COGNITIVE DOMAIN APPLIED BY EFL TEACHER IN

READING SKILL

SKRIPSI

Submitted in partial fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program

By

SITI HALIMAH
NPM. 1302050211

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2017

ABSTRACT

Halimah, Siti. 1302050211 "Cognitive Domain Applied By EFL Teacher in Reading Skill". Skripsi. English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2017.

The study deals with the study of Cognitive Domain Applied by EFL Teacher in Reading Skill. This study attempts to answer the two formulation of the problems, namely: (1) what types of Cognitive Domain used in Learning objectives in Reading Skill, and (2) how Cognitive Domain was realized by teacher in Reading skill. In analyzing the types of cognitive domain in this study, the researcher uses the theory of Taxonomy Bloom by Anderson, Krathwohl, et. Al (2001). This study uses a descriptive qualitative method to analyze the data in form of Lesson Plan containing Cogitive Doamin Verbs used in Lesson plan of senior high school. Later the analyzing of the data started from find out the learning objectives lesson plan of senior high school Brigjend Katamso and also reading and then selecting and marking the Operational verbs that can be identified as Cognitive Domain. The result shown in Cognitive Domain applied by EFL in Reading Skill used several types of Cognitive Domain: six C11, one C12 (C1 – Remember), one C21 (C2 – Understanding), one C31 (C3 – Applying), two C41, one C42, one C43, one C44, three C45 (C4 – Analyzing), one C51, three C52 (C5 – Evaluating), one C61, one C62 (C6 – Creating). The researcher suggests the next researcher develop this research by using a diferrent object such as Speaking Skill, Listening Skill or Writing Skill.

Key words: Cognitive Domain, EFL teacher, Reading Skill

ACKNOWLEDGEMENTS

بِسْـــــمِ اللهِ الرَّحْمٰنِ الرَّحِــــــيْمِ

AssalamualaikumWr.Wb

In the name of Allah SWT the most Beneficent and the most Merciful, praise to Allah the Lord of Universe. Firstly, the researcher would like to thanks to Allah SWT who has given her chance to finish her study. Secondly, may bless and peace be upon to our prophet Muhammad SAW who has brought us from the darkness into the brightness.

The title of this study is *Cognitve Domain Applied by EFL Teacher in Reading Skill* with the purpose for submitting in partial fulfillment of the requirement to obtain the Degree of Sarjana Pendidikan from English Department. In writing this study, there were so many problems, obstacles, and difficulties certainly, and it was impossible for the researcher for finishing this study without help from many people around her. It was difficult for the researcher to accomplish this study. Furthermore, the researcher would like to express her grateful feeling especially for her dearest mother **Mrs. Tayem** and her lovely daughters **Miss Alya** and **Miss Zahwa** that has given prayer, strength, advices, support, material and motivation during her education process.

Next, the researcher also would like to thank to:

1. Dr. Agussani, M.A.P as the Rector of University of Muhammadiyah Sumatera Utara.

2. Dr.Elfrianto Nasution, S.Pd, M.Pd as Dean of FKIP UMSU who had encouraged the researcher and taught her education material for the research.

3. Mandra Saragih, S.Pd, M.Hum, as the Head of English Department and PirmanGinting, S.Pd, M.Hum, as the secretary of English Department for their administrated help and supported her from the beginning until the end.

4. Pirman Ginting, S.Pd, M.Hum, as the supervisor who always leads and inspires her to get a better critical thoughts and ideas in finishing this study.

5. All lectures, especially those of English Department for their guidance, advices, suggestion, and encouragement during her academic years at UMSU.

6. The Teacher at Brigjend Katamso who allowed and helped her to carry out this research in there.

7. Her lovely sister and brothers, Syahrul A.H, Nurida A.H, Abdul Hamid A.H, Armia Jailany A.H, Azhari A.H and Misriel A.H always give supports and pray for her success.

8. The best friends Dina and Dian who taught her a value of friendship, fruitful live experience, commitment, achievement, loyalty, and fraternity.

9. My new friends Sitok SE and NTAB who always gives support and pray for finishing the study.

10. All friends at VIII D Morning, thanks a lot of their time, support and togetherness during her education at UMSU.

11. And all friends and people helping her to finish this study which cannot mention one by one. Thank you.

Last but not least, the researcher invites the reader's suggestions and critics responding to the presence of this study. Hopefully, this research will give many advantages to all of people who much concern in English.

Medan,   October 2017

The Researcher

Siti Halimah
1302050211

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CHAPTER I

INTRODUCTION

A. Background of the Study

Instructional assesment plays an important role in progress of the instructional process. It is an important part of the teaching - learning process. Gredler (2009) mention that learning is a multifaceted process that individual typically take for granted until they experience difficulty with a complex task.

Bloom (2001) divides into three domains: Affective, Psychomotor and Cognitive. At this point we focused in the Cognitive educational objective in which one of his goals is to motivate teacher to focus on all three domains, creating a better way of education. Bloom's Taxonomy helps teachers to focus on the main points they want to achieve with their students. This way will always be on the right path and their students will be aware of it also.

Bloom shows that by teaching LOTS (Low Order Thinking Skills) to our students, they will re-produce the knowledge given but they won't acquire it. Otherwise, when teaching HOTS (High Order Thinking Skills), our students will understand the meaning, apply it somehow, express themselves, synthesize and create something of their own using the knowledge given. The six levels of bloom's taxonomy, in order (lowest to highest), are knowledge, comprehension, application, analysis, synthesis and evaluation (Original Bloom) or remember, understanding, applying, analyzing, and evaluating (Revised Bloom). All of these stages slot into the cognitive domain, which relates to how the brain processes

information and studied in the past, by recalling facts; using related terminology; knowing patterns and trends; and having an awareness of different attitudes and theories on the subject.

Through asking questions use some operational verbs (words) by teachers help learners to develop lower and higher skills and to use their background knowledge to interact with the text. To find how to help students think critically, Unrau (2000 cited in Godfrey 2001) states that teacher should use questioning strategies that encourage students to engage in analysis, problem solving and inquiry. Questions function in both reading and teaching situations. In reading, questions establish a basis for identifying and clarifying writers' purposes, which influences the method of reading, degree of comprehension, reading rate and skills employed. Considering the crucial role of questioning in both teaching and reading, it seems reasonable to expect teachers to make a conscious effort to make effective questions that help students to accomplish higher order thinking skills. Bloom's Taxonomy can also help one gain a perspective on the emphasis given to certain behaviours by a particular set of educational plans.

However, there are still many teachers that are not appropriate in choosing operasional verbs(words) in Taxonomy Bloom in cognitive, Affective and phsychomotoric. Bloom and his colleagues (2001) presented their taxonomy of educational objectives as a basis for planning educational objectives, teaching-learning activities and assessment items. By using Bloom's taxonomy, it helps a teacher to advance the learning process from recalling learning materials from lower to higher level of thinking. Bloom's taxonomy guides teachers to develop

higher levels of thinking process for critical thinking or creative thinking in learning and provides a basis to asses student performance at all of these levels, further it is a useful tool to impart the material effectively in learning teaching process by EFL Teacher in Reading skill.

Therefore, one of the interesting things to be analyzed is *Cognitive Domain applied by EFL in Reading Skill.* This Cognitive domain in educational objectives use many level contained a specific verbs or operational words with each level of the taxonomy so that it is important to how Bloom Taxonomy used in it. The reason why the topic was choosen because in this paper, we can discover some specific verbs or operasional words in Bloom Taxonomy itself.

B. The Identification of the Problem

From the background of the study above, there were some problems that can be identified as follows:

1.   The use of Cognitive Domain in Indicators.

2.   The realization of specific verb by EFL in learning teaching process

C. The Scope and Limitation

The scope of this study is limited to operasional verbs (word) which found in the Indicators of lesson Plan Senior High School grade tenth at Brigjend Katamso II, referring to Cognitive Domain of Taxonomy Bloom.

D. The Formulation of the Problem

The problems of this research are formulated as follows:

1. What types of Cognitive Domain are used in Indicators in Reading skill?

2. How is Cognitive Domain realized by teacher in Reading skill?

E. The Objective of the Study

The objective of the study are stated below:

1. to find out the types of Cognitive Domain are used in Indicators of Lesson Plan in Reading Skill

2. to describe Cognitive Domain realized by teacher in Reading skill

F. The Significance of the Study

The finding of this reserach is expected to be useful theoretically and practically:

1. Theoretically

The theoretical benefits are as follows:

The researcher hopes the result of this reserach will be adventageous to her especially and the readers generally, in order to understand the Cognitive Domain and its types and uses

2. Practically, they are as follows:

The researcher expects that the result of analysis can give contributions as follows:

a. To add the readers' knowledge about the use of Cognitive Domain in Indicators.

b. For the other researcher as a practical sources to do further research related to this topic.

c. Could get more information about Cognitive Domain and its Function especially used in Reading Skill.

CHAPTER II

REVIEW OF LITERATURE

Theoretical Framework

In conducting a research, theories are needed to explain some concept explanation applied in the research concerned. In this following part of theoretical framework on the term will be presented.

1. Bloom Taxonomy

Bloom and colleagues (Widodo: 2006) created the original taxonomy of the cognitive domain for categorizing level of abstraction of questions thatcommonly occur in educational settings. That work has been revised to helpteachers understand and implement a standards-based curriculum (Anderson, Krathwohl, et. Al, 2001). For the instructional designer, the taxonomy provides acomprehensive set of classifications for learner cognitive processes that areincluded in instructional objectives. Classifying instructional objectives using thistaxonomy helps to determine the levels of learning included in an instructionalunit or lesson.

The taxonomy is often represented as a pyramid as presented in the following picture
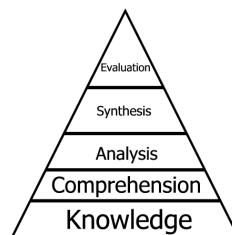
Figure 2.1 Bloom Taxonomy Pyramid

1. 1 The Original of Bloom's Taxonomy

The original Bloom's Taxonomy was found by Benjamin S. Bloom, an education psychologist who did many research and development in thinking behaviors in learning process. Bloom was born on dated February 21, 1913 in Lansford, Pennsylvania and earned doctorate in education from the University of Chicago in 1942. He is known as a consultant and international activists in education and managed to make major changes changes in the system education in India. He founded the International Association for the Evaluation of Educational Achievement, the IEA, developed Measurement, evaluation, and Statistical Analysis (MESA) program at the University of Chicago.

At 1950's, in the Conference of American Psychologist Association, Bloom reported that based on the evaluation of the result study which has arranged in the school, the most percentage is the question just allowed to memorize of lessons. Bloom argued that memorizing or remembering is the lowest hierarchy in the thinking behaviors (Retno Utari).

Finally in 1956, Bloom, Englehart, Furst, Hill, and Krathwoll, successfully introduced thinking skills framework concept called Bloom's Taxonomy. It is hierarchy structure that identifies the skills ranging from low level to high level. Of course, to achieve the goal higher, lower level must be met first.

Taxonomy is derived from two words in the *Greek Language*, they are *tassein* and *nomos*. Tassein means classify and nomos mean rule. So, taxonomy means classification hierarchy over basic principles or rules. The term was later used by Benjamin S. Bloom in teaching learning process.

He proposed taxonomy for thinking based on increasingly complex or high order categories. This taxonomy has been extremely influential in education for the past 50 years. It had an enormous influence on how people think of educational goals and on teaching practice.

In framework of this concept, Bloom divided the purpose of education into three domains of intellectual behaviors. They are cognitive, affective, and psychomotor. The first domain is cognitive domain that deals with intellectual or thinking ability, the second domain is affective domain, and affective domain deals with value. Bloom's Taxonomy is often named by Bloom's cognitive taxonomy because the cognitive domain often applies only to develop.

Bloom (2001) states that the cognitive domain in the original taxonomy is divided into six categories. They are knowledge, comprehension, application, analysis, synthesis, and evaluation.

Table 2.1 : The Cognitive Domain in The Original of Bloom's

Taxonomy

No	Cognitive Dimension	Definition
1	Knowledge	It is how to memorize and recall information. It involves the recall of specifics and universals, the recall of a pattern, structure, or setting. For measurement purposes, the recall situation involves little more than bringing to mind the appropriate material.
2	Comprehension	It is how to interpret information in one's own words. It refers to a type of understanding or apprehension such as the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implication. It represents the lowest level of understanding.
3	Application	It is how to apply knowledge to newsituations.

		It involves the use of abstraction inparticular and concrete situation (to solve new or novel problems). The abstraction maybe in the form of general ideas, rules ofprocedure, or generalized methods. The abstraction may also be technical principles, ideas, and theories, which must be remembered and applied.
4	Analysis	It is how to breakdown knowledge into partsand show relationship among parts. Itinvolves the breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit. Such analyses are intended to clarify the communication, to indicate how the communication is organized, and the way in which it managesto convey its effects, as well as its basis and arrangements.
5	Synthesis	Synthesis is how to bring together parts of knowledge to form a whole;build relationships for new situations. It involves the putting together of elements and parts so as to form a whole. This involves the processof working with pieces, parts, elements, and so on, and arranging and combining them in such a way as to constitute a pattern or structure not clear before.
6	Evaluation	Evaluation is how to make judgments on basis of criteria. It requires judgments the value of material and methods for given purposes, judgments Quantitative about the and extent qualitative to which materials and methods satisfy criteria, and the use of a standard of appraisal. The criteriamay be those determined by the student or given to him.

1.2 Revised Bloom's Taxonomy

In 1990's, Bloom's Taxonomy had been revised by Lorin Anderson, one of the Bloom's student. The result of the revised was published at 2001 by the name of Revised Bloom's Taxonomy. The revised taxonomy improves the original by adding a two-dimensional framework. The two dimensions are Cognitive process

Dimension and Knowledge Dimension. Cognitive Dimension is very much like the original Bloom's Taxonomy. It includes remembering, understanding, applying, analyzing, evaluating, and creating. The terminology used in the Cognitive Dimension of Revised Bloom's Taxonomy had been changed into verb from noun. The use of verb in terminology seems more suitable because it shows the thinking process which is the active process rather than the use of noun. The term "knowledge" had been revised into "remember" because the term "knowledge" shows the product of thinking rather than he thinking process. The use of terminology "synthesis" and "evaluation" had also been changed into "evaluate" and "create". These changes are also more appropriate because they reflect better sequence of thinking classification.

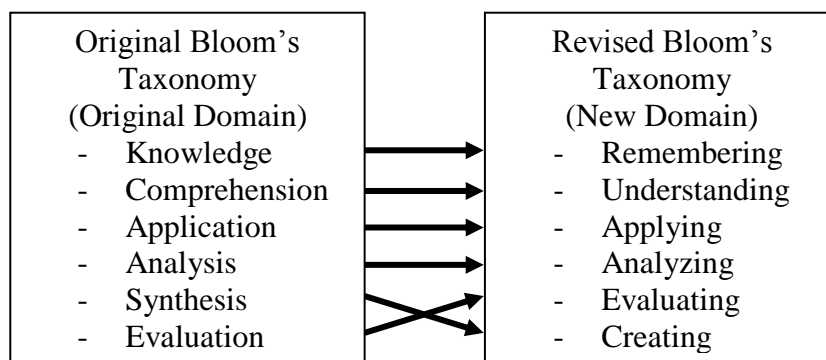| Original Bloom's Taxonomy (Original Domain)	Revised Bloom's Taxonomy (New Domain)
- Knowledge	- Remembering
- Comprehension	- Understanding
- Application	- Applying
- Analysis	- Analyzing
- Synthesis	- Evaluating
- Evaluation	- Creating

Figure 2.2 The Differences of Bloom's Taxonomy and Revised

Bloom's Taxonomy

According to Bloom (2001) Knowledge dimension contains the type of content learning targetsrefering to: a fact, a concept, a procedure, or a metacognition. It has fourcategories. They include factual knowledge, conceptual procedural,procedural knowledge, and metacognitive knowledge.

1. Factual Knowledge

   This category of learning targets asks students to learn facts.

2. Conceptual Knowledge

   This category of learning targets asks students to learn ideas, generalizations, and/or theories.

3. Procedural Knowledge

   This category of learning targets asks students to demonstrate procedures of ways doing things.

4. Metacognitive Knowledge

   This category of learning targets asks students to be aware of and understandwhat they know. Metacognition encompasses knowledge about one's own thought processes, self regulation and monitoring what one is doing, whyone is doing it and how one is doing whether helps to solve the problems (or not).

   The most commonly taught and assessed educational objectives are those in the cognitive domain. Cognitive assessment involves intellectual activities such as interpreting, problem solving, and thinking critically. Virtually all of the tests that students take in theschool are intended to measure one or more of this cognitive activities. Teachers' instruction is usually focused on helping students to attain cognitive mastery of some content or subject area. A weekly spelling test, a unit test of essay, a worksheet on proper use of lie and lay, and an oral recitation of poems; all require cognitive behaviours.

2. The Cognitive Dimension Process

Cognitive levels of Revised Bloom's Taxonomy deal with students' thinking, these cognitive levels include low order thinking and high order thinking. It means the top three of cognitive processes in Revised Bloom''s Taxonomy are considered as higher order thinking skills (analyzing, evaluating, and creating). This also means that the low order thinking occupies the three lowest levels of Revised Bloom's Taxonomy(Remembering, Understanding, and Applying).

Tabel 2.1 The Cognitive ProcessDimension asaReferencewhenWritingLearningObjectives

Category	Subcategory	Synonyms	Definition and examples
Remember: Retrieve relevant knowlwdge from long-term memory	Recognize	Identify	Locating knowledge in long-term memory that is consistent with presented material (eg. Recognize the dates of importance in U.S. history)
	Recall	Retrieve	Retrieving relevant knowledge from long term memory (eg. Recall the dates of important events in U.S. history
Understand: Construct meaning from instructional messages, including oral, written, and grapic communication	Interpret	Clarify Paraphrase Represent Translate	Changing from one form of representation (eg. Numerical) to another (eg. Verbal) (eg. Paraphrase important speeches and documents)
	Exemplify	Illustrate Instantiate	Finding a specific example of illustration of a concept or principle (eg. Give examples of various artistic painting styles)
	Classify	Categorize Subsume	Determining that something belongs to a category (eg. Classify observed or described cases of mental disorders)
	Summarize	Abstract Generalize	Abstracting a general theme or major point(s) (eg. Write a

		Describe	short summary of the event portrayed on a videotape)
	Infer	Conclude Extrapolate Interpolate Predict	Drawing a logical coclusion from presented information (eg. In learning a foreign language, infer grammatical principles from examples)
	Compare	Contrast Map Match	Detecting correspondences between two ideas, object, and the like (eg. Compare historical events to contemporary situations)
	Explain	Model	Constructing a cause and effect model of a system (eg. Explain the causes of important 18th century events in france)
Apply: Carry out or use a procedure in a given situation	Execute	Carry Out	Applying a procedure to a familiar task (eg. Divide onewholenumber by another whole number, both with multiple digits)
	Implement	Use	Applying knowledge (often procedural) to a non-routine task. (eg. Use Newton's Second Law in situations in which it is appropriate)
Analyze: Break material into its constituent parts and determine how the parts relate to one another andto an overall structureorpurpose	Differentiate	Discriminate Distinguish Focus Select	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material. (eg. Distinguish between relevant and irrelevant numbers in a mathematical word problem)
	Organize	Find Coherence Integrate Outline Structure Parse	Determining how elements fit or function within a structure (eg. Structure evidence in a historical description into evidence for and against a particular historical explanation)
	Attribute	Deconstruct	Determining the point of view, bias, values, or intent underlying presented material (eg.Determine the points of

			view of the author of an essay in terms of his or her political perspective)
Evaluate: Make judgments basedoncriteria andstandards	Check	Cordinate Test DetectMonitor	Detecting inconsistencies or fallacies within a process or product. Determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented. (eg, Determine if a scientist's conclusions follow from observed data)
	Critique	Judge	Detecting inconsistencies between a product and externalcriteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given task or problem (eg. Judge which of two methods is the best way to solve a given problem)
Create: Put elements together to form a coherent or functional whole; reorganize elements into a new pattern	Generate	Hypothesize	Coming up with alternatives or hypotheses based on criteria (eg. Generate hypotheses to account for an observed phenomenon)
	Plan	Design	Devising a procedure for accomplishing some task. (eg. Plan a research paper on a given historical topic)
	Produce	Construct	Inventing a product (eg. Build habitats for a specific purpose)

Source: LorinAnderson,DavidKrathwohl,withPeterAirasian(2008)

3. Operational Verbs for Developing Indicators of Competency Achievement

Basically, there are more than one types of learning. A committee of colleges, led by Benjamin S. Bloom identified three domains of educational

activities in 1956 (Krathwohl, 2002): (a) Cognitive: mental skills (*Knowledge*), (b) Affective: growth in feelings or emotional areas (*Attitude*), (c) Psychomotoric: manual or physical skills (*Skills*)

In educational activity, teachers must be able to extend the basic competence into indicators of competency based on these three types of learning, so that after a learning episode, students should have acquired new skills, knowledge, and/or attitudes. The following is a list of operational verbs which can be used in indicator of competency (Moore & Rosyada, cited in Mulyasa, 2011).

Table 2.3 List of Operational Verbs of Three Domains

No	Aspect	Competency	Indicator of Competency
1	Cognitive	Knowledge	Mentions, writes, states, puts in order, identifies, defines, matches, names, labels, depicts.
		Comprehension	Translates, changes, generates, scatters, rewrites, summarizes, differs, concludes, summarizes, gives idea, and explains.
		Application	Operates, produces, changes, overcomes, applies, shows, prepares, and counts.
		Analysis	Analyzes, divides, decides, and differentiates.
		Synthesis	Creates, conceptualizes, organizes, implements, integrates, and plans.
		Evaluation	Criticizes, interprets, judges, and evaluates.
2	Affective	Receiving	Believes, chooses, follows, asks, and allocates.
		Responding	Confirms, answers, reads, assists, conducts, reports, and shows.
		Valueing	Initiates, invites, engages, proposes and does
		Organization	Verifies, arranges, unifies, correlates, and influences
		Characterization	Uses values as way of life, defends, values believed

3	Psychomotoric	Observing	Observes process, gives attention to phases of deed and articulation
		Imitation	Trains, changes, unloads a structure, reconstructs a structure uses a model.
		Practicing	Familiarizes behavior already. formed, controls habitual to be consistent.
		Adapting	Adjusts model, develops model and applies model.

In recent time, taxonomy was revised by Anderson (Anderson &Krathwohl, 2001), a student of Bloom, in an attempt to help teachers understand and implement standards-based curriculums as well as to provide a quality of teaching and learning process particularly on the cognitive domain. The following is a table of a revised taxonomy in which only happened on cognitive domain that the first cognitive is remembering, the fifth and the last cognitive are evaluating and creating respectively. At the end of cognitive learning, students are expected to be able to create something based on what they have learned. This RevisedBloom's Taxonomy is often used in formulating the learning objective that we know as C1 until C6.

Table 2.4 Bloom's Taxonomy Revision

Bloom's Taxonomy	Revised Taxonomy
C1(Knowledge)	C1(Remembering)
C2(Comprehension)	C2(Understanding)
C3(Application)	C3(Applying)
C4(Analysis)	C4(Analyzig)
C5(Synthesis)	C5(Evaluating)
C6(Evaluation)	C6(Creating)

4. Types Of Bloom Taxonomy

This material is largely drawn from a handout from Dr Robert Kleinsasser (School of Languages and Comparative Cultural Studies, UQ). He acknowledges that the verb lists come from the Washington State Board of Vocational Education. The verb lists will be very useful when you write your own learning goals (which are a kind of educational objective).

Bloom's domains Three domains: (a) Cognitive (about knowing), (b) Affective (about attitudes, feelings), (c) Psychomotor about doing. Formulated by Bloom and coworkers. Cognitive and affective domains were completed and published in the 1950s. Psychomotor was never published, although others have tried. It is arguably a bit out of date (from the mid '50s and at present being re-examined), but helpful.

a) **Cognitive Domain**

A hierarchy of six levels (the hierarchy is what is most under question at present: (1) Remembering: the recall of specific items, (2) Understanding: can recall, but can do a little more (e.g. paraphrase, define, discuss to some extent), (3) Applying: all of the above, but can take information of an abstract nature and use it in concrete situations, (4) Analyzing: can break down a communication into its constituent parts, revealing the relationships among them, (5) Evaluating: can pull together many disorganised elements or parts so as to form a whole, (6) Creating: makes judgements about the value of materials or methods.

Several cognitive psychologists have worked to make the basic concept of a taxonomy of thinking skills more relevant and accurate. In developing his own

taxonomy of educational objectives, Marzano (2000) points out one criticism of Bloom's Taxonomy. The structure of the Taxonomy, moving from the simplest level of knowledge to the most difficult level of evaluation, cognitive is simply of the cognitive processes in Bloom's Taxonomy.

b) Affective Domain

A hierarchy of five levels (the hierarchy is what is most under question at present): (1) Receiving: is willing to notice a particular phenomenon, (2) Responding: makes response, at first with compliance, later willingly and with satisfaction, (2) Valuing: accepts worth of a thing, (3) Organisation: organises values; determines interrelationships; adapts behaviour to value system.

Characterisation: generalises certain values into controlling tendencies; emphasis on internal consistency; later integrates these into a total philosophy of life or world view.

c) Psychomotor Domain

The psychomotor domain concerns things students might physically do. Although no taxonomy of this domain was compiled by Bloom and his coworkers, several competing taxonomies have been created over the years since Bloom's original books. The one summarised here is based on work by Harrow [Harrow, A. (1972). A Taxonomy of the Psychomotor Domain: A Guide for Developing Behavioral Objectives. New York: McKay], as summarised in Barry,

K. and King, L. (1993) Beginning Teaching. Wentworth Falls, NSW: Social Science Press.

The levels of this domain are categorised as: (1) Reflex: objectives not usually written at this 'low' level, (2) Fundamental movements: applicable mostly to young children (crawl, run, jump, reach, change direction), (3) Perceptual abilities: catch, write, balance, distinguish, manipulate, (4) Physical abilities: stop, increase, move quickly, change, react, (5) Skilled movements: play, hit, swim, dive, use, (6) Non-discursive communication: express, create, mime, design, interpret.

The last two categories seem likely to be well applicable to programs in the creative and professional areas. Clinical skills such as palpation arguably legitimately qualify as psychomotor skills in the skilled movement category, while painting, drawing and acting, for example, will at least in part fall into the non-discursive communication category.

The psychomotor domain and its relevant verbs and categories have been less well articulated, at all levels of education, than the cognitive and affective domains. However, it is important that you do not ignore objectives in this area should there be relevant skills in your course. Taxonomy has its strengths and weaknesses. Its greatest strength is that it has taken the very important topic of thinking and placed a structure around it that is usable by practitioners. Those teachers who keep a list of question prompts relating to the various levels of Taxonomy undoubtedly do a better job of encouraging higher-order thinking in their students than those who have no such tool

5. Reading

Reading comprehension skills are important for students to become effective readers (Grabe &Stoller, 2002). Reading begins with thedecoding letters, letter groups and the sounding out of words. Later, learners begin to read words, sentences, picture books, short stories and other texts.Reading aloud helps learnersto develop their decoding skills which canbe a valuable diagnostic aid. This process concentrates on the development offluency. The movement from passive to active reading involves the development of reading comprehension skills (Machado, 2010).

Reading comprehension is the ability to understand what we read where words have context and texts have meaning. Reading comprehension skills allow us to read proficiently, learn effectively and to conceptualize. These skills are, basically, based on earlier stages of reading development, including oral reading and reading fluency. Without developing these earlier reading skills, students must continually focus on decoding letters and words, rather than progressing to meaning and understanding (Grabe &Stoller, 2002). The key to developing proficient reading skills in the early years of education is an even earlier foundation in underlying language learning skills (Brewster & Ellis, 2002). Therefore, strong reading comprehension skills are viewed as being dependent on the strength of the cognitive strategies established in the early years.

On the other hand, According to Alyousef (2005), "Reading can be seen as an interactive process between a reader and a text which leads to automaticity

or reading fluency." The sentences above means students do not read all the sentences in reading but they find some cues or words to get the idea of the text.

Reading involves a variety skill. They are skimming, scanning, references, summarizing, and identifying the main ideas and supporting details. Those reading skills include skills acquired through reading, such as comprehension, fluency and independence. Overall, these skills give students the ability to turn words on a page into a clear meaning.

6. Four Levels of Reading

Gavilan College (2014) states Students should be proficient in the four levels of reading – Careful reading, Usual Reading, Accelerated Reading, and Selective Reading.

a. Careful Reading may also be described as critical, analytical or thoughtful to detail, reflective,and evaluative. This type of reading is usually employed in studying or reading thought provoking material.

b. Usual Reading, the most habitual manner of reading, applies in a wide variety of situations – reading newspaper articles, novels, or magazines in which the reader usually does not have a clearly defined purpose that demands either detailed comprehension or rapid completion.

c. Accelerated Reading is the type of reading most often attempted when time is limited. The reader is alert, reads aggressively, and attempts to cover material sacrificing comprehension. To do this, the reader must, of course, expend extra energy.

d. Selective Reading, in order to benefit from selective reading, students should be proficient in the first three levels of reading.

Skimming and scanning is that type of reading in which the reader locates and deals with only thoseparts of the content that serves their purposes. Skimming and scanning are alike in that the readeralternates in the following ways:

a) Scanning: in scanning, the reader has a specific question in their mind or information that isneeded. The reader goes to the content and searches through it until the information isfound.

b) Skimming: in skimming, the reader passes quickly through an article or chapter to get a general impression of the whole. A person might preview skim before reading material more carefully. This type of skimming, called surveying by many people is often used instudying and in reference work. A general impression is sufficient. The reader does not feelthe need to read the material previously read, going back over material to study for a test orto prepare a report.

7. Indicators of Lesson Plan

There are various definitions of lesson plan have been proposed. A lesson plan can be defined as "a unit in which it is a sequence of correlated lessons around a particular theme or it can be specified as a systematic record of a teacher's thoughts about what will be covered during a lesson" Farrell (2002). He further adds that a daily lesson plan is a written description of how students will

move towards obtaining specific objectives. It describes teaching behavior that will result in the students' learning. Shrum and Glisan (as cited in Farrell, 2002) point out that for English language lesson, the effective objectives of a lesson plan describe what students will be able to do in terms of observation, behavior, and using the foreign language.

Another definition is a plan which describes procedures and management of study in order to reach one or more basic competency regulated in the Standard of Content and extended in the syllabus (Mulyasa, 2011). It means that there are steps and organizations developed by a teacher in a plan of course in order to achieve competency-based stated in the curriculum. The steps deal with the sequence works conducted by a teacher in developing the lesson plan such as establishing the objective of study, indicators, materials, and methods. They should be done structurally in order to meet students' needs, interests, and be able to adjust students' ability appropriately.

Harmer (2007) views a lesson plan as a teaching preparation developed based on the teacher's thought about what will be suitable for the students and on what the curriculum or the syllabus expects them to do. It can be said that a lesson plan is a teaching plan developed by a teacher based on students' interests and needs as well as curriculum's goals through deep and precise thought. If a teacher does not consider needs, interests, ability, learning styles of the students and curriculum or syllabus expectation, it can be ascertained that the lesson plan developed is not applicable and effective.

Spratt, Pulverness and Williams (2005) point out that lesson plan is a

series of course plan which provides direction for a teacher of what kind of materials of study to be taught and how to teach them. This refers to the teacher's frameworks covering the materials to be learned by students and how the materials to be applied in the teaching-learning process. This can be a path for a teacher in conducting teaching activity in the classroom in order to be ready and organized of the materials to be delivered to students and the methods and strategies employed to teach them appropriately and effectively.

To sum up, it can be concluded that lesson plan is a sequence of linked lessons which are prepared by a teacher based on the curriculum in order to meet the specific curriculum goals or in other words it is a detailed description of a syllabus developed by a teacher as an attempt to reach standard of competency in the curriculum.

A learning objective is a statement of what students will be able to do when they have completed instruction. A learning objective has three major components: (1) A description of what the student will be able to do, (2) The conditions under which the student will perform the task, (3) The criteria for evaluating student performance.

Learning Objectives are important because Learning objectives are guides teacher to: (1) Selection of content, (2) Development of an instructional strategy, (3) Development and selection of instructional materials, (4) Construction of tests and other instruments for assesing and then valuating student learning outcomes.

In writing a Learning Objectives the teacher should: (1) Focus on student Performance not teacher performance, (2) Focus on product - not process, (3)

Focus on terminal behavior - not subject matter, (4) Include only one general learning outcome in each objective.

A learning objective is a statement describing a competency or performance capability to be acquired by the learner. There are three characteristics essential to insuring clear statements of objectives.

1. *Behavior-* First, an objective must describe the competency to be learned in performanceterms. The choice of a verb is all-important here. Such frequently used terms as know, understand, grasp, and appreciate do not meet this requirement. If the verb used in stating an objective identifies an observable student behavior, then the basis for a clear statement is established. In addition, the type or level of learning must be identified. See Section II for a description of the types of learning and their levels.

2. *Criterion-* Second, an objective should make clear how well a learner must perform to bejudged adequate. This can be done with a statement indicating a degree of accuracy, a quantity or proportion of correct responses or the like.

3. *Conditions-* Third, an objective should describe the conditions under which the learnerwill be expected to perform in the evaluation situation. What tools, references, or other aids will be provided or denied should be made clear.

Sometimes, one or even two of these elements will be easily implied by a simple statement. Other times, however, it may be necessary to clearly specify in detail each element of the objective in writing learning objectives in lesson plan by EFL teacher.

The following is an example of a completed learning objective:

Objective: "Given a set of data, the student will be able to compute the standard deviation.

Condition – Given a set of Data

Behaviour – The student will be able to compute the standard deviation.

Criterion – (Implied) – The number computed will be correct.

Checklist for Writing a Specific Instructional Objective:

1. Begin each statement of a specific learning outcome with a verb that specifies definite, observable behavior. (See the Table of Process Oriented Learner Behaviors below.)

2. Make sure that each statement meets all three of the criteria for a good learning objective: observable behavior, the conditions under which the student will be expected to perform, and the criteria to be used for evaluation of the student's performance.

3. Be sure to include complex objectives (appreciation, problem-solving, etc.) when they are appropriate.

Some guides or aids to writing learning objectives are Educators and psychologists concerned with learning theory have given considerable thought to the various types of learning that take place in schools. Probably the most comprehensive and widely known analysis of objectives is the Taxonomy of Educational Objectives by Benjamin Bloom and others. Bloom's Taxonomy provides a consistent means of developing the single most powerful tool in instruction and the assessment of student learning outcomes - the learning or

performance objective. The Taxonomy distinguishes between three major categories of objectives termed the Cognitive Domain, the Psychomotor Domain, and the Affective Domain.

The taxonomy helps teachers make decisions about the classification of content. It also helps teachers map content to tasks that students need to perform. Bloom's taxonomy provides a universally effective strategy for creating all type of content to impart learning. It guides teachers to develop higher levels of thinking process for critical thinking or creative thinking. Using the taxonomy a teacher develops questions or projects that require the development of thinking and reflection from the knowledge level to the evaluation level. A teacher or a syllubus designer designs a curriculum as well as classroom assignment using it to advance the learning process from recalling learning materials to higher level of thinking. A teacher creates class activities based on Bloom's Taxonomy.

It is generally the Cognitive Learning Domain that is of primary concern in higher education. If we assume that faculty are more concerned with process and problem solving activities, then the categories of the Taxonomy are most valuable in suggesting various kinds of behavior to use as objectives. The following list of process-oriented behaviors, which are related to the six categories of the Taxonomy, should serve as a useful guide to faculty preparing objectives. For a more complete table of words for describing learner behaviors see "Instrumentation of Bloom's and Krathwohl's Taxonomies for the Writing of Educational Objectives," (Metfessel, Newton S., Michael, William B., and Kirsner, Donald A., in Psychology in the Schools, Vol. VI, No. 3, July 1969).

Table 2.5 Process Oriented Learner Behaviours

REMEMBER

| Recall | Identify | recognize | acquire | distinguish |

UNDERSTAND

| Translate | extrapolate | convert | interpret | abstract |
| Transform | | | | |

APPLY

| Apply | Sequence | carry out | solve | prepare |
| Operate | generalize | plan | repair | explain |

ANALYZE

Analyze	Estimate	compare	observe	detect
Classify	Discover	discriminate	identify	explore
Distinguish	Catalog	investigate	breakdown	order
Recognize	Determine	outside		

EVALUATE

Write	Plan	integrate	formulate	propose
Specify	Produce	organize	theorize	design
Build	systematize			

CREATE

| evaluate | Verify | assess | test | judge |
| Rank | Measure | appraise | select | check |

So from explanation above we can summary thatLearning Objective is a statement of what students will be able to do when theyhave completed instruction. Learning objectives have their roots in the instructional analysis and the definition of entry behaviors. They form the basis for subsequent instructional design activities. Learning Objective has three major components: (a) A description of what the student will be able to DO, (b) The conditions under which the student will perform the task, (c) The criteria for evaluating student performance.

Each statement of a learning objective should begin with a verb and should include only one general learning outcome. Learning Objectives should focus on: (a) Student performance, (b)Product, (c) Terminal behavior.

8. Previous Related Study

There are two relevants studies that the reseracher had read in order to help her writing this research proposal. The first one is the study with the title"Reading skill test through Bloom's Taxonomy". (Nina Dwiastuty and Nurjannah, *Reading skill test through Bloom's Taxonomy*, september 2016 – Volume 08, Number 03). This paper reports a study that aims to explain about various reading tests through Bloom's Taxonomy. Reading test must involve three aspects, cognitive, affective and psychomotor. Cognitive task is about cognitive activity in understanding the text precisely and critically. Affective task is about the student's willing and attitudes in reading, while psychomotor is about their activity in reading. The cognitive domain is divided into categories, begins from the lowest until the highest. Here they are the categories: firsty, remembering; Secondly, understanding; thirdly, applying; fourthly, analyzing; fifthly evaluating and sixthly creating. The test materials for reading skills should be considered by the degrees of difficulty, it is measured by its complexity vocabularies and structure; long – short text, the text given to students had better not too long; content, based on the student's mental development, will, needs, or which attracts them and the genres. So, giving the reading test to the students is important to measure the student's ability in understanding a text.

The second is "Evaluation of Learning Objectives in Iranian High-School andPre-University English Textbooks Using Bloom's Taxonomy". (A. Mehdi Riazi and Narjes Mosalanejad, *The Electronic Journal for English as a SecondLanguage*, March 2010 – Volume 13, Number 4). This paper reports a study that investigated the types of learning objectives represented inIranian senior high school and pre-university English textbooks using Bloom"staxonomy of learning objectives. Three high-school textbooks and the sole pre-university textbook were included in the analysis. To codify the learningobjectives, a coding scheme was developed based on Bloom's taxonomy oflearning objectives. The exercises and tasks of the textbooks were codified andthe frequencies and percentages of occurrence of different learning objectiveswere calculated. Results of the study indicate that in all grades lower-ordercognitive skills were more prevalent than higher order ones. Furthermore, thedifference between the senior high school and the pre-university textbooks interms of the levels of the taxonomy were significant insofar as the pre-universitytextbook used some degrees of higher-order learning objectives. Results of thisstudy have implications both for teaching and materials development.

Based on the previous studies, this proposal is intended to the researcher focuses on Analyzing Cognitive Domain Applied by EFL teacher in Reading Skill. It analyze some Cognitive Domain Verbs in the Indicators of lesson Plan Twelveth Grade Senior High School of Brigjend Katamso. Therefore, the title is Cognitive Domain Applied by EFL teacher in Reading Skill.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

In this research, descriptive qualitative method will be designed by applying content analysis to describe data. This method will be used in order to discover, identify, analyse and describe Bloom's Taxonomy used in Indicators of *Reading skill in lesson plan by EFL.* It is also known as a method of analyzing documents. Content analysis allows the researcher to test theoretical issue to enhance understanding of the data. Through content analysis, it is possible to distil words into fewer contentrelated categories.

B. Source of the Data

The data in this research will be obtained from *Lesson Plan tenth grade of Senior high school.* Researcher will be focused in lessson plan about Reading skill written by EFL Teacher *at Brigjend Katamso* as the source of the data.

C. Technique of Collection Data

The data will be taken from the Lesson plan written by EFL, written sources containing operasional verbs Bloom's taxonomy which are related to the topic of this study. The data of this study will be collected in several steps. First, Preparation for the Lesson Plan by determine the Indicators. Then, the lesson plan of senior high school will be taken from EFL Teacher at Brigjend Katamso. After

that the lesson plan will be read carefully, and then select the operasional verbs or any verbs that can be identified as Bloom's Taxonomy operasional verb will be selected and marked. Late, from the note of the data, operasional verbs can be found easily when reseracher see the EFL teaching in the class.

D. Techniques of Data Analysis

The data will be analyzed through qualitative analysis. The activities of qualitative analysis consists of data reduction, data display and selection (Sugiyono, 2016). Based on that following theory, the research will apply the following steps:

a. Data Reduction

In this step, the researcher will conclude, group, and focus on the main problem of the research. The researcher will identify the research problem and then classify the focussing of the main problem from data to non data. The researcher will reduces all of the data obtained to focus on the certain problem. Not all of the obtained data of this reserach are important. It means that operasional verbs bloom's Taxonomy must be taken and which are not operasional verbs bloom's Taxonomy must be ignored. Based on the considerations so the operasional verbs bloom's Taxonomy will be grouped to several categories setted as the focus of the research. The reduced data will be clearer and easier describe to the researcher until the data needed will be founded.

b. Data Display

In the second step, the researcher reduces all of the data obtained from the Lesson Plan. Then, the Bloom Taxonomy Verb from Lesson Plan will be described in simple words by the researcher for making it easier to understand.

c. Conclusion Drawing

The third activity is conclusion drawing. In this research, the last step was conclusion drawn continuously through the course of the research. The research record not only what the researcher saw each day but also what the research interpreted based on the observations. So the researcher can find the theme by constructing the data obtained to be a knowledge and hypothesis. The reseacher's work can be seen by looking at the diagram below:
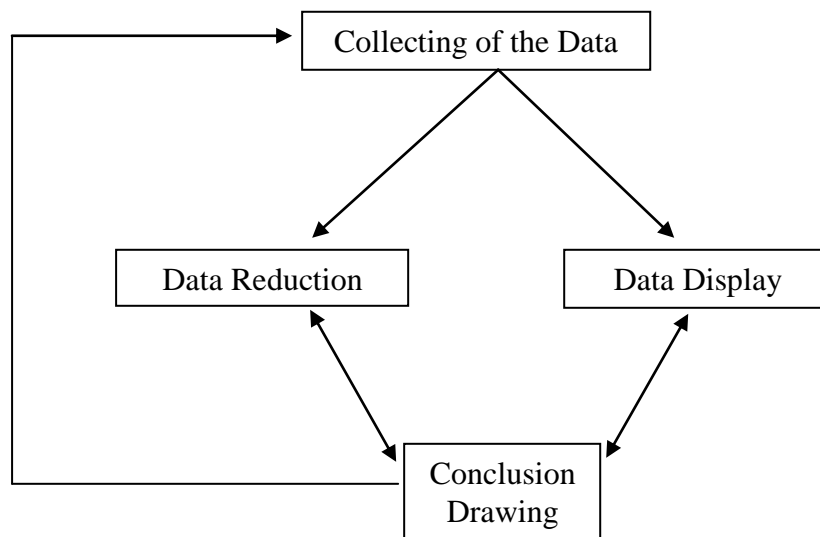
CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

As already mentioned in the previous chapter, the data were collected from the Lesson Plan tenth grade of Senior High School written by EFL Teacher at Brigjend Katamso. After identifying the Operational words which found in the Lesson Plan, the researcher found some operational words were used in the Lesson Plan tenth grade of Senior High School in Reading School. They are C1 – Remember (C11, C12), C2 – Understanding (C21), C3 – Applying (C31), C4 – Analyzing (C41, C42, C43, C44, C45), C5 – Evaluating (C51, C52), C6 – Creating (C61, C62).

B. Data Analysis

Having analyzed the collected data, it was found out some Operational Verbs and analyzed them.

1. C1 – Remember

Remember is retrieve relevant knowledge from long term memory. One of the word which is involved in remember as C11 is *identify*. Based on analysis data this word was applied by EFL teacher in design lesson plan as showed the following data C1I:

> *Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriftif tentang tempat wisata dengan penuh percaya diri dan bertanggung jawab* [Identify the general description, specific and detailed information of the descriptive text of the tourist attraction with confidence and responsibility]

Besides, the other word used by EFL teacher in design lesson plan as C12 is *Recall*. C12 was stated by the words provide an introduction as showed the following data:

> *Memberikan pendahuluan (Orientasi) dengan menyebutkan orang - orang yang terlibat, tempat, waktu, dsb, dari peristiwa/ kejadian /pengalaman yang akan disampaikan* [Provide an introduction (orientation) by mentioning the people involved, place, time, etc. of events/ incident/ experiences to be delivered]

From data above, they categorized as C1 – Remember. C1 is represented by the words mengidentifikasi (Identify) and Memberikan Pendahuluan (Recall). It means the students retrieve relevant knowledge from their long-term memory by identfying in general, or ability to recall previously material based on their experiences which applied by EFL teacher in Lesson Plan.

2. C2 – Understanding

Understanding is construct meaning from instructional messages, including oral, written, and graphic communication. One of the word which is invoved in understanding as C21 is *describe. B*ased on the analysis data this word was applied by EFL teacher in design Lesson plan as showed the following data

> *Menguraikan urutan kejadian secara kronologis, urut dan runtut* [Describe the sequence of events chronologically, sequentially and coherently]

From data above, it categorized as C2 – Understanding. C2 is represented by the words menguraikan (Describe). It is how the students intepret the information and it means the students are able to construct meaning from instructional messages, including oral, written, and summarize the text.

3. C3 – Applying

Applying is carry out or use a procedure in a given situation. One of the word which is involved in Applying as C31 was stated by the word *Execute* as showed the following data *Menjelaskan solusi yang ada dalam cerita* [Describe the solutions in the story].

From the Sentence above, it categorized as C3. C3 is represented by the words "*Menjelaskan solusi yang ada dalam cerita".* It means the students are able to carry out the story or give the solution for the story. Menjelaskan in this case does not show the ability of student to create/ Construct in C6. So, it shows how the students apply what they know.

4. C4 – Analyzing

Analyzing is break material into its constituent parts and determine how the parts relate to one another and to overall structure or purpose. One of the word which is involved in Analyzing as C41 was stated by the words *Parse* as showed the following data

> *Mengurai gambaran umum, informasi tertentu dan rinci dari teks deskriftif tentang tempat wisata dengan penuh percaya diri dan bertanggung jawab* [Mengurai gambaran umum, informasi tertentu dan rinci dari teks deskriftif tentang tempat wisata dengan penuh percaya diri dan bertanggung jawab]

Besides, the other word used by EFL teacher in design lesson plan as C42 was stated by the word *Distinguish* as showed the following data

> *Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deksriptif sederhana tentang tempat wisata* [Distinguishes social functions, text structures, and linguistic elements in simple descriptive text about tourist attractions]

Then, other words which is applied by EFL teacher in design lesson plan as C43 was stated by the word *Outline* as showed the following data

Menganalisis penggunaan bentuk kata kerja tertentu dalam cerita [Analyze the use of certain verb forms in the story]

Another word, which is applied by EFL teacher in design plan as C44 was stated by the words *Structure* as showed the following data:

Menyusun text recount sederhana lisan dan tulis sederhana tentang kegiatan /kejadian/peristiwan dengan memperhatikan tujuan, struktur text, dan unsur kebahasaan, secara benar dan sesuai dengan konteks [Arrange simple oral and witten recount text about events / incidents / events by paying attention to purpose, text structure, and linguistic elements correctly and contextually]

Then, other word which is involved in Analyzing as C45 is Select based on the analysis this word also used by EFL teacher in design lesson plan as showed the following data:

Menyunting teks deksriftif lisan sederhana tentang tempat wisata dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks [Editing simple oral descriptive texts on the tourist attraction by observing the correct social functions, text structures, and linguistic elements in context]

From the expalanation above they identified as C4 – Analyzing is represented by the word *Parse, Distinguish, Outline, Structure, Select.* It means that the students are able to make a recount text and determine how the parts relate to one another and to overall structure or purpose after analyzing the text.

5. C5 – Evaluating

Evaluating is make Judgements based on criteria and standards. One of the words which is involved in Evaluating as C51 is Test. Based on the analysis this

word was applied by EFL teacher in design lesson plan as showed the following

data :

> *Menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca*
> [Ability to evaluate the text by answering the question (test)]

Besides, the other word above which is applied by EFL teacher in design

lesson plan was stated by the word *Detect.* Based on the analysis it involved in

Analyzing as C52 and it used by EFL teacher as showed the following data:

> *Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan pada*
> *teks deksriptif* [Detects social functions, text structures, and linguistic
> elements in descriptive text]

From the data above all of them categorized as C51, C52. They is represented

by the word *Test* and *Detect* it means that the students are able to evaluate the text

by detecting the text then answering the questions (Test) and make their own

judgements based on criteria and standards.

6. C6 – Creating

Creating is put elements together to form a coherent or functional whole;

reorganize elements into a new pattern. One of the word which is involved in

Creating as C61 is *construct*. Based on the analysis this word is used by EFL

teacher in design lesson plan as showed the following data:

> *Menceritakan kembali suatu cerita rakyat yang dibaca baik secara*
> *lisan maupun tulisan* [Retelling a folktale that is read both orally and
> writing]

Besides, the other word which is involved in Creating as C62 is *Design.*

Based on the analysis It was stated by the words menyusun and it applied by EFL

teacher in design lesson plan as showed the following data:

Menyusun teks deksriptif lisan dan tulis sederhana tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan berbentuk brosur [Prepare simple oral and written descriptive text about tourist attractions by observing purpose, text structure, and linguistic elements, correctly in brochures form]

From the words above it identified as C6 – Creating and identified as C61, C62 because menceritakan kembali or retell the story is put elements together to form a coherent; reorganize elements into a new pattern. It shows the ability of students to construct a story with their own language by making Descriptive text in a brochure form, and they have to design it.

C. Data Finding

There are thirteen Operational verbs from six types of Cognitive Domain found in the Lesson Plan of Senior High School at Brigjend Katamso, they are six C11, one C12 (C1 – Remember), one C21 (C2 – Understanding), one C31 (C3 – Applying), two C41, one C42, one C43, one C44, three C45 (C4 – Analyzing), one C51, three C52 (C5 – Evaluating), one C61, one C62 (C6 – Creating). The researcher takes all of them to analyze.

In general Taxonomy Bloom has been practiced by the Teacher in Indicators of Lesson Plan in Reading Skill. Most of the Operational verbs is used in lower thinking level and some more operational verb is used in Higher thinking level. Some operational verbs that use in Indicators in Leeson Plan of tenth grade Senior High School at Brigjend Katamso is appropriate but it was used randomly or it wasn't from lower thinking level to higher thinking level in teaching learning process of Taxonomy Bloom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the data analysis and data findings, some conclusions can be drawn from Indicators of Lesson Plan in Reading Skill. In general Cognitive Domain has been practiced by the Teacher in Indicators of Lesson Plan in Reading Skill. First, the type of operational verbs of Cognitive Domain used in Learning objective based on the analysis are six types. They are six C11, one C12 (C1 – Remember), one C21 (C2 – Understanding), one C31 (C3 – Applying), two C41, one C42, one C43, one C44, three C45 (C4 – Analyzing), one C51, three C52 (C5 – Evaluating), one C61, one C62 (C6 – Creating).

Secondly, from the data of twenty three analyzed Operational Verbs in Learning objective, the conclusion that can be drawn is the most of operational verbs that used is identifying which as retrieve relevant knowledge fom long term memory by recalling learning materials from lower to higher level of thinking.

Finally the result of current study of Cognitive Domain in Reading Skill, that Cognitive Domain is realized by EFL Teacher in Reading skill, but the use of cognitive domain is appropriate and randomly.

B. Suggestion

After analyzing the data and find out the operational verbs use in Lesson Plan and also it types of operational verbs in cognitive domain, the researcher hopes that the teacher can realize their knowledge about Taxonomy Bloom by

themselves and would not be confused about the Use of the Operational Bloom Taxonomy in Lesson Plan of Reading Skill.

The researcher also hopes by learning and applying Taxonomy Bloom in Lesson Plan, it can make learning Teaching Process, especially Reading Skill, more interesting, and it helps a teacher to advance the learning process from recalling learning materials from lower level Thinking to higher level of thinking. Moreover, by usingTaxonomy Bloom, is to asses student performance at all of the levels of thinking and make a new tool to impart the material effectively in learning.

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Appendix

Table 1.1
List of Cognitive Domain

No.	Cognitive Domain Data	Code	Indicators	Conclusion	Types of Cognitive Domain
1	Identify	C11	Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriftif tentang tempat wisata dengan penuh percaya diri dan bertanggung jawab	Identify the general description, specific and detailed information of the descriptive text of the tourist attraction with confidence and responsibility	Remember (C1)
2			Mengidentifkasi karakter yang ada dalam suatu cerita rakyat (Teks Naratif)	Identify existing characters in a folktale (Narrative Text)	
3			Mengidentifikasi setting (Latar) Cerita.	Identify the Story setting	
4			Mengidentifikasi Konflik/masalah yang ada dalam cerita	Identify the Conflict / problems that exist in the story	
5			Mengidentifikasi nilai moral yang ada dalam cerita	Identify the moral values that exist in the story	
6			Mengidentifikasi penggunaan kata khusus dalam cerita	Identify the use of specific words in the story	
7	Recall	C12	Memberikan pendahuluan (orientasi) dengan menyebutkan orang – orang yang terlibat, tempat, waktu, dsb dari peristiwa / kejadian / pengalaman yang akan disampaikan	Provide an introduction (orientation) by mentioning the people involved, place, time, etc. of events / events / experiences to be delivered	

8	Summarize	C21	Menguraikan urutan kejadian secara kronologis, urut dan runtut	Describe the sequence of events chronologically, sequentially and coherently	Understand (C2)
9	Execute/ Carry Out	C31	Menjelaskan solusi yang ada dalam cerita	Describe the solutions in the story	Apply (C3)
10	Parse	C41	Mengurai gambaran umum, informasi tertentu dan rinci dari teks deskriftif tentang tempat wisata dengan penuh percaya diri dan bertanggung jawab	Analyze the general description, specific and detailed information of descriptive text about the tourist attraction with confidence and responsibility	Analyze (C4)
11		C41	Mengurai gambaran umum, informasi tertentu dari teks recount tentang pengalaman bertemu idola dan buku harian dengan penuh percaya diri dan bertanggung jawab	Analyze the general description, certain information of the recount text about the experience of meeting idols and diaries with confidence and responsibility	
12	Distinguish	C42	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deksriptif sederhana tentang tempat wisata	Distinguishes social functions, text structures, and linguistic elements in simple descriptive text about tourist attractions	
13	Outline	C43	Menganalisis penggunaan bentuk kata kerja tertentu dalam cerita	Analyze the use of certain verb forms in the story	
14	Structure	C44	Menyusun teks recount sederhana lisan dan tulis	Arrange simple oral and witten recount text about	

			sederhana tentang kegiatan/ kejadian/ peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.	events / incidents / events by paying attention to purpose, text structure, and linguistic elements correctly and contextually.	
15	Select	C45	Menyunting teks deksriftif lisan sederhana tentang tempat wisata dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.	Editing simple oral descriptive texts on the tourist attraction by observing the correct social functions, text structures, and linguistic elements in context.	
16			Menyunting teks deksriftif tulis sederhana tentang tempat wisata dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.	Editing simple descriptive text on the tourist attraction by observing the correct social function, text structure, and linguistic elements in context.	
17			Menyunting teks recount tulis sederhana tentang kegiatan/ kejadian/ peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.	Editing a simple recount text of events / events / events by taking into account the correct social function, text structure, and linguistic elements in context.	
18	Test	C51	Menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca	Ability to evaluate the text by answering the question (test)	Evaluate (C5)

19	Detect	C52	Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deksriptif	Detects social functions, text structures, and linguistic elements in descriptive text	
20			Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount	Detects social functions, text structures, and linguistic elements in recount text	
21			Mendeteksi Fungsi Sosial, melaporkan, meneladani, membanggakan, mengagumi, berbagi pengalaman,dsb.	Detects Social Functions, reporting, imitating, praising, admiring, sharing experiences, etc.	
22	Construct	C62	Menceritakan kembali suatu cerita rakyat yang dibaca baik secara lisan maupun tulisan.	Retelling a folktale that is read both orally and writing.	Create (C6)
23	Design	C61	Menyusun teks deksriftif lisan dan tulis sederhana tentang tempat wisata dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar berbentuk brosur	Prepare simple oral and written descriptive text about tourist attractions by observing purpose, text structure, and linguistic elements, correctly in brochures form.	