

**AN ANALYSIS OF STUDENTS' ABILITY
IN ANSWERING HIGHER ORDER THINKING
SKILL QUESTIONS IN READING**

(A Descriptive Qualitative Study at the Eight Grade of SMP
Negeri 7 Bengkulu City in Academic Year 2021/2022)

THESIS

Submitted as a partial requirements for the degree of *Sarjana
pendidikan* (S.Pd) in English Education Study Program



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MOTTO

“Jangan biarkan kesulitan membuat dirimu gelisah, karena bagaimanapun juga hanya di malam yang paling gelap bintang-bintang tampak bersinar lebih terang”.

(Ali Bin Abi Thalib)

“Doa kita tidak pernah ditolak, hanya saja dijawab dengan cara yang berbeda”.

DEDICATION

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

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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled " An Analysis of Students' Ability in Answering Higher Order Thinking Skill Questions in Reading (A Descriptive Qualitative Study at the Eight Grade of SMP Negeri 7 Bengkulu City in Academic Year 2021/2022)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, August 2022

Stated By



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ABSTRACT

Vera Kurnia Wati. 2022. An Analysis of Students' Ability in Answering Higher Order Thinking Skill Questions in Reading (A Descriptive Qualitative Study at the Eight Grade of SMP Negeri 7 Bengkulu City in Academic Year 2021/2022).

Supervisor : 1. Riswanto, Ph.D, 2. M. Arif Rahman Hakim, Ph.D

This study aims to analyze what are the difficulties while answering HOTS questions and to investigate what are the factors that make students still do mistakes when answering reading questions with HOTS. The type of the research is descriptive Qualitative with observation, interview and documentation for data collection techniques. The finding of the study explain that in Analyzing stage, the subjects still has difficulty in terms of misinterpreting the word. In Evaluating stage, the subjects difficult to understand the information contained in the text given and also has difficulty in criticize the meaning of the question. In Creating stage the three subjects difficulty in generating ideas for creating new products. The second finding was Time, Pupil Learning Ability, Pupil Mastery, and Learning Situation are all factors to consider. The researcher can conclude that difficulties and some of these factors can be the cause of the low ability of students to work on HOTS-based questions.

Keywords : *Students' Ability, Higher Order Thinking Skill, Reading*

ABSTRAK

Vera Kurnia Wati. 2022. Analisis Kemampuan Siswa dalam Menjawab Pertanyaan Keterampilan Berpikir Tingkat Tinggi dalam Membaca (Studi Deskriptif Kualitatif Pada Kelas VIII SMP Negeri 7 Kota Bengkulu Tahun Pelajaran 2021/2022).

Pembimbing : 1. Riswanto, Ph.D, 2. M. Arif Rahman Hakim, Ph.D

Penelitian ini bertujuan untuk menganalisis apa saja kesulitan dalam menjawab soal HOTS dan untuk mengetahui faktor apa saja yang membuat siswa masih melakukan kesalahan saat menjawab soal bacaan dengan HOTS. Jenis penelitian ini adalah Deskriptif Kualitatif dengan teknik pengumpulan data observasi, wawancara dan dokumentasi. Temuan penelitian menjelaskan bahwa pada tahap Analyzing, subjek masih mengalami kesulitan dalam hal salah mengartikan kata. Pada tahap Evaluating, subjek sulit memahami informasi yang terkandung dalam teks yang diberikan dan juga mengalami kesulitan dalam mengkritisi maksud pertanyaan. Pada tahap Creating ketiga subjek mengalami kesulitan dalam menghasilkan ide untuk menciptakan produk baru. Temuan kedua adalah Waktu, Kemampuan Belajar Murid, Penguasaan Murid, dan Situasi Belajar adalah semua faktor yang perlu dipertimbangkan. Peneliti dapat menyimpulkan bahwa kesulitan dan beberapa faktor tersebut dapat menjadi penyebab rendahnya kemampuan siswa dalam mengerjakan soal berbasis HOTS.

Kata Kunci : *Kemampuan Siswa, Keterampilan Berpikir Tingkat Tinggi, Membaca*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teachers must understand curriculum standard K-13 material, planned phase activity, and evaluation based on curriculum focuses, and also various standards mostly on curriculum syllabus (Sofiana et al., 2019). Starting 2013, when government policy number 32 2003 on Standard National Education was implemented, to improve the quality of national educational achievements, the School-Based Curriculum known as *Kurikulum Tingkat Satuan Pendidikan* (KTSP) has been steadily created from the 2013 curriculum. In this situation, the 2013 curriculum is supposed to increase educational quality by developing curricular structures at the national level and local content at the local level. Education and teaching can be developed by humans even though they are born like a white paper, clean yet contain nothing.

The first verse of the Qur'an revealed to Prophet Muhammad begins with the word *Iqra*, which means read, and continues with verses that explain the command to read (siregar, 2019). In this situation, it is clear that reading will make it easier for humans to learn. The main goal in Islamic education is to make people who believe and know. According to language, the word Qur'an has several meanings, one of which is reading or something that must be read or studied.

Understanding how to read a text is not easy. In fact, it is not always easy for students to understand the text. Reading, on the other hand, is the basis for learning a variety of subjects. In every aspect of life you think of, you discover that the ability to read efficiently improves an individual's ability to function effectively. In reading, language and thinking interact because the authors encrypts the idea as either a language and the learner decrypts the language as both a concept.

Critical thinking concentrating on four components of the lesson plan: character development, literacy, the 4C included creativity, critical thinking, communicative, and collaborative, and Higher Order Thinking Skills (Syafryadin et al., 2021). It emphasizes the importance of incorporating HOTS into the classroom learning process. Students' attempts in fragmenting and connecting several components to gain a thorough comprehension of concepts may be explored as indications to gauge the ability to analyze (C4) (Harta et al., 2020).

The practice of exercising problem-solving abilities is critical, therefore the capacity to analyze is a valuable aspect of the educational process (Harta et al., 2020). Students are not only applying what they have studied, but methods of analysis are also helping to improve numerous problems that can arise in life (Retnawati et al., 2016). Furthermore, it is underlined that analytical skills are critical in handling everyday difficulties in the twenty-first century. Chemistry

teachers require a method in which students initiate the process of thinking and analysis, therefore learning should be structured in such a way that students' skills are guided toward analysis, even if the facts are difficult. This ability can be learned and tested using chemistry-related testing equipment, which can assess high school students' analytical abilities when they are faced with HOTS-based chemical questions.

Researchers had previously visited two junior high schools in Bengkulu City. The researcher conducted an interview with one of the English teachers at the first school. The students' capacity to work on HOTS questions, and she noted that the result was still weak. Even now, a large number of students have not yet achieved the required score.

According to a question and answer session with such an English teacher at some other Junior High School in Bengkulu City, English Learners in the perspective of HOTS (Higher Order Thinking Skills) nevertheless necessitates a

significant amount of practice to improve learners' thinking skills. She also indicated it was due to insufficient English learning time, which she claimed had only been 2 hours of study (40 minutes) in meetings once a week.

Focus to the observations at the second schools, the researcher evaluated various factors, ranging from eighth grade students and English teacher. Students have been found to already have difficulty taking a Higher Order Thinking Skills assessment testing in their examinations. On their exams, they have trouble with higher order thinking assessments. The learners had difficulty comprehending the meaning of the reading. The majority of students were able to read the passage but did not comprehend its content. From teacher aspect, one of the problems that contributes to poor student learning results while using the HOTS system is the difficulty in establishing contact between teachers and students due to students' lack of vocabulary. Due to a lack of vocabulary, learners are unable to comprehend what they are

reading. The learners believe that reading questions with HOTS is the most hardest subject to learn.

However, according to Tyas & Naibaho, (2021), the HOTS learning paradigm is appropriate for improving learning efficiency including both colleges and schools. It is possible to teach learners to reflect imaginatively by asking inquiries in the form of questions or problems. If the particular threat does not have obvious questions, the student must learn how to articulate them. It's a chance to put their ingenuity to the test when it comes to problem solving. As a result, forming difficulties is a creative thinking activity. The ability of learners to formulate issues and find answers can be used to assess creativity and motivate students to grow creatively. In the other words, the HOTS learning approach enhances educational quality.

A research study directed by Owi Wei Ping, (2012), Education has evolved over time, initially focusing on a teacher-centered method, but now shifting to a student-

centered one. The teacher will supervise students while they investigate their own knowledge offered by the teacher. This method may inspire kids to think about things more deeply. Indirectly, this strategy can help learners understand for Higher Order Thinking Skills that the government seeks and that are consistent with the national education philosophy.

Century of twenty-one learning focuses on thinking skills, solving problems, and communicating to create fun learning (amin et al., 2021). Creative and critical thinking skills are quite valuable to have at this era. Students develop critical thinking skills as they learn to analyze and evaluate information. As a result, pupils will progressively be able to come up with innovative solutions to challenges. These thinking abilities can only be attained by students who learn to read. This requires students to understand spoken language, decipher written language, and have a deeper understanding of the text.

The researcher selected to conduct observations at SMPN 7 Bengkulu City because the concerns that emerged there were more relevant to this research and would support in the fulfillment of the research's purposes. Based on the consideration that no research has been conducted regarding the analysis of students' ability to answer reading questions with HOTS there.

There are some related studies regarding on this issue in Indonesia, such as (Thamrin et al., 2019) who discussed about reading comprehension with HOTS strategy. Another research stated by Indriyana & Kuswando, (2019) and Evelyn Simanjuntak et al., (2020) that talked about Higher Order Thinking Skills in reading. Based on the discussion and previous studies above, it can be concluded that students' capacity to work on HOTS questions is still lacking. In previous studies only focused about the children's abilities to what stage based on Bloom's revised taxonomy.

So based on these reasons researcher had interest to study more deeply about students' ability in answering higher order thinking skill questions in reading. The researcher analyze what are the difficulties while answering HOTS question and what are the factors that make student still do mistakes when answering HOTS questions.

Considering the explanation above, the researcher interest to conduct a research entitled An Analysis of Students' Ability in Answering Higher Order Thinking Skill Questions in Reading.

B. Identification of Problem

Based on the previous explanation above, researchers might recognize the issues as follows: First, students have a hard time thinking of HOTS (Higher Order Thinking Skill). Second, in the application of Higher Order Thinking Skills, students' cognitive thinking is lacking. Third, there is a lack of student enthusiasm to learn.

C. Limitation of the Problem

In a context, research should be constrained and focused on students' ability to work on reading questions with Higher Order Thinking Skills. This research focus on English subject of class VIII F of SMPN 7 Bengkulu City in Academic Year 2021/2022.

D. Research Question

The researcher formulates the following problems based on the research background described above:

1. What are the difficulties while answering HOTS questions?
2. What are the factors that make students still do mistakes when answering questions with HOTS

E. Objectives of the Research

This study's principles are as follows: First, to analyze what are the difficulties while answering HOTS question. Second, to investigate what are the factors that make students

still do mistakes when answering reading questions with HOTS

F. Significance of the Research

1. For writer

As input and add insight to knowledge and it is hoped that the results of the research can be use as a foothold that will be useful when the author has become an educator.

2. For school

Especially teachers in the field of English studies, this research is useful for expanding knowledge about the difficulties that students may experience when working on HOTS-based questions so as to make it easier for teachers to carry out the learning process and raise the standard of education at all levels.

3. For Faculty of Tarbiyah and Tadris UINFAS Bengkulu

Useful for adding library materials and as study material for students who are studying related to this research.

G. Operational of Keyterms

1. K-13 curriculum

The K-13 curriculum, also known as the K-13 curriculum, emphasizes structural harmony, which includes capabilities rich in emotional, cognition, psychomotor, and personality (Warman et al., 2021). Educators, as the majority of educational professionals, must be able to apply the four teaching competencies in order to attain certain scholastic, organizational, cultural, and personal abilities.

2. Reading

Reading could be considered as both a minimal procedure of perceiving and interpreting words and a

greater significance action based on prior knowledge of the topic (Uslu, 2020).

3. Higher Order Thinking Skills

HOTS encompass concern capability, creative problem solving, critical analysis, reasoning capacity, and decision-making ability (Harta et al., 2020). Chemistry teachers need to plan instruction that guides students' analytical skills, even if the facts are somewhat complex, because they need students to begin the process of thinking analysis.

CHAPTER II

LITERATURE REVIEW

A. K-13 Curriculum

In Islamic tradition, the curriculum is known as *Manhaj* which means the light path through which humans carry out various life activities . Indonesia's curriculum is currently more advanced and evolving. Over the last 10 years, teachers in Indonesia had integrated three different types of curriculum: KBK (competency-based curriculum), KTSP (School Level Curriculum), and also the most current 2013 curriculum, which was issued in July 2013.

The 2013 curriculum is the government's implementation to realize the goal of national education, which is to produce a generation that excels in knowledge and skills. The sudden rise of civilization, knowledge, and technology has benefited the educated. A curriculum that encompasses educational design and assessment is one of the clear evidence. The curriculum is expected to generate

innovative, inventive, creative, and responsive resources through improving competencies in the realms of attitudes (social and spiritual), information, and abilities (Retnawati et al., 2016).

The Indonesian government wants to increase the skills of the people and the country's productivity while also developing knowledge, technologies, and arts, thus the elementary, middle school, secondary schools, and new program are known as Curriculum 2013. This program was implemented in Indonesia beginning in July 2013. The program is vastly different from the old one. Education not just to stresses knowledge and expertise in this curriculum, but that also modifies the education strategy and evaluation systems. The new curriculum's goals are met by focusing on academic material, shifting the improvement of knowledge from a teacher-centered to a student-centered strategy, and employing skill evaluations to substitute exam assessments with genuine evaluations. On the basis of

attitudes, expertise, and abilities. Measure the learning process and learning outcomes. Teacher support is very important in increasing the effect of students (Amin, Alimni, & Kurniawan, 2021).

Curriculum 2013 aims to make Indonesians more productive, creative, and innovative by improving responsive behaviors, abilities, and integrative understanding (Gunawan, 2017). Implementing the 2013 curriculum, particularly in academia, still has its advantages and disadvantages. Despite its complexity, the 2013 curriculum can have a favorable impact on educational and learning activities. The 2013 curriculum is intended to promote tolerance and acceptance and mental health among Indonesians. These are related to the fact that many millennials have recently dropped this characteristic and it is no more fair and compassionate toward others. The 2013 curriculum design focuses on building a thematic approach that strengthens students' personalities, develops

appropriate skills based on their interests and requirements, and improves their cognitive abilities.

The curriculum is one of the arrangements to achieve educational goals. Education modules can be action plans and options for goals, content, learning materials, and strategies that categorize learning activities and ultimately serve as rules for determining the type and qualification of institutional graduates. Educator care within the education system is shown in his part as the need to classify or monitor curriculum components, educational content presentation systems, organizational systems, and rating systems.

Teachers must concentrate on the harmonization of learning resources, multimedia, and methods of learning used for the class when implementing learning activities. Learning is the most extremely vital educational outcome for students at the school. Teachers' learning activities must adhere to strict guidelines. Before conducting classroom

activities, teachers prepare everything they need in the classroom during class to ensure that their learning activities are carried out properly and that they achieve their desired learning goals. When conducted in the classroom, teachers need to prepare a learning program. Teachers need lesson plans and classroom materials that are built into education. Teachers need to think about what good learning is for their students.

One of most important component of this curriculum's adjustment or evolution, namely the 2013 curriculum's pros and weaknesses. As both a consequence, the benefits and drawbacks listed in the 2013 curriculum are extensive.

1. Curriculum Excellence in 2013

Under the 2013 curriculum, students are frequently expected to be interested, innovative, and resourceful in each and every issue situation they encounter in school. The assessment among all

elements, the beginnings of moral education and also its incorporation through all academic programmes, the presence of qualifications in line with the demands of governmental education's operations and goals, the qualifications in topic explain the contexts of perceptions, skill sets, and understanding holistically.

2. Weakness of the 2013 curriculum

Numerous educators seem to be confused even though they assume of the 2013 curriculum; educators do not have to clarify the content to learners in the classroom; several more educators are still not fully ready for the 2013 curriculum; a misunderstanding of educators with the construct of scientific method; a loss of teaching methods in creating teaching materials; a lack of practical assessment mastery; and the assignment of trying to analyze SKL, KI, and KD.

B. Reading

Reading is the process of making sense of text. One of the language skills that people should possess in order to speak properly in English is this. Reading is an active process that takes a lot of practice and expertise to master (Zayed, 2021). Reading strategy is one of a fundamental factor in gaining success in academic field. Strategy plays a prominent in comprehension because readers use them to construct the coherent mental representation and explanation of situation describe in the text (Abidin & Riswanto, 2012). This implies that reading is difficult. Reading is rare for many individuals, in contrast to languages that may be learnt spontaneously, thus you must learn to read. Reading as a field of teaching is considered as one of the important areas of teaching (Riswanto et al., 2014). Reading is a tough skill for many people to master. During reading, the reader should be able to identify the word or sentence. Another issue is that the readers must

understand what each paragraph of the text's aim or theme is. Reading is also a challenge for many students.

Reading has become one of the four most crucial abilities students must master in order to be successful in school. Students must read extensively in order to learn a language. Reading serves a variety of objectives, including ;

1. Reading for basic information is indeed a general capacity to read material in order to find specific information or acquire an initial opinion of how much the text is appropriate for a given purpose.
2. Speed reading is a set of tactics that involves guessing where relevant information is in a document and then applying fundamental reading abilities to those portions until a general notion emerges.
3. Reading for the purpose of learning from the text is commonly conducted in academic and professional fields when an individual requires to absorb a large

amount of information from the text. Reading properly incorporate data necessitates a critical summary of the data getting read in order for the reader to determine what information to integrate and how to integrate it in order to achieve the reader's purpose. Reading for general comprehension seems to be the technique of comprehending and constructing meaning from fragments of a literature. Any written information that spans numerous words and makes a coherent notion is referred to as connected text.

We can deduce from the previous explanation that understanding reading takes extra attention. Reading is, unsurprisingly, incredibly useful to humans. The purpose of learning to read is to recognize meaning and information. Ability to read a word is useless if the learner is unable to deduce meaning from the text.

- 1) Reading Comprehension

The process of comprehending a text is known as reading comprehension (Kirby, 2007). Reading comprehension, he said, is the application of skills learned for those other objectives to knowledge gained inputs. Reading comprehension is described as the process of not just reading but also comprehending the written text's meaning. Students must be able to recognize the significance of the material they are studying. The capacity to comprehend reading is critical in a variety of disciplines, not simply schooling.

The ability to continuously work on texts through critical thinking and problem-solving is required for effective understanding of texts both inside and outside of the classroom. As a result, I think that developing greater reading comprehension is a vital and basic skill for everyone in this century.

To grasp the significance of reading comprehension, it is necessary to comprehend the degree of literacy that is demanded at all levels. There are three levels of comprehension (Aryani, 2020).

a. Literal

Literal understanding requires the ability to understand specific information. It could be an understanding of the main idea, factual details, or stated perspective. Day & Park, (2005) mentioned that this level of comprehension requires learners to grasp straightforward meaning on a text. He gives an example by referring to specific information about facts, vocabulary, dates, times and places. Based on these explanations, literal comprehension is the ability to grasp the meaning already given in the text. This

understanding can be translated into questions like "who..., where..., when..., what..?".

b. Interpretative

Interpretative understanding is a level of understanding that emphasizes the ability to combine information and draw conclusions. At this level, understanding is established by making connections between ideas, recognizing relationships between ideas, and finding unknown or unspoken ideas in the text. It is said to perform implicit meaning, text purpose, identification of author's attitude, interpretation of order and position, understanding of text points, fact-to-opinion distinction, information comparison, summarization, and other related tasks.

c. Applied

Applied understanding means building knowledge from the information obtained. This can be in the form of asking students to come up with new ideas based on the information given, or in the form of an expression of opinion based on the previous context. Questions that test this ability can start with keywords such as " predict, imagine, what is your opinion, what do you think, what are some possible consequences, explain/defend..."

C. Higher Order Thinking Skills

Higher Order Thinking Skills (HOTS) have received a lot of attention since the time of the great philosophers Socrates, Plato and Aristotle (Mitana, 2018). According to Amin et al., (2021) There are four thinking skills, namely problem solving, decision making, thinking critical and creative thinking. Reproductive behavior (low-order

thinking) is associated with low-order thinking skills, and one remembers and reproduces only what was previously (superficially) learned.

HOTS as a symbol of transferring knowledge and skills in order to use what has been learned in a modern setting. As explained here, this is something that hasn't been taught in a long time. By summarizing it into analyzing, evaluating, and creating, HOTS as an exchange combines analysis, judgment, making, considering innovatively, and assessing consistently, whereas 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 incorporates both fundamental and metacognitive issues. The ability to distinguish problems and grasp diseased structured problems is termed by HOTS as a problem understanding. This involves the issue of self-understanding.

Using HOTS to educate pupils entails making them think. HOTS is a higher level of thinking, according to Maulidina, (2020), than just memorizing facts, finding facts, or applying rules. Formulas and produces are two words that come to mind while thinking about formulas and producing. HOTS force us to make decisions based on facts.

Organizing, modifying, and placing them in a new context are all things that may be done with them. And the ability to use it when seeking answers to an issue. These various higher-order thinking processes are highlighted using skills. Bloom's Taxonomy is a classification system developed by Bloom.

The capacity of English students of Indonesian students in studies conducted by comparisons around the world, such as PISA and PIRLS, is the foundation for advancing HOTS. Understanding fundamental considerations is not the same as studying about subject;

rather, learning how to think fundamentally in it is utilized to expose difficulties that are interconnected. Substitute talent can be prepared through exercises in which substitutes are given difficulties to solve, in this case a variety of problems within the context of the problem.

The proficiency of Students in learning english of Indonesian students in research studies by comparability from around world, including such PISA and PIRLS, is the basis for boosting HOTS advancement. Studying regarding issues is not just about comprehending essential concerns; instead, acquiring how else to thinking profoundly regarding it is utilized to expose interrelated concerns. Substitute talent can be fostered by giving substitutes difficulties to solve, in this example a variety of problems within the framework of the problem.

According to a 2015 assessment by the Programme for International Student Assessment (PISA), Indonesia had the lowest reading performance out of 72 countries studied.

The result revealed that Indonesian students scored 397, which is lower than the global average of 493. This is because Indonesian students are unprepared to deal with contextual questions, reasoning, and situations that necessitate creativity, all of which are common in HOTS-based inquiries. This could be the reason. Indonesian pupils also have a low ability to (1) absorb complicated material; (2) grasp concepts, analyze problems, and solve them; (3) apply tools, conduct work, and resolve issues; and (4) investigate the matter, as prescribed by the authorities (Putra & Abdullah, 2019).

Putra & Abdullah, (2019), in response to this issue, the Indonesian Ministry of National education attempted to incorporate HOTS into the 2013 curriculum. According to Bloom's Taxonomy, the government set up Rule of Education ministry Number 22 Year 2016 on Standard Process of Department of Education. The actions of Remembering, Understanding, Applying, Analyzing,

Evaluating, and Creating are utilized to acquire knowledge, according to the rule. This policy encourages educational assessments, particularly Nationwide Examinations, to be centered on the HOTS idea. The National Examination's implementation in Indonesia is still a matter of debate. The National Examination is frequently considered as unnecessary because it is a standardized test for the entire country. Despite the fact that numerous research have demonstrated the utility of HOTS in English teaching and learning, nothing is known regarding the integration of HOTS into the English National Examination and education assessment.

1. Development of HOTS English Questions

In order to generate HOTS questions in English, a set of indicators must be met, in both regards of issue form and actual subject contents. The methodology for creating HOTS questions, whether formative assessments or general overview, is

identical to these for writing low grade questions, with a few exceptions.

The author's statement can be used in a variety of ways as a guideline. The educator should consider writing items that necessitates learners to reflect at a greater level in this case, like the content to ever be questioned is determined by measuring by behaviour in the past coherent with Bloom's cognitive domain at the unit of analysis, evaluation, and creation, so each problem is offered simple questions (stimulus) and concerns that estimate critical thinking abilities. The ability to recollect knowledge (recall) must be minimized in HOTS questions, but the ability to:

1. Convert one concept to another,
2. Analyze and apply data,
3. Searching for links between several kinds of data,
4. Utilizing information to make informed, and
5. Critically analyzing information and ideas.

In order for written items to require high-level thinking, basic questions (stimuli) are always provided in the form of sources/reading material, such as written passages, lines of text, theater texts, remnants of books and stories tales, poetry, shells, images, graphic elements, pictures, equations, charts and graphs, groups of words, illustrations, charts, movies, or audio recordings.

The three greatest degrees of Bloom's scientific classification, namely study, appraisal, and specific creation, incorporate HOTS' ability. Even though not all skills could be equipped for mid range learners by comprehending the situation, we may choose to concur with their level of understanding and design into questions that motivate students to think at a high level in their English ability.

2. HOTS characteristic

Higher Order Thinking Skills are a sort of thinking that is formed by a range of cognitive and taxonomy techniques and theories, including such solving problems methods, taxonomic blooming, and taxonomy of education, instruction, and evaluations.

According to Malina, (2020), higher level thinking has seven qualities, which are as follows: student-centered learning, fostering learner autonomy, Providing an engaging, enjoyable, and useful environment, Providing new skills that hold meanings and values, Active students learn by doing. The emphasis is on exploration, discoveries, and creativity. Producing knowledge in real circumstances and places, specifically using a cognitive perspective.

Learning that is focused on the students fostering student innovation, Creating an engaging, enjoyable, and meaningful environment Developing a variety of skills that are rich in values and meanings

Learning by doing is a hands-on activity for students, with an emphasis on excavation, discovery, and creativity. Higher order thinking is characterized by the ability to create learning in real-world events and circumstances, notably through contextual approaches.

D. Bloom's Revised Taxonomy

Bloom's taxonomy is made up of thinking ability that range from small to complicated, or from tangible to complex theoretical processing abilities. It was formerly divided into six cognitive levels: knowledge, understanding, application, analysis, integration, and evaluation. In 2001, Anderson and Krathwohl released a new version of the Bloom Classification. The fundamental distinction between the old and new Bloom classifications is that the 2001 version includes two components: information and cognition. However, in our study, we

primarily looked at the cognitive part because it is so closely linked to reading comprehension and evaluation.

According to Aryani, (2020), Benjamin S. Bloom, Member of the University of Chicago Board of Examinations, proposed a yearly complete evaluation. To assist him in his efforts, he solicited the help of a group of specialists from throughout the United States who were dealing with similar issues. The group discussed the work made, made revisions, and planned next steps. Finally, in 1956, their final draft was published under the title *Taxonomy of Educational Objectives*: This has been known as the Original Taxonomy at the time. Anderson and Krathwohl changed the taxonomy 45 years later, that is now known as Bloom's Revised Taxonomy.

Bloom's revised taxonomy of cognitive abilities includes six subcategories. The improved classification technique helps teachers to broaden their educational activities beyond memory to include higher-level

cognitive functions. This is designed to encourage pupils to participate in a variety of activities because each cognitive process has a distinct amount of complexity. For example, understanding is considered more complex than remembering (Aryani, 2020). In summary, these cognitive level categories provide a way for students to learn, practice and experience different levels of thinking.

Table 2.1 The differences between Original and Revised Taxonomy (Sari, 2019)

Original Taxonomy	Revised Taxonomy
Knowledge	Remember : retrieve relevant knowledge from long-term memory (recognize, recall)
Comprehension	Understand : determine the meaning of instructional message (interpret, classify, summarize, infer, compare)
Application	Apply : use a procedure in a given situation (execute, implement)
Analysis	Analyze : break material into parts and see how they related (differentiate, organize, attribute)
synthesis	Evaluate : make judgements based on criteria and standards (check, critique)
Evaluation	Create : put elements together to form coherent whole or make an original product (generate, produce)

In Bloom's taxonomy, there seem to be three cognitive dimensions that have been revised by Anderson

and Krathwohl as indicators of higher-level thinking abilities, namely: analyzing, evaluating, and creating, while the three cognitive processes enclosed in the same domain are the ability to remember, understand, and apply is the ability to think at a low level. Remembering, understanding, applying, analyzing, evaluating, and creating are the indicators that will be discussed one by one. It is critical to study HOTS, according to all of the specialists stated above. The type of HOTS is determined by the course's learning objectives, which are divided into three categories: HOTS as an exchange, HOTS as a basic consideration, and HOTS as a matter of handling.

The cognitive component relates to the procedure of gathering information as well as the growth of cognitive skills and capacities (Putra & Abdullah, 2019). The cognitive component similarly attempts to comprehend the other's evidences and concepts in order to improve one's strengths and expertise. LOTS and HOTS are the six layers

that make up the cognitive domain. The ability to retain information and recall knowledge is referred to as LOTS. The first three levels depict it: knowledge, comprehension, and application. The term "HOTS" refers to a type of thinking that occurs at the highest levels of cognitive functioning. Analyze, evaluate, and create are the three components of it.

Bloom's taxonomy revised, the most frequently accepted categorization, can be thought of as a series of thinking skills that progress from lower knowledge-level thinking to higher evaluation-level thinking. It is a set of cognitive skills that are organized in a methodical manner. For example, a learner who wishes to advance to the analysis level must first complete the lower levels of knowledge, understanding, and application. Educators should aggressively promote the use of LOTS and HOTS in their instruction and approaches in order to push students to apply, analyze, synthesize, and evaluate new knowledge.

E. Constructivism Theory

According to Piaget, a human's cognition develops thru adaptability and organisation. The processes of assimilation is known as adaptation. According to Piaget, assimilation occurs when children incorporate new information and knowledge into their paradigms, whereas accommodations occurs when kids must adapt their conceptual frameworks to "fulfill" the new knowledge. Therefore, teachers need to know the cognitive aspects of students (conceptualization) and the affective aspects (motivation to learn) in learning (Amin et al., 2020). When learning, this adjustment process occurs as one processes new knowledge to fit into what is already in one's memory (Ultanir, 2012).

During a child's cognitive development, according to Piaget's contribution to constructivist theory, they rely on their perceptions. Piaget's base of perception is made up of cognitive configuration and how a person's knowledge

develops. Ultanir (2012), During the development of a child's intellect, Piaget believed that there are four major stages. The following are some of them :

1. Sensorimotor Stage: (from ages 0-2), During this period, toddlers begin to explore their surroundings thru the both instincts and physical exercise. According to Piaget, a baby's intellectual development starts during the first two years with a stage known as "circular reactions." The ideas of space and time, precognition and causation, as well as their interconnections, are defined. Piaget devised an approximate model to describe how all these notions are organized.
2. Pre-operational Stage: (from 2-7 years old) ; there is a "symbolic function" at this stage. Images can be formed in children's minds, and they may begin to symbolically represent one object as another. Language development is rapid at this stage. Through

classification, children may classify things or ideas and find linkages among them, which is another sub-stage of "intuitive thought."

3. Concrete Operational Phase (years 7-11): Kids start to substitute logical arguments for good judgment.
4. Formal Operational Stage (11- adulthood) : will begin to solve issues by employing higher-order thinking or abstract concepts. These stages focus mostly on the broad characteristics of knowledge acquisition. He was uninterested in education, let alone teaching or creating conducive learning environments.

If we look at a child's phases as a gradual rather than abrupt movement from one level to another, Piaget's concepts may aid us in understanding how well the relationship between such a student 's education and the environment operates. The focus of Piaget's phases of developers in order to acquire at separate moments in infancy based on rational growth. His thoughts on processes

of assimilation all focus around children's abilities to gain new knowledge cognitively or individually within their developmental stages and solve difficulties. Recognizing that this process occurs at a variable rate in each. A central assumption of constructivism is that learning is mediated by tools and signs. The learner helps educators facilitate researchers in developing. Piaget's cognitive constructivism theory emphasizes the necessity of each individual acquiring information and education at his as well as her own speed (Ultanir, 2012).

There is relationship between constructivism theory with this study. Higher Order Thinking Skills must be reinforced at all times. From practical to conceptual, the educator must arrange and facilitate suitable learning settings based on the student's cognitive state. Constructivism's basic premise is that learning is mediated by tools and indicators. In constructivist paradigms, thinking involves Higher Order Skills, such as diving

deeper and harder into information and context. Constructivist concepts define learning as the related action of building instead of passive gaining information, and education as the activity of promoting rather than simply presenting the knowledge built by the participants. The constructivist attempts to comprehend many points of view and challenges students' thinking.

F. Previous Study

The researcher also seen from some previous studies :

1. Syafryadin et al., (2021)entitled “*Boosting Classroom Interaction Based on Higher Order Thinking Skills (HOTS) in English Learning for Beginners*”. Based on the findings, it can be inferred that the Higher Order Thinking Skills (HOTS) principle was applied to the form of questions posed by lecturers and students from the core learning activities to the final learning activities. The question is in the form of levels C4 (Analyzing), C5 (Evaluating), and C6

(Creating), but students still need to enhance the frequency with which they ask questions in the form of creating inquiries. Furthermore, a challenge that occurs with HOTS-based learning is the difficulty in motivating many students to ask questions at level C6 or create. Of course, this will have an impact on activities based on HOTS to answer the lecturer's questions. In this situation, there are still students who are unable to respond to higher-order thinking questions posed by lecturers.

Earlier research shares connections with this study in that they are all about questions with Higher order thinking skills. However, previous research focus on the difficulty in motivating students to ask question at level *create*. This study is unique compared with the previous research, in this current study emphasizes on what are the difficulties while answering HOTS question and the factors that make

student still do mistakes when answering HOTS questions.

2. Akatsuka, (2019) entitled “*Awareness of Critical Thinking Attitudes and English Speaking Skills: The Effects of Questions Involving Higher-order Thinking*”. Students improved critical thinking attitudes in mid-term practice in a Japanese EFL context by being posed HOTS level questions using the infusion strategy in EFL classes. The findings also show that critical thinking attitudes are cultivated regardless of students' English skills. The findings showed that using an infusion approach (instructor asking HOTS level questions) students improved their speaking skills. Regardless of their English skill levels, the results show that students' awareness is divided into three groups. Overall, the findings imply that, regardless of English ability levels, Allows students to gain both Critical Analysis perspectives

and especially in speaking in a short or mid-term if they are offered a variety of HOTS-level questions in a Japanese EFL setting.

Earlier research shares connections with this study in that they are all about questions involving Higher order thinking skills. However, previous research focus on the improve of the students speaking ability when using HOTS strategy. This study is unique compared with the previous research, in this current study emphasizes on the reading ability when using HOTS.

3. Harta et al., (2020) entitled "*Using HOTS-Based Chemistry National Exam Questions to Map the Analytical Abilities of Senior High School Students*". Based on the findings of the research and discussion, it can be stated that students in classes XII Natural Science 4 and 6 have very weak analysis abilities in terms of distinguishing, arranging, and connecting.

The students' person dependability scores of 0.56 and 0.39 show a deficit in their analysis abilities, despite the fact that the quality of the HOTS items examined was valid and usable. The maps research of learners' analyzing capabilities for each item demonstrated the participants' failure to distinguish multiple basic science ideas, the difficulties of reorganizing data, and the participants' incapacity to combine the data supplied with the beginning information they had. This analytical capacity must be recognized and maintained throughout senior high school chemistry classes so that learners are more competent and can improve their analytical abilities.

Earlier research shares connections with this study in that they are all about Higher order thinking skills. However, previous research focus on senior high school students. This study is unique compared with the previous research, in this current study

emphasizes on the junior high schools students in SMPN 7 Bengkulu City.

4. Mahfuzah et al., (2019)entitled “*Students’ Ability in Answering Reading Questions with HOTS at SMA N 3 Bukittinggi*”. The ability of eleven grade students at SMA N 3 Bukittinggi to answer reading questions using HOTS was judged to be fairly good based on 1620 items assessed. Producing ideas to solve problems was also discovered to be the common error, Following that, justifying/critiquing the material, finding the interrelationship between ideas in the paragraph, differentiating facts from hypotheses, detecting implicit assumptions, and drawing conclusions the author's intent and point of view are all required. The overall amount of errors in distinguishing facts from hypotheses, recognizing unspoken premises, and surmising the author's intention and viewpoint were all the same.

Earlier research shares connections with this study in that they are all about reading questions with Higher order thinking skills. However, previous research focus on the difficulty in producing ideas. This study is unique compared with the previous research, in this current study emphasizes on what are the difficulties while answering HOTS question and the factors that make student still do mistakes when answering HOTS questions.

5. Gozali et al., (2021) on their research entitled “*HOTS questioning ability and HOTS perception of language teachers in Indonesia*”. When asked about their impressions of HOTS and its application in the schools, educators in City S displayed more competence and understanding than their contemporaries in the other two locations. Teachers in City R expressly indicated that the lack of English proficiency among their students was the reason for

not implementing HOTS. In comparison to the Apprentice and Senior teachers, Practitioner teachers are more knowledgeable and experienced in HOTS. As can be seen from the quantitative research above, Indonesian language teachers outperform English language teachers in terms of HOTS knowledge and implementation. Overall, these findings provide insight into the potential disparities in teacher training and education amongst Indonesia's various regions.

Earlier research shares connections with this study in that they are all about reading questions with Higher order thinking skills. However, previous research focus on the teacher as a research subject. This study is unique compared with the previous research, in this current study emphasizes on the students as a research subject.

G. The Theoretical Framework

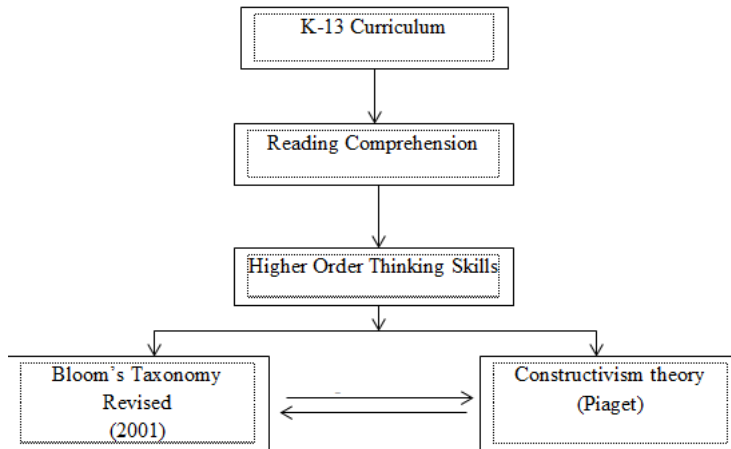


Figure 2.1 Theoretical Framework

In today's modern world of education, Higher Order Thinking Skills are becoming increasingly important. It stresses students' abilities to analyze, evaluate, and develop ideas in response to difficulties encountered in school or in their social life. It should be enhanced by incorporating it into the teaching and learning process. Teachers play a critical role in helping pupils improve their Higher Order Thinking Skills. This research will highlight the common mistakes which students make while answering HOTS

question and the factors that make student still do mistakes when answering HOTS questions.

In 2001, Anderson, Krathwohl, and a group of collaborators produced a revision of Bloom's taxonomy. Bloom's revised taxonomy is the result of the revision. The new taxonomy improves on the original by including a two-dimensional framework, which includes cognitive process and knowledge dimensions. The cognitive dimension resembles Bloom's original classification in many ways. Only a few important modifications have been made. The employment of verbs that describe activities is one of the most significant developments. Another difference is that the position of cognitive levels, *evaluating* (C5), is now placed before *creating* (C6). Bloom's taxonomy will assist in achieving the goals of this research. Bloom's taxonomy will be serve as a guide for researchers as they gather data.

Constructivism is a composite of various philosophies which have spread in one version or another. It is a

combination of behaviorist and cognitive ideals. The study of Swiss development psychologist Jean Piaget forms the foundation of cognitive constructivism's individualist culture. Piaget's theory is divided into two parts: a (ages and phases) element that anticipates what toddlers can and cannot comprehend at different ages, and a (concept of growth) element that describes how child develop cognitive abilities. The constructivism in reading is a different way of reading comprehension. This method emphasizes the learner's active and creative participation. It is envisaged that learners will obtain excellent learning results in line with the requirement set through this active and creative process. According to the curriculum's learning objectives, students should learn to read as a pleasure, improve their reading skills, and gain knowledge that may be applied in everyday life. This theory will serve as a guide for researchers as they gather data.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study conducted in the form of a descriptive qualitative study. The goal of this study is to represent the phenomenon of knowledge received through observational situations, hence it is descriptive. Researchers can describe naturally and objectively based on their observations.

According Sugiyono, (2015) Descriptive research is a form of study that employs the researcher as the primary instrument to examine the natural conditions of items. The approaches utilized to investigate natural attractions were as follows: When the researcher is a key instrument, data gathering procedures such as integrated triangulation, inductive data analysis, and qualitative research results highlight the need of generalization.

The goal of descriptive study is to characterize people's behavior and collect their views, opinions,

attitudes, and beliefs regarding a contemporary educational topic (Lodico, M., Spaulding, 2010). The number or percentage of people who reported each response is then reported to summarize these descriptions.

Following that, as the subject of this study, the research is offered to eighth grade students of SMPN 7 Bengkulu City in the academic year 2021/2022. The data gathered through observation and interviews, and the factors are determined through these methods that are the difficulties while answering HOTS question and the factors that make student still do mistakes when answering HOTS questions in the academic year 2021/2022.

B. Research Setting

SMP Negeri 7 Bengkulu City is located on Jl. Enggano, Ps. Bengkulu, Sungai Serut district, Bengkulu City, Bengkulu 38117. SMP Negeri 7 Bengkulu City was established in 1979 and has undergone three name changes. In 1982 it was named SMPN 1, then in 1983 it was

determined to be SMPN 5 based on the serial number for schools in Bengkulu City at that time. Based on the official decree that the preparation of school names in Bengkulu City was based on the serial number of the school, then SMPN 5 was changed to SMPN 7 in 1992 until now.

In 2007, this school used the previous Education Unit Level Curriculum with the CBC. And now SMP Negeri 7 has used the latest curriculum, the 2013 curriculum and is a reference for other schools in Bengkulu city

C. Population and Sample

This study carried out in SMPN 7 Bengkulu City, with eighth-grade students serving as research subjects. The students can be research subjects in this study because they are already studied about Higher Order Thinking Skills, so the researcher assumes that they have better understanding and quite familiar with the application of Higher Order Thinking Skills (HOTS).

Related to respondents, according to Arikunto, (2010), if the number of respondents are less than 100, it is preferable for the researcher to sample the entire people. Meanwhile, if the population has more than 100 responders, the researcher may select a sample of 10-15% to 20% to 25% of the entire population. The researcher used 10% of the total population in this study, because the researcher assumes that the entire sample can be sufficient to represent or generalize the population to achieve the objectives of this study.

Table 3.1 Sample of the research

Population	Male	Female
189	86	103
Total Sample	19 Students	

D. Data Collection Technique and Instruments

Researcher were require a number of instruments in order to collect data. They were make it easier, more

systematic, effective, and intensive for researchers to work. Researcher were utilize a variety of methodologies and instruments to investigate the data for this research, including observation, interviews, and documentation. The following is a description of the instrument:

1. Observation

Malina (2020), to collect data for qualitative research, observation is a strategy that can be employed. Observation is a group of information seekers who undertake direct observation of what researchers desire on anything without upsetting the topic.

The researcher has been collected the data using an observation fieldnotes while following the teaching learning process in an English subject class. The observation in this study have the following goals: (1) full documentations that be used as data sources, (2) understand where documentation might

be stored, and (3) check accuracy and validate the impression received from observation. As a result, the researcher obtained comprehensive information about the students' abilities to answer reading questions using HOTS.

The researcher used observation to record all of the students' activities in the classroom in order to provide real and valid data. Furthermore, biases in data collection (including verbal and nonverbal) can be avoided, means that data cannot be distorted. Researchers use the results of this study to described natural data that occurs in class.

2. Interview

Interviews are the second method for acquiring data in research. The researchers employed a semi-structured interview method to collect data since they used a list of questions and also had the option of asking extra questions to round out the topic.

According to Stuckey, (2013) ,a semi-structured interview is one in which questions are written ahead of time, but the interviewer is allowed to add many questions that were not planned ahead of time during the interview. This sort of interview also contains a researcher-prepared overview of themes and questions.

For the second, researchers used this instrument with students in schools to determine what factors contribute to students' continued inability to answer reading questions with HOTS at school. In addition, interviews done to obtain the second data, which is to determine what are the difficulties while answering HOTS question.

Furthermore, the guidelines are not properly adhered, which means that even during the interview, the researcher may ask extra questions based on the feedback of the participants investigated. This is

accomplished so that researchers might find more in-depth problems and solutions.

3. Documentation

In qualitative research, documentation is an important source of information. According Sugiyono (2015) the document was a relic of a different era. Writings, drawings, and monumental works of a person can all be considered documents. Diaries, life histories, and biographies are examples of written documents. Documents in the format of colorful images, illustrations, and other forms of media. The document research is used in conjunction with qualitative research approaches including such observing and interviewing.

During the teaching and learning process, the research instrument was a camera, which is used to present reality and collect data through photography. Researchers use books, documents, and other

materials to help with the documentation methods.

The goal of the documentation approach is to establish the findings of the observation or interview trustworthy.

E. Data Analysis

In this investigation, the data analysis phases described by Miles et al., (2014) are use: 1) data reduction, 2) data display, and 3) draw and validate conclusions. The stages are summarized below:

a. Data reduction

According to Sugiyono (2015), data simplification and transformation is a process of selecting and focusing attention on the raw data that has been collected. Reducing data entails summarizing and selecting the most important information. As a conclusion, the reduced data get a more true overview and make extra data collecting easy.

b. Data Display

Tables, graphs, pie charts, pictograms, and other visual representations of data can be used in qualitative research. It is easier to understand what has been understood when data is displayed. Because observations are the most often used data display in qualitative research, researchers utilize them to display data for this research.

c. Verification

The third stage of qualitative data analysis, according to Miles et al., (2014), is drawing conclusions and verifying them. The conclusion of qualitative research is a brand-new discovery that has never been made before. The discoveries could take the shape of an image of a previously unnoticed object that becomes apparent after more investigation. Temporary conclusions that need to be resolved can be the starting point for conclusion drawings.

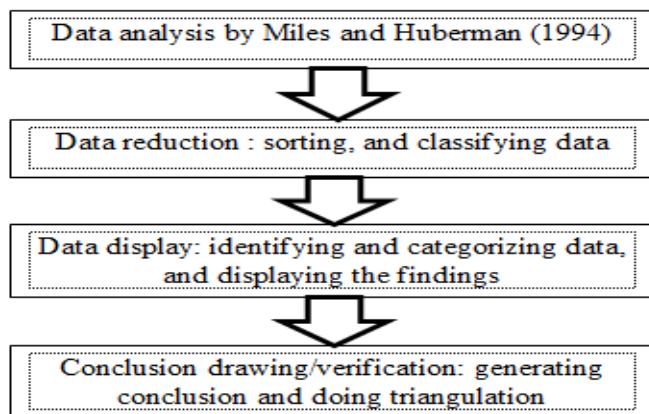


Figure 3.1 Data Analysis

F. Data Analysis Procedure

1. Raw Data

The researcher observes the current reading practice in English class using an observation test. The researcher monitors and records the teaching and learning process in class until the data has been absorbed. The researcher uses the HOTS rubric to assess students' abilities.

2. Data Processing

Following the collection of raw data, the researcher analyzes the information by inputting it into the HOTS reading rubric. See appendix.

3. Interpretation

Finally, utilizing interviews with certain students, researchers gain insight into students' abilities to answer HOTS questions in reading. The researcher summarize and interpret the observant's results using data from the rubric, interview and data gathered from observation fieldnotes..

G. Credibility of The Research

The researcher utilized triangulation in this investigation. Sutopo, (2006) claims that the data triangulation research paradigm, which guides researchers to acquire data, requires a range of data sources. This suggests that if the truth is gathered from multiple separate data sources, the same or comparable data be more stable.

As a result, data triangulation is also known as source triangulation.

Triangulation is achieved by asking the same research questions to different study participants, gathering data from various sources, and answering those research questions using several approaches. Methodological triangulation used in this study. Methodological triangulation entails collecting data from many sources, such as interviews, observations, and documents. The process of methodological triangulation that are :

1. Identify the clarity indicators of the thesis (primary data),
2. Classify the indicators.
3. Identify the clarity indicators used by the translators from the interview transcription (secondary data),
4. Classify the indicators.
5. Comparing and combining the result of both primary and secondary data,

6. Drawing a conclusion.

Duplicate data collection and procedural impediments to explanation can also be used to triangulate. Triangulation is the process of discovering the best strategy to minimize disparities in reality construction while doing research on a large number of events. The results of Observation, Interview, and Documentation were compared.

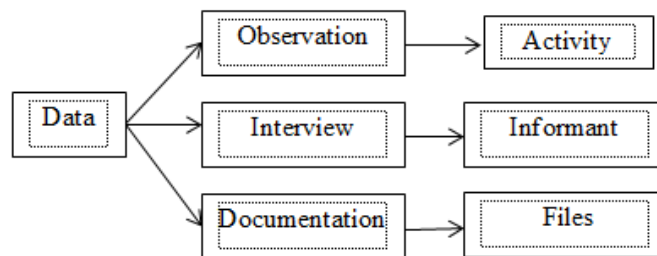


Figure 3.2 Triangulation

H. Research Timeline

Table 3.2 Research Timeline

No	Activities	Timeline Month						
		11	12	1	2	3	4	5
1	Acc Thesis Proposal	✓						
2	Consult the advisor 2		✓	✓				
3	Consult the advisor 2 & Advisor 1			✓	✓			
4	Carry out the Proposal Seminar					✓		
5	Revision of the Proposal					✓		
6	Collect and Analysis the data						✓	✓
7	Writing research report						✓	✓
8	Complete comprehensive exam					✓		
9	Carry out the thesis exam							✓
10	Revision of the thesis exam							✓

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter would discuss about the research findings and discussion. The purpose of the research findings is to answer the problem statements in the first chapter. This research had analyzed two points; what are the difficulties while answering HOTS questions and what are the factors that make students still do mistakes when answering questions with HOTS.

A. FINDINGS

1. Observation in Class

On April 14 to Mei 27, 2022, a researcher examined students' ability to answer HOTS questions in reading in class VIII pupils at SMP Negeri 7 Bengkulu City. The first step performed by researchers was to get authorization to conduct study from the school. The researcher obtained permission from the English teacher who had taught English in class VIII after gaining

permission from the school to do research. The researcher went straight into the classroom to assess the students' capacity to answer HOTS questions in reading while learning English at SMP Negeri 7 in Bengkulu City. The table of observation can be seen in appendix.

The first observation took place on Friday, April 22, 2022, from 9:00 a.m. until 09:40 a.m. WIB. The researcher and the English teacher visited class VIII F. When the researcher and English teacher entered the classroom, the children became quiet and returned to their seats. The English teacher welcomed the pupils once they had settled into their seats, saying, "Good morning students." Then some students said, "Good morning," while others continued to talk to their friends. While the pupils, English teacher, and researcher awaited the prayer instruction, English teacher requested that one of the students prepare an empty

chair for the researcher. The researcher then took a seat in the back of the room.

The English teacher began class by handing out a packet of printed materials to the pupils, which included announcement text and chores. After then, the English teacher gave the students a few minutes to complete the first job. After a few minutes, the English teacher gave the students the work to do. A student (male) raised his hand in an attempt to answer the question, followed by the other students who answered the subsequent questions. It was clear who were the active and who were the passive students.

During the work discussion, some students (males) talked amongst themselves, oblivious to the English teacher. The English teacher ignored them and went on with the lesson. When no one else expressed an interest in answering the question, the English teacher asked one of them to do so. He attempted to respond, but his

response was incorrect due to his lack of attention to the materials. The task was still being discussed by the English teacher. The English teacher asked the students to undertake the last task as homework because the bell rang before they finished the task.

The learning process is depicted in the vignette above. There were several indications that the learning process was not working properly. To begin with, the pupils were less enthusiastic about learning English. The pupils' reaction when the English teacher greeted them demonstrated this. Some students responded to the greeting, while others continued to converse with their peers. They also struggled to answer the teacher's questions and complete the work. Furthermore, when the English teacher was going to begin the session, several pupils were not paying attention to what the English teacher was saying. The students appeared to be hesitant and apathetic in the second. When the English

teacher invited them to respond to the question, just one student attempted to do so. Furthermore, the students failed to answer a question from the teacher orally because they were limited vocabulary list.

The second observation took place on Friday, 20 May 2022, from 9:00 a.m. to 09:40 a.m. WIB. The researcher watches students' behavior while working on exam questions HOTS recall text material during the observation stage. According to the observations, some students are attempting to work with their classmates and copying work from their friends, both male and female students, and one of the male students even walked over to his friend's bench. Following the researcher's reminder, pupils should begin working on the problem on their own. The student is focused on their task. The researcher said that an interview would be held near the end of the test, and that the selection of interview topics would be released the next day by the

researcher. After the time limit has ended, pupils are instructed to return to the seat and receive the results of their work from the teacher's desk. The researcher closed the meeting with a greeting once the test period was done.

In HOTS questions, students are asked to think higher, meaning that in HOTS questions it will minimize aspects of remembering and understanding. The questions presented relate to contextual problems that aim to make students understand the questions easily. However, from the results of the research, there are still many students who cannot understand the meaning of the questions.

2. Interview

Selection of students as the subject of the interview was conducted with the criteria of 3 students who had the highest score. From the results of the student's work, 3 subjects were selected for interviewed.

These three subjects were chosen because they had the highest score by trying to answer all numbers. The subject of this interview is based on observations, field notes during observations, the results of student work, as well as the results of discussions with the English teacher class VIII F in the hope that the selected students are easy to communicate with the explaining the question asked. The selected subjects is described in table 4.1

Table 4.1 Interview Participants

No	Code of participants
1	MAA
2	INY
3	DS

a. The difficulty while answering HOTS questions

Based on the results of students' work on average, they answered correctly on the questions number 1 but some students are less than perfect

in answering. Following presented the results of tests and interviews of MAA subjects.

a) Subject MAA

Question number one is a matter of the Analysis stage. Level analysis consists of the ability or skill to distinguish, organize, and combine. In question number 1, the MAA subject answered the question imperfectly or almost right, it happened because the subject misinterpreted the word. To find out why the subject has difficulty in answering about this question, the researcher conducted interviews and the results of the interviews were as follows:

Researcher : Can you understand the questions given?

MAA : I understand a bit, miss, but I have difficulty

*understanding the text
because there are some
words that I don't know.*

Based on the interview excerpts above, it can be seen that the subject can solve problem number one about analyzing. Subject is not too difficult distinguish which part of the question is important to be used as a key in answering it. And students are also not too difficult to determine the essence of solution to the problem. But the subject feels confused to understand the content of the text because they do not master some vocabulary.

Question number 2 is the Evaluating stage, in this question students are expected to be able to evaluate the contents of the text correctly so that answers are obtained in

accordance with the questions given. Based on the work of the MAA subject, student can answer the question but still not quite right. Student are able to understand the problem but students cannot answer the question, to find out why students do not solve the problem, the researcher conducted interviews and the results of the interviews are as follows :

Researcher : Do you have difficulty when answering questions?

MAA : I don't really understand the question, miss. I am confused whether the answer is in the text, or must be answered with reason.

Based on the results of interviews, students have difficulty in answer question

number 2, because students are confused about the meaning of the question so that student cannot solve the problem.

Question number 3 is the Creating stage, this stage aims to track abilities of create students. Based on the results of the subject's work, the subject can answer but only arrived half way and the subject's answer was also not quite right. For knowing these difficulties, the researchers conducted interviews and the results the interview is as follows:

Researcher : How do you conclude the content of the text?

MAA : I don't know, miss. I've tried to read the text but I'm confused to conclude. I have no idea miss.

Based on the results of interviews, students did not answer question number 3 because students do not understand the meaning of the question, then students find it difficult to determine the main idea in the text. In addition, students do not have ideas to make conclusions.

b) Subject INY

In question number 1, the INY subject answered the question perfectly or true, this indicates that the subject is not too difficult to analyze question number 1. For explore the results obtained by students whether they have difficulty in the questions number 1, the researcher conducted interviews and the results of the interviews were as follows:

Researcher : do you understand with the question?

INY : Yes I understand. In question why the author wrote the announcement. I still remember the teacher's explanation of the announcement material. Then I tried to understand the contents of the text and there was an answer there.

Based on the interview excerpts above, it can be seen that the subject can solve the problem correctly, students can also distinguish between important information in the question and which ones are not too important to be used initial information in the steps to solve the question.

In question number 2, based on the students' work, students can answer the question but still not quite right. To find out

why students don't solve the problem, the researcher conducted interviews and the results the interview is as follows:

Researcher : Do you have difficulty when answering questions?

INY : I don't understand question number 2, miss.

Based on the results of interviews, students have difficulty in answer question number 2, because students are confused about the meaning of the question so that students cannot solve the problem. In addition, students also difficult to do retrieval conclusion.

In question number 3, based on the students' work, the subject is only trying to solve the problem, to diagnose the difficulty

of the subject, the researcher conducted interviews and the results are as follows:

Researcher : *How do you conclude the content of the text?*

INY : *I have no idea to draw conclusions, miss. The hardest question is number 3.*

Based on the results of interviews, student did not answer question number 3, because student think that question number 3 is the hardest question, then students find it difficult to find ideas in making conclusions.

c) Subject DS

In question number 1, the DS subject answered the question perfectly or true, this indicates that the subject is not too difficult to analyze question number 1. Based on the

results of the DS subject test, it appears that the subject answered with the correct answer. To find out if students have difficulty in working on the analysis questions, the researchers conducted interviews as follows:

Researcher : *Do you understand with the question?*

DS : *yes, miss. I understand the meaning of question number 1. I try to find the reason why writer writes the announcement in the text.*

Based on the interview excerpts above, it can be seen that the subject can solve the problem correctly, the subject is also not too difficult in distinguish important information in the problem, it is not too difficult organize all the information in the question to solve it.

In question number 2, based on the results of student work, students cannot answer the questions. Student can only mention information that is known in the text, that's only part of it. To explore students' difficulties in completing question number 2, the researchers conducted interviews and the results were as follows:

Researcher : Do you have difficulty when answering questions?

DS : I do not understand the contents of the text, miss.

Based on the results of interviews, student have difficulty in answer question number 2, because student are confused about the content of the text so that student cannot solve the problem.

In question number 3, based on the results of student work, the subject tried to answer the question but was still wrong. For tracing the location of students' difficulties in solving the problem, the researcher conducted interviews and the results are as follows:

Researcher : How do you conclude the content of the text?

DS : I can't make a conclusion, miss, because I don't understand the content of the text and there's a lot of vocabulary that I don't know

Based on the results of interviews, students try to answer question number 3 because students do not know the

vocabulary, then students find it difficult to understand the contents of the text.

The results of the analysis of students' ability in answering HOTS questions in reading in the process of learning English conducted by researcher, the researcher found that still there are some students who are not even less aware of the questions with HOTS in the English learning process in the 2013 Curriculum.

Based on observations made during the process of learning English in class VIII SMP Negeri 7 Bengkulu City, when the researchers gave the reading test for students, they still have difficulty working on HOTS-based questions.

- b. What are the factors that make students still do mistakes when answering HOTS questions**

According to study conducted by researchers with several students, there seem to be various factors that cause students to keep on making mistakes when answering questions using HOTS. Higher-order thinking can be learned, and a paradigm (infusion and distinct subject) can be used to guide the right approach to learning HOTS. The following are the explanations about the some factors that make students still do mistakes when answering questions with HOTS.

a) Time

In the teaching and learning of HOTS, time is a major challenge. The reason for this is that pupils thought they didn't have enough time to master HOTS. Maulidina, (2020) claims that growing HOTS is a time-consuming process. However, due to each subject's tight schedule, students may

struggle to comprehend HOTS-filled courses that must be completed in one or two class periods.

The interview below will discuss the time that became a challenging factor for students when learning using HOTS.

Researcher : What obstacles do you have when working on HOTS-based questions?

Student : Less time, Miss. One hour of lessons to learn English is not enough because it is difficult.

According to the interview, time has become an important factor in the learning process, particularly in HOTS-based learning. According to the students who participated in the interviews, the most difficult element was time. She claims that

learning on the basis of HOTS is hard, and that it takes a long time to fully comprehend the questions. Meanwhile, if the material fails in one meeting, it will be exhausting. As a result, it's not unexpected that time is one of the most difficult factors for students to overcome when using HOTS learning.

b) Pupil Learning Ability

Teachers had a significant obstacle in teaching students how to learn to think, learn about thinking, and learn for thinking, especially among poor students. Not only cognitively, but also psychomotorically and affectionately.

Researcher : Is there anything preventing you from working on the material?

Student : Yes there is, especially vocabulary. Lots of vocabulary that I don't know. So when the teacher gives a question, I have to interpret it first using a dictionary. Because it's been a long time looking for the meaning of the new vocabulary so the time is up, miss.

According to the interview, a student's learning ability is critical since it impacts how well they can learn in class. Because most of the words are new to the pupils, their vocabulary is limited. As a result, before beginning to discuss the content, they will sometimes underline difficult words. The pupils were then asked to check up the definitions of these words. Some pupils are

familiar with the definitions of the terms, while others are unfamiliar.

c) Pupils' Mastery

Another issue from the students' perspective is the difference in basic knowledge from the prior school. Varied levels of cognitive ability lead to different levels of proficiency in students. It has a significant impact on HOTS teaching and learning since the specified teaching and learning cannot be implemented because learners who have not yet mastered the primary skills require extra attention.

Researcher : Have you ever studied with the HOTS system before?

Student DS : Yes I have. I studied in seventh grade. but I still

don't understand, miss. It's so hard.

Student MAA : yes miss, when i was seventh grade.

Researcher : Is there English lesson when you in elementary school?

Student DS : No, miss.

Student MAA : Yes, there is. When I was in elementary school, I had English lessons. So now it's easier to understand the material because I still remember a little about English vocabulary

According to the interview, mastery of the material by the students is one of the most important factors that can contribute to

the success of HOTS learning. According to the interview, the students' mastery is still lacking as a result of numerous primary schools failing to introduce English as a subject. If each student's mastery is still varied, it can be difficult for the teacher to give content that is far away. This is why one of the most difficult aspects of HOTS learning is this factor.

d) Learning Situation

The learning situation is one of the obstacles or problems that students confront when answering HOTS questions in reading. A learning situation is a situation or environment that contains all of the ingredients essential for learning to occur.

Researcher : Is there anything preventing you from working on the material?

Student : many of my friends are noisy, so I find it difficult to concentrate. Sometimes there is who talk to much to another friends.

According to the interview, one of the most important factors that can boost students' capacity to answer HOTS questions is their learning situation. Generally explained by some students through the interview process conducted by researchers to students that is related to the learning situation in class, almost all students say that the class is often less conducive, busy, or many students who talk alone when the

teacher explains, and there are students who do not pay attention, such as sleeping in class during class time. As a result, most students become less focused on their studies.

B. DISCUSSION

The findings of the research are discussed in this section. It contains the information gathered by the researcher through observation, interview, and documentation. This research proposes two research problems, as outlined in the previous chapter. This study attempts to analyze what are the difficulties while answering HOTS questions and to investigate what are the factors that make students still do mistakes when answering questions with HOTS. According to the findings of the observation and interview done in SMP Negeri 7 Bengkulu City, particularly in the eighth grade, there are several difficulties in answering HOTS questions, and certain

factors that cause students to make mistakes while answering HOTS questions.

1. The Difficulties in Answering HOTS Questions

The researcher have finished observations and interviewing the students to find out several difficulties in answering HOTS questions. According to the findings of this study, the difficulties in answering HOTS questions found from second observation are informing there are several difficulties faced by students while answering HOTS questions.

a. The difficulties in Analyzing Stage

1) Subject MAA

In this section, data analysis is performed with the goal of determining the difficulties MAA subjects have in answering question number 1 concerning Anayzing stage. The results of this

analysis lead to the conclusion of the study as a form of research question.

Level analyzing consists of the ability or skill to distinguish, organize, and combine. In question on analyzing stage, the MAA subject answered the question imperfectly, it happened because the subject misinterpreted the word. Based on the interview, it can be seen that the subject can solve problem number one about analyzing. Subject is not too difficult distinguish which part of the question is important to be used as a key in answering it. And students are also not too difficult to determine the essence of solution to the problem. But the subject feels confused to understand the content

of the text because they do not master some vocabulary.

2) Subject INY

Based on the interview with subject INY, it can be seen that the subject can solve the problem correctly, students can also distinguish between important information in the question and which ones are not too important to be used initial information in the steps to solve the question.

3) Subject DS

Based on student's work, the DS subject answered the question perfectly or true, this indicates that the subject is not too difficult to analyze the question. Based on the results of the DS subject test, it appears that the subject answered

with the correct answer. Based on the interview, it can be seen that the subject can solve the problem correctly, the subject is also not too difficult in distinguish important information in the question, it is not too difficult organize all the information in the question to solve it.

Based on the results of tests and interviews with the three subjects, where 2 subjects answered correctly and 1 subject answered incorrectly, in question number 1 which measures the difficulty of analyzing, the average subject answer correctly. This indicates that the three subjects have good analytical skills. But after doing interview, the subject of MAA still has difficulty in terms of misinterpreting the word. Difficulty in organizing these problems can be seen from the

students' inability to find the location of the error in the wrong answer given.

This is in line with the research conducted by Mahfuzah et al., (2019) that at the cognitive level of analyzing there are still students who are still confused in interpreting words from a reading text.

b. The difficulties in Evaluating stage

1) Subject MAA

The second is Evaluating stage, in this stage students are expected to be able to evaluate the contents of the text correctly so that answers obtained that are in accordance with the questions given. Based on the work of the MAA subject, student can answer the question but still not quite right. Student are able to understand the problem but students

cannot answer the question. Students have difficulty in answer question in Evaluating stage, because students are confused about the meaning of the question so that student cannot solve the problem.

2) Subject INY

Based on the student work of INY subject, students can answer the question but still not quite right. The results of interviews, students have difficulty in answer question at Evaluating stage, because students are confused about the meaning of the question so that students cannot solve the problem. In addition, students also difficult to do retrieval conclusion.

3) Subject DS

Based on the results of student work of DS subject, student cannot answer the question. Student can only mention information that is known in the text, that's only part of it.

Based on the results of explanation above, student have difficulty in answer question at Evaluating stage, because student are confused about the content of the text so that student cannot solve the problem. In question number 2 which measures the difficulty of evaluating, the average subject difficulty in answering questions correctly. This is caused by the three subjects found it difficult to understand the information contained in the text given. The three subjects have difficulty in check the information, and the subject also has difficulty

in criticize the meaning of the question and this indicates that the three subject is still having difficulty in the evaluation stage.

This is in line with the research of Mitana, (2018) which states that in solving HOTS questions it takes effort to link the information contained in the text to make decisions. However, it was consistent with study conducted by Thamrin & Agustin, (2019), which revealed that students' capacity to answer to the question was less properly categorized. As a result, it was assumed that the different sample taken had an impact on the research's outcome.

c. The difficulties in Creating Stage

1) Subject MAA

Question number 3 is the Creating stage, this stage aims to track abilities of

create students. Based on the results of the subject's work, the subject can answer but only arrived half way and the subject's answer was also not quite right, Based on the results of interviews, students did not answer question at Creating stage because students do not understand the meaning of the question, then students find it difficult to determine the main idea in the text. In addition, students do not have ideas to make conclusions.

2) Subject INY

Based on the results of interviews with INY subject, student did not answer question in Creating stage, because student think that question is the hardest question, then students find it difficult to find ideas in making conclusions.

3) Subject DS

Based on the results of student work of DS, the subject tried to answer the question but was still wrong. Based on the results of interviews, students try to answer question at Creating stage but students do not know the vocabulary, then students find it difficult to understand the contents of the text.

In question number 3 which measures the difficulty of the Creating stage, the average subject does not answer this question. This is because the three subjects did not understand with the intent of the questions and difficulty in generating ideas for creating new products.

This finding was consistent with study conducted by Syafryadin et al., (2021) , which attempted to describe students' high-level

thinking skills in the areas of analyzing, evaluating, and creating in response to reading problems. He discovered that the pupils are still unable to plan the best solution for the situation. Furthermore, according to research conducted by Thamrin et al., (2019) on the analysis of students' thinking skills in solving reading questions oriented to HOTS, the majority of students are unable to reach that point of creating caused by a lack of exercise in producing a conclusion of the information gained.

2. The factors that make students still do mistake when answering HOTS questions

Based on the interviews that have been conducted by researchers with the students concerned, there are several factors that faced by students when answering HOTS questions. According

to Maulidina (2020), Higher-order thinking can be learn, and there is a paradigm (infusion and separate subject) to guide the proper approach to learn HOTS effectively. However, there are some factors that make students still do mistakes that are still felt by students.

The first difficulty is a lack of time. Students face a significant limited time when learning HOTS. This is due to students' perceptions of not having enough time to master HOTS. According to the students interviewed, the most difficult task was managing their time. She claims that critical-based learning takes a long time to master. Meanwhile, if one item fails in a single meeting, it would be quite difficult for both the teacher and the students.

This is in line with research conducted by Gozali et al., (2021), which found that the cultivation of HOTS is an internal process that evolves through

time. It is a time-consuming task in which students must reflect, communicate, argue, participate with, evaluate, and question in a limited amount of time. According to Aryani (2020), students may have difficulty designing HOTS-filled lessons to be completed in one or two class sessions due to the tight timeframe for each topic. According to the interview, time has become an important factor in the learning process, particularly for HOTS-based learning. As a result, it's not unexpected that time is one of the most challenging aspects for students to deal with when answering HOTS questions.

The second set of challenges for pupils is their learning ability. One of the challenges with pupil learning abilities, according to the students interviewed, is vocabulary. Students' vocabulary is restricted, and the majority of it is new to them. As a result, before beginning to discuss the content, they

will sometimes mark new vocabulary. The pupils were then asked to check up the definitions of these words. Some pupils already know the definitions of such words and others do not. The teacher must take an active role in assisting pupils in aligning their learning abilities in class so that there is no learning gap.

This is in line with Indriyana & Kuswandono, (2019) that students' ability to learn of thinking, learning about thinking, and learning for thinking were the biggest difficulties for students, especially among poor students, both in terms of cognitive, and also psychomotor and affective learning. The teacher must simplify many things in terms of topic content skills or thinking abilities to guarantee that students can attain the given learning goals. Because else, pupils with low cognitive levels will have no time to master skills. Due to limits in their cognitive ability,

the teaching and learning process is not completed properly.

The mastery of the students is the next difficulty. The ability of students to learn is intimately tied to their mastery of primary abilities. According to the interview, the students' mastery of English is still limited, due to the fact that diverse primary schools and some elementary schools have not introduced English material. When learning to read, pupils must put in a lot of effort. Students require support. If each student's competence level remains disparate, students may find it difficult to accept new material. The teacher's suggestion is to continue reading together, but with male pupils reading first and female students reading second. The teacher makes it simpler to cross-check the student's reading ability at this rate.

The statement above is related to the research conducted by Mahfuzah et al., (2019), which found

that pupils with varying levels of cognitive capacity have varying levels of proficiency. This has an impact on HOTS teaching and learning because students who have not mastered the primary skills require extra specific attention, and the teacher must explain them again. As a result, one of the challenges students face when learning HOTS is mastery.

The last factor is the learning situation. Obstacles or difficulties faced by students in answering HOTS questions in reading is the learning situation. A learning situation is a condition or environment in which all the elements necessary for promoting learning are present. 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. This is in line with Mitana (2018) that learning situation is one of the essential keys that can support the students' ability while answering HOTS questions.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

First is about the difficulties in answering HOTS questions. Based on the observation, the researcher found that in Analyzing stage, one of the three subjects still has difficulty in terms of misinterpreting the word. In Evaluating stage found it difficult to understand the information contained in the text given. The three subjects have difficulty in check the information, and the subject also has difficulty in criticize the meaning of the question. In Creating stage the three subjects did not understand with the intent of the questions and difficulty in generating ideas for creating new products.

Second is about the factors that make students still do mistake when answering HOTS questions. The researcher discovered four difficulties that students confront when answering HOTS questions after conducting observations

and interviews. Among others are Time, Pupil Learning Ability, Pupil Mastery, and Learning Situation are all factors to consider. It happened because pupils' comprehension of Higher Order Thinking Skills is still lacking. The findings in this study are still preliminary due to the researcher's restricted time. This can be used by other researchers to develop diverse research relating to this study.

B. Suggestion

The researcher would like to advise the following based on the findings of the students' ability to answer higher order thinking skill questions in reading at SMP Negeri 7 Bengkulu City.

1. Intended for the teacher

First, the teacher should explain the aim of the day's learning at the beginning of the class. Second, the teacher must assist pupils in continuing to practice in order for them to perfect any skills. Third, the

teacher must always stimulate students and encourage active learning.

2. For the other researcher

The researcher realized that the research's results is still far from perfect. The scope of this study is confined to the students' ability to answer questions in reading that require higher-order thinking skills. There are several flaws in the technique used, such as its implementation and the way interview questions are organized, which may appear to be lacking in depth.

Other studies are expected to look into other components of students' capacity to answer higher order thinking skill questions in reading, according to the researcher. Hopefully, this work can serve as a resource and source of knowledge for future research. It can also be used by other researchers who want to conduct and expand on a similar study.

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APPENDIX 1

FIELD NOTES

Date : Friday, April 22th, 2022

Place : Classroom VIII F

Time : 09.00 - 09.40 a.m WIB

The researcher and the English teacher visited class VIII F. When the researcher and English teacher entered the classroom, the children became quiet and returned to their seats. The English teacher welcomed the pupils once they had settled into their seats, saying, "Good morning students." Then some students said, "Good morning," while others continued to talk to their friends. While the pupils, English teacher, and researcher awaited the prayer instruction, English teacher requested that one of the students prepare an empty chair for the researcher. The researcher then took a seat in the back of the room.

The English teacher began class by handing out a packet of printed materials to the pupils, which included announcement text and chores. After then, the English teacher gave the students

a few minutes to complete the first job. After a few minutes, the English teacher gave the students the work to do. A student (male) raised his hand in an attempt to answer the question, followed by the other students who answered the subsequent questions. It was clear who were the active and who were the passive students.

During the work discussion, some students (males) talked amongst themselves, oblivious to the English teacher. The English teacher ignored them and went on with the lesson. When no one else expressed an interest in answering the question, the English teacher asked one of them to do so. He attempted to respond, but his response was incorrect due to his lack of attention to the materials. The task was still being discussed by the English teacher. The English teacher asked the students to undertake the last task as homework because the bell rang before they finished the task.

Date : Friday, May 20th, 2022

Place : Classroom VIII F

Time : 09.00 - 09.40 a.m WIB

The researcher watches students' behavior while working on exam questions HOTS recall text material during the observation stage. According to the observations, some students are attempting to work with their classmates and copying work from their friends, both male and female students, and one of the male students even walked over to his friend's bench. Following the researcher's reminder, pupils should begin working on the problem on their own. The student is focused on their task.

The researcher said that an interview would be held near the end of the test, and that the selection of interview topics would be released the next day by the researcher. After the time limit has ended, pupils are instructed to return to the seat and receive the results of their work from the teacher's desk. The researcher closed the meeting with a greeting once the test period was done.

APPENDIX 2

INTERVIEW TRANSCRIPTS

Date : Friday, May 23th, 2022

Place : Classroom VIII F

Time : 09.00 - 09.40 a.m WIB

Researcher : Vera Kurnia Wati

Subject : MAA

Researcher : Have you ever studied with the HOTS system before?

Subject : Yes, Miss. I think it was in seventh grade

Researcher : Is there English lesson when you in elementary school?

Subject : Yes, there is. When I was in elementary school, I had English lessons. So now it's easier to understand the material because I still remember a little about English vocabulary

Researcher : Can you understand the questions given?

Subject : I understand a bit, Miss, but I have difficulty understanding the text because there are some words that I don't know

Researcher : Do you have difficulty when answering questions?

Subject : I don't really understand the question, miss. I am confused whether the answer is in the text, or must be answered with reason.

Researcher : Are you trying to find other ways to answer these questions?

Subject : I tried to look the dictionary, but I still confused Miss

Researcher : In answering the question, did you try hard until you find the answer?

Subject : I dont think so, Miss.

Researcher : If you have found the answer, have you checked the truth again?

Subject : No, Miss, because i really sure with my answer.

Researcher : How do you conclude the content of the text?

Subject : I don't know, miss. I've tried to read the text but I'm confused to conclude. I have no idea miss.

Researcher : Is there anything preventing you from working on the material?

Subject : I don't understand with the material, Miss. When the teacher explain the material I tried to ask the part that I don't know, but when the teacher explain again i still confuse.

Researcher : What obstacles do you have when working on HOTS-based questions?

Subject : Less time, Miss. One hour of lessons to learn English is not enough because it is difficult.

Date : Friday, May 23th, 2022

Place : Classroom VIII F

Time : 09.00 - 09.40 a.m WIB

Researcher : Vera Kurnia Wati

Subject : INY

Researcher : Have you ever studied with the HOTS system before?

Subject : Yes, Miss.

Researcher : Is there English lesson when you in elementary school?

Subject : No, Miss. There is no english lesson when i was in elementary school.

Researcher : Can you understand the questions given?

Subject : Yes I understand. In question why the author wrote the announcement. I still remember the teacher's explanation of the announcement material. Then I tried to understand the contents of the text and there was an answer there

Researcher : Do you have difficulty when answering questions?

Subject : I don't understand question number 2, miss

Researcher : Are you trying to find other ways to answer these questions?

Subject : I asked to my friend's bench, but he didn't know, Miss.

Researcher : In answering the question, did you try hard until you find the answer?

Subject : Sure, Miss.

Researcher : If you have found the answer, have you checked the truth again?

Subject : Sometime i checked, Miss. But when the question is hard I didn't check it.

Researcher : How do you conclude the content of the text?

Subject : I have no idea to draw conclusions, miss. The hardest question is number 3

Researcher : Is there anything preventing you from working on the material?

Subject : Yes there is, especially vocabulary. Lots of vocabulary that I don't know. So when the teacher gives a question, I have to interpret it first using a dictionary. Because it's been a long time looking for the meaning of the new vocabulary so the time is up, miss.

Researcher : What obstacles do you have when working on HOTS-based questions?

Subject : The difficulty is because I don't master a lot of vocabulary. so I find it difficult to understand the questions and the text given.

Date : Friday, May 23th, 2022

Place : Classroom VIII F

Time : 09.00 - 09.40 a.m WIB

Researcher : Vera Kurnia Wati

Subject : DS

Researcher : Have you ever studied with the HOTS system before?

Subject : Yes I have. I studied in seventh grade. but I still don't understand, miss. It's so hard.

Researcher : Is there English lesson when you in elementary school?

Subject : No, Miss. I just found out there was an English lesson when I entered junior high school. English is very difficult, Miss.

Researcher : Can you understand the questions given?

Subject : Yes, Miss. I understand the meaning of question number 1. I try to find the reason why writer writes the announcement in the text.

Researcher : Do you have difficulty when answering questions?

Subject : I do not understand the contents of the text, miss

Researcher : Are you trying to find other ways to answer these questions?

Subject : I just re-read the text, Miss. But if still there is no answer, I didn't answer the question.

Researcher : In answering the question, did you try hard until you find the answer?

Subject : I'm not sure, Miss.

Researcher : If you have found the answer, have you checked the truth again?

Subject : Yes, Miss. Sometime I asked to my friend but if she doesn't give the answer. I try to understand the text again.

Researcher : How do you conclude the content of the text?

Subject : I can't make a conclusion, miss, because I don't understand the content of the text and there's a lot of vocabulary that I don't know

Researcher : Is there anything preventing you from working on the material?

Subject : Many of my friends are noisy, so I find it difficult to concentrate. Sometimes there is who talk to much to another friends.

Researcher : What obstacles do you have when working on HOTS-based questions?

Subject : The question is hard, Miss. The question requires me to think hard, let alone to make the same text with the words I know

APPENDIX 3

RUBRIC OF HOTS

No	Level	Indicators	Scores				
			4	3	2	1	0
1	Analyzing (C4)	Students can respon to distinguish, organize, and combine information from the text					
2	Evaluating (C5)	Students are expected to check and critique the contents of the text					
3	Creating (C6)	Students can produce ide to make inference					

Source : adapted from Maulidina (2020)

Description :

4 = very good

3 = good

2 = enough

1 = poor

0 = fail

Final score = $\frac{\text{score earned}}{\text{max score}} \times 100 = \dots$

ANNOUNCEMENT

To: All 9th graders

We are approaching the end of our days at SMPN 7 Bengkulu City. Soon we will leave the school we love very much. Let's leave something memorable for the school and for students in need. Do not ruin your uniforms by spraying them with paint. Do not throw away your books.

Donate your books and uniforms to the seventh and eighth graders. You might never know that your books and uniforms are badly needed by some of them. Give these to Mrs. Heni at the staff office. The school is going to distribute them to the needy students. Come on pals, let's do something useful.

Avatar Choir

Chief of Student Organization

Please answer the questions below

1. Why did Avatar write the announcement?
2. What should students do if they want to donate their uniforms?
3. From the text, we can conclude that the 9th graders are going to . . .

Key answer :

1. Because the ninth grade will leave the school soon, and the writer wants to persuade her friends to donate their things to the needy.
2. They should not ruin their uniforms by spraying them with paint and do not throw away their books. They should give them to Mrs. Heni if they want to donate.
3. The ninth grade will graduate soon and the school hopes that they want to donate their uniforms and books.

Source : Adapted from Maulidina (2020)

APPENDIX 4

TABLE OF OBSERVATION

No	Date	Activity
1.	Friday, April 22, 2022	Researcher comes to the class for the first time.
2.	Friday, May 20, 2022	Researcher observe the teaching and learning process.
3.	Saturday, May 21, 2022	Researcher gives a test about HOTS questions.
4.	Friday, May 23, 2022	Researcher conduct an interview with students.

DOCUMENTATION



Gambar 1. Interview with Subject INY



Gambar 2. Interview with Subject DS



Gambar 3. Interview with Subject MAA



Gambar 4. Students Ask about HOTS Question



Gambar 5. Students Try to Answer the Question Orally



Gambar 6. Researcher Explain about HOTS Questions



Gambar 7. Researcher Give the Test Question



Gambar 8. Picture of Class VIII F



Gambar 9. Situation in Class



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Website: www.uinfasbengkulu.ac.id

Nomor : 1572 / Un.23/F.II/TL.00/04/2022

12 April 2022

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala SMPN 7 Kota Bengkulu
Di -
Bengkulu

Assalamu 'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "**AN ANALYSIS OF STUDENTS' ABILITY IN ANSWERING HIGHER ORDER THINKING SKILL QUESTIONS IN READING (A DESCRIPTIVE QUALITATIVE STUDY AT THE EIGHT GRADE OF SMP NEGERI 7 BENGKULU CITY IN ACADEMIC YEAR 2021/2022)**".

Nama : Vera Kurnia Wati
NIM : 1811230079
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : SMPN 7 Kota Bengkulu
Waktu Penelitian : 14 April s/d 27 Mei 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullah Wabarakatuh.





PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 7

Jl. Enggano Kecamatan Sungai Serut Kota Bengkulu ☎ (0736) 22611

Akreditasi : A NSS : 201266002007 NPSN : 10702498 E-Mail : smp.negeri.07@yahoo.co.id

SURAT KETERANGAN IZIN PENELITIAN

Nomor : 421.2 / 218 / SMPN 7 / 2022

Dasar : Surat Universitas Islam Negeri Fatmawati Sukarno Bengkulu nomor: 1972/Un.23/F.II/TL.00/04/2022, tanggal 12 April 2022, hal permohonan izin penelitian.

Mengingat untuk keperluan data penulisan skripsi mahasiswa, pada prinsipnya SMP Negeri 07 Kota Bengkulu memberikan izin penelitian kepada:

Nama : Vera Kurnia Wati

NIM : 1811230079

Prodi : Tadris Bahasa Inggris (TBI)

Judul skripsi : "An Analysis Of Students' Ability In answering Higher Order Thinking Skill Questions In Reading (A Descriptive Qualitative Study At The Eight Grade Of SMP Negeri 7 Kota Bengkulu City In Academic Year 2021/2022)"

Dengan ketentuan sebagai berikut :

Tempat Penelitian : SMPN 7 Kota Bengkulu

Waktu Penelitian : 21 April s/d 27 Mei 2022

Demikian surat keterangan ini kami berikan untuk dipergunakan seperlunya.

Bengkulu, 21 April 2022
Kepala Sekolah

Haidir, S.Pd
NIP. 196508021993031004





PEMERINTAH KOTA BENGKULU
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Akreditasi : A NSS : 201266002007 NPSN :10702498 E-Mail : smp.negeri.07@yahoo.co.id

7

SURAT KETERANGAN SELESAI PENELITIAN
NOMOR : 421.2 / 130 /SMPN7

Kepala Sekolah Menengah Pertama (SMP) Negeri 7 Kota Bengkulu Menerangkan bahwa:

No	Nama	NPM	Prodi	Instansi
1.	Vera Kurnia Wati	1811230079	Tadris Bahasa Inggris (TBI)	Universitas Islam Negeri Fatmawati Sukarno Bengkulu

Telah selesai melaksanakan penelitian di SMP Negeri 7 Kota Bengkulu dari tanggal 21 April 2022 s.d 27 Mei 2022 dengan Judul "*An Analysis Of Students' Ability In answering Higher Order Thinking Skill Questions In Reading (A Descriptive Qualitative Study At The Eight Grade Of SMP Negeri 7 Kota Bengkulu City In Academic Year 2021/2022)*"
Demikian surat keterangan ini dibuat untuk digunakan seperlunya.

Bengkulu, 30 Mei 2022
Kepala Sekolah

HAIDIR, S.Pd
NIP. 19650802 199303 1 00





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SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 5049 /In.11/F.II/PP.009/ 11/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Riswanto, Ph.D 197204101999031004	P I	Vera Kurnia Wati 1811230079	TBI	An Analysis of Students' Ability to Answer Reading Question with Higher Order Thinking Skills (Hots) at Second Grade of Junior High School
2	M. Arif Rahman Hakim, M.Pd., Ph.D. 199012150320151007	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 22 November 2021

Pt. Dekan



ZUBAEDI

Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi

Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
UINFAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Vera Kurnia Wati

NIM : 1811230079

Jurusan/Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya. Adapun judul saya sebelumnya adalah: **An Analysis of Students' Ability to Answer Reading Questions with Higher Order Thinking Skills (HOTS) at Second Grade of Junior High School**

Menjadi : **An Analysis of Students' Ability in Answering Higher Order Thinking Skill Questions in Reading (A Descriptive Qualitative Study at the Eight Grade of SMP Negeri 7 Bengkulu City in Academic Year 2021/2022)**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, April 2022

Pembimbing I


Riswanto, Ph.D

NIP. 197204101999031004

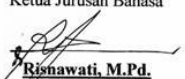
Disetujui oleh

Pembimbing II


M. Arif Rahman Hakim, Ph.D

NIP. 199012152015031007

Diketahui oleh,
Ketua Jurusan Bahasa


Risnawati, M.Pd.

NIP. 197405231999032002



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SURAT TUGAS

DEKAN FAKULTAS TARBIIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU
Nomor : 1745/Un.23/F.II/PP.00.9/03/2022

Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Vera Kurnia Wati
NIM : 1811230079
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indikator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Dr. Zubaedi, M.Ag, M.Pd	Kompetensi UIN	a. Kemampuan membaca alqur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad- Dhuha s/d An-Nas)
2.	Pebri Prandika Putra, M.Hum	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TELT, LTR, ESP, CMD
3.	Valisneria Utami, M.Ed	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
 2. Pelaksanaan ujian dimulai paling lambat 1(satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
 3. Skor nilai ujian komprehensif adalah 60 s/d 100
 4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
 5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
- Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Tembusan :
Yth, Wakil Rektor 1



Maret 2022



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Nomor : 1166 /Un.23/F.II/PP.00.9/03/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Dr. Alfauzan Amin, M.Ag (Penyeminar I)
2. Valisneria Utami, M.Ed (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris UIN FAS Bengkulu pada:

Hari/Tanggal : Jum'at, 18 Maret 2022

Tempat : Ruang Munaqasah Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Enyla Rama Rani 1611230111	08.00-09.00 WIB	Students' Lexical Mastery of Collocation and Their Reading Comprehension Achievement (A Correlation Study in English Department at Fifth Semester of UIN Fatmawati Sukarno Bengkulu)
2.	Armansyah 1711230103	09.00-10.00 WIB	The Analysis of Synchronous and Asynchronous Online Media in English Learning During Covid 19 (At SMAN 1 Bengkulu Tengah in The Academic Year 2021/2022)
3.	Dewi Herlina 1811230129	11.00-12.00	The Effectiveness Of Using Scramble Method To Improve Reading Comprehension (Quasi-Experimental at Eight Grade of SMP Negeri 2 Tanjung Sakti Pumu Kabupaten Lahat)
4.	Vera Kurnia Wati 1811230079	14.00-15.00 WIB	An Analysis of Students' Ability to Answer Reading Questions with Higher Order Thinking Skills at Second Grade of Junior High School

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 14 Maret 2022
Dekan,



M. Mulyadi



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Website: www.uinfasbengkulu.ac.id

Nomor : 2097 /Un.23/F.II/PP.00.9/07/2022
Lamp. : -
Perihal : Ujian Skripsi

Bengkulu, Juli 2022

Kepada Yth.
1. Prof.Dr. Zubaedi, M.Ag, M.Pd (Ketua)
2. Andri Saputra, M.Sc (Sekretaris)
3. M.Arif Rahman Hakim, Ph.D (Penguji Utama)
4. Pebri Prandika Putra, M.Hum (Penguji II)
di -
Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Jum'at, 15 Juli 2022

Waktu : 08.00 s/d selesai

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Winda Putri Anisa 1811230082	08.00-09.00 WIB	The Influence of the Mimicry-Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery (A Quasi-Experimental Study in SDIT AL-Ahsan Seluma)
2	Vera Kurnia Wati 1811230079	09.00-10.00 WIB	An Analysis of Students Ability in Answering Higher Order Thinking Skill Questions in Reading (A Descriptive Qualitative Study at the Eight Grade of SMP Negeri 7 Bengkulu City in Academic Year 2021/2022)
3	Tiara Sella Sutrisno 1811230086	10.00-11.00 WIB	An analysis of the Cohesion and Coherence of EFL Learners's Essay Writing in UIN FAS Bengkulu
4.	Tita Asmara 1811230002	11.00-12.00 WIB	The Factors Causing Foreign Language Anxiety (FLA) In English Speaking Skill (A Descriptive Case Study At Fifth Semester Students of Perbankan Syariah UIN Fatmawati Sukarno Bengkulu In Academic Year 2021/2022)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

M. Mulyadi



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YUDISIUM

Nomor :

Setelah Ketua/Pimpinan Sidang Munaqosyah Skripsi musyawarah bersama Anggota/Team Penguji hasil sidang Munaqosyah pada :

Hari / Tanggal : Jum'at, 15 Juli 2022
Nama Mahasiswa : Vera Kurnia Wati
Nomor Induk Mahasiswa : 1811230079
Jurusan / Prodi : TADRIS / TBI
Judul Skripsi : An Analysis of Students Ability in Answering Higher Order Thinking Skill Questions in Reading (A Descriptive Qualitative Study at the Eight Grade of SMP Negeri 7 Bengkulu City in Academic Year 2021/2022)

Selanjutnya dengan memperhatikan nilai-nilai teori, KKN, nilai pembimbing I dan II serta nilai sidang munaqosyah skripsi maka dengan ini saudara yang tersebut di atas dinyatakan **Lulus Ujian Strata Satu (S1)** dengan peringkat IPK : oleh karenanya diberi hak untuk memakai gelar Sarjana Pendidikan (S.Pd.) dalam Ilmu Tadris.

Ditetapkan : Bengkulu

Pada Tanggal : 15 Juli 2022

Nilai Sidang Munaqosyah :

Pembimbing I : 88
Pembimbing II : 80
Ketua : 80
Sekretaris : 85
Penguji Utama : 76
Penguji Anggota : 80
Jumlah : 81,5

Pimpinan Sidang

Prof. Dr. Zubaedi, M.Ag, M.Pd



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Vera Kurnia Idati Pembimbing I/II : M. Arif Rahman Hakim, Ph.D
NIM : 1811230079 Judul Skripsi : An Analysis of Students' Ability to Answer Reading Questions with Higher Order Thinking Skills (HOTS)
Jurusan : Tadris
Program Studi : Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	Friday, 3 December 2021	Chapter 1	<ul style="list-style-type: none">Scientific ReasonIdentification of the problemLimitation of the problem should be fixedOperational definition	
2	Thursday 23 Dec '21	Chapter 1, 2, 3	<ul style="list-style-type: none">See some other related research regarding so format, writing art, & argumentPay attention to make citationShould try the contextualization in IndonesiaAdd 5 previous studiesPut the big theory, theoretical framework	

Mengetahui,
Dekan

Dr. Agus Mulyadi, M.Pd
NIP. 19700514200031004

Bengkulu,

Pembimbing #II

M. Arif Rahman Hakim, Ph.D
NIP. 199012152015031007



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Nama Mahasiswa : Vera Kurnia Kiani Pembimbing #II : M. Ari Rahman Hakim, Ph.D
 NIM : 1811230079 Judul Skripsi : An Analysis of Student's
 Jurusan : Tadris Ability to Answer Reading Questions
 Program Studi : Bahasa Inggris with HoTs

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
3	Thursday 30 dec '21	chapter 1	<ul style="list-style-type: none"> - Reason Use this research - How many the subjects? why give the reason (scientific reason) - Give the description of your instrument - How to improve the instrument - Always use English in proposal - Research planning - Rebook your references - The background should be from another side, between theory and reality 	

Mengetahui,
 Dekan

 Dr. M. Mulyadi, M.Pd
 NIP. 197005142000031004

Bengkulu,
 Pembimbing #II

M. Ari Rahman Hakim, Ph.D
 NIP. 199012152015031007



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Nama Mahasiswa : Vera Kurnia Wati Pembimbing #II : M. Aif. Rahman Hakim, Ph.D
 NIM : 184230079 Judul Skripsi : An Analysis of Students' Ability to Answer Reading Questions with HOTS
 Jurusan : Tadris
 Program Studi : Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
f	Thursday, 8 January '21	Chapter 1, 2, 3	<ul style="list-style-type: none"> - Research question & Objective should more focus - Please put Islamic contextualization in the background - write some explanation in theoretical framework - Prepare your observation and interview instrument - add triangulation in chapter 3 	

Mengetahui,
 Dekan

Dr. Muz. Mujiwadi, M.Pd
 NIP. 197705142000031004

Bengkulu,

Pembimbing #II

M. Aif. Rahman Hakim, Ph.D
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NIM : 1811230079 Judul Skripsi : An Analysis of students' ability to answer reading questions with HOTS
Jurusan : Tadris
Program Studi : Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
5	Thursday 13 January 2022	Chapter 1, 2, 3	1. You should put some statement from another research that reading with HOTS got better result, to make the balance between two sides statement in your background 2. You need to contextualize the theoretical framework and your study	

Mengetahui,
Dekan

Drs. Mulyadi, M.Pd
NIP. 197605142000031004

Bengkulu,

Pembimbing #II

M. Arif Rahman Hakim, Ph.D
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NIM : 1811230079 Judul Skripsi : An Analysis of Students'
Jurusan : Tadris Ability to Answer Reading Questions
Program Studi : Bahasa Inggris with HOTS

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
6	Thursday, 20 January 2021	Chapter 1, 2, 3	<ul style="list-style-type: none">- Fix the acknowledgment- Fix the page number- Check grammatical error- Delete row sample- Put see appendix	

Mengetahui,
Dekan

Dr. Mulyadi, M.Pd
NIP. 19700114200031004

Bengkulu,

Pembimbing #II

M. Arif Rahman Hakim, Ph.D
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Nama Mahasiswa : Vera Kurnia Wati Pembimbing #II : M. Arif Rahman Hakim, Ph.D

NIM : 1811230079 Judul Skripsi : An Analysis of Students'

Jurusan : Tarbiyah & Tadris Ability to Answer Reading Questions

Program Studi : Bahasa Inggris with HOTS

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
7	21 January 2022	chapter 1, 2, 3	Acc to supervisor I	

Mengetahui,

Dekan

NIP. 197005192000031004

Bengkulu, 21 Januari 2022

Pembimbing #II

M. ARIF Rahman Hakim
NIP. 199012152010031007



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Nama Mahasiswa : Vera Kurnia Wati Pembimbing II : M. Arif Rahman Hakim, Ph.D
NIM : 1811230079 Judul Skripsi :
Jurusan : Tarbiyah dan Tadris An Analysis of Students' Ability in Answering
Higher Order Thinking Skill Questions in Reading
(A Descriptive Qualitative Study at the Eight
Grade of SMP Negeri 7 Bengkulu City in
Academic Year 2021/2022)
Program Studi : Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Friday, 3 June 2022	chapter 4	- your discussion should be more critical and relate to other research	
2.	Tuesday, 14 June 2022	chapter 1, 5, & referencer	format of the referencer (please fix it)	
3.	15 June 2022	the chapters	lec to munafasah	

Mengetahui,
Dekan

Dekan, Mulyadi, M.Pd
NIP. 1967005142000031009

Bengkulu, 15 Juni 2022

Pembimbing II

M. Arif Rahman Hakim, Ph.D
NIP. 199012152015031007



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Nama Mahasiswa : Vera Kurnia Wati Pembimbing I/# : Riswanto, Ph.D
NIM : 1811230079 Judul Skripsi : An Analysis of Students'
Jurusan : Tadris Ability to Answer Reading Questions
Program Studi : Bahasa Inggris with HOTS


No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	23/12/2022	Chapter 1-3	Paraf	✍
2	26/12/2022	Revisi Paraf	Paraf	✍
3	7/1/2023	kesul publikasi Chapter 3		✍
4	11/1/2023	ACC seminar Proposal		✍

Mengetahui,
Dekan


Drs. Mulyadi, M.Pd
NIP. 197005142000031004

Bengkulu, 11 Februari 2023

Pembimbing I/#


Riswanto, Ph.D
NIP. 197204101999031004



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Nama Mahasiswa : Vera Kurnia Wati

Pembimbing I : Riswanto, Ph.D

NIM : 1811230079

Judul Skripsi :

Jurusan : Tarbiyah dan Tadris

An Analysis of Students' Ability in Answering
Higher Order Thinking Skill Questions in Reading
(A Descriptive Qualitative Study at the Eight
Grade of SMP Negeri 7 Bengkulu City in
Academic Year 2021/2022)

Program Studi : Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	17/6/2022	cek format / Buat Artikel Jurnal L2022.	Pebain	
-	20/6/2022	PPT + + Dokumentasi di kelas ket.	ph-	
-	4/7/2022	ACC Orjan Smpn		

Mengetahui,



D. Mulyadi, M.Pd
NIP 19700514300031004

Bengkulu, 04 Juli 2022

Pembimbing I

Riswanto, Ph.D
NIP 197204101999031004

24/06/2022

Rizki Yulianita, M.Pd

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Nama : Vera Kurnia Wati
NIM : 1811230079
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : An Analysis of Students' Ability in Answering Higher Order Thinking Skill Questions in Reading (A Descriptive Qualitative Study at the Eight Grade of SMP Negeri 7 Bengkulu City in Academic Year 2021/2022)

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Bengkulu, 2022

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Ketua Tim Verifikasi


Dr. Edi Ansyah, M.Pd
NIP. 197007011999031002

Yang Menyatakan



Vera Kurnia Wati
NIM. 1811230079