CHAPTER I

INTRODUCTION

A.   The Background of the Study

In teaching learning process, there are some responsibilities that teacher has to do such as mastering the material, preparing the opening until the closing of teaching learning process, and doing the evaluation. Because of these reasons, teacher is classified as a profession that needs competences, qualification, and skills in educational field, which is gained through the educational process and practice in a quite long period time (until the university level), to give a professional service to the students.

Related to the national policy, Indonesian government has formulated four competencies of teacher, they are pedagogy, personality, professional, and social competences which have been added to Government Regulation number 19, 2005 about National Education Standard, and rules about Teacher and Lecturer. They are all different; each competence has its own field. Pedagogy competence is the capability of managing students' learning process including understanding towards the students, designing and applying the lessons, evaluating students' learning results, and also developing the students to actualize the potencies they have (Yasaratodo, 2015: 10).

One of the teacher's administrative duties in pedagogy competence is doing the evaluation. For every topic that teachers have taught, they must do evaluation to know their students' achievement. The information about

students' achievement is very important in education system because it shows how far the teachers succeed in teaching learning process. Information about students' achievement can be seen from assessment and evaluation.

Assessment itself is a process of collecting and interpreting evidence for some purposes and making judgments relating to the outcomes, while evaluation is a process of collecting evidence and making judgments about programs, systems, materials, procedures, and processes (Nurfiqah, et al., 2015: 2). Evaluation provides useful feedback about some object which does not only measure how well the teachers teach or the students learn, but also helps 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 provides the percentage of assessment which is given 70% to the teachers and 30% to the government. It means making evaluation to provide an accurate measurement of students' competence is one of the teachers' responsibilities besides teaching, mastering the materials, and preparing teaching instruments. Teachers cannot easily judge the students whether they already succeed or not in learning process by careless evaluation.

One of the tools for measuring the students' achievement and the degree of success in teaching learning program is a test. Through the test, the teachers can figure out the students' achievement. By knowing the achievement of the students, teachers can measure how many assigned

materials are mastered, how well students learn the materials, and the most important thing is how well students achieve the stated goals or indicators and objectives.

Well-prepared syllabus and lesson plans do not automatically affect students' achievement (Adnyayanti, Marhaeni, and Artini, 2013:7). It means teachers must give them a good test to make high students' achievement. Besides, there is a parameter that teachers can use in making a good test which 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.

There are two test types which are used by teachers in teaching learning process, formative test which is administered during the learning process and summative test which is administered at the end of the term, semester, or year. Summative test takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. The result of this test is to assign grades of the students after completing the instruction. These two tests must be qualified since test is intended to measure students' achievement and the degree of success in teaching learning program.

There are some changes of government regulation about the score of summative test to assign grades of the students. In 2012, 40% of the score is taken from summative test while 60% is taken from the state examination score. Lately, the rules have been changed that 60% is taken from summative test, while 40% is taken from state examination.

The portion of the question for each cognitive levels of Bloom's Taxonomy is formulated as follow, 30% for remembering and understanding level, 40% for applying and analyzing level, 30% for evaluating and creating level (Giani, Zulkardi, and Hiltrimartin, 2015: 5). There are summative tests arranged by teachers which are not based on the criteria in the curriculum's expectations and the cognitive domain. It is supported by the finding of Manalu in her research. Manalu (2016:41) found at SMP Negeri 3 Tebing Tinggi that the portion of English summative test was 97% for remembering and understanding level, 0% for applying and analyzing level, and 3% for evaluating and creating level.

Furthermore, based on the preliminary research at SMA Methodist Pancur Batu Grade XII on Saturday, 23rd April 2016, the summative test questions comprise of 50 multiple choices, which are; 72% for remembering level, 22% for understanding level, 0% for applying level, 2% for analyzing level, 4% for evaluating level, and 0% for creating level. The questions which are classified to remembering level: number 03, 04, 05, 06, 07, 08, 09, 11, 13, 14, 15, 17, 22, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, and 50; which are 36 questions. The questions which are

classified to understanding level: number 01, 02, 10, 12, 16, 18, 19, 21, 24, 37, and 48; which are 11 questions. The question which is classified to analyzing level: number 23; which the total is 1 question. The questions which are classified to the level of evaluating: number 20 and 49; which the total are 2 questions.

The questions have been categorized as remembering because they are suitable to the definition of remembering level of Revised Bloom's Taxonomy, which is retrieving, recognizing and recalling relevant knowledge from long term memory. The questions demand the students to call their memory about the lesson they had learnt before, such as tenses and so on. And so do the other questions which had been categorized, they are suitable with each definition of the cognitive level of Revised Bloom's Taxonomy.

The finding at SMA Methodist shows that the English questions in summative test are the most in remembering level of Revised Bloom's Taxonomy. It means the objective of teaching and learning process cannot be achieved maximally since the summative test items do not cover the entire cognitive dimension of Revised Bloom's Taxonomy.

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 Problems of the Study

Based on the background of the study described above, problems of the study are formulated as follows:

1. Were the English Summative Test items for grade XII Senior High School in academic year 2015/2016 arranged based on the portion of cognitive level of Revised Bloom's Taxonomy?

2. Did the English Summative Test items measure the students' achievement accurately?

C.   The Objectives of the Study

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

1. To analyze the English Summative Test of Grade XII students at SMA Methodist Pancur Batu based on Revised Bloom's Taxonomy.

2. To evaluate the English Summative test made by the teachers whether it measures the students' achievement accurately or not.

D.   The Scope of the Study

This research will focus only on the grade XII English Summative test arranged by the English teacher of SMA Methodist Pancur Batu based on Revised Bloom's Taxonomy.

The scope of the study is in analyzing grade XII English summative test arranged by the English teacher based on Cognitive domain of Revised Bloom's Taxonomy.

E.   The Significances of the Study

Findings of this study are expected to provide information which may have theoretical as well as practical values or significance.

1. Theoretically, the findings of the study later can add some new theories and information in making good summative test items.

2. Practically, the English teachers can evaluate their summative test, is it already good to be given to the students to measure their English acquisition or not.