

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the results of the data obtained during the research process will be presented. It also aims to answer research questions based on the data analyzed. The results of the research and discussion are the results of the analysis of the data collected during the documentation process.

The research gathered the object who has made the teaching module of the Merdeka Curriculum by put 5 students who already done Teaching Practice II in the schools which have implemented the Merdeka Curriculum. The data will be presented sequentially according to the level of cognitive level from the basic to the highest level. One by one the data will be written and some data in the form of figures will be presented. Then, the researcher will describe the data as a whole and analyze the conclusions in the discussion session.

A. Findings

There are five teaching module that the research analysis specially cognitive domain made by English Education Department Students of 2019. The researcher has been explained previously that there were not many schools implementing the Merdeka Curriculum at the time the sample was taken, so the researcher only took teaching modules that had implemented the Merdeka Curriculum.

There are 5 teaching module packages from 5 different samples and at the same level. Each teaching module package contains 6 types of teaching modules. The total of teaching modules that the researcher analyzed is 30 teaching module. According to Anderson Taxonomy there are six level includes : *remember, understand, apply, analyze, evaluate* and *create*.

The teaching module has variative assessment from the first meeting until the final meeting. The kind of assessment is formative assessment because it form for checking the student understanding after every meeting.

The levels of learning assessment of the Teaching Modules based on cognitive level of Andeson Taxonomy

Level 1 - Remember

Questions :

- a. What is your name?*
- b. What should I call you?*
- c. Where are you from?*
- d. Where do you live?*
- e. What is your hobby?*
- f. How old are you?*
- g. Hi, my name is...*
- h. I am ...*
- i. Nice to meet yo. I am ...*
- j. Let me introduce my self, my name ...*
- k. I'd like to introduce myself. I am ...*
- l. Do you remember the text about?*
- m. Write 10 verbs that used in the text!*
- n. According to the text, where is Bromo Mountain located?*

LEMBAR KINERJA PESERTA DIDIK

<p>1. Cika : “Good night, mom.” Mom : “.....”</p> <p>2. Fina : “.....?” Dila : “I am great! Thanks.”</p> <p>3. Siti : “Where do you live?” Alex : “I on Gatot Subroto street, Banjarmasin.”</p> <p>4. Mela : “Nice to meet you, Safa.” Safa : “.....”</p> <p>5. Nana : “.....” Azka : “I am 10 years old.”</p> <p>6. Bayu : “.....?” Rika : “I am from Jakarta.”</p> <p>7. Dena : “Hi Agi. How is it going?” Agi : “.....”</p>	<p>8. My name is Sandra. I am Bandung</p> <p>9. I am Sarah Salimar. My is Sarah.</p> <p>10. Hi, I am Disa. My is reading books.</p>
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a. Live
b. From
c. Nice to meet you too
d. Nickname
e. Hobby
f. Good night
g. Good
h. How are you?
i. Where are you from?
j. How old are you?

Figure 4.1 The assessment of Remembering level

According to the data, the researcher found that the teaching module used 24 questions of *Remembering* as category of Anderson Taxonomy in cognitive level with action verb *recalling and remembering*. 11 questions used *describe*, 1 question used *define*, 1 question used *located*, 1 question used *recall*, and 10 other questions at figure 4.1 with *select*.

Level 2 - Understand

Question :

- a. Which paragraph that shows the indentification part?
- b. Which paragraph that shows the description part?
- c. What is the text about?
- d. I am a student. _____school is on Jl. Mawar.
- e. They live in Semarang. _____house is big and beautiful.
- f. Mom loves cooking. _____cake is always delicious.
- g. Andi is a student. _____ studies in SMK 2 Banjarmasin
- h. .Steffie is my friend. _____ is very beautiful.

- i. *Are you a new student? Where is _____classroom?*
- j. *Look at the boys! _____ are my brothers.*
- k. *They are my parents. _____names are Mr. Adi and Ms Ina.*
- l. *Alvian is at home. He is cleaning _____bedroom.*
- m. *Harry is famous. Almost all of the students in this school know _____.*
- n. *What is the text about?*
- o. *Why the process on computer is like human brain?*
- p. *Why the computer is very impact for human life?*
- q. *What are the positive impact from computer?*
- r. *Can you help (I/me) with this box?*
- s. *(I/me) always see (they/them) at the school*
- t. *How do you teach (she/her) to play football?*
- u. *(I/me) love (she/her) very much.*
- v. *Why do you like (he/him)?*
- w. *Wait for (we/us).*
- x. *Would you like to have a lunch with (I/me)?*
- y. *Do (they/them) inform (he/him) that his application has been rejected?*
- z. *I/me) think (she/her) likes (I/me)*
- aa. *I asked (he/him) a question but (he/him) didn't answer.*
- bb. *I can't send this letter to her. Could you send ... for me?*
- cc. *Those books are good. I want to read ...*
- dd. *Did you meet Mariana yesterday? I phoned ... but no answer.*
- ee. *We are going to visit you. Is it possible for ... to visit you?*
- ff. *I can't do this task alone. Can you help ... ?*
- gg. *He's beginner. We can give ... some more time to finish it.*
- hh. *Today is your birthday. I don't forget about ...*
- ii. *My father ask me to come, but I am afraid I can't visit ...*
- jj. *I want to help you. Please tell ... about your problem.*
- kk. *The purpose of Kasada Festival?*
- ll. *The text above is the form of.....*

A. Fill in the blanks using the opinion given in the box below

Totally agree, opinion, am concerned, strongly believe, believe that, strongly

1. I with you using masker doesn't need to be obeyed by people who are healthy.
2. I feel about this issue.
3. Most people drinking ice while sweating at the same time causes hypothermia.
4. As far as I, I will not support vaccinating in my school.
5. I the cost of cooking oil must be as same as before now.
6. It is all right if you don't agree with me but I have every right to my

Figure 4.2 The assessment of Understanding Level

According to the data, the researcher found that the teaching module used 44 questions of *Understanding* as category of Anderson Taxonomy in cognitive level with action verb *explaining and classifying*. There are 20 questions used *select* also 6 question on figure 4.2 used *select*, 12 question used *identify*, 5 question used *explain*, and 1 question used *classify*.

Level 3 - Apply

Question

- **Task 4: Watch the following video, then give your feedback or opinion regarding the content of the video! (Link Youtube: <https://youtu.be/h5VDsxHH0e8>)**
 1. Have your ever visited tourism places in Yogyakarta?
 2. When did you go there?
 3. How did you go there? And with whom?
 4. What did you do first there?
 5. What did you do after that?
 6. How do you feel about it?

Figure 4.3 The assessment of Applying Level

Task 1

You will write down the important information about the video shown by the teacher during the learning process or the first meeting. (<https://youtu.be/XRmpgQdkSz8>)

Figure 4.4 The assessment of Applying Level

According to the data, the researcher found that the teaching module used 7 kind of questions in *Applying* as category of Anderson Taxonomy in cognitive level with action verb executing the information in a new way. According to the figure 4.3 the question used *interpret* and the other questions on figure 4.4 are used *explain*.

Level 4 - Analyze

Question

- a. *The identification of the above text is...*
- b. *The organization of the text above is*
- c. *The text above is the form of...*

Thief

There days ago, I went to the traditional market to buy some fruits and vegetables. In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to closer and see. A few minutes later, police came and took him.

I asked to the fruits seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hardly. It was a pity event and I hoped it would never happen again.

Title	
Orientation	
Events	
Re-orientation	

Figure 4.5 The assessment of Analysis Level

- d. *Hello Nura, Is there anything do for you?*
- a. *I*
 - b. *We*
 - c. *Can I*
 - d. *would I*
- e. *Nadia: I need to sleep earlier since my eyes will be more minus to see at night.*
- Fara : Oh no. So just go to your bed?*
- a. *What about*
 - b. *Why don't you*
 - c. *Shall I*
 - d. *Let's*
- f. *Nayra: what I am thinking about now is what I will do when my mother comes here seeing his vase is broken!*
- Vena: Please, not to overthink to move on. Let me think , saying that your cat has just been chased by the dog? And the cat is the suspect.*
- a. *I suggest that*
 - b. *How about you*
 - c. *How about*
 - d. *I suggest*
- g. *..... to run over 20 minutes. It will make you feel better.*
- a. *You need*
 - b. *I advise*
 - c. *You could*
 - d. *I think*
- h. *Verly : I have done my cleaning just now. But I have still got anger from my dad.*
- Renata : ask him the reason?*
- a. *I propose*
 - b. *Shall us*
 - c. *I'll do*

- d. *Why don't you*
- i. *..... like me to pick your cat up from pet shop?*
- a. *Let's*
- b. *I think*
- c. *Would you*
- d. *How about*
- j. *Jeni : Today, in the evening. My crush will go here to ask me for dating.
What will I wear to meet him?*
- Sonia : that you are more beautiful to wear pinky girl outfit.*
- a. *I don't think*
- b. *I think*
- c. *How about*
- d. *Let's*
- k. *Aura : I am so hungry*
- Celine: get you something to eat?*
- a. *Can I*
- b. *Why don't*
- c. *How about*
- d. *What about*
- l. *Kayla: I am studying at school right now. I must call my mom. But I don't
think I can do it.*
- Fera : like any help?*
- a. *Can I*
- b. *Would you*
- c. *How about*
- d. *Will you*
- m. *.... do the washing. If you like.*
- a. *Can I*
- b. *I'll do*
- c. *Would you*
- d. *Let's*

• **Task 3: Read the following Personal Recount Text**

1. Analyze to find out what the function and structure and language features of recount text! (Write them in appropriate column)
2. Analyze the past verb and underline them!
3. Analyze the adverb of place and time and underline them!
For making different, please underline with different color!

Figure 4.6 The assessment of Analysis Level

Theatre Ticket

Last week I went to the theatre. It was the only theatre at my town. I had 1 (one) free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre. So that, I just wanted to come and see if there was any good movie.

I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day. Unfortunately, I missed it. The ticket was already expired 2 days before. I went home and I was very disappointed about that.

Title	
Orientation	
Events	
Re-orientation	

Figure 4.7 The assessment of Analysis Level

Take a look some issues below! Give your idea and write down here!

1st Issue

Crimes in Cities

Crime is a serious problem in big cities and it is getting worse every year. This is what police departments around the country said in their reports last week. The streets are more dangerous. You may not even be safe in your own house.

- I think so too. I believe the government.....
- I agree. I think it is not easy to overcome the problem but.....
- I don't think so. I believe it is only in some big cities because.....
- I can't say agree with that. I think police.....

Figure 4.8 The assessment of Analysis Level

According to the data, the researcher found that the teaching module used 22 kind of questions in *Analyzing* as category of Anderson Taxonomy in cognitive level with action verb involves breaking material into its constituent parts and determining how the parts are related to one another and to an overall structure. There are 18 kind of questions used *analyze* include the questions on figure 4.5, figure 4.6 and figure 4.7, 2 questions used *compare*, and 2 questions used *differentiate*.

Level 5 - Evaluate

Questions :

Find the mistakes and correct them!

- a. *Hello! I is Tina. That am my sister, Tiara.*
- b. *We am twins, but Tiara are very different from me.*
- c. *I are quiet but she am talkative.*
- d. *I is a punctual person, while Tiara are a late person.*
- e. *Tiara and I am 16 years old.*
- f. *Based on the writer story make :*
 - 1) *A conclusion of the whole story*

- 2) A suggestion what the writer should do
- 3) A best way to solve the writer problems
- 4) A suggestion what should not do in that story

2nd Issue

The Use of Mobile Phones by Students

In the last few years, there has been an explosion in the use of new communication technologies, including mobile phones; it is estimated that over 70% of young people aged 10 to 14 now own mobile phones. Considerable debate has taken place in the press recently as to whether pupils should be allowed to take their mobile phones to school.

- By this I mean
- To my mind
- In my humble opinion
- I strongly believe that

Figure 4.9 The assessment of Evaluating Level

According to the data, the researcher found that the teaching module used 13 kind of questions in *Evaluating* as category of Anderson Taxonomy in cognitive level with action verb making decision based in in-depth reflection. There are 5 questions used *criticize*, 4 questions used *judge* and 4 questions used *argue*.

Level 6 - Create

Question

- a. Make a descriptive text about people!
- b. Make a descriptive text about thing!

- c. Make 5 sentences using simple present tense with three types of situation (negative, positif and interogative)
- d. Write simple descriptive text about thing that student like!
- e. Write simple descriptive text about place that student like!
- f. Make a text about introducing a member family
- g. Please write a sentence based on adjective : Old, Great, Fotress and Big

• Task 2: Look at the picture to answer the question follow it orally.

1. How long is your school holiday?
2. What did you do during school holiday?
3. Do you have an unforgettable experience during school holiday?
4. Have you ever told it to your friend?
5. What do you say to start telling your experience?
6. Do you tell the events step by step?
7. How do you feel about it?



Figure 4.10 The assessment of Create Level

Answer this question based on your understanding of the poster beside. **What is suggested to us according to the poster?**



.....

.....

.....

Figure 4.11 The assessment of Create Level

According to the data, the researcher found that the teaching module used 15 kind of questions in *Creating* as category of Anderson Taxonomy in cognitive level with action verb creating new information. There are 4 questions used *create*, 4 questions used *produce* and 6 questions used *develop*.

B. Discussion

The data already gathering of 30 bundles of Teaching Module made by English Education Department Studentss 2019. The resercher found that each assessment had different type of level cognitive. The first level is Remembering (C1), the assessment contains 24 questions of Remembering with action verb recalling and remembering in Anderson Taxonomy. 11 questions used *describe*, 1 question used *define* , 1 question used *located*, 1 question used *recall*, and 10 other questions used *select*.

The second level is Uderstanding (C2), the assessment contains 44 questions of Understanding as category of Anderson Taxonomy in cognitive level with action verb explaining and classifying. There are 26 questions used *select*, 12 question used *identify* , 5 question used *explain*, and 1 question used *classify*.

The third level is Applying (C3), which the assessment contains 7 kind of questions in *Applying* as category of Anderson Taxonomy in cognitive level with action verb executing the information in a new way. the question used *interpret* and the other questions used *explain*.

The fourth level is Analyzing (C4), the assessment contains 22 kind of questions in *Analyzing* as category of Anderson Taxonomy in cognitive level with action verb Evaluation includes checking (checking) and criticizing (critiquing). Checking leads to testing activities for inconsistencies or failures of an operation or product. There are 18 kind of questions used *analyze*, 2 questions used *compare*, and 2 questions used *differentiate*.

The fifth level is Evaluating (C5), the assessment contains used 13 kind of questions in *Evaluating* as category of Anderson Taxonomy in cognitive level with action verb making decision based in in-depth reflection. There are 5 questions used *criticize*, 4 questions used *judge* and 4 questions used *argue*.

The sixth level is Creating (C6), the assessment contains 15 kind of questions in *Creating* as category of Anderson Taxonomy in cognitive level with action verb creating new information. There are 4 questions used *create*, 4 questions used *produce* and 6 questions used *develop*.

However, from the 30 teaching modules it can be concluded that the type of assessment made by the English Education Student 2019 is still classified as a lower level seen from the number of dominant levels that appear (remember, understand and apply. The concern that needs to be criticized because the teaching modules that are made are intended for upper level students or Senior High School.

The Education Taxonomy regulates the knowledge and skills acquired by students. Bloom's Taxonomy is one of the most widely used taxonomies as a guide in various fields of education. All the instruments in the component are divided into six levels: remember, understand, apply, analyze, evaluate and create. Assessment is one of the delayed activities in the educational process. Student skills acquired can be assessed from various activities carried out in academic activities. (Hansaraj: 2012)

Beside of knowing the cognitive level in the assessment, this researcher also conclude that in early application of the Merdeka Curriculum most aspect change from K-13 Curriculum to the Merdeka Curriculum, one of them is changes in assessment. Based on the stated in the Principles Learning and Assessment on the Merdeka Curriculum, assessment is an activity that becomes a unit within learning process. Assessment is done for looking for evidence or justification about the achievement of learning objectives. When the researcher tried to find the Teaching Module, its just found 5 students who has already applied their Teaching Module to the Merdeka Curriculum. It

means that the Merdeka Curriculum is not applied evenly all the schools. Some of them still used the K-13 Curriculum that time.

Furthermore, mostly the kind of assessment that the reasercher found is about formative assessment because the students who trained is start in early semester one. In making teaching modules, especially in making assessments of cognitive domain implementation from a balance with Learning Outcomes and Learning Objectives. In the teaching modules made by the English Education Department Students of 2019 it was found that they wrote almost similar material, but different forms of assessment. This shows that they need to explore more broadly about the creation and application of the cognitive level in assessment. But, the assesment mostly used the lower level in cognitive level. Which its contrast with some of the purpose of the Merdeka Curriculum assessment : provide more detailed information about student progress in learning and shows the progress of student learning outcomes individually from the learning process they follow.

Based on the category, their teaching module has implemented Anderson's Taxonomy Theory because several assessments have placed several action verbs either implicitly or explicitly. But, the researchers often find almost similar forms of assessment they made. Hopefully the next students who make teaching module can more explore and develop about th eteaching module aspecially in assessment and develop it that support with the Merdeka Curriculum.