THE IMPLEMENTATION OF BLOOM'S TAXONOMIES INTEACHING READING AT SMP NEGERI 2 SUMBERPUCUNGMALANG

Oleh: ANITA PUJI RAHAYU (03360114)
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This study concerned with the implementation of Bloom Taxonomies at SMP N 2 Sumberpucung Malang. The purposes of this study were to investigate the components of cognitive domain covered in teaching reading used by the English teachers, to investigate the components of affective domain covered in teaching reading used by the English teachers, and to investigate the components of psychomotor domain covered in teaching reading used by the English teachers.

The design of this study was descriptive research because the writer wants to describe the practices that prevail. The practice that prevails in this study was the implementation of Bloom Taxonomy in teaching reading. In this research, the writer took two English teachers in the first year students as research subjects. The instruments were used in this study were semi structured interview and observation non participant.

The finding of this study showed that Bloom Taxonomy was not implemented maximally at SMPN 2 Sumberpucung Malang. In cognitive domain, the teachers applied knowledge, comprehension, application, and synthesis. In affective domain, the teachers applied receiving, responding, valuing, organization, and characterization by value. In psychomotor domain, the teachers applied perception, set, guided response, mechanical response, and origination.