

Applying the Higher Order Thinking Skills (HOTS) to Spoken Analytical Exposition in Oral Presentation Assessment

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Abstract: *This study aims to determine the applying of higher order think skills (HOTS) to spoken analytical exposition in oral presentation assessment. This study employed a qualitative approach to present data through word description and explanations in case of applying the higher order thinking skills (HOTS) to spoken analytical exposition in oral presentation assessment. This study used participant observation and field notes for the data collection technique. The participant observation and field notes were for activity in the classroom. Some instruments were also used in this study such as observation sheet and field notes.*

Keywords: *Assessment, higher order thinking skills (HOTS), oral presentation assessment, spoken analytical exposition.*

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I. Introduction

Assessment is a powerful system which takes an important role in education side for teaching English at schools, whether it is at primary level or secondary level. According to Scott (2001, p. 2), assessment is a process in learning activities which covers much wider domain such as students' response to a question, students' performance, and students' skill activities.

Basically, the guideline for determining appropriate assessment is based on objectives which cover the cognitive levels in Bloom's Taxonomy. Bloom's Taxonomy by Anderson & Krathwol (2001) consists of two dimension which are knowledge and cognitive processes. Cognitive taxonomy is a bridge that can build up the concept and the characteristic in the assessment of Higher Order Thinking Skills (HOTS). King, FJ, Goodson., & Faranak (2012) defines HOTS as critical thinking skills, logical, reflective, metacognitive and creative. The teacher competency in developing the assessment instruments has markedly become the specific standards for that teacher set by Education Ministries around the world (Sanders and Vogel, 2012, p. 42). Based on the regulation of ministry of education in Indonesia about curriculum 2013, it is supposed teachers to apply HOTS in assessing the students' competency.

The fact, however, Indonesian English teachers' competency in assessing students is far away from government's expectation. A study found out that several factors contribute to the low quality of speaking assessment; teachers are lacking the knowledge on how to assess their students related to 2013 curriculum. Teacher are either reluctant to conduct oral test or lack the validity of their assessment (Retnawati, 2016). There is an Indonesian research about teaching spoken analytical text with the use of teacher talk at the eleventh grade of senior high school (Sigi, 2016). That research dealing with the way teachers talk affect the students learning process in spoken analytical exposition. There is no specific activity in that research which applies higher order thinking in the students' performance. In addition, preliminary research which has been conducted by the researcher showed that speaking ability of senior high school level is still low, students still spell word by word to make sentences, because most of their teachers assessed their performance with less assessment project to hone their higher order thinking, such as describing the simple picture for descriptive text. Hence, based on that explanation, teachers need to reflect the materials for assessment project in terms of HOTS. HOTS can be applied in the form of argumentation, which sharpen their thought to be higher order thinking skill. Besides, text which contains argumentation can be an alternative to measure students' ability to think logically. One of the texts that contains argumentative is exposition.

Theoretically, speaking tasks can be seen as activities that involve speakers in using language for the purpose of achieving a particular goal or objective in a particular speaking situation (Luoma, 2004, p. 31). In some cases, speaking assessment often lags far behind the importance in classroom setting regarding the curriculum (Knight, 1992, p. 294). Therefore, teachers need to know the criteria to assess spoken ability. Oral presentation is an important part to be the main focus for every speaking activities in the classroom. Presentation

is the process of communicating some information to the audience. It involves the information which is purposeful and meant to inform, influence and attack audiences' interest. Profoundly, there are important formats of presentation which has to be considered. The major format is knowing the audience, who is the source of the message, and to whom the speaker delivers that information (Matjastic, 2012, p. 15). Thus, assessing students spoken analytical exposition by implementing presentation technique will motivate students to think logically.

II. Research Methods

This study employed a qualitative approach to present data through word description and explanations in case of applying the higher order thinking skills (HOTS) to spoken analytical exposition in oral presentation assessment. This study used participant observation, and field notes for the data collection technique. The participant observation and field notes were for activity in the classroom. Some instruments were also used in this study such as observation sheet, field notes, and interview guidelines.

III. The Results of The Research and The Discussion

3.1 The ways teacher trigger students' ability to analyze, evaluate and create in higher order thinking skills (hots) to spoken analytical exposition text through oral presentation assessment.

The students were grouping consisted 4 up to 5 students in each group. Each group should prepared the outline which free title in terms of their surrounding related to analytical exposition text. Ultimately, there were five content outline which were presented in this research. The teacher gave some instructions that each group should prepare the outline first, it could be the simple outline. The title or content outline could be find depending on their surrounding without searching to additional supporting system such as internet access. In addition, they had to be ready for some questions which raised by the teacher after finishing their presentation topic outline.

Table 3.1 Proportion of Low Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS) Questioning Raised by the Teacher

Content Outline	LOTS		HOTS		
	Understand	Apply	Analyze	Evaluate	Create
1 st	1 question	2 questions	1 question	1 question	-
2 nd	1 question	-	2 questions	1 question	-
3 rd	1 question	-	1 question	1 question	-
4 th	1 question	-	1 question	1 question	1 question
5 th	1 question	-	2 questions	1 question	-

Table 3.1 indicates that overall outlines which were presented engaged LOTS and HOTS cognitive levels, although it consisted different portion of questions. The most questioning sections were in the level of understand, analyze and evaluate. Those questions were almost applied in all topics, unlike "create" cognitive levels in knowledge dimension, there was only one topic which categorized that question. Thus, the consideration of different portion of questions were depending on the topic outline which was presented by the students. The clear description are displayed below.

Table 3.1.1: Summary Table of Teacher' s Questioning to Spoken Analytical Exposition

Outline	Teacher' s Questioning				
	Understand	Apply	Analyze	Evaluate	Create
1 st	How many functions of homework, mention it!	What does students get when good in managing time of HW? What is the effect of students who are not good in managing time of HW?	What is the differences between students with HW and students without HW?	To what extent the students' character after teacher give HW?	
2 nd	What makes TV become important things?		Tv is important right? Why it should be banned for kids? What are the negative effects of TV for kids then it has to be banned?	How are the ways of parents to manage TV for kids? So, the kids can learn something from TV, but could not make them feel unhealthy	
3 rd	What makes English as important language?		How is the effect when English become International Language?	How is the effect of your life, when you are good in English? And for those who	

4 th	What are the illness caused by smoking?		What evidence that pneumonia is caused by smoking?	cannot speak English Are there others effect of smoking? Is cigarettes forever dangerous?	Make simple research/strong evidence from the internet perhaps, just to strengthen your argument about smoking
5 th	What are the functions of car?		Why do many people use a car rather than a motorcycle? If you have money, than you have already know the risk of those transportation, which one do you choose?	Comparable car or motorcycle is more dangerous transportation	

3.2 The students’ higher order thinking skills (hots) when they are triggered their spoken analytical exposition using oral presentation assessment

After finishing their presentation of topic outline, the students were asked to present the complete spoken analytical exposition text helped by the PPT slides. The students’ HOTS were measured through oral presentation assessment in terms of teacher’ s questioning. Unfortunately, the result of observation showed that all of the students presented their full analytical exposition text by reading the PPT slide event it presented in front of other students. Besides, not all the group elaborated teacher’ s questioning in their full spoken analytical exposition.

However, the content of the summary above was substantive. It showed that the students was knowledgeable enough about the content talked in the text. The ideas were written clearly which contains the supporting ideas with strong argument. There was thorough development of thesis in the summary because the student stated all important details. Moreover, it contained complete well-organized structure of analytical exposition text which are thesis, arguments and reiteration. The ideas put in logical order and connected. It means the way their demonstrated were clear and good understanding of the text.

Besides, the way their presented their content were good enough because they just look at the content on the screen so the result was their fluency were pretty good. The way their lexical and range organized were satisfy. Then, it could impact their grammatical range and accuracy which were at the same level as the previous part of speaking skills assessment were satisfy. However, their interaction and task accomplishment were good enough. The teacher gave comments related to their presentation skills. The comment was about the way their motivation in learning English. Thus, even they were not good truly excited in presenting the outline, they have high motivation in learning English especially speaking skills. The clear description are displayed below.

Table 3.2.1: Summary of Students’ HOTS in Analytical Exposition Text after Triggering by Teacher’ s Questioning

Outline	Teacher’ s Questioning					Result
	Undrestand	Apply	Analyze	Evaluate	Create	
1 st	There are some reasons why homework should be given by the teacher for the students.	The lazy students will be a delligent student. They will have a responsibility to do the homework well.	lazy students will be a delligent student. They will have a responsibility to do the homework well.	They will have a responsibility to do the homework well.	(there was no question)	complete
2 nd	It broadcasts many live events and news which educate us in many ways.	(there was no question)	Sometimes children watch those programs on TV which should not meant to be viewed by child’s age group and have many negative impacts on their lives.	Television indeed can be a media to entertain and to teach children something.... Thus, watching TV too much is bad for children	(there was no question)	complete

			Watching TV too much could make children following some clothes, attitudes, and language which may be bad for them. Too much watching TV also will weaken children eyes. Thus, watching TV too much is bad for children.			
3 rd	English is an international language	(there was no question)	It is spoken by many people all around the world, either as a first or second language.	Applicants who master either active or passive English are more favorable than those who for not.	(there was no question)	complete
4 th	(there was no question)	(there was no question)	Ninety five percent of people who suffer of bronchitis are people who are smoking... children of smoker are more likely to develop bronchitis and pneumonia	(no explanation stated in the content of analytical exposition)	Before we are going to smoke, it is better to look at the facts. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.	incomplete
5 th	It has functions, for example it can bring many people and if the rain comes, we do not get wet.	there was no question)	It can bring many people and if the rain comes, we do not get wet. The second question did not require the explanation.	Car is good, it can bring several people, but the driver should be careful because it more dangerous than motorcycle	there was no question)	complete

IV. Conclusion

Based on the discussion of the results of the research, then, it drives some conclusions:

First, the teacher applied questioning higher order thinking depended on the students' topic outline presentation. The questionings higher order thinking captured most of cognitive realms in terms of low order thinking skills (LOTS) and higher order thinking skills (HOTS). The questions almost begin with comprehension which stated in basic competence 3 (KD 3), such as "understand and apply" cognitive levels, and be followed by knowledge dimension which stated in basic competence 4 (KD 4), such as "analyze, evaluate and create" cognitive levels. In fact, the higher order thinking proposed by Bloom's taxonomy were successfully fulfilled in oral presentation assessment.

Secondly, the finding also proves that the students can develop the teacher's questioning into a complete spoken analytical. Even, they were engaged to help by PPT slide when they were presenting the complete ones. The result of teachers' questioning in complete spoken analytical exposition were enough satisfying.

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