

CHAPTER IV

FINDING AND DISCUSSION

In this chapter shows the reserach finding and discussion about the teachers' difficulty in understanding the concept and the difficulty in designing HOTS test. In addition, it provide with the analysis of the data which is got from English teachers.

A. Finding

At stated in the chapter three, the instruments of the reseach are interview and documents analysis. To analyze the interview, the researcher gathering all informations base that interview.

1. The teachers difficulty in understanding the concept of HOTS

a. Lack of socialization or workshop

Base on the result interview of English teacher, the reseach found that the English teachers still has limited knowledge about concept of HOTS. The researcher found some statement that regard to teacher get dificulty in understanding HOTS especially in cognitive dimension. One of teacher that researcher interview, said that the level of Cognitive dimension based on the grade level.

It means that the teachers make HOTS test from the seventh grades with starting from the easiest one then advancing to grade 8 with a

rather difficult level and grade 9 with a difficult level. The teacher explained as followed :

Teacher B : *“Tingkat menganalisis pada tingkat dasar, biasanya masih di level kelas 7. Jadi siswa dituntut untuk mampu minimal menganalisis dalam sebuah masalah yang dasar ada atau berkaitan dengan materi* (The level of analyzing is at the basic level, usually at the grade 7 level. So students are required to be able to at least analyze a basic problem that exists or is related to the material) – Teacher B

From the teachers’ answer above, the teachers The teacher defines the cognitive level C4 is done in grade 7, as the easiest level of that level. The teacher also said that students are required to be able to solve basic questions with the problems that have been provided

Teacher B : *“Tingkat menganalisis dalam menanya, biasanya ada di level kelas 8. Siswa pada tahap ini diharapkan bisa mengevaluasi pemahaman dari materi yang telah disampaikan di kelas.*(The level of analyzing in asking questions is usually at the 8th grade level. Students at this stage are expected to be able to evaluate their understanding of the material that has been presented in class) –Teacher B

Furthermore, at this level the teacher provides material in the form of questions relate to analyzing and asking questions. and at

this stage the teacher also provides a problem that must be solved by students.

Teacher B: *“Terdapat kemampuan untuk membuat.. siswa mapu menciptakan, pada level kelas 9. Siswa pada level ini diharapkan mampu membuat atau mengaplikasikan pemahaman mereka terhadap masalah yang ada di sekitar mereka, termasuk soal yang sudah tinggi tingkat kesulitannya* (There is a capacity to make students mapu create, at the grade 9 level. Students at this level are expected to be able to make or apply their understanding of the problems that exist around them, including questions with a high level of difficulty) – Teacher B

Moreover, during the interview, the researcher found that the teachers still confused in understanding HOTS, even though there were teachers who had attended HOTS workshops,

Teacher A :*“Sejauh ini, saya sudah beberapa kali mengikuti seminar, untuk pemahaman konsep sudah efektif, namun masih agak bingung dalam proses menentukan level cognitive proses nya yang C4, C5, C6.*(So far, I have attended several seminars, for understanding the concept it has been effective, but I am still a little confused in the process of determining the level of the cognitive process which is C4, C5, C6.) – Teacher A

From the interview above, the teacher actually little bit understand, but she still confused in determine the level of cognitive process. She worried in decided the test item, especially in arranged High Order Thinking Skill test. Another teacher said that she hadn't even attended the seminar because only teacher representatives had attended.

Teacher B : “... *karena hanya beberapa guru yang ditugaskan untuk mengikuti seminar HOTS. Jadi, bagi saya masih sangat awam tentang seluk beluk HOTS itu sendiri.*” (... because only a few teachers were assigned to attend HOTS seminars. So, for me, I am still very unfamiliar with the ins and outs of HOTS itself) - Teacher B

Regarding from the result above, the teachers want to be train again to make them sure that their understanding and skill is categorized in Higher Order Thinking Skills. Furthermore, the next training or workshop help them to apply Higher Order Thinking Skills question for student.

Teacher A : “... *akan lebih efektif lagi jika ada workshop secara rutin tiap sebulan sekali misalnya, karena mengingat guru juga masih agak awam dengan HOTS ini.*”(... it would be even more effective if there were regular workshops once a month, for example, considering that the teacher is also quite unfamiliar with HOTS) – Teacher A

Teacher B : “Dengan adanya beberapa workshop mungkin akan membantu..” (Having a few workshops might help..)-

Teacher B

b. The difference of students' abilities

From the results of the interview, the researcher found that the teacher still had difficulty understanding the HOTS concept. One of the influential factors is the different abilities of students. Intended here the teacher must be able to adjust the conditions of the students in the class and also make HOTS questions which are sometimes less than the students' abilities.

Teacher B : “.. karena guru dihadapkan dengan lingkungan siswa yang berbeda-beda. Kadang sudah merasa berbuat maksimal tetapi respon siswa relatif pasif. Jadi, mengalami kesulitan dalam memberikan soal HOTS kepada siswa yang kemampuannya beragam.(.. because teachers are faced with different student environments. Sometimes they feel they are doing their best but the student's response is relatively passive. So, having difficulty giving HOTS questions to students with diverse abilities.) – Teacher B

The teacher also explained that even though there are many difficulties in understanding the HOTS concept and students' abilities,

they would still carry out their duties, teach and compose questions optimally.

Teacher B : “...dimana ada siswa yang aktif terhadap materi di kelas, tapi sat dikasih soal nilainya menurun. Begitupun sebaliknya, ada siswa yang biasa saja di kelas, namun ketika dikasih soal cenderung nilainya memuaskan. Meski begitu, saya tetap berusaha membagi waktu dan membuat soal semampunya.”(... there were students who are active towards the material in class, but when given a question the score decreases. Likewise, there were students who normal in class, but when given questions, the scores tend to be satisfactory. Even so, I still tried to divide my time and make up the questions I could) – Teacher B

From the teacher's statement above, the teacher explained that there are several students in the class who active when learning, but got poor grades on tests. vice versa, there are students who are ordinary in the class, but when they get a question or test their score is high.

2. The Teachers Difficulty in Designing HOTS test

- a. Difficulty to determine the level of cognitive process

The English teacher, in this case the preparation of HOTS questions, had several difficulties. One of the difficulties is the difficulty in determining the cognitive level of HOTS. They explained that making the questions would be difficult without adequate provisions, especially as this is a HOTS question.

Furthermore, teacher difficulties are also experienced when adjusting questions and KKO with indicators. However, as a teacher, they must still arrange the questions well. they also say that's why teachers have to add to their insights.

Teacher A :*“Tapi ya dalam penerapannya, masih butuh tambahan pengetahuan lagi. Jika kita ingin membuat soal dengan tingkat kesulitan C5 harus menggunakan stimulus yang bagaimana agar tepat dan mencangkup level tersebut.”*(
But yes, in practice, more knowledge is needed. If we want to make a problem with difficulty level C5, we have to use what kind of stimulus to be precise and cover that level) - Teacher A

Teacher B : *“... kedua menyesuaikan antara soal dan KKO yang ada di indikator”* (second, determined between the questions and the KKO (operational verb) in the indicator)- Teacher B

According to the teacher B utterance, teachers also difficulty when determined between test and KKO (operational verb), they need more

time to see one by one the KKO (operational verb) and then match with their item test.

Teacher B :*“Membuat soal HOTS tanpa bekal pengetahuan yang memadai pasti terasa sulit, bingung. Oleh karena itu, guru harus sabar dan bisa meningkatkan wawasannya”*
(Making HOTS questions without adequate knowledge would be difficult, confused. Therefore, teachers must be patient and be able to increase their horizons.) - Teacher B

From the interview above, teacher felt difficult because they had less of knowledge especially, in designing HOTS test. It made them realize when they still confused, they need more many sources of HOTS test and more discussion with their partner teachers.

b. Difficult to finding material

In the interview results above, the teacher said that they have difficulty finding the right material in preparing HOTS questions. They also said that at least reading sources that fit the topic also matter.

Teacher A : *“Gini Mbak Anggi, selama ini kan saya dala membuat soal itu kan ngga pernah ngarang sendiri kan, pasti melihat contoh dari internet. Nah, kalau melihat contoh-contoh dari internet itu belum semua teks itu apa ya..tepat untuk dibuat soal HOTS”*(What I mean, Mbak Anggi, so far I have never made it up myself, I

must have seen examples from the internet. So, if you look at examples from the internet, not all the texts are what.. right to become aa HOTS test)

In the fact, based on the teacher's statement above, teachers still use other sources, such as books and the internet. However, the teacher also explained that some of the existing examples are less relevant when used for HOTS questions.

Teacher A : *“Harusnya teks bacaan tersebut kan tentang isu global, tentang teknologi informasi mungkin, tentang sains, ekonomi, kesehatan mungkin, bisa juga infrastruktur atau mungkin tentang isu seputar lingkungan sekolah atau satuan pendidikan di tempat saya mengajar. Misalnya adat istiadat, terus keunggulan di daerah. (*
The reading text should be about global issues, maybe information technology, science, economy, health, maybe infrastructure or maybe about issues surrounding the school environment or the educational unit where I teach. For example, customs, continued to excel in the regions.

From the teacher's statement above, the teacher provides an illustration regarding the reading sources that should exist. One of which is a reading that raises global issues, science, economics, culture or maybe a school or madrasa environment.

Teacher A : *Nah, mencari bacaan atau teks seperti itu kan sulit ya di internet. Nah, sedangkan jika membuat sendiri kan juga saya belum bagus, itu kendala saya.*” So, looking for a reading or text like that is difficult on the internet. Well, if I make it myself I'm not good enough, that's my problem.)

According to answer, the teacher also reveals that with at least adequate learning resources base to HOTS, it would create difficulties, because there are still many teachers who had not been able to optimally make their good source or material.

c. Difficult to finding the idea/stimulus

Teacher A : *“Yang paling sulit adalah ketika memilih stimulus yang menarik dan kontekstual.”*(Yang paling sulit adalah ketika memilih stimulus yang menarik dan kontekstual.)

From the result of interview above, the teacher shows difficulties when determining the stimulus for the test. Teachers also have difficulty in finding sources of material or reading. so it is less effective in the arranged process.

Teacher A : *“Misal, kita akan membuat soal tentang teks deskriptif, guru harus punya stimulus, bagaimana menjadikan soal tersebut bisa dikaitkan dengan kehidupan real siswa dan mencakup indikator pengetahuan yang akan dicapai*

dalam soal. “ (For example, we will make questions about descriptive text, the teacher must have a stimulus, how to make the questions related to the real life of students and include indicators of knowledge to be achieved in the questions.) – Teacher A

Based on the facts, the teacher explained the difficulty of determining the right stimulus, in HOTS questions must use stimuli that are relevant and related to the student's environment in order to make it easier for students to analyze questions and achieve the expected achievement indicators.

d. Managing time

The researcher found that two teachers said time is a problem. Teachers felt difficult if they construct and understand the HOTS. It took a longer time. Although, one of the teachers ever joined a workshop about HOTS but did not assure.

Teacher B : “*Dan juga untuk membuat sebuah soal itu sudah lumayan memakan waktu yang banyak. Mungkin untuk soal jenis PH dan UTS, untuk membuat 15 soal memakan waktu hampir memakan waktu 1,5 jam.*”(.. and also to make item test is quite spend time. Maybe for construct 15 number in the daily test it will spend 1, 5 hours)

In fact, in making English questions, especially HOTS questions, teachers need a lot of time. Like the answer from a teacher who stated that to make just 15 questions it took more than an hour.

Teacher A : *(untuk memperdalam sebuah konteks HOTS sendiri juga membutuhkan banyak waktu. Sedang, saat work at home, tugas juga semakin banyak selain tugas administrasi dari sekolah, membuat soal, mengkoreksi soal, membuat nilai dan lain lain, sehingga guru harus baik dalam pembagian waktu nya.)* “.. depening a HOTS context it take a lot of time. Meanwhile, when in this situation, Work From Home it got more activity. Besides, administrative duties from school, making item test, correcting, making score for students.”

Based on the answers above, in terms of writing HOTS questions, the teacher spends a lot of time because at that time the teacher gets administrative assignments from the school, makes questions and so on, so that the teacher must be able to divide their time effectively.

3. The document analysis

There are 30 questions arrange by participants, two English teachers as the subjects. Those questions taken from daily test and midle test, and analyzed to find out the existence, and to know the most cognitive level used by the teachers.

Regarding from chapter II, there are 6 levels in the dimension of thinking process in the revised edition of Revised Bloom's Taxonomy. Those six level are dividen into lower order thinking level (remember, understand), middle order thinking level (apply), and higher order thinking level (analyze, evaluate, create).

By knowing the existence of the dimension of thinking process of that instrument, the researcher will find out which the dimension of thinking process is more dominant at the test, and will know is the test proven the result of the interview or not.

Table. 4.1 The First Question of English Evaluation Instrument

Stimulus of Question	<p><i>Complete the dialogue below (for questions 1 and 2)</i> Rafasya: Do you know, my new roommate is very chatty. I don't like her character. Gilang : <u>Really?</u> Rafasya: Embarrassing. She just talks big! Gilang : <u>Mmmmhh....</u> Rafasya: She is only concerned with herself and told about her branded things. Gilang : <u>Really?</u></p>
The question 1	<p>The underlined word is showing ... (C1) A. Interesting news B. Asking Attention C. Responding Admiration D. Attention</p>
The question 2	<p>Why is Rafasya very angry with his new girlfriend? (C1) A. She is annoying B. She is generous C. She is very talkative D. She is very nice</p>

The operational verb used at the first question in table 4.1 is *predicting*, because to answer the question need the ability to predicting about what happened to the woman based on the stimulus of question. In

Revised Bloom's taxonomy, the operational verb *predicting* includes in *understanding* level, so it can be conclude that in table 4.1 includes in lower order thinking skill (LOTS) based Revised Blooms'taxonomy.

The operational verb used at the question number two in table 4.1 is *why*, because to answer the question need the ability to knowing about what happened to the woman based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *why* includes in *remembering* level, so it can be conclude that in table 4.1 includes in lower order thinking skill (LOTS) based Revised Blooms'taxonomy.

Table 4.2 The Third and Forth Question of English Evaluation Instrument

Stimulus of question number	Complete the dialogue below (for question 3 and 4) Lukman : A terrible thing happened to me yesterday. My mom was very angry to me. Ikhsan : Oh my God. Why? Lukman : I lost my motorcycle when I parked it in front of the bookstore. Ikhsan : Oh No !!
The question number 3	Why Rangga's mother was very angry? A. Rangga had lost his motorcycle B. Rangga was parked in front of the bookstore C. Rangga has stolen a motorcycle D. Rangga bought a new motorcycle
The question number 4	The suitable expression to complete the dialogue is ... A. It sound nice B. Buy a new one C. I am really happy to hear that D. I'm sorry to hear that.

The operational verb used at the question number three in table 4.2 is *why*, because to answer the question need the ability to knowing about what happened to the man based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *why* includes in *remembering*

level, so it can be conclude that in table 4.2 includes in lower order thinking skill (LOTS) based Revised Blooms'taxonomy.

The operational verb used at the question number four in table 4.2 is *suitable/interpret*, because to answer the question need the ability to demonstrate readers understanding the idea by complete some phrase based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *interpret* includes in *understanding* level, so it can be conclude that in table 4.2 includes in lower order thinking skill (LOTS) based Revised Blooms'taxonomy.

Table 4.3 The fifth and sixth question of English Evaluation Instrument

Stimulus of question number	<i>This dialog is for questions 5 – 6</i> Rasya : Do you understand the homework? Listi : No, I don't. How about you? Do you understand the homework? Rasya : Yes, I do.
The question number 5	Does Rasya understand the homework? A. Yes, she do. B. No, she don't. C. Yes, she does. D. No, she doesn't.
The question number 6	Does Listi understand the homework? A. Yes, she do. B. No, she don't. C. Yes, she does. D. No, she doesn't.

The operational verb used at the question number five in table 4.3 is *infer*, because to answer the question need the ability to inferring the short dialogue based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *infer* includes in *understanding* level, so it

can be conclude that in table 4.3 includes in lower order thinking skill (LOTS) based Revised Blooms'taxonomy.

The operational verb used at the question number six in table 4.3 is *infer*, because to answer the question need the ability to infering the short dialogue based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *infer* includes in *understanding* level, so it can be conclude that in table 4.3 includes in lower order thinking skill (LOTS) based Revised Blooms' taxonomy.

Table 4.4 The seventh question of English Evaluation Instrument

Stimulus of the question	Teacher : Congratulations on winning the Physics Olympiade Siti : ...
Question number 7	What will Siti probably say? A. Thank you. B. I agree with you. C. I don't think so. D. That's not true.

The operational verb used at the question number seven in table 4.4 is *complete*, because to answer the question need the ability to identify the short dialogue and complete it based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *identify* includes in *apply* level, so it can be conclude that in table 4.4 includes in medium order thinking skill (MOTS) based Revised Blooms'taxonomy.

Table 4.5 The Eight Question of English Evaluation Instrument

Stimulus of question	Anto : Will you come to my birthday party tomorrow? Farid : I'd love to.
Question number 8	What does Farid mean?

	A. He asks Farid to come to his birthday party. B. He will go to the party. C. He will have a birthday party. D. He will not go to the party.
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The operational verb used at the question number eight in table 4.5 is *what*, because to answer the question need remembering the short dialogue based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *what* includes in *remembering* level, so it can be conclude that in table 4.5 includes in lower order thinking skill (LOTS) based Revised Blooms'taxonomy.

Table 4.6 The ninth question of English Evaluation Instrument

Stimulus of question	Putri : Would you like to come for dinner at my house? Ida : ... I have to visit my grandmother today.
Question number 9	The suitable expression to complete the dialogue is ... A. I'd love to B. That would be great C. I would D. I'm sorry, I can't

The operational verb used at the question number nine in table 4.6 is *suitable/interpret*, because to answer the question need the ability to demonstrate readers understanding the idea by complete some phrase based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *interpret* includes in *understanding* level, so it can be conclude that in table 4.6 includes in lower order thinking skill (LOTS) based Revised Blooms'taxonomy.

Table 4.7 The tenth question of English Evaluation Instrument

Stimulus of question	Andi : What do you think about our new classroom?
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	Fredy : ... We need to clean it.
The question number 10	The suitable expression to complete the dialogue is ... A. I think it's too cozy B. I think it's very tidy C. I think it's very dirty D. I think it's very neat

The operational verb used at the question number ten in table 4.7 is *suitable/interpret*, because to answer the question need the ability to demonstrate understanding and complete with phrase based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *interpret* includes in *understanding* level, so it can be conclude that in table 4.7 includes in lower order thinking skill (LOTS) based Revised Blooms'taxonomy.

Table 4.8 The Eleventh Question of English Evaluation Instrument

Stimulus of question	. Dian : Do you think you can help me clean this room? Edo : Why not?
The question number 11	What does Dian mean? A. She does not want to help Edo clean the room B. She will not help Edo clean the room. C. She wants Edo to help her clean the room. D. She will help Edo clean the room.

The operational verb used at the question number eleven in table 4.8 is *what*, because to answer the question need the ability to knowing about what the meaning to the woman based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *what* includes in *remembering* level, so it can be conclude that in table 4.8 includes in lower order thinking skill (LOTS) based Revised Blooms'taxonomy.

Table 4.9 The Twelveth Question of English Evaluation Instrument

Stimulus of question	Joe: ... Bob : Yes. I start to practice piano since I was 8.
Question number 12	The suitable sentence to complete the dialogue is ... A. Can you buy a piano? B. Can you play a piano? C. Can you tell me what it is? D. Can you lend me a piano?

The operational verb used at the question number twelve in table 4.9 is *complete/suitable*, because to answer the question need the ability to identify the short dialogue and complete it based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *identify* includes in *apply* level, so it can be conclude that in table 4.9 includes in medium order thinking skill (MOTS) based Revised Blooms'taxonomy.

Table 4.10 The Thirteenth Question of English Evaluation Instrument

Stimulus of question	Jim : Can you do this math problem? Joe : Sorry. ...
Question number 13	The suitable sentence to complete the dialogue is ... A. I can do it B. I understand it C. I will not do it now D. I can't do it

The operational verb used at the question number thirteen in table 4.10 is *complete/suitable*, because to answer the question need the ability to identify the short dialogue and complete it based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *identify* includes in *apply* level, so it can be conclude that in table 4.10 includes in medium order thinking skill (MOTS) based Revised Blooms'taxonomy.

Table 4.11 The Fourteenth Question of English Evaluation Instrument

Stimulus of question	The weather is cloudy. Your little sister wants to go out.
The question number 14	What is the best instruction for her? A. Wear your shoes B. Take your medicine C. Bring your umbrella D. Put your shoes on the table

The operational verb used at the question number fourteen in table 4.11 is *what/decided*, because to answer the question need the ability to make an opinion based on the stimulus of question. In Revised Bloom’s taxonomy, the operational verb *decide* includes in *evaluate* level, so it can be conclude that in table 4.11 includes in higher order thinking skill (HOTS) based Revised Blooms’taxonomy.

Table 4.12 The Fifteenth Question of English Evaluation Instrument

Stimulus of the question	The room is too hot.
Question number 15	What will the teacher ask the students? A. Turn on the fan B. Open the book on page 12 C. Do you need food? D. Sorry I come late

The operational verb used at the question number fiveteen in table 4.12 is *what/decided*, because to answer the question need the ability to make an opinion based on the stimulus of question. In Revised Bloom’s taxonomy, the operational verb *decide* includes in *evaluate* level, so it can be conclude that in table 4.12 includes in higher order thinking skill (HOTS) based Revised Blooms’taxonomy.

Table 4.13 The Sixteenth Question of English Evaluation Instrument

Stimulus of the question	afternoon – the – please – flowers – water– this 1 2 3 4 5 6
The question of number 16	The best arrangement is ... A. 1 2 3 5 4 6 B. 3 5 2 4 6 1 C. 1 3 2 4 5 6 D. 5 3 2 4 6 1

The operational verb used at the question number sixteen in table 4.13 is *compose*, because to answer the question need the ability to make an opinion based on the stimulus of question. In Revised Bloom’s taxonomy, the operational verb *compose* includes in *create* level, so it can be conclude that in table 4.13 includes in higher order thinking skill (HOTS) based Revised Blooms’ taxonomy.

Table 4.14 The Seventeenth Questions of English Evaluation Instrument

Stimulus of the question	Come – tonight – you – my – like – would – party – to 1 2 3 4 5 6 7 8 – dinner – to - ? 9 10 11
The question of number 17	The best arrangement is ... A. 6 – 3 – 5 – 8 – 1 – 10 – 4 – 9 – 7 – 2 – 11 B. 6 – 3 – 1 – 5 – 8 – 4 – 7 – 2 – 9 – 10 – 11 C. 1 – 3 – 8 – 5 – 4 – 9 – 7 – 2 – 6 – 10 – 11 D. 3 – 6 – 8 – 5 – 4 – 1 – 9 – 7 – 2 – 10 – 11

The operational verb used at the question number seventeen in table 4.14 is *compose*, because to answer the question need the ability to make an opinion based on the stimulus of question. In Revised Bloom’s taxonomy, the operational verb *compose* includes in *create* level, so it can

be conclude that in table 4.14 includes in higher order thinking skill (HOTS) based Revised Blooms' taxonomy.

Table 4.15 The Eighteenth Question of English Evaluation Interview

Stimulus of question	when – red – you – the – must – lights – traffic – stop 1 2 3 4 5 6 7 8 – turn 9
Question number 18	The correct arrangement of the jumbled words is: A. 1 4 6 7 9 2 3 5 8 B. 1 4 7 6 9 2 3 5 8 C. 3 5 8 4 6 7 1 9 2 D. 3 5 8 4 7 6 1 9 2

The operational verb used at the question number eighteen in table 4.15 is *compose*, because to answer the question need the ability to make an opinion based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *compose* includes in *create* level, so it can be conclude that in table 4.15 includes in higher order thinking skill (HOTS) based Revised Blooms' taxonomy.

Table 4.16 The Nineteenth questions of English Evaluation Interview

Stimulus of question	Regina : ... Sarah : I am sorry. I can't join your party because my <u>grandma</u> will come to my house at the same day.
Question number 19	The best sentence to complete the blank... A. Let's come to my party B. Let's do homework together C. Let's go there D. Let's make a party

The operational verb used at the question number nineteen in table 4.16 is *suitable/interpret*, because to answer the question need the ability

to demonstrate understanding and complete with phrase based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *interpret* includes in *understanding* level, so it can be conclude that in table 4.16 includes in lower order thinking skill (LOTS) based Revised Blooms'taxonomy.

Table 4.17 The Twentieth and Twenty first Question of English Evaluation Interview

Stimulus of question	<i>This text if for questions 20 – 21</i> .DO NOT FEED THE ANIMALS
Question number 20	Where do you find the sign? A. In the park B. In the parking lot C. In the safari park D. In the mall
Question number 21	What does the sign mean? A. We are prohibited to feed the animal B. We are forbidden to eat animal food C. We are allowed to give food to them D. We are allowed to take animal food

The operational verb used at the question number twenty in table 4.17 is *where*, because to answer the question need the ability to knowing about where happened some events based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *where* includes in *remembering* level, so it can be conclude that in table 4.17 includes in lower order thinking skill (LOTS) based Revised Blooms'taxonomy.

The operational verb used at the question number twenty one in table 4.17 is *what*, because to answer the question need the ability to knowing about what happened some events based on the stimulus of

question. In Revised Bloom's taxonomy, the operational verb *what* includes in *remembering* level, so it can be conclude that in table 4.17 includes in lower order thinking skill (LOTS) based Revised Blooms'taxonomy.

Table 4.18 The Twenty Second Question of English Evaluation Interview

The stimulus of question	"Use the gloves to avoid the dangerous chemical substance"
The question number 22	<p>What does the notice mean?</p> <p>A. It will be safe to use gloves when you hold the chemical substance</p> <p>B. It is not necessary to use any protective instrument when you touch chemical substance</p> <p>C. It will be unsafe for you to use eye protectors</p> <p>D. It will not be dangerous to touch chemical material without gloves</p>

The operational verb used at the question number twenty two in table 4.18 is *what*, because to answer the question need the ability to knowing about what happened some events based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *what* includes in *remembering* level, so it can be conclude that in table 4.18 includes in lower order thinking skill (LOTS) based Revised Blooms'taxonomy.

Table 4.19 The Twenty Third Question of English Evaluation Interview

Stimulus Question	<p>Dear Samson,</p> <p>My friends and I are going to go camping to Bandung tomorrow. If you are free, please join us. I'll be waiting at the bus station at 07.00 a.m.</p> <p>See you</p> <p>Budi</p>
Question Number 23	Where will Budi and his friends wait for Samson? (C1)

	A. In Budi's house B. In Samson's house C. In Bandung D. At the bus station.
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The operational verb used at the question number twenty third in table 4.19 is *what*, because to answer the question need the ability to knowing about what happened some events based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *what* includes in *remembering* level, so it can be conclude that in table 4.19 includes in lower order thinking skill (LOTS) based Revised Blooms'taxonomy.

Table 4.20 The Twenty Fourth Question of English Evaluation Interview

The stimulus of question	Woman : Do you agree if I meet you tomorrow morning? Man : Yes, I do. I will need you to tell me more about the news.
The question number 24	What does the man mean? A. He will not meet the woman tomorrow morning. B. He will tell her the news tomorrow morning. C. He lets the woman meet him tomorrow morning. D. He asks the woman to meet him tomorrow morning.

The operational verb used at the question number twenty fourth in table 4.20 is *suitable/interpret*, because to answer the question need the ability to demonstrate understanding the idea by complete some phrase based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *interpret* includes in *understanding* level, so it can be conclude that in table 4.20 includes in lower order thinking skill (LOTS) based Revised Blooms'taxonomy.

Table 4.21 The Twenty Fifth Question of English Evaluation Interview

The stimulus question	DUE TO MANY SHARP CORALS, THE VISITORS ARE PROHIBITED TO SWIM ALONG THIS AREA
The question number 25	Where do we usually find the text? A. At the lake B. At the beach C. At the river bank D. At the swimming pool

The operational verb used at the question number twenty fifth in table 4.21 is *where*, because to answer the question need the ability to knowing about where happened some events based on the stimulus of question. In Revised Bloom’s taxonomy, the operational verb *where* includes in *remembering* level, so it can be conclude that in table 4.21 includes in lower order thinking skill (LOTS) based Revised Blooms’taxonomy.

Table 4.21 The Twenty Sixth Question of English Evaluation Interview

The stimulus question	KEEP OFF THE GRASS
The question number 26	The following warning means that pedestrians should... A. not cut B. not walk on C. not water D. not keep

The operational verb used at the question number twenty sixth in table 4.21 is *infer*, because to answer the question need the ability to inferring the simple slogan based on the stimulus of question. In Revised Bloom’s taxonomy, the operational verb *infer* includes in *understanding* level, so it can be conclude that in table 4.21 includes in lower order thinking skill (LOTS) based Revised Blooms’ taxonomy.

Table 4.22 The Twenty Seventh Question of English Evaluation Interview

The stimulus question	The correct arrangement for the following jumbled sentences is: 1. Doctor : You're welcome. Please come again in two days. 2. Lulu : Good evening, Doctor 3. Doctor : Open your mouth. Hmm, you have a cavity. Don't eat too much candy and brush your teeth three times a day. 4. Lulu : OK, Doctor. Thank you. 5. Doctor : Good evening, Lulu. What seem to be the problem? 6. Lulu : I have a toothache.
The question number 27	The best aranged show at... A. 6 2 3 4 1 5 B. 4 1 5 3 2 6 C. 6 2 5 3 1 4 D. 2 5 6 3 4 1

The operational verb used at the question number twenty seventh in table 4.22 is *compose*, because to answer the question need the ability to make an opinion based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *compose* includes in *create* level, so it can be conclude that in table 4.22 includes in higher order thinking skill (HOTS) based Revised Blooms' taxonomy.

Table 4.23 The Twenty Eighth, Twenty Ninth, Thirtieth Question of English Evaluation Interview

The stimulus question	<i>Complete the following dialog with the correct phrases (for questions 28 – 30)!</i> Joe : How about going fishing today? Bob: Sounds great, but (28) ... for a test. Joe : I understand. (29) ... with your test. Bob: (30) ...
The question number 28	The best answer to fill the blank is... A. I must study B. I must draw C. I must write D. I must play
The question number 29	The best answer to fill the blank is... A. congratulation B. good luck

	C. good job D. be happy
The question number 30	The best answer to fill the blank is... A. That's too bad B. I enjoy that C. I don't know D. Thanks

The operational verb used at the question number twenty eighth in table 4.7 is *suitable/interpret*, because to answer the question need the ability to demonstrate understanding and complete with phrase based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *interpret* includes in *understanding* level, so it can be conclude that in table 4.7 includes in lower order thinking skill (LOTS) based Revised Blooms'taxonomy.

The operational verb used at the question number twenty ninth in table 4.7 is *suitable/interpret*, because to answer the question need the ability to demonstrate understanding and complete with phrase based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *interpret* includes in *understanding* level, so it can be conclude that in table 4.7 includes in lower order thinking skill (LOTS) based Revised Blooms'taxonomy.

The operational verb used at the question number thirtieth in table 4.7 is *suitable/interpret*, because to answer the question need the ability to demonstrate understanding and complete with phrase based on the stimulus of question. In Revised Bloom's taxonomy, the operational verb *interpret* includes in *understanding* level, so it can be conclude that in

table 4.7 includes in lower order thinking skill (LOTS) based Revised Blooms' taxonomy.

Based on the analysis above, the researcher found that the most type questions that teachers' made were LOTS-questions. From 30 questions that taken from teachers, 21 of them were Lower Order Thinking Skills (LOTS) questions, 4 were Medium Order Thinking Skills (MOTS), and just 5 Higher Order Thinking Skills (HOTS) questions.

b. Discussion

In this section, the researcher discusses those finding by reflecting on several theories. Base on research question in chapter 1 and findings above, the researcher finally got the teachers' difficulties in undersatanding and designing HOTS test. There are two teachers who has some difficulties in time when designing and understanding HOTS. The theories already stated in the chapter II of this research. The detaile discussion is showed below:

1. The teachers difficulty in understanding the concept of HOTS test

In this section, the researcher will discussed deeply about the teachers' difficulty in understanding the concept of HOTS. As stated by Shamilati and friend (2017) in teaching and learning aspects, there are some challenges faced by teacher namely; planning domain, achievement of objective or outcomes, lack of teachers' time, fourth interruption of teaching and learning, the content is to heavy, and the last creating good atmosphere in classroom.

In fact, the researcher found two most difficult aspects that is the lack of socialization or workshops, and the differences of students' abilities. The first difficulty faced by teachers is the lack of realized from school environment. It happened because not all teachers have a chance followed or joined a workshop. The workshop training is held in limited. Some teachers that delegate also said that several teachers who attended the seminar said they have not really benefited from the workshop. On the other hand, information from the workshop may not necessarily be conveyed to teachers who have never attended the workshop. The teacher said that some of the sources were different so it was a bit confusing.

In the same line, the research by Heri Ratnawati (2018) found that not all teachers understand HOTS well, teachers are still unable to distinguish HOTS ability, skills, learning methods, learning models activities. That makes several teachers who understand well about Higher Order Thinking Skills. In this case, teachers need more training or workshop to increase their understanding in the concept of HOTS, and hope that it can make teachers more aware in Higher Order Thinking Skills concept.

The second discussion is teachers' difficulty when designing and understanding HOTS. Because the teachers know that they should give a different task or test for their students based on their competence. Teachers must make more difficult to understand one by one the aspect of HOTS itself. One side, teachers must have more time and also can spend almost

time in make and understanding HOTS. Other side, teacher spent their time to made their administration teaching, and it cannot ignore.

This result had similiar with research conducted by Siti Aprilia(2019), she found that tecaher had difficulty in designing and preparing evaluation in class, she said that it takes longer time to plan more accurately. This problem may be minimize if the teachers can get more understanding in HOTS and make some class categorized to made easier identify their students' competency.

2. The Teachers' difficulty in designing HOTS test

In this discussion, the researcher found that there are four difficulty. In other hands, according to Master, there are several challenges in building educational assessment, namely; repurposing assessment, implementing a learning assessment system, mapping learning domain, and concluding comments (see chapter II). So, in this research just have one of appropriate with Master's theory, there is about maaping learning domain.

There are four difficulties, that found in this research, those are; difficult to finding the material, difficult to determine/domain the cognitive level of HOTS, difficult to finding the idea/ stimulus, and managing time.

Most difficulties find that face by English Teacher come from themselves. The first difficult is finding the materials for designing HOTS test. In this research, teacher said that there are a guidelines book, but it not help in some case. Apply all of kind of assessment without general pricipal is fail. (Brookhart, 2010) Teachers need more sources. It can happen because they often use material from internet. As stated by Pan (2009: 132), if lesson content or teaching methodology can be adapted to meet the students' interest, needs, and level of English, the teachers be more interested in writing and made their individual English materials, and will, accordingly, much improve.

The second, the researcher found teachers difficult to determine/domain the cognitive level of HOTS. Based on Revised Bloom' Taxonomy by (Anderson, Krathwol, 2001), there are level of cogitive dimension; C1 (remembering), C2 (understanding), C3 (applying), C4 (analyzing), C6 (creating). In this research, teachers said that the teacher difficulties also experienced when determined questions and KKO with indicators. However, teacher get seminar or workshop about HOTS, but it didn't effectively. Teachers need more training and the other hand they must still arrange the questions well.

This result, similiar with reseach by (Indah, 2019), she found that teachers decided level of difficulty that appropriate with student cognitive is confusing. It happened because, the learning ability of students who placed in Excellent and Regular class are different. In

Excellent class have active work in class, the other hands in regular class just several students who active. This problem can minimized, if teachers can handle and more interactive with their students in class so that they can understand their students competency better.

Furthermore, the next discussion was about difficult to finding the idea/ stimulus. the teacher explains that the stimulus is very difficult due to the limited resources available. On the other hand, the teacher is still unable to make their material or stimulus by herself. In the same line, implementing High Order Thinking Skills (HOTS) at schools, many efforts are use to prepared teachers in designing activities related to 21-century learning framework (Zahrani Elyas, 2017).The development of HOTS learning for teachers, especially in terms of designing material, has been the main eduactional goal in many countries (Yen Halili, 2015). The designing HOTS material can be developed by selecting the appropriate tasks.

The last point is discuss about Managing Time. Regarding to this stated, most teachers need to improve their competency in HOTS questions by including students' creativity, problem solving and critical thinking skills (Setiawan et al., 2018) include time to design and prepare material or assesement. In this research, the participants as English teachers still found challenges to manange their time in designing HOTS test. Many activities didn't as a reason, because

students must be able to have one of the skills needed in this 21st century. However, teachers need to be more manage their time better.

According from many factors that researcher found in this research, especially in understanding and designing HOTS tets, researcher match with their handmade questions test. There are 30 questions were analyzed and 21 questions is included the Lower Order Thinking Skills (LOTS) and just 5 included Higher Order Thinking Skills (HOTS). From this results, this is appropriate with the document analysis. In this case, teachers get difficulties understanding and designing HOTS tets that caused their handmade questions test also lack of Higher Order Thinking Skill questions.

In conclusion, the difficulties faced by english teacher in understanding HOTS were lack of socialization or workshop, the different of students abilities. While the difficulty in designing HOTS tets were managing time, difficult to finding material, difficult to determined the level of HOTS, difficult to finding stimulus or idea.

