

## Chapter V

### Conclusion and Suggestion

#### Conclusion

Based on the research findings and discussion which have been discussed in previous chapter, it can be concluded that the profile of English test of Junior High School 1 Bone Pantai based on the levels of Bloom's taxonomy cognitive domain is highly dominated with the lower level questions. From 187 questions there are 87 (47%) questions included as remembering level, 77 (41%) questions included as understanding level, and 21 (11%) questions included as applying level which are included as lower level questions. While, 2 (1%) questions included as analyzing level, and 0 question (0%) for both evaluating and creating level which are included as higher level questions. It is because of the English teachers lack comprehension about Bloom's taxonomy. The first teacher does not consider of Bloom's taxonomy when composing English test. While the second teacher, even though she said that she considers, but she did not apply the all levels, because many students were still confused and difficult to answer higher level questions.

#### Suggestion

Based on the conclusion, the researcher has some suggestions. First, there should be training for increasing teachers' skill in composing test to agree with Bloom's taxonomy. Second, teachers have to recompose their test to be agreed with Bloom's taxonomy, so that they can stimulate their student to climb their level of thinking. Moreover, Bloom's taxonomy applied not only in test, but also in

assessment to make it usual. Third, it is important to provide questions bank to exemplify various questions that include remembering level up to creating level to inspired teacher in composing test.