

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation of the study, and definition of the key terms. The researcher would discuss them one by one.

1.1. Background of The Study

Education is one thing that becomes very important to increase quality and quantity of nation. Achievement of the education purpose can be measured by one activity. That is evaluation. Evaluations used to measure the skill level of the students. National Examination is one of evaluation which made by BSNP.

The aim of national examination is to evaluate students' competence in certain subject. Here, national examination determines basic continuity of students to the next level. It still makes controversial. It means that there are many pro and contra from group of people. Some disagree and other agree with national examination.

There are some reasons which form the background of agreement to organize it. They are public accountability, quality control, pressure to achieve, diagnostic reason, selection and placing (*Purwantini & Purwanti, 2007:36*). The implementation of final examination considered that it can make students and teacher discipline in study to achieve SKL(Graduate Competence Standard) which was decided by the government to increase education quality in Indonesia.

Besides, national examination also makes a big burden, especially for students. It is caused by increasing of Standard of Graduate Competence (SKL) from year to year.

National Examination is one of the ways to measure the students' competence and becomes an instrument to determine the students' graduation. Now, the existence of it becomes a controversy. National Examination also becomes a nightmare for most Indonesian students. In this case, the implementation of National Examination becomes a phenomenon that makes students fearful, feels afraid, and pressured. They feel afraid if they failed in examination.

The National Examination had just passed, but many people still assume that it is not an effective way to measure the students' competence for some reasons. First, it is held in five days in which the subjects tested do not cover all of the materials given during the teaching learning process. This makes them not to agree to hold the National Final Examination. Second, they think that the standard of graduate competence is too high that makes the students fail in the examination.

However, from the government's point of view, the National Examination is necessary to be held because it can measure whether the curriculum is successfully implemented. National Examination can also be used to enhance the students' achievement in mastering the subjects as well as in raising the teachers' competence.

The fact is that the result of 2012/2013 National Examination was not satisfying. In East Java Province, the result of the exam especially in English Subject, the study concerns, was unsatisfactory as stated by the Chief of East Java Education Department

In this time, the number of National Examination failure was increased 3%. The percentage of students failed the last year was 3,132% from 510.033 or 15.974 students. In this year, students who must repeat was increased 6,66% from 534.011 or 35.567.

It was dominated by English subject. It implied that the result of the English National Final Examination in East Java decreased significantly. He added that the students who did not pass the English Subject reached to 30.915. ([http : //edukasi.kompas.com/read/.../Hasil.UN.SMP.Jeblok](http://edukasi.kompas.com/read/.../Hasil.UN.SMP.Jeblok))

This condition attracts the researcher to conduct a research to see whether or not the test items in English National Examination for Junior High School students in the academic year 2012/2013(Code A)in line with the Standard of Graduate Competence developed by the government especially in reading and writing section, because the items in this test consist of two skills (reading and writing section). It also to determine the cognitive level of Bloom's Taxonomy covered in the test. Bloom Taxonomy was created in 1956 under the leadership of educational psychologist Dr.Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating, rather than just remembering facts (rote learning). Educators used Bloom's taxonomy to inform or guide the development of assessments (tests and other evaluations of student learning), curriculum (units, lessons, projects, and other learning activities), and instructional methods such as questioning strategies.

1.2. Statement of The Problem

Based on the background of the study, the researcher states the problems as follows:

- 1.2.1. Are the test items in English Test of National Examination in the academic year 2012/2013 (Code A) in line with the standard of competence?
- 1.2.2. What cognitive domains of Bloom's Taxonomy are covered in English Test Items of National Examination in the academic year 2012/2013?

1.3.Purposes of The Study

In relation to the research questions above, this study aims to analyse the compatibility of the test items of reading and writing section in Junior High School English National Examination with the standard of competence and the cognitive domains of Bloom's taxonomy covered in the test items of reading and writing section of the 2012/2013 English National Examination.

1.4. Significance of The Study

The result of the study is hoped to give benefits from theoretical and practical aspects.

1) Theoretical Significance

- a. It is expected that the result of this research will create development in language testing.
- b. It is expected that the result of the study as participation to the theory of the cognitive domains of Bloom's taxonomy covered in the test items.

2) *Practical Significance*

Practically the research results are expected to give contributions to:

a. Students

It is expected that this study can make the students will not be afraid of the material of National Examination because the teachers can explain them about the application of The Standard of Graduate Competence (SKL) on National Examination

b. Teacher

It is expected that this study will give a good contribution to the teacher. So, the teachers can understand better about the application of SKL in National Examination material, therefore they are expected to be able to do their job appropriately based on the SKL

1.5. Scope and Limitation of The Study

The scope in this research is English Test Items of National Examination of junior high school in the academic year 2012/2013 (Code A). The focus of this research is limited to the Competencies covered in this test. There are 21 kinds of materials. They are not different in competencies, just the sentences were made differently. They were made to avoid cheating that was probably done by students. The materials are given alternately to the students. So, there is no material which is the same for the students who sit side by side. The National Examination material will be analyzed based on the Competence Standard and Basic Competence of English Syllabus for Junior High School in Gresik arranged by Lesson Teachers Board (MGMP).

1.6. Definition of Key Terms

To avoid misunderstanding about discussion, those terms are defined as follows:

- **Analysis** is a systematic examination and evaluation of data or information, by breaking it into its component parts to uncover their interrelationships.
- **English Test Items** are some English questions which given for junior high school students especially on reading and writing skills.
- **National Examination** is an evaluation system of education standard nationally, which is held by Evaluation Center of Education and Department of Education in Indonesia based on UU RINo. 20, 2003.
- **The cognitive level of Bloom Taxonomy** is the level of bloom taxonomy that involves knowledge and the development of intellectual skills. It is a classification system used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding.