

CHAPTER I

INTRODUCTION

A. The Background of the Study

Time is changing especially in Education world where it cannot be set conventionally, soft skill and hard skill must be provided and it's becoming challenging within the 21st century. Education must be ready to prepare the young generations to comply their adult roles within the future by developing the knowledge and skills. Those knowledge and skills are not limited to the mastery of topics and its application, however it should incorporate abilities such as problem solving, critical thinking, cooperation, communication and self-management that are required in 21st century life (Council, 2013). Four magical C competences should be possessed by students to face the worldwide era namely critical thinking, Collaboration, Creativity and Communication.

Critical thinking is becoming the focus nowadays. Akin et al (2015) assert that critical thinking is a way of thinking that involves cognitive process like analyzing, reasoning and evaluating. Teachers are demanded to stimulate students to think critically and creatively. One of the competencies in curriculum 2013 is to develop creativity, curiosity, the ability to questioning to make students to think critically in order to have smart and long life learning.

The term critical thinking is associated with the term HOTS. HOTS is a higher cognitive competence divided into three parts namely: Analyze (C4), Evaluate (C5) and Create (C6) in Bloom's Taxonomy (Setiawati, 2019). The other cognitive competences are Remember (C1), Understand (C2) and Apply (C3) which are called as LOTS. In Revised Bloom's Taxonomy, which is named by cognitive process, one of the six levels include LOTS and HOTS (Anderson and Krathwohl, 2001). HOTS are the top three cognitive processes in Bloom's taxonomy (analyzing, evaluating and creating).

HOTS are important in any sphere. In the context of topic area, identifying and employing certain operations of thought such as mathematics, physics, language arts, and social sciences is essentially what teaching for higher order thinking is all about (Peterson, 1990). Higher level thinking skills are demanded of language learners, particularly English learners. It helps students in completing their reading comprehension duties.

HOTS and reading are interrelated skills. Yu-huiet al (2010) say that in reading, students must understand more than just the meaning of the words written down. It needs students' effort to recall and apply what they have learnt to perform some critical thinking about the reading text they have to deal with to make meaning.

One of the ways to stimulate students' critical thinking is by giving a test. Test is a tool for determining an individual' skill, knowledge, or performance in a specific area (Brown, 2004). According to Arikunto (2005), a test is a tool or technique that is used to determine or measure something

according to a set of rules. Therefore, a test is a tool for assessing students' comprehension during the learning process.

There are some kinds of test to evaluate the students. In the teaching learning process, one of evaluation methods is the summative (Djiwandono, 2011). A summative test, also known as a summative assessment, is a type of assessment that tries to measure or summarize what students have learned. It is usually given at the end of a course or unit of teaching (Brown, 2004). Furthermore, summative tests are provided on a regular basis to determine what students know and don't know about the content being taught. It denotes that summative tests are only given at the end of a course or semester. Final exam is the example of summative assessment.

A test also has to distribute in a good ratio of every cognitive process. Sudjana (2016) asserts that the 3:4:3 ratio exists between the good low-to-high-grade categories. In the Modeling Module of Higher Order Thinking Skills (2017), the Center for Assessment of Education defines three cognitive levels: recall (low), comprehend and apply (medium), and analyze, evaluate, and create (high).

The current Indonesian education system curriculum is Curriculum 2013, which was changed in 2016 and requires an international standard assessment (Directorate of High School Development, 2015). This necessitates teachers creating assessments that adhere to international standards. This type of test could be linked to higher-order thinking skills, contextual assessment, and PISA (Program for International Student

Assessment). But, in the reality the result doesn't like expected. Based on National Examination in 2018, it showed that in Indonesia students were lack of high order thinking skills (Setiawati, 2019).

The Phenomena of lack of HOTS still happens. In her study, Auliyana (2019) discovered that LOTS were more prevalent than HOTS, with 73.4 percent. With 46.7percent understanding is the most common level in this item, followed by remembering (20%) and applying (6.7%). Furthermore, HOTS just received 26.6 percent, with 22.2 percent belonging to the analyzing level and 4.4 percent to the evaluating level. In addition, the creating level had a null distribution. While, Arif (2019) discovered that the teacher's question did not contain evaluation (C5) and creation (C6) of the cognitive process in his study. 12 percent of cognitive processes remember (C1), 68 percent of comprehending (C2) and applying (C3), and 20 percent of analysis are included in the questions of the odd semester of class X composition. And the final exam of the odd semester of class XI has 20 percent of remembering (C1), 80 percent of comprehending (C2), and 80 percent of applying (C3).

Based on the previous observations, the researcher discovered that there was a shortage of HOTS and a predominance of Lower Order Thinking Skills (LOTS) in the final examination on reading questions of grade X and XI at MA YAPNI Lubuk Pakam. For grade X, these are the examination questions from seventeen to twenty were taken as sample for the researcher and it is denoted below:

The questions no 17-20

To : All grade students
 The Taekwondo Club of SMA X will hold recruitment. The recruitment open for all the X grade students of SMA X. You only need to visit and get the form in our booth in the school festival next week. The recruitment is free. For further information, please visit our booth in the school festival which will be held next week. We are waiting for your participation.
 Taekwondo Club Chairperson
 Amelia

17. The announcement tells us about ...
 a. The school festival
 b. The news chairperson of taekwondo club of SMA X
 c. The step to be a Taekwondo Club member
 d. Taekwondo Club member recruitment
 e. The form of Taekwondo
18. Whom is the announcement addressed to ...
 a. All the tudents of SMA X
 b. All X gade students of SMA X
 c. All of the teachers of SMA X
 d. The members of Taekwondo recruitment Club
 e. The chairperson of the Taekwondo Club
19. How can we get recruitment form...
 a. By participating inthe club
 b. By visiting the Club's booth in the school
 c. By participating at the school
 d. By contacting the chairperson of the taekwondo
 e. By coming to the Club's office
20. "The taekwondo Club of SMA X will hold recruitment". The closest meaning of underlined word is ...
 a. removal
 b. disposal
 c. contracting
 d. exile
 e. banishment

Figure 1.1 Final Examination of GradeX of MA YAPNI Lubuk Pakam

Based on figure 1.1, reading section is from number 17 to 20 are multiple choice item test. Question number 17 is identified as understanding (C2) because the students are able to state the text's major points. Question number 18 & 19 are identified as remembering (C1), because the pupils can recall the information from the text. Question number 20 is identified as applying (C3) because the students have to select the similar meaning based on the underlined word. Therefore, reading section in the grade X is not include into HOTS.

For grade XI, the examination questions is denoted below:

d. I have nothing to do

YOU'ARE INVITED
 Occasin : Kim's birthday
 Date : March 13
 Time : 6.30 p.m
 Place : Decoe road
 Direction : Take the no. 5 bus. Get off at the corner of Devoe road. Our house is at the second house on the right. Please arrive on time. This is surprise party.
 Regrets only Marie singer 238-1722 or e-mail : Maries @.dr.com

21. Whose party is it?
 a. Marie
 b. Devoe
 c. Kim
 d. Maries
 e. The writer

22. When will the party be held?
 a. At Devoe Road
 b. At 6.30 p.m
 c. On March 13
 d. At the second house
 e. On Kim

23. Regret only : Marie Salinger 238-1722 or e-mail the word above tell us that we should ...
 a. Give information if we cannot come
 b. Give information if we can come
 c. Ask information how to come to the place
 d. Contact Marie Salinger before we come
 e. Contact Marie Salinger if we cannot come

24. Our house is at the second house on the right. The underlined word refers to.....
 a. Marie's family
 b. Kim's family
 c. Devoe's family
 d. Salinger's family
 e. Kim's apartment

Figure 1.2 Final Examination of Grade XI of MA YAPNI Lubuk Pakam

Based on figure 1.2, reading section is from number 21 to 24 are multiple choice item test. Question number 21 and 22 are identified as remembering (C1) because the students must recall the information from the text. Question number 23 is identified as understanding (C2) because the students must comprehend the text. And Question number 24 is identified as understanding (C2) because the students have to be able to find the reference. Therefore, reading section of grade XI is not include into HOTS.

Considering the case of the examination questions, it encourages the researcher to conduct additional investigation. The researcher will analyze the English final examination at grade X and XI at MA YAPNI Lubuk Pakam based on HOTS and the composition of question level toward Revised Bloom's Taxonomy.

B. The Problems of the Study

Based on the background of the study above, the problems of the study are formulated as the following :

1. What are the cognitive levels HOTS-based in reading questions of English summative test based on revised Bloom's Taxonomy at MA YAPNI Lubuk Pakam?
2. How is the composition of HOTS-based reading questions of English summative test at MA YAPNI Lubuk Pakam?

C. The Objectives of the Study

Based on the research question above, the objectives of the study are:

1. To elaborate the cognitive levels HOTS-based in reading questions of English summative test based on revised Bloom's Taxonomy at MA YAPNI Lubuk Pakam
2. To find out the composition of HOTS-based reading questions of English summative test at MA YAPNI Lubuk Pakam

D. The Scope of the Study

This research is focused on analyzing the reading questions of English summative test for the grade X and XI students. It only focusses on Cognitive Process that are included in the HOTS. This research limited only on reading questions in English summative test for the grade X and XI students based on Revised Bloom's Taxonomy at MA YAPNI (Madrasah Aliyah Yayasan Pendidikan Nurul Ittihadiyah) Lubuk Pakam.

E. The Significances of the Study

The result of this study is expected be useful to the teachers and the students both theoretically and practically.

1) Theoretically

The result of this study is expected to provide the information about HOTS (Higher Order Thinking Skills)

2) Practically:

a. For the English teachers

By knowing the function of HOTS, the teachers can be more selective to compile the reading questions of examination and increasing the student's critical thinking.

b. For Students

By knowing HOTS) in questions, the students are expected be more critical, easier to analyze and solve problem

c. For the other researchers

It can be used as a resource for other researchers who wants to undertake further research or the related research.

