

## ABSTRACT

Aprilliyana, Wulan. 2017. *Cognitive Aspect on Junior High English Summative Test*. Thesis, English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisors: (I) Dr. Khoirul Anwar, M.Pd, (II) Candra Hadi Asmara, M.Pd

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Cognitive domain is a very important aspect of teaching and learning process. It could manage the affective and psychomotor aspect, help the students think and understand the course material, and predict academic performance. It can be measured by giving a test. In addition, the thirteen curriculum uses Revised Bloom Taxonomy as the basis of teaching and learning process, it also includes in creating an English summative test. The researcher intended to conduct an analysis of English summative test at grade eight of State Islamic Junior High School Gresik. Thus the purpose of this study was to describe the levels of Cognitive Taxonomy and describe the teacher's procedures of constructing the English summative test items based on Cognitive Taxonomy at grade eight of MTsN Gresik in the academic year 2015/2016

This study used descriptive content analysis design. The subject of this study was an English summative test paper grade eight. The researcher took the data four times and the instrument of this study was the researcher herself by using tools of document analysis, interview, and questionnaire. The researcher analyzed the data using three steps: data display, data reduction, and data conclusion.

The findings of this study were the five levels of cognitive aspect could exist on English summative test item especially multiple-choice test. They are remembering level, understanding level, applying level, analyzing level, and evaluating level in the form of zig zag while creating level could be used for essay test. In addition, the way to formulate it consists of three steps: doing an analysis, drafting, and final product that is the English summative test.

Finally, there are some suggestions provided. The first suggestion is for the teacher, the suggestions are in terms of the arrangement and the portion of cognitive level, recheck the test before printing, combine some type of tests, and do try out first. The second, the researcher suggests that the further research conduct the same research with different subjects.