

ABSTRACT

MARYAM FACHRUNNISA (2017): INVESTIGATING EFL TEACHERS' ABILITY IN IMPLEMENTING HOTS AND LOTS IN THEIR ENGLISH TEST ITEMS (A Case Study at the Seventh Grade of Junior High School EFL Teachers of MTsN in Bandung)

In educational area, especially in teaching and learning process, teachers should evaluate the students periodically. The one way to evaluate the students is by giving some tests. In constructing questions for tests, teachers' ability is needed, because this is related to one of the teachers' competencies that is pedagogical competence. Teachers' pedagogical competence is the ability to manage learning activity including planning, implementation and evaluation of learning outcomes of learners. The aims of this research are 1) to identify the categories to which the formative tests developed by the teachers meet the LOTS and HOTS. 2) To describe the EFL teachers' understanding regard LOTS and HOTS in MTsN 1 Bandung and MTsN 2 Bandung.

This research used a case study- qualitative method. The data was taken by purposive sampling from two teachers in those two schools. Then, the technique to get the data are document analysis, questionnaire and interview. The document analysis is analyzing the formative test conducted by the teachers; daily tests. Those are used to know the cognitive levels of Revised Bloom's Taxonomy and the categories of the questions regarding LOTS or HOTS. Moreover, to find out the teacher' understanding about Revised Bloom's Taxonomy is used the questionnaire and interview which consist of both structured and unstructured.

The results of the research reveal two important findings. The first question showed that all of daily tests which conducted by the teachers are dominated by LOTS, C1 (remembering), C2 (understanding) and C3 (applying). Moreover, there are some questions categorized as HOTS. Then, all of them are C4 (analyzing). The second question showed that the teachers knew about Revised Bloom's Taxonomy but they are still confuse with it, because in making questions of test items, they did not use revised bloom taxonomy as reference, but factually they know and they can make the LOTS and HOTS questions.

Finally, the researcher concludes that all the test items that are provided by the two teachers by considering the level of LOTS and HOTS are mostly belong to LOTS. Furthermore, the result of the second question shows that the teachers can make HOTS questions. However, the teachers are still lack of understanding about the thinking level in Revised Bloom's Taxonomy clearly. This research is also suggested for all teachers in order to develop their competence in constructing good questions in test item by considering the thinking level of Revised Bloom's Taxonomy. Then, the educational policy maker has to make better policy for teachers in doing their compulsory task in term of constructing test items by giving them training and workshop.