

CHAPTER I

INTRODUCTION

A. Background of Study

The basic standard to determine the policy in the development of education and the quality of our educational system is National Curriculum. In the whole process of education the curriculum has important role, to reach the educational goals, the curriculum refers to all sorts of educational activities. According to Yulan (2015) He said that “To see whether the objectives in curriculum are reached, the government then conducts what is called as National Examination. If we see from the governments’ point of view, the national examination is necessary to be done as a control for the extent to which a school has implemented the national education program properly. Thus, the output of national examination is a success indication of a school in implementing the national education curricula. For this reason, the national examination will be needed constantly, whatever the constraint”.

English is one of objective learning which include in National Examination. According to Depdiknas as cited in (Prasetyo, 2016) They said that English lesson is the elective subject in high school that function as students' personal development tools in the fields of science, technology and cultural arts. Thus they can grow and develop into intelligent, skilled and Indonesian personalities and ready to take part in national development based on the implementation of English learning, so that in the future it can help students follow an increasingly advanced.

The researcher found in the journal as cited in Hasan (2018) He said that English subject was tested in the international the results were arguably failed, because of international tests such as The Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Studies (TIMSS) showed that student achievement in the fields of Mathematics, Science and English is below average. It becomes more attention for the government, Indonesia is stated a poor in doing test in the International Student Assessment Program (PISA) about three years survey the test especially for teenager's students. PISA indicates teenagers are a lackluster country in the fields of science, mathematics, and literacy. According to PISA 2015 Indonesian science scores are 403, 386 mathematics, and literacy is 297. Science is ranked 62nd, math 63, while literacy is 64. Based on a total of 70 countries surveyed by PISA, it means Indonesia is always in the under 10th rank. PISA 2012 is no less alarming: Indonesian science, mathematics and literacy ranks 64, 65, 61 - out of a total of 65 countries. Indonesia has also not achieved encouraging results in the survey of International Mathematics and Science Learning Tendencies (TIMSS). TIMSS is also one of the benchmarks for the success of a country in advancing science and mathematics among students, especially in fourth and eighth grade. In TIMSS 2015, Indonesia's points gained for science amounted to 387 and ranked 45th out of 48 countries. As for the Indonesian math score won 397 points and was in position 45 of 50 countries. Indonesia is far behind compared to Singapore, for example, as a close neighbor, whose annual TIMSS achievement is diligently in first place.

The government should be have a way to improving the students' achievement in the international test, namely in the system of applying assessment. Evaluation activities cannot be separated from evaluation activities because of the quality education must always

be improved, according to Arifin (2014) He said that "There are many efforts made by the government in guaranteeing the quality of education, one of which is evaluation activities in the form of the National Examination (EN). Evaluation is an inseparable part of the learning process. Evaluation aims to find out, improve the quality of the learning process carried out".

Higher Order Thinking Skills are now an issue in the upcoming national examinations in order to improve the achievement of the student's national for the international tests. The existence of Higher Order Thinking Skills was applied in tests on the higher level of thinking of students, because of one factor on the international test is caused by students' low thinking ability, this is also due to the many questions tested only based on Students' memorization so that, the students only on remember domain. As Allah Al – Mighty said in Ali Imran 190 - 191 as following:

إِنَّ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ وَالنَّهَارِ لَآيَاتٍ لِّأُولِي الْأَلْبَابِ الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَمًا
وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ رَبَّنَا مَا خَلَقْتَ هَذَا بَطْلًا تُبْهِتُونَ فَفَعَلْنَا
عَذَابَ النَّارِ [آل عمران: ١٩٠-١٩١]

The verse above tells us about *Ulul Albab* root of the word *Lub*, it's mean that people who are able to solve the problem and able to find the solution. A successful life is able to formulate problems and find solutions. Indonesian education is directed to High – Level Thinking Skills. It can concludes that's the *dhikir* and thinking should be balance.

According to Fahmi as cited in (Elyana, Yennita, & Fakhruddin, 2017) He said that Benjamin Samuel Bloom is one of the people who conceptualizes high-level thinking,

called the Bloom taxonomy, where the concept refers to a skill pyramid, namely analysis, evaluation and synthesis is a higher order that requires knowledge of facts and concepts. The 2013 curriculum emphasizes the modern pedagogical dimension of learning, which uses a scientific approach which includes observing, asking, reasoning, trying, communicating. Students are trained to be able to think logically, coherently and systematically, using the capacity of High Order of Thinking Skill. To measure students' high-level abilities, an assessment is needed that is expected to encourage an increase in high-level thinking skills, enhance creativity, and build students' independence to solve problems. One of the assessments used is the National Examination which by the Indonesian government, national examinations are still maintained as a form of final assessment at a level of educational institutions to determine the graduation of students. The English National Examination is expected to be able.

In general, the English national examination has two sessions, the first session can be called a listening comprehension section, the second section is a reading comprehension section, but the researcher only examines reading comprehension questions because, many definitions have emerged concerning the reading skill due to its importance among the other skills. Thus, many specialists affirm the importance of reading, in this regard according to Al – Qudah as cited in (Keshta & Seif, 2013) He states that of all language skills, reading is the most necessary for independent learning. Through reading, students can gain access to further knowledge both about the language and about other subjects.

Based on the problem above, the researcher interest to conduct the study. This study aims to determine the percentage of HOTS High School in English reading comprehension section on National Exam 2017/2018, the questions analyzed based on the

theory of Anderson and Krathwohl, then this study aims to measure students HOTS level in doing English reading comprehension Section on National Exam and also to find out the factors of students' difficulties in doing English reading comprehension section on National Exam.

B. Research Questions

Based on reason above, the researcher formulates the research question as follows:

1. To what extent the use of HOTS in English reading comprehension section on National Exam 2017/2018?
2. How students' level in doing of HOTS English reading comprehension section National Exam 2017/2018?
3. What are the factors of students' difficulties in doing of HOTS in English Reading Comprehension section on National Exam 2017/2018?

C. Objectives of Study

1. This study aims to find out the percentage of HOTS in English reading comprehension section on National Exam 2017/2018.
2. This study aims to measure Student's level of HOTS in doing the English reading comprehension section on National Exam 2017/2018.
3. This study aims to find out student's difficulties of HOTS in doing English reading comprehension section on National Exam 2017/2018.

D. Significance of Study

Since the researcher decided to carry out the research under theme: An Analysis of Higher Order Thinking Skills (HOTS) of English reading comprehension Section In National Examination at Islamic High School.

1. This study will be useful for the researcher in developing knowledge about the importance of Higher Order Thinking Skills for learners.
2. This research can be a reference for evaluations for the government, especially in making questions about Higher Order Thinking Skills on the 2017/2018 English Reading national exam, in order to be an improvement or be better in the next national exam.
3. This research can be an improvement by the teacher so that the teacher should develop or train learning topics related to Higher Order Thinking Skills.

E. Definition of Key Terms

To avoid any misunderstandings and mistakes about the meaning of the title mentioned above, a number of terms are explained, namely:

1. Item analysis

This research is analysis about analyzing reading comprehension on the English national exam categorized *Higher Order Thinking* 2017/2018 at MAN 1 Banjarmasin.

2. National Exam

According to Saukah as cited in (Sutari, 2017) said that National Examination (NE) was considered as a high-stake testing, meaning that this test was decided to play in consideration to students to the higher education level. This study used The National Examination of the English reading comprehension section 2017/2018 at MAN 1 Banjarmasin.

3. High Order Thinking Skills (HOTS)

Higher order thinking processes are cognitive processes (skills) that can be categorized as remember, understand, apply, analyze, evaluate, and create (Anderson & Krathwhol, 2001). In this study analyze HOTS English reading comprehension section on National Exam in 2017/2018 the questions analyzed based on the theory of Anderson and Krathwohl, then this study aims to know the percentage of HOTS question, measure the students' level in doing English reading comprehension section on National Exam and also to find out the factors of student's difficulties in doing English reading comprehension section on National Exam.