CHAPTER I

INTRODUCTION

This chapter presents six topics related to the study. These topic are Background of the Study, Research Question, Objective of the Study, Significance of the Study, Scope and Limitation of Study and Definition of Key Term.

A. Background of the Study

Education is one of the important aspects that can affect national vision. Success in educational implementation is a key to a better future. The government, as a policymaker, has the main role and responsibility to pave the way to success, by pledging education for all throughout the nation, for example, education for free policy in developing countries (Quamruzzaman,etc 2014).

According to the Law No. 160 0f 2014 on the National Educational and Culture Law Ministry of Indonesia, Indonesia have new curriculum named 2013 curriculum. 2013 Curriculum is the applicable curriculum in the educational system in Indonesia. It is a fixed curriculum by the government to replace the curriculum of 2006 or usually known as KTSP. Referring in 2016, the Ministry of Educational and Culture of Indonesia revised the 2013 curriculum which known as 2013 Curriculum revised edition (Sukma, 2017).

The 2013 curriculum revised edition, requires an international assessment (Directorate of High School Development:2015). This requires teachers to make test based on an international standards. Such test may be related to higher order thinking skills, contextual assessment, and PISA (Program for International Students Assessment). Besides, also on PISA's research which is reported by the Organization for Economic Co-Operation and Development (OECD), Indonesia is at 64 rank of 65 countries (OECD, 2012). This result shows that most of Indonesian students still have low ability. If it seen from cognitive aspect.

The application of higher order-thinking skills in Indonesia to the learning progress still has some weakness. First, teacher-center is still dominant in learning process. Teacher as the conveyer of knowledge sometimes eliminate the students center practice. Second, the education focus on memorizing. Third, the classic problem, more student achievement scoring systems are based on test that are tested for low-level cognitive trends. Fourth, teachers are still lack of HOTS based question knowledge. So that, high order question need to be applied in students' test items. Of course, those are including the ability to conclude, hypothesize, analyzed, apply, synthesize, evaluate, compare, imagine and answer the question. These skill need high logic thinking.

In relation to this, there are some researches that have been conducted by some researchers who discusses about the analysis of the test items by classifying the question items into their corresponding Bloom's cognitive level as Nazlia,etc (2011) about an automated analysis of the exam questions to

determine the appropriate category based on this taxonomy. Another research conduct by Ulia Iffa (2017) which aim to determine the national exam HOTS science physics and HOTS students of SMP N 1 Salo in completing the national exam science physics.

The Directorate of High School Development in the International Preparation Guide (2015) explained that most high school teachers only tended to measure low-order thinking skills. Teachers' question commonly measured recall skills, and focus just on theories, not contextual knowledge, of which did not fit to the 2013 Curriculum's requirements.

The problem is not only for teachers in Indonesia, but some countries as Abdul Talib, etc (2015) exposed in the Journal Teachers Perception on Higher Order Thinking Skills as an Innovation and it's Implementation in History Teaching. they found that around two-thirds of the teachers (66,6%) from their subject were still had low-level users of HOTS in history teaching in Malaysia. The same data is also found in international journal by Hanita Hassan,etc (2017) in title Incorporating Higher Order Thinking Skill (HOTS) Question in ESL Classroom Contexts, found that teachers in Malaysia lack in implementing HOTS in the classroom and need adequate training of HOTS in language classroom.

In other international journal as Abosalem (2016) exposed entitle Assessment Techniques and Students' Higher-Order Thinking Skills, showed that around 86% teachers of Abu Dhabi are still measuring recall skills. The

national survey in India also support the same data exposed by Kiuhara, etc (in Smith and Szymanski, 2013) where 47% of teachers have not yet assessed high-order thinking skills. The number indicates that teachers need to improve their ability to make high-order thinking skills.

The question which have higher order thinking skills in the assessment context based on the cognitive level of the revised Bloom's taxonomy measure the ability to analyze, evaluate, and create. Lumanraja (2017) stated that the distribution of taxonomy of Bloom was not entirely distributed equally as the questions were more in the comprehending and application category (40%) and analysis category (8%). Another study's as Amelia, etc (2015) found that the level of knowledge of Bloom's taxonomy which teachers made the made questions 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 conclude that the teacher had no properly distributed all levels of knowledge on the test an the teachers have not incorporated higher orde thinking skills (C4-C6).

Schraw (2011) classifies bloom's thinking skill into two categories that is Lower Order Thinking Skills which consist of knowledge, understanding and application. Then, the second is Higher Order Thinking Skills which consist of analysis, evaluating, and creating. In Bloom's taxonomy, there is only known one cognitive domain, but in Anderson and Krathwohl's taxonomy become two dimension. First, the knowledge dimension and second is cognitive process dimension.

This is due to the condition that HOTS has also become one of the required aspects in recent school curriculum implementation besides character building. The application of scientific approach that includes questioning, gathering information, reasoning, and communicating is expected to change the students' learning behavior becomes more active. (Sukma, 2017) In other words, learning is expected to be at a higher level in the cognitive, attitude, and psychomotor aspects.

The application of the learning models becomes an opportunity for the teachers to carry out the learning activities at the higher order thinking skill (HOTS) level. Thus, HOTS is expected to enhance the students' comprehension of scientific concepts to be implemented in their daily life. In every school in Indonesia, particularly the public schools of senior high school, implements that new revised edition of the 2013 curriculum. This is due to the effort of the government to socialize this new revised curriculum to teachers so that they can implement it in both lesson plan and teaching process in the classroom.

The use of HOTS questions also spread to primary schools through the national-based school exam (BSNP, 2018). In small scale, teachers must master on made the test items that include HOTS test. While making one test, teacher must input the Taxonomy Bloom aspect; analyze, evaluate and create. The one think that easily to identify is use focus activities on HOTS and its application in solving real life problems (Schleicher, 2018).

In fact, the teachers still find challenges in implementing and preparing the learning materials which are covered by HOTS. In the same line there is research about the teachers' challenges and find the challenges is came from the students;' real-life skills (Ganaphaty et al. 2017) By seeing this condition, teachers professional is needed to hone teachers' competencies in comphrehending the instructional method to face the 21$^{\text{th}}$ century learning era. That is why teachers need to improve their skills in developing a learning strategy and teaching, especially in designing test.

In this context, the researcher want to find the perceptions of teachers regarding the challenges they faced in designing HOTS test. In fact, based on many reserachers prior the research, there were still many teachers who did not understand the importance of HOTS. Hence, teachers need to learn how to designed test to the students by seen the students' need. There ere challenges that were likely unavoidable for teachers to implement HOTS as their strategy to make their methods suitable for 21$^{\text{st}}$ century learning. Based on the background given, one question that served to guide this research was: what are the difficulties of designing HOTS test as perceived by English teachers? From that reason, the researcher wants to know what the difficulties while teachers made HOTS test and take a research entitle "The Difficulties Faced by the English Teacher in Developing Higher Order Thinking Skills (HOTS) Test"

B. Research Questions

Based on the background of the study above, the research problem in this research are:

What are of teachers' difficulties in developing HOTS test?

The research questions above is specified into the following sub question:

a. What are the teachers' difficulties in understanding the concept of HOTS?

b. What are the teachers' difficulties in practice developing HOTS test?

C. Objective of The Study

Based on the Research Problems, it can be known that the objectives of the study are:

To know the teacher' difficulties in developing HOTS test.

The objective of the study above is specified into the following subs:

a. The difficulties concern on concept of HOTS

b. The difficulties concern on practice developing HOTS test

D. Significance of the Study

The result of this study hopefully can be beneficial either theoretically or practically. It is expected to give contribution for the researcher, for the general English teacher, for the other institution, for the reader and future researcher as follows:

a. For the researcher

The findings of this research is hoped can expand the researcher's knowledge about the teachers' problem in developing HOTS test.

b. For the general English Teacher.

By findings of this research the English teacher can get information and analyze their problems while make HOTS test.

c. For the reader and future researcher

The findings of this research hopefully can expand the readers' knowledge, can be the reference to implement the same method to conduct a similar study as like this research in the teachers' problem that make HOTS test.

E. Scope and Limitation of the Study

The scope of this research include all of difficulties faced by EFL teachers in MTs N 1 Blitar. The limitation of this research is the difficulties of teachers in developing cognitive dimension by Bloom's taxonomy revised by Anderson and Krathwohl especially at the concept and practice.

F. Definition of Key Terms

In order to avoid different perception about key terms which will be the focus of this research, so giving definition for each key terms is needed in the research.

1. Difficulties

Difficulties is derived from adjective, means obstacle in some field. Difficulties here means the teachers troublesome in arranged the HOTS test based from the concept of HOTS and developing HOTS test. Currently, most of teachers must based from cognitive and knowledge dimension Blooms' taxonomy revised by Anderson and Krathwohl especially at C4, C5, C6 (Factual knowledge, Conceptual knowledge,

Procedural knowledge, and Metacognitive knowledge) as the rule of K-13 Curriculum.

2. HOTS

HOTS is skill to think critically to solve or overcome problem to any phenomena or information, that's include analysis, evaluation, and creating or take in Bloom's taxonomy revised by Anderson and Krathwohl called as Cognitive taxonomy. HOTS here focus on the concept and the practice of teachers in the case of developing test/ assessment.

3. Test

Test is something or such as a series of questions or exercise for measured knowledge, intelligence, capacities or aptitudes of an individual or group. Test here as an object that will be researched and combine with HOTS. So, test here means the question or exercise by teacher that include HOTS aspect