

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is the one of four foundations language skill besides writing, listening, and speaking. Reading has been an essential part of human existence since the first scribes (Quay & Watling, 2009). In learning foreign language, reading is a requirement to be mastered as one of receptive skills. Indeed, reading is an integral part in daily life and also very important in academic one (Saputra, 2016).

Reading is an intensive process to assimilate any text or a receptive skill to understand any text. Ruddell (2005) asserted that reading is the act of constructing meaning while transacting with text. Hence, reading is about comprehending the written text. It is a complex activity that involves both perception and thought. Therefore, reading comprehension is very important skill in academic and needed to be evaluated by the teacher as one activity to know how well this skill and improve it.

Evaluation is an activity which cannot be separated in academic process or learning process. Djiwondo (2011) proposes that evaluation is a process to collect information about learning process as a basic to make a decision. Bloom (1990) elaborates evaluation is an important activity for the teacher and students. Furthermore, Mardapi (2008) defines that evaluation is an activity increasing the quality, performance, and productivity of an institution on their programs. Therefore, evaluation is a result of learning process in order to know

how well a skill after doing learning process. Evaluation is engaging in some processes that is designed to provide information that will help to make a judgment about a given situation, while assessment is a process by which information is obtained relate to some known objective or goal (Kizlik, 2014). In the other words, evaluation is the engage of some assessment, so evaluation provides useful feedback about some objects which do not only measure how well the learning process, but also make more effective.

Evaluation is one of series of activities in improving the quality of performance or productivity of an institution in implementing its program (Nunung, 2008). Indeed, evaluation needs a tool to measure the learning outcomes that is a test. A test is a tool of procedure that is used to know or measure something in manner or rules (Arikunto, 2005). According to Brown (2004) test is a method of measuring a person ability, knowledge or performance in given domain. Hence, test is one of tools to measure the students' understanding and the degree of success in teaching learning program.

Moreover, test functions as a measurement tool toward students and successful learning and teaching in the class. Generally, test is classified into some categories, one of them is summative test. Summative test aims to measure the extent of student's achievement of the instructional goal (Harris, 1969). Therefore, summative test aims at determining the value that shows students' success after taking leaning process in a particular period in order to know whether the student can continue to the next teaching or not.

Indeed, the current curriculum of Indonesia educational system is curriculum 2013 revised in 2016. The 2013 curriculum requires an international standard assessment (Directorate of High School Development, 2015). This requires teachers to make tests based on international standards. Such tests may be related to higher order thinking skills, contextual assessment, and PISA (program for international student assessment). Yet, the result doesn't show as it expected. Based on National Examination 2018, as one example of summative assessment, in Indonesia showed the students were lack of high order thinking skills (Setiawati, 2019). Hence, the government reacted and considered to the need of improving the standard of assessment. It is showed by Education and Culture Ministry conducts *Peningkatan Kompetensi Pembelajaran (PKP)* that contains material about HOTS-based assessment. It is in line with Aschner (1961) opinion that questioning is one of the basic ways by which the teacher stimulates student thinking and learning (Lee, 2015). Therefore, the teacher is expected to be able to make questions in a test that contains HOTS-based questions and proportionally for every cognitive process.

In addition, HOTS is higher cognitive competence which is divided into three parts; analyze (C4), evaluate (C5), and create (C6) in Bloom's Taxonomy (Setiawati, 2019). The other cognitive competences are as remember (C1), understand (C2) or apply (C3) which are included as LOTS (Lower Order Thinking Skill). As Anderson and Karthwohl (2001) stated that cognitive process is one of dimensions in Revised Bloom's Taxonomy that consist of six levels that include low order thinking and high order thinking. The highest three

levels are high order thinking which means the top three of cognitive processed in Bloom's taxonomy considered as high order thinking skills (analyzing, evaluating, and creating).

Also, a test has to distribute every cognitive process in a good ratio. Referring to Sudjana's opinion (2016) that the composition between good low-to-high-grade categories has a 3: 4: 3 ratios. The Center for Assessment of Education in the Modeling Module of Higher Order Thinking Skills (2017) describes three cognitive levels: 1) recall (low category), 2) comprehend and apply (medium category), and 3) analyze, evaluate and create (high category).

Furthermore, the phenomena of lack of HOTS still emerges. Arif (2019) stated in his research that the research found that the teachers' questions did not include evaluation (C5) and create (C6) of the cognitive process. The questions of odd semester of class X composition is 12% of cognitive processes remember (C1), 68% of cognitive process comprehending (C2) and applying (C3), 20% cognitive analysis (C4). Also, the final exam of the odd semester of class XI questions composition is 20% of cognitive processes remember (C1) and 80% of cognitive processes comprehending (C2) and applying (C3). Hence, the problem still emerged as Arif research.

In addition, based on the previous observation it was found that an examination question on reading skill contained lack of HOTS and dominantly LOTS (Low Order Thinking Skills) grade VII of SMP Muhammadiyah 07. The examination questions from six to ten were taken as sample for the researcher and it is shown below.



SMP MUHAMMADIYAH 7 MEDAN
Jalan Pelita II No. 3-5 Medan

UJIAN SEMESTER GENAP
T.P 2018-2019

Mata Pelajaran : Bahasa Inggris
Kelas : VII (TUJUH)

Waktu :

I. Please complete the dialogue below suitable right answer in multiple choice

Lisa : Dayu, do you have any pets?
Dayu : Yes, I do. I have two cats.
Lisa : I Love cats! (1).....?
Dayu : They're very (2)..... They're babies, very (3).....
Ones. They have(4).....fur, big eyes and each of them
Has a pink nose.

Lisa : wow! I can imagine how (5).....they are.

1. a. What do they look like b. What is your name
c. what do you do d. What do they go
2. a. Handsome b. Little c. Deligent d. Tall
3. a. Cat b. Cool c. Cute d. Cheese
4. a. Big b. Little c. Small d. Grey
5. a. Cute b. Big c. Small d. little

II. Please read the dialogue below and answer the question below

Miss Mutia : Good morning!
Students : Good morning, Miss Mutia
Miss Mutia : Today we are going to learn about Jobs and professions. Beni, What does
your father do?
Beni : My father is a farmer. He plants and grow rice.
Miss Mutia : Thats great! How about you, Dayu, What does your father do?
Dayu : He is a teacher . He teaches mathematics in Junior High school

6. What is the text about?
b. Farmer b. Profession c. Teacher d. Junior High School
7. What does Beni father do?
c. Teacher b. Profession c. Farmer d. students
8. What does Beni Father job description?
b. He teachers English b. He operation on his patients
c.He studies in the class d. He plants and grow rice
9. What does Dayu father do?
d. Teacher b. Profession c. Farmer d. students
10. What does Dayu Father job description?
a. He operation on his patients
b. He teaches mathematics in Junior High school
c. He studies in the class d. He plants and grow rice

Figure 1.1 Final Examination of Grade VII of SMP Muhammadiyah 07

Based on figure 1.1, reading section is from number 6 – 10 which are multiple choice item test. Question number 6 until 10 are identified as remembering (C1) because the student is needed to recognize the text with relevant idea. The student is needed only to recognize the word in the text based on the question. Therefore, reading section in this examination is not included into HOTS assessment and only contains one cognitive competence.

Considering the paradigm of this examination questions, it is reasonable enough for the researcher to do further research. It will consent analyzing the English final examination at grade VII, VIII, and IX regular of SMP

Muhammadiyah 07 based on HOTS and the proportion of question level toward Bloom's revised taxonomy.

B. The Problems of the Study

Based on the previous discussion on the background of study, a research problem formulated as the following:

1. What is the question level of reading in English final examination HOTS-based (Higher Order Thinking Skills)?
2. How is the proportion of HOTS-based (Higher Order Thinking Skills) reading questions in English final examination toward Bloom's Revised Taxonomy?

C. The Objectives of the Study

Related to the question, the objectives of analyzing the questions of English final examination of junior high school research are as follow:

1. To describe the question level of reading in English final examination HOTS-based (Higher Order Thinking Skills).
2. To find out the proportion of HOTS-based (Higher Order Thinking Skills) reading questions in English final examination toward Bloom's Revised Taxonomy

D. The Scope of the Study

This study is focused on analyzing the reading questions of English final examination of VII, VIII, and IX grade students. Thus, it only discusses and focuses about HOTS. This research limited only on reading questions in English final examination of grade VII, VIII, and IX regular at SMP Muhammadiyah 07 Medan.

E. The Significances of the Study

The result of the research is expected to give contributions to the teachers and the students both theoretically and practically.

1. Theoretically: This study is expected to give more information about HOTS (Higher Order Thinking Skills).

2. Practically:

- a. For the English teachers

By realizing the function of HOTS (Higher Order Thinking Skills), they can be more selective to compose the reading questions of examination and improving the student critical thinking.

- b. For the students of Grade VII, VIII, IX of Junior High Schools

By knowing HOTS (Higher Order Thinking Skills) in questions, they can be more critical and easier to analyze and solve the problem.

- c. For the other researchers who conducted the relevant study

It can be used as a source of information for other researchers who are interested in conducting advanced research or the relevant research.



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