

**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  
Sarjana Pendidikan (S.Pd) in Teaching English



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S U R A B A Y A**

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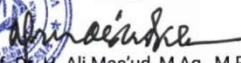
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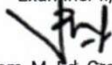
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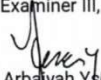
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## ABSTRAK

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 dan Soal-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 soal-soal 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 aktivitas belajar yang berhubungan dengan empat kemampuan bahasa Inggris yang 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 Inggris yang mana intruksi-intruksi dan soal-soal aktivitas belajar memfasilitasi HOTS untuk siswa kelas 11 SMKN 5 Surabaya. Data dikumpulkan melalui dokumen analisis 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
4. ESL : ENGLISH AS A SECOND LANGUAGE

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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 are demanded 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 curriculum, English module of 11<sup>th</sup> grade at SMKN 5 Surabaya are 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>1</sup>Direktorat Pembinaan Sekolah Menengah Atas, *Modul Penyusunan Higher Order Thinking Skills (HOTS)*. Direktorat Jenderal Pendidikan Dasar Dan Menengah, Kementerian Pendidikan Dan Kebudayaan.2017  
<sup>2</sup>ibid

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

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>5</sup>Direktorat Pembinaan Sekolah Menengah Atas, *Modul Penyusunan Higher Order Thinking Skills (HOTS)*. Direktorat Jenderal Pendidikan Dasar Dan Menengah, Kementerian 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.



teachers were observed ten times to investigate the effectiveness using HOTS module.<sup>10</sup>

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:

1. 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>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.



This research is aimed at:

1. 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.
2. To analyze English module learning activity facilitate HOTS for 11<sup>th</sup> grade students at SMKN 5 Surabaya .

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

English teachers may be aware that HOTS learning activity is important for students' thinking ability. This study hopefully can give contribution and reference to the English teacher who wants to make good HOTS learning activity that can be established appropriately.

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

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

The scope of the study was focus on what are the type of learning activity retaied 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

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

According to Schulz & FitzPatrick Higher order thinking are skills that include incorporation of reasoning, judgment, and critical thinking to solve a problem or task governs 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.

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 high-speed learning will more quickly complete one or more KD, compared 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.

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

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



## REVIEW OF RELATED LITERATURE

This chapter has two subparts. The first subpart is the theoretical 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. Assessing HOTS 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 are an assessment based on the real situation in daily life. The Contextual problem dealing with world societies relate to the

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

<sup>16</sup>ibid

<sup>17</sup>ibid

<sup>18</sup>ibid



Cognitive			
C1	Remember	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	<ol style="list-style-type: none"> <li>1. Choose</li> <li>2. Define</li> <li>3. Find</li> <li>4. How</li> <li>5. Label</li> <li>6. List</li> <li>7. Match</li> <li>8. Name</li> <li>9. Omit</li> <li>10. Recall</li> <li>11. Relate</li> <li>12. Select</li> <li>13. Show</li> <li>14. Spell</li> <li>15. Tell</li> <li>16. What</li> <li>17. When</li> <li>18. Where</li> <li>19. Which</li> <li>20. Who</li> <li>21. Why</li> </ol>
C2	Understand	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	<ol style="list-style-type: none"> <li>1. Classify</li> <li>2. Compare</li> <li>3. Demonstrate</li> <li>4. Explain</li> <li>5. Extend</li> <li>6. Illustrate</li> <li>7. Outline</li> <li>8. Relate</li> <li>9. Rephrase</li> <li>10. Show</li> <li>11. Summarize</li> <li>12. Translate</li> </ol>
C3	Apply	Solve problems to	<ol style="list-style-type: none"> <li>1. Apply</li> <li>2. Build</li> </ol>

		new situations by applying acquired knowledge, facts, techniques and, rules in different way.	<ol style="list-style-type: none"> <li>3. Choose</li> <li>4. Construct</li> <li>5. Develop</li> <li>6. Experiment With</li> <li>7. Identify</li> <li>8. Interview</li> <li>9. Make</li> <li>10. Use Of</li> <li>11. Model</li> <li>12. Organize</li> <li>13. Plan</li> <li>14. Select</li> <li>15. Solve</li> <li>16. Utilize</li> </ol>
C4	Analyze	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	<ol style="list-style-type: none"> <li>1. Analyze</li> <li>2. Assume</li> <li>3. Categorize</li> <li>4. Classify</li> <li>5. Compare</li> <li>6. Conclude</li> <li>7. Contrast</li> <li>8. Discover</li> <li>9. Dissect</li> <li>10. Distinguish</li> <li>11. Divide</li> <li>12. Examine</li> <li>13. Function</li> <li>14. Inference</li> <li>15. Inspect</li> <li>16. List</li> <li>17. Motive</li> <li>18. Relationships</li> <li>19. Simplify</li> <li>20. Survey</li> </ol>

			21. Take Part In 22. Test For 23. Theme
C5	Evaluate	Present and defend opinions by making judgments about information, the validity of ideas, or quality of work based on a set of criteria.	1. Agree 2. Appraise 3. Assess 4. Award 5. Choose 6. Compare 7. Conclude 8. Criteria 9. Criticize 10. Decide 11. Deduct 12. Defend 13. Determine 14. Disprove 15. Estimate 16. Evaluate 17. Explain 18. Importance 19. Influence 20. Interpret 21. Judge 22. Justify 23. Mark 24. Measure 25. Opinion 26. Perceive 27. Prioritize 28. Prove 29. Rate 30. Recommend 31. Rule On 32. Select



## 2. Module

[illegible]



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 assesment. 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.

c. Arranging materials

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.

[illegible]

- 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.
- c) Choose stimulus which interesting and contextual, stimulus 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 with 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 construction aspect and relatif language are same. In every questions written to question card, appropriate with format attached.

[illegible]

- 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.

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

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.

Study any language is easy and difficult. Language serve purpose of communication, the four necessities in language common 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

- 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>

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

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

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>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.







## 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

There researcher 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 facilitate HOTS in English Module at SMKN 5 Surabaya. therefore, the narrative approach was also use to pointing the findings, as the narrative research attempted, 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 facilitate 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. Further, 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 theoretical 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>35</sup>David Wilkinson and Peter Birmingham. *Using Research Instruments a Guide For Researchers*. Taylor & Francis e-Library. 2003.

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 HOTS learning 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 four language skills in the English module, the researcher analyzed the 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





*favorite food, favorite actor/actress, favorite place”.*

2. The instruction from writing skills is ***“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 contains the 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 tell information 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



Table 4.3 Table Instrument Analysis Checklist English Module

Chapter	Learning activity related to four skills	
Chapter II Page: 17-18	Listening:	(listening program) - practice speaking on the telephone with these short telephone dialogues. Notice that certain phrases such as “I am..” are replace with “This is..” introducing your self in English
	Speaking:	-
	Reading:	-
	Writing:	(communicating) -write dialog in your own sentences

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.*

**Receptionist:** ..... please. I'll put your call through. (after a moment)-I'm afraid he's out at the moment. .... s message?

*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.*

*Receptionist:* ..... ”

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 which they 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.





Chapter	Learning activity related to four skills	
Chapter IV Page: 34-39	Listening:	
	Speaking:	
	Reading:	(task 1 associating) -answer the questions based on the letter above 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? State your reasons clearly?
		6. what will happen if the writer doesn't get what he needs?
		7. if you were the writer, what will you write in your letter?
		-look at the phrase and match them with the purpose of the letter.
		-rearrange parts of the letter below into good letter
	Writing:	(task 3 communicating)





1. 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.

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

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## Example of Learning Activity Facilitate HOTS in English Module of 11th Grade at SMKN 5 Surabaya

HOTS Category	Frequency
Remembering	7
Understanding	2
Applying	0
Analyzing	0
Evaluating	1
Creating	3

■ Example of The Learning Activity Facilitate HOTS in English Module of 11th Grade at SMKN 5 Surabaya

a. Chapter I

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





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 activity called 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 of name, 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.

[illegible]

Table 4.9 Table Instrument Analysis Checklist English Module

Chapter	Learning activity related to four skills		Bloom Taxonomy						Note
			C 1	C 2	C 3	C 4	C 5	C 6	
Chapter II Page: 17-18	Listening:	(listening program) - practice speaking on the telephone with these short telephone dialogues. Notice that certain phrases such as "I am.." are replace with "This is.." introducing your self in English	√						Related to recall
	Speaking:								
	Reading:								
	Writing:	(communicating) -write dialog in your own sentences						√	Related to create

1. ***“practice speaking on the telephone with these short telephone dialogues. Notice that certain phrases such as “I am..” are replace with “this is..” introducing 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

Chapter	Learning activity related to four skills	Bloom taxonomy						Note
		C 1	C 2	C 3	C 4	C 5	C 6	



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 words that students should look for. To finish this activity the students need their creativity to create appropriate words and imagine appropriate words for puzzle. So that, this instruction included HOTS.



Table 4. 11 Table Instrument Analysis Checklist English Module

Chapter	Learning activity related to four skills		Bloom taxonomy						Note
			C 1	C 2	C 3	C 4	C 5	C 6	
	Listening:								
	Speaking:								
Chapter IV Page: 34-39	Reading:	(task 1 associating) -answer the questions based on the letter above 1. who is the sender	√						Related to recall and who

		of the letter?							
		2. who is the reciever wanted by the sender?	✓						Related to recall and who
		3. from where was the letter sent?	✓						Related to recall and where
		4. what was the letter written for?	✓						Related to explain
		5. why? State you					✓		Related to opinion

		r rea son s cle arl y?							
		6. wh at wil l hap pen if the wri ter doe sn't get wh at he nee ds?	√						Relat ed to expla in
		7. if you wer e the wri ter, wh at wil l you						√	Relat ed to imagi ne

[illegible]

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.
5. ***“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

*“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 phrases 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

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 activity students need their creativity and their ability to develop something in the different way. Therefore, this instruction included HOTS.

Table 4.12 Table Instrument Analysis Checklist English Module

[illegible]





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





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

<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 part present 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.

1. The research question was about what the type of 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 11<sup>th</sup> grade at SMKN 5 Surabaya there are HOTS learning activity in form of instructions/questions in each chapter which not all cover four language 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 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). So, HOTS questions in each chapter at English module stil cover (C1) and (C2) which meant that included LOTS.



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