

CHAPTER I

INTRODUCTION

A. Background of the Study

In teaching and learning process, evaluation is an indispensable part. The position of evaluation is irreplaceable. It acts as an instrument to measure and evaluate students' contribution as well as achievement of the subject matter, in short, evaluation makes it easier for teacher to assess the students' performance in the classroom. Bumagat (2004: 5) states that teaching, learning and evaluation are three interdependent aspects of the educational process. Therefore, evaluation is a vital part of teaching-learning process. Shofiyah (2015) added that evaluation is a means of determining the effectiveness of teaching methodologies, instructional materials and other elements affecting the teaching-learning situation. Then stating that the aim of evaluation itself is to evaluate students' achievement and students' progress in teaching and learning process. The result of evaluation can be used as a benchmark for instructional enhancement. As stated by Hughes (2013:3) a test is intended to measure students' achievement and the degree of success of the teaching and learning program.

Bumagat (2004:7) states that the purpose of evaluation in teaching and learning especially in the language teaching and learning program is that to know the students' language mastery level which consists of four language skills; speaking, listening, reading, and writing; and the language components; pronunciation, vocabulary, and grammar.

There are many sorts of evaluation which can be used by teacher to assess their students. Test is the most commonly used one of the kinds. The test used by teachers arranged to evaluate students' competences as well as understanding of materials which have been taught by teachers. The test is usually tested to the students in the mid-semester as well as in the final semester after all materials have been taught. Sometimes, a few teachers give a-per-chapter test to know how far the understanding of students about the materials taught by teachers for one chapter or some teachers give test or sort of quiz to know the students' comprehension as well.

A problem comes up when many teachers do not put good attention to an evaluation which is in a form of test item for the English final test they have created or arranged, in fact, this evaluation is really important for the teachers to know the quality and the level of difficulty of the test they have created or arranged.

Stated by Shofiyah (2015) that by analyzing the test created by teachers, they will know whether the test made by them is already valid and reliable or not, whether the test is too easy or too difficult for the students, whether the test can discriminate the upper and lower students or not and teachers should make sure that the distractors they made are really able to distract students' answer because the better the test items constructed by the teacher is the more reliable the score of the students and the reliable score can be used as the representative of the students' ability.

Argued by Adnyayanti, et. al (2013:7) that making a well prepared syllabus and lesson plan is not enough because it does not automatically create a high students' achievement therefore, conducting evaluation to every topic discussed in the classom is one of the most important things of teachers' tasks.

As quoted from *edukasi.kompas.com*, Muhadjir Effendy, the Ministry of Education and Culture of Indonesia, in April 2018 stated that based on the study of Programme for International Student Assessment (PISA) Indonesian students competence is in rank 63th from 72 countries. He added that teaching and learning process will be evaluated based on the interantional standard which applies High Order Thinking (HOTS) and this concept (HOTS) will be implemented throgh curriculum 2013.

Considering the point stated above, the existance of High Order thinking (HOT) based on Revised Bloom's Taxonomy (RBT) is crucial, especially on the test level created by teacher. As a fact, there are still English tests which do not fulfill the government regulation. Found by Nurfiqah, et.al (2015), in SMAN 5 Pontianak 4 test items from 50 multiple choice of English summative test items for first semester of grade XI needed revisions. The data showed that there are 46 items of the test which match to the indicators, and there are 4 items of the test which do not machth to the indicators.

Moreover, based on the preliminary data at SMK Al Razi Sinar Harapan Medan, the spread of 20 multiple choice English questions for first-semester examination of grade X showed that the English questions for this

semester are mostly in remembering level. It can be taken a few examples of the items at the following explanation.

A: *..... drink a cup of milk everyday?*

B: *Yes, she does*

- a. *Do you*
- b. *Does she*
- c. *Do they*
- d. *Does she*

This first question of the final semester test does not indicate higher order thinking skill. Question number one shows first level of low order thinking, remembering. It only asks the students to recognize the use of simple present tense.

The doctor the prescription now

- a. *is make*
- b. *are makes*
- c. *is making*
- d. *is makes*

Question number two indicates the first level of low order thinking as well, remembering. The exercise question asks the students to recall the pattern of present continuous tense.

She always..... her parents

- a. *helped*
- b. *helping*
- c. *help*
- d. *helps*

The question number three also indicates first level of low order thinking, remember. It asks the students to recall the use simple present.

These questions are in the low order thinking and they do not help the students use their critical thinking because it only covers lower order

thinking, *remembering*. We find no higher order thinking like *analyzing*, *evaluating*, and *creating* based on revised bloom's Taxonomy (RBT).

Considering the existance of High Order Thinking (HOT) based on Revised Bloom's Taxonomy (RBT) in English-test questions is essensial, this study aims at analyzing kinds of English summative-test questions level in the first and the second semester of SMK Al-Razi Sinar Harapan Medan for the tenth and eleventh grade based on the theory of Revised Bloom's Taxonomy. The items of this test had never been analyzed before. It means that the high order thinking of the test was not known. Thus, it is necessary to analyze these test items in order to know the level of high order thinking of the summative tests of SMK Al-Razi Sinar Harapan Medan.

B. Problem of the Study

With reference to the background of the study, the problem was formulated as the following: "What levels of high order thinking were found in English summative tests of the tenth and eleventh grade at SMK Al-Razi-Sinar Harapan Medan?".

C. Objective of the Study

In line with the problem, the objective of this research was: "to describe the levels of high order thinking in English summative tests of the tenth and eleventh grade at SMK Al-Razi Sinar Harapan Medan".

D. Scope of the Study

The study investigated the English summative tests of the tenth and eleventh grade at SMK Al-Razi Sinar Harapan Medan based on the components of the cognitive domain of Revised Bloom's Taxonomy (Krathwohl and Anderson, 2001) namely remembering, understanding, applying, analyzing, evaluating, and creating.

E. Significance of the Study

The findings of this study were expected to give some advantages to the theoretical as well as practical use.

1. Theoretically, it was expected that the findings of this research could be a reference and contributed to other researchers.
2. Practically, it was expected that the findings of this research would be useful for:
 - a. English teacher, this research could be used to be one of the considerations to create appropriate English summative test which is equipped by high order thinking stimuli.
 - b. Students, the research could be used as source of information to improve the students' high order thinking in doing the test.