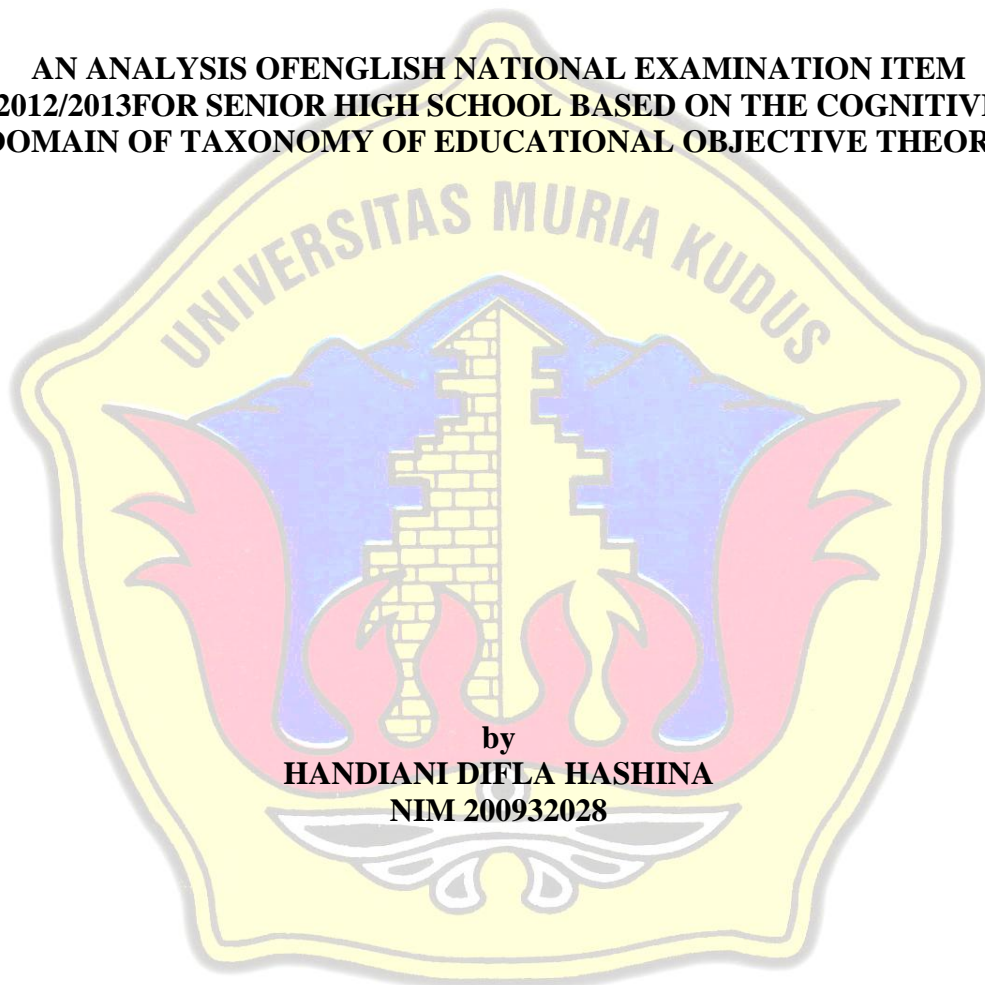




**AN ANALYSIS OF ENGLISH NATIONAL EXAMINATION ITEM  
2012/2013 FOR SENIOR HIGH SCHOOL BASED ON THE COGNITIVE  
DOMAIN OF TAXONOMY OF EDUCATIONAL OBJECTIVE THEORY**



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MURIA KUDUS UNIVERSITY  
2013**



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**SKRIPSI**

**Presented to the University of Muria Kudus  
In Partial Fulfillment of the Requirements  
for Completing the Sarjana Program in English Education**

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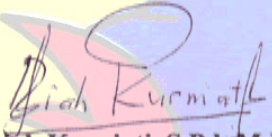
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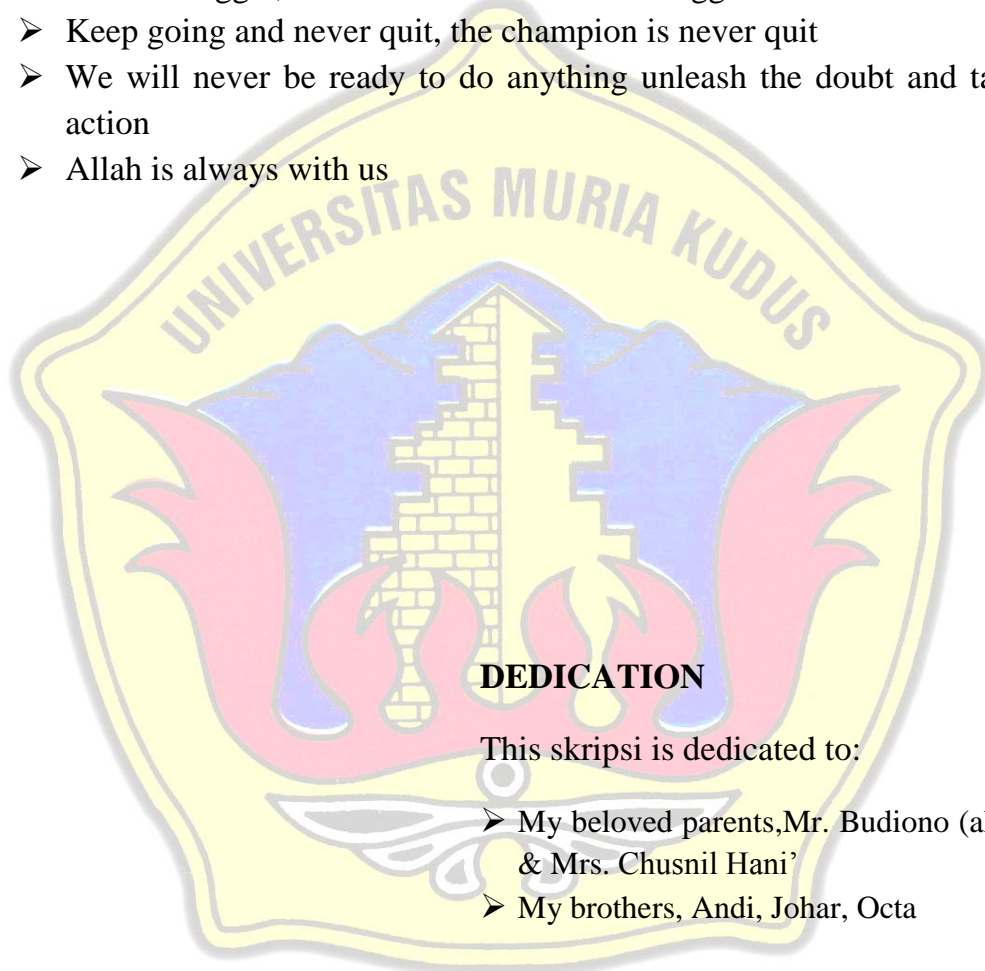
  
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## MOTTO AND DEDICATION

### MOTTO

- Allah will never change the condition till the people change it by themselves
- If you want to start a new beginning, make a peace with your past
- Real success is determined by two factors, faith and action
- Life is struggle, there is no life without a struggle
- Keep going and never quit, the champion is never quit
- We will never be ready to do anything unless the doubt and take action
- Allah is always with us



### DEDICATION

This skripsi is dedicated to:

- My beloved parents, Mr. Budiono (alm) & Mrs. Chusnil Hani
- My brothers, Andi, Johar, Octa

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Alhamdulillah, the researcher thanks to Allah SWT so she is able to finish writing the research entitled **"An Analysis of English National Examination Item 2012/2013 for Senior High School Based on The Cognitive Domain of Taxonomy of Educational Objective Theory"**.

The writer realizes that she would not be able to complete her skripsi without support, advice and encouragement from many persons. Therefore, she would like to deliver her great thanks, to those who are directly or indirectly involved in the completion of this research. Especially for:

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7. Her beloved family, Mom Chusnil Hani' who patiently supports and teaches, Budiono who wisely guides, her brothers Handi Firmansyah, Handi Ilham Jauhar, Octa Try Setiya Budi for the warm care, and her family especially her uncle for the support.
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Finally, the writer hopes that this skripsi will be useful for those especially who are in the field of education.

Kudus, July 29<sup>th</sup>, 2013

**Handiani Difla Hashina**



## ABSTRACT

**Difla, Handiani Hashina.** 2013. *An Analysis of English National Examination Item 2012/2013 for Senior High School Based on The Cognitive Domain of Taxonomy of Educational Objective Theory.* Skripsi. Department of English Education. Faculty of Teacher Training and Education. University of Muria Kudus. Advisors: (i) Drs. Suprihadi, M.Pd. (ii) Diah Kurniati, S.Pd, M.Pd

**Key Words:** *English national examination and cognitive domain*

The English national had been passed in years, many people assumes that is not effective way to measure the student's competence, the material, standard of graduate competence are too high that makes the students fail in the examination. The writer thinks to analysis English national examination 2012/2013 for senior high school why the English national examination can be make night mare for students. The writer want knows skill level what covered in the English national examination 2012/2013 for senior high school and skill level appropriate or not for senior high school with use cognitive domain of taxonomy of educational objective theory.

Cognitive domain is which concerned with knowledge outcomes and intellectual abilities and skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories.

The purpose of this research is to find out cognitive domains of taxonomy of educational objective theory covered in the English national examination item 2012/2013 for the senior high school.

This is an qualitative descriptive research design, because this research does not use the research data such as number. It describes what cognitive domains of Taxonomy of educational objective theory are covered in English national examination item 2012/2013 for senior high school. The data were collected by using documentary method. There are 20 packages in English National Examination 2012/2013 for Senior High School. But the writer takes 5 packages to analysis. They are B23, B24, B25, B26, B27. Consist of listening, reading and writing. Listening consist of 15 items, reading section consist of 30 test item, writing consist of 5 test item. All of test type in items used in English National Examination (UN) for Senior High School 2012/2013 is Multiple-choice item.

The result of the data for analyzing the cognitive domain of taxonomy of educational objective theory are covered test items of package B23, B24, B25, B26, B27 in the English national item 2012/2013 for senior high school in listening section mostly used level of comprehension, reading section were in the level of knowledge and comprehension. But the cognitive domain in reading section mostly used level comprehension, and the cognitive domains in writing section were application and synthesis. It means that level of difficulties of each test items in listening, reading and writing section is appropriate with the level of knowledge which is owned by the Senior High School students.

From the facts above, so that the writer suggests that the item test of English national examination should be compatibility with the level of knowledge which is owned by the Senior High School students, the teacher should give more attention on the cognitive domain of taxonomy of educational objective theory or skill level difficulties and graduated competence standard (SKL) to give try out in preparing the English national examination for the students, because the entire test item of English examination test cover in SKL, the students should able to identify the skill level difficulties and graduated competence standard (SKL) to predict the answer of the test item, because it will make the students easier to do the test, the government especially the Education National Standard Board (BNSP) who set the test of English national examination should be more careful in arranging the test. Although the test is good, the test item need revised in the skill level of difficulties of students especially, test typing, test instruction, SKL covers in the entire test item.



## ABSTRAK

**Difla, Handiani Hashina.** 2013. *Analisis soal ujian nasional bahasa Inggris untuk sekolah menengah atas tahun 2012/2013 berdasarkan cognitive domain pada teori pendidikan Taxonomy objektif.* Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Pendidikan. Universitas Muria Kudus. Pembimbing: (i) Drs. Suprihadi, M.Pd. (ii) Diah Kurniati, S.Pd, M.Pd

**Kata Kunci:** *ujian nasional bahasa inggris dan cognitive domain*

Ujian nasional bahasa Inggris sudah dijalankan bertahun-tahun, meskipun begitu banyak orang berasumsi bahwa cara ini tidak efektif untuk mengukur kompetensi siswa, materi soal, standard kompetensi kelulusan adalah hal itu semua yang membuat siswa merasa takut terhadap ujian. Penulis berpikir akan menganalisis ujian bahasa Inggris SMA 2012/2013 mengapa dapat membuat siswa takut untuk menghadapi ujian. Penulis ingin mengetahui tingkat kemampuan apa yang digunakan dalam ujian nasional bahasa Inggris 2012/2013 untuk SMA dan apakah tingkat kemampuan sudah sesuai dengan siswa SMA dengan menggunakan *cognitive domain* pada teori pendidikan *Taxonomy objektif* untuk menganalisisnya.

*Cognitive domain* adalah yang mana terkait dengan hasil pengetahuan dan kemampuan siswa. Ini termasuk dalam mengingat kembali atau pengenalan spesifik fakta, pelaksanaan pola dan konsep pengembangan kemampuan siswa. Dan *cognitive domain* dibagi menjadi enam kategori kemampuan.

Tujuan dari penelitian ini adalah untuk mencari tahu *cognitive domain* apa yang digunakan dalam ujian nasional bahasa Inggris untuk SMA tahun 2012/2013.

Pada penelitian ini, peneliti menggunakan riset yang bertujuan menguraikan atau menginterpretasikan hasil analisis yang diperoleh karena penelitian ini tidak menggunakan data dengan rumus perhitungan. Dalam mengumpulkan data peneliti menggunakan metode dokumentasi. Ada 20 paket dalam ujian nasional bahasa Inggris untuk SMA tahun 2012/2013. Tetapi peneliti hanya menggunakan 5 paket soal yang berbeda untuk dianalisis. Yaitu paket B23, B24, B25, B26, B27. Dalam setiap paket terdiri dari sesi mendengarkan, membaca dan menulis. Mendengarkan terdiri dari 15 soal, membaca ada 30 soal, dan 5 soal dalam sesi menulis. Semua tipe soal yang digunakan dalam ujian nasional bahasa Inggris untuk SMA tahun 2012/2013 adalah pilihan ganda.

Hasil dari data analisis yang telah dilakukan penulis untuk mengetahui *cognitive domain* apa yang digunakan dalam soal ujian nasional bahasa Inggris untuk SMA tahun 2012/2013 di paket B23, B24, B25, B26, B27 dalam semua sesi. Pada sesi mendengarkan diperoleh semuanya menggunakan tingkat

*comprehension* atau pemahaman, pada sesi membaca kebanyakan menggunakan tingkat *comprehension* atau pemahaman dan sebagian menggunakan pengetahuan, di sesi menulis menggunakan tingkat *application* atau penerapan dan tingkat *synthesis* atau perpaduan. Dari hasil tersebut bahwa tingkat kesulitan masing-masing soal ujian nasional bahasa Inggris untuk SMA tahun 2012/2013 pada semua sesi sudah sesuai dengan tingkat pengetahuan pada siswa SMA.

Berdasarkan hasil penelitian di atas, penulis memberikan masukan bahwa soal ujian nasional bahasa Inggris seharusnya sesuai dengan tingkat pengetahuan pada siswa SMA, diharapkan para guru Bahasa Inggris untuk memberikan perhatian lebih terhadap *cognitive domain* pada teori pendidikan *Taxonomy* objektif atau kemampuan tingkat kesulitan dan standar kompetensi kelulusan (SKL) untuk memberikan percobaan soal ujian untuk siswa terlebih dahulu untuk mempersiapkan dengan matang ujian bahasa Inggris, diharapkan siswa-siswa mampu untuk mengidentifikasi tingkat kesulitan dan standar kompetensi kelulusan (SKL) untuk memprediksi jawaban soal ujian, karena ini akan mempermudah siswa dalam menjawab soal dengan benar, pemerintah khususnya Badan Nasional Standar Pendidikan (BNSP) yang mana adalah badan pendidikan yang membuat ujian nasional diharapkan lebih hati-hati dalam menyusun soal ujian. Meskipun soal ujian termasuk soal ujian yang bagus, soal ujian membutuhkan revisi pada tingkat kesulitan siswa, pengetikan soal, perintah soal ujian, SKL diharapkan dapat mencakup semua soal ujian.

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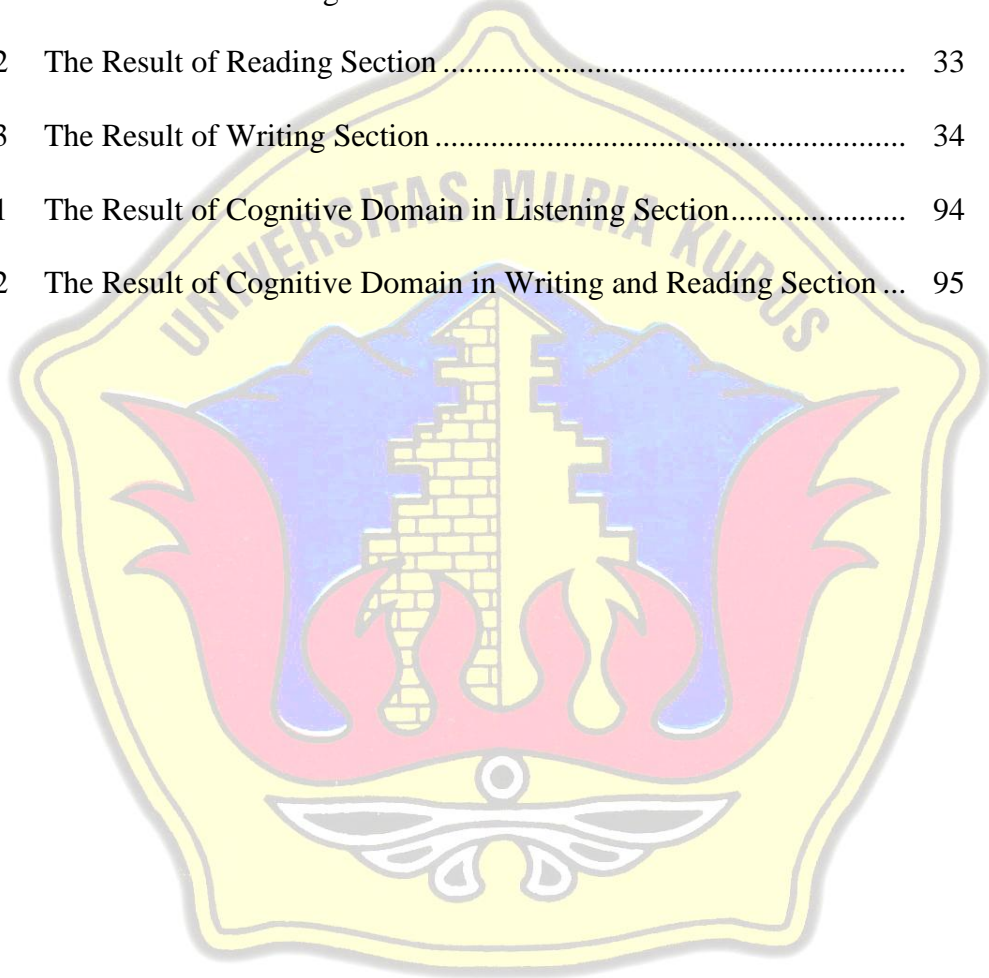
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