

**AN ANALYSIS OF THE IMPLEMENTATION OF HIGHER ORDER
THINKING SKILL (HOTS) IN ENGLISH TEACHING PROCESS**

(A Descriptive Qualitative Study at Eleventh Grade Students of SMAN 01
Bengkulu Utara in Academic 2019/2020)

THESIS

Submitted as A Partial Requirements for the degree of Sarjana in English Study
Program Tarbiyah and Tadris Faculty IAIN Bengkulu



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2020**



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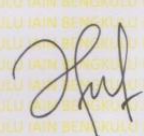
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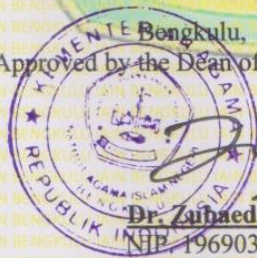
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MOTTO

لَا الشَّمْسُ يَنْبَغِي لَهَا أَنْ تُدْرِكَ الْقَمَرَ وَلَا اللَّيْلُ سَابِقُ النَّهَارِ ۚ وَكُلٌّ فِي فَلَكٍ يَسْبَحُونَ

It is impossible for the sun overtakes the moon, nor the night precedes the day. Each circulates on its orbit.

(Qs. Ya-sin: 40)

Each flower will bloom at a different time even though it grows on the same stem. So, it is not late when you still continuous to struggle.

(Inesti Cahya Malina)

DEDICATION

With gratitude and all my love, this thesis is dedicated to:

- ❖ For both of my unconditional love, my beloved parents, My father, Mr. Aliyurdinata thank you very much for your support and all the struggle to educate me patiently so that I become a strong daughter and help me in realizing my dreams, who endlessly pray for me to achieve success. You are the greatest gift that God sent me and I love you. My mother, Almh. Tuti Gunawan in heaven Allah Swt, thank you for the 19 years we spent together, for all the love and forms of attention that can not be matched by anyone, I believe this is your form of prayer answered by God. I love you so much.
- ❖ To my sisters and brother, Shevira Rosa, Veni Veronica, and Gilang Nurhadi, thanks for your prayer, support, and kind attention. I'll be proud of having you all in my life.
- ❖ For someone special in my life, Serda Ahmad Kurniawan, thank you for your support, prayers, help and patience.
- ❖ For my Supervisor I, Dr.H. Ali Akbarjono, M.Pd, and my Supervisor II, Dedi Efrizal, M.Pd, Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
- ❖ All lecturers who teach in Tarbiyah and Tadris Faculty, Especially in English Program. Thanks for everything you gave to me.

- ❖ Thank you very much for all students of XI IPA SMAN 01 of North Bengkulu for your help and cooperation during my research. You made my dream comes true.
- ❖ All of my friends at English study program especially in academic year 2016, thanks for your memorable time, attention, and your good friendship.
- ❖ My beloved almamater IAIN Bengkulu.

ACKNOWLEDGMENT

Alhamdulillah all praise be to Allah SWT , the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all lessings and mercies so that the researcher able to finish this thesis entitled; "**An Analysis of the Implementation of Higher Order Thinking Skill (HOTS) in English Teaching Process.**". Peace is upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this proposal thesis would not be completed without the helps, supports and suggestions from several sides. Thus, the researcher would like to express her deepest thank to all of those who had helped, supported, and suggestion her during the process of writing this proposal thesis. This goes to;

1. Prof. Dr. H. Sirajuddin M, M.Ag, MH, as the Rector of the State Islamic Institute of Bengkulu.
2. Dr. Zubaedi, M.Ag, M.Pd, as the Dean of Tarbiyah and Tadris.
3. Dr. Kasmantoni, M.S,I , as the Head of Tadris Department.
4. Feny Martina, M.Pd, as the Head of Program Study of English Education.
5. Dr.H. Ali Akbarjono, M.Pd, as the first advisor for his guidance, precious advices, and motivation for the researcher.
6. Dedi Efrizal, M.Pd, as the second advisor for his patient in advices the researcher.
7. All of lecturers who teach the researcher from 1st semester to 8th semester

Finally, the researcher realized that this research proposal was still far from being perfectness. Therefore, any suggestions and constructive criticism are always welcome for the better.

Bengkulu, July 2020



The Researcher
Inesti Cahya Malina

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Bengkulu, July 2020

The Researcher

Inesti Cahya Malina

ABSTRACT

Inesti Cahya Malina (2020). An analysis of the Implementation of Higher Order Thinking Skill (HOTS) in English Teaching Process. Advisor : 1. Dr. H. Ali Akbarjono, M.Pd 2. Dedi Efrizal, M.pd

This study aims: 1. to find out how the application of the Higher Order Thinking Skill in English Teaching Process at SMAN 01 Bengkulu Utara. 2. Find out what are the obstacles of teachers in implementing HOTS (Higher Order Thinking Skills) at eleventh grade students in SMAN 01 of North Bengkulu. 3. What is the solution to handle obstacles from teacher to implemented HOTS (Higher Order Thinking Skills) at eleventh grade students in SMAN 01 of North Bengkulu.

This research is a descriptive qualitative. The subjects of this study were students of grade XI and their English teachers. Data collected using observation techniques, interviews, and documentation. The result of this study indicate that: 1. The Implementetion of Higher Order Thinking Skills (HOTS) in English Teaching Process at the eleventh grade of SMAN 01 of North Bengkulu, can be said to be good enough to fulfill the Higher Order Thinking Skill element. 2. Various kinds of constraints encountered by English teachers in applying Higher Order Thinking Skills found by researchers. 3. With the constraints of course there will be a solution that must be given or an action that must be taken by the teacher in implementing the Higher Order Thinking Skill.

Keywords: Higher Order Thinking Skill, English Teaching.

ABSTRAK

Inesti Cahya Malina (2020). Analisis Implementasi Keterampilan Berpikir Tingkat Tinggi (HOTS) dalam Proses Pengajaran Bahasa Inggris. Pembimbing: 1. Dr.H. Ali Akbarjono, M.Pd 2. Dedi Efrizal, M.pd

Penelitian ini bertujuan: 1. Untuk mengetahui bagaimana penerapan Keterampilan Berpikir Tingkat Tinggi dalam Proses Pengajaran Bahasa Inggris di SMAN 01 Bengkulu Utara. 2. Cari tahu apa saja hambatan guru dalam menerapkan HOTS (Keterampilan Berpikir Tingkat Tinggi) pada siswa kelas sebelas di SMAN 01 Bengkulu Utara. 3. Apa solusi untuk mengatasi hambatan dari guru untuk menerapkan HOTS (Keterampilan Berpikir Tingkat Tinggi) pada siswa kelas sebelas di SMAN 01 Bengkulu Utara.

Penelitian ini adalah deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas XI dan guru bahasa Inggris mereka. Data dikumpulkan dengan menggunakan teknik observasi, wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa: 1. Penerapan Keterampilan Berpikir Tingkat Tinggi (HOTS) dalam Proses Pengajaran Bahasa Inggris di kelas sebelas SMAN 01 Bengkulu Utara, dapat dikatakan cukup baik untuk memenuhi unsur Keterampilan Berpikir Tingkat Tinggi. . 2. Berbagai macam kendala yang dihadapi oleh guru Bahasa Inggris dalam menerapkan Keterampilan Berpikir Tingkat Tinggi yang ditemukan oleh peneliti. 3. Dengan kendala tentu saja akan ada solusi yang harus diberikan atau tindakan yang harus diambil oleh guru dalam menerapkan Keterampilan Berpikir Tingkat Tinggi.

Kata kunci: Keterampilan Berpikir Tingkat Tinggi, Mengajar Bahasa Inggris

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a communication tool of thoughts and feelings through an arbitrary signal system, such as sounds, movements, and written symbols. When examined further the role of language is nothing but a liaison between people and other people in the country. In addition, language acquisition is one aspect of benchmarks on how to develop the potential of a nation in developing the education system in the country.¹² Language is one of human culture that has a very high value because human language can communicate and interact with the surrounding community. With language, it is also possible for humans to develop and abstract various symptoms that appear around them. It is clear that language has a very important role in social life and it can be said that humans speak every day from waking up to going to sleep again, and even dreaming of humans speaking too.

In this world, there are many languages. One of them is English. It is as a foreign language in Indonesia. As a foreign language, English is not utilized in regular day to day existence by Indonesian. In this condition, English is only used by specific individuals, for examples, academicians, groups or individuals in a specific field. People use language as in their daily

¹²Kasihani, K. E. Suyanto, English for Young Learner, (Jakarta: PT. Bumi Aksara)2008.p. 14

communication. Language is used as the way to express someone's feeling and idea.¹³

In term of speaking and understanding English, students need a process, such as teaching and learning in class. Hilda said learning English as a foreign language was not easy.¹⁴It is different from learning mother tongue. In Indonesia, English is taught as a foreign language. It was developed to teach students in Indonesia as an international language. It is recommended to teach English using an approach that can achieve the goal of teaching language which is to communicate. In addition, in Indonesia, the 2013 curriculum was developed which aims to encourage students to more easily master the learning material. With the 2013 curriculum students are more demanded in terms of being more active than their teacher and can make or discover new discoveries. This includes Higher Order Thinking Skill (*HOTS*).

English is a foreign language that has been long studied by language learners in Indonesia. Along with the implementation of the 2013 curriculum, it is hoped that there will be a paradigm shift in the implementation of learning in schools. Teachers as the spearhead of change can change the mindset and learning strategies that were originally centered on the teacher (teacher centered) turned into student centered (student centered). Teachers are expected to be more creative and innovative in conveying subject matter. The creation of productive, creative and innovative Indonesian people can be

¹³Iwan Kurniawan, *An Analysis of Students' Ability In Using Subject-Verb Agreement*. English Education Jurnal Tadris Bahasa Inggris. Vol. 9 No. 3, 2015, p. 1

¹⁴Hilda Mutia, *A Grammatical Interference From Indonesian Into English Translation*, 2017, p.4

realized through the implementation of learning that can be carried out in various scopes using critical and creative thinking skills.¹⁵

Learning that can be applied is learning by empowering Higher Order Thinking Skill. The 2013 curriculum has adopted Bloom's revised taxonomy by Anderson starting from the level of knowledge, understanding, application, analysis, evaluation, and creation. Because the demands of the 2013 curriculum must reach the stage of creation, students must continue to be trained to produce something new.

HOTS (*Higher Order Thinking Skills*) show understanding of information and reasoning, not just remembering information. The teacher not only tests memory, so sometimes it is necessary to provide the information needed to answer questions and students show understanding of ideas, information and manipulating or using that information. Another is activity technique that can develop students' critical and creative thinking skills in the form of answering innovative questions.¹⁶

Higher Order Thinking Skill (*HOTS*) is the ability to think critically, logically, reflectively, metacognitively, and think creatively which a higher orders thinking ability. Higher Order Thinking Skills (*HOTS*) is thinking

¹⁵Freddy Widyariest, "*integrating HOTS high order of thinking skills in elementary science learning*" articles accessed on 2019.28.09.16.25 from <https://pgsd.binus.ac.id/2018/11/23/integrating-higher-order-of-thinking-skills-hots-on-learning-science-in-elementary/>

¹⁶Anderson, L.W., & Krathwohl, D.R. Platform Framework for Learning, Teaching and Assessment: Revised Bloom's Educational Taxonomy. Yogyakarta: Student Library.2010

abilities that not only require the ability to remember, but also require other higher abilities, such as the ability to think creatively and critically.¹⁷

Higher Order Thinking Skill (*HOTS*) is schemes of how education builds critical thinking for students. According to Gavin T. L. Brown, several aspects such as increased teaching and learning, school accountability, or student accountability can influence student thinking skills. Analyze, evaluate, and create Higher Order Thinking Skill (*HOTS*).¹⁸

Based on observations, researcher observed from various aspects, ranging from English teacher, eleventh grade students, teaching and learning processes to facilities and infrastructure at SMAN 01 Bengkulu Utara. From the aspect of an English teacher, Agustina, researcher ensured that the teacher was still too dominant to use Indonesian compared to English. And she uses several media to teach, using textbook media and several other media.

Before giving some exercises to students on the basis of HOTS (*Higher Order Thinking Skill*) questions, she usually gives some enrichment to students first, so that students can better understand well and practice their thinking in working on HOTS (*Higher Order Thinking Skill*). From the student aspect, students seem to have difficulty taking a Higher Order consideration test in their exams. Have difficulty doing high-order thinking tests on their exams.¹⁹

¹⁷King, FJ., Ludwika Godson dan Faranak Rohani. 2011. *Higher Order Thinking Skills*. Center for Advancement of Learning and Assessment

¹⁸Brown, H. D. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education. 2004

¹⁹Observation of English Students in Learning Activities at Eleventh grade of SMAN 01 Bengkulu Utara on November 15,2019 At 10.00 am.

Based on an interview with an English teacher at SMAN 01 Bengkulu Utara, Agustina, she said that the experience of teaching English in the application of HOTS (*Higher Order Thinking Skills*), still needs a lot of practice after practice to be able to hone students' thinking skills, so students can solve difficulties for the sake of difficulty in conducting tests or working on questions based on HOTS (*Higher Order Thinking Skills*). In addition, she also said that this was also due to limited English learning time, which was only 2 hours of study (90 minutes) in meetings once a week.²⁰

According Usmaedi, through the research that has been done, it is believed that some English teacher apply the teaching of high-level thinking skills very well in the classroom while others do not. In addition, the main problem is that teachers can teach low-level thinking skills to high-order thinking skills systematically and finally. More detailed analysis can be made that whether the application of Higher Order Thinking Skill (*HOTS*) can be applied correctly or not.²¹

According to Wardany, through analysis he analyzed the tests given to ten students in secondary schools. The result is too much low-level thinking skills involved. Whereas high level thinking skills are less than low levels thinking skills. At school, many teachers make lesson plans that are well integrated between low-level thinking skills and Higher Order Thinking Skill (*HOTS*). In general, many teachers download from the internet because it's

²⁰Agustina, English Teacher of SMAN 01 Bengkulu Utara. Interviewed on November 15, 2019 At 10.00 am.

²¹Usmaedi. *Menggagas Pembelajaran HOTS Pada Anak Usia Sekolah Dasar*. JPSD Vol. 3, STKIP Setia Budhi Rongkasbitung, Banten. 2017

easier and the information is provided there. Unfortunately, applying low-level thinking skills and Higher Order Thinking Skill (*HOTS*) is not as good as the lesson plans. Low level thinking skills are taught more than HigherOrder Thinking skill (*HOTS*).²²

Based on the facts above, researchers are really interested in knowing how the application of *HOTS (Higher Order Thinking Skills)* that has been applied at SMAN 01 Bengkulu Utara in the process of learning English. Therefore, this thesis is entitled "An Analysis of Implementation of Higher Order Thinking Skills (*HOTS*) in English Teaching Process a Descriptive Qualitative Study at Eleventh Grade Students of SMAN 01 Bengkulu Utara in Academic 2019/2020".

B. Identification of the problems

Based on the background described by the researcher above, researcher can identify the problem as follows: first, students have difficulty thinking *HOTS (Higher Order Thinking Skill)*. Secondly, teachers do not form the power of thinking through the application of *HOTS (Higher Level Thinking Skills)*. Third, the teacher uses a monotonous learning method in applying *HOTS (Higher Level Thinking Skills)*. Fourth, the lack of students' cognitive thinking in the application of *Higher Level Thinking Skills*. Fifth, the lack of student motivation in learning. Sixth, teachers are more active than students. Seventh, there are still many students who do not carry a dictionary while learning English.

²²Wardany, K. *Penyusunan Instrumen Tes Higher Order Thinking Skills Pada Materi Ekosistem SMA Kelas X*. Universitas Sebelas Maret, Indonesia. 2017

C. Limitation of the Problem.

In this study, researcher focuses on An Analysis of Implementation of Higher Order Thinking Skill (HOTS) in English Teaching Process Study at Eleventh Grade Students in SMAN 01 Bengkulu Utara in Academic 2019/2020.

D. Research Questions

1. How is the implement of HOTS (Higher Order Thinking Skills) in the teaching process of learning English in Class XI Students at SMAN 01 of North Bengkulu in Academic 2019/2020?
2. What are the obstacle of teacher in implement HOTS (Higher Order Thinking Skill) at eleventh grade students in SMAN 01 of North Bengkulu in Academic 2019/2020?
3. What solution to handle obstacles of teacher to implement HOTS (Higher Order Thinking Skill) at eleventh grade students in SMAN 01 of North Bengkulu in Academic 2019/2020?

E. Objectives of the Research

The objectives of the research:

1. Analyzing how is the implement of HOTS (Higher Order Thinking Skills) in the teaching process of learning English in Class XI Students at SMAN 01 of North Bengkulu in Academic 2019/2020.
2. Analyzing what are the obstacle of teacher in implement HOTS (Higher Order Thinking Skill) at eleventh grade students in SMAN 01 of North Bengkulu in Academic 2019/2020.

3. Analyzing what solution to handle obstacles of teacher to implemented HOTS (Higher Order Thinking Skill) at eleventh grade students in SMAN 01 of North Bengkulu in Academic 2019/2020.

F. Significances of the Research

The significances of the research are:

1. An analisis of the implementation of Higher Order Thinking Skill in English teaching process in order to provide information and contribute to the implement of HOTS (*Higher Order Thinking Skill*) in the teaching and learning process of English.
2. An analisis of the implementation of Higher Order Thinking Skill in English teaching process in order the obstacle of teacher in implement HOTS (Higher Order Thinking Skill) in the teaching and learning process of English.
3. An analisis of the implementation of Higher Order Thinking Skill in English teaching process in order to solution to handle obstacles of teacher to implemented HOTS (Higher Order Thinking Skill) in the teaching and learning process of English.

G. Definition of Key Terms

The operational definitions of the key terms in this ponder are:

1. The 2013 curriculum programs is one of the educational program as of now underway in instruction at this time where the educational programs is more requesting understudies in terms of being more dynamic than their educator and can make or discover a unused discovery.

2. English is broadly utilized by numerous individuals all through the world. The far reaching utilize of English all through the world causes the have to be ace English to keep side by side of the current period of globalization, English is the dialect of worldwide communication, with its work as an worldwide dialect so they require for a tall capacity to familiar in English.
3. HOTS (*Higher Order Thinking Skill*) are the capacity to think basically, coherently, intelligent, metacognitive, and creative thinking which the capacity to think at the next level.

CHAPTER II

LITERATURE RIVIEW

A. Definition of The 2013 Curriculum

The curriculum in Indonesia is now more advanced and developing. Over the past ten years, teachers in Indonesia have adapted three types of curriculum from KBK (competency-based curriculum), KTSP (School Level Curriculum) and the latest 2013 curriculum which was finally published in July 2013.

“Kurikulum 2013 (K-13) adalah kurikulum yang berlaku dalam kerangka pelatihan Indonesia. Kurikulum ini adalah kurikulum tetap yang dilaksanakan oleh administrasi untuk menggantikan kurikulum 2006 yang sering disinggung sebagai Kurikulum Tingkat Satuan Pendidikan yang sah untuk sekitar 6 tahun. Kurikulum 2013 dimasukkan dalam pengawasan pasca persidangan pada 2013 dengan mengubah beberapa sekolah menjadi sekolah percontohan.”²³

The 2013 Curriculum (K-13) is a curriculum that applies in the Indonesian training framework. This curriculum is a fixed curriculum executed by the administration to supplant the curriculum 2006 which is frequently alluded to as the Education Unit Level Curriculum which is legitimate for roughly 6 years. The 2013 curriculum was put on post-trial supervision in 2013 by transforming a few schools into pilot schools.

The 2013 curriculum is a curriculum that applies in Indonesia which is still in the training phase. This has been established and has been implemented by the government to replace the 2006 curriculum which is often mentioned as

²³Kemdikbud. (2013). *Materi Pelatihan Guru Implementasi Kurikulum 2013*. Jakarta: Kemdikbud.

a valid Education Unit Level Curriculum for 6 years. This curriculum was supervised after a trial in 2013 by turning several schools into pilot schools.

In the 2013/2014 school year, to be exact around mid-2013, the 2013 educational plan was executed in a restricted manner to spearheading schools, to be specific in grades I and IV for primary school level, grade VII for middle school, and class X for secondary school/professional school level, though in the year 2014, the 2013 curriculum was actualized in class I, II, IV, and V while in middle school classes VII and VIII and secondary school classes X and IX. The quantity of schools that became pilot schools was 6,326, the biggest in all regions in Indonesia.

a. 2013 Curriculum Development Objectives

The 2013 curriculum allows teachers to assess student learning outcomes in the process of achieving learning goals, which reflect mastery and understanding of what is learned. Therefore, students need to know the criteria for mastery of competencies and characters that will be used as a standard assessment of learning outcomes, so students can prepare themselves through mastery of a number of specific competencies and characters, as a prerequisite to proceed to the mastery of certain competencies and characters. According Fadlillah,

“Terungkap bahwa ada sejumlah tujuan kurikulum pada tahun 2013, yaitu: meningkatkan kualitas pendidikan dengan menyeimbangkan keterampilan keras dan keterampilan lunak melalui kemampuan sikap, keterampilan dan pengetahuan untuk menghadapi tantangan, pertumbuhan, dan peningkatan tantangan global yang berkembang. sumber daya manusia yang produktif, kreatif, dan staf pengajar yang inovatif dan memfasilitasi dalam menyampaikan materi dan

menyiapkan administrasi pengajaran, meningkatkan partisipasi pemerintah pusat dan daerah serta warga negara secara setara dalam menentukan dan mengendalikan kualitas implementasi kurikulum di tingkat unit pendidikan.”²⁴

There are a number of curriculum goals in 2013, namely: improving the quality of education by balancing hard and soft skills through the ability of attitude, skills and knowledge to face challenges, growth, and increasing global challenges that are increasingly developing. productive, creative, and innovative human resources, facilitating teaching staff in delivering material and preparing teaching administration, increasing the participation of central and local governments and citizens equally in determining and controlling the quality of curriculum implementation at the education unit level.

In improving the quality of education through balanced hard skills and soft skills, it can be done with knowledge in order to face growing global challenges, attitude abilities, shape and improve productive, creative, and innovative human resources, facilitate teaching staff in delivering material and preparing teaching administration, by increasing the participation of central and local governments and citizens equally in determining and controlling the quality of curriculum implementation at the education unit level.

b. Strengths and Weaknesses of the 2013 Curriculum

The 2013 curriculum has been researched by education experts. So, it is hoped that this curriculum will be able to improve the quality of education

²⁴Fadillah, M. 2014. *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI, SD/MTS, dan SMA/MA*. Yogyakarta : Ar-Ruzz

in the future. Therefore, there are several advantages and disadvantages of this 2013 curriculum which are assessed from education experts. According Kurniasih & Sani,

“hal terpenting dari perubahan atau peningkatan kurikulum ini, yaitu kelebihan dan kekurangan yang terkandung dalam kurikulum 2013.”²⁵

The most important thing from the change or improvement of this curriculum, namely the advantages and disadvantages contained in the 2013 curriculum. Therefore there are several things about the advantages and disadvantages listed in the 2013 curriculum.

1. 2013 Curriculum Excellence

The 2013 curriculum has advantages including the following: students are more required to be active, creative, and innovative in every problem solving they face at school. The assessment of all aspects, the emergence of character education and character education that has been integrated into all study programs, the existence of competencies in accordance with the demands of the functions and objectives of national education, the competencies in question describe holistically the domains of attitudes, skills and knowledge.

2. Weaknesses of the 2013 curriculum

The 2013 curriculum has weaknesses including: many teachers are mistaken, because they think of the 2013 curriculum, teachers do not need to explain the material to students in class, there are many teachers who are

²⁵Kurniasih,&Sani, Berlin. (2014). *Implementasi Kurikulum 2013 Konsep & Penerapan*. Surabaya: Kata Pena.

not mentally ready with the 2013 curriculum, lack of understanding of teachers with the concept of scientific approach, lack of teacher skills in designing lesson plans, not many teachers master scientific assessment, and the task of analyzing SKL, KI, KD, student books and teacher books has not been fully done by the teacher, and many teachers only become plagiarism in this case.

B. Learning English in High Schools.

In this world, there are many languages. One of them is English. It is as a foreign language in Indonesia. As a foreign language, English is not utilized in regular day to day existence by Indonesian.

English is a tool to communicate both spoken and written. Communicating in English is intended to understand and express information, thoughts, feelings, and develop science, technology and culture.²⁶ Thus it can be said that the mastery of English for high school students is an important requirement as a provision in an effort to interact and communicate in the midst of a growing social community, both nationally and internationally. In this connection, the mastery of English can be obtained through various programs, and formal teaching or learning programs in schools are certainly the main means for high school students.

a. The Functions of Learning English

The functions of Learning English are:

²⁶Alessi & Trollip. Multimedia for learning: *Methods and development. Massachusetts: A Pearson Education. 2001. p.14*

“Mata pelajaran bahasa Inggris adalah mata pelajaran pilihan di sekolah menengah (sekolah menengah) yang berfungsi sebagai alat pengembangan diri siswa di bidang sains, teknologi dan seni budaya. Dengan demikian mereka dapat tumbuh dan berkembang menjadi warga negara yang cerdas, terampil dan Indonesia yang siap untuk mengambil bagian dalam pembangunan nasional”²⁷

English subjects are elective subjects in secondary schools (high schools) that function as students' self-development tools in the fields of science, technology and cultural arts. Thus they can grow and develop into smart, skilled and Indonesian citizens who are ready to take part in national development.

Elective subjects in secondary schools (secondary schools) that function as students' self-development tools in the fields of science, technology and cultural arts. Thus they can grow and develop into intelligent, skilled citizens and Indonesians who are ready to take part in national development are English subjects.

b. The Purposes of Learning English

The Purposes of Learning English are:

- a. Develop the ability to communicate in the language, in oral and written form. Communication skills include listening (speaking), speaking (speaking), reading (reading), and writing (writing).
- b. Raising awareness about the nature and importance of English as one of the foreign languages to become the main tool of learning.

²⁷Depdiknas, (2004). *Kerangka Dasar Kurikulum 2004*, Jakarta

c. Develop an understanding of the interrelationships between languages and cultures and broaden cultural horizons. Thus students have cross-cultural insights and involve themselves in cultural diversity.

c. The scope of Learning English

The scope of English subjects includes:

- 1) Language skills, i.e. listening, speaking, reading and writing.
- 2) Sub-competencies which include competence in language, linguistic (socio-cultural), Socio-cultural, strategy, and discourse competencies.
- 3) Development of a positive attitude towards English as a communication tool.

Each subject has certain characteristics when viewed in terms of the objectives or competencies to be achieved, or the material studied in order to support the achievement of these competencies. In terms of the objectives or a competency to be achieved, the English language lesson emphasizes aspects of language skills which include verbal and written language skills both responsive and productive.

“Penerapan konsep dalam pengajaran bahasa Inggris menyiratkan bahwa: elemen bahasa Inggris, pembelajaran elemen bahasa dimaksudkan untuk mendukung penguasaan dan pengembangan empat keterampilan bahasa Inggris, dalam proses belajar mengajar, dalam proses belajar mengajar, siswa harus terlibat dalam semua kegiatan belajar yang bermakna.”²⁸

²⁸Badan Standar Nasional Pendidikan. 2007. *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 41 Tahun 2007 Tentang Standar Proses untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta.

The application of concepts in teaching English implies that: elements of English, learning elements of language intended to support mastery and development of four English language skills, in teaching and learning, in teaching and learning, students must be involved in all meaningful learning activities.

The elements of English, namely vocabulary, spelling and pronunciation should be presented in the sphere of language and the scope of the situation, so that the meaning in the meaning is clear. The scope of the situation must include the scope of the target culture and the culture of the students, the learning of language elements is intended to support the mastery and development of four English language skills which include: listening, speaking, reading and writing, and not for the benefit of mastering the elements of the language itself, in the teaching and learning process, language elements that are considered difficult for students can be presented separately systematically in accordance with the context discussed, in the teaching and learning process, the four language skills are essentially inseparable.

Therefore, language skills must be developed in an integrated manner, students must be involved in all meaningful learning activities, namely activities that can help develop students in the fields of science, technology and cultural arts, encourage students to grow and develop into citizens with Indonesian personalities, and develop social skills is the application of concepts in teaching English.

C. Higher Order Thinking Skill

Higher Order Thinking Skills is students' thinking processes in a higher cognitive level that are developed from various cognitive and taxonomic concepts and methods of learning such as problem solving methods, taxonomic blooms, and taxonomies of learning, teaching, and assessment.

These higher order thinking skills include problem solving skills, creative thinking skills, critical thinking, argumentative abilities, and decision making abilities. According to King, Higher Order Thinking Skills include critical, logical, reflective, metacognitive, and creative thinking.²⁹ According to Newman and Wehlage, with Higher Order Thinking students will be able to distinguish ideas or ideas clearly, argue well, be able to solve problems, be able to construct explanations, be able to hypothesize and understand complex matters more clearly.³⁰

According to Vui, Higher Order Thinking Skill will occur when someone associates new information with information already stored in his memory and relates it and / or rearranges and develops the information to achieve a goal or find a solution to a difficult situation to solve.³¹ The main purpose of Higher Order Thinking Skill is how to improve students' thinking skills at a higher level, especially those related to critical thinking skills in

²⁹King. 2012. Higher Order Thinking Skill. Florida: *Center for Advancement of Learning and Assessment*, Florida State University.

³⁰Newman and Wehlage 2013. *High Order Thinking Based Problem Solving To Improve Student-Oriented Learning Outcomes Character Building*. Educational Horizon 32 (1), 161-171.

³¹Vui. 2016. *Higher Order Thinking Ability in Middle School Students in Jember in Solving PISA-Standard Questions*. Educational Research and Evaluation 20 (2), 142-155

receiving various types of information, creative thinking in solving problems using knowledge possessed and making decisions in complex situations.

According to John Dewey, the ability to think at a high level (HOTS) is a process of thinking as a productive process chain that moves from reflection to inquiry, then makes the process of critical thinking and ultimately leads to drawing conclusions reinforced by people's beliefs about thinking.³²The ability to solve problems owned by someone can be shown through several indicators, for example being able to identify problems, have curiosity, work carefully and be able to evaluate decisions. The ability to think at a high level, whether critical, creative, and problem-solving abilities possessed by a person cannot be possessed directly, but is obtained through practice. According Arikunto,

“Ada delapan aspek yang terkait dengan pemikiran pada level tinggi, yaitu: a. Tidak ada yang bisa berpikir sempurna atau tidak bisa berpikir sepanjang waktu, b. Mengingat sesuatu tidak sama dengan memikirkan sesuatu, c. Mengingat sesuatu dapat dilakukan tanpa memahaminya, d. Berpikir dapat diwujudkan dalam kata-kata dan gambar, e. Ada tiga jenis kecerdasan dan pemikiran, yaitu analitis, kreatif dan praktis, f. Tiga kecerdasan dan cara berpikir berguna dalam kehidupan sehari-hari, g. Keterampilan berpikir dapat ditingkatkan dengan memahami proses yang terlibat dalam berpikir; h. Metakognisi adalah bagian dari pemikiran tingkat tinggi.”³³

There are eight aspects associated with thinking at a high level, namely: a. No one can think perfectly or cannot think all the time, b.

³²John Dewey. (2019). *HOTS (Higher Order Thinking Skills) based learning*. Florida State University

³³Arikunto, Suharsimi. 2014. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta.

Remembering something is not the same as thinking about something, c. Remembering something can be done without understanding it, d. Thinking can be realized in words and pictures, e. There are three types of intelligence and thinking, namely analytical, creative and practical, f. The three intelligences and ways of thinking are useful in everyday life, g. Thinking skills can be improved by understanding the processes involved in thinking; h. Metacognition is a part of higher order thinking

High Order Thinking occurs when someone takes new information and information stored in memory and is reconnected or rearranging and expanding this information to achieve goals or find possible answers in confusing situations. According to Arikunto, no one can think perfectly or cannot think all the time, remembering something is not the same as thinking about something, remembering something can be done without understanding it, thinking can be realized in words and pictures, there are three types of intelligence and thought, namely analytical , creative and practical, Three intelligences and ways of thinking useful in everyday life, Thinking skills can be improved by understanding the processes involved in thinking, Metacognition is part of higher order thinking which is an aspect associated with thinking at a higher level.

High Order Thinking Skills are based on low-level questioning skills which consist of distinguishing, utilizing and evaluating simple and cognitive strategies related to prior expertise from the contents of major complexity (vocabulary, procedural understanding, and patterns of

reasoning). And familiar environment training techniques that facilitate higher levels of questioning skills that include: student perseverance, self-monitoring, and an open and flexible attitude. In higher-order thinking, the road ahead is not always really visible, or easily seen from the factor of unmarried views. This technique requires the interpretation of uncertainties using various standards and is now conflicting. This regularly impacts various solutions, with self-law in questioning, to force it and find shape in disease.

However, the higher order idea procedure and its value is well explained by Lewis and Smith, questions are better done when someone takes new facts and facts stored in memory and is interconnected and / or rearranges and expands these statistics to achieve goals or find possible answers in difficult situations.³⁴

Diverse dreams can be executed through high-level questions, I decide what must be agreed upon; decide what to do; creating new ideas, new objects, or inventive expressions; make predictions, and fix problems not routinely. A synthesis of studies related to improved order order thinking skills. Although the names of different ideas have been given to the thinking factors of capacity building, the basic tactics are the same. This framework explains the ways in which students are challenged to interpret, analyze, or control notes. This includes filling in missing statistics from a logical set,

³⁴Krathwohl, D. R. 2002. *A revision of Bloom's taxonomy: An overview*. Theory into practice 41(4), 212-218.

increasing incomplete arguments or evidence, and rearranging notes to influence new interpretations by shifting the chain of interrelated steps.

Improving HOTS (Higher Order Thinking Skills) has become one of the priorities in the learning process at school, especially in English subjects.

“Instruksi Pemerintah Nomor 19 tahun 2005 dalam pasal 28, pasal 1 menginstruksikan bahwa: Apa yang disiratkan oleh guru sebagai operator pembelajaran dalam pengaturan ini adalah bagian dari guru sebagai fasilitator, percikan, dorongan, dan pembelajar motivasi bagi siswa.”³⁵

Government instruction Number 19 of 2005 in article 28, article 1 instructs that: What is implied by the teacher as the operator of learning in this arrangement is part of the teacher as a facilitator, spark, encouragement, and motivational learner for students.

Based on the location of instruction control, it can be clearly known that teaching and learning methods in any teaching unit, which are requested formally must be carried out effectively, innovatively, creatively, dialogically, fairly, and in an environment that is noteworthy and significant for a substitute. In other words it can be concluded that law and instructive control work in Indonesia. This shows the importance of implementing learning techniques that can enable students.

a. Foundation for High Order Thinking

Speaking of higher-order thinking skills, the Bloom's taxonomy can be used as the main foundation. The ability to think at a higher order was first

³⁵Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan, Jakarta: Depdiknas.

raised in 1990 and then revised by Anderson and Krathwohl to make it more relevant for use by the 21st century abab education. The ability to think at a higher level expressed by Bloom uses nouns namely: Knowledge, Understanding, Applied, Analysis, Synthesis, Evaluation.³⁶

Whereas the cognitive dimension after being revised is transformed into verbs namely: Remembering, Understanding, Implementing, Analyzing, Evaluating, and Creating.

b). The categories in the dimensions of cognitive processes of HOTS

As mentioned previously, that there are three cognitive dimensions in Bloom's taxonomy that were revised by Anderson, Krathwohl who entered as an indicator of higher-level thinking abilities, namely: analyzing, evaluating, and creating, while the three cognitive processes contained in the same realm are the ability to remember , understand, and apply is the ability to think at a low level. Each indicator that will be explained one by one is:a.) Remembering,b.) Understanding,c. Apply,d. Analyze,e. Evaluate,f. Create.³⁷

Including all the experts mentioned above, it is important to study HOTS. Brookhart explained the type of HOTS is based on the learning objectives in the course, which consists of three categories: HOTS as an exchange, HOTS as a basic consideration, and HOTS as a matter of

³⁶Anderson, L. W. & Krathwohl, D. R. (2010). *A framework for learning, teaching and assessment*. Yogyakarta: Student Library.

³⁷Anderson, L. W. & Krathwohl, D. R. (2010). *A framework for learning, teaching and assessment*. Yogyakarta: Student Library.

handling.³⁸HOTS as a sign of exchanging expertise to apply information, and talents that have been created in learning in a modern environment. As described here as something that has not been instructed in recent times. HOTS as an exchange combines analysis, judgment, making, considering imaginatively, considering consistently by summarizing it into analyzing, assessing and making, while the other two capabilities including HOTS as a basic consideration are characterized as the ability to make choices (judgments) using coherent and logical reasons. It combines basic and metacognitive considerations. HOTS as an understanding of problems is characterized as the ability to distinguish problems and understand diseased organized problems. This includes the problem of understanding it self.

d. HOTS in English Language Learning

HOTS as explained by Thomas & Thorne, thinking skills are more than memorizing facts or concepts. HOTS requires students to do something about these facts. Students must understand it, analyze one another, group, manipulate, create new ways creatively and apply them in finding solutions to new problems.³⁹

HOTS was isolated into four groups to deal with specific problems, make choices, basic considerations and imaginative considerations. To conduct an evaluation, the instructor needs a rebellious evaluation in the form of questions, both to test the angle of information, attitudes, and abilities. Non-

³⁸Brookhart, S.M. (2010) *How To Assess Higher-Order Thinking Skills In your Classroom*. Virginia: ACSD Member Book.

³⁹Thomas, A. dan Thorne, G., 2009. *How to Increase Higher Order Thinking*: Retrieved on August 01st 2016.

compliance assessments are used by instructors to test substitute learning outcomes at an angle of information more often than not taken from a different book or collection of exam questions. Questions can be clear or different choices.

The basis for advancing the progress of HOTS is the ability of English students of Indonesian students in studies conducted by comparisons around the world such as PISA and PIRLS. Learning basic considerations is not specifically like studying approximately material, but learning how to think fundamentally in it is used to illuminate problems that are interrelated to one another. Considering substitute talent can be prepared through exercises where substitutes are given problems in this case various problems within the framework of the problem.

From this information, it is very important to find settings to deal with problems, specifically how to make learning English dynamic, imaginative, effective and fun. This can be done so students can make the mind that they have been able to prepare them to think at a high level. In reality on the ground, questions in English tend to test more viewpoints of memory. Many books show material by empowering students to memorize actively, the introduction of this concept is very efficient, but routinely closes with assessment questions that do not prepare students' high-level considering abilities.

To test students' ability to consider, questions to survey learning outcomes are elaborated so that students answer questions by considering forms that correspond to operational verbs in Bloom's scientific

categorization, both in terms of information, states of mind and abilities. In learning, especially in English, it is stated that the capacity of students is not the same as gathering information in terms of facts, concepts, or standards, but in addition it can be in the form of evaluating preparation, which means students must be continually welcomed to memorize by using mind preparation to find these concepts.

e. Development of HOTS English Questions

The development of HOTS questions in English requires a variety of criteria both in terms of the shape of the problem and the content of the subject matter. The technique of writing HOTS questions either in the form of multiple choice or in general description is the same as writing low level questions, but there are several characteristics that distinguish them.

There are several ways that can be used as guidelines by the author's question in this case the teacher to write items that require high-level thinking of students, namely the material to be asked is measured by behavior that is consistent with Bloom's cognitive domain at the level of analysis, evaluation and creation, each question is given basic questions (stimulus) and questions that measure critical thinking skills. HOTS questions must minimize the ability to recall information (recall), but measure the ability: 1. Transfer one concept to another, 2. Process and apply information, 3. Looking for links from various different information, 4.

Using information to solve problems, 5. Check ideas and information critically.⁴⁰

In order for written items to require high-level thinking, each item is always given basic questions (stimuli) in the form of sources / reading material such as: reading texts, paragraphs, drama texts, fragments of novels / stories / fairy tales, poems, casings, pictures, graphics , photos, formulas, tables, word lists / symbols, examples, maps, films or sound recordings.

HOTS 'ability in Bloom's scientific classification is included in the three highest levels, namely investigation, assessment, and specific creation. For middle level students, not all abilities can be prepared through understanding the problem, but we will choose to agree with the level of consideration of these students and plan into questions that encourage students to think at a high order in their English capacity.

f. Characteristics of HOTS Questions

In making questions that are based on Higher Order Thinking Skills, of course they should not be done haphazardly and therefore need a guideline or characteristics or a grid in making questions that are based on Higher Order Thinking Skills. According Widana,

”karakteristik pertanyaan HOTS sangat direkomendasikan untuk digunakan dalam berbagai bentuk penilaian kelas yaitu, Mengukur Kemampuan untuk Menuju Keterampilan Berpikir Tingkat Tinggi, Berdasarkan Masalah Kontekstual, Membangun Berbagai Bentuk

⁴⁰Anderson dan Krathwohl. 2001. *A Taxonomy for Learning, Teaching, and Assessing (A Revision of Bloom's Taxonomy of Educational Objectives)*. Abridge Edition. Penerbit David McKay Company. New York.

Masalah, Mengisi atau menyingkat, Jawaban pendek atau pendek, Mengisi atau menyingkat, Deskripsi.”⁴¹

According to Widana, the characteristics of HOTS questions are highly recommended for use in various forms of classroom assessment, namely, Measuring the Ability to Lead to Higher Order Thinking Skill, Based on Contextual Problems, Building Various Forms of Problems, Filling or abbreviating, Short or short answers, Fill or abbreviate, Description.

Measuring Ability to Toward Higher Order Thinking Skill, Based on Contextual Problems, Building Different Forms of Problem, Filling or abbreviating, Short or short answers, Filling or abbreviating, Descriptions are characteristic of HOTS questions highly recommended for use in various forms of classroom assessment.

a. Measuring Ability to Higher Order Thinking Skill

The ability to think at a high order thinking includes the ability to solve problems (problem solving), critical thinking skills (critical thinking), creative thinking (creative thinking), the ability to reason (reasoning), and the ability to make decisions (decision making).

The ability to think at a higher order is one of the important competencies in the modern world, so it is a must for every student. Creativity in solving problems in HOTS, consists of (1) the ability to solve problems that are not familiar, (2) the ability to evaluate strategies used to solve problems

⁴¹Widana, I Wayan. 2017. *Modul Penyusunan Higher Order Thinking Skill (HOTS)*. Direktorat Pembinaan Sma Direktorat Jenderal Pendidikan Dasar Dan Menengah Departemen Pendidikan Dan Kebudayaan 2017.

from a variety of different perspectives, (3) find new models of solving different from the previous way .

b. Contextual Problem Based

HOTS questions are assessment based on real situations in daily life, where students are expected to be able to apply learning concepts in class to solve problems. The characteristics of contextual assessment are as follows (1) relating, namely assessment directly related to the context of real life experience, (2) experiencing, which is assessment that is determined for exploration, discovery and creation, (3) applying is assessment demands the ability of students to apply the knowledge gained in the classroom to solve real problems, (4) communicating namely assessment that requires the ability of students to be able to communicate the conclusions of the model at the conclusion of the context of the problem, (5) transferring that is an assessment that requires the ability learners to transform the concepts of knowledge in the classroom into new situations or contexts.

c. Building Diverse Forms of Problems

The form of questions that can be used to write HOTS items is as follows:

1) Multiple choice

In general, HOTS questions use stimuli that originate in real situations. Multiple choice questions consist of the main problem (stem) and answer choices (option). Answer choices consist of answers and deception (distractor).

2) Complex multiple choice (true / false, or yes / no)

The problem of the form of complex multiple choice aims to examine students' understanding of a problem comprehensively related to one statement to another. Like ordinary MCQs, HOTS MCQs in the form of complex MCQs also contain stimulus originating in contextual situations.

d. Filling in or abbreviating

The question of abbreviation or complement is a question that requires the test taker to fill in a short answer by filling in a word, phrase, number or symbol.

e. Short or short answers

Questions in the form of short or short answers are questions whose answers take the form of words, short sentences or phrases to a question.

f. Description

Problem description form is a problem whose answer requires students to organize ideas or things that have been learned by expressing or expressing these ideas using their own sentences in written form.

g. Various Kinds of High Order Thinking

In the Higher Order Thinking Skill there are several learning models that can be developed for learning in the 21st century or in the 2013 curriculum. According Hosnan,

“ada model pembelajaran 4C yang diharapkan akan dikembangkan untuk pembelajaran abad ke-21, yaitu keterampilan komunikasi, Keterampilan Kolaborasi, Keterampilan Berpikir Kritis dan Pemecahan Masalah, Keterampilan Kreativitas dan Inovasi.”⁴²

⁴²Hosnan, M. (2014). *Pendekatan saintifik dan kontekstual dalam pembelajaran abad 21 kunci sukses implementasi kurikulum 2013*. Bogor: Ghalia Indonesia.p.85

According Hosnan, there are 4C learning models that are expected to be developed for 21st century learning, namely communication skills, Collaboration Skills, Critical Thinking Skills and Problem Solving, Creativity Skills and Innovation. Communication skills, Collaboration Skills, Critical Thinking Skills and Problem Solving, Creativity and Innovation Skills, are 4C learning models that are expected to be developed for 21st century learning.

a. Communication Skill

In this model students are required to understand, manage, and create effective communication in various forms and contents verbally, in writing, and multimedia. Students are given the opportunity to use their abilities to express their ideas, both when discussing with friends and when solving problems from their teacher.

b. Collaboration Skill

In this model students demonstrate their ability in group collaboration and leadership, adapt to various roles and responsibilities, work productively with others, put empathy in their place, respect different perspectives. Students also carry out personal responsibility and personal flexibility, in place of learning and community relations, setting and achieving high standards and goals for themselves and others, understanding confusion.

c. Critical Thinking and Problem Solving Skill

In this model students try to provide logical reasoning in understanding and making complex choices, understanding interconnection between systems.

Students also use their abilities to try to solve the problems they face independently, students also have the ability to compile and express, analyze, and solve problems.

d. Creativity and Innovation Skill

Models and methods and skills that will be used in learning today are required to be more multimodel and multimethod and real world problems, so that more project-based learning models are demanded. The learning process is more student-centered and leaves the treatment that is equal to all students, but is more individualized.

h. Characteristics of HOTS

Higher Level Thinking Skills, a process of thinking of students at higher cognitive levels developed from various cognitive and taxonomic concepts and methods such as problem solving methods, taxonomic blooms, and taxonomies of learning, teaching, and assessment in Higher Order Thinking Skills have several characteristics . According Hosnan,

“ ada tujuh karakteristik berfikir tingkat tinggi, yaitu, Pembelajaran yang berpusat pada siswa, Mengembangkan kreativitas siswa, Menciptakan suasana yang menarik, menyenangkan, dan bermakna, Mengembangkan berbagai kemampuan yang mengandung nilai dan makna, Belajar sambil mengerjakan adalah mengerjakan siswa yang aktif, Penekanan pada penggalan, penemuan, dan penciptaan. Menciptakan pembelajaran dalam situasi nyata dan konteks aktual, yaitu melalui pendekatan kontekstual.”⁴³

According Hosnan, there are seven characteristics of higher level thinking, namely, Student-centered learning, Developing student creativity,

⁴³Hosnan, M. (2014). *Pendekatan saintifik dan kontekstual dalam pembelajaran abad 21 kunci sukses implementasi kurikulum 2013*. Bogor: Ghalia Indonesia.p.85

Creating an interesting, fun, and meaningful atmosphere, Developing various abilities that contain values and meanings, Learning through doing is doing active students , Emphasis on excavation, discovery, and creation. Creating learning in real situations and actual contexts, namely through a contextual approach.

Based on the characteristics above, the researcher concludes that HOTS learning emphasizes exploration, discovery, and problem creation. Student-centered learning, Developing student creativity, Creating an interesting, fun, and meaningful atmosphere, Developing various abilities that contain values and meanings, Learning through deeds is an active student activity, Emphasis on excavation, discovery, and creation. Creating learning in real situations and actual contexts, namely through contextual approaches, is a characteristic of higher order thinking.

i. Student Activities in HOTS Learning

Higher Order Thinking Skills, a process of thinking of students at higher cognitive levels developed from various cognitive and taxonomic concepts and methods of learning such as problem solving methods, taxonomic blooms, and taxonomies of learning, teaching, and assessment in Higher Level Thinking Skills have several Activities Students in HOTS Learning. According Sani,

“terdapat 7 kegiatan siswa dalam pembelajaran HOTS, yaitu: Aktif dalam berpikir, Merumuskan masalah, Menilai masalah yang kompleks, Berpikir secara berbeda dan mengembangkan ide, Mencari

informasi dari berbagai sumber, Berpikir kritis dan menyelesaikan masalah secara kreatif, Berpikir secara analitis.”⁴⁴

According Sani, there were 7 student activities in HOTS learning, namely: Active in thinking, Formulating problems, Assessing complex problems, Thinking differently and developing ideas, Looking for information from various sources, Thinking critically and solving problems creatively, Thinking analytically.

Based on the above activities, the researcher concludes that Active in thinking, Formulating problems, Assessing complex problems, Thinking differently and developing ideas, Finding information from various sources, Thinking critically and solving problems creatively, Thinking analytically, is a student's activity in learning HOTS.

a. Active in thinking.

HOTS based learning must make all students active in thinking. Students are given the opportunity to develop their thinking skills so that they master higher order thinking skills. The teacher should not explain too much, but rather give students the opportunity to search for and find out for themselves what they have learned.

b. Formulate the problem.

Learning that makes students have to formulate problems is HOTS based learning. It is very important for students to be able to formulate a problem from the given conditions. The formulation of the problem can be in

⁴⁴Sani, RA. (2019). Pembelajaran berbasis HOTS (Higher Order Thinking Skills). Tangerang: Tsmart.p.62

the form of actions to change a given problem into a different problem presentation. This is often done when trying to solve a problem to make it easier for students to understand the problem.

c. Assessing complex problems.

The problems studied in HOTS-based learning are problems that cannot be solved simply by remembering or implementing a strategy that is commonly known. Solving problems in everyday life requires creativity and critical thinking skills.

d. Divergent thinking and developing ideas.

Development of creativity really requires the ability to think divergent. Training students to think divergent will develop their ability to propose several different ideas. The development of creative ideas is closely related to the ability to think divergent.

e. Looking for information from various sources.

Learning by finding information from various sources will accommodate differences in the characteristics of students in learning styles, learning abilities, needs, interests, curiosity, and the initial knowledge of each student. If the source of information is obtained from the internet, then students can develop the ability to browse information effectively. Students will learn to synthesize and evaluate the synopsis that they compile.

f. Think critically and solve problems creatively.

Learning activities by training students to think critically will be useful for students when evaluating new ideas, choosing the best, and making

necessary modifications. If students are able to think critically, they will not be easily influenced by negative news because they can seek the truth and reflect on values, and make the right decision.

g. Analytic thinking, evaluative, and making decisions.

Learning activities making decisions can be characterized when students are asked to choose a way among several alternative ways available. The teacher who trains students to make analytic decisions, namely by considering several strengths and weaknesses of each alternative solution to be chosen.

j.

Char

acteristics of Implementation of Learning that Lead to Higher Mind Thinking Skills

Thinking skills that not only require the ability to remember, but also require other higher abilities such as critical and creative thinking, have characteristics of Learning Implementation that lead to Higher Thinking Skills. According Sani,

“kegiatan implementasi pembelajaran yang mengarah pada keterampilan berpikir tingkat tinggi memiliki karakteristik yaitu, Aktif dalam berpikir, Merumuskan masalah, Menilai masalah kompleks, Berpikir secara berbeda dan mengembangkan ide, Mencari informasi dari berbagai sumber, Berpikir kritis dan menyelesaikan masalah secara kreatif, Berpikir analitis secara kreatif.”⁴⁵

According to Sani, learning implementation activities that lead to higher-order thinking skills have characteristics namely, Active in thinking,

⁴⁵Sani, RA. (2019). *Pembelajaran berbasis HOTS (Higher Order Thinking Skills)*. Tangerang: Tsmart.p.62

Formulating problems, Assessing complex problems, Thinking differently and developing ideas, Looking for information from various sources, Thinking critically and solving problems creatively, Thinking creatively analytical.

Based on the above activities, the researcher concludes the active in thinking, Formulating problems, Assessing complex problems, Thinking differently and developing ideas, Looking for information from various sources, Thinking critically and solving problems creatively, Thinking analytically is an activity of learning implementation that leads to higher order thinking skills.

D. Learning Activities

Learning is the whole educational process with the teacher as the main role holder.

a. Understanding the Implementation of Learning

Learning is a process of interaction between students and teachers and learning resources in a learning environment. Learning is an aid given by the teacher so that students can gain knowledge and knowledge, mastery of the material, and the formation of attitudes and beliefs in students. In other words, learning is a process to help students learn well.

According Krathwohl, explaining that learning is a process that will be carried out by each individual to obtain a new behavior change as a

whole, and as a result of the individual's own experience in interaction with the surrounding environment.⁴⁶ According Majid&Rohman,

“kegiatan implementasi pembelajaran pada dasarnya meliputi kegiatan pendahuluan, kegiatan inti dan kegiatan penutupan”⁴⁷

According to Majid & Rochman, learning implementation activities basically include preliminary activities, core activities and closing activities. Learning implementation activities are interconnected with one another so that they cannot be separated. Before doing the core activities, the teacher must first carry out preliminary activities to prepare students to participate in the implementation of learning. After conducting the core activities, the next activity carried out by the teacher is the closing activity.

b. Principles of Implementation of Learning

The principles of learning that exist in the curriculum are not much different from the previous curriculum which is the curriculum KTSP. Because the 2013 curriculum is a development of the old curriculum. Only what makes it different is the emphasis on learning itself and the range of material provided for students.

According to Anderson and Krathwohl , to realize the achievement of such learning, there are principles that are used as reference material for teachers in implementing the learning process.⁴⁸

⁴⁶Anderson and Krathwohl. 2001. *A Taxonomy for Learning, Teaching, and Assessing (A Revision of Bloom's Taxonomy of Educational Objectives)*. Abridge Edition. Penerbit David McKay Company. New York

⁴⁷Abdul Majid dan Chaerul Rochman. 2014. *Pendekatan Ilmiah dalam Implementasi Kuirikulum 2013*. Bandung: PT Remaja Rosdakarya.p.153

Students are told to learn to find out, From the teacher as the only source of learning to learning based on various learning resource, From content-based learning to competency-based learning, From learning that emphasizes single answers to learning with the right answer, Learning and balance between physical skills (hard skills) and mental skills (soft skills), Learning that applies values by setting an example, building will, and developing students' creativity in the learning process, Learning that takes place at home, at school, and in the community, Utilization of information and communication technology to improve the efficiency and effectiveness of learning, Recognition of individual differences and cultural backgrounds of students. These learning principles are applied to learning activities as a whole or integrated, and apply to each subject. By paying attention to these principles, learning values students more as human beings who need to be humanized.

c. Learning Scope

Thinking Order skill that not only require the ability to remember, but also require other higher abilities such as critical and creative thinking, have a scope on the 2013 curriculum. According Permendikbud No. 103 tahun 2014,

“Pembelajaran dalam kurikulum 2013 menggunakan pendekatan ilmiah atau pendekatan berbasis proses ilmiah.”⁴⁹

⁴⁸Anderson and Krathwohl. 2001. *A Taxonomy for Learning, Teaching, and Assessing (A Revision of Bloom's Taxonomy of Educational Objectives)*. Abridge Edition. Penerbit David McKay Company. New York

⁴⁹Permendikbud (2014). Peraturan Menteri Pendidikan dan Kebudayaan No. 103 Tahun 2014 pasal 2 ayat 7 dan 8 tentang Pembelajaran Pada Pendidikan Dasar dan Pendidikan Menengah.

According to Permendikbud No. 103 of 2014, learning in the 2013 curriculum uses a scientific approach or a scientific process-based approach. A scientific approach can use several strategies such as contextual learning. The learning model is a form of learning that has names, features, syntax, settings, and culture such as discovery learning, problem based learning, and inquiry learning. The 2013 curriculum uses direct and indirect learning. Direct learning is learning that develops knowledge, thinking abilities and skills using students' knowledge through direct interaction with learning resources designed in the syllabus and lesson plans. In direct learning, students do activities to observe, ask questions, gather information or try, reason or associate, and communicate. Direct learning produces direct knowledge and skills called instructional effects.

D. Previous Studies

The Researcher takes three previous studies that guided her study. The first previous study was "The Implementation of LOTS and HOTS Teaching in the English Teaching-Learning Process in Senior High School" by Kurniawan Ahmad (2018). This study aims to determine whether the application of low-level thinking skills and high-thinking skills are applied correctly or not. It is also important to know how English teachers carry out activities that are included in the level of remembering in class XI high school, how English teachers carry out activities that are included in the level of understanding in class XI high school, how English teachers carry out activities that are included in the level of application in class XI high school, how English teachers carry out activities included in analyzing levels in class XI high school, how English teachers carry out activities included in assessing levels in class XI high school, how English teachers carry out activities included in creating levels in high school class XI. The subject of this study was an English teacher in high school. The results of this study are the teacher teaches remembering skills, understanding skills, applying skills, analyzing skills, and creating skills. Unfortunately, the teacher does not teach evaluation skills.

The second study was previously carried out by Ririn Indriyani (2017) with the title "The Application of HOTS in English Learning Material Hours Assisted by Masquerade Games to Improve Achievement in grades 4 to al-irshad 02 Purwokerto". The purpose of this class action

research is to improve English achievement especially reading hours through the application of HOTS with the help of a masquerade game in 4th grade students of Al Irsyad 02 Purwokerto Elementary School. Based on the actions taken, it can be concluded that through the application of HOTS assisted by masquerade games, the teacher can improve the English learning process of 4th grade students of Al Irsyad 02 Purwokerto Elementary School.

The third study was previously conducted by Fitria Ratna Sari (2017), the title is "The Application of the Inquiry Learning Model to Improve High Order Thinking Skills in Students at Muhammadiyah 2 High School in Bandar Lampung". The purpose of this study was to improve the High Order Thinking Skill of Grade X students on biodiversity material at SMA Muhammadiyah 2 Bandar Lampung. Researchers say, it can be concluded that biology learning by applying the inquiry learning model can improve the Higher Order Thinking Skill of Class X students on biodiversity material at SMA Muhammadiyah 2 Bandar Lampung, there are differences between students who have critical thinking skills and students who have critical thinking skills creative thinking skills. And there are interactions between the inquiry model and students' High Order Thinking Skill.

Based on the above research, this study has several similarities and differences with the three studies above. The similarities are: first, the three studies above have some focus on applying Higher Order Thinking

Skill. The second is that all three studies are experimental studies. However, there will be a slight difference between this study and the three previous studies above: first, this study applies Higher Order Thinking Skill, not only difficulties but also obstacles, second, the three researchers above have different research variables. Third, this study with three previous studies has differences in population and sample.

CHAPTER III

METHODOLOGY

A. Research Design

This research will be designed as a descriptive qualitative research. This research is descriptive because the purpose of the study is to describe the phenomenon of information obtained from the conditions of observation.

Based on observations, researchers can describe naturally and objectively. According Sugiyono,

"penelitian deskriptif adalah metode penelitian yang digunakan untuk memeriksa kondisi alam objek di mana peneliti adalah instrumen kunci."⁵⁰

Descriptive research is a research method used to examine natural conditions of objects where the researcher is a key instrument. Research methods used to examine natural attractions Where the researcher as a key instrument, data collection techniques can be done with combined triangulation, inductive data analysis, and qualitative research results emphasize the meaning of generalization.

After that, the exam is given to eleventh grade students of SMAN 01 Bengkulu Utara in the academic year 2019/2020 as the subject of this study. Observation and interview are used to obtain data and to determine the implement of Higher Order Thinking Skills (HOTS) by eleventh grade students of SMAN 01 Bengkulu Utara in the academic year 2019/2020.

⁵⁰Sugiyono. (2014). *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.

B. Object of the Research

This research will be conducted at SMAN 01 of North Bengkulu with a focus on eleventh grade students as research subjects. The research subjects were taken from class XI Science 2 which had 30 students to represent class XI students of SMAN 01 of North Bengkulu. This class is taught by Mrs. Agustina. Students can become research subjects because they have graduated one year in the application of Higher Order Thinking Skills, so they will better understand and be familiar with the application of High Order Thinking Skills (HOTS).

C. Data Collection Technique and Instruments

To get data, researchers need several instruments. They will help researchers to work more easily, systematically, effectively, and intensively. To examine the data in this study, researchers will use several methods and instruments, namely: observation, interviews, and documentation. The instrument can be described as follows:

1. Observation

According to Kohtari, observation is a technique that can be used for qualitative research to collect data. Observation is a collection of information seekers, how researchers do direct monitoring of what

researchers want on something without disturbing the subject.⁵¹ The researcher uses observation to record all the activities of the teacher in class to provide real and valid data. In addition, it will avoid bias in collecting data (verbal and non-verbal) so that the data cannot be manipulated. Observations of this study are used by researchers to describe natural data that occur in class.

2. Interview

Interviews are the second technique used to collect data in research. Esterberg said the interview was a meeting of two people to exchange information and ideas generated through questions and responses. Communication and construction together with meanings about certain topics.⁵² There are many types of interviews; that is, semi-structured interviews, and unstructured interviews. In this study, researchers will use unstructured interviews to collect data.

For the second, researcher use this instrument for English language teacher in schools to find out what problems occur in implementing HigherOrder Thinking Skill (HOTS) at the school. And interviews were also conducted to collect the second data which is to find out whether the theory and reality are synchronous or not in the application of HOTS

⁵¹Kothari, C.R. (2004) *Research Methodology: Methods and Techniques*. 2nd Edition, New Age International Publishers, New Delhi.

⁵²Esterberg, Kristin G., 2002. *Qualitative Methods in Social Research*, Mc. Graw Hill, New York.

(Higher Order Thinking Skill) skills in the teaching and learning process of English.

4. Documentation

One valuable source of information in qualitative research is documentation. According Sugiyono,

“Dokumen merupakan peristiwa yang sudah berlalu. Dokumen bisa berbentuk tulisan, gambar, atau karya-karya monumental dari seseorang. Dokumen yang berbentuk tulisan misalnya catatan harian, sejarah kehidupan, biografi. Dokumen yang berbentuk gambar hidup, sketsa dan lain-lain. Studi dokumen merupakan pelengkap dari penggunaan metode observasi dan wawancara dalam penelitian kualitatif.”⁵³

According Sugiyono, the document was an event that had passed. Documents can be in the form of writings, drawings, or monumental works of a person. Documents in the form of writing such as diaries, life history, biography. Documents in the form of vivid images, sketches and others. The document study is a complement to the use of observation and interview methods in qualitative research.

In carrying out the documentation method, researchers can provide magazines, books, documents, etc. The function of the documentation method is to make the results credible to the observation or interview.

⁵³Sugiyono. (2017). *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.

D. Data Analysis

In this research, researcher used the stages of data analysis proposed by Miles and Huberman who proposed three stages of data analysis, namely: (1) data reduction; (2) Data display; and (3) draw and verify conclusions.⁵⁴The stages can be described as follows:

1). Data reduction

“Menurut Sugiyono adalah proses memilih dan memusatkan perhatian pada penyederhanaan dan transformasi data kasar yang diperoleh.”⁵⁵

The According to Sugiyono is a process of selecting and focusing attention to simplification and transformation of the rough data obtained.” Reducing data means summarizing and choosing the main things that focus on important things. Thus the reduced data will provide a clearer picture and make it easier to do further data collection.

2). Data Display

Qualitative research on data presentation can be done in the form of tables, graphs, pie charts, pictograms and the like. By displaying data, it's easier to understand what has been understood. In this study, researchers will use observations in displaying data because it is the most commonly used data display in qualitative research.

⁵⁴Miles,M.B, Huberman,A.M, dan Saldana,J. 2014. *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. USA: Sage Publications. Terjemahan Tjetjep Rohindi Rohidi, UI-Press.

⁵⁵Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta

3). Overview of Conclusions / Verification.

The third stage in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. The conclusion in qualitative research is a new finding that has never existed before. The findings can be in the form of an image of an object that has never been seen so that after examination it becomes clear. Conclusion drawings can be started from temporary conclusions that still need to be resolved.

After obtaining data, it is analyzed continuously and verified about its validity. Using many methods to "triangulate" (i.e., confirm and deepen understanding by using various sources that all focus on the same process / event. In this study the researcher uses several steps using Creswell's theory, in general, in qualitative research, the steps are manage data, describe, classify, interpret, and report.⁵⁶ And finally researcher evaluate the application of HigherOrder Thinking Skill, in accordance with Susanto's expression, after the data is obtained, the data will be reduced and then analyzed in the form of explanations and descriptions, and the latter will be interpreted as conclusion.

⁵⁶Creswell, J. . (2007). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*, 2nd ed. California : Sage Publication.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Based on the research questions stated in chapter 1, this chapter presents a discussion of research findings and several theories. The discussion is based on the results and findings of the study and several theories related to the study. Furthermore, the discussion also answers the research questions of this study. The discussion includes the validity and reliability of the English teaching process that applies the Higher Order Thinking Skill (HOTS) in class XI SMAN 01 of North of Bengkulu.

A. FINDINGS

1. Analysis The implementation of Higher Order Thinking Skill in XI grade students of SMAN 01 of North of Bengkulu.

a. Data Description

SMA Negeri (SMAN) 1 Argamakmur, now SMAN 01 BENGKULU UTARA, is one of the top state schools in Bengkulu Province, Indonesia. This school is located at Jl. Ir. Soekarno, Gunung Agung Village, Argamakmur District, North Bengkulu. Same as high school in general in Indonesia, the period of school education at SMAN 1 Argamakmur is taken in three years, starting from Class X to Class XII. This school has 3 majors namely Natural Sciences, Social Sciences and Languages. In accordance with the Provincial Accreditation Board (BAP) this school has been accredited A, and is a school that has implemented an international standard school in the 2009-2010 school year.

In 2007, this school used the previous Education Unit Level Curriculum with the CBC. And now SMA NEGERI 1 has used the latest curriculum, the 2013 curriculum and is a reference for other schools in North Bengkulu.

Various facilities are owned by SMAN 1 Argamakmur to support teaching and learning activities. The facilities include: Class, Mosque, library, Biology Laboratory, Physics Laboratory, Chemistry Laboratory, Computer Laboratory, Language Laboratory. SMA Negeri 1 has many extracurricular activities, including, HIPA (NATURAL LOVERS), Youth Red Cross (PMR), Futsal, Basketball, Scouts, Rohis, Drumband, Art Studio, P2BS, Mading, PIK-R, KIR, Federation English Club (FEC), Mathematical Science Club (SMC), Cinematography, Science Club.

b. Observation in Class

Researcher conducted an analysis of the application of Higher Order Thinking Skills in class XI students at SMAN 01 of North of Bengkulu on February 6 to March 2, 2020. The first step taken by researchers was to obtain permission from the school to conduct research. After obtaining permission from the school to conduct research, the researcher requested permission from the English teacher who had implemented a Higher Order Thinking Skill (HOTS) based learning process. The researcher directly entered the classroom to analyze the process of applying Higher Order Thinking Skills (HOTS) to the process of learning English in eleventh grade students of SMAN 01 Bengkulu Utara in the academic year 2019/2020.

After that the researcher sees in the steps of the learning process whether in the learning process the teacher gives problems to students to train students to think critically. Researcher, also observe indicators and learning processes, especially in the core activities whether there is a Bloom C4-C6 taxonomic theory or not.⁵⁷

Researcher observed whether the indicators and learning process contained 4C, namely Critical Thinking, Collaborative, Creativity, and Communication. The researcher also observes in the learning process whether it contains learning that makes students think critically, collaborate with friends, do activities and communicate well with their peers.

In the learning process in the 2013 curriculum with the application of the Higher Order Thinking Skill, there were four learning criteria. The learning criteria include communication, collaboration, critical thinking and problem solving, and creativity and innovation. In this study the researcher describe in each of these criteria into four.

The first 4C criterion is communication skill, the researcher interprets communication as learning that requires students to understand, manage, and create effective communication in various forms and contents verbally, in writing, and in multimedia. The second 4C criterion is collaboration skill. Researcher interpret collaboration as learning that requires students to work together in groups and leadership, adapt to various roles and responsibilities, work productively with others, and respect different opinions. The third 4C

⁵⁷Observation of English Class Students in Learning Activities at eleven IPA 2 SMAN 01 North Bengkulu on February 6 - March 2 2020 at 10:00 am.

criterion is critical thinking and problem solving skills, researchers interpret critical thinking and problem solving that is learning that requires students to provide reasonable reasoning in understanding and making complex choices, solving problems faced independently, compiling and expressing opinions, and analyze. The fourth criterion 4C is Creativity and Innovation. Researcher interpret creativity and innovation, namely learning that requires students to be creative in making work and creative in solving problems.

The results of the analysis of the application of HOTS indicators and the process of learning English conducted by researcher, the researcher found in the process of learning English the application of HOTS has been going well in accordance with the indicators and the Learning Implementation Plan (RPP), applying a seriousness to critical and logical thinking in a learning process, using tools provided by the school, giving students the opportunity to think more logically, the opportunity to ask questions and express opinions, monitor and be able to control the class and provide an assessment at the end of learning, there is already a Bloom C4-C6 taxonomy theory, although it is still there are some students who are not even less aware of the application of the Higher Order Thinking Skill in the English learning process in the 2013 Curriculum.

Based on observations made during the process of learning English in class XI SMAN 01 Bengkulu Utara in the application of Higher Level Thinking Skills (HOTS), preliminary activities carried out by English subject teachers.

“Menurut Majid, kegiatan implementasi pembelajaran pada dasarnya meliputi kegiatan pendahuluan, kegiatan inti dan penutup.”⁵⁸

According to Majid, learning implementation activities basically include preliminary activities, activities core and closing activities.

Based on the results of classroom observations, in the preliminary activities the teacher has applied an introduction according to the theory according to Majid, According to Majid & Rochman, learning implementation activities basically include preliminary activities, core activities and closing activities. This can be seen by researchers from teachers saying greetings and students answering greetings, conditioning students in class, checking student attendance, conveying learning objectives, and giving appreciation to teachers in class.

Based on observations in class, the teacher collects learning materials, then closes the learning with greetings. In this activity, the teacher applies learning with the right theory or guidelines. That's because in the core activities the teacher has implemented 5M activities (observing, asking, gathering, socializing, and communicating). In the learning process, the teacher applies the discovery learning model.

c. Interview

Before conducting an interview, the researcher ask permission from Agustina as a teacher of English subject class XI IPA 2. The interview was conducted on Monday, 20 February 2020. The interview was conducted to

⁵⁸Abdul Majid dan Chaerul Rochman.2014. *Pendekatan Ilmiah dalam Implementasi Kurikulum* 2013. Bandung: PT Remaja Rosdakarya.p.153

obtain the results of the Analysis of the Implementation of Higher Order Thinking Skills in English Teaching Process.

The researcher conducted an interview with an English subject teacher who was teaching in class XI students of SMAN 01 of North of Bengkulu, after finishing observing the learning process. Researcher, are looking for information that teachers know about Higher Order Thinking Skills (HOTS) in the English learning process through direct interviews. The researcher asked a number of questions regarding teacher knowledge about HOTS and its application. The following is a list of interview questions and answers from the teacher:

Table.1 Interview of teacher about HOTS

o	Questions	Answer
.	What method do you expect in the process of learning English?	A method of curriculum used in the 21st century is the 2013 curriculum.
.	What do you know about Higher Order Thinking Skills (HOTS)?	Part of learning methods in the 2013 curriculum in the 21st century.
.	How long has the 2013 curriculum been implemented in this school?	It has been applied for six years.
.	What is the relationship between Higher Order Thinking Skills (HOTS) with the 2013 Curriculum (K13)?	The relationship between Higher Order Thinking Skills and the 2013 curriculum is that each student needs to be able to think, critically, logically, and creatively.
.	How is the application of Higher Order Thinking Skills (HOTS) in the process of	The application of Higher Order Thinking Skills (HOTS) in the process of learning English, so

	learning English?	far has been going well.
.	What is the evaluation system for the Higher Order Thinking Skill (HOTS) method in learning English?	The Higher Order Thinking Skill (HOTS) evaluation system in learning English, which is often done with a form of enrichment, remedies but it goes back to each of their students.
.	How does the form of learning English apply Higher Order Thinking Skills (HOTS)?	The form of learning English applies the Higher Order Thinking Skill (HOTS), where students are required to be more active, able to think critically.
.	What are the activities of students in the classroom with the application of HOTS in the learning process of English?	Student activities in the classroom with the application of HOTS in the learning process of English, students who are able to interact more actively with each other.
.	Do you give students the opportunity to be more able to think logically in the learning process of English?	In the process of learning English, I as a teacher always provide the opportunity and time to be able to think again and be confident in the opinions of each of them.
0.	How are the students' achievements with the HOT Order Thinking Skill in the English learning process?	Student achievement with HOTS Higher Order Thinking Skill in the process of learning English which students get according to the motivation of learning of each student, if they have high motivation then what is obtained is satisfactory results.
1.	Are there any obstacles encountered in providing material with the Higher Order Thinking Skill strategy in the English learning process?	Constraints encountered in providing material with the Higher Order Thinking Skill strategy in the English learning process are student laziness in thinking.
2.	How do you overcome obstacles that occur in the process of learning English?	how to overcome the obstacles that occur in the process of learning English, namely by

		providing more training for practice until they are able and more familiar with the existing learning process.
3.	What efforts do mothers make so that students like / are passionate and enthusiastic in the process of learning English?	Efforts are being made so that students enjoy / enjoy and are enthusiastic in the process of learning English, by giving more interesting teaching so that they like and can be more relaxed in the learning process.
4.	What is the follow-up for students who still get low marks in the English learning process?	Follow-up for students who still get low scores in the English learning process, given more practice after practice.
5.	What are the advantages of Higher Order Thinking Skills (HOTS) in K-13 based English learning?	The Advantages of Higher Order Thinking Skills (HOTS) in learning English based on K-13, which is Higher Order Thinking Skills are better, because students who like to think are better than spoiled students, and are very lazy to think. People who are able to think well are someone who is able and ready to face the challenges of the times.

During the research, interviews were conducted with English subject teacher. Researcher, asking a number of things about Higher Order Thinking Skills, questions raised by researcher are limited to general knowledge about Higher Order Thinking Skills. Researcher, ask questions according to those listed in the table above.

The researcher ask the method used in the process of learning English. The researcher ask the teacher knowledge about Higher Order Thinking

Skills, what is the relationship with the 2013 curriculum. About the activities of students with the English learning process based on Higher Order Thinking Skills. The teacher also said that the application of Higher Order Thinking Skills in the learning process of English had gone well even though it did not fully comply with the Higher Order Thinking Skills Criteria.

The researcher continued the question about the obstacles faced in applying the English learning process based on Higher Order Thinking Skills, according to Mrs. Agustina the most important obstacle faced was student laziness to think while Higher Order Thinking Skills required students to be able to think more creatively, then the teacher tried to overcome laziness students by providing a more interesting learning process so that students like and enjoy the learning process so that students will be more active and active to continue to think, because for him students who prefer to think he is more able to follow the world.⁵⁹

Based on interview conducted, researchers obtained information about the understanding of English teacher about Higher Order Thinking Skills. Through the interview the researcher can also find out various obstacles encountered by English teachers in applying Higher Order Thinking Skills, then researcher can also find out how English teacher, especially Mrs. Agustina in dealing with or solutions that she does with the obstacles she encountered in the application of Higher Order Thinking Skills.

⁵⁹Agustina, English Teacher of SMAN 01 of North Bengkulu. Interviewed on february20, 2020 At 09.00 am.

2. Constraints faced by teachers and students in implement Higher Order Thinking Skills in the learning process of English.

In carrying out the process of teaching English based on Higher Order Thinking Skill in class XI students of SMAN 01 of North Bengkulu has its own obstacles both faced by teacher and students. The obstacle faced by teachers in the process of learning English based on Higher Order Thinking Skills is the demand that students are able to think creatively and critically which is the teacher's role that must be more able to make students not lazy to think.

In addition, also at the level of questions based on Higher Order Thinking Skills, there are demands that student grades must be completed. Through these obstacle make an impression for students about the opportunity to repeat or improve. Another obstacle faced by teacher is related to learning infrastructure such as when students are given the opportunity to use technology to do group assignments in class. If students must use a laptop not all students have a laptop, they are given the freedom to use a handphone because all children have it. What often happens if all children use handphones, do not rule out they will access other than the tasks given. That's what caused the problem. In addition students become lazy and do not want to take notes.

Another obstacle faced by the teacher is the remedial opportunity that impresses students to rely on a second chance if it is not completed in the test or exam. Furthermore, the obstacle that is often faced by the teacher,

Agustina as the teacher of English class XI IPA 2 said that students often lack patience in understanding the questions, even though the questions provided need to be understood more thoroughly.⁶⁰

Obstacles or difficulties faced by students in implementing the English learning process based on Higher Order Thinking Skills, generally explained by some students through the interview process conducted by researchers to students that is related to the learning situation in class usually almost all students say that often the class is less conducive, busy or many who talk alone when the teacher explains, there are students who do not pay attention like sleeping in class during class time. That makes most students become less focused learning.

The problem that makes it ineffective in applying an English language learning based on Higher Order Thinking Skill is the lack of reference to student theories based on Higher Order Thinking Skill in the learning process. This is hampering a learning goal based on Higher Order Thinking Skill. Where the purpose of Higher Order Thinking Skills is as an exchange that, combines analysis, judgment, making and considering imaginatively, consistently considering by summarizing it into analysis, valuing, and making.⁶¹

Then with the lack of students' cognitive thinking skills in the learning process and in answering questions based on Higher Order Thinking Skill,

⁶⁰Agustina, English Teacher of SMAN 01 Bengkulu Utara. Interviewed on february25,2020 At 10.00 am.

⁶¹Brookhart, S.M. (2010) *How To Assess Higher-Order Thinking Skills In your Classroom*. Virginia: ACSD Member Book.

this problem interferes with the process of applying English teaching based on Higher Order Thinking Skills in class XI IPA 2 SMAN 01 of North Bengkulu, then it is said to have not been able to make students categorized in the dimension of Higher Order Thinking Skill.

3. Solution to handle obstacles of teacher to implemented Higher Order Thinking Skills in the teaching process at eleventh grade of SMAN 01 of North Bengkulu.

After seeing and knowing the obstacles faced by teachers in the process of learning English based on the Higher Order Thinking Skills, of course the teacher does and strives to resolve these obstacles. The method used by Agustina as the teacher of English subject class XI IPA 2 is to use a personal or personal approach, rebuking if students are often busy with themselves, noisy, chatting and so on.

With the demand that students are able to think creatively and critically which is the role of the teacher who must be more able to make students not lazy in thinking, according to student activities on the characteristics of the learning process based on Higher Order Thinking Skills, King said that there are seven student activities in the process Higher Order Thinking Skill based learning, active in thinking, formulating problems, studying complex problems, divergent thinking and developing ideas, seeking

information from various sources, thinking critically and solving problems creatively, and thinking analytically, evaluatively, and making decisions.⁶²

Giving a lattice to students, and discussing it together in class, then students will be able to solve every problem I give. The existence of an explanatory grid that is quite class, the hope they are more focus on learning and they can do it. Almost all subjects always have a grid, so students will be able to make it well, if they want to learn optimally.

Through the actions taken by giving the Higher Order Thinking Skill grid to students with the aim of completing the grades obtained by students in working on problems based on Higher Order Thinking Skill and the grid of questions given must be in accordance with the characteristics of students. Higher Order Thinking Skill questions

“ menurut Widana, Karakteristik pertanyaan Keterampilan Berpikir Tingkat Tinggi sangat direkomendasikan untuk digunakan dalam berbagai bentuk penilaian kelas, termasuk mengukur kemampuan Keterampilan Berpikir Tingkat Tinggi, berdasarkan masalah kontekstual, membangun berbagai bentuk pertanyaan, mengisi dalam singkatan atau melengkapi, dan menjelaskan.”⁶³

According to Widana, Characteristics of Higher Order Thinking Skill questions are highly recommended for use in various forms of classroom assessment, including measuring the ability of Higher Order Thinking Skill,

⁶²King.2012. Higher Order Thinking Skill. Florida: *Center for Advancement of Learning and Assessment*, Florida State University.

⁶³Widana, I Wayan. 2017. *Modul Penyusunan Higher Order Thinking Skill (HOTS)*. Direktorat Pembinaan Sma Direktorat Jenderal Pendidikan Dasar Dan Menengah Departemen Pendidikan Dan Kebudayaan 2017.

based on contextual problems, constructing various forms of questions, filling in abbreviations or completing, and describing.

Furthermore, Mrs. Agustina, the teacher of English subject class XI IPA 2, also said that she should never be bored to give understanding to students, because of the diverse backgrounds of students. In addition, the teacher gives an understanding to students related to understanding in working on the questions provided by the teacher both daily and midterm tests.⁶⁴

Related to the classroom situation that is less conducive, some students said not to engage with friends who are noisy, more restrained, focused in learning, pay more attention to the teacher, and actively involved in group discussions. This is not in accordance with the activities of students in the Higher Order Thinking Skills based learning process, according to Sani's theory that there are seven student activities in the class in the Higher Order Thinking Skills based learning process, which is active in thinking, formulating problems, studying complex problems, developing divergent thinking ideas, seeking information from various sources, thinking critically and solving problems creatively, thinking analytically, evaluatively, and making decisions.

Solutions or ways to overcome obstacles or difficulties faced by the lack of student references to theories based on Higher Order Thinking Skills, have very varied answers from students due to lack of focus on

⁶⁴Agustina, English Teacher of SMAN 01 Bengkulu Utara. Interviewed on february20,2020 At 10.00 am.

learning, less reading, and lack of patience in understanding. Some also said that the questions given sometimes came out of the grid given by the teacher. Then there are those who say the questions are too long, difficult to understand, even though the time available is limited or limited. Another obstacle faced by students, according Niken is that sometimes he does not understand the problem so well that it is difficult to answer. Even though the difficulty level is still in the normal stage. So with experience they study more thoroughly and more patiently.⁶⁵

Through the existence of a problem from the lack of a student's cognitive thinking ability in the learning process and in answering questions based on Higher Order Thinking Skills, this problem interferes with the process of applying English teaching based on Higher Order Thinking Skills in class XI IPA 2 of SMAN 01 Bengkulu Utara, then it is said not yet able to make students categorized in the Higher Order Thinking Skills dimension.

As already stated that there are three cognitive dimensions in Bloom's revised taxonomy by Anderson, Krathwohl said that what is included as an indicator of higher-order thinking abilities is analyzing, evaluating, and creating. To create students 'cognitive thinking skills in the dimension of cognitive processes of higher-order thinking, a teacher must be able to better

⁶⁵Niken, student XI IPA2 of SMAN 01 of NorthBengkulu. Interviewed on February 15,2020At 09.00 am.

train students' abilities in indicators of higher order thinking abilities, namely, analyzing, evaluating, and creating.⁶⁶

In addition, solutions or the right way in the process of learning English based on Higher Order Thinking Skills many students express it to study harder, don't ever be afraid to search, try, and never give up. The more diligent in learning, read a lot of at least 10 minutes a day in order to have broad insights, be more patient to understand the questions given and solve the questions either given by the teacher or in student books or worksheets. This is done in order to foster student activity in the learning process in the classroom based on Higher Order Thinking Skills.

Various situations experienced by students in the process of learning English based on Higher Order Thinking Skills, usually before daily tests and midterm assessments and assessment at the end of the semester, the teacher gives a grid of questions and discussed together in class. Daily test questions are usually in the form of a description while midterm assessment and final semester assessment in two forms namely multiple choice and description. Furthermore, some students said if the question in the form of description requires them to think harder, prioritize understanding and by using language or sentences that they do not understand.

The form of daily test questions and in the middle of the semester and at the end of the semester using long literacy, it becomes a challenge for students. there are also those who say they do not like the form of questions

⁶⁶Anderson and Krathwohl. 2001. A Taxonomy for Learning, Teaching, and Assessing (A Revision of Bloom's Taxonomy of Educational Objectives). Abridged Edition. Publisher David McKay Company. New York.

that are too long but more to the point According to Mifta the description of the problem actually requires the answer to our analysis so it's not just memorizing it. Meanwhile, according to Nisya and Dhiko said that the question in the form of description invites him to be more creative answering with sentences that are understood, analyzing with his understanding.⁶⁷

⁶⁷Mifta, Nisya and Dhiko Studentsof SMAN 01 of North Bengkulu. Interviewed on february08,2020At 09.30 am.

B. DISCUSSIONS

1. The implementation of Higher Order Thinking Skill in XI grade students of SMAN 01 of North of Bengkulu.

Researcher made observations on the process of implementing English language learning in class XI IPA 2 SMAN 01 of North of Bengkulu. The first step taken was observing the learning process in class XI IPA 2 SMA 01 of North of Bengkulu. The following is the documentation when making observations on the learning process in class XI Science 2:

Chart.2. Activities of students in Classroom



The picture above shows that the teacher asks students to discuss the results of the creation or create questions creatively independently then put together in a group. After conducting observations, researchers distributed questionnaires to students and accompanied students in filling out questionnaires without the teacher in class XI Science 2. Then the researcher conducted interviews with teachers about learning English based on Higher

Order Thinking Skills, 21st Century criteria, implementation of Higher Order Thinking Skills in school, making questions and indicators based on Higher Order Thinking Skills. After all these things the researchers did, the researchers immediately analyzed using a data triangulation system. Sugiyono said that the triangulation technique is a data collection technique and the available data sources. The purpose of using the triangulation technique is so that the researchers' understanding increases to what is found to be more consistent, thorough and certain data obtained.⁶⁸

The first step is the researcher observing the process of learning English in class XI IPA 2 SMAN 01 of North of Bengkulu. Before researcher make observations, researcher ask, permission in advance from class XI teachers. When researcher asks, permission from class XI teachers in English, the teacher immediately receives well and immediately determines the class entry schedule. Before entering the class the researcher explains in advance how the research process will be carried out. The researcher observed that the teacher saw the learning steps in the Learning Implementation Plan, the researcher observed the learning process of English in class XI using the Higher Order Thinking Skills learning criteria guidelines, namely Communication skills, Collaboration skills, Critical skills, Critical Thinking and problem solving skills, and creativity and innovation skills that have been spelled out by researchers into four activities in one criterion.

⁶⁸Observation Class of English Students in Learning Activities at Eleventh grade of SMAN 01 Bengkulu Utara on February to March 2020.

The results of the analysis of the implement of HOTS indicators and the process of learning English conducted by researchers, the researchers found in the process of learning English the application of HOTS has been going well in accordance with the indicators and the Learning Implementation Plan (RPP), applying a seriousness to critical and logical thinking in a learning process, using tools provided by the school, giving students the opportunity to think more logically, the opportunity to ask questions and express opinions, monitor and be able to control the class and provide an assessment at the end of learning, there is already a Bloom C4-C6 taxonomy theory, although it is still there are some students who are not even less aware of the application of the Higher Order Thinking Skills in the English learning process in the 2013 Curriculum.

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even less aware of the application of the Higher Order Thinking Skill in the English learning process in the 2013 Curriculum.

Based on observations made during the process of learning English in class XI SMAN 01 Bengkulu Utara in the application of Higher Order Thinking Skills (HOTS), preliminary activities carried out by English subject teachers,

“menurut Majid, kegiatan implementasi pembelajaran pada dasarnya meliputi kegiatan pendahuluan, kegiatan kegiatan inti dan penutup.”⁶⁹

According to Majid, learning implementation activities basically include preliminary activities, activities core and closing activities.

Based on the results of classroom observations, in the preliminary activities the teacher has applied an introduction according to the theory according to Majid, According to Majid & Rochman, learning implementation activities basically include preliminary activities, core activities and closing activities. This can be seen by researchers from teachers saying greetings and students answering greetings, conditioning students in class, checking student attendance, conveying learning objectives, and giving appreciation to teachers in class.

Based on observations in class, the teacher collects learning materials, then closes the learning with greetings. In this activity, the teacher applies learning with the right theory or guidelines. That's because in the core activities the teacher has implemented 5M activities (observing, asking,

⁶⁹Abdul MajiddanChaerulRochman.2014. *PendekatanIlmiahdalamImplementasiKuirikulum 2013*. Bandung: PT RemajaRosdakarya.

gathering, socializing, and communicating). In the learning process, the teacher applies the discovery learning model.

Based on an interview with an English teacher, XI IPA2 SMAN 01 of North Bengkulu, the school had implemented the 2013 curriculum six years ago and already knew what Higher Order Thinking Skills. so far the application of Higher Order Thinking Skills has been said to run smoothly. But does not rule out possible obstacles in the application of Higher Level Thinking Skills. as educators who become one of the domains students must be able to control various problems that occur so that the learning process can run well.

2. Constraints faced by teachers and students in implement Higher Order Thinking Skills in the learning process of English.

The implementation of the English language learning process based on Higher Order Thinking Skill in class XI SMAN 01 of North of Bengkulu runs with what is directed by the ministry of education. In running the learning process based on Higher Order Thinking Skills, it is recognized by both teachers and students even though it has not run 100%. It was shown by various kinds of obstacles encountered.

As a teacher, he admitted that from the learning process to conducting evaluations in daily adventures and midterm assessments, it could not be said that all were in the Higher Order Thinking Skill standard. The obstacles encountered were the variety of students' abilities in carrying out their learning and evaluation. Even so the teacher still tries to run it while still

paying attention to students' abilities. This is evidenced by the willingness to place themselves as facilitators and students who are more active in the classroom even though the teacher still plays an important role in it.⁷⁰

Another effort in mastering the obstacles in the English learning process based on Higher Order thinking Skill is to create an interesting and enjoyable learning atmosphere with interesting learning media such as, power points, with interesting animations, videos, games to hone students' thinking and so forth. In addition, giving motivation and proper understanding to students pay attention to the provisions in accordance with existing standards.

These findings are in line with those recommended by the government that the assessment is oriented to Higher Order Thinking Skills maximizing teacher skills in making assessments. Teachers must emphasize the assessment of attitudes, knowledge and skills that can improve student skills in the learning process oriented Higher Order Thinking Skills.

The obstacle in the process of learning English based on Higher Order Thinking Skills in students lies in the readiness, and students' understanding of the material and questions provided by the teacher. A student needs to make preparations so that he can know and understand precisely and correctly what is requested through the material presented and the questions provided. It is said that their experience in preparing themselves thoroughly by reading sources that support English learning will facilitate them in understanding the material and working on the questions provided.

⁷⁰Observation in class of English Students in Learning Activities at Eleventh grade of SMAN 01 Bengkulu Utara on February to March 2020.

In addition, the type of English learning process based on Higher Order thinking skills in the evaluation that they encounter is in the form of questions that are long enough so that it makes students less able to understand them correctly. Then the right way according to students is by staying focused, trying to understand correctly what the questions are so they can answer in accordance with the request.

The above findings are in line with the characteristics of assessment in the 2013 curriculum set forth in Education Minister No. 104 regarding the assessment of student learning outcomes which include attitude or spiritual competencies, knowledge, and skills that are planned and systematically carried out during the learning process.

3. Solution to handle obstacles of teacher to implemented Higher Order Thinking Skills in the teaching process at eleventh grade of SMAN 01 of North Bengkulu.

The implementation of the English language teaching process based on Higher Order Thinking Skills in SMAN 01 of North Bengkulu has been running in accordance with the demands of the education government. In carrying out the learning process based on Higher Order Thinking Skills recognized by both teachers and students not yet running 100%. This was proven by various kinds of obstacles he faced.⁷¹

Through the obstacles faced by teachers in applying English language learning based on Higher Order Thinking Skills in class XI at SMAN 01 of

⁷¹Observation of English Students in Learning Activities at Eleventh grade of SMAN 01 Bengkulu Utara on February to March 2020.

North Bengkulu, therefore as an educator who must be able to achieve 4C components (Communication Skills, Collaboration skills, Critical Thinking and problems and problems solving skills, creativity and innovation skills) Higher Order Thinking Skills, according to Hosnan namely that there is a 4C learning model that is expected to be developed for learning based on Higher Order Thinking Skills.

Through the demands of fatigue, of course, teachers do and strive to resolve these obstacles. Various obstacles in the process of learning English based on Higher Order Thinking Skills in students lies in the readiness, and students understanding of the material and questions provided by the teacher. A student needs to make preparations so that he can know and understand precisely and correctly what is requested through the material presented and the questions provided. It is said that their experience in preparing themselves carefully by reading sources that support English learning will facilitate them in understanding the material and working on the questions provided.

Through efforts to overcome existing obstacles, such as the lack of conducive classroom learning, a teacher must be able to form classes according to student activities in learning based on Higher Order Thinking Skill, as according to Sani's theory, that there are 7 student activities in learning based on Higher Order Thinking Skill, active in thinking, formulating problems, studying complex problems, divergent thinking and developing ideas, seeking information from various sources, thinking

critically and solving problems creatively, and thinking analytically, evaluatively, and making decisions.

Through these components a teacher must be able to shape students to be active in thinking, formulating problems, studying complex problems, divergent thinking and developing ideas, seeking information from various sources, thinking critically and solving problems creatively, and thinking analytically, evaluatively, and making kuputus, so as to form a class that is conducive in applying the process of learning English in class XI based on Higher Order Thinking Skills.

The existence of a demand students must be able to think creatively and critically as the characteristics of the implementation of learning that leads to the English learning process based on Higher Order Thinking Skills, according to Sani theory, the characteristics of learning activities or activities that lead to the learning process based on Higher Order Thinking Skills have characteristics namely, active in thinking, simulating problems, studying complex problems, divergent thinking and developing ideas, seeking information from various sources, thinking critically and solving problems creatively, and thinking analytically, evaluatively, and making decisions.

Through the characteristics of student activities or activities in the learning process based on Higher Order Thinking Skill is or requires the role of the teacher who must be more able to make students more active and critical and how to make students not lazy in thinking, then a teacher should be more critical in activities learning so as to be able to form students in

accordance with the characteristic or activities of students in the learning process based on Higher Order Thinking Skills.

Furthermore, the lack of reference to student theory based on Higher Order Thinking Skills causes a lack of interaction of students who are able to form creative and critical thinking, with this it is necessary for a teacher's role in the English learning process based on Higher Order Thinking Skill, a teacher plays an important role in learning activities, as we know learning is a process of interaction between students and teachers and learning resources in a learning environment. With this a teacher must be able to form a learning implementation criteria that lead to learning based on Higher Order Thinking Skill but in this role not only the task or demands of a teacher but also the role of students in student activities in learning based on Higher Order Thinking Skills, Sani said that there are seven student activities in learning that are based on Higher Order Thinking Skills namely, active in thinking, simulating problems, studying complex problems, divergent thinking and developing ideas, seeking information from various sources, thinking critically and solving problems creatively, and think analytically, evaluatively, and make decisions.

Through the obstacles that occur in the implement of the English language learning process based on Higher Order Thinking Skills in class XI SMAN 01 of North Bengkulu, can be controlled by the cooperation between the teacher and students so that they can implement the Higher Order Thinking Skills learning process to the realm of which is a students' thought

processes in a higher cognitive level and an ability to solve a problem, able to construct explanations, and the ability to think more creatively and critically. So that it can create a successor to the nation that is able to bring progress for progress.

BAB V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on data obtained by researcher and analysis of the application of Higher Order Thinking Skills (HOTS) in the English Language Teaching Process to Class XI students of SMAN 01 Bengkulu Utara in academic 2019/2020, researcher conclude that, First, Higher Order Thinking Skills are learning methods which are part of the 2013 curriculum, where this method emphasizes more students who must have critical, logical, reflective, metacognitive, and creative thinking skills. It is hoped that this method will create students who not only form the ability to remember but also need higher abilities. Not only students, a teacher also plays an important role in the process of implement Higher Order Thinking Skills, the teacher must have 5M (observing, asking, gathering, socializing, communicating) in the learning process the teacher applies the discovery discovery learning model.

In analyzing the application of the English learning process based on Higher Order Thinking Skills, researcher used observation sheets, interview to analyze the implement of Higher Order Thinking Skills (HOTS) in class XI SMAN 01 of North Bengkulu.

Second, in learning English the application of Higher Order Thinking Skill is carried out by the teacher in the learning process with preliminary activities, core activities and closing activities. The implement of the English

learning process at SMAN 01 of North Bengkulu refers to Higher Order Thinking Skill, namely Critical Thinking, Collaboration, Creative, and Communication.

Third, the researcher found that SMAN 01 of North Bengkulu was the first school to apply the 2013 Curriculum and now uses Higher Order Thinking skills, SMAN 01 is the first school in North Bengkulu to implement the 2013 curriculum so it has entered 6 years and now is not only English implement Higher Oder Thinking Skills at SMAN 01 of North Bengkulu.

This conclusion has entered the Characteristic of Higher Order Thinking Skills, although it is not yet perfect, but has been able to form students who are able to think critically, logically, reflectively, metacognitively and creatively.

B. SUGGESTIONS

There are a number of suggestions that can be done based on research. First, for the Education Office in Bengkulu, seeing that there are still many teachers who do not understand correctly about Higher Order Thinking Skill, either through the design of Learning Implementation Plans, learning activities, or assessment activities, it should be done first such as training, practice and direct outreach Against Higher Order Thinking Skills. This training will later improve the skills and understanding of teachers about Higher Order Thinking Skills that can be done directly.

Second, the English subject teacher by seeing the teacher who does not fully understand the Higher Order Thinking Skills, both in terms of the

Learning Implementation Plan, learning activities, and assessment activities in the form of making practice questions which are instruments to measure student learning outcomes, the teacher should follow training on Higher Order Thinking Skills further enhances teachers' understanding of Higher Order Thinking Skills. Third, the next researcher who will conduct the same research with this research in order to be able to add other problem seen from different perceptions in order to gain deeper knowledge about this problem.

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