

**AN ANALYSIS OF HIGHER-ORDER THINKING  
SKILLS (HOTS) QUESTIONS IN ENGLISH  
NATIONAL EXAMINATION IN JUNIOR HIGH  
SCHOOL**

**Thesis**

**Presented to**

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**For the Degree of *Magister* in English Language Education**



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**2021**

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This is to certify that approved by the thesis advisors for further approved  
by the board of examiners.

### **AN ANALYSIS OF HIGHER-ORDER THINKING SKILLS (HOTS) QUESTIONS IN ENGLISH NATIONAL EXAMINATION IN JUNIOR HIGH SCHOOL**

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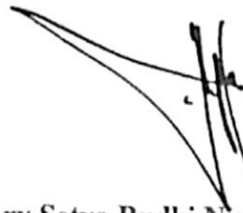
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declare that:

1. In the results of my research there are no elements of plagiarism of research works or scientific works that have been carried out or made by anyone other than those that are quoted in this text and mentioned in citation sources and reference list.
2. If in the future it turns out that the results of this study prove to contain elements of plagiarism and claims from other parties, I am willing to be processed according to the applicable laws and regulations.

Kediri, February 3<sup>rd</sup>, 2021



  
**RIZKI AMALIA INTIAS**

## **DEDICATION**

### **This Thesis is dedicated to:**

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

My Beloved Parents,

My respectable mother, Susmiyati, and my respectable father, R.Syaiful Amir, thank you for your Support, Love, Suggestion, and prayers, you are my world, thank you so much to being my spirit and always motivated me to be better human.

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My Husband

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Thanks a lot for my classmate, you all have given me cheerful and joyful world.

## **MOTTO**

NOTHING IS IMPOSSIBLE

THE SHOW MUST GO ON

HIDUP ADALAH PROSES, PROSES ADALAH BELAJAR, BELAJAR PASTI

AKAN SALAH DAN BENAR

## ABSTRACT

*RIZKI AMALIA INTIAS, 2020, An Analysis of Higher Order Thinking Skills (HOTS) Questions in English National Examination in Junior High School, Tadris Bahasa Inggris, Pascasarjana, IAIN Kediri, Dosen Pembimbing: 1. Dr. Fathor Rasyid, M.Pd. 2. Dr. Ary Setya Budhi Ningrum, M.Pd.*

Keywords: Higher Order Thinking Skill (HOTS), English National Examination.

One aim of education for the 21<sup>st</sup> Century Skills is to develop the problem solving, critical thinking and higher order thinking skills. The researcher using Bloom's taxonomy revised to analyze the English National Examination: analyze, evaluate, create. The objective of the study are; (1) to know to what extent do the questions in English National Examination for Junior High School in 2013-2019 academic year meet perspective of Higher Order Thinking Skills (HOTS), (2) to know the type of thinking skill appeared in English national examination items in 2013 – 2019 academic years, and (3) to know the differences in the development of HOTS questions on English National Examination items in Junior High School level in 2013-2019.

The object of this research is test items of English national examination (UNKP) from nine academic years on junior high school. In this study, the researcher used content analysis. This present study tried to answer the research questions through quantitative approach. We examined one package of each English National Examination from 2013 until 2019. There were 350 multiple-choice items in which each examination contained 50 items. There are two data sources in this study. Those two data sources are English National Examination Questions and Analysis Card.

The distribution of the higher order thinking skill in the English national examination is lower than the distribution of the lower order thinking skill. It is evident by the result of the data which shows that the distribution of higher order thinking skill in the English national examination from 2013 – 2019 academic year obtains only 113 out of 350 questions or 32,28% while the distribution of the lower order thinking skill obtains 237 questions out of 350 questions or 67,72%. It also shows unbalance number because the total of HOTS questions every year has increased and decreased. In 2013 to 2014 the HOTS questions has increased from 14 items to 16 items, but in 2015 the HOTS questions has decreased to be 13 items. After that, in 2016-2017 has increased significantly, but in 2018 has decreased to be 15 items. In 2019 has increased significantly up to 22 items.

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The writer realizes that there are many people who are already helped his in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express deeper appreciation to:

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4. Dr. H. Fathor Rasyid, M.Pd as writer’s advisor I in finishing the thesis who always give the researcher some advice to make this thesis correct and better, and Dr. Ary Setya Budhi Ningrum, M. Pd as the advisor II who gives suggestion to the researcher in writing this thesis.
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Finally, the writer realizes that this report is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be helpful and beneficial to everyone. Amen

Kediri, February 3<sup>rd</sup>, 2021

The Writer,

**RIZKI AMALIA INTIAS**  
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