

ANALYSING TYPE OF MID-SEMESTER TEST QUESTIONS TO DEVELOP HOTS OF STUDENTS THROUGH STUDENTS' PERCEPTION

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ABSTRACT

This study aims to analyze the types of questions that teachers use in teaching English and explain the students' perception based on the teacher question verbs used in Bloom's taxonomy. This study designed using a qualitative descriptive method. This research produced two kind of data, namely kinds of questions used by the teachers in teaching English and the students' perception toward teacher's question using action verbs recommended in Taxonomy Bloom (Krathwohl, 2002). Researchers used 2 instruments, namely check list and questionnaire. To classify the level of the odd semester test, the researcher adheres to the bloom taxonomy theory. The findings of this study were on the odd semester test, there were found at three different levels of questions, which were classified at the remembering level as many as 29 questions, questions classified at the understanding level as 55 questions, and questions classified at the applying level as 6 questions. Regarding the results of the questionnaire, 103 answers were found. They are 39 people from grade 7, 39 people from grade 8, and as many as 25 students from grade 9. Students were found to be more likely to choose option 3, namely "Neutral/no opinion" on some of the statements asked.

Keywords: *Mid-Semester Test; teacher questions; critical thinking; bloom taxonomy; student perception*

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis jenis pertanyaan yang digunakan guru dalam mengajar bahasa Inggris dan menjelaskan persepsi siswa berdasarkan kata kerja pertanyaan guru yang digunakan dalam taksonomi Bloom. Penelitian ini dirancang dengan menggunakan metode deskriptif kualitatif. Penelitian ini menghasilkan dua jenis data, yaitu jenis pertanyaan yang digunakan guru dalam mengajar bahasa Inggris dan persepsi siswa terhadap pertanyaan guru menggunakan kata kerja tindakan yang direkomendasikan dalam Taxonomy Bloom (Krathwohl, 2002). Peneliti menggunakan 2 instrumen yaitu check list dan kuesioner. Untuk mengklasifikasikan tingkat ulangan semester ganjil, peneliti menganut teori taksonomi bloom. Temuan penelitian ini adalah pada ulangan semester ganjil ditemukan tiga tingkat soal yang berbeda, yaitu soal yang tergolong pada tingkat mengingat sebanyak 29 soal, soal yang tergolong pada tingkat pemahaman sebanyak 55 soal, dan soal yang tergolong pada tingkat pemahaman. menerapkan level sebagai 6 pertanyaan. Mengenai hasil kuesioner, ditemukan 103 jawaban. Mereka terdiri dari 39 orang dari kelas 7, 39 orang dari kelas 8, dan sebanyak 25 orang dari kelas 9. Siswa ditemukan lebih cenderung memilih opsi 3 yaitu "Netral/tidak berpendapat" pada beberapa pernyataan yang diajukan.

Kata kunci: Ujian Tengah Semester; pertanyaan guru; berpikir kritis; taksonomi mekar; persepsi siswa