Chapter 2

Review of Related Literature

The current chapter includes two main sections: the theoretical framework and the previous studies. The first section consists of four parts: Part One introduces the concept of evaluation, language testing items evaluation, the common features of good language tests, and procedures of language testing items evaluation. Part Two introduces the meaning and types of listening and reading comprehension. Part Three introduces LOTS and HOTS in terms of its: definition, taxonomies, and related concepts. Part Four introduces an overview of National Exam of English subject of 2013/2014 academic year, listening and reading objectives in it, and its components. The second section in this chapter deals with the previous studies and commentary on them.

Evaluation

Evaluation in the field of education plays a significant role in ensuring the effectiveness of a particular textbook,

curriculum, or educational program. Brown and Rodgers (2002, p. 289) define evaluation as "the process of seeking to establish the value of something for some purpose". In relation to educational context, evaluation is described by Genesee (2001, p. 144) as "a process of collecting, analyzing, and interpreting information about teaching and learning". This process enables us to make informed decisions through which student achievement will increase and educational programs will be more successful.

Based on his observations on the varied forms evaluation can take in TESOL settings, Genesee (2001, p. 144) illustrates that evaluation involves four basic components:

1. The purpose of evaluation is first articulated e.g. to decide whether to continue using new materials; to decide which students will be exempt from ESL instruction.

2. Information relevant to the purpose of evaluation is identified and collected: e.g. the teacher uses student scores on tests and his observations of performance to make decisions; school officials use feedback from teachers and school administrators as well as language

test results in the new and regular programs to decide where and how to revise the new program.

3. Once collected, the information is analyzed and interpreted: feedback from students, their employers and teachers is interpreted impressionistically; test scores of students in the new program are compared to those of students in the regular program and responses to interviews and questionnaires from principals and students are interpreted qualitatively.

4. Finally, decisions are taken; materials are kept, or rejected; each student is assigned to an ESL or non-ESL strand; decisions are made about how to modify the program.
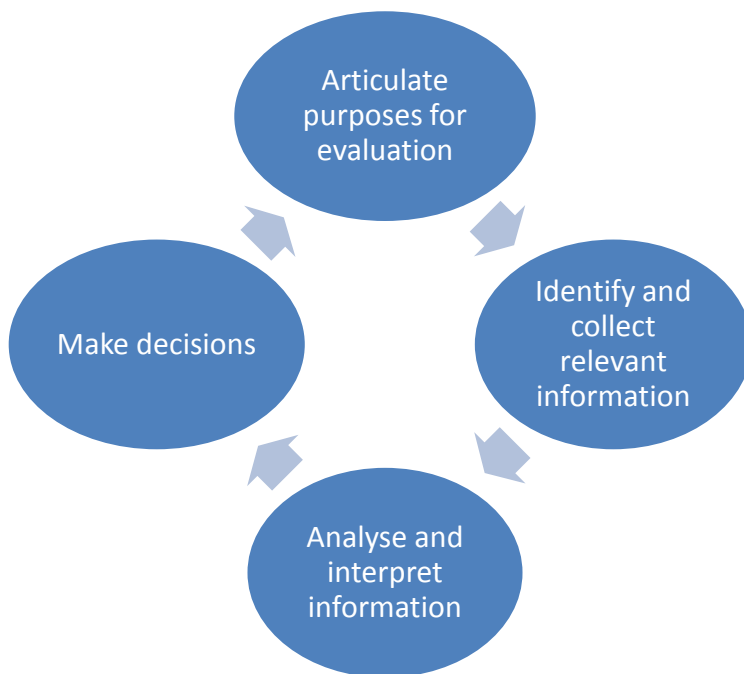
Figure 2.1 Four Basic Components of Evaluation

Figure 2.1 depicts these components in a cyclical relationship because they are related into one another and ongoing: each component affects the next continuously.

Language Testing Items Evaluation

The main concern of this study is language testing items evaluation. Language testing, generally associated with formal assessment procedures such as tests and examinations carried

out at specified times and serving a variety of purposes (i.e. diagnostic, achievement, progress, etc.), is a vital component of instructional language program throughout the world. It can be a precious tool for obtaining information that is relevant to several concerns in language teaching, such as providing evidence of the results of learning and instruction which in turn serve as feedback on the effectiveness of the teaching program itself, providing information that is relevant to making decisions about individuals, i.e. determining what specific kinds of learning materials and activities should be given to students, etc (Bachman & Palmer, 1996, p. 8). Besides, language tests can be used as a device to clarify instructional objectives of the teaching activities and to evaluate the relevance of these objectives and the materials as well as the activities to the students' needs.

Good test items are those items that can assess the performance of learners effectively. Since language testing has such a powerful influence on classroom instruction, it is important for educators to be informed about the question types in examination, especially a high-stake exam such as the National Exam. With this knowledge, educators can evaluate the level of comprehension and the students' competence to

process high order thinking skills. Students' interactions with
questions directly influence their future learning outcomes
(Armbruster & Ostertag, 1993). The implication is that higher
order questions would promote higher order thinking
processing of the text.

The Common Features of Good Language Tests

Good language tests have to fulfill three criteria –
reliability, validity, and practicality (Nation & Newton, 2009,
p. 166). A reliable test is one whose results are not drastically
influenced by any changes in conditions under which it is given
and marked. A test is valid if it measures what it is supposed to
measure and when it is used for the purpose for which it is
designed. It is crucial to ensure the last part of definition of
validity since a test may be valid when it is used for a
particular purpose but not valid when used for another purpose.
The last criterion is practicality, which can be observed from
several aspects: (1) economy of time, money, and labor; (2)
ease of administration and scoring; and (3) ease of
interpretation.

Bachman & Palmer (1996, p. 18) give more comprehensive criteria of measurements qualities of test: reliability, construct validity, authenticity, interactivity, impact, and practicality. These qualities describe what they call "a good language test usefulness", which are described as follows:

1. The term reliability refers to consistency of measurement. A reliable test score is consistent across different characteristics of the testing situation.

2. The term construct validity refers to the extent to which people can interpret a given test score as an indicator of the abilities or constructs that people want to measure.

3. The term authenticity is defined by Bachman & Palmer (1996, p. 23) into two parts. The first relates to the target language's use, which they refer to as authenticity; and they define the second according to its relation to the learners involved in the test.

4. Interactiveness is "the extent and type of involvement of the test taker's individual characteristics in accomplishing a test task"

5. Impact can be defined broadly in terms of the various ways a test's use affects the society, an educational system, and the individuals within them. In general, a test

operates at the macro level of a societal educational
system while corresponding to individuals, i.e. test
takers, at the micro level.

6. Practicality is the relationship between the resources that
will be required in design, development, and use of the
test and the resources that will be available for these
activities. Practicality can be measured by the availability
of the resources required to develop and conduct the test.

Bachman & Palmer's notion of usefulness can be
expressed as in Figure 2.2 (1996).

Usefulness = Reliability + Construct validity + Authenticity + Interactiveness + Impact + Practicality

Figure 2.2 Usefulness

Listening Comprehension

Listening is the most widely used language skill and
often combined with other skills such as speaking, reading, and
writing. Rivers and Temperley, Oxford, and Celce-Murcia in
Hedge (2000, p. 228) point out that when an individual is
engaged in communication, approximately 9 percent of time is
devoted to writing, 16 percent to reading, 30 percent to

speaking, and 45 percent to listening. Moreover, Nunan as quoted in Nation & Newton (2009, p. 37) states that over 50 percent of the time student spend functioning in a second language will be allotted to listening.

Listening is not only a skill area in performing a language, but is also "critical means of acquiring a second language" (Rost, 2001, p. 7). Furthermore, the early stages of language development in a person's first language and other languages as well are "dependent on listening" (Nation & Newton, 2009, p. 37). Linguistic input in the form of listening opportunities covered in social and academic situations are provided by the speakers of the language and their speech to L2 learners. These situations must be understood by the learners to acquire the language. This will run well if the native speakers can make the language comprehension possible and the learners use strategies to make the speech comprehensible.

Krashen in Rost (2001, p. 8) claimed that 'comprehensible input' was a requirement for successful language learning. He points out that being able to understand new language is possible through speech adjustment made to learners. This is in line with Nation & Newton's statement that listening as the way of learning a language gives learner

information from which "to build up the knowledge necessary
for using the language. When this knowledge is built up, the
learner can begin to speak". (2009, p. 38).

Types of listening.

According to Nation & Newton (2009, p. 40) and
Lynch & Mendelsohn (2002, p. 196), listening can be
distinguished into two broad types:

1. One-way listening – typically associated with the
   transfer of information (transactional listening). It is
   also called non-participatory listening (Nation &
   Newton, 2009, p. 236) as can be found in listening to
   lectures, conference presentations, radio programs, or
   public announcements.

2. Two-way listening – typically associated with
   maintaining social relations (interactional or reciprocal
   listening). Nation & Newton (2009, p. 235) call it
   participatory listening such as small-talk in informal
   gathering in which the purpose is to enjoy the gossip
   and to contribute several jokes or anecdote. Another
   kind of participatory listening aims to get the
   information necessary to accomplish something, such as

asking a bank teller how to complete the details needed
on an opening account form. This type of listening is
often seen in most contemporary materials which
contain natural sounding dialogues.

Reading Comprehension

Learning to read refers to reading for meaning or
comprehension. Reading for meaning is essentially an attempt
to comprehend texts. It involves a number of metacognitive
activities of comprehension monitoring. Brown (1980) presents
some metacognitive activities of reading comprehension: (a)
clarifying the purpose of reading, (b) identifying the important
aspects of a message, (c) focusing attention on the major
content, (d) monitoring ongoing activities to determine whether
comprehension is occurring, (e) engaging in self-questioning to
determine whether goals are being achieved, and (f) taking
corrective action when failures in comprehension are detected.

Mayer (2003, p. 26) defines that reading comprehension
is a "technique for improving students' success in extracting
useful knowledge from text". Besides, Miller (2000, p. 8)
reports that "reading comprehension is the ability to understand

or to get meaning from any type of written material. It is the reason for reading and the critical component of all content learning". In addition, Savage and Mooney (1979, p. 29) state that "comprehension - the ability to derive meaning and understanding from printed language – is the communication of the act of reading. Reading is the language activity – since language is a tool of communication, and communication involves the reception as well as the expression of ideas, then the act of reading is not complete until comprehension has taken place".

Types of reading.

There are two well-known types of reading, namely intensive reading and extensive reading. Below is a detailed overview of the two types.

1. Intensive reading

This type of reading includes reading shorter texts in order to extract specific information. Bright and McGregor (1970: 80) point out that "…it is not whole lessons but parts of lessons that may properly be so divided. In the middle of a chapter, we may stop to dwell on one word. This is intensive study".

Thus, the aim of intensive reading, according to Nuttall (1996, p. 68), is:

> "……to arrive at an understanding, not only of what the text means, but of how the meaning is produced. The "how" is an important as the "what", for the intensive lesson is intended primarily to train strategies which the student can go on to use with other texts"

Intensive reading is much effective for the developmental of the reading skills of students since "most of the reading skills are trained by studying short texts in detail" (Nuttal, 1996, p. 38).

2. Extensive reading

In relation to this type of reading, many definitions have emerged in the field. Williams (1986, p. 10) describes it as the "relatively rapid reading of long texts". Along with this definition, extensive reading is 'essentially a private activity, and the reader dwells in his/her private world of reading for his/her own interest" (Nuttal, 1996, p. 142).

Generally speaking, both intensive and extensive readings are important and necessary for effective reading, and they are complementary to each other. To be an effective reader, one must carry on both these two types. Williams (1986, p. 44) suggests that "for every hour of intensive reading,

a learner should be doing at least another hour of extensive reading".

Writing Performance

Unlike speaking, writing has to be consciously learned. According to Harmer (2004), writing has become popular in society since people, especially those in the modern world, felt the efficiency of doing things, and the self-fulfillment and advancement. It is writing which is an important skill for foreign language learners as much as they use their first language. Harmer also argue that writing gives learners opportunities for language processing and helps learners practise and work with language they have been learning.

Studies of how writers actually work show them shuffling through phases of planning, reflection, drafting, and revision. Each phase requires problem solving and critical thinking. These requirements force students to organize and develop ideas logically, use details to illustrate or support ideas argumentatively, create logically connected sequence of several paragraphs; all of which demonstrate the students' ability to perform complex writing tasks. Hence, writing has to

be learned in school very much the same way that it is
practiced out of school. This understanding poses new
challenges for educators as to how writing is presented and
practiced in the classroom.

Types of writing performance.

Brown (2004, p. 220) suggests four categories of
written performance as described below.

1. *Imitative*. To produce written language, the learners are
   expected to accomplish basic skills in writing such as
   writing letters, words, punctuation, and very brief
   sentences. Form is the primary focus while context and
   meaning are of secondary concern.

2. *Intensive (controlled).* Students are required to produce
   appropriate vocabulary within a context, collocations and
   idioms, and correct grammatical features up to the length
   of a sentence. Although meaning and context are paid
   more attention in determining correctness and
   appropriateness, most assessment are still more concerned
   with a focus on form.

3. *Responsive*. In this category, assessment tasks require
   learners to perform at a limited discourse level, connecting

sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

4. *Extensive*. This type of writing performance implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Focus on grammatical form is limited to occasional editing or proofreading a draft.

Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS)

Lower order thinking is the foundation of skills required to move into higher order thinking. These are basic skills that are taught very well in school systems and include activities in reading and writing (Wilson, 2000). In lower order thinking, information does not need to be applied to any real life examples, it only needs to be recalled and slightly understood.

Meanwhile, various definitions of the term HOTS were provided by several specialists who are interested in the field. McDavitt (1993, p. 20) says that "Higher Order Thinking Skills include analysis, synthesis, and evaluation and require mastery of previous levels, such as applying routine rules to familiar or novel problems".

In addition, Tomei (2005) defines HOTS as:

HOTS involve the transformation of information and ideas. This transformation occurs when students analyze, combine facts and ideas and synthesize, generalize, explain, or arrive of some conclusion or interpretation. Manipulating information and ideas through these processes allows students to solve problems, gain understanding and discover new meaning.

Furthermore, King, Goodson, and Rohani (n.d.) assert that higher order thinking skills are grounded in lower order skills such as discriminations, simple application and analysis, and cognitive strategies and are linked to prior knowledge of subject matter content. It is also in line with Grigaite's findings (2005), who investigated the effect of using higher order thinking strategies on developing child's thinking skills. Fifty-seven children at the age of six took part in the research. Findings revealed that students in the experimental group who

participated in the training were creative. They further revealed high degrees of cognitivism.

It is worth noting that higher levels of thinking happens when learners "search beyond the content they are reading, to find out the answer or achieve comprehension" (Razmjoo & Madani, 2013). Predicting, concluding, inferring are instances of reading comprehension strategies that evoke higher levels of thinking. The level of items developed based on the taxonomy affect the performance of learners in answering reading comprehension items. What is more, it can be understood that a relationship exists between the level of thinking procedures required and the learners' ability to answer the item properly.

In conclusion, many studies have revealed almost the same findings; they showed that the effects of using (HOTS) strategies do not only improve the learner's listening and reading comprehension, but also their thinking, brainstorming and writing abilities.

LOTS and HOTS Taxonomy

One of the most well-known taxonomies in education is Barrett's. It offers a basic model of thinking skills which is

adopted by several researchers for their study purposes.

Barrett's taxonomy focuses on five levels of thinking that

students practice while learning or acquiring knowledge.

Barrett's Taxonomy discusses the different levels of

Comprehension namely: literal, reorganization, inferential,

evaluation and appreciation as shown by Table 2.1 below.

Table 2.1
Barrett's Taxonomy of Reading Comprehension questions, by
Levels and Operations.

Level	Operations for Learning Outcomes
Literal recognition or recall	Requires locating or identifying explicit information or situations; illustrated by recognizing or recalling details and main ideas, sequencing, comparing, examining cause/effect relationships and character traits.

Level	Operations for Learning Outcomes
Reorganization	Requires organizing ideas and information explicitly: illustrated by analyzing, synthesizing and organizing information that has been stated explicitly.
Inference	Requires thinking and imagination beyond the printed page; illustrated by inferring supporting details and main idea, sequencing, comparing, examining cause-effect relationships and character traits, predicting outcomes, focusing on figurative language.
Evaluation	Requires determining the truthfulness of text; illustrated by judgment of reality or fantasy, fact or opinion, adequacy or validity, appropriateness, desirability or acceptability.

Level	Operations for Learning Outcomes
Appreciation	Involves increasing sensitivity to various types of literary genres; illustrated by emotional response to plot or theme, identification with characters and incidents, reactions to the author's use of language, response to generating images.

Literal comprehension refers to the literal recognition, recall or verification of details, main ideas, and sequence of events, comparisons, cause-effect relationships, and character traits. It includes the precise meaning of familiar words and guessing the meaning of unfamiliar words from the contextual cues. Reorganization comprehension requires students to synthesize, analyze, and/or organize information stated in a selection. Inferential comprehension is demonstrated when students use the ideas and information explicitly stated in a viewing material, students intuition and personal experiences as bases in making intelligent guesses and hypothesis. Students may infer supporting details, sequence, comparisons,

cause and effect relationships, character traits, figurative language and predicting outcomes.

Evaluation comprehension deals with judgments and focuses with reality or fantasy, fact or opinion, adequacy or validity, appropriateness, worth, desirability and acceptability. It also refers to judging the language and effect of the material in the light of appropriate criteria. It requires responses which indicate that an evaluative judgment has been made by comparing ideas. Appreciation comprehension deals with psychological and aesthetic responses. It refers to emotional responses to content, plot or theme, sensitivity to various literary genres, identification with characters and incidents, reaction to author's use of language, and response to generated images.

BARRETT'S TAXONOMY of Comprehension Skills

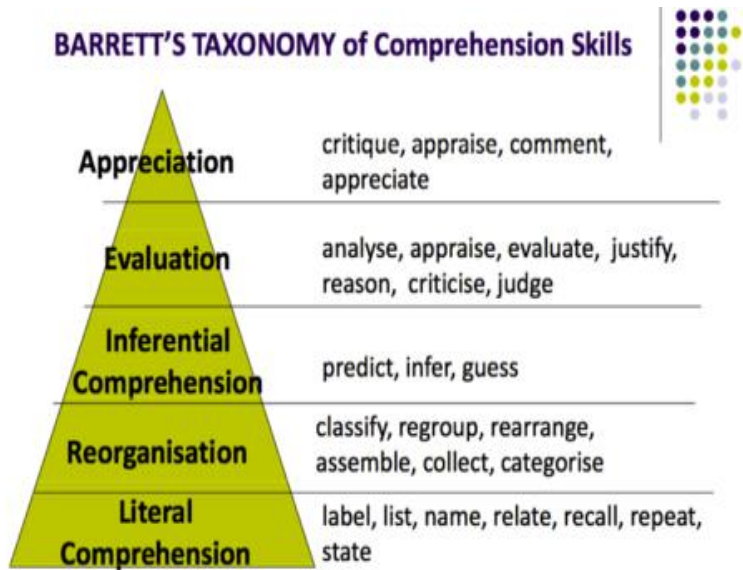|	
Appreciation	critique, appraise, comment, appreciate
Evaluation	analyse, appraise, evaluate, justify, reason, criticise, judge
Inferential Comprehension	predict, infer, guess
Reorganisation	classify, regroup, rearrange, assemble, collect, categorise
Literal Comprehension	label, list, name, relate, recall, repeat, state

Figure 2.3 Barrett's Taxonomy of Comprehension Skills

The quick reference of Barrett Taxonomy is depicted by Table 2.2 as follow:

Table 2.2
Quick Reference Outline of the Barrett Taxonomy

1.0 Literal Comprehension	1.1 Recognition	1.1.1 Recognition of Details
		1.1.2 Recognition of Main Ideas
		1.1.3 Recognition of a Sequence
		1.1.4 Recognition of Comparison
		1.1.5 Recognition of Cause and Effect Relationships
		1.1.6 Recognition of Character Traits

	1.2 Recall	1.2.1 Recall of Details
		1.2.2 Recall of Main Ideas
		1.2.3 Recall of a Sequence
		1.2.4 Recall of Comparison
		1.2.5 Recall of Cause and Effect Relationships
		1.2.6 Recall of Character Traits
2.0 Reorganization	2.1 Classifying	
	2.2 Outlining	
	2.3 Summarizing	
	2.4 Synthesizing	

3.0 Inferential Comprehension	3.1 Inferring Supporting Details	
	3.2 Inferring Main Ideas	
	3.3 Inferring Sequence	
	3.4 Inferring Comparisons	
	3.5 Inferring Cause and Effect Relationships	
	3.6 Inferring Character Traits	
	3.7 Predicting Outcomes	
	3.8 Interpreting Figurative Language	

4.0 Evaluation	4.1 Judgments of Reality or Fantasy	
	4.2 Judgments of Fact or Opinion	
	4.3 Judgments of Adequacy and Validity	
	4.4 Judgments of Appropriateness	
	4.5 Judgments of Worth, Desirability and Acceptability	

5.0 Appreciation	5.1 Emotional Response to the Content	
	5.2 Identification with Characters or Incidents	
	5.3 Reactions to the Author's Use of Language	
	5.4 Imagery	

The first two categories, literal comprehension and reorganization, deal with the facts as presented orally or in the books the students have read, and thus result in closed questions that have a single correct response. Because the information required is stated explicitly in the text, these questions are used to examine the students' lower order thinking skills. A possible exception is synthesizing (2.4) if the combination of facts presented leads to a totally new idea. Under those conditions, the student has creatively added his or her uniqueness to the presented information. However, in classroom learning, synthesis is most often the putting together of facts to reach a generalization or concept or definition.

The remaining categories always involve the student's own background of experience. Consequently, many different, but correct, responses will emerge since each student owns a different background of home, family, friends, and learning process. These categories therefore lead to the development of open-ended questions which require students to use higher order thinking skills.

Although the classroom teacher who focuses on these higher questions has to allocate more time to gather varied students responses, the degree of learning that can be evaluated

is at least as great, and often greater, since adequate response to questions at these levels must incorporate the information that could have been gathered by "fact" questions. Therefore, teacher and students can gain many more information from a lesson with only a few higher level questions and the varied responses, since all the "facts" are checked while the students get practice in using higher cognitive thinking processes.

One interesting aspect of Barrett taxonomy, according to Armbruster & Ostertag (1993), is the subdivision of categories according to specific type of information targeted by the question (e.g. recognizing and recalling main ideas, inferring cause and effect relationships, identification with characters and incidents). It contributes to the usefulness of Barrett's Taxonomy as a guide for constructing questions on a variety of levels as well as for judging questions that have already been created. It can be used to evaluate students' comprehension of text. Bloom's taxonomy of higher thinking skills sheds light on Barrett's reading comprehension as illustrated below.

Table 2.3

A Comparison of Bloom's Taxonomy, Barrett Taxonomy,
and a Two-Level Thinking Skills Model: LOTS and HOTS

Bloom et al. (1956)	Barrett (1979)	Two-Level Thinking Skills Model: LOTS and HOTS
Knowledge	Literal recognition or recall	Lower-Order Thinking Skills
Comprehension	Reorganization	
Application	Inference	Higher-Order Thinking Skills
Analysis		
Synthesis		
Evaluation	Evaluation	
	Appreciation	

The first taxonomy in the left column is Bloom's
taxonomy. It consists of six levels of learning: knowledge,
comprehension, application, analysis, synthesis, and
evaluation. The middle column is Barrett's taxonomy. The
right column displays two categories according to the required
level of cognitive operation: Lower-Order Thinking Skills and

Higher-Order Thinking Skills. The first demands the recognition or recall of factual information explicitly presented in the text. The information generally involves facts, names, dates, times, locations, lexical items, and propositions. On the other hand, Higher-Order Thinking Skills require more than mere recognition or recalling information. They also facilitate moving beyond a literal understanding of the text to a more knowledge-based and global understanding of textual meaning. In other words, they require readers to read beyond the lines.

Literal comprehension and reorganization fall into Lower-Order Thinking Skills category since questions of literal comprehension and reorganization can be answered directly and explicitly from the text. Meanwhile, inferential comprehension, evaluation and appreciation belong to Higher-Order Thinking Skills because in order to answer these types of question, students must use both a literal understanding of the text and their knowledge of the text's topic and related issues.

**English National Exam for Senior High School of 2013/2014
Academic Year**

The Government Regulation of the Republic of
Indonesia No. 19 about Education National Standard (2005),
Ministerial Regulation of National Education and Culture
No. 66 about Educational Evaluation Standard (2013), and
Ministerial Regulation of National Education and Culture No.
3 about Students' Passing Criteria (2013) define National
Examination as an activity that measures the students'
competence of certain subjects to evaluate the achievement of
the National Education Standard that is nationally held every
academic year.

The National Examination (NE) is the latest form of a
school leaving examination in Indonesia starting from 2005
until now. It can be defined as a test to measure and evaluate
the students' competence nationally by the central government
after the process of teaching and learning (The Regulation of
the Minister of Education 2005, p.1). The NE is implemented
as a way of improving national education quality, which is
supported by the Government Regulation Number 19 year
2005 on the National Standards of Education (which later has

been altered by Government Regulation of the Republic of Indonesia No. 32 in 2013 about Education National Standards).

The administration of the National Exam is maintained by the government because it supports the principles of curriculum development and administration. Based on Glatthorn et al's framework (Glatthorn, Boschee, & Whitehead, 2006), National Exam has the main purpose, that is, to ensure that the students understand and are able to implement the basic skills of curriculum. This part is included in the process of structured basic/written curriculum. It needs to be supported, taught and later tested. Standardized test is employed to measure the students' mastery on basic parts of the curriculum in general and the result functions as a portrait of our education quality.

As stated in the Government Regulation of the Republic of Indonesia No. 19 in 2005 about Education Standards which has been altered by Government Regulation of the Republic of Indonesia No. 32 in 2013 about Education National Standards (Badan Standar Nasional Pendidikan, 2012) and Ministerial Regulation of National Education and Culture No. 66 in 2013 about Educational Evaluation Standard (Puskurbuk), National Examination in Indonesia aims to nationally measure students'

competence on four school subjects, namely Mathematics, Natural Science, English language and Indonesian language. The National Examination results are subsequently used as considerations for quality and equality of educational programs, selection of admission to higher education, passing criteria, and decision of giving grants to improve education quality.

In 2013/2014 academic year, the national exam is administered for secondary level only, leaving elementary school out. The national exam is constructed based on the national curriculum, which is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and what standards children should reach in each subject.

Oktiningrum (2014) points out that the aim and function of the National Exam based on the Decree of National Minister of Education No. 153/U/2003 about National Exam of 2003 – 2004 academic year is as follows:

1. to measure learner's achievement;
2. to measure the quality of education at the school level, city, provincial and national level;

3. to serve as an accountability report of the
implementation of education system to the society.

As stated in Education National Standard Organization
Regulation No. 0022/P/BSNP/XI/2013, the table of
specifications used for 2013/2014 academic year refers to that
listed in Education National Standard Organization Regulation
No. 0019/P/BSNP/XI/2012 which shows that the examination
only covers few listening materials, several reading materials
and a small portion of writing materials in a multiple-choice
test format.

As the aims of teaching and learning process in the
English curriculum are to develop not only listening, reading,
and writing skills but also speaking skill, ENE that omits the
assessment of those skills is claimed to lack authenticity. This
is criticized by many that the test does not reflect the students'
real language proficiency since it neglects productive skills.

**Listening objectives in English subject for Senior High
School.**

The general objectives of teaching listening in English
Subject for Senior High School have been stated by the
National Ministry of Education & Culture in the table of

specifications used for 2013/2014 academic year which refers
to that listed in Education National Standard Organization
Regulation No. 0019/P/BSNP/XI/2012 as follows:

COMPETENCE	INDICATORS
Understanding meaning in interpersonal and transactional spoken discourse either formally or informally within daily life context, primarily in the forms of short functional texts, *recount, news item, report, narrative, descriptive* and *review*.	1. determine a general overview or detailed information of an interpersonal or transactional conversation formally or informally
	2. determine the appropriate response to an interpersonal or transactional conversation formally or informally
	3. determine the proper image which is in line with the information of an interpersonal or

		transactional conversation formally or informally
	4.	determine the appropriate image which is in line with the monologues heard
	5.	determine a general overview or detailed information of the monologues heard

Reading objectives in English subject for Senior High School.

The general objectives of teaching reading in English Subject for Senior High School have been stated by the National Ministry of Education & Culture in the table of specifications used for 2013/2014 academic year which refers to that listed in Education National Standard Organization Regulation No. 0019/P/BSNP/XI/2012 as follows:

COMPETENCE	INDICATORS
Understanding meaning in interpersonal and transactional written discourse either formally or informally within daily life context, primarily in the forms of short functional texts, *recount, news item, report, analytical exposition, hortatory exposition, explanation, discussion*, and *review*.	1. determine a general overview or detailed information or meaning of words / phrases / sentences or main thoughts of paragraphs / reference words or communicative purpose of short written functional text in the form of a ***letter / e-mail***
	2. determine a general overview or detailed information or meaning of words / phrases / sentences or main thoughts of paragraphs / reference words or communicative purpose of short written functional

	text in the form of an *advertisement/brochure*
	3. determine a general overview or detailed information or meaning of words / phrases / sentences or main thoughts of paragraphs / reference words or communicative purpose of written text in the form of a *news item*
	4. determine detailed information or meaning of words / phrases / sentences or main thoughts of paragraphs / reference words or communicative purpose of written text in the form of *recount*

	5. determine a general overview or detailed information or meaning of words / phrases / sentences or main thoughts of paragraphs / reference words or communicative purpose of written text in the form of *explanation*
	6. determine a general overview or detailed information or meaning of words / phrases / sentences or main thoughts of paragraphs / reference words or communicative purpose of written text in the form of *exposition*
	7. determine a general

	overview or detailed information or meaning of words / phrases / sentences or main thoughts of paragraphs / reference words or communicative purpose of written text in the form of *review*
	8. determine a general overview or detailed information or meaning of words / phrases / sentences or main thoughts of paragraphs / reference words or communicative purpose of written text in the form of *discussion*
	9. determine a general overview or detailed

	information or meaning of words / phrases / sentences or main thoughts of paragraphs / reference words or communicative purpose of written text in the form of report
	10. determine a general overview or detailed information or meaning of words / phrases / sentences or main thoughts of paragraphs / reference words or communicative purpose of written functional text in the form of ***announcement/message***

Writing objectives in English subject for Senior High School.

The general objectives of teaching writing in English Subject for Senior High School have been stated by the National Ministry of Education & Culture in the table of specifications used for 2013/2014 academic year which refers to that listed in Education National Standard Organization Regulation No. 0019/P/BSNP/XI/2012 as follows:

COMPETENCE	INDICATORS
Expressing meaning in written form either formally or informally within daily life context, in the forms of short functional texts or essay such as *recount, narrative, procedure, descriptive*, and *report*.	1. arrange jumbled sentences in the correct order into a text genre, such as *recount, narrative, procedure, descriptive*, and *report*.
	2. fill in 3 (three) gaps in cloze task of short passage such as *recount, narrative,*

	procedure, descriptive, and *report* with appropriate words/phrase.

Previous Studies

English National Examination in Indonesia is nationally administered to measure students' English competence. However, there has never been any study which investigates the levels of thinking skills required in the comprehension questions of English National Examination in Indonesia because of the difficulty of access to the National Examination data. The detailed test data used in the examination are almost never disclosed, presumably for security reasons. This has served as the motive for the present research.

Consequently, studies of investigating LOTS and HOTS in the English National Examinations have been harder to find. There were only three studies examining LOTS and HOTS found but they are in the context of a university entrance examination in Iran and English textbooks in Palestine.

In their study, Razmjoo & Madani (2013) analyzed University Entrance Exam (UEE) items, in terms of Bloom's revised taxonomy, to find out which levels of this taxonomy were more reflected in these items. To this end, UEE items in three years, 2001, 2006, 2011, in three fields, Mathematics, Natural Sciences, and Humanities, and in two Universities, State, and Azad, were codified based on the coding scheme designed by Razmjoo and Kazempourfard (2012). The frequencies and percentages of the data were calculated and since the data appeared in frequencies, Chi-Square was used to estimate the significance of differences between the frequencies of different levels of thinking .The results indicated that Lower Order Thinking Skills (LOTS) were more considered in UEE items. The findings also showed the complete absence of "Creating" which is the highest level of thinking in the mentioned taxonomy. Accordingly, they concluded that UEE in Iran could not make learners critical thinkers.

Seif (2012) investigated the availability of higher order thinking skills (HOTS) in the reading exercises of English for Palestine 8th Grade to find out to what extent the reading exercises in the SB and WB match the suggested criteria. In the

stages of data collection and analysis, she used two tools
namely a content analysis card and a structured interview.
Concerning the validity of the used tool, she involved the help
of a number of experts to benefit from their valuable comments
and modification. She also asked for the cooperation of another
researcher to analyze the book along with her to ensure the
reliability of the study. She discovered that the skills available
are not well-distributed in the students book (SB) neither in the
work book (WB). Thus, the distribution of the available HOTS
categories is the following:

- Concerning the analysis skill, it got 51.92%. The SB
  has 58.44%, whereas the WB has 33.33%.

- Regarding the synthesis skill, it got 41.35%. The SB
  has 32.47 % while the WB has 66.67%.

- The evaluation skill, on the other hand, got the least
  score among the other two skills. It got the percentage
  of 6.73 only in the reading exercises of the SB, noting
  that the exercises of the WB have no share of this skill.

  Another study was conducted by Humos (2012) who
analyzed reading comprehension questions' levels of difficulty
in English for Palestine 12th grade English student's textbook
in terms of their categorization according to Barretts' reading

comprehension higher thinking skills taxonomy. Through descriptive analysis, the researcher found that the largest proportion of the questions in the 12th grade textbook were literal level questions represented by around 60% of the textbook total number of questions exceeding the syllabus objectives with 29.9%. The reorganization, inferential, and appreciation questions were under represented compared to the syllabus objectives percentages. Only the evaluation questions were compatible with higher thinking skills Taxonomy as projected by the syllabus. The second question in this research is regarding the syllabus reading comprehension objectives which were found to be reasonably compatible with higher thinking skills. The researcher recommended incorporating these findings in the student's textbook to simulate the syllabus percentages**.**