

Chapter 1

Introduction

The introduction presented the basic consideration as the reason conducting this research. Then it also followed by research question as the reason for doing the research. Moreover, it contained of the research objective which stated the aims of conducting the research and the research significance which explained the benefit of conducting this research.

Background

Nowadays English holds the significance part in several situations. English has its own interest in certain people. Besides, it becomes the International language communication, English also turns out to be a standard of measuring people's qualification. By mastering English, people assume getting their different level in particular community. English has successfully persuaded people fight to mastery the English starting from early level until the advance level. Therefore, English grows to be one of the important language communications which is taught in all school level.

There are four skills which are run in English teaching and learning at school. They are speaking, listening, writing and reading skills. So that, in all particular school level require their students to be able to mastery those four skills. Those four skills becomes the standard of measuring students' English proficiency. It is because each skill to another is connected each other, so that, the students are demand to be able to mastery those skills. As the result at the end of

the learning, it comes to be a must for teachers to plan the evaluation of those skills regularly.

School holds the important part for the students' successfulness. Therefore at the end of the learning, it needs a tool to evaluate regularly the learning success called learning evaluation as a report to parents regarding the progress of student learning outcomes. The evaluation demands teacher's ability to be able to organize the learning evaluation. Learning evaluation is one of the competences which must be owned by the teacher. It is because the teacher's evaluation competency included in four teachers' competency. Based on Pasal 10 ayat 1 UU number 14 year 2015 about teacher and lecture, it instructs the teacher to must have pedagogy competency, personality competency, social competency and professional competency. Moreover the professional competency requires teacher's ability to evaluate the learning process.

Learning evaluation commonly conducted to measure students' learning result. Thus, in evaluation the assessment and the measurement are done toward the students' competence. To measure and assess students' competence can be done by giving a test. According to Buchari (2008) a test aims to investigate to identify result of the learning process to the students. Moreover, there are two kinds of test such as formative test and assesment test. This study focusses on summative test where the way to measure the competence accomplishment which given at the last teaching activity, it is called last semester measurement or Penilaian Akhir Semester (PAS). The function of summative evaluation is to determine the result of students learning and to give rappers for the students

parents as the decision of student's graduation (Zunairin,1981, p.65). However, there are several tests that can be done by the teacher. It is according to National education minister number 23 in 2016 they are oral test, written test, and assignment test. Moreover, there are two kinds of test. They are objective test and non-objective test. Objective test consists of multiple choice, short answer, true-false, and matching test while non-objective test is an essay which requires a long answer. Finally, it is a choice for the teacher to choose the suitable test which can maximally measure students' English proficiency.

Generally kind of test which used to measure English proficiency is objective test. One of the kinds of objective test is multiple choices. According to Mulyadi (2010, p.78-79) multiple choice tests consists of description and one correct answer in several possible answers as the distractor. In fact, most teachers choose the multiple choices. This kind of objective test is chosen because giving score to the students' work can be done fast and consistent without any consideration. It is because the answer of each item is clear, easy, and certain. As the result, the objectivity of the teacher can be controlled in correcting the answer and also giving score to the students' answer. The objectivity can be controlled because the score is measurable for each item of the multiple choice test. Moreover, it avoids the subjectivity to give score because every question only has one certain answer. Therefore, each item of the question in test can draw the students' cognitive toward the material learned.

All material learned can be evaluated through multiple choice tests. It is because the test doesn't require the long answer and a long time. Therefore, many

materials can be covered at the time in one test only. However, a multiple choices test demands teacher to be able to formulate the alternative options so that they are able to distract the students. As the result their cognitive to not be distracted becomes the measurement of learning result. Moreover, a multiple choice test requires teacher to construct the question which not only measures low thinking skill (LOTS) but also high order thinking skill (HOTS).

A test with Low Order Thinking Skill (LOTS) is the test type which rely on memorization skill. This test only measures how able the students to understand and recognize the particular case. Generally a test with LOTS tends to be easier, it is because the test formulated simply. According to Maryadi (2017, p.191) Lower order thinking skill is a thinking competence related to the receptive ability. For example “Where does Benjamin live?”. While a test with High Order Thinking Skill (HOTS) requires students to be able to analyze the case and think critically. Regarding to Pratama & Pramesti (2018) a test with high order thinking skill makes students to be able to solve the problem. For example “ We know from the second paragraph that.....”. Thus, from these statements, a HOTS test can hone students’ cognitive ability at a more complex stage than LOTS test.

Basically, in composing a test with HOTS-based, it should rely on taxonomy bloom. It is because taxonomy bloom is a level cognitive that used by the teacher to identify the target of learning that the student will achieve. Taxonomy bloom consists of six cognitive level such as remembering, understanding, applying, analyzing, evaluating and creating (Anderson and Kartwohl, 2001). Regarding to the taxonomy bloom, in composing a test based

HOTS it will measure students' cognitive in analyzing, evaluating and creating. Therefore HOTS is an approach to compose a test which is covered by taxonomy bloom.

In fact, it is not rare to discover the realities that there are several teachers are not skilled composing HOTS test. Most of their test doesn't stimulate the ability to think high level or only require students to be able to remember, and understanding not to analyze. It can be seen from the way teacher formulate the stimulus of the test. This case occurs in SMA Negeri 1 Dulupi that will be an object of research. This school was chosen because the researcher is the teacher at this school. So, the researcher knows for sure this condition. More information also gained from the other English teacher in that school if they always use multiple choices test as a test given at summative test. However they were rare to pay attention to the level of the test. In fact, most of their test only categorized in lower order thinking level, it happened because of some reasons. First, they didn't have enough coaching or workshop of composing HOTS test, so that their knowledge about how composing a question which stimulate students' critical and analysis is really lack. Second, they do not understand to find out the suitable operational word called Kata Kerja Operasional (KKO) which can lead students to think critically, it is because they do not recognize well of the taxonomy bloom. Three, the limited time of composing a HOTS test, it is because many assignments of the teacher to do at school. As the result many teacher doesn't know how HOTS test is. This is also added by the headmaster of SMA Negeri 1 Dulupi in observation activity on March 15, 2021, she claimed that generally her

teachers face difficulties in composing HOTS test because of lack guidance to compose HOTS test.

Those lack of composing HOTS test also impact to the students' English learning result. In this case, the students' competence in English is low. It is because the instrument given by the teacher to the students only examine the students' remembering, understanding which categorize in Lower Order Thinking Skill (LOTS). The teacher does not develop the test instrument which is HOTS-based test. As the result, the students' ability to criticize and to analyze a case is low. Therefore, those issues among the education require any examples of the instrument HOTS-based that can be used by the teacher as a guide and description of HOTS-based test.

Finally, all the concerns above the teacher are needed to be able to recognize and modify the test with HOTS-based test. It aims to sharpen the students' English not only in the way to remember and understanding but also in the way to analyze and apply their English. Therefore, this research will develop a test with HOTS-based test as the final product at the end of the research process. The product will be a questions bank that consists of several questions for summative test. As the result, this issue finally drives the research tittle "Developing English Summative Test Based on High Order Thinking Skill (HOTS) at X grade of Senior High School"

Research Question

Referring to the issues above, the research question of this research was formulated “How to develop the English Summative Test based on High Order Thinking Skill (HOTS) at X grade of Senior High School?”

Objective of Research

Referring to the question of research, the objective of the research was to develop the English Summative Test based on High Order Thinking Skill (HOTS) at X grade of Senior High School.

Scope Delimitation of Research

Regarding to the problem identification showed in background, this research was only limited to a few scopes such as:

1. This research was conducted at X grade of Senior High School.
2. This research developed English summative test for the second semester at X grade with HOTS-based test.
3. The development of HOTS-based test in English summative test at X grade of Senior High School was completed by using Borg and Gall model which consisted of ten stages.

Significance of Research

The output of this research was a HOTS based question, blue print and its guideline. So that, the result of this research was expected to offer several benefits

among teacher, students, school and the researcher. Theoretically, this research can provide a certain amount of information for teachers on how the HOTS-based test should form. So that teachers have additional knowledge and descriptions that can be used as examples of HOTS-based test and also instructions when compiling HOTS-based test. Moreover, for the teacher, practically this study can be a reference for teachers in making HOTS-based tests. Then, with the product in the form of developing English summative tests based HOTS, teachers are encouraged to be able to compose HOTS-based tests as well which can measure students' ability to think critically and analysis. While for another Researcher, considering the importance of teachers' abilities in preparing HOTS-based tests as expected in the 2013 curriculum, it is hoped that the series of research on this issue can be continued. So, for future researchers, the presence of this research is able to become the basis for them to conduct research on the same issue deeply by continuing, completing or perfecting findings or solving issues in this field.