

CHAPTER I

INTRODUCTION

1.1 Research Background

The improvement of Education is important to fulfill the demand of 21st-century competitiveness. In this 21st century, life skills such as learning and innovation skills, life and career skills, and also information, media, and technical skill are needed by everyone especially students. (Scott, 2017 in Retnawati, Djidu, Kartianom, Apino, & Anazifa, 2018) . Those skills are useful to face a complex and challenging problem in the 21st century. Therefore, students have to enhance their life skills by improving their Higher Order Thinking Skills.

Higher Order Thinking Skills (HOTS) are skills which include critical thinking skills, problem-solving, and decision making (Miri, David, & Uri, 2007). This skill leads the student to apply their higher capabilities in thinking which is not only remembering but also challenge the students to interpret, analyze, and manipulate information (Abosalem, 2016; Tanujaya, Mumu, & Margono, 2017). In revised Bloom's taxonomy, HOTS include analyzing, evaluating, or creating information (Ahmad, 2018). Thus, it is a very useful skill that students need along with the demand for 21st-century learning.

In the teaching and learning process, HOTS plays an important role. Students' abilities to think will influence the speed and effectiveness of learning (Tanujaya et al., 2017). Developing Higher Order Thinking skills make the students can learn, improve their performance, reduce their weaknesses, and also make them think in a better way (Abosalem, 2016; Tanujaya et al., 2017). It also can help the students to adjust to their environment and make a decision in a particular problem (Retnawati et al., 2018). It means making the students familiar with HOTS activity is important to make them can solve an unfamiliar problem, question, or dilemmas (Retnawati et al., 2018).

Therefore, in Curriculum 2013, refinement of assessment standard has been done to accustom students to practice using their Higher Order Thinking Skills (Kemendikbud, 2017). It means all of the assessments in Curriculum 2013 should include HOTS items in it. It also applies in the summative assessment which is one of the assessments used in Curriculum 2013 (Taras, 2005; Boston, 2002 in Arifin, 2017). Summative assessment is the assessment that is conducted at the end of the teaching period and used to evaluate the students' learning achievement (Qu & Zhang, 2013). Moreover, in evaluating students' achievement, the use of the test is needed as a tool to measure the students' abilities.

Test that is arranged by the teacher called the teacher-made test (Arikunto, 2005 in Razali & Jannah, 2015). This kind of test is prepared by the teacher to measure the learning outcome of the students in the school. Then, it is different from a standardized test in which the test is constructed

by one or more constructors (Razali & Jannah, 2015). The example of a standardized test is the National Examination.

Furthermore, both the teacher-made test and a standardized test should include items used to measure students' higher-order thinking skills. In the National Examination academic year of 2015/2016, the HOTS-based item has been included with percentage reaching 20% out of the total items (Kemendikbud, 2017). By including HOTS-based items in the National Examination, the government subtly demands each school to train the students on how to think critically. Thus, the teacher in every school should concern with the items that were used to assess the students' abilities. The assessment made by the teacher is expected to include enough HOTS-based items to train the students using their HOTS.

However, the teacher still has difficulties in preparing the assessment to measure students Higher Order Thinking Skills. The previous research that was conducted by Retnawati et al (2018) found out that teacher's knowledge of HOTS was still low. It has an impact on the teacher's performance in developing the assessment for the students. Moreover, in this research, this case was also found during conducting the pre-interview in three Senior High Schools in Singaraja. Generally, the result of the pre-interview indicates that the teachers need to learn more about HOTS. The teacher seemed to have a misconception about HOTS itself. However, the three teachers stated that they already included HOTS items in their assessment. Then, regarding they still have a problem in understanding HOTS, the item that they believed as HOTS items are still in questioned.

Thus, this research was conducted to analyze the teacher-made test as a summative assessment that is used by English teachers from HOTS perspective. In detail, this research aimed to know how Higher Order Thinking Skills are reflected in the assessment used by the tenth-grade English teacher. Besides, this research is different from the previous research from Febrina, Usman, & Muslem (2019) in which the focus of their research was analyzing the textbook. Meanwhile, this research used summative assessment as the object of the study. However, both researches have the similarity which used Revised Bloom's Taxonomy as the criteria in classifying the data.

1.2 Problem Identification

The demand for Curriculum 2013 expects the students to enhance their higher-order thinking skills. In line with that, the teacher should know about preparing the assessment that can help the students to train their higher-order thinking skills (HOTS). However, the pre-interview that has been conducted with three teachers in Senior High Schools in Singaraja indicated that the teachers still need to learn more to have adequate knowledge about HOTS. The lack of understanding of HOTS can impact the teachers' performance in including HOTS-based items in the assessment. Therefore, this research is conducted to analyze the summative assessment used by the tenth-grade English teacher in order to know the extent of HOTS which items are reflected in the summative assessment used.

1.3 Delimitation of Study

This research is restricted in analyzing the summative assessment used by Tenth-grade English teacher especially in the form of multiple-choice questions and short answers from the HOTS perspective. This research wants to find out the extent of Higher Thinking Skills which are reflected in summative assessment especially the final exam in the academic year 2018/2019. In analyzing the assessment, this research used the criteria of Higher Order Thinking Skills that is Revised Bloom's Taxonomy from Anderson and Krathwohl (2001) especially in the cognitive process dimension only.

1.4 Statement of Problem

Based on the background of the study which is presented above, the problem of study can be specified as follows:

1. How the Higher Order Thinking Skills are reflected in summative assessment used by Tenth-grade English teacher?

1.5 Purpose of the Study

Based on the previous problem, the objectives of the study can be specified as follows:

1. To know how Higher Order Thinking Skills are reflected in summative assessment used by Tenth-grade English teacher.

1.6 Significances of Study

The results of the study are expected to contribute theoretically and practically as follows:

1. Theoretical Significance

This study has the significance to give more information and extend the people's knowledge especially the researcher and the teacher about the assessment from the Higher Order Thinking Skills perspective using criteria of Revised Bloom's taxonomy.

2. Practical Significance

a. For Teachers

The teacher can improve their knowledge about HOTS and used it to prepare the assessment that includes HOTS-based items in it.

b. For Students

The result of this study indirectly affects the students' ability through the items that have been analyzed. As the teacher already clear with the concept of HOTS, it will reflect on the items used to train the students. The students could practice answering questions based on HOTS. Thus it can improve the student's ability to use HOTS in their learning.

c. For R n D Research

This study can be used to be a reference for further researches. It will open the opportunity to further researchers in conducting further researches in developing an assessment instrument based on the HOTS in teaching English for senior high school.