

BLOOM'S TAXONOMY STRATEGY FOR STUDENTS' ABILITY ON READING DISCUSSION TEXT

ROMI SUHENDRO¹

¹English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara

romisuhendro@gmail.com

ABSTRACT

The objective of the research was to find out the effect of using Bloom's Taxonomy strategy on Students' Ability to Reading Discussion Text. This research was conducted at SMA SWASTA ISLAM AZIZI MEDAN, on Jalan Kesatria, No.70, Kec. Medan Perjuangan, Kota Medan. The research conducted during the academic year 2019/2020. The population of this research took from the twelve grade students', which the total was 40 students. The sample was 40 student. This research, an experimental design would divided into two groups, the experimental and control group. The experimental group use Bloom's taxonomy strategy, while The control group without use strategy. Control group over see, do not get better class control of the class experimental in give treatment. The Instrument of the research is written test. The result of this research showed that tobservedvalue was higher than ttable in which $t\text{-test} > t\text{-table}$ ($9,55 > 2,021$). The hypothesis was accepted. It means that there was a significant effect of using Bloom's taxonomy strategy on Students' Ability to Reading Discussion Text.

Keywords: *Bloom's Taxonomy Strategy, Reading, Discussion Text*

INTRODUCTION

The progress of a nation is determined by how the development of education for the nation's children, progress in long-term units will be able to predict the quality of the nation in the next decades. The end of the planned education results in fruit where the average community is highly educated. The society of a developed country will bring progress in various fields such as development, science, technology, economics, social, politics and civilization. This shows the existence of education is so important. To obtain advanced, high education and develop the need for a plan that relates to the national goals of education for the nation. Indonesia in the national education system No 20 of 2003 states that the aim of national education is to create a generation of people who believe and fear the Almighty God and have noble character, knowledge, skills, smart and creative.

Based on the researcher observation, researcher found some problems with students when learning english, especially in reading discussion text skills. Students have difficulty reading based on the general structure and language features of reading, students cannot arrange words they can not afford because the lack vocabulary, the do not understand grammar, students are also bored with teaching strategies by the teacher, and they are not interested in learning especially in reading. One of the alternative strategies that can increase the problem of students' abilities in reading is to use Bloom's taxonomy because Bloom's taxonomy has a goal of skill level thinking, namely remembering, understanding, applying, analyzing, evaluating, and create. In reading,

students learn important concepts about how print works, feel learning and begin to think of themselves as readers. By using Bloom's taxonomy students are more understanding in reading discussion texts. In this case, the purpose of education is divided into three domains, namely the cognitive, affective and psychomotor domains, so reading a discussion text will make students more creative with the Bloom's taxonomy used.

Based on the theory of the above problems, the researcher was interested in conducting a study entitled "The Effect of Using Bloom's Taxonomy Strategy on Students' Ability to Reading Discussion Text." Based on the background of study, the problems are identified as follows: 1) The students have low ability in finding the meaning words. 2) The students have difficulty finding the main idea of the text. 3) The students lack the vocabulary, structure and grammar. The problems of the study are formulated as follows: "Is there any significant effect of applying Bloom's taxonomy strategy on students' ability to reading discussion text?". The research from this research was expected to provide a lot of information and distribution in the teaching and learning process, improving the quality of education so that it gives good results based on the use of Bloom's taxonomy strategies for abilities students in reading discussion texts. the growth that can be shared by many people in the field of education, especially in using Bloom's taxonomy of reading strategies.

METHOD OF RESEARCH

This research was conducted at the SMA Swasta Islam Azizi Medan at Jalan Kesatria No. 70,

Pahlawan, Kecamatan Medan Perjuangan, Kota Medan, Sumatra Utara. This research was conducted during the academic year 2019/2020, The reason of chosen this school because based on the researcher observation had found the problem that the students' ability to reading was low and bad. The research design was used experimental quantitative design. Namely the experimental group and the control group. The experimental group was taught used the Bloom's Taxonomy strategy, the control group was teach by used Direct Method. The design of this research was illustrated as follow: a) Pre-Test, the test which was given before treatment process began. The test is aim to found out the students "reading ability of both groups and know the mean scores of experimental and control group. b) Treatment, a treatment was given to the students. The experimental group was taught with Bloom's Taxonomy strategy on students' ability to reading discussion text, while the control group was taught by using Traditional strategy. c) Post-Test, the post-test is given after the treatment. The post-test was conducted to measure the competence of the students. Then find out the difference in mean score of both experimental group and control group. It also used to found out the students' ability in reading after the treatment.

In collecting data, an instrument was used multiple choices test. The test consisted of 10 items. In scoring the students' answer, correct answer got 1 and the wrong answer got 0. The range of score from 0-100. In collecting the data, some steps will be applied as follows: a) Giving pre-test to both of the groups. b) Submit pre-test to

both of groups. c) Giving treatment to experimental group by using Bloom's Taxonomy strategy. d) Giving post-test to both of the groups. e) Submit pre-test to both of groups. f) Listing the score of Pre-test and Post-test in table to both of groups. After collecting the data from the test, the data analyzed by measuring the different scores between Pre-test and Post-test from the experimental group and control group. Listing the scores into two tables, first for the experimental group scores and second for the control group scores. Calculating the total score Pre-test and Post-test in experimental group and control group. Calculating was conducted by using t-test according to (Sugiyono, 2017).

In collecting the data, some steps will be applied as follows :

- a. Giving pre-test to both of the groups.
- b. Submit pre-test to both of groups.
- c. Giving treatment to experimental group by using Bloom's Taxonomy strategy.
- d. Giving post-test to both of the groups.
- e. Submit pre-test to both of groups.
- f. Listing the score of Pre-test and Post-test in table to both of groups.

After collecting the data from the test, the data analyzed by using the following procedure :

1. Measuring the different scores between Pre-test and Post-test from the experimental group and control group.
2. Listing the scores into two tables, first for the experimental group scores and second for the control group scores.
3. Calculating the total score Pre-test and Post-test in experimental group and control group. Calculating was conducted by

using t-test as showbelow, according to (Sugiyono, 2017)

a. Calculating Mean Score:

$$\bar{X} = \frac{\sum xi}{n}$$

Note:

\bar{X} = Mean

$\sum xi$ = The total of students' value

n = The number of students

b. Standar Deviation by Formula

$$SD_1 = \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(n)(n-1)}}$$

c. Calculating correlation Product Moment between X_1 and X_2

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

d. Determining the percentage of X variable toward Y variable

$$D = r^2 \times 100\%$$

$$x = 100\% - D$$

e. Hypothesis test (t-test)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}} \right) \left(\frac{S_2}{\sqrt{n_2}} \right)}}$$

In which:

t = t-test

x_1 = Mean of variable 1 (experimental group)

x_2 = Mean of variable 2 (control group)

s_1 = Standard deviation of sample 1 (experimental group)

s_2 = Standard deviation of sample 2 (control group)

s_1^2 = Standard deviation squared (variants) of sample 1 (experimental group)

s_2^2 = Standard deviation squared (variants) of sample 2 (control group)

n = Total of sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (control group)

r = Correlation of product moment between x_1 and x_2

RESULT AND FINDINGS

After accounting the data previously by using t-test formula that critical value then after seeking the table of distribution of evaluate Reading Skill as basic of counting Degree of Freedom (DF), the calculation shows that DF was (2n-2=50-2=38) in line 40 that t-table is 2,021 for 0,05. It could concluded t-test > t-table or 9,55 > 2,021. So H_0 was rejected an H_a was accepted or there was the effect of Using Blooms Taxonomy Strategy on Students' Ability to Reading Discussion Text at SMA Swasta Islam Azizi Medan.

Based on the data analysis above, the findings of this research were described that the students who were taught with effect of Using Blooms Taxonomy Strategy on Students' Ability to Reading Discussion Text got higher score than the students who were taught by using Traditional Strategy. Total of significant effect was 95%. It was proved by the result of t-test which was 9,55 and t-table which was 2,021 (t-test > t-table, 9,55 > 2,021). It means that the students' Reading Ability with effect of Using Blooms Taxonomy Strategy on Students' Ability to Reading Discussion Text was significant than using Traditional Strategy.

DISCUSSION

The data were collected by giving an oral test. The sample in this research is 40. The sample was divided into two classes, the experimental group and control group. Each group was given pre-test and post-test of the same test. In experimental group, the students' total score of pre-test was 1250 with the lowest score of pre-test was 50 and the highest one was 70, while the total score of post-test was 1580 with the lowest score of post-test was 70 and the highest one was 90 (see appendix). Meanwhile, in control group, the students' total score of pre-test was 1080 with the lowest score 40 and the highest score was 60, while the total score of post-test was 1280 with the lowest score 50 and the highest score 70 (see appendix). After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' ability in reading after receiving the treatment.

The data were analyzed by computing reliability and t-observed which was related to examine the hypothesis in order to answer the research problem. The data of this study was the score of pre-test and post-test used to find out the mean and standard deviation of experimental and control group. The score of pre-test and post-test as follow:

Tabel 1. Differences Score Between Pre-test and Post-test of Experimental Group

Nama	Pre-test (X_1)	Post-Test (X_2)	(X_1) ²	(X_2) ²
AH	50	80	2500	6400
AS	60	80	3600	6400
AY	60	70	3600	4900
AS	60	80	3600	6400
BS	60	70	3600	4900
DN	60	80	3600	6400
FR	70	90	4900	8100
MF	70	80	4900	6400
MR	50	70	2500	4900
MR	60	80	3600	6400
NA	60	70	3600	4900
NU	80	90	6400	8100
PR	70	90	4900	8100
RR	70	80	4900	6400
RD	70	80	4900	6400
SA	70	90	4900	8100
SE	50	70	2500	4900
TN	60	80	3600	6400
WS	50	70	2500	4900
IA	70	80	4900	6400
Total	$\sum X_1$ = 1250	$\sum X_2$ = 1580	$\sum X_1^2$ = 79500	$\sum X_2^2$ = 2125800

Based on the table 1 above it can be seen that there was differences between pre-test and post-test of experimental class. After calculated the data for experimental group above the total score of pre-test was 1250 and the total score of post-test was 1580. It means that, the score the total score of post-test higher than pre-test. The mean score was calculated as follows:

a. The Average (Mean)

$$\begin{aligned} x &= \frac{\sum x_2}{n - x} \\ &= \frac{1580}{20} \\ &= 79 \end{aligned}$$

b. Standard Deviation of X Variable

$$\begin{aligned} SD_1 &= \sqrt{\frac{n \sum x^2 - (\sum x)^2}{(n)(n-1)}} \\ &= \sqrt{\frac{20(2125800) - (1580)^2}{(20)(20-1)}} \\ &= \sqrt{\frac{2516000 - 2496400}{(20)(19)}} \\ &= \sqrt{\frac{19600}{380}} \end{aligned}$$

$$= \sqrt{51,57}$$

$$= 7,18$$

Tabel 2. Differences Score Between Pre-test and Post-test of the Control Group

Nama	Pre-test (Y ₁)	Post-Test (Y ₂)	(Y ₁) ²	(Y ₂) ²
AP	50	60	2500	3600
AF	60	70	3600	4900
AS	60	60	3600	3600
BS	40	50	1600	2500
CP	60	70	3600	4900
DB	50	60	2500	3600
FP	60	70	3600	4900
ILP	50	60	2500	3600
IA	50	60	2500	3600
JS	60	60	3600	3600
K	50	70	2500	4900
LP	60	60	3600	3600
NS	50	70	2500	4900
OF	60	60	3600	3600
RR	60	70	3600	4900
RH	50	60	2500	3600
SR	60	70	3600	4900
SA	60	60	3600	3600
SA	40	70	1600	4900
AR	50	70	2600	4900
Total	$\sum X_1$ = 1080	$\sum X_2$ = 1280	$\sum X_1^2$ = 59200	$\sum X_2^2$ = 82600

Based on the table above, it can be seen that there was differences between pre-test and post-test score of control class. After calculated the data for control group above the total score of pre-test was 1080 and the total score of post-test was 1280. It means that, the total score of post-test higher than pre-test. The mean score was calculated as follows:

a. The Average (Mean)

$$y = \frac{\sum x_2}{ny}$$

$$= \frac{1280}{20}$$

$$= 64$$

b. Standard Deviation of Y Variable

$$S_2^1 = \sqrt{\frac{n \sum y_2^2 - (\sum y_2)^2}{(n)(n-1)}}$$

$$= \sqrt{\frac{20(80600) - (1280)^2}{(20)(20-1)}}$$

$$= \sqrt{\frac{1652000 - 1638400}{(20)(19)}}$$

$$= \sqrt{\frac{13600}{380}}$$

$$= \sqrt{35,78}$$

$$= 6$$

Based on the previous data, after the Mean was obtained, then the correlation determined with the formula:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

It was conclude in the following table.

Tabel 3. Calculating Correlation Product Moment between X₁ and X₂

Nama	Pre-test (X ₁)	Post-Test (X ₂)	(X ₁) ²	(X ₂) ²	(X ₁)(X ₂)
AH	50	80	2500	6400	4000
AS	60	80	3600	6400	4800
AY	60	70	3600	4900	4200
AS	60	80	3600	6400	4800
BS	60	70	3600	4900	4200
DN	60	80	3600	6400	4800
FR	70	90	4900	8100	6300
MF	70	80	4900	6400	5600
MR	50	70	2500	4900	3500
MR	60	80	3600	6400	4600
NA	60	70	3600	4900	4200
NU	80	90	6400	8100	7200
PR	70	90	4900	8100	6300
RR	70	80	4900	6400	5600
RD	70	80	4900	6400	5600
SA	70	90	4900	8100	6300
SE	50	70	2500	4900	3500
TN	60	80	3600	6400	4800
WS	50	70	2500	4900	3500
IA	70	80	4900	6400	5600
Total	$\sum X_1$ = 1250	$\sum X_2$ = 1580	$\sum X_1^2$ = 79500	$\sum X_2^2$ = 125800	$\sum X_1 X_2$ = 99600

a. Correlation Product Moment between X₁ and X₂

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

$$= \frac{40(99600) - (1580)(1280)}{\sqrt{\{40(125800) - (1580)^2\} \{40(82600) - (1280)^2\}}}$$

$$= \frac{4096000 - 2022400}{\sqrt{\{5032000 - 2494600\} \{3304000 - 1638400\}}}$$

$$= \frac{1961600}{\sqrt{\{2535600\} \{1665600\}}}$$

$$= \frac{1961600}{\sqrt{4223295360000}}$$

$$= \frac{1961600}{2055065}$$

$$= 0,95$$

b. Coefficient

$$\begin{aligned}
r_{xy} &= \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \\
&= \frac{20(99600) - (1250)(1580)}{\sqrt{\{20(79500) - (1250)^2\} \{20(125800) - (1580)^2\}}} \\
&= \frac{1992000 - 1975000}{\sqrt{\{1590000 - 1562500\} \{2516000 - 2496400\}}} \\
&= \frac{17000}{\sqrt{\{27500\} \{19600\}}} \\
&= \frac{17000}{\sqrt{539000000}} \\
&= \frac{17000}{23,216} \\
&= 0,7 = 0,88
\end{aligned}$$

c. Determining the score of t-test with formula:

After the correlation score was obtained, then specified t-test with the formula:

$$\begin{aligned}
t &= \frac{x_1 - x_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left(\frac{s_1}{\sqrt{n_1}} \right) \left(\frac{s_2}{\sqrt{n_1}} \right)}} \\
&= \frac{79 - 64}{\sqrt{\frac{s_1^2}{n_1} + \frac{6}{20} - 2(0,73) \left(\frac{7,18}{\sqrt{20}} \right) \left(\frac{6}{\sqrt{20}} \right)}} \\
&= \frac{15}{\sqrt{0,359 + 0,3 - 1,46 \left(\frac{7,18}{4,47} \right) \left(\frac{6}{4,47} \right)}} \\
&= \frac{15}{\sqrt{0,659 - 3,13}} \\
&= \frac{15}{\sqrt{2,471}} \\
&= \frac{15}{1,57} \\
&= 9,55
\end{aligned}$$

After measuring the data above, by using t-test formula it showed that t-test score 9,55. After seeking the table of the distribution of t-test as the accounting uncertain Degree of Freedom (DF) the calculation as follows:

$$\begin{aligned}
Df &= 2n-2 \\
&= 2(20)-2 \\
&= 40-2 \\
&= 38
\end{aligned}$$

d. Determining the Percentage of the Effect of X Variable and Y variable

In determining the percentage the effect of Using Bloom's Taxonomy Strategy on Students' Ability to Reading Discussion Text, the formula was:

$$\begin{aligned}
D &= r \times 100\% \\
D &= 0,95 \times 100\% \\
D &= 95\% \\
X &= 100\% - D \\
X &= 100\% - 95\% \\
X &= 5\%
\end{aligned}$$

It means that the percentage of the effect of X toward Y or the Effect of Using Bloom's Taxonomy Strategy on Students' Ability to Reading Discussion Text was 95% and 5% was influence by others factor.

After accounting the data previously by using t-test formula that critical value then after seeking the table of distribution of evaluate Reading Skill as basic of counting Degree of Freedom (DF), the calculation shows that DF was (2n-2=50-2=38) in line 40 that t-table is 2,021 for 0,05. It could concluded t-test > t-table or 9,55 > 2,021. So H₀ was rejected and H_a was accepted or there was the effect of Using Bloom's Taxonomy Strategy on Students' Ability to Reading Discussion Text at SMA Swasta Islam Azizi Medan.

CONCLUSION

Based on the findings and data analysis, the researcher could make

the conclusion as follow: There was significant effect of Using Blooms Taxonomy Strategy on Students' Ability to Reading Discussion Text is proven by the result of the test $t\text{-test} > t\text{-table}$ or $9,55 > 2,021$ It means that the result of analysis showed that t-test was higher than t-table with the level significant 0,05 and the Degree of Freedom (DF) = 38. Effect of Using Blooms Taxonomy Strategy on Students' Ability to Reading Discussion Text gives stimulus for the students to become active learning and accept the lesson that the teacher gave.

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