AN ANALYSIS OF 2017 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) EXAMINATION TEST ITEMS FOR VICTORIAN SENIOR HIGH SCHOOL IN TERMS OF THE LEVEL OF QUESTIONS (HOT OR LOT) AND COMMUNICATIVE LANGUAGE ABILITY

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ABSTRACT

This article aimed to observe and analyzed English as an additional language (EAL) examination test items for Victorian senior high school in terms of the level of questions (HOT or LOT) and communicative language ability. This study was conducted due to the importance of providing the appropriate and good test items for students in gaining students' competence. This study was conducted through qualitative research focusing on the content analysis method. The data source used in this study was document of English as an additional language (EAL) examination test items of Victorian senior high school. The test items were observed, classified, analyzed, and then the results were interpreted and drew the conclusion. This study was done by analyzing the test items document due to the levels of questions and communicative language ability.

Keywords: *Qualitative Research, English as an additional language (EAL) examination, Communicative Language Ability, HOT and LOT.*

I. INTRODUCTION

Examination is a measurement at the end of learning process. It is used as indicators in order to create the clever and competence students. English as a subject taught at school and college deal with the students' understanding and use of language. The target forces government to improve education quality. One of the strategies used to improve education quality by the government is making an evaluation program through the examination. In relation to improve national education to create intelligent and competitive graduates, assessment technique which is appropriate to the aims of the curriculum and used to improve students thinking level should be designed and implemented. Providing the test items that relates to their learning materials and based on the students' Bloom

Taxonomy will help the students to be able in answering the test in an examination.

Anderson (1981) in revising the original Bloom's Taxonomy have sought to revise and extend their approach, use common language, be consistent with a current psychological and educational thinking, and provide realistic examples of the use of the framework. There are six categories; remembering, understanding, applying, analysis, evaluation dan creation.

Providing the test items that relates to their learning materials and based on the students' Bloom Taxonomy will help the students to be able in answering the test in examination. Anderson (in Zaim:2016) in revising the original Bloom's Taxonomy have sought to revise and extend their approach, use common language, be consistent with a current psychological and educational thinking, and provide realistic examples of the use of the framework. There are six categories; remembering, understanding, applying, analysis, evaluation and creation.

Referring to those explanations, the writer aims to observe and analyze the 2017 English as an additional language (EAL) examination test items for Victorian senior high school in terms of the level of questions (HOT or LOT) and communicative language ability. This analysis aims to see the variation of the test items' level of questions, analyze the number of higher Order thinking and lower Order thinking of the test items due to the revised bloom taxonomy and analyze the communicative language ability that exist in the tests items.

II. LITERATURE REVIEW

2.1. Revised Taxonomy Bloom

Anderson (in Zaim, 2016) proposed three domains in order to master science knowledge relates to the taxonomy bloom. They are cognitive domain, affective domain and psychomotor domain.

   a. Cognitive

Cognitive refers to mental skills (*knowledge*). 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 of cognitive as processes, starting from the simplest to the most complex. The lowest three levels are remembering, understanding and applying and called as Lower Order Thinking (LOT). The highest three levels are analyzing, evaluating and creating and called as Higher Order thinking (HOT). 1).**Remembering** : Recall or retrieve previous learned information; 2).**Understanding** : Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems; 3).**Applying** : Applying involves using acquired knowledge solving problems in new situations by applying acquired knowledge, facts, techniques and rules; 4).**Analyzing** : Analyzing involves examining and breaking information into component parts, determining how the parts relate to one another, identifying motives or causes, making inferences, and finding evidence to support generalizations; 5).**Evaluating** : Make judgments about the value of ideas or materials; 6).**Creating** Builds a structure or pattern from diverse elements.

   b. Affective

Affective refers to growth in feelings or emotional areas (*attitude or self*). Skills in the affective domain describe the way people react emotionally and their ability to feel other living things' pain or joy. Affective objectives typically target the

awareness and growth in attitudes, emotion, and feelings. There are five levels in the affective domain moving through the lowest-order processes to the highest: 1).**Receiving** (The lowest level; the student passively pays attention). 2). **Responding** (The student actively participates in the learning process). 3).**Valuing** (The student attaches a value to an object, phenomenon, or piece of information). 4). **Organizing** (The student can put together different values, information, and ideas, and can accommodate them within his/her own schema). 5). **Characterizing** (The student at this level tries to build abstract knowledge).

    c. Psychomotor

Psychomotor refers to manual or physical skills (*skills*). Skills in the psychomotor domain describe the ability to physically manipulate a tool or instrument like a hand or a hammer. Psychomotor objectives usually focus on change and/or development in behavior and/or skills. 1). **Perception** (The ability to use sensory cues to guide motor activity). 2). **Set** (Readiness to act: It includes mental, physical, and emotional sets). 3). **Guided response** (The early stages of learning a complex skill that includes imitation and trial and error: Adequacy of performance is achieved by practicing). 4). **Mechanism** (Learned responses have become habitual and the movements can be performed with some confidence and proficiency). 5). **Complex overt response** (The skillful performance of motor acts that involve complex movement patterns). 6). **Adaptation** (Skills are well developed and the individual can modify movement patterns to fit special requirements). 7). **Origination** (Creating new movement patterns to fit a particular situation or specific problem).

2. Communicative Language Ability

    Communicative language ability (CLA) can be described as consisting of both knowledge, or competence, and the capacity for implementing, or executing that competence in appropriate, contextualized communicative language use. Communicative language ability is consists of the following items.

    a. Knowledge Structure

Zaim (2016) stated that knowledge structure is all of the sub knowledge and science that have to understood by human for living and keep living in the world. It can be in form of natural science or social science and humanities. The more complete and high a person's knowledge, he or she can communicate with other and has high competence and communicative in use the language.

    b. Language Competence

Zaim (2016) stated that language competence concern with not only language knowledge but also with the knowledge and skill how to use the language. Language Competence consists of Organizational Competence and Pragmatic Competence. Organizational Competence refers to the abilities involved in controlling the formal structure of language for producing or recognizing grammatically correct sentences, comprehending their propositional content, and ordering them to form texts. These abilities are of two types: grammatical and textual. Grammatical competence is the competence in language usage, such as the knowledge of vocabulary, morphology, syntax, and phonology/graphology. Textual competence includes the knowledge of the conventions for joining utterances together to form a text. Pragmatic Competence concerns with the relationships among signs and their referents. Pragmatics is thus concerned with the relationships between utterances and the acts or functions that speakers (or

writers) intend to perform through these utterances. It consists of Illocutionary competence and Sociolinguistic Competence.

    c. Strategic Competence
Strategic competence is seen as the capacity that relates language competence or knowledge of language, to the language user's knowledge structures and features of the context in which communication takes place.

    d. Psycho Physiological mechanism
Zaim (2016) stated that the way of communicating should be based on the right mechanisms psychologically and physiologically. These are essential the neurological and psychological processes that include the execution phase language use.

    e. Context of situation
Zaim (2016) stated that context of situations refers to the setting or the place where the communicating happens and who speaks to whom. Both of them will affect the meaning of the utterances in the communicating.

To sum up, the implementation of knowledge structures as knowledge of the world and language competence as the knowledge of language produce strategic competence and result psychopsylogical mechanisms based on the context situation.

III. RESEARCH METHOD

    This study was conducted through qualitative research focusing on the content analysis method. This method was used since it provides the collection, analysis and interpretation of comprehensive data to gain insight into particular phenomenon of interest as proposed by Gay (2012). This study was done by analyzing English as an additional language (EAL) examination test items for Victorian senior high school document to investigate the level of questions and the communicative language ability of the English test items.

The data source used in this study was document of English as an additional language (EAL) examination test items for Victorian senior high school. The document was used as the data in this research. The writer took documents of English as an additional language (EAL) examination test items for Victorian senior high school from a lecturer of Universitas Negeri Padang who have a daughter that study at Victorian Senior High School when they lived in Australia for several years. The writer picked up 46 questions with three sections then tabulated them. The researcher collecting the data by gathering test items that found in the documents, reading and observing each test items carefully to find out the whether the questions belong to HOT or LOT types, classifying and identifying the data according to their features and identifying the communicative language ability of the test items.

    The data were analyzed through several steps. The test items was analyzed through the following procedures: analyzing the data by categorizing and counting the frequencies of occurrences of the level of questions types, writing down the frequency of occurrence of each type in the data sheets, identify the communicative language ability of the test items, after all the types was

identified and written down, they were used as the basis to make inferences and draw the conclusion.

IV. FINDINGS AND DISSCUSSION
4.1. Level of Questions (HOT or LOT) of Test Items
a. Analysis of Cognitive Domain

Based on the analysis of the 2017 English as an Additional Language (EAL) Examination Test Items for Victorian Senior High School, it was found that the examination The 2017 English as an Additional Language (EAL) Examination Test Items for Victorian Senior High School consisted of three sections. Section A was listening to texts with 2 questions, where question 1 consists of 7 sub questions and question 2 consisted of 5 sub questions and the Percentage of total marks was 20. Section B was Analytical interpretation with 28 questions and the Percentage of total marks was 40. Section C was Argument and persuasive language with 2 questions, where question 1 consisted of 5 sub questions and the Percentage of total marks was 40. There were 45 essay test items and only one multiple choices test item. Thus, total number of test items was 46 test items and the percentage of total marks of all questions was 100. This examination paper provided the highly detail information of rules and clues in order to help students in conducting and answering the test. It also provided the assessment criteria deal with the providing test. All of the test contents were based on what they have learned in the classroom before.

The results showed that, it was found that there were two test items that belonged to Remembering with percentage 4,3%, four test items were belonged to Understanding with percentage 8,7%, one test item was belonged to Applying with percentage 2,2%, six test items were belonged to Analysis with percentage 13,04%, thirty three test items were belonged to Creating with percentage 71,7% and there was no test item that belonged to Evaluating. These percentages were the result of the number of test items found divided the total number of the test items and times 100 %. It was explained in details below.

No	Cognitive Domain	Number of Test Items	Total	Percentage
1	**Remembering (C1)**	Section A. Question No. I.a and II.b	2	4,32 %
2	**Understanding (C2)**	Section A. Question No. I.b, I.f, Question no. II.c, and Section C question No. I.d.	4	8,7 %
3	**Applying (C3)**	Section A. Question No. I.d	1	2,2%
4	**Analysis (C4)**	Section A. Question No. I.c, Question no. II.a, and Section C Question No. I.b, I.c, I.e, Question no. II.	6	13,04 %
5	**Evaluating (C5)**	-	-	-
6	**Creating (C6)**	Section A. Question No. I.e, I.g, Question no. II.d, II.e, All test items of Section B (28 test items) and Section C Question No. I.a.	33	71,7 %

			46	100 %
		Total	46	100 %

Table 1. Analysis of Cognitive Domain

b. Analysis of Lower Order Thinking (LOT) and Higher Order Thinking (HOT)

The researcher analyzed the documents by identifying the verbs used as the clues in the questions of test items using the Revised Bloom's Taxonomy Action Verbs. The first three levels (Remembering, Understanding and Applying) were called as Lower Order Thinking (LOT) and the others three levels (Analyzing, Evaluating and creating) were called as the Higher Order Thinking (HOT). From the content analysis, it was found that there were only 7 test items that belonged to lower level questions and showed the lower order thinking (LOT) with percentage 15,22%. Beside of it, there were 39 test items that belonged to higher level questions and showed the higher order thinking (HOT) with percentage 84,78%.

1. Lower Order Thinking (LOT)

These 7 test items which belonged to LOT were divided into three types.

1. Remembering

2test items were belonged to remembering, since the test items asked the question that had the explicit answer in the provided text itself, it only asked the test takers to identifying, mentioning, showing, give names or provide definitions of the data based on the existing text. All of the answers were existed in the text. As Zaim (2016:33) said that all of these operational verb are used to determine the test based on the remembering level.

2. Understanding

Test items were belonged to Understanding, since the test items asked the questions that had the implicit answer in the providing text. It asked the test takers to explaining, concluding, translating, getting conclusion, developing, summarizing and predicting what will happen based on the providing text. All of the answers were implicitly existed in the text, thus the test takers should understood the text first before answering the questions.

3. Applying

Test item was belonged to Applying, since these test item asked the question and asked the test takers to resulting, finding, completing and providing answer based on the providing text, such as providing synonym, antonym, what and who refers to whom, etc. As Zaim (2016:33) said that all of these operational verb are used to determine the test based on the applying level.

2. Higher Order Thinking (HOT)

These 39 test items which were belonged to HOT were divided into two types.

1. Analysis

Six questions were analysis text which asked the test taker to analyze the provided text before to find out the appropriate answer of the questions. The test taker would be able to fill the blank word or answer the analysis questions type when they known and understood the text deeply and clearly, so they were able to related the sentences and text to the questions given. They did it after the process of understanding the text.

2. Creating

Thirty three test items were belonged to the part of creating since the question were asking the test takers to arrange a paragraph, discuss and write sentence, paragraph or even text based on the topic, clues and information given. These test items automatically belonged to Creating. As Zaim (2016:33) said that categorized, combining, designing, creating, arrange and rearrange are the operational verb that are used to determine the test based on the understanding level. To make it clear, the researcher provided the data in form of table.

No	Levels	Number	Percentage	Cognitive domain
1	Lower Order Thinking (LOT)	7	15,22 %	C1, C2, C3
2	Higher Order Thinking (HOT)	39	87,78 %	C4, C6
	Total	46	100 %	

Table 2. Analysis of LOT and HOT

To sum up, most of the test items show the high level of question and act as the higher order thinking. It showed the student's creativity in learning since the test was given based on the students' competency and based on the materials that they have learned before.

c. *Analysis of Affective Domain*

The affective domain of this test items could not be analyzed properly, accurately and clearly since the affective domain concerned on the students' participation and attitude to the course given by the teacher in ongoing process of learning. The measurement of affective domain was conducted to the learning's outcome in form of opinion, attitude and value (Zaim:2016). Related to the explanation before, the researcher could not identified and determined the students' affective due to this examination concretely and clearly. The researcher measure the students' affective domain based on their attitudes and participation toward the national examination in order to answering all of the test items. The researcher found the students' affective domain from the students' attitude in accepting the English National Examination, their preparation to started and faced the exam, their participation to followed and conducted the examination, how they showed their attitude due to the instruction, questions and all attributes of the examination answered the questions of all test items and how they understand and finish the examination well. The researcher concluded that the students' affective was shown from their attitudes in accepting, facing, conducting and finishing the examination. This related to the three lowest types of affective domain in receiving, responding and valuing.

d. *Analysis of Psychomotor Domain*

Actually, analyzing psychomotor domain had the same cases with analyzing the effective domain. Psychomotor domain was also hard to analyze since the data was in form of test items not performances or skills. The psychomotor domain of this test items also could not be analyzed properly, accurately and clearly since it concerned on the students' body movements, skills and performance as the learning outcomes. They could not measure directly through this test items. The measurement of psychomotor domain was conducted to the students' skill and performance due to the material given by the teacher in form of project assessment, working assessment and portfolio assessment, based on the skill measured (Zaim:2016). Related to the explanation before, the researcher could not identified and determined the students' psychomotor due to

this examination concretely and clearly. The researcher measure the students' psychomotor domain based on their skills and performances toward the national examination in order to answering all of the test items. The researcher found the students' psychomotor domain from the students' skill and performances in understanding and comprehension of both materials and test items in order of conducting the English National Examination, their readiness and concentrates to started and faced the exam, their creativity and writing skill to write paragraph in order to answer the test and how they done the exam. The researcher concluded that the students' psychomotor domain was shown from their readiness, concentrating and comprehension knowledge in conducting the examination. This relates to the two lowest types of psychomotor domain; perception and readiness.

2. Communicative Language Ability

Communicative language ability was divided into five aspects; knowledge structure, language competence, strategic competence, Psycho Physiological mechanism and context of situation, but not all of these aspects were existed in the test items of the 2017 English as an Additional Language (EAL) Examination for Victorian Senior High School. Some of these aspects were not existed in the test items since the aspects were close to speaking communication not written language.

a. Knowledge Structure

Knowledge structure was involved in all of the test items in the English as an Additional Language (EAL) Examination document that had been analyzed by the researcher. All of the test contained of variant knowledge that combined and put in form of text, information, clues and written language by using English in order to accessing the students competence. There were many texts with various topics that existed in the test, students or test takers answered the questions based on the providing text, information and clues. This showed the involving of knowledge structure there. As Zaim (2016) stated that knowledge structure is all of the sub knowledge and science that have to understood by human for living and keep living in the world.

b. Language Competence

Language competence comprises essentially a set of specific knowledge components that were utilized in communication via language. This language competence related to the previous knowledge structure in providing the test items with various types of texts and questions.

1). Organizational competence

This was involved in some test items since it function was related to correct sentences, ordering and form or arrange sentences, paragraph or even text.

a. Grammatical competence

Grammatical competence was involved in some test items. Grammatical competence that was involved in these test items were to determine and identified the test takers competence in language usage in term of vocabulary since the questions was asked the test takers to provide the synonymy and meaning of word/phrase.

b. Textual competence

Textual competence was involved in a few questions in section A and C and involved in all questions in Section B. Textual competence that was involved in

these seven test items were to asked and guided test takers to understood the providing text to get the real meaning in order to answered the questions given, to understand the providing topics in order to be able in arranging, completing, re arranging and creating or write the paragraph or text, and to accessed the test takers or students competence in creating a good paragraph structurally and systematically.

2). Pragmatic Competence

We can found pragmatic competence that was divided into two parts on the test items.

a. Illocutionary

This illocutionary competence was found in questions section A, No.1.e and in some questions section B. in section B, it was found in test items that provided these topics: Black Diggers, Cloud Street, Old and New World Poems, Selected Poems by John and Novel Frankenstein.

b. Sociolinguistics

This sociolinguistics competence defined as the way and the context of the language that used by the native language user in their environment. It was found in section A question No. I.d, No. II.e and No. II.g.

c. Strategic Competence

There was no Strategic competence found in this written test items since this competence was related to speaking language not written language. It was related to the language user's knowledge structures and features of the context in which communication takes place.

d. Psycho Physiological mechanism

The Psycho Physiological mechanism of this test items could not be analyzed properly and accurately since it was for speaking language or communication. As Zaim (2016) stated that we can distinguish the visual from the auditory channel and the productive from the receptive mode. That are shared by our interlocutor following the communication attempt, evaluate the extent to which the communicative goal has been achieved. But we may look this mechanism in the student's ability in writing test. How they create their own ideas in writing a structural and good text/answer deal with the text questions or instructions.

e. Context of situation

Context situation was not found in this written language test items (text) properly. The texts' entire topic of the test items were in general knowledge but based on their materials before that can be understood of all students/ test takers. There was no specific topic that was related to the particular area, program, location or even environment of the test taker, but the students still understand and able to answer the test items since they have learned it before. Thus, it could not be identified the context of situation of the written language or text clearly. But we could identified it in the student's ability to write their own ideas based on the context of situation given and how they use or activate their prior and background knowledge to the writing process in order to answer the questions of the writing test.

V. CONCLUSION

Based on the document analysis that had been done by the writer, it was found that these forty six test items consisted of cognitive domain in Remembering 4,3%, Understanding 8,7%, Applying 2,2%, Analysis 13,04%, Creating 71,7% and no Evaluating. The lower order thinking (LOT) of the test items was 15,21% and the higher order thinking (HOT) was 84,78%. LOT referred to the lowest level of questions and HOT referred to the higher level of questions.

The affective domain was shown from the student's attitudes in accepting, facing, conducting and finishing the examination. This related to the three lowest types of affective domain in receiving, responding and valuing. The psychomotor domain was shown from the students' readiness, concentrating and comprehension knowledge in conducting the examination. This relates to the two lowest types of psychomotor domain in perception and readiness. The most common types of communicative language ability that found in the test items were the knowledge structure and language competence.

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