

**HOTS - BASED ANALYSIS ON READING COMPREHENSION
ASSESSMENT IN SENIOR HIGH SCHOOL 2 BREBES.**



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THESIS

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ABSTRACT

The Education Ministry stated that the assessment in Indonesia is directed at the assessment model of Higher-order Thinking Skills. The student said that they still feel the difficulty to work on questions based on higher-order thinking skills. There are two factors that influence students to feel difficulties including the intelligence of students who do not understand and the question that already categorized as higher-order thinking skills questions. In this research, the researcher discussed the measurement of the level assessment based on HOTS and the teacher difficulties in the making of the HOTS-based assessment.

This research aimed to find out the assessment level of assessment administered by the teacher in reference to higher-order thinking skills and to find out the difficulties faced by the teacher in arranging higher-order thinking Skill-based assessment.

This research applied a quantitative descriptive approach. The subjects of the research were 11th grade English teacher social and science class. The object of the research was the reading comprehension daily test based on higher-order thinking skills. The data was obtained through an interview, checklist table, and documentation.

Based on the data analysis, the researcher finds that the higher-order thinking skills only obtain 18 out of 91 questions or (20%) meanwhile, the lower order thinking skills obtain 73 out of 91 questions or (80%). It can be concluded that the level of reading comprehension daily test assessment still in the lower-order thinking level category. The distribution of higher-order thinking levels is still below compared to the lower-order thinking levels. Additionally, based on the results of the interviews the teachers said that there were no special difficulties in arranging the reading comprehension daily test assessment based on higher-order thinking skills. The difficulty faced by the teacher is only in management time.

Keywords: *Higher-Order Thinking Skills, Assessment, Reading Comprehension.*

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CHAPTER I INTRODUCTION

A. Background of The Research

The curriculum is broadly defined as the totality of student experiences that occur in the educational process. Indonesia is one of a country that uses the curriculum as its education system. According to Sukmadinata (2000:17), she stated that curriculum is a set of subjects and educational programs provided by the educational provider, which includes lesson plans that will be given to students in one period of education. The preparation of these subjects is adjusted to the circumstances and abilities of each level of education in the administration of the education and employment needs. Along with the statement above Soedjarto (1990:10), stated that the curriculum is a series of experiences and learning activities that are planned to be overcome by students to achieve the learning goals set by an authorized Educational Institution. The changes in curriculum in Indonesia occur almost every few years to improve the previous curriculum. The first curriculum was set in 1947 with the name “Retjana Pengajaran” the name of the curriculum always change until the new curriculum that we used nowadays called Curriculum 2013.

The implementation of curriculum 2013 that applied by the Government is to replace the previous curriculum, the curriculum 2006 which has been in effect for approximately 6 years. The Curriculum 2013 was applied by the Minister of Education and Culture in May 2015, which was immediately implemented in several schools as a pioneer. Along with the use of curriculum in 2013, the assessment system in the Curriculum 2013 also changed.

Assessment is the process of gathering and processing information to measure the achievement of students’ learning outcomes. The Implementation of the curriculum in 2013 makes the assessment system changed. According to Purwadi (2017:5), he said that for giving grades to

students', the teachers have to know the assessment approach that has been applied in the curriculum 2013.

According to Purwadi (207:6), he stated that the assessment approach divided into 3. The first, assessment of learning is an assessment carried out after the learning process is complete. This assessment is intended to determine the achievement of learning outcomes after students have completed the learning process. Various forms of summative assessment such as the end of semester tests, school exams, and national exams are examples of assessment of learning. Second, assessment for learning is carried out during the learning process and is used as a basis for improving the learning process. With the assessment for learning, teachers can provide feedback on the learning process of students, monitor progress, and determine the progress of learning. Assessment for learning is an assessment process that can be utilized by teachers to improve their performance in facilitating students. Various forms of formative assessment, such as class assignments, presentations, and quizzes, are examples of assessment for learning. The last, assessment as learning is similar to assessment for learning because it is also carried out during the learning process. The difference is that assessment as learning actively involves students in assessment activities. Learners are given the experience to learn to judge them or give an honest assessment of their friends. Self-assessment and peer-assessment are examples of assessment as learning. In assessment as learning, students can also be involved in formulating assessment procedures, criteria, and rubrics/guidelines for assessment so that they know exactly what needs to be done to obtain maximum learning outcomes

Since the assessment of learning changed, the evaluation system also changed. The new evaluation system that has been applied was to upgrade the type of exam questions for students. The type of questions that starts to be inserted in the exam is the type of HOTS or Higher Order Thinking Skills.

The type, of questions with Higher Order Thinking Skills, was introduced in 2018 during the 2018 high School National Examination. Higher-Order Thinking Skills is a concept based on Bloom's Taxonomy. Bloom's taxonomy is a framework that divides educational goals into several groups. Based on Bloom's Taxonomy, in studying a topic, there are several levels of thinking skills, ranging from low level (Low Order Thinking Skills) to high level or High Order Thinking Skills.

Based on FJ King (2012:1), higher-order thinking skills included critical thinking, logical thinking, reflective and metacognitive thinking and the last is creative thinking. There are significant differences between HOTS and non-HOTS questions. The issue of HOTS focuses on reasoning; HOTS questions are presented with several questions that make students have to be able to critically examine ideas and information, transfer concepts to other concepts and use the information to solve a problem. To answer the HOTS problem, it is not enough to just memorize definitions and formulas but also need an understanding of deep concepts.

The HOTS problem requires students to analyze the problem then create a model and then draw conclusions after using the formula to find the answer. Not only that HOTS also has many advantages, but HOTS questions will also make students more thinking with logical, creating critical thinking patterns and student creativity. The HOTS question is able to invite students to connect the dots to link one material to another to build a big story. Several items of the question with Higher Order Thinking skills were entered into the High School National Examination in 2018. According to Ariyana (2018:1), she said that examination test based Higher Order Thinking Skills were applied to the 2018 National Examination and were approved by the Ministry of Education and Culture Muhadjir Effendy. The Ministry of Education and Culture said that the insertion of the question with Higher Order Thinking Skills in 2018 High School National Examination was prioritized in Mathematics and Science.

With the passage of time evaluation test-based questions with Higher Order, Thinking Skills began to be applied in various subjects to improve the quality of education in Indonesia. The use of evaluation test-based questions with Higher Order Thinking Skills also extends beyond the National Examination. Along with this, the application of Higher Order Thinking Skills began to be applied to the question in the Midterm Exam and the Final Semester Exam. The teachers are asked to pay more attention and get to know more about the types of Higher Order Thinking Skills is, and then they can be easily taught to their students.

In 2018 as we know that the insertion of several questions with Higher Order Thinking Skills is only in Mathematics and Science, the development of question with Higher Order Thinking Skills has expanded not only to two subjects among the subjects to be tested with use the Higher-Order but also the question with Higher Order Thinking Skills put on the English subject.

English has four skills that are essential to be mastered by the students. The skills are, listening, speaking, writing and reading. Those skills are related to each other and can't be separated or be independent. This statement was supported by Uma and Ponambala (2001:96), they stated that mastering language skills will determine the students' communicative competence in the target language.

One of the receptive skills that have to be mastered by the students is reading. According to Brown (2007:185), he stated that reading is the most essential skill in the educational context as it can be the assessments for students' general language ability. Meanwhile Stone (2009:39), stated that reading is a fundamental goal that students must master in order to be successful in school and in life. Based on Ruth, Cynthia, Christine, and Lori (2008:39), they defined reading as several parts which are: Reading is not just a basic skill, Reading is a complex process, and reading is problem-solving.

There is an essential component of reading that has to be understood by students. According to Dhiel (2004:1), she stated that it is five-component those are: phonemic awareness, phonics, fluency, vocabulary, comprehension. Based on the five components above, the researcher will explain more about reading comprehension related to this study. Along with the five components of reading, there is an important component namely reading comprehension. Based on Mikulecky and Jeffries (2004:74), he stated that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows. In other words, reading comprehension is a process of relating the readers' background knowledge with the information in the text to get the message of the text.

According to the Ministry of Education Nizam (2006), it is stated that the assessment in Indonesia is directed at the assessment model of Higher-order Thinking Skills even though the assessment does not have a quantitative basis in which the assessment can be stated as an assessment based on higher-order thinking skills. In addition based on the results of interviews on the preliminary observation conducted by the researcher with several students, they said that they still find it difficult to work on questions based on higher-order thinking skills. There are two factors that influence students to feel difficulties including the intelligence of students who do not understand and the question that already categorized as higher-order thinking skills questions. Based on the background above, the researcher interested to carry out the research that investigate the level assessment arranged by the teacher based on HOTS in Reading Comprehension Assessment to help the student to face the Final Semester Examination.

B. Operational Definition

This research will focus on analyzing HOTS-based assessment on reading comprehension. To avoid the concept of this thesis widely, the researcher will explain about research variable as follow:

1. Higher Order Thinking Skills

According to Bookart (2013:3) he stated that, the real concept of Higher Order Thinking Skills is convinced of as the top end of Bloom's cognitive taxonomy. The teaching goals of the cognitive taxonomies are supposed students to be able to do transfer what is their opinion, and students being able to think also apply the knowledge and skills during the learning season. High order thinking is conceived as students being able to relate their learning to other elements beyond those they were taught to associate with it. Through Higher Order Thinking students starting to think widely and find a new challenge. Information or knowledge that has been got by someone has to be applied to reach the possibility of the answer in the situation this is what called the concept of Higher Order Thinking Skill is.

2. Reading Comprehension

Based on Smith (2004:3), he stated that reading has several fundamental characteristics there are purposeful, selective, anticipatory and comprehension. Reading is one of the creative and constructive activities where the readers must clearly exercise to control. One of the complex interactions of cognitive processes and strategies is reading, reading used by the reader as various types of information contained in the text (Hedgcock, 2009:49). Based on the explanation above reading comprehension is one of the characteristics of reading.

3. Assessment of Learning

According to Cheryl (2005:4) Assessment of learning is all about informing learners about their progress to empower them to take the necessary action to improve their own performance in studying. Assessment of learning is one of summative function that happened in

the class, summative assessment is used to measure what students have learned at the end of a unit, to promote students, to ensure they have met the required standards on their school but assessment may also serve formative function this called as assessment for learning, in-classroom formative assessment refers to frequent, interactive assessment of student progress and understanding to identify the learning needs.

C. Problem Statement

1. What is the measurement of the level assessment based on higher-order thinking skill that administers by the teacher?
2. What are the difficulties faced by the teacher in arranging Higher Order Thinking Skills-based assessment?

D. Objectives and Significances of The Research

1. Objectives of the Research

Referring to the problems above, the objectives of this research will be mention below:

- a. To find out the level of the assessment administered by the teacher in reference to Higher Order Thinking Skills.
- b. To describe the difficulties faced by the teacher in arranging Higher Order Thinking Skills-based assessment.

E. Significances of the Research

This research is expected to provide a significant contribution both theoretically and practically

1. Theoretical Significances

The researcher extremely hopes that readers will receive a lot of knowledge related to this research and also to be able to contribute and provide empirical evidence to support HOTS based test analysis in Senior High School 2 Brebes.

2. Practical Significance

The practical significances of the research can be useful for the teacher, researcher and also for the school, as follows:

a. For the teacher

The results of this research are expected to be able to improve knowledge for teachers related to what are the indicators in HOTS that have been applied.

b. For the researcher

The researcher can improve her knowledge about the education system in Indonesia and the researcher can find out more deeply about making a question based on Higher Order Thinking Skills.

c. For the other researcher

It is hoped that this research can be a reference for related research on the education system in Indonesia and about HOTS itself.

d. For the school

This research is expected to be a piece of information related to what indicators are in HOTS and is expected to help schools in processing questions to successful student learning outcomes.

F. Structure of The Research

In this part, the researcher will explain the structure of the research as follows:

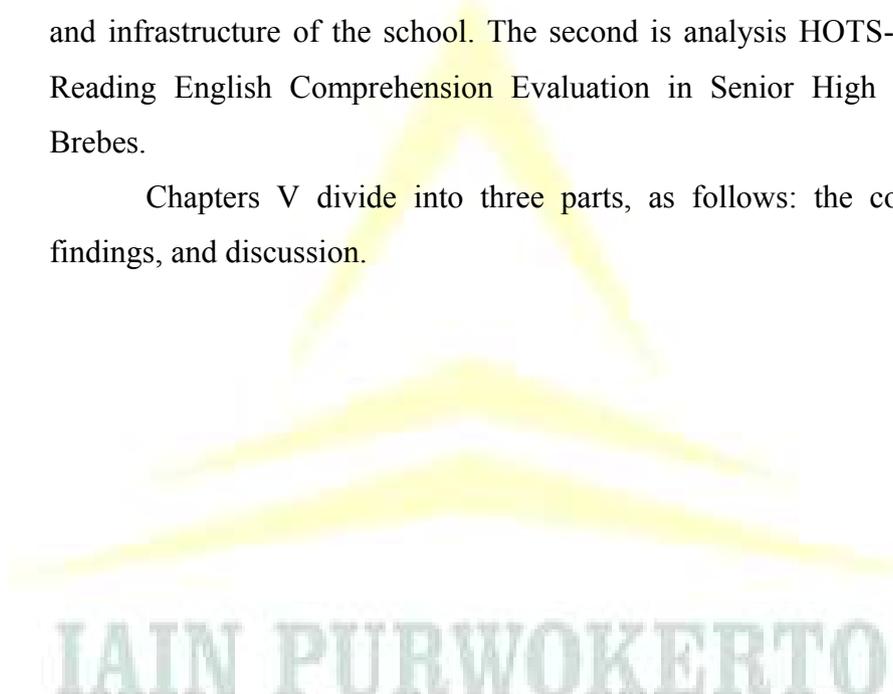
Chapter I explains the introduction which contains the background of the problems, operational definition, problem statement, objectives of the research, and significances of the research.

Chapter II clarifies a literature review that includes a review of relevant studies, literature review both Higher Order Thinking Skills theory, Reading comprehension, and Language evaluation.

Chapter III tells research method which contains type of the research, source of data will be consist of two subchapters: the first is primary source and the second is secondary source, methods of collecting data, triangulation, the last is technique collecting data will be there are sub-chapters namely: reducing data, presenting data and verifying.

Chapter IV contains about the result of the research report which is consisting of two sub-chapters: the first is a general description of Senior High School 2 Brebes as follows: geographical location, history of the school, vision and mission, purposes, organizations structures, facilities and infrastructure of the school. The second is analysis HOTS-Based on Reading English Comprehension Evaluation in Senior High School 2 Brebes.

Chapters V divide into three parts, as follows: the conclusion, findings, and discussion.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Daily tests are one of the uses of assessment for learning where assessment for learning is one of the dominant among other assessment approaches. With the implementation of higher-order thinking-based tests at the end of the semester exams, teachers must also change the quality of existing assignments and daily tests. A daily test based on a higher-order thinking level is expected to help students deal with the final exam questions later. The researcher chooses to focus on reading comprehension daily tests. This is because reading is a complex skill among English language basic skills. The researcher chose daily tests because daily tests were felt to be very suitable to assist students in taking the final semester exam based on higher-order thinking skills soon. The researcher was looking for the empirical evidence of the distribution of the higher-order thinking skills in the reading comprehension daily test and find out what is the level of assessment that teachers made. The researcher also finds out what are the difficulties faced by teachers in making daily test questions based on higher-order thinking skills.

After doing the content analysis by using the checklist table as an instrument for reading comprehension daily test, the researcher concludes that the distribution of the higher-order thinking skill is lower than the distribution of the lower-order thinking skill. It is proven by the result of the data which shows that the distribution of the higher-order thinking skill only obtains 18 questions out of 91 questions or only 20%. Meanwhile, the distribution of the lower-order thinking skill reached 73 questions out of 91 questions or 80%.

Furthermore, as the focus of this research, the distribution of the higher-order thinking skills looks like:

- The analyze skill gets the highest number by obtains 12 questions out of 91 questions or 13%.
- The evaluate skill gets the lowest number by only obtain 1 question out of 91 questions or 1%.

- The create skill gets the middle number by obtains 5 questions out of 91 questions or 5%.

It can be concluded that there is an imbalance between the distribution of higher-order thinking level questions and lower-order thinking level questions. This imbalance is due to the range of the total score is too far from the distribution of the lower order thinking skills. Based on the data also shows that the level assessment of reading comprehension daily test included in the lower-order thinking level category since the result of the data shows that the lower-order thinking level obtains 80% than the higher-order thinking level only obtains 22%. This is also affected by the small amount of time spent by the teacher in making daily test questions based on higher-order thinking skills. because based on the results of interviews the difficulties that exist in making questions based on higher-order thinking skills only exist in time management.

B. Suggestion

The researcher hopes that this thesis could be useful for the teacher, the students, and the other researcher. Here, the researcher wanted to give some suggestions:

1. For the teacher
 - a. Teachers need to be able to manage their time well in order to maximize their ability to make daily test questions based on higher-order thinking skills.
 - b. The teachers should encourage the students to train their critical thinking or higher-order thinking skill outside the school so that their higher-order thinking skills could be better.
 - c. Teachers also need to pay attention to what is a reference in making daily test questions based on high-order thinking skills.
2. For the readers.

The readers of this research is hoped to get some references or perspectives about how to arranging daily tests based on higher-order thinking skills by the indicator from Bloom's taxonomy.



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