

CHAPTER I

INTRODUCTION

The researcher presents the introduction of the research. It provides background of study, research question, objectives of the study, significance of the study, limitation of the study, and definition of the key term.

A. Background of Study

The purpose of Indonesian education today is to develop people by not only accomplishing the field skill in academic area but also having good character (Law of National Education System of number 23 of 2003). The Indonesian government tries to improve the quality of human resources. The national exam is applied as an assessment standard in education that serves to measure the quality of education in Indonesia. In addition, the national exam is used as an educational evaluation material in Indonesia and saw the achievement of the competence of graduates nationally in certain subjects such as English language subjects.

Currently, education in Indonesia is using the curriculum in 2013 which is the development of the previous curriculum to respond to global challenges. K13 was held in 2014 in several schools throughout Indonesia. The point of the development process conducted in curriculum 2013 is improvement in several aspects of students' learning and mindset, the use of scientific approaches through observing, examining, trying, processing, presenting, thinking, creating, and

communicating in hopes of bringing students to the knowledge and ability of critical thinking, logical, creative and innovative (Putra & Adullah, 2019).

Kemendikbud said one of the efforts to realize a quality education is required to be a trustworthy assessment system (credible), acceptable, and can be accountable (BNSP, 2016, p. 1). From this statement, Indonesian Ministry of Education and Culture tried to incorporate HOTS into the Indonesian curriculum of 2013 (Kemendikbud, 2017). In line with the Bloom's Taxonomy, the Government established Regulation of Ministry of Education Number 22 Year 2016 about Standard Process of Elementary as well as secondary level of education (Kemendikbud, 2016). The regulation stated that the aspect of knowledge is acquired by activities of Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. As the suggestion of this policy, the assessments in education, especially National Examination, are encouraged to be based on the concept of HOTS.

According to Pratiwi (2017), the research was conducted to investigate the coverage of Revised Bloom's taxonomy in the English Competency Standard, Basic Competency and the English test items of National Examination for high school. More than 90% the test items are in the category of LOWS. English National Examination in high school level consisted of 87.4 percent for LOTS items and only 10.6 percent for HOTS. Such condition was considered not effective in stimulating learners to optimize their critical thinking. There was a need for the test developers to decrease the quantity of LOTS questions and increase the questions requiring comprehension levels which belong to HOTS

(Ahmad, 2016). Those previous studies recommend that other researchers need to conduct studies in analysis of HOTS items to see to the realization of the higher order thinking and students thinking process to solve the HOTS items.

(Kusuma, Rosidin, Abdurrahman, & Suyatna, 2017) classified thinking skills into two categories namely low thinking skills (LOTS) consisting of remembering (C1), understanding (C2), and apply (C3). High-level thinking skills (HOTS) that consist of analyzing (C4), evaluating (C5) and Creating (C6) (p. 27). In line with it, Krathwohl & Anderson (2001) reveals that according to the revised Bloom taxonomy cognitive process is divided into low Order thinking skills and high Order Thinking Skill. Capabilities that include LOTS are the ability to remember, understand (under-stand), and apply, while HOTS include analyzing, evaluating (evaluate) and creating (create) capabilities.

Thus, the problems with the High Order Thinking Skill (HOTS) type can train students to think in the level of analyzing, evaluating, and creating or creating. (Brookhart, 2010) reveals that high-level thinking is understood as a goal over the Bloom taxonomy of Cognitive Realm (p. 5). Based on these facts, the author is interested in conducting research aimed at analyzing and describing the conformity of national examinations on English Junior high school year 2019 based on the High Order Thinking Skill (HOTS) criteria on the Bloom taxonomy of cognitive realm.

B. Research Questions

The research question must clarify precisely what must be determined or resolved. Based on the statement on the background of study, the research answers to the following question. “What are the features of HOTS Questions of English on National Exam (UN) at Junior High School Level (SMP) Academic year 2018/2019 based on Bloom’s Taxonomy ?”

C. Objective of the Study

Based on the research questions above, the researcher states the research objective, to know the features of HOTS Questions of English on National Exam (UN) at Junior High School Level (SMP) Academic year 2018/2019 based on Bloom’s Taxonomy.

D. Significance of the Study

The results of this study are expected to be useful for teachers, students, and future researchers.

1. For teachers, the results of this study facilitate teachers to add the teacher's knowledge of making questions with Higher Order Thinking Skill types or higher-order thinking skills.
2. For students, the results of this study to increase students' knowledge and train high-level thinking, improve students' active ability to create creative knowledge and balanced, and make it easier for students to work on exam questions based on hots, and can meet the global challenges of the 21st century.

3. For the future researchers, the results of this research can be used as a study library especially in the preparation of HOTS English language in junior level.

E. Scope and Limitation of the Study

In order to make this research more effective, researcher uses scope and limitation of research. High-level thinking skills are the ability that learners can use to solve a problem through critical and creative thinking skills. According to the Dewi (2013) said that to set up the capacity of high-level thinking, then each question should be given the basis of the question guided by stimulus. Therefore, in this research, the characteristics used as first different research is stimulus, the ability of critical thinking, and the ability of creative thinking. The second focus of this study was the one bundle English National Exam on Junior high school year 2018/2019. So the final conclusion of the existence of features on HOTS in the UN problem is obtained when all categories are filled on one point.

F. Definition of Key Terms

In order to avoid misunderstanding and misinterpretation of the topic of this study, it is necessary for the writer to define the following terms:

1. The National Examination Question

The National Examination Question is an evaluation tool that the government makes to measure and assess national graduation competencies for certain subjects.

2. HOTS

HOTS is Higher Order Thinking Skills or higher order thinking skills. The ability to think at a higher level is the ability to think at a higher level which not only memorizes facts but has involved the activity of analyzing, evaluating, and creating.

3. Taxonomy Bloom's

Bloom's taxonomy is a tool to measure the certain cognitive skills and ability within the test papers based on the specific criteria. It consists of three parts; cognitive domain, effective domain, and psychomotor domain.