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Senior High School Students' Ability in Answering Reading Comprehension Questions of Higher Order Thinking Skills

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ABSTRACT

This study aims to describe the ability of tenth-grade students of SMA Swasta Imelda Medan in answering reading comprehension question of Higher Order Thinking Skills based on Curriculum 2013 with essay question of Narrative Text legend story. This research was conducted with Quantitative-Descriptive method. The data analysis was a test that consist of 3 analysing level question, 2 evaluating level question and 1 creating level question. Total 6 essay HOTS question with the text was Narrative Text legend story. The test was taken from 30 students of class X-MIPA SMA Swasta Imelda Medan. This research has found that the ability of the tenth-grade students of SMA Swasta Imelda Medan was poor. With the mean of Analysing 49.07; Evaluating 51.25; and Creating 28.3. The number of students who got excellent in analysing were 8 students, evaluating has 10 students and creating only has good category with 2 students. From this research, students should improve their creative and critical thinking. And teachers also need to take more attention to guide the students.



INTRODUCTION

According to the revised curriculum 2013, students should be emphasized in four major integrated aspects of lesson planning: character development, literacy, 4C (creative, critical thinking, communicative, and collaborative), and high order thinking skills (HOTS). HOTS places a premium on students' ability to analyse, evaluate, and devise solutions to problems encountered at school or in their personal lives. Students of this generation must be able to think creatively and critically. Students must be able to analyse and evaluate information in order to become critical thinkers. English students are expected to have higher-order thinking skills. They must complete their reading comprehension tasks and open their minds to current world issues.

The capability to think critically, rationally, metacognitively, and innovatively is referred to as Higher Order Thinking Skills (HOTS). Higher order thinking skills are defined as the ability to solve problems, analyse arguments, negotiate concerns, or predict the outcome using information. It entails challenging values and expectations, collecting evidence, and making judgments.

The term HOTS is synonymous with the phrase critical thinking. HOTS is an advanced order competence in Bloom's Taxonomy that is separated into three parts: analyze (C4), evaluate (C5), and create (C6) (Setiawati, 2019). Bloom's taxonomy ranks HOTS as the top three cognitive processes (analyzing, evaluating and creating).

In the syllabus of curriculum 2013 of Senior High School Grade X students, they will study 3 kinds of text; namely Descriptive Text, Recount Text and Narrative Text. In this research, researcher decided to choose narrative text for the test. A narrative text is one that tells a story about complicated or problematic events that occurred in the past and attempts to find a solution to the problem. The story is an event or series of events that occur in the story. Students are expected to comprehend the text while reading a narrative text in order to grasp the meaning of the entire text.

SMA Swasta Imelda Medan is one of the Medan schools that uses the 2013 curriculum to teach English. Students at this school are expected to be able to analyse reading comprehension questions using higher-order thinking skills. However, no research on students' higher-order thinking skills (HOTS) in answering reading comprehension questions in the context of English learning has been conducted at this school. So, the researcher conducted an observation to learn how HOTS was used in this school. HOTS questions are given to students in this school.

The researcher did an observation by giving 30 students from class X- MIA at SMA Swasta Imelda a test with one text about Narrative Text and 3 HOTS multiple-choice questions based on the text. But, the result in answering the HOTS question is based on the ability of each students. Students that have a good ability or knowledge, can easily comprehend the story and answer the questions, but the students that have less ability find HOTS questions are hard to answer.

From 30 students who took the test, only 5 students were able to answer the all questions correctly. And there were 9 students that just only got 1 answer right from the 3 questions. And unfortunately, there were 2 students who could not answer any of three questions. The rest 14 students were successfully answered 2 questions correctly.

After knowing the reality of this school, researcher interests to do more research with the real HOTS questions to the students in order to know the students' ability. Based on the description

above, the research carrying out the research with the title “Analysis Senior High School Students’ Ability in Answering Reading Comprehension Questions”.

METHOD

This study used a descriptive method with a quantitative approach. According to (Sugiyono:2014), descriptive research is research that uses quantitative and qualitative data to describe a phenomenon or event. According to Creswell (2019, p.71), quantitative research necessitates researchers explaining how variables influence one another.

A descriptive quantitative method, according to Sudijono (1987), is one that describes the state of a phenomenon that has been performed by a measuring instrument and then processed in accordance with the function. Descriptive quantitative analysis, in other words, must organize and analyse numerical data in order to provide a consistent, concise, and clear view of a phenomenon or event.

In this research, the data collection is the students answer sheet of the tenth-grade students from SMA Swasta Imelda Medan. The source of data conducted in this research is 30 students from grade X-MIA of SMA Swasta Imelda Medan. The instrument of data collection is a reading comprehension essay test. The text used in this research is Narrative text. The reading comprehension test has 2 story texts and 6 questions. The texts will be taken from English textbooks because they are reliable and ensure the content's validity.

This research is intended to know the ability of the grade X-MIA of SMA Swasta Imelda Medan in answering reading comprehension questions of HOTS.

FINDINGS

The Researcher give a test to the students as the data analysis. There are 6 essay questions with HOTS level which are; analyse, evaluate, and create. Those 6 questions given to the 30 students from Class X MIPA of SMA Swasta Imelda Medan. In this research, the test only focused on the reading of Narrative Text.

NO	QUESTIONS	LEVEL
1.	What made Malin Kundang’s father think that his son could be accepted to work on a large ship?	<i>Analysing</i>
2.	If you were in the same condition as Mother of Malin Kundang, would you do the same as she did to Malin Kundang? Why? Explain your reasons!	<i>Evaluating</i>
3.	Write down the story line in chronological order!	<i>Analysing</i>
4.	What can we learn from the story?	<i>Analysing</i>

5.	From the text above, which one has the bad character? Why you think like that?	<i>Evaluating</i>
6.	The text above has not an ending story. Please write an ending of the story in your own idea!	<i>Creating</i>

The researcher has calculated and grouped based on how many students have successfully answered each question based on the assessment point criteria. The results can be seen in the table below.

1. Analysing

The table below shows how many students are in each assessment category for each number at the level of analysis questions.

Table 4.1 Students' Percentage Assessment for Each Category of Analysing Questions

Question	Category							
	Excellent	(%)	Good	(%)	Adequate	(%)	Poor	(%)
No 1	5	16.67%	20	66.67%	1	3.33%	4	13.33%
No 3	-	-	-	-	10	33.33%	20	66.67%
No 4	3	10%	13	43.33%	5	16.67%	9	30%
Total	8	26.67%	33	110%	16	53.33%	33	110%

Only 5 students managed to get excellent in the question number 1 with the percentage 16.67%. There were 20 students (66.67%) in the category good. In adequate with percentage 3.33% consist of 1 student. And for category poor there were 4 students (13.33%). Next analysing question, number 3, none of the students successfully passing the excellent and good criteria. There were 10 students (33.33%) in the adequate criteria, and 20 students (66.67%) got low score or poor. The last analysing question, number 4, 3 students successfully got excellent answer with percentage (10%). For the good category, there were 13 students (43.33%). Adequate has 5 students (16.67), and the poor category has 9 students (30%).

2. Evaluating

The table below shows how many students are in each assessment category for each number at the level of evaluating questions.

Question	Category							
	Excellent	(%)	Good	(%)	Adequate	(%)	Poor	(%)
No 2	-	-	1	3.33%	9	30%	20	66.67%

No 5	10	33.33%	5	16.67%	8	26.67%	7	23.33%
Total	10	33.33%	6	20%	17	56.67%	27	90%

Table 4.2 Students' Percentage Assessment for Each Category of Evaluating Questions

For the evaluating, there were 2 questions. The first question is number 2, none of students managed to get excellent score. And only 1 student in good category (3.33%). The adequate category has 9 students with percentage 30%. And 20 students in the poor category (66.67%). The second question is on number 5, in the excellent category there were 10 students (33.33%). Good category got 5 students (16.67). 7 students in the adequate category with the percentage 23.33%. And the las for poor category there were 7 students (23.33%).

3. Creating

The table below shows how many students are in each assessment category for each number
Table 4.3 Students' Percentage Assessment for Each Category of Creating Questions

Students' Percentage Assessment for Each Category of Creating Questions

Question	Category							
	Excellent	(%)	Good	(%)	Adequate	(%)	Poor	(%)
No 6	-	-	2	6.67%	-	-	28	93.33%
Total	-	-	2	6.67%	-	-	28	93.33%

In the creating level, there was only 1 question. There were no students who managed to get excellent category. 2 students managed to get good score with the percentage 6.67%. No students in the adequate category. And 28 students got low score with percentage 93.33%.

After the data were evaluated, then the researcher got the result that had been described in the data analysis before. For the question of analysing level number 1, only 5 students were categorized as excellent. For evaluating number 2, none of the students got excellent. Number 3 which is analysing question, none of students got excellent too. Number 4 also analysing level, 4 students were categorized as excellent. For number 5 question of evaluating, 10 students got excellent score. And the last question number 6 for the creating level, none students got excellent score.

The total students who got excellent in the analysing was 8 students with total percentage 26.67%. Total students who got good category was 33 (110%). Total adequate was 16 students with the percentage 53.33% and the category poor was 33 students with 110%.

The total students who got excellent in the evaluating level were 10 students with the percentage 33.33%. Students who categorized as good were 6 students with 20%. Adequate has 17 students with 56.67% and poor has 27 students with the percentage 90%.

For creating level question, there were no students who managed to get excellent. And then there were 2 students who categorized as Good with the percentage 6.6%. No students who were categorized as Adequate. And poor category has 28 students with the percentage 93.33%.

DISCUSSION

The first calculation sought to assess students' ability to respond to analysing questions. The findings from the analysis of students' answers to analysing questions by 10 grade students at SMA Swasta Imelda Medan were poor categorized because the average score of the students in analysing questions was 49.07; furthermore, there was no students who classified as excellent, 4 students who classified as good, 14 students who classified as adequate, and 11 students who classified as poor. This finding contrasted with the findings of Mahfuzah et al. (2019), who discovered that the students' ability to answer analysing questions was fairly good classified. As a result, it was assumed that the various samples taken influenced the research results.

The second calculation sought to determine the students' ability to answer evaluative questions. The findings from the analysis of students' answers in answering evaluating questions by tenth grade students at SMA Swasta Imelda Medan were adequate because the students' average score was 51.25; furthermore, there was 1 student who classified as excellent, 4 students who classified as good, 14 students who classified as a adequate, and 11 students who classified as poor. As a result, it can be assumed that the students are not good at making judgment and comment, justifying and critiquing the information, whether they agree or disagree with it. This finding was quite in line with the findings of Elyana et al. (2016), who discovered that students' ability to answer evaluating questions was poor categorized.

The next calculation sought to determine the students' ability in create questions. The findings from the analysis of students' answers in answering creating questions by tenth grade students at SMA Swasta Imelda Medan were really poor because the students' average score was 28.3; furthermore, there was no students who classified as excellent, there were 2 students who classified as good, no students who classified as adequate, and the rest 25 students classified as poor. This finding contrasted with the findings of Sri Rejeki (2021), who discovered that the average score of students' creating abilities was 75.41, which is considered as good.

CONCLUSION

Based on the data analysis and findings presented in the preceding chapter, it is possible to concluded that Students High Order Thinking Skills (HOTS) in Answering Reading Questions of SMA Swasta Imelda Medan is in the category poor, with the mean of Analysing 49.07; Evaluating 51.25; Creating 28.3. It means that the students' ability in answering reading comprehension questions of HOTS is poor or unsatisfactory. The main reason is due to the lack of students' ability to understand the contents of the story. Then, the lack of students' thinking skills in analyzing a cause and effect of a problem in the story and also the messages contained in the story. The latter is the lack of creativity in producing ideas to solve problems. As a result, higher order thinking skills (HOTS) should be improved as one of the aspects of the 2013 curriculum because HOTS are critical for students to think critically and creatively in this era.

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