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13TH INDES 2024
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THE 13TH INTERNATIONAL INNOVATION, INVENTION & DESIGN COMPETITION 2024

EXTENDED ABSTRACTS

e-BOOK

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P.E.S CARD : SOLVING HOTS ESSAY WRITING PROBLEMS IN HISTORY SUBJECT

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ABSTRACT

Writing skill for High Order Thinking Skill (HOTS) is one of the skills introduced by Malaysian Education Ministry in the school system; in Curriculum and Assessment Standard Documents (DSKP). Learning History, requires the pupils to not simply accept fact or information received without thinking but to evaluate and compare them. With HOTS, the students will have the opportunity to compare, organize, classify and identify the cause and effect based on their opinions. According to the data of final examination 2023/2024 result, it shows that 20 of 25 pupils of 5 al-Farabi class failed the History subject, as all of them did not answer the HOTS item in paper two of History subject. Therefore, this study was carried with the aim of improving Form Five pupils' skill and to apply HOTS in constructing better writing skill, in paper two of History essay. Besides that, it is to improve teachers' skill in teaching method by using this P.E.S card innovation. The researcher used the Kemmis and Mc Taggart (1988) action research involving 25 Form Five students. The data collection methods used in this project are diagnostic tests that descriptively analyzed and interviewed session that thematically analyzed. The result of this study showed that P.E.S card has helped the pupil create and aided them in writing better answer in a sentence of HOTS items. Thus, the finding indicated that P.E.S card managed to improve the pupil's confident level in answering any HOTS items and used to improve the teaching method for teachers and became a useful way and guide to other teachers in teaching the student to answer the HOTS items in History.

Keyword: HOTS, paper two, form five, P.E.S Card

1. INTRODUCTION

In an effort to develop first-class human mind model, the mastery of HOTS by pupils is important to train them as early from school level to be equipped with the appropriate experience and skills to face and deal with in daily life problem which has become more complex day by day (Dato' Sri Dr. Khair bin Mohamad Yusof). The teaching and learning of History have always been debated among the society, teachers and even pupils. Back to the old days, History is always seen as a subject that is hard to score due to the pupils has to memorize a huge amount of facts. Therefore, it has become a killer subject among the pupils. However, to make sure the success of Malaysia Education Blueprint (MEB), HOTS begins its implementation in the area of evaluation and public examinations. Starting 2013, in SPM, History has been made a compulsory subject to pass. History has been undergoing another changes with the HOTS elements remain. And nowadays, as the History subject for SPM has been stick with two papers. As for paper one is all about the objective questions and as for paper two, are the structure and essay questions. The HOTS element appeared in both papers. In this study, researcher focused more in paper two and part c. From the study, the pupils did not answer most of the HOTS questions. The HOTS questions are the ability to apply knowledge, skills and values in reasoning and reflecting when solving problems, making decisions, innovating and creating. According to Onosko & Newmann (1994), High Order Thinking Skills are the ability of utilizing the potential of the mind to face new obstacles. HOTS cover 4 skills namely critical thinking, creative thinking, reasoning skill and thinking strategy. For the reflection from the past lesson, pupils cannot

develop HOTS sentences as the question needs. This is because the pupils feel got no motivation to answer the HOTS questions as they were lack of ideas. Therefore, the researcher introduced the P.E.S card to help this kind of pupils.

2. METHODOLOGY

The research has been used the Kemmis & McTaggart (1988) action model. The data has been collected using the diagnostic tests that descriptively analyzed and interviewed session that thematically analyzed. By using this model, firstly the researcher will do observation session, and then planning, acting and reflecting.

2.1 Observing session.

The study is involving 25 pupils from form five students throughout the ten weeks study and few diagnostic tests have been run in between the weeks. Test 1 has been done and the marks of each HOTS part has been collected and has been used as a take-off value. And upon the observation, pupils seen not really interested in answering the HOTS question. Most of them did not answer the questions. Part of observing was the interviewed session. The objective of the interview is to study the pupil's abilities in answering the HOTS questions for paper two in History. From the interview, the researcher has found that the pupils agreed that they were not interested to answer in a long sentence. They were not motivated to answer the HOTS question as they were lack of ideas.

2.2 Interview process.

The interview is to test the pupil's understanding level on answering HOTS questions for paper two. The researcher used 4 questions to interview the pupils. The questions are Do you know what is HOTS questions? Do you understand the HOTS questions need? Are you interest in answering the HOTS questions? Did you answer the HOTS question easily? Why?

2.3 Planning and acting.

From the collected data, the researcher has planned a technique that suitable for the pupils in solving their problems. The researcher chooses to make an innovation by using the P.E.S technique and transform it into a card. And it called P.E.S card.

3. FINDINGS

The finding indicated that P.E.S card managed to improve the pupils confident level in answering any HOTS items and used to improve the teaching method for teachers and became a useful way and guide to other teachers in teaching the student to answer the HOTS items in History. Below is the results of the pupil's improvement.

Table 1 : Pupils mark

RESPONDENT	MAY TEST (PART A)				MAY TEST (PART B)				T1 (11/4)	T2 (2/5)	T3 (2/6)
PUPIL 1	2	3	4	1	0	1	0	2	4	6	
PUPIL 2	1	1	3	1	2	3	3	2	6	7	
PUPIL 3	0	3	4	4	0	5	4	3	5	6	
PUPIL 4	0	2	3	0	3	2	3	2	4	7	



Figure 1 : Using the P.E.S Card

4. CONCLUSION

The P.E.S card helped a lot the pupils to write the better HOTS answer. Besides, it gained more confident level in the pupils self. As a teacher, i am satisfied as the inovation has been useful to my students. The fact is with HOTS students need not to memorize all historical facts anymore, all that is needed is the use of historical skills to assist in answering HOTS questions. HOTS not only produces students who can pass the examination but also those with healthier minds who are able to think rationally, critically and creatively, who will eventually stand tall when faced with a multitude of national challenges. Therefore, it can be said that HOTS does not create memorizers but students who are smart to evaluate and analyze facts critically. The card too has been used by the teachers from the other school. And they give a positive feedback by using the P.E.S card. I hope that this inovation could help more student to answer better in paper two of History SPM 2024.

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