CHAPTER IV

RESEARCH FINDINGS

A. The Description of the Data

English National examination was the document that analyzed by the writer. This document was officially published by BSNP (Badan Standar Nasional Pendidikan), where every year the government always published it to measure students' achievement at the end of a learning period in each level. National examination usually held annually throughout the country, include junior and high school level.

The writer chooses A package for each year, because there are two packages from the national English examination, each package per year contained 50 multiple choice items. The A package in 2016-2017 academic year has code P-C-2016/2017, and A package in 2017-2018 academic year has code P-B-2017/2018.

In the implementation of the 2016-2017 national exam, not every schools applying CBT (Computer Based Test) or usually called as UNBK. UNBK is a system of carrying out national examination using computer as a media. Only some of school can apply it. Where the school has the media such as a computer, good internet connection, and using the 2013 curriculum as their learning system.

Then, in the 2017-2018 academic year, all schools are required to apply the revised 2013 curriculum and using computer for examination or UNBK.

B. The Analysis of the Data

1. **Findings the Distribution of the Higher Order Thinking Skill in the National Examination of English on Junior High School Level 2016-2017 and 2017-2018 Academic Year**

There are fifty questions of multiple choice in National Examination of English each year, those question are analyzed by using checklist table to find out the distribution of cognitive domain in every question.

There are six cognitive domains in the revised of Bloom's taxonomy. Those six domains are divided into lower order thinking level (remember, understand, apply) and higher order thinking level (analyze, evaluate, create). Finally, the writer hopes can find how much percent higher order thinking in every year, and compare them.

The following table is the checklist table that consist of the column for the list of question, the writer only writes the questions for all distribution not following the multiple choice and the cognitive domain from the revised edition of Bloom's taxonomy.

Table 4.1

The Distribution of the Cognitive Domain in Question's National

English Exam of 2016-2017 Academic Year

No.	Question	Cognitive Domain of Bloom's Taxonomy					
		Lower Order Thinking			Higher Order Thinking		
		C1	C2	C3	C4	C5	C6
1.	Why does the school issue this notice?		√				
2.	What must students do in regard to the notice?		√				
3.	Why does the school publish that announcement?		√				
4.	What can students present in the art exhibition?		√				
5.	"the 5th annual students art exhibition." The underlined word is closest in meaning to ….		√				
6.	Where can we find such an announcement?	√					
7.	What will happen if the patients do not have enough money to pay the hospital bills?		√				
8.	… the patients have problem with the hospital bills, the don't have to worry.		√				
9.	What is the writer's purpose to write the text?				√		
10.	What should you do first on before going to the party?		√				
11.	What was Felicia supposed to do in the opening ceremony?		√				
12.	"You are cordially invited to …" The underlined word is closest in meaning to….		√				
13.	The text is probably		√				

No.	Question						
	addressed to someone who wants to stay in the hotel to ….						
14.	A company probably want to hold an event in that hotel because….		√				
15.	"124 opulent bedrooms and suites." The underlined word is closest in meaning to ….	√					
16.	The purpose of the text is ….		√				
17.	Why do they pour fragrant water over the Buddha images?		√				
18.	What is the main idea of paragraph 2?				√		
19.	The suitable title for the text above is ….		√				
20.	The text is mainly about … making the statues of Moai.		√				
21.	In the text above it is stated that in making a statue needed …		√				
22.	After reading the text, the readers may wonder …				√		
23.	"Most people believe that people couldn't have carried them by hand." The underlined word refers to ….		√				
24.	What is the best title for the passage above?		√				
25.	When did writer set a camp?		√				
26.	Why did the writer set up a fire?		√				
27.	" …. caught some fish for supper" The underlined word related to ….		√				
28.	The text above tells you how to use …			√			
29.	Why do we need to put the document face down?		√				

30.	How do we know that document is completely copied?		√				
31.	"Once it stop, …." (step 6) The word "it" refers to …		√				
32.	What does the text tells us about?		√				
33.	What was the main problem of the story?		√				
34.	What would happen if the girls didn't wear long white cloth?		√				
35.	How could you describe the girls?		√				
36.	What does the text tell us about?		√				
37.	The different colour of aurora is caused by …		√				
38.	What happen when aurora appears in southerly latitudes in the United States?		√				
39.	This text will likely attract the attention of students who….				√		
40.	What is the writer's intention to write the text?				√		
41.	How can a chameleon hunt its prey or ran away form predator?		√				
42.	How do a chameleon climb up on trees?		√				
43.	What did the writer do to know the results of the exam?		√				
44.	How did the writer probably feel before the announcement?		√				
45.	The writer felt very happy … she knew that she got the highest score in the exam.	√					
46.	The purpose of the story teaches the readers about ….				√		
47.	If the kind Hen didn't help her, the butterfly will die of ….		√				

No.	Question						
48.	"<u>It</u> fell on my right wing." The underlined word refers to ….		√				
49.	What does the writer's intention to write the card above?				√		
50.	"May God pour his love and warmth on you in all walks of life." From this sentence we can infer that the writer hopes her friend will get guidance from God in ….		√				
	Total	3	39	1	7	0	0
			43			**7**	
	Score	**43/50x100% = 86%**			**7/50x100% = 14%**		

Relate to the table above, the distribution of higher order thinking level which consist of analyze, evaluate, and create level only gets 7 questions out of 50 questions. All of the questions only belongs to analyze skill or C4.

Furthermore, from the table above also show the distribution of the lower order thinking obtains 86 % while the higher order thinking level only 14%.

And also this following the distribution of cognitive domain in 2017-2018 Academic Year.

Table 4.2

The Distribution of the Cognitive Domain in Question's National

English Exam of 2017-2018 Academic Year

No.	Question	Cognitive Domain of Bloom's Taxonomy					
		Lower Order Thinking			Higher Order Thinking		
		C1	C2	C3	C4	C5	C6
1.	What is the purpose of the greeting card?		√				
2.	Why are Yudihistiro's parents so proud of him?		√				
3.	The word "achievement" is closest in meaning to ….	√					
4.	The text is mainly about … available day and time for 'angklung' music practice		√				
5.	What would happen if all the members texted the available day and time through WA group?		√				
6.	What is the writer's intention to write the text?				√		
7.	What should the students do to participate in the program?		√				
8.	"The objective of the program is to develop students' skill in English" The underlined word is closest in meaning to ….		√				
9.	What is the writer's purpose to write the text?				√		
10.	What was their plan for the *Lebaran* day this year?		√				
11.	"I promise we will do next time." The underlined world refers to ….		√				
12.	What is the text mainly about?				√		
13.	While wearing their do black		√				

No.	Question						
	shoes, the students …						
14.	The text is addressed to …	√					
15.	What is the writer's purpose to write the text?				√		
16.	Where should the students register to join the play?		√				
17.	What is the purpose of the writer to compose the text?				√		
18.	What will people do at Ananda's house?		√				
19.	The text is interested for people who ….		√				
20.	Mary's cleaning service provides ….		√				
21.	"AFFORDABLE RATES" The underlined word is closest in meaning to ….		√				
22.	What does the text tell us about?"		√				
23.	Based on the text, the Sydney Opera house is … building in Sydney, Australia.		√				
24.	What might a music lover do after reading the text?				√		
25.	"The building and its surrounds occupy the whole of …" (paragraph 3) The underlined word refers to ….		√				
26.	What is the purpose of the text?		√				
27.	Why did the woodcutter cut down the tree?				√		
28.	What can we learn from the story above?				√		
29.	What is the text about?		√				
30.	Why did the writer panic on the train when he got to his destination?		√				
31.	What happened when the writer did not understand the sign?		√				
32.	"Then I boarded the train but		√				

No.	Question					
	did not notice the position of my carriage." The underlined word is closest in meaning to ….					
33.	The text mainly tells about ….				√	
34.	What is the main idea of last paragraph?				√	
35.	What happened when the children cloud got angry?		√			
36.	From the text, we can learn that ones have to be ….				√	
37.	What is the topic of the text?				√	
38.	What is the main idea of the second paragraph?				√	
39.	If a storm achieves wind speeds of 74 miles an hour, it becomes a ….		√			
40.	A tropical storm happens when storm's wind speeds reach … miles an hour.		√			
41.	What is the purpose of the text above?		√			
42.	From the text, we can conclude that Florence Nightingale's prominent characters are….				√	
43.	What is the main idea of the second paragraph?				√	
44.	"… helped spread Nightingale's **ideas** around the world" The word **ideas** can be best replaced by ….		√			
45.	The sound of falling water made the writer …		√			
46.	The water in Lembah Pelangi waterfall is clean and fresh. It's probably due to its location is ….		√			
47.	"… I was <u>amazed</u> by the beautiful scenery of the waterfall."		√			

	The word "amazed" is closest in meaning to ….						
48.	By reading the text, a reader knows that ….		√				
49.	Why are grasshoppers sometimes becoming serious pets? Because they….		√				
50.	"They <u>protect</u> them selves from predators" The underlined word id closest in meaning to ….		√				
	Total	**2**	**33**	**0**	**15**	**0**	**0**
		35			**15**		
	Score	**35/50x100% = 70%**			**15/50x100% = 30%**		

The table above shows that from 50 multiple choices, the higher order thinking only gets 15 questions where was belongs to the analyze skill or C4, and 0 item for evaluate skill or C5 and create skill or C6. Because, in multiple choice was impossible apply that skill or C6. Thus, the score of the higher order thinking level obtains 30%.

Further, the following table explains the percentage and the distribution of each skill in the higher order thinking skill in English national exam of 2016-2017 and 2017-2018 academic year.

Table 4.3

The Distribution of the Higher Order Thinking Skill in Multiple

Choice Question's National English Exam of 2016-2017

Academic Year.

No.	Higher Order Thinking Level	Multiple Choice Questions	Total Score
1.	Analyze	7	7/50x100% = 14%
2.	Evaluate	0	0/50x100% = 0%
3.	Create	0	0/50x100% = 0%
Total		**7**	**7/50x100% = 14%**

Table 4.4

The Distribution of the Higher Order Thinking Skill in Multiple

Choice Question's National English Exam of 2017-2018

Academic Year.

No.	Higher Order Thinking Level	Multiple Choice Questions	Total Score
1.	Analyze	15	15/50x100% = 30%
2.	Evaluate	0	0/50x100% = 0%

3.	Create	0	0/50x100% = 0%
	Total	**15**	**15/50x100% = 30%**

From two of tables above, shows that from 50 multiple choice questions in each package per year, the analyze or C4 skill was the highest score between evaluate or C5 and create skill or C6. Because each package did not apply evaluate skill, even create. Because create can apply in essay questions, but not in multiple choice. The analyze skill in 2016-2017 academic year obtains 14% and in 2017-2018 academic year obtains 30%. And there is no question belongs to the evaluate and create skill.

And the following two tables is the list of questions in multiple choice which belongs to analyze skill. The first table is the table for the question list of analyze skill in the 2016-2017 academic year.

Table 4.5

The Question List of Analyze Skill in 2016-2017 Academic Year

No. of Questions	The Questions List of Analyze skill
9.	What is the writer's purpose to write the text?

	A. To tell how to join Amelia's party.
	B. To announce Amelia's birthday party.
	C. To ask the addressee to come to the party.
	D. To inform how to come to the birthday party.
18.	What is the main idea of paragraph 2?
	A. The celebration is longer than a week.
	B. People come to Thailand for the festival.
	C. People sell special talc for Songkran festival.
	D. The most famous Songkran Celebration is in Chiang Mai.
22.	After reading the text, the readers may wonder …
	A. why it was not easy to pull the statue at that time
	B. how the big stones could be brought to Easter Island
	C. where the stone statues are placed now
	D. which the best stone statue is
39.	This text will likely attract the attention of students who….
	A. like to study about light
	B. have high curiosity in colors
	C. are interested in natural phenomenon

	D. want to know more about Earth's magnetic field
40.	What is the writer's intention to write the text? A. To explain how chameleons detect the object. B. To inform about some endangered chameleons. C. To describe chameleon species in general. D. To tell how chameleons move their bodies.
46.	The purpose of the story teaches the readers about …. A. responsibility B. friendship C. bravery D. loyalty
49.	What does the writer's intention to write the card above? A. To show her care of her friend's birthday. B. To tell her friend how amazing she is in her birthday. C. To inform something good to her friend. D. To ask her friend to celebrate her birthday.

9. What is the writer's purpose to write the text?

This question belongs to analyze skill or include *attributing,* (attributing involves a process of deconstruction, in which a student determines the intentions of the author of the presented material), because it was determine and analyze a point of view of the author about the purpose of the text.

18. What is the main idea of paragraph 2?

This question belongs to analyze skill or include *attributing,* because the students should be able to analyze and finding the inference from the text.

22. After reading the text, the readers may wonder …

This question also belongs to analyze skill or include *attributing*, because the answer was implicit, so, the students should be able to analyze and finding the inference from the text.

39. This text will likely attract the attention of students who….

This question also belongs to analyze skill or include *attributing*, because the answer was implicit, so, the students should be able to analyze and finding the inference from the text.

40. What is the writer's intention to write the text?

This question belongs to analyze skill or include *attributing*, because it was determine the intentions of the author.

46. The purpose of the story teaches the readers about ….

This question belongs to analyze skill or include *attributing*, because it was determine the purpose of the story from the readers' point of view.

49. What does the writer's intention to write the card above?

This question belongs to analyze skill or include *attributing*, because it was determine the intentions of the author.

Table 4.6

The Question List of Analyze Skill in 2017-2018 Academic Year

No. of Questions	The Questions List of Analyze Skill
6.	What is the writer's intention to write the text? A. To announce the programs to celebrate the National Education Day. B. To invite students for watching the English contest. C. To explain how to join the speech English contest.

	D. To develop the students' skill in English.
9.	What is the writer's purpose to write the text? A. To ask for forgiveness for being upset. B. To tell when they will visit their grandma. C. To inform what they will do on the next year. D. To inform the cancellation of visiting grandma.
12.	What is the text mainly about? A. The unavailability of the new school shoes B. The permission of using old uniform C. The procedure of wearing clothes D. The obligation of wearing ID
15.	What is the writer's purpose to write the text? A. To hold the drama club at school. B. To tell about drama club at school. C. To explain how to join drama club at school. D. To invite the readers for watching the drama show.
17.	What is the purpose of the writer to compose the text? A. To tell how to get Ananda's house. B. To invite someone to come to Dahlia street. C. To inform that Ananda will hold a birthday party. D. To ask someone to come to Ananda's birthday

	party.
24.	What might a music lover do after reading the text? A. Making an international competition there. B. Planning to watch an opera or orchestra show there. C. Going there to take the picture of the Sydney Opera House. D. Praising the opera house as a UNESCO world heritage site.
27.	Why did the woodcutter cut down the tree? A. He wanted to get more gold. B. He was afraid of the king of mice. C. The king of the mice lived inside a banyan tree. D. The king of the mice never gave the gold to the poor.
28.	What can we learn from the story above? A. The greedy person would never satisfy himself. B. The tricky person will get a problem. C. The lazy person will never success. D. The poor person must work hard.
33.	The text mainly tells about … A. the cloud family

	B. using slide to play
	C. playing slide in sky
	D. struggling to get the slide
34.	What is the main idea of last paragraph?
	A. Lody and Tody was fighting.
	B. Lody and Tody with his brother.
	C. Lody and Tody could stop raining.
	D. Lody and Tody stopped their fighting.
36.	From the text, we can learn that ones have to be ….
	A. cool
	B. patient
	C. impolite
	D. annoyed
37.	What is the topic of the text?
	A. Tropical disturbances in warm ocean.
	B. The wind speeds of the giant storms.
	C. Tropical storms known as cyclones.
	D. Giant tropical storms, hurricanes.
38.	What is the main idea of the second paragraph?
	A. Tropical depression is caused by wind speeds of 38 miles.

	B. The low pressure system are fed by energy from warm seas.
	C. The wind speeds can charge a hurricane into a tropical storm.
	D. The surface temperature and wind speeds can cause a hurricane.
42.	From the text, we can conclude that Florence Nihghtingale's prominent characters are…. A. persistent and caring B. intelligent and devious C. structured and fanciful D. prosperous and negligent
43.	What is the main idea of the second paragraph? A. Florence devoted her life to public health. B. A wealthy girl can determine to be a nurse. C. The cleverness of Nightingale is shown on the use of the bell. D. The writer's idol had ideas to establish nursing training school.

6. What is the writer's intention to write the text?

This question belongs to analyze skill or include *attributing*, because it was determine and analyze the author's intentions about the text.

9. What is the writer's purpose to write the text?

This question belongs to analyze skill or include *attributing*, because it was determine and analyze a point of view of the author about the purpose of the text.

12. What is the text mainly about?

This question belongs to analyze skill or include *attributing,* because the students should be able to analyze and finding the inference from the text.

15. What is the writer's purpose to write the text?

This question belongs to analyze skill or include *attributing*, because it was determine and analyze a point of view of the author about the purpose of text.

17. What is the purpose of the writer to compose the text?

This question belongs to analyze skill or include *attributing*, because it was determine and analyze a point of view of the author about the purpose of text

24. *What might a music lover do after reading the text?*

This question belongs to analyze skill or include *attributing*, because the answer was implicit, so, the students should be able to analyze and finding the inference from the text.

27. *Why did the woodcutter cut down the tree?*

This question belongs to analyze skill or include *attributing*, because it was analyze the main points from the reader's point of view, students should be able to select appropriate reason from the text.

28. *What can we learn from the story above?*

This question belongs to analyze skill or include *attributing*, because the answer was implicit, so, the students should be able to analyze and finding the inference from the text.

33. *The text mainly tells about ...*

This question belongs to analyze skill or include *attributing,* because the students should be able to analyze and finding the inference from the text.

34. What is the main idea of last paragraph?

This question belongs to analyze skill or include *attributing,* because the students should be able to analyze and finding the inference the last paragraph from the text.

36. From the text, we can learn that ones have to be ….

This question belongs to analyze skill or include *attributing*, because the answer was implicit, so, the students should be able to analyze the the inference from the characters of the story.

37. What is the topic of the text?

This question belongs to analyze skill or include *attributing,* because the students should be able to analyze and finding the inference from the text.

38. What is the main idea of the second paragraph?

This question belongs to analyze skill or include *attributing,* because the students should be able to analyze and finding the inference the second paragraph from the text.

42. From the text, we can conclude that Florence Nihghtingale's

prominent characters are….

This question belongs to analyze skill or include *attributing*, because the answer was implicit, so, the students should be able to analyze the the inference from the character of the story.

43. What is the main idea of the second paragraph?

This question belongs to analyze skill or include *attributing,* because the students should be able to analyze and finding the inference the second paragraph from the text.

2. **The Development and Comparison of the National Examination on Junior High School Level for 2017-2018 based on Higher Order Thinking Skill (HOTS)**

After seeing the result of the distribution of English national exam, it shows that there is a development among the 2016-2017 to the 2017-2018 academic year. Where there is an increase in the amount of higher order thinking question, although not significant, it was only increase 16%. But, the question in English examination was quite developed from the previous year. Because the writer wonders the development of higher order thinking in national examination in 2017, based on the statement of the ministry of education and culture on April 2018, before the national examination was held, states that the National Examination for Junior High School level also using HOTS. From its statement, the

writer was also curious to analyze the national exam of English of the previous year. The following table shows the comparison of the question with higher order thinking skills in the 2016-2017 and the 2017-2018 academic years.

Table 4.5

The Comparison English National Exam with HOTS In

The 2016-2017 And The 2017-2018 Academic Years

No.	Academic Year	Total Score
1.	2016-2017	14%
2.	2017-2018	30%

Furthermore, the comparison between 2017 and 2018, the writer founds there was an increase in the number of questions using HOTS category. In the 2016-2017 academic year, the total of the question with HOTS was 14% and 30% for the 2017-2018 academic year, which all questions belong to analyze skill or C4. So, the national examination from 2017-2018 increase compared to the previous year.

C. The Discussion of the Data

1. The Higher Order Thinking Skill

The last sub-chapter included in chapter four is the discussion. After the writer distribute and divides the six levels into the lower order thinking (remember, understand, apply) and the higher order thinking skill (analyze, evaluate, create), the result of the data shows, that all questions which categorised higher order thinking skills only contain 14% and 30% each per year (2017 and 2018). Thus, evaluate and create skill obtains null distribution. It means the higher order thinking skill is lower distribution than lower order thinking skill.

From 50 questions of multiple choices in each package, the higher order thinking level only gets 7 questions in the 2016-2017, and 15 questions in the 2017-2018 academic year. Thus, the writer thinks, between that skills is inequality number in multiple choice questions.

The understanding skill or C2 obtains the highest distribution among the three skills in the lower order thinking level even among the six cognitive of the revised edition from Bloom's taxonomy. It happens because every questions consist of text, so, the students must understand the text to answer it. It also supported by Mayer that the largest category of transfer-based educational objectives emphasized in schools and colleges is

understand.[1] The analyze skill also obtains the highest distribution only among the three skills in the higher order thinking level.

Furthermore, as the first skill in the higher order thinking level, the analyze skill obtains 7 questions and 15 question for each year. Is the highest number among the three skills, although if it compared to the other six domains, it is so far, and still has small distribution. The example of the analyze question in the 2016-2017 national examination like, *"After reading the text, the readers may wonder ..."* in this question, of course the students have to do remember and understand it, but, its questions require analysis-level thinking, so students need to infer the main idea from the individual points made in a text, taken as a whole. Brookhart also points out that at the analysis level, we are talking about finding the main idea in a text that doesn't state the main idea explicitly.[2]

The second skill is the evaluate skill which obtains null distribution. Brookhart also state that evaluation can be stated as a thesis or a conclusion and supported with evidence and logic.[3] This kind of question such as let them to judge the moral value in the text for some purpose. But, in the question of national

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[1] Richard E. Meyer, Theory Into Practice: Rote Versus Meaningful Learning, Vol. 41 No. 4, 2002, p. 228.

[2] Brookhart, *How to Assess*, p. 43.

[3] Brookhart, *How to Assess*, p. 53.

examination, all of questions only contains multiple choice item, so the writer thinks it is so hard to apply that skill in those items.

The last category is the create skill which also obtains null distribution. Same like the writer discuss in the result above, that multiple choice was impossible apply this skill. This skill only appropriate in the essay item. Because create skill is reorganizing elements into a new pattern or structure.[4]

Finally, the writer think that in the higher order thinking level, the highest distribution skill that is gotten by the analyzed skill if it is compared to the three cognitive domains of revised edition from Bloom's taxonomy. The most important thing that must be concern for the designers of the test and government is the evaluate skill which obtains null distribution. The writer hopes the government will be enriched the variation of the higher order thinking questions in the national examination of English, so the students could improve their critical thinking or their higher order thinking skill in the future.

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[4] Meyer, Theory into Practice: Rote Versus, p. 231.