https://qjurnal.my.id/index.php/educurio

TINGKAT KOGNITIF PADA SOAL MEMBACA DI LEMBAR KERJA SISWA TINGKAT SEKOLAH MENENGAH PERTAMA

Cognitive Level In Reading Questions Of Students' Worksheet For Junior High School

Ferlian Zahara[1]

Hevriani Sevrika, M.Pd[2]

Rika Afriyanti, M.Pd[3]

*[1,2,3] Universitas PGRI Sumatera Barat, Padang, Sumatera Barat, Indonesia

email:
Ferlianzahara10@gmail.com

Abstrak

Penelitian ini merupakan penelitian deskriptif yang bertujuan untuk menganalisis tingkat kognitif soal membaca pada lembar kerja siswa "English for Creative Students". Peneliti menganalisis tingkat keterbacaan soal pada LKS berdasarkan Taksonomi Bloom edisi revisi. Pada revisi Taksonomi Bloom terdapat 6 level soal yaitu: Mengingat, Memahami, Menerapkan, Menganalisis, Mengevaluasi dan Menciptakan. Peneliti menggunakan lembar kerja "English for Creative Students" sebagai sumber data. Peneliti menggunakan tabel document checklist dalam mengumpulkan data dan menganalisis data untuk menemukan temuan penelitian. Peneliti menganalisis soal-soal yang berfokus pada soal-soal bacaan pada bab teks monolog. Setelah dilakukan pembelajaran, terdapat 4 bab yang berisi soal dan terdapat 100 soal bacaan. Hasil penelitian menunjukkan bahwa level soal yang terdapat pada lembar kerja "English for Creative Students" yaitu 3 level. Hasil penelitian menunjukkan bahwa total dari setiap level adalah 89 soal pada level mengingat, 10 soal pada level pemahaman dan 1 soal pada level evaluasi. Di antara semua tingkatan, mengingat adalah soal yang paling dominan dengan total 89 soal.

Kata Kunci:
Level Kognitif
Soal Membaca
Bloom's Taksonomi Revisi.

Keywords:
Cognitive Level,
Reading Questions,
Revised Bloom's Taxonomy.

Abstract

This research was a descriptive research that aimed to analyze the cognitive level of reading questions in student's worksheet "English for Creative Students". Researchers analyzed the level of reading questions in the worksheet based on the revised edition of Bloom's Taxonomy. In the revision of Bloom's Taxonomy there are 6 levels of questions, namely: Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. The researchers used the worksheet "English for Creative Students" as source of data. The researchers used document checklist table in collecting data and analyzing data to find the research findings. Researchers analyzed the questions focusing on reading questions in chapters of monologue text. After conducting the study, there were 4 chapters containing questions and there were 100 reading questions. The result showed that the level of questions contained in the worksheet "English for Creative Students" there are 3 levels. The result of the study showed that the total of each level is 89 questions in remembering level, 10 questions in understanding level and 1 question in evaluating level. Among all levels, remembering is the most dominant questions with the total 89 reading questions.

INTRODUCTION

One of the most basic skills in English is reading and reading comprehension is one of the skills you need to acquire when learning english, as students will improve their comprehension as they learn to read (Hesham Alyousef, 2006). Learning process commonly always related with textbook and worksheet that contain the materials and questions to learn. Especially in English worksheet, it has presented four skills and they are listening, speaking, reading, and writing. English skills have relation and influence for the students in learning, from all of english skills reading material is the most material contained on the textbook and worksheet (Dwiastuty, 2016). Worksheet as one of the instructional materials has an important role in

teaching and learning process. Student Worksheet (LKS) is a learning tool to support the implementation of the lesson plan. Based on the research of Hidayati et al. (2012)..

Based on the explanation above, it can be concluded that researcher have discovered here is the need to analyze the cognitive level of reading questions in English worksheet and the reason why the researcher choose "English for Creative Students" worksheet for seventh grade students of Junior High School because this worksheet update with Kurikulum Merdeka especially used in Indonesia. It is also to make sure that this worksheet has been support the students in encouraging their competence to survive in the english learning. Then, it is also supported by research results the researcher found from (Widyawati, Ita)

In this research, the researchers want to investigate how is cognitive level of reading question in "English for Creative Students" worksheet for Junior High School. The worksheet contains the content which is the dialogues and the text. However, the researchers only focus on the text especially monologue text. This worksheet has 4 chapters. The researchers did not analyze all of the reading questions in this worksheet. According to the purpose of this research, the researchers only analyzed reading questions of monologue text in the worksheet. The total number of data which were analyzed were 100 questions. Those questions were analyzed in cognitive level based on the revised edition Bloom's Taxonomy which consists remembering, understanding, applying, analyzing, evaluating, and creating.

To support a research, it is important to have other researches that have been made by other researchers. After reading the research done by several previous researchers, the researchers are inspired to conduct the research. The first one is a research which has done by Alya Ainayah (Ainayah & Riza, 2021), This research was a descriptive research that aimed to analyze the cognitive level of reading questions in student's book "Bahasa Inggris". Researchers analyzed the level of reading questions in the textbook based on the revised edition of Bloom's Taxonomy. Researchers analyzed the questions focusing on reading questions in chapters of monologue text. After conducting the study, there were 7 chapters containing questions and there were 98 reading questions. The results showed that the level of questions contained in the textbook "Bahasa Inggris" only 5 levels. The results of the study showed that the percentage of each level is 75.51% for remembering level, 9.18% for understanding level, 2.04% for applying level, 8.16% for analyzing, and 5.10% for evaluating. Among all levels, remembering is the most dominant question in the textbook.

METHODOLOGY

Related to the research purpose, the research design is document or content analysis method. This Study is going to analyze about reading exercise in monologue text of "English for Creative Students" worksheet. Content or document analysis is a research method applied to textual or visual materials for the purpose of identifying specific characteristics of the material (Bowen, 2009). The materials analyzed can be textbooks, worksheet, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. Therefore, this study will use content analysis because it analyzingthe content of the worksheet. That is the reason why the researcher will choose this design as a design of this research.

The source of data for this research was the document that is selected from "English for Creative Students" worksheet in first semester at the seventh

grade in Junior High School. The data will be taken from "English for Creative Students" worksheet which consist cognitive level that present in the reading questions.

Technique of Data Collection is the way to collect the data during the researcher will doing this research. The data will be collected by some procedures. First, the researcher find the "English for Creative Students" worksheet which is the researcher will do the research it, and then the cognitive level in the worksheet will be analyzed. The researcher will use the document checklist to classify the data.

The researcher used checklist as one of the instrument during this study. Checklist is a valuable tool to confirm the essential elements of a qualitative study for emergent scholars and beyond (Frels et al., 2011). It means that, checklist is use to make sure the important elements of the data. The use of checklist in this research is intended to analysis reading exercise in "English for Creative Students" worksheet.

FINDING AND DISCUSSION

The researcher found the result about cognitive level in reading question based on Bloom's Taxonomy revised. Cognitive level based on Bloom's Taxonomy consists of remembering, understanding, applying, analyzing, evaluating, and creating. The result of this research are shown in chart which shows the level of reading questions, the frequency in the six levels of the cognitive level from 4 chapters of the "English for Creative Students" worksheet. The findings are explained as follow :

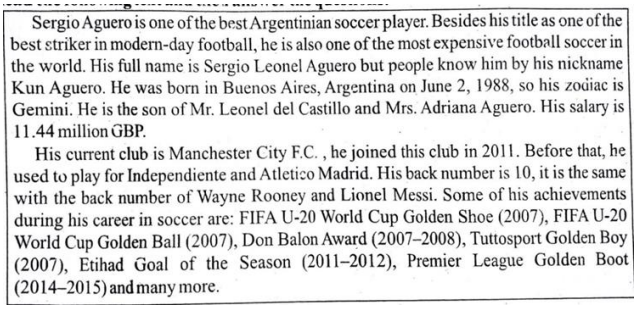


The data were analyzed per chapter. This research covers 4 chapters of reading questions in monologue text and the total of 100 questions analyzed. Based on the analysis the questions spread over 89 remembering, 10 understanding, and 1 analyzing. The findings show that remembering is the highest level in this worksheet and the frequency of remembering is 89 of 100 questions. The second is understanding with the frequency are 10 of 100 questions and the lowest number of cognitive level is analyzing with the frequency is 1 of 100 questions. And for the Applying, Evaluating, and Creating level there are no reading questions found in this worksheet.

The following are some of the data analysis :

A. Remembering Level

Chapter 1 Text 5 : Sergio Aguero (Page 13)



Sergio Aguero is one of the best Argentinian soccer player. Besides his title as one of the best striker in modern-day football, he is also one of the most expensive football soccer in the world. His full name is Sergio Leonel Aguero but people know him by his nickname Kun Aguero. He was born in Buenos Aires, Argentina on June 2, 1988, so his zodiac is Gemini. He is the son of Mr. Leonel del Castillo and Mrs. Adriana Aguero. His salary is 11.44 million GBP.

His current club is Manchester City F.C. , he joined this club in 2011. Before that, he used to play for Independiente and Atletico Madrid. His back number is 10, it is the same with the back number of Wayne Rooney and Lionel Messi. Some of his achievements during his career in soccer are: FIFA U-20 World Cup Golden Shoe (2007), FIFA U-20 World Cup Golden Ball (2007), Don Balon Award (2007–2008), Tuttosport Golden Boy (2007), Etihad Goal of the Season (2011–2012), Premier League Golden Boot (2014–2015) and many more.

The next analysis related to the text entitled "Sergio Aguero", there are 5 questions. After analyzing all the questions, the researcher found that all of the questions are classified into remembering level. The following is the data analysis :

1) What is the nationality of Sergio Aguero? : This question belongs to remembering level because is only asked the students to recall information from the text. And in the text paragraph 1 line 4 there is stated about Sergio is from Buenos Aires, Argentina. Because the answer of this question has been stated in the reading text, that is the reason why the question categorized into remembering level.

2) What is Sergio Aguero's full name? : This question asked the students to recall information from the text. And in the text in paragraph 1 line 3 there is stated about his full name is Sergio Leonel Aguero . Strongly, the answer of this question has been stated in the reading text also that is the reason why the question categorized into remembering level.

3) How much is Sergio Aguero's salary? : This question belongs to remembering level because is only asked the students to recall information from the text. And in the text in paragraph 1 line 5 there is stated about Sergio's salary is 11.44 million GBP. Because the answer of this question has been stated in the reading text, that is the reason why the question categorized into remembering level.

4) What is Aguero's first club? : This question asked the students to recall information from the text. And in the text there is stated about Aguero's first club is Atletico Madrid in paragraph 2 line 2. Dealing with this reason, that is very clear the question classify into remembering level.

5) What is Sergio Aguero's number in Manchester City? : This question belongs to remembering level because is only asked the students to recall information from the text. And in the text paragrah 2 line 2 there is stated about Aguero's back number is 10 . Because the answer of this question has been stated in the reading text, that is the reason why the question categorized into remembering level.

B. Understanding Level

Chapter 2 Text 1 : Tom

Read the following text and then answer the questions.

My name is Tom. I like watching TV. My favorite program is a cartoon. I always watch TV every Monday because I watch Tom and Jerry. They are a cat and a mouse. On Wednesday, I watch a film. My favorite film is Zootropolis. At weekend, I don't watch TV. I go shopping with my mom and play with my friends. My dad doesn't like watching a game show. He likes watching sports program because he likes playing soccer and tennis. His favorite TV program is Family Feud.

The next analysis related to the text about "Tom", there are 5 questions. After analyzing all the questions, the researcher found that 1 question is include of understanding level. The following is the data analysis.

1. What does Tom want to tell? : This question belongs to understanding level, it is also a kind of implicit question. because the answer of the question was not stated directly in the text. So, the students must understand the text carefully before answering the question. And, that is the reason why the question categorized understanding level.

C. Analyzing Level

Chapter 1 Text 3 : I am Joe (Page 11)

Hi, I am Joe, I'm 12 years old. I'm a student. I'm in 8th grade. I study in Roosevelt Primary School. I'm from Sao Paolo, Brazil but tight now I live in Los Angeles, Californian USA.
I have two brothers and a sister. My brothers are Carlos and Mattias and my sister is Giovanna. My parents are Luisa and Johan. We live in a big house and we have a cat.

In my spare time, I like going to the movies. I love action movies. My favorite movie is Transformers, I love the first and the second movie, but I don't like the third one. I like music too. I like electronic music. My favorite artist is Linkin Park. My favorite room in the house is the garden and my bedroom. I like cleaning it. It is always clean. My favorite sport is soccer. my favorite soccer player is Ronaldiñio Gaucho. He is awesome!

I like reading but I don't read very much. So, I don't have a favorite book. I like traveling a lot. I want to travel to Cancun, I love going to the beach! My favorite food is Feijoada, it is delicious. And I love English because I like the pronounciation of words... the sound is really good.

This analysis related to the text about "Joe", there are 5 questions. After analyzing all the questions, the researcher found that 1 question is include of analyzing level. The following is the data analysis.

1) Why does Joe make the text above? : This question categorized analyzing level. The question means that students are guided to do analysis based on information in the text and identifying motives, also can give the reason about Why does Joe make the text above to answer this question. According to indicators of analyzing level, the question includes Examining information into parts by identifying motives or causes.

The following is the table of Reading Question with instrument checklist :

No	Reading Question	Level of Cognitive						Indicator and Keyword
		RB	UD	AP	AN	EV	CR	
1	What is the nationality of Sergio Aguero?	√						Memorizing of previous learned material by recallingfacts. (What)
2	What is Sergio Aguero's full name?	√						Memorizing of previous learned material by basic concepts. (What)
3	How much is Sergio Aguero's salary?	√						Memorizing of previous learned material by recalling facts. (How much)
4	What is Aguero's first club?	√						Memorizing of previous learned material by recalling facts. (What)
5	What is Sergio Aguero's number in Manchester City?	√						Memorizing of previous learned material by recalling facts (What)

However, from all the reading questions of the result shows the dominant of cognitive level is remembering level. This means that the students answer the reading question of reading text, only recall the information from the text. Based on the categorized questions, the researcher found that the kind of question in this worksheet is very simple or easy to answer. From Kurikulum Merdeka it is stated that, the level suitable for seventh grade students is Understanding level. And means, there are things that have not been achieved in learning because the teacher gives reading questions that are not in accordance with the learning targets in the curriculum applied at school.

At the end, the teachers must thinking over to choose the media of learning process that is in accordance with the objectives or learning targets that have been implemented. Because, during the semester test students will feel the impact of this. For example, they will find it quite difficult to answer exam questions because they are used to using or answering questions on worksheets that have level of difficulty of questions below the average or not appropriate and below the learning target. And it is possible, students' grades will drop, because the students do not get the appropriate learning level.

Then, if we discuss from the results that were found there are 89 questions from remembering level and that is good because the questions are easy to answer by the students, but we have to consider about the minimum achievement from the curriculum. And in the Kurikulum Merdeka, it is stated that the minimum of cognitive level in reading questions for the seventh grade students should be Understanding level. The purpose of this research is to describe what the cognitive level and to find out kinds of dominant cognitive level reading question of monologue text in "English for Creative Students" worksheet based on revised Bloom's Taxonomy that has been discussed on previous chapter. It did not cover the entire cognitive level in each chapter. Based on the theory the cognitive level and the purpose of the question that question is usually use to assess student understanding, so the question should be varied in order to increase student thinking skill.

From this research it can be learnt that reading question can help students to improve their comprehension skill, so the number of reading questions that deal with higher thinking process should be increased. It will encourage students to think critically. This research focused on what a dominant cognitive level used in "English for Creative Students" worksheet and does the reading questions of that worksheet appropriate with the cognitive level of Revised Bloom's Taxonomy.

CONCLUSION AND SUGGESTION

Based on the study of analyzing cognitive level in reading question of student's worksheet "English for Creative Students" for seventh grade of Junior High School, the researcher concluded that this worksheet were applied on 3 levels, they are Remembering, Understanding, and Analyzing. None of the questions are categorized Applying, Evaluating and Creating. After doing the analysis by using the document checklist table as an instrument for collecting the data from "English for Creative Students" worksheet, the researcher concludes that the data in Reading questions of

Remembering level in cognitive domain is the higher level in the data that reseacher found.

Based on the finding research data and the discussion, the researcher concluded as follow from the data of research finding, the researcher concludes that the level cognitive process dimension of Revised Bloom's Taxonomy theory which are Remembering,Understanding, Applying, Analyzing, Evaluating, and Creating. From whole reading questions in "English for Creative Students" worksheet (100 reading questions of monologue text) 89 questions of reading questions dominate on the Remembering level, 10 questions of reading questions are in Understanding level, and 1 question of reading in Analyzing level.

Related to conclusion above is suggested for teacher and for the next researcher. For the English teacher as expected to be creative in improved critical thinking of the students. They can make a test to supporting the level thinking that help in achieving the learning objective. Thus, english teacher must be selective in using textbooks or worksheets for students. Besides that, the researcher suggests to the next researcher to understand this research for additional information or references about Cognitive level in reading questions also concern with reading text with grade level students in school.

REFERENCES

Ainayah, A., & Riza, A. (2021). Cognitive Level In Reading Questions Of Students Book " Bahasa Inggris " For Tenth. 7(2), 171–186.

Anderson, L. W., Krathwohl Peter W Airasian, D. R., Cruikshank, K. A., Mayer,

R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. (2001). Taxonomy for_ Assessing a Revision 0F Bl00M'S Tax0N0My 0F Educati0Nal Objectives. https://www.uky.edu/~rsand1/china2018/texts/Anderson-Krathwohl - A taxonomy for learning teaching and assessing.pdf

Becker, F. G., Cleary, M., Team, R. M., Holtermann, H., The, D., Agenda, N., Science, P., Sk, S. K., Hinnebusch, R., Hinnebusch A, R., Rabinovich, I., Olmert, Y., Title. In Syria Studies (Vol.7,Issue1).https://www.researchgate.net/publication/269107473

Bowen, G. A. (2009). Document analysis as a qualitative research method.

Qualitative Research Journal, 9(2), 27–40. https://doi.org/10.3316/QRJ0902027

Dash, B. (2017). Methods of Data Collection. Essentials of Nursing Research and Biostatistics, July2016,175–175. https://doi.org/10.5005/jp/books/13075_10

Dwiastuty, N. (2016). Reading Skills Test Through Bloom'S Taxonomy. Deiksis, 08(03), 2085–2274.

Frels, R. K., Sharma, B., Onwuegbuzie, A. J., Leech, N. L., & Stark, M. D. (2011). The Use of a Checklist and Qualitative Notebooks for an Interactive Process of Teaching and Learning Qualitative Research. The Journal of Effective Teaching, 11(1), 62–79.

Grebin, N., Grabovska, S., Karkovska, R., & Vovk, A. (2020). Applying Benjamin Bloom's Taxonomy Ideas in Adult Learning. Journal of Education Culture and Society, 11(1), 61–72. https://doi.org/10.15503/jecs2020.1.61.72

Nurjanah, R. L. (2018). The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test. METATHESIS: JOURNAL OF ENGLISH LANGUAGE LITERATURE AND TEACHING, 2(2), 253–264. https://doi.org/10.31002/metathesis

Wilson, L. O. (2016). Anderson and Krathwohl Bloom's Taxonomy Revised Understanding the New Version of Bloom's Taxonomy. The Second Principle,1–8. https://quincycollege.edu/content/uploads/Anderson-and-Krathwohl_Revised-Blooms Taxonomy.pdf