

CHAPTER I

INTRODUCTION

A. Background of The Study

In the 21st century, globalization inevitably increases the speed of changes in human existence in all aspects, including the educational element. This requires students to have skills that are needed in this century. To address this century's increasingly complex global challenges, teachers must provide creative and innovative teaching and learning processes. This includes conducting assessments and designing practical tests that gauge students' proficiency. The student's skills can be used to determine the quality of education. Low cognitive ability in students is also a sign of poor educational quality. In reaction to this matter, the government's efforts through the Ministry of Education and Culture are to develop the 2013 curriculum, which encourages High Order Thinking Skills (HOTS) in the learning process, to address the need for critical thinking skills. HOTS is a thinking process at a higher level of thinking. These skills are essential, particularly for students who need to develop their critical, logical, and creative thinking to solve challenging problems. HOTS is primarily related to thinking critically when assimilating different kinds of information, thinking creatively when applying knowledge to solve problems, and making decisions in complex situations¹.

¹ Saputra, Hatta, *Pengembangan Mutu Pendidikan Menuju Era Global : Penguatan Mutu Pembelajaran Dengan Penerapan HOTS (Higher Order Thinking Skill)*, (Bandung : SMILE”s Publishing, 2016)

In the world of education, one of the important components of learning is assessment. So far, assessment is considered an activity separate from learning because it tends to be carried out only to measure student learning outcomes². Apart from that, correct assessment can help monitor and evaluate the learning process implemented by the teacher so that improvements can be made for both students and teachers. Various instruments come from multiple sources in assessment activities to make it more comprehensive. The instruments that are often used are tests. In the school, the teachers give many examples of tests, starting with daily assignments, mid-semester tests, final-semester tests, final school tests, and several other tests. However, tests are only one method teachers can apply. Although tests can be a helpful instrument, they are only one of the various methods teachers can use to evaluate students. Furthermore, according to Arifin (2012) a test is a procedure or approach consisting of a series of questions, confirmations, or tasks given to students to measure their behavior or performance³.

The teachers should create tests with higher question levels (HOTS) to stimulate students' cognitive abilities. A teacher can use Bloom's updated taxonomy levels of the cognitive domain that Anderson & Krathwohl proposed in 2001 to create an exam with more complex questions divided into six levels: remember, understand, apply, analyze, evaluate, and create. According to Naryatmojo (2018), Bloom's taxonomy can help measure the

² Wiwik Setiawati dkk, "Pembelajaran 6. Konsep Penilaian," in *Modul Belajar Mandiri*, 2016, 119–46.

³ Arifin Zainal, *Evaluasi Pembelajaran* (Jakarta: Direktorat Jenderal Pendidikan Islam, Kementerian Agama RI, 2012).

achievement of learning outcomes⁴. However, apart from that, this latest taxonomy can be used to measure the quality of each question item. Tests with various benefits also require analysis to determine the level of difficulty. High-quality questions are also needed to hone students' thinking abilities and help them think more critically. According to Ahiri and Hafid, the test item analysis aims to improve the test's accuracy by adding or removing incorrect items⁵. Because of these problems, this research aims to understand how learning objectives in the cognitive domain are implemented in English test questions using the revised Bloom's taxonomy approach. It analyzes English test questions using the scheme from Bloom's taxonomy in the cognitive domain.

Some research has been conducted, the first of which was conducted by Anantasari. Which aims to determine how higher-order thinking skills are distributed in reading exercises and how closely reading questions in "Bahasa Inggris SMA/MA/SMK/MAK Kelas XII Edisi revisi 2018" belong to HOTS (higher order thinking skills) based on Bloom's Taxonomy revision. The results show that the use of most of the reading inquiries in this book belongs to LOTS (lower-level thinking skills) in level C1 (understanding) and factual knowledge⁶. The second was carried out by Irmayanti. According to Irmayanti's research analysis, the majority of the English National

⁴ Deby Luriawati Naryatmojo, "Penggunaan Taksonomi Bloom Dalam Pembelajaran Keterampilan Menyimak Bermuatan Pendidikan Karakter Profetik Untuk Mengukur Keberhasilan Hasil Belajar Mahasiswa," *Pertemuan Ilmiah Bahasa Dan Sastra Indonesia* 601 (2018): 601–20.

⁵ Antonius Totok Priyadi Yohana Lusya Arie Suyati, Martono, "Analisis Soal Tipe HOTS Dalam Soal Ujian Mata Pelajaran Bahasa Indonesia SMP Kabupaten Sanggau," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 10, no. 9 (2021): 2.

⁶ Dewanty Anantasari, "Investigating Higher Order Thinking Skill (HOTS) Realization of Reading Tasks in English Students' Textbook a Paper" (University Tidar, 2021).

Examination questions for the 2018–2019 academic year at the junior high school level in both question packages still use Low Order Thinking Skills (LOTS), accounting for 86% of the total, with only 14% of the questions being Higher Order Thinking Skills (HOTS)⁷.

The third was conducted by Sausan in her research, which aims to determine the proportion of high-level thinking abilities and HOTS characteristics reflected in the level of school English test questions. This research found that the composition of HOTS at the cognitive level with critical thinking skills questions was more common, with a percentage of 86.64%, followed by 10.52% of HOTS questions that helped develop creative thinking abilities and 2.63% of questions that helped develop problem-solving abilities⁸.

The previous research above has a correlation with this research, namely analyzing the questions used in English language assessment. However, the researcher's primary focus in this study was exam question analysis on the Cognitive-based exam. Remembering that HOTS-based questions were tested on students is important. Researchers analyzed the final semester assessment in the first semester (which are now called the Penilaian Akhir Semester/PAS Ganjil) in English subject for class 9th at SMP Negeri 1 Baros and MTS Negeri 2 Kota Cilegon for the 2023–2024 academic years. The researcher intends to carry out research entitled “*An Analysis of Cognitive Dimension in the English Examination Test Based on Revised Bloom’s Taxonomy*”. This research will

⁷ Audina Dewi Irmayanti, “An Analysis Of Higher Order Thinking Skill (Hots) In English National Examination Question At Junior High School In Indonesia,” *Journal of Economic Perspectives* (State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2022).

⁸ Sausan Kania, “The Analysis of English Test Items Based on Revised Bloom’s Taxonomy in English Examination Test Items Use in Senior High School in Lampung Tengah” (Raden Intan State Islamic University Lampung, 2022).

provide an overview regarding the description and percentage of the final assessment in the first semester question items that are included in the HOTS-based question category.

B. Identification of Problem

The 2013 Curriculum Regulations set by the Indonesian Ministry of Education mandate that teachers use HOTS as a teaching guide when assessing students. In line with that, the Revised Bloom's Taxonomy is based on the learning objectives of Indonesian education in the realm of knowledge⁹. That assessment can be carried out either by using exams or tests. Exams are needed not only to assess and measure student proficiency but also to ensure the quality of each question. It is important to examine each question individually to determine its quality level. To find out the quality of the test questions, it is necessary to analyze the questions.

C. Scope and Limitation of Problem

The researcher will focus on analyzing the question items used in the first semester final assessment (PAS). The research will analyze the quality of the questions based on the cognitive dimensions of Bloom's taxonomy, which has been revised by Anderson and Krathwohl (2001). Apart from that, this research will explain the distribution of question items included in the LOTS and HOTS categories in the 9th grade English exam at SMPN 1 Baros and MTSN 2 Kota Cilegon.

⁹ Kementerian Pendidikan dan Kebudayaan, "Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 22 Tahun 2016 Tentang Standar Proses Pendidikan Dasar Dan Menengah," Pub. L. No. 22, 3 (2016).

D. Formulation of Problem

Based on the description above regarding the background of the problem, problem identification and problem definition, the research problem can be formulated as follows:

1. What types of cognitive dimension incorporated in the final semester assessment (PAS) of the first semester?
2. To what extent are final semester assessment (PAS) of the first semester correlation to revised Bloom's HOTS?

E. Objective of Study

Researcher determine research objectives based on the formulation of the problem as follows:

1. To know types of cognitive dimension incorporated in the final semester assessment (PAS) of the first semester.
2. To analyze the extent of the final semester assessment (PAS) of the first semester correlating to revised Bloom's HOTS.

F. Significance of Study

Researcher hope that this research can be useful in society at large, especially for the needs of teaching and learning in English education. Researcher divide the significance of research both theoretically and practically.

1. Theoretically

Teachers can benefit from this research by using it as a guide when creating exam questions or tests that include levels of the cognitive dimension in subjects related to English. Apart from that, this research can be used as a learning resource associated with the cognitive dimensions of the new version of Bloom's Taxonomy by academics or college students. In the future, in making assessments based on the difficulty level of the questions, we can utilize the

cognitive dimensions of Bloom's Taxonomy. The researcher and several other researchers can use this thesis as a guide and reference.

2. Practical

Practically, it is anticipated that the study's findings will provide meaning for teachers, students, and the researchers themselves. For students, this study it is also helpful as a manual for students to improve their critical thinking, mindset in order to resolve issues that arise in daily life. For teachers, it can be useful in designing and maintaining assessments that are relevant to the curriculum that has been regulated by the government in the Indonesian education system. Meanwhile, for researchers, this research can increase understanding and be useful as a reference in investigating similar topics related to item analysis based on the latest version of Bloom's taxonomy of cognitive processes.

G. Writing Organization

This Study is divided into five chapters, which contains several parts that describe the chapter.

Chapter I Introduction, it is including of Background of The Study, Identification of Problem, Scope and Limitation of Problem, Formulation of Problem, Objective of Study, Significance of Study and Writing Organization.

Chapter II Theoretical Framework, it is including Bloom's Taxonomy Revised by Anderson & Krathwohl, High Order Thinking Skills (HOTS), and Examination Test.

Chapter III Methodology of the Research, it is including of Research Design, Time and Location of the Study, Research Instrument, Data Collection Technique and Data Analysis Technique.

Chapter IV Finding and Discussion

Chapter V Conclusion and Suggestion.