

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

English as a foreign language becomes a prevalent branch of teaching and learning in Indonesia. The purpose of teaching English In Indonesia, as mentioned in the decree of ministry of education (Keputusan Menteri Pendidikan dan Kebudayaan, No. 096/1967), is to equip the students with english proficiency to master the skills of reading, listening, writing and speaking with the orientation of the character building. Hervin (2016) cited The school-based (KTSP) curriculum states that the aim of learning English for senior high school students is to develop their ability to communicate in English in oral and written form which includes speaking, reading, listening and writing. This means that English teaching, including its assessment, should support the learner's own culture to establish their identity as Indonesian.

The demand of the ability to communicate in English makes English lesson as one of the essential lesson which must be mastered by students. Government regulation Number 19 Year 2005 Kementrian Pendidikan dan Kebudayaan (2005) about the standards of National Education towards the Board of National Education Standards clarified that national examination (UN) is organised as an effort to increase the quality of national education. The National Exam implemented in Indonesia in the last ten years has invited controversies among different parties due to its status as a high-stake exam. Researcher against it argue that (1) using the results of the National Exam as a basis for making decisions about student graduations is not fair because the schools throughout

Indonesia are still very heterogeneous , (2) as a high-stake testing, the National Exam may have negative effects on the implementation of the curriculum, and (3) as a high stake testing involving all schools throughout Indonesia at the same time, requiring a very complex management, the integrity of the stakeholders may be ignored.

English is measured in national examination as one of the graduation requisites and one of the prime subjects tested in national examination for high school students. The students' are required to have an ability to communicate in English in order to met the national standard of the graduation requisite. Furthermore, the purpose of national examination is to see and evaluate the quality of English education that the students have been through for three years in high school.

The significant problem appeared inside English national examination material that bias towards test taker abilities to construct the performance in filling the test. Bias is set to worsen the learning lesson. Test unfairness may be induced by test bias, which, according to Brown as cited (Djiwandono, 2017) can be in the form of language, culture, race, gender, and learning styles. Yet, according to Muthia (2016) if a high-stakes testing as UN contains unfamiliar materials and disproportionate contents, it may lead into bias and make the student could not comprehend the reading passages well. The item potentially occurred bias which affects the performance of the test taker. Validity is one of characteristic of a good test which are concerned. A test that has bias items not be free from bias which in turn affect the validity of the test. In the study conducted by (Alordiah & Helena, 2014) A test item is said to be item bias if: There is differential performance for

individuals of the same ability but from different groups. It lowers the average score of a particular group; It contains language or content that is differentially familiar for different subgroups of the examinees; It contains sources of difficulty that are irrelevant or extraneous to the construct being tested; The test item, item stem, test instruction or distractor is not good enough or/and can be understood in more than one way by the examinees; Contain clues that would increase the performance of one group over another; There are no equal learning opportunities so much that one group is more exposed to the information being tested than the other group; There are no equal access to relevant textbooks equipment, instruments, laboratories and workshops; There is no equal scoring format for the test takers; It contains offensive elements that would insult any group of examinees on the basis of their personal characteristics. Calfee & Chambliss as cited in(Aris Sugianto, 2016) stated: “Validity is the extent to which a test measures what it is supposed to measure.” Also, Fulcher & Davidson (2007:4) stated that validity in testing and assessment has traditionally been understood to mean discovering whether test measures accurately what it is intended to measure or uncovering the appropriateness of a given test or any of its component parts as a measure of what it is purposed to measure.

There are a lot of researcher who conducted a research on bias in culture ,gender, etc, but emotional bias are likely has not been investigated before. In this context, it is therefore essential to examine the emotional bias, which has been a frequent problem in ELT. Emotional and cognitive bias can be examined through multiple Intelligences. Emotional intelligence has been described as the ability to screen one’s own and others’ emotions and feelings, to distinguish among them,

and to utilize this data to guide one's reasoning and action Asadollahfam, Salimi, & Pashazadeh (2012) It is hypothesized that emotional intelligence is a variable that is valuable in predicting one's performance at school and work Reza, Tabrizi, & Esmaeili (2016). Cognitive bias can also be validated through Multiple Intelligences. The success in answering the question items depend on how they make decision based on their intelligences. However, with the respect of assessment, which is the focus of this study, not many studies have been conducted in spite of the importance of examination as a method to evaluate the effectiveness of a school system and as a way to show school accountability. Thus, it is crucial to analyse various features of Multiple Intelligences portrayed in the national examination because an unbalanced proportion of the intelligences can lead to serious problems due to unfamiliarity topics and issues.

Intelligence, as a cognitive capacity of the brain, can be hypothesized to influence language test performance Fahim (2010). Gardner's multiple intelligences (MI) theory (1983) is a useful alternative with the ability of addressing individual needs. Through MI theory, Gardner posits that each individual has different levels of intelligence and thus has a unique cognitive profile. According to Gardner, the implication of the theory is that learning/teaching should focus on the particular intelligences of each person. Gardner points out that the different intelligences represent not only different content domains but also learning modalities. A further implication of the theory is that assessment of abilities should measure all forms of intelligence, not just linguistic and logical-mathematical. Gardner claimed in his "*frames of mind*" (1983) there are eight types of intelligence: Logical/Mathematical,

Verbal/Linguistic, Visual/Spatial, Bodily/Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist. Many advocates of multiple intelligences believe teachers need to access each student's individual strengths by allowing, valuing, and giving each intelligence equal opportunity for expression in order to bring out the best in each student. Many claim multiple intelligences theory in practice is what good teachers have always been doing. Creatively reaching beyond the textbook, shifting methods of instruction and assignments awakens and involves students.

Gardner's initiative has been embraced by a host of educators, including language educators and assessment scholar. These different intelligences reflect a pluralistic panorama of learners' individual differences they are understood as personal tools each individual possesses to make sense out of new information and to store it in such a way that it can be easily retrieved when needed for use. While multiple intelligence generally disfavors standardized and advocates 'alternative assessment' instead, the investigation of the possible relationship between test takers' multiple intelligences and their performance on national examination can provide some deep insights into general characteristics of such tests.

Although there are some research discovered bias found in testing such as cultural bias and gender bias earlier, therefore emotional bias which validate through Multiple intelligence in test item especially in National Examination for English subject are arguably has not been investigated so far in Indonesia. Thus, it is crucial to analyse various indicators of Multiple Intelligences portrayed in the national examination because an unbalanced proportion of the intelligences can

lead to serious problems due to unfamiliarity topics and issues. The success in answering the item depends very much on a test taker's familiarity with the nature of their intelligences. This research aims to provide the school psychologist with knowledge of other theories of intelligence and to provide emotional psychological comfort so the learning become conducive.

Relevant to the background, the main purpose of this study is to analyse the density of Multiple Intelligences in the reading passages and question items of English National Examination in order to find out whether the reading passages and its question items have addressed all the type of intelligences or biased towards particular types of intelligence. The question items are included to be analysed in this study since in reading section, each passage is followed by a series of comprehension items(Merina, 2009).

In order to analyse the density of Multiple Intelligences, a list of indicators of Multiple Intelligences are developed based on the theory of multiple intelligences. It consists of three components; (1)Content, (2)Word and Non-Word Representation, and (3) Thinking strategies. Then, the indicators is validated by expert in order to ensure the validity of the instrument.

The present study can be considered new in language testing since most often researchers ignore the representation of Multiple Intelligences in standardized testing, specifically in English National Examination. To this end, this study focuses on the density of Multiple Intelligences in the reading passages and its question items of English National Examination for senior high school year 2017 and 2018.

1.2. Research Questions

The research questions of this study are:

1. To what extent do the reading passages of English national Examination for senior high school year 2017 and 2018 represent the features of multiple intelligences in terms of their contents?
2. To what extent do the reading passages of English national Examination for senior high school year 2017 and 2018 represent the features of multiple intelligences in terms of word and non word representations?
3. To what extent do the reading comprehension questions of English national Examination for senior high school year 2017 and 2018 represent the features of multiple intelligences in terms of thinking strategies?

1.3. Purpose of the Study

The purpose of this study are :

1. To analyze the density of multiple intelligences in reading passages of English National Examination for senior high school students year 2017 and 2018 in terms of their content.

2. To analyze the density of multiple intelligences in reading passages of English National Examination for senior high school students year 2017 and 2018 in terms of their word and non-word representation.
3. To analyze the density of multiple intelligences in reading comprehension questions of English National Examination for senior high school students year 2017 and 2018 in terms of thinking strategy.

1.4. Scope of the Study

To constrain the scope of the study, the writer delimit the reading passage and its question items of English UN analysed as the one utilized to measure English skills of senior high school students year 2017 and 2018. The sentences in reading passages and its question items are chosen to be analysed because it has a highest possibility to contain the indicators of Multiple Intelligences. This study does not include an analysis of students' reading skills, an analysis of students' critical thinking, as well as an analysis of teachers' techniques reading skills to students.

1.5. Significance of the study

The result of this study is expected to give significance contribution for:

1. For students, Gardner's work can be described as promoting a holistic view of children which advocates an integrated assessment/teaching approach (Mindes, 2007).
2. For teachers and school can help design plans for assessing multiple and integrating them into the intervention process. This aims to provide the

school psychologist with knowledge of other theories of intelligence. Help in assessing the students.

3. For government as the evaluation of English national examination for senior high school year 2017 and 2018. As the consideration for designing instrument of English national examination in the future.
4. At the end it is hopefully useful for other researcher to the further study.

