

CHAPTER I

INTRODUCTION

Chapter one is discuss about the background of the study, research questions, objective of study, significance of study, and definition of key terms.

A. Background of Study

Higher Order Thinking Skills or HOTS, became a major topic when the 2013 Curriculum applied in Indonesia. It is required to meet the difficulties of the twenty-first century since HOTS is a fundamental component of creative and critical thinking, and the pedagogy of creative thinking can assist students in developing more new ideas, ideal view points, and inventive perceptions. It focuses on improving students' ability to analyze properly, evaluate by describing inferences drawn from existing data, and create something new.

Bernie Trilling divided 21st-century living skills into seven categories: critical thinking, creativity, communication, cooperation, career and learning self-reliance, cross-cultural understanding and computing / OCT literacy. (I Wayan Widana, 2017, p.32) Many researchers and scholars consider critical thinking to be part of HOTS. "Critical thinking" is defined by Crowl. As "the process of analyzing the evidence gathered in issue solving or the solutions produced by thinking creatively". (F.J King, 1998, p.17).

Teachers have a very big role in the success of their students. Therefore, it is very important for a teacher to evaluate the students in a good way by providing an assessment that is in accordance with what the students have learned. The

teacher is also referred to as an evaluator, which means to find out how far that learning process is carried out, furthermore the teacher must be able to correct whether the way of learning must be improved or maintained. As Allah says in Quran Surah Qaaf Verse 18:

مَا يَلْفُظُ مِنْ قَوْلٍ إِلَّا لَدَيْهِ رَقِيبٌ عَتِيدٌ

This verse implies that The evaluation is carried out to determine the process and results of the implementation of the education system in achieving the predetermined goals and the teacher as a “supervisor” and as a “person who evaluates” student learning outcomes has applied HOTS in every lesson so that student learning outcomes show how effective the application of HOTS is in learning. Moreover, by using formative assessment the teacher can measure one or several certain subjects and aims to get an idea of the absorption of students.

Lower levels give a foundation for higher levels of learning, while Higher Order Thinking Skills provide analyzing, evaluating, and creating, Bloom state that, there are three types of taxonomies (cognitive, affective, and psychomotor). Bloom's idea has become a central notion in the study of HOTS. (F.J King, 1998, p.20) Because of those theories, it is possible to conclude that HOTS refers to a student's ability to apply their knowledge and manipulate information in order to solve a problem in a given context. It indicates that in class, students are not allowed to be inactive. Students should put forth some effort to learn knowledge on their own. Students are expected to be interested in current events. They should be engaged in the situation and use their critical thinking skills to it.

Pre Service Teachers are expected to comprehend and utilize HOTS principles in order to inspire pupils to engage in deeper thinking activities. HOTS cannot be delivered to a student directly. If students are given assessments on a regular basis, they will be able to improve their thinking skills. Giving a solid evaluation is one of the greatest ways to train HOTS for students, and teacher as a driver in the classroom has a key part to play in training HOTS for students. All assessments in 2013 Curriculum should contain HOTS, including English language assessments. Formative assessment is a type of assessment that informs both teachers and students about student understanding at a point when timely adjustments can be made. Formative assessments are carried out during teaching and learning activities and assist teachers in conducting appropriate teaching and learning processes. Students' learning activities should include formative assessments. When a teacher asks students to answer questions to demonstrate understanding of a task, this is known as formative assessment.

The HOTS question concept refers to the abilities to (1) transfer one concept to another, (2) process and apply information, (3) find relevance from various sources of information, (4) solve problems utilizing information, and (5) think critically. (Indah Miftakhul Janah, 2019, p.2) The capacity, speed, and efficacy of learning can all be influenced by one's thoughts. As a result, HOTS can be utilized to predict a student's academic achievement. Students who are taught to think have a good impact on their educational growth. Students with HOTS can learn, enhance their performance, and reduce their shortcomings.

When students face new challenges, uncertainties, questions, or dilemmas, their HOTS talents are engaged. As a result, HOTS can be used to forecast a student's success. Students with a high level of HOTS are more likely to succeed in their studies in the future. Furthermore, teachers have used a variety of tests to train students' High Order Thinking Skills. However, issues arose when the teacher created the assessment in Class. In terms of cognitive growth, the teacher should administer the HOTS assessment to each student. Teachers who teach multiple classes face a unique difficulty, as each class has its own unique characteristics. There is a class where the students are engaged and follow the lessons without difficulty. On the other hand, there is a class in which the student is a passive participant. In this scenario, the teacher should make a decision based on those varied characteristics when designing a higher order thinking evaluation.

In practice, Pre service teacher face many obstacles while doing their duties in real activities. Because the lesson plan can be useless when something suddenly happens and requires pre service teachers to do anything else without planning, which causes sometimes learning does not work well at the beginning of the meeting. So there is a need for teacher to prepare other plans to minimize errors in teaching. Moreover, pre service teachers must also take advantage of the time so that the class is not fixated only in one activity, also pre service teacher needs a regular assessment to find out the extent to which students' knowledge of learning and teachers can take the next step.

According to the above explanation, the researcher is interested in investigating the assessment in pre service teachers' lesson plan to find out the

extent of their understanding of HOTS assessment and how they apply HOTS assessment. Based on the background, the researcher is interested to do a research which is entitled “*The Use of HOTS Assessment in Pre Service Teachers’ Lesson Plans*”

B. Definition of Key Term

1. The “use” according to oxford dictionary is the act of using something or the state of being used, which is meant by the use in this research leads to an HOTS in assessment of all activities carried out in the lesson plan, to measure how far the level of understanding of the pre-service teachers implementing and making HOTS assessments in the lesson plan.
2. HOTS In American education is a common idea. It distinguishes higher-order learning outcomes such as rote memory from lower-order learning outcomes. Some of the HOTS are synthesis, analysis, reasoning, comprehension, application, and evaluation.
3. Pre Service Teacher is activity carried out by college students to develop their skills in teaching before entering real situations and becoming professionals in their fields
4. A lesson plan is a daily guide for a teacher that outlines what students should learn, how it will be taught, and how learning will be assessed. Lesson plans assist teachers in becoming more effective in the classroom by providing a detailed outline to follow during each class period.
5. Assessment, which means in this research is effectiveness when incorporated into classroom practice, formative assessment is a component

of the instructional process; it offers the knowledge needed to alter teaching and learning as they occur.

C. Research Question

Based on the explanation above, this research is done to find out:

1. How the use of HOTS Assessment in the Pre Service Teacher' Lesson Plan?
2. What category of the use of HOTS assessment in Pre Service Teacher' Lesson Plan?

D. Research Objective

The purposes of this study are:

1. To analyze the application of HOTS assessment and examine the efforts of pre service teachers in developing assessment in the form of HOTS in pre service teachers' lesson plans.
2. To know what category or level of the use of HOTS assesment in Pre Service Teachers' lesson plan.

E. Significance of Research

1. Theoretically

The findings of this study are intended to raise the importance of knowledge and information in education, particularly in terms of High Order Thinking Skills in English instruction, particularly in terms of comprehending the HOTS Evaluation so that it is not misunderstood as a standard assessment.

2. Practically

The findings of this study are expected to be useful to teachers and researchers in the future.

F. Review of Related Studies

Other researchers have undertaken various studies on themes that are connected to this research. As a result, the researcher cites earlier studies below to fill in the gaps between current and future study. I Wayan Widana is in charge of the initial study. His research attempts to provide knowledge and comprehension of the HOTS assessment concept and characteristics. His research also attempts to increase instructors' ability to produce HOTS assessments. The exploratory method was utilized to analyze the data. This investigation involves a review of the literature. The findings revealed that the evaluation of HOTS assessed students' skills to analyze, evaluate, and create in response to contextual concerns. The steps for composing HOTS items are as follows: (1) assess the KD, (2) arrange the blueprint, (3) write down the items, (4) determine the answer key, and (5) create a qualitative and quantitative essay.

It's critical to concentrate on how to build a test item that meets the HOTS assessment requirements. Some studies are also being conducted to build the HOTS assessment instrument. Jailani Agus Budiman (2015), Mertha Dewi Kusuma (2017), and Desi Fitriani (2017) conducted studies. Their research has the same fundamental goal of helping students acquire HOTS. The subject is different as the way the HOTS tool is used. In secondary school math topic, Jailani created the HOTS instrument with some question which is divided into multiple choice and essay questions. The instrument is being tested in four junior high schools

with a total of 209 students. The HOTS evaluation was created by Merta et al. for Senior High School Physics students. HOTS was tested in three senior high schools with a total of 95 students. While Desi Fitriani, used the HOTS instrument in theme learning in primary school. Twenty elementary school students are given the opportunity to try out the instrument. The instrument required two trials and three revisions. The knowledge dimension of the test item develops in the form of factual knowledge, conceptual method, and metacognitive. All of the findings indicated that the instrument is useful in training students' HOTS. The assessment instrument is suitable for usage, according to the results.

Hamidah Salam conducted research to assess instructor capacity in HOTS, which was different from earlier studies. Her research focuses on the student-ability teacher's to develop tasks that encourage HOTS. Her study employed a qualitative approach. The investigation was conducted in UINSA's PPL English class. The data for this study was collected using documentation and a checklist. Twenty lesson plans created by student teachers were gathered and analyzed by the researcher. The findings revealed that the majority of UINSA student teachers facilitated HOTS at Bloom's cognitive domain levels 4 (analyze) and 6 (creative).

Therefore, to fill the gap of the literature, This proposed study attempts to investigate the assessment in lesson plan of pre service teacher in English as a Foreign Language (EFL) class, the use of HOTS assessment in pre service teachers' lesson plan, does the lesson plan of pre service teacher have HOTS on it or not. It will be the researcher focusing in this study.