CHAPTER I

INTRODUCTION

A. The Background of Study

In teaching learning process, teachers surely teach their students whole materials. However, there was no warranty for teachers to know all students’ understanding about the materials without a bridge that connected the process of teaching learning and the result of that process. Evaluation, the bridge of the process and the result can help the teachers as the constructor to know the effects of the process of teaching learning on the students (William: 2013). Besides that, assessment can be also used to know the students’ mastery in the materials that has been taught.

Assessment itself is a process by which information is obtained relate to some known objective or goal, while the evaluation is engaging in some processes that is designed to provide information that will help to make a judgment about a given situation (Kizlik in Watson :2014). It means that the evaluation is the engage of some assessment, so evaluation provides useful feedback about some object which does not only measure how well the teachers teach or the students learn, but also help them to be more effective.

A good process in learning is a process which gives input for the students to get output which is better than before. Government Regulation number 5, 2015 provided the ratio of assessment which is given 70% to the teachers and 30% to the government. It meant that teachers had a bigger chance to do the
evaluation in the teaching learning process than the government, so teachers had responsibilities to make the accurate measurement to evaluate the students’ understanding besides teaching, mastering the materials, and preparing teaching instruments.

One of the tools to evaluate the students’ understanding and the degree of success in teaching learning program is a test. According to Brown (2004) test is a method of measuring a person ability, knowledge or performance in a given domain. Day and Park (2005) state that well-designed questions help students interact with the text, create and construct meaning and begin to think critically and intelligently. In other hand, questions can develop the students’ thinking skills.

One of the parameters that teachers usually use for making a good test is Bloom’s Taxonomy. It is widely used as an educational planning tool included Indonesia. It can be useful for course design because the different levels can help the teachers move students through the process of learning, from the most fundamental remembering and understanding to the more complex evaluating and creating. The successive levels of Bloom’s can be applied by teachers in making a test to do the evaluation in order to know the information about the students’ achievement and to develop students’ thinking skills. The Revised Bloom’s taxonomy is the framework for classifying statements of what expect or intend students to learn as result of instruction (Krathwohl :2002). McDavitt (1993: 20) says that Higher Order Skills include analysis, synthesis, and evaluation and require mastery of previous levels, such as
applying routine rules to familiar or novel problems. Based on the McDevitt, in revised Bloom taxonomy higher order thinking skills include analyzing, evaluating, and creating.

The Revised Bloom’s Taxonomy can be used to every educational objective (Krathwohl: 2002). It is proved by the findings in social educational program by Tangsakul, et al., (2017) who analyzed the English reading comprehension test in academic year 2013-2016 using Revised Bloom’s Taxonomy. While Abosalem (2016) found that the Math summative test in Abu Dhabi were in lower order thinking skills, 57.14% in application and 28.57% are recognition items. Then, Seif (2012) analyzed the higher order thinking skills in Palestine English books found 100% items in higher order thinking skills.

The formula to develop students’ thinking skills by test’s questions for each cognitive levels of Bloom’s Taxonomy is 30% for remembering and understanding level, 40% for applying and analyzing level, 30% for evaluating and creating level (Giani, et al., 2015).

There are some changes of government regulation about the score of summative test to assign grades of the students. In Education and Cultural minister’s regulation 2013, 40% of the score is taken from summative test while 60% is taken from the state examination score; in 2014, the rules have been changed that 50% is taken from summative test, while 50% is taken from state examination. Lately, the rules have been changed that 100% taken from summative test. It means the teacher has a full of responsibilities to
evaluate their students and to make their students has a higher thinking skills. In addition, in the 2013, Indonesia has used the new curriculum, called curriculum 2013. In that curriculum, students just not only recieved the knowledge from the teacher but also develop their own thinking about the knowledge then they express it into the product. It means students thinking skills must be develop with the curriculum 2013.

However, based on the preliminary research that had been done at SMA Nasrani 1 Medan Grade XII and taken the summative test (US) in academic year 2016/2017, the summative test questions comprised of 40 multiple choices which are; 92.31% low order thinking skill (LOTS), 7.69% high order thinking skill (HOTS). The content of the test are reading comprehension of short functional text and genre text and there is no interpersonal and transactional text. Here are the examples of questions in the test.

1. Somebody cleans the room every day.
   Passive voice is:
   a. The room was clean by somebody every day.
   b. The room is cleaned by somebody every day.
   c. The room is clean by somebody every day.
   d. Somebody is cleaned the room every day.
   e. Somebody was cleaned the room every day.

2. What is the text about?
   a. The steps to cook in a microwave.
   b. The steps to use a microwave.
   c. The steps to heat food in a microwave.
   d. The steps to operate a microwave.
   e. The steps to defrost food in a microwave.

From the preliminary research above, the English summative test items not proportional with the Revised Bloom Taxonomy. It means based on the
government regulation about the score of summative test to assign grades of the students, the quality of students’ grades still in lower order thinking skills.

Therefore, same with the researcher Manalu (2016) found that that the Junior high school grade IX English summative test items were not proportional based on the six levels of Revised Bloom’s Taxonomy. From 29 items (1 is error) she found the whole of items were in lower order thinking skills, 76% in remembering, 10% in understanding and 14% in applying.

Since this condition does not create high students’ achievement, it is a reasonable step or action to analyze the English summative test based on the Revised Bloom’s Taxonomy.

B. The Identifications of Problems

Based on the background of study, problems of this study could be identified as the following:

1. The distribution of Revised Bloom Taxonomy in English summative test didn’t base on the portion.

2. The English summative test just evaluates the lower order thinking skills.

3. Summative test as the evaluation parameter could not develop the students’ thinking skills.

4. The students’ understanding as the result of teaching learning didn’t fulfill the higher order thinking skills based on Revised Bloom Taxonomy,
5. Based on the government regulation about the score of summative test to assign grades of the students, the quality of students’ grades still in lower order thinking skills.

C. The Problems of the Study

Based on the identification of the problems described above, problems of the study were formulated as follows:

1. What kinds of thinking skills were used in English summative test (US) of Grade XII at SMA Nasrani 1?
2. How were higher order thinking skills used in English summative test in academic year 2017/2018 evaluated students’ achievement?

D. The Objectives of the Study

Based on the formation of the research problem, the objectives of the study were:

1. To find out the kinds of thinking skills used in English Summative Test (US) of Grade XII students at SMA Nasrani 1 Medan.
2. To describe the ways higher order thinking skills used in English summative test in academic year 2017/2018 evaluated students’ achievement.
E. The Scope of the Study

This research focused only on the twelveth grade English Summative Test (US) arranged by the English teacher of SMA Swasta Nasrani 1 Medan based on Higher Order Thinking Skills on Revised Bloom’s Taxonomy.

The scope of the study is in analyzing twelveth grade English Summative Test (US) arranged by the English teacher of SMA Swasta Nasrani 1 Medan based on Higher Order Thinking Skills on Revised Bloom’s Taxonomy.

F. The Significances of the Study

Findings of this study expected to be able to provided information which may have theoretical as well as practical values or significance.

Theoretically, the findings of the study will be added some new theories and information in making good summative test items later.

Practically, the English teachers can evaluate the students’s achievement with the portion of thinking skills based on Revised Bloom’s taxonomy.