

# CHAPTER I

## INTRODUCTION

This chapter describes the background of the research. It consists of six sub chapters. They; research background, research questions, research objectives, research significance, research limitations, and definitions of key terms.

### 1.1 Background

Assessment is an important aspect of teaching. Assessment aims to provide feedback to students and teachers. According to the Minister of State Education Number 20 of 2007 concerning Educational Assessment Standards, it is collecting and processing information to determine learning. Assessment plays an important role in learning because it is a method to find out how far the results achieved by students in providing feedback to teachers and students. As revealed by Mitana et al. (2018) that assessment is defined as obtaining relevant information about students, the learning process, content and learning outcomes. Without assessment, we will not be able to measure learning outcomes and are not motivated to improve our learning.

One of the assessment instruments is a test, the test must cover several aspects including cognitive aspects, affective aspects and psychomotor aspects. To encourage the quality of students' English, tests are needed such as tests to improve reading, writing, listening, and speaking skills. One of them is a test that aims to measure students' abilities and to determine student progress in the learning process. The designed test has several purposes, namely being useful for students taking the test and for the teacher giving the test. For students, tests can help them determine where they need to improve and can motivate them to study harder. Tests are also useful for teachers, teachers will know the extent to which students' abilities in mastering the subject matter and what difficulties they face. With tests, teachers can find out the effectiveness of their teaching and to test the learning process. That is, the test makes it easier for teachers to diagnose students and improve the learning process (Mustika Auliyana, 2019). Therefore, it is important for teachers to design tests well so that they can measure students' abilities well.

The test designed by the teacher must also refer to the curriculum used. In July 2013, the Indonesian language curriculum was updated to become the 2013 curriculum. This curriculum encourages students to strengthen their critical thinking which includes analyzing, evaluating, and creating which is generally expressed as HOTS (High Order Thinking Skills) (FitzPatrick & Schulz, 2015). This thinking skill is increasingly widespread in the field of education because it aims to develop the quality of the teaching and learning process (Driana & Ernawati, 2019). In addition, it also aims to support students to be more critical, creative, and productive in addressing a problem (Nguyễn & Nguyễn, 2017). Therefore, the test is an important instrument in learning so that students have a measuring tool and a motivational tool to develop their potential.

Questions with higher order thinking skills in the context of cognitive level assessment based on Bloom's revised taxonomy measure the ability to analyze, evaluate, and create. Referring to Sudjana's opinion (2016: 135-136) that the composition between the low to high categories has a ratio of 3: 4: 3. The Center for Educational Assessment in Modeling the Higher Order Thinking Skills Module (2017: 7) describes three cognitive levels: 1) remembering ( low category), 2) understanding and application (medium category), and 3) analysis, evaluation and creation (high category). Lumbanraja (in Syamsul arif: 2019) states that the distribution of Bloom's taxonomy is not entirely evenly distributed because the questions are mostly in the understanding and application category (40%) and analysis category (8%). While in the 2013 curriculum, teachers are required to fully implement HOTS-based questions. So the question can be said to be HOTS if the distribution of Bloom's Taxonomy is evenly distributed. This means that there are more questions with high categories than questions with low or medium categories.

Final test is part of the evaluation that aims to measure and assess student competencies, so that students can continue their studies to a higher level or need testing. The purpose of holding the end of year assessment is as an evaluation or test that measures the achievement of student competency outcomes and monitors student learning progress, as well as providing feedback for teachers to improve learning programs. The final test is carried out at the end of the second semester or before the new school year. At SMAN 1 Kedungadem, the final exam questions are

made by the teacher. Based on the results of the researcher's initial interview with one of the 10th grade English teachers, the English teacher said that in the 2013 curriculum the teacher had implemented various forms of HOTS questions in English subjects but had not been maximized. Even though the 2013 curriculum textbooks have implemented the criteria for developing HOTS questions that support learning activities in schools. The 2013 curriculum has presented various materials that can invite students to learn actively and present various material concepts systematically. However, the assessment or evaluation activities have not trained students' thinking skills.

In accordance with a previous study entitled "**Analysis of Higher Order Thinking Skills in the English National Standard School Examination**" by Mustika Auliyana (2019). It was found that the national standard English school exam in class IX of SMP Negeri 36 Semarang in the 2018/2019 academic year was still based on LOTS (Low Order Thinking Skills). This study only focuses on the level of thinking on the national standard English exam questions given. Based on the background that has been explained, the researcher is interested in conducting a study entitled "**Analysis of High Order Thinking Skills (HOTS) on the High School Final English Test**". There are similarities between this study and previous research, namely analyzing English exam questions, but there are also differences. That is, previous researchers only focused on analyzing the questions. Meanwhile, in this study, the researcher not only analyzed the English final exam questions but also found out how the teacher made the English final exam questions and how the English teacher's perception of the concept of HOTS questions in the 2013 curriculum.

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## 1.2 Research Question

Based on the problems above, the researcher formulates research problems such as:

1. How is the HOTS (High Order Thinking Skills) on the final high school English test?
2. How do the English teacher construct the HOTS question in final English test?
3. What is the teacher's perception of the HOTS questions in curriculum 2013?

## 1.3 Objectives of the Research

The research objectives to be achieved are as follows:

1. To describe HOTS (High Order Thinking Skills) in the final high school English test.
2. To describe the English teacher construct the HOTS question in the final English test.
3. To describe the teacher's perception of HOTS question in curriculum 2013?

## 1.4 Limitation of the Research

In order to achieve this research, this research has the following limitations:

1. Tenth grade final English test at SMAN 1 Kedungadem.
2. The aspect that is analyzed is the level of conformity with the HOTS question criteria.

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## 1.5 Significance of the Research

From this research is expected to provide benefits or contributions, as for the benefits of research as follows:

1. Theoretical Benefits: The results of this study are expected to provide useful information about the development of HOTS question criteria, especially teachers who do not understand the criteria for making HOTS questions.
2. Practical Benefits: The results of this study are expected to provide an overview of how many students have critical thinking skills or high order thinking (HOTS) at SMAN 1 Kedungadem.
3. The significance of this research for teachers is that teachers are expected to pay more attention to aspects of students' thinking development and follow the existing curriculum rules, namely making HOTS-based questions.
4. The significance of this research for students is expected to increase students' awareness to always hone their critical thinking skills.
5. The importance of research for readers is expected to be a source of reference for further research.

## 1.6 Definitions of the Key Terms

1. HOTS (High Order Thinking Skills) is the ability to think creatively and critically. Including analyzing, evaluating, and creating.
2. Bloom's taxonomy is a structure that identifies the ability to think from a lower level to a higher level, namely remembering, understanding, applying, analyzing, evaluating, and creating.
3. The English final test is an instrument to measure students' learning abilities and to determine student learning outcomes.