

Cognition Level of Reading Test in Vocational High School: National Examination Academic Year 2014/2015 and 2015/2016

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Cognition Level of Reading Test in Vocational High School: National Examination Academic Year 2014/2015 and 2015/2016

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Abstrak

Penelitian ini dilakukan dengan Tes Tingkat Kognisi Membaca di Sekolah Menengah Kejuruan pada Ujian Nasional Tahun Pelajaran 2014/2015-2015/2016. Penelitian ini mencoba untuk menyelidiki apakah Menteri Pendidikan menerapkan enam tingkat kognisi dalam menyusun item tes membaca bahasa Inggris dan tingkat kognisi yang dominan diberikan dalam Ujian Nasional berdasarkan Taksonomi Bloom Revisi. Tingkat kognisi dalam Taksonomi Bloom Revisi terdiri dari mengingat, memahami, menerapkan, menganalisis, mengevaluasi, dan mencipta. Jenis penelitian ini adalah penelitian kualitatif dan sumber datanya dari naskah Ujian Nasional Sekolah Menengah Kejuruan dan dicari dari internet. Ada dua belas butir soal tes membaca pada tahun ajaran 2014/2015 dan sebelas butir soal tes membaca pada tahun ajaran 2015/2016. Hasil penelitian menunjukkan bahwa ada dua tingkat kognisi yang diberikan, yaitu tingkat mengingat terdiri dari sembilan item tes (75%) dan tingkat pemahaman terdiri dari tiga item tes (25%).

Kata Kunci: *Tingkat Kognisi, Tes Membaca, Ujian Nasional.*

Abstract

This research was conducted with Cognition Level of Reading Test in Vocational High School at National Examination of Academic Year 2014/2015-2015/2016. This research attempted to investigate whether the Education Minister applied the six levels of cognition in constructing the English reading test items and the dominant cognition level was administered in National Examination based on Revised Bloom's Taxonomy. Cognition levels in Revised Bloom's Taxonomy consisted of remember, understand, apply, analyze, evaluate, and create. The type of this research was qualitative research and the source of data was from the script of Vocational High School National Examination and searched from internet. There were twelve test items of reading test in academic year 2014/2015 and eleven test items of reading test in academic year 2015/2016. The findings indicated that there were two cognition levels which administered, they were remember level consisted of nine test items (75%) and understand level consisted of three test items (25%).

Keywords: *Cognition Level, Reading Test, National Examination*

INTRODUCTION

People in the world used language both in spoken and written forms. It indicates a process of development where since a child speaks a word till he could speak thousands of words in simple, complex, and compound complex

sentences. Someone's achievement could be measured from his ability in speaking, reading, listening, and writing by language test. Language testing, like educational assessment, was a complex social phenomenon. It has evolved to fulfill a number of functions in the classroom, and society at large. Today the use of language testing was endemic in contexts as diverse in education, employment, international mobility, language planning, and economic policy making (Fulcher, 2010:1).

Such widespread used makes language testing controversial. For some, language tests were gate-keeping tools that further the agendas of the powerful. For others, they were the vehicle by which society could implement equality of opportunity or learner empowerment. How we perceive tests depends partly upon our own experiences. Perhaps they were troubling events that we had to endure; or maybe they opened doors to a new and better life. The act of giving a test always had a purpose as it was stated Carroll (1961:314) in Glen Fulcher (2010:18): "The purpose of language testing was always to render information to aid in making intelligent decision about possible courses of action".

It was reason why the term of language test must not be referred to the students in foreign language classroom from a written examination only, but it was also referred to the most of educated persons and most of educators have had this test. For them, a language test was a device that tries to assess how much had been learnt in a foreign language course, or some part of the course. National Examination was an example of evaluation to measure students' ability. The ability measured was represented in three main subjects. English, Indonesian language, and mathematics. English was one of the them which was included in the test. This evaluation implies a written test which used multiple-choice format items. The section of this test was reading test. Reading must had been interesting and please for the students because they just answer the question based on the texts given. But in reality, reading test was something so scary for them or in other words, they face some problems in doing reading test.

Students with reading difficulties were often not mentally handicapped but usually do not score Well. In reading test the students were attempted to comprehend the text as fast as they could because the test deals with time. The difficulties that the students must have, they do not know the meaning of the words. Besides, they were not able to interpret the meaning to get individual words meaning. Reading required interpretation and thinking.

Based on the phenomena above the writer was interested to make a research. The writer wanted to clarify the problems that the students find in facing the test. One of the contributions was to analyze the cognition level which commonly appear in the reading test so the teacher and the students together fight each other and had well-prepared before having test. The analysis of this research was based on cognition level of Bloom's Taxonomy theory (1956). In framework of this concept, Bloom's Taxonomy theory had three major categories. They were cognitive and affective and psychomotor. Further, this research does not discuss all kinds of categories but this research only discusses Cognitive categories. Cognition Levels was students' intellectual development skills to

think, understand, and solve a problem. It included the recall or recognition of specific facts, procedural patterns, and concept that serve in the development of intellectual abilities and skills. Cognition levels in Revised Bloom's Taxonomy consist of remember, understand, apply, analyze, evaluate, and create. Anderson and Krathwohl (2001) divided the levels of cognitive domain into two order thinking skills. In Lower Order Thinking Skills, the levels of questions were in remember, understand, and apply levels. In Higher Order Thinking Skills, the levels of questions were in analyze, evaluate, and create levels.

METHODOLOGY

According to Seliger and Shohamy (Litosseliti, 2010, p. 31) among many others, suggest, the research methods and techniques adopted in any research project depend upon the questions and the focus of the researcher. Conducted a useful research, a systematic way or a well-done plan might be made in order to obtain the answers of the research questions. It meant that the appropriate research design had been selected. In conducting this research, the researcher chose descriptive qualitative research.

According to Lambert (2012, 255) Qualitative descriptive research were the least "theoretical" of all of the qualitative approached to research. In addition, qualitative descriptive research was the least encumbered studies, compared to other qualitative approaches, by a pre-existing theoretical or philosophical commitment. A descriptive qualitative research had to be no pre-selection of study variables, no manipulation of variables, and no prior commitment to any one theoretical view of a target phenomenon. Although qualitative descriptive research were different from the other qualitative research designs, qualitative descriptive studies may had some of the overtones of the other approaches. In other words, a qualitative descriptive research might have grounded theory overtones, because it used constant comparative analysis when examining the data. However, a qualitative descriptive research was not grounded theory, because it did not produce a theory from the data that were generated. The researcher had to use their own eyes, ears, and intelligence to collect in-depth perceptions and descriptions of targeted populations, places, and events.

In doing this research, the researcher followed descriptive qualitative method and this research was conducted by applying descriptive analysis. Descriptive analysis was applied as a problem solving procedure by describing the object of the research namely when the research was done based on facts found. English reading test items of Vocational High School National Examination (UN) Academic Year 2014/2015-2015/2016 in this research were analyzed in descriptive form to observe the level of cognition in the English reading test items found on Revised Taxonomy Bloom theory based on Anderson and Krathwohl (2001).

RESULTS AND DISCUSSION

Results

After analyzing the data, the researchers found two types of cognition level in Vocational High School National Examination (UN). They were Remember

level consisted of nine test items in academic year 2014/2015 while five test items in academic year 2015/2016, so the total number were fourteen test items and Understand level consisted of three test items in academic year 2014/2015 while six items in academic year 2015/2016 so the total number were nine test items.

Table 1. Vocational High School National Examination (UN) Academic Year 2014/2015

No	Types of cognition level	Findings	
		Frequency	Percentage
1	Remember	9	75 %
2	Understand	3	25%
3	Apply	-	-
4	Analyze	-	-
5	Evaluate	-	-
6	Create	-	-
	Total	12	100%

From the table above, the question consisted of twelve items in Vocational High School National Examination (UN) Academic Year 2014/2015 and it could be clarified that reading test items were applied on 2 levels only, they were Remember and Understand, while apply, analyze, evaluate, and create were not included in the reading test items. The remember level consisted of nine test items (75%) and the understand level consists of three test items (25%). To give more comprehension, the researcher also provided findings in data chart. The chart could be seen below.

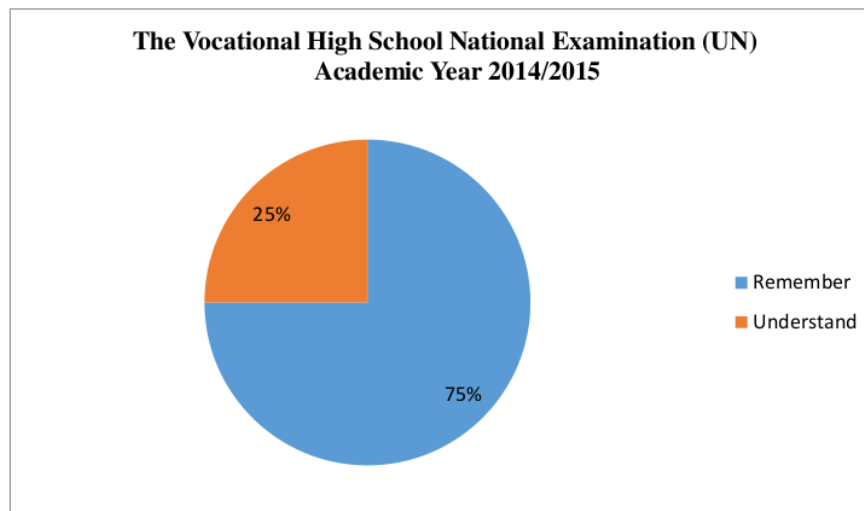


Chart 1. Findings dominant types of cognition level

From the chart above, it could be concluded that only remember was the highest level appeared in this Vocational High School National Examination Academic Year 2014/2015. It involved nine test items (75%).

Table 2. Vocational High School National Examination (UN) Academic Year 2015/2016

No	Types of cognition level	Findings	
		Frequency	Percentage
1	Remember	6	54,5 %
2	Understand	5	45,5%
3	Apply	-	-
4	Analyze	-	-
5	Evaluate	-	-
6	Create	-	-
	Total	11	100%

From the table above, the question consisted of twelve items in Vocational High School National Examination (UN) Academic Year 2015/2016 and it could be clarified that reading test items were applied on 2 levels only, they were Remember and Understand, while apply, analyze, evaluate, and create were not included in the reading test items. The remember level consisted of five test items (45,5%) and the understand level consisted of six test items (54,5%). To give more comprehension, the researcher also provided findings in data chart. The chart could be seen below.

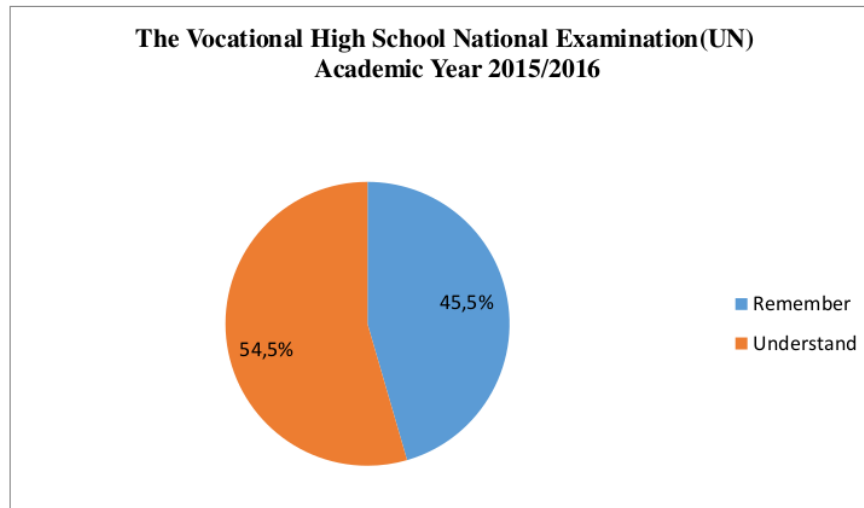


Chart 2. Findings dominant types of cognition level

From the chart above, it could be concluded that only understand was the highest level appeared in this Vocational High School National Examination Academic Year 2015/2016. It involved six test items (54,5%).

Table 3. Vocational High School National Examination (UN) Academic Year 2014/2015-2015/2016

No	Types of cognition level	Findings	
		Frequency	Percentage
1	Remember	14	61 %
2	Understand	9	39%
3	Apply	-	-
4	Analyze	-	-
5	Evaluate	-	-

No	Types of cognition level	Findings	
		Frequency	Percentage
6	Create	-	-
	Total	23	100%

From the table above, the question consisted of twenty-three items in Vocational High School National Examination (UN) Academic Year 2014/2015-2015/2016 and it could be clarified that reading test items were applied on 2 levels only, they were Remember and Understand, while apply, analyze, evaluate, and create were not included in the reading test items. The remember level consisted of fourteen test items (61%) and the understand level consisted of nine test items (39%). The researcher also provided findings in data chart. The chart was below.

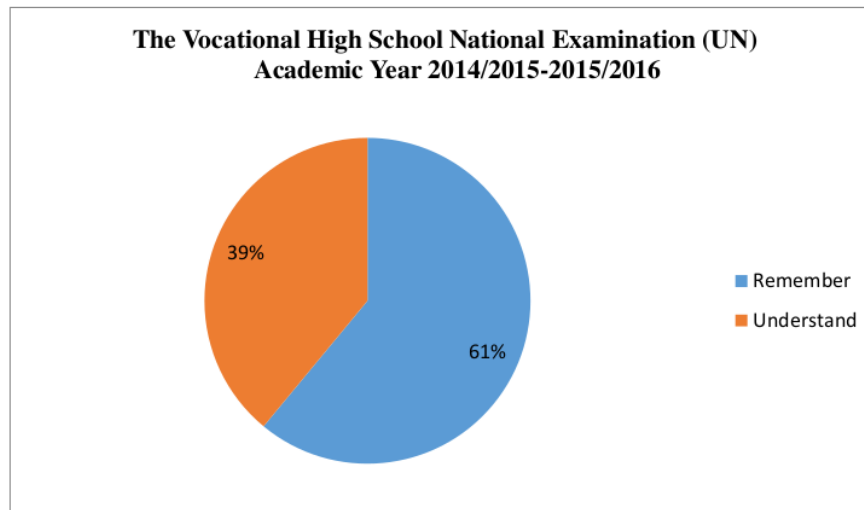


Chart 3. Findings dominant types of cognition level

From the chart above, it could be concluded that only remember was the highest level appeared in this Vocational High School National Examination Academic Year 2014/2015-2015/2016.

Discussion

After analyzing the data by Revised Bloom's Taxonomy Theory based on Anderson and Krathwohl (2001), the researchers would like to discuss the Cognition level of reading test in Vocational High School National Examination (UN) Academic Year 2014/2015-2015/2016. In this part of discussion, the researcher conducted more in depth discussion about answering research question in this research. As we knew, the researcher wanted to clarify what kinds of cognition level were administered and what kinds of cognition level were dominantly appeared in the test. In writing this research, the researcher conducted this research as a documentary research. All the data were required by documenting the script of the English test items in the Vocational High School National Examination (UN) Academic Year 2014/2015-2015/2016.

Finally, the researcher came to the findings. The researcher interpreted that the English reading test in the Vocational High School National Examination (UN) in academic year 2014/2015, there were two cognition levels which administered, they were remember level consisted of nine test items (75%) and understand level consists of three test items (25%). Remember level is commonly appeared in the Vocational High School National Examination (UN) in academic year 2014/2015. In the Vocational High School National Examination (UN) in academic year 2015/2016, there were two cognition levels too which administered, they were remember level consisted of 5 test items (45,5%) and understand level consists of six test items (54,5%). Understand level was commonly appeared in the Vocational High School National Examination (UN) in academic year 2015/2016. The questions consisted of twenty-three items in Vocational High School National Examination (UN) Academic Year 2014/2015-2015/2016 and it could be clarified that reading test items were applied on 2 levels only, they were Remember and Understand, while apply, analyze, evaluate, and create were not included in the reading test items. The remember level consisted of fourteen test items (61%) and the understand level consisted of nine test items (39%).

Based on the data analysis, it was found that the dominant kinds of cognition level in the Vocational High School National Examination (UN) Academic Year 2014/2015-2015/2016 was Remember level (the percentage was 75%-45,5%) with the total amount 9-5 test items). It was included in lowest order thinking skill (LOTS). It meant that the English reading test items in the Vocational High School National Examination Academic Year 2014/2015-2015/2016 which were constructed by the Directorate General of Higher Education hadn't used Higher Order Thinking Skills (HOTS), they were analyze, evaluate and create.

To know why the quality of test in Vocational High School still lowest level the researcher analyzed the curriculum used in this national examination was still KTSP. The teacher was in charge of being able to make a syllabus and lesson plan because it was the teacher who knew firsthand how the students were and how they carried out a method so that it was easily understood by students. Based on lesson plan document analysis that was made by the teacher to teach the students, actually the most subject of the lesson that often taught was kinds of text. In teaching learning process the teacher just emphasized in cognitive domain, that were remember and understand contents kind of the text based on the KTSP curriculum. So that percentage of Remember and Understand in reading test more dominated than the other level. It caused the reading test in Vocational High School was dominated by Remember level and Understand level, and the other level that were Analyze, Apply, Evaluate, and Create was absent. This fact showed that quality of test in Vocational High School still was in lowest level.

CONCLUSION

Based on the finding research data and discussion, the researcher concludes that the cognition level of Revised Bloom's Taxonomy theory based on

Anderson and Krathwohl (2001) which were Remember, Understand, Apply, Analyze, Evaluate, and Create. The Education Minister did not apply the six levels of cognition in constructing the English reading test items in the Vocational High School National Examination (UN) Academic Year 2014/2015- 2015/2016, they were only Remember level and understand level in reading test were administered in the Vocational High School National Examination (UN) Academic Year 2014/2015- 2015/2016.

In the Vocational High School National Examination (UN) Academic Year 2014/2015-2015/2016, Remember level consists 9-5 test items with percentage 75%-45,5% and understand level consists 3-6 test items with percentage 25%-54,5%. Finally, the kinds of cognition level which was dominantly constructed by the Education Minister in reading test of Vocational High School National Examination (UN) Academic Year 2014/2015- 2015/2016 was Knowledge (the percentage was 75%-45,5% with the total amount 9-5 test items. The remember level consisted of fourteen test items (61%) and the understand level consisted of nine test items (39%) in Academic Year 2014/2015-2015/2016. It could be concluded that only remember was the highest level appeared in this Vocational High School National Examination Academic Year 2014/2015-2015/2016

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