

CHAPTER 1

INTRODUCTION

A. Background of Study

Evaluation is one of the important things in teaching and learning process. It is needed to know whether the learning objective has been achieved by the students. After giving the material of teaching, the teacher will give a test as an assessment for the students to know how far the students' understanding of the material. It provides the information about students' progress during learning the lessons which can be used by the teacher to manage learning strategy and students. Stiggins, Arter and Chappuis (2007:37) state,

“We were used to thinking about assessment as the measures of impact of instructional intervention. We implement a new program or teaching strategy and then use assessment to see how effective it was. In the case of assessment for learning, assessment becomes not only the measurer of impact, but also the innovation that causes change in student achievement”.

A test is one of the kinds of evaluation that can be collected as data. To get the accuracy of the result, a test must have good quality. A good test is a test which has the criteria of validity, reliability, and practicality. The criteria are so important because it affects the success of the learning process itself. On this study, the researcher just focuses on validity. It can be appropriate to examine the extent to which a test calls for performance that suitable that of the course or unit of study being tested. In other cases, it can be focused on how well a test determines whether or not students have reached an established set of goals or level of competence.

For the validity, especially the content validity of the test, it should be in accordance with the basic competencies that have been given to the students. Brown (2003:24) states that the teacher must hold content-related evidence in high deification in the process of covering the validity of classroom test. This is also in line with what Fulcher and Davidson (2007:4) state:

“This view of validity presupposes that when we write a test we have an intention to measure something, that the ‘something’ is ‘real’, and that validity enquiry concerns finding out whether a test ‘actually does measure’ what is intended”.

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. The levels of Bloom’s Taxonomy are to accomplish the aim and to increase the learning process based on the cognitive level. Anwar and Sohail (2014: 83) explain that Bloom's Taxonomy was initially published in 1956 under the leadership of American academic and educational expert Dr. Benjamin S Bloom. Bloom's Taxonomy model is in three parts; cognitive domain, affective domain and psychomotor domain. The levels of Bloom’s Taxonomy 1956 Cognitive Domain are Knowledge, Comprehension Application, Analysis, Synthesis, and Evaluation. Anderson and Krathwhol in Krathwhol (2002:215) revised the cognitive Bloom’s Taxonomy in which the levels five and six (synthesis and evaluation) were

inverted. Cognitive domain deals with elements like Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

The test must interpret what to be measured. It is needed to achieve the good measurement as an indicator that there are the students' progresses during learning process. For the students, they will face the National Examination. They need to master the material to pass the test. Here, the teacher has the responsibility to improve the students' comprehension in learning process. To know the progress, the teacher needs to measure the students' comprehension. One of the ways is through administering test.

Before administering the test, teachers need to analyze the test item that will be examined to the students. Mohammadi, Kiany, Samar and Akbari (2015: 8) states that it was regarded as the ability to select, design and evaluate tests and assessment procedures as well as to score and grade them on the basis of theoretical knowledge. The purpose is to know the validation of the test that will measure student's comprehension that can be known from the result of the test. So, it is necessary to analyze the test based on given criteria. These test items below are some examples from class XI SMAN 1 Tebing Syahbandar.

The Travelers and a Big Tree

Once , two men traveled on a dusty and rough road that had no trees on its sides. They were walking to a distant village during daylight to attend a wedding feast.

The summer Sun was so hot that they were sweating a lot.

They looked for a shady tree for shelter from the Sun. After some time, they saw a big tree with thick, green leaves and branches spread far and wide like a big umbrella. They make a tree a shelter, put their small bundles on the ground and stretched

themselves out in the cool shadow of the tree. They felt relieved and rested for a while, talking about the wedding feast.

After about an hour, one of the travelers said to his friend, "Look! What a useless ugly old tree! So big and yet it bears no fruits at all!"

On hearing this, the tree felt insulted. Angrily, it yelled, "You, ungrateful man! You are enjoying my cool shadow and using it for a shelter, yet you call useless and ugly! Can there be a more wretched creature than you? So now, get up and get away from here!"

Feeling scared that a tree could talk, the two men ran away in horror.

(adapted from Look A Head 2.p.150)

1. What is the purpose of the text 1 above?
 - a. To tell someone's experience
 - b. To tell about the ways or steps to do something
 - c. To describe a particular place, person and thing
 - d. To retell events for the purpose of informing and entertaining
 - e. To entertain or to amuse and to teach the readers or listeners about moral values
2. What does the text 1 above belong to?

a. narrative	d. exposition
b. descriptive	e. spoof
c. procedure	
3. What is the organization of the text 1 above?
 - a. topic materials, and steps
 - b. identification and description
 - c. orientation, complication, and resolution
 - d. orientation, complication, and resolution
 - e. title or headline, series of events, and reorientation
4. What is the synonym of the underlined word 'ungrateful' above?

a. Undone	d. unhelpful
b. Unhappy	e. unskillful
c. Unthankful	
5. What is the synonym of underlined word 'ungrateful' above?

a. Undone	d. unhelpful
b. Unhappy	d. unskillful
c. Unthankful	
6. Where were the two travelers walking to
 - a. To a village during daylight to attend a wedding party
 - b. To a distant village during daylight to attend a wedding feast.

- c. To a river near a forest during moonlight to attend a wedding feast
 - d. To a cottage by a hillside during the rainy season to attend a birthday party
 - e. To a distant house during daylight to attend a very important wedding party.
7. Why did the tree feel insulted?
- a. Because one of the travelers said that the tree was a useless tree and it bore no fruits at all.
 - b. Because one of the travelers said that the tree was a useful tree and it bore many fruits on it.
 - c. Because one of the travelers said that the tree was a useful tree it didn't bear fruits and it didn't bear fruits at all.
 - d. Because the two travelers said that the tree was not a grateful tree and it did not fruits at all.
 - e. Because the two travelers said that the tree was a useless tree and it did nothing on it.

From the test items above indicate to lower order thinking skill because the exercise question not help the students to use their thinking critically. To answer most of items of the exercise the student just need to remember and understand. Moreover the higher order thinking skill should guide the students to gives more insight into their thinking and learning to answer the questions. It is reasonable step to analyze the English Summative test items that is done at the end of learning process in a semester whether the test suitable with the level of Bloom Taxonomy or not and this research can help the teacher to organize the test question which help the students to think critically.

Teacher as evaluator has authority to do assessment from planning until realization, especially arranging the test. The quality of the test is established by teacher's capability to arrange it. There is a problem if the tests have low accuracy that influences how to manage the students' progress. The levels of order thinking are very important to know whether the students comprehend the lesson or not.

Because of that, it is needed to analyze the test. The tool to analyze is Revised Bloom's Taxonomy cognitive domain. Reeves (2012:19) states that Bloom's Taxonomy has been applied in education including as a tool to plan examination questions. It is to ensure that assessment includes a range of lower- and higher-level cognition questions.

B. The Problems of the Study

In this study, the researcher discusses the quality of English Summative test items for second year of Senior High School in academic year 2015/2016. More specifically, the problems of this study are formulated as follows:

1. How does the distribution of English Summative test items of second year students in SMAN 1 of Tebing Syahbandar correspond with the cognitive levels of the revised Bloom's Taxonomy?

C. The Objectives of the Study

The objectives of the study are as follows:

1. To discover whether the English Summative Test items in odd and even semesters of second year students in SMAN 1 in Tebing Syahbandar academic year 2015/2016 correspond with cognitive level in the revised Bloom's Taxonomy.
2. To categorize and percentage the distribution of cognitive level of Bloom's Taxonomy in English Summative Test items in odd and even semesters of

second year students in SMAN 1 in Tebing Syahbandar academic year 2015/2016.

D. The Scope of the Study

To make this research understood clearly, it is limited the study on the implementation and the distribution of cognitive domain of Revised Bloom's Taxonomy of English Summative test items second grade in the academic year 2015/2016 in SMAN 1 Tebing Syahbandar focus on reading skill multiple choice tests.

E. The Significance of the Study

First, the result of this study is expected to be useful for the researcher. It informs how is the fact about the implementation of the cognitive domain of Revised Bloom's Taxonomy of the test. So, the researcher that will be a teacher in the future can produce a good test to get the accuracy evaluation. The second, through this research, the teacher can know about a good test item for the next evaluation used. The third, this research finding will be useful for other researchers who want to investigate the item analysis, especially dealing with the use of Revised Bloom's Taxonomy of the content validity of the test.