AN ANALYSIS OF HIGHER ORDER THINKING SKILLS (HOTS) QUESTIONS ON READING SECTION OF ENGLISH NATIONAL EXAMINATION IN SECONDARY SCHOOL

THESIS

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By:

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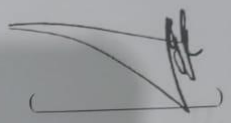

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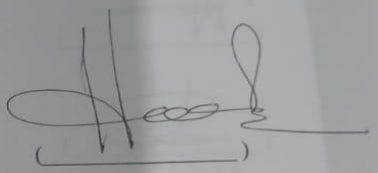

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DEDICATION

This Thesis is dedicated to:

My almighty God, Allah SWT, for giving me everything that I need.

My beloved mother and my beloved mother in law

My beloved sons

Muhammad Subhan Al Azmi
Muhammad Yusril Izza Azhari
Muhammad Fawwaz Azizi

All of my teacher in my life, thank you

My Sincerely Advisors, Dr. Fathor Rasyid, M.Pd, and Dr. Ary Setya Budhi Ningrum, M.Pd, thank you for all your suggestion to make my thesis better

My Beloved Friends

Thanks a lot to my beloved friends, Dini Sundhari, Arjunina Maqbulin, Dwi Utaminingsih, for your support, motivation, memories, and makes my life more meaningful.

MOTTO

Janganlah mencoba menjadi orang yang sukses, Jadilah orang yang bernilai

'One who remembers ALLAH is never Alonely.

Waktu bagaikan pedang. Jika kamu tidak memanfaatkannya dengan baik, maka ia akan memanfaatkanmu. (HR. Muslim)

Ilmu pengetahuan itu bukanlah yang dihafal, melainkan yang memberi manfaat. (Imam Syafi'i)

ABSTRACT

FAIZAH, ENIS. 2021. *An Analysis of Higher Order Thinking Skill (HOTS)Questions on Reading Section of English National Examination in Secondary School.* Thesis. Magister's Degree in English Language Education, State Islamic Institute of Kediri. Advisors : (I) Dr. Ary Setya Budhi Ningrum, M.Pd (II) Dr. Fathor Rasyid, M.Pd.

Keywords: Higher Order Thinking Skill (HOTS) Questions, English National Examination, Senior High Schools.

In preparing for the 21st century workforce, the education systems have integrated creative and critical thinking elements in the teaching and learning process by promoting higher-order thinking skills (HOTS) for students. While a standard evaluation system for the students used in Indonesia is National Examination that commonly abbreviated as the UN. This research aimed at finding the answer to what extend the UN questions for SMA and SMK meet the requirement of HOTS questions, the type of thinking skill used, and the difference in the development of HOTS questions for SMA and SMK. The data were collected from three packages of English National Examination for SMA and three packages of English National Examination for SMK from the academic year 2016/2017 – 2018/2019.

The method used in this research is qualitative. The item of UN questions will be analyzed through content analysis based on the aspect of HOTS. Descriptive analysis was used to analyze the data.

The finding of this research reveals that there are only a few questions that use HOTS questions (C4-C6). The HOTS questions for SMA in the academic year 2016/2017 are 6 questions which mean 17% of the total number. Then, this number is increased in the academic year 2017/2018, as there are 7 HOTS questions or 20% of the questions. And, in the academic year 2018/2019 there are 8 HOTS questions or 23% of the total number. While for SMK level, in the academic year 2016/2017 there are 2 HOTS questions, which means 6% of the total number. Then, in the academic year 2017/2018, the number is increased become 3 questions or 9% from the questions. And, in the academic year 2018/2019, the number of HOTS questions is also increased become 7 questions or 20% from the total questions. While the thinking skills dominate English national exam for SMA is understand level (C2) or belongs to LOTS level, while for SMK is apply level (C3) also belongs to LOTS level. And, the difference in the development of HOTS questions shows that the number of HOTS questions of SMA is more than the number of HOTS questions for SMK. It is suggested that the use of HOTS in the teaching-learning process should be improved to make the students accustomed to thinking by using HOTS level.

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Kediri, March 19th, 2021

The Writer,

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TABLE OF CONTENT

COVER i

APPROVAL ii

RATIFICATION iii

DECLARATION OF AUTHORSHIP iv

DEDICATION v

MOTTO vi

ABSTRACT vii

ACKNOWLEDGEMENT viii

TABLE OF CONTENT x

LIST OF APPENDIXES xii

LIST OF TABLE xiv

CHAPTER I INTRODUCTION 1

A. Background of The Study 1

B. The Research Questions 6

C. The Purpose of the Study 7

D. The Scope and Limitation 8

E. The Significance of the Study 8

F. Definition of Key Term 8

CHAPTER II REVIEW OF RELATED LITERATURE 10

A. The Reviev of Previous Studies 10

B. Language Testing Items Evaluation 12

C. The Common Features of Good Language Test 13

D. English National Examination 13

E. High Order Thinking Skill (HOTS) 15

1. The Understanding of Higher Order Thinking Skill 15

2. HOTS in Bloom's Taxonomy 17

F. English Teaching in SMA and SMK 21

CHAPTER III RESEARCH METHODOLOGY 26

A. Research Design 26

B. Data and Sources of Data 26

C. Instruments..... 27
D. Data Collection..... 28
E. Data Analysis..... 28
F. Triangulation..... 30
CHAPTER IV RESEARCH FINDING..... 33
A. Data Analysis..... 33
1. The Data of English National Examination for SMA..... 35
2. The Data of English National Examination for SMK..... 39
3. The Thinking Skill on English National Examination for SMA..... 42
4. The Thinking level on English National Examination for SMK..... 44
5. The differences in the development of HOTS questions between ENE for SMA and ENE for SMK..... 46
B. Investigator Results..... 48
C. Finding..... 54
1. HOTS questions in English National Examination..... 54
2. The Type of Thinking Skills in English National Examination..... 55
3. The Differences of the Development of HOTS questions on English National Item Between SMA and SMK..... 56
CHAPTER V RESEARCH DISCUSSION..... 57
A. HOTS Questions in Final National Examination..... 57
B. The Thinking Level in English National Examination..... 59
C. The Differences of the Development of HOTS questions on English National Item Between SMA and SMK..... 59
D. The Researcher Vs Investigator Results..... 61
CHAPTER VI CLOSING..... 63
A. Conclusion..... 63
B. Implication for Practice..... 64
C. Suggestion..... 64
REFERENCES..... 65

LIST OF APPENDIXES

Appendix 1: English National Examination Questions for SMA 2016/2017

Appendix 2: English National Examination Questions for SMA 2017/2018

Appendix 3: English National Examination Questions for SMA 2018/2019

Appendix 4: English National Examination Questions for SMK 2016/2017

Appendix 5: English National Examination Questions for SMK 2017/2018

Appendix 6: English National Examination Questions for SMK 2018/2019

Appendix 7: Analysis of HOTS Question in ENE for SMA students in 2016/2017 Academic Year.

Appendix 8: Analysis of HOTS Question in ENE for SMA students in 2017/2018 Academic Year.

Appendix 9: Analysis of HOTS Question in ENE for SMA students in the 2018/2019 Academic Year.

Appendix10: Analysis of HOTS Question in ENE for SMA students in 2016/2017 Academic Year.

Appendix11: Analysis of HOTS Question in ENE for SMA students in 2017/2018 Academic Year.

Appendix 12: Analysis of HOTS Question in ENE for SMA students in the 2018/2019 Academic Year.

Appendik13: Recapitulation of Comprehension Question Types in ENE for SMA students in 2016/2017 – 2018/2019 Academic Year.

Appendix14: Recapitulation of Comprehension Question Types in ENE for SMK students in 2016/2017 – 2018/2019 Academic Year.

Appendix 15: Coding Sheet of An Analysis of Higher Order Thinking Skills (HOTS) Questions in ENE for SMA Students from 2016-2019 Academic Year By the Investigators

Appendix16: Recapitulation of Comprehension Question in ENE for Senior High School (SMA) ‘ students in 2016/2017 – 2018/2019 Academic Year by the investigators

Appendix17: Coding Sheet of An Analysis of Higher Order Thinking Skills (HOTS) Questions in ENE for SMA Students from 2016-2019 Academic Year By the Investigator

Appendix 18:Recapitulation of Comprehension Question in ENE for Vocational High School (SMK) ‘ students in 2016/2017 – 2018/2019 Academic Year by the investigator

Appendix 19: The result of the researcher and the investigator of ENE for SMA

Appendix 20: The result of the researcher and the investigator of ENE for SMK

LIST OF TABLE

2.1 The Types of Cognitive Processes Identified in Bloom's Taxonomy

2.2 The differences between Original Taxonomy and Revised Taxonomy

4.1 The recapitulation about thinking level used in English National Examination for SMA students from the academic year 2016/2017 – 2018/2019.

4.2 The percentage of about thinking level used in English National Examination for SMA students from the academic year 2016/2017 – 2018/2019.

4.3 The diagram of about thinking level used in the English National Examination for SMA students from the academic year 2016/2017 – 2018/2019.

4.4 The recapitulation about thinking level used in English National Examination for SMK students from the academic year 2016/2017 – 2018/2019.

4.5 The percentage of about thinking level used in English National Examination for SMK students from the academic year 2016/2017 – 2018/2019.

4.6 The diagram of about thinking level used in English National Examination for SMK students from the academic year 2016/2017 – 2018/2019.

4.7 The thinking skills appear in English National Examination for Senior High School

4.8 The diagram of The thinking skills appear in English National Examination for Senior High School

4.9 The thinking skills appear in English National Examination for Vocational High School

4.10 The diagram of The thinking skills appear in English National Examination for Vocational High School

4.11 The thinking level comparison of English National Examination between SMA and SMK.

4.12 The diagram of The thinking level comparison of the English National Examination between SMA and SMK.

4.13 The distribution of the total questions in the English National Examination for SMA from 2016/2017 – 2018/2019 by the investigators.

4.14 The recapitulation of the distribution of the total questions in the English National Examination for SMA from 2016/2017 – 2018/2019 by the investigators.