

CHAPTER I

INTRODUCTION

A. Background of the Study

Standardized tests are designed to measure student's mastery of the core curriculum and provide a general picture of the education systems performance. These assessments focus on three key domains: cognitive, affective, and psychomotor. The cognitive domain involves knowledge and intellectual skills and test question must align with cognitive standards. According to Anderson & Krathwohl, 2001 revised taxonomy, questions classify into six cognitive levels: remember (C1), understand (C2), application (C3), analysis (C4), evaluation (C5), and creation (C6). According to Anderson & Krathwohl, there are two levels of cognition: (1) ability Lower order thinking skills (LOTS) encompass three thinking processes: remembering, understanding, and applying. (2) Higher Order Thinking Skill (HOTS) encompasses the three dimensions of the thinking process: analysis, evaluation, and creation.

HOTS is essential because it helps students develop their ability to analyze, evaluate, and create, enabling them to think critically and creatively when solving problems in their daily lives. Learning to use HOTS questions entails acquiring unknown knowledge; the problems presented are typically complex; the results obtained contain a variety of solutions or come from various perspectives. This includes uncertainty, a process that students reward over the process that creates a sense of meaningful learning, and it requires incredibly challenging thinking and mental work to accomplish.

According to Kemendikdasmen the teaching and assessment of higher order thinking skills are essentially meaningful learning and assessment, not mere memorization, because they enable students to: 1) transfer and apply the knowledge and skills they have acquired to new contexts or in more complex ways; 2) think critically, apply wise judgment, or produce reasoned critique; 3) solve problems, identify and resolve problems in their lives.

Previous research has shown that the reading materials and exercises in textbooks used in English language classes in Indonesia are still unevenly distributed across various cognitive levels. Using Bloom's Revised Taxonomy as an analytical framework, most of these studies found that textbooks for various grade levels ranging from junior high school to senior high school and from various publishers are still dominated by lower order thinking skills such as remembering, understanding, and applying, while questions requiring the ability to analyze, evaluate, and create remain relatively rare. Although some studies report the opposite trend where certain textbooks place more emphasis on higher order questions the overall pattern of these studies confirms that the proportion of higher order thinking skills in reading materials has not yet reached an ideal balance. This situation indicates that textbook and worksheet developers have not yet fully optimized reading activities to stimulate students critical, analytical, and creative thinking.

Based on the background of the problem above, the researcher aims to determine the number of HOTS questions in the English Worksheet for Eleven

Grade Senior High School. Therefore, the researcher examined several questions in this study. The researcher selected 2 units with 12 tasks in total from the worksheet.

As a result, researcher is considering the title: **“AN ANALYSIS OF HOTS/LOTS IN THE READING QUESTIONS OF AN ENGLISH WORKSHEET FOR ELEVENTH-GRADE STUDENTS”**



B. Focus of the Study

This study focuses on activity questions in reading texts based on the English Worksheet for Eleven Grade and analyzes them using the revised version of Bloom's Taxonomy of Cognitive Domains.

C. Research Question

How does the proportion of Higher Order Thinking Skill and Lower Order Thinking Skill on the question activity of reading text related by English Worksheet for Eleventh-Grade for one semester?

D. Purpose of the Study

The purpose of this study is to determine and identify cognitive skills based on English worksheets and to describe the proportion of Higher Order Thinking Skills and Lower Order Thinking Skills.

E. Significant of the Study

1. To the Researcher

It can be used to guide future researchers and teachers in creating tests based on thinking skills.

2. To the Teacher

The researchers hope that this study can serve as a guide for teachers in developing HOTS questions for exam worksheet in schools.

F. Definition and Key Terms

1. Higher Order Thinking Skills (HOTS)

Higher Order Thinking Skills are advance thinking abilities such as critical, reflective, creative, and metacognitive thinking. HOTS help students solve new problems and make logical decisions. Unlike memorizing, HOTS require strong

reasoning and well supported arguments. According to revised Bloom's Taxonomy, HOTS include three level such as analyzing (C4), evaluating (C5), and creating (C6) with being the highest level. Integrating HOTS into the curriculum, such as worksheet is important for supporting education, which focuses on building innovative and action-oriented generations. Research shows that HOTS are closely linked to future needs.

2. Lower Order Thinking Skills (LOTS)

Lower order thinking skills (LOTS) involve basic comprehension questions like who, what, when, where to understand the literal meaning of a text. Higher order thinking skills (HOTS) go beyond basic understanding to interpret texts more abstractly, manipulate ideas, and transform meaning.

3. Reading Practice

Reading practice refers to the repeated and intentional activity of reading to improve various skills associated with understanding and engaging with written text. This can involve developing fluency, comprehension, vocabulary, and critical thinking.