ABSTRACT

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The aims of this study are to analyze the types of assessment tasks used by three English teachers in SMP Negeri 32 Medan in assessing grade 8 students' writing skill while learning recount text and to know which Revised Bloom's Taxonomy levels that have been implemented by the teachers in designing those assessment tasks. The problems of this study are formulated to: 1) What types of assessment tasks used by three English teachers in SMP Negeri 32 Medan in assessing grade 8 students' writing skill while learning recount text and 2) Which Revised Bloom's Taxonomy levels that have been implemented by English teachers in designing those assessment tasks. This research was conducted by Descriptive Qualitative research design through four stages; 1) Data collection, 2) Data reduction, 3) Data presentation, and 4) Conclusion or verification. The data of this research were the assessment tasks used by each teacher and the sources of data of this research were three English teachers of grade 8 students. The techniques of collecting the data were by conducting observations and interviews with three English teachers. After analyzing the data, the researcher found that the assessment tasks used by the teachers are Multiple Choice Questions and Essay Questions. Further, it was found that the Revised Bloom's Taxonomy level that has been implemented by two teachers who used Multiple Choice Questions is remembering level while one teacher who used Essay Questions implemented understanding level. In addition, it was found that the Revised Bloom's Taxonomy levels that have been implemented by all of three English teachers were still in the lower order of thinking which reached the number of 100% and the higher order of thinking reacher the number of 0%.

Keywords: *Descriptive Qualitative, Assessment Tasks, Revised Bloom's Taxonomy, Multiple Choice Question, Essay Question*