CHAPTER I

INTRODUCTION

A.   Background of the Study

The success of education is determined by the success of the teaching and learning process that is the integration between the activities of the teachers and students by an evaluation where the school or the teacher will give to decide on the position of the students, whether the expectations have been optimally achieved or not. In the teaching-learning process, evaluation has an important role. Evaluation is one of the steps that cannot be separated from the teaching-learning process.

There are some kinds or terms of tests categorized based on the function, such as pre-test, post-test, formative test, and summative test (Djiwandono, 2008). A summative test takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. It is more product-oriented and assesses the final product, whereas the formative test focuses on the process of completing the product. Where the formative test aims to evaluate students in the process of "forming" their competencies and skills to help them to continue that growth process.

Brown (2004:6) states that a summative test aims to measure or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. A summation of what a student has learned implies looking back and taking stock of how well that student has accomplished objectives but

does not necessarily point the way of future progress. Final exams in a course and general proficiency exams' are examples of the summative test.

Brookhart (2010) states that there are three basic principles in constructing a test. The three basic principles are specifying clearly what should be assessed and designed that requires students to demonstrate this knowledge or skill and decide what would be taken as evidence of the degree to which students have shown this knowledge or skill which is ordered levels of thinking skills from the lowest to the highest. The lower cognitive skill covers memorizing or remembering meanwhile the higher skills involve critical, logical, reflective, metacognitive, and creative thinking.

The cognitive levels are useful for categorizing learning objectives and test according to the level of complexity from recall through near transfer and far transfer. The instruction and test should match the intended learning target that we can see from indicators of competence for both content and cognitive complexity. Indicators of competence can be measured and observed to show the achievement of the basic competencies as the reference of the subjects' assessment. The indicator has become a reference for the teachers to create questions. To write the indicators, the teachers use the operational verbs. The operational verbs are contained in Bloom's Taxonomy. In the test, a taxonomy can help the teacher to create a wide range of important learning targets and thinking skills that the teacher expected the education to attain (Brookhart,2010:39).

In arranging a test, the Indonesian government used Bloom Taxonomy where the cognitive taxonomies are organized schemes for classifying instructional learning targets into various levels of complexity. A test should be

constructed based on National Education Standard. The standard is to produce qualified national education. Reported from *Edukasi Kompas (2018),* the Indonesian Education Ministry expects that tests in Indonesian should be in higher-order thinking skills by introducing the standard in National Examination. Therefore, the government creates the new curriculum to enhance student's potential named *Kurikulum 2013* which is fulfilled with the government's expectation by using high order thinking in education. The level of questions difficulty will follow the hierarchy of Bloom's Taxonomy. Sudjana (2004) states the proportion of a good test for easy, medium and difficult is 3:4:3. The easy levels are in Remember and Understand level, the medium levels are Apply and Analyze level and the difficult levels are Evaluate and Create level. The percentage of questions for each cognitive level of Revised Bloom's Taxonomy formulated as follow, 30% for C1 and C2, 40% for C3 and C4, 30% for C5 and C6.

In accordance with the 2013 curriculum, in order to improve human ability, learning can generally be categorized into three domains such as cognitive domain (knowledge), psychomotor domain (skills), and affective domain (attitudes). Within each domain are multiple levels of learning that progress from more basic, surface-level learning to more complex, deeper-level learning. This categorization is best explained by the Taxonomy of Learning Domains formulated by a group of researchers leads by Benjamin Bloom along in 1956.

Considering the point stated above, the existence of high order thinking (HOT) based on Revised Bloom's Taxonomy is crucial, especially in the test level created by the teacher. Based on the researcher's experience in PPL, there are still

English tests which do not fulfill the government regulation. She found that the test level only covers lower-order thinking where the test is not appropriate with the government expectation in high order thinking skills. So, when the students get a high score, it does not show that the student's cognitive level is high.

Some studies have been conducted on the summative test. Fredrich (2018) conducted studies on the higher-order thinking skills in student's summative tests at Senior High School. Based on the six cognitive levels of Bloom's Taxonomy, there are two levels of high order thinking skills that were implied on student's summative test, analyzing and evaluating. Another study by Bernadeta (2018) was also conducted in a Vocational School with the majority of cognitive levels on lower-order thinking. These studies focused on analyzing the cognitive levels on a summative test.

Meanwhile, based on preliminary data, the test was indicate to lower order thinking skill because the exercise question not help the students to use their thinking critically. To answer most of test, the students just need to remember and understand. Moreover the higher order thinking skills should guide tge students to gives more insight to train their critical thinking. Therefore, the researcher would like to analyze the English summative test whether the English summative test at SMP N 2 Simanindo suitable with the level of Revised Bloom's Taxonomy or not. This study will analyze the English summative test in 2020/2021 of eighth grade at SMP N 2 Simanindo. The result of preliminary data from the interview which is held after the odd final exam in 2019/2020 shows that the school held a summative test at the end of the semester. The kind of test is multiple-choice and essay, which is consists of fifty questions.

B.   The Problems of the Study

The problems of the study based on the background are formulated as the following:

1.   What cognitive levels are used in English summative test of the eighth grade at SMP N 2 Simanindo?

2.   What levels of cognitive domain are mostly implemented in the English summative test of the eighth grade at SMP N 2 Simanindo?

C.   The Objective of the Study

The objectives of the study are as follows:

1.   To find out and categorize the distribution of the cognitive level in the English summative test at SMP N 2 Simanindo

2.   To categorized and percentage the distribution of the mostly implemented cognitive domain in the English summative test of the grade eighth at SMP N 2 Simanindo.

D.   The Scope of the Study

       Many kinds of evaluations can be used by teachers to assess their students. A summative test is one of a test that is used to evaluate whether the student has accomplished the objectives. This study will be focus on the summative test that is the final semester to find the cognitive levels of the summative test of the eighth grade of SMP N 2 Simanindo in 2020/2021 of grade eighth of SMO N 2 Simanindo based on Revised Bloom's Taxonomy.

E.   The Significances of the Study

The research findings are expected to give advantages practically, it is expected that the findings of this research will useful for

a.   English Teacher, this research is useful as the consideration to create appropriate English summative tests and provides insight and skills that lead the teacher in arranging a better test in the future.

b.   Students, the research can be used as a source of useful information to improve the students' learning.