

# THE IMPLEMENTATION OF BLOOM TAXONOMIES IN TEACHING SPEAKING AT SMAN 9 MALANG

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## ABSTRACT

This study concerned with the teaching speaking of Bloom Taxonomy at SMAN 9 Malang. By implementing Bloom Taxonomies, the teachers were able to understand how far the students received the material. The purpose of this study were to investigate the component of cognitive domain covered in teaching speaking used by the teachers, to find out the component of affective domain covered in teaching speaking used by the teachers, and also to describe the component of psychomotor domain covered in teaching speaking used by the teachers.

The research design of this study was descriptive to obtain the information concerning with research problems namely the implementation of Bloom Taxonomies in teaching speaking used by the teacher. The subjects of this study were two English teachers of second year class at SMAN 9 Malang. The instruments used were structured and unstructured interviews, and non participant observation.

The result of this study showed that the teachers had applied part of Bloom Taxonomy in teaching speaking. Cognitive, affective, and psychomotor domains were not applied all in teaching speaking at SMAN 9 Malang. The components of cognitive domain applied in teaching speaking at SMAN 9 Malang were knowledge, comprehension, and application. Therefore, analysis, synthesis, and evaluation were not applied in teaching speaking at SMAN 9 Malang. The components of affective domain implemented in teaching speaking at SMAN 9 Malang were receiving and responding. Meanwhile, valuing, organization, and internalizing or characterizing value were not applied in teaching speaking at SMAN 9 Malang. The components of psychomotor domain were not applied in teaching speaking at SMAN 9 Malang. Thus, perception, set, guided response, mechanism, complex overt response, adaptation and origination were not applied in teaching speaking English at SMAN 9 Malang.