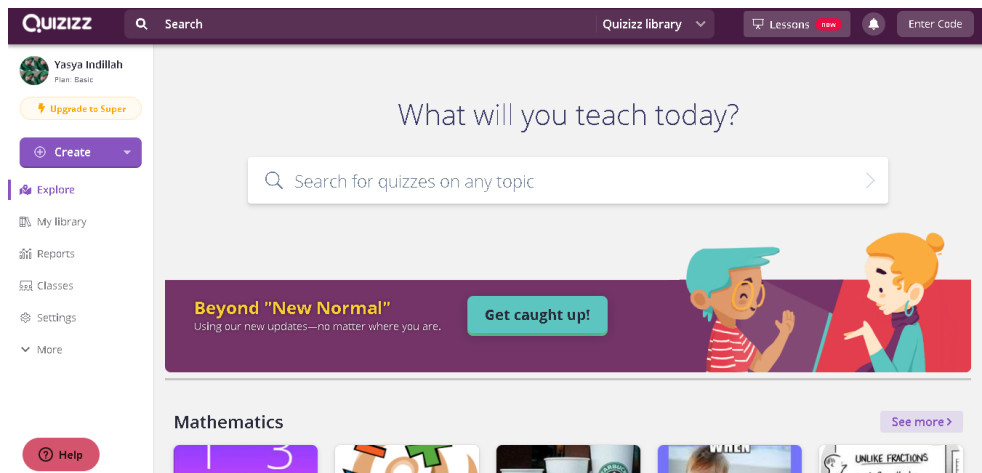
The screenshot shows the 'Select your organization' form on the Quizizz website. The form includes the following elements:

- Country:** A dropdown menu with a red box labeled '1'.
- ZIP or Postal Code:** An input field with a red box labeled '2'.
- Organization Name:** A search input field containing 'Hogwarts' with a red box labeled '3'.
- Select organization:** A button with a red box labeled '4'.

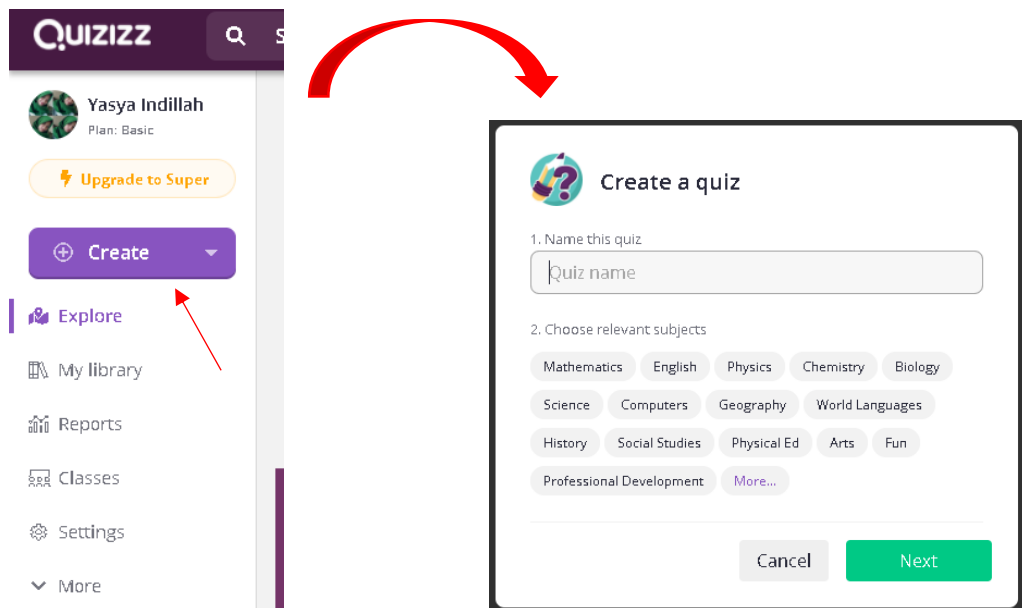
Below the form, the text 'Not connected to a school' is visible.

After you finish creating an account, the next step is to create questions at quizizz.com. For that, follow the steps below!

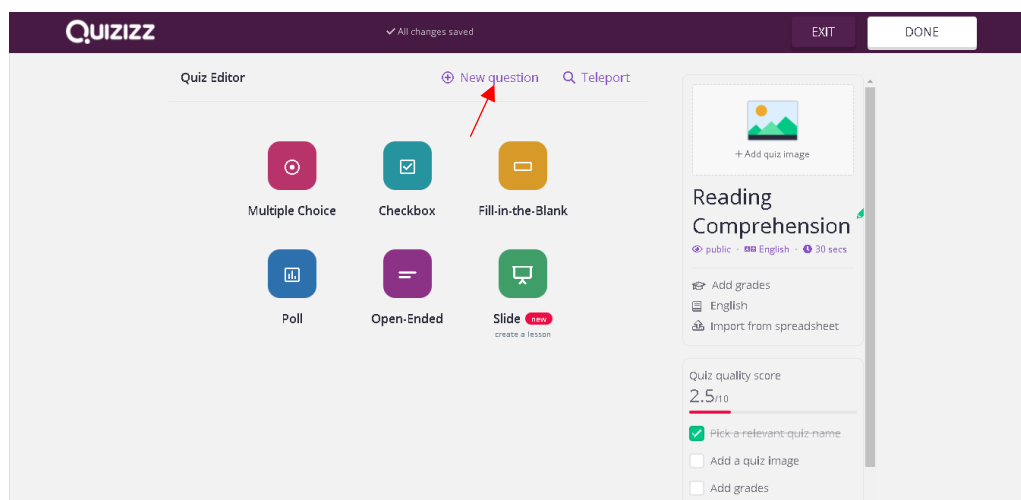
This is the front page of your new account in Quizizz



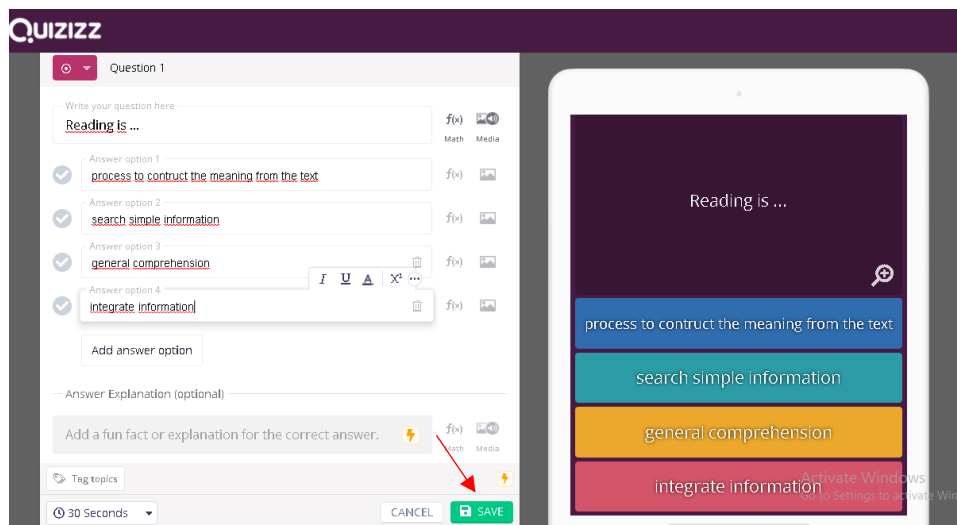
Step 5: To create a quiz, please select Create Quiz. Then, write the name of your quiz, for example reading comprehension. Choose a subject that is relevant to the quiz. If everything has been filled in, click Next to continue



Step 6: To make a quiz, select New Question. And you can choose the category of questions that you want to make. For example, multiple-choice.

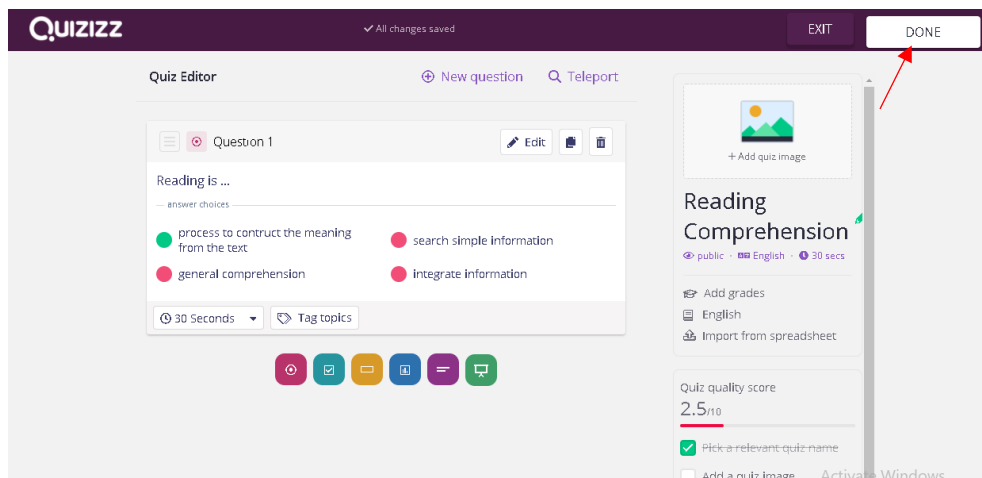


Step 7: At this step is the main stage of making the quiz. In this step, we can set the quiz such as entering a picture or entering a formula, choosing the correct answer and choosing the time to take the question. After finishing them, click Save. On the left is the question you created, on the right is the display of the quiz is running.



Step 8: To add the next question, please select the multiple-choice category again under the first question that you make, then repeat step 7.

Step 9: If all the questions have been completed, click Done.



Step 10: After that, this display will appear. You can set level the grades and who can see your quiz. Then, click Save.

Quiz details

1. Add a title image

Drag and drop or click here to upload

Or paste image link

2. Select language

English

3. Select grades

--From-- --To--

4. Who can see this quiz?

Public, visible to everyone

Cancel Save

After the quiz is finished, our next step is to give the quiz to students.

Step 11: To share the quiz to students, you can select the option of this quiz, whether with Live Quiz or Assign Homework (

QUIZZZ Search Quizizz library Lessons **PRO** Enter Code

Yasya Indillah
Plan: Basic
Upgrade to Super
Create

Explore
My library
Reports
Classes
Settings
More
Help

Reading Comprehension
7th - 8th grade English
Played 0 times
an hour ago by yasyaindillah354h_65959

Live modes: Start a live quiz Assign homework

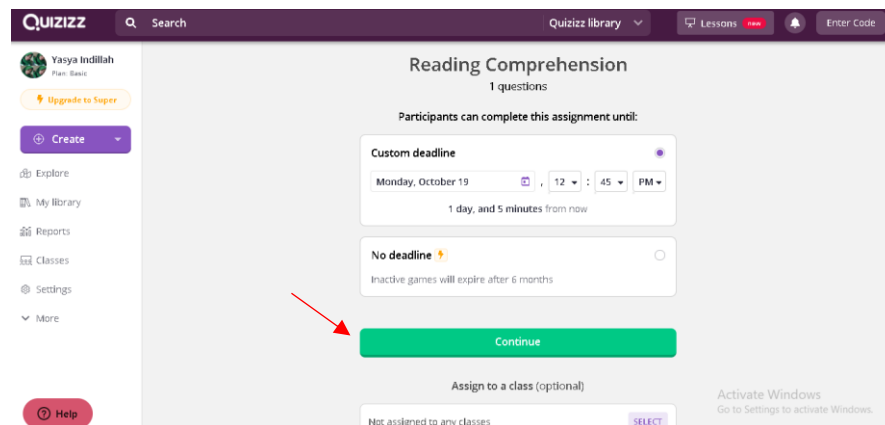
1 question
Question 1
Q. Reading is ...
answer choices
process to construct the meaning from the text
general comprehension
search simple information
Integrate information
30 seconds

Remove distracting ads.
Get rid of ads and unlock great new features with Super!
Go Super

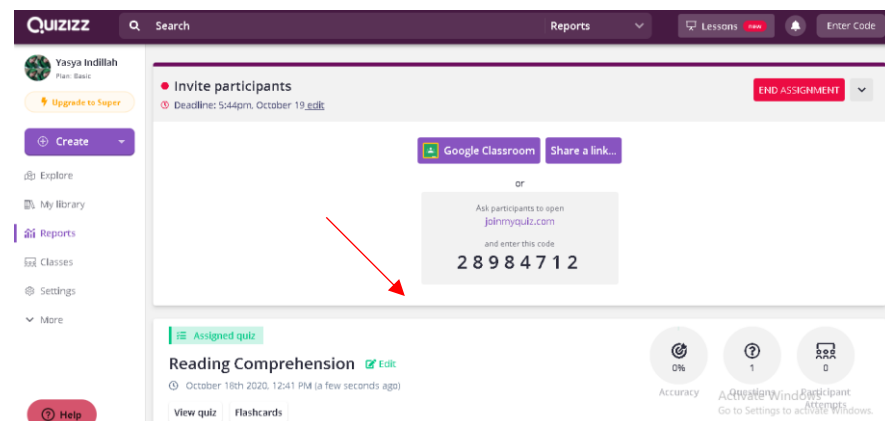
Remove ads

Activate Windows
Go to Settings to activate Windows.

Step 12: I choose Assign homework and the display show like this. Set the deadline and other settings. Then, click Continue.



Step 13: If all finished, ask the student to open joinmyquizizz.com and enter the game code that you share with them.



For students to join an online quiz the quizizz.com, the step is to go to joinmyquizizz.com. Ask students to enter the game code, then enter their name. Students who have joined will be seen on the teacher's laptop screen. To make it easier for students to work on the questions that have been made, it would be better if students download the Quizizz application on the Playstore. To make it easier to organize students in giving assignments, it is better if you create a class. I will explain the class creation steps in the next guide.

B. Previous Related Studies

In this research, consider some previous research to support this proposal as follows:

1. Anggraini (2013) conducted research entitled “The Analysis of Reading Questions Based on Revised Taxonomy Theory in English Textbooks for Senior High School Grade X”. The result of the researcher finds that the first textbook had 148 questions or 98.7% questions in the low levels of thinking, while the second textbook had 123 questions or 74.1% questions in the low levels of thinking, and 43 questions or 25.9% questions in the high levels of thinking. The similarity between Anggi’s research and this research is on the theory that we used. The difference is the subject. The subject Anggraini’s research is “text book” while the research is quiz reading in Quizizz application
2. Second is the study entitled A Content Analysis of Reading Comprehension Questions in English Textbook Based on the Revised Version Of Bloom’s Taxonomy written by Agustiniingsih (2016). This study which had a purpose to analyze reading comprehension questions in the English textbook “English Zone” published by Erlangga, implemented content analysis design to describe and analyze the reading comprehension questions in the textbook. This research also used a coding system to code materials based on the six major categories of cognitive domains. The result of the discussion showed two important things. First, reading comprehension questions in the English textbook “English Zone” published

by Erlangga covered an all-new version of Bloom's Taxonomy levels. Second, the reading comprehension questions were dominated by low order thinking (remember, understand, and apply) with 99 questions or 59,62% and higher-order thinking (analyze, evaluate and create) with 67 questions or 40,35%. From this study, it can be concluded that the English textbook "English Zone" published by Erlangga provides low order thinking in the reading comprehension question aspect.

3. Tangsakul (2017) analyzed the reading comprehension questions by using revised Bloom's Taxonomy in Team Up in English 1-3 and Grade 9 English ONET Tests. The study tried to find out the levels of reading comprehension questions in Grade 9 English O-NET Tests and Team Up in English 1-3 textbooks. The findings showed that the levels of reading comprehension questions were in Remembering and Understanding levels. Even though, the highest level which was created in Team Up in English 3 but in the low percentage. Thus; this present study analyzes the English test items based on the application of Revised Bloom's Taxonomy.

C. Conceptual Framework

Reading comprehension is the process of obtaining meaning from the content and all information about a topic in the text. Reading comprehension test is very important to measure students' understanding. There are several ways of testing reading comprehension questions such as matching tests, true/false tests, multiple-choice items, completion items, and open-ended items. One of the learning media that can be used in making a reading test is the Quizizz application. Quizizz is a web tool for creating interactive quiz games for use in classroom learning.

Bloom's Taxonomy can be a guide for determining the level of thinking students give reading comprehension tests. Bloom's Taxonomy is a classification of learning goals that should be held by educators in determining learning goals. There are three domains in this framework; *cognitive, affective, and psychomotor*. But the researcher focuses on discussing only the cognitive domain of Revised Bloom's Taxonomy by Anderson and Krathwohl in 2001. Revised Bloom's Taxonomy divided the cognitive domain became six categories, namely *remember, understand, apply, analyze, evaluate, and create*. According to Bloom, thinking skills are divided into two, first is low order thinking skills (LOTS) which consist of three-level categories, namely remembering, understanding, and applying. Second is higher-order thinking skills (HOTS) consist of three-level categories, namely analyzing, evaluating, and creating.

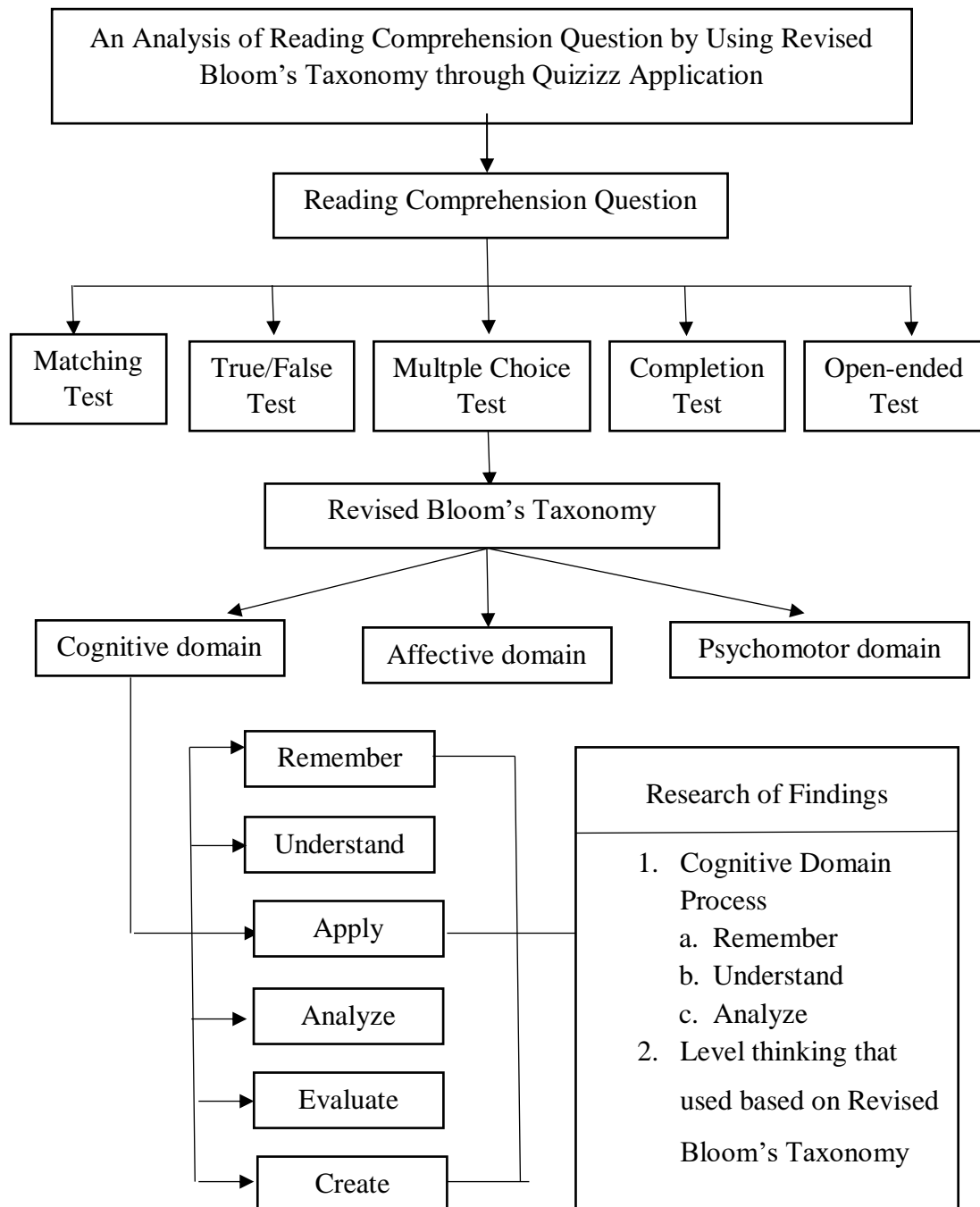


Figure 2. Chart of Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research belongs to the descriptive qualitative. Qualitative research is not only on observed objects but on something that is behind the observed object. Sugiyono (2007:1) stated the qualitative method is a research method that is used to investigate a natural object and stresses meaning or purpose. This qualitative descriptive method will be used to analyze the reading tasks in Quizizz application for a high level based on the cognitive domain of Revised Bloom's Taxonomy. Nawawi and Martini (1994:73) stated the descriptive method as a procedure to solve the problem by describing the object of the research based on fact-finding.

B. Source of Data the Research

The data used in this study are multiple-choice questions about reading comprehension. This is used to answer the research question. The source of data taken from some of the latest quizzes of questions about reading comprehension provided in the Quizizz application which taken from high school grades categories.

C. Research Instrument

Instruments are a key component in research. Arikunto (2006: 160) states that research instruments are tools used by researchers in collecting data so that their work is easier and the results are better, in the sense that it is more efficiency

complete and systematic so that it is easy to process. The instrument used in this research was the reading text from some quiz in the Quizizz application. Besides that, the researcher uses another instrument to support this research. The instrument tool is the table of Bloom's cognitive domain. It is very important to provide detailed information for the researcher in this study. The researcher marked the checklist(✓) in the columns if the question was using the component of the cognitive process of Revised Bloom's Taxonomy.

Table 3.1
Table of the Cognitive Domain

Number of Question	Cognitive Domain					
	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating

D. Data Collecting Technique

The steps in collecting the data are :

1. researcher browse the quiz about reading comprehension in the Quizizz application.
2. researcher take the quiz from high school grades categories and pick the up to date quiz
3. researcher collect and list the question of quiz based on the type of cognitive domain

E. Data Analysis Technique

After collecting the data, the researcher analyzed the data through some steps, they were :

1. identifying quiz of the reading comprehension into six levels of cognitive domain process based on Revised Bloom Taxonomy used table
2. classifying the reading comprehension question in each level of the cognitive domain process based on Revised Bloom Taxonomy
3. analyzing each the data into the cognitive domain process with give the prove
4. counting the percentage of each level of the cognitive domain process on the reading comprehension quiz
5. calculating the kinds of cognitive domain process most frequently appear in the reading quiz that the researcher has taken from Quizizz application based on Revised Bloom Taxonomy
6. finding the level thinking of the cognitive domain process that used in reading comprehension question based on Revised Bloom Taxonomy

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

The data of this study was the multiple-choice reading comprehension question in the Quizizz application. The researcher analyzes each of the reading comprehension questions in Quizizz based on Revised Bloom Taxonomy by correlating the test item and the six major categories in the cognitive domain. It has the purpose to describe the classification of reading comprehension questions in Quizizz based on Revised Bloom's Taxonomy Theory.

Table 4.1 Reading Comprehension Question

Category	Total Question
Quiz 1	15
Quiz 2	20
Total	35

1. Analysis Quiz I

Table 4.2

Table of Cognitive Process based on Revised Bloom's Taxonomy

Number of Question	Cognitive Process Domain					
	C1	C2	C3	C4	C5	C6
1		✓				
2	✓					
3		✓				
4	✓					

5	✓					
6	✓					
7		✓				
8	✓					
9		✓				
10		✓				
11	✓					
12	✓					
13		✓				
14	✓					
15	✓					
Frequency	9	6				
Percentage	60%	40%				

C1 : Remember

C4 : Analyze

C2 : Understand

C5 : Evaluate

C3 : Apply

C6 : Create

1) Question No.1

Question 1 ⌚ 180 seconds

Q. Read the following extract and respond to the questions that follow.

Soaring over the city at an impressive 2,716 feet (828 meters) and boasting 200 stories (160 habitable), the \$1.5 billion Burj Khalifa project was unveiled by Dubai's ruler Sheikh Mohammed bin Rashid Al Maktoum in January 2010. At the peak of construction, more than 12,000 international workers were on site per day logging a collective 22 million man-hours during the six years it took to complete. The Burj Khalifa is twice the height of New York's Empire State Building and three times as tall as the Eiffel Tower in Paris. It even surpassed Taiwan's Taipei 101, which at 1,667 feet (508m) had held the world title since it opened in 2004.

Question: what would be an appropriate title for this passage?

— answer choices —

Tall buildings of the World
 Why you should visit Dubai

The size and Magnificence of the Burj Khalifa

What would be an appropriate title for this passage?

- A. Tall buildings of the World
- B. Why you should visit Dubai
- C. The size and Magnificence of the Burj Khalifa**

Analysis : The question asks about to give a title for the text. It includes in terms of *understand level* because the question above has meant that we have to find an appropriate title for the text. It doesn't just to recall information of the text, but we have to find and understand implicit information and state in our own words. And the answer is not stated in the text.

Prove : The students need to understand the text to answer the question.

The answer is not stated in the text.

2) Question No.2

Question 2
120 seconds

Q. Soaring over the city at an impressive 2,716 feet (828 meters) and boasting 200 stories (160 habitable), the \$1.5 billion Burj Khalifa project was unveiled by Dubai's ruler Sheikh Mohammed bin Rashid Al Maktoum in January 2010. At the peak of construction, more than 12,000 international workers were on site per day logging a collective 22 million man-hours during the six years it took to complete. The Burj Khalifa is twice the height of New York's Empire State Building and three times as tall as the Eiffel Tower in Paris. It even surpassed Taiwan's Taipei 101, which at 1,667 feet (508m) had held the world title since it opened in 2004.

Question: How many international workers were on site per day during the Burj Khalifa's construction? (Skill: scanning)

— answer choices —

12000

2000

22000

How many international workers were on site per day during the Burj Khalifa's construction?

- A. 12000**
- B. 2000
- C. 22000

Analysis : The question above asks about International workers were on-site per day. It includes in terms of *remember level* because the question asks the students to recall the specific information from the text and the answer stated in the text.

Prove : The students can find the answer in the second sentence, "... more than 12,000 international workers were on-site per day..."

3) Question No.3

Question 3
120 seconds

Q. Soaring over the city at an impressive 2,716 feet (828 meters) and boasting 200 stories (160 habitable), the \$1.5 billion Burj Khalifa project was unveiled by Dubai's ruler Sheikh Mohammed bin Rashid Al Maktoum in January 2010. At the peak of construction, more than 12,000 international workers were on site per day logging a collective 22 million man-hours during the six years it took to complete. The Burj Khalifa is twice the height of New York's Empire State Building and three times as tall as the Eiffel Tower in Paris. It even surpassed Taiwan's Taipei 101, which at 1,667 feet (508m) had held the world title since it opened in 2004.

Question: How long did it take to complete the Burj Khalifa? (Skill: Scanning)

— answer choices —

8 years

9 years

6 years

How long did it take to complete the Burj Khalifa?

- A. 8 years
- B. 9 years
- C. 6 years**

Analysis : The question above asks about time to complete Burj Khalifa. It includes in terms of *understand level* because the question above has meant that we have to calculate the time spent completing the Burj Khalifa from the text. It doesn't just to recall information of the text, but we have to find and understand implicit information. The answer is not stated in the text because it is an implicit question.

Prove : The students need to understand the text to answer the question.

The answer is not stated in the text because it is an implicit question.

4) Question No.4

Question 4
120 seconds

Q. Soaring over the city at an impressive 2,716 feet (828 meters) and boasting 200 stories (160 habitable), the \$1.5 billion Burj Khalifa project was unveiled by Dubai's ruler Sheikh Mohammed bin Rashid Al Maktoum in January 2010. At the peak of construction, more than 12,000 international workers were on site per day logging a collective 22 million man-hours during the six years it took to complete. The Burj Khalifa is twice the height of New York's Empire State Building and three times as tall as the Eiffel Tower in Paris. It even surpassed Taiwan's Taipei 101, which at 1,667 feet (508m) had held the world title since it opened in 2004.

Question: Which building was the tallest in the world prior to the completion of the Burj Khalifa? (Skill: scanning)

— answer choices —

Eiffel Tower

Empire State Building

Taipei 101

Which building was the tallest in the world prior to the completion of the Burj Khalifa?

- A. Eiffel Tower
- B. Empire State Building
- C. Taipei 101**

Analysis : The category of this question is *remember level* because the question asks the students to recall the specific information from the text. The answer to the question stated in the text, so the student directly can answer that question.

Prove : The students can find the answer in the last sentences, “It even surpassed Taiwan's Taipei 101, which at 1,667 feet (508m).”

5) Question No.5

Question 5
120 seconds

Q. Soaring over the city at an impressive 2,716 feet (828 meters) and boasting 200 stories (160 habitable), the \$1.5 billion Burj Khalifa project was unveiled by Dubai's ruler Sheikh Mohammed bin Rashid Al Maktoum in January 2010. At the peak of construction, more than 12,000 international workers were on site per day logging a collective 22 million man-hours during the six years it took to complete. The Burj Khalifa is twice the height of New York's Empire State Building and three times as tall as the Eiffel Tower in Paris. It even surpassed Taiwan's Taipei 101, which at 1,667 feet (508m) had held the world title since it opened in 2004.

Question: how much did it cost to construct the Burj Khalifa?

— answer choices —

\$1.5 billion

\$2.5 billion

\$1.0 billion

How much did it cost to construct the Burj Khalifa?

- A. \$1.5 billion
- B. \$2.5 billion
- C. \$1.0 billion

Analysis : The question asks about the cost to construct Burj Khalifa. It includes in terms of *remember level* because the question asks the students to recall the specific information from the text. This question is categorized as a remember level question because the answer stated in the text.

Prove : The students can find the answer in the first sentences, "...the \$1.5 billion Burj Khalifa project was unveiled by Dubai's..."

6) Question No.6

Question 6
120 seconds

Q. True, False, or Not given

You'll no doubt recognise this tall grass growing along roadsides and in public areas (or the wild), as it's an easy, cheap and fast growing grass that can quickly spruce up a vacant spot. It grows up to one metre in height, with long bushy tendrils sprouting upwards from its thick grassy base, which stays green even in summer. Plant several next to each other along an empty fence or wall to add a degree of wabi-sabi wildness to your garden. Native to Africa and the Gulf, it's a hardy grass with a high drought tolerance and requires little watering and maintenance.

Question: Tall grass grows up to three metres in height

— answer choices —

True

False

Not given

Tall grass grows up to three metres in height

- A. True
- B. False**
- C. Not given

Analysis : The statement is stated in the text. The students only need to recall the information from the text. So, this question is categorized as *remember level* question.

Prove : The statements did not match with sentences in the second sentences from the text explained, “...grows up to one meter in height..” so the answer is false.

7) Question No.7

Question 7
120 seconds

Q. You'll no doubt recognise this tall grass growing along roadsides and in public areas (or the wild), as it's an easy, cheap and fast growing grass that can quickly spruce up a vacant spot. It grows up to one metre in height, with long bushy tendrils sprouting upwards from its thick grassy base, which stays green even in summer. Plant several next to each other along an empty fence or wall to add a degree of wabi-sabi wildness to your garden. Native to Africa and the Gulf, it's a hardy grass with a high drought tolerance and requires little watering and maintenance.

Question: Tall grass can survive the harsh desert heat?

— answer choices —

True

False

Not given

Tall grass can survive the harsh desert heat?

- A. True**
- B. False
- C. Not given

Analysis : The question above asks about true or not a statement. It includes in terms of *understand level* because the statement requires the students to understand the information in the text. The statement is not stated in the text. It

doesn't just to recall information of the text, but students have to find and understand implicit information.

Prove : The statements are not stated in the text

8) Question No. 8

Question 8
120 seconds

Q. You'll no doubt recognise this tall grass growing along roadsides and in public areas (or the wild), as it's an easy, cheap and fast growing grass that can quickly spruce up a vacant spot. It grows up to one metre in height, with long bushy tendrils sprouting upwards from its thick grassy base, which stays green even in summer. Plant several next to each other along an empty fence or wall to add a degree of wabi-sabi wildness to your garden. Native to Africa and the Gulf, it's a hardy grass with a high drought tolerance and requires little watering and maintenance.

Question: Tall grass is fast growing?

— answer choices —

True
 False
 Not given

Tall grass is fast growing?

- A. True
- B. False
- C. Not given

Analysis : The statement is stated in the text. The students only need to recall the information from the text. So, this question is categorized as **remember level** question.

Prove : The statements match with sentences in the first text explained, "...as it's an easy, cheap and fast-growing grass that can .." so the answer is true

9) Question No.9

Tall grass is found in many European countries.

- A. True
- B. False
- C. Not given

Question 9 120 seconds

Q. You'll no doubt recognise this tall grass growing along roadsides and in public areas (or the wild), as it's an easy, cheap and fast growing grass that can quickly spruce up a vacant spot. It grows up to one metre in height, with long bushy tendrils sprouting upwards from its thick grassy base, which stays green even in summer. Plant several next to each other along an empty fence or wall to add a degree of wabi-sabi wildness to your garden. Native to Africa and the Gulf, it's a hardy grass with a high drought tolerance and requires little watering and maintenance.

Question: Tall grass is found in many European countries

— answer choices —

True False

Not given

Analysis : The question above asks about true or not a statement. It includes in terms of *understand level* because the statement requires the students to understand the information in the text. The statement is not stated in the text. It doesn't just to recall information of the text, but the student has to find and understand implicit information.

Prove : The statements are not stated in the text

10) Question No.10

Question 10 120 seconds

Q. You'll no doubt recognise this tall grass growing along roadsides and in public areas (or the wild), as it's an easy, cheap and fast growing grass that can quickly spruce up a vacant spot. It grows up to one metre in height, with long bushy tendrils sprouting upwards from its thick grassy base, which stays green even in summer. Plant several next to each other along an empty fence or wall to add a degree of wabi-sabi wildness to your garden. Native to Africa and the Gulf, it's a hardy grass with a high drought tolerance and requires little watering and maintenance.

Question: choose the appropriate title for this passage

— answer choices —

Plants of the UAE Why you should choose Tall Grass

How to water plants

Choose the appropriate title for this passage.

- A. Plants of the UAE
- B. Why you should choose Tall Grass**
- C. How to water plants

Analysis : The question asks about an appropriate title for the text. It includes in terms of *understand level* because the question above has meant that we have to choose the best title that matches the content of the text. Students have to find and understand the text to get the best answer. The answer is not stated in the text because it is an implicit question.

Prove : The students need to understand the text to get the answer that is not stated in the text.

11) Question No.11

Question 11

120 seconds

Q. Africa is home to many of the world's most famous fauna in human culture such as Lions, Rhinos, Cheetahs, Giraffes, Hippos, Leopards, Zebras, Elephants among many others. The fauna of Africa, in its broader sense, is all the animals living in Africa and its surrounding seas and islands. The more characteristic African fauna is found in the Afrotropical ecoregion. Lying almost entirely within the tropics, and equally to north and south of the equator creates favourable conditions for rich wildlife.

Question: what is the focus of this passage (Skill: Skimming)

— answer choices —

- African animals
- African islands
- Animals in the Northern Hemisphere

What is the focus of this passage?

- A. African animals**
- B. African islands
- C. Animals in the Northern Hemisphere

Analysis : The question needs students to recall or remember specific information about the topic of the text. This question is categorized as *remember level* question because the answer is stated in the text.

Prove : The students can find the answer in the first sentences passage explained, “Africa is home to many of the world's most famous fauna in human culture such as Lions..” so the answer is African animals

12) Question No.12

Question 12
120 seconds

Q. There was another milestone for Lionel Messi in his first game back for Barcelona. Messi's goal in second-half injury time at relegation threatened Mallorca -- with his right foot, not favoured left -- meant the Argentinian became the first player to score at least 20 goals in 12 straight La Liga seasons. He also produced two assists in the 4-0 victory Saturday that sent Barcelona five points clear of arch-rival Real Madrid atop the table before Los Blancos cut the gap to two by downing Eibar 3-1 on Sunday night.

Question: Messi has scored 20 goals in 11 straight seasons in La Liga

— answer choices —

True
 False
 Not given

Messi has scored 20 goals in 11 straight seasons in La Liga

- A. True
- B. False**
- C. Not given

Analysis : The statement is stated in the text. The students only need to recall the information from the text. So, this question is categorized as *remember level* question.

Prove : The statements do not match with sentences in the text explained, “...score at least 20 goals in 12 straight La Liga seasons..” so the answer is false

13) Question No.13

Question 13
120 seconds

Q. The art of henna (called mehndi or mehendi in Hindi & Urdu languages) has been practiced for over 5000 years in Pakistan, India, Africa and the Middle East. Some documentation dates it to over 9000 years old. Because henna has natural cooling properties, people of the desert, for centuries, have been using henna to help control their body temperature. They would make a paste from the crushed dried leaves of the henna plant and soak their palms and soles of the feet in it to get a cooling affect.

Question: pick the appropriate heading for this passage

— answer choices —

The history of henna
 The art of henna tattoos
 The world of henna

Pick the appropriate heading for this passage.

- A. The history of henna**
- B. The art of henna tattoos
- C. The world of henna

Analysis : The question above asks about an appropriate title for the text. It includes in terms of *understand level* because the question above has meant that we have to choose the best title that matches the content of the text. Students have to find and understand the text to get the best answer. The answer is not stated in the text because it is an implicit question.

Prove : The students need to understand the text to answer the question.

The answer is not stated in the text because it is an implicit question.

14) Question No.14

Question 14

120 seconds

Q. The art of henna (called mehndi or mehendi in Hindi & Urdu languages) has been practiced for over 5000 years in Pakistan, India, Africa and the Middle East. Some documentation dates it to over 9000 years old. Because henna has natural cooling properties, people of the desert, for centuries, have been using henna to help control their body temperature. They would make a paste from the crushed dried leaves of the henna plant and soak their palms and soles of the feet in it to get a cooling affect.

Question: Henna has good cooling properties and thus benefits people of the desert?

— answer choices —

- True
- False
- Not given

Henna has good cooling properties and thus benefits people of the desert?

- A. True**
- B. False
- C. Not given

Analysis : The statement is stated in the text. The students only need to recall the information from the text. So, this question is categorized as *remember level* question.

Prove : The statements match with sentences in the first text explained, “..henna has natural cooling properties, people of the desert..” so the answer is true

15) Question No.15

Question 15
120 seconds

Q. The art of henna (called mehndi or mehendi in Hindi & Urdu languages) has been practiced for over 5000 years in Pakistan, India, Africa and the Middle East. Some documentation dates it to over 9000 years old. Because henna has natural cooling properties, people of the desert, for centuries, have been using henna to help control their body temperature. They would make a paste from the crushed dried leaves of the henna plant and soak their palms and soles of the feet in it to get a cooling affect.

Question: For how many years has henna been practiced in Pakistan?

— answer choices —

4000

5000

9000

For how many years has henna been practiced in Pakistan?

- A. 4000
- B. 5000**
- C. 9000

Analysis : The question asks about henna practiced in Pakistan. This question is categorized as **remember level** because students can find the answer just to recall the specific information from the text. The answer is stated in the text.

Prove : The students can find the answer in the first sentence passage explained, “..has been practiced for over 5000 years in Pakistan, India, Africa, and the Middle East...”

2. Analysis Quiz II

Table 4.3

Table of Cognitive Process based on Revised Bloom Taxonomy

Number of Question	Cognitive Process Domain					
	C1	C2	C3	C4	C5	C6
1	✓					
2		✓				
3	✓					
4	✓					
5		✓				
6				✓		
7	✓					
8				✓		
9		✓				
10	✓					
11	✓					
12	✓					
13		✓				
14				✓		
15		✓				
16	✓					
17				✓		
18	✓					
19				✓		
20	✓					

C1	:	Frequency	10	5		5		
		Percentage	50%	25%		25%		

Remember

C4 : Analyze

C2 : Understand

C5 : Evaluate

C3 : Apply

C6 : Create

1) Question No.1

Question 1

120 seconds

Q. Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.
How old is Peter? He is ... years old.

— answer choices —

 Four Fourteen Forty Ten

How old is Peter? He is ... years old.

- A. Four
- B. Fourteen**
- C. Forty
- D. Ten

Analysis : The question asks about Peter's age. It includes in terms of *remember level* because the question asks the students to recall the specific information from the text. This question is categorized as *remember level* question because the answer stated in the text

Prove : The answer can be found in the second sentence from the text, "He is fourteen years old.."

2) Question No.2

Question 2
120 seconds

Q. Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

The writer is ... years old.

— answer choices —

Fourteen

Sixteen

Eighteen

Nineteen

The writer is ... years old.

- A. Fourteen
- B. Sixteen
- C. Eighteen**
- D. Nineteen

Analysis : The question above asks about to give a title for the text. It includes in terms of *understand level* because the question above has meant that we have to find an appropriate title for the text. It doesn't just to recall information of the text, but we have to find and understand implicit information and state in our own words. The answer is not stated in the text because it is an implicit question.

Prove : The students need to understand the text to answer the question.

The answer is not stated in the text.

3) Question No. 3

Question 3
120 seconds

Q. Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

Which of the following statement is not true about Peter?

— answer choices —

He has long and straight hair.

He has bright eyes.

He is not interested in sports.

He plays football and tennis.

Which of the following statement is not true about Peter?

- A. He has long and straight hair.
- B. He has bright eyes.
- C. He is not interested in sports.**
- D. He plays football and tennis.

Analysis : The question asks about statement's Peter not true based on the text. It includes in the group of *remember level* because the answer is stated in the text. The students just to recall the specific information from the text then match with the choice.

Prove : In the fifth sentence, the answer can be found "Peter is interested in sports very much.."

4) Question No.4

Question 4

120 seconds

Q. Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

According to the passage, we know that Peter is

— answer choices —

- The writer's youngest brother
- The writer's elder brother
- A naughty boy
- A friendly boy

According to the passage, we know that Peter is

- A. The writer's youngest brother**
- B. The writer's elder brother
- C. A naughty boy
- D. A friendly boy

Analysis : The question is categorized as *remember level* because the students just need to recall the specific information from the text. The answer is stated in the text.

Prove : The answer stated in the first sentences of the text "Peter is the youngest in our family"

5) Question No. 5

Question 5

120 seconds

Q. Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.
It is implied in the passage that

— answer choices —

- Peter is naughty.
 Peter is lazy.
- Peter is unfriendly.
 Peter is diligent

It is implied in the passage that

- A. Peter is naughty.
 B. Peter is lazy.
 C. Peter is unfriendly.
D. Peter is diligent

Analysis : The question above asks about the meaning of the text. It includes in terms of *understand level* because the question above has meant that we have to find the implicit meaning from the text. It doesn't just to recall information of the text, but we have to find and understand implicit information. The answer is not stated in the text because it is an implicit question.

Prove : The students need to understand the text to answer the question.

The answer is not stated in the text.

6) Question No.6

Question 6

120 seconds

Q. **The Rats and The Elephants**

Once upon a time, there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's head. The elephant head was totally set free. They danced with joy and thank the rats.

What type of text is the above text? It is ...

— answer choices —

A narrative text

A description text

A recount text

A descriptive text

What type of text is the above text? It is ...

A. A narrative text

B. A description text

C. A recount text

D. A descriptive text

Analysis : The question above asks about the type of the text. It includes in terms of *analyzing level* because students have to use their ability to check the text and identify which type the text belongs to. Then, they can find out the answer to this question.

Prove : The answer is not stated in the text, so students need to more understand the content of the text and determine the text type to get the answer.

7) Question No.7

Question 7

120 seconds

Q. The Rats and The Elephants

Once upon a time, there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved. One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's head. The elephant head was totally set free. They danced with joy and thank the rats.

What destroyed the homes of all rats?

— answer choices —

A group of mice did.

The hunter did.

Elephant-hunter did.

A group of elephant did.

What destroyed the homes of all rats?

- A. A group of mice did.
- B. The hunter did.
- C. Elephant-hunter did.
- D. A group of elephant did

Analysis : The question is categorized as **remember level** because the student just needs specific information from the text. The students must find out what destroyed the homes of all rats. The answer to this question is stated in the text.

Prove : The students can find the answer in the first sentences, “..a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats.”

8) Question No.8

Question 8

120 seconds

Q. The Rats and The Elephants

Once upon a time, there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved. One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's head. The elephant head was totally set free. They danced with joy and thank the rats.

What is the generic structure of "once upon a time there lived a group of mice under a tree in peace"?

— answer choices —

- Identification.
- Orientation.
- Complication.
- Resolution.

What is the generic structure of “once upon a time there lived a group of mice under a tree in peace”?

- A. Identification.
- B. **Orientation.**
- C. Complication.
- D. Resolution.

Analysis : The question asks about the generic structure in certain sentences from the text. It includes **analyzing level** because the students have to use their

understanding to know about the generic structure of the text. Then, they can find out the answer to this question.

Prove : The answer to this question is not stated in the text because it needs more students understanding.

9) Question No.9

Question 9

120 seconds

Q. The Rats and The Elephants

Once upon a time, there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved. One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's head. The elephant head was totally set free. They danced with joy and thank the rats.

At the end of the story, how was the elephant's head?

— answer choices —

- Angry
 Sad
 Happy
 Dead

At the end of the story, how was the elephant's head?

- A. Angry
 B. Sad
 C. **Happy**
 D. Dead

Analysis : This question is categorized as *understanding level*. The question requires students to give the conclude how the feelings of elephants head at the end of the story. The students need to understand the text before answering the question because the answer is not explicitly stated in the text.

Prove : At the end of the story that “The elephant head was totally set free. They danced with joy and thank the rats.”, students need to understand what is the implicit meaning of that sentences. It means is the elephants’ fells happy.

10) Question No. 10

Question 10
120 seconds

Q. Ladies and Gentlemen, in case of emergency, take the life jacket which is located under your seat.
 Put the life jacket over your head and then fasten the jacket tapes around you're your waist.
 Do not inflate the jacket until you left the aircraft. The jacket will be automatically inflated by pulling a cord, but if not, you can blow into the chip to inflate it.
 A light is attached to the jacket for attracting attention. The life jacket should be removed only in case of an emergency.
 The use of TV sets, AM and FM radios and radio cassettes recorders, walkman, and any mobile phones are prohibited onboard as they interfere with the communication and navigational system.
 We wish you an enjoyable flight.
 Where is the life jacket located?

— answer choices —

Over the head.

Around the waist.

Outside the aircraft.

In the back of the seat.

Where is the life jacket located?

- A. Under the seat**
- B. Around the waist.
- C. Outside the aircraft.
- D. In the back of the seat.

Analysis : The question above asks about the location of the life jacket. It includes in terms of **remember level** because the question asks the students to recall the specific information from the text. the answer to this question is stated in the text.

Prove : The students can find the answer in the first sentences, “..the life jacket which is located under your seat.”

11) Question No. 11

What can interfere with the navigational system?

- A. Table.
- B. The life jacket.
- C. Mobile phones.**
- D. The attached light.

Question 11 120 seconds

Q. Ladies and Gentlemen, in case of emergency, take the life jacket which is located under your seat.
Put the life jacket over your head and then fasten the jacket tapes around you're your waist.
Do not inflate the jacket until you left the aircraft. The jacket will be automatically inflated by pulling a cord, but if not, you can blow into the chip to inflate it.
A light is attached to the jacket for attracting attention. The life jacket should be removed only in case of an emergency.
The use of TV sets, AM and FM radios and radio cassettes recorders, walkman, and any mobile phones are prohibited onboard as they interfere with the communication and navigational system.
We wish you an enjoyable flight.
What can interfere with the navigational system?

— answer choices —

Table. The life jacket.
 Mobile phones. The attached light.

Analysis : The question above is categorized as *remember level* because the information for this question is written explicitly in the text. The students just find out the sentences of the question from the text to get the answer. Because the answer stated in the text.

Prove : The students can find the answer in the second last sentence, "...and any mobile phones are prohibited onboard as they interfere with the communication and navigational system." It means the mobile phone can interfere navigational system.

12) Question No. 12

Question 12 120 seconds

Q. A quick and easy cheesecake recipe
Yield: 6 servings
Prep. Time: 5 minutes
Cook Time: 40 minutes
Total Time: 45 minutes
Ingredients:
16 ounces cream cheese, 2 packages, softened
½ cup of sugar
½ teaspoon vanilla
2 large eggs
4 ounces semi-sweet chocolate chips
1 prepared Graham cracker crust
Directions:
Beat cream cheese, sugar, and vanilla at medium speed until well-blended. Blend in 2 eggs. Stir in chocolate chips then pour batter into Graham cracker crust. (you may sprinkle ¼ cup mini semi-sweet chocolate chips on top if you desire).
Bake at 350 degrees for 40 minutes, or until center is almost set. Cool.
For best results refrigerate for 3 hours.

How many persons is the cake for?

— answer choices —

2

5

6

7

How many persons is the cake for?

A. 2

B. 5

C. 6

D. 7

Analysis : The question above asks about how many people the cake was made for. It includes of *remember level* because the question asks the students to recall the specific information from the text. the students can get the answer because it is stated in the text.

Prove : The students can find the answer in the first line that is written, “Yield: 6 servings”. It means the recipe produces for 6 persons.

13) Question No.13

🚫 Question 13

🕒 120 seconds

Q. A quick and easy cheesecake recipe

Yield: 6 servings

Prep. Time: 5 minutes

Cook Time: 40 minutes

Total Time: 45 minutes

Ingredients:

16 ounces cream cheese, 2 packages, softened

½ cup of sugar

½ teaspoon vanilla

2 large eggs

4 ounces semi-sweet chocolate chips

1 prepared Graham cracker crust

Directions:

Beat cream cheese, sugar, and vanilla at medium speed until well-blended. Blend in 2 eggs. Stir in chocolate chips then pour batter into Graham cracker crust. (you may sprinkle ¼ cup mini semi-sweet chocolate chips on top if you desire).

Bake at 350°F for 40 minutes, or until center is almost set. Cool.

For best results refrigerate for 3 hours.

The goal of the text is to tell about

— answer choices —

- How to beat cream cheese.
 How to blend sugar and vanilla.
- How to bake chocolate cheese and cake.
 How make cheese cake.

The goal of the text is to tell about

- A. How to beat cream cheese.
- B. How to blend sugar and vanilla.
- C. How to bake chocolate cheese and cake.
- D. How make cheese cake.**

Analysis : The question asks about the goal of the text. It includes in terms of *understand level* because the question above has meant that students have to tell about the goal of the text. It doesn't just to recall information from the text, but we have to find and understand implicit information from the text.

Prove : The students need to understand about content of the text to answer the question because the answer is not stated in the text.

14) Question No. 14

Question 14

120 seconds

Q. A quick and easy cheesecake recipe

Yield: 6 servings

Prep. Time: 5 minutes

Cook Time: 40 minutes

Total Time: 45 minutes

Ingredients:

16 ounces cream cheese, 2 packages, softened

½ cup of sugar

½ teaspoon vanilla

2 large eggs

4 ounces semi-sweet chocolate chips

1 prepared Graham cracker crust

Directions:

Beat cream cheese, sugar, and vanilla at medium speed until well-blended. Blend in 2 eggs. Stir in chocolate chips then pour batter into Graham cracker crust. (you may sprinkle ¼ cup mini semi-sweet chocolate chips on top if you desire).

Bake at 350 degrees for 40 minutes, or until center is almost set. Cool.

For best results refrigerate for 3 hours.

The text is called a/an

— answer choices —

- Procedure
 Report
 Description
 Explanation

The text is called a/an

- A. Procedure**
 B. Report
 C. Description
 D. Explanation

Analysis : The question above asks about the type of text. It includes in terms of *analyzing level* because students have to use their understanding to check the text and identify which type the text belongs to. Then, they can find out the answer to this question.

Prove : The answer is not stated in the text, so students need to more understand the content of the text and determine the text type to get the answer.

15) Question No.15

Question 15
120 seconds

Q. Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

The text above is about ...

— answer choices —

The writer and his friend.
 The writer friends.
 An embarrassing day.
 Shopping with mother.

The text above is about ...

- A. **The writer and his friend.**
- B. The writer friends.
- C. An embarrassing day.
- D. Shopping with mother.

Analysis : The question above is categorized as *understand level* because it has meant that students have to find out the text tells about. It doesn't just to recall information of the text, but we have to find and understand implicit information about the text tell. The answer is not stated in the text because it is an implicit question.

Prove : The students need to understand about the story of the text to answer the question and the answer not stated in the text.

16) Question No. 16

Question 16

120 seconds

Q. Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

The writer couldn't contact his friend because ...

— answer choices —

- He was in the parking area.
- His cell phone was broken.
- He went home alone.
- His friend was still choosing a shirt.

The writer couldn't contact his friend because ...

- A. He was in the parking area.
- B. **His cell phone was broken.**
- C. He went home alone.
- D. His friend was still choosing a shirt.

Analysis : The question above asks about the reason writer couldn't contact his friends. It includes in term of *remember level* because the question recalls the data or information which have been stated in the text.

Prove : The students can find the answer in the eight sentences, "My cell phone was broken so I couldn't call him..."

17) Question No. 17

Question 17

120 seconds

Q. On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples because the Wisnu temple is being renovated. On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by tour bus.

The purpose of the text is to...

— answer choices —

- Entertain readers. Describe the smugglers.
- Report an event to the police. Tell past events.

The purpose of the text is to...

- A. Entertain readers.
 B. Describe the smugglers.
 C. Report an event to the police.
 D. **Tell past events.**

Analysis : The question above is categorized as *analyzing level*. It includes analyzing because the question has meaning students have to understand the purpose of the text we had read. The answer is not in the text because it needs students' understanding for answering the question.

Prove : The answer is not stated in the text because it needs students' ability to answer.

18) Question No. 18

Question 18

120 seconds

Q. "I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks. Next, I ran out of the house trying to get the 9:30 bus, but of course, I missed it. I wanted to take a taxi, but I didn't have enough money. Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day like the one I had yesterday."

What happened to the writer yesterday?

— answer choices

- He has a terrible day. He had a terrible day.
- He gets a good day. He got a terrible day.

What happened to the writer yesterday?

- A. He has a terrible day.
- B. He had a terrible day.**
- C. He gets a good day.
- D. He got a terrible day.

Analysis : The question above asks about what happened to the writer. It includes in terms of *remember level* because the question asks the students to recall the specific information from the text. The students can find out the answer in the text because it is stated there.

Prove : The students can find the answer in the first sentences, "I had a terrible day yesterday..."

19) Question No. 19

The text above is in the form of.....

- A. Spoof
- B. Report**
- C. Recount
- D. Procedure

Question 19 120 seconds

Q. For many years people believed that the cleverest animals after man were the chimpanzees. Now, however, there is proof that dolphins may be even cleverer than these big apes.

Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, therefore, like a human being.

Dolphins have a simple language. They are able to talk to one another. It may be possible for men to learn how to talk to dolphins. But, this will not be easy because dolphins cannot hear the kind of sounds man can make. If a man wants to talk to dolphins, therefore, he will have to make a third language which both he and the dolphins can understand.

Dolphins are also very friendly toward man. They often follow ships. There are many stories about dolphins guiding ships through difficult and dangerous waters.

The text above is in the form of.....

— answer choices —

Spoof Report
 Recount Procedure

Analysis : The question above asks about the type of text. It includes in terms of *analyzing level* because students have to use their ability to check the text and identify which type the text belongs to. Then, they can find out the answer to this question.

Prove : The answer is not stated in the text, so students need to more understand the content of the text and determine the text type to get the answer.

20) Question No. 20

Question 20 120 seconds

Q. Whales are sea-living mammals. They, therefore, breathe air but cannot survive or land. Some species are very large indeed and the blue whale, which can exceed the 30-meter length, is the largest animal that lives on earth. Superficially, the whale looks rather like a fish, but there are important differences in its external structure; its tail consists of a pair of broad, flat horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its breadth, broadhead. The skin is smooth and shiny and beneath it lies a layer of fat (blubber). This is up to 30 meters in thickness and serves to conserve heat and body fluids.

The length of a whale is.....

— answer choices —

Is generally more than 30 meter. Is less than 30 meter.
 Maybe more than 30 meter. Ranges from 30 meter to more than 30 meter.

The length of a whale is.....

A. Is generally more than 30 meter.

B. Is less than 30 meter.

C. Maybe more than 30 meter.

D. Ranges from 30 meter to more than 30 meter.

Analysis : The question asks about the length of a whale. It includes in terms of *remember level* because the question asks the students to recall the specific information from the text. The students can find out the answer in the text.

Prove : The students can find the answer in the third sentence, "...which can exceed the 30-meter length..."

Table 4.4 Percentage of Cognitive Process based on Revised Bloom's Taxonomy

Category of Quiz	Cognitive Process Domain						Total
	C1	C2	C3	C4	C5	C6	
Quiz I	9	6		-			15
Quiz II	10	5		5			20
Frequency	19	11		5			35
Percentage	54.29%	31.43%		14.28%			100%

From Table 4.4 above, it showed that the reading comprehension questions in Quizizz application is just applied on 3 levels, they are remembering, understanding, and analyzing level. From whole questions, 54.29% for remembering level, 31.43% for the understanding level, and 14.28% for analyzing level. It may be concluded that the level of questions is dominated by the remembering level. It means that the question includes in the lowest level of the cognitive domain in Revised Bloom's Taxonomy.

B. Discussion

This research is about an analysis of the reading comprehension questions through Quizizz application based on Revised Blooms Taxonomy. The researcher found that the reading comprehension question in Quizizz application was applied on 3 levels, namely remembering level, understand level, and analyzing level for the result of analysis by identifying reading comprehension question based on Revised Bloom's Taxonomy by correlating between question and get the result with made the percentage of the types of cognitive process in Revised Bloom Taxonomy theory on the reading question.

In the first analysis results, the researcher identifying the reading question in Quizizz application based on Revised Blooms Taxonomy is the quiz I consist of 15 questions. There are 9 questions includes in the remembering level and 6 questions include an understanding level. Meanwhile, the quiz II consist of 20 questions. There are 10 questions in remembering level, 5 questions in understanding level, and 5 questions in analyzing level. In both of quiz, applying, evaluating, and creating levels no one found to research. In the second analysis result, the researcher made the percentage of the types of cognitive process domains on the reading questions. In a quiz I, the researcher finds that there are remember level with 60% and understand level with 40%. In quiz II, there are 50% in remember level, 25% in understand level, and 25% in analyzing level. Based on that results, both of quiz reading comprehension in Quizizz application consists of 54.29% in remember level, 31.43% in understand level, and 14.28% in analyzing level. From the percentage above, it showed that dominated by remember level.

Overall, it is concluded that both of the quiz reading comprehension questions in Quizizz application included in the lowest level of cognitive process domain in Revised Bloom's Taxonomy theory.

The reason why the quiz in Quizizz application includes the lowest level because the author of the quiz was made the quiz based on the categories class in that application. The researcher analyzes the quiz was made for high school grades based on an indicator to be achieved in reading learning. The author of the quiz aims to make the person who answers the quiz have a cognitive level of remember and understanding Because making questions must be following the type of ability used in formulating learning objectives. When planning goals using the cognitive domain with certain levels, the questions must be in accordance with the levels used in the objectives. So, the quality of reading comprehension questions in Quizizz is categorized at the lowest level.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the finding research data and the discussion, the researcher concludes as in the following:

1. There were three levels of cognitive domain applied based on Revised Blooms Taxonomy theory in Quizizz application, namely remembering level, understand level, and analyzing levels.
2. The most dominant cognitive domain level found on reading comprehension questions in the Quizizz application based on Revised Bloom's Taxonomy was remember level in 54.29%, then by understand level in 31.43%, and analyze level in 14.28%.
3. From the whole reading question in Quizizz that is used to analyzes, 54% of questions are dominated on remember level. It means the reading comprehension questions in Quizizz application are categorized in the lowest level of the cognitive domain based on Revised Bloom's Taxonomy.

B. Suggestions

Based on the conclusion above, the researcher tries to give some suggestions as follows :

1. The Readers

For the readers, the results of this study are expected to increase knowledge about the levels of cognitive domains used by the teacher in making a quiz about reading comprehension. Readers can also use the Revised Bloom's Taxonomy as a guide for making reading comprehension questions especially in the cognitive domain appropriate to the student's level so that learning objectives can be achieved.

2. The Teachers

For the teachers, they are suggested to be more creative for improving students' reading ability. One way to increase their reading ability is to give their reading quiz that is appropriate to the students' level. The teacher can use Revised Bloom's Taxonomy as a basic conceptual framework to make a good quality question. In making a quiz, the teachers should give the levels of the cognitive domain from the lowest level to a high level. And the teacher that uses Quizizz as the learning evaluation media should be able to be creative in presenting the quiz. The teacher can use other media as references and supporting the learning evaluation. As the teacher, they are suggested to be more creative for improving students' reading ability. One way to increase their reading ability is to give their reading quiz that is appropriate to the students' level. The teacher can use Revised Bloom's Taxonomy as a basic conceptual framework to make a good quality question.

3. The Students

For the student, they are should be creative in studying and understanding the learning. If knowing the type of quiz, the students should increase their ability to understanding the question by reading the text carefully and answer the question with the correct.

4. The Other Researcher

For other researchers may follow up this analysis as a reference in conducting similar research. Other researchers should be able to explore the quality of each quiz or exercise provided not only in the reading skill but also from all of the skills.

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FORM K 1

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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id**

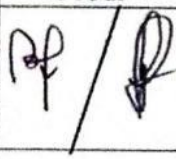
Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Yasya Indillah
NPM : 1602050162
Program Studi : Pendidikan Bahasa Inggris

IPK = 3,53

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Utilizing Quizizz Application to Analyze Aspect of Reading Comprehension	
	Interpersonal Meaning Analysis of Adele's Song Lyrics in 21 Album	
	An Analysis of Connotative Meaning on the Chairul Anwar Poems	

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

Medan, 6 April 2020

Hormat Pemohon,



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No.3 Telp. (061) 661 9056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Assalamu`alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Yasya Indillah
 NPM : 1602050162
 Program Studi : Pendidikan Bahasa Inggris

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

Utilizing Quizizz Application to Analyze Aspects of Reading Comprehension

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Alfitriani Siregar, S.Pd., M.Ed
 Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

acc PF

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 6 April 2020
 Hormat Pemohon,

Yasya Indillah

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- Untuk Mahasiswa yang bersangkutan



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**


Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya :

Nama Mahasiswa : Yasya Indillah
NPM : 1602050162
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Students Team Achievement Division Technique on Students' Reading Comprehension through Quizizz Application at SMP Negeri 18 Medan	 12 M maret 2020

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

Disetujui oleh
Dosen Pembimbing



Alfitriani Siregar, S.Pd. M.Ed.

Medan, 12 Maret 2020

Hormat Pemohon,






Yasya Indillah



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Yasya Indillah
NPM : 1602050162
Program Studi : Pendidikan bahasa Inggris
Judul Skripsi : An Analysis of Reading Comprehension Question by Using Revised Bloom's Taxonomy through Quizizz Application

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
9 Mei 2020	Chapter I Background of study, Limited of study, formulation of research	
10 Mei 2020	Chapter I Limited of study	
12 Mei 2020	Chapter II	
13 Mei 2020	Chapter III Methodology of research	
14 Mei 2020	Acc for seminar	

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd., M.Hum

Medan, 14 Mei 2020
Dosen Pembimbing



Alfitriani Siregar, S.Pd., M.Ed



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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA SEMINAR PROPOSAL


Pada hari ini Selasa Tanggal 18 Mei Tahun 2020 diselenggarakan seminar Prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama : Yasya Indillah
N P M : 1602050162
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : An Analysis of Reading Comprehension Question using Revised Bloom's Taxonomy through Quizizz Application


NO	MASUKAN / SARAN
JUDUL	An Analysis of Reading Comprehension Question using Revised Bloom's Taxonomy through Quizizz Application
BAB I	-Formulation of the problem -Research objectives
BAB II	-Use quotations as reference with correct grammar
BAB III	-The technique to get the data and processing data
LAINNYA	
KESIMPULAN	() Disetujui () Ditolak (√) Disetujui Dengan Adanya Perbaikan

Medan, 18 Mei 2020

Dosen Pembahas

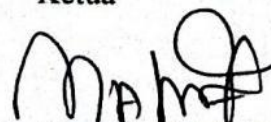

Drs. Ali Amran, M.Hum

Dosen Pembimbing


Alfitriani Siregar, S.Pd., M.Ed

PANITIA PELAKSANA

Ketua


Mandra Saragih, S.Pd, M.Hum

Sekretaris


Pirman Ginting, S.Pd, M.Hum



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kaptan Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

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Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Yasya Indillah

NPM : 1602050162

Prog. Studi : Pendidikan Bahasa Inggris

Judul Skripsi : An Analysis of Reading Comprehension Question by Using Revised Bloom's Taxonomy through Quizizz Application

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong **Plagiat**.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Oktober 2020

Hormat Saya

Yang Membuat Pernyataan



Yasya Indillah

Diketahui Oleh

Ketua Prodi Pendidikan Bahasa Inggris

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



**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN**

Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238
Website: <http://perpustakaan.umsu.ac.id>

SURAT KETERANGAN

Nomor: 2021/KET/IL.10-AU/UMSU-P/M/2020

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Yasya Indillah
NPM : 1602050162
Univ./Fakultas : UMSU/ Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris/ S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"An Analysis of Reading Comprehension Question using Revised Bloom's Taxonomy through Quizizz Application"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 9 Rabiul Awal 1442 H
26 Oktober 2020 M

Kepala UPT Perpustakaan,

Mubandaz Arifin, S.Pd, M.Pd



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Yasya Indillah
NPM : 1602050162
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of Reading Comprehension Question by Using Revised Bloom's Taxonomy through Quizizz Application

sudah layak disidangkan.

Medan, Oktober 2020

Disetujui oleh:
Pembimbing

Alfitriani Siregar, S.Pd., M.Ed.

Diketahui oleh:

Dekan

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi

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

Unggul | Cerdas | Terpercaya

CURRICULUM VITAE

IDENTITY

1. Name : Yasya Indillah
2. Place/Date of Birth : Medan, March 17, 1998
3. Register Number : 1602050162
4. Sex : Female
5. Religion : Moslem
6. Marital Status : Single
7. Address : Jln. Gaperta Ujung Gg.Masjid LK VI No.15 D
8. Hobby : Make everyone happy
9. Parents
 - a. Father's Name : Safari Firdaus
 - b. Mother's Name : Suliyah
 - c. Parents' Address : Jln. Gaperta Ujung Gg.Masjid LK VI No.15 D

EDUCATION

1. Elementary School at SD Negeri 064981 Medan
2. Junior High School at SMP Negeri 18 Medan
3. Senior High School at SMA Negeri 12 Medan
4. The Student of UMSU in Faculty of Teacher Training and Education, English Department (2016-2020)