CHAPTER 1
INTRODUCTION

A. Background of study

National examination like UN has been implemented formally since the academic year 2002/2003 (Sulistyo, 2009:3). National Examinations held for students at the end of each academic year of Elementary School, Junior High School and Senior High School. According to Sukyadi (2011:5) National Examination is implemented as a way of improving national education quality which is supported by Government Regulation Number 19 year 2005 on the National Standards of Education. If many students pass in the examination, it means that schools have successfully carryout at the curriculum well. But, if many students fail, it means that schools have unsuccessfully implemented curriculum.

Mulyasa (2013: 34) says that subjects of National Examination for Junior High School are Bahasa Indonesia, Mathematics, Science and English. Whereas, the subjects that are tested in National Examination for Senior High School are Bahasa Indonesia, Mathematics, English, and the subjects which are related to their fields. Therefore, English becomes one of the subjects that are always tested in National Examination in different school levels. There are four skills in English, namely reading, listening, writing and speaking, but, the skills that are tested in English National Examination are reading and listening. English National Examination is a
process to know the students understanding about the subjects widely. A result of Indonesian National Examination is an effort to construct a national education. The quality of items in the National Examination should be appropriate with the Bloom’s taxonomy. In Bloom’s Taxonomy, there are 3 domains such as cognitive (knowledge), affective (attitude), and psychomotor (skills). But then, this study will only focus on the level of cognitive domain. The six levels of cognitive domains that are remembering, understanding, applying, analyzing, evaluating and creating.

Based on the explanation above, the researcher wants to analyze what are the cognitive levels that covered in English National Examination in Junior and Senior High School in 2015 and 2016. This research entitled “INVESTIGATING THE COGNITIVE LEVELS OF INDONESIAN ENGLISH NATIONAL EXAMS”.

B. Reason for Choosing the Topic

The reasons why the researcher wants to conduct a research entitled “Investigating the Cognitive Levels of Indonesian English National Examinations” is because the researcher will give information about the cognitive levels in English National Examination and also it is the highest level of Examination.
C. Problems of the Research

Based on the background of the research, the researcher can formulate the problems of the research as follow:

1. What are the coverage of cognitive levels of English National Examination in 2015 and 2016 in Junior and Senior High School?

2. Which cognitive level of Bloom’s taxonomy is more dominant in 2015 and 2016 in Junior High School and cognitive levels in 2015 and 2016 in Senior High School English National Examination?

3. What is the significant difference level between the cognitive level in Junior and Senior High School in English National Examinations?

D. Aims of the Research

Based on the formulation of the problem above, the aim of the research are:

1. to find out the coverage of cognitive levels of English National Examination in 2015 and 2016 in Junior and Senior High School

2. to find out the cognitive level of Bloom’s taxonomy is more dominant in 2015 and 2016 in Junior High School and cognitive levels in 2015 and 2016 in Senior High School English National Examination?

3. to find out the significant difference level between the cognitive level in Junior and Senior High School in English National Examinations

E. Clarification of the Terms

1. The taxonomy of educational objectives is a framework for classifying statements of what we expect or intend students to learn as a result of instruction. The framework was conceived as a means of facilitating the exchange of test items among faculty at various universities in order to
create bank items, each measuring the same educational objective. (Krathwohl)

2. Cognitive domain includes those objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities. This is the domain which is most central to the work of much current test development (Benjamin, S. Bloom)

F. The Contribution of the Research

1. To the English teachers

The teacher, especially English teachers for grade IX of Junior High School and grade XII Senior High School they will obtain information about English National Examination. So, they can prepare some exercise for students based on the cognitive levels of Bloom’s Taxonomy