

**TEACHERS' QUESTION BASED ON HOTS (HIGHER ORDER
THINKING SKILLS) AT GRADE XI STUDENT AT SMKS 2 PRAYATNA
MEDAN**

AN ARTICLE

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ARTIKEL

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**TEACHERS' QUESTION BASED ON HOTS (HIGHER ORDER
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ABSTRACT

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In learning progress, question take an important part, questions as the bridge between student and teachim which is connecting both of them to make the atmosphere in the classroom more active and meaningfull. Question also have been used as a tool to evaluate the student knowledge. Teacher usually use examination to evaluate students skill especially in final examination. This research is focused on the importants of reading skill of higher order thinking skill. The objective of this research is to find empirical evidence of the distribution of thee higher order thinking skill based on the Bloom's Taxonomy in reading qustions. The researcher used analysis method because the researcher identifies specified characteristics of the material in the examination paper. Furthemore, the data collected are qualitative data because the data are collected in the form of words, which are the reading questions. The reading question in school final examination used as data. The result of distribution of highim order thinking obtains 10 of 23 reading question with 7 analyze, 3 Evaluate and 0 Create. The composisiton of higher order thinking skill in final examination quite low.

Keywords: question, reading, bloom's taxonomy, higher order thinking skill

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I. INTRODUCTION

A. The Background of the Study

In learning activities teacher has the core role to control the classroom, and maintain the learning activities to achieve learning goals, which is considered by the teacher. The teacher should have an appropriate knowledge and understanding about education materials, because from education material is a tool for communication and make learning activity more effective. Thus, A Learning materials can be used by a teacher to be reference for making a task or even an examination for the student is widely available to be gathered. One of the learning sources, the course book plays an important role in the English teaching and learning process. In the teaching-learning process, teachers need some books as guidance for their students.

As one of the ways to evaluate the students' skills and knowledge, the examination is mostly used by the teacher. Examinations are important because they compel students to learn. The examination is a great way to assess what the students have learned with regard to particular subjects. Exams will show what part of the lesson each student seems to have taken the most interest in and has remembered. Without examination, most students would not learn and careless about the course.

The expected expectation is students' examination as a student learning and one of the student learning equipment. Many of teachers who choose to use students' examination in learning let alone need to pay attention to many things.

Teaching and training students to have a higher order thinking skill is important. It's because students should be able to make observations, ask questions, reason, and communicate what they have gained after receiving a lesson. Higher-order thinking conceived of as the top end of the Bloom's cognitive taxonomy. There are analyze, evaluate, and create. Bloom's taxonomy is still considered as a helpful teaching tool today. Higher order thinking skill in learning process could improve students' ability in critical thinking skill to evaluate information, having the higher thinking skill is very important for preparing themselves to do their own thinking in the real world.

In reality, the school, in this case SMKS 2 Prayatna Medan, found that some questions still don't include Higher Order Thinking Skills in it, for example, these two questions got from their last final school examination (UAS) as you can see the question only triggering the student to remember not to analyze, synthesis, or even evaluating. the researcher will find more data to analyze whether the other questions have HOTS or not.

Containing HOTS in examination is recommended to improve the student cognitive domain. In this case the initial observation which is at SMK Swasta 2 Prayatna Medan to see the examination paper contained HOTS or not.

II. REVIEW OF LITERATURE

A. Theoretical of framework

This chapter provides some important terms used in this research. These terms should be elaborated and clarified in details for the readers so that both readers and writes have the same perception.

1. Teacher's Question

Yuliana (2018) Teaching and learning process is a complex and multifaced issue. There are many variables and two important components in it that is teachers teaching and learners learning that build up a meaningful and effective educational context which is question is a component that may help the learning process.

2. Evaluating Question / Examination

Evaluation questions articulate the main issues that will be explored by the assessment. They are usually developed after the goals and objectives of a programme have been decided and the activities to support those objectives have been determined.

3. Reading

a. The Definition of Reading

Cunningsworth (1998) mentioned that Reading is an intensive process in which the eye quickly moves to assimilate text. Very little is actually seen accurately. It's necessary to understand visual perception and eye movement in order to understand the reading process.

b. The Aim of Reading

Crawley and merritt (2000) think that the main purpose of reading is to understand or comprehend the communication between the author and the reader.

c. Types of Reading

Brown (2004) on his book entitled Language Assessment: Principles and Classroom Practices stated that there are four types of reading, those are; Perceptive, Selective, Interactive, and Extensive.

c. Reading Exercise

Reading is one of language skill that must be supported by appropriate exercise. In teaching learning process, exercise is very important. Exercises aimed to teach receptive skills required for detailed reading comprehension can be divided into several groups depending on the purpose you want to achieve (Kozak, 2011)

4. HOTS (Higher Order Thinking Skills)

a. The Definition of HOTS

Cognitive domain involves the process of information as well as the development of thinking skills and abilities. It also includes the recognition of specific evidences and concepts that help develop one's intellectual abilities and skills. Bloom categorized intellectual behaviour into six levels of thinking: knowledge, comprehension, application, analysis, synthesis and evaluation (Clark, 2010; Yahya, Toukal, & Osman, 2012).

b. Advantage of Using HOTS in Examination

singh and shaari (2019) stated that Examination Syndicate to construct various levels of assessment components under HOTS to be included in high-stakes examinations to cater to students' skills and abilities. which mean, it is really recommended for teacher that use HOTS question in their assessment or examination.

III. RESEARCH METHODOLOGY

This research employed a qualitative research methodology to know the real phenomena happened in excellent classroom about the teacher's types of questions and teacher's reaction towards students' responses. The researcher analyzed the data based on the real situation and condition in the field. It adapted qualitative research method proposed by Denzin and Lincoln (2009). Based on the preliminary observation by the researcher, the research took grade XI final examination paper at SMK Swasta 2 Prayatna Medan and in odd semester.

The data was collected through three strategies, using observation, Collecting and analyzing. First, the data is final examination paper that provided by the teacher in the eleven grade in order to find out the need analysis of HOTS in the data.

The researcher was maintain the data, starting from the data collection until the data report. Then, the researcher who designed, collected, analyzed, interpreted the data, and also were reported the results of the research, writer used data sheet which can be used to help the researcher in identifying and analyzing. The data sheet that used for analyzing data as follow:

No	DATA (Question)	HOTS		Cognitive Domain of Bloom's Taxonomy
		Y	N	

$\text{Percentages \%} = \frac{\text{Total HOTS Questions}(n)}{\text{Reading Questions (N)}} \times 100 \%$				

After that, the data transforms into qualitative data with high percentage was 100% and low percentage is 0%. The next is the data described qualitatively.

IV. RESEARCH FINDINGS AND DISCUSSIONS

a. Research Findings

In analysing the data, there were six steps need to be completed, namely (1) Gathering data and information; (2) Identify and classify; (3) Analysing HOTS.

1. Gathering Data and Information

The data of this study were taken from the English examination paper made from an English teacher in SMKS Prayatna 2 Medan. The examination paper was sorting out all reading questions to be analyzed of Higher Order Thinking Skill

Based on what the researcher got from teacher that whole data gathered by researcher was intended to find out the preliminary data or the problem of the research.

2. Identify and Classify

In this research, writer identified the reading question from the whole questions in the examination paper. As the purpose of the research, this study only focus on reading question and not bothered with other type of questions

3. Analyzing

The data were taken from reading questions in the English examination paper that consist of 35 questions, the writer was selecting only reading questions to be analyzed. It was found that in the examination were 35 questions contained by 23 reading questions and 12 writing questions, the writer could not found another type of question that made by the English teacher. The examination paper consists of 23 reading questions that need to be selected into reading questions only as of the focus of the research. Reading question is the type of question that focusing on comprehending a text that occurs on the question. After analyzing the data the researcher found that in 23 reading questions contained 10 HOTS questions which percentage 43% , the classify of HOTS in the reading question that have been found are Analyze and Evaluate. Analyze with 7 questions 30% percentage, and Evaluate with 3 questions 13% percentage. 3. The dominant of Higher Order Thinking Skill

(HOTS) of reading question in the final examination which is Analyze that has highest percentage with the others.

B. Discussion

After analyzing the data and getting the findings there are some points which considered as the important things to be discussed.

In classifying the questions in the final examination that made by the English teachers of SMKS 2 Prayatna Medan, the writer found that there two types of question which are reading and writing. In examination paper or writing work its nearly impossible to makes a question that lead into speaking skill, speaking skill needs student to speak to know the ability of the student, also in listening teacher needs prepare a tool to deliver the listening material for student that makes teacher have more difficult to serve the speaking and listening in final school examination, in other hand reading and writing a way more easy to conduct and for the students also more easy to finish it.

The data result showed that reading is the dominant type of question that have been used in the final examination that made by the English teachers of SMKS 2 Prayatna Medan, the teacher may be considered making reading question as to the dominant type of question in the final examination because reading is an important skill to learn which needs an active process from the eyes and the brain to get comprehension about the text. It means that to be a good reader, students must have a good thinking. Consequently, the teachers have to train students to be a good thinker because they could be called as a good reader if they can construct the meaning of the text as they read and direct their own comprehending. Based on the analysis of the distribution in the higher order thinking skill, it shows that the analyze skill obtains the highest distribution among the three skills has 20% while the evaluate skill has 8.5% in the second place and the create skill obtain null distribution. The result of the data analysis also infers that the writer may more focus only on the analyze skill even though the ratio between the evaluate skill and the analyze skill is bit too far. It also infers that, for the higher order thinking skill, the reading question has not direct the attention of emphasizing for the create skill due to the null distribution of it.

Reading is a repressive skill that comprehend a text and try to get the main point or idea from a text, which mean reading skill does not have possibility to create some thing from what they read, if they makes something from what they thought is not a reading skill again, it changed to writing skill this is why in reading question that is quite impossible to find a cognitive domain create of HOTS.

V. CONCLUSIONS AND SUGGESTIONS

A. The conclusions

Based on the result of the research, researcher found that the level of the reading questions based on Higher Order Thinking Skills in the final examination paper at SMKS 2 Prayatna Medan are Analyze with 7 questions and Evaluate with 3 questions.

From the result that has been found from the research, the composition of the Higher Order Thinking Skills is with only 43% in total, there are 23 reading questions in the final examination and the questions that containing HOTS only 10 questions with 7 analyze, 3 evaluate, and 0 create. the teachers have responsibilities to build up the critical thinking of the student, using HOTS as the learning material in the final examination will barely help students to train their cognitive skills more efficiently

B. Suggestions

In line with conclusions above, some suggestions are recommended as follows:

It is good for students to read the research, this helps students to acknowledge them Higher Order Thinking Skills (HOTS).

It is expected to help other researcher to gain more information or data about Higher Order Thinking Skills (HOTS).

The teacher who have directly involved to the classroom and the teaching learning process at school are suggested to increase of using all of the Higher Order Thinking Skills cognitive domain especially create that is found null in this research to improve cognitive skills from the student.

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