ABSTRACT

This study concerns with the teaching vocabulary based on Bloom Taxonomies at SMP N 04 Batu. Hence, the purpose of this study were to know the components of cognitive domain covered in teaching vocabulary used by the English teacher; to know the components of affective domain covered in teaching vocabulary used by the English Teacher and to know the component of psychomotor domain covered in teaching vocabulary used by the English Teacher. This design of this study was descriptive qualitative research because the writer wanted to describe the activities that focus on structure, attitudes or behavior. The activities in this study were the applying of Bloom Taxonomies in the teaching vocabulary. In this research, the writer took two English teachers as research subjects. The instruments used in this study were both structure and unstructured interview and non participant observation. The result of this study showed the Bloom Taxonomies was not implemented optimally at SMPN 04 Batu. In cognitive domain, the teacher applied knowledge, comprehension, application, analysis, synthesis, and evaluation component; in affective domain, the teacher applied receiving, responding, valuing, organization, and characterization by a value component; in psychomotor domain, the teacher applied perception, set, guided response, mechanism, and origination component. The teacher did not applied the whole components, it was caused by many factors such as limited facilities, less of students’ motivation in following the lesson and the teacher’s knowledge about Bloom Taxonomies was still low so they could not apply it maximally. The facilities that were given by the school was not support the teacher to apply the entire components, less of students’ motivation in following the lesson also become the reason, they were not active in teaching learning process. And also the teacher’s knowledge about Bloom Taxonomies was still low, but it could cope by asking the other who applied the whole component.