

CHAPTER I

INTRODUCTION

Introduction is the first chapter of the thesis introduces the readers to the study, the objective and why it is important to be investigated. This chapter consists of background of study, research questions, objective of the study, significance of study, and definition of key terms.

A. Background of Study

Education is the process of facilitating learning or the acquisition of knowledge, skills values, beliefs, and habits. It must be improved and struggled in order to have a balance with demand of time. Therefore, it is needed some efforts of innovation in education to improve the quality of education. The quality of the education provided, even more than the fact of having access to education, is a decisive factor in the general introduction of programmes to provide education for all.

One of ways to improve education quality is executed various policies. In formal stage, school is an instructional activity has a very important role for improving the quality of education. Not only the result of learning reached by students but also process in teaching-learning is important thing. The successful teaching and learning will just take place in a classroom. Effective teacher learning and professional development is important for student achievement.

Evaluation can be done to improve the most effective teaching-learning process. in learning, outcomes obtained from teaching-learning itself. Evaluation

is concerned with assessing the effectiveness of teaching, teaching strategies, methods and techniques. It provides feedback to the teachers about their teaching and students in teaching-learning process. Teachers need an evaluation to measure and evaluate their teaching-learning activity. The result of evaluation is used for judging students' progress and achievement.

Evaluation is also stated in the Holy Qur'an. Allah SWT in Surah AlHujurat verse 6 says:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا جَهْلَةً
فَتُصِيبُوا عَلَىٰ مَا فَعَلْتُمْ نَادِمِينَ ﴿٦﴾

Based on the verse above, it means that Allah Swt teaches us to examine and evaluate something accurately before take a decision, since the result of evaluation and examine will be used as a main consideration to do next step. The teachers get information about attainment of the instruction target of students accurately by evaluation.

A teacher can use a test or observation to evaluate the students. Test is a way that teacher used to make measurement and assessment in learning process. It is also used by teacher to measure cognitive aspect of students and to discriminate which students' comprehension. There are two types of test, namely: objective test and non-objective test, in this study the researcher chooses objective test because as we often see in the field that objective test forms are more often used then tests in the form of non-objective test by all of teachers.

Besides, based on the development of education at the international level, the test which used by teacher also expected to be able to improve students' higher order thinking skills, increase creativity, and improve students' independence to solve problems such as in Bloom's taxonomy.

Bloom's taxonomy is thinking activities that involve the cognitive level or dimension of thinking process, which then revised by Anderson and Krathwohl into remembering, understanding, applying, analyzing, evaluating, and creating. Then, thinking activities are divided into three levels, namely higher order thinking skills (HOTS), middle order thinking skills (MOTS), and lower order thinking skills (LOTS).

Then, a teacher should analyze the test item for knowing weaknesses and strengths of test. Besides, a teacher also should analyze the dimension of thinking process of the test item to know whether the test can improve students' higher order thinking skills or not, can increase students' creativity or not, and the test can improve students' independence to solve problems or not, because it is important to be known that the improvement of item test quality which corresponding with the development of education at the international level.

There are some reasons that encourage the researcher to conduct the title. First, analyzing English item test as an activity that can assist to improve quality of test evaluation in teaching-learning process. Second, the English teachers have not yet analyzed the dimension of thinking process of the English item test. So, the English teacher didn't know, was the test can improve students' higher order thinking skills, increase students' creativity, and improve students' independence

to solve problems or not. the reason is also because by analyzing the item, it can be found the balance of number items for each dimension of thinking process.

The last, the researcher chose MAN 2 Tapin to conduct the research was because the school predicate has a good accreditation. It is also because in this school the researcher found the problem which an English teacher never analyzed the dimension of thinking process of the item test. It made interested to analyze the English item test at that school, to know is their item test as good as their school accreditation.

B. Research Questions

Based on the previous explanation, the researcher wants to conduct a research and formulated the research questions as follow:

1. What extent the dimension of thinking process is applied in objective test of English evaluation instrument of MAN 2 Tapin?
2. Which the dimension of thinking process is more dominant in objective test of English evaluation instrument of MAN 2 Tapin?

C. Objective of The Study

Based on the formulation of the problem above, the objective of this study aims as follows:

1. The extent the dimension of thinking process are applied in objective test of English evaluation instrument of MAN 2 Tapin.
2. The dimension of thinking process is more dominant in objective test of English evaluation instrument of MAN 2 Tapin.

D. Significance of Study

It is expected that the researcher finding on the study can give a contribution. The significances of this research are as follows:

1. For school, the result of this study can give input and increase information for school to improve English teacher ability to make an evaluation instrument which includes each level of the dimension of thinking process based on revised Bloom's taxonomy.
2. For teacher, the result of this study also can give input and increase information for teachers, especially English teachers in order conduct an assessment or evaluation process that not only instill memorization skills, but can establish higher order thinking skill for each students.
3. For researchers, this study also has significance for the writer as a candidate of a teacher and for the reader. For both of them, this study is expected to give broader insight about instrument evaluation and the higher order thinking skills from the revised edition of Bloom's Taxonomy.

E. Definition of Key Terms

To avoid any misinterpretation towards the title, the researcher will explain about the key terms related of the title. The key terms are follows:

1. Analysis

Analysis is the process of studying or examining something in an organized way to learn more about it, or a particular study of something.

2. Instrument evaluation

Instrument is a tool that fulfill academic requirements, so that it can be used as a tool to measure a measuring object or collect data about a variable. Instrument evaluation in this study is a tool in the form of questions used by a teacher to evaluate students at the end of their semester.

3. Objective test

Objective test is a written test that requires students to choose the answers provided or give a short answer and the examination is done objectively to all students. There are several types of objective form tests, namely: multiple choice, true or false, matching, and short answer. The types of objective test in this study are multiple choice and short answer.

4. Dimension of thinking process

Dimension of thinking process is the cognitive level based on Bloom' taxonomy. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. And then, Bloom's taxonomy revised by Anderson, L. and Krathwohl, D. Each level is conceptually different. The six levels are remembering, understanding, applying, analyzing, evaluating, and creating.

Three up levels (analyzing, evaluating, creating) are named higher order thinking skill (HOTS), applying level is named middle order thinking skill (MOTS), and two down levels (understanding and remembering) are named lower order thinking skill (LOTS).