

## **ABSTRACT**

*Researchers examine the quality problem of the national exam, Student Ability Analysis in Responding Problem National Examination Subject Economics Year 2016/2017. This research is a quantitative descriptive research because it reveals the facts that exist and further explains quantitatively about the fact that is intended to test the research question. The approach used is a quantitative approach because the data obtained in the form of numbers and analyzed to then drawn conclusions using ANATES V.4. Based on the results of difficulty analysis it is known that the items are classified as very difficult, amounting to 1 grain (2.00%), difficult to number 6 (23.5%), 19 grains (70.5%), easy to add 1 item (2, 00%), it is very easy to add 1 item (2.00%). In other words it is said the matter is dominated by a moderate level. From the result of the research of different power, it is known that the items of the problem of unbalanced power are 5 grains (24%), less good is 3 grains (12%), good enough 4 (13%), Good 8 (25.5) %, and very good amounted to 8 grains (25.5%). Based on the data obtained, when viewed from the cognitive level of Bloom's Taxonomy on multiple choice questions it is found that there is no knowledge level (C1), 2 (7%) at the comprehension level, 8 (28%) at applying level, 17 (61% ) at the level of analyzing, 1 (4%) at the level of synthesis while the level creates none at all. Viewed from the results of research that teachers should have the knowledge and ability to conduct an evaluation of the process and student learning outcomes. With the analysis of the items it is expected that the problems that made the upcoming test can be of good quality so that it can measure learners' learning outcomes appropriately. Especially in Economics at Pasundan 1 & SMA Pasundan 2 Bandung.*

*Keywords: Analysis, About The National Exam, Student Ability*