

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This subchapter presents the data that have been collected in the research. This research aims to answer the research questions, they are : First, To what extent the use of HOTS in English Reading Comprehension Section on National exam 2017/2018? Second, How the students of HOTS level in doing the English Reading Comprehension Section on National Exam 2017/2018? Third, What are the factors of students' difficulties in doing of HOTS in English reading comprehension section on National Exam 2017/2018?

To answer the research questions the researcher uses test and interview with focus group discussion technique. The researcher conducted a test on May to June 2019 at class XII IIS 1 of twelfth grade of MAN 1 Banjarmasin. The total number of the in that class is 35 students. To have more understanding about answer of the research question of this study , the data will be describe below.

1. The use of HOTS in English reading comprehension section on National exam 2017/2018

Base on the precentage of HOT in English Reading Comprehension Section on National exam 2017/2018 it is 54,3%. The result can be seen in the following table.

Table 2**The distribution of the English Reading Comprehension Section on National exam 2017/2018**

No	English Reading Comprehension Section Questions	Cognitive Domain of Bloom's Taxonomy					
		Lower Order Thinking			Higher Order Thinking		
		C 1	C 2	C 3	C 4	C 5	C 6
16.	What is the topic of the text ?			√			
17.	What should we do after click the “burn” option at the top of windows Media player?	√					
18.	“The process of copying CD is <u>possible</u> with any computer...” The underlined word is closest in meaning to			√			
19.	What is the topic of the passage ?			√			
20.	From the text, we know that ...					√	
21.	“More that half the world’s rabbit population <u>resides</u> in <u>North America</u> .” The	√					

	similar meaning of the underlined word is						
22.	The topic of the above text is ...					√	
23.	What can be inferred from the text ?					√	
24.	The purpose of the text is to ...					√	
25.	What is the main idea of paragraph 1 ?					√	
26.	What is the passage about ?					√	
27.	“We would hereby like to invite you to attend the <u>inauguration</u> ceremony”(Paragraph 1), The underlined word is closest in meaning to ...			√			
28.	What is the write’s intention to write the text ?					√	
29.	Why did the writer feel sad before the competition?					√	
30.	From the text it can be concluded that ...					√	
31. I was nervous, I showed my best performances on the stage. The sentences can be connected by which of the following words?			√			
32.	What the topic of the text ?					√	

33.	How are the dates organized ? Based on ...	√					
34.	How people earn PokeDates?	√					
35.	“... it all comes down to human chemistry, we wanted to cut out all the steps between signing up to a service and going on a date”.			√			
36.	What is the topic of the text ?					√	
37.	The text states that ...					√	
38.	According to the text when should we add sliced mushroom ?		√				
39.	1 tb parsley – <u>chopped</u> . The underlined word is closest in meaning to ...			√			
40.	What does the text tell us about ?					√	
41.	What can we infer from the text ?					√	
42.	The underlined word has similar meaning to ...			√			
43.	From the text we can conclude that ...					√	
44.	How can people be powerful to earn money online ?			√			
45.	What is main idea of paragraph 3 ?					√	

46.	Why do tigers aggressively scent – mark large territories ? To....	√					
47.	Tigers are <u>renowned</u> for their power and strength. (paragraph 1). The underlined word is closest in meaning to ...			√			
48.	The text mainly discusses					√	
49.	What is paragraph 2 we about ?					√	
50.	We know that from the text that a compromise ...					√	
Total		5	1	10	0	19	0
		16			19		
Score		16/35×100 % = 45.7%			19/35×100 % = 54.3%		

Related to the table above, the distribution of the higher order thinking level which consist of analyzing, evaluating and creating level is 19 questions out of 35 multiple choice question. There is no question in the analysis domain or C4, while C5 or evaluation domain gets 19 questions and also there is no question above for C6 or the creation domain. It also shows that the distribution of the lower order thinking level obtain 45,7%.

Further, the following table explains the percentage and the distribution of each skills in the in the higher order thinking skills in the English reading comprehension section in academic year 2017 / 2018 for High School.

Table 3 The distribution of the Higher Order Thinking Skills in the English Reading Comprehension Section in academic year 2017 / 2018			
No.	Higher Order Thinking Level	Multiple Choice Question	Total Score
1	Analyze	0	$0/35 \times 100 = 0\%$
2	Evaluate	19	$19/35 \times 100\% = 54.3\%$
3	Create	0	$0/35 \times 100 = 0\%$
Total		19	$19/35 \times 100\% = 54.3\%$

The table above shows that from total 35 Multiple Choice questions in the English reading comprehension section 2017/2018 is 54.3%, there are 19 questions of evaluation skill and none question from analysis and creation skills.

Moreover, the researcher shows the question base on evaluate skill of Higher Order Thinking skills in table below:

Table 4 The Question List of Evaluate Skill	
No	Question List of Evaluate Skill
1.	From the text, we know that ...
2.	The topic of the above text is ...
3	What can be inferred from the text ?
4	The purpose of the text is to ...
5	What is the main idea of paragraph 1 ?
6	What is the passage about ?
7	What is the write's intention to write the text ?
8	Why did the writer feel sad before the competition?
9	From the text it can be concluded that ...

10	What the topic of the text ?
11	What is the topic of the text ?
12	The text states that ...
13	What does the text tell about ?
14	What can we infer from the text ?
15	From the text we can conclude that ...
16	What is main idea of paragraph 3 ?
17	The text mainly discusses ?
18	What is paragraph 2 we about ?
19	We know that from the text that a compromise ...

2. Students' Level in doing HOTS of The English reading comprehension section on National Exam 2017/2018.

To know the level of students in doing HOTS of English Reading Examination 2017/2018 the research looks for the total level of students in doing HOTS of English Reading Examination 2017/2018, the uses mean score as follows:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1382,86}{19}$$

$$M = 72.78$$

From the score above the analysis of student's level in doing HOTS of The English reading comprehension section on National Exam 2017/2018. It shows in the table below:

$$\% = \frac{\text{The number of Students Answered HOTS Correctly}}{\text{Total Students}} \times 100\%$$

Table 5 Analysis of student's Level in doing HOTS of The English reading comprehension section on National Exam 2017/2018.				
No	Indicators of HOTS	Question's number	The Number of student's answered HOTS Correctly	percentage
	Evaluating (critical Thinking) :	20	3	8,57%
	Justifying a decision or course of action	22	30	85,71%

1	23	33	94,28%
	24	32	91,42%
	25	34	97,14%
	26	5	14,28%
	28	32	91,42%
	29	33	94,28%
	30	35	100%
	32	0	0%
	36	34	97,14%
	37	2	5,71%
	40	33	94,28%

		41	35	100%
		43	28	80%
		45	32	91,42%
		48	33	94,28%
		49	21	60%
		50	29	82,85%
Σx				1382,86%
Mean				72,78%

Based on the data above, the total score is **1382,86** of 35 students, the mean of score is 72.8 % by looking at the table below:

Table 6

The result of student's level in doing HOTS of English reading comprehension section in academic year 2017/2018

Absorption Interval (%)	Absorption Category	Students' answer of HOTS correctly
$85 \leq x \leq 100$	Excellent	72.8%
$70 \leq x < 85$	Good	
$50 \leq x < 70$	Fair	
$0 \leq x < 50$	Bad	

Based on the table above those the students have 72.8% the answer of HOTS correctly of student's level in doing HOT of English Reading Comperhension Section 2017/2018 item, it is in interval $70 \leq x < 85$ it's mean that categorized in good.

3. The Factors of Student's Difficulties in doing HOTS of The English Reading Comprehension Section on National Exam 2017/2018.

The following are the results of FGD (Focus Group Discussion) that have been carried out:

The sample were using the Random Sampling technique, it is consist of 17 participants which was divided in to three groups. This sample took from the class of XII IIS 1 in this class has 35 students. The first group there are 5 respondents, the second group there are 5 respondents and the third group there are 7 respondents. It is for

discussing the factors of students' difficulties on doing the HOTS of reading English examination 2017/2018 that has been provided by researchers.

The first question addressed in FDG way is the opinion about the reading, almost the students stated that they have difficulties when they were doing on the English reading comprehension section, it is because of lacked vocabulary. One of First group gives statement that it was difficult. Respondent 3 he stated that "*The test was difficult, because I don't understand the text, also lack of vocabulary*". Next to second group some of them stated that the reading questions given were difficult to do, but there are also, that who stated the test is easy, but he / she did not give a detailed explanation. For example on respondent 2, he only stated "Easy". In group 3 there were 3 respondents stated difficulties in respondents were 5, 6, 7 and there were also, that who said it was quite easy. It is because seen from their opinions which stated that the problem was being because they already knew the meaning of the reading, for example in respondent 4 "It's most only easy" if it known the vocabularies, but in vice versa. from the 17 respondents, there were 11 respondents stated difficulties, those are from first group those respondents of 1,2,3,4 and 5, from group 2 the respondents of 1,3, and 5 in group 3 the respondents of 5,6,7. It can take the conclusion that the test was difficult.

The second discussion is the researcher wants to ensure one of the characteristics of the HOTS which teaching and learning of HOTS is not routine. It is about teaching and learning of HOTS in the classroom. In this discussion there were only a few students who share their opinions which of those opinions stated that the reading given by researchers were rarely taught in class, each grade increase in material taught was different. Then, only a few times were taught questions given by researchers, when they

were in class 12th, they were more focused on Listening in preparation for the English National Examination. One example from first group it is from respondent of 4 *"The question was discussed in class 10th but, now it's forgotten because in class 10th, 11th, and 12th there were different discussions, those always change new material. If the story (reading) is given they are told to translate and identify the grammar in the story "*. Even if there is taught they have forgotten because it is rarely discussed in this class obtained from the respondent of group 2 *"no questions like that were given, even if there is as far as I remember rarely discussed"*.

The last question is about the opinion of students which were the researcher asks the question about HOTS questions. They were got difficulty in doing HOTS questions. This is because the problem makes them feel fooled when going to choose multiple choice, lack of understanding of the text due to lack of vocabulary, many vocabulary that looks unfamiliar from what they normally learn in class, also one of them is repeating reading, because they still cannot conclude the reading or deciding on an appropriate answer, one respondent also states that the questions require reasoning, even though the time given is limited for example in the respondent' of 5 said that *" The question instruct to be concluded, so I must understand the text (Reading), because of that I must repeat the reading for getting the best answer even though the time is narrow"*. Then respondent 6: *"It was difficult question because it is about concluding the text, so I have to use reason more active"*.

B. Discussion

After finding the data, the researcher discusses all the obtained data to give some consideration on the research. There are three questions that will be discussed. First, The percentage of HOTS in English reading comprehension section on National exam 2017/2018, second Student's Level in doing HOTS in English reading comprehension section on National exam 2017/2018, third The Factors of Students' Difficulties in doing of HOTS in English reading comprehension section on National Exam 2017/2018.

1. The Use of HOTS in English reading comprehension section on National exam 2017/2018

Base on the result of the characteristic of Higher Order Thinking skills, the researcher put the six levels into the Lower Order Thinking Skill (remember, Understand, Apply) and the Higher Order Thinking (Analyze, Evaluate, Create), the result show that the higher order thinking skill level obtain 54.3% while lower order thinking skill level is 45.7%, it's mean that higher order thinking skill more domination than the lower order thinking skill. All of 35 questions of English reading comprehension section 2017/2018, the researcher found that there are 16 questions of lower order thinking skill, while higher order thinking skill is 19 questions. Thus, Based on the analysis result, that the question HOTS categories is 19 questions so it has the precentage 54,3%. This study is not related to Ani Dany & Wasis (2013) dan & Dedi (2015) in precentage HOTS in National Examination they said that the precentage of HOTS in National examination of Senior and junior High school about 7,5 – 15 %, and also it is contradicting on the convention of (BSNP, 2018) states that higher order thinking consist of 10 – 15% in National

Examination, “English National questions consist of 3 levels, namely level 1 (Understanding) as much as 25-30%. Level 2 (application) as many as 50 - 60%, and level 3 (reasoning) 10-15%. When compared between the EN and PISA questions, the presentation of reasoning questions in the PISA question is more than 25%. Level 1, 2, 3, presentations on PISA are 25%, 50% and 25% respectively” (BSNP, 2018).

Additionally, from 35 questions there are 19 questions of Higher Order Thinking Skills in English reading comprehension section 2017/2018 it is in number question 20, 22, 23, 24, 25, 26, 28, 29, 30, 32, 36, 37, 40, 41, 43, 45, 48, 49, 50, from that question all of those are evaluation skill. Which is the evaluation skill or evaluate is make judgements about the value of ideas or materials base on the criteria and standards. It emphasizes on checking and giving critiques about an idea or value. The categories of analyzing and creating skills are none a. it might happen because Daiek and Anter claim that the synthesis questions or the create question had difficulty in answering (Daek & Ante, 2004), even though the questions that belong to the analyze skill is none distribution too, but it is important to train students in analyzing some ideas and information. Therefore it could be better if the stakeholders pay more attention to the distribution of the analyze skill and create skill in the English Reading Comprehension Section for the next National Examination.

2. Student’s Level in doing HOTs in English reading comprehension section on
National exam 2017/2018

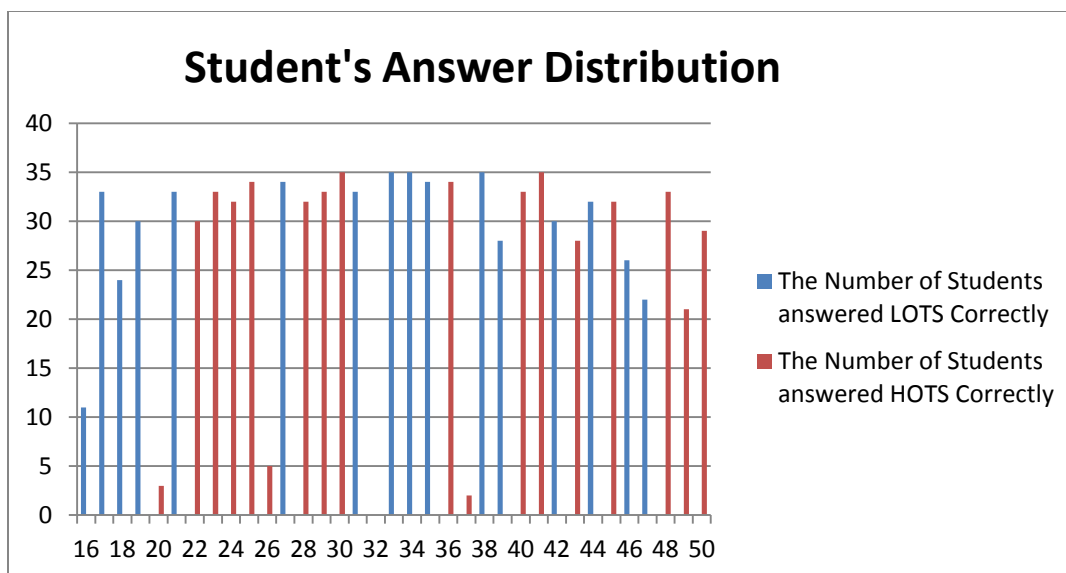


Figure 3. Distribution charts of student answers

Based on the graph in Figure 3 The number of students who are able to do each item. There are 5 questions that can be done by all students, with questions number 30,33,34,38 and 41.

Question's number 30 is given a text in the form of Recount text, students can conclude the message in the text. The question is classified into the HOTS.

Question's number 33 is given a text news item, students can determine the details of the event. The question is classified into the LOTS which requires students to remember the text.

Question's number 34 given a news item text, students can use the correct conjunction, the question belongs to the LOTS which requires students to remember the text.

Question's number 38 is given reading the procedure text, students can determine the details of the steps. The question is classified into the LOTS which requires students for understand the text.

Furthermore, question's number 41 is given a news item text, students can summarize the details of the incident, the question is classified into HOTS.

The result showed to related on the graph that the questions that are almost unable to be done by students are questions number 20, 26, and 37.

The question's number 20 is given a text in the form of a report, students can conclude the detailed description in the reading, the question is classified into HOTS.

The question's number 26 is given a text in the form of invitation, students can deduce the topic from the text, the question is classified into HOTS. Furthermore, number 37 is given a text procedure text, students can conclude the details of the steps, the question is classified into HOTS.

The question that is not able to be done by students is problem number 32. Problem number 32 is given a text news item, students can deduce the topic from the text. The problem is classified into the HOTS problem.

Based on figure (1), HOTS questions that can be done by students with the highest level difficulty based on number students who answered correctly was problem number 32 where students are given a text in the form of News Items, students can deduce the topic from the text. The question contained in the question require the ability to reason students in concluding a topic in reading, students must be understood

to concluding the topic from the text. While the questions answered correctly with the highest easy number of students are questions number 30 and 41. Question's number 31 where students are given a text in the form of Recount Text learners can conclude the message in the text and 41 where students are given a text in the form of News Items, students can summarizing the details of events. According to Widana as cited in (Ningsih, 2018) He says that 'difficulty' is not the same as higher order thinking. The level of difficulty in the item is not the same as the high-order thinking ability. For example, to know the meaning of an uncommon word may have a high level of difficulty, but the ability to do the question does not include higher order thinking skills. Thus, HOTS questions are not necessarily those that have high level of difficulty.

The mean of student's absorption in doing of HOTS English Reading Comperhension Section 2017/2018 correctly is 72,8% and it is categorized in good. According to Thomas dan Thorne (2009) that HOTS can be learned and taught.

3. The Factors of Students' difficulties in doing of HOTS in English Reading Comperhension Section on National Exam 2017/2018.

Base on studen's discussion result that there are some factors of students' difficulties in doing HOTS, when the instruction of the question orders to conclude the text base on the reading they said actualy misunderstanding with the reading, so they have to repeat the reading in times, they also said that when doing that question they have to more thinking it is not same like remember but also it must take conculation know the meaning and the purpose of the text. Widana as cited in (Ningsih, 2018) He

said that As high order thinking skills are operating the cognitive skills which are needed in thinking processes happen in short-term memory, students are expecting relate every clues to the fact. Due to this, first things that teachers need to give to the students are:

- a. Identify the questions or conclusion that will be made,
- b. Identify the known facts,
- c. Identify the relevant knowledge,
- d. Create the final prediction.

It can be assumed that student center process will be achieved as they common with these and also because of this skill is not routine or seldom to apply in, according to Widana as cited in (Ningsih, 2018) He said that HOTS assessment is not a regular assessment given in class.

The difficulty of learning English students is not only caused by ineffective learning but also be caused by differences in personality types possessed by each individual, according to Darcey & Travers as cited in (Tambychik, Mohdmeerah, & Aziz, 2010) stated that psychosocial factor could influence the difficulties faced by students. This relate to respondant 5 of third group said that *he didnot intrest with English*” .