

CHAPTER IV
RESEARCH FINDING

A. Research Finding

1. Students' Ability in Answering Reading Question with High Order Thinking Skill

The descriptions of this research consisted of the students' data scores analysis in answering reading question with HOTS. In analyzing the students' ability in answering reading question with HOTS, the researcher used theory from Bloom Taxonomy. In Bloom's Taxonomy, there are three domains of objectives that are useful for assessing students' behavior in the teaching and learning process. Those three domains are cognitive, affective, and psychomotor and this research focused on cognitive domain.

There are three indicators in High Order Thinking Skills they are Analyzing, Evaluating and Creating. The findings are elaborated as follows:

Table 4.1
Students' Score

No.	Students	Correct Answer	Incorrect Answer	Total Question	Score	Students' Level
1	QA	25	5	30	83	Good

No.	Students	Correct Answer	Incorrect Answer	Total Question	Score	Students' Level
2	TAN	25	5	30	83	Good
3	FQA	23	7	30	77	Good
4	AAZ	23	7	30	77	Good
5	SN	22	8	30	73	Good
6	HSK	22	8	30	73	Good
7	LSH	22	8	30	73	Good
8	MNA	22	8	30	73	Good
9	ZPR	21	9	30	70	Good
10	DDM	21	9	30	70	Good
11	KZK	21	9	30	70	Good
12	EA	20	10	30	67	Adequate
13	TGR	18	12	30	60	Adequate
14	SASA	18	12	30	60	Adequate
15	FSA	17	13	30	57	Adequate
16	NP	17	13	30	57	Adequate
17	DPS	17	13	30	57	Adequate
18	NS	16	14	30	53	Adequate
19	MNAA	15	15	30	50	Adequate
20	JP	15	15	30	50	Adequate
21	MPZD	14	16	30	47	Poor
22	DAP	14	16	30	47	Poor
23	SAA	13	17	30	43	Poor
24	UN	13	17	30	43	Poor
25	FMA	11	19	30	37	Poor
26	S	10	20	30	33	Poor

No.	Students	Correct Answer	Incorrect Answer	Total Question	Score	Students' Level
27	YPA	9	21	30	30	Poor
28	MA	9	21	30	30	Poor
29	JNF	9	21	30	30	Poor
30	SH	9	21	30	30	Poor
Total		511	389			

From the table above, the highest score of the students' test result in answering reading question with HOTS are QA and TAN with 83 of score, and the lowest score are YPA, MA, JNF and SH with 30 of score. But from the table above showed that some of students got more than 70 or in good classification. It is indicated that the students already have high ability in answering reading question with HOTS.

Table 4.2
Students' Score Classification

Absorption interval	Absorption category	Frequency	Percentage
$85 \leq X \leq 100$	Excellent	0	0%
$70 \leq X < 85$	Good	11	37%
$50 \leq X < 70$	Adequate	9	30%
$0 \leq X < 50$	Poor	10	33%

From the table above, it can be seen that 10 students' score around in Poor Classification (33%). And 9 students' score around in Adequate Classification (30%). And 11 students' score around in Good Classification (37%). While 0 students' score in Excellent Classification (0%).

2. The Result of Interview

In this study, the researcher interviewed two students who were taken based on the results of the tests that had been carried out. Firstly, the researcher interviewed QA as the student with the highest score. Secondly, the researcher interviewed SH as the student with the lowest score.

a. The Result of Interview with QA

1. Do you have difficulty working on the analysis questions?
(Apakah anda mengalami kesulitan dalam mengerjakan pertanyaan analisis?)
: Iya, ada beberapa pertanyaan yang membuat saya bingung untuk menganalisis textnya.
2. Do you have difficulty doing the evaluate questions? *(Apakah anda mengalami kesulitan dalam mengerjakan pertanyaan evaluasi?)*

: Iya, bisa dibilang pertanyaan-pertanyaan ini lebih sulit dari yang lain

3. Are you having trouble working on the create question?
(Apakah anda mengalami kesulitan dalam mengerjakan pertanyaan kreasi?)

: Iya, meskipun tidak sesulit pertanyaan-pertanyaan evaluate

4. What difficulties did you have with the analysis questions?
(Kesulitan apa yang anda alami dalam mengerjakan pertanyaan analisis?)

: Kadang kesulitan dalam memahami isi dari textnya

5. What difficulties did you have in doing the evaluate questions?
(Kesulitan apa yang anda alami dalam mengerjakan pertanyaan evaluasi?)

: Karena textnya susah untuk dipahami, Jadi kesulitan untuk menyimpulkan textnya

6. What difficulties did you experience in working on the create questions? *(Kesulitan apa yang anda alami dalam mengerjakan pertanyaan kreasi?)*

: Kesulitan dalam menentukan atau membuat jalan cerita yang berbeda

b. The Result of Interview with SH

1. Do you have difficulty working on the analysis questions?

(Apakah anda mengalami kesulitan dalam mengerjakan pertanyaan analisis?)

: Iya saya kebingungan dalam mengisi soal analisis textnya

2. Do you have difficulty doing the evaluate questions? *(Apakah*

anda mengalami kesulitan dalam mengerjakan pertanyaan evaluasi?)

: Iya soalnya kesulitan mengerjakan soal jenis ini

3. Are you having trouble working on the create question?

(Apakah anda mengalami kesulitan dalam mengerjakan pertanyaan kreasi?)

: Iya saya mengalami kesulitan dalam mengisi soal create tapi tidak terlalu sulit

4. What difficulties did you have with the analysis questions?

(Kesulitan apa yang anda alami dalam mengerjakan pertanyaan analisis?)

: Saya kesulitan ketika membaca teks naratifnya karna menggunakan Bahasa Inggris

5. What difficulties did you have in doing the evaluate questions?

(Kesulitan apa yang anda alami dalam mengerjakan pertanyaan evaluasi?)

: Kebingungan ketika mengisi soal karena pilihan ganda di soalnya yang membuat saya keliru

6. What difficulties did you experience in working on the create

questions? *(Kesulitan apa yang anda alami dalam mengerjakan pertanyaan kreasi?)*

: Ketika memahami pertanyaannya

B. The Analyzing of The Data

1. The Students' Ability in Answering Analyzing Question

There were 10 question provided in order to know the students' ability in answering these questions. The most frequent mistake made by students in answering these questions was in number 13. The question is:

“Why didn't the man let the farmer use the water from the well?”

- a. Because the man needed the water for himself
- b. Because there was no water in the well
- c. Because the man obeyed what the emperor said
- d. Because water in the well was not included in the sales agreement they made before

- e. Because the man thought that he had sold the well but the water was not involved

The question number 13 is the most frequent mistake did by students in answering the analyzing question. Based on the finding, there were 18 students who did mistake in answering this question. The researcher has analyzed each students' answer. After that the researcher has calculated the students' score and found that were 6 students who got Excellent, 12 students who got Good, 6 students who got Adequate, and 6 students who got Poor. It can be seen in the table below:

Table 4.3

The Score Description of Students' Ability in Answering Analyzing Questions

Absorption interval	Absorption category	Total of Students
$85 \leq X \leq 100$	Excellent	6
$70 \leq X < 85$	Good	12
$50 \leq X < 70$	Adequate	6
$0 \leq X < 50$	Poor	6
Total		30

2. The Students' Ability in Answering Evaluating Question

There were 10 question provided in order to know the students' ability in answering these questions. The most frequent mistake made by students in answering these questions was in number 8. The question is:

“What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?”

- a. Princess Segara will have married with Raden Begawan
- b. Sang Prabu will not hold strength competition
- c. Raden Begawan will not die
- d. Teja Nirmala will stay in the Kahyangan
- e. Wicked Fairy will not take Raden Begawan's life

The question number 8 is the most frequent mistake did by students in answering the evaluating question. Based on the finding, there were 28 students who did mistake in answering this question. The researcher has analyzed each students' answer. After that the researcher has calculated the students' score and found that 0 students who got Excellent, 5 students who got Good, 14 students who got Adequate, and 11 students who got Poor. It can be seen in the table below:

Table 4.4

The Score Description of Students' Ability in Answering Evaluating Questions

Absorption interval	Absorption category	Total of Students
$85 \leq X \leq 100$	Excellent	0
$70 \leq X < 85$	Good	5
$50 \leq X < 70$	Adequate	14
$0 \leq X < 50$	Poor	11
Total		30

3. The Students' Ability in Answering Creating Question

There were 10 question provided in order to know the students' ability in answering these questions. The most frequent mistake made by students in answering these questions was in number 15. The question is:

“How would you change the different ending?”

- a. Farmers are prohibited from taking water from their wells
- b. The peasant goes to the palace to ask for justice
- c. The farmer managed to trick the well seller again
- d. The well seller must rent the well to the farmer

e. Farmers were tricked by well sellers

The question number 15 is the most frequent mistake did by students in answering the evaluating question. Based on the finding, there were 27 students who did mistake in answering this question. The researcher has analyzed each students' answer. After that the researcher has calculated the students' score and found that is 1 student who got Excellent, 12 students who got Good, 3 students who got Adequate, and 14 students who got Poor. It can be seen in the table below:

Table 4.5

The Score Description of Students' Ability in Answering Creating Questions

Absorption interval	Absorption category	Total of Students
$85 \leq X \leq 100$	Excellent	1
$70 \leq X < 85$	Good	12
$50 \leq X < 70$	Adequate	3
$0 \leq X < 50$	Poor	14
Total		30

4. The Mistake Done by Students in Answering Reading Questions with High Order Thinking Skill

After analyzing each item answered by students, the researcher found that the most frequent mistake made by students. After doing analysis, it was found that there were 389 mistakes found on the students' answer. The total of mistakes found from all students' answer based on the categories stated in the table below:

Table 4.6

The Total of Mistakes Found in the Students' Answers

No	Level of Thinking	Indicator	Total of Mistake	Percentage (%)
1	Analyzing	Analysis specifically stated detail.	96	25%
2	Evaluating	Make an inferred from the passage.	151	39%
3	Creating	Producing thoughtful idea to solve problems.	142	37%
TOTAL			389	100%

Based on the table above, it can be seen that there were 389 mistakes made by students which mostly occurred on the second indicator is make an inferred from the passage (39%). It is followed by two indicator is scan for unstated detail (37%) and analysis specifically stated idea (25%).

5. The Analyzing of The Interview

a. Analyze The Result of The Interview

The interview was conducted online with two students grade 8 student of MTs Satu Atap Balaraja who were taken based on the results of the tests that had been carried out. The researcher interviewed QA as the student with the highest score and interviewed HS as the student with the lowest score. Interviews with students were conducted to find out the responses of students to the difficulty of students in doing the reading narrative text questions high order thinking skill especially in analysis, evaluate and create domain. Firstly, the interview with QA was held on Monday, March 8, 2021.

The conclusion of the answers given by QA is for analysis questions She experienced difficulties in particular on several questions that made his confused to analyze the text. He also said that he sometimes had difficulty understanding the contents of the

text.

Meanwhile, for the evaluate question, She also said that he had difficulty and considered this type of problem to be the most difficult to solve. And she had difficulty because of his inability to understand the contents of the text which made it difficult for him to draw conclusions from the text.

Meanwhile, for the create problem, She also said that she was having a hard time although it is not more difficult than the evaluate question. She said that she had difficulty determining or constructing a different storyline but it was still relevant to the content or story of the text.

Secondly, the interview with SH was held on Monday, March 8, 2021. The conclusion of the answers given by SH is for analysis problems, she had difficulty, she said that she felt confused in analyzing the text due to lack of ability to translate the text or lack of vocabulary.

As for the evaluate questions, SH also said that she had difficulty working on this type of problem because he felt confused because this type of problem made him hesitate and made him wrong in doing it.

As for the create problem, she said that this type of problem also made it difficult for his to do it, even though it was no more difficult than an evaluation question. The difficulty she experienced, especially in understanding the text and the questions.

C. Discussion

This discussion focused on the students' ability to answer the reading questions with HOTS at MTs Satu Atap Balaraja. High Order Thinking Skill can be classified into three which are analyzing, evaluating and creating. Therefore, to know the students' ability to answer reading questions with HOTS, the researcher gave a test to the students which surrounded by analyzing, evaluating and creating questions. There were 10 questions for each skill. Thus, there were 30 questions provided by the researcher that had been answered by the students.

The first research question aimed to find out how are the students' ability in answering reading question with high order thinking skill. The first is analyzing, the findings that have been obtained from the analysis of students' answers in answering analyzing questions by eighth grade students at MTs Satu Atap Balaraja that there were 6 students who categorized excellent was fairly good, they get the average score 85-100, then there 12 students who categorized good they get the average score

around 70 - 85, 6 students who categorized adequate they get the average score around 50-79 and 6 students categorized poor they get the average score around 0-50. In the analyzing questions category, the average score of all students' scores was 7. Therefore, it can be assumed that the students are quite good in analysis specifically stated detail.

The second is evaluating, there were 0 student who categorized excellent, then 5 students who categorized good they get the average score around 70 - 85, then there were 14 students who categorized adequate they get the average score around 50 - 70, and 11 students categorized poor they get the average score around 0 - 50. And from the results that students get and the average score that has been done by the researcher. In the evaluating questions category, the average score of all students' scores was 5. Therefore, it can be assumed that the students are still quite in difficulty in make an inferred from the passage.

The third is creating, there was 1 student who categorized excellent he get the average score around 85 - 100. Then there were 12 students who categorized good they get the average score around 70 - 85, there were 3 students who categorized adequate they get the average score around 50 - 70 and there were 14 students categorized poor, they get the average score around 0 - 50. In the creating questions category, the average score of all students' scores was 5. Therefore, it can be assumed

that the students are relatively still quite in difficulty in producing thoughtful idea to solve problems.

The second research question aimed to find out the mistakes made by the students in answering reading questions with HOTS. From the findings, it was found that the most frequent mistake made by the eleven grade students at MTs Satu Atap Balaraja was make an inferred from the passage (39%), producing thoughtful idea to solve problems (37%), and analysis specifically stated detail (25%).