

A CONTENT ANALYSIS OF ENGLISH FINAL EXAMINATION TEST BASED ON HIGHER ORDER THINKING SKILLS (HOTS)

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ABSTRACT

This study was carried out to obtain empirical evidence on the content higher order thinking skills (HOTS) based on the revised edition of Bloom's Taxonomy in the English Final Examination Test 2019-2020 academic years as a sample. The purpose of this study is (1). To determine the content of HOTS in the English Final Examination Test for Twelfth Grade Senior High School in The Academic Year of 2019-2020. (2). To determine the characteristics of English Final Examination Test for Twelfth Grade Senior High School Based on Higher Order Thinking Skills (HOTS) in the Academic Year of 2019-2020. This study used document analysis method that enables the writers to identify, analyze, and categorize the quality of Final Examination Test questions based on Higher Order Thinking Skill into Bloom's Taxonomy. English Final Examination Test for Twelfth Grade Senior High School is the subject of this study. The major findings of this study demonstrate that they were only 16 out of 50 32% from respective Final Examinations Test can be categorized into the higher order thinking skills classified into C4 or analysis and C5 or Evaluate ability. Meanwhile, the lower order thinking skills can be found as many as 34 questions or 68%. And the writer found three character of HOTS, it consist of 6 questions of basic stimulus question character, 6 questions of measuring critical thinking skills character, and 4 questions of measuring problem solving skills character.
Keywords: Bloom's Taxonomy, HOTS, Final Examination Test.

ABSTRAK

Penelitian ini dilakukan untuk memperoleh bukti empiris tentang konten keterampilan berpikir tingkat tinggi (Higher Order Thinking Skills / HOTS) berdasarkan Taksonomi Bloom edisi revisi dalam Tes Ujian Akhir Bahasa Inggris tahun ajaran 2019-2020 sebagai sampel. Tujuan dari penelitian ini adalah (1). Untuk mengetahui kandungan HOTS dalam Tes Ujian Akhir Bahasa Inggris Kelas Dua Belas Sekolah Menengah Atas Tahun Ajaran 2019-2020. (2). Untuk mengetahui karakteristik Ujian Akhir Bahasa Inggris Kelas Dua Belas Sekolah Menengah Atas Berbasis Higher Order Thinking Skills (HOTS) Tahun Ajaran 2019-2020. Penelitian ini menggunakan metode analisis dokumen yang memungkinkan penulis untuk mengidentifikasi, menganalisis, dan mengkategorikan kualitas soal Tes Ujian Akhir berdasarkan Higher Order Thinking Skill ke Taksonomi Bloom. Ujian Akhir Bahasa Inggris untuk Sekolah Menengah Atas Kelas Dua Belas adalah subjek dari penelitian ini. Temuan utama dari penelitian ini menunjukkan bahwa mereka hanya 16 dari 50 32% dari masing-masing Ujian Ujian Akhir dapat dikategorikan ke dalam keterampilan berpikir tingkat tinggi yang diklasifikasikan ke dalam C4 atau kemampuan analisis dan C5 atau Evaluasi. Sedangkan kemampuan berpikir tingkat bawah dijumpai sebanyak 34 soal atau 68%. Dan penulis menemukan tiga karakter HOTS, yaitu 6 soal karakter pertanyaan stimulus dasar, 6 soal mengukur karakter keterampilan berpikir kritis, dan 4 soal mengukur karakter keterampilan pemecahan masalah.
Kata kunci: Taksonomi Bloom, HOTS, Ujian Ujian Akhir.

INTRODUCTION

The quality of education has always been a problem effort to increase it by the government. Basically, controlling the quality of education is controlling the quality of the human resources (human resources) in the system. To know this control requires information about the state of students, whether there are changes, whether the teacher is functioning, does the school support the implementation of educational programs so that the results can be achieved optimally. One of the ways to be able to control the quality in education is to carry out an assessment (assessment) (Sutama, Sandi, and Fuandi, 2017: 106).

Remembering education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as skills needed by themselves, society, nation, and country, listed in the Law of the Republic of Indonesia No. 20 of 2003 article 1 paragraph 1 concerning the national education system. As well as having a goal, namely to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, be independent, and become democratic citizens as well to be responsible.

Educational objectives will be achieved if in accordance with government regulations. One of them is to follow the provisions of the student assessment set by the government. Educational research in primary and secondary education consists of: assessment of learning outcomes by educators, assessment of learning outcomes by teaching units, and assessment of learning outcomes by the government. Assessment of learning outcomes by students aims to monitor and evaluate the process, learning progress, and improvement of learning outcomes of students on an ongoing basis. Assessment

of learning outcomes by educational units aims to assess the achievement of competency standards for all subjects. Meanwhile, the assessment of learning outcomes by the government aims to assess the achievement of national graduates' competencies in certain subjects.

Assessment in education is a process of collecting and information processing to determine the achievement of learning outcomes of students. Assessment of learning outcomes by a teacher uses various assessment techniques such as tests, observations, individual or group assignments, and other forms that are in accordance with the characteristics of the competence and level of development of students (Salamah, 2018: 274). The ideal assessment according to Permendikbud No. 23/2016 (Permendikbud, 2016: 5-6), the assessment of learning outcomes by educators is carried out in the form of tests, observations, assignments and or other forms as needed. Assessment of learning outcomes by educators is used to measure and determine the achievement of student competencies, improve the learning process, compile progress reports on daily learning outcomes, midterm, end of semester, end of year, and or class increase. Assessment of learning outcomes by the government is carried out in the form of a national exam and or other forms as needed.

Assessment needs to be carried out to measure the extent to which students have achieved competencies in the learning process, where in the 2013 curriculum, the assessment is regulated in Permendikbud Number 66 of 2013 (Permendikbud, 2013: 6) concerning Educational Assessment Standards including authentic assessment, self-assessment, portfolio, daily test, midterm test, final test, competency level test, competency level quality test, national exam and school / madrasah exam. This assessment is an assessment of learning outcomes carried out by educators, education units and the government. There are many efforts by the government in ensuring the quality of education, one of which is the final semester test. Final semester test held to measure and assess the

achievement of students at the end of the semester.

The final semester test (UAS) is part of an evaluation that aims to measure and assess student competencies, so students can continue learning to a higher level or need testing. A final semester exam is a form of an evaluation conducted by students to determine the achievement of competencies at the end of an education unit. The purpose of holding the final semester exam is as a form of evaluation or test that measures the achievement of students' learning competency outcomes taught by the teacher or educator for one semester. Besides, the final semester exams can also be used to monitor student learning progress throughout the learning process, to provide feedback (feedback) to improve the learning program.

The results of Guchi's research (2017: 49) show that the distribution of questions on the national biology exam questions from the 2013/2014, 2014/2015, and 2015/2016 academic years is still low at levels C4 (Analysis), C3 (Evaluation), and C6 (Creation). The questions made for the National Examination must require students to think critically, this is in accordance with the implementation of the 2013 Curriculum which is expected to produce productive, creative, innovative and effective human resources, through strengthening the competence of attitudes, knowledge, and skills. The National Examination being tested, the assessment instrument used must also be able to assess higher-order thinking skills (HOTS) to test the analysis, synthesis, evaluation and even creative processes (Kemendikbud, 2014: 87). Regarding the issue of educational development at the international level, the 2013 Curriculum is designed with various improvements. Improvements were made to content standards, namely reducing irrelevant material as well as deepening and expanding relevant material for students and enriched with the needs of students to think critically and analytically in accordance with international standards. Other improvements have also been made to the assessment standards, by gradually adapting the international standard

assessment models. Assessment of learning outcomes is expected to help students to improve higher order thinking skills (HOTS), because high-order thinking can encourage students to think broadly and deeply about subject matter (Widana, 2017: 1).

Higher order thinking skills or HOTS are a solution to catching up. To catch up with these disadvantages, one must survive, where one must be able to have high-order thinking skills to solve the problems at hand. According to Miri, BenChaim, and Zoller (in Sajidan and Afandi, 2017: 1-2) the reform of the education system in question is not related to changes in curriculum content, but changes in pedagogy, namely changes in action from simple action to comprehensive action and a shift in the dominance of traditional teaching. Non-algorithmic and suppressive low-level thinking skills (LOTS or Low Order Thinking Skill) towards learning that emphasize thinking skills high level.

Hamzah and Masri's research results (in Ariani, 2014: 2) show that someone who uses thinking skills will find it easier to complete a job compared to someone who does not use thinking skills. These thinking skills can start from low-level thinking to high-level thinking. Higher order thinking skills can be achieved if low-level thinking skills have been mastered. Low-level thinking skills are thinking skills from the aspect of remembering to application. Meanwhile, higher-order thinking skills include aspects of analyzing, evaluating and creating (Ariani, 2014: 2).

Students need to be trained in thinking skills with how to give these students questions that have the HOTS type that can be used to improve the thinking skills of students. The question is made by applying basic competencies that can be used to measure the higher order thinking skills of students. The objective that the researcher wants to achieve is to determine the items for the High School English Semester Final Examination for the 2019/2020 Academic Year and the characteristics

of the type of stimulus, low-level thinking skills and high-order thinking skills.

METHOD

The researcher uses the qualitative descriptive study, the type is content or document analysis, because the writer analyzed the content of higher order thinking skill in the National Examination of English. Based on Donald Ary (2010:457), Content or document analysis is a research method applied to written or visual materials to identifying specified characteristics of the material. The material analyzed can be textbooks, newspapers, web pages, speeches, television program, advertisements, musical composition, or any host of other types of documents.

This document is official and guaranteed also it was valid and reliable, because the source from English MGMP (Musyawarah Guru Mata Pelajaran) Bojonegoro.

This research has the characteristics used as the first subject is the content of Higher Order Thinking Skill based on revised Taxonomy Bloom. The second object is the School English Final Examination (UAS) question Senior High School (SMA) 2019/2020 school year.

Data is the raw material that needs to be processed to produce information, both qualitative and quantitative data that show facts. On the other hand, data material information about the object of study of something can be found by observation, interview, documentation, etc.

The data in this research are from MGMP English Bojonegoro. In this research, the researcher uses a package of English Final Examination Test for Twelfth Grade Senior High School in the Academic Year of 2019/2020.

In this research, the writer used the checklist table in collecting the data. The writer collects and lists all of the multiple-choice questions of the test. The checklist table is used to put the multiple-choice questions from the test. In the checklist table, the writer also writes the six cognitive domains to check the contents of

every question based on those six cognitive domains.

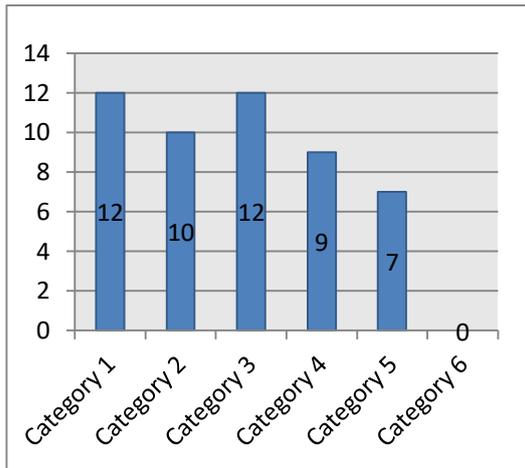
An analyzing data of this study, the writer uses the analysis card as a reference to decide what kind of cognitive domains, created by combining and collecting the understanding about six level of cognitive domain from revised edition of Bloom's taxonomy from various references. After that, all questions distribute in checklist table form to analyze and compare the distribution of the higher order thinking skills in the multiple-choice questions from English Final Examination Test. The checklist table form consists of the lists of questions from the test and the columns for all cognitive skills from that revised edition.

The writer counts the total of every cognitive skill from the multiple-choice questions and compares it to every level to find out the exact amount of the contents of the higher order thinking skill in the English Final Examination Test for Twelfth Grade Senior High School level. The writer focuses on the distribution of the higher order thinking level, even though it consists of all cognitive skills of the revised edition of Bloom's Taxonomy. Finally, the writer interprets the result of the data analysis by describing qualitatively.

FINDINGS AND DISCUSSIONS

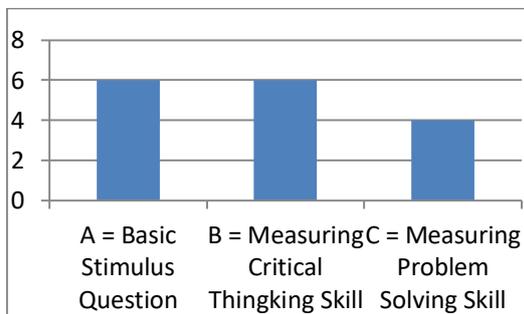
In this study, there are fifty questions of multiple choice in English Final Examination Test those questions are analyzed by There are six cognitive domains in the revised of Bloom's taxonomy. Those six domains are divided into lower order thinking level (remember, understand, apply) and higher order thinking levels (analyze, evaluate, create). Checklist table is used to find out the distribution of the cognitive domain in every question.

In this chapter the writer found the distribution of higher order thinking levels which consist of analyzing, evaluating, and creating skill.



Relate to the Diagram above, the distribution of higher order thinking levels which consist of analyzing, evaluating, and creating level only gets 16 questions out of 50 questions. Analyzing (C4) consist of 9 questions, evaluate (C5) consist of 7 questions, and creating (C6) nul.

After finding the content of Higher Order Thinking Skills, the writer use analysis card to find out the characteristic of Higher Order Thinking Skills.



By seeing the Diagram above, the writer found in question number 4, 34, 37, 47, 49, and 50 as HOTS with basic stimulus character. Each item is always given a basic question (stimulus) that in the form of sources/reading material such as reading text, paragraphs, text drama, fragments of novels, stories, fairy tales, poems, cases, pictures, graphics, photographs, formulas, tables, formula, symbols word lists, examples, maps, films or recorded sound. Suprananto (2012: 152).

In the question number 3, 5, 13, 20, 28 and 40 it also HOTS with measuring critical thinking skills character. Student have to analyze arguments, as for examples of

indicators: a description has presented a situation or an argument, then students can: conclude argumentation quickly, giving supporting reasons the arguments presented, and give reasons not support the argument presented. Supranoto (2012: 152)

In the question number 22, 25, 30, and 33 it also HOTS question with measuring problem-solving skills character. Students have to identify problems, for example indicators: presented description of a situation / problem, students can identify real problems or what problems must be solved. Supranoto (2012: 152).

CONCLUTIONS AND SUGGESTIONS

The result of this study indicates the presence of almost all levels of thinking in English National Exam items in Indonesia, which create skill is the highest level of thinking in Bloom's taxonomy. After checking the content analysis by using checklist table as an instrument for collecting data from English Final Examination Test for Twelfth Grade Senior High School the writer concludes that: (1) The distribution of the higher order thinking skill in the multiple-choice questions is lower than the distribution of the lower order thinking skill. It is proven by the result of the data which shows that the distribution of the higher order thinking skill in the multiple-choice questions obtains only 16 questions or 32% from the lower order thinking skill. The distribution of the lower order thinking skill obtains 34 question or 68%. The data shows that the distribution of low-level thinking skills is more than high order skills. (2) The characteristic of HOTS consist of three characters, 6 questions of basic stimulus question character, 6 questions of measuring critical thinking skills character, and 4 questions of measuring problem solving skills character. Based on the results of this study, it can be concluded that Lower Order Thinking Skills (LOTS) are the main concern of English Final Examination Test items. This finding reveals that there is still much room for it to be the driving force in the effort to make learners critical thinkers. It must be accompanied by classroom exercises in all

English skills which require students' HOTS.

For the designers of the test should modify the question items in English Final Examination Test to include higher order thinking skills. English supervisors are recommended to prepare enrichment materials that provide teachers with more exercises that cover higher order thinking skills. In addition, they should hold more workshops to train the English teachers how to develop and enhance students' thinking skills.

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