

CHAPTER I

INTRODUCTION

Research background, problem identification, research question, research objective, research significances, research scope and the definition of key terms followed in this chapter. This chapter is provided to give clear understanding of the facts that underlie the researcher in doing this study.

1.1 Research Background

PISA is the international measurement of mathematics, reading and science. Ramos (2016) states there was a bad result for the countries in the three subject areas and Indonesia is one of the countries that got the last 10 position in those PISA test. In OECD result Indonesia in the 54th place according to PISA data test. On the 2012 the mean score of indonesia' Reading mean score is 396 that's makes indonesia almost in the last position. Breakspear (2012) Stated that Indonesia is one of the country that did little investment in education and rated PISA score as a not important indicator in affecting the educational system

Zehner (2019) mentions that according to the PISA 2012 as the international measurement also changed from paper-based-test into computer-based test that bring effect to the students as the volunteers. The important thing in 2015 Indonesia fall into 64th position with 397 mean score in reading test overall. Volante (2017) determines the students' result relate with their prior knowledge as they come from different places, this statement strongly relate with Indonesia geography which the country with the widest sea in the world. Kurniawati (2018) The International Student Assessment Program (PISA), a three-year academic survey, ranked Indonesia in the bottom 10 of 70 countries in 2015. This means that literacy, mathematics, and science of Indonesian students are still weak. And including HOTS questions in UNBK is intended to improve students' thinking skills. Previous researches on reading are abundant in the literature. Uses PISA data from

2003 until 2015 showed that the descend score in reading test. Indonesia has essentially doubled its public investment in education in recent years but the outcomes are still very small. There are two main problem that caused the slow development in education sector. First is teacher certification and the second is school operational assistance, those combination have cost almost all of the public education allocation to make Indonesia globally competitive in 2030 but yet not shown the desire result.

Schleicher (2019) the reading score of Indonesian' students look descend in 2018 PISA result and the decline of reading performance by girls made it look similar to boys performance. It can be translated if the improvement is not because the score of reading is risen significantly but by the change of the other types of volunteer. Varagur (2019) low qualification of Indonesia's teacher was the major problem towards Indonesia's education system slow development. Unfortunetly the mean schore of reding in PISA just descending like in the 2015 with 371 mean score.

One of PISA score showed the young Indonesia readers failed to answer high-order- items. Meanwhile Pisa Reading test on 2015 has showed Indonesia in the lowest place according to the PISA reading test. In the development time of student's competency of reading itself create the gap of the students with and without high reading skill. Reading skill taken an important part in the successful carrier of the children in the future (McGeown ; Duncan Griffiths ; Stothard, Sue E.2015). states that reading as a part of the four basic skill also provide many engagements to children success in other words the students' successful carrier is depend on their reading activity. In the other hand the result of the PISA test bring a big picture that the reading of Indonesian children in trouble. The Head of Education and Culture Ministry said that 10% of the 40 questions tested were included in the HOTS category. And it was only in 2018, which means that the percentage or difficulty level is expected to be higher in 2019. The despite of the PISA as the international measurement of reading skill become

the turn point of the curriculum in Indonesia and become the reason of the developing newer and more compatible curriculum named Curriculum 2013.

As an effort and commitment by the Indonesian government, curriculum has been changing several times in 2004 the government applied curriculum-based competencies (CBC) which is different from the other curriculum. In the process then, Kurikulum Tingkat Satuan Pendidikan (KTSP) published In 2006 as a newer curriculum which the completion of competency-based curriculum 2004 (CBC). In KTSP curriculum, schools in Indonesia are given an authority so design and develop their own curriculum which is appropriate and suitable with the conditions of the schools. It is expected that the school can implement the curriculum properly. After the KTSP, the new comer curriculum has come to Indonesia with the name called Curriculum 2013 which given the different specification of every subject to be thought in the schools. In 2018 the newer revision of the curriculum 2013 has been published by the government of Indonesia that uses the revision of bloom taxonomy. In general, every Curriculum expectation are the students to master four basic skills in English such as Listening, Speaking, reading dan writing but with critical in reading. Those skills are crucial to be mastered and developed by the students to be proficient in English.

There are current researches are filled with numerous studies to disclose the importance of reading competency. Thomas (2018) found that the learning activity needs an accurate proposition of higher order and lower order items relate to their reading competency. Combrinck (2014) stated that the students need introduction of reading skills since their first grade because reading is becoming crucial for their future. From the previous positive findings, the critical reading could bring a meaningful impact to its user with right proposition of its materials

There were 3 studies about higher order items picked into this study. Wang (2016) mentions that in the higher education level the students need to be prepare with the knowledge of higher-order items. The reasons of

the importance are through the proposed teaching and learning approach, In the process then the students have indicated to master thinking skills. Luz Marina (2010) states that a proper strategy for reading lesson has an important influence on students' level of understanding then help EFL students comprehend the given reading material. To know how the strategies will be fit then the teacher need how the students' respond to the reading material with higher-order items. The current research then distributed the higher order items into 2 kinds of text to knew the outcome of students' reading competency in answering higher order thinking items. Freatat & Smadi (2014) explains that the students got difficult in answering higher order items since the curriculum that made by the government more focus in memorizing so then the book that being used by the students just prepare the students to deal with low-order level question. In the process the government should take an action to revise the curriculum.

The present research was aspired to describe and compare the students' reading competency, especially on high-order items in the Sekolah Menengah Pertama 5 Negeri (SMPN) Kuta Selatan. The reading competency was measured using high-order items beyond the cognitive domain levels of C1, C2, and C3; the affective domain levels of A1 and A2; psychomotor domain levels of P1 and P2. Affective domain of levels A3 and A4; psychomotor domain of levels P3, P4, and P5. The text genres studied were of two types, namely: descriptive texts about a person, an animal, a place, a procedure, and recount texts about a personal experience and an accident. The text indicators measured consisted of four aspects, namely the word meanings, the textual references, the specific ideas, and main idea. Sekolah Menengah Pertama 5 Negeri (SMPN) Kuta Selatan had been chosen as this research's location. The School located in the main Tourism Area in Bali with the most area with luxury hotel in BAdung Regency such as in Nusa dua and In Kuta which makes The School the indicator of how well the people handle tourism in the future. Sekolah Menengan Pertama 5 negeri also rank last in the UN in English that makes the research beneficial for the school. On the other hand,

through the research people would have the main picture of the weakness of the students in reading through reading test that uses high-order items in it while the previous research has not been focusing on higher order items. The research used revised bloom taxonomy in order to producing higher order items which then exist in the reading competency test. The benefit of the study would will beneficial for the government as the picture of the current curriculum, school could improve learning activity with reading in specific, teacher could add some of higher order items more in reading and students became more resistant with test including higher order items.

1.2 Problem Identification

1. According to Breakspear (2012) Indonesia did little investment in education and rated PISA score as unimportant indicator in affecting the educational system.
2. According to Varagur (2019) state that low teacher qualification is the major problem of the slow development in education system in Indonesia.
3. The current PISA score of reading in 2012, 2015, and 2018 the students were not well-trained to answer high-order-thinking items such as cognitive domain of levels C4 (analyzing), C5 (evaluating), and C6 (creating); affective domain of levels A3 (valuing) and A4 (organizing); psychomotor domain of levels P3 (mechanizing), P4 (complex overt responding), and P5 (adapting).
4. The next identified problem was the teachers were not capable of using high-order-thinking items in their materials such as cognitive domain of levels C4 (analyzing), C5 (evaluating), and C6 (creating); affective domain of levels A3 (valuing) and A4 (organizing); psychomotor domain of levels P3 (mechanizing), P4 (complex overt responding), and P5 (adapting).

1.3 Research Questions

- a. What are the students' reading competencies on high-order-thinking items across classes, text genres, and reading indicators in SMPN 5 Kuta Selatan?
- b. Are there any significant differences in the students' reading competencies on high-order-thinking items across classes, text genres, and reading indicators in SMPN 5 Kuta Selatan?

1.4 Research Objective

a. The general research objective

The general research objective is to analyze students' reading competency contained cognitive level, affective level and psychomotor level on high-order-thinking items in different English text genres in the Junior High School in Badung in the Academic Year 2019/2020.

b. The specific research objectives are as follows.

The specific research objectives are as follows.

- 1) To categorize students' reading competency in answering high-order-items contained higher cognitive level, affective level and psychomotor level based on classes in the Junior High School in Badung in the Academic Year 2019/2020.
- 2) To compare the students' reading competency in answering high-order-thinking items contained higher cognitive level, affective level and psychomotor level based on different texts in the Junior High School in Badung in the Academic Year 2019/2020.
- 3) To analyze students' reading competency in answering high-order-items contained higher cognitive level, affective level and psychomotor level based on reading indicator in the Junior High School in Badung in the Academic Year 2019/2020.

1.5 Research Significant

1. Theoretical Significance.

The finding of the research could help to improve teaching and learning activities in SMPN 5 Kuta Selatan

2. Practical Significance.

There are 3 benefits of the proposed research

- a. The Junior High School Students' reading competency will be able to improve, especially on high-order- items contained in the English texts studied either in the Junior High School and written texts found in the media.
- b. The Junior High School's English Teachers.

The Junior School English teachers will be also benefited from the proposed research as they could plan and design proper teaching strategy for improving the students' reading competency on high-order items.

- c. Future Researchers. Future researchers will be also benefitted from the proposed research as they could design another research that may investigate weather improve students' competency in high-order items.

1.6 Research Scope

This study is limited to seventh grade students of the seventh-grade students in SMPN 5 Kuta Selatan in the academic year 2019/2020. It is focused on the descriptive texts about a person, an animal, a place, a procedure; and recount texts about a personal experience and an accident in the first semester. The research intentionally to let the student's current situation exist before and after answering the reading test with higher order items. There is no empowerment given by the researcher to the classes and just let the students answer every question with their knowledge. Since there is no empowerment the reading test result would be similar and giving picture relate to the Indonesia being the lower position in PISA reading test.

1.7 Definition of Key Concepts

In order not to arouse misunderstanding, conceptual and operational definitions are deemed very important.

Theoretically, Anderson and Krathwhol (2001) defined high-order-thinking items as those items that go beyond the cognitive domain of levels 1, 2 , and 3; affective domain of level 1 and 2; psychomotor domain of levels 1 and 2.

Reading competency is competence that active by the person at the time a person read, before a person reading and after a person read a creation of writing (Ntereke, 2017).

Operationally, high-order-thinking items were those items specified to the four indicators of reading competency, namely: 1) the main idea that is a comprehensive plain sentence which express the common idea of a text, 2) specific ideas are detailed parts of information consisting in the paragraphs, 3) textual references are pronouns that exist in reference to definite nouns in the descriptive and recount texts, and 4) word meanings are the implicational/psychological words/phrases' meanings

Reading competency is a competence of a junior high school students at seventh grade that occurs through the scores of reading text that have higher-order thinking items.

