ABSTRACT

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This study aimed to analyse the cognitive levels of Revised Bloom's Taxonomy in reading questions of English Students' Worksheet used by the eleventh-grade students in SMA Swasta Budisatrya and modifying some reading questions to reach the exact proportion. The design of this study used descriptive qualitative method for collecting, analysing, and classifying reading questions based on Revised Bloom's Taxonomy. The data were taken from reading questions in Permata worksheet. The document analysis was used to record the distribution of cognitive levels in reading questions by using the checklist adapted from Bloom's Taxonomy table. The result showed that the proportion of high order thinking skill questions was as follows: 10 out 80 questions for analysing level (12.5%), while 1 out 80 questions went on evaluating level (1.25%), meanwhile there was no question for creating level (0%). The questions in the worksheet worked on the lower order thinking skill, with remembering level got the top percentage, that is 67.5%. The proportion couldn't reach the expected proportion based on Sudjana's theory (2014). It means that the cognitive levels in English Students' worksheet weren't distributed well. Thus, the reading questions of the worksheet were modified. Having been revised, it was found that there were 51 questions of easy level, 68 questions of medium level, and 51 questions of hard level.

Key words: English Students' worksheet, reading questions, Revised Bloom's Taxonomy