

CHAPTER I INTRODUCTION

This chapter presents the discussion on the background of the study, research questions, purpose of the study, the scope and limitation of the research, significance of the study, and definition of key terms. The last is an available deal with the previous studies that support conducting this study.

A. Background of The Study

In the globalization era, education has an important role for all people so that good quality humans can compete on the global scene. Because the quality of a nation is influenced by its human resources. In preparing for the 21st century workforce, many education systems have integrated creative and critical thinking elements in the teaching and learning process by promoting higher-order thinking skills (HOTS) in students. In this case, in the education system, an educational curriculum becomes the key to determine the quality of students since it is considered to be adapted to the development of science and technology, government, and society. An Educational curriculum itself is the guideline for carrying out learning activities. So, education needs to prepare the students to face the increasingly complex challenges of the 21st century. Education is not only enough to equip the students with the knowledge and simple thought processes as they are known now, but also need to prepare them to have and be able to develop essential skills of this century.

Nowadays, the Educational curriculum used the revised Curriculum 2013, that students are hoped to increase in four main integrated aspects in a lesson-plan, covering character building, literacy, 4C (creative, critical thinking, communicative and collaborative), and higher-order thinking skill (HOTS). HOTS is now being considered an important thing in the education field. It

highlighted students can analyze, evaluate, and create an idea related to problems faced at school or in their social lives. That is why the government through Educational Quality Insurance Institution (LPMP) needs the teachers to help students to emphasize their critical thinking. Besides that, the government has prepared the revised curriculum 2013 to answer the challenges of the world, either internal or external challenges. The Ministry of Education and Culture has stated that internal challenge including the fulfillment of eight standards of competencies and the development of Indonesian civilization mainly human resources. Meanwhile, external challenges appear from a variety of sides like globalization issues, information and technology development, knowledge development, any kind of social lives, critical thinking, pedagogical and many negative phenomena surrounding our environment such as drug abuse, bullying, violence, students fights, criminals, plagiarism, etc.

National Examination is common, abbreviated as UN is a standard evaluation system of primary and secondary education in Indonesia that has the purpose to get the equation of quality of education levels among the areas are done by the center for the Departement of Education. National Examination an interesting topic continuously, because there are many pros and cons from the various group. Since the implementation of the National Examination in 2005 till national examination continued to change. But, recently the Government has made new policy related to National Examination. The Government wants to stop conducting National Examination. Although, there are many pros and cons opinions about this government's policy.

The new policy taken the government through the Minister of Education and Culture, Nadiem Makarim is a meeting at DPR Senayan, Jakarta, Thursday (12/12/2019), with the DPR Commission X regarding policies related to National Examination. It stated that National Examination was not removed, but the format of the National Examination was replaced. Next, the National Examination was replaced with Minimum Competency Assessment (AKM). It is almost similar to PISA, namely literacy, numeracy, and character survey.

With the elimination of the National Examination, it will be free up for teachers and schools in assessing the success of education in their environment. The assessment will be done by the school itself. In our education law, it is obvious that the evaluation of student assessment is carried out by the teacher, and the assessment of graduation is determined by the school. The National Examination will be officially replaced with the Minimum Competency Assessment (AKM) in 2021.

However, based on the research done by the Program of International Students Assessment (PISA) in 2015, the ability of students in Indonesia at the age range of 15 years is still below average. These abilities include the ability in science, reading, and mathematics. Indonesia was one that has the lowest level of reading performance. It might happen because Indonesian students are poorly trained to deal with conditions that need contextual problems, reasoning, argumentation, and creativity which are the characteristic of HOTS. Therefore, the government wants to improve the quality of the standard of students. One way to improve is the quality of National Examination questions.

Since 2016, the Ministry of Education and Culture of which Indonesia revised the 2013 curriculum which is called as 2013 curriculum revised edition. In this curriculum, the students are needed to think deeply in other to develop their cognitive competence by practicing in solving some problems or questions in higher other thinking skill or commonly as HOTS. In the 2013 curriculum for SMA/ Madrasah Aliyah stated that Higher Order Thinking Skill (HOTS) is the ability of students how they can convey one concept to another, how to process and how to apply information. And they have to be able to see the connection of the different information, use the information for problem-solving, examining ideas and information critically. In presenting a test question related to Higher Order Thinking Skills appeared serious problem the difficulty of the question given.

The government, through the Ministry of Education, has begun applying International Standard, namely Higher Order Thinking Skill (HOTS). The development of learning-oriented to Higher Order Thinking Skill (HOTS) questions, a program developed as an effort to improve the quality of learning and the quality of graduates. HOTS is required by an individual to meet the challenges of the 21st century. And Critical thinking skill or HOTS has been identified as a fundamental skill that is needed in the learning process. Therefore, they can deal with global economic growth and the fast development of technology in the world. The students are expected to gain various experiences by applying HOTS. The government has conveyed a policy related to some HOTS questions in National Examination, that is not to change the proportion of HOTS questions in the 2019 National Examination with the deal questions between 10% till 15 %. This is also supported by the statement of the head of East Java LPMP, Bambang Agus Susetyo, who said in the Socialization of the implementation of the National Examination which held by Provincial Education Office, East Java at the Novotel Surabaya Hotel, Tuesday(29/1/2019), that the integration of HOTS questions in the 2019 National Examination (NE) ranged 10-15 %. This is made so that the students could adjust to these level reasoning questions. Thus, the standard of National Examination questions is not different from the previous years. Moreover, he said that since the implementation of HOTS questions at the National Examination (NE), there has been indeed an influence on the result in the last score of students achievement has decreased.

Since the HOTS questions were integrated into the National Examination, many students of Senior High school or Junior High School complained and felt difficult to complete Computer Based Test (UNBK) or Pencil and Paper Based Test (UNBK) of National Examination. They felt that the material of the National examination that was done was different from the material given. Even though the government intended to raise the standard of students' ability by inserting the HOTS questions to the National Examination. Due to this

condition, not only students but also teachers have to fight hard to get the best result.

In English National Examination, the skill tested consists of listening, reading comprehension, and writing in multiple-choice format. These tests may train learners to practice all levels of cognitive skills and are the base of the whole learning process. Evaluating reading and listening comprehension texts and tests are of great importance because this task helps learners gain and develop their knowledge. Bloom's Taxonomy stated that thinking skill is ordered from simple to complex or from concrete to abstract mental processing abilities. There are six levels of cognitive domains which are knowledge, comprehension, application, analysis, synthesis, and evaluation.

Like as stated, the Indonesian Ministry of Education and Culture tried to integrate HOTS in the existing curriculum which is the 2013 curriculum (Kemendikbud, 2017). the Government established Regulation of Ministry of Education Number 22 the Year 2016 about Standard Process of Elementary as well as a secondary level of education (Kemendikbud, 2016). The regulation stated that the aspect of knowledge is acquired by activities of Remembering, Understanding, Applying, Analysing, Evaluating, and Creating. Because of this policy, the assessment education in Indonesia, especially the National Examination, is encouraged to be based on the concept of using HOTS. So far, the implementation of the National Examination in Indonesia still causes controversy. It is often seen unnecessary as a standardized test in the entire country.

English National Examination in Indonesia is nationally administered to measure the students' English Competence. However, there are not many studies that investigate the level of thinking skill required in the comprehension questions of the English National Examination in Indonesia due to the difficulty of access to the National Examination or for security reasons. Moreover, it is hard to find the English National Examination data for

Vocational High School than Senior High School. Also, there are not many studies have been found that investigate the use of HOTS questions in the English National Examination for Vocational High School.

Based on the description above, the researcher wants to know to what extend the HOTS questions in English National in SMA/MA and compare to HOTS questions SMK/MAK level in 2016/2017-2018/2019 Academic Year and its development till now.

B. The Research Questions

Based on the background above, the research questions include :

1. To what extent do the questions in the English National Examination for SMA/MA and SMK/MAK level in 2016/2017-2018/2019 Academic year meet the perspective of Higher Order Thinking Skills (HOTS)?
2. What do types of thinking skills appear in English National Examination items SMA/MA and SMK/MAK level in 2016/2017 - 2018/2019 Academic year?
3. Are there any differences in the development of HOTS questions on English National Examination items between SMA/MA and SMK/MAK level in 2016/2017 –2018/2019 Academic Year?

C. The Purpose of the Study

According to the research questions that are defined above, the aim of this research is :

1. To know to what extent do the questions in English National Examination for SMA/MA and SMK/MAK level in 2016/2017-2018/2019 Academic year meet perspective of Higher Order Thinking Skills (HOTS).

2. To identify the type of thinking skill appeared the English National Examination items SMA/MA and SMK in 2016/2017 –2018/2019 Academic Year.
3. To know the differences in the development of HOTS questions on English National Examination items between SMA/MA and SMK/MAK level in 2016/2017 – 2018//2017 -2018/2019 Academic Year?

D. The Scope and Limitation

This study is limited to analyze HOTS questions in six packages of English National Examination for Senior High School and Vocational High School of 2016/2017- 2018/2019 Academic year.

E. The Significance of the Study

From this study, it is hoped :

1. To get knowledge, insight, experience, and valuable things especially as educators in compiling questions in type HOTS.
2. To be used as a reference for future researchers. It will be a useful material for future studies in the sense that it will impart findings of HOTS of the National Examination.

F. Definition of Key Term

To give a better understanding of the concepts of the study, the following terms are operationally defined.

1. English National Examination

National Examination is a standard educational assessment of primary and secondary education in Indonesia which is administered by the BNSP and has been administered by Sukyadi for its students since 2005

(Government Regulation number 19 of 2005). English National Examination in Indonesia is nationally administered to measure students' s English Competence (Lathifah, 2015). In English National Examination, the skill tested consists of listening, reading comprehension, and writing in multiple-choice format. These tests may train learners to practice all levels of cognitive skills and are the base of the whole learning process.

2. Language Testing

Language testing is assessing and measuring activity that is given to a person's language competence and performance or testing language ability. It is an evaluation of an individual's language proficiency. It is also sets techniques, procedures, and items that change an instrument of some sort that requires performance or activity on the part of the test-taker.

3. HOTS based on Bloom's Taxonomy.

Bloom's taxonomy was designed with six levels to promote higher-order thinking. The six-level were: knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy's levels were later revised as remembering, understanding, applying, analyzing, revising, and creating. The cognitive domain consists of six levels which are divided into two parts, they are LOTS and HOTS. LOTS refers to memorizing information and the ability to recall knowledge. It is showed by the first three levels; knowledge, comprehension, and application. Meanwhile, HOTS refers to the process of thinking that is utilized at the highest levels of cognitive processing. It is showed by analysis, synthesis, and evaluation.

4. English Instructional Program in SMA and SMK

English teaching at the Senior High level (SMA and SMK) is still focused on student's competence in using language to achieve the communication goals in various contexts both oral and written. Moreover, the goal of English teaching in SMK (Vocational High Schools) is to make the students able to communicate in English to support the students' major skills.

