

CHAPTER I

INTRODUCTION

1.1. Background of the Study

The 21st century is characterized by the development in all aspects such as education, science and technology. Education in the 21st century must reflect four skills, namely (1) Critical Thinking and Problem Solving; (2) Creativity and Innovation; (3) Communication; and (4). Collaboration. It means that education should be able to encourage students to have Higher Order Thinking Skills (HOTS). These are thinking on a level that is higher than memorizing facts or retelling something to someone exactly the way it was told (Thomas & Thorne, 2009). HOTS is the part of cognitive processes in Bloom's Taxonomy. The cognitive processes that belong to HOTS are analysis, synthesis, and evaluation. The Bloom's taxonomy was later revised by Anderson et al. (2001). In Revised Bloom's Taxonomy, analyze, evaluate, and create are categorized as Higher Order Thinking Skills (HOTS).

Higher Order Thinking Skills (HOTS) is very important to support teaching and learning process. It is to help students to face an unusual problem, uncertainty, and dilemma (Widiawati et al., 2018). It is because HOTS enables the students to be critical, logical, reflective, metacognitive and creative (Widiawati et al., 2018). Furthermore, students with HOTS are able to learn, improve their performance and

reduce their weaknesses (Yee et al., 2011 in Nourdad et al., 2018). Hence, Pogrow (2005) as cited in Tanujaya et al. (2017) state that HOTS is very necessary because it is believed to prepare students better for the challenges both in advanced academic life and adult's work and responsibility in daily basis.

In order to foster Higher Order Thinking Skills (HOTS), Curriculum 2013 (K-13) is implemented. HOTS is attached in the content standard and assessment. In the content standard, the irrelevant material is reduced in order to meet the needs of students to think critically and analytically. Meanwhile, in the assessment, the government gradually adapts international standard assessment models. Learning outcomes assessment is expected to help students improve Higher Order Thinking Skills (HOTS). Therefore, K-13 emphasizes that Higher Order Thinking Skills is an important skill that must be possessed by learners (Widiawati et al., 2018). Hence, educators must be able to design a sustainable assessment which contains Higher Order Thinking Skills (HOTS).

One of the implementations of HOTS can be seen from the items in National Examination. It was stated in *Modul Penyusunan Soal HOTS* from Widana (2017b), that National Exam in academic year of 2015/2016, there were approximately 20% of HOTS-based items. These are assessment instruments used to measure higher order thinking skills that are not just recalling, restating, or referring without doing processing (reciting). HOTS-based item is described as the item that requires to link several different concepts, interpret, problem solving, discover new methods, reasoning, and decision making. It should also be contextual-based. Furthermore,

Widana (2017b) poses that item which is difficult does not mean HOTS-based item. It needs more complex cognitive process to solve the problem in the item.

National examination is the test that belongs to summative assessment. It is the assessment to measure or summarize what a student has grasped. It typically occurs at the end of a course or unit of instruction by comparing student knowledge or skills against standards or benchmarks (States, 2018; Brown, 2003). In other words, the assessment carries out after all the unit studies have been taught. The main purpose of this summative assessment is to determine the value that symbolizes the success of students after they take a teaching program in a certain period of time. The test in summative assessment at school is usually made by teachers because they know the extent to which the level of ability of students including knowledge and skills. Therefore, it is called as teacher-made test.

Teacher, who has role to assess the improvement of students, must be able to develop an appropriate test. It should align with the competence of students and curriculum which requires Higher Order Thinking Skills. In order to develop a good HOTS-based items for students, the quality of teachers becomes a very important part in this case. Teacher must have a good understanding about the cognitive processes in Lower Order Thinking Skills (LOTS), Moderate Order Thinking Skills (MOTS), and Higher Order Thinking Skills (HOTS). When they have knowledge about the cognitive processes, they will be able to differentiate the items that belong to LOTS, MOTS, or HOTS. So, in developing the test, they must have a clear distinction from one cognitive process to the others.

However, in fact, the teachers are assumed not really know the cognitive process. Data from the Research of the Ministry of Education (2008) show that 34.71% of teachers in state senior high schools and 35.27% in private schools in Indonesia are not qualified yet to teach (Fanani, 2018). It indicates that teachers do not have good competence in terms of pedagogy, professional, social and personality. This also influences them in developing HOTS-based items in the summative test. It is supported by the data of pre-interview to eleventh-grade English teachers in Singaraja. From the pre-interview, the teachers said that they knew a little bit about HOTS. Most of them define HOTS as the students that will be able to analyze the learned knowledge. Yet, they could not guarantee whether their belief is true or not. Furthermore, the teachers stated that HOTS items are the items which are considered hard. They did not consider the characteristics of HOTS-based item. In addition, they got the items from various sources such as the previous final examinations, previous national examinations, textbooks, and internet some times. Nevertheless, they could not assure whether the items belong to HOTS or not.

A study about understanding and practice of teacher in assessing Higher Order Thinking Skills (HOTS) had been conducted by Driana & Ernawati (2019). The result shows that teachers did not have a complete understanding of HOTS. In addition, the teacher-made test was limited to cognitive process of Analyze (C4) in the form of the multiple-choice items. Furthermore, the study of Mursyid & Kurniawati (2019), found out that teachers from all generations were enlightened of HOTS and had implemented HOTS in their EFL classroom in different way. However, teachers from Gen X and Gen BB (Baby Boomers) have a better

understanding on the HOTS concepts than teacher of Gen Y. It was because they were more experienced in teaching and learning process. Moreover, Schulz & FitzPatrick (2016) revealed that the teachers indicated uncertainty about the concept of higher order thinking and they were not well-prepared to teach or assess HOTS.

Therefore, the present study aims at analyzing the extent to which the summative assessment by eleventh-grade English teachers reflects on the higher order thinking skills. This research will be important to be conducted for verifying the HOTS-based summative assessment instrument made by the eleventh-grade English teachers in Singaraja.

1.2. Identification of Problem

In the 21st century education, students are expected to have Higher Order Thinking Skills (HOTS). The higher order thinking skills of students can be trained through HOTS-based item. Therefore, the teachers are enforced to have a good competence about HOTS and development of HOTS-based items in the test they made. In developing the HOTS-based item, revised Bloom's taxonomy is one of the theories that can be used. The cognitive processes that belong to HOTS are analyze (C4), evaluate (C5), and create (C6). However, the situation, in which teachers especially English teachers that are still incompetence to develop HOTS-based items is often occurred. The teachers are not really confident with their summative assessment which consists of HOTS. It influenced the teacher-made test in the summative assessment.

1.3. Delimitation of Study

Based on the identification of the problem, the researcher focuses on analyzing eleventh-grade English teacher summative assessment. The analyzed items were the items made and used by eleventh-grade English teachers at SMA Negeri 2 Singaraja, SMA Negeri 3 Singaraja, and SMA Negeri 4 Singaraja. The items were in the forms of multiple-choice items and short answers in academic year of 2018/2019. The criteria of HOTS used was Revised Bloom's Taxonomy on cognitive process dimension only.

1.4. Statement of Problem

Based on the background and identification of the problem described, the statement of problem that can be formulated was "How does eleventh-grade English teachers' summative assessment reflect Higher Order Thinking Skills (HOTS)?"

1.5. Purpose of the Study

Based on statement problem above, the objective of this study is to know how the eleventh-grade English teachers' summative assessment reflect Higher Order Thinking Skills (HOTS).

1.6. Significance of the Study

The results of this study are expected to give the benefit both theoretically and practically as follows:

1.6.1. Theoretical Significance

The theoretical significance of this study is to be able to broaden the information and enrich the knowledge especially the researcher and teacher about Higher Order Thinking Skills based on Revised Bloom's Taxonomy.

1.6.2. Practical Significance

The practical significances of this study are for:

1. The teachers

For English teachers, can give more information and as guidance to develop summative assessment that meets the requirement of the government according to Revised Bloom's Taxonomy for teaching English especially eleventh-grade students.

2. The students

For students, indirectly will affect their ability through the items that have been evaluated. As teachers have a good comprehension about the concept of HOTS, they will use appropriate items to practice students with HOTS. Therefore, the students are able to practice items that influence their HOTS.

3. The other researchers

For the other researchers, the result of study can be used as a reference for further researches. It will give opportunity to conduct further research in developing assessment instrument based on the HOTS in teaching English for senior high school.

1.7. Definition of Key Term

1.7.1. Conceptual Definition

According to Brown (2003), summative assessment is the assessment to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction by comparing student knowledge or skills against standards or benchmarks. Meanwhile, Higher Order Thinking Skills (HOTS) are thinking on a level that is higher than memorizing facts or retelling something to someone exactly the way it was told (Thomas & Thorne, 2009).

1.7.2. Operational Definition

In this study, summative assessment was assessment used to collect data about the students' result of study made by the teacher. The assessment was in the form of final test that were made by eleventh-grade English teachers at SMA Negeri 2 Singaraja, SMA Negeri 3 Singaraja and SMA Negeri 4 Singaraja. The tests were divided into two forms namely multiple-choice item and short answer item.