

**HIGHER ORDER THINKING SKILLS (HOTS)
IN TEACHERS' SELECTION OF EXERCISE BOOKS
IN SMAN 2 SIDOARJO**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Putri, Shanaz (2019). Higher Order Thinking Skills HOTS) In Teachers' Selection of Exercise Books In SMAN 2 Sidoarjo. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training. Sunan Ampel State Islamic University Surabaya. Advisors : Dr. Mohamad Salik, M.Ag and Fitriah, Ph.D.

Key words : HOTS (Higher Order Thinking Skills), UKBM (*Unit Kegiatan Belajar Mandiri*), English exercise books.

This study aims to examine how the teachers incorporates Higher Order Thinking Skills (HOTS) questions and what level of bloom taxonomy that the teachers' selection in English exercise books meet the criteria Higher Order Thinking Skills (HOTS) level in UKBM(*Unit Kegiatan Belajar Mandiri*). To obtain the result, the researcher conducted descriptive qualitative research by interviewing 2 teachers from 10th and 11th grade in SMAN 2 Sidoarjo and analyzed their English exercises books of UKBM(*Unit Kegiatan Belajar Mandiri*). The researcher used interview and document analysis as the data collection techniques. The result of the data shows that there were three different ways used by the teachers in incorporating HOTS (Higher Order Thinking Skill) in teacher' designed English exercise books of UKBM(*Unit Kegiatan Belajar Mandiri*) namely using a visual material , giving a problem based on contextual issues and giving the students "Incomplete Text". The teachers also have selected English exercise books of UKBM (*Unit Kegiatan Belajar Mandiri*) which covered all the level of bloom taxonomy from (C1-C6). They were Remembering, understanding, applying , analyzing, evaluation and creating. It means that the teachers have designed English exercise books which already consist of Higher Order Thinking Skills Questions as stated in UKBM (*Unit Kegiatan Belajar Mandiri*) guideline by Kemendikbud. However the common level of bloom taxonomy used in the level of Remembering and Understanding (C1 and C2). It proved from 48 items of questions , there were 34 questions of them were in the level of C1-C2. They were Remembering and Understanding.

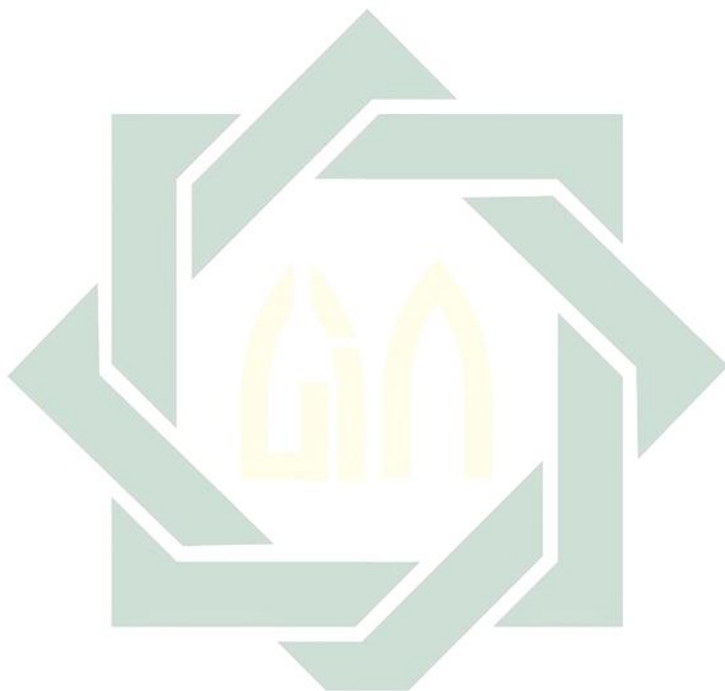
ABSTRAK

Putri, Shanaz (2019). Higher Order Thinking Skills (HOTS) Dalam Buku Latihan yang dipilih oleh guru SMAN 2 Sidoarjo. Skripsi dari Prodi Pendidikan Bahasa Inggris, Fakultas Pendidikan dan Pelatihan Mengajar. Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Dr. Mohamad Salik, M.Ag dan Fitriah, Ph.D.

Kata kunci: HOTS (Higher Order Thinking Skill), UKBM (*Unit Kegiatan Belajar Mandiri*), buku latihan bahasa Inggris.

Penelitian ini bertujuan untuk mengetahui bagaimana para guru memasukkan komponen HOTS (Higher Order Thinking Skills) kedalam buku latihan yang dikembangkan oleh guru SMAN 2 Sidoarjo dan bagaimana tingkat taksonomi bloom yang dibuat oleh para guru dalam buku latihan bahasa Inggris yang diharapkan mampu memenuhi kriteria tingkat HOTS (Higher Order Thinking Skills) di UKBM(*Unit Kegiatan Belajar Mandiri*). Sebagai hasilnya, peneliti melakukan penelitian kualitatif deskriptif dengan mewawancarai 2 guru dari kelas 10 dan 11 di SMAN 2 Sidoarjo dan menganalisis buku latihan Bahasa Inggris dalam UKBM(*Unit Kegiatan Belajar Mandiri*) yang di rancang oleh para guru di SMAN 2 Sidoarjo. Peneliti melakukan analisa dokumen dan wawancara sebagai teknik pengumpulan data. Hasil penelitian menunjukkan bahwa ada tiga cara berbeda yang digunakan oleh guru dalam memasukan HOTS (Higher Order Thinking Skill) dalam buku latihan bahasa Inggris dalam UKBM (*Unit Kegiatan Belajar Mandiri*) yang dirancang oleh guru yaitu menggunakan beberapa bahan secara visual seperti gambar dan video, memberikan masalah seperti masalah yang sedang terjadi saat ini dan memberikan siswa sebuah "Teks Tidak Lengkap". Para guru juga telah merancang buku latihan Bahasa Inggris di dalam UKBM(*Unit Kegiatan Belajar Mandiri*) yang mencakup semua tingkat taksonomi bloom dari tingkatan (C1-C6). Diantaranya adalah Remembering, Understanding, Applying, Analyzing, Evaluation, Creating. Dengan hal ini telah menunjukkan bahwa guru telah merancang buku latihan bahasa Inggris yang sudah terdiri dari Pertanyaan yang mengandung HOTS (Higher Order Thinking Skill) sebagaimana dinyatakan dalam pedoman UKBM(*Unit Kegiatan Belajar Mandiri*) yang dibuat oleh Kemendikbud. Namun

tingkat umum taksonomi bloom yang ada dalam soal latihan Bahasa Inggris dalam UKBM(*Unit Kegiatan Belajar Mandiri*) ini berada di tingkat Mengingat dan Memahami (C1 dan C2). Itu terbukti dari 48 item pertanyaan, ada 34 pertanyaan di antaranya berada di level C1-C2 (Remembering dan Understanding)



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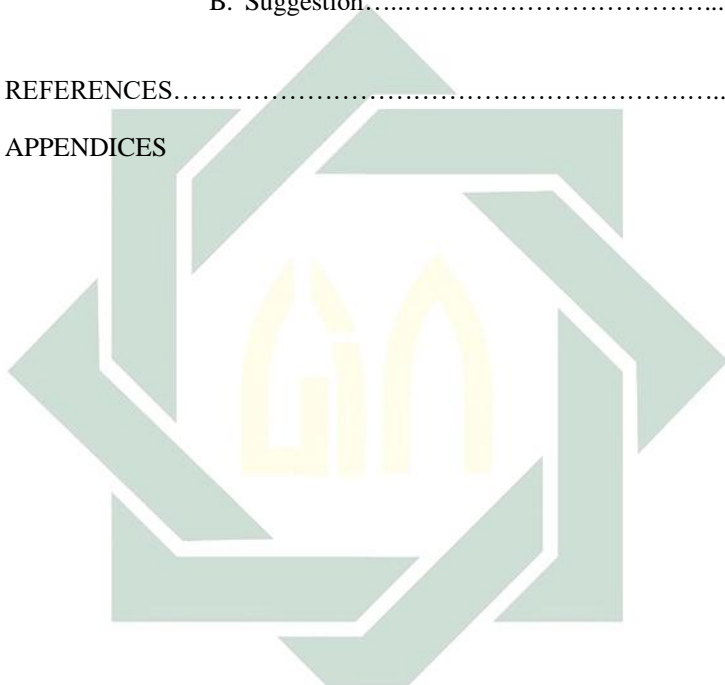
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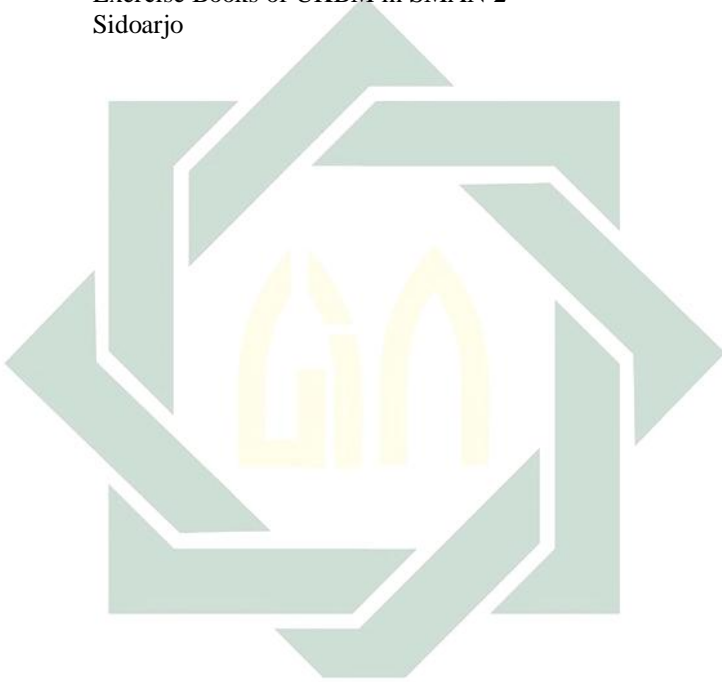
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LIST OF ABBREVIATIONS

1. UKBM : Unit Kegiatan Belajar Mandiri
2. HOTS : Higher Order Thinking Skills
3. LOTS : Low Order Thinking Skills
4. K-13 : Kurikulum 2013
(Curriculum 2013)
5. SKS : Sistem Kredit Semester
(System Credit Semester)
6. SMP : Sekolah Menengah Pertama
(Junior High School)
7. MTs : Madrasah Tsanawisah
(Islamic Junior High School)
8. KD : Kompetensi Dasar
(Standart Competency)
9. 4C : Critical thinking, Creativity,
Collaboration, Communication
10. T1 : Teacher 1
11. T2 : Teacher 2
12. SPP-SKS : Satuan Pendidikan Penyelenggara
Sistem Kredit Semester (SPP-SKS)

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CHAPTER I

INTRODUCTION

This chapter initially presents the background of study, research question and the objectives of the research. further, the significance of the study, scope and limitation, definition of key term are also presented to give more information about this research

A. Research Background

The assessment in curriculum 2013 is focused on the questions which need deep thinking. It is stated that students from elementary school until senior high school should be able to know, understanding, implementing, analyzing, evaluating and creating.¹ It has been stated that the students should not just read and hear the teacher to explain the material in the class. The book of curriculum 2013 is not the reading base but an activity base.² So, the students not only read the text and answer the question based on text, but the teacher gives the students such kind of activity which make the student drill their high order thinking skill. One example of a module that is implemented by this curriculum is the use of UKBM.

UKBM (*Unit Kegiatan Belajar Mandiri*) is one of module which arranged sequentially from easy to difficult. It is such an exercise book that selected by the teacher to build the students' critical thinking. UKBM is one of supporting books in teaching and learning process. It used as a learning tool for the students to achieve knowledge competency and skills in learning by using System Credits Semester (SKS) for the students to build their skill like critical thinking, cooperating, communicative and also Strengthening Character Education (PPK).³ The form of UKBM is the students as the center in the teaching and learning process. Furthermore, the exercise books of UKBM are developed by the teachers itself and it should consist of Higher Order Thinking Skills. In developing exercise books of UKBM (*Unit Kegiatan Belajar Mandiri*) should base on standard competency from the government

¹ Kemendikbud (Kementrian Pendidikan dan Budaya). *Pemaparan Wamendik*. 2013, 07

² Ibid, 07

³ Kemendiknas (Kementrian Pendidikan Nasional). *Panduan Pengembangan Unit Kegiatan Belajar Mandiri (UKBM)*. 2017, 03

and in the end of learning process in every chapter there will be a formative assessment for the students and the students who pass the formative assessment may do the next chapter in the next KD. Moreover, one of the activity learning in the UKBM should improve the students' creativity, cooperating, communication and also their High Order Thinking Skill. Higher Order Thinking Skills (HOTS) is how the students apply their understanding about the material that they read and then the thoughts expressed verbally and in writing and the actions displayed.⁴ Furthermore, HOTS is an extremely needed skill for every individual in an educational setting.⁵ Moreover, the government tries to implement this curriculum in order to train the students' critical thinking to produce creative, innovative and communicative students for the future. In addition, based on Government Regulation Number 19th of 2005 concerning National Education Standards Article 11th Paragraphs (1st), (2nd) and (3rd) stated that: "Learning burden for SMP / MTs / SMPLB, can be expressed in semester credit units (SKS)"⁶. SKS in the Content of Standard is interpreted as a system for implementing education program for students determine the learning burden and subjects that are followed each semester at the education unit.⁷ In using SKS the students may finish their teaching and learning process as fast as possible. To exceed the student learning burden which has been determined by the number of school credits. Moreover, in implementing Credit Semester System (SKS) can facilitate the students learning speed based on their ability, interest, and talent. So the students can learn in Senior High School just for 2 years. So, here the exercise books of UKBM is the assessment which used in SKS. In using SKS makes the government implement the UKBM in order to train the students higher order thinking skill and make a short period for the students to learn in Senior High School.

⁴Karen Debra Guth. "Assessment oh Higher Order Thinking Skills in a literature based Curriculum: Challenges and guidelines".2016, 10

⁵ Tan Shin Yen, Siti Hajar Halili. "Effective teaching of Higher-Order Thinking (HOT) in Education".2015,12

⁶BSNP (Badan Standard Nasional Pendidikan)."Panduan Penyelenggaraan Sistem Kredit Semester".2010, 55

⁷ Ibid, 55

Now days, there are many students who have Low Order Thinking Skill just because the teacher also faced some difficulties in arranging the teaching instrument which consists of HOTS questions. The researcher takes SMAN 2Sidoarjo as the object of the research because this school is the school Model and piloting project for such kind of Kemendikbud Program. This school is one of *Satuan Pendidikan Penyelenggara Sistem Kredit Semester (SPP-SKS)* since K-2013 is launched. So, this school is also use SKS as the learning burden.

The previous study was done by Wulandari Fitriani, Fauzi Bakri, Sunaryo entitled “Pengembangan Lembar Kerja Siswa (LKS) Fisika untuk melatih kemampuan berpikir tingkat tinggi (HOTS) siswa SMA”⁸. This research is talking about how the teacher incorporate HOTS in physic worksheet which is made by the teacher itself. This worksheet is expected to train the students HOTS. It seems similar with this research. The differences of this research with the previous study is about the subject , the previous is physic and this research in English UKBM. The researcher stated that not only physic. English also need in training the students HOTS, because in PISA(*Program for International Student Assessment*), Indonesia decreased in literacy such as in science , physic ,mathematics. In English literacy also should be trained in K-13. Beside that, this research also will see how the way the teacher incorporating HOTS and what level of HOTS which consist in the UKBM which is made by the teachers. The researcher gets an interest in doing this kind of research in order to know how to incorporate Higher Order Thinking Skills (HOTS) into students’ Exercise Books because the researcher wants to know the teachers own way in incorporating Higher Order Thinking Skills to develop students’ critical thinking and see the level of HOTS which selected by the teacher in designing English exercise books of UKBM. In addition, this study uses a qualitative method and the participants of the study were two of English teachers attending in different classes at SMAN 2 Sidoarjo and the researcher hopes that after finishing

⁸Wulandari Fitriani.,Fauzi Bakri, Sunaryo. “Pengembangan Lembar Kerja Siswa(LKS) Fisika Untuk Melatih Kemampuan Berpikir Tingkat Tinggi (High Order Thinking Skill) SiswaSMA. Universitas Negeri Jakarta”.2017,12

⁹Amgad Seif. “*Developing Higher Order Thinking Skills Of Arab High School*”. University Of Derby.2017,10

this research, the other teachers know how to incorporate Higher Order Thinking Skills questions in English exercise books and what level of taxonomy bloom which should consist in English exercise books of UKBM.

B. Research Questions

Based on the background of the research above, the research will be formulated as these following questions.

1. How do the teachers of SMAN 2 Sidoarjo incorporate HOTS (Higher Order Thinking Skill) in their selected exercise books of UKBM ?
2. Do the teachers of SMAN 2 Sidoarjo selection the English exercise books of UKBM meet the criteria HOTS level of UKBM ?

C. Objectives of the Research

This research is aimed to :

1. describe how the teachers' of SMAN 2 Sidoarjo incorporate HOTS (Higher Order Thinking Skill) in their selected exercise books of UKBM.
2. to examine the level of HOTS(Higher Order Thinking Skills)the teachers selected English Exercise Books meet the criteria HOTS level in UKBM.

D. Significance of the Research

The findings of this researcher explain how the teachers' incorporate Higher Order Thinking Skill (HOTS) in English exercise books of UKBM (*Unit Kegiatan Belajar Mandiri*) selected by English exercise books of UKBM and what level of HOTS which usually used by the teachers toward English exercise books developed by the teachers. It can be used as beneficial input for English teachers of SMAN 2 Sidoarjo, other English teachers and further researchers.

For English teachers of SMAN 2 Sidoarjo , the result of this research can be used by the English teachers of SMAN 2 Sidoarjo as the measurement to know how well the teachers incorporate Higher Order Thinking Skill (HOTS) in English exercise books of UKBM (*Unit Kegiatan Belajar Mandiri*) and the

measurement how well they put the Higher Order Thinking Skill (HOTS) questions for the senior high school's students.

For the researcher, the result of this research can be used by the others English teacher who want to create English individual assessment of UKBM as the information to guide how incorporate Higher Order Thinking Skills (HOTS) in English exercise books of UKBM (*Unit Kegiatan Belajar Mandiri*) and what HOTS level which should consist in there.

For the further researcher, this research also expected to give much benefit for the researcher who will finish degree program and will be an English Teacher. Additionally, this research can be the information which can improve and upgrade the professional teacher who made English Exercise Books which consist of HOTS (Higher Order Thinking Skill) questions based on the UKBM'S guideline.

E. Scope and Limitation

The scope of the study is incorporating HOTS (Higher Order Thinking Skills) questions in English exercise books of UKBM which selected by the teachers. In Curriculum 2013 (K13) implement the use of UKBM as supporting book which consist of HOTS questions in the level of (C4-C6). They are analyzing, evaluation and creating which may develop and drill the students' critical thinking. It used because in Curriculum 2013, the students expected to have a good skill in their critical thinking. Incorporate in this research is add the HOTS questions in the English exercise books of UKBM.

The limitation of this study are the level of HOTS (Higher Order Thinking Skills) in the types of learning domain especially in cognitive domain (C4-C6) and two English teachers of SMAN 2 Sidoarjo for the tenth grade and the eleventh grade in academic year 2018/2019 who have an experience in developing English exercise books of UKBM. The researcher collected the document from two English teachers of SMAN 2 Sidoarjo and also interviewed them.

F. Definiton of Key Terms

In this study the researcher provides definition of some key terms, to help the reader understand easily, they are described as follows.

1. HOTS (Higher Order Thinking Skill).

HOTS (Higher Oder Thinking Skills)is the ability of analyzing the information to determine the problem, evaluating the problem and creating new workable solutions⁹.HOTS (Higher order thinking skills) in this research is in the types of cognitive domain in the level (C4-C6). They are analysis (C4), evaluation (C5) and creating (C6) in the English exercise books of UKBM which selected by the teachers of SMAN 2 Sidoarjo.

2. UKBM (*Unit Kegiatan Belajar Mandiri*.)

UKBM (*Unit Kegiatan Belajar Mandiri*) is one of module which is arranged sequentially from easy level to difficult. UKBM as a learning module for the students to achieve the standard competency in teaching and learning process by using System Credits Semester (SKS) for the students in order to build their skill like critical thinking, cooperating, communicative and also the Strengthening Character Education (PPK)¹⁰. UKBM in this research means the English exercise books which is selected by the teachers of SMAN 2 Sidoarjo as a learning module for the students to build the students critical thinking, cooperating and communicative by using (SKS) System Credits Semester.

3. Incorporate

Incorporate is to add or include something as a part of something else, for example as a part of an arrangement or a document¹¹. In this research means the way the teacher add

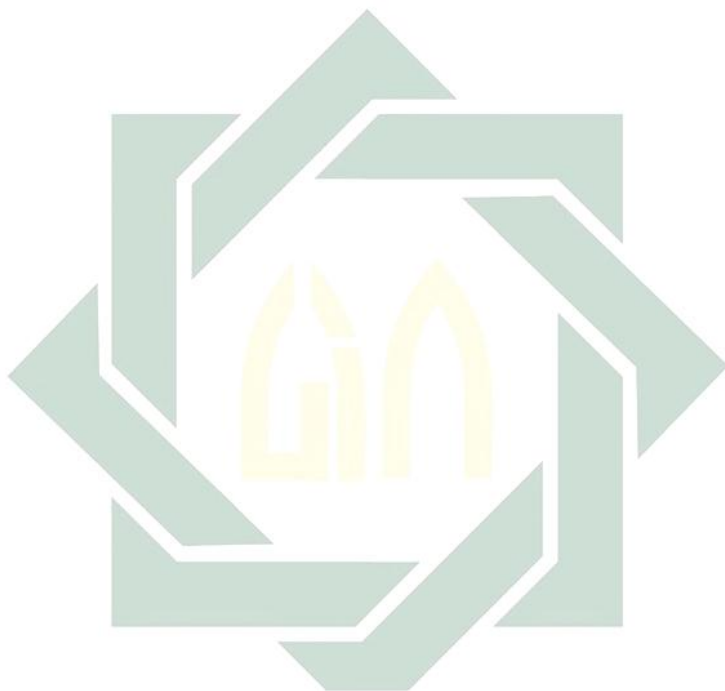
⁹Kamin,Y., -C.C Chinedu. “*Strategies for Improving Higher Order Thinking Skills in Teaching and Learning of design and Technology Education*”.2015, 31

¹⁰Kemendiknas. “*Panduan Pengembangan Unit Kegiatan Belajar Mandiri (UKBM)*”.2017,7

¹¹Macmillan

Dictionary.(<https://www.macmillandictionary.com/dictionary/british/incorporate>, accessed on May 23,2019)

the HOTS (*Higher Order Thinking Skills*) questions in English exercise books which selected by the teachers.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the theoretical framework of the research and the researcher also provides some previous studies below in order to make it clear what are the differences of this research and others.

A. Theoretical Framework

1. UKBM (*Unit Kegiatan Belajar Mandiri*)

Unit Kegiatan Belajar Mandiri (UKBM) is one of module in curriculum 2013. The content of UKBM is to stimulate the students independent and should be active in mastering the competence which is focus on the student centre (students active) to drill their high-level thinking skills (HOTS) and life skill 21st century such as critical thinking , act creatively , work together and communication also the cultivation of literacy and Strengthening Character Education (PPK)¹². The characteristic of UKBM consist of the life skill 21st Century which usually called as 4C (critical thinking, creativity, collaboration, communication) and High Order Thinking Skill (HOTS). It is also should has applied the characteristic in the grade of analysis (C4), evaluation (C5), and creative (C6), the students as the center in the teaching and learning activity¹³. In addition, the principle of UKBM are using interactive learning in the learning process, using Standard Competency (KD), it is formed to do individual learning or group learning based on the students need, it can evaluate the reach of standard competency and UKBM usually is ended by the formative assessment¹⁴.

In addition, there are some characteristics of UKBM, those are :¹⁵Firstly, it should based on the standard competency, the second is it continuance on mastery in BTP (*Buku Teks Pelajaran*), the third is measure the competency

¹²Kemendiknas. “*Panduan Pengembangan Unit Kegiatan Belajar Mandiri (UKBM)*”. 2017, 01

¹³ Ibid, 04

¹⁴ Ibid, 05

¹⁵ Ibid, 03

achievement in every subject, the fourth is the form of teaching and learning process is student centered, it means that the students should more active than the teachers and the teacher just as the facilitator, the fifth is utilize technology pedagogical content knowledge (TPACK) means that in UKBM hopefully input the TPACK during the teaching and learning process, the sixth is it is consist of 4C (critical thinking, creativity, collaboration, communication) and also may build the students High Order Thinking Skill (HOTS), the seventh is applied base, means that the level of HOTS should in analyzing (C4), evaluating (C5), Creating(C6), the eight is can build the students potency as "*pembelajarcepat, normal, lambat*", the next is about the atmosphere in teaching and learning process in UKBM should be interactive, dynamic, inspiring, until students think that all the material that they learn is easy. The last is the appearance of KBM is attractive for the students.

UKBM (*Unit Kegiatan Belajar Mandiri*) has their own principal. Based on the guidelines' of UKBM, there are ten principle which should consist in UKBM, those are: Learning Material, UKBM should prioritize the completeness of individual learning which require the students to be master in all KI and KD for each subject based on the students ability, the teaching and learning process is happen interactively, it should Based on KD (standard competency), it is designed to do a classical learning, grouping, individual, online, or offline learning which appropriate with students needed, there is the purpose of the leaning to reach the standard competency, UKBM should evaluate the standard competency achievement. UKBM is developed based on KD, therefore UKBM should represent the achievement of KD, in every UKBM is ended by formative assessment as the mark that the students may do the next UKBM with the different KD, UKBM is communicative which made the student may interact each other individually or group, activity base, means that the UKBM should build the students to be active during teaching and learning process, the last is warm, smart, friendly. Warm because UKBM should build the students interest, build curiosity. Smart, because UKBM should

educate the student, the focus of teaching and learning process is clear, the learning objectives also clear. Friendly because the language of UKBM should easy to understand and always make the students to leave the question to be followed up.

2. HOTS (Higher Order Thinking Skill).

Critical thinking or HOTS means that being able 'to think', students can apply wise judgment or produce a reasoned critique¹⁶. The goal of teaching is then to equip students to be wise by guiding them towards how to make sound decisions and exercise reasoned judgment¹⁷. In addition, HOTS (Higher Order Thinking Skill) involve analyzing information to determine the problem, evaluating the problem and creating new workable solutions.¹⁸ The HOTS literature got remarkable value addition when Bloom's (1956) taxonomy came with three domains as cognitive, affective and psychomotor¹⁹. There are three types of Learning domain, those are²⁰:

a. Cognitive domain : mental skills (Knowledge).

In cognitive domain, there are six major categories, such as Remembering C1, Understanding (C2), Applying (C3), Analysis (C4), Evaluation (C5).

b. Affective domain : growth in feelings of emotional areas (Attitude of self).

The affective domain involves the growth in feelings of emotional areas, such as Receiving Phenomena, Responding phenomena, Valuing, Organization, Internalizing values.

¹⁶Robyn Collins. "Skills for 21st century : teaching higher-order-thinking". *Curriculum & Leadership Journal*. 2014. (www.curriculum.edu.au, accessed on May 24,2019).

¹⁷Ibid,

¹⁸Kamin,Y& C.C Chinedu. "Strategies for Improving Higher Order Thinking Skills in Teaching and Learning of design and Technology Education".2015, 20

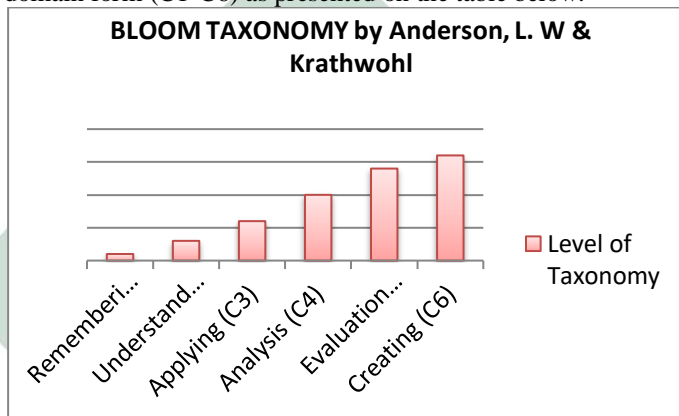
¹⁹Dr. Divyasyukla,"Students' perceived level and Teachers' teaching Strategies of Higher Order Thinking Skills ; a study on higher educational institution in Thailand".2016, 19

²⁰Anderson, L. W. & Krathwohl, D. R. "A taxonomy for learning, teaching, and assessing. New York: Longman".2001, 101

- c. Psychomotor : manual or physical skills (Skills)
The psychomotor domain involves the manual or physical skills. There are five major such as Imitation, Manipulation, precision, articulation and naturalization.

3. Bloom Taxonomy in Cognitive Domain (C1-C6)

Based on the book which created by Anderson , L. w. & Krathwohl, D.R, there are six major categorize in cognitive domain form (C1-C6) as presented on the table below.



Picture. 2.1 Bloom Taxonomy by Anderson, L. W & Krathwohl D.
R²¹

The are six major categories by Anderson and Krathwohl²². There are **Remembering (C1)** ,means recognizing and recalling the relevant information from long term memory. *For example : Defines, describes identifies, knows, labels, lists, names, states , repeats, read.* **Understanding (C2)**, means the ability to make your own understanding or meaning from the educational material, *such as Comprehends, converts, defends, distinguishes, estimates, explains, rewrites, distinguishes, and etc.* **Applying (C3)**, refers to use a learned procedure either in familiar of new situation. *For*

²¹Anderson. L. W. & Krathwohl, D.R. "A taxonomy for learning, teaching and assessing". New York: Longman".2001,105

²²Anderson. L. W. & Krathwohl, D.R. "A taxonomy for learning, teaching and assessing". New York: Longman".2001,106

example : Applies, changes, demonstrates, manipulates, organizes, and etc. Analysis (C4), the level which separates the material into component parts and show the relationship of it, such as analyzes, breaks down, compares, infers, illustrates, deconstructs, examines, observes, separates, differentiates. Evaluation (C5), making the judgments based on criteria and standard through checking and critiquing, such as categorizes, combines, compiles, explains, concludes, modifies, reorganizes, tells, summarizes, reconstructs, conceives Creating (C6), it is the top level in higher order thinking skill. This skill involve putting things together into something new, such as appraises, compares, concludes, critiques, interprets, discusses, relates, contrasts, measures, describes, discriminates.

4. The Aspect of Thinking in Higher Order Thinking Skills (HOTS).

There are some aspect of Thinking in Higher Order Thinking Skills (HOTS) developed by Susan M Brookhart which is used to analyze teachers' designed English exercises books of UKBM in this study. The Researcher use this theory because in Susan M Brookhart's theory there is also the example of the HOTS questions which help the researcher to analyze the questions easily. The aspect of HOTS by Susan M Brookhart as follows²³.

a. Analysis

In the level of Analysis , the students ask to find of describe the information of the text and figure out how those information relate each other. Next, the students also ask to break down he information such as the main issues which is consist on the text, the questions also should talking about the problem , a policy, political address , cartoon and also experience. The example of the questions as follows.

²³Susan M Brookhart, "How to assess higher order thinking skills in your classroom"2010. ASCD Resources,34-141

"Questions 1 refer to passage below from declaration of Independence."

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, governments are instituted among Men, deriving their just powers from the consent of the governed, that whenever any form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

1. Which statement best summarizes the main point being made in the passage ?
 - a. The people should be in control of their own government
 - b. The church should help governments determine what is right
 - c. Governments need to be changed regularly to keep them from becoming unjust
 - d. The main function of government is to keep people happy.



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Picture 2.2 Example of multiple choices question in the level of Analysis²⁴

Shakespeare's Sonnet 149 is an argument offered to a cruel woman who, we can infer, must have said to the author, "I don't love you." Here is the text of the sonnet:

Canst thou, O cruel! say I love thee not,
When I against myself with thee partake?
Do I not think on thee, when I forget
Am of myself, all tyrant, for thy sake?
Who hateth thee that I do call my friend?
On whom frown'st thou that I do fawn upon?
Nay, if thou lour'st on me, do I not spend
Revenge upon myself with present moan?
What merit do I in myself respect,
That is so proud thy service to despise,
When all my best doth worship thy defect,
Commanded by the motion of thine eyes?
But, love, hate on, for now I know thy mind;
Those that can see thou lovest, and I am blind.

—William Shakespeare, Sonnet 149

In a brief paper, analyze the poem in two ways. In the first section, you will analyze the argument Shakespeare makes, that is, from the poet's point of view. In the second section, you will analyze the argument from your own point of view.

1. First, in your own words, state the main point in the poet's argument to the woman and explain the reasons the poet gives to support this argument. When you use evidence from the poem, cite it in Shakespeare's words and also in modern English (your own words). Explain the poet's reasoning.
2. From your point of view, is this a sound argument? Is it valid and logical, and does it make sense? Explain your own reasoning.

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Picture 2.3 Example of essay question in the level of Analysis

b. Evaluation

In the level of evaluation, the students ask to judge the value of the materials and usually the questions ask the students to criticize something. Another example in the level of evaluation such as historical questions or scientific

²⁴Susan M Brookhart, "How to assess higher order thinking skills in your classroom" 2010. ASCD Resources, 42

questions. Here these are the example of the questions in types of literacy criticism as follow.

In Maya's science class, the teacher wanted students to design experiments to find out about temperature changes. Each student was to plan and conduct a simple experiment, measure and graph temperature changes, and write a report about the findings. Maya decided she wanted to study how long it takes coffee to cool. Her teacher said she would bring a coffeemaker to class. Here are Maya's plans for the experiment

Maya's Plan

I'm going to ask my teacher to make the coffee. I'll put it in a cup, and I'll measure its temperature with a thermometer, every five minutes for an hour. I'll make a line graph of the temperature. I should be able to see how fast the line drops as the coffee gets cooler.

1. Do you think Maya's plan is a good one? Why or why not? Would you suggest any changes to her plan? If so, tell what you would change and explain why.

Picture 2.4 Example of questions in the level of Evaluation²⁵

c. Creation

In this level, there are some characteristics which is indicates as in the level of creation. First, the students ask to do a problem to solve that includes generating multiple solution, planning a procedure to accomplish a particular goal. Second, he students recognize existing thing to make something new. Third, in the language arts, the students ,may ask to write an original ending to a story to reorganizing exist thing (in case story element of plot characters, and setting to make something new.

d. Logic and reasoning

In the level of logic and reasoning, the students ask to give something to reason about. The example of the question as follow.

²⁵Susan M Brookhart, "How to assess higher order thinking skills in your classroom"2010. ASCD Resources,53

Bill of Rights of the United States Constitution

AMENDMENT 1.
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

AMENDMENT 2.
A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

AMENDMENT 3.
No Soldier shall in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

AMENDMENT 4.
The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT 5.
No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT 6.
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law; and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

AMENDMENT 7.
In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

AMENDMENT 8.
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT 9.
The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

AMENDMENT 10.
The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

1. Which of the following scenarios describes behavior that is legal because of the First Amendment?

A. Mr. Jones threw a rock through the front window of Mr. Smith's house. Around the rock was tied a paper that called Mr. Smith nasty names.

B. Mr. Jones waited until Mr. Smith left for work one morning, then got in his car and followed him, honking and yelling.

C. Mr. Jones doesn't trust his neighbor, Mr. Smith. Jones believes Smith is a dangerous person and a threat to the peace of the neighborhood. Therefore, Mr. Jones buys a gun.

D. Mr. Jones wrote a letter to the editor of the local paper. Mr. Smith heads a local environmental committee, and Mr. Jones called his position "disastrous."

Picture 2.5 Example of the questions in the level Logic and Reasoning²⁶

e. Judgment and critical thinking

In this level, the students ask to evaluate the credibility of source. The students also ask to give an implicit assumption and the last, the students also ask to Identify rhetorical and persuasive strategies of the material. The example of the questions as follow.

²⁶Susan M Brookhart, "How to assess higher order thinking skills in your classroom" 2010. ASCD Resources, 61

Multiple-choice version

1. A marketing executive for a sports shoe company wanted to make the most of his advertising budget. He decided to buy advertising time on television sports broadcasts, reasoning that many people who watched sports would also like to play sports, and therefore need sports shoes. What assumption has to be true in order for this argument to represent sound thinking?
 - A. More men than women watch TV sports, and more men than women buy sports shoes.
 - B. People will want to buy the shoes they see professional athletes wearing during their games.
 - C. People who don't watch sports don't buy sports shoes as frequently as those who do



2. The poster shown above was made during the First World War. What was the poster designed to do?
 - A. Make people feel that it would be easy to win the war
 - B. Make people feel guilty for thinking that war is harmful.
 - C. Get people to join the army by making them feel responsible for starting the war.
 - D. Get people to join the army by appealing to patriotic feelings

Short-answer version

Give students the question (without the choices), with this additional sentence: Explain your reasoning.

Picture 2.6 Example of Questions in the level of Judgment and Critical Thinking²⁷

f. Problem solving

In the level of problem solving, The students ask to Identify a problem to be solved. Identify irrelevancies and Describe and evaluate multiple strategies of the material. The next, the students also ask to Identify obstacles or additional information for solving a problem or scenario. The example of the question as follow.

²⁷Susan M Brookhart, "How to assess higher order thinking skills in your classroom" 2010. ASCD Resources, 84

Essay Question

Amanda and her friends have noticed a problem in their neighborhood. The garbage cans in the public park are overflowing.

Scenario source: National Assessment of Educational Progress, Civics, grade 8, Block 2006-8C6, no. 13. Available: <http://nces.ed.gov/nationsreportcard/itmrlsx/landing.aspx>.

1. Name at least two things Amanda and her friends could do on their own to help solve this problem. Which one would you recommend they try first? Explain why.
2. Name at least two things local government could do to help solve this problem. Which one would you recommend they try first? Explain why.

Essay Question and Multiple choices

Teresia is a small country that has been invaded by its neighbor Corollia. The king of Teresia is a long-standing United States ally who has been living in exile since the Corollian invasion. Teresia is an important exporter of uranium; it sends most of its supply to members of the European Union. The king appeals to the United States and the United Nations for military help in driving Corollia from his country.

1. What official argument would members of the United Nations be most likely to make for supporting military efforts against Corollia?
 - A. The stability of the international system depends on countries maintaining their current forms of government.
 - B. The United Nations and the European Union should control the mining of uranium worldwide.
 - C. The stability of the international system depends on absolute respect for national borders and sovereignty.
 - D. Countries such as the United States should become the main judges in all international disputes.
2. Identify two pieces of information not given above that you would need before you could decide whether or not the United States military should help Teresia. Explain why each piece of information would be important.

Picture 2.7 Example of the questions in the level of Problem solving²⁸

g. Creativity and creative thinking

In the level of creativity and creative thinking, the students ask to produce something new by themselves. The example of the question as follow²⁹.

²⁸Susan M Brookhart, "How to assess higher order thinking skills in your classroom" 2010. ASCD Resources, 98

²⁹Susan M Brookhart, "How to assess higher order thinking skills in your classroom" 2010. ASCD Resources, 124

“(There is a picture)”

This painting is an example of a style of painting called primitivism. Find out what you can about this style of painting

- a. *Describe the characteristics of the painting that make it an example Primitivism.*
- b. *Paint your own primitive painting. Describe the characteristics of your painting that make it a primitive and how to use them in your work.*

5. Low Order Thinking Skills (LOTS) (C1-C3).

There are some characteristics of the questions which is consist of Low Order Thinking Skills.

a. Remembering (C1)

In the level of remembering, the students ask to retrieving recalling the knowledge from the memory. The meaning of remembering here, the students ask to use a memory to produce the definitions, facts, or recite the material. There are examples of Remembering as follow³⁰.

- 1) What do you remember about the text above?
- 2) How is her sister in the text above?
- 3) What is the definition of recount text?

b. Understanding (C2)

In the level of understanding, the students ask to constructing meaning from different types of function in graphic or written. The example of the questions which is in the level of Understanding (C2) such as:

- 1) What is the main idea of this text?
- 2) How can do you describe about Sarah’s mom?

c. Applying (C3)

In the level of applying related with he situations when the teachers ask to the students to do a simulations,

³⁰ Andrew Churces. Endorigami, “*blooms taxonomy and digital approaches*”. (<http://endogamy.wikispaces.com/Bloom%27s+and+ICT+tools.2007>, accessed on May 25, 2019), 23-35

presentations, or role play. There are some questions in the level of applying, such as:

- 1) How would you present the expressions of Sarah's mom?
- 2) How would you demonstrate how to make fried rice?

6. **How to Incorporate Higher Order Thinking Skills (HOTS).**

Susan M Brookhart stated in incorporate higher-order thinking almost always involves three additional principles³¹.

- a. Present something for students to think about, usually in the form of introductory text, visuals, or problems of some sort.
 - 1) **Introductory text**
In using introductory text, the teacher gives the student some introduction of the text then the students ask to give their probably case which can be as the end of the text and the students should try to imagine the text before give their opinion.
 - 2) **Visuals**
In visuals here, the teachers may ask to the students to inferring what the pictures talking about.
 - 3) **Problem of some sort**
In problem some sort here, the teacher may gives the problem and the students should think what is probably the problem solving of that.
- b. **Use novel material**
The material is new to the student, the material here not covered in class and the students never know before.

Moreover, I Wayan Widana also states that there are some characteristics of creating HOTS (Higher Order Thinking Skill) questions as follows :³²

³¹Susan M.Brookhart. *"How to assess higher order thinking skills in your classroom"*. ASCD Resources. 2010, 24

³²I WayanWidana. *"Higher Order Thinking Assessment"*. IKIP PGRI Bali, Denpasar Journal of Indonesian Student Assessment and Evaluation (JISAE)2017, 35

- a. Measuring the ability of a high level.
The teacher may distinguish between the high level of thinking and the low-thinking. High level thinking skills means the ability to solve the problem, critical thinking skills, creative, argued, and the ability to make a decision about something.
- b. Based on contextual issues. Assessment HOTS usually has stimulus in the form of case (case study). Contextual issues means that the real situation on everyday life such as global issues.
- c. Not routine (not familiar). HOTS (Higher Order Thinking Skill) unfamiliar assessment requires learners really think creatively, because the problems encountered have never encountered or done before.

In Addition, Sullivan and Lilburn listed three features for good *Higher Order Thinking Skills* (HOTS) questions as follows:³³

- a. Questions that help students require more information rather than just remembering and reproducing them. Moreover, in creating higher order thinking skills should make the student to think high. The students not only remember and recall the information but also give more information which related each other.
- b. Questions that encourage students to learn by answering and expressing ideas while the teachers will learn from the input delivered by the students. In this kind of question, the teacher should make the critical questions which can make the student to speak up more to deliver their opinion during teaching and learning process.
- c. Questions that probably have more than two answers.

Furthermore, Janelle Cox also stated some ways to add the HOTS (Higher Order Thinking Skills) questions both in teaching-learning

³³ P. Sullivan., -Lilburn, P. “*Open-ended Maths Activities: Using ‘Good’ Questions to Enhance Learning in Mathematics*”. 2nd ed. South Melbourne, Vic.: Oxford University Press. 2004

process and in the students' book to drill the students' critical thinking as follow³⁴

- a. Problem-solving questions.
In giving the students some problem and asked the students to solve the problem in teaching and learning process, it may help the students to drill and provoke the students higher order thinking skills.
- b. Use "Mind Movies".
When the concept that are being learned hard, encourage the students to create a movie in their mind is a good way in developing the students' critical thinking. Teach them to close their eyes and picture it like a movie playing. It such ask the students to imagine about something which given by the teachers. This ways of higher order thinking will truly help them understand in a powerful and unique way to drill the students' critical thinking.
- c. Giving an inference questions.
In giving the students a question which asked the students to make an inference about something, it may help the students to train them think critically.
- d. Use Graphic Organizers.
Graphic organizers provide the students a nice way to frame their thought in an organize manner. By drawing diagrams or mind maps, students are able to better connect concept and see the relationships.
- e. Give the students QARs (Question-Answer Relationships).
It is kind of way which asked the students to label the type of the questions that is being asked, then use that information to formulate an answer. In giving this activity, the students much decipher if the answer can be found in a text. It is really a good way to drill the students higher order thinking skills in teaching and learning process.

³⁴Janelle Cox. "Teaching Strategies that Enhance Higher Order Thinking Skills". Teachhub.com,.(www.teachhub.com/teaching-strategies-enhance-higher-order-thinking,accessed on November 28th,2019)

B. PREVIOUS STUDY

Related with this research, there are several previous studies are already conducted, those are :

First previous study comes from Arini Rhosidation which discuss about the effect of the UKBM's guidebook towards students' learning result in the history subject. The main question of this research is what is the effect of using BTP (*Buku Teks Pelajaran*) in UKBM toward the students' result in history subject. The methodology of this research used a qualitative study. The researcher use an observation and also interviewing some students and also the teacher. The researcher do an observation to see what is the effect of the use of BTP in UKBM but the researcher also use an interview for the teacher what is the effect of BTP based on the teacher respond. The result stated that the use of BTP in UKBM is effective. The students can increase their score in history subject and it was very helpful³⁵. This research is contrast with Nur Pratiwi's studies. Nur Pratiwi discuss about the analysis of the higher order thinking skill based on the revised edition of Blooms Taxonomy in the essay question of the reading exercises in Pathway to English textbook which is prepared for the 11th grade of senior high school student. This research is analyze weather the developing of essay question is already consist of higher order thinking skills based on blooms taxonomy or not. The methodology of this research is qualitative study and the data collection technique use document checklist. The result stated that the teacher still has low ability in arranging higher order thinking questions because the researcher found some essay question which is has low order thinking skills³⁶. Nur Pratiwi's studies is in line with Wulandari Fitriani, Fauzi Bakri, Sunaryo's research which also discuss about HOTS and examine how the way the teachers developed the LKS in the physic course which can train the student to do High Order Thinking Skill. The method which is used by the researcher is Research and

³⁵Arini Rhosidation. "Pengaruh Penggunaan Pemandu Buku Teks Pelajaran (BTP) dalam UKBM terhadap hasil belajar Sejarah kelas XI IPS 2 SMA Negeri 7 Malang". State University of Malang. 2018, 35

³⁶Nur Pratiwi. "Higher Order Thinking Skill in Reading Exercise (An Analysis of Reading Exercises in Pathway to English Textbook for the Eleventh Grade of Senior High School Students)". State University of Syarif Hidayatullah, Jakarta. 2014, 67

Development with Dick and Carey approach. The development of the students worksheet has reached in formative evaluation is done through validation by subject matter experts, media expert and the content experts. The subject matter experts had validated about the properness of the content and language of the worksheet. Media experts had validated about the properness of the format cover, format of worksheet , images, and supporting worksheets. The last is content experts had validateed about practical strategies and HOTS components. The results provides that the student worksheet which is developed by the teacher is already proper in material, media and the content. The scale rating is above 85% and it is very good.³⁷ Furthermore, Amgad Seif also examine about the implementation of HOTS program in Arab public school. It's talking about how the implementation of the HOTS program could impact on the Arab school culture in Israel. The data is collection tools include semi-structured teachers interviews. Teacher focus group interview, teachers instruction plans and written reports and students responses to questionnaire open ended questions. The study shows the result that the implementation of higher order thinking skills in arab high school is not fully implemented. The study recommendations point out to the necessity of intensive measures for creating HOTS promoting environment in arab schools.³⁸ The different of this research is about the object, it is analyze how the impact of HOTS in culture, but those previous two research is in educational worksheet. The last previous study was done by Siswoyo and Sunaryo which examine about the analysis of High Order Thinking Skills in Physic course in Senior high school which focused on the analysis of the questions which developed by the teachers in Jakarta. The data is from the teacher training in Jakarta. Before make the worksheet, the teacher get the training first. The teacher get the material in how to make the worksheet meet the require of HOTS. The research method is about descriptive qualitative. The teacher should made 40 questions

³⁷Wulandari Fitriani, -Fauzi Bakri, Sunaryo. "*Pengembangan Lembar Kerja Siswa (LKS) Fisika Untuk Melatih Kemampuan Berpikir Tingkat Tinggi (High Order Thinking Skill) Siswa SMA*. Universitas Negeri Jakarta. 2017, 36

³⁸Amgad Seif. "*Developing Higher Order Thinking Skills Of Arab High School*". University Of Derby. 2017, 45

which consist of HOTS. The result stated that there are many teachers that still can't incorporate HOTS in students worksheet. Some of them said that in making HOTS worksheet need a long time³⁹.

From those previous study, there have some similarities in how to developed HOTS in the educational purposes such as in physic course, essay questions, in Arabic school and the effect of BTP (*Buku Teks Pelajaran*) toward students result in history subject. In the other hand, this research is different from those previous study, the researcher see that the teachers also need to develop students' high order thinking skills not only in physic, history and reading exercise. It should be all subject and all part, such as in English. The reason why in English also important to build higher order thinking skills because the teachers see that there are most of students have LOTS (Low Order Thinking Skills) level in every subject especially in English. Based on PISA (Program of International Students Assessment), Indonesia decreased in literacy such as in science, physics, mathematic. So here, the teachers try to train the students using in English exercise books in UKBM which develop by the teacher in order to increase students ability in HOTS especially in English. Furthermore, from those phenomena the researcher will focus in how the teachers incorporate Higher Order Thinking Skill (HOTS) questions in English exercise books which can developed students' Higher Order Thinking Skills through UKBM and examine the teacher selecting English exercise books UKBM meet the required HOTS level of UKBM in UKBM guideline. The researcher took two English teachers who ever made UKBM attending in different classes at SMAN 2 Sidoarjo as a participant for this study.

³⁹Siswoyo, Sunaryo. "*High Order Thinking Skills : Analisis soal dan Implementasinya dalam Pembelajaran Fisika di Sekolah Menengah Atas*". Universitas Negeri Jember. 2017, 25

CHAPTER III RESEARCH METHOD

This research discusses about the research methodology in how the way the researcher collect the data relating with this research. The detail information will describe below.

A. Research Design

This research applied a descriptive analysis. It means that the researcher described the data narratively. One of the characteristics of qualitative method is natural setting which face to face interaction over time in order to get the information that related with this study used a qualitative descriptive method to find out the answer to the research questions.⁴⁰ So, the research used qualitative method which described and identify how the teachers incorporate High Order Thinking Skills into English exercise books of UKBM and what level of (*Higher Order Thinking Skill*) HOTS which selected by the teacher in English exercise books of UKBM.

B. Research Subject

The participants of this research were the teachers who were able to share their experiences involved phenomenon directly, available to interview, and not under pressure⁴¹. The subject of this research were two English teachers of SMAN 2 Sidoarjo, first teacher in the 10th grade, the second teacher in the 11th grade who has experience in selected English exercise books of UKBM.

C. Setting of the Research

1. Place

This study took place in SMAN 2 Sidoarjo which is located in St. Gading Fajar NO. 2 Sidoarjo, Spande, Sidoarjo. Senior High School of 2 Sidoarjo is one "School

⁴⁰Reni, Retno Setyo, "*The Barriers of Using UKBM (Individual Learning Worksheet) in Economic Subject of 10th Grade at SMAN 4 Malang*". An Undergraduate Thesis. Faculty of Economy, State University of Malang. 2018,

⁴¹Raco J. R. "*Metode Penelitian Kualitatif*" (Jakarta: Gramedia Widiasarana Indonesia, 2010), 109

Model and Piloting project for such kind of Kemendikbud Program”.⁴²

2. Time

This research conducted on May, 09th 2019- July, 09th 2019. So, the researcher observed and did interview to the English teacher on that month.

D. Data

There are some data used in qualitative method, such as visual data (photography, film, and video), document data, internet, observation and interview⁴³. Qualitative research data can be obtained with many ways: interview, observation, and documentation⁴⁴.

The data of this research were the incorporation of higher order thinking skill and examine the level of higher order thinking skill which is selected by the teachers of SMAN 2 Sidoarjo in English exercise books of UKBM. The researcher interviewed two English teachers of SMAN 2 Sidoarjo who has experience in selected English exercise book of UKBM (See **Appendix 1**). Furthermore, the researcher asked about how the teachers incorporate HOTS (Higher Order Thinking Skills) questions in UKBM and took 4 documents of English exercise books in UKBM to be analyzed from 2 teachers, for each teacher there were 2 documents and for each document there were 12 questions consist on it. The document used to see the level of questions which selected by the teachers in English exercise books of UKBM meet require of HOTS level in UKBM guideline. The next data was the audio recording as the documentation which can help the researcher to analyze and match the result between the interview section and the document which developed by the teachers.

⁴²Profil SMAN 2 SDA. ([http:// sman2sda.sch.id/websman3/profil-sekolah-2-sejarah-sma-negeri-2-sidoarjo.html/](http://sman2sda.sch.id/websman3/profil-sekolah-2-sejarah-sma-negeri-2-sidoarjo.html/), accessed on march 12th). 2019.6:32PM

⁴³Rowohlt Taschenbuch Verlag GmbH, Reinbek bei Hamburg, *An Introduction to Qualitative Research Fourth Edition Sage* (Hants: Colour Press Ltd) 2009), 219

⁴⁴Raco J.R, “*Metode Penelitian Kualitatif*” (Jakarta: Gramedia Widiasarana Indonesia, 2010), 109

E. Source of data

The data needed in this research was the teachers' respond from teachers' interview which is taking the data in how the teachers incorporate HOTS in English exercise books of UKBM. The second source of data was from English exercise books of UKBM. The researcher used this document to analyze what is the HOTS level which is selected by the teachers in English exercise books of UKBM. Data were obtain from two teachers of SMAN 2 Sidoarjo academic year 2018/2019.

Specifically, the researcher took the data from 2 teachers who ever made English exercise books of UKBM in SMAN 2 Sidoarjo academic year 2018/2019.

F. Data Collection Technique

According to John.W Creswell⁴⁵, the data collection of qualitative researchers through examining documents, observing behavior, or interviewing participants. Therefore, To obtain the valid data the researcher used three kinds of data collection technique : interview, video recording and document.

1. Interview

According to John.W Creswell, interview data is in which the researcher do face to face with the participant and it can be by telephone or communicate⁴⁶. So, the researcher here doing an interview session in order to know how the way the teachers developed English exercise books which has HOTS questions. Furthermore, the researcher used semi-structure interview based on the research needs.

2. Document

According to John. W Creswell, document is a written evidence, it saves a researcher the time and expanse of transcribing⁴⁷. This data used to analyze the English exercise books to analyze the level of (*Higher Order*

⁴⁵John W Creswell, *Educational Research and Foresight Working Papers*. UNESCO 2010, 102

⁴⁶Ibid,

⁴⁷ Ibid,

Thinking Skill) HOTS questions which teachers developed in English exercise books.

3. Audio Recording

According to John.W Creswell, the last category of qualitative data called by qualitative audio and visual materials⁴⁸. This data can be taken in the form of photographs, art objects, videotapes, or any forms of sound. In this research, the researcher took the audio recorder in order to make a valid documentation about the research.

Table 3.1 Research Design

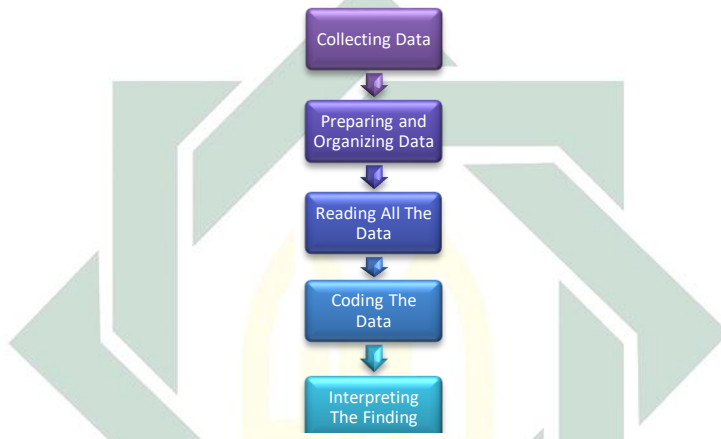
No	Research Questions	Literature	Subject	Data Collection Technique	Instrument
1	How do the teachers incorporate High Order Thinking Skill (HOTS) in their designed exercises?	Adopted from Susan M. Brookhart " <i>How to Assess Higher Order Thinking Skills in Your Classroom</i> ", Jane Cox. " <i>Teaching strategies in developing the students higher order thinking skills</i> ". I Wayan Widana. " <i>Higher Order Thinking Assessment</i> "	Two English Teachers	Interview	Interview guideline and audio recorder
2	Do the teachers of SMAN 2 Sidoarjo selected the English exercise books of UKBM meet the criteria HOTS level of UKBM ?	Adopted from Susan M. Brookhart " <i>How to Assess Higher Order Thinking Skills in Your Classroom</i> "	Two English Teacher	Document analysis	English exercise book of UKBM

⁴⁸John W Creswell, *Educational Research and Foresight Working Papers*. UNESCO 2010,102

G. Data Analysis Technique

As discussed above, this research used the descriptive qualitative method. In the qualitative method, the researcher analyzes the data descriptively. There are six steps to analyze the qualitative data. Particularly, it is applied in this research as the following steps⁴⁹.

Picture 3.1 Data Analysis Technique



Step 1

Collecting Data. In the first step, the researcher collect the data. The collected data are interview and document of UKBM(*Unit Kegiatan Belajar Mandiri*).The researcher collected the audio recording from teachers who have the experience incorporating HOTS (*Higher Order Thinking Skill*) questions in selecting English exercise books of UKBM.

Step 2

Preparing and Organizing Data for Analysis. After collecting data such as audio recording, document and interview, the researcher identified the data and took key points which part is showing of incorporation of HOTS(*Higher Order Thinking*

⁴⁹John W Creswell,*Educational Research and Foresight Working Papers. UNESCO 2010, 105*

Skill) in English exercise books of UKBM and the level of bloom taxonomy which consist in the document.

Step 3

Reading all the data. The next step, the researcher read all the data about how the way the teacher incorporate HOTS questions in English exercise books of UKBM and the level of bloom taxonomy of questions which arranged by the teachers in the UKBM to collect the information as much as possible. The researcher also may take a notes in the data.

Step 4

Coding the data. In this step, the researcher started to analyze the data or information by using a checklist. This is also to identify which information that needs to be used and which one is need to be reduced.

Step 5

Interpreting the Findings. The analyzed data is explained in chapter 4 of this study finding and discussion. The findings relate to the theory which is mentioned in chapter 2. The last step of analyzing data is to conclude the whole research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the research findings and discussion of the study about how the teachers incorporate Higher Order Thinking Skill (HOTS) in English exercise books of UKBM and the level of Higher Order Thinking designed English exercises book of UKBM. The collected data was from interviews and documentation analysis. The organization of this chapter is arranged based on the research questions of this study.

A. Research Finding

The interview data were analyzed by the researcher descriptively. The result of the data analysis were explored the way how the teachers incorporate higher order thinking skills and the level of bloom taxonomy which usually used by the teacher designed exercises. The detail results are elaborated as follows :

1. Incorporating Higher Order Thinking Skills

To find out the ways how the teachers incorporate higher order thinking skills , the researcher interview two teachers who have experience in selecting English module of UKBM. The result of interview indicated that the two teachers used three different ways in incorporating higher order thinking skills, namely using a visual material, giving a problem based on contextual issues and giving the students Incomplete text(See Table 4.1).

Table 4.1. The Ways Incorporating Higher Order Thinking Skills (HOTS)

The Ways incorporating <i>Higher Order Thinking Skills</i> (HOTS) in English Exercise books of UKBM
Using a visual material
Giving a problem based on contextual issues
Giving the students “Incomplete Text”

The detail information of those three ways on how the teachers incorporating Higher Order Thinking Skills (HOTS) in their designed English Exercises Books follows.

a. Using a Visual Materials

As stated earlier on table 4.1, using a visual material is one of ways in how teacher incorporate Higher Order Thinking Skills when they selected exercises. The two teachers used a visual material such as pictures and videos when they try to provoke the students' Higher Order Thinking Skills. Teacher 1 said, ***“So, usually I prefer to use some pictures and videos , here I asked the students to think logically about the pictures”***. From the statement before, the teacher 1 gave the example of the use of some pictures of animals in delivering the story about fable. Teacher 1 spread some pictures which has a story in every picture, then the students asked to make their own story based on the picture. Teacher 1 not only used the picture in the chapter of fable but also in another chapter based on the standard competency. Teacher 1 also said, ***“ I also ever change the text in the form of picture”***. In this way, the students asked to deliver their own idea to tell the story based on their understanding and imagination. The next example from Teacher 1 in using a video to incorporate students Higher Order Thinking Skill, the teacher used a video animation. Teacher 1 said ***“and about videos, usually I used a video animation”***Based on The Teacher's 1 experience, she ever gave the students a video animation about descriptive text, recount text, explanation text and procedure text. The teacher 1 gave the researcher example for explanation text and procedure text. In explanation text, the Teacher 1 showed a video animation about explanation text which told about natural phenomenon without any text, then the students asked to retell the story used their own word based on their understanding while saw the video animation. It was also used in procedure text, the Teacher 1 showed a video animation how to make juice

without any text , then the students asked to retell how to make a juice based on their understanding while saw the video animation. From the teacher 1' way in incorporate higher order thinking skills is really help the students to train their ability to think critically. In giving the students some picture without any text can help the students elaborate their own opinion though the picture which given by the teacher. The ability to elaborate something is one the high level of thinking. The use of video animation which used by Teacher 1 is one of the good ways to provoke the student critical thinking. In giving the students a video without any text, it may produce a different inference from every students through the video and it may drill the students critical thinking.

For the example of Teacher 2 used some pictures about narrative text. Teacher 2 said, ***"I gave my students a pictures and videos to tell and make a connection for those picture and video."***Based on Teacher 2' experience, she used scrambled picture about narrative text then the students asked to put the picture orderly and asked them to told the picture based on their understanding. For the example of the use of video, for Teacher 2 also used a video animation in the chapter of narrative text in incorporating higher order thinking skills in the students Exercises books. The teacher showed the video animation about narrative text only the animation without the story, and then the students asked to retell the story based on their understanding. Teacher 2 also used a videos motivation to the students and asked the students to make inferring of the videos talked about. In giving the students pictures and videos can drill the students' logical thinking , sometimes the picture not only just to drill their logical thinking , but also used to provoke the students' opinion about the pictures and the videos. From those ways in incorporate Higher Order Thinking Skill was effective to the students because it can drill the students' critical thinking. In this case, the teacher

asked the students to elaborate their idea to tell the story based on their word and it may produce a variety of the students' answer for this questions. The use of pictures and videos also the easiest way to develop the students critical thinking because it can provoke the students' imagination.

Teacher 1) T1

"So, usually I prefer to use some pictures and videos , here I asked the students to think logically about the pictures. For example, I gave the students a picture about animal in the chapter of fable. I spread some picture randomly to the students, and then they had to tell the story on the picture based on their understanding in order. Usually I also used this ways in another chapter during teaching and learning process. I also ever change the text in the form of picture, then I asked the students to tell the story based on the picture use their own way.and about videos, usually I used a video animation in explanation text and procedure text. For example I use a video animation of how to make something, without any text on the video. Then I asked them to retell ho to make it using their own word".

(Teacher 2) T2

"I gave my students a pictures and videos to tell and make a connection for those picture and video. For example I gave my students a picture which is talk about narrative text and I asked to my students to make a connection from those picture until produce a story about narrative text"

"I also used those pictures and videos to make an inferring of those picture and videos and then asked to them to deliver their opinion about those picture"

b. Giving a Problem Based on Contextual Issues

As stated on Table 4.1, the other ways in incorporating higher order thinking skills used a Contextual Issues. For the example from The Teacher 1

used a Contextual Issues to provoke the Students' higher order thinking skills. The teacher 1 said, ***"sometimes I made a text which is consist of some problem and asked the students to give their own solution of the problem"***. In this kind of questions, the teacher 1 gave the example of question which provokes the students' Higher Order Thinking Skills in using "News Item". The teachers read the news item to the students and then the students have to perceive it based on their perception. The teacher 1 took example of news item about happening issues which is talking about bullying in a school area which could impact to the students' mental health. From this topic, the Teacher 1 asked to the students to find the solution of this kind of case which always happened in the school area. The teachers also asked about how to prevent bullying which is always happen in school. In giving the students this kind of questions, it is really good to train the students' higher order thinking skills. In this case, the students asked to describe their own problem solving through the problem which given by the teacher. It is really give a good impact for the students if the teacher give this kind of question, the students may upgrade their ability in thinking. In using the happening issues which happen also one of the creative ways to make the students interested with the topic which used in teaching and learning process.

For Teacher 2, the way how the teacher used contextual issues in their selected exercises book was giving the students some situation of some issues which happen right now. The teacher 2 said ***"I also give a problem which is happening right now to be solved"***. In this case, the teacher asked to the students to present their perception through the issues which given by the teacher. Teacher 2 gave the example which used is students' violence happen in school (MOS), then the teacher asked to the students to perceive it and also how the way to prevent this kind of case using their own mind and own words to drill the students higher order

thinking skills. In giving the students a problem about some issues which is happening right now can work maximally to drill the students' higher order thinking skills. It can help the students to train critical thinking because in giving the students this kind of activity, the students will try to solve the problem based on their own way. So, every students will have their own way to solve the problem which given by the teachers. This kind of questions can enhance the students critical thinking because it asked the students to describe their problem solving trough the problem which given by the teacher. This way is good enough to the student because this way is really good to provoke the students critical thinking.

(Teacher 1) T1

"sometimes I also made a text which is consist of some problem and asked the students to give their own solution of the problem. For example I read a news item text to the students about happening issues which is talking about bullying in a school area. From this topic, the teachers asked to the students to find the solution of this problem based on their own perspective"

(Teacher 2) T2

"when I gave the students some problem, their higher order thinking skill worked maximally to solve the problem and there was various answer to solve those problem"

"I also give a problem which is happening right now to be solved . I ever give my students an issues about violence in Masa Orientasi Siswa (MOS) which always happen in school. I asked to every students to give their problem solving of this kind of problem"

c. Giving the students "Incomplete Text"

As stated earlier on Table 4.1, the last ways in incorporating HOTS (*Higher Order Thinking Skills*) in selected English exercise books used "Incomplete text". In this way, the researcher found only from

Teacher 1. The teacher encourage the students to guess and gave their opinion though the text that the students read. Teacher 1 said that ***“sometimes, I invite the students to give their opinion about what is the next case of the text.”***. In this kind of questions, the teacher gave the example of the text in Narrative text. “Incomplete text” means unfinished text, the teacher gave narrative text only two paragraph in the part of orientation, complication, and there were not a paragraph of resolution and reorientation. So, the students may guess and modify the appropriate resolution and reorientation based on their opinion using their own word. In making a connection or correlation between one paragraph to the others is one of the high level of thinking because the students asked to think what probably the next case which happen in the text and it is really good to train the students higher order thinking skill. Not only about that, she also ever stated the orientation and resolution of the text, after that the students asked to made the part of complication in the story based on their opinion to drill their higher order thinking skills.

Another example from Teacher 1 ever used Recount text. Teacher 1 said, ***“I also ever used recount text to train the students to deliver the students’ opinion”***. Teacher 1 gave the students a paragraph of orientation in recount text for example about robbing in the market, then The students asked to make the next story in the part of event and re orientation of the story using their own word to train their imagination and opinion. From this kind question, the students may try to train their ability to think critically. This kind of questions is a part of high level of thinking because the students asked to correlate the event which stated in the text with the probably event which happen to the next.

(Teacher 1) T1

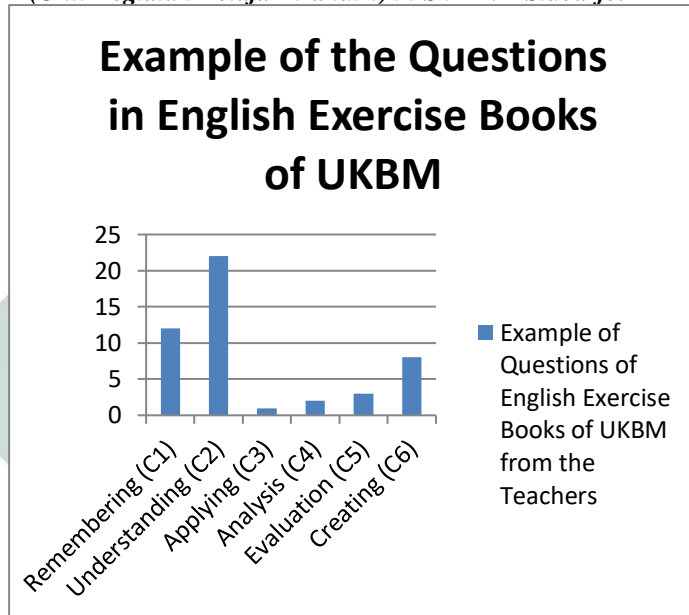
“sometimes, I also invite the students to give their opinion about what is the next case of the text or what the closing of this text if the opening and the climax was something like this and the students will have different answer for it. For example I ever give my students incomplete text about narrative text which only consist of orientation, and I asked them to give their opinion about what probably the next case of this story., not only about that, I also give the students the orientation, resolution then asked them to make the complication. Another example, I also ever give my students in recount text. In this text I also only give my students the opening of the story and the ending, then they have to give their opinion about what probably the suitable climax of the text”.

2. **The Level of HOTS (Higher Order Thinking Skill) of the Teachers’ Selected English Exercises Book.**

In this section, the researcher presents the level of Bloom taxonomy of English Exercises Books of UKBM selected by the teacher. The researcher analyzed the English exercise books of UKBM and the result of the data analysis indicated that the questions in English exercises books of UKBM covered all level of Bloom Taxonomy; **Remembering (C1), Understanding (C2), Applying (C3), Analysis (C4), Evaluation (C5) , and Creating (C6)** which means that, the teachers already selected English exercise books of UKBM which consist of *Higher Order Thinking Skill* (HOTS) questions as stated in UKBM guideline. However the common level of bloom taxonomy was used by the teachers when designing English exercises were in the level of **Remembering (C1) and Understanding (C2)**. It proved from 48 items in English exercise book, 35 of them were in the level of Remembering and Understanding, it means the questions that teachers made firstly focus on how the students could remember and understand the

questions. In order to make it clear , the researcher present the result of data analysis using diagram (See **Figure 4.1**).

Figure 4.1. Example of the Questions in English Exercise Books of UKBM
(Unit Kegiatan Belajar Mandiri) in SMAN 2 Sidoarjo.



The detail information of the Example of the Questions in teachers' designed English exercises book of UKBM for each level would be present on table 4.2, 4.3 4.4, 4.5, 4.6 and 4.7. The data found as follows:

a. Remembering (C1)

As shows before in Figure of 4.1, the researcher found that there were 12 questions in teachers' designed English exercises book of UKBM which in the level of Remembering (C1). There were some example of the questions in the level of Remembering

which found by the researcher presents in the table of 4.2 as follow :

Table 4.2. Example of the questions in the level of Remembering (C1)

Level of Bloom Taxonomy	Example from T1	Example from T2
Remembering		<ol style="list-style-type: none"> 1. What is over wight ? <p>Multiple choices questions :</p> <ol style="list-style-type: none"> 2. What is the intention of the writers in writing the text ? 3. Because the internet has some negative impact ... (P1). The underline can be replace by <p>The following statement is TRUE according to the text , except....</p> <ol style="list-style-type: none"> 4. What is invitation ? 5. What is the text about ? 6. Who is the host ? 7. What is the event ? 8. When and what time is the event ? 9. Where is the event ?

Based on the table 4.2, the researcher found some examples of the questions from the teachers' designed English exercises books of UKBM in the level of Remembering. The example of questions from the Teachers in this level were *"what is over weight? , what is invitation ?, what is the text about ?and what is the event?"*. From those examples of the questions, the students asked to answer the questions which explicitly stated in the text. Those questions were in the level of remembering which only asked the students to recall the answers which explicitly stated on the text. The next example of questions were the questions of invitation card such as *"who is the host ?, when and what time is the event ? , where is the event ?"* from those examples of questions were clearly

categorize in lower order thinking skills questions because the questions asked the students to recall the information that they have gotten from the text before. Another example were “*What does the advertisement offer ? ,Based on the text, what will a shopper who brings this flyer?*”. Those were also the example of the questions which only recall the students’ memories about the advertisement about.

b. Understanding (C2)

As stated earlier on Figure of 4.1, the Researcher found that there were 22 questions teachers’ designed English exercise books which in the level of Understanding (C2). There were some example of the questions which in the level of Understanding was found by the researcher presents in the table 4.3 as follow :

Table 4.3. Example of the questions in the level Understanding (C2)

Level Of Bloom Taxonomy	Example from T1	Example from T2
Understanding	<ol style="list-style-type: none"> 1. Read the scrambled text carefully then rearrange correctly! 2. Why did Malin Kundang and his mother have to live hard ? 3. What made Malin Kundang sad and angry ? 4. What happened many years after MalinKundang join the sail ? 5. Arrange the jumbled paragraph into a good text! 	<ol style="list-style-type: none"> 1. What’s the writer opinion about being too fat ? 2. What arguments does the writer present to support his idea ? 3. What does the conclusion does the writer say ? <p>Please look at the picture and answer the questions below !</p> <ol style="list-style-type: none"> 1. What special note for the event ? 2. Please find the structure of each invitation card based on your understanding!

Based on table 4.3 , there were some examples of the questions in the level of Understanding (C2) from the Teachers in their designed exercises books of UKBM. In this level, there were many questions asked to the students to understand about the text, then answer the questions based on the text. For the next example, the teacher gave the students a text about “Malin Kundang”, the researcher took the example of some questions related with the text of Malin Kundang such as; ***“Why did Malin Kundang and his mother have to live hard ?, What happened many years after Malin Kundang join the sail?”*** and the example from the Teacher 2 also gave a text of argumentative text about “Being too fat” and give some questions related with the text such as; ***“What arguments does the writer present to support his idea ?, What does the conclusion does the writer say? , What is the writes’ opinion about being fat?”***. Those kinds of question has same characteristic that those example of the questions from Teacher 1 and Teacher 2 asked to the students to deliver their understanding of the text of Malin Kundang and Being too Fat and the answer of the questions has stated implicitly on the text. The other example of questions from the Teachers was ***about arranging a jumble word into a good paragraph***. In their designed exercises book, the teachers gave the students a jumbled text about Malin Kundang then the students asked to arrange the text into a good paragraph. From this kind a questions, the students should understand the content in every paragraph until they can arranged it orderly to be a good paragraph.

Another example was ***“What made Malin Kundang sad and angry ?”***. This kind of questions has implicit answer about t what made Malin Kundang sad and angry. The students just answer it using the same word which stated on the text of Malin Kundang. The reason why Malin kundang sad is already stated on the text The other questions from Teachers about argumentative text of being too fat such as ***“What does the conclusion does the writer say?”***, ***“What is the writer’ opinion about being too fat ?”***, this kind of questions also has implicit answer on the text. So, the students

may answer the questions based on their understanding based on the text. There will be some possibility that the students will answer the questions used same word which stated on the text or the students who has a good motivated in elaborating the answer, maybe they will answer the questions based on their understanding using their own word. In common, the questions was created by the teachers still not really train the students higher order thinking skills because the answer of the questions still implicitly stated on the text.

c. **Applying (C3)**

As stated earlier on figure of 4.1, the researcher found that there was 1 questions in the level of Applying (C3). The detail example of the questions in the level of Applying found by the researcher present in the table 4.4 as follow.

Table 4.4. Example of the questions in the level of Applying (C3)

Level Of Bloom Taxonomy	Example of the questions from the Teachers
Applying	1. Mr. Greg want to applies an advertisement of his restaurant, please demonstrate the advertivement for Mrgreg'srestaurant !

Based on the table 4.4, the researcher found one example of question which in the level of Applying, in the level of applying the students asked to apply what the students thinks in their brain. From the example above, the students asked to apply the advertisement to promote the restaurant to make the restaurant get much benefit for the owner. From the questions above, it asked the student to apply the advertisement based on their own way. It probably produce many kind on way to apply the advertisement to promote the restaurant to get a lot of benefit from their own advertisement. In using this kind of

questions may drill the students critical thinking because for each students will have their own way to apply it.

d. Analysis (C4)

As stated earlier on figure of 4.1, the researcher found that there were 2 questions in teachers' designed English exercises books of UKBM which in the level of Analysis (C4). The detail examples of the questions in the level of Analysis which is found by the researcher presents in the table 4.5 as follow:

Table 4.5. Example of the questions in the level Analysis (C4)

Level Of Bloom Taxonomy	Example from T1	Example from T2
Analysis	1. Please analyze the characteristics of the actors in the dialogue!	2. To connect between one argument with another arguments, what does the writer use ?

Based on the table 4.5, the researcher found one example of questions from each teacher in this level. The level of analysis asked to the students to analyze the information of the text and figure out how those information relating each other. For the details, as the example From the Teachers, ***“please analyze the characteristics of the actors in the dialogue !”***, it asked to the students to analyze the information of the characteristics of the actors in the dialogue based on their understanding. The students here will analyze how is the characteristic of the actors and it will have different answer for each students in answering this kind of questions because every students will have their own analysis. The next example was ,***“to connect between***

one argument with another arguments , what does the writer use ?”, from the example here, the students asked to analyze what kind of sentence which used to connect one argument to the other argument. So, in this level the students may drill their ability in doing analysis of the information which given by the teacher.

e. Evaluation(C5)

Based on figure of 4.1, the researcher found there were 3 question in teachers’ designed English exercises books of UKBM which in the level of Evaluation (C5). The detail example of the questions in the level of Logic and Reasoning which found by the researcher presents in the table 4.6.

Table 4.6 .Example of the questions in the level Evaluation (C5)

Level Of Bloom Taxonomy	Example from T1	Example from T2
Evaluation	<ol style="list-style-type: none"> 1. In your opinion, Was the story a tragic one ?why ? 2. Please explain why Malin Kundang did not want to know her mom again? 	<ol style="list-style-type: none"> 1. In your opinion, what happened to Raden Baterang in the end ? 2. Based on the video, in your opinion what happened actually on June 10, 1945?

Based on the table 4.6, there were 3example of questions attending in the level of Evaluation (C5) from Teachers. In this level, the students asked to give their own judgment though the questions and it would be have different answer about the jugment for every student. For the example of questions was “*in your opinion, was the*

story a tragic one ?why ?”. From the example, the Teacher 1 gave the students a text and the students asked to give their judgment about of the story and the put reason weather the story was the tragic one or not, if yes, why it could be tragic and if no, why it could not be tragic at all. This kind of questions may drill the students higher order thinking skills to give the answer with the reason why they answer it. So, the answer will have a base reason. The next example was ***“In your opinion, what happened to Raden Baterang in the end?”***. From the example above, the students asked to gave their personal assumption or judgment what would be the end of the story of Raden Baterang and it would had different assumption for every students in the class. the students may play their imagination and their critical thinking to made the resolution of the text. In designing this kind of questions may drill the students to think critically in personal what would be happened in the end f the story of Raden Baterang. The next example such as ***“Based on the video, in your opinion what happened actually on June 10, 1945?”***. From the question, the teacher asked the students to elaborate their judgment of situation of incident which happen on June 10, 1945. From this question, the teacher have made the questions which train the students critical thinking because it can produce the different assumption for each students.

f. Creating (C6)

As stated earlier on figure of 4.1, there were 8 questions in teachers’ designed English exercises of UKBM in the level of Creativity (C6). There were some examples of the questions in the level of Creativity which found by the researcher will presents in the table 4.7.

Table 4.7. Example of the questions in the level Creating (C6)

Level Of Bloom Taxonomy	Example from T1	Example from T2
Creating	1. Now, in your own	1. Pick a topic

	words, try to create a MalinKundang story of your version by using pictures as guidance!	around the school, please develop your analytical exposition text by your own..
	2. Elaborate the story based on three video given with your own word. Choose one of them.	2. Make your own invitation letter. Decorate it as beautiful as possible. You can use computer or manual!
	3. Please make your own sentences form three words in a box and do it by yourself !	3. Describe how to use a photoshop use their own word based on your understanding!
	4. Tell your own unforgettable experience using regular and irregular verbs with your own words!	4. Please make your own advertisement text and present it in front of the class.

Based on the table 4.7, it was the high level which asked to the students to do a problem solving and recognize the existing thing to make something new. In the level of creation indicated as a higher order thinking skills level in bloom taxonomy (C6). The example of the questions from the Teachers asked the students to produce something new based on their own word, such as ***“please make your own sentences from three words in a box, and do it by yourself!”***, from the example of the question, Teachers asked the students to make their own sentences use their own word. The students asked to make some sentences from the word which given to build their creativity and inspiration. The next example from Teachers were ***“Now, in your own words, try to create Malin Kundang Story of your version by using pictures as guidance!”***, ***“Elaborate the story based on three video given with your own word. Choose one of them”***. From those kind example of question, there was a sentence of ***“do it by yourself”***. It was indicated that this kind of questions hopefully could did by the

students individually. Most of those example of questions asked the students to play their creativity to modify their answers to be their own production. The next example of questions was ***“tell your own unforgettable experience using regular and irregular verb with your own words”***. From this questions also asked to the students to drill their creativity in creating the story of their experience using their own word. From this kind of questions, surely produce different story from every students. So, there will be more variety of students answer from this kind of questions.

The next example of questions from the teachers was ***“Pick a topic around the school, please develop your analytical exposition text by your own”***, it asked to the students to play and drill their creativity in creating the analytical exposition text using their own word. It was the higher level of questions which asked to the students to produce something new from their own creativity.

3. Discussion

This section discusses the main finding of the study and linked it with the relevant theories about Higher Order Thinking Skills. The structure of the discussion follows the two research question of this study.

1. Incorporating Higher Order Thinking Skills in English Exercises

As discusses in previous section that the main finding about how teachers incorporating higher order thinking skills use three different ways namely using visual material, giving a problem based on contextual issues and giving the students “incomplete text”. From those three ways, the majority of the teachers mention that they used visual material like pictures and videos to incorporate students critical thinking in students English exercises book of UKBM. It may happen because in using Pictures and Videos are the easiest way to build the students’ creativity in designing Exercises book which contain higher order thinking skill question. It is similar with the result of Undergraduate thesis from Aqmarina Zata Hanina entitled *“Technique Used by the Teeacher to Develop HOTS in*

Teaching Reading to the 7th Grade Students at SMPN 1 Surakarta 2017/2018” which stated that the students more active in using pictures and videos⁵⁰. When the students use pictures and videos, the students can explore the information from the pictures in detail based on their understanding and using their own sentence. There are some theories which stated in the previous chapter of theoretical framework related with the result of this study about ways in incorporating Higher Order Thinking skills in students’ exercises book. Based on Susan M Brookhart, stated that some principles in developing students higher thinking skills which used to build the students critical thinking is using visual material as a teaching material⁵¹. It is similar with the result of this study which teachers also use a visual material such as pictures and videos to build the students’ critical thinking. The other ways which used to incorporate higher order thinking skill is giving “incomplete text”. In using incomplete text, the teachers use any kind of text in their designed English exercises books based on the standard competency of curriculum 2013 which asked the students to guess and give their opinion to complete the text based on their opinion using their own word to build the students critical thinking. This kind way is relevant with the theory from Susan M Brookhart which stated that in developing higher order thinking skills questions using Introductory text to build the students’ critical thinking⁵² which means that there are only the introduction of the text and the students asked to make the next story of the text. The last ways which found in this research is finding the solution by giving a problem based on contextual issues. In using this ways, the teachers give the students any problem about some issues which happen right now. It may use because in giving the students any kinds of happening problem in their daily life, they may think critically to solve the problem because it talks

⁵⁰ Aqmarina Zata Hanina. *“Techniques Used by the Teacher to Develop HOTS in Teaching Reading to the 7th grade Students at SMPN 1 Suarakarta 2017/2018”*. 2018, 06

⁵¹ Susan M. Brookhart., *“How to Assess Higher-Order Thinking Skills in Your Classroom”*. Alexandria, VA: ASCD.2010, 32

⁵² Ibid, 33

the problem around them. It also seems run effectively to the students to build the students critical thinking and may produce any kinds of solution to solve those problem for each students. This result is similar with some characteristics of creating HOTS exercise books from I WayanWidana⁵³ which use contextual issues in developing exercises book which means takes the problem from the real situation on everyday life such as global issues. Another ways to incorporate students' higher order thinking skills also comes from Aqmarina Zata Hanina's Undergraduate thesis entitled "*Technique Used by the Teeacher to Develop HOTS in Teaching Reading to the 7th Grade Students at SMPN 1 Surakarta 2017/2018*" uses Think-Pair Share. The students were asked to make a group consist of three students, then they will do a small discussion to do think pair and share about some issues related with the material.

Based on guideline of UKBM (*Unit Kegiatan Belajar Mandiri*) stated that the content of UKBM (*Unit Kegiatan Belajar Mandiri*) should give the students motivation to build their *Higher Order Thinking Skills* (HOTS) and build teaching and learning process which is students as a center (students active)⁵⁴. The results of this study has stated that the teacher has created English exercises books of UKBM using three different ways in incorporating the HOTS questions which can give the students a motivation to build their Higher Order Thinking Skills. It means that the teachers have implemented the rules of UKBM's guideline which talked about the characteristics of the good content of UKBM.

2. Level of HOTS (Higher Order Thinking Skills) in English Exercise Books of UKBM (*Unit Kegiatan Belajar Mandiri*).

The English exercise book of UKBM is selected by the teacher. Based on the result of the research, the researcher found that the two teachers covered all the component of bloom

⁵³I WayanWidaya. "*Higher Order Thinking Assessment*". IKIP PGRI Bali, Denpasar. Journal of Indonesian Student Assessment and Evaluation (JISAE). 2017,35

⁵⁴Kemendikbud (Kementrian Pendidikan dan Budaya), *Panduan Pengembangan Unit Kegiatan Belajar Mandiri (UKBM)*. 2017, 03

taxonomy in Remembering (C1) , Understanding (C2), Applying (C3), Analysis(C4), Evaluation (C5), Creating (C6) in teachers' selected English exercises book of UKBM. However the common level of bloom taxonomy in teachers' selection in English exercises book of UKBM still in the level of Remembering (C1) and Understanding (C2). It is already fulfill the rules of UKBM which stated in UKBM guideline that the teacher already made the English exercises book which consist of *Higher Order Thinking Skill* (HOTS) questions in the level of analysis, evaluation and creative. Based on UKBM guideline, the characteristics of UKBM should consist of the life skill 21st century which usually called as 4C (critical thinking, creativity, collaboration, communication and Higher Order Thinking Skills (HOTS). It is also should apply the HOTS level in the grade of analysis , evaluation and creative⁵⁵. Based on the concept of curriculum of 2013 stated that in curriculum 2013 should produce productive students, innovative students and affective students⁵⁶ and the result of this study the teacher also can produce productive and innovative students during teaching and learning process using English exercises book of UKBM which is designed by the teachers. Based on the result of this study, the teacher made English exercises books still focus on the questions in the level of Remembering and Understanding which drill the students' ability in recalling and understanding the material. It proved that there were 48 questions and 34 of them indicated as Low Order Thinking skill questions.

This case may happen because in developing students' higher order thinking skill can't directly arranging the questions in the level of (C4-C5) which asked to the students to do analyzing, evaluating and creating. Based on Dyers, J.H et al stated that the students' creativity can reach from observing, questioning, experimenting, associating, and networking.⁵⁷ So, the teacher may try to start the question from the low level

⁵⁵Ibid, 35

⁵⁶Paparan Wamendik (Wakil Mentri Pendidikan). *Konsep dan Implementasi Kurikulum 2013*. 2014, 35

⁵⁷ Jeff Dyers et al, *The Innovator's DNA "Mastering the five skills of disruptive innovators"*, 17

which is in the level of remembering seems with the level of observing before the teacher create the HOTS questions. In creating higher order thinking question is not easy for all the teachers. This is similar with the thesis by Siti under title "*Teachers' perception on the integration of HOTS in language teaching*"⁵⁸ which is stated that she evaluate the teacher perception reveal that the teachers believe they did not enough train in integrating HOTS in their lessons, so that's why there are some teacher who able to create or design Higher Order Thinking Skill question to drill the students critical thinking.

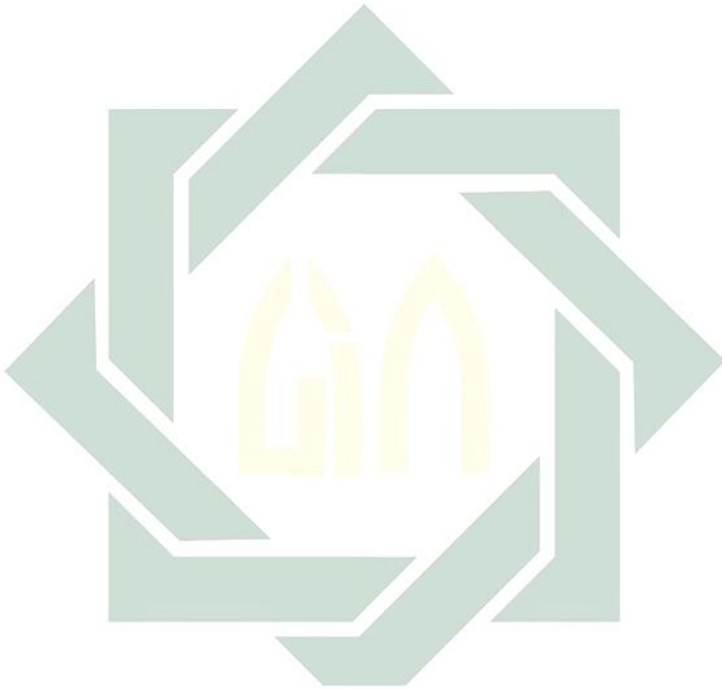
Based on the result of document analysis stated that the common questions found in the level of Remembering which means that the students mostly asked to recalling the material such as produce the definitions , recite the material or asked the students about who, where, when based on the text and it was really has explicit answer on the text. Moreover, there will no challenging activity during in teaching and learning process. Silbernmen stated that teaching and learning activities will run effectively and efficiently if there are many tasks that challenge students using the brain to think hard⁵⁹. Therefore, the teacher may give the students challenging questions which make the teaching and learning process will run effectively to develop the students higher order thinking skills.

In conclusion, from the discussion in how the teacher incorporate higher order thinking skill and the level of HOTS teachers' selecting English exercise book of UKBM meet the criteria HOTS level of UKBM guideline, the researcher found that teachers can incorporate the Higher Order Thinking Skill used three different ways – namely using a visual material, finding the solution by giving a problem from contextual issues , guessing and giving opinion through the story to train the students critical thinking. In general, the teacher may covered all the component of bloom taxonomy from C1-C6 in their designed English exercises books of UKBM use those three ways to put higher order thinking skill questions but the

⁵⁸Siti Nadia, *Teachers' Perception On The Integration Of HOTS in Language Teaching*. Faculty of Education University of Malaysia. 2015, 56

⁵⁹L, Silberman. Melvin. *Active Learning: 101 Learning Methods Active Students*. Bandung. 2006, 25

common level which found in the teachers designed English exercises books of UKBM is still in the level of C1 and C2 namely remembering and understanding.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this study in Higher Order Thinking Skills (HOTS) in teachers' selecting English exercises book. This chapter also presents the suggestions of this study for English Teachers of SMAN 2 Sidoarjo and future researcher.

A. Conclusion

Based on the research findings presented in the previous chapter, there are several points that can be concluded as following descriptions.

1. The teachers have three ways incorporating Higher Order Thinking Skill(HOTS) question in selected English Exercise books of UKBM namely using visual materials, giving a problem based on contextual issues, giving "Incomplete Text".
 - a. Visual Materials.

In using visual materials, the teachers use videos and pictures as a ways to drill the students higher order thinking skills. The teacher use some pictures and videos and ask the students to correlate those pictures and videos use their own word.
 - b. Giving a Problem based on Contextual Issues.

In this way, the teachers use some contextual issues as a material to drill the students higher order thinking skill. The teachers give the students a problem based on the contextual issues which happening right now then asked the students to solve the problem based on the issues.
 - c. Giving "Incomplete Text".

In this part, the teacher use asome text or any kind of text as a material to drill the students'higher order thinking skills. The teachers give the students incomplete text which only consist of the

opening and the climax of the text and there weren't the ending of the text then the teachers asked the students to guess the resolution or the ending of the text.

2. The teachers selected English exercises book of UKBM covered all level in bloom taxonomy from (C1-C6). They are in Remembering, Understanding, Applying, Analysis, Evaluation and Creating. It means that the teachers already designed English exercises books of UKBM which already consist of HOTS (Higher Order Thinking Skill) questions as stated in UKBM guideline. However, the most common level which are designed by the teachers are in the level of (C1 and C2). They are in Remembering and Understanding. It proved that there were 48 questions and 34 of them indicated in the level of Low Order Thinking Skills (LOTS). It means that there were 14 questions indicated in HOTS questions (**See Appendix 3**).

B. Suggestion

Based on the conclusion of the study, several suggestion are given to English teacher in selecting English exercise books and Future Researcher in doing future research.

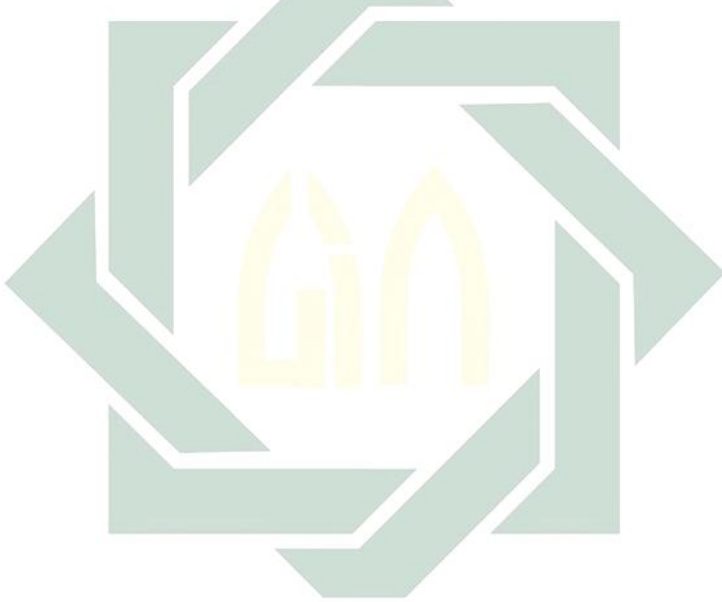
1. Teachers of SMAN 2 Sidoarjo

The researcher offers the suggestion to the teacher to follow some seminar about developing students Exercise books which is consist of HOTS questions in order to help the teacher to train their ability in selecting Higher Order Thinking Skill (HOTS) question and for another suggestion, the teacher also can try to find another source of educational training to help the teacher in selecting students Exercise books which can build the students critical thinking.

2. Future Researchers

For the future researcher can develop this study because this study present about how the teacher incorporate higher order thinking skill and the level of

HOTS (Higher Order Thinking Skills) which is consist in the teacher selected exercise books. In this research, present the result that the level of the questions that selected by the teachers commonly is in Low Order Thinking Skill (LOTS), so for the future researcher may investigate in how the teacher improve their ability in selecting exercise book which is consist of HOTS (Higher Order Thinking Skills) questions to build students' critical thinking.



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