

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

National Examination is an activity to measure graduates competency achievement in a certain subject nationally based on Graduates Competence Standards. The Graduate Competency Standards are made based on Competence Standards and Basic Competencies in the Old Curriculum (KTSP) or called Core Competencies and Basic Competencies in the 2013 curriculum.

Although the National Examination is no longer used as a determinant of student graduation, the result of the National Examination is used to map the Quality of Education in all regions in Indonesia, so that the government can determine which areas should be given more guidance and assistance to improve the quality of education. Also, National Examination considered as one requirement to enter the next level of education as stated in Peraturan Pemerintah Number 19 of 2005 which was later revised with Peraturan Pemerintah Number 19 of 2005.

The result of the National Examination in the Academic Year 2017/2018 shows that a number of students in high school level in East Java who scored below the minimum standard were high and increased compared to the previous academic year. The data shows that students who scored below 55 in 2018 was almost 78.88%, it increased from the

previous year which only 55.41%. The data shows that the average competency achievement of high school students still needs to be improved. The result of the analysis also influences the efforts in the school to enhance the quality of education.

As an effort to improve the quality of education, especially in increasing the quality of the National Examination in the field of English subject, it is necessary to analyze the National Examination questions items. One of the researches on National Examination carried is based on *Higher Order Thinking Skills (HOTS)*.

The Directorate of High School Development (2015) explained that the new 2013 curriculum uses international standard assessment. This rule requires teachers to develop test based on the international standard. The test involves higher-order thinking skills, contextual assessment, and PISA (Program for International Student Assessment). Unfortunately, the exercise and test item constructed by the teacher in the school do not always meet the requirements.

Most high school teachers only tend to measure low-order thinking skills (The Directorate of High School Development in International Standard Preparation Guide: 2015). Commonly teachers make questions that only focused on recalling skills. They only focused on the theories, not on the contextual knowledge, which did not fit the 2013 curriculum's requirements.

Sudjana (2016) stated that the composition between good low-to-high-grade categories has a 3: 4: 3 ratios. The Center of Assessment of Education in the Modeling Module of Higher Order Thinking Skills (2017)

describe the three cognitive levels: 1) recall (low category), 2) comprehending and application (medium category), and 3) analysis, evaluation, and creation (high category).

In the learning process, some dimensions of knowledge must be mastered by students. Those are factual, conceptual, procedural, and metacognitive knowledge (Permendikbud: 2016). This dimension of knowledge demand high-level thinking skills that is often called *Higher Order Thinking Skills (HOTS)* involve analysis and synthesis (C4), evaluating (C5), and creating or creativity (C6) (Anderson & Krathwohl, 2015).

The learning process will be meaningful if the student can think of a high-level. The goal of successful mastery is students can think at a high-level, where they are not only able to remember and understand a concept, but they also able to analyze and synthesize, evaluate, and create a concept well. The concept that they understand can be stuck in their memory in the long-term, so the student needs to have high-level thinking skills or *HOTS* (Laily, 2013).

Pratiwi (2015) stated that students should continue to be trained to have a high-level thinking skill, so the student gets used to understand the well-studied material. One of the factors that caused a low-level thinking skill is poorly trained students in finishing the test or question that requires analysis, evaluation, and creativity. Students that are an evaluation such as questions that have *HOTS* characteristics will be increasingly training their thinking skills.

It can be seen in the research of Upahi (2015) *HOCS (Higher-Order Cognitive Skills)* is widely used in Finland for the learning process measurement. They no longer use evaluation from *HOTS* which is remembering (C1), but still use the other characteristics which are understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6), but they no longer using remembering. According to Syahida (2015) the cognitive aspect that is measured in National Examination question is in associate with intellectual and thinking skills, such as remembering or finishing a problem.

As stated by Lumbanraja (2017), Bloom's taxonomy were not distributed equally as the question items were more in the comprehension and application category (40%) and analysis category (8%). According to the study of Amelia, Susanto, and Arif (2015), the level of knowledge of Bloom's taxonomy which teachers made the math question about the set number material (13.3%) distributing at level C1 (knowledge), 46.7% at level C2 (comprehending), and 40% at C3 level (application). It was concluded that the teacher had not properly distributed all levels of knowledge on the test and the teacher have not incorporated *Higher Order Thinking Skills (HOTS)* (C4-C6).

The Directorate of High School Development in International Standard Preparation Guide (2015) stated that every question that fulfills the requirements of *HOTS* should have stimulus, measure critical and creative thinking skills. Questions can be claimed to have *HOTS* characteristics if it fulfills the three characteristics. The National Education Standards should try adjusting to the needs of international levels.

One of the education outcomes that students should master is to have high-level thinking skills since it will help students to solve problems in their everyday life. Based on the explanation above, the writer decided to take research entitled *Higher Order Thinking Skills (HOTS) Analysis of English National Examination Question from 2014 to 2019 in Senior High School*.

The reason why the writer take the certain academic year is because in 2014, the question is starting to apply *Higher Order Thinking Skills (HOTS)* characteristics that followed by the application of 2013 curriculum in the educational world. Besides that, it is in accordance with the international standard assessment.

## **B. Problem Statement**

1. How do the *Higher Order Thinking Skills (HOTS)* cognitive levels applied to Senior High School English National Examination Question from 2014 to 2019?

## **C. The Objectives of the Study**

This research conducted to know how the Higher Order Thinking Skills (HOTS) cognitive levels applied to Senior High School English National Examination Question from 2014 to 2019.

## **D. Significances of the Study**

### **a. Theoretical Significance**

To know how the *Higher Order Thinking Skills (HOTS)* cognitive levels applied to Senior High School English National Examination Question in 2014 to 2019.

**b. Practical Significances**

## 1. For the Teacher

Teachers can use the question as a reference to build high-level thinking skills.

## 2. For the Student

Students can use the question to learn about high-level thinking skills.

## 3. For Further Researcher

On its result, this research is expected to be able to help the next investigation on the related study.

**E. Definition of Key Terms**

## 1. Higher Order Thinking Skills (HOTS)

*Higher Order Thinking Skills* is the application of a higher thought process to gather the existing information and new idea to make a new understanding to solve problems in everyday life.

## 2. National Examination

National Examination is national testing and assessing activities on a certain subject to achieve a graduate in a competency.

## 3. Senior High School

Senior high school is a level of secondary education in the formal education system in Indonesia after graduating from junior high school

which is usually taken for three years, starting from 10<sup>th</sup> grade to 12<sup>th</sup> grade.

#### 4. Analysis

An analysis is an activity such as parsing, differentiating, and sorting things to be classified and regrouped according to certain criteria.