

Chapter I

Introduction

On chapter I, it will describe several points presented. Namely five subtopics, those are: background of study, research question, objective of study, significance of study, and delimitation of study. Each subtopic will be discussed clearly in order to make easy the reader to understand the content of this study this study.

Background of Study

It is known that, evaluation is one of the important parts of teaching and learning process. Evaluation is the instrument to measure the teachers and students' success in learning process. For students, evaluation tends to determine their success during teaching and learning process. For teacher, evaluation is important to measure whether learning process attained learning objective or not. Bloom et al (as cited in Daryanto, 2008, p.1) maintains that evaluation is a process to determine whether in fact certain changes are taking place in the learners as well as to determine students' progress. It means that, Bloom goes on to say that evaluation is a process to know about students' progress after teaching and learning process was done.

In the evaluation process, especially in summative evaluation, test is needed to measure student's progress. Therefore, a test can be stated that a method to determine a student's ability in mastery a skill or knowledge. In this context, Brown (2004) maintains that a test is a method of measuring person ability, knowledge, and performance in a given domain. Some types would be multiple

choice tests, true false, matching and essay. It is commonly used in evaluation process.

Implementation of evaluation has to suit with basic competence and indicator, because the indicator becomes a guide for teacher in constructing test. The indicator consists of operational words which have been discussed by Benjamin S. Bloom, and become known as Bloom's Taxonomy. The operational words are made for completing learning objective and maximizing learning process. Exley, K (2010) argues that for producing a test which is attaining learning objectives, it can be extremely helpful to consider the cognitive domain of Bloom's taxonomy. The explanation before, shows that Bloom's taxonomy is helping teachers in constructing a test to attain with learning objectives.

Bloom's taxonomy is a classification of learning objectives within education that educators set for students (Omar at al., 2011). It is divided into three domains. That is cognitive domain, affective domain, and psychomotor domain. Cognitive domain is related with intellectual that consist of six aspects. Those are remembering, understanding, applying, analyzing, evaluating, and creating. Affective domain is related with attitude which consists of five aspects that is receiving, responding, valuing, organization, and characterization by a value. Then, psychomotor is related with skill.

From the third domain which has been explained before, cognitive domain it is important one, because it designed to verify student's cognitive level during a written examination or test. Forehand (2005) points out that Bloom's Taxonomy cognitive domain is a model of classifying thinking according to six cognitive levels of complexity. Each level has often been depicted as a stairway, leading

many teachers to encourage their students to climb to a higher level of thought, because it is frustrating and unfair for the students if the examination tests only the lowest ability. It means that, Bloom taxonomy can be a guide for teacher to design a good test, and also helping students to increase their level of thought.

On the other hand, for the first time the researcher aware that it is important to pay attention of Bloom's taxonomy cognitive domain before we compose a test, is when the researcher took an assessment subject in sixth semester. The lecturer required us to compose an English test with included in 50 questions. In fact, the result is our entire tests are included as lower level thinking. It is because of we don't pay attention about Bloom's taxonomy. Therefore, pay attention of Bloom's taxonomy cognitive domain in composing test is required to avoid teachers' test only measuring students' lower level thinking.

Based on those explanations before, the researcher interested to observe the profile of English test that teachers' made based on the levels of Bloom's taxonomy cognitive domain, and the Junior High School 1 Bone Pantai becomes the site of this study.

In composing English test, the English teachers of Junior High School 1 Bone Pantai, so far as my observations when the researcher followed teaching practice II, they were not paying attention about Bloom's Taxonomy when composed a test. It is emerging questions. Do they know about Bloom's taxonomy, but they don't apply it or they don't know about Bloom's taxonomy anymore, and how is the profile of their test based on the levels of Bloom taxonomy cognitive domain.

Therefore, the researcher formulates a study in title “The profile of English test”.

This study conducted at Junior high school 1 Bone Pantai.

Research Questions

Related to the background of study, the researcher composed two research questions. Those are:

1. How is the profile of English test of Junior High School 1 Bone Pantai based on Bloom’s Taxonomy cognitive domains?
2. Do the English teachers consider about Bloom’s taxonomy when composing their test?

Objective of Study

There are two objectives of this study. First, this study is going to find out the description about the profile of English test of Junior High School 1 Bone Pantai based on the levels of Bloom’s Taxonomy cognitive domain. Second, this study is going to get information whether the English teachers consider about Bloom’s taxonomy when composing their test or not.

The Limitation of Study

This study focused in three aspects. First, this study only focused to find out the English tests profile made by English teacher based on Bloom’s taxonomy cognitive domain. Second, this study only focused to identify English Summative test academic year 2014/2015. Third, this study only focused to get information about English teachers’ consideration of using Bloom’s taxonomy when composing a test.

Significance of study

Theoretically, this study can be one of references for others researcher that will be conducted a study in the same case or same topic and the every concept in this study is an input for education world. Practically, for teachers and students (as a candidate of teacher), this study can be given description of the important to pay attention about Bloom's taxonomy when compose a test to make a better good test.