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## **STUDENTS' ABILITY IN ANSWERING HIGHER ORDER THINKING SKILLS TEST ON ENGLISH SUBJECT**

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### **ABSTRACT**

*Higher Order Thinking Skill is the complex of thinking process in transfer information, critical thinking, creative thinking; problem solving and making decision that involve student's realistic reasoning. The background of the problem are students were lack of transfer information of their background knowledge and the students were still lack of expressing their idea. This research used descriptive quantitative research. The data analysed by using document analysis method proposed by Sugiyono. The researcher used the first semester final test, multiple choice analyse Higher Order Thinking Skills (HOTS) question and students test result to collect the data. The population of this research was 139 third grade students of SMAN 1 Bukittinggi. This research used cluster random sampling technique. The researcher took 20% respondents there were 28 students as informants. The researcher analysed students' test result of seven samples in each class. The results of the study generally indicate that the teacher has applied some Higher Order Thinking Skills test in english subject. The total of Higher Order Thinking Skills (HOTS) question was 15% and students' test result of Higher Order Thinking Skills (HOTS) was 58.2%. From these data, it can be concluded that ability of students to answer Higher Order Thinking Skills (HOTS) questions was low.*

Keywords: *Higher Order Thinking Skill, Test Result*

### **INTRODUCTION**

One of the ways to measure student achievement is through conducting a test. The test is the way to measure the students' knowledge in learning activities. There are two kind of test, which are oral and written test. Oral test refers to a set of questions or exercises evaluating skill or knowledge in spoken form and written test refers to involves writing rather than doing something practical. Higher Order Thinking Skills is how the students can transfer one concept to another, processing and applying information, looking the connection of the different information, using information for problem solving, and examining idea and information critically. (Ministry of Education and Culture, et al., 2018). The paradigm in presenting a test question related to Higher Order Thinking Skills emerged serious problems

the difficulty of the questions given. Authority from several schools stated the weight on the questions of UNBK, especially Mathematics and Sciences subject is different from the usual assessment. The ministry of education has begun to apply international standards, namely Higher Order Thinking Skills (HOTS) question (Yoki Ariana, et al., 2018). The government expects students to achieve various competencies by applying Higher Order Thinking Skills question. The five things conveyed by the government that are the target of the character of the students are inherent in our evaluation system in national examinations and are 21<sup>st</sup> century skills, with the ideal percentage of HOTS question between 10% until 15%.

The students should master all of the thinking skills in learning process. The three categories of Higher Order Thinking Skills the categories are transfer, critical thinking, and problem solving (Susan M Brookhart, 2010). Higher Order Thinking Skills relates to how the students can transfer one concept to another, processing and applying information, looking the connection of the different information, using information for problem solving, and examining idea and information critically. Ministry of education stated to measure of Higher Order Thinking Skills there are three levels require Higher Order Thinking Skills they are Analysing (C4), Evaluating (C5), and Creating (C6).<sup>1</sup> It means teacher will know the ability of students thinking skills by using three levels of Higher Order Thinking Skills in English Subject.

## **METHOD**

This research is a descriptive quantitative research. This research was conducted at SMA N 1 Bukittinggi. The instrument is used documentation in collecting data. The crucial step in doing a research should collect the data, the researcher use students' documentation task. There are four classes of the third grade IPS students. The total number of the students is one hundred and thirty nine students. The researcher used the cluster random sampling, because each of the students in those classes has same ability. The researcher chose 28 students as informants. Thus, the researcher analyse English test of seven samples in each class. The informants that researcher choose was the first semester final test IPS of the third grade students SMA N 1 Bukittinggi. The researcher did a research from 2<sup>nd</sup> of January 2019 to 11<sup>th</sup> of January 2019. The researcher analyse the students' documentation task by using the procedure of Higher Order Thinking Skills. In analysing the data researcher consults it with the expert. It means the researcher analyse the data by comparing the opinions of two lecturers and one teacher to make sure the Higher Order Thinking Skills question was valid.

## FINDINGS AND DISCUSSION

This research conducted a study on English subject with analyze a test related to higher order thinking skills tes of Higher Order Thinking Skills test which focus on the first semester final test. In the first semester final test, there are two kind of items they are Packet 1 (P. 01) and packet 2 (P. 02) or two parallel items. The teacher used parallel item to avoid the students who cheating in examination. The total item per-packet was forty items per-packet. The researcher describes students test result of Higher Order Thinking Skills in the first semester final test. There are 3 indicators in Higher Order Thinking Skills they are analysing, evaluating, and creating. Will be describe below:

Table 1 Analyse of Higher Order Thinking Skills questions

No Item	Higher Order Thinking Skills		
	Analysing	Evaluating	Creating
<b>P. 01</b>			
3	✓		
9	✓		
14			✓
15			✓
16			✓
21		✓	
<b>P. 02</b>			
3	✓		
14			✓
15			✓
16			✓
22		✓	
27		✓	
<b>Total</b>	<b>3</b>	<b>3</b>	<b>6</b>

Based on the data above, it can be seen that there were twelve questions related to Higher Order Thinking Skills question with six questions per-packet which is P. 01 analysing was about 5%, evaluating was about 2.5%, creating was about 7.5%, and P. 02 analysing was about 2.5%, evaluating was about 5%, and creating 7.5%. It means the total of Higher Order Thinking Skills question per packet was 15%.

Furthermore, The description of Higher Order Thinking Skills question in first semester final test. It is found that in packet 1 the teacher wrote HOTS questions with the level of analysing for item number 3 and 9, because the question used “*Text reading*”, the question required HOTS when each item is always given a basic question (stimulus) in the form of sources or reading material such as: text reading. The question number 3 was “*The*

*text tells us about....*”in this question students required to reading all of the text question and analyse in each paragraph to making the clear answer and number 9 was “*What is the text talk about?*” from this question described the students to analysing the text before answering. It means analysing is describing a problem or object about elements and determines how the interrelationships between elements and large structures.

Next, the teacher wrote HOTS questions with the level of evaluating for item number 21, because the question used “*Text reading*”, the question required HOTS when each item is always given a basic question (stimulus) in the form of sources or reading material such as: text reading. The question number 21 was “*The communicative purpose of the text is....*” from this question described the students to evaluating the text before answering. It means evaluating because make a consideration or decision based on existing criteria and standards.

The last, the teacher wrote HOTS questions with the level of creating for item number 14, 15 and 16. First, in the question used “*Picture*”, the question required HOTS when each item is always given a basic question (stimulus) in the form of sources or reading material such as: images, graphics, photos. The question number 14 was “*The wise caption for picture can be ...*” number 15 was “*The fix caption ...*” and number 16 was “*The caption will be ...*” from these questions described the students to creating the caption to answer. It means creating is combining parts to make something new and interconnected that makes sense or produce an original product.

In packet 2 the teacher wrote HOTS questions with the level of analysing for item number 3, because the question used “*Text reading*”, the question required HOTS when each item is always given a basic question (stimulus) in the form of sources or reading material such as: text reading. The question number 3 was “*The text talked us about....*” from this question described the students to analysing the text before answering. It means analysing is describing a problem or object about elements and determines how the interrelationships between elements and large structures.

Next, the teacher wrote HOTS questions with the level of evaluating for item number 22 and 27, because in the question used “*Text reading*”, the question required HOTS when each item is always given a basic question (stimulus) in the form of sources or reading material such as: text reading. The question number 22 was “*The communicative purpose of the text is....*” and the question number 27 was “*From the text we can infer that the applicant...*” from these questions described the students to evaluating the text before answering. It means evaluating because make a consideration or decision based on existing criteria and standards.

The last, the teacher wrote HOTS questions with the level of analysing for item number 14, 15 and 16, because in the question used “*Picture*”, the question required HOTS when each item is always given a basic question (stimulus) in the form of sources or reading material such as: images, graphics, photos. The question number 14 was “*The wise caption for picture can be ...*” number 15 was “*The wise caption for picture is ...*” and number 16 was “*The fix caption for picture will be ...*” from these questions described the students to creating the caption to answer. It means creating is combining parts to make something new and interconnected that makes sense or produce an original product.

It can be conclude from 40 questions there were six questions that include Higher Order Thinking Skills question with P.01 (two analysing, one evaluating, three creating) and P.02 (one analysing, two evaluating and three creating with the total Higher Order Thinking Skills question of both 6 question per packet. It means from 40 questions there was 15% question that include Higher Order Thinking Skills question.

The descriptions of students’ ability in answering Higher Order Thinking Skills in packet 1 the lowest score of students test result of Higher Order Thinking Skills that was gained by the analyse first semester final test is 16.7 and the highest score is 83.5. It was found that there were two students got 83.5, two students got 66.8, seven students got 50.1, two students got 33.4 and one student got 16.7. As a result, students got score 64% in analysing was low, 71% in evaluating was enough, and 38% in creating was low. So, students’ test result of Higher Order Thinking skills in packet 01 was 57.7% with the total of students understanding of Higher Order Thinking Skills question was still low.

In packet 2 the lowest score of students test result of Higher Order Thinking Skills P.02 that was gained by the analysis first semester final test is 33.4 and the highest score is 66.8. It was found that there were six students got 66.8, five students got 50.1, and three students got 33.4. As a result, students got score 72% in analysing, 47% in evaluating, and 57% in creating. So, students’ test result of Higher Order Thinking skills in packet 02 was 58.7%. On the other hand level of the students ‘successful in Higher Order Thinking Skills question which is analysing was enough, evaluating was low, and creating was low, with the total of students understanding of Higher Order Thinking Skills question was still low.

After comparing both of packet there are analysing got score 68%, evaluating got score 59% and creating got score 47.5% with total of Higher Order Thinking skills test was 58.2%. It means the students’ ability in answering Higher Order Thinking Skills test on English testing was low. It can be explained in the figure below:

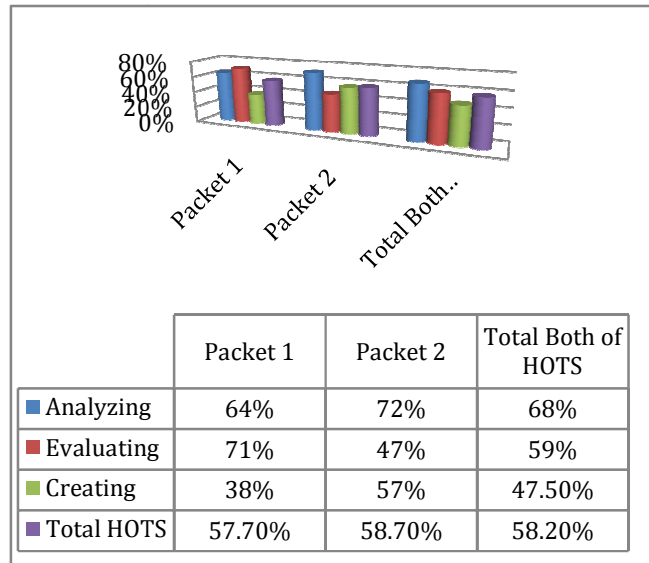


Figure 1 The Total of Students' Ability in Answering Higher Order Thinking Test on English Testing

From the data description above, it can be stated that there was 15% Higher Order Thinking Skills questions in first semester final test. The students also got score 57.7% in Higher Order Thinking Skills test result P.01 and 58.7% in Higher Order Thinking Skills test result P.02. It means after combined both of Packet, there was 58.2% students got about Higher Order Thinking Skills question. According to Syaiful, if the students get low, it means students can comprehend Higher Order Thinking Skills test under 60% of the test. In conclusion, Students' test result of Higher Order Thinking Skills in SMAN 1 Bukittinggi was still low in comprehending about Higher Order Thinking Skills question.

## CONCLUSION AND SUGGESTION

In conclusions that the Higher Order Thinking Skills obtained 15% for two items P. 01 and P. 02. It means Higher Order Thinking Skill question already conform by the governments' ideal standard but in practice students' ability in answering Higher Order Thinking Skills still far from expectation progress in international education. From the data description above, it can be stated that there was 15% Higher Order Thinking Skills questions in first semester final test. The students also got score 57.7% in Higher Order Thinking Skills test result P.01 and 58.7% in Higher Order Thinking Skills test result P.02. It means after combining both of Packet, there was 58.2% students got about Higher Order Thinking Skills question. According to Syaiful if the students get low, it means students can comprehend Higher Order Thinking Skills test under 60% of the test well. In conclusion, Students' test

result of Higher Order Thinking Skills in SMAN 1 Bukittinggi was still low in comprehending about Higher Order Thinking Skills question.

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