

CHAPTER I

INTRODUCTION

This chapter presents some subtopics as the followings: background of the problems, problem identification, limitation problem, problem identification, purpose of the study, significance of the study.

1.1 Background of the problems

The education in these days has undergone some development, especially in term of curriculum. The current curriculum mainly explores learners to be able to use their critical and analytical thinking (Fanani, 2018). In Taxonomy Bloom, the critical and analytical thinking is belongs to mental knowledge. The mental knowledge relates with six different levels (Anderson and Krathwol, 2001). It covers the division of LOTS (remembering, understanding, apply) and HOTS (analyzing, evaluating and creating). The implementation of HOTS seems to be much more concerned nowadays because of its influences. Higher Order Thinking Skill (HOTS) is the process that requires the learners to manipulate the information and ideas through certain ways that gives them a meaning and new implication (Gunawan 2003, p.171) cited in Fanani (2018). In addition HOTS can be categorized as the process of logical thinking, reflective as well as creative (King et.al 2013, p.1).

Based on Kemendikbud (2017) in constructing items based on HOTS, it includes three characteristics such as: 1) the capability to assess HOTS, 2) the items based on contextual, and 3) using various forms of items. The items must be capable in assessing HOTS, it means that the items must be able to assess the critical thinking skill, creative thinking skill, and giving reasoning. Thus, the answers of HOTS items are not stated explicitly. The second, the items used in the assessment must be based on the contextual or reality based problem. The learners demanded to have the ability to use the concept in facing the issues in the real world, whereas it involves relating, experiencing, applying, communicating and transferring. The last is the various forms of items. According to PISA in Kemendikbud (2017) the instruments of HOTS must be varied. It is recommended to provide the variation of items in order to guarantee the principal of objectivity.

The implementation of HOTS takes an important role in enhancing the learners' cognitive skill. Higher thinking skill is one significant aspect in teaching and learning process (Nourdad et.al, 2018). In addition based on Retnawati, Djidu, Kartianom, Apino, Anazifa (2018), HOTS makes the students easier to learn. Higher thinking skill affects the learner ability in learning, and also its effectiveness in studying. As it is related on thought, higher thinking skill helps learner in adjusting their speed in processing information in a limited time (Phillips, 2004). In addition according to Conklin and Manfro (2012: 9) the implementation of higher order thinking skill also helps in improving learner

achievement. It influences the learner to be accustomed with the problem solving, logical thinking and creative thinking. It even helps in arousing the learner curiosity in learning and building their own perspective. Higher thinking skill also noted to be meaningful in developing learner ability, especially in analyzing new information effectively, evaluate through the process of interpretation, or even create something new (Nourdad et. al, 2018).

In relation of curriculum 2013, it emphasizes on the process of authentic learning, challenging and meaningful (Kurniaman and Noviana, 2017). The fact is that the curriculum 2013 has implemented HOTS in national examination in 2015/2016, thus for the teacher it is vital in building an assessment, specifically the summative assessment that is based on higher order thinking skill. The purpose of the assessment is used to gather the learners' information about their results and help them in improving their skill, especially in learning English subject. In addition the learning process of curriculum 2013 in every level must be conducted through the use of scientific approach (Jusnita & Iswanir, 2018). In accordance with English subject, the implementation of curriculum 2013 must be focused on the development on four basic skills, speaking, listening, reading, writing (Munif, 2015). Thus, the implementation of the curriculum must be able to force the students to enhance the four essential skills in learning language.

The implementation of HOTS is already exists in every level of education. As stated in Kemendikbud (2017), the percentage of HOTS in the final examination 2015/2016 equals to 20%. It includes the senior high school level, and in this research the settings are SMAN 2 Singaraja, SMAN 3 Singaraja, and

SMAN 4 Singaraja. Although HOTS has been implemented, the interesting phenomenon in these schools is that there is still some misconception about what is HOTS exactly. Through informal interview from one of the English teachers on March 21, 2019, it is known that HOTS has been implemented through the instruments that are used to assess the learners but one of the teachers still not really sure whether the instrument is suitable with the criteria of HOTS or not. In addition, the teacher perceives that HOTS-item is the item that difficult to answer. The fact is that it is not exactly like that. HOTS-item is not simply defines as something difficult.

Such problems actually have been proved based on the research from Marhaeni, Dantes and Paramartha (2018) in which this study reveals that there is discrepancy regarding to the teachers' assessment literacy. This study also indicates that the teachers still have problems in implementing the appropriate assessment. In addition, another research that in lines with the cases above is from Retnawati et. al regarding to the teachers knowledge. This research also shows that the teachers' competency regarding to HOTS are still low. Moreover the result of this study also shows that the ability of the teacher in measuring the students' HOTS also lacks. With these evidences, it can be assumed that the teachers do not have a comprehensive understanding about HOTS.

Thus, in this research will focus on the analysis of HOTS based instruments. This research mainly conducted in order to check the quality of HOTS in every item that has been made by the teacher. This research is urgent to be conducted in order to verify the HOTS-based instrument from the teacher. Thus, the research

will help the teacher to improve the utilization of HOTS for the learners. The novelty of this research is on the analysis of the instrument, whether it is already integrated with HOTS or not as it is demanded in the recent curriculum.

1.2 Problems Identification

As HOTS have already implemented in education these days, there are still some unexpected phenomenon occur, especially among teachers. One of the problems is that some of the teachers in Singaraja who integrate HOTS in the instrument still uncertain with the further concept of HOTS. In the preliminary observation, the teacher actually able to define HOTS as something that relates with the higher order thinking skills. The main problem is that whether they already implement HOTS in their instrument is still biased because they develop the instrument without concerning on the standard criteria of HOTS. As the curriculum 2013 stressed on the use of HOTS, there are some indicators of the instrument that can be categorized as HOTS according to (Anderson and Krathwol, 2001) cited in Sihotang (2018) HOTS includes the analyzing skill (C4), evaluating skill (C5) and creating (C6). In addition regarding to Kemendikbud (2017) there are three criteria of HOTS such as: 1) the capability to assess HOTS, 2) the items based on contextual, and 3) using various forms of items. Such standards and criteria are still rare to be implemented by the teachers. Moreover, the teacher also mentions that HOTS-item is the item that belongs to difficult category. The teachers mostly perceives that HOTS have high range of index difficulty, if it is difficult then it is might be HOTS. In some cases it is true, but it

is not absolute. The difficult items cannot always be considered as HOTS due to certain reasons.

1.3 Limitation of Study

Regarding to the research background that has been stated above, this research will limit the problem into more specific scope. Thus the focus of this research is analyzing HOTS-based summative assessment by twelfth grade English teacher in some senior high schools in Singaraja. The items that will be analyzed are HOTS items used by the teacher. The tests are in the forms of multiple choices and short essays in academic year 2017/2018 or 2018/2019 in the first and second semester. The criteria that used in this research are based on HOTS revised Bloom's Taxonomy by Anderson and Krathwol version in term of cognitive domain only.

1.4 Statement of the Problems

1. How does the twelfth-grade English teachers' summative assessment reflect higher order thinking skills?

1.5 Purpose of Study

1. To know how does the twelfth-grade English teachers' summative assessment reflect higher order thinking skills

1.6 Significance of the Study

Based on the purpose of the study, this research is expected to give significance for the readers whether it is theoretically and practically. The significances are as the followings:

1. Theoretical Significance

- a. The research is expected to give additional information as well as knowledge specifically for the researcher and also teachers/instructors generally regarding to the instrument based on HOTS.
- b. This research hopefully could be used as reference for other researchers, especially in developing HOTS based assessment.

2. Practical Significance

- a. For teachers, this research could be used as the sources in broadening their knowledge about the instrument based on HOTS, thus it can be applied in building HOTS-based assessment to assess the students higher order thinking skill.
- b. For students, this research is expected to affect the students indirectly, whereas the influence is through the teacher. The analysis of HOTS-items will help the teacher to train the students' higher thinking skill because the items have already examined through the analysis conducted. Thus eventually the students will be accustomed with HOTS.

- c. For other researchers, especially the RnD researcher, this research could be used as the contribution that is beneficial for developing the product regarding to the assessment instrument based on HOTS.

