

HOTS – BASED QUESTIONS ON ANALYTICAL EXPOSITION TEXT

DEVELOPED BY ENGLISH TEACHERS AT MAN 2 JEMBER

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Abstract

The competitiveness in 21st requires people to have good competencies and skills. Realizing this matter, the Indonesian Ministry of Education and Culture tried to integrate HOTS in the new curriculum which is 2013 curriculum. Therefore, it is important to implement HOTS in teaching-learning process. Some previous studies proved that the implementation of HOTS give a big impact on students' improvement while writing types of text. So that, the writer conduct a research that focus on HOTS and its implementation on teaching analytical exposition text. The subject of this research was two teachers at MAN 2 Jember who is having experience in teaching-learning HOTS. The writer obtained data from the interview transcript and data documentation. The data findings was analyzed into three three stages : data condensation, data display and drawing conclusion. The finding showed that teachers still could not construct HOTS questions in teaching analytical text. The obstacles faced by the teachers were; First, teachers have to adapt to the condition where teaching-learning process is conducted virtually. Second, the ability of students' reading and literacy skill was under rated. Third, there was a gap between the implementation of HOTS and the students' minimum score stated by the Ministry of education.

Key Words : HOTS, Thinking Skills, Analytical Exposition Text

Education is an important aspect that can develop human resources. But this can not be achieved without the contribution of the various part involves in the systems. The government as the policymakers and the teachers as the leader in the class take important roles in the education systems. In addition, another thing that should be noticed in the education system is the quality of its implementation. The effort to improve the quality of education is connected with the need of the 21st century. Therefore, the Indonesian Ministry of Education and Culture integrates High Order Thinking Skills (HOTS) in the 2013 curriculum.

Higher Order Thinking Skills (HOTS) is the part of Bloom's taxonomy proposed by Benjamin Blooms. Bloom's Taxonomy is

divided into two categories; Low Order Thinking Skill (LOTS) and High Order Thinking Skill (HOTS).

HOTS consists of three levels of thinking; analyzing, evaluating, and creating. These three upper levels train the students for the higher thinking levels. According to Bookhart (2010), HOTS can be defined into three terms called transfer, critical thinking, and problem-solving. In the terms of transfer, students are not only expected to learn the skills but also expected to be able to practice the skills in the real life. For critical thinking, students are expected to have wise thoughts when facing new situations. While in problem-solving, students are expected to be able to discover a solution that could not be solved only by memorizing.

The implementation of HOTS in the teaching-learning process will train the students about two important skills to face the challenges in the 21st century, those are; creative thinking and critical thinking. One way to help students learn HOTS is through questions. HOTS-Based question is a type of question that raises different cognitive answers. There are some previous studies proved that the implementation of HOTS-Based questions give a big impact on students' improvement while writing types of text.

topic creatively. According to Dahler and Toruan (2007) the purpose of analytical exposition text is to persuade the readers or listeners by presenting the arguments which tell the fundamental reasons why something is the case. While proposing arguments, students need to compose their ideas and knowledge well. Thus, implementing HOTS questions may help students in arranging a good analytical exposition text. It also improves students' critical thinking in responding or giving arguments in a phenomenon.

Students in senior high school will learn some types of text such as; recount, narrative, explanation, procedure text, and analytical exposition text. Analytical exposition text challenges students to share ideas, opinions, or arguments in one

Method

This research belonged to qualitative case study. A qualitative case study put focus on the principle of boundedness between the individual and the context in social action occurs. The decision to

conduct a case study depends on what the researcher wishes to learn about it. Thus, in this research the writer focused on the implementation of HOTS questions in the students' exercise about analytical exposition text. The writer discovered the result of students' exercise based on the instruction given. It presented data in the form of an interview transcript and documentation. The researcher applied in depth- interview proposed by Sugiyono (2017). The researcher took the data documentation from AKM (Asesmen Kompetensi Minimum) test and RPP (Rencana Pelaksanaan Pembelajaran). Then, the data findings was analyzed into three three stages proposed by Matthew *et al* (2014). Those are: data condensation, data display and conclusion drawing. In the last steps, the researcher validated the findings

with theoretical triangulation proposed by Denzin (2009). Theoretical triangulation is the steps where the researcher compares the findings with the relevant perspective theory.

Result and Discussion

It could not be denied that teaching HOTS was still difficult. Based on the teachers' opinion, some teachers still found it difficult to conduct HOTS activities. It was happened since there was a gap between the implementation of HOTS and the students' minimum score stated by the Ministry of education. Teachers have to conduct the teaching process virtually because of the pandemic. For this reason, the teachers decided to use only 10% HOTS activities in the online class. It was not always easy because teachers can not guide the

students as well. So that they did not put much HOTS but for the simple activities. In addition, almost half of the students were still not familiar with HOTS activities. There were 60% students who has followed HOTS activities well but 40% were missed it. This is reasonable because the teacher said that HOTS –indeed, is not something easy. It consists of a complex thinking process. It was stated by Dhewa *et al* (2017) that described HOTS as the level of thinking that emphasizes the application of knowledge that has been received, the reflections itself, problem-solving, decision making, and formulating new things.

In addition, the way teachers lead and guide the students will give an impact on their understanding on HOTS. Based on Jannah (2018), teachers are the main contributors to

the success of an individual school or education system. teacher need to know the activities in the learning process which can improve students' thinking skills. Besides, teachers also need to consider the students' tasks. Then, The researcher figured out the AKM test made by the teacher for the students in eleventh grade. In the AKM test, there is a text entitled “ *The Importance of Education*” and two types of questions : “*Why is education important for live?*” and “*the following statements are correct, except..*”. The first questions required students to analyze meanwhile the second questions is need to be interpretate. Those activities was belongs to HOTS. In the RPP, the researchers found that all the instruction given was kind of HOTS. Here is the instruction that

reflect HOTS activities : *'Diberikan beberapa teks mengenai teks explanation, siswa membaca dan memilih jawaban yang tepat dengan menentukan : Informasi tertentu, Informasi rinci, Informasi tersurat, Rujukan kata.'* This instruction requires students to analyze and to interpret the text. So it is kind of C4 or "analyzing". The second instruction is: *'siswa diminta menyusun komposisi teks explanation dengan menggunakan struktur yang tepat'*. The word *'menyusun'* refers to *'compose'* or *'design'*. This instruction also characterized HOTS activities that is C6 or *'creating'*. Unfortunately, the teacher had troubles to conduct the activities in the RPP because of pandemic situation. Thus, the teacher preferred simple task such as giving online quiz or group project.

Conclusion

Based on data findings, teachers at MAN 2 Jember have got the socialization about HOTS. Yet, they have not constructed HOTS-based questions in the assignment of analytical exposition. It is because they have some problems while conducting HOTS activities. The factors that made teachers could not constructed HOTS questions in the assignments of analytical exposition was; First, teachers have to adapt to the condition where they have to conduct teaching-learning process virtually (online learning). Second, the ability of reading and literacy skill of the students is still under rated. So, teachers have to rearranged the activities and evaluated the questions that it is proper for the students. Third, there is a misconception between the

obligation to apply HOTS and students' minimum score. For that reason, the teachers applied HOTS activities only 10% while teaching analytical exposition text. Thus,

applying HOTS in teaching analytical is quite complicated since students are required to analyze the problem or a case before delivering their argument.

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