

The Compatibility of Reading Formative Assessment Items In English Classrooms With Bloom's Revised Taxonomy And The 2013 Curriculum

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Abstract

Formative assessment is a training for the students to develop their critical thinking and encourage their skills. This study is designed as a qualitative case study. This study used interviews, classroom observation, and document analysis to collect the data. Then, the objective of this study was to know how the formative assessment items for reading skills are compatible with Bloom's revised taxonomy and the 2013 curriculum. There are two English teachers as participants in this study. Based on the findings, teacher 1 delivered 21 items for the online reading test and 7 items for the offline test. In addition, teacher 2 delivered 25 items for the online test and 10 items for the offline test. Then, the 68 items are identified as LOTS level. They consist of the level of remembering and understanding. In addition, the items are also defined in the factual, conceptual, and procedural knowledge dimensions. This study's findings are expected to benefit English teachers and further researchers.

Key words: Formative assessment, Bloom's revised taxonomy, 2013 curriculum

INTRODUCTION

The 2013 curriculum is expected to face educational challenges. In addition, one of the 21st-century challenges is improving the quality of the system and outcomes for Education in Indonesia. In improving the quality of education, higher-order thinking skills (HOTS) should be used to support and encourage the students to develop their critical thinking, creative, and problem-solving skill (Amali et al., 2022). The teachers also should use HOTS assessment to achieve the goal of the 2013 curriculum. Nevertheless, conducting the teaching and assessment practice based on the 2013 curriculum that implementing the HOTS assessment is not easy. Assessment is admitted as an essential part of the teaching process. Based on the function, there are two kinds of assessment. One is formative assessment, which can be used daily to maintain the learning progress and evaluate the student's comprehension.

It relates to Habib (2016), who defined formative assessment as a set of processes consisting of designing goals, providing several questions to evaluate before continuing to the following material, measuring the output of the learning activities, and

giving feedback to the students. according to the definition, formative assessment trains the students and evaluates the teaching method utilized by the teacher. On the other hand, the formative assessment can make the students aware and responsible for their learning process and decide on their learning goals. So, delivering the formative assessments at the HOTS level can encourage the students to have the critical thinking, problem-solving skills, creativity, and activity. Then, they can be familiar with the HOTS formative assessment items, especially for the reading skill.

Reading skills should be mastered by the students in the learning process (Annisah et al., 2019). Lalani and Rodrigues (2012) argue that a reading assessment is conducted to evaluate the progress of the student's reading skills. Then, the teachers can deliver several questions to check the student's ability to memorize, understand, analyze, and make meaning of the text. Reading skill is essential to achieve a successful field in any significant (Amali et al., 2022). So, the teacher has a big role in facilitating students in delivering formative assessment items for reading skills that are compatible with the 2013 curriculum. In addition, Bloom's revised taxonomy can be used in classifying the objective of the assessment practice based on the cognitive level and the knowledge dimension.

According to Anderson et al. (2001), the cognitive level is defined as six: remember, understand, apply, analyze, evaluate, and create. Based on the six cognitive levels, they classify as high-order thinking skills (HOTS) and low-order thinking skills (LOTS). The LOTS level covers the skills of remember, understand, and apply. On the other hand, the HOTS level covers analyze, evaluate, and create skills. The HOTS assessment practices can support the students' critical thinking skill. Then, the knowledge dimension is divided into four classifications: factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. The metacognitive process is defined as the higher level that should be used in teaching and assessing the pupils.

Delivering HOTS formative assessment items for reading skills is needed because it can be used as training for the students to have the skill in analyzing, evaluating, and creating a text. Nevertheless, the pre-observation mentioned that there are students who cannot achieve the reading assessment goal. They are poor in knowing and answering the test items at the HOTS level. On the other side, many teachers conduct the reading assessment in HOTS items for the final test, whereas the daily assessment is practiced at the LOTS level. According to the discussion, this study is aimed to analyze the compatibility of the formative assessment items toward Bloom's revised taxonomy and the 2013 curriculum. This study limited the scope analysis in the test items for reading assessment.

METHOD

Analyzing the quality of the assessment items is needed. Based on the intention of this study, the qualitative case study was conducted to analyze and describe the case in the senior high school 3 Pematang. The subjects of this study were two English teachers for the eleventh grader. The interview, classroom observation, and document analysis were utilized to collect the data. Bloom's revised taxonomy rubric was used to measure the documents, such as the reading test items and the syllabus, to know the cognitive level and the knowledge dimension of the assessment used by the teachers. In this study, I was a data collector, observer, interviewer, and data analyzer. The first step was interviewing two English teachers. The interview guideline was utilized to know the manifestation of the formative assessment in reading skills, the 2013 curriculum, and the use of Bloom's taxonomy. In addition, document analysis and observation were also used to collect and analyze the data based on Bloom's revised taxonomy. I observed the assessment practice for the two English classes. Then, this study was presented and reported as descriptive qualitative.

RESULTS AND DISCUSSION

This part presents findings to describe an issue regarding the compatibility of the formative assessment items for reading skills with the 2013 curriculum.

A. The Manifestation of English Formative Assessment of Reading Skill

Based on the findings, the manifestation of the reading assessment formatively covers online and offline assessments. The online assessment is conducted due to COVID – 19 pandemics. Then, the offline assessment is conducted when the teacher asked several questions in the classroom. These questions were intended to know the students' comprehension, maintain the students being more active and following the class interaction, and evaluate the teaching method used by teachers. The online formative assessments were delivered in multiple choice. Then, the offline assessments were conducted by direct asking and answering questions. Teacher 1 delivered 21 items for the online reading test and 7 items for the offline test. In addition, teacher 2 delivered 25 items for the online test and 10 items for the offline test.

In addition, the classroom observation assumed that the teachers delivered several questions that could be defined as a formative assessment. The questions are mentioned in table 1.

Teacher 1:	Teacher 2:
- I have shared the link. Have you??	- now we will talk about explanation text. What kind of text?
- So, what is the explanation text in your opinion based on the book?	- So, what do you think about these tenses?
- the boy on the back. So, what is explanation text?	- What is the difference between nouns and noun phrases?

The formative assessment is conducted to support the teaching and learning process. Brown (2014) argued that the formative assessment is utilized to evaluate both the students and the teaching method to shape the competencies and skills before continuing the material. Then the teacher's role is to prepare and facilitate the students with several assessments to encourage students' creativity, student's critical thinking, and reading ability.

B. The Manifestation of Bloom's Revised Taxonomy and the 2013 Curriculum's Formative Assessment

According to the interview process, Bloom's revised taxonomy is defined as the level of cognitive dimension in the teaching and learning process. Both teachers 1 and 2 mentioned that Bloom's revised taxonomy could help them design and plan the assessment's purpose. The teachers designed the teaching and assessment using LOTS (low-order thinking skill) and HOTS (high-order thinking skill). It is in line with Brown (2004), who argued that Bloom's taxonomy could be utilized for measuring the cognitive level in assessment practice. The cognitive level consists of remembering, understanding, applying, analyzing, evaluating, and creating.

In addition, the 2013 curriculum is utilized by the teachers as a guide in conducting teaching and assessment practice. The objective of the 2013 curriculum is to encourage and support the teachers and the English classroom to develop their skills, knowledge, and attitude. The rule of the 2013 curriculum is arranged on the Permendikbud No. 36 the year 2018. The rule mentions that the 2013 curriculum is presented in the form of core competence and basic competence. The core competence (KI) consists of KI1, KI2, KI3, and KI4, aimed as a guide, and competence should be achieved at the end of the class.

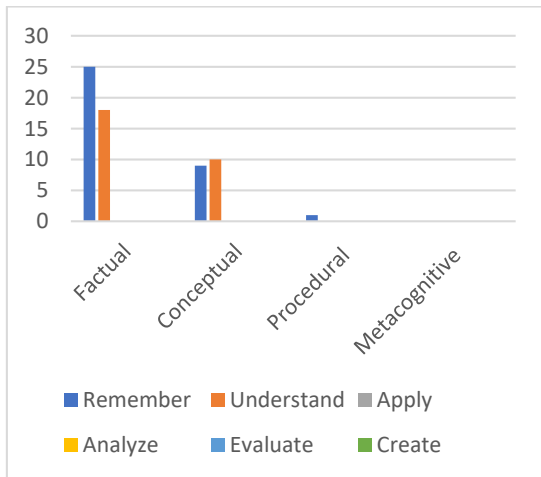
In addition, the result of the interviews with two English teachers mentioned that the curriculum is good and it can support the students to be active and have critical thinking. However, both teachers 1 and 2 have obstacles in implementing the 2013

curriculum. They mentioned that they needed more time for the English lesson to achieve maximum results. Then, the less motivation of the students makes the teachers try significant efforts and it needs more time allocation.

C. The Compatibility of The Formative Assessment Items of Reading Skills with Bloom’s Revised Taxonomy

Document analysis was used to obtain the data. Then, the document was analyzed by Bloom’s revised taxonomy rubric. The document was consisting an online reading test and several questions during the offline teaching that discussed explanation text material. The finding is presented in figure 1.

Figure 1



Based on figure 1, it can be summarized that the formative assessment for reading skills was conducted in LOTS (lower-order thinking skill). I analyzed the reading assessment that discussed the explanation text. The analysis mentioned that the teachers only designed the reading assessment with the cognitive level to remember and understand. The online assessment is conducted in multiple choice, and the offline assessment is delivered in oral or direct asking and answering. Therefore, the formative assessment for the reading skill was intended to evaluate the student’s knowledge and ask the students to be more active in following the classroom. The analysis of the reading test is presented below.

Cognitive level: Remember

At the cognitive level remember, the students are expected to remember and know the information and the previous materials. It is related to Anderson & Krathwohl (2001), who mentioned that the remember cognitive level means recalling and retrieving part of the long-term memory. According to the items analysis by Bloom’s revised taxonomy table, 34 reading test items were identified at this level. One of the examples is presented below.

Multiple Choice 1

A kite is an object which is made a light material stretched over a frame. Due to its light material a kite will lift off the ground and fly when it is tilted into the wind.

A kite is uses wind to make it fly because it is heavier than air. When wind travels over the surface of the kite, it is split into two streams of air. One stream of the air goes over the kite while the second stream goes under the kite. The upper stream above the kite. The lower stream hits the kite at a shallow angle and creates an area of high pressure. The high-pressure area has a pushing effect while the low-pressure area has a pulling effect. The combination of push and pull can create enough force to lift the kite into the air.

Kites have been known for thousands of years. They are used for military or scientific purposes. Today’s kites are much used for leisure and competition.

1. What media which use by kite to fly?

The questions above are designed by teacher 1 and identified as the remember level and factual knowledge. The items above are intended to imply and recall the information after reading the text. Then, the form of the questions is multiple choice. Therefore, the items are identified as lower-order thinking skills.

Cognitive level: Understand

The understanding level is still identified at the LOTS level. At this level, the students can have the skills to interpret, compare, classify, summarize, infer, and explain the information and material from the teacher or other sources. Based on the analysis, there are 28 items identified at this level, both in the factual and conceptual knowledge dimensions. The instances of the reading test items are presented below.

Multiple Choice 2

A natural disaster is a terrible accident, e.g., a great flood, a big fire or an earthquake. It usually causes great suffering and loss of a large sum of money. The casualties are injured or died. Some people are homeless and need medical care.

Flood occur when the water of rivers, lakes, or streams overflow their banks and pour onto the surrounding land. Floods are caused by many different things. Often heavy rainstorms that last for a brief can cause a flood. But not all heavy storms are followed by flooding. If the surrounding land is flat and can absorb the water, no flooding will occur. If, however, the land is hard and rocky, heavy rain cannot be absorbed. Where the banks are low, a river may overflow and flood adjacent lowland.

In many parts of the world flood are caused by tropical storms called hurricanes or typhoons. They bring destructive winds of high speed, torrents of rain, and flooding. When a flood occurs, the destruction to surrounding land can be severe. Whole villages and towns are sometimes swept away by water pouring swiftly over the land. Railroad track blocked and uprooted from their beds. Highways are washed away.

When a building caught fire, the firemen pitched in to help battle the blaze. Before the pumps were invented, people formed bucket caught fire. Standing side by side, they formed a human chain from the fire to nearby well or river. They passed buckets of water from to hand to be poured on the flames. The damage of the fire did depend a great deal on where it happened. In the country or small village, only a single house might burn down. But in crowded cities, fire often destroyed whole blocks and neighborhoods before being controlled.

5. From the text, we can say ...
- a. The pump is the only tool used by fire fighters now
 - b. The pump helps people to fight fires more efficiently
 - c. Fires in big cities are always very big
 - d. People no longer use buckets to control fire

Based on the test item above, the students are expected to get the point of the text and choose multiple choices. Therefore, this item is identified as the lower-order thinking skill that consists of remembering, understanding, and applying.

D. The Compatibility of Formative Assessment Items for Reading Skills and the 2013 Curriculum

The 2013 curriculum also organizes the assessment system, which mentions that the assessment should build and develop critical thinking, creative, problem-solving, and innovative skills. Susandari et al. (2020) argue that the 2013 curriculum implemented the HOTS, where the students emphasize having abilities to face the 21st century. Then, the curriculum for SMA/SMK/MA or senior high school consists of 4 core competencies described in the syllabus. The analysis is described in the table below.

	Teacher 1	Teacher 2
Amount of the items	28	35
Topic	Explanation text	Explanation text
The function of the assessment	Understanding, recognizing, recalling	Understanding, recognizing, recalling
Kind of assessment	Multiple choice	Multiple choice
The relevance	Compatible	Compatible
Skill focus	Reading	Reading

Based on the analysis above, it can be concluded that both teachers 1 and 2 are designed and conducted the assessment that compatible with the 2013 curriculum. However, they designed the assessment at the LOTS level because they still used the level of remembering and understanding.

CONCLUSIONS

The findings intended to find the compatibility of the formative assessment items for reading skills with Bloom’s revised taxonomy and the 2013 curriculum. It concluded that the assessment items of reading skill were conducted at the LOTS level where the teachers used remember level and understand level. The analysis focused in the material explanation text. Based on the syllabus, the students are expected to be able to distinguish, understand, and evaluate the social function, text structure, and linguistic elements in the explanation text and apply the knowledge in daily life. The assessment consists of 28 items by teacher 1 and 35 items by teacher 2. In addition, the teachers have several obstacles in conducting the 2013 curriculum, such as the limitation of time and the passive students in following the class activities.

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