

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings and the discussions of this research. The findings designed to answer the research problem about the extent the dimension of thinking process is applied in English evaluation instrument and about which the dimension of thinking process is more dominant of that English evaluation instrument.

#### **A. Research Finding**

There are two research questions that have to answer on this research. The questions are what extent the dimension of thinking process is applied in objective test of English evaluation instrument and which the dimension of thinking process is more dominant in objective test of English evaluation instrument in MAN 2 Tapin.

##### **1. The Extent the Dimension of Thinking Process is Applied in Objective Test of English Evaluation Instrument**

There are 45 questions that used by the English teacher at MAN 2 Tapin to evaluate students in their learning process. Those questions analyzed to find out the existence of the dimension of thinking process at that questions.

There are 6 levels in the dimension of thinking process in the revised edition of Bloom's taxonomy. Those six level are divided into lower order thinking level (remember, understand), middle order thinking level (apply), and higher order thinking level (analyze, evaluate, create).

Finally, by knowing the existence of the dimension of thinking process of that instrument evaluation, the writer will find out which the dimension of thinking process is more dominant at that test, and will know is the test can improve students' higher order thinking skills or not, can increase students' creativity or not, and the test can improve students' independence to solve problems or not, which is corresponding with the development of education at the international level.

The test can improve students' higher order thinking skill, can increase students' creatifity, and can improve students' independence to solve problems if the test has been presented some questions which include in highest level of Bloom's taxonomy (analyze, evaluate, and create).

Table 4.1 until table 4.25 and explanations under the tables made to find out which the dimension of thinking process or cognitive level based on Bloom's taxonomy revised is used at each questions in the English evaluation instrument used English teacher at MAN 2 Tapin to evaluate her students.

**Table 4.1. The First Question of English Evaluation Instrument**

Stimulus of question	Man : That looks like a very bad cut. How did it happen? Woman: It happened when I was slicing onions, hurriedly.
The question	What happened to the woman? <b>A. She cut her finger quite badly.</b> B. She wasn't given any help. C. She sliced the onions hurriedly. D. She was crying while slicing onions. E. She was going to make fried rice.

The operational verb used at the question in table 4.1 is *predicting*, because to answer the question need the ability to predicting about what happened to the woman based on the stimulus of question. In Bloom's taxonomy revised,



	D. It is easy, prepare now E. No, it's all right, really
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The operational verb used at the question in table 4.3 is *predicting*, because to answer the question need the ability to can predicting what is the most appropriate response for the girl to say to complete the presented dialogue as the stimulus of question. In Bloom's taxonomy revised, the operational verb *predicting* includes in *understanding* level, so it can be concluded that the question in table 4.3 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

**Table 4.4. The Fourth Question of English Evaluation Instrument**

Stimulus of question	Catherine : I don't have a nice dress for my cousin's birthday party next week. Ben : .....
The question	What will the boy most likely reply? A. I absolutely agree with you B. I'm afraid I don't agree with you C. I hope the party will be great D. Shall we come to the party? E. <b>How about buying a new one?</b>

The operational verb used at the question in table 4.4 is *predicting*, because to answer the question need the ability to can predicting what will the boy most likely reply to complete the presented dialogue as the stimulus of question. In Bloom's taxonomy revised, the operational verb *predicting* includes in *understanding* level, so it can be concluded that the question in table 4.4 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

**Table 4.5. The Fifth Question of English Evaluation Instrument**

Stimulus of question	Girl : How was your Badminton competition? Boy : Thank God. I received a gold medal. Girl : .....
The question	What is the suitable response for girl to say? A. I don't think so.

	B. I am sorry to hear that. <b>C. Congratulation.</b> D. Good luck. E. I am going to see the competition.
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The operational verb used at the question in table 4.5 is *predicting*, because to answer the question need the ability to can predicting the suitable response for girl to say to complete the presented dialogue as the stimulus of question. In Bloom's taxonomy revised, the operational verb *predicting* includes in *understanding* level, so it can be concluded that the question in table 4.5 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

**Table 4.6. The Sixth Question of English Evaluation Instrument**

Stimulus of question	Irma : <b><u>Wow! You look beautiful!</u></b> New hair cut? Jane : Yeah, I want new appearance.
The question	From the dialogue, Irma was expressing... A. Dislike B. Agreement <b>C. Compliment</b> D. Disagreement E. Love

The operational verb used at the question in table 4.6 is *categorizing*, because to answer the question need the ability to can categorizing the expressing expressed by Irma based on the stimulus of question. In Bloom's taxonomy revised, the operational verb *categorizing* includes in *understanding* level, so it can be concluded that the question in table 4.6 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

**Table 4.7. The Seventh Question of English Evaluation Instrument**

Stimulus of question	Santi : I unintentionally heard you playing the piano. Nana : What do you say about that? Santi : You played it very beautifully. Do you practice it every day?
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	Nana : I do.
The question	<p>What can we conclude from the dialogue?</p> <p>A. The girl is a famous musician.</p> <p>B. The girl did a music performance.</p> <p>C. Santi practices music every day.</p> <p><b>D. Playing the piano is Nana's hobby.</b></p> <p>E. Santi is fond of playing a musical instrument.</p>

The operational verb used at the question in table 4.7 is *concluding*, because to answer the question need the ability to can conclude the dialogue as the stimulus of question. In Bloom's taxonomy revised, the operational verb *concluding* includes in *understanding* level, so it can be concluded that the question in table 4.7 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

**Table 4.8. The Eighth Question of English Evaluation Instrument**

Stimulus of question	<p>Ahmad: Is it true that we are going to camp next week?</p> <p>Anisa : That's right. Will you join?</p> <p>Ahmad : Actually I am interested to join, but I've just recovered from typhoid.</p> <p>Anisa : .....</p>
The question	<p>What is the most appropriate response for the girl to say next?</p> <p>A. You may join the camping.</p> <p>B. I totally agree with your idea.</p> <p>C. It will be held for two days, on Saturday and Sunday.</p> <p><b>D. You had better consult your doctor first.</b></p> <p>That is too bad.</p>

The operational verb used at the question in table 4.8 is *predicting*, because to answer the question need the ability to can predicting the most appropriate response for the girl to say next to complete the presented dialogue as the stimulus of question. In Bloom's taxonomy revised, the operational verb *predicting* includes in *understanding* level, so it can be concluded that the question in table 4.8 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

**Table 4.9. The Ninth and Tenth Questions of English Evaluation Instrument**

Stimulus of question	<p>Dear Clara,</p> <p>I'm writing to you concerning of my last day in Jogya. I just got back from Borobudur, the wonderful temple I've ever seen. The weather is fine. We are now staying in a hotel. It's not far from Malioboro. We are treated well here. It has many excellent staff who serve the customers. We plan to go around Malioboro after the children take a short nap. We want to enjoy having "lesehan" there. It is a kind of a restaurant but we sit on the ground.</p> <p>Many kinds of local handicraft are sold along Malioboro street. Both domestic and foreign tourists are interested in them. I want to buy some as souvenirs.</p> <p>Don't worry, I'll also buy you the most interesting one.</p> <p>Love</p> <p>Bella</p>
The question number 9	<p>The text gives us information about.....</p> <p>A. The wonderful Borobudur temple</p> <p>B. The souvenirs to be bought</p> <p><b>C. Dara's last day in Jogya</b></p> <p>D. A comfortable hotel near Malioboro</p> <p>E. The writer's holiday</p>
The question number 10	<p>How does the staff serve the customers of the hotel?</p> <p>A. Proudly</p> <p>B. Interestingly</p> <p>C. Badly</p> <p><b>D. Nicely</b></p> <p>E. Quickly</p>

The operational verb used at the question number nine in table 4.9 is *inferring*, because to answer the question need the ability to infer the information given by the presented text as the stimulus of question. In Bloom's taxonomy revised, the operational verb *inferring* includes in *understanding* level, so it can be concluded that the question number nine in table 4.9 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

While the operational verb used at the question number ten in table 4.9 is *interpreting*, because to answer the question need the ability to interpret the presented text to know how does the staff serve the customers of the hotel. In Bloom's taxonomy revised, the operational verb *interpreting* includes in *understanding* level, so it can be concluded that the question number ten in table 4.9 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

**Table 4.10. The Eleventh and Twelfth Questions of English Evaluation Instrument**

Stimulus of question	<p>Warrior Avenue 25 Michigan</p> <p>10/10/2017</p> <p>Valo Santos Pine Street 51 Los Angeles</p> <p>Dear Mr. Santos, We cordially invite you to a dinner party celebrating the 2<sup>nd</sup> anniversary of Kencana Group. It will take place at the Bronto Hotel on Thursday, November 20. The dress code is formal. The procession will start with a traditional Balinese dance at 7 PM. While a program of events will be delivered to you upon arrival. Dinner will be served at Tiara Hall at 8 PM where Mr. and Mrs. Ketut will welcome each of you personally. Please find the RSVP form and return to the address stated above by November 15. We will not accept any replies we receive after that date. On behalf of Mr. and Mrs. Putu, we are looking forward to your attendance.</p> <p>Tony Mays Assistant to Mr. and Mrs. Putu</p>
The question number 11	<p>What is the letter about?</p> <p>A. A hotel booking form. B. A reply to an invitation C. An invitation to a party <b>D. A confirmation about a party</b> E. A request about a party program</p>

The question number 12	<p>If Valo Santos would like to come to the party. What must he do?</p> <p>A. He has to call Tony Mays.          B. He has to phone Mr. Putu.  <b>C. He has to send a letter to Mr. Putu.</b>          D. He has to make a reservation before November 10.          E. He has to send an RSVP before November 15</p>
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The operational verb used at the question number eleven in table 4.10 is *concluding*, because to answer the question need the ability to conclude what is the presented letter about. In Bloom's taxonomy revised, the operational verb *concluding* includes in *understanding* level, so it can be concluded that the question number eleven in table 4.10 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

While the operational verb used at the question number twelve in table 4.10 is *mentioning*, because to answer the question need the ability to mention about what must Valo Santos do if he would like to come to the party based on stimulus of question. In Bloom's taxonomy revised, the operational verb *mentioning* includes in *remembering* level, so it can be concluded that the question number twelve in table 4.10 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

**Table 4.11. The Thirteenth Question of English Evaluation Instrument**

Stimulus of question	
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The question	<p>What is the best caption for the picture above?</p> <p><b>A. The traffic is not so busy and the weather is not bright.</b></p> <p>B. The traffic is not so busy and the weather is bright.</p> <p>C. The traffic is so busy and the weather is bright.</p> <p>D. The traffic is so busy and the weather is not bright.</p> <p>The traffic is not so busy and the weather is rain.</p>

The operational verb used at the question in table 4.11 is *illustrating*, because to answer the question need the ability to illustrate the best caption for the presented picture as the stimulus. In Bloom's taxonomy revised, the operational verb *illustrating* includes in *understanding* level, so it can be concluded that the question in table 4.11 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

**Table 4.12. The Fourteenth and Fifteenth Questions of English Evaluation Instrument**

Stimulus of question	<p>To : all participants of Borobudur Tour, Please be ready at 6 a.m. in the schoolyard on December 20, 2017. We will depart to Borobudur at 7 a.m. and the estimated time of arrival is at 9 a.m. We plan to go back to Semarang at 2 p.m., one hour after having lunch at the local resto. C.P. Juanita: 08877609102</p>
The question number 14	<p>What is the purpose of the text?</p> <p>A. To tell about Borobudur Tour.</p> <p>B. To announce the tour schedule.</p> <p>C. To describe the tour preparation.</p> <p>D. To inform about the meeting point.</p> <p><b>E. To inform about the departure time.</b></p>
The question number 15	<p>What agenda they may have at 1 p.m.?</p> <p><b>A. Having lunch.</b></p> <p>B. Exploring Borobudur.</p> <p>C. Preparing to go home.</p> <p>D. Departing to Semarang.</p> <p>E. Getting back to Semarang.</p>

The operational verb used at the question number fourteen in table 4.12 is *concluding*, because to answer the question need the ability to conclude the

purpose of the presented text in the stimulus of question. In Bloom's taxonomy revised, the operational verb *concluding* includes in *understanding* level, so it can be concluded that the question number fourteen in table 4.12 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

While the operational verb used at the question number fifteen in table 4.12 is *mentioning*, because to answer the question need the ability to mention the agenda they may have at 1 p.m. based on the stimulus of question. In Bloom's taxonomy revised, the operational verb *mentioning* includes in *remembering* level, so it can be concluded that the question number fifteen in table 4.12 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

**Table 4.13. The Sixteenth and Seventeenth Questions of English Evaluation Instrument**

Stimulus of question	<p style="text-align: center;"><b>My Most Unforgettable Holiday</b></p> <p>In 2015, I went to Derawan Island with my friends and that marks my most memorable holiday ever!</p> <p>In June, our school was having summer holiday, so we thought to ourselves that it shouldn't go to waste. We quickly browsed the internet to find a good holiday destination and after an hour of heated debate, the four of us agreed to give Derawan Island a try. It was purely out of curiosity as none of us had been there before.</p> <p>We arrived at Soekarno-Hatta International Airport at 05.30 a.m. as the flight was at 07.00 a.m. First, we flew to Balikpapan and waited for about an hour to continue the flight to Berau. As soon as we touched down in Berau, my friend called the tour agent that we had contacted earlier in Jakarta. They had got a car ready to take us to Labuan Batu. From Labuan Batu, we took a speedboat for about an hour to Derawan Island. It was such a long trip to Derawan but it all paid off as soon as we saw how beautiful the island was.</p> <p>My friends and I were quickly ushered to our rooms in the resort. It was fantastic! The rooms were in a cottage that was situated right above the sea. So we only had to step out the terrace to find ourselves out in the open sea! After unpacking our luggages and washing up, we went to the dining hall to grab our dinner. The</p>
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	<p>dinner was only simple seafood dishes. The surrounding totally enhanced the dining experience, making the food taste much better.</p> <p>The following day, we took a speedboat tour, hopping from one island to another Our first trip stop was Kakaban Island where we hiked to reach the lake and swam among stingless jellyfish. The last time I heard, there were only three places in the world that have stingless jellyfish; two of them in Indonesia! Isn't that great? The next stop was the Sangalaki Island where we got to visit sea turtle conservation and took lots of pictures with sea turtle babies. They were so cute!</p> <p>Our last stop was the Maratua Island where we were able to feed fish and see a three-legged sea turtle. The three-legged sea-turtle wasn't born that way. We were told that it was swimming in the open sea when it was still a baby then its leg got caught in plastic trash and couldn't grow even when the sea-turtle reached adulthood. One of the island's guards saw the sea-turtle and saved it. He also untangled the plastic trash that bound the sea-turtle's leg but it was too late. Since then, the sea-turtle is kept in a special space next to the resort in Maratua Island and the guards take turns feeding it to ensure its survival. This is why we should never litter and endanger other creatures! After Maratua Island, we headed back to Derawan Island to catch a late dinner and turned in.</p> <p>The following morning, we wake up early and ate our breakfast in the dining room. Then, the driver drove us back to the airport so we could catch a flight back to Jakarta. We arrived at Jakarta, exhausted but terribly happy! It was the most unforgettable trip I have ever experienced so far!</p>
<p>The question number 16</p>	<p>What is the writer's purpose in writing the text?</p> <p>A. To share the readers the writer's most enjoyable experience.</p> <p><b>B. To inform to the readers about the beauty of Derawan Island</b></p> <p>C. To invite readers to visit the holiday destination mentioned.</p> <p>D. To give readers some insights on how to have a great holiday.</p> <p>E. To warn readers to be careful and mindful in order to have a great holiday.</p>
<p>The question number 17</p>	<p>What did the writer learn in the Maratua Island?</p> <p><b>A. Littering can endanger sea creatures.</b></p> <p>B. We should save three-legged turtles from extinction.</p> <p>C. Sea creatures depend on human beings for their survival.</p> <p>D. Maratua Island is the best habitat for three-legged turtles.</p> <p>E. Save Maratua Island, and you will save the three-legged turtles.</p>

The operational verb used at the question number sixteen in table 4.13 is *concluding*, because to answer the question need the ability to conclude the

writer's purpose in writing the text as the stimulus of question. In Bloom's taxonomy revised, the operational verb *concluding* includes in *understanding* level, so it can be concluded that the question number sixteen in table 4.13 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

Meanwhile, the operational verb used at the question number seventeen in table 4.13 is *deconstructing*, because to answer the question need the ability to conclude the writer's purpose in writing the text as the stimulus of question. In Bloom's taxonomy revised, the operational verb *deconstructing* includes in *analyzing* level, so it can be concluded that the question number seventeen in table 4.13 includes in *higher order thinking skill* (HOTS) based on Bloom's taxonomy revised.

**Table 4.14. The Eighteenth and Nineteenth Questions of English Evaluation Instrument**

Stimulus of question	<p>With the development of modern technology, internet offers people more and more convenience. With the help of the internet, people can do a lot of things without going out, like paying bills, watching movies, study online and so on. Among those, the most attractive one for people is doing shopping online. Online shopping does have many advantages. Online shopping attracts people because it has many advantages. Nowadays, more and more people, especially for the office worker, don't have that much free time go shopping. They're busy working, studying and doing other important things. So online shopping becomes the most convenient and best way for them.</p> <p>Moreover many people choose shopping online because they can't stand that crowded and noisy environment. For shopping online, they just need to choose the article they want and pay online, and then shopping is finished.</p> <p>To most people, shopping is not a hard and anguished job anymore, they can just stay at home, click the mouse, spend several minutes to get what they want without stepping out of the room or standing</p>
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	<p>in line for checking.</p> <p>So, based on the above reason we see that online shopping is offering convenience as well as advantages. We can enjoy shopping without going out.</p> <p>So, why do we have to go out when we can do it just by our fingers?</p>
The question number 18	<p>The writer's primary issue in the passage is....</p> <p>A. The new phenomena around the world</p> <p>B. The new lifestyle among woman</p> <p><b>C. The benefits of online shopping</b></p> <p>D. The rise of online shopping</p> <p>E. The easiest way to shop</p>
The question number 19	<p>"Moreover many people choose shopping online because they can't <u>stand</u> that crowded and noisy environment."</p> <p>The underlined word may be best replaced by....</p> <p>A. bear</p> <p>B. suffer</p> <p>C. sustain</p> <p>D. tolerate</p> <p><b>E. survive</b></p>

The operational verb used at the question number eighteen in table 4.14 is *inferring*, because to answer the question need the ability to Infer the writer's primary issue in the passage on the stimulus of question. In Bloom's taxonomy revised, the operational verb *inferring* includes in *understanding* level, so it can be concluded that the question number eighteen in table 4.14 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

While the operational verb used at the question number nineteen in table 4.14 is *changing*, because to answer the question need the ability to changing the underlined word with suitable word which corresponding with the presented sentence. In Bloom's taxonomy revised, the operational verb *changing* includes in *understanding* level, so it can be concluded that the question number nineteen in

table 4.14 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

**Table 4.15. The Twentieth, Twenty first, and Twenty Second Questions of English Evaluation Instrument**

Stimulus of question	<p style="text-align: center;"><b>Frank D Fixer</b> <b>By Jason Mraz</b></p> <p>Frank D. Fixer was a handyman He could handle everything; he was my granddad He grew his own food and fixed his own car I watched it all happen in our backyard He'd reinvent the part to fix the broken home He restored the heart</p> <p><b>Chorus*</b> <i>I wish I was a fixer</i> <i>I would fix you up inside</i> <i>I would build you a town</i> <i>if the world fell down</i> <i>I wish I was that guy</i></p> <p>If Frank D. Fixer were alive today Well he may laugh at me and he may have a lot to say Well he might ask that I keep working for the family To keep the bills all paid and be his protege What happened to the ground right where we are? What happened to the family farm?</p> <p><b>Chorus*</b> Every evening breaking bread He showed us who a real man is No matter what my grandma says He would never lose his head</p> <p><b>Chorus*</b> I wish I was a farmer I would grow you a Garden of Eden I would bless the family with the gifts that granddad handed me</p>
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	How wonderful that would be Baby I'll make that guy be me
The question number 20	Who is Frank D. Fixer? <b>A. A farmer in his neighbourhood</b> B. A mechanic in his town C. The writer's granddad D. An engineer E. Builder
The question number 21	What is TRUE about Frank D. Fixer? A. He built a garden, like the Eden B. He lived with the writer now <b>C. He fell down seriously</b> D. He was an engineer E. He died
The question number 22	What can we learn from the song? A. People should live in a wonderful world B. A real man should be responsible to his family C. We have to build a town like an Eden D. We have to help our grandparents <b>E. We have to fix our own car</b>

The operational verb used at the question number twenty in table 4.15 is *inferring*, because to answer the question need the ability to infer who is Frank D. Fixer based on the presented song as the stimulus of question. In Bloom's taxonomy revised, the operational verb *inferring* includes in *understanding* level, so it can be concluded that the question number twenty in table 4.15 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

While the operational verb used at the question number twenty one in table 4.15 is *concluding*, because to answer the question need the ability to conclude about what is true of Frank D. Fixer based on the presented song as the stimulus of question. In Bloom's taxonomy revised, the operational verb *concluding* includes in *understanding* level, so it can be concluded that the question number twenty one in table 4.15 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

Meanwhile, the operational verb used at the question number twenty two in table 4.15 is *deconstructing*, because to answer the question need the ability to deconstruct or determine the value which can we learn from the presented song in the stimulus of question. In Bloom's taxonomy revised, the operational verb *deconstructing* includes in *analyzing* level, so it can be concluded that the question number twenty two in table 4.15 includes in *higher order thinking skill* (HOTS) based on Bloom's taxonomy revised.

**Table 4.16. The Twenty Third, Twenty Fourth, Twenty Fifth, and twenty Sixth Questions of English Evaluation Instrument**

Stimulus of question	<p>Try the following tips</p> <ol style="list-style-type: none"> <li>1. <b>Stay out of the sun during peak hours.</b> While these times may vary slightly depending on the season and where you live. You should be indoors if all possible between 10:00 and 15:00.</li> <li>2. <b>Keep covered up.</b> Floppy hats and large umbrellas work well and so do cover-ups. Long-sleeved cotton shirts are excellent for hiking, cycling etc; see your sports store for special brands that allow breathing as well as cover-up.</li> <li>3. <b>Use sunscreen on any exposed areas.</b> An SPF of 45<sup>+</sup> is recommended for it allows even the fairest skinned folks to stay out in the sun for a few hours before reapplying. Try chopstick on your lips. Follow the instructions on sunscreen carefully. Always reapply after leaving the water, as it'll have washed off.</li> <li>4. <b>Don't forget hard-to-reach places.</b> Don't forget to cover the backs of your knees, back of your neck, elbows and back of your ears (if you have short hair). Feet should also be included if you are wearing sandals, flip-flops or going bare-foot. Even these places can hurt a lot with sunburn.</li> <li>5. <b>Don't lie in the sun purposefully seeking a tan.</b> This is not only damaging to your skin but might burn you the first few times you try it at the beginning of the season. If you want to tan, do it gradually and sensibly, with short exposure and building up over time.</li> <li>6. <b>Put a small amount of oil or sunscreen in your hair so you will avoid burning your scalp.</b> Or cover it with a hat. Some shampoos and hair conditioners contain SPF protection.</li> </ol>
The question number 23	<p>The text tells us about...</p> <ol style="list-style-type: none"> <li>A. The steps to cure sunburn.</li> <li>B. The ways to catch the sunlight.</li> <li><b>C. The tips how to prevent sunburn.</b></li> </ol>

	D. The information how to apply sunscreen. E. The warning to avoid sunlight during the day time
The question number 24	What is the writer's intention in writing the text? A. To explain how to stay out during the day. <b>B. To discuss the information about sunburn.</b> C. To give some suggestion to avoid sunburn. D. To tell the important ways to protect the sun. E. To describe how to apply the sunscreen shampoo.
The question number 25	What should we wear to avoid sunburn? A. Long-sleeved cotton shirt. <b>B. Sleeved satin dress.</b> C. Wool sweater. D. Backless shirt. E. Plastic cover up.
The question number 26	Why should we spend indoors between 10,00 and 15.00? <b>A. It's recommended to lie in the sun to find a tan.</b> B. It's the moment to put a small amount of oil in our hair. C. It's the time to wear floppy hats and large umbrellas. D. It's the best time to avoid sun exposure from sunburn E. It's suggested to apply sunscreen with an SPF of 45+.

The operational verb used at the question number twenty three in table 4.16 is *inferring*, because to answer the question need the ability to infer about the purpose of the text in the stimulus. In Bloom's taxonomy revised, the operational verb *inferring* includes in *understanding* level, so it can be concluded that the question number twenty three in table 4.16 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

The operational verb used at the question number twenty four in table 4.16 is *deconstructing*, because to answer the question need the ability to deconstruct or determine the writer's intention in writing the text which used as the stimulus of question. In Bloom's taxonomy revised, the operational verb *deconstructing* includes in *analyzing* level, so it can be concluded that the question number twenty four in table 4.16 includes in *higher order thinking skill* (HOTS) based on Bloom's taxonomy revised.

While the operational verb used at the question number twenty five in table 4.16 is *mentioning*, because to answer the question need the ability to mention what should we wear to avoid sunburn based on the stimulus of question. In Bloom's taxonomy revised, the operational verb *mentioning* includes in *remembering* level, so it can be concluded that the question number twenty five in table 4.16 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

And the operational verb used at the question number twenty six in table 4.16 is *explaining*, because to answer the question need the ability to explain the reason about why we should spend indoors between 10.00 and 15.00 based on the stimulus of question. In Bloom's taxonomy revised, the operational verb *explaining* includes in *understanding* level, so it can be concluded that the question twenty six in table 4.16 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

**Table 4.17. The Twenty Seventh and Twenty Eighth Questions of English Evaluation Instrument**

Stimulus of question	<p>KRI Dewaruci is one of Indonesia's honors.</p> <p>It is abarquentine, built in 1922 by H.C.Stulcken and Sohn Hamburg in West Germany. It was initially launched on January 24, 1953 and sailed toIndonesia by Indonesian Naval officers and cadets.Ever since, the ship has been utilized as a training shipby the Indonesian Naval Academy.</p> <p>The name 'Dewaruci' derives from an epicina Javanese puppet play. Dewaruci is the God of trut hand courage. The play conveys a deep philosophy oflife, featuring the good character of Bima or Bratasena,second of the five Pandawa brothers. By using the name Dewaruci for the Indonesian Navy training ship,the crew and cadets would, wishfully, follow thenoble character of Bima.</p> <p>Like other barquentines, KRI Dewaruci has manymasts, i.e. foremast (35.25 m), mainmast (35.87 m) and mizzenmast (32.50 m). It is 58.30 m in length and 847 tons in weight with a speed of 10.5 knots.</p>
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	KRI Dewaruci has sailed around the world. It has a mission for sea training of Indonesian Navalcadets, an ambassador for goodwill in tourism, culture and information about Indonesia and international relationships.
The question number 27	What is the main idea of paragraph 4? A. KRI Dewaruci's specification. B. KRI Dewaruci's missions. C. KRI Dewaruci's first launch. D. The philosophy of Dewaruci's name. <b>E. The derivation of KRI Dewaruci's name.</b>
The question number 28	"Dewaruci is the God of truth and courage."(Paragraph 3) What is the synonym of 'courage'? A. Justice. B. Honesty. <b>C. Miracle.</b> D. Happiness. E. Bravery.

The operational verb used at the question twenty seven in table 4.17 is *inferring*, because to answer the question need the ability to infer the main idea of a paragraph in the stimulus of question. In Bloom's taxonomy revised, the operational verb *inferring* includes in *understanding* level, so it can be concluded that the question twenty seven in table 4.17 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

While the operational verb used at the question twenty eight in table 4.17 is *remembering*, because to answer the question just need the ability to remember the synonym of 'courage'. In Bloom's taxonomy revised, the operational verb *remembering* includes in *remembering* level, so it can be concluded that the question twenty eight in table 4.17 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

**Table 4.18. The Twenty Ninth and Thirtieth Questions of English Evaluation Instrument**

Stimulus of question	Jl. H. Baping 55 Ciracas, east Jakarta 13740
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	<p>December 3, 2015</p> <p>Human Resources Department State University of Jakarta Jl. Rawamangun Muka Jakarta 13220</p> <p>Dear Sir/Madam,</p> <p>I am writing to inquire about possible opportunities at the State University of Jakarta. I am interested in an English Lecturer position.</p> <p>As a professional English lecturer with excellent teaching skills, I am eager to contribute my abilities and experience to the state University of Jakarta. Given my extensive training and background, I believe I can help the university meets its purpose of providing only the finest quality of education.</p> <p>Please find enclosed my resume and a list of my references. Feel free to call me at +62 081234783495, to arrange a time to meet. I look forward to hearing from you.</p> <p>Yours faithfully, Mustika Keymandhita</p>
<p>The question number 29</p>	<p>What position is the writer applying for?</p> <p>A. Personal Manager. B. Teacher. <b>C. Lecturer.</b> D. Assistant. E. Supervisor.</p>
<p>The question number 30</p>	<p>Which statement is <b>TRUE</b> according to the text?</p> <p>A. Mustika is not eager to contribute her abilities. B. Mustika has enough teaching skills. C. Mustika can't help the university meets its purpose. D. Mustika is an English teacher. <b>E. Mustika will give her extensive training and background to the university.</b></p>

The operational verb used at the question twenty nine in table 4.18 is *mentioning*, because to answer the question need the ability to mention about the position is the writer applying for based on the stimulus of question. In Bloom's taxonomy revised, the operational verb *mentioning* includes in *understanding*

level, so it can be concluded that the question twenty nine in table 4.18 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

While the operational verb used at the question number thirty in table 4.18 is *matching*, because to answer the question need the ability to matching about what is true between the presented text with the presented answers. In Bloom's taxonomy revised, the operational verb *matching* includes in *understanding* level, so it can be concluded that the question number thirty in table 4.18 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

**Table 4.19. The Thirty First, Thirty Second, Thirty Third, and Thirty Fourth Questions of English Evaluation Instrument**

Stimulus of question	<p>Recycling is important in today's world if we want to leave this planet for our future generations. It is good for the environment, since we are making new products from the old products which are of no use to us. There are many reasons why it's important to recycle as much as possible.</p> <p>Making new products out of recycled materials reduces the need to consume precious resources. So recycling helps protect raw materials and protect natural habitats for the future.</p> <p>Using recycling materials in the manufacturing process uses considerably less energy than that required for producing new products from raw materials.</p> <p>Recycling reduces the need for extracting (mining, quarrying and logging), refining and processing raw materials all of which create substantial air and water pollution. As recycling saves energy, it also reduces greenhouse gas emissions, which helps to tackle climate change.</p> <p>There are over 1,500 landfill sites in the UK and, in 2001, these sites produced a quarter of the UK's emissions of methane, a powerful greenhouse gas that is released as the biodegradable waste (such as food and paper) decomposes. Existing landfill sites are filling up fast and there is very limited space for new ones.</p> <p>A massive reduction in the amount of waste we send to landfill is required if we are to avoid the heavy fines and the landfill taxes that are being imposed by Central Government on councils that exceed their landfill allowances. Increases in your Council Tax</p>
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	or service cuts in other areas would be the only way of paying these penalties.
The question number 31	What does the text highlight? <b>A. Reasons to recycle.</b> B. Conserving the energy. C. Protecting the environment. D. Environmental construction. E. Saving money through recycling.
The question number 32	We know from the text that ... if we recycle. A. landfill sites will decrease B. climate change will continue <b>C. more new products will be reduced</b> D. natural habitats will never be affected E. air and water pollution will be affected
The question number 33	”Recycling reduces the need for extracting (mining, quarrying and logging), refining and processing raw materials all of which create substantial air and water pollution.” Based on this quote, we conclude that the writer is telling us that.... <b>A. recycling saves us money</b> B. recycling reduce landfill C. recycling saves energy D. recycling conserves raw materials E. recycling helps protects the environment
The question number 34	Recycling reduces the need for extracting ... it reduces pollution. A. Because B. After C. Where D. But <b>E. So</b>

The operational verb used at the question number thirty one in table 4.19 is *inferring*, because to answer the question need the ability to infer the highlight of the presented text in the stimulus. In Bloom’s taxonomy revised, the operational verb *inferring* includes in *understanding* level, so it can be concluded that the question number thirty one in table 4.19 includes in *lower order thinking skill* (LOTS) based on Bloom’s taxonomy revised.

Then, the operational verb used at the question number thirty two in table 4.19 is *concluding*, because to answer the question need the ability to conclude or

infer about what happen if we recycle based on the stimulus of question. In Bloom's taxonomy revised, the operational verb *concluding* includes in *understanding* level, so it can be concluded that the question number thirty two in table 4.19 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

While the operational verb used at the question number thirty three in table 4.19 is *concluding*, because to answer the question need the ability to conclude the writer's purpose of his/her writing that used as the stimulus for this question. In Bloom's taxonomy revised, the operational verb *concluding* includes in *understanding* level, so it can be concluded that the question number thirty three in table 4.19 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

Meanwhile, the operational verb used at the question number thirty four in table 4.19 is *matching*, because to answer the question need the ability to matching between presented sentence with the presented answers. In Bloom's taxonomy revised, the operational verb *matching* includes in *understanding* level, so it can be concluded that the question number thirty four in table 4.19 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

**Table 4.20. The Thirty Fifth and Thirty Sixth Questions of English Evaluation Instrument**

Stimulus of question	<p>TEMPO.CO, Jakarta</p> <p>The corruption Eradication Commission (KPK) utilizes digital media as a means to make public aware of any information about corruption and the agency itself.</p> <p>The anti-graft agency uses the digital media, among others, to publish annual report submitted to the president and the House of Representatives (DPR), inform the result of a financial audit conducted by the Supreme Audit Agency (BPK), as well as a public</p>
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	<p>accountability conducted through mainstream media, whether online, print or radio.</p> <p>KPK also uses social media, such as twitter, facebook, instagram and youtube. “We maximize the use of all media. We have quite a lot of followers on twitter, at around 2.5 million accounts”, said the KPK spokesman Febri Diansyah at Bidakara Hotel, Jakarta, Wednesday, December 5.</p> <p>The anti-graft body is maximizing the use of social media to invite many parties to get involved or at least understand about corruption, how to be involved in preventing corruption, and how to avoid corruption. “We have planned the material to be published every day”, he said</p>
The question number 35	<p>What does the writer tell us about....</p> <p>A. KPK teaches public to know how to avoid corruption  B. KPK uses social media to upload articles about corruption  C. KPK tries hard to prevent any forms of corruption to happen  D. KPK educates people to be aware of any form of corruption  <b>E. KPK uses digital media to raise public’s awareness about corruption</b></p>
The question number 36	<p>What does KPK do after having a financial audit by BPK?</p> <p><b>A. Publish the result of the financial audit</b>  B. Invite public to open KPK’s social media  C. Promote the result of the financial audit  D. Hand in the result of the audit to the president  E. Plan the material to be published in its social media</p>

The operational verb used at the question number thirty five in table 4.20 is *concluding*, because to answer the question need the ability to conclude about what the writer of the text tells for us. In Bloom’s taxonomy revised, the operational verb *concluding* includes in *understanding* level, so it can be concluded that the question number thirty five in table 4.20 includes in *lower order thinking skill* (LOTS) based on Bloom’s taxonomy revised.

While the operational verb used at the question number thirty six in table 4.20 is *mentioning*, because to answer the question need the ability to Mention about what does KPK do after having a financial audit by BPK based on the stimulus of the question. In Bloom’s taxonomy revised, the operational verb

*mentioning* includes in *remembering* level, so it can be concluded that the question number thirty in table 4.20 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

**Table 4.21. The Thirty Seventh and Thirty Eighth Questions of English Evaluation Instrument**

Stimulus of question	<p>Human body is made up of countless millions of cells. Food is needed to built up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.</p> <p>The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.</p> <p>From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.</p> <p>In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.</p>
The question number 37	<p>What is the text about?</p> <p><b>A. The digestive system</b>          B. The digestive juice          C. The method of the digestive system          D. The process of intestine work          E. The food substances</p>
The question number 38	<p>From the text above, we imply that...</p> <p>A. a good process of digestive system will help our body becoming healthier.          B. no one concerned with the process of digestive system for their health.          C. the digestive system is needed if we are eating the food instantly.          D. everybody must conduct the processes of digestive system well.  <b>E. the better we digest the food we eat, the healthier we will be.</b></p>

The operational verb used at the question number thirty seven in table 4.21 is *concluding*, because to answer the question need the ability to conclude what is

the text in the stimulus about. In Bloom’s taxonomy revised, the operational verb *concluding* includes in *understanding* level, so it can be concluded that the question number thirty seven in table 4.21 includes in *lower order thinking skill* (LOTS) based on Bloom’s taxonomy revised.

The operational verb used at the question number thirty eight in table 4.21 is *interpreting*, because to answer the question need the ability to interpret or imply the presented text as the stimulus for the question. In Bloom’s taxonomy revised, the operational verb *interpreting* includes in *understanding* level, so it can be concluded that the question number thirty seven in table 4.21 includes in *lower order thinking skill* (LOTS) based on Bloom’s taxonomy revised.

**Table 4.22. The Thirty Ninth and Fortieth Questions of English Evaluation Instrument**

Stimulus of question	<p style="text-align: center;"><b>The Camel</b></p> <p>One day a mother and a baby camel were having a discussion when the baby camel began asking, “Mom, why do we have these huge two-toed feet?”.</p> <p>The mother replied, “Well, son, when we trek across the desert, our toes will help us stay on top the soft sand.</p> <p>Two minutes later, the young camel asked, ”Mom, why do we have these long eyelashes?”. “They are there to keep the sand out of our eyes on the trips through the desert”.</p> <p>“Mom, why have we got these great big humps on our back?”. “They are there to help us store water for our long treks across the desert, so we can go without drinking for along periods of time”.</p> <p>“So, we have huge feet to stop us from sinking, long eyelashes to keep the sand out eyes, and these humps to store water?”. “ Yes, dear”, said the mother.</p>
The question number 39	<p>What is the story about....</p> <p><b>A. What camels’ appearances are like</b></p> <p>B. How camels survive living in a desert</p> <p>C. How mother camels treat their babies</p> <p>D. Why camels have such physical appearances</p> <p>E. Why camels can live without drinking for days</p>
The question	<p>What can you learn from the text ....</p> <p>A. Our knowledge, skills and abilities are useful if we use them at</p>

number 40	<p>the right place</p> <p>B. Our mothers must really knows what their children want and need</p> <p><b>C. We should love and care for our parent, mostly our mothers, sincerely</b></p> <p>D. We should be able to make use everything around us for our goodness</p> <p>E. We should ask for wise people’s advice to help us solve our problem</p>
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The operational verb used at the question number thirty nine in table 4.22 is *concluding*, because to answer the question need the ability to conclude about the story in the stimulus. In Bloom’s taxonomy revised, the operational verb *concluding* includes in *understanding* level, so it can be concluded that the question number thirty nine in table 4.22 includes in *lower order thinking skill* (LOTS) based on Bloom’s taxonomy revised.

While the operational verb used at the question number forty in table 4.22 is *deconstructing*, because to answer the question need the ability to deconstruct or determine the value that can we learn from the text in the stimulus. In Bloom’s taxonomy revised, the operational verb *deconstructing* includes in *analyzing* level, so it can be concluded that the question number forty in table 4.22 includes in *higher order thinking skill* (HOTS) based on Bloom’s taxonomy revised.

**Table 4.23. The Forty First Question of English Evaluation Instrument**

The question	<p>Rearrange the following sentences to form a correct manual!</p> <ol style="list-style-type: none"> <li>1. Decide whether you want the phone photos to be erased.</li> <li>2. Plug your phone into your PC. You can use the USB changing card that comes with your mobile phone.</li> <li>3. Click import. Your photos should now be your window photos gallery.</li> <li>4. Select the folder where you want to store your phone photos.</li> <li>5. Wait a few moment for the computer to recognize the device.</li> <li>6. Click the option to “import pictures and video using windows in the auto play box.</li> </ol>
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The operational verb used at the question number forty one in table 4.23 is *rearrange*, because to answer the question need the ability to arrange or rearrange some presented sentences to form a correct manual. In Bloom's taxonomy revised, the operational verb *rearrange* or *arrange* includes in *applying* level, so it can be concluded that the question number forty one in table 4.23 includes in *middle order thinking skill* (MOTS) based on Bloom's taxonomy revised.

**Table 4.24. The Forty Second and Forty Third Questions of English Evaluation Instrument**

Stimulus of question	<p>Organic food is food produced naturally, without chemical substances. People tend to consume organic food because it is superior compared to non organic one.</p> <p>Organic food is healthier because they are free of chemical substances which harm our bodies, health it is also more nutritious than non organic food. The nutrition remains in the food because it is free from chemical substances that can decrease nutrition. Moreover, organic farming using organic fertilizers to manure plants is friendly for the environment and maintains soil fertile.</p> <p>Organic food is quality because it is healthier and more nutritious. Organic farming is friendly for the environment too.</p>
The question number 42	According to you, what is the text about?
The question number 43	What is the importance of organic food for us?

The operational verb used at the question number forty two in table 4.24 is *concluding*, because to answer the question need the ability to conclude about what is the text in the stimulus about. In Bloom's taxonomy revised, the operational verb *concluding* includes in *understanding* level, so it can be concluded that the question number forty two in table 4.24 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

While the operational verb used at the question number forty three in table 4.24 is *recalling*, because to answer the question need the ability to recall the importance of organic food in the text as the stimulus of question and mention it. In Bloom's taxonomy revised, the operational verb *recalling* includes in *remembering* level, so it can be concluded that the question number forty three in table 4.24 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

**Table 4.25. The Forty Fourth and Forty Fifth Questions of English Evaluation Instrument**

Stimulus of question	<p>It was a stormy night. My parents and my sister were away at a friend's house. I hoped they would return home soon. The lights kept flickering. I did not like being alone.</p> <p>The lightning and thunder were getting worse. Suddenly, my worst fear came true. The house became pitch dark. I remembered that my brother kept candles in a cupboard in the living room. I groped around for my way downstairs, stumbling down the steps. I could hardly see anything.</p> <p>Finally, I found the candles in a drawer. Now I had to go the kitchen for a matchbox. I knocked against things. But, at last, I found a matchbox and lit a candle. Suddenly, I heard sounds coming from the porch. I froze. Someone was trying to get in! I grabbed my hockey stick and waited.</p> <p>I heard voices. The front door slowly opened. I held the hockey stick upright. Fear made my hands shake.</p> <p>Then, a voice cried out, "Dullah! Dullah! Where are you?"</p> <p>It was my neighbour and his son. They brought candles for me.</p>
The question number 44	What kind of experience did the writer have?
The question number 45	<p>"<u>Fear</u> made my hands shake."</p> <p>What is the synonym of the underlined word?</p>

The operational verb used at the question number forty four in table 4.25 is *recalling*, because to answer the question need the ability to recall the kind of experience the writer have based on the text at the stimulus, and then mention it.

In Bloom's taxonomy revised, the operational verb *recalling* includes in *remembering* level, so it can be concluded that the question number forty four in table 4.25 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

While the operational verb used at the question number forty five in table 4.25 is *remembering*, because to answer the question just need the ability to remember the synonym of "fear" and mention it. In Bloom's taxonomy revised, the operational verb *remembering* includes in *remembering* level, so it can be concluded that the question number forty five in table 4.25 includes in *lower order thinking skill* (LOTS) based on Bloom's taxonomy revised.

## 2. The Dimension of Thinking Process More Dominant at That Instrument Evaluation.

Based on the findings of the extent the dimension of thinking process is applied in objective test of English evaluation instrument, the table 4.26 below will show the percentage and the existence of each skill in the dimension of thinking process or cognitive level in the objective test of English evaluation instrument at MAN 2 Tapin which made and used by English teacher to evaluate her students.

**Table 4.26. The Percentage and the Existence of Each Skill in the Dimension of Thinking Process in the English Evaluation Instrument**

No.	Dimension of Thinking Process	Questions	Total Score	
1.	LOTS	Remembering	9	$9/45 \times 100\% = 20\%$
2.		Understanding	31	$31/45 \times 100\% = 68.9\%$
3.	MOTS	Applying	1	$1/45 \times 100\% = 2.2\%$

4.	<b>HOTS</b>	Analyzing	4	$4/45 \times 100\% = 8.9\%$	$4/45 \times 100\% = 8.9\%$
5.		Evaluating	0	$0/45 \times 100\% = 0\%$	
6.		Creating	0	$0/45 \times 100\% = 0\%$	

Related to the table 4.26, each skill of the dimension of thinking process have different percentage, from 45 questions of English instrument evaluation which made and used by English teacher at MAN 2 Tapin to evaluate the students in their teaching learning process, the percentage of remembering level obtains 20%, understanding level as the highest percentage obtains 68.9%, applying level obtains 2.2%, analyzing level obtains 8.9%, while evaluating level and the creating level obtain 0% from 100%.

It also shows that the existence of the lower order thinking level obtains 88.9% while the middle order thinking level only obtains 2.2%, and the higher order thinking level obtains 8.9%.

## **B. Discussion**

In the theory put forward by Anderson and Krathwohl as revised of Bloom's taxonomy, the dimension of thinking process or cognitive levels consist of remembering and understanding (lower order thinking skill), applying (middle order thinking skill), analyzing, evaluating, and creating (higher order thinking skill).

Then, after analyzed and found out the applying of the dimension of thinking process or cognitive levels in English instrument evaluation which used by English teacher at MAN 2 Tapin as students' instrument evaluation in their teaching learning process, it will be discussed here, as follows:

## 1. Remembering

Based on the theory about the dimension of thinking process in Bloom's taxonomy revised, the ability to retrieve relevant knowledge from long-term memory through *Recognizing, Remembering, Identifying, Recalling, Mentioning, or Retrieving* includes in *remembering* level or C1.

In this study the writer found 9 questions from English instrument evaluation which used by English teacher at MAN 2 Tapin includes in remembering level or C1, in the test there are in number 12, 15, 25, 28, 29, 36, 43, 44, and 45.

## 2. Understanding

Based on the theory about the dimension of thinking process in Bloom's taxonomy revised, the ability to construct meaning from instructional messages, including oral, written, and graphic communication through *Interpreting, Clarifying, Paraphrasing, Representing, Translating, Exemplifying, Illustrating, Instantiating, Classifying, Categorizing, Subsuming, Summarizing, Abstracting, Generalizing, Inferring, Concluding, Extrapolating, Interpolating, Predicting, Comparing, Contrasting, Mapping, Matching, Explaining, Constructing, or Changing* includes in *understanding* level or C2.

In this study, from 45 item questions the writer found 31 questions include in understanding level or C2, in the test there are in number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16, 18, 19, 20, 21, 23, 26, 27, 30, 31, 32, 33, 34, 35, 37, 38, 39, and 42.

### **3. Applying**

Based on the theory about the dimension of thinking process in Bloom's taxonomy revised, the ability to carrying out or using a procedure through *Executing, Arrange, Carrying out, Implementing, or Using* includes in applying level or C3.

In this study the writer just found 1 question from English instrument evaluation which used by English teacher at MAN 2 Tapin includes in applying level or C3, that is in number 41.

### **4. Analyzing**

Based on the theory about the dimension of thinking process in Bloom's taxonomy revised, the ability to breake material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through *Differentiating, Discriminating, Distinguishing, Focusing, Selecting, Organizing, Finding coherence, Integrating, Outlining, Parsing, Structuring, Attributing, or Deconstructing* includes in analyzing level or C4. In this study the writer found 4 questions include in analyzing level or C4, there are in number 17, 22, 24, and 40.

### **5. Evaluating**

Based on the theory about the dimension of thinking process in Bloom's taxonomy revised, the ability to make judgments based on criteria and standards through *Checking, Coordinating, Detecting, Monitoring, Testing, Critiquing, or Judging* includes in evaluating level or C5.

In this study, from 45 questions, there are no test item includes in this level. Because there are no question need and use the ability to make judgments

based on criteria and standards through *Checking, Coordinating, Detecting, Monitoring, Testing, Critiquing, or Judging* as in the explanation above.

## **6. Creating**

Based on the theory about the dimension of thinking process in Bloom's taxonomy revised, the ability to put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through *Generating, Hypothesizing, Planning, Designing, Producing, Constructing, Reorganize, Build, Inventing, or Devising* includes in creating level or C6. It means that students can create new product or poin of view.

As on the evaluating level, in this study the writer also did not find a question includes in creating skill or C6. Because there are no questions use or need ability to put elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through *Generating, Hypothesizing, Planning, Designing, Producing, Constructing, Reorganize, Build, Inventing, or Devising* as in the previous explanation.

Related to the explanation above, from remembering level to creating level, the existence of the dimension of thinking process which consist of remembering, understanding, applying, analyzing, evaluating, and creating from 45 questions can be concluded that there are 9 questions include in remembering level (C1), 31 questions include in understanding level (C2), 1 question includes in applying level (C3), and there are 4 questions include in analyzing level (C4), while in evaluating level (C5) and creating level (C6) there are no question from 45 questions include in those two level.

So, each skill of the dimension of thinking process have different percentage, from 45 questions of English instrument evaluation which made and used by English teacher at MAN 2 Tapin to evaluate the students in their teaching learning process, the percentage of remembering level obtains 20%, understanding level as the highest percentage obtains 68.9%, applying level obtains 2.2%, analyzing level obtains 8.9%, while evaluating level and the creating level obtain 0% from 100%.

It also shows that the existence of the lower order thinking level (remembering and understanding) obtains 88.9% while the middle order thinking level (applying) only obtains 2.2%, and the higher order thinking level (analyzing, evaluating, and creating) obtains 8.9%. It can be concluded that at that English instrument evaluation the percentage of lower order thinking skill is more dominant than the percentage of middle order thinking skill and the higher order thinking skill.

Further, In the theory put forward by Sivaraman and Krishna, it was recommended to the test makers that they can arrive at a balance by setting a question paper that tests both lower order thinking skills as well as higher order thinking skills of the students. Further they also recommended the distribution percentage of lower order thinking skill, middle order thinking skill, and higher order thinking skill to balance the exam paper as follow: 20-30% in lower order thinking skill, 40-50% in middle order thinking skill, and 30-40% in higher order thinking skill.

While in this study the writer found that the percentage of lower order thinking skill, middle order thinking skill, and higher order thinking skill in the test wich made by an English teacher at MAN 2 Tapin is not balance, because in this study the percentage of lower order thinking skill obtains 88.9%, while the percentage of middle order thinking skill obtains 2.2%, and the percentage of higher order thinking skill obtains 8.9%.