

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concern with some basic literatures review related to the study. They consist of five points. First is testing, second is assessment, third is teaching, fourth is the Standard of Graduate Competence (SKL) of English Subject for Junior High School, fifth is bloom taxonomy and the last is reviews of previous study.

2.1. Testing

If we hear the word *test* in any classroom setting, we all agree that it is something scary and makes the students' feeling become anxious, nervous, and even doubtful. The term 'test' is simple and understandable to everyone involved in teaching and learning. Even the illiterate parents are heard of speaking that their children are preparing for a test or a test is going on at the nearby school.

Test is a specific assessment or a particular form of assessment, for assessment includes test as its subset (Hughes, 2003; Brown and Abeywickrama, 2010). Test is a process that is administered to measure student's ability to performance in a particular field in a certain time limit with some specific go. The next, a test measures an individual's ability, knowledge, of performance. Here testers need to understand who the test-takers are. What is the previous experience and background? Is the test appropriately matched to their ability? How should test-takers interpret their scores?

A test measures performance, but the results imply the test-taker's ability, or, to use a concept common in the field of linguistics, competence. Finally, a test measures a given domain. That domain is overall proficiency in a language—general competence in all skills of a language. A well-constructed test is an instrument that provides an accurate measure of the test-taker's ability within a particular domain.

2.2. Assessment

Assessment is relatively a less use term than test for many teachers, students and guardians. Though assessment is a less frequently used word, truly it is broader and more comprehensive than test. Mousavi (2009) has stated assessment as “apprising or estimating the level or magnitude of some attribute of a person” which signifies how fundamentally assessment is attached to someone's some quality or skill (cited in Brown and Abeywickrama, 2010, p. 3). It is something that is sometimes mistaken for test in educational practice assessment is different from a test.

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. A good teacher never ceases to assess students, whether those assessments are incidental or intended.

Hillier (2002) defines the summative assessment occurs at the end of learning, where formative assessment occurs during the course of learning to assist teachers and learners to know the progress of learning. Moreover, formal

assessment methods may be used in the informal assessment throughout the course of learning. That is, formal assessment contributes to the identification of achieved outcomes as specified by the learning program, where informal assessment does not necessarily have to be (Hillier, 2002).

Brown (1994) and Kruidenier (2002) view that assessment for learning as informal assessment, and assessment of learning as formal assessment. Two functions are commonly identified in the literature formative and summative assessment. For all practical purposes, virtually all kinds of informal assessments are or should be formative. Formative Assessment is evaluating students in the process of “forming” their competence and skills with the goal of helping them to continue that growth process. The key to such formation is the delivery (by teacher) and internalization (by the student) of a appropriate feedback on performance, with an eye toward the future continuation (or formation) of learning. Summative Assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. A summation of what a student has learned implies looking back and taking stock of how well that student has accomplished objectives, but does not necessarily point the way to future progress. Final exams in a course and general proficiency exams are examples of summative test.

2.3. Teaching

According to Richards and Lockhart (1996:29), teaching is a complex process which can be conceptualized in a number of different ways. They add that

traditionally, language teaching has been described in terms of what teachers do: that is, in terms of the actions and behaviors which teachers carry out in the classroom and the effects of these on learners.

In the other hand, Widdowson (1990: 2) states that teaching can be conceived of as a research activity whereby experimental techniques of instruction are designed to correspond with hypothetical principles of pedagogy, with provision made for mutual adjustment so as to bring validity of principle into as close an alignment as possible with the utility of technique.

Here, of course teachers should have extra commitments. They cannot just assume the researcher role and use students as experimental subjects. Teachers should responsible to all of the activities in the classroom. They can improve their quality in teaching learning process using different ways. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.

From the explanation above, actually, there is a relationship among testing, assessment, and teaching. The diagram below shows the relationship among of them..

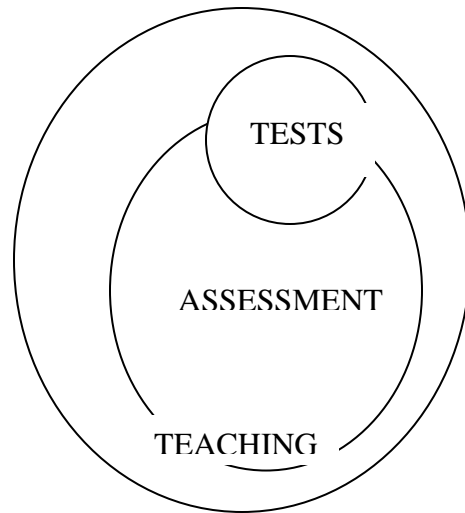


Figure: The Venn diagram shows the relationship among teaching, assessment, measurement, test and evaluation. (Brown and Abeywickrama, 2010)

From the diagram above, it can be stated that tests are a subset of assessment. In other word, tests can be useful devices, but they are only one among many procedures and tasks that teachers can ultimately use to assess students. The assessment is done during or after teaching learning process to know and evaluate the students' performance.

2.4. The Standard of Graduate Competence (SKL) of English Subject for Junior High School

Curriculum that used in this test is School Based Curriculum (KTSP). KTSP is based on Law number 20, 2003 about National Education System and The Rules of Government of Republic of Indonesia number 19,2005 about The National Education Standard. It is applied in Primary School, Junior High School,

Senior High School and also the Vocational School, arranged by unit of education based on the Content Standard (Standard Isi) and Passing Standard Competence (SKL) also according to the guidance arranged by The Education National Standard Board (BSNP). The implementation of KTSP started from academic year 2007 / 2008 based on The Education Minister Regulation (Permendiknas) number 24, 2006. One of the implementation is through English National Examination from academic year 2006/2007 until 2012/2013..

Based on, The Education Minister Regulation number 41, 2007 about Process Standard for in Primary School, Junior High School, Senior High School and also the Vocational School. There are definition as follow :

- a. Standard of Graduate Competence(SKL) is qualification of graduate's capability which covers attitude, knowledge, and skill. It is used as assessment guidance in deciding the student's passing of unit education. It encompasses competence for all subjects of learning, or group of subjects of learning.
- b. Competence Standard (SK) is the minimal qualification ability of students which covers attitude, knowledge and skill to be achieved in each class and / or the semester on a subject.
- c. Basic Competence (KD) is the ability to be controlled by a number of students in a particular subject as a reference to the development of indicators of competence in a subject.

SKL is competence that must be mastered by learners after finishing all instructional programs at a certain education level. Learners are not entitled to

pass a statement of the educational unit and government, if they had not mastered the competencies in accordance with the SKL. SKL set out in the Education Ministerial Regulation (Permendiknas) number 23, 2006, as the elaboration of the National Education Standard. In the document contained unit of education SKL, SKL group of subjects and SKL subjects. SKL subjects can clarify into Competence Standard (SK) that describe generic competencies such as knowledge, attitudes and skills that must be mastered at least the students related to specific teaching materials in certain semester. Then, Competence Standard can clarify into Basic Competence then translated into specific competencies that describe learners to master associated with specific teaching materials. English test items of National Examination should be based on SKL, SK and KD.

The Standard of Graduate Competence (SKL) is an indicator of an achievement expected by the government stated based on the Standard of Competence (SK) and Basic Competence (KD). SK and KD are the product of curriculum and the syllabus. In the SK and KD materials for achieving the objectives are made in accordance with the levels of competence. We need to determine the standard competence (SK) before conducting the teaching learning, which involves knowledge, attitude, skills, materials, learning experience and assessment system to elaborate whether the achievement of standard competence (SK) has been successfully achieved.

The following is the Standard of Graduate Competence (SKL) of the English Subject for Junior high school in the academic year 2012:

NO.	STANDARD OF COMPETENCE	GRADUATE COMPETENCE TESTED
1	<p><i>READING</i></p> <p>Understanding the meaning in written short functional texts form or simple essay descriptive, procedure, report, narrative and recount in daily life context.</p>	<p>Determining general description, explicit detailed information, implicit information, meaning of words/phrases/sentences in a caution text.</p> <p>Determining general description, main idea, explicit detail information, implicit information, reference of the words, meaning of words/phrases/sentences in a greeting card text.</p> <p>Determining general description, main idea, explicit detail information, implicit information, reference of the words, meaning of words/phrases/sentences in a short message text.</p> <p>Determining general description, main idea, explicit detail information, implicit information, reference of the words, meaning of words/phrases/sentences in an invitation text.</p> <p>Determining general description, main idea, explicit detail information, implicit information, reference of the words, meaning of words/phrases/sentences in an announcement text.</p>
		<p>Determining general description, main idea, explicit detail information, implicit information, reference of the words, meaning of words/phrases/sentences in a descriptive text.</p> <p>Determining general description, main idea, explicit detail information, implicit information, reference of the words, meaning of words/phrases/sentences in a recount text</p>
		<p>Determining general description, main idea, explicit detail information, implicit information, reference of the words, meaning of words/phrases/sentences in a procedure text.</p> <p>Determining general description, main idea, explicit detail information, implicit information, reference of the words, meaning of words/phrases/sentences in a narrative text.</p> <p>Determining general description, main idea, explicit detail information, implicit information, reference of the words, meaning of words/phrases/sentences in a label text.</p> <p>Determining general description, main idea, explicit detail information, implicit information, reference of the words, meaning of words/phrases/sentences in a</p>

		report text.
		Determining general description, main idea, explicit detail information, implicit information, reference of the words, meaning of words/phrases/sentences in an advertisement text.
		Determining general description, main idea, explicit detail information, implicit information, reference of the words, meaning of words/phrases/sentences in a letter text.
2	<i>WRITING</i> Revealing the meaning in a written form of short functional texts and simple essay in the form of descriptive, procedure, report, narrative, and recount in a daily life context.	Determining the appropriate words to complete the short recount / narrative text.
		Determining the appropriate words to complete the descriptive / procedure text.
		Determining the appropriate arrangement of words to make a sentence.
		Determining the appropriate arrangement of sentences to make a paragraph

Table 2.4.1 Standard of Graduate Competence of English Subject

In the academic year 2012/2013 here, the standard of graduate competence of English subject only contains of two skills. They are reading and writing skills.

2.5. Bloom Taxonomy

According to Benjamin Bloom, there is more than one type of learning. He identifies three domains of educational activities, they are as follows:
(<http://www.nwlink.com/~donclark/hrd/bloom.html>),

1. Cognitive: mental skills (*Knowledge*)

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts,

procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

2. **Affective:** growth in feelings or emotional areas (*Attitude*)

The affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes.

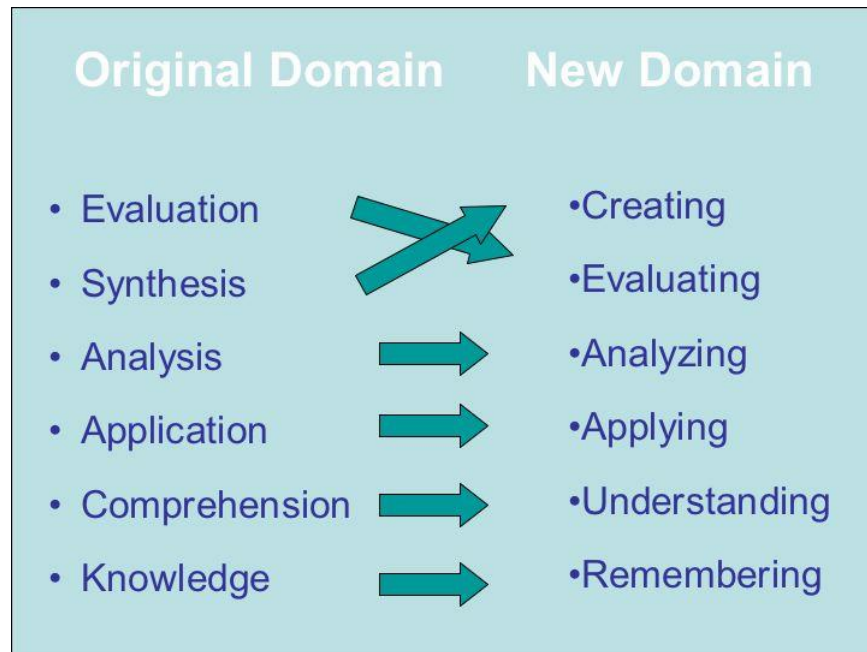
3. **Psychomotor:** manual or physical skills (*Skills*)

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. In this study the writer only uses cognitive learning to analyze whether the test item in National Education is compatible with the students' level of difficulties.

2.6. Bloom's Revised Taxonomy

Lorin Anderson, a former student of Bloom, revisited the cognitive domain in the learning taxonomy in the mid-nineties and made some changes, with perhaps the two most prominent ones being, 1) changing the names in the six categories from noun to verb forms, and 2) slightly rearranging them, Anderson,

Lorin W. & Krathwohl, David R. (2001) This new taxonomy reflects a more active form of thinking and is perhaps more accurate:



(<http://www.nwlink.com/~donclark/hrd/bloom.html#sthash.5UjbPaTq.dpuf>)

Table of the Revised Cognitive Domain

Category	Example and Key Words (verbs)
<p>Remembering: Recall previous learned information.</p>	<p>Examples: Recite a policy. Quote prices from memory to a customer. Knows the safety rules.</p> <p>Key Words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.</p>
<p>Understanding: Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</p>	<p>Examples: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer</p>

	<p>spreadsheet.</p> <p>Key Words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.</p>
<p>Applying: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</p>	<p>Examples: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.</p> <p>Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</p>
<p>Analyzing: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</p>	<p>Examples: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.</p> <p>Key Words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.</p>
<p>Evaluating: Make judgments about the value of ideas or materials.</p>	<p>Examples: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.</p> <p>Key Words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.</p>
<p>Creating: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new</p>	<p>Examples: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem.</p>

meaning or structure.

Revises and process to improve the outcome.

Key Words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

<http://www.nwlink.com/~donclark/hrd/bloom.html#sthash.5UjbPaTq.dpuf>

2.7. Reviews of Previous Study

This research has related problem to previous study. The previous study is “An analysis of English National Examination viewed from school based curriculum (KTSP)”. This thesis was written by Hastuti Handayani from Diponegoro University of Semarang on June 22, 2009. Some problems in this thesis can be stated as follows :

1. What Competencies are covered in English National for Junior High School 2006/2007 and 2007/2008 ?
2. Whether English National Examination for Junior High School 2006/2007 and 2007/2008 are really constructed based on the Content Standard of KTSP?

The result of this study revealed that most of the materials of The English National Final Examination for Senior High School 2006/2007 and 2007/2008 match with the Content Standard and match with the Competencies of the English Syllabus for Junior High School in Semarang.

a. Differences

- This thesis analyze about the English National Examination for Junior High School 2006/2007 and 2007/2008 are really constructed based on The Content Standard and to find out whether the material of the English National for Junior High School 2006/2007 and 2007/2008 match with the Competencies of the English Syllabus for Junior High School in Semarang.
- English National Examination of 2006 / 2007. B. consists of 50 items with 4 Standard competencies: Listening, Speaking, Reading, and Writing competencies while English National Examination of 2012/2013 only used 2 Standard Competencies. They are reading and writing.

b. Similarity

The similarity with this research is same as to analyze English Test of National Examination..

The conclusion here, similarity of this research is the same to analyze English Test Items of National Examination. So, the researcher interested and decided to analyze English Test Items.