HOTS ANALYSIS OF QUESTIONS IN ENGLISH STUDENT'S WORKSHEET

THESIS ARTICLE

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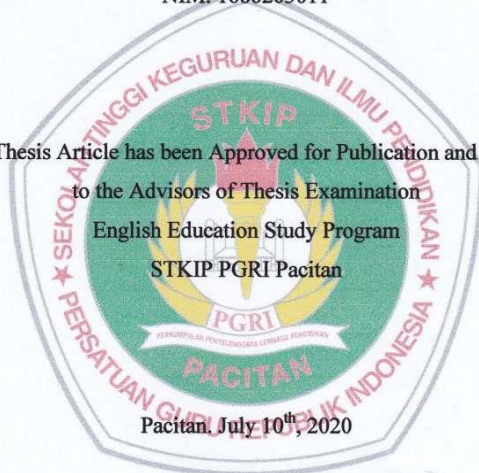# 2020

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ABSTRACT

The 2013 curriculum is very closely related to High Order Thinking Skills (HOTS). Therefore, the teacher's skill, techniques, methods, media, and books must support the student's critical thinking. In the learning process, the teacher usually using the student's worksheet. However, some educational practitioners are not convinced that the contain of student's worksheet appropriate with the HOTS criteria. Based on the researcher's experience while using student's worksheets, there are many questions with LOTS types especially in multiple-choice questions for students. This research aims to know HOTS implementation in student's worksheet and the teacher's strategy in using the student's worksheet. The researcher used the descriptive qualitative method to analyze the data. The researcher takes the primary data from the English student's worksheet grade XA Students Academic Year 2019/2020. The analysis of HOTS based on Bloom's Taxonomy revised. The researcher interviewed to know the teacher's strategy in using the student's worksheet. The results of this research showed that the total of HOTS questions in the student's worksheet just 17% and the teacher's strategy in using student's worksheet are used other sources to support the learning process, sorts out the materials that are appropriate with the ability level of the students, attend training and are active in the MGMP, and self-developed the materials.

Key Words: *High Order Thinking Skills, student's worksheet, critical thinking.*

INTRODUCTION

The importance of critical thinking makes the government change the KTSP curriculum to the 2013 curriculum. The 2013 curriculum is expected to generate productive, creative, innovative, and affective human resources through the competence strengthening in the domain of attitudes (spiritual and social), knowledge, and skills (Retnawati et al., 2016). There are many differences between *Kurikulum Tingkat Satuan Pendidikan* (KTSP) curriculum and the 2013 curriculum. In the KTSP curriculum, the teacher directs the students to gain as much knowledge through the process of memorizing, mentioning, and similar activity. While in the 2013 curriculum, students

are required to be able to solve case study questions through the process of reasoning, analysis, and another similar activity.

To build students' critical thinking, the role of the teacher in implementing the 2013 curriculum into the teaching and learning process is also needed. In the KTSP learning process, the teacher is the center of learning where the activity is to provide material so that the teacher is more active than the students. Whereas in the new curriculum that is 2013 curriculum the teacher is only a facilitator and motivator that directs students to be active in the learning process.

To facilitate teachers in implementing the 2013 curriculum into the learning process, several tools can facilitate teaching and learning. Teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course (Graves, 1991) To simplify the learning process at school, teachers usually often use student's worksheets. The student's worksheets are arranged more densely with summaries of several materials for one semester and the student's worksheet already equipped with some type of questions in each unit so that teachers do not need to create or prepare questions for evaluation and assessment.

The implementation of the 2013 curriculum to the learning process is very closely related to Bloom's taxonomy. Bloom's Taxonomy is a classification of learning goals that should be held by educators to determine learning objectives. In the book of Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berfikir Tingkat Tinggi explained that there are 2 levels of thinking, namely Low Order Thinking Skills (LOWS) and High Order Thinking Skills (HOTS). LOTS consists of the process of C1 or remembering, C2 or understanding, and C3 or applying, while HOTS consists of the process of C4 or analyzing, C5 or assessing, and C6 or creating (Ariyana et al., 2018).

Some educational practitioners still doubt about the quality of the student's worksheet. They are not convinced that the contain of student's worksheet appropriate with the criteria of HOTS. Based on the researcher's experience while using student's worksheets, there are many questions with LOTS types especially in multiple-choice questions for students. This fact reinforced by the statement of the Secretary-General of the Ministry of Education and Culture namely Didik Suhadi in Berita Satu on August 6, 2016, that the student's worksheet makes the active students became passive (Suhadi,

2016). Therefore, the learning system that should prioritize discussions between teachers and peers did not work well. Other researchers such as Ibtihal R. Assaly & Oqlah M. also conducted a similar study, with the title Using Bloom's Taxonomy to Evaluate the Cognitive Levels of Master Class Textbook's Questions. They have proven that there are 60% LOTS of questions in their student's worksheets (Assaly & Smadi, 2015).

Based on the issues above, the researcher carries out the research entitled "HOTS Analysis of Questions in English Student's Worksheet". This research aims to analyze questions on the English student's worksheet based on revised Bloom's Taxonomy, to know the teacher's strategy in using the student's worksheet and the effectiveness of the student's worksheet to build student's critical thinking. Hopefully, the findings provide feedback for developers' worksheets to improve the quality of student's worksheets so that appropriate with the government's goal, to build student's critical thinking.

RESEARCH METHOD

In this research, the researcher uses descriptive qualitative research to analyze the data. This research analyzes HOTS on six units of competence test, mid-semester test, and semester examination questions of English student's worksheet Xa academic year 2019/2020 base on the revised Bloom's Taxonomy. The researcher conduct interviews with English teachers to find out their strategies for using worksheets and the effectiveness of the student's worksheets to build a student's critical thinking.

The researcher takes the primary data from English student's worksheet XA Academic year 2019/2020 by CV Grahadi Gumunggung, Surakarta as the main source of the analysis. To support the data, the researcher uses Bloom Taxonomy revised and some articles to complete the data. The researchers use random sampling to obtain data about the English teacher's strategy in using a student's worksheet.

To collect the data, the researcher read the six units competence test questions of English student's worksheet XA academic year 2019/2020, analyze the question based on Taxonomy Blooms ravished to know which one the LOTS question and HOTS question, classify the question based on the type of questions on columns, make a percentage of the HOTS from question competence test, do an interview with English teachers about a strategy to use student's worksheets in the learning process. In this

research, the researcher uses several instruments such as a handphone camera to take photos and recorders, notebook to write important information and a list of questions.

The researcher checks the truth of the data by using triangulation. In this research, the researcher asked experts to check the validity of data by matching the data taken with the bloom's taxonomy. To get consistency or stability, the researcher read the questions of the student's worksheet and analyzing by match the questions with bloom's taxonomy around 4 to 5 times and ask other people who master this material to discuss the difficulties encountered during the analysis of HOTS.

Data Analysis

In this step, the research will classify the type of question-based on Taxonomy Blooms revised then a grouping of HOTS and LOTS in a column. The column consists of the question's page, chapter, type of question, number of questions, LOTS (C1, C2, C3), and HOTS (C4, C5, C6).

To calculate the percentage of HOTS and LOTS question, the researcher use formula:

$$\frac{\text{Total of HOTS/LOTS questions}}{\text{Total of questions}} \times 100$$

RESEARCH FINDING AND DISCUSSION

The result HOTS analyzing of questions in English student's worksheet for grade XA students academic year 2019/2020 based on the bloom's taxonomy is below:

COGNITIVE	DIMENSION LEVEL	FREQUENCIES	PERCENTAGE
LOTS	Remembering	39	22,2 %
	Understanding	81	46,2 %
	Applying	15	8,5 %
HOTS	**Analyzing**	**12**	**6,8 %**
	Evaluating	**2**	**1,1 %**
	Creating	**16**	**9,1 %**
Unclear questions		10	5,7 %
TOTAL		175	100%

LOTS (Low Order Thinking Skills)

C1 (Remembering)

In the analysis, there are 39 questions of "remembering". Here is an example:

Page 10 unit 1 (Let Me Introduce Myself) multiple-choice number 4.

> The word of "parting" in Indonesia means?
>
> a. Memberi salam
>
> b. Memperkenalkan diri
>
> c. Memaafkan
>
> d. Mengucapkan perpisahan

The question's indicator of this question above is, "students are asked to recalling memory about the meaning of *parting* in Indonesian". In the revised bloom's taxonomy, the word **"recall"** is included the LOTS category, which is C1 or "remembering".

C2 (Understanding)

In the analysis, there are 81 questions of "understanding". Here is an example:

Page 58 unit 6 (Let's Read the Announcement) essay number 1

> SMK Pancasila
>
> Announcement
>
> Our school will hold gathering on Sunday at June 7, 2019. The event will be held in the school hall. For registration, please contact the secretary of Students Organization. The registration will be closed at June, 9 2019.
>
> Please join us. It's free!
>
> Question:
>
> What is the announcement about?

The question's indicator of the question above is, "Students are given the announcement text, students are asked to "explain" the contents of the announcement text". The word of **explanation** in the revised bloom's taxonomy included C2 or "understanding". Therefore, this is LOTS of question.

C3 (Applying)

Applying is the activity of applying knowledge, techniques, facts, and rules to solve a problem or in a new situation. In the analysis, there are 15 questions of "applying". Here is an example:

Page 35 unit 3 (What is Your Plan) multiple-choice number 19

```
Herman      : Oh man, my bicycle chain is broken.
Nico        : I (ask) ... Aldi to fix it.

a. Will ask              d. Had asked
b. Am ask                e. Was asking
c. Asked
```

The question's indicator of this question is "student is given dialogue, and the students asked to fill the words with the correct tenses". To answer this question, the students must master simple future tense. Then, the students can "apply" the formula that they have so that the dialogue becomes complete. The word "apply" in the revised bloom's taxonomy included in the C3 category or "apply".

HOTS (High Order Thinking Skills)

C4 (Analyzing)

Analyzing is the activity to examine and break information into parts by identifying motives or causes, make inferences, and find evidence. In the analysis, there are 12 questions of "analyzing". Here is an example:

Page 22 unit 2 (Congratulations on Your Success) essay number 2

```
Purwokerto
Bhayangkara St, 16

Dear Angelica
I just learned that your essay won first place in national
competition. Congratulations! Angelica, I know how strongly
you felt about the issue, and how long you worked on
developing your argument. You are a good example of how
commitment and hard work pay off.
This honor indicates a promising future in journalism and
public service. We wish you the very best.
Love
April.

Question:
Which sentence inside the text is expressing complimenting?
```

The indicator of the question above is "Students are given a letter, students are asked to "analyze" which one the sentence that is expressing complimenting." In revised bloom's taxonomy, the word of **analysis** is included in the C4 category or "analyze".

C5 (Evaluating)

Evaluating is defending opinions by making judgments about information, the validity of ideas, or the quality of work based on a set of criteria or keywords. In the analysis, there are two questions of "evaluating". Here is an example:

Page 22 unit 2 (Congratulations on Your Success) multiple-choice number 15

Jessica : Ask, I heard from Rafi that you won a sport motorcycle at your brother office's event yesterday. Congratulation!

Aska : Thank you, I never thought that I would win the sport motorcycle.

Jessica : That's really wonderful. Once again, congratulations for the sport motorcycle!

Aska : Thanks a lot. Well, I was just lucky.

Jessica : Do you drive the motorcycle now?

Aska : No, I don't.

Jessica : Why? The motorcycle is so sporty and wonderful, right?

Aska : You're right. But, I haven't had a driving license yet. So I Have my brother drive me to school and anywhere.

Jessica : Great!

Aska : Thank you.

Question:

Is Aska a good and obedient boy in the dialogue?

a. Yes, he is.   d. No, he is not.

b. Yes, he does.   e. Yes, of course.

c. No, he will

The indicator of this question above is, "Students are given long dialogue, the student asked to "assess" the Aska's personality based on the conversation." The word "**asses**" in revised bloom's taxonomy included in the C5 category or "evaluate".

C6 (Creating)

Creating is the activity such as compile some information, changing, or improving the text/concept/information. In the analysis, there are 16 questions of "creating". Here is an example:

Page 43 unit 4 (Various places in Indonesia) essay number 3

> Put the adjectives in brackets in the correct position!
>
> A good-looking man (young) = ...

The indicator question above is "student are given simple sentence and the adjective, student are asked to "improve" the sentence structure by putting the adjective in the right position to make the question becomes a correct sentence." The word "**improve**" in revised bloom's taxonomy included the C6 category or "create".

Unclear Question

Unclear questions are the questions with unclear instructions. In the analysis, there are ten questions of unclear questions. Here is an example:

Page 42 unit 3 (Various Places in Indonesia) multiple-choice number 11

> They hope to win the main prize of the competition
>
>   a. They hope to   d. The main prize of the competition
>
>   b. To win   e. Hope to win
>
>   c. The main prize

This is unclear questions because there are no clear instructions. The item above will make students confused or even have difficulty when working on it.

Teacher Strategy in Using Student's Worksheet

Every teacher has its strategy to use student's worksheets in learning process. The first respondent often uses the questions in the LKS book as an exercise. She claimed that before choosing the student's worksheet from suppliers, she had decided which one the books that accordance with KD and KI to be taught. So that this respondent felt it was suitable to be used as an evaluation and measure of student success.

The second respondent uses the questions in a student's worksheet, such as a competence test or another test, as an assignment when the teacher is unable to teach. Then, the questions that have been done will be discussed in the next meeting. At the end of each material, the respondent will conduct an evaluation using the questions from the student's worksheet.

As an English tutor, the third respondent always uses a student's worksheet because children also use this book in their school. Children usually ask for guidance to complete tasks that are poorly understood so that the activities in private tutoring are to assist students in understanding and to complete assignments from school or in understanding materials that have not been mastered.

The fourth respondent just uses a student's worksheet as teaching materials because the students get assignments from school as homework. Before helping to complete tasks from school, this respondent asked the students to read the material to be discussed. Then she asked the students to try to answer the questions given. If students still do not understand and cannot answer the questions correctly, then the teacher will help them.

The last respondent did not use books in teaching. He usually only sees what material is in the student's worksheet and then develops it himself according to the student's current condition. He feels that using this way make students more interested in the materials and not dull. This respondent says that makes the students exciting and liking English lessons is not easy. It is because the majority of students feel that the English lesson is hard. However, this learning style was only applied to students in grades 1 and 2. For grade 3, sometimes he used English student's worksheet or another recommendation book as a practice question for examinations and for going to college.

CONCLUSION

The results of this research showed that From 175 question there are 30 questions of HOTS, 135 questions of LOTS and the rest is unclear questions that cannot be analyzed. It means that the majority of questions in English student's worksheets by CV. Grahadi is LOTS (Low Order Thinking Skills). The teacher's strategy in using student's worksheet are sorted out the materials that are appropriate with the ability level of the students, review and discussed materials, repeat material that is not yet understood,

asking students to work independently, then will be helped if they encounter difficulties, and develop materials itself.

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