ANALYZING HIGH ORDER THINKING SKILLS (HOTS) ON SENIOR HIGH SCHOOL FINAL ENGLISH TEST

SKRIPSI

Submitted as Partial Fulfill of Requirement to Get Undergraduate (S1) Degree of English Education Study Program Faculty of Teacher Training and Education.

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MOTTO

حَقٌّ اللهِ وَعْدَ اِنَّ فَاصْبِرْ

Meaning:
“So be patient. Really, God's promise is true.” (QS. Ar-Rum: 60)

Jangan dulu mengeluh
ketika datang dalam hidupmu sesuatu yang terasa tak enak
yang Allah swt beri kepadamu.
Hikmah selalunya datang di belakang itu.
Dan selalunya semua yang Allah swt tetapkan untuk kita
adalah yang terbaik.

~Ustadzah Halimah Alaydrus~

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DEDICATION

First of all, the researcher gives praise and thankfulness to Allah SWT because his blessing and the merciful with deeply this thesis can be finished. I dedicated this thesis especially for: My beloved family, there are my husband and my little daughter thank you for your love, material, best support ,and prayer for me. Both of you always give me best motivation when I am down. Your love gives a power for me to finish this thesis.

I really love you all. My beloved parents, there are my mother and my father thank you for your material, support,and kindness. You are so patiently with my characteristics, I love you so much.

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Finally, the researcher hopes that this script will be useful for all readers. The writer do realizes that this script hasn't been perfect. Therefore, the researcher wishes for the correctness, criticism, and suggestion for this script.

ABSTRACT

Rahmawati, Windi (2022). ***Analyzing High Order Thinking Skills (HOTS) on Senior High School Final English Test*****. A thesis. English Language Education Department, Faculty of Education and Teacher Training, Universitas Nahdlatul Ulama Sunan Giri Bojonegoro. Advisor I: Iin Widya Lestari, M.Pd. Advisor II: Ainu Zumrudiana, M.Pd.**

Keywords: English Final Test, High Order Thinking Skills (HOTS), Bloom's Taxonomy

Assessment is one aspect important in teaching. One of the teachers measure and assess how far is the ability student is through final English test . Study this aim for knowing questions based on High Order Thinking Skills (HOTS) based on levels in Bloom 's Taxonomy and for knowing how manufacturing process question as well as how English teacher 's perception about HOTS questions in the 2013 curriculum . Method study using descriptive qualitative for analyze it . Researcher it uses analysis document, checklist column and interview guideline as instrument formulated research from Bloom 's taxonomy. Based on results research , part big researcher find that questions level down (LOTS) more dominant than questions level high (HOTS). Of the 40 questions that have been analyzed , found 25 questions with a level of remembering (62.5 %), there are 1 4 questions with level understanding (35 %), not found question with level applicability (0 %), not found question with level analysis (0 %), questions with evaluation level also not found (0 %), and 1 question with the create level (2.5%). Besides that , researcher find that question choice double no could used as reject measuring student HOTS ability based on level tall in Bloom 's Taxonomy and its implementation maximum result in results the end is not maximum .Teacher should add questions in form essay for Becomes reject measuring ability student in think level high .

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ABSTRACT

Rahmawati, Windi (2022). ***Analyzing High Order Thinking Skills (HOTS) on Senior High School Final English Test*****. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nahdlatul Ulama Sunan Giri Bojonegoro. Pembimbing I: Iin Widya Lestari, M.Pd. Pembimbing II: Ainu Zumrudiana, M.Pd.**

Kata kunci: Test Akhir Bahasa Inggris, High Order Thinking Skills (HOTS), Taksonomi Bloom

Penilaian merupakan salah satu aspek penting dalam pengajaran. Salah satu cara guru mengukur dan menilai sejauh mana kemampuan siswa adalah melalui tes akhir bahasa Inggris. Penelitian ini bertujuan untuk mengetahui soal-soal berdasarkan High Order Thinking Skills (HOTS) berdasarkan tingkatan-tingkatan dalam Taksonomi Bloom dan untuk mengetahui bagaimana proses pembuatan soal serta bagaimana persepsi guru bahasa inggris tentang soal HOTS pada kurikulum 2013. Metode penelitian menggunakan descriptive kualitatif untuk menganalisisnya. Peneliti ini menggunakan dokumen analisis, kolom checklist dan pedoman wawancara sebagai instrumen penelitian yang dirumuskan dari Taksonomi Bloom. Berdasarkan hasil penelitian, sebagian besar peneliti menemukan bahwa soal-soal tingkat bawah (LOTS) lebih dominan daripada soal-soal tingkat tinggi (HOTS). Dari 40 soal yang telah dianalisis, ditemukan 25 soal dengan tingkat mengingat (62,5%), ada 14 soal dengan tingkat pemahaman (35%), tidak ditemukan soal dengan tingkat penerapan (0%), tidak ditemukan soal dengan tingkat analisis (0%), pertanyaan dengan level evaluasi juga tidak ditemukan (0%), dan 1 pertanyaan dengan level create (2,5%). Selain itu, peneliti menemukan bahwa soal pilihan ganda tidak dapat digunakan sebagai tolak ukur kemampuan HOTS siswa berdasarkan tingkat tinggi dalam Taksonomi Bloom dan pelaksanaan yang tidak maksimal mengakibatkan hasil akhir juga tidak maksimal. Guru hendaknya menambahkan soal-soal dalam bentuk esai untuk menjadi tolak ukur kemampuan siswa dalam berpikir tingkat tinggi.

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