

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents an overview of the study. It consist of the background of the study, research questions, research objective, research significances, research framework, and previous study.

#### **A. Background**

HOTS (High Order Thinking Skill) is an essential skill that can empower individuals' ability to analyze, to synthesize (to combine knowledge of different sources), to discuss, to judge, and to evaluate. Mc Davitt (1993) says that "Higher Order Thinking Skills include analysis, synthesis, and evaluation and require mastery of previous levels, such as applying routine rules to familiar or novel problems". These skills will help the nation to develop its citizens' capability of critical thinking, problem solving, planning, analyzing, and decision makings.

In Indonesia, HOTS is also a skill that must be possessed by every individuals' in Indonesia especially to student. HOTS has been known as a new development in education sector in Indonesia. Subsequently, Indonesia goverment in education sector has included HOTS to the 2013 curriculum. The reason why it can be included because of many challenges that the student will face after they have graduated from their school. The goverment lead the 21st century characteristic to the 2013 curriculum to increase student's critical thinking. Morocco et al. (2008, p.5; see Abidin, 2014) argue that the 21st century characteristics cover the ability of the highest understanding, critical thinking, collaboration and communication. The 2013 curriculum is expected to realize the development of students' potential to create Indonesian citizens who are productive, creative, innovative, skillful, competitive, collaborative and independent through the integrated attitudes (students know "why"), skills (students know "how"), and knowledge (students know "what") (Education and Culture Ministry policy, No. 68 year 2013).

This fact is contradictory to the government target that is to improve the

development of students' potential in Indonesia. Because of the fact, Indonesian students have to command their ability in High Order Thinking Skill (HOTS) in accordance with government target. This problem describe that Indonesian students have to improve their ability in High Order Thinking Skill. Thus, the teacher make HOTS questions in the test to make the students adapt the HOTS.

There are several research that can be the reference of this research. The data from Latifah (2016) present the LOTS and HOTS Question in English National Exam for Senior High School. It shows that LOTS has more percentage than HOTS. The percentage of LOTS is 87,4% and percentage of HOTS is 10,6%. Zaiturahmi (2017) analyze the LOTS and HOTS Question content in the textbook. The findings revealed that most of the questions included listening, reading, speaking and writing skill is Low Order Thinking Skill. Ramadhana (2018) also found that Midterm Test contain of 33% HOTS Question and in The Semester Test contain of 17% HOTS Question. Meanwhile, Febrina (2019) found that HOTS questions in the textbook has more percentage than LOTS. The percentage was 66.8 % for HOTS while it was 33.4 % for LOTS.

The analysis of HOTS question in English Final test item is important because it shows the result of the students' achievement based on the quality of English Final Test. This research takes a different case. Knowing the problem, this research concerns in explaining about analyzing of LOTS and HOTS questions in English final test items who made by teachers according to Bloom Taxonomy Revised Edtion Theory. The research is conducted in eighth grade of SMPN 17 Bandung and SMPN 50 Bandung. Then, it will show the result to know which categories of cognition level that appropriate with each question in English Final test items. So, it is necessary to do an analysis to obtain the composition whether the questions that made by teacher in English test have comply the perspective of the High Order Thinking Skill (HOTS) questions. This is the background why this research should be conducted.

## **B. Research Questions**

1. How are the composition of the teacher- made LOTS and HOTS questions in final test items for eighth grade in SMPN 17 Bandung and SMPN 50 Bandung based on Bloom's Taxonomy Revised Edition?
2. What is the most frequent cognitive dimension of instructional questions in English Final Test Items for eighth grade in SMPN 17 Bandung and SMPN 50 Bandung based on Bloom's Taxonomy Revised Edition?

## **C. Research Objective**

1. To describe the composition of the teacher-made LOTS and HOTS questions in final test items for eighth grade in SMPN 17 Bandung and SMPN 50 Bandung based on Bloom's Taxonomy Revised Edition.
2. To reveal what is the most frequent cognitive dimension of instructional questions in English Final Test Items for eighth grade in SMPN 17 Bandung and SMPN 50 Bandung based on Bloom's Taxonomy Revised Edition

## **D. Research Significances**

1. Practical Significances:

This research is purposed for preservice teacher, teachers and educational policy maker. Preservice teacher can understand about LOTS and HOTS in English Test Item and apply better LOTS and HOTS question when they become a teacher. Teachers can be used this research as an additional reference and some example to construct well-questions and to help them reach the curricula goal by considering the level of HOTS questions based the thinking level in Revised Bloom's Taxonomy. Moreover, this is aimed too for the educational policymaker to consider the policy that they make for the developing education in Indonesia.

2. Theoretical Significance:

The result of this research is expected to give a useful contribution to English learning teaching activity. Moreover, to make the teachers aware of the importance of Bloom's Taxonomy revised by

Anderson, especially in constructing LOTS and HOTS question in English Test Items.

#### **E. Research Framework**

Evaluation is a process of giving meaning and value or quality about an object being evaluated (Joseph, 2015). Based on Patton (2002), evaluation is a process that critically examines a program. It involves collocating and analyzing information about a program's activities, characteristics and outcomes. Its purpose is to make judgments about a program, to improve its effectiveness and / or information programming decisions. Evaluation includes "measurement" and "assessment" activities. The relationship among measurement, assessment, and evaluation is as follows; measurements compare observations with some criteria, assessments explain and interpret measurement results, while evaluation is the determination of the value or implications of a behavior. Thus, the form of the measurement, assesment and evaluation in education is test.

Bloom's Taxonomy, created by Bloom (1965), has been widely accepted as a guideline in designing reasonable instructional questions in cognitive of thinking levels (Bloom et al., 1956). During the 1990s, a former student of Bloom's, Lorin Anderson and the team, revised the Blooms' Taxonomy. They hope some additional revisions can be relevance for 21st-century students and teachers. Revised Blooms' Taxonomy consists of six levels of a cognitive domain that divided into two levels of thinking skills; there are (Anderson & Krathwohl, 2001):

1. Lower-Order Thinking Skills (LOTS):
  - a. Remembering (C1): Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
  - b. Understanding (C2): Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
  - c. Applying (C3): Carrying out or using a procedure through executing, or implementing.
2. High Order Thinking Skills (HOTS)
  - a. Analyzing (C4): Breaking material into constituent parts, determining

how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing, checking and critiquing.

- b. Evaluating (C5): Making judgments based on criteria and standards through checking and critiquing.
- c. Creating (C6): Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

## **F. Previous Studies**

There are several research regarding the analysis of LOTS and HOTS Question in the test which made by the teachers;

These research explain about the LOTS and HOTS questions in the English National Exam. First, a research by Ahmad (2016) showed LOTS questions have higher percentage than HOTS questions in English National Exam in Indonesia. It comprise of 87,4% LOTS questions and 10,6% HOTS questions. The source of data were taken from the twenty packages of English National Exam for Senior High School of 2013-2014 academic year. Second, a research by Zaiturrahmi et al (2017) showed LOTS questions in the English Texbook for the first grade of Senior High School which comprise speaking, listening, reading, and writing skills was 87%.

These research focus on explaining the LOTS and HOTS questions in the English test in the school. First, a research by Widana (2017) analyzed about HOTS assesment. The findings of this research are the definition of HOTS assesment, the usage of HOTS assesment especially in Indonesia curriculum, how to make assesment based on HOTS criteria in Bloom Taxonomy Revised Edition, and the benefit of HOTS. Second, a research by Ramadhana et al (2018) showed HOTS has low percentage in English midterm test and semester test for Senior High School Students' grade XI. The instrument test was made by English teachers of MGMP Padang. Based on the research, the percentage of HOTS is 33% of midterm questions and 17% in semester question.