

# CHAPTER 1

## INTRODUCTION

### A. Background of the Study

One of the competencies that must be mastered and the most important part of a teacher are being able to create and develop evaluation tools for student learning outcomes. Michael Russell and Peter state that Evaluation is the process of making judgments about what is good or desirable.<sup>1</sup> The purpose of this evaluation is to find out what the subject matter taught in the class was right or not. To be able to conduct an evaluation, of course, we need a tool or we often called as an instrument in evaluation activities. In other words, the teacher needs tools including a test to know the effectiveness of learning.

A Test is one of tool to find out where the effectiveness of learning has been achieved by students during they learn in the class. Russell and Peter state that a test is a formal, systematic procedure used to gather information about students' achievement or other cognitive skills.<sup>2</sup>

One type of tests is a standardized test. Brown defines a good standardized test is typical of a norm-referenced test, the goal of

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<sup>1</sup> Michael Russell and Peter W. Airasian, *Classroom Assessment: Concepts And Applications*, (New York: McGraw-Hill, 2012), 7<sup>th</sup> Ed., p. 11.

<sup>2</sup> Russell and Peter, *Classroom Assessment*, p. 11.

which is to place test-takers on a continuum across a range of scores and to differentiate test-takers by their relative ranking.<sup>3</sup> A Standardized test is employed to measure the students' mastery on basic parts of the curriculum in general and the result functions as a portrait of our education quality.

An example of a large-scale standardized test administered in Indonesia is the National Examination (abbreviated into NE) held annually throughout the country to measure students' achievement at the end of a learning period in each level. It is the latest form of a school leaving examination in Indonesia starting from 2005 until now. National Examination can be defined is an activity measurement of achievement of graduate competencies in certain subjects nationally by referring to Graduates' Competency Standards (Standar Kompetensi Lulusan)."<sup>4</sup> It is implemented as a way of improving national education quality.

A test in the learning outcomes instrument should measure students' skills at varying levels, ranging from low levels of thinking to high levels of thinking. So the proportion of items in a test must be considered. But in Indonesia, the question instruments in the test tend only to the ability to memorize and apply the formula in its

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<sup>3</sup> H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (New York: Person Education, 2004), p. 67.

<sup>4</sup> BSNP, *Prosedur Operasional Standar (POS) Penyelenggaraan Ujian Nasional Tahun Pelajaran 2017/2018*, (Jakarta: BSNP, 2017), p. 8.

completion which is still only at the lower order of thinking and not at the stage of the higher order of thinking. The Higher Order Thinking skills consists of Analysis, Synthesis, and Evaluation, it is the top of three domains in the cognitive skills from Bloom's taxonomy. Bloom's taxonomy itself is one of the most well-known taxonomies from educational field introduced by Benjamin S. Bloom. Brookhart also states that ....higher order thinking is approached as the "top end" of Bloom's taxonomy: Analyze, Evaluate, and Create, or, in the older language, Analysis, Synthesis, and Evaluation.<sup>5</sup> This top end (Analyze, Evaluate, and Create) based on the revised edition of Bloom's taxonomy of Educational Objectives by Krathwohl and Anderson in 2001.

In April 2018, the Ministry of Educational and Culture of Indonesia (KEMENDIKBUD) said that in the National Examination for Junior High School level also using HOTS<sup>6</sup>. It also raises complaints from students in Indonesia. So, based on the statement, the writer want to know is there a contrast national exam of English using HOTS from the previous year? So, in this study, the researcher will analyze and compare national exam of English in 2016/2017 with

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<sup>5</sup> Susan M. Brookhart, *How to Assess Higher-Order Thinking Skills In Your Classroom*, (Alexandria: ASCD, 2010), p. 5.

<sup>6</sup> Kompas.com, "Dipastikan, UN SMP Akan Gunakan HOTS!", 20 April 2018, (<https://amp.kompas.com/edukasi/read/2018/04/20/14334181/dipastikan-un-smp-akan-gunakan-hots>).

2017/2018 academic year. And why the writer choose 2017 and 2018, because based on the statement of the minister of education, and in that year also the revised of 2013 curriculum was also recommended to be applied in every school.

In summary, the implementation of the National Examination is a benchmark for national standards in achieving improvement in the quality of students, so there should be a component of questions with high-level thinking skills. Increasing the degree of difficulty of the question is closely related to the increase in the number of question about high-level thinking skills in the National Exam questions. This can lead to improvements in the quality of education. Therefore, the researcher are interested in taking the title “An Analysis of the Higher Order Thinking Skills (HOTS) in the National Examination of English on Junior High School Level”.

## **B. Focus of the Study**

In this research, the writer only analyzes the multiple choice in A package of English national examination for the junior high school level of 2016/2017 and 2017/2018 academic year. There are two packages available per year, include A package and B package with contained 50 multiple choice items. So, those questions are analyzed

based on the higher order thinking level in the cognitive domain of the revised edition of Bloom's taxonomy.

### **C. Research Questions**

To make this research focus, the writer would like to formulate this research in following questions :

1. How does the distribution of the Higher Order Thinking Skills in the National Examination of English on Junior High School Level at 2016-2017 and 2017-2018 Academic year looks like?
2. How is the development and comparison of the National Examination on Junior High School Level for 2017-2018 based on Higher Order Thinking Skill (HOTS)?

### **D. Objective of the Research**

The objective of the research are as follow :

1. To know how the distribution of the Higher Order Thinking Skills in the National Examination of English on Junior High School Level 2016-2017 and 2017-2018 Academic year looks like.
2. To know the development and comparison of the National Examination on Junior High School Level for 2017-2018 based on Higher Order Thinking Skill (HOTS).

## **E. Significance of the Research**

The significances of this research are:

1. To the researcher

It can be used as a reference for writer and another researcher as a teacher in the future to make a test based on thinking skill.

2. To the teachers

The researcher hope it can be a reference material for making English Test and Evaluation for teachers to improve the ability of students, especially in terms of Higher Order Thinking Skills (HOTS) in English subject.

3. To the students

It is also beneficial as reference for the students to improve the mindset of students in critical thinking skills or Higher Order Thinking Skills (HOTS) to solve a problem in daily life.

4. To the government

The results of this study are expected to be one of source in order to improve graduates who has Higher Order Thinking Skills (HOTS) to face the globalization era.

## F. Previous of the Study

1. Nur Pratiwi (2014)<sup>7</sup> the title of her paper is : Higher Order Thinking Skill in Reading Exercise (An Analysis of Reading Exercises in *Pathway to English* Textbook for the Eleventh Grade of Senior High School Students). It is different from the writer, the object of that study is an analysis about reading exercise in English Textbook. From the research can be concluded that the distribution of the higher order thinking level is lower than the lower the order thinking level. Then, the ratio of the higher order thinking skill to the lower order thinking skill looks far enough, 1:9.4. The distribution of the higher order thinking skill looks like: the analyze skill obtains the highest distribution by obtaining 15 out of 157 essay reading questions (7.7%) while the evaluate skill is in the second place by obtaining 3 out of 157 questions (1.9%) and the create skill obtains null distribution.
2. Journal from Nur Rochmah Lailly and Asih Widi Wisudawati (2015)<sup>8</sup>, the title is : Analisis soal tipe Higher Order Thinking Skill (HOTS) Dalam Soal UN Kimia SMA Rayon B Tahun 2012/2013. Data were collected with a non-test techniques and

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<sup>7</sup> Nur Pratiwi, *Higher Order Thinking Skill in Reading Exercise* (Jakarta: UIN Syarif Hidayatullah Jakarta, 2014), p. i

<sup>8</sup> Nur Rochmah Lailly and Asih Widi Wisudawati, "Analisis Soal Tipe Higher Order Thinking Skill (HOTS) dalam Soal UN Kimia SMA Rayon B Tahun 2012/2013", *Kaunia*, Vol. XI No.1, (April, 2015), p. 27.

Focus Group Discussion (FGD). The results showed that the characteristics of the type of HOTS matter that existed at the National Assessment Rayon B High School Chemistry Year 2012/2013 the stimulus, while the ability to think critically and creatively conclusions can not be generated. In National Exam about the pictures/graphics/charts by 15%, table 15%, the symbol/formula/chemical equation of 47.5%, 22.5% sample, and a fragment case of 32.5%.

3. Desi Lestari Ningsih (2018)<sup>9</sup> the title of her paper is : Analisis Soal Tipe Higher Order Thinking Skill (HOTS) Dalam Soal Ujian Nasional (UN) Biologi Sekolah Menengah Atas (SMA) Tahun Ajaran 2016/2017. This research using assessment sheets. And the results showed that almost all of the question in national exam were HOTS type (92.5%).

Based on previous study above, the writer also try to analyze the national examination of English on Junior High School level, where in the test there are 50 multiple choices based on those cognitive domain of Blooms.

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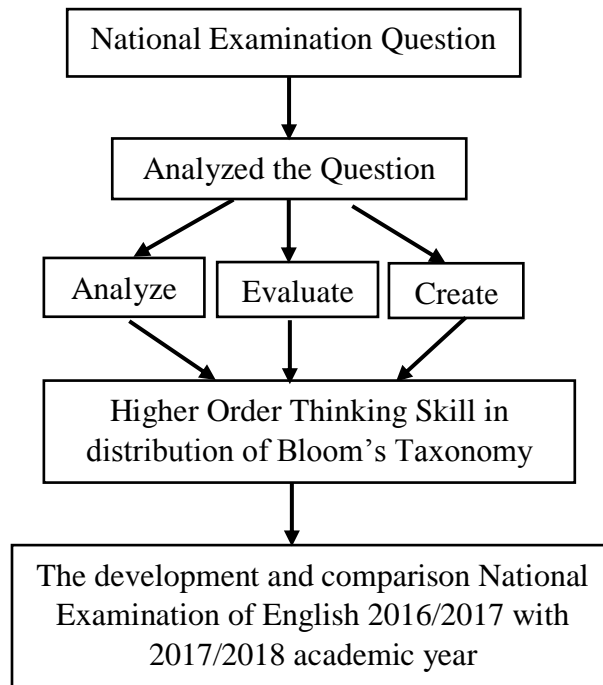
<sup>9</sup> Desi Lestari Ningsih, *Analisis Soal Tipe Higher Order Thinking Skill (HOTS) dalam Soal Ujian Nasional (UN) Biologi Sekolah Menengah Atas (SMA) Tahun Ajaran 2016/2017*, (Lampung: Universitas Lampung, 2018).



## **G. Conceptual Framework**

HOTS is the highest level in the hierarchy of cognitive processes. In HOTS itself not only remembering, understanding, and applying, we are also required to think critically to solve the problem in our daily live. Where high-level thinking is a provision in facing life in 21<sup>st</sup> century. If we are not ready, then someone will not develop and survive. This is in line with the goal of education, namely developing abilities and forming character in order to educate the life of the nation. To be able to develop the Higher order thinking skills, they must be given a stimulus, one of the way was faced with the question of the type of Higher order thinking Skills. The government measures the success of Indonesian education, the success of Indonesian education, one of them is National Examination. For this reason, it is necessary to analyze the high order thinking skill type at the Junior High School level of students.

**Table 1.1**  
**The Diagram of Conceptual Framework**



## H. Organization of Writing

The paper is systematically divided into five chapters, this following is short description about each chapter:

Chapter 1 : Explain about Introduction that consists of Background of the study, Research Question, Focus of the Study, Significance of the research, Previous of the study, and Organization of writing.

Chapter II : Explain about Theoretical Review.

Chapter III : Explain about Methodology of the research that consists of Object of the study, the research method, the source of data, the method of collecting data, and the techniques for analyzing data.

Chapter IV : Explain about Research Findings that consists of the Description of the data, the analysis of the data, and the discussion of the data.

Chapter V : Explain about the Conclusion and Suggestion.