

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Evaluation has an important role in every activity. In teaching English, evaluation provides information on how successful an effort has been made. The information obtained, will be very useful for future improvements. Evaluation considers teaching and examination as two sides of a coin that cannot be separated. Norman. E Gronlund said that evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupil (Puspitasari, 2016).

A test is a type of evaluation instrument that is used to assess the teaching and learning process. Tests are also utilized for a variety of purposes in the fields of vocational education and technology. Test results can be used to place students in the most appropriate classes or programs. Exams are an important aspect of the teaching and learning process if they are integrated into daily classroom teaching and designed to be a part of the cumulative learning process. According to Hughes, the test is designed to assess student accomplishment and the program's overall success (Pradanti et al, 2018).

Teachers can assess students' knowledge and abilities through testing, which allows students to track their own development and teachers to make daily improvements to their instruction. A test is a way for determining a person's skill, knowledge, or performance in a specific topic. According to Hughes, the test is also used to identify a student's strengths and

shortcomings, as well as to determine what learning still needs to be done (Bernasela, 2014).

Djiwandono states that there are two kinds of tests. The first is the Standardized test, and the second is the Teacher-Made test (Asyhar, 2017). An example of the Teacher-Made test is a summative test. Furthermore, Arikunto argues that summative test can be likened to semester exams which are usually carried out at the end of each semester (Asyhar, 2017). This is test that is made based on material and specific objectives created by the teacher for his own class. The summative test will be a source of information for the teacher to find out students' understanding of the material for one semester and also determines whether the student can continue his studies to the next class or not.

Based on the results of interviews that have been conducted with two English teachers, summative test was also being conducted in SMK St Nahanson Parapat. SMK St Nahanson Parapat is one of the vocational schools in Sipoholon, located on Jl. Balige KM. 7 Sipoholon, North Tapanuli Regency, North Sumatra. SMK St Nahanson Parapat is one of the schools accredited A based on the National Accreditation Board for Schools / Madrasahs (BANSM). SMK St Nahanson Parapat is a private vocational school that implements the 2013 curriculum, where this school is known to have carried out the odd semester exams in December 2020.

The 2020/2021 odd semester exam questions used are in the form of multiple choices and there are 25 test items compiled by the English teachers. In conducting the test, the final exam questions that have been made are

rarely analyzed by the teacher. As for, the educators makes the questions by looking at textbooks, or student worksheets that have been made from several book publishers, or revised questions that have existed from years ago, so it is not yet certain whether the questions made are in accordance with the basic competencies and indicators contained in the syllabus.

Based on the research conducted by Amelia et al in 2015, which discusses about the analysis of the distribution of items based on the cognitive domain of bloom's taxonomy, the results of the analysis of this study show that the criteria for test questions at SMPN 14 Jember 2014/2015 academic year only contain the cognitive level of knowledge (C1), understanding (C2), and application (C3) with a percentage of 13.3% for the cognitive level of knowledge (C1), 46,7% for the level of cognitive understanding and 40% for the cognitive level of application (C3). From this research, the questions tested tend to use the easy category questions (LOT). This will have an impact on the inability to measure students' higher order thinking skills and the percentage of the distribution of the items does not meet the proportion that should be.

Bloom, argued that, from the learning outcome evaluation materials prepared by the school, the largest percentage of items submitted only asked students to express their memorization and memorization was the lowest level in thinking ability (Amelia et al., 2015). In additions, Bloom classifies cognitive dimension into two parts: LOTS (Lower Order Thinking Skill) and HOTS (High Order Thinking Skill). LOTS consist of Remembering (C1), Understanding (C2), and Applying (C3). HOTS are divided into Analyzing

(C4), Evaluating (C5), and Creating (C6).

Furthermore, in implementing the 2013 Curriculum, *Permendikbud* No. 21 of 2016 concerning educational content standards, teachers, as professional educators, must be able to develop HOTS assessment instruments. According to Lestari (2016), Higher Order Thinking Skill (HOTS) or higher order thinking skills are the abilities to connect ideas and facts, analyze, explain, hypothesize, synthesize, or reach a conclusion to solve problems (Widyanatya, 2016). In additions, Septiyana (2016) states that the proportion of questions for the distribution of dimensions of cognitive process at the SMA / MA level should be 30% questions for remembering (C1) and understanding (C2), 40% questions for applying (C3) and analyzing (C4), and 30 % questions for evaluation (C5) and creating (C6).

The result of the English summative test at SMK St Nahanson Parapat Sipoholon was very good. According to the English teachers, there are 115 students in the eleventh grade. The results of the odd semester exam show that 95% of the students have passed the minimum score of 75 (KKM) required by the school. 20% of the students managed to score 80-85, 30% of them scored 86-90, and 45% are successfully completed the exam with scores above 90. In more detail, there are 20% of the students who managed to get perfect scores on the odd semester exams of 2020/2021 academic year. It means that all of the eleventh grader could solve the test.

The fact that the English Summative test in SMK St Nahanson Parapat are rarely analyze and was made by the teachers become the good consideration in conducted the research. Another consideration of the

researcher to do the test analysis and mapping the reading questions was because reading questions are considered more difficult than other types of questions in English test, such as, grammar test, vocabulary test, and etc. Shape (2000) identified eight types of questions commonly used in reading tests. The 8 types are: previewing, reading for main ideas, using context for vocabulary, scanning for details, making inferences, identifying exceptions, finding references, and referring to the passage (Solikhah, 2015). Hence, when working on English questions such as in the Semester exams, UAS, UN, SBMPTN, TOEFL, IELTS, and so on, the reading test often makes the reader stuck or confusing. Apart from having to read long texts, the time was limited (Solihati and Suharto, 2020).

Based on the explanation above, this research focused on the English summative test in SMK St Nahanson Parapat. The analysis based on the cognitive domain of Revised Bloom's Taxonomy. The differences between this research with the previous study were the research design and the data and data sources. This research was descriptive qualitative research, and the data and data sources comes from vocational school, on the other hand, the previous study were commonly quantitative research and the data comes from Junior or High School students.

The phenomenon above determine the researcher in conducted a research with the title “**Mapping Reading Questions of Summative Test for Eleventh Grade of SMK St. Nahanson Parapat Sipoholon**”.

## **B. The Problems of the Study**

Based on the background above, the researcher arranges the problems of this study as;

1. What is the distribution of the cognitive dimensions of Revised Bloom's Taxonomy in reading questions of the summative test?
2. What is the distribution of the Indicators of the English exam in reading questions of the summative test?

## **C. The Purposes of the Study**

In line with the problems of the study, the purposes of the study are;

1. To find out the distribution of the cognitive dimensions of Revised Bloom's Taxonomy in reading questions of the summative test.
2. To determine the distribution of the English exam Indicators in the summative test reading questions.

## **D. The Scopes of the Study**

The researcher focused the study on some points in order to make this study deeper in comprehending the issue. This study entitled Mapping Reading Test of Summative Test of Eleventh Grade Student of SMK St Nahanson Parapat Sipoholon more focused on:

1. The summative test of first-semester exam in English subjects for Eleventh grade student of SMK St Nahanson Parapat Sipoholon in the 2020/2021 academic year.
2. The Distribution of Revised Bloom's Taxonomy cognitive process

dimensions in reading questions of the first-semester exam items.

3. The Distribution of the Indicators in reading questions of summative test.

**E. The Significance of the Study**

1. Theoretically

Theoretically, this study is important to give the explanation about the cognitive dimension process of Revised Bloom's Taxonomy in evaluating student's test and assessment.

2. Practically

Practically, this study has a benefit for the teacher to know the quality of the English final test that teacher used and to add the information about the distribution of cognitive processing dimensions of Revised Bloom's Taxonomy on the exam questions.