THINKING SKILLS IN QUESTIONS OF ENGLISH NATIONAL EXAM FOR SENIOR HIGH SCHOOL IN THE 2013 - 2014 ACADEMIC YEAR

A THESIS

By
Ummu Lathifah Ahmad, S.Pd
8212713018

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
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A THESIS

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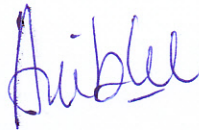Master in Teaching English as a Foreign Language

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ADVISOR'S APPROVAL

This thesis entitled 'Thinking Skills in Questions of English
National Exam for Senior High School in the 2013 – 2014
Academic Year' prepared and submitted by Ummu Lathifah
Ahmad, S.Pd (8212713018) has been approved to be examined
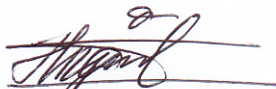by the Thesis Board of Examiners.

Prof. Anita Lie, Ed.D

Thesis Advisor

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Dr. Ignatius Harjanto
Chair

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Prof. Anita Lie, Ed.D
Member

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STATEMENT OF AUTHENTICITY

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, 1st October 2015

Ummu Lathifah Ahmad, S.Pd

8212703018

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Finally, I dedicate this thesis to my loving husband, Kholid Amrillah, and two blessed children – Raihan and Haikal – as well as my beloved parents who have been giving me unwavering and endless support, prayer, and encouragement over the years. May God bless them abundantly

Ummu Lathifah Ahmad

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ABSTRACT

Ahmad, Ummu Lathifah. 2015. *Thinking Skills in Questions of English National Exam for Senior High School in the 2013 – 2014 Academic Year*. S2 Thesis. The English Department of Widya Mandala Catholic University Surabaya.

The objective of this study was to analyze which levels of the Barrett taxonomy were more reflected in English National Exam (ENE) items. The researchers adopted the descriptive analytical approach using a content analysis card built upon the suggested criteria and constructed upon the taxonomy. Afterwards, all the twenty packages of ENE items of 2013 – 2014 academic year were codified. Additionally, to ensure the reliability of the study, three inter-raters analyzed a sample of the test packages. The results indicated that Lower Order Thinking Skills (LOTS) still prevailed in ENE items. Of all the test packages, the items categorized into literal level represented around 68.6% of the total number of the questions. Meanwhile, the questions belonging to reorganization came to occupy a percentage of 20.8. In addition, few of the questions asking students' Higher Order Thinking Skills (HOTS) were available in the ENE, specifically, the inferential level which only reached 10.3%. The tests were not enriched sufficiently with the evaluation comprehension since it only comprised 0.3%. The results also showed the complete absence of "Appreciation" which is the highest level of thinking in the mentioned taxonomy. It is obvious that there is a shortage of HOTS in the exam and they are not well-treated. Accordingly, this finding reveals that there is still much room for ENE to be the driving force in the effort to make learners critical thinkers. In the light of these data, this study recommends modifying the

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English National Exam by providing them with more question
items that include HOTS.

Keywords: Content analysis, Barrett's Taxonomy,
English National Exam