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HIGH ORDER THINKING SKILL (HOTS) IN INTERROGATIVE SENTENCE CONCEPT: THE TEACHERS' CHALLENGES

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Abstract

This research was conducted to determine The Teachers' Challenges to Construct Higher Order Thinking Skills (HOTS) Question in English Subjects. The purpose of this research is to investigate, collect and analyze data about The Teachers' Challenges to Construct Higher Order Thinking Skills (HOTS) Question in English Subjects. In this research the researcher used a qualitative method with the teacher as the subject, in obtaining data researchers used Document, questionnaires, and interviews as a way to obtain data.

This research was conducted at SMPN 1 Pamijahan, in this research, researchers used observations in the form of attachments to daily test questions, student task and remedial/enrichment made by the teacher as the first step in obtaining data, the second step questionnaire was carried out by giving a questionnaire to the teacher and for the final step is interviewing the teacher.

The results of the data collected by the researcher found One of teachers get several challenges in constructing Higher Order Thinking Skills (HOTS) questions in English subject, such as; teacher's lack of understanding of Bloom taxonomy where the bloom is the basis of making HOTS questions, teacher faced problem in making stem and alternative answers in making multiple-choice questions, and problems in dealing with students regarding the HOTS questions given. This problem is a challenge faced by teachers in constructing Higher Order Thinking Skills (HOTS) questions in English subject.

INTRODUCTION

Education is a learning process to achieve broad and deep thinking about knowledge and stance; based on Benjamin S. Bloom in his book entitled Bloom's Taxonomy, education objectives are divided into three domains, namely cognitive, affective, and psychomotor. The cognitive domain is the goal of education to achieve several aspects. One of the aspects is

thinking skills, thinking skills that emphasize analysis, evaluation, and creating. It is usually applied in form of a question, there are multiple-choice (select the correct answer) and essay (require an answer in a sentence, paragraph, or short composition), or they are commonly called HOTS questions.

According to Zohar & Dori, (2003)as cited in (Budsankom et al., 2015), Higher Order Thinking skill is a thought process that consists of complicated procedures and some skills such as analysis, synthesis, comparison, conclusion, interpretation, inductive and deductive assessment. As said by Rajendran (2008) and cited by Chidozie et al., (2014), Higher Level Thinking Skills (HOTS) is the use of expanded minds to meet new challenges. He views HOTS as a function of thinking of the mind's ability to resolve challenging situations.

Meanwhile the source of question, as being described by Sujariati et al., (2016), a question is a sentence, phrase, or gesture that seeks information through a reply. It means that question is when the teachers say something like words, phrases, or sentences which are needed to replay by the interlocutor or listener. Furthermore Sujariati et al., (2016) states that a question is an interrogative order or expression used to obtain information or responses or to test knowledge. In other words, when people make sentences to others when it involves interrogative commands and expressions to get meaningful information or responses to questions.

Teacher challenges are divided into some aspects, which are improving students' higher-order thinking skills is a collective experience; one teacher from a particular subject cannot alone improve high-level thinking skills, and that is the process of collaboration between all subject teachers and can be taught for all levels of learning (Abosalem, 2016).

RESEARCH METHODOLOGY

In this research, researchers used a qualitative approach to investigate the teacher's challenges to construct Higher Order Thinking Skills (HOTS) questions in English subjects. The researcher reported the data in detail by description. Thus, a descriptive method is used to describe teacher challenges in making HOTS questions is used for daily tests or Student tasks. Target or participant of the research was English Teacher in SMPN 1 PAMIJAHAN from April 12th to April 24th, 2021. The Document is inspected to figure out how the Higher Order Thinking Skills is applied. The researcher took some theories from Chapter II in the process analysis resume and question that the teacher made. In the analysis process, it is possible to find two categories of questions that involve HOTS or LOTS. The open-ended questionnaire from the teacher was analyzed descriptively. In analyzing the data, the researcher used these steps:

1. Classifying the data from the questionnaire.
2. Analyzing the data from the questionnaire.
3. Interpreting the data addressed to the research questions. The data is interpreted based on the teachers' answers.

The data from the interview were gained from the voice record. In analyzing the data, the researcher used these steps:

1. Transcribing the data from the interview into written text.

2. Analyzing the data from the interview into teacher response, opinion, and suggestion toward the teacher's challenges to construct HOTS questions in English subject.

3. Interpreting the data addressed to the research questions.

DISCUSSION

A. Data from Documentation

The teacher asked to give the sample of the daily test, Student task, and Remedial/enrichment that they're made. The first is an English teacher of IX class, the teacher gave the sample of daily test about the story and analyzed the paragraph, for the task, the teacher gave sample student task about the complete Paragraph, and for remedial/enrichment teacher used to ask the student to answer a question from the book or giving homework that same with the previous test or task; it can be seen in Appendix.

The second is an English teacher of VIII class. The teacher gave the sample of daily test about Describe family member in the paragraph and answer in multiple-choice, for the task teacher gave the sample of student task to arrange the Sentence, and for remedial/enrichment, the teacher rarely makes the remedial test, because since coronavirus disease the student grade always above passing grade (KKM), so that teacher just gives student enrichment for reading next material in the book; it can be seen in Appendix.

The Last participant is an English Teacher of class VII, the teacher gave the sample of daily test about "the time" in multiple-choice, for the task teacher gave the sample about complete sentence using to be, and for the remedial/enrichment the teacher did not give the sample, it can be seen in Appendix.

a. The English Teacher of IX Class

Based on the sample data collected from document the teacher of the IX class is the daily test, Student task, and remedial/enrichment. The question that the teacher made for the daily test mostly questions ask about "analysis paragraph with stem question why and how" which is analyzed in the level C4 of Bloom taxonomy Pyramid with why, and how as verb question. The student task is giving a complete sentence, true or false and analysis paragraph, the analysis is at the level C4, according to Anderson and Krathwohl, the level of HOTS is in Level C4, because of that, the Daily test and student task that teacher made was standard as HOTS. The remedial/enrichment was using the same as the previous daily test, which means that has been standard as HOTS.

b. The English Teacher of VIII class

Based on the sample data collected from the English teacher of the VIII class

is the daily test, and Student task, for the remedial teacher did not give the sample in another hand teacher just give the instruction student for reading the next material as enrichment. The teacher made a question for the daily test about respond and ask in dialogue, based on the sample test, that question test or stem question ask the student to read carefully about the dialogue after that student should thinking carefully about the next sentence for complete dialogue and creating the dialogue based on the story Creating is in the level C6. The task that teacher made for students is about analysis picture and read short story and Creating the dialogue based on the story or picture. Creating is in the level C6, according to Anderson and Krathwohl, the level of HOTS is in the Level C4 until Level C6, it means, the daily test and the student task that teacher made was standard as HOTS. In the remedial teacher did not give the sample of questions and just ask the student for reading the next material from the book as enrichment.

c. The English Teacher of VII class

Based on the sample data collected from The English Teacher of VII class is the daily test and student task, for remedial/enrichment, the teacher did not give the sample question. The sample daily test that the teacher made for the student is about Time, based on that test, the student asks for an analysis of the time before answer the question. The task that the teacher made is still about time, in this task, the teacher asks the student for creating the schedule in their daily life. Analyzing and Creating is the level C4 and C6 in Pyramid of HOTS. In the remedial/enrichment, the teacher did not give the sample of remedial/enrichment.

Based on All data that collected from Document, it can be concluded, the teacher is made the question for the student but only for daily test, and the task, for remedial/enrichment, the teacher rarely makes the question, they make remedial/enrichment depends on the student result in the test, and the question is also depend on the previous test. The question that teacher made for the daily test, task, and remedial/enrichment almost all of them was standard as HOTS.

B. Data from Questionnaire

There are two options in the Questionnaire, which are YES and NO. The questionnaire was distributed to know The Teachers' Challenges to Construct Higher Order Thinking Skills (HOTS) Question in English Subject. In The first Statement from the first indicator "I know how to make multiple choice questions", all of the teachers answer YES; which means the teacher knows how to make questions in multiple choice. The second statement from the first indicator "I was able to extract the stem for multiple-choice questions", the teacher answers YES; which means the teacher from that school was able to extract stem for multiple choice. The third Statement

from the first Indicator "I know how to make multiple choice options", All teachers Answer YES; it means, the teacher was able to make multiple-choice options. In the fourth Statement from the first Indicator "I ignore the punctuation contained in multiple-choice", the teacher Answer NO; it proves that the teacher did not ignore the punctuation contained in multiple choice. The last statement from the first statement "I understand Bloom's Taxonomy level verbs", and All teacher Answer YES; then It means, knowledge of the teacher about bloom taxonomy level verb is good.

The first Statement from the second indicator "I am having trouble making a stem for HOTS level Multiple choice questions", this statement, all teachers Answer YES; which means the teacher does not have trouble making a stem for multiple-choice questions. The second statement from the second indicator "I have difficulty making options on the HOTS level Multiple choice question" this statement, two teachers answer NO, and the rest answer YES; it means there is the teacher that having difficulty in making options on the HOTS level Multiple choice. The third statement from the second indicator "I have difficulty in distinguishing about LOTS, MOTS and HOTS", this statement, two teachers answer NO; and the rest answer YES; based on this statement, there is teacher faced difficulty in distinguishing about LOTS, MOTS and HOTS. And the last statement from the second indicator "I can distinguish between HOTS questions and Difficult questions" two teachers answer YES, and the rest of the teachers answer NO, in this statement two of three teachers know the difference between HOTS question and difficult question.

C. Data from Interview

Three teachers as the main subject chosen as Respondent. Phone Record is used during the interview to help the researcher to describe the data. There are five questions related to The Teachers' Challenges to Construct Higher Order Thinking Skill (HOTS) Question in English Subject. The data explanation from the interview to the participant is as follow:

The first question is "What do you think about constructing HOTS multiple choice question? Do you get difficulties? ". In this question is important to know the knowledge of teacher about HOTS, from this question found out that two respondents did not get difficulty in constructing HOTS, they said it is not difficult, because they can see the example of HOTS on the internet, and the rest respondent gets difficulty in constructing HOTS

Based on all respondents in the first question in the interview, it can be concluded that the multiple-choice HOTS question is a critical thinking skill question that needs the creativity of students in answering the question. In making multiple choice HOTS question, there is a teacher that gets difficulty in constructing HOTS to Multiple choice questions.

The second question is "What difficulties did you get when making Multiple choice questions, Based on HOTS?" this question is used to know teacher difficulties and how they solve their problem. In this question found out two of the teachers get difficulty in making the options in multiple-choice and the rest teacher get difficulty in Bloom's taxonomy. All data that collected from the third respondent, it can be concluded, two teachers have faced problem in making the options or alternative answer and the rest teacher get problem in Bloom taxonomy that base of HOTS question .

The third question is "How do students respond to the HOTS questions that are given, by the teacher", this question is important to know the responding student from the teacher's perspective in the HOTS question. Based on this question found out all teachers answer the same answer, that is all students get difficulty in answer the HOTS question, and some students complain about the question. The data that collected from the respondent, it can be concluded that the student responded negative about the HOTS question, the student gets complaints about the stem and option of HOTS question that considered by the student is tough

The fourth question is "What the toughest challenges in constructing Multiple Choice question-based HOTS". This question is the point to know the teacher's challenges in constructing HOTS. In this question is found out all teacher have a different answer, the first teacher answers Analysis question is difficult in constructing HOTS Multiple choice question, the second teacher answer, the challenges in constructing HOTS is based on Bloom taxonomy, but sometimes teacher forgets about it, and the last teacher answer, the big challenges in constructing HOTS is integrating question with daily life and choice the answer it is. The data collected from the interview, it can be concluded that The teacher's toughest challenge in making HOTS questions is in the knowledge of bloom taxonomy where the knowledge of bloom is still lacking, besides that the teacher must consider the students' abilities where each student has different abilities so that in giving HOTS questions must be appropriate and accurate, HOTS questions must also be following material that has been taught which is where the material is taken from everyday life so that it is difficult to integrate into hots questions.

Then in the fifth questions "What The last question is "How do you overcome difficulties in constructing multiple-choice question", in this question is important to know how teacher solve the challenge in the Construct HOTS question, from this question, found out all teacher have a different perspective, the first teacher answer it with learning more about HOTS question, the second teacher answer it with looking for material and reference such for example question/test item that based on HOTS question, and the last teacher answer with Reading bloom taxonomy and book about HOTS question and then try to learn more make HOTS question

All data that collected from the interview of three respondent above, to overcome the teacher's difficulties in constructing HOTS is to learn more about bloom's taxonomy, read the book about HOTS questions, and try to learn in making HOTS questions in many variations.

CONCLUSION AND SUGGESTION

The purpose of this research is to investigate, collect and analyze data about The Teachers' Challenges to Construct Higher Order Thinking Skills (HOTS) Question In English Subjects. In this research the researcher used a qualitative method with the teacher as the subject, in obtaining data researchers used document, questionnaires, and interviews as a way to obtain data

Concluding to the result of documentation and questionnaire answers, one of teacher gets obstacle in constructing HOTS question, teacher gets obstacle in contracting HOTS question in multiple choice.

After collecting the data, the obstacle of that teacher in understanding bloom taxonomy wherein bloom taxonomy is the base in constructing the HOTS, in other, one of teachers gets difficulties in making the stem and option in a multiple- choice question. The difficulties faced by the teacher in making hots questions are made into a separate challenge by the teacher and used as encouragement in the learning process.

There are two suggestions for the English teacher and the next researcher. The first suggestion goes to English teachers who made a test that standard as the HOTS question. The teacher must learn the bloom taxonomy and understand it well because bloom taxonomy is the basis for making HOTS questions. In making
multiple-choice questions, the teacher should not rely on the questions in the

book, try to learn to make multiple-choice questions so that you can understand which HOTS standard questions are and which difficult questions are.

The second suggestion is for the next researcher, it is better to do research not only for the teacher but also for conducting this research on the student. Analysis of the student in answer to the HOTS question is also important to know the student's perspective in understanding the HOTS question.

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