## HIGH ORDER THINKING SKILLS THROUGH QUESTIONS IN ENGLISH MODULE AT SMK NEGERI 5 SURABAYA

## THESIS

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



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#### ABSTRACT

- Machfudhoh, Elis. (2020). "High Order Thinking Skills Through Questions in English Module Of at SMK Negeri 5 Surabaya". A Thesis English Department, Faculty of Education and Teacher Training. UIN Sunan Ampel Surabaya. Advisors: Dra. Arbaiyah YS, MA and Moh. Syaifuddin, ph. D.
- Keywords: High Order Thinking Skills (HOTS), Instructions and Questions in English Module

In improving the 2013 curriculum, there is a development issue of education at the international level which makes various improvements in the content standards and assessment standards. The 2013 curriculum gradually adapts assessment standards international models that step by step expected to upgrade students high order thinking skills. The English module as additional teaching material consists of LOTS, MOTS, and HOTS instructions and questions in each chapter where can help the teacher to assess student's English ability. This study attempts to analyze English learning activity in English module of 11<sup>th</sup> grade at SMKN 5 Surabaya, what are the type of learning activity related to four skills used in English module of 11th grade at SMKN 5 Surabaya which instructions and questions in English module learning activity facilitate HOTS for 11th grade students at SMKN 5 Surabaya. This research uses a qualitative design and descriptive research to reveal learning activity in English module related to four skills that instructions and questions learning activity facilitate HOTS for 11th grade students at SMKN 5 Surabaya. Data were collected through document analysis from the English module of 11th grade at SMKN 5 Surabaya. The study found that English module of 11th grade at SMKN 5 Surabaya have more than one English skill in their instructions and questions at learning activity, then instructions and questions at learning activity in HOTS level still add LOTS and MOTS.

#### ABSTRAK

Machfudhoh, Elis. (2020). "High Order Thinking Skills Through Questions in English Module Of at SMK Negeri 5 Surabaya". Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah Dan Keguruan. Uin Sunan Ampel Surabaya. Pembimbing: Dra. Arbaiyah YS, MA and Moh. Syaifuddin, ph. D.

Key words: Kemampuan berpikir tingkat tinggi (HOTS), Intruksi-intruksi danSoal-soal dalam modul bahasa inggris

Dalam perbaikan kurikulum 2013, ada masalah pembangunan pendidikan di tingkat internasional yang membuat beberapa perbaikan standar konten dan standar penilaian.kurikulum 2013 secara bertahap mengadaptasi model standar penilaian internasional yang diharapkan dapat meningkatkan kemampuan berpikir tingkat tinggi siswa-siswa. Modul bahasa inggris sebagai tambahan alat mengajar terdiri dari soalsoal LOTS, MOTS, HOTS disetiap bab bisa membantu guru untuk menilai kemampuan siswa. Penelitian ini berupaya untuk menganalisis aktivitas belajar di Inggris modul kelas 11 SMKN 5 Surabaya, apa tipe activitas belajar yang berhubungan dengan empat kemampuan bahasa Inggris vang digunakan dalam Inggris modul kelas 11 SMKN 5 Surabaya yang mana intruksi-intruksi dan soal-soal di aktivitas pembelajaran Inggris modul memfasilitasi HOTS untuk siswa kelas 11 SMKN 5 Surabaya. Penelitian ini menggunakan desain kualitatif dan deskriptif untuk mengungkapkan aktivitas belajar di Inggris modul berhubungan dengan empat kemampuan bahasa Inggrisyang mana intruksi-intruksi dan soal-soal aktivitas belajar memfasilitasi HOTS untuk siswa kelas 11 SMKN 5 Surabaya. Data dikumpulkan melalui dokumen analysis dari Inggris modul kelas 11 SMKN 5 Surabaya. Penelitian ini menemukan bahwa Inggris modul kelas 11 SMKN 5 Surabaya mempunyai lebih dari satu kemampuan bahasa inggris di intruksi-intruksi dan soal-soal aktivitas belajar, lalu intruksi-intruksi dan soal-soal di aktivitas belajar dari level HOTS masih menambahkan level LOTS dan level MOTS.

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## LIST OF ABBREVIATION

| 1. | HOTS | : HIGH ORDER THINKING SKILL   |
|----|------|-------------------------------|
| 2. | MOTS | : MIDDLE-ORDER THINKING SKILL |
| 3. | LOTS | : LOWER ORDER THINKING SKILL  |

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## CHAPTER I INTRODUCTION

This chapter initially provides the background of the study, research question and objectives of the study. Then, the significance of the study, scope and limitation, definition of the key term.

### A. BACKGROUND OF STUDY

English module is a media which use to help students to master English competencies that aredemanded by the curriculum. Based on the improving the 2013 curriculum, there is a development issue of education at the international level that makes various improvements in the content standards and assessment standards.<sup>1</sup>Then, the 2013 curriculum gradually adapts assessment standard international models that step by step are expected to upgrade students high order thinking skills.<sup>2</sup>Therefore, The assessment of learning outcomes can help students increase their high order thinking skills because high order thinking skills can push students to think extensively and deeply about the subject matter. According to Schulz & Fitzpatrick, higher-order thinking skills (HOTS) is the incorporation of reasoning, judgment, and critical thinking that can solve the problem/task.<sup>3</sup>

In supporting the development of 2013 curiculum, English module of 11<sup>th</sup> grade at SMKN 5 Surabayaare preparing and supplying students skill to increase their critical thinking skills. And then, Students use English module that is made by English teachers SMKN 5 Surabaya. There are many learning activity in English module in form of instructions and questions from chapter one until chapter five. In each chapter learning activity consist of learning activity I (LOTS), learning activity II (MOTS), and learning activity III (HOTS).

<sup>&</sup>lt;sup>1</sup>Direktorat Pembinaan Sekolah Menengah Atas, *Modul Penyusunan Higher Order Thinking Skils (HOTS)*.Direktorat Jenderal Pendidikan Dasar Dan Menengah, Kementrian Pendidikan Dan Kebudayaan.2017 <sup>2</sup>ibid

<sup>&</sup>lt;sup>3</sup>Sydoruk,Paige D.An Analysis of the Higher Order Thinking Requirements of a Grade 8 Online-Based English Language Arts Skills Program. 2018.

The concern of this study is learning activityIII higher-order thinking skills (HOTS) instructions and questions in the English module of 11th grade at SMKN 5 Surabayathatappropriate with the provisions or not. In accordance with the 13 curriculum, high order thinking skills (HOTS) are mandated by the 2013 curriculum that emphasizes students to think critically in identifying, understanding, solving the problem, and apply learning materials.<sup>4</sup>The characteristic of HOTS questions based the explanation in the HOTS creation module by the ministry of education 2017, stated that HOTS questions should have measure high order thinking skills, based on the contextual problem, use various form questions, and cognitive level.<sup>5</sup>Anderson and Krarthwohl classified HOTS into two, that are knowledge dimension and cognitive process dimensions. And then, in the taxonomy table, knowledge dimension classified into factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge while cognitive process dimensions classified into remembering, understand, apply, analyze, evaluate, and create.<sup>6</sup>To be able to know to what extent HOTS questions to assess the quality of questions to train HOTS students, the questions need attention about the cognitive level above.

Many researchers have conducted studies on HOTS questions but in different fields of knowledge. A similar study was conducted by Syamsul Arif in Medan State University. He investigated HOTS on teacher's questions in the final examination of Bahasa dan Sastra Indonesia at public high school SMA Negeri 7 Medan which focuses on final exam questions of odd semester class X and XI SMA Negeri 7 Medan 2017/2018 and consist of 25 questions. This study concluded by analyzing HOTS teacher's questions in the final examination data that the questions have not entirely put HOTS,

 <sup>&</sup>lt;sup>4</sup>Nawai, Sulton. et.al. *Pelatihan Pembuatan Modul Ajar Berbasis Kurikulum 2013 Untuk Meningkatan Kemampuan Berpikir Kritis*. 2017
 <sup>5</sup>Direktorat Pembinaan Sekolah Menengah Atas, *Modul Penyusunan Higher Order Thinking Skils (HOTS)*. Direktorat Jenderal Pendidikan Dasar Dan Menengah, Kementrian Pendidikan Dan Kebudayaan. 2017.
 <sup>6</sup>Anderson, L.W. and Krathwohl, D.R. *A Taxonomy for Learning Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives (Abridged Edition)*. New York: Longman. 2001.

including the cognitive process create.<sup>7</sup> Another similar study was conducted by Tomy and Debiga in Universitas Sebelas Maret Surakarta that investigating high order thinking skills (HOTS) questions in English national examination in Indonesia. They examine one package of each English national examination from 2013-2018 and analyze 210 multiple-choice questions. In this study, they found out that there is the insufficient amount of HOTS questions which answer research question through quantitative approach and analyzed quantitatively through content analysis based on the aspect of HOTS in Bloom's Taxonomy.<sup>8</sup>

Not only in the examination questions HOTS questions found, in this study was conducted by Nur Pratiwi from Syarif Hidayatullah State Islamic University Jakarta. She analyzes reading exercise in Pathway to English Textbook for the eleventh grade of senior high school students. This study aims to get empirical evidence of the distribution of HOTS based on Bloom's Taxonomy in the revised edition which focuses on the essay question of reading exercises. The similarity from this research is focus analyze HOTS and the differences from this research is only focus in reading exercise. She collected the data qualitatively and use a content analysis method to analyze.<sup>9</sup>Another research is from Charanjit Kaur Swaran Singh and friends from Malaysia, they develop HOTS module for weak ESL learners which have aimed at developing and validating a HOTS module for teaching writing to weak ESL learners. They use a qualitative research paradigm using document analysis, interview, observation and, validation form, then it was conducted two phases. The first phase was completed need analysis and the second phase

<sup>7</sup>Arif, Syamsul. High Order Thinking Skills (HOTS) Analysis on Teacher's Questions in the Final Examination of Bahasa dan Sastra Indonesia at Public High School SMA Negeri 7 Medan. Medan State University.
 <sup>8</sup>Putra, K. T., Abdullah, F. D. High Order Thinking Skills (HOTS) Questions in English National Examination in Indonesia. Jurnal Bahasa Lingua Scientia, vol.11, No. 1, Juni. Universitas Sebelas Maret Surakarta. 2019.
 <sup>9</sup>Nur Pratiwi, High 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. Jakarta: Syarif Hidayatullah State Islamic University. 2014.

teachers were observed ten times to investigate the effectiveness using HOTS module. $^{10}$ 

Those previous studies conducted to investigate and to analyze a different sources of questions. In case to make this study different from those previous study, this study state that the different focus of this study is on analyzetype of learning activity related to four skills of HOTS level and learning activity facilitate HOTS through instructions and questions for 11<sup>th</sup> grade students at SMKN 5 Surabaya. It caused this module use as teaching English equipment to support English teaching-learning activity for students and teachers which has been developed in accordance with the latest curriculum of SMK revises (K13 revise edition). It may lead the teachers who made English module to be more sufficient to make good HOTS questions to support student's ability to increase HOTS students.

Futhermore, SMKN 5 Surabaya have a vision. The vision reads that makes SMKN 5 Surabaya as a superior school in the field of technology, having the entrepreneurial insight to produce intelligent people, creative, noble morals, able to compete in regional and global, and also care on the environment. So that, in the presence of this vision help to support students and teachers have critical thinking ability through HOTS in learning activity in English module. Beside that, This study focuses on learning activity HOTS instructions and questions in the English module. Collected data of this study is from document analysis using theory from Bloom's Taxonomy revise edition. Furthermore, this research can be used by teachers or students to know good learning activity HOTS instructions and questions appropriate with the goals of the K13 Curriculum.

## **B. RESEARCH QUESTIONS**

Based on the background of the study above, the question is formulated as follow:

 What is the type of learning activity related to four skills of HOTS level used in English module 11<sup>th</sup> grade at SMKN 5 Surabaya?

<sup>&</sup>lt;sup>10</sup>Singh, S. K. C. et.al. *Developing a High Order Thinking Skills Module for Weak ESL Learners*. English Language Teaching: Vol.11, No. 7. Canadian of Science and Education 2018.

2. To what extent do English module learning activity facilitate HOTS for11<sup>th</sup> grade students at SMKN 5 Surabaya?

## 3. OBJECTIVES OF THE STUDY

This research is aimed at:

- To know the type of learning activity related to four skills of HOTS level used in English module 11<sup>th</sup> grade at SMKN 5 Surabaya.
- To analyzeEnglish module learning activity facilitate HOTS for 11<sup>th</sup> grade students at SMKN 5 Surabaya.

#### 4. SIGNIFICANCE OF THE STUDY

The result of this study is expected to have a significant impact on some areas, such as English teachers, future researchers, and readers.

a. English teacher

English teachersmay awared that HOTS learning activity are important for students thinking ability. This study hopefully can give contribution and reference to the English teacher who wantsto make good HOTS learning activity that can be established appropriately.

#### b. Future researcher

The result of this study is expected to be a reference and give beneficial for future researchers about HOTS questions.

c. Readers

The researcher hopes that this study can give the reader information about HOTS learning activity clearly.

## 5. SCOPE AND LIMITATION OF THE STUDY

The scope of the study was focus on what are the type of learning activity retaled to four skills of HOTS level and do English module learning activity facilitate HOTS for 11<sup>th</sup> grade students at SMKN 5 Surabaya as well as discussion. HOTS instructions and questions in learning activity was compile from English module 11<sup>th</sup> grade students at SMKN 5 Surabaya. And then, the discussion HOTS instructions and questions was investigate by Bloom's Taxonomy revised edition. This scope was applied to answer the research question by document analysis.

The limitation of the study only focus in learning activity HOTS instructions and questions in the English module of 11<sup>th</sup>grade SMKN

5 Surabaya. So, the learning activity instructions and questions that are not classified into HOTS are excluded in this research.

## 6. DEFINITION 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. High Order Thinking Skill (HOTS)

According to Schulz & FitzPatrick Higher order thinking are skills that includeincorporation of reasoning, judgment, and critical thinking to solve a problem or taskgoverns many teaching practices in classrooms.<sup>11</sup> In this research,HOTS is a tool or instrument to pull the students to think widely and deeply about the material lesson. In addition, HOTS in this research is several questions that exist in the English Module of 11<sup>th</sup> grade at SMKN 5 Surabaya.

2. English Module

The Module is a book written with the aim that students can learn independently without or with the guidance of the teacher. Learning using module allows students who have highspeed learning will more quickly complete one or more KD, compered with other students. Therefore, the module must describe the KD that will be achieved by students, presented using good language, interesting, equipped with illustrations.<sup>12</sup> In this research, the English module is an English textbook that aims for teaching English equipment to support English Teaching Learning Activity for students and also teachers, especially in SMKN 5 Surabaya.

3. Four Skills

Study any language is easy and difficult. Language serve purpose of communication, the four necessities in language commanly known as four skills that are reading, writing, speaking, and listening. Those skills play vital role in

<sup>&</sup>lt;sup>11</sup>Sydoruk,Paige D.An Analysis Of The Higher Order Thinking Requirements Of A Grade 8 Online-Based English Language Arts Skills Program. Seton Hall University. 2018

<sup>&</sup>lt;sup>12</sup>Departemen Pendidikan Naisonal, *Panduan Pengembangan Bahan Ajar*. Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah, Direktorat Pembinaan sekolah Menengah Atas. 2008.

language learning activity. In reality, each language process enhances students ability to use the others. Listening to other people use language enhances students ability to speak. Reading helps students develop skills for communicating through writing. Then, through reading students have incidental contact with the rules of grammar. Reading also enables students to develop a sense for the structure of the language and grammar and increase their vocabulary. Writing helps in developing phonic knowledge and enhances reading fluency, because students always associate written language with oral language they have mastered.<sup>13</sup> In this research, four skills is learning activity in form of instructions and questions of reading, speaking, listening, writing in English module of SMKN 5 Surabaya.

4. Learning activity

The core unit of instructional design is known as learning activity.

Learning activity also vary widely, from the delivery of knowledge to the development of students skill.<sup>14</sup> To assess students learning activity through English module there are instructions and questions as tool to assess learning activity in English module. In this research instructions and questions is form of learning activity in English module.



<sup>&</sup>lt;sup>13</sup>Kurniasih, Eka. *Teaching The Four Language Skills in Primary EFL Classroom: Some Consideration.* Journal of English Teaching, Vol 1, Number 1, February 2011.

<sup>&</sup>lt;sup>14</sup>Wasserman, Jack. et.al. *Overview Of Learning Activities*. Faculty Development Series.

## CHAPTER II REVIEW OF RELATED LITERATURE

This chapter has two subparts. The first subpart is the theoeitical framework and the second subpart is the previous study. Both parts discuss the literature in which this research refers to answer the research problems.

#### A. THEORETICAL FRAMEWORK

1. High Order Thinking Skills (HOTS)

Higher-order thinking skills or critical thinking skill means that students being able to think. According to Brookhart, higher-order thinking skills are at the top end of Bloom's cognitive taxonomy.<sup>15</sup> Behind any of the cognitive taxonomies in the goal of teaching is equipping students to be able to do transfers and also able to relate their learning to other elements beyond those they were taught to associate with it.<sup>16</sup>Brookhart categories the definition of HOTS into three categories: HOTS in terms of the transfer, HOTS in terms of critical thinking, and HOTS in terms of problem-solving.<sup>17</sup>

In the HOTS, there are measurements used to measure HOTS and it is not only about the recall, restate, recites. AssessingHOTS in the class can give several advantages for students. Brookhart stated that assessing HOTS increases student's achievement and student's motivations.<sup>18</sup>To inspire teachers to arrange HOTS questions in the unit level of education, those are several characteristics of HOTS question:

- 1. Measure high order thinking skills; it means that HOTS include the ability to problem-solving, critical thinking, creative thinking, reasoning, and decision making.
- 2. Based on contextual problems; it means that HOTS questions arean assessment based on the real situation in daily life. The Contextual problem dealing with world societies relate to the

<sup>18</sup>ibid

<sup>&</sup>lt;sup>15</sup> Brookhart, S. M. *How to Assess High-Order Thinking Skills in Your Classroom*. Alexandria: ASCD. 2010.

<sup>&</sup>lt;sup>16</sup>ibid

<sup>17</sup>ibid

living environment, health, earth, space, and utilization science.

- 3. Use various form questions; it means various form questions in test equipment that purpose can give detail and comprehensive information about capabilities test participants. Those are various form questions which can use to write HOTS skill questions, multiple-choice, complex choice (yes/no, or true/false), short fill or complete, brief or short answer, description.
- 4. Cognitive level; puspendik has classification cognitive level become three cognitive levels. Those are knowledge and comprehension as level one, application as level two, and reasoning as level three. Level one and level two not include of HOTS, but level three is HOTS because reasoning level includes thinking process of analyzing (C4), evaluating (C5), creating (C6). <sup>19</sup>

Bloom's taxonomy classifies cognitive performance into six major such as knowledge, comprehension, application, analysis, synthesis, and evaluation. Then, Anderson and Krathwohl revised taxonomy into remember, understand, apply, analyze, evaluate, and create.<sup>20</sup>However, in the bloom's taxonomy high order thinking skillsmeasure the abilities from (analyzing C4), (evaluating C5), (creating C6).<sup>21</sup>Based on Bloom's Taxonomy revised were illustrated the basic keywords which often appear within questions.

Table 2.1 Basic Key Words of Bloom's Taxonomy Action

| Verbs                 |                             |                    |       |  |  |  |
|-----------------------|-----------------------------|--------------------|-------|--|--|--|
|                       | Bloom Taxonomy Action Verbs |                    |       |  |  |  |
| Number<br>of<br>Level | Name                        | Bloom's definition | Verbs |  |  |  |

 <sup>&</sup>lt;sup>19</sup>Direktorat Pembinaan Sekolah Menengah Atas, *Modul Penyusunan Higher Order Thinking Skils (HOTS)*.Direktorat Jenderal Pendidikan Dasar Dan Menengah, Kementrian Pendidikan Dan Kebudayaan. 2017.
 <sup>20</sup>Brookhart, S. M. (2010). How to Assess High-Order Thinking Skills in Your Classroom. Alexandria: ASCD
 <sup>21</sup>ibid

| Citi    |            |                 |     |            |
|---------|------------|-----------------|-----|------------|
| Cogniti |            |                 |     |            |
| ve      | <b>D</b> 1 | <b>F</b> 1 11 1 | - 1 | C1         |
| C1      | Rememb     | Exhibit         | 1.  | Choose     |
|         | er         | memory of       | 2.  | Define     |
|         |            | previously      | 3.  | Find       |
|         |            | learned         | 4.  | How        |
|         |            | material by     | 5.  | Label      |
|         |            | recalling       | 6.  | List       |
|         |            | facts, terms,   | 7.  | Match      |
|         |            | basic           | 8.  | Name       |
|         |            | concepts,       |     | Omit       |
|         |            | and answers.    | 10. | Recall     |
|         |            |                 | 11. | Relate     |
|         |            |                 | 12. | Select     |
|         |            |                 | 13. | Show       |
|         | 1.4        |                 | 14. | Spell      |
|         |            |                 | 15. | Tell       |
|         |            |                 | 16. | What       |
|         |            |                 | 17. | When       |
|         |            |                 | 18. | Where      |
|         |            |                 | 19. | Which      |
|         |            |                 | 20. | Who        |
|         |            |                 | 21. | Why        |
| C2      | Understa   | Demonstrate     | 1.  | Classify   |
|         | nd         | understandin    | 2.  | Compare    |
|         |            | g of facts      | 3.  | Demonstr   |
|         |            | and ideas by    |     | ate        |
|         |            | organizing,     | 4.  | Explain    |
|         |            | comparing,      | 5.  | Extend     |
|         |            | translating,    | 6.  | Illustrate |
|         |            | interpreting,   | 7.  | Outline    |
|         |            | giving          | 8.  | Relate     |
|         |            | descriptions,   | 9.  | Rephrase   |
|         |            | and stating     | 10. |            |
|         |            | main ideas.     | 11. | Summariz   |
|         |            |                 |     | e          |
|         |            |                 | 12. | Translate  |
| C3      | Apply      | Solve           | 1.  | Apply      |
|         | 11.2       | problems to     | 2.  | Build      |
|         |            | *               | t   |            |

|   |    |   |         | new           | 3.  | Choose     |
|---|----|---|---------|---------------|-----|------------|
|   |    |   |         | situations by | 4.  | Construct  |
|   |    |   |         | applying      | 5.  | Develop    |
|   |    |   |         | acquired      | 6.  | Experime   |
|   |    |   |         | knowledge,    |     | nt With    |
|   |    |   |         | facts,        | 7.  | Identify   |
|   |    |   |         | techniques    | 8.  | Interview  |
|   |    |   |         | and, rules in | 9.  | Make       |
|   |    |   |         | different     | 10. | Use Of     |
|   |    |   |         | way.          | 11. | Model      |
|   |    |   |         | -             | 12. | Organize   |
|   |    | / |         |               |     | Plan       |
|   |    |   |         |               | 14. | Select     |
|   |    |   |         |               | 15. | Solve      |
|   |    |   |         |               | 16. | Utilize    |
| ĺ | C4 | 1 | Analyze | Examine and   | 1.  | Analyze    |
|   |    |   |         | break         | 2.  | Assume     |
|   |    |   |         | information   | 3.  | Categoriz  |
|   |    |   |         | into parts by |     | e          |
|   |    |   |         | identifying   | 4.  | Classify   |
|   |    |   |         | motives or    | 5.  | Compare    |
|   |    |   |         | causes.       | 6.  | Conclude   |
|   |    |   |         | Make          | 7.  | Contrast   |
|   |    |   |         | inferences    | 8.  | Discover   |
|   |    |   |         | and find      | 9.  | Dissect    |
|   |    |   |         | evidence to   | 10. | Distinguis |
|   |    |   |         | support       |     | h          |
|   |    |   |         | generalizatio | 11. | Divide     |
|   |    |   |         | ns.           |     |            |
|   |    |   |         |               |     | Examine    |
|   |    |   |         |               | -   | Function   |
|   |    |   |         |               |     | Inference  |
|   |    |   |         |               |     | Inspect    |
|   |    |   |         |               |     | List       |
|   |    |   |         |               |     | Motive     |
|   |    |   |         |               | 18. | Relations  |
|   |    |   |         |               |     | hips       |
|   |    |   |         |               |     | Simplify   |
|   |    |   |         |               | 20. | Survey     |

|   |    |          |              | 0.1                                   | <b>T</b> 1 <b>D</b> 4 |
|---|----|----------|--------------|---------------------------------------|-----------------------|
|   |    |          |              | 21.                                   | Take Part             |
|   |    |          |              |                                       | In                    |
|   |    |          |              |                                       | Test For              |
|   |    |          |              |                                       | Theme                 |
| C | 25 | Evaluate | Present and  | 1.                                    | Agree                 |
|   |    |          | defend       | 2.                                    | Appraise              |
|   |    |          | opinions by  | 3.                                    | Assess                |
|   |    | ~~~~     | making       | 4.                                    | Award                 |
|   |    |          | judgments    | 5.                                    | Choose                |
|   |    |          | about        | 6.                                    | Compare               |
|   |    |          | information, | 7.                                    | Conclude              |
|   |    |          | the validity | 8.                                    | Criteria              |
|   |    |          | of ideas, or | 9.                                    |                       |
|   |    |          | quality of   | 10.                                   | Decide                |
|   |    |          | work based   | 11.                                   | Deduct                |
|   |    |          | on a set of  |                                       | Defend                |
|   |    |          | criteria.    | 13.                                   | Determin              |
|   |    |          |              |                                       | e                     |
|   |    |          |              |                                       | Disprove              |
|   |    |          |              |                                       | Estimate              |
|   |    |          |              | · · · · · · · · · · · · · · · · · · · | Evaluate              |
|   |    |          |              | 17.                                   | Explain               |
|   |    |          |              | 18.                                   | Importanc             |
|   |    |          |              |                                       | e                     |
|   |    |          |              |                                       | Influence             |
|   |    |          |              |                                       | Interpret             |
|   |    |          |              |                                       | Judge                 |
|   |    |          |              |                                       | Justify               |
|   |    |          |              | -0.                                   | Mark                  |
|   |    |          |              |                                       | Measure               |
|   |    |          |              |                                       | Opinion               |
|   |    |          |              |                                       | Perceive              |
|   |    |          |              |                                       | Prioritize            |
|   |    |          |              |                                       | Prove                 |
|   |    |          |              |                                       | Rate                  |
|   |    |          |              | 30.                                   | Recomme               |
|   |    |          |              |                                       | nd                    |
|   |    |          |              |                                       | Rule On               |
|   |    |          |              | 32.                                   | Select                |

| ſ |    |        |               |     | ~         |
|---|----|--------|---------------|-----|-----------|
|   |    |        |               | 33. |           |
|   |    |        |               | -   | Value     |
|   | C6 | Create | Compile       | 1.  | Adapt     |
|   |    |        | information   | 2.  | Build     |
|   |    |        | together in a | 3.  | Change    |
|   |    |        | different     | 4.  | Choose    |
|   |    |        | way by        | 5.  | Combine   |
|   |    |        | combining     | 6.  | Compile   |
|   |    |        | elements in a | 7.  | Compose   |
|   |    |        | new pattern   | 8.  | Construct |
|   |    |        | or proposing  | 9.  | Create    |
|   |    |        | alternative   | 10. | Delete    |
|   |    |        | solutions.    | 11. | Design    |
|   |    |        |               | 12. | Develop   |
|   |    |        |               | 13. | Discuss   |
|   |    | 1.4    |               | 14. | Elaborate |
|   |    |        |               |     | Estimate  |
|   |    |        |               | 16. | Formulate |
|   |    |        |               | 17. | .Happen   |
|   |    |        |               | 18. | Imagine   |
|   |    |        |               | 19. | Improve   |
|   |    |        |               | 20. | Invent    |
|   |    |        |               | 21. | MakeUp    |
|   |    |        |               | 22. | Maximize  |
|   |    |        |               | 23. | Minimize  |
|   |    |        |               | 24. | Modify    |
|   |    |        |               | 25. | Original  |
|   |    |        |               | -   | Plan      |
|   |    |        |               |     | Predict   |
|   |    |        |               |     | Propose   |
|   |    |        |               | 29. | Solution  |
|   |    |        |               |     | Solve     |
|   |    |        |               | 31. | 11        |
|   |    |        |               | 32. |           |
|   |    |        |               | 33. | Theory    |

## 2. Module

The Module is one of several instructional materials in the form of printed that use to help teachers implement the

teaching and learning process.<sup>22</sup>The Module itself is a book written with the aim that students can learn independently without or with the guidance of the teacher. Learning using module allows students who have high-speed learning will more quickly complete one or more KD, compered with other students. Therefore, the module must describe the KD that will be achieved by students, presented using good language, interesting, equipped with illustrations.<sup>23</sup> Module in some schools, especially in SMKN 5 Surabaya, it's used as primary media/sources for teaching and learning activity. The module itself according to Richards is included in categorized as commercial books that contain some potential negative effect as cover inauthentic language, distortcontent, not reflect students' needs, deskill teachers, and expenditures.<sup>24</sup>Process of writing module based on Depenas 2008, there are several steps<sup>25</sup>, those are:

- 1. Analyzing SK and KD. It is the process to analyze to decide materials that need the instructional lesson.
- 2. Deciding the title of the module. It is the process that the title of the module decided based on KD or material lesson which exists in the syllabus.
- 3. Giving module code. It is the process of giving module code it's important to manage module.
- 4. Processing of writing module. there are six steps to write a module, as follow:
  - a. Formulation KD which should master.

<sup>&</sup>lt;sup>22</sup>Departemen Pendidikan Naisonal.*Panduan Pengembangan Bahan Ajar*.Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah, Direktorat Pembinaan sekolah Menengah Atas. 2008.

<sup>&</sup>lt;sup>23</sup>Departemen Pendidikan Naisonal.*Panduan Pengembangan Bahan Ajar*. Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah, Direktorat Pembinaan sekolah Menengah Atas. 2008.

<sup>&</sup>lt;sup>24</sup> Aryani, Dwi. *Content Analysis On English Module* "Bahasa Inggris. Journal of English Language and Education Vol 2. No. 1, June 2016.

<sup>&</sup>lt;sup>25</sup>Departemen Pendidikan Naisonal, , *Panduan Pengembangan Bahan Ajar*.Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah, Direktorat Pembinaan sekolah Menengah Atas. 2008.

Formulating KD in the module is specification of quality that should students have after succeed to finish this module. Meanwhile, if students didn't succeed to have action that formulating in the KD, So KD in the module should formulating again because perhaps the module is failed not the students who is failed.

#### b. Decide assessment/evaluation tools

Criterion items is several questions or test that used to know the students success level in master a KD in form of action because learning approach that used is competencies, where the system evaluation based on master competencies. So, the evaluation tool which appropriate is used criterion referenced assessment. Evaluation can arrange soon after decided KD that will reach before arrange material and worksheet that should do by students in order evaluation which did by students really appropriate with students.

#### Arranging materials

C.

Materials or module content is very suspended to KD that will reach. Module materials will be very good if use up to date references which have relevance from many source such as book, internet, magazine, journal. The task assignments should written clearly to reduce questions from students about students can't do.

To write a HOTS question, question writer are required to be able to decide behavior which will measure and formulate materials that will be basic questions/stimulus in specific context which appropriate which expected behavior. Therefore, in writing HOTS questions, required to master teaching materials, skill to write questions, and the creativityof the teacher in choosing stimulus questions according to situations and conditions of around area of education unit. This is the explanation steps to arrange HOTS questions.  $^{\rm 26}$ 

- a) Analysis of KD which can make HOTS questions, first step teachers choose KD which can use HOTS model questions. To choose KD not only look KKO in KD, because KKO in KD only a first demand that must be enriched with substances.
- b) Arrange grids questions, writing grids HOTS questions aims to help teachers to write a HOTS questions. In general that grids is needed to guide teacher to choose KD that can made HOTS question, to choose subject matter related to KD that will be tested, to formulate indikator questions, and to decide cognitive level.
- Choose stimulus which interesting and c) stimulus contextual. that used should interesting, it means to push students to read stimulus. The interesting stimulus generally new, never read by students. While, contextual stimulus means that stimulus which appropriate whith daily real life, interesting and push to students read.
- d) Write a questions appropriate with grids questions, the grids questions written with writing conventions HOTS questions, rather different with general conventions questions. The differences in the material aspect, whereas in the contruction aspect and relatif language are same. In every questions written to question card, appropriate with format attached.

<sup>&</sup>lt;sup>26</sup>Direktorat Pembinaan Sekolah Menengah Atas.*Modul Penyusunan Higher Order Thinking Skils (HOTS)*. Direktorat Jenderal Pendidikan Dasar Dan Menengah, Kementrian Pendidikan Dan Kebudayaan. 2017.

e) Make a scoring guide (rubric) or answer key, every HOTS questions that written should completed with scor guidelines and answer key. Scor guidelines made to form a description questions. For answe key made to form multiple choice questions, choices complex double (true/false, yes/no) and short stuffing.

## d. Sequence of learning

Sequence of learning can give in the module usage instructions. For the example made instructions for teachers that will do that materials and made isntructions for students.

e. Structure of module

Module structure can be varied, depends on materials character which will be presented. In general module should have tittle, learning instructions (for teachers/students), supporting information, exercises, task instructions in form of worksheet, and evaluation/assessment.

5. Four Skills

Study any language is easy and difficult. Language serve purpose of communication, the four necessities in language commanly known as four skills that are reading, writing, speaking, and listening. Those skills play vital role in language learning activity. In reality, each language process enhances students ability to use the others. Listening to other people use language enhances students ability to speak. Reading helps students develop skills for communicating through writing. Then, through reading students have incidental contact with the rules of grammar. Reading also enables students to develop a sense for the structure of the language and grammar and increase their vocabulary. Writing helps in developing phonic knowledge and enhances reading fluency, because students always associate written language with oral language they have mastered.<sup>27</sup>

- a) Listening skills, the principle objective of listening comprehension practice in the classroom is the students should learn to function successfully in real-life listening situations. It makes sense to examine first of all what real-life listening is, and what sort of things the listener needs to be able to do in order to comprehend satisfactorily in a variety of situations.
- b) Speaking skill, intuitively speaking the most important to people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested in learning to speak.
- c) Reading skill, reading in the own language is very different from reading in a foreign language, because the mother tongue has different ways of reading depending on what is being read and why. Then, to use students' background knowledge of certain topic could help predict the content of a text and also to understand it easily because students already know how different texts are structured.
- d) Writing skill, writing is an important ability, it is necessary to build a writing habit in a students. Doing this, students will recognize writing as a normal part of classroom practice and they come to writing assignments with much enthusiasm.<sup>28</sup>

## **B. PREVIOUS STUDY**

Many researchers have conducted studies on HOTS questions but in different field of knowledge. The similar study was conducted

<sup>&</sup>lt;sup>27</sup>Kurniasih, Eka. *Teaching The Four Language Skills in Primary EFL Classroom: Some Consideration.* Journal of English Teaching, Vol 1, Number 1, February 2011.

<sup>&</sup>lt;sup>28</sup>Ur, Penny. (1996) A Course in Language Teaching, Practice and Theory. Cambridge University Press. Cambridge, UK.

by Syamsul Arif at Medan State University. He investigated HOTS on teacher's questions in the final examination of Bahasa dan Sastra Indonesia at public high school SMA Negeri 7 Medan which focuses on final exam questions of odd semester class X and XI SMA Negeri 7 Medan 2017/2018 and consist of 25 questions. This study concluded by analyzing HOTS teacher's questions in the final examination data that the questions have not entirely put HOTS, including the cognitive process create.<sup>29</sup> Another similar study was conducted by Tomy and Debiga in Universitas Sebelas Maret Surakarta that investigating high order thinking skills (HOTS) questions in English national examination in Indonesia. They examine one package of each English national examination from 2013-2018 and analyze 210 multiple-choice questions. In this study, they found out that there is an insufficient amount of HOTS questions that answer the research question through the quantitative approach and analyzed quantitatively through content analysis based on the aspect of HOTS in Bloom's Taxonomy.<sup>30</sup>

Not only in the examination questions HOTS questions found, in this study was conducted by Nur Pratiwi from Syarif Hidayatullah State Islamic University Jakarta. She analyzes reading exercise in Pathway to English Textbook for the eleventh grade of senior high school students. The aim of this study is to get empirical evidence of the distribution of HOTS based on Bloom's Taxonomy in the revised edition which focuses on the essay question of reading exercises. She collected the data qualitatively and use a content analysis method to analyze.<sup>31</sup> Another research is from Charanjit Kaur Swaran Singh and friends from Malaysia, they develop HOTS

 <sup>&</sup>lt;sup>29</sup>Arif, Syamsul. High Order Thinking Skills (HOTS) Analysis on Teacher's Questions in the Final Examination of Bahasa dan Sastra Indonesia at Public High School SMA Negeri 7 Medan. Medan State University.
 <sup>30</sup>Putra, K. T. Et.al. High Order Thinking Skills (HOTS) Questions in English National Examination in Indonesia. Jurnal Bahasa Lingua Scientia, vol.11, No. 1, Juni. Universitas Sebelas Maret Surakarta. 2019.
 <sup>31</sup>Pratiwi, Nur. High 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. Syarif Hidayatullah State Islamic University Jakarta. 2014.

module for weak ESL learners which have aimed at developing and validating a HOTS module for teaching writing to weak ESL learners. They use a qualitative research paradigm using document analysis, interview, observation and, validation form, then it was conducted two phases. The first phase was completed need analysis and the second phase teachers were observed ten times to investigate the effectiveness using HOTS module.<sup>32</sup>

Then, other research from Shanaz Putri Belia from UIN Sunan Ampel Surabaya. The writer analyze HOTS in teachers' selection of exercise books. How teachers incoporates HOTS questions and what level of bloom taxonomy to selection English exercise became her aims. She used document analysis and interview to collect the data.<sup>33</sup> Next from Lucky Dwi Ratnasari from UIN Sunan Ampel Surabaya which analyze the incorporation of bloom taxonomy revision in the construction of final english test for eight graders. The aims of her study is to find out the level cognitive process dimension in bloom taxonomy that teacher used in contruction of final test. Her study use descriptive qualitative and to collect the data she used observation and interview.<sup>34</sup>

Those previous studies have conducted investigate and analyzethe different sources of questions. In case making this study different from those previous study, this study state that the different focus of this study is on analysislearning activity facilitate HOTS through instructions and questions in English module of 11<sup>th</sup> grade at SMKN 5 Surabaya. Then, the objects of this research are instructions and questions in English module 11<sup>th</sup> grade at SMKN 5 Surabaya. It caused this module use as teaching English equipment to support English teaching-learning activity for students and

<sup>&</sup>lt;sup>32</sup>Singh, S. K. C. Et.al. *Developing a High Order Thinking Skills Module for Weak ESL Learners.* English Language Teaching, Vol.11, No. 7. Canadian of Science and Education. 2018.

<sup>&</sup>lt;sup>33</sup>Putri,Shanaz. *High order Thinking Skills (HOTS) in Teachers' Selection of Exercise Books in SMAN 2 Sidoarjo*. A Thesis English Teacher Education Department. 2019.

<sup>&</sup>lt;sup>34</sup>Lucky,Dwi. The Incorporation of Bloom Taxonomy Revision in the Construction of Final English Test for Eight Graders in MTs YPM 1 Wonoayu. A Thesis English Teacher Department. 2019.

teachers which has been developed in accordance with the latest curriculum of SMK revises (K13 revise edition). It may lead the teachers who made the English module to be more sufficient to make good HOTS questions to support student's ability to increase HOTS students.



## CHAPTER III RESEARCH METHOD

This chapter present the research methodology in how the way to collect the data dealing with this research. The detailed information describes below.

#### A. APPROACH AND RESEARCH DESIGN

Theresearcher applied a qualitative method for this research. This research was designed to obtain the information and description concerning the English module type of learning activity related to four skill of HOTS level and learning activity faciliate HOTS in English Module at SMKN 5 Surabaya. therefore, the narrative approach was also use to pointing the findings, as the narrative research attemped, this type of research systematically appealed information from English module. So, this method was best chosen to appeal the type learning activity related to four skills of HOTS level and learning activity facilitate HOTS analyzed in this study. To find the data, document analysis were analyzed and described narratively in the point of this research.

#### **B. RESEARCH SUBJECT**

The research subject is learning activity in instructions and questions especially HOTS level in the English module of 11<sup>th</sup> grade at SMKN 5 Surabaya. There are fifteen learning activities in chapter I until V which consists of HOTS level. The reason to choose English module of 11<sup>th</sup> grade at SMKN 5 Surabaya because 11<sup>th</sup> grade students demanded to study in feild according to their respective majors.

#### C. DATA AND SOURCE OF DATA

The data needed in this study were learning activity in form of instructions and questions in English module. These data collected by analyzing documents was used to answer the research questions that were what are the English module type of learning activity related to four skills of HOTS level and learning activity faciliate HOTS in English module.

The source of data in this research were documents of English module. The data documents were the instructions and questions of HOTS level which could be analyzed from English module.

**D. DATA COLLECTION TECHNIQUE** 

The data of this research collected through document analysis. The researcher asked the document of the English module of 11<sup>th</sup> grade at SMKN 5 Surabaya. Then, the researcher analyzes the learning activity in form of instructions.questions in the English module to know cognitive level especially in HOTS.

#### E. DATA ANALYSIS TECHNIQUE

1. Collecting the data

In this step, the data of this research collected through document analysis in English module of 11<sup>th</sup> grade at SMKN 5 Surabaya where the researcher got this English module from SMKN 5 Surabaya.

2. Reading the data

After the data prepared, the researcher read all pages in English module to gain information as much as possible. While reading the all pages the researcher could give notes where focus on HOTS learning activity in English module.

3. Codifying the data

In this step, researcher coded learning activity in form of instructions/questions which focus on HOTS level included in characteristic of HOTS questions or not with see the table of basic key word of verb bloom taxonomy.

4. Presenting the result of analyze in column of table

The researcher writes the brief result of analyzing the data into table column. Futher, the researcher analyzed the level of instructions/questions by noticing the points of six level of cognitive.

5. Interpreting the finding and making the conclusion

The last step is intended to support the data with the theoritical framework of bloom taxonomy and interpret the findings that had been found before going to conclude the whole research.

#### F. RESEARCH INSTRUMENT

Research instruments are tools to obtain relevant information in research.<sup>35</sup>

The instrument used to collect the data in HOTS questions of the English module of 11<sup>th</sup> grade at SMKN 5 Surabaya through content analysis is record table and a sample of instructions and questions in

<sup>&</sup>lt;sup>35</sup>David Wilkinson and Peter Birmingham. Using Research Instruments a Guide For Researchers. Taylor & Francis e-Library. 2003.

the English module. Then, the table have the following features and columns. The instrument in form of table grouping learning activity based on bloom's taxonomy classified into four skills language, and will categories into Bloom's Taxonomy rate. The table instrument analysis attached in the appendix.

## G. DATA ANALYSIS

The documentation of analysis is used to answer research questions one and two. To answer those research questions, the researcher used the theory of Bloom's Taxonomy which mentions level cognitive LOTS, MOTS, and HOTS.



# CHAPTER IV RESEARCH FINDING AND DISCUSSION

This chapter discusses the research findings and discussion of the study about what are the type learning activity related to four language skills HOTS level used in the English module of 11<sup>th</sup> grade at SMKN 5 Surabaya and to what extent do English module learning activity facilitate HOTS for 11<sup>th</sup> grade students at SMKN 5 Surabaya. the data collected from document analysis. The organization of this study is arranged forresearch question of this study.

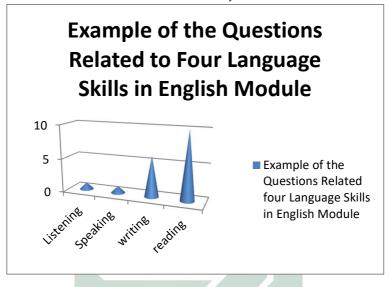
#### A. RESEARCH FINDING

As previously mentioned in chapter one. This study wants to know the type of learning activity related to four skills of HOTS level and do english module learning activity facilitate HOTS. To answer those questions, this research analyzing the data of eleven HOTS instructions or questions in the English module which related four skills. The findings of the research are dealing with HOTS instructions and questions related to four skills in the English module based on the theories explained in chapter two and related review literature. The following discussion reveals into HOTSlearning activity related to four skills researcher's analyzing. The table shows learning activity related to four skills and cognitive level based on Bloom Taxonomy, while below the table is the researcher's analysis.

## 1. LearningActivity Related to FourLanguage Skills in English Module of 11<sup>th</sup> Grade at SMKN 5 Surabaya

To find out type of learning activity related to fourlanguage skills in the English module, the researcher analyzedthe English module with reading all pages English module several times which consists of five chapters. The result indicated that learning activity in the English module consists of four language skills instructions and questions. It proven from 21 questions that focus on HOTS questions, 1 of them were in the listening skill, 4 of them were in the speaking skills, 6 of them were in the writing skills, and 10 of them were in reading skills. it means that in the English module gives stimulus students able to study English with gives four skills questions. In make it clear, the researcher presents the result of the analysis using a diagram (See Table 4.1).

Table 4.1 Example of the Questions Related to Four Language Skills in English Module in 11<sup>th</sup> Grade at SMKN 5 Surabaya



The detail information of the Example of learning activity related to fourlanguage skills which focus on HOTS instructions and questions present on the table as follows:

a. Chapter I, page 7-9

| Chapter                 | Learn                    | ing activity related to fourskills   |
|-------------------------|--------------------------|--|
|                         | Listening:               |  |
|                         | Speaking:                | (task 1 associating)<br>- conduct an opinion poll in your<br>class on the following topics given<br>below:   |
| Chapter I Page: 7-<br>9 | Wr <mark>iti</mark> ng : | (task 1 associating)<br>- now fill the information in the<br>table given below with the<br>favourite<br>one: |
|                         | Reading:                 |  |
|                         | Writing:                 | (task 2 communicating)   |
|                         |                          | - write and tell about the table above   |
|                         |                          | in your own sentences  |

# Table 4.2 Table Instrument Analysis Checklist English Module

Based on the table above, the researcher found someinstructions and questions related to four skills from the English module in 11<sup>th</sup> grade at SMKN 5 Surabaya from learning activity in chapter I page 7-9 which consists of speaking skills and writing skills.

1. The instruction from speaking skills is "conduct an opinion poll in your class on the following topics given below: a favorite song, favorite movie, favorite book,

favorite food, favorite actor/actress, favorite place". The instructions of this learning activitywere to ask the students to look for information around the class based on the topics, this activity the students will do a short interview with their friends that they choose to answer their questions. So, all students will exchange information with one another. The point information that students need to get is a favorite song, favorite favorite book, favorite food, movie. favorite actor/actress, a favorite place of their friends around the class. these learning activity using assessment of the speaking aspect because the students will be assessed for their speaking skills in delivering their questions based on the six-point information.

- 2. The instructionfrom writing skillsis "now fill the information in the table given below with the favorite one: name, song, movie, book, food, actor, place". The instructions of this learning activity are the students are asked to write and fill the information that they get after they do a short interview above. The students may choose their favorite one to fill information in the table which is provided in the module. The table containsthe name, song, movie, book, food, actor, and place. This learning activity using assessment of the writing aspect because the students write the information in the table.
- 3. The instruction from writing skills is *"write and tell about the table above in your own sentences"*. From this instruction, students asked to write and tellinformation that they get after do a short interview with their friends around the class. the students asked to use their own sentences to develop their information to be a story. The aspect assessment that uses this learning activity is writing skills because of the result of student's writing which assessed.

In this chapter for learning activity uses speaking and writing skills. So, the researcher not found learning activity related to listening and reading skills.

b. Chapter II, page 17-18

| Chapter                   | Learning activity related to four skills |   |  |  |  |  |  |
|---------------------------|--|---|--|--|--|--|--|
| Chapter II Page:<br>17-18 | Listening:                               | <ul> <li>(listening program)</li> <li>practice speaking on the telephone with these short telephone dialogues. Notice that</li> <li>certain phrases such as "I am" are</li> <li>replace with "This is" introducting your self in English</li> </ul> |  |  |  |  |  |
|                           | S <mark>pe</mark> aking:                 |   |  |  |  |  |  |
|                           | Reading:                                 |   |  |  |  |  |  |
|                           | Writing:                                 | (communicating)<br>-write dialog in your own<br>sentences   |  |  |  |  |  |

Table 4.3 Table Instrument Analysis Checklist English Module

Based on the table above, the researcher found some examples of instructions and questions related to four skills from the English module in 11<sup>th</sup> grade at SMKN 5 Surabaya from the learning activity in chapter II pages 17-18 which consist of listening skills and writing skills.

1. The instruction of listening skills is "practice speaking on the telephone with these short telephone dialogues. Notice that certain phrases such as "I am.." are replaced with "this is.." introducing your self in English. Calling someone on work:

Kenneth: hello. ..... Kenneth Beare. ..... to Ms. Sunshine, please?

Receptionist: ...... a moment, I'll check if she is in her office.

Kenneth: .....

Receptionist: (after a moment) yes, Ms. Sunshine is in. ..... through.

*Ms. Sunshine: Hello, this is Ms. Sunshine ...... help you?* 

Kenneth: hello, ........ Kenneth Beare and I am calling to enquire about the position advertised in Sunday's Times.

*Ms. Sunshine: Yes, ..... is still open. ..... your name and number, please?* 

Receptionist: certainly ,,,,, is Kenneth Beare...,

Leaving a message:

Fred: hello. ..... to Jack Parkins, please?

Receptionist: ..... please?

Fred: This is Fred Blinkingham. I'm ...... Jack's.

Fred: yes, can you ask him .....? my number is 345-8965

Receptionist: could you ...... that please? Fred: certainly, that's 345-8965.

Receptionist: ok, I'll ...... Mr. Parkins gets ........ Fred: thankyou, goodbye.

from two dialogue of blank space, the students asked to listen the full audio of those two dialogues three times. Then, students asked to complete blank space with appropriate word/sentence in the full dialogue whichthey listened to from audio. The aspect that will be assessed in this activity is the listening skill aspect because students use their listening skills to complete the blank space.

2. This instruction of writing skill is *"write dialogue in your own sentences"*. From the learning activity students asked to make a dialogue about telephone dialogue using their own sentences. The assessment aspect that will be assessed this learning activity is the writing skills aspect.

In this chapter for learning activity uses listening and writing skills. So, the researcher not found learning activity related to speaking and reading skills.

c. Chapter III, page 27-29

| Chapter                     | Learnin    | g activity related to four skills  |
|-----------------------------|------------|--|
|                             | Listening: |  |
|                             | Speaking:  |  |
|                             | Reading:   |  |
|                             | Writing:   | (associating)<br>-now create your own invitation                             |
| Chapter III Page: 27-<br>29 |            | (communicating)<br>-fulfill this puzzle with suitable<br>words               |
|                             |            | -make questions with the words<br>Above                                      |
|                             |            | -ask your question to your<br>friends<br>and write down the answer<br>bellow |

Table 4. 4 Table Instrument Analysis Checklist English Module

Based on the table above, the researcher found some example of instructions and questions related to four skills from English module in 11<sup>th</sup> grade at SMKN 5 Surabaya from the learning activity in chapter III page 27-29 which consist of writing skills.

1. The instruction of writing skills is "now create your own invitation". From this instructions, the students asked to create their invitation using their own

sentences after they look the example of informal invitation and also the format of invitation. The assessment of this learning activity is the writing skills aspect because students will be assessed their result of writing to create their own invitation.

- 2. This instruction of writing skills is to "fulfill this puzzle with suitable words". From this instructions, the students asked to fulfill the puzzle with suitable words. So, the students asked to look for words that are suitable for the column of a puzzle to fulfill the puzzle. The assessment of this learning activity is the writing skills aspect.
- 3. The instruction of writing skills is to "*make questions with the words above*". From this instruction, the students asked to make five questions from the words of the puzzle above. So, the students asked to choose and develop five words from the puzzleto become a question using their own sentences. This learning activity using the assessment writing skills aspect.
  - . The instruction of writing skills is *"asked your question to your friends and write down the answer bellow"*. The instruction of this learning activity, the students asked to ask their five questions that they have made and then the students should write all five answers from five questions. The assessment used in this learning activity is the writing skill aspect.

In this chapter for learning activity uses writing skills. So, the researcher not found learning activity related to listening, reading, and speaking skills.

### d. Chapter IV, page 34-39

Table 4. 5 Table Instrument Analysis Checklist English Module

| Chapter                   | Lea  | rning activity related to four skills  |
|---------------------------|--|--|
| Chapter IV<br>Page: 34-39 | Lea<br>Listening:<br>Speaking:<br>Reading: | Image: construct of the second construction |
|                           | Writing:                                   | -rearrange parts of the letter below<br>into good letter<br>(task 3 communicating)   |
|                           | in ming.                                   | (usit o communicating)   |

| -choose one of the topics below and<br>make the letter based on the topic you |
|---|
| choose  |

Based on the table above, the researcher found some examples of instructions and questions related to four skills from the English module in 11<sup>th</sup> grade at SMKN 5 Surabaya from this learning activityin chapter IV page 34-39 which consists of reading skills and writing skills.

- 1. The example of reading skills is about reading a personal letters, the instructions of this activity the students asked to read a personal letter from Rancho Lucas as a farmer in the Violet Hill Argentina. There are seven questions related to the reading text which students should answer and consist of implicit/explicit questions. The questions related to reading the personal letter as below:
  - 1. "who is the sender of the letter?"
  - 2. "who is the receiver wanted by the sender?"
  - 3. "from where was the letter sent?"
  - 4. "what was the letter written for?"
  - 5. "why stated your reasons clearly?"

6. "what will happen if the writer doesn't get what he need?"

7. "if you were the writer, what will you write in your letter?".

The assessment of this learning activity is using reading skills aspect because students will be assessed their reading skills to answer the seven questions above.

- 2. Next instruction is *"look at the phrsases and match them with the purpose of letter"* from these example, the students asked to match phrases and purpose in the table after reading the example of personal letter. The students should read carefully in order can match the phrases and the purposes of letter. This assessment that use in this activity is reading skills aspect.
- 3. Then next instruction is *"rearrange parts of the letter below into good letter."* These example students asked to read personal letter which is in randomly arrange.

After they read that personal letter which is in randamly arrange they should rearrange that sentences into good letter. This assessment using reading skills aspect.

4. This instruction "choose one of the topic below and make the letter based on the topic you choose". From these example there are four topic provided to choose and to make students personal letter with their own sentences. The point of the topics is write a letter to your friend telling about your trip to Raja Ampat, write a letter to your father about your study tour activity, write a letter to your cousin about your meeting with her exboyfriend, and write a letter to your favorite author about her last book. The students should choose one of four topics and write the letter based on their own sentences. The assessment aspect use is writing skills.

In this chapter for learning activity uses reading and writing skills. So, the researcher not found learning activity related to listening and speaking skills.

a.

#### Chapter V, page 46-47

Table 4.6 Table Instrument Analysis Checklist English Module

| Chapter                      | Learning   | activity related to four skills |
|------------------------------|------------|---------------------------------|
|                              | Listening: |                                 |
| Chantan V                    | Speaking:  |                                 |
| Chapter V<br>Page: 46-<br>47 | Reading:   |                                 |
| +/                           | Writing:   | (communicating)                 |
|                              |            | -tell your conclusion by        |
|                              |            | creating a procedure text       |
|                              |            | from the picture above.         |

Based on the table above, the researcher found some instructions and questions related four skills from English module in 11<sup>th</sup> grade at SMKN 5 Surabaya from learning activity in chapter V page 46-47 which consist writing skills.

The example of these writing skills is *"tell your conclusion by creating a procedure text from the picture"*. From these example the students asked to observe two picture about procedure text and after that students asked to tell all procedure based on the two picture which they have observed. The assessment use is writing skills aspect.

In this chapter for learning activity uses writing skills. So, the researcher not found learning activity related to listening, speaking, and reading skills.

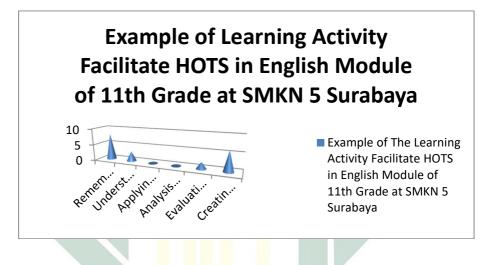
## 2.

## English ModuleLearning Activity Facilitate HOTSfor11<sup>th</sup>Grade Students at SMKN 5 Surabaya.

In this part, the researcher present instructions and questions facilitate HOTS level of Bloom taxonomy in English module of 11<sup>th</sup> grade at SMKN 5 Surabaya. This English module consist of three level learning activity that are LOTS, MOTS, HOTS learning activity in chapter one until chapter five. The researcher analyzed focus on HOTS learning activityin each chapter and the result of data analysis indicated that the HOTS instructions and questions in English module of 11th grade at SMKN 5 Surabaya coved all level of Taxonomy which Remembering Bloom are (C1), Understanding (C2), Applying (C3), Analysis (C4), Evaluation(C5), Creating (C6). Although, learning activityin English module have been classified into three level of LOTS, MOTS, and HOTS in each chapter. But, the learning activity which used in level of HOTS are indicated use level of LOTS and MOTS. Then, to make it clear the researcher present the result of data analysis using diagram. (See table 4.7)

 Table 4.7 Example of Learning Activity Facilitate HOTS in English

 Module of 11<sup>th</sup> Grade at SMKN 5 Surabaya



The detail information of learning activity faciliate HOTS in English module of 11<sup>th</sup> grade at SMKN 5 Surabaya for each chapter present on table and explanation. The data found as down below:

Table 4.8 Table Instrument Analysis Checklist English Module

a. Chapter I

Based on the table chapter I above the researcher found HOTS learning activity in thischapter consist of two instructions in the level of Remembering (C1) and in the level of Creating (C6).

1. "conduct an opinion poll in your class on the following topics given below: favorite song, favorite movie, favorite book, favotive food, favorite actor/actress, favorite place". This instructions included in the level of Remembering (C1) because based on the verb of Bloom Taxonomy this learning activity relate to recall, answer, tell. And then, the

| Chapt<br>er                   | Learning activity related to four skills   | Bloom Taxonomy           C         C         C         C         C           1         2         3         4         5         6 | Note  |
|-------------------------------|--|--|---|
| Chant                         | Listeni<br>ng:<br>Speaki (task f<br>ng: associating<br>)<br>- conduct ar<br>opinion pol<br>in your<br>class on the<br>following                                  |  | Relat<br>ed to<br>recall<br>,<br>answ<br>er,<br>and<br>tell |
| Chapt<br>er I<br>Page:<br>7-9 | topics giver<br>below:<br>favorite<br>song,<br>favorite<br>movie,<br>favorite<br>book,<br>favorite<br>food,<br>favorite<br>actor/actres<br>s, favorite<br>place. |  |   |

question which in level of Remembering (C1) as this

| Writi<br>g : | 'n | (task 1<br>associating)<br>- now fill<br>the<br>information<br>in the<br>table given<br>below with<br>the<br>favourite<br>one: Name,<br>favorite<br>song, | N |  |  |   | Relat<br>ed to<br>recall<br>facts<br>and<br>choos<br>e |
|--------------|----|---|---|--|--|---|--|
|              |    | favorite<br>movie,<br>favorite<br>book,<br>favorite<br>food,<br>favorite<br>actor/actres<br>s, favorite<br>place.   |   |  |  |   |  |
| Read<br>g:   | in |   |   |  |  |   |  |
| Writi<br>g:  | in | (task 2<br>communica<br>ting)<br>- write and<br>tell about<br>the table<br>above<br>in your own<br>sentences  |   |  |  | V | Relat<br>ed to<br>create<br>and<br>devel<br>op         |

instructionscalled as lower order thinking skills/LOTS. So, This question included as LOTS because the learning activity of this instructions the students asked to look for information by asking their friends around the class to get the answer about six topics which given such as favorite song, favorite movie, favorite book, favorite food, favorite actor/actress, favorite place. This learning activity students only need recalling the question, telling and answering their friend's question. Therefore, the students didn't need use their HOTS to do and to finish this learning activity.

- 2. "now fill the information in the table given below with the favorite one: name, song, movie, book, food, actor, place". This instruction included in the level of Remembering (C1) based on the verb of Bloom Taxonomy this learning activity relate to choose and to recall facts. The instruction which is in the level of Remembering (C1) as this learning activitycalled as lower order thinking skills/LOTS. It shows from the learning activity in this instruction that students asked to write the information that they get after asking their friends around the class with six topics above in the table.Which are consist ofname, song, movie, book, food, actor, place. To finish this activity students need their memory to recall what they get in the previous activity, so that the students didn't need use their HOTS to do and to finish this activity.
- 3. *"write and tell about the table above in your own sentences"*. This instruction included in the level of Create (C6) based on the verb of Bloom Taxonomy related to create and to develop. The learning activity which in the level of Create (C6) as this instruction called as high order thinking skills/HOTS. It shows from the activity of the question which students asked to develop the information in the table become a story that students should create with their own sentences by writing it. To finish this activity students need their creativity to develop and compile information in the table become good story using their own sentences, therefore this activity included in HOTS.
- b. Chapter II

| Chan                             | Loor  |  | Bloo | om T | axon | omy |   |              |                              |
|----------------------------------|---|--|------|------|------|-----|---|--------------|------------------------------|
| Chap<br>ter                      | Learning activity<br>related to four skills |  |      | C    | C    | C   | C | C            | Note                         |
| lei                              |   |  |      | 2    | 3    | 4   | 5 | 6            |                              |
| Chap<br>ter II<br>Page:<br>17-18 | Listeni<br>ng:                              | <ul> <li>(listening<br/>program)</li> <li>practice</li> <li>speaking on<br/>the</li> <li>telephone</li> <li>with these</li> <li>short</li> <li>telephone</li> <li>dialogues.</li> <li>Notice that</li> <li>certain</li> <li>phrases such</li> <li>as "I am"</li> <li>are</li> <li>replace with</li> <li>"This is"</li> <li>introducting</li> <li>your self in</li> </ul> | V    |      |      |     |   |              | Relat<br>ed to<br>recall     |
|                                  | 0 1   | English  |      |      |      | 1   |   |              |                              |
|                                  | Speaki                                      |  |      |      |      |     |   |              |                              |
|                                  | ng:   |  |      |      |      |     |   |              |                              |
|                                  | Readin<br>g:                                |  |      |      |      |     |   |              |                              |
|                                  | Writin<br>g:                                | (communic<br>ating)<br>-write dialog<br>in your own<br>sentences   |      |      |      |     |   | $\checkmark$ | Relat<br>ed to<br>creat<br>e |

Table 4.9 Table Instrument Analysis Checklist English Module

Based on the table chapter II, the researcher found that HOTS learning activity in this chapter consist of one instruction in the level of Remembering (C1) and one instruction in the level of Creating (C6).

- "practice speaking on the telephone with these short 1. telephone dialogues. Notice that certain phrases such as "I am.." are replace with "this is.." introducting your self in English." this instruction included in the level of Remembering (C1) based on the verb of Bloom Taxonomy relate to recall. The learning activity which in the level of Remembering (C1) as this instruction called as lower order thinking skills/LOTS. It shows from the learning activity that students asked to recall their memory infull audio listening about two telephone dialogue which they listen in three times. After that, they asked to complete blank space in the same dialogue that they have listen before. To finish this activity students need use their memory in order to complete right sentences in the blank space dialogue. So that, the students didn't need use their high order thinking skills.
- 2. *"write dialogue in your own sentences."*This instruction included in the level of Create (C6) based on the verb of Bloom Taxonomy relate to create. The learning activity which in the level of Create (C6) as this instruction called as high order thinking skills/HOTS. It shows from the learning activity which students asked to write dialogue in their own sentences after they see and listen two dialogue before. Then, this question practice students to creative and to make something new by using their own sentence. Therefore this instruction included HOTS.
- c. Chapter III

Table 4. 10 Table Instrument Analysis Checklist English Module

| Cha  | Cha Learning activity                       |   | Blo |   |   |   |   |      |
|------|---|---|-----|---|---|---|---|------|
| Cha  | Learning activity<br>related to four skills | С | С   | С | С | С | С | Note |
| pter | Telated to four skills                      | 1 | 2   | 3 | 4 | 5 | 6 |      |

|   | Listen<br>ing: |   |  |  |   |  |
|---|----------------|---|--|--|---|--|
|   | Speak<br>ing:  |   |  |  |   |  |
|   | Readi<br>ng:   |   |  |  |   |  |
|   | Writin<br>g:   | (associatin<br>g)<br>-now create<br>your own<br>invitation                            |  |  | V | Related<br>to<br>design/c<br>reate       |
| Cha<br>pter<br>III<br>Page<br>: 27-<br>29 |                | (communi<br>cating)<br>-fulfill this<br>puzzle with<br>the suitable<br>words          |  |  | N | Related<br>to create<br>and<br>imagine   |
|   |                | -make<br>questions<br>with the<br>words<br>Above                                      |  |  |   | Related<br>to create<br>and<br>develop   |
|   |                | -ask your<br>question to<br>your friends<br>and write<br>down the<br>answer<br>bellow |  |  |   | Related<br>to<br>answer<br>and<br>recall |

Based on the table of chapterIII above, the researcher learning activity facilitate HOTS in this chapter consist of

three instruction in the level of Creating (C6) and one instruction in the level of Remembering (C1).

- 1. *"now create your own invitation".* This instruction included in the level of Create (C6) based on the verb of Bloom Taxonomy related to create and design. The learning activity which in the level of Create (C6) as this instruction called as high order thinking skills/HOTS. It shows from the learning activity that students asked to create and design their own invitation using their own sentences, after that they should attach their invitation in the column which provided. To finish and to do this activity the students use their creativity and ability to create something in different way. So that, this activity practice students high order thinking skill.
- 2. *"Fulfill this puzzle with the suitable words"*. This instruction included in the level of Create (C6) based on the verb of Bloom Taxonomy relate to create and imagine. The learning activity which in the level of Create (C6) same as this instruction called as high order thinking skills/HOTS. It shows from the activity that students asked to fulfill blank puzzle which students should imagine appropriate words to fulfill blank puzzle because this activity didn't give what topic of wordsthat students need their creativity to create appropriate words for puzzle. So that, this instruction included HOTS.
- 3. "Make questions with the words above". This instruction included in the level of Create (C6) based on the verb of Bloom Taxonomy relate to create and develop. The learning activity which in the level of Create (C6) same as this question called as high order thinking/HOTS. It shows from this instruction which asked students to develop words from the puzzle above to make questions. Students should choose five words to make five questions. To finish this activity students need to use their creativity to make something new by developing words from the puzzle in the previous activity. Therefore, this instruction included HOTS.

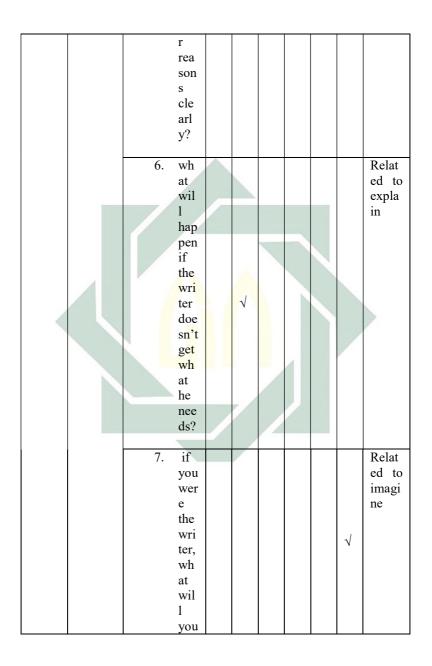
4. "Asked your question to your friends and write down the answer bellow". This instruction included in the level of Remembering (C1) based on the verb of Bloom Taxonomy this learning activity related to recall and answer. the learning activity which in the level of Remembering (C1) same as this instruction called as lower order thinking skills/LOTS. It shows from this activity which students asked to ask their question that they have made in the previous activity to their friends and write the answer in the place that provided. To finish this activity the students only need to recall and answer, therefore this instruction included LOTS.

# d. Chapter IV

Table 4. 11 Table Instrument Analysis Checklist English Module

| Chapt | Learning activity |                |   | Blo | om ta | omy | 1 |   |        |
|-------|-------------------|----------------|---|-----|-------|-----|---|---|--------|
| -     |                   | to four skills | C | С   | C     | C   | C | C | Note   |
| er    | Telated           | to four skills | 1 | 2   | 3     | 4   | 5 | 6 |        |
|       | Listeni           |                |   |     |       |     |   |   |        |
|       | ng:               |                |   |     |       |     |   |   |        |
|       | U                 |                |   | 7/  |       |     |   |   |        |
|       | Speaki            |                |   |     |       |     |   |   |        |
|       | ng:               |                | - |     |       |     |   |   |        |
|       |                   |                |   |     |       |     |   |   |        |
| Chapt | Readin            | (task 1        |   |     |       |     |   |   | Relat  |
| er IV | g:                | associating)   |   |     |       |     |   |   | ed to  |
| Page: |                   | -answer        |   |     |       |     |   |   | recall |
| 34-39 |                   | the            |   |     |       |     |   |   | and    |
|       |                   | questions      |   |     |       |     |   |   | who    |
|       |                   | based on       | N |     |       |     |   |   |        |
|       |                   | the letter     |   |     |       |     |   |   |        |
|       |                   | above          |   |     |       |     |   |   |        |
|       |                   | 1. who is      |   |     |       |     |   |   |        |
|       |                   | the sender     |   |     |       |     |   |   |        |

| of the letter?  |   |   |  |   |  |
|---|---|---|--|---|--|
| 2. who is<br>the<br>reciever<br>wanted by<br>the<br>sender? | V |   |  |   | Relat<br>ed to<br>recall<br>and<br>who       |
| 3. fr<br>om<br>where<br>was<br>the<br>letter<br>sent?       | V | Ä |  |   | Relat<br>ed to<br>recall<br>and<br>wher<br>e |
| 4<br>wh<br>at<br>wa<br>s<br>the                             |   |   |  |   | Relat<br>ed to<br>expla<br>in                |
| lett<br>er<br>wri<br>tten<br>for<br>?                       |   | V |  |   |  |
| 5.<br>wh<br>y?<br>Sta<br>te<br>you                          |   |   |  | V | Relat<br>ed to<br>opini<br>on                |



|       |    | wri<br>te            |              |              |       |      |              |                |
|-------|----|----------------------|--------------|--------------|-------|------|--------------|----------------|
|       |    | in                   |              |              |       |      |              |                |
|       |    | you                  |              |              |       |      |              |                |
|       |    | r                    |              |              |       |      |              |                |
|       |    | lett                 |              |              |       |      |              |                |
|       |    | er?                  |              |              |       |      |              | D 1 /          |
|       |    | -look at             |              |              |       |      |              | Relat<br>ed to |
|       |    |                      |              |              |       |      |              | mate           |
|       |    | the phrase and match |              |              |       |      |              | h              |
|       |    | them with            | $\checkmark$ |              |       |      |              | 11             |
|       |    | the                  |              |              |       |      |              |                |
|       |    | purpose of           |              |              |       |      |              |                |
|       |    | letter.              |              |              |       |      |              |                |
|       |    |                      |              |              |       |      |              |                |
|       |    | -rearrange           |              |              |       |      |              | Relat          |
|       |    | parts of             |              |              |       |      |              | ed to          |
|       |    | the letter           |              | $\checkmark$ |       |      |              | relate         |
|       |    | below into           |              |              |       |      |              |                |
|       |    | good letter          |              |              |       |      |              |                |
| Writi | in | (task 3              |              |              |       |      |              | Relat          |
| g:    |    | communicat           |              |              |       |      |              | ed to          |
|       |    | ing)                 |              | - /          |       |      |              | choos          |
|       |    | -choose one          |              |              | 1     |      |              | e,             |
|       |    | of the topic         |              | J            | 14    |      | $\checkmark$ | create         |
|       |    | below and            |              |              |       |      |              | , and          |
|       |    | make the             |              |              |       |      |              | devel          |
|       |    | letter based         |              |              |       |      |              | op             |
|       |    | on the topic         |              |              |       |      |              |                |
|       |    | you choose           | L            |              | 117.4 | <br> | 1 0          | . 1.1 .        |

Based on the table chapter IV, the researcher found that learning activity facilitate HOTS in this chapter consist of four in the level of Remembering (C1), three in the level of Understanding (C2), one in the level of Evaluate (C5), and two in the level of Creating (C6).

1. *"who is the sender of the letter?".* This question included in the level of Remembering (C1) based on the verb of Bloom Taxonomy which relate to who. The

question in the level of Remembering (C1) same as this question called as lower order thinking skills/LOTS. It shows from question which students asked to answer question that the answer explicitly in the text of personal letter. To answer this question the students need to recall what they have read or they can search it in the text. So, this question included in LOTS.

- 2. *"who is the receiver wanted by the sender?"*. This question included in the level of Remembering (C1) based on the verb of Bloom Taxonomy which relate who. The question in the level of Remembering (C1) same as this question called as lower order thinking skills/LOTS. It shows from the question which the answer explicitly in the text of personal letter. So, to answer this question students only need to recall what they have read or only search in the text. Therefore, this question included LOTS.
- 3. *"from where was the letter sent?"*. This question included in the level of Remembering (C1) based on the verb of Bloom Taxonomy which relate where. The question which in the level of Remembering (C1) same as this question called as lower order thinking skills/LOTS. It shows from the question which the answer explicitly in the text of personal letter. To answer this question students need to recall what they have read about personal letter. So, this question included LOTS.
- 4. *"what was the letter written for?".* This question included in the level of Understanding (C2) based on the verb of Bloom Taxonomy which relate to explain. The question which in the level of Understanding (C2) same as this question called as lower order thinking skills/LOTS. It shows from this question which students should understand the question in order can explain the answer. So, this question included LOTS because the answer implicitly in the text of personal letter.
- "why stated your reasons clearly?". This question included in the level of Evaluate (C5) based on the verb of Bloom Taxonomy relate to opinion. The question

which in the level of Evaluate (C5) same as this question called as high order thinking skills/HOTS. It shows from the question answer that need students opinion. So, this question need students critical thinking to answer this question. Therefore, this question included HOTS.

- 6. "what will happen if the writer doesn't get what he need?". This question included in the level of Understanding (C2) based on the verb of Bloom Taxonomy this question relate explain. The question which in the level of Understanding (C2)same as this question called as lower order thinking skills/LOTS. It shows from the question which the answer implicitly in the text of personal letter, so students only need to understand what they read to explain the answer. therefore, this question included LOTS.
- 7. "*if you were the writer, what will you write in your letter?*". This question included in the level of Create (C6) based on the verb of the Bloom Taxonomy relate to imagine. The question which in the level of Create (C6) same as this question called as high order thinking skills/HOTS. It shows from the question that the answer need students imagination if they become the writer, this question need students creativity to answer the question and practice students to solve problem. Therefore, this question included HOTS.
- 8. *"look at the phrsases and match them with the purpose of letter"*. This instruction included in the level of Remembering (C1) based on the verb of Bloom Taxonomy relate match. The learning activity in the level of Remembering (C1) same as this instruction called as lower order thinking skills/LOTS. It shows from the activity which students asked to match phrases with the puprose of letter. To finish this learning activity students can see explanantion of format and example formal/informal letter. So, this instruction included in the LOTS.
- 9. *"rearrange parts of the letter below into good letter".* This instruction included Understanding (C2) based on

the verb of Bloom Taxonomy relate to relate. The learning activity in the level of Understanding (C2) called as lower order thinking skills/LOTS. It shows from the activity which students asked to rearrange part of letter. To finish this activity the students need to see the example of good letter in the explanation of format and example of formal/informal letter. So, this instruction included LOTS.

10. "choose one of the topic below and make the letter based on the topic you choose". This instruction included in the level of Create (C6) based on the verb of Bloom Taxonomy relate to choose and create. The learning activity which in the level of Create (C6) called as high order thinking skills/HOTS. It shows from the activity which students asked to choose the topic and make letter based on the topic that they have choose. To finish this activitystudents need their creativity and their ability to develop something in the different way. Therefore, this instruction included HOTS.

|             |  |            |   | ,   |   |   |   | 0 |        |
|-------------|--|------------|---|-----|---|---|---|---|--------|
| Chan        | Chap Learning activity<br>ter related to four skills |            |   | Blo |   |   |   |   |        |
| -           |  |            | C | C   | C | C | C | C | Note   |
| ler         |  |            | 1 | 2   | 3 | 4 | 5 | 6 |        |
|             | Listeni  |            |   |     |   |   |   |   |        |
|             | ng:  |            |   |     |   |   |   |   |        |
|             |  |            |   |     |   |   |   |   |        |
|             | Speaki   |            |   |     |   |   |   |   |        |
| Class       | ng:  |            |   |     |   |   |   |   |        |
| Chap        | _  |            |   |     |   |   |   |   |        |
| ter V       | Readin   |            |   |     |   |   |   |   |        |
| Page: 46-47 | g:   |            |   |     |   |   |   |   |        |
| 40-4/       | -  |            |   |     |   |   |   |   |        |
|             | Writin   | (communica |   |     |   |   |   |   | Relate |
|             | g:   | ting)      |   |     |   |   |   |   | d to   |
|             | -  | -tell your |   |     |   |   |   |   | conclu |
|             |  | conclusion |   |     |   |   |   |   | de     |

Table 4.12 Table Instrument Analysis Checklist English Module

Chapter V

e.

|  | by creating a<br>procedure<br>text from the<br>picture |  |  |  |  |
|--|--|--|--|--|--|
|  | 1  |  |  |  |  |
|  | above.   |  |  |  |  |

Based on table in the capther V, the researcher found that learning activity facilitate HOTS in this chapter consist of one in the level of Evaluate (C5).

1. *"tell your conclusion by creating a procedure text from the picture above".* This instruction included in the level of Evaluate (C5) based on the verb of Bloom Taxonomy relate to conclude. The learning activity in the level of Evaluate (C5) called as HOTS. It shows from the activity which need students opinion to conclude the process of procedure text based on the pictures. This learning activity practice students creativity and students ablity to solve problem. Therefore, this instruction included HOTS.

It proven from 21 HOTS instruction/questions in English module, 8 of them were in level of Remembering (C1), 3 of them were in level of Understanding (C2), and 2 of them were in level of Evaluation (C5), 6 of them were in level of Creating (C6). It means, the collection of learning activity HOTS in English module also consist of lower and middle level of cognitive Bloom Taxonomy.

## **B. RESEARCH DISCUSSION**

In this part, the researcher has presented the findings of the two research question above dealing with the instructions/questions related 4 skills language in English module and HOTS instructions in English module. Sequentially, in this part the researcher discuss the findings with the related theories. The discussion presented below;

1. Learning Activity Related to Four Skills of HOTS Level Used in English Module 11<sup>th</sup> Grade Students at SMKN 5 Surabaya.

There are four language skills which fulfilled when learn language such as listening skills, speaking skills, reading skills, writing skills. In the teaching and learning in the class, students of 11th grade at SMKN 5 Surabaya have additional teaching material such as English module. In the English module of 11<sup>th</sup> grade at SMKN 5 Surabaya consist of five chapter and each chapter consist of three level cognitve learning activity which is LOTS, MOTS, and HOTS learning activity. This research focus to analyze HOTS learning activity in form of instructions/questions in each chapter, the characteristics of HOTS questions use various form of questions and to support it in English module of 11th grade at SMKN 5 Surabaya related four language skills. Basically, using various form of HOTS questions in the class assessment is needed to give more detailed information also speaded to students because it's same that PISA uses and the various form of question that PISA uses is multiple choice questions, complex multiple choice questions (true/false, or yes/no), short contents complete questions, short answer questions, description questions.<sup>36</sup>In the finding above, the researcher found that in English module question especially HOTS questions using various form of question which related four language skills. In this discussion the researcher will classify the questions based on the language skills, to futher discuss questions related four language skill in English module will discuss based on each language skills. The discussion is going to expose to some of supporting theories.

1. Listening skill

Listening is an active skill because listeners do not only receive the thing that they hear but also do great constructive work and interpretative work by integrating the information with the real world knowledge<sup>37</sup>. instruction relate listening

<sup>&</sup>lt;sup>36</sup>Direktorat Pembinaan Sekolah Menengah Atas, Direktorat Jenderal Pendidikan Dasar Dan Menengah, Kementrian Pendidikan Dan Kebudayaan, *Modul Penyusunan Higher Order Thinking Skils* (HOTS).2017

<sup>&</sup>lt;sup>37</sup>Sabinus, K.U. *Increasing Students ' Listening Comprehension By Using Voa: Special English Video* . 2013

skills which found in the research finding "practice speaking on the telephone with these short telephone dialogues. Notice that certain phrases such as "I am..." are replace with "this is.." introducting your self in English. From the evolution of listening activity types, The booklet includes eight following types of exercises, one of them is Transcription: fill in a partially deleted text<sup>38</sup>. In the listening skill exercise question in the research finding included evolution type excercise activity of transcription because that excersie asked students to complete blank space based on what they listen in audio.

2. speaking skill

Harmer siad that the communication game activities useful to give students valuablepractice, speaking Game based activities can involve practice oral strategies such as describing, predicting, simplifying, and asking for feedback<sup>39</sup>. "Conduct an opinion poll in your class on the following topics given below: favorite song, favorite movie, favorite book, favotive food, favorite actor/actress, favorite place". This instruction students asked to ask their friend around class for get feedback answer from their friend based on the topics given.

3. reading skill

Hunt stated reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in<sup>40</sup>. Nutall suggested that the main purpose of reading is to get the correct message from a text, the message that the author whats the reader to

<sup>38</sup>Salazar, Jorge. INTERACTIVE AUDIO STATEGIES FOR DEVELOPING LISTENING SKILLS. Defense Language Institute, Foreign Language Center. CALICO Journal. Volume 7 number 1

<sup>39</sup>Putra, Aidil Syah. THE CORRELATION BETWEEN MOTIVATION AND SPEAKING ABILITY. Journal of English Language Education and Literature, Vol. II No. 1 2017

<sup>40</sup>Hermida, Julian. The importance of teaching academic reading skills in first-year University courses. Algoma University, Canada. receive<sup>41</sup>. these is questions in reading personal letter from Ranco Lucas as farmer in the Violet hill Argentina"who is the sender of the letter?". "who is the receiver wanted by the sender?". "from where was the letter sent?". "what was the letter written for?" "why stated your reasons clearly?". "what will happen if the writer doesn't get what he need?". "if you were the writer, what will you write in your letter?". The research found that the questions in this reading skills answer explicitly and implicitly in the reading text.

4. writing skill

writing is a powerful tool for getting thing done and langauge skill to convey knowledge, information and through looking students' writing teacher can know how far the students understand the language<sup>42</sup>. The researcher found in the research finding there are various form of questions relate writing skills. Various form instructions related writing skills can help teacher to know how far students understand the materials such as these instructions "now fill the information in the table given below with the favorite one: name, song, movie, book, food, actor, place" *write and tell about the table above in your own* sentences". "write dialogue in your own sentences." "now create your own invitation". "Fulfill this puzzle with the suitable words". "Make questions with the words above". "Asked your question to your friends and write down the answer bellow". "tell your conclusion by creating a procedure text from the picture above".

 <sup>&</sup>lt;sup>41</sup>Ganie, Rohani et,all. Reading Comprehension Problems on The English Texts Faced By High School Students in Medan. Department of English, University of Sumatera Utara, Medan, Indonesia. 2019
 <sup>42</sup>Dewi, Ni Made Kusuma, et all. IMPROVING WRITING SKILL OF THE TENTH GRADE STUDENTS THROUGH BRAINSTORMING. e-Journal of English Language Teaching Society (ELTS) vol. 4 No 1 2016

# 2. English Module Learning Activity Facilitate HOTS for 11<sup>th</sup> Grade Students at SMKN 5 Surabaya

The finding in this research finding exposed that 21HOTS learning activity in form of instructions/questions in English module.21 HOTS learning activity in English which 8 of them were in level of Remembering (C1), 3 of them were in level of Understanding (C2), and 2 of them were in level of Evaluation (C5), 6 of them were in level of Creating (C6). It shows that all learning activity which author claim as HOTS instructions/questionsis not in level of HOTS. Peterson, Taytor, and Tienken stated that Higher level questioning that requires students to analyze, synthesize, evaluate, categorize, and/or apply information has been found to be particularly advantageous to student learning, yet higher level questions are rarely used<sup>43</sup>. Based on the finding that reseacher found HOTS instructions/question in each chapter still cover (C1) and (C2) which (C1) (C2) included in the level of LOTS.



<sup>&</sup>lt;sup>43</sup>Nappi, Judith S. The importance of questioning in developing critical thinking skills. International journal for profesional educators.

# CHAPTER V CONCLUSION AND SUGGESTION

This partpresent about conclusion of this research in analysis HOTS through questions in English module of 11<sup>th</sup> grade at SMKN 5 Surabaya. this chapter also present suggestions of this study.

#### A. CONCLUSION

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

- The research question was about what the type of 1. learning activity related to four skills of HOTS level used in English module. Based on the findings and discussion, the researcher found-that In English module of 11th grade at SMKN 5 Surabaya there are HOTS learning activity in form of instructions/questions in each chapter which not all coverfourlanguage skills. such as in chapter I. instructions/questions of HOTS only related speaking skills and writing skills. In chapter II, only related listening skills and writing skills. In chapter III, only related writing skills. In chapter IV. Only related reading and writing skills. In chapter V only related writing skills. So, it conclude that HOTS questions in each chapter at English module not cover four language skills.
- 2. The second research question was about english learning activity facilitate HOTS for 11<sup>th</sup> grade students. Based on the findings and discussions, the researcher found that that In English module module of 11<sup>th</sup> grade at SMKN 5 Surabaya, learning activity in form of instructions/questions which author include in HOTS is not all include HOTS because there are 21 HOTS instructions/questions in English module that 8 of them werein level of Remembering (C1), 3 of them were in level of Understanding (C2), and 2 of them were in level of Evaluation (C5), 6 of them were in level of Creating (C6). So, HOTS questions in each chapter at English module stil cover (C1) and (C2) which meant that included LOTS.

## **B. SUGGESTION**

In the following description, the researcher states several suggestions for:

1. English teacher

Considering numerous HOTS question in English module which not all of them included level of HOTS. However, who wants to make module which consist of level cognitive from lower, middle, until high order thinking should selective to include the questions based on each level cognitive because difficult question/instruction not determine that include HOTS.

2. Futher researcher

In this era of education, practice students critical thinking and their high order thinking skill is important and useful for their future. so, many of school give students additional materials for study which demand use HOTS. It is important for futher research to find the difficulties how to arrange additional materials such as English module which consist of HOTS.

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