

ABSTRACT

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The objective of this study is to analyze the high order thinking level of English summative tests of the tenth and eleventh grade in the first and second semester. It used qualitative research method to collect, analyze and classify the summative test questions based on revised of Bloom's Taxonomy. The data of this study were taken from English summative tests of the tenth and eleventh grade in the first and second semester of SMK Al-Razi Sinar Harapan Medan. The findings showed the distribution of the high order thinking as follows: the analyzing level obtains 6 out of 16 HOT questions (37.5%) while the evaluating level only obtains 3 out 16 HOT questions (18.75%) and the creating level obtains 7 out of 16 HOT questions (43.75%). The dominant level of the high order thinking is creating level (43.75%). Comparing with the LOT questions, the results do not achieve the proportion of thinking order level namely 30% for C1 and C2, 40% for C3 and C4, and 30% for C5 and C6. It shows that the distribution of the high order thinking in the English summative tests is unbalanced, it's due to some factors: teacher's lack of preparation of high-order-thinking-made test questions and teacher's lack of knowledge of high order thinking.

Key words: English language, English summative test, revised edition of Bloom's Taxonomy.

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