

CHAPTER I

INTRODUCTION

A. The Background of the Study

Assessment is one of eight National Education Standards set by government (Permendiknas No. 20, 2007). In *Guidelene Book of Assessment for Junior High School* was written by Tim Direktorat Pembinaan SMP which issued by Kemendikbud (2017) stated that, "assessment is a process of collecting and processing information for measuring the achievement of students" learning outcomes." The purpose is to reach the goal of education process. According to Peter Lijedhal (2010) stated that, "the purposes of assessment are not meant to be comprehensive but they are meant to be provocative". In his ressearch, there are three of assessmnet"s purposes. First as communication, the assesesment ia a way for student kto communicate their learning to their teacher and for the teacher to communicate back to the student a commentary on their learning. Second as evaluating what teacher taught, teachers need to make decisions about these learners. The evidence that they collect helps them to make good decisions. Third as reporting out, the assessment is to gather information for the intention of reporting a student's or group of students" progress out. So, the assessment also will show the improvement of student" ability. In doing the process the assessment should have to be done effectively and collect the information as much as possible in order to not only give clear representation but also produce a

good decision. Based on Permendikbud No. 23, 2016 an ideal assessment is carried out by the educators in form such as examination, observation, assignment, or anothers forms required. In other words, assessment is need to be done to measure how good the competence which students have achieved in learning process. In obatining the maximum result of the assessment about the students" learning process which describes the actual process and the real result, it needs intrument in measuring it. The instrument which is often used in assessment to measure it is test.

"Test is question or task which was planned to obtain information about the cognitive abilities of studens" (Ferdi, 2017). Therefore, it is needed to measure the competence ability of students. Furthermore Brown (2004) stated that "a test is a method of measuring a person"s ability, knowledge or performance in a given domain.". Through a test, it will certify that students for what they should have learned. A test which particulary has been standardized will also resulted clear result about how good students' ability in a subject.

In terms of language testing, it serves as a means of measuring students" proficiency in particular skills of the language. Most language tests measure one"s ability to perform a language, such as speaking, writing, reading, or listening to a passage. 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 the education quality. An example of a large-scaled standardized test administered in Indonesia is the National Exam (abbreviated into NE) held annually throughout the country to measure students" achievement at the end of a learning period in

each level. NE defined as a test to measure and evaluate the students' competence nationally by the central government after the process of teaching and learning (The Regulation of the Minister of Education, 2005). Likewise with Permendikbud no.5, 2015 which define NE is as an activity of measurement and assessment of graduation competences nationally in certain subjects. The NE is constructed based on the national curriculum, which is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and what standards children should reach in each subject. The result of the test give a clear portrait of the quality of the items and of the test as a whole and can also be used to improve for the next test a whole.

In English National Examination (abbreviated as ENE), one of subjects that was examined in NE, for Junior High School which the skills tested consist of reading comprehension and writing in a multiple-choice format. This test may train learners to practice all levels of cognitive skills and are the base of the whole learning process. The questions of ENE demand students to think critically, this is in accordance with the application of the 2013 curriculum is expected to produce productive human resources, innovative and affective creative, through strengthening competence of attitude, knowledge, and skills. Furthermore in reaching the abilities, students must be able to have critical thinking which can be obtained by solved high order thinking skill (HOTS) questions. As research which had been conducted by Hamzah and Masri (in Arini, 2014 : 2) HOTS would compose students to be more independent in finding or solving something because

it is going to require students to be creative and critical thinking process such as analyzing until solving the complicated problem.

However Program for Internatoional Student Assessment (PISA) in 2012 explained that Indonesia"s students had low performance which showed one of the low skill was literacy that had 56% students in Indonesia had under minimum competence. In addition, the study which conducted by Tomy and Debiga (2019) showed that the total amount of HOTS item included in English National Examination items from 2013 until 2018 was 25.23%. In same line with a study which conducted by Astuti and Tri (2019) stated that there were 15% of HOTS questions of 100 questions in English National Examination for Junior High School.

Meanwhile in Buletin BSNP Vol.XIII/No.2/ June 2018 page 5, Ministry of Education and Culture informed about the propotion of taxonomy bloom questions for NE. Whereas the taxonomy bloom has two cognitive skills which are lots (low order thinking skill) and HOTS (high order thinking skill). Lots in taxonmoy bloom has three main skills which are remembering, understanding, and applying while HOTS has also three main skills which are analyzing, evaluating, and creating. Furhtermore the propotion of the questions which the government has determined are as the follows, remembering-understanding 20%, appplying-analyzing 55%, evaluating 15%, and creating 10%. Related to the statement, even Bambang Suryadi as chief BNSP asserted the students won"t compete in this 21th century such as analyze data, critical thinkingsolve problems,

and apply their knowledge in their real-life in new situation if they don't understand about HOTS questions.

While in some researchs which the researcher found there didn't indicate the subskills from the main skills of HOTS. Also in analyzing the questions, there were some miss questions which some should count into HOTS or some not. That because the questions put in same level perception cognitive level whereas HOTS questions aren't based on the difficult question or not but based on the skill which is needed in solving the questions and also the level cognitive for junior students is different with senior students.

Hence, students need to be trained in terms of thinking skills by giving learners about the type of HOTS that can be used to improve the skills of students. The matter is made by applying basic competencies that can be used to measure the high order thinking skills of students. Given the role of assessment that can motivate and challenge for the improvement of quality of competitiveness of education. Therefore, the researcher is interested in doing research entitled "An Analysis High Order Thinking Skill (HOTS) in English Questions of Junior High School National Examination in 2018/2019".

B. The Research Problem of the Study

1. What levels of high order thinking skills are applied in English National Examination for Junior High School academic year 2018/2019?
2. How does the distribution of the HOTS in the English National Examination at Junior High School level in academic year 2018/2019?

C. The Objective of the Study

1. To find out level of thinking skills are applied in English National Examination for Junior High School academic year 2018/2019.
2. To describe out the thinking skills distributed in English National Examination for Junior High School academic year 2018/2019.

D. The Scope of the Study

This study is limited only on English questions in English National Examination of Junior High School for academic year 2018/2019 packages which analyze based on HOTS of revised Bloom's Taxonomy.

E. The Significance of the Study

This study is expected to give information and knowledge for prospective teachers and teachers in contriving HOTS questions and stimulating students' critical thinking. In addition, this study is also pleased to know how to establish whether it is HOTS question or not. Moreover in obtaining the questions, the teachers or prospective teachers will increase their critical thinking in determining the skills of the questions which will be trained to students.