

**EFL TEACHERS' ASSESSMENT MODEL OF HIGHER ORDER
THINKING SKILLS AT SMKN 3 PAREPARE**



Thesis Submitted to Fulfill one of the Requirement for Obtaining a
Master's Degree in English Language Education (M.Pd)
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A THESIS

By:

SUTRIANI

Reg.Number. 2120203879102008

POSTGRADUATE
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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STATEMENT OF AUTHENTICITY OF THESIS

The writer who signed the declaration bellow:

Name : Sutriani
NIM : 2120203879102008
Study Program : Tadris Bahasa Inggris
Tesis Tittle : EFL Teachers' Assessment Model of Higher Order Thinking Skills at SMKN 3 Parepare.

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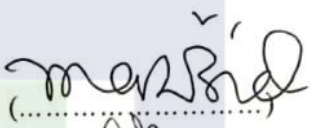


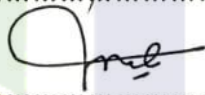
The Writer,



SUTRIANI
NIM. 2120203879102008

APPROVAL OF THE EXAMINER COMMISSION

Examiner of thesis writing on behalf of Sutriani, Register Number: 2120203879102008, Postgraduate Student of IAIN Parepare, English education program of Postgraduate IAIN Parepare, after carefully researching and correcting the Thesis concerned with the title: EFL Teachers' Assessment Model of Higher Order Thinking Skills at SMK Negeri 3 Parepare, considers that the relevant Thesis fulfill the scientific requirements and can be approved to obtain a Master's Degree in English Education.

Chairman	:	Dr. Arqam, M.Pd.	
Secretary	:	Dr. Zulfah, M.Pd.	
Examiner I	:	Dr. H. Ambo Dalle, S.Ag., M.Pd.	
Examiner II	:	Dr. Magdahalena Tjalla, M.Hum.	

Parepare, 24th January 2024

Known by

Postgraduate Director
IAIN Parepare



Dr. Hj. Darmawati, S.Ag., M.Pd
NIP. 19720703 199803 2 001

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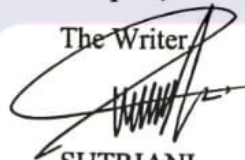
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The Writer



SUTRIANI

NIM. 2120203879102008

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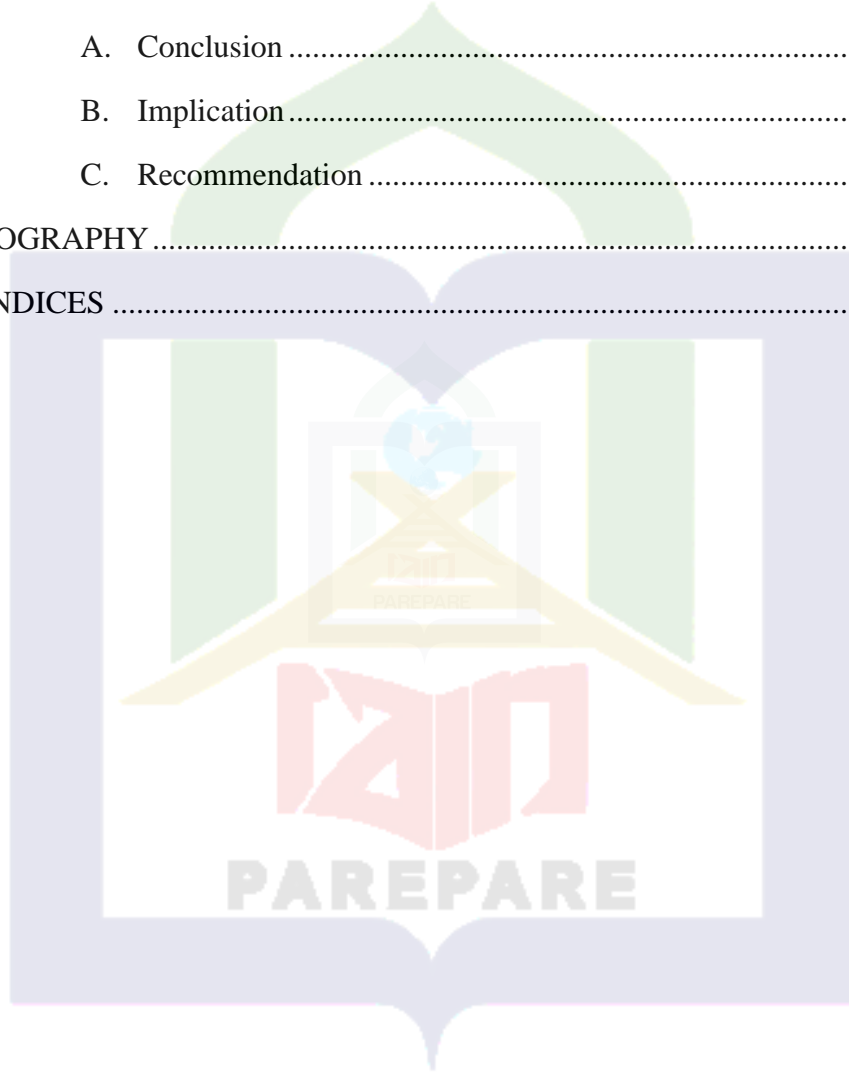
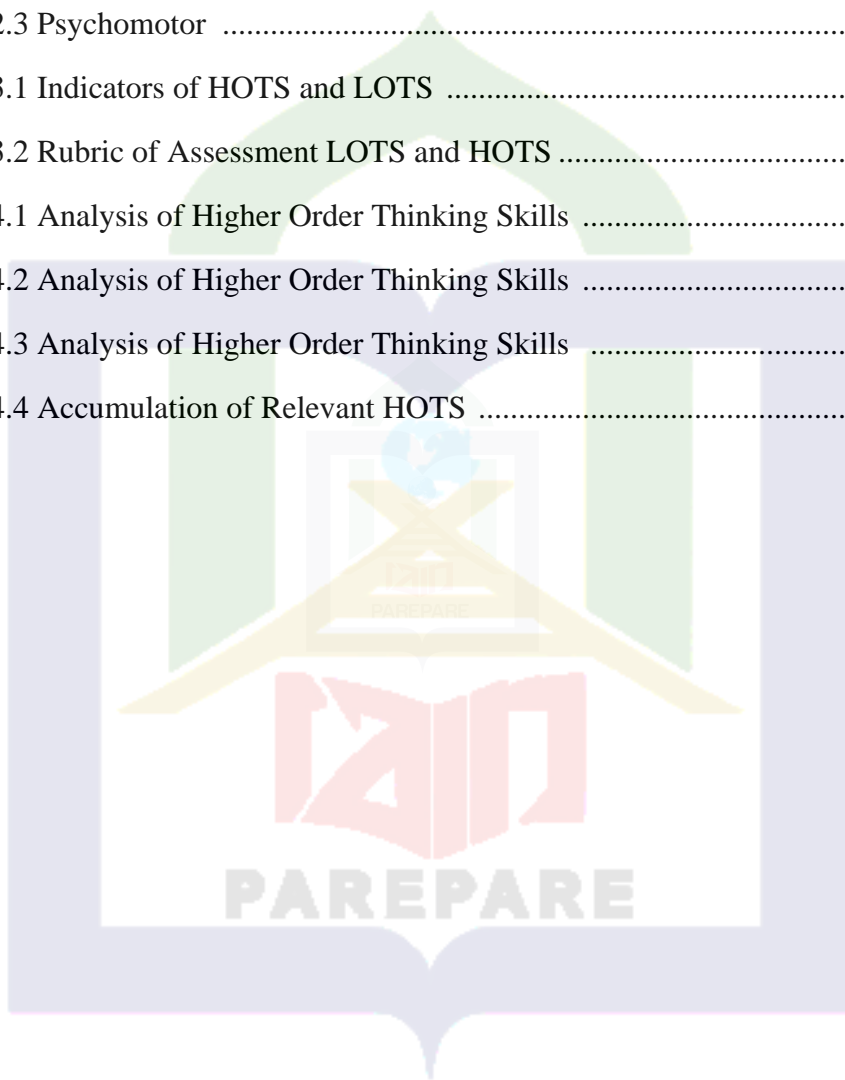


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PEDOMAN TRANSLITERASI ARAB-LATIN

1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	alif	tidak dilambangkan	tidak dilambangkan
ب	ba	b	be
ت	ta	t	te
ث	s\`a	s\`	es (dengan titik di atas)
ج	Jim	j	je
ح	h}a	h}	ha (dengan titik di bawah)
خ	kha	kh	ka dan ha
د	dal	d	de
ذ	z\`al	z\`	zet (dengan titik di atas)
ر	ra	r	er
ز	zai	z	zet
س	sin	S	es
ش	syin	sy	es dan ye
ص	s}ad	s}	es (dengan titik di bawah)
ض	d}ad	d}	de (dengan titik di bawah)
ط	t}a	t}	te (dengan titik di bawah)
ظ	z}a	z}	zet (dengan titik di bawah)
ع	`ain	`	apostrof terbalik
غ	gain	g	ge
ف	fa	f	ef
ق	qaf	q	qi
ك	kaf	k	ka
ل	lam	l	el
م	mim	m	em
ن	nun	n	en
و	wau	w	we
هـ	ha	h	ha
ء	hamzah	`	apostrof
ي	ya	y	ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fath}ah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>d}ammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اِي	<i>fath}ah dan ya>'</i>	ai	a dan i
اُو	<i>fath}ah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوَّلَ : *hau-la*

3. Maddah

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ... اِ... اُ...	<i>fath}ah dan alif</i> atau	a>	a dan garis di atas
اِي	<i>kasrah dan ya>'</i>	i>	i dan garis di atas
اُو	<i>d}ammah dan wau</i>	u>	u dan garis di atas

Contoh:

مَاتَ : *ma>ta*

رَمَى : *rama>*

قِيلَ : *qi>la*

يَمُوتُ : *yamu>tu*

4. Ta marbu>t}ah

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah*, *kasrah*, dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raud}ah al-at}fa>l*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madi>nah al-fa>d}ilah*

الْحِكْمَةُ : *al-h}ikmah*

5. Syaddah (Tasydi>d)

Syaddah atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydi>d* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbana>*

نَجَّيْنَا : *najjaina>*

الْحَقُّ : *al-h}aqq*

نُعِمُّ : *nu"ima*

عَدُوُّ : *'aduwwun*

Jika huruf *ى* ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ِ), maka ia ditransliterasi seperti huruf *maddah* menjadi *i>*.

Contoh:

عَلِيٌّ : *'Ali>* (bukan *'Aliyy* atau *'Aly*)

عَرَبِيٌّ : ‘Arabi> (bukan ‘Arabiyy atau ‘Araby)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma‘arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الزَّلْزَلَةُ : *al-zalzalah* (*az-zalzalah*)

الْفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bila>du*

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (‘) hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : *ta‘muru>na*

النَّوْعُ : *al-nau‘*

شَيْءٌ : *syai‘un*

أَمْرٌ : *umirtu*

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata *al-Qur‘an* (dari *al-Qur‘a>n*), *alhamdulillah*, dan *munaqasyah*. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh.

Contoh:

Fi> Z{ila>l al-Qur‘a>n

Al-Sunnah qabl al-tadwi>n

9. *Lafz} al-Jala>lah* (الله)

Kata “Allah” yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دِينُ اللَّهِ *di>nulla>h* بِاللَّهِ *billa>h*

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [t]. Contoh:

هُم فِي رَحْمَةِ اللَّهِ *hum fi> rah}matilla>h*

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa ma> Muh}ammadun illa> rasu>l

Inna awwala baitin wud}i'a linna>si lallaz|i> bi Bakkata muba>rakan

Syahru Ramad}a>n al-laz|i> unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>

Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus

disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

- saw. = *s}allalla>hu 'alaihi wa sallam*
 a.s. = *'alaihi al-sala>m*
 H = Hijrah
 M = Masehi
 SM = Sebelum Masehi
 l. = Lahir tahun (untuk orang yang masih hidup saja)
 w. = Wafat tahun
 QS .../...: 4 = QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4
 HR = Hadis Riwayat

ABSTRACT

Name : Sutriani
NIM : 2120203879102008
Title : EFL Teachers' Assessment Model of Higher Order Thinking Skills at SMKN 3 Parepare.

This thesis discussed Higher Order Thinking Skills (HOTS) referred to a critical thinking process and creative thinking ability. The problem was teachers still could not develop assessments relevant to the indicator of HOTS aspects. The research was conducted to describe the EFL teachers' model assessment in assessing students' higher-order thinking Skills and to describe the EFL teachers' model assessment in assessing students' higher-order thinking relevant to the indicator of the Higher Order Thinking Skills Evaluation.

This research used a quantitative design with a content analysis approach. The data collection technique used a teacher evaluation test, and the validity of the result was English Rubric. The subject of the research is 3 English teachers. The data analysis defines the research question, defines the content to be included, and defines the units of analysis.

The results of this research were as follows: 1) The Assessment model developed by EFL teachers to assess students' Higher Order Thinking Skills was shown in various assessments with multiple-choice tests while another assessment model was online multiple choice by integrating tests online text and another model were essay test and fill the blank which regarding the Higher Order Thinking evaluation test. All the models of the evaluation test can be used to evaluate the students' Higher Order Thinking Skills. 2) The Relevance of the assessment and the indicator of Higher Order Thinking showed first assessment scored 62% which was categorized as not relevance. The second assessment scored 53% which was categorized as relevant, the third assessment scored 100% which was categorized as relevant.

Keywords: Teachers' Assessment Model, Assessing, Higher Order Thinking Skills (HOTS)

ABSTRAK

Nama : Sutriani
NIM : 2120203879102008
Judul Tesis : Model Penilaian Keterampilan Berpikir Tingkat Tinggi Guru EFL di SMKN 3 Parepare

Tesis ini membahas tentang Higher Order Thinking Skills (HOTS) yang mengacu pada proses berpikir kritis dan kemampuan berpikir kreatif. Permasalahannya adalah guru masih belum bisa mengembangkan penilaian yang relevan dengan prinsip aspek HOTS. Penelitian ini dilakukan untuk mendeskripsikan tentang penilaian model guru EFL dalam menilai Keterampilan Berpikir Tingkat Tinggi siswa, untuk mendeskripsikan penilaian model guru EFL dalam menilai berpikir tingkat tinggi siswa yang relevan dengan prinsip Evaluasi Keterampilan Berpikir Tingkat Tinggi.

Penelitian ini menggunakan desain kuantitatif dengan pendekatan analisis isi. Teknik pengumpulan data menggunakan tes evaluasi guru, dan validitas hasilnya adalah Rubrik Bahasa Inggris. Subyek penelitiannya adalah 3 orang guru bahasa Inggris. Analisis data dilakukan dengan menentukan pertanyaan penelitian, menentukan isi yang akan dimasukkan dan menentukan unit analisis.

Hasil dari penelitian ini adalah sebagai berikut: 1) Model penilaian yang dikembangkan oleh guru EFL untuk menilai Keterampilan Berpikir Tingkat Tinggi siswa ditunjukkan dalam berbagai penilaian dengan pilihan ganda sedangkan model penilaian lainnya adalah pilihan ganda online dengan mengintegrasikan tes dalam teks online dan model lainnya adalah esai dan mengisi bagian yang kosong mengenai tes evaluasi Berpikir Tingkat Tinggi. 2) Relevansi penilaian dengan prinsip Higher Order Thinking menunjukkan penilaian pertama memperoleh nilai 62% yang dikategorikan tidak relevan. Penilaian kedua memperoleh skor 53% yang dikategorikan relevan, penilaian ketiga memperoleh skor 100% yang dikategorikan relevan.

Kata kunci: Model Penilaian Guru, Penilaian, Higher Order Thinking Skills (HOTS)

تجريد البحث

الإسم : سوطرياني
رقم التسجيل : ٨٠٠٢٠١٩٧٨٣٠٢٠٢١٢
موضوع الرسالة : نموذج تقييم مهارات التفكير العليا لمعلم اللغة الإنجليزية كلغة أجنبية
في المدرسة العالية المهنية الحكومية الثالث لمدينة فري فاري

تناقش هذه الرسالة مهارات التفكير العليا (هوتس) التي تشير إلى عملية التفكير النقدي والقدرة على التفكير الإبداعي. المشكلة هي أن المعلمين لا يزالون غير قادرين على تطوير التقييمات ذات الصلة بمبادئ جانب هوتس. أجريت هذه الدراسة لوصف تقييم نموذج معلم اللغة الإنجليزية كلغة أجنبية في تقييم مهارات التفكير العليا لدى الطلاب، لوصف تقييم نموذج معلم اللغة الإنجليزية كلغة أجنبية في تقييم تفكير الطلاب الأعلى ذات الصلة بمبادئ تقييم مهارات التفكير العليا.

طريقة البحث المستخدمة هي الكمية. كانت موضوعات الدراسة ٣ مدرسين للغة الإنجليزية. يتم جمع البيانات من خلال اختبارات تقييم المعلم، وللتأكد من صحة النتائج هي نماذج اللغة الإنجليزية. يتم تحليل البيانات عن طريق تحديد سؤال البحث وتحديد المحتوى المراد تضمينه وتحديد وحدة التحليل.

نتائج هذه الدراسة هي كما يلي: (١) يظهر نموذج التقييم الذي طوره معلمو اللغة الإنجليزية كلغة أجنبية لتقييم مهارات التفكير العليا للطلاب في تقييمات مختلفة مع الاختيار من متعدد بينما نموذج التقييم الآخر هو الاختيار من متعدد عبر الإنترنت من خلال دمج الاختبار في النص عبر الإنترنت والنموذج الآخر هو مقال وملء الفراغات المتعلقة باختبار تقييم التفكير العالي المستوى. (٢) تظهر أهمية التقييم لمبدأ التفكير العالي أن التقييم الأول حصل على قيمة ٦٢٪ والتي تم تصنيفها على أنها غير ذات صلة. حصل التقييم الثاني على درجة ٥٣٪ والتي تم تصنيفها على أنها ذات صلة، وحصل التقييم الثالث على درجة ١٠٠٪ والتي تم تصنيفها على أنها ذات صلة.

نموذج تقييم المعلم، التقييم، مهارات التفكير العليا (هوتس).: الرئيسية الكلمات

CHAPTER I

INTRODUCTION

A. Background

The Indonesian government has been fully aware of the key concern of the creation of Higher Order Thinking Skills for students, and it was included in the revision of the 2013 curriculum. For instance, Mulyasa stated that curriculum and good learning could optimally improve the potential of students, specially the Higher Order Thinking Skills of students. Graduates who are autonomous, active, imaginative, inventive, and have character through the formation of knowledge, skills, and attitudes can be seen as the sign.¹

It is recommended that Higher Order Thinking Skills-based learning and evaluation be used for quality education. In the industrial revolution 4.0.0, the introduction of Higher Order Thinking Skills-based learning and evaluation is required to enhance the quality and competence of graduates to face the digital era. Those competencies are the qualifications that consist of attitudes, knowledge, and skills that refer to national educational goals. Other qualifications that must be enhanced are the ability of students in transferring information, evaluating the information, and creating the information in a new context.

Professional teachers significantly affect the standard of graduates. As the key to good learning and to achieve the quality of graduates, the role of skilled teachers in learning is very significant. The teachers who are experienced in creating a successful and productive learning method are skilled. It is possible to build quality students and

¹ Mulyasa, *Implementasi Kurikulum 2013 Revisi*. (Rawamangun Jakarta Timur: PT Bumi Aksara, 2018)

education through qualified teachers. That is why the quality of learning has become one of the central and local governments' key targets for improving the quality of education, in particular the quality of graduates. From their Higher Order Thinking Skills, graduate efficiency can be seen.

Developing Higher Order Thinking Skills-based learning and evaluation is a program produced by the Ministry of Education and Culture. The goal of this program is to enhance quality of graduates. This program was created in 2018 to suit the course of the policy of the Ministry of Education and Culture. Reinforcing character education and incorporating Higher Order Thinking Skills into the process of teaching and learning is the most critical strategy.

Fundamentally, Higher Order Thinking Skills (HOTS) is a critical thinking process and creative thinking ability. Those abilities constitute both problem-solving skills and decision ability on new situations by connecting interconnected information, manipulating and transforming new and old knowledge and experiences critically and creatively. Mohamed et al and Newmann, as cited in Heong et al, elucidated that Higher Order Thinking Skills demanded the ability to translate, review and explain the meaning of the idea.² Overall, a person can be categorized as having Hogher-Order Thinking Skills when he or she can form a new idea from prior knowledge into the new rational concept.³ In this case, to measure the Higher Order Thinking Skills requires an instrument and assessment to train students' thinking skills consist of logical, systematic, critical, creative as well as rational.

² Y. M., Heong, J. M., Othman, W., Hassan, R., Kiong, T. T., & Mohamad, M. M. *The Needs Analysis of Learning Higher-Order Thinking Skills for Generating Ideas* (Procedia-Social and Behavioral Sciences, 2012).

³ Y. M., Heong, J. M., Othman, W., Hassan, R., Kiong, T. T., & Mohamad, M. M. *The Needs Analysis of Learning Higher-Order Thinking Skills for Generating Ideas* (Procedia-Social and Behavioral Sciences, 2012).

For students, Higher Order Thinking Skills is an essential competency in facing a more dynamic life in the future. Therefore, it was appropriate to implement Higher Order Thinking Skills early in the curriculum. Learning instruction, referred to as Higher Order Thinking Skills, allows students to do active learning. Many studies showed that active learning provides opportunities for students to be able to absorb more subject matter, remember, understand for longer, and the most important one that the students can think at a higher level.⁴

Furthermore, Higher Order Thinking Skills is one of the main elements for a person to be able to solve new problems in the 21st century. Higher Order Thinking Skills also plays an important role in applying, connecting, or manipulating prior knowledge to effectively solve new problems. In the revised Bloom's taxonomy, Higher Order Thinking Skills is defined as an incision between the three cognitive dimension top levels of capacity (analysis, evaluation, creation) and three level of knowledge dimension (conceptual, procedural, metacognitive). Therefore, Higher Order Thinking Skills is assessed using tasks, including the analysis, assessment, and development of metacognition or conceptual and procedural information. This implies that it is essential to familiarize students with Higher Order Thinking Skills activities to help them get ready to solve new problems, acclimatize themselves to a new atmosphere, and make decisions about a specific problem.

One of the main objectives of the assessment process is to measure or assess the learning outcomes of students, both in the form of quantitative (numeric) and qualitative data. Both types of data provide concrete information regarding the extent of students' achievements in their learning process. In the context of assessment,

⁴ Budiman, Afif, *Impelemnetasi Kurikulum 2013 di SMK Ma'arif Salam*, (Fakultas Teknik Universitas Negeri Yogyakarta, 2015).

quantitative (numeric) data is obtained through measurement using tests as a tool for data collection. Measurement, as a part of the assessment process, is focused on gathering information or data related to the competencies of students, especially in the educational context.

In reality, many teachers encounter difficulties in assessing students, especially in the realm of HOTS. These skills encompass analysis, synthesis, evaluation, and the application of knowledge in real-world situations. Teachers often find it challenging to develop assessment instruments that can effectively measure students' HOTS abilities accurately and objectively.

One of the primary issues faced by teachers is their inability to create effective HOTS assessment instruments. This can be linked to teachers' limited understanding in distinguishing indicators between Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS). The unclear distinction between these two types of thinking skills can hinder teachers in designing questions that adequately measure HOTS abilities. At times, teachers struggle to identify concrete indicators of HOTS, resulting in assessment instruments that are more focused on lower cognitive aspects. In this context, measuring Lower Order Thinking Skills may seem easier, while assessing Higher Order Thinking Skills becomes a challenging task.

These constraints create an imbalance in assessments, where the true potential of students in developing high-order thinking skills cannot be accurately gauged. Therefore, there is a need for further efforts to assist teachers in overcoming these challenges and developing assessment instruments that can reflect comprehensive student abilities, including HOTS capabilities.

The role of English Language Education (EFL) at SMK Negeri 3 Parepare is crucial in shaping the intellectual and cognitive abilities of students. Amidst global development, higher-order thinking Skills (HOTS) have become increasingly vital. However, at SMK Negeri 3 Parepare, a fundamental challenge arises regarding the development and implementation of assessments aligned with HOTS indicators. EFL teachers face difficulties in formulating effective assessments to measure students' higher-order thinking skills, creating a gap between learning objectives and actual assessment practices.

The mismatch between instructional objectives and assessment tools is a major hindrance in evaluating students' higher-order thinking skills. Existing assessments are not adequately aligned with HOTS indicators, resulting in evaluations that do not comprehensively reflect students' cognitive abilities. In this context, there is a significant gap limiting educators' ability to gauge the extent to which students succeed in developing and applying HOTS in the EFL classroom.

This research aims to address this fundamental issue by focusing on the assessment models used by EFL teachers at SMK Negeri 3 Parepare. Researchers will conduct an in-depth exploration of current assessment practices employed by EFL teachers in evaluating students' higher-order thinking skills. Thus, the research seeks to provide a detailed overview of the test models used by teachers in designing assessments that align with HOTS indicators.

One primary aspect of this issue is the ineffectiveness of current assessment practices. EFL teachers at SMK Negeri 3 Parepare struggle to design assessments that accurately measure higher-order thinking skills. The current assessments fail to align with HOTS indicators, leading to suboptimal evaluation of students' cognitive skills.

Furthermore, the research will identify and analyze challenges faced by teachers in evaluating HOTS and formulate an assessment model that can overcome these gaps. An in-depth understanding of the educational context at SMK Negeri 3 Parepare is crucial for developing an assessment model that not only suits the specific needs of the school but also reflects its unique nuances.

The research results are expected to contribute significantly not only to SMK Negeri 3 Parepare but also to the broader context of EFL education in Indonesia. By understanding the obstacles and opportunities faced by EFL teachers, this research is expected to provide a foundation for the development of a contextual and effective assessment model.

By delving deeper into current assessment practices, this research aims to formulate recommendations that can enhance EFL teachers' assessment practices at SMK Negeri 3 Parepare. Through this approach, schools are expected to adopt assessment models that better suit the needs of students and their educational environment.

In summary, this research highlights the urgency of bridging the gap between instructional objectives and assessment implementation to support the development of higher-order thinking skills among EFL students at SMK Negeri 3 Parepare. Thus, the research aims to bring about positive change in efforts to improve the quality of education and the evaluation of higher-order thinking skills in this school

The explanation above is supported by the research from I Wayan Widana that 1) HOTS assessments are questions or tasks that have Reviews These characteristics: to assess students abilities to analyze, Evaluate, and create based on contextual issues, and are not routine (not familiar); 2) steps compose HOTS items are: a) analyze the

KD that can be created HOTS items, b) arrange the blueprint of HOTS items, c) write down the items on the card matter, d) Determine the answer key (multiple choice questions form) or arrange rubric / scoring guidelines (essay form), e) perform qualitative analysis, and f) perform quantitative analysis; 3) the advantage of HOTS assessments are: a) Increase the student's motivation to learn and b) improve learning outcomes. and f) perform quantitative analysis.⁵

The concept of the research referred to in the explanation above, the researcher is interested in conducting this research for analysis of the teachers' assessment model in assessing students by using quantitative research. Based on the explanation, the researcher is interested in conducting research with the title "EFL Teachers' Assessment Model of Higher Order Thinking Skills at SMK Negeri 3 Parepare".

B. *Research Question*

Regarding the background of the research, the research questions are formulated as follows:

1. How is the assessment model developed by EFL teachers to assess students' higher-order thinking Skills?
2. Is the assessment relevant to the indicator of Higher-order Thinking Skills?

C. *Objectives of the Research*

1. To analysis the teachers' assessment model developed by EFL teachers to assess students' higher-order thinking Skills.
2. To analysis the teachers' assessments relevant to the indicator of Higher Order Thinking Skills.

⁵ I Wayan Wardana, Higher Order Thinking Skills Assessment (HOTS), *ISAE*. Volume 3 Number 1 February 2017. Copyright © Ikacana Publisher | ISSN: 2442-4919

D. *Significance of the Research*

The significance of the study can be attributed to several aspects that concern the teacher, the researcher, and the institution.

1. Teacher, with regards to the teacher, this study is expected to strengthen the teachers' professionalism in improving their skill in arranging and implementing language learning assessments based on Higher Order Thinking Skills as required by curriculum development.
2. Researcher, the researcher may also benefit from this kind of research in making it a useful reference and guidance in increasing knowledge or making other academic writing of English.
3. Institution, for Institution, this study will become an input for teachers and principals in applying curriculum specifically on learning and assessment based on Higher Order Thinking Skill.

CHAPTER II

LITERATURE REVIEW

In this section, some important elements related to the topic discussed in this study are exposed. Those elements are previous related studies, theoretical discussion, and conceptual framework.

A. *Previous Related Studies*

Since higher order thinking skills accounts for as one of many important students' ability that can be developed through teaching and learning processes, researchers are constantly seeking for most suitable strategies for development. Considering its high priority in the field of human development especially teaching and learning, there have been emerging studies done into this aspect of human development and capacity. In the last couple of years, research has been documented in looking at HOTS, which has shown tremendous evidence in many contexts of learning.

1. The first issue about assessment model used by teachers' in assessing HOTS it referred from the statement of Wiyaka, The integration of higher-order thinking skills (HOTS) in language learning assessments has become a crucial issue in 21st-century learning. However, not many teachers are aware of the need to incorporate HOTS in assessments due to their insufficient knowledge and the absence of good examples. Further, there is not much research and literature on HOTS-based formative assessment that can be used as references. This research aims to fill the existing gap by providing a model of higher-order thinking skills (HOTS)-based formative assessments for English learning, especially in junior high schools. By employing research and development design, this research describes the validation

of the assessment model. The proposed model of assessment may be used as a prototype for assessing language learning.⁶

2. The second issue about Higher Order Thinking Skills Assessment. There is some research conducted related to the concept of Higher-order Thinking Skills, it referred to the statement of Evelina Johansen that the majority of courses included more assessment tasks focusing on higher-order thinking than on lower-order thinking. However, a significant difference was detected between literature and linguistics modules in the sense that literature modules include more HOTS e-assessment tasks.⁷ Another research from Charanjit Kaur Swaran which has a similar issue stated that The ESL teachers' strategies that encourage higher-order thinking skills when teaching writing to weak ESL learners were recorded and examined to unsure that ESL learners can understand and master higher-order thinking skills that can improve their writing.⁸ It is also supported by the research from I Wayan Widana which regarding from the study found that HOTS assessments challenge students with tasks that require analysis, evaluation, and creativity, moving beyond familiar tasks. The process of creating HOTS items involves detailed planning and qualitative, and quantitative analysis. The study emphasizes the positive impact of HOTS assessments, improving student motivation and learning outcomes.⁹ All these issues explain the understanding and

⁶ Wiyaka, W., Prastikawati, E. F., & Adi, A. P. K. Higher-order thinking skills (hots)-based formative assessment: A proposed model for language learning assessment. *Vision: Journal for Language and Foreign Language Learning*, 9(2),(2020).

⁷ Evelina Johansson, *The Assessment of Higher-order Thinking Skills in Online EFL Courses: A Quantitative Content Analysis*, (University of Gothenburg, 2021).

⁸ Charanjit Kaur Swaran, *ESL Teachers' Strategies to Foster Higherorder Thinking Skills To Teach Writing*, (Department of Educational Studies, Faculty of Human Development Universiti Pendidikan Sultan Idris, Malaysia, 2020).

⁹ I Wayan Widana , Higher Order Thinking Skills Assessment (HOTS), *JISAE*. Volume 3 Number 1 February 2017, Ikacana Publisher .

mastering of higher-order thinking skills that can improve students' English assessment, it assesses many skills using higher-order thinking skills.

3. The third issue about critical thinking which is evaluated by assessing students' Higher Order Thinking Skills. The research from Wayan Widana stated that teacher training programs to enhance HOTS assessment understanding and strategies for vocational senior secondary school students are successful.¹⁰ It also stated from another research conducted by Bantalem Derseh Wale stated that inquiry-based instruction is suggested as a means to improve students' critical thinking skills because the method enhances students' interpretation, analysis, evaluation, inference, explanation, and self-regulation skills which are the core critical thinking skills.¹¹ It also stated in another supported issue from Rika Riwayatningsih stated that the teacher implemented brainstorming in the opening session, showing flash cards to build students' vocabulary and understanding of the topic, singing English songs, and roleplaying in the main activity, while the closing activity was done through giving some open-ended questions directing the students to promote their critical thinking skills.¹² This research explained the issue related to the critical thinking that develops by using HOTS.
4. The fourth issue conducted about Classroom Interaction which related to the implementation of Higher Order Thinking Skills (HOTS) in English Learning for

¹⁰ Elin Driana, Ary Susilowati, Ernawati, and Abd. Rahman A. Ghani, conducted title of “*Assessing Students' Higher Order Thinking Skills: Knowledge and Practices of Chemistry Teachers in Vocational Senior Secondary Schools*”, 2021.

¹¹ Bantalem Derseh Wale, *Effects of Using Inquiry-Based Learning on EFL Students' Critical Thinking Skills*. (Wale and Bishaw Asian-Pacific Journal of Second and Foreign Language Education ,2020).

¹²Rika Riwayatningsih, *Portraying Teacher's Metacognitive Knowledge to Promote EFL Young Learners' Critical Thinking in Indonesia* (Universitas Pendidikan Indonesia, Indonesia, *International Journal of Language Education*, 2021).

Beginners, it explained from the research of Syafruddin that lecturers and students have applied the principles of Higher Order Thinking Skills (HOTS) from core learning activities to final learning activities.¹³ It also stated from Hamzah stated that 3 main themes were identified: (1) HOTS, (2) metacognitive, and (3) inquiry. This study suggests that these three elements should be included in the contribution element of metacognition-based HOTSs teaching modules in school. This study contributes knowledge and guidelines to the construction of metacognition-based HOTSs teaching modules in schools, teachers' preparedness to plan, monitor, and evaluate students' higher order thinking skills.¹⁴ Moreover, Boyd concluded that 87% of the teachers' items that have participated in this study used level 1 of the taxonomy in 2003- 2004, and this percentage increased to 86% in 2005-2006. These numbers reflect the tendency of the assessment methods used in schools to ask students to recall information or to do routine question, which will not help students in improving their higher-order thinking skills.¹⁵

B. Some Pertinent Ideas

1. Higher Order Thinking (HOTS)
 - a. Definition of Higher Order Thinking Skill

¹³ Syafrudin, *Boosting Classroom Interaction Based on Higher Order Thinking Skills (HOTS) in English Learning for Beginners* (Postgraduate Program of English Education, University Bengkulu, Indonesia, UIN Raden Fatah Palembang, Indonesia, 2021).

¹⁴ Hamzah, *Systematic Literature Review on the Elements of Metacognition-Based Higher Order Thinking Skills (HOTS) Teaching and Learning Modules* (Faculty of Education, Universiti Kebangsaan Malaysia, Bangi 43600, Malaysia, 2022).

¹⁵ Yousef Abosalem. Assessment Techniques and Students' Higher-Order Thinking Skills. *International Journal of Secondary Education*. Vol. 4, No. 1, 2016, pp. 1-11. doi: 10.11648/j.ijsedu.20160401.11

HOTS (Higher Order Thinking Skills), often referred to as advanced cognitive skills or high-level thinking concepts, is a concept of educational reform based on the Bloom's taxonomy that began in the early 21st century. This concept is integrated into education with the aim of preparing human resources to face the industrial revolution. In the 21st century, human resources are expected not only to be workers who follow the government but also to possess 21st-century skills.

Higher Order Thinking Skills (HOTS) encompass a set of cognitive abilities and processes that go beyond basic memorization and comprehension to involve more complex mental activities. These skills require learners to engage in critical analysis, synthesis, evaluation, and creative problem-solving. At their core, HOTS involve the ability to think critically and independently, make connections between concepts, draw inferences, and apply knowledge to novel situations. Instead of focusing solely on recalling information, HOTS demand a deeper understanding of content and the ability to manipulate and apply that knowledge in various contexts. These skills are essential for learners to tackle real-world challenges, make informed decisions, and adapt to evolving situations. HOTS promote a more profound level of learning by encouraging students to question, analyze, and explore ideas, fostering intellectual curiosity and a lifelong capacity for learning and growth. As educators strive to prepare students for the complexities of the modern world, integrating and cultivating Higher Order Thinking Skills becomes a key aspect of fostering intellectual agility and promoting a more profound understanding of the subjects they study. According to Lewis and Smith, higher-order thinking will occur when an individual has information stored in memory and acquires new information, then connects and organizes that information to achieve a goal or obtain possible solution answers for a

confusing situation. Higher-order thinking skills (HOTS) include critical thinking, creative thinking, problem-solving, and decision-making.¹⁶

High-order thinking skills are cognitive operations highly required in thinking processes that consist of short-term memory. When associated with Bloom's taxonomy, higher-order thinking encompasses analysis, synthesis, and evaluation. Moreover, these high-order thinking skills are far more essential in the present than in previous times.¹⁷

In the Minister of Education and Culture Regulation of the Republic of Indonesia, specifically in No. 54 of the year 2013, it is explained that "Graduate competence standards are the qualifications of graduates that include attitudes, knowledge, and skills." Additionally, in Ministerial Regulation No. 22 of the year 2016 regarding the standards of basic and secondary education processes, the assessment of knowledge aspects is divided into 5 levels, namely remembering, understanding, applying, analyzing, and evaluating.

From the various definitions above, it can be concluded that HOTS (High Order Thinking Skill) is a high-level thinking skill that must be possessed by students. It not only tests intellectual abilities in terms of memory but also assesses the ability to evaluate, creativity, analysis, and critical thinking related to students' understanding of a subject. Furthermore, HOTS emphasizes critical thinking in problem-solving, so high-order thinking skills are not only limited to the ability to memorize subject

¹⁶ Ridwan Abdullah Sani, *Pembelajaran Berbasis HOTS* (Tangerang: Tira Smart, 2019).

¹⁷ Vinsensia H.B. Hayon, Theresia Wariani, dkk, *Pengaruh Kemampuan Berpikir Tingkat Tinggi (High Order Thingking) Terhadap Hasil Belajar Kimia Materi Pokok Laju Reaksi Mahasiswa Semester I Program Studi Pendidikan Kimia FKIP Unwira Kupang Tahun Akademik 2016/2017*. (Kupang: TP 2017) 310.

matter but rather focus more on the application of concepts and problem-solving abilities.

From several studies conducted on thinking skills, characteristics of thinking are identified and differentiated into two levels: lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS). Some of these characteristics include. igher Order Thinking Skills (HOTS) represent a cognitive level that goes beyond basic memorization and understanding of information. The Indonesian education system, as outlined in Ministerial Regulation No. 54 of 2013 and No. 22 of 2016, underscores the importance of graduate competence standards, which encompass attitudes, knowledge, and skills. The latter regulation specifically delineates knowledge assessment into five levels: remembering, understanding, applying, analyzing, and evaluating.

HOTS can be considered a set of advanced thinking skills that students need to cultivate. While the lower-order thinking skills (LOTS) focus on remembering and understanding, HOTS elevate the cognitive processes to include applying, analyzing, and evaluating. This distinction is crucial in emphasizing that education should not merely be about acquiring facts and knowledge but should also encourage students to think critically, solve problems creatively, and analyze information in a nuanced manner.

HOTS, therefore, represent a holistic approach to assessing students' intellectual abilities. It gauges not only their memory and understanding but also their capacity for evaluation, creativity, and critical analysis. By emphasizing critical thinking and problem-solving, HOTS promotes a deeper understanding of subject

matter. It requires students to apply learned concepts to real-world situations, fostering skills that are vital for success in both academic and practical contexts.

b. HOTS based Assessment

Assessment is the process of gathering information to measure the achievement of student learning outcomes. Student learning assessment consists of three aspects, namely attitudes, knowledge, and skills. In the 2013 revised curriculum, learning assessments emphasized HOTS. It supports the principle of education that students need to learn to become good thinkers.

HOTS-based assessment refers to a method of evaluating students' Higher Order Thinking Skills (HOTS) rather than merely focusing on Lower Order Thinking Skills (LOTS) like memorization and basic understanding. This type of assessment aims to measure students' abilities to think critically, analyze information, solve problems creatively, and apply their knowledge in real-world scenarios.

The process of gathering data to evaluate how well are meeting their learning objectives is known as assessment. Attitudes, knowledge, and skills are the three components of student learning assessment. Learning assessments in the revised curriculum of 2013 emphasized HOTS. It upholds the guideline of schooling that understudies need to figure out how to turn out to be great thinkers.

Bloom Taxonomy is more like the term HOTS. Taxonomy bloom, a conceptual framework for thinking skills, was introduced by Bloom. It is a structure that ranks thinking ability from lowest to highest in a fashion. Bloom classified educational objectives into cognitive, affective, and psychomotor domains of intellectual abilities.

1. Cognitive

The cognitive domain includes mental (Brain) activities. All efforts related to brain activity include the cognitive level. There are six levels of the thinking process in the cognitive domain, from the lowest to the highest, namely knowledge, comprehension, application, analysis, synthesis, and evaluation. However, Anderson & Krathwohl changed Bloom Taxonomy from noun to a verb. They concluded that changing this category is important because the bloom taxonomy is a description of the thinking process. It does not describe learning outcomes in the form of nouns. The changing of thinking process by Anderson from the lowest to the highest, namely remembering, understanding, applying, analysis, evaluation, and creation. To be specific, the dimensions, namely factual, conceptual, procedural, and metacognitive knowledge.¹⁸

Table 2.1 Cognitive Domain at School

Aspect Cognitive	Explanation
Factual	Factual knowledge is the basic level of study and basic to specific disciplines. This dimension refers to essential facts, terminology, details or elements students must know or be familiar with in order to understand a discipline or to solve a problem. The factual knowledge includes symbols, signs, the name of person and history. Furthermore, the conceptual knowledge refers to the interrelationship among basic elements within a larger structure and enables them to function together

¹⁸Anderson, L.W. & Krathwohl, D. R. (Eds.). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. (New York: Addison Wesley Longman, 2001).

Conceptual	Conceptual knowledge is knowledge of classification, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area. Conceptual knowledge includes knowledge of categories and classification and the relationship between them. It includes schemas, mental models, or implicit or explicit theories represent the knowledge an individual has about how a particular subject matter is organized, the different, and the function
Information	Procedural knowledge refers to the information or knowledge that helps students to do something specific to a discipline, subject, or area of study. It also refers to methods of inquiry, very specific or finite skills, algorithms, techniques, and particular methodologies
Metacognitive knowledge	Metacognitive knowledge is the awareness of one's own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to go about solving problems, cognitive tasks, to include contextual and conditional knowledge and knowledge of self. ¹⁹

2. Affective domain

Second domain of the bloom's taxonomy is the affective domain. According to Miller, affective learning is concerned with how learners feel while they are

¹⁹Anderson, L.W. & Krathwohl, D. R. (Eds.). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. (New York: Addison Wesley Longman, 2001)

learning, as well as with how learning experiences are internalized so they can guide the learner's attitudes, opinions, and behaviour in the future.

Table 2.2 Affective Domain at School

Aspect Affective	Explanation
Attention	Attention refers to the level of focus and concentration a student gives to the learning material. In the context of HOTS, attention is vital as it lays the foundation for effective cognitive engagement. When students pay close attention, they absorb information more deeply and can subsequently apply higher-order thinking skills. Attaining a high level of attention involves techniques like active participation, minimizing distractions, and connecting the material to the student's interests or experiences
Attitudes	Attitudes encompass a student's disposition, feelings, and beliefs towards a subject or topic. HOTS are closely tied to positive attitudes because a student's willingness to engage in critical thinking and problem-solving often hinges on their perception of the value and relevance of the content. Fostering positive attitudes involves creating a supportive learning environment, demonstrating real-world applications of the material, and acknowledging and addressing any negative attitudes that might hinder learning.
Receiving	Receiving pertains to being open and receptive to new information and experiences. It's about being receptive to new

	<p>ideas, perspectives, and ways of thinking. This quality is crucial for HOTS because critical thinking often requires considering diverse viewpoints and challenging preconceived notions. Encouraging receiving involves promoting a growth mindset, valuing curiosity, and creating an atmosphere where students feel comfortable exploring new concepts.²⁰</p>
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3. Psychomotor

The psychomotor domain is one of the three domains of learning outlined in Bloom's Taxonomy, It refers to the realm of physical movement, coordination, and skills development. In the context of education, the psychomotor domain focuses on the development and assessment of physical skills and abilities, ranging from basic motor skills to complex physical activities that involve coordination, precision, and control.

Table 2.3 Psychomotor aspect Domain at School

Psychomotor aspect	Explanation
Physical skills	<p>The psychomotor aspect revolves around the development and mastery of physical skills, which encompass a broad array of movements and actions. These skills are acquired through practice, repetition, and refinement. They range from fundamental movements to complex, specialized actions, and they play a crucial role in a person's overall development and competency.</p>

²⁰Anderson, L.W. & Krathwohl, D. R. (Eds.). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. (New York: Addison Wesley Longman, 2001)

	<p>These are the building blocks of physical development. They include fundamental movements like crawling, walking, and grasping. Basic motor skills are typically acquired during infancy and early childhood and lay the groundwork for more intricate movements.</p> <p>Physical education classes provide an ideal platform for introducing and refining physical skills. A well-designed curriculum should progress from basic motor skills to more complex movements, catering to different age groups and abilities</p>
Abilities	<p>Psychomotor abilities refer to the capacity to perform physical skills effectively and adapt them to various situations. While skills focus on the execution of specific actions, abilities involve a broader understanding of how to apply those skills in different contexts.</p> <p>Psychomotor abilities in students refer to their capability to not only perform physical skills but also adapt and apply them effectively across diverse situations. While skills emphasize the mastery of specific actions, abilities extend beyond execution, requiring a broader comprehension of when and how to use those skills appropriately.²¹</p>

²¹Anderson, L.W. & Krathwohl, D. R. (Eds.). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. (New York: Addison Wesley Longman, 2001)

HOTS-based assessment represents a transformative approach to evaluating students' cognitive abilities, focusing on cultivating advanced thinking skills crucial for success in the complex and dynamic modern world. One of its defining characteristics is the incorporation of problem-solving scenarios, which immerse students in real-world situations or intricate problems. This strategy goes beyond traditional assessments, urging students to engage in thoughtful analysis and devise creative solutions, thus deepening their understanding of the subject matter through practical application.

The reliance on open-ended questions distinguishes HOTS-based assessments from conventional testing methods. By prompting students to provide detailed, analytical responses, educators gain valuable insights into their ability to articulate thoughts, apply reasoning, and showcase critical insights. This emphasis on expressive and reflective responses fosters a more nuanced evaluation of students' cognitive processes, moving beyond rote memorization. In the realm of HOTS-based assessment, the focus on applying learned concepts is paramount. This shifts the evaluative criteria from simple recall to a demonstration of knowledge application in novel and challenging situations. As a result, students are prompted to engage with their knowledge at a higher cognitive level, promoting a more profound and enduring understanding. Furthermore, HOTS assessments actively incorporate tasks that demand analysis and evaluation. Students are challenged to assess argument validity, evaluate source reliability, and analyze data to draw meaningful conclusions. These components foster critical thinking skills, encouraging students to question assumptions, consider alternative perspectives, and make informed judgments—a fundamental aspect of HOTS.

c. Indicators of Higher Order Thinking Skills

Higher-order thinking Skills (HOTS) encompass a range of cognitive abilities that go beyond basic memorization and recall. The indicators for each level of HOTS, from C1 to C6, can be delineated as follows²²:

1. Recall and Recognition

The indicator for C1 involves the ability to retrieve information from memory. Students demonstrate proficiency in recalling facts, terms, and concepts. Assessments at this level often include questions that require students to remember specific details or events.

2. Comprehension and Interpretation

The focus shifts to understanding and interpreting information. Students showcase their comprehension by explaining the meaning of concepts, summarizing information, or interpreting data. Assessments may involve tasks that require students to demonstrate a deeper understanding of the material.

3. Application of Knowledge

Emphasizes the application of acquired knowledge to solve problems or address situations. Students exhibit their ability to use learned concepts in practical scenarios. Assessments at this level assess how well students can apply theoretical knowledge to real-world situations.

4. Analysis and Identification of Patterns

Delves into analytical thinking and pattern recognition. Students are tasked with identifying relationships, patterns, or structures within information. Assessments

²² Anderson, L.W. & Krathwohl, D. R. (Eds.). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. (New York: Addison Wesley Longman, 2001)

may include questions that require students to analyze data, identify trends, or recognize underlying patterns.

5. Creative Combination of Information

Involves the creative synthesis of information. Students go beyond traditional learning by combining concepts in innovative ways. Assessments may include tasks that challenge students to generate new ideas, propose solutions, or create original work based on their understanding of diverse information.

6. Judgment Based on Critical Analysis

The highest level, C6, centers on critical analysis and judgment. Students critically evaluate information, question assumptions, and make informed judgments. Assessments at this level require students to demonstrate a deep understanding of the subject matter, analyze complex issues, and formulate reasoned judgments.

These indicators collectively represent the progression of cognitive skills from basic recall to advanced critical analysis. A comprehensive educational approach seeks to develop students' abilities across these HOTS levels, fostering a well-rounded and agile intellectual capacity.

Anderson and Krathwohl further explain the three dimensions of cognitive processes at the highest level of the revised Bloom's Taxonomy:

a) Analysis

Analysis of means breaking materials or concepts into parts, determining how the parts interrelate to one another or to an overall structure or purpose. This level of analysis involves identifying parts, analyzing the relationships between parts, and acknowledging the principles of the organization involved.

The operational verbs used include: analyzing, arranging, comparing, deconstructing, concluding, investigating, observing, separating, etc. Activities involved at this level include: Read non-fiction books then divide the book into sections. Tell me why the parts are placed in order. Compare the two animals in writing. Distinguish between facts and conclusions.

b) Evaluation

Evaluating is making judgments based on criteria and standards through checking and critiquing. This level involves the production of unique communications, operational plans such as research proposals, or schemes for classifying information such as a set of abstract relationships. Learning outcomes in this field emphasize creative behavior, with the main emphasis on the formulation of new patterns or structures. Applicable operational verbs include: judging, justifying, testing, arguing, critiquing, concluding, recommending, revising. The following activity is an example: Create a new song for the melody "twinkle twinkle little star". Combine elements of drama, music and dance in the performance. Develop plans for an adiwiyata school.

c) Creation

Creating is putting elements together to form a coherent or functional whole, reorganizing elements into a new pattern or structure through generating, planning, or producing. These criteria can be internal organizational criteria, or external criteria that are relevant to the goal. The creating category involves the thought process of all the previous ones and therefore is the highest in the thought process hierarchy. The operational verbs used include: collaborating, facilitating, formulating, integrating, making, mixing, producing,

solving, etc. Examples of activities include: Integrate the actions of your favorite historical figures. Determine the criteria needed for good resources. Make a speech on the theme of education.

The evaluation of Higher Order Thinking Skills (HOTS) aims to assess students' abilities to think critically, analyze, synthesize, and evaluate information rather than merely recall facts. HOTS evaluation encourages students to apply their knowledge to real-world situations and solve complex problems. There are several principles to consider when evaluating HOTS in the classroom:

Bloom's Taxonomy: Bloom's Taxonomy is a framework that categorizes thinking skills into six levels, ranging from lower-order to higher-order thinking. The principles of HOTS evaluation align with the higher levels of Bloom's Taxonomy, such as analyzing, evaluating, and creating, as they require deeper cognitive processes.

1. **Open-ended questions:** HOTS evaluation involves posing open-ended questions that prompt students to think critically and provide thoughtful responses. These questions typically require students to explain their reasoning, defend their answers, or apply their knowledge in various contexts.
2. **Authentic tasks:** Evaluating HOTS should involve authentic tasks that mirror real-life situations or problems. This enables students to demonstrate their ability to apply knowledge and skills to practical scenarios, fostering deeper understanding and relevance.
3. **Rubrics for assessment:** Clear and well-defined rubrics are essential in evaluating HOTS. Rubrics provide specific criteria for assessing students' responses, allowing teachers to measure the quality of their critical thinking and problem-solving abilities.

4. Divergent thinking: HOTS evaluation encourages divergent thinking, which involves generating multiple solutions or perspectives to a given problem. This approach values creativity and the ability to think "outside the box."
5. Application-based assessments: HOTS evaluation often involves performance-based or application-based assessments rather than purely knowledge-based tests. Performance tasks can include projects, case studies, simulations, or debates, which require students to utilize their critical thinking skills actively.
6. Process-oriented feedback: Providing feedback that focuses on the thinking process rather than solely on the final answer is crucial in HOTS evaluation. This feedback helps students understand the strengths and weaknesses of their thinking strategies and encourages improvement.
7. Collaboration and discussion: Engaging students in collaborative activities and discussions fosters higher-order thinking. Through peer interactions, students can share ideas, challenge assumptions, and refine their thinking, leading to more comprehensive learning.

By adhering to these principles, educators can effectively assess and nurture students' higher-order thinking skills, preparing them to become competent problem solvers and critical thinkers in various aspects of life.

Resnick defined Higher Order Thinking Skills as a complex thinking process to break down the material, make conclusions, draw representations, analyse, and build relationships by involving the most basic mental activities. Anderson and Krathwohl defined higher order thinking skills (HOTS) as the extensive use of the mind to face new challenges through critical and creative thinking. Both critical and creative thinking are teachable in establishing HOTS. On the other hand, Marzano revealed

eight component in HOTS as comparing, classifying, inducing, deducing, analysis, constructing, analysing perspectives, and abstracting.²³ Bloom's taxonomic ladder also uses these skills to highlight various high-order processes. Bloom views skills as being broken down into two parts. The first are low-level skills that are crucial to learning, like remembering, understanding, and applying, and the second are higher-level thinking skills like analyzing, evaluating, and creating. Teachers need to improve their students' ability to think critically at this high level as part of the education process.

Higher order thinking skills is skill to think critically to solve or overcome problem to any phenomena or information, that include analyses, evaluation, and creating or take in Bloom's taxonomy revised by Anderson and Krathwohl called as Cognitive taxonomy or other application of thought processes to complex situation and have many variables. All students can think, but most of the students need encouragement and guidance for higher order thinking process.²⁴ Higher order thinking skills can be interpreted into three meanings namely, as transfer, as critical thinking skills, and as a problem-solving.²⁵ Higher order thinking skills as transfers means that students actively process them by noticing relevant new information. Then the students arrange them into related units and then combine new information. As critical thinking skills imply that students can apply judicious judgments and produce a critical idea. While as problem solving means that students are expected to be able to solve problems with creative solutions effectively.

²³ Ima Rahmah Hanifah, *EFL Teachers Cognition and Practices of Higher Order Thinking Skills in the Indonesian Context* (2022).

²⁴ Indah Miftakhul, *Designing Higher Order Thinking Skills (HOTS) Assessment for Diverse Students; Trends and Challenges* (UIN Sunan Ampel Surabaya, 2019).

²⁵ Brokhart, *How to Assess High Order Thinking in Classroom Practices*,(2010).

Newman and Wehlage also revealed that higher order thinking requires students to manipulate information and ideas by changing meanings and implications, such as when students combine facts and ideas to synthesize, summarize, explain, and conclude or interpret. Based on some expert opinions above, it is concluded that higher order thinking skills encourages students to be able to synthesize, summarize, clarify, and summarize issue with active, critical, logical, creative, reflective, and meta-cognitive thinking. This thinking technique is the cognitive process at the top three levels of the revised version of Bloom's taxonomy, which are analysis, evaluation, and creation.

According to Vui, Higher Order Thinking Skill will occur when someone associates new information already stored in his memory and relates it and/or rearranges and develops the information to achieve a goal or find a solution to a difficult situation to solve.²⁶ The main purpose of Higher Order Thinking Skill is how to improve students' thinking skill at a higher level, especially those related to critical thinking skills in receiving various types of information, creative thinking in solving problems using knowledge possessed and making decisions in complex situations.

According to John Dewey, the ability to think at a high level (HOTS) is a process of thinking as a productive process chain that moves from reflection to inquiry, then makes the process of critical thinking and ultimately leads to drawing conclusions reinforced by people's beliefs about thinking.²⁷ The ability to solve problems owned by someone can be shown through several indicators, for example being able to identify problems, have curiosity, work carefully and be able to evaluate decisions. The ability

²⁶ Vui, *Higher Order Thinking Ability in Middle School Students in Jember in Solving PISA-Standard Questions*. (Educational Research and Evaluation, 2016)

²⁷ John Dewey, *HOTS (Higher Order Thinking Skills) Based Learning*. (Florida State University, 2019)

to think at a high level, whether critical, creative, and problem-solving abilities possessed by a person cannot be possessed directly, but is obtained through practice.

Brookhart claims that there are three categories about definition of high order thinking, (1) those that define higher-order thinking in terms of transfer, (2) those that define it in terms of critical thinking, and (3) those that define it in terms of problem solving.²⁸ The categories which considered as HOTS are analyze, evaluate, and create. Each category is broken down into sub-categories with their particular characteristics. Analyze consist of three sub-categories differentiating, organizing and attributing. A test item is grouped in differentiating when it gives students with tasks to separate relevant from irrelevant parts of presented material. Organizing is the activity of thinking process when students work with an errand which requests that they incorporate components that fit or capacity inside a structure.

Higher Order Thinking Skills are based on low-level questioning skills which consist of distinguishing, utilizing and evaluating simple and cognitive strategies related to prior expertise from the contents of major complexity (vocabulary, procedural understanding, and patterns of reasoning). And familiar environment training techniques that facilitate higher levels of questioning skills that include: students perseverance, self-monitoring, and an open and flexible attitude. In higher order thinking, the road a head is not always really visible, or easily seen from the factor of unmarried views . this technique requires the interpretation of uncertainties using various solutions, with self-law in questioning to force it and find shape in disease.

²⁸ Susan M. Brookhart, *How To Assess Higher-Order Thinking Skills in Your Classroom* (Alexandria:ASDC, 2010),

However, the higher order idea procedure and its value is well explained by Lewis and Smith, questions are better done when someone takes new facts and facts in memory and is interconnected and/ or rearranges and expand these statistic to achieve goals or find possible answers in difficult situations.²⁹

d. Characteristics of Higher Order Thinking Skills (HOTS) Questions

Higher Order Thinking Skills questions are assessment instruments used to assess higher-order thinking skills. It consists the ability to think that is not just recall, restate, or refer without doing processing (recite). Higher Order Thinking Skills questions in the context of the assessments assess the ability of: 1) transferring one concept to another, 2) processing and applying information, 3) looking for links from different kinds of information, 4) using information to solve problems, and 5) analyzing ideas and information critically.³⁰

While Susan M. Brookhart defines three categories of assessment capabilities HOTS as follows: (1) the ability to transfer the concept to another concept, a high-level thinking skills as a form of knowledge possessed the ability to connect with others who are not familiar situations; (2) critical thinking skills (critical thinking skills), is the ability to understand the problems of logic, reflective thinking skills, the ability to argue that can be focused to take a decision or do something; and (3) the ability of problem solving (problem solving), namely the ability to find a new way, a solution that is not common, defining the problem creatively.³¹

²⁹ Krathwohl, *A Revision of Blooms' Taxonomy: An Overview: (Theory into practice, 2002)*

³⁰ Wayan Widana, *Penulisan Soal Higher order thinking skills untuk Ujian Sekolah*. (Jakarta: Direktorat Pembinaan SMA, 2016)

³¹ Susan M. Bookhart, *How to Assess Higher Order Thinking Skills in Your Classroom*, (Alexandria, VA: ASCD, 2010)

In addition, based on *Modul Penyusunan Soal HOTS* published by *Directorat Pembinaan SMA Ditjen Pendidikan Dasar dan Menengah*, characteristics of Higher Order Thinking Skills questions are as follow:³²

1. Measure the ability of high level

Higher order thinking ability includes the ability of problem solving, critical thinking, creative thinking, reasoning, and decision making. The ability to think at a higher level is one of the important competencies in the modern world, so very student should have this competency.

Higher Order Thinking Skills questions are often considered same as difficult questions. Difficult questions is not same as higher order thinking. For example, to know the meaning of an unfamiliar or uncommon word might have a very high of difficulty level, but the ability to answer that problem does not include higher order thinking skills. Thus it can be concluded that Higher Order Thinking Skills questions are not necessarily questions that have high difficulty level.

Creativity to solve problems in Higher Order Thinking Skills consist of:

- a) Ability to solve unfamiliar problems
- b) Ability to evaluate the strategies used to solve problems from different perspectives.
- c) Ability to find new solving problem models that are different from previous ways.

2. Based on contextual issues

³² Direktorat Pembinaan SMA Ditjen Pendidikan Dasar dan Menengah, *Modul Penyusunan Soal Higher Order Thinking Skills (HOTS)*, (Direktorat Pembinaan SMA Direktorat Jenderal Pendidikan Dasar dan Menengah Departemen Pendidikan dan Kebudayaan: Jakarta, 2017)

Higher Order Thinking Skills questions are assessment based on real situations in daily life or it can be said that Higher Order Thinking Skills questions loads stimulus in the form of case (based on case). Case can be removed from the real situation in everyday life (contextual), such as the issue faced by the world today like information technology, science, economics, health, education, character, and infrastructure. This definition also includes how students' skills to relate, interpret, apply and integrate knowledge in learning process to solve problems in real contexts.

Here are five characteristics of contextual assessment, which is abbreviated REACT.

- a) Relating, assessment is directly related to the context of real life experiences.
 - b) Experiencing, assessment emphasized on exploration, discovery and creation.
 - c) Applying, an assessment that demands the ability of students to apply knowledge
 - d) Communicating, an assessment that demands the ability of students to be able to communicate conclusions models at the conclusion context of the problem.
 - e) Transferring, assessment that demands the ability of students to transform concepts of knowledge in the classroom into situations or contexts.
3. Using various forms of tests

The use of various forms of tests to provide more detail and comprehensive information about the ability of test takers. This is important to ensure the principle of assessments conducted by teachers can describe the ability of students according to actual situation.

There are several alternative forms of tests that can be used to arrange Higher Order Thinking Skills questions, such as those used in the PISA test model; 1) multiple choice; 2) complex multiple choice (true/false, or yes/no); 3) short or complete entries; 4) short answers and 50 essays.

For assessments conducted by schools, it is recommended to use a multiple-choice test or essay test. This is based on the large number of students in the school, meanwhile scoring must be done as soon as possible. However, the selection of form of test must also be arranged based on the purpose of assessment.

2. Assessment

a. Definition of Assessment

Assessment is considered one of the challenging areas in educational theories and practices. It is used to achieve a range of purposes by using different methods and techniques; each method has its own characteristics and properties. It can be used as a basis for reporting a particular student's performance as well as to evaluate the performance of the entire system.

In English study, a teacher must understand the difference in assessment between writing, speaking, listening, and reading skills. It should be noted that in assessing student learning outcomes, method or techniques and instruments need to be considered and prepared so that later learning objectives can be achieved so that they have the right standards. The techniques and instruments used will provide information to the teacher on the students' circumstances and achievement and the ability of different skills in learning English.

According to Brown, assessment refers to the ongoing process that involves a comprehensive domain. It is not only conducted by the teacher but also the student

itself or the other students. Further an ideal teacher will always conduct assessments of their students, whether intentional or unintentional.³³ Based on the statements, it can be concluded that assessments is the ongoing process of classroom activities that could be conducting by teacher either incidental or intended and students could do it too. Besides, Cheng and Fox defined that assessment is an extremely important in language teaching and learning.³⁴ On the other hand, Green said that assessment is different from term of test. It is more common in that assessment requires many different methods of collecting and evaluating language data, less formal procedures with less control and coverage than the test.³⁵ It can write that the scope of the assessment has a broader domain than the test, while the test is a part of the assessment that can be carried out by the teacher.

In summary, assessment is the progressing of daily language learning and teaching activity which has preponderant domain. Assessment is closely related to the learning process. It can be done by the teacher as well as the students either systematically or naturally.

According to permendikbud No. 23 of 2016, assessment is the process of collecting and processing information to measure the achievement of students' learning outcomes. This process is carried out through various assessment technique, uses various instruments, and comes from various sources. Assessments must be carried out effectively. Therefore, the collection of information that will be used to

³³ Brown, *Language Assessment: Principles and Classroom Practices*. (New York, 2004).

³⁴ Liying Cheng and Janna Fox, *Assessment in the Language Classroom: Teachers Supporting Students Learning*, (United Kingdom; Palgrave, 2017).

³⁵ Anthony Green, *Exploring Language Assessment and Testing Language in Action*, (New York: Routledge, 2014).

measure the achievement of student learning outcomes must be complete and accurate.

In Indonesia curriculum context, learning assessments in 2013 curriculum is a learning process assessment for improvement or correction. There are various techniques of assessments that are correlated with the 2013 curriculum in English subject. Those techniques should cover the four competencies in the curriculum: and skill competence, social competence, knowledge competence, and skill competence, Sani 2014 proposed some techniques of assessment.

b. Model of Assessment

The model of tests employed by educational institutions are divided into two categories, namely objective tests and subjective tests. Each administered test should align with the desired outcomes and data requirements. Objective tests imply that anyone assessing the test responses will yield the same score. The test score is determined by the answers provided by the participants. In contrast, subjective tests differ in that the scores depend on the evaluator.

1. Objective Test

Objective tests are a type of assessment in which the answer choices are pre-determined by the test creator. Participants need only select from the provided answer options. Consequently, the answer sheets for objective tests can be examined by anyone, referring to the answer key established by the educator.

The advantages of objective tests include their ability to represent the entire content of the instructional material being studied, facilitate and expedite the examination process (as it simply aligns with the answer key without any influence from the examiner), allow for examination by anyone, absence of subjective

elements in scoring, the potential for test development ranging from low to high difficulty levels, having only one correct answer choice, and the ability to be pre-tested to assess the quality of the test items.³⁶ The forms of objective tests include true-false, matching questions, and multiple-choice questions.³⁷

a) True-False

This type is one of the question formats that presents a statement, and participants are instructed to choose between true or false. Test-takers can select their answers by encircling, marking with a cross, or placing a checkmark next to the letter T (if the answer is true) and the letter F (if the answer is false). The following statements are representative of the major drawbacks of the true-false item:

- (1) The true-false item tends to be greatly influenced by guessing.
- (2) It is almost impossible to make statements either absolutely true or absolutely false.
- (3) True-false tests foster poor test-taking habits. Students are clever and will second-guess the teacher who employs the true-false item and discern pattern.

b) Matching Test

This type of test involves presenting participants with questions and answers that they will match by correlating the content of the question with the provided answers. The question items are written in groups (question group and answer group).

³⁶ Sumardi, *Tehnik Pengukuran dan Penilaian Hasil Belajar*, (Yogyakarta: Deepublish, 2020)

³⁷ Eko Putro Widoyoko, *Evaluasi Program Pembelajaran/Panduan Praktis Bagi Pendidik dan Calon Pendidik*, (Yogyakarta: Putaka Pelajar, 2019)

c) Multiple Choice

This type of question is the most popular format. The presentation of multiple-choice tests involves providing participants with a statement or a stem and multiple answer options, typically ranging from 2 to 5 choices. The stem can be a statement or a question. If in the form of a question, it may be a complete question or an incomplete statement.

In addition to its advantages, objective tests also have drawbacks, such as requiring thorough preparation to mitigate weaknesses in each test type, difficulties in composing test items, especially in finding homogeneous answer alternatives, providing opportunities for students to guess answers, and limited collaboration among students during the test-taking process.

2. Subjective Test

Subjective tests mostly used during the intuitive era and later on the objective one have been often used now since the scientific and communication era. Tinambunan stated that subjective test items present a less structured task than objective type items, and consequently it is more difficult to control the nature of the students response.³⁸

Subjective test is generally in the form of essay question or rather long supply-type item. In essay test, the tester must think carefully of what to say and then express ideas as well as possible. The subjective judgment of scores enters into the scoring, and thus, the scores differs from one scores to another and from one time to another the same scorer.

c. Methods of Assessment

³⁸ Wilmar Tinambunan, *Evaluasi Hasil Belajar*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988)

1. Formative Assessment

Memillan defined the formative assessment is carried out during the learning and teaching activity. The teacher could use this type of assessment for assessing students' progress, providing feedback, and making decisions about further instructional activities.³⁹ In summary, formative assessment conducted by the teacher to assess the students' progress, to make the feedback and decision of learning and teaching activity.

In the other hand, Brown said that formative assessment refers to evaluate the process of making students' competencies and skills in classroom. The objectives of formative assessment is to help the students to continue their process of learning.⁴⁰ It means that formative assessments is a process of forming the students' skills and competencies which is the goal of assessment is helping the students' progress.

Besides Cheng and Fox stated that formative assessment means assessment for learning. The process of assessment carried out collaboratively. In the end, the result of assessments is useful because the teacher can make the direction in which teaching and learning should go.⁴¹ In other words, formative assessment is useful for the teacher in make a decision of learning and teaching activity in the future.

Based on the statement about the definition of formative assessment above, it could be concluded that formative assessment is assessing the students' progress in learning activity. The teacher conducting this type of assessment is to get the point

³⁹ James H. McMillan, *Classroom Assessment: Principles and Practice that Enhance Students Learning and Motivation Seventh Edition*, (New York: Pearson, 2018),

⁴⁰ Brown, *Language Assessment: Principles and Classroom Practices*. (New York, 2004)

⁴¹ Liying Cheng and Fox, *Assessment in the Language Classroom: Teachers Supporting Students Learning*: (Queen's University, 2017)

about how the success of learning process and to do the best action in the next learning and teaching activity.

2. Summative Assessment

Brown assumed that summative assessment is usually carried out at the end of the lesson period which aims to measure and summarize what students have gained during the learning. The one example of summative assessment is the final exam.⁴² Therefore, summative assessment is helpful for teacher to find out students learning outcomes.

Similarly, Cheng and Fox defined summative assessment as a tool to assess of student success in learning, skill acquisition, and academic achievement. This is usually carried out in a planned manner at the end of the lesson such as at the end of a unit, project, course, program, semester, or school year.⁴³ In summary, summative assessment can be done in a planned manner to measure the students' learning outcomes at the end of learning periods.

Memillan said that summative assessment means how to collect student learning data on what students already know, understand and can do. In addition, summative assessment aims to provide feedback and guide further learning activities.⁴⁴ in other words, summative assessment is an activity to obtain the information about students' academic achievements then become a way to give the appropriate feedback and guide.

⁴² Brown, *Language Assessment: Principles and Classroom Practices*. (New York, 2004)

⁴³ Liying Cheng and Fox, *Assessment in the Language Classroom: Teachers Supporting Students Learning*: (Queen's University, 2017)

⁴⁴ James H. McMillan, *Classroom Assessment: Principles and Practice that Enhance Students Learning and Motivation Seventh Edition*, (New York: Pearson, 2018)

There are several arguments about the definition of summative assessment. Briefly, summative assessment refers to an activity which obtaining the students data of academic achievement. It carried out by the teacher in a planned manner. The implementation of summative assessment mostly at the end of teaching and learning periods such as program, school year, semester, and so forth.

d. Type of Assessment

McMillan categories different types of assessments into four major categories based on the nature and characteristics of each method. These methods of assessment are selected-response, constructed-response, teacher observation, and student self-assessment.⁴⁵

1. Selected-Response

According to Popham, selected-response means the students select their response form alternative choices given to them.⁴⁶ In general, selected-response items are multiple-choice, true/false, and matching. A single correct or best answer is identified for each item, and scoring is simply a matter of checking to decide whether the choice was correct.

2. Constructed-Response

McMillan stated that constructed-response format requires students to construct or produce their own answer in response to a question or ask.⁴⁷ Green also added that it is range from more limited fill-in (gap filling, table completion) and short answer (a phrase or sentence answering a question) responses to more extended performance

⁴⁵ James H. McMillan, *Classroom Assessment: Principles and Practice that Enhance Students Learning and Motivation Seventh Edition*, (New York: Pearson, 2018)

⁴⁶ W. James Popham, *Classroom Assessment: What Teachers Need to Know Eight Edition*, (Los Angeles: Pearson, 2018)

⁴⁷ James H. McMillan, *Classroom Assessment: Principles and Practice that Enhance Students Learning and Motivation Seventh Edition*, (New York: Pearson, 2018),

responses (role playing, essay writing, etc.)⁴⁸ McMillan divided the constructed responses into three types of assessment:

a) Performance

Russel and Airasian assumed that performance assessment is an umbrella term used to defined assessment that requires students to show their skill and knowledge by constructing a formal product or performance.⁴⁹ The assessment may result in a product, such as a painting, portfolio, paper, or exhibition, or it may consist of a performance, such as a speech, athletic, musical recital, or reading.⁵⁰

b) Essay

Based on Fisher and Frey's book, the essay requires that students integrate their understanding of a topic, regulate their thinking, and express it.⁵¹ Besides, McMillan defined essay items allow students to construct a response that would be several sentences (restricted-response) to may paragraphs or pages in length (extended-response).⁵²

c) Oral

According to McMillan, oral questioning is used continually in an informal way during instruction to monitor student understanding. In a more formalized format,

⁴⁸ Green, A. *Exploring Language Assessment and Testing: Language in Action* (2nd ed.). Routledge. <https://doi.org/10.4324/9781003105794>. (2020).

⁴⁹ Michael K. Russel and Peter W. Airasian, *Classroom Assessment: Concepts* seven edition 2012

⁵⁰ James H. McMillan, *Classroom Assessment: Principles and Practice that Enhance Students Learning and Motivation* Seventh Edition, (New York: Pearson, 2018)

⁵¹ Douglas Fisher and Nancy Frey, *Checking for Understanding: Formative Assessment Techniques for Your Classroom*. (Alexandria: Association for Supervision and Curriculum Development, 2007)

⁵² James H. McMillan, *Classroom Assessment: Principles and Practice that Enhance Students Learning and Motivation* Seventh Edition, (New York: Pearson, 2018)

oral questions can be used as a way to test or determine student understanding through interviews or conferences.⁵³

3. Teacher Observations

Anderson argued that naturalistic observation are an important and quite appropriate way for teachers to obtain the information they need to establish judgments because teachers are eternally engaged in observation. On the other hand, McMillan stated that teacher constantly observes students informally to assess student understanding and progress (formative assessment). Observation involve teachers watching and recording student activities in classroom.

4. Students Self-Assessment

Based on McMillan's opinion, student self-assessment refers to students' reporting on or evaluating themselves. In self-report inventories, students are asked to complete a form or answer questions that reveal their attitudes and beliefs about themselves or other students. As for Cheng and Fox, through self-assessment, students directly observe their own improvement and therefore are more motivated to achieve.

e. Principles of Assessment

1. Practicality

Weigle stated that practicality means the relationship between the available resources and the resources that will be needed in the development and administration of the test. In summary, practicality is the correlation between the resources available and the resources that are used to carry out the test and administration. On the other

⁵³ James H. McMillan, *Classroom Assessment: Principles and Practice that Enhance Students Learning and Motivation Seventh Edition*, (New York: Pearson, 2018)

hand, Cheng and Fox argued that practicality is the same as the suitability of the time, effort, and resources required in conducting the test. It could be concluded that practicality refers to the conformity among the resources, time, and effort to conducting a test.

2. Reliability

According to Anderson reliability is term of information that has been gathered through reliable assessments. It can be assumed that reliability means that the information gathered through the assessment can be accounted for and relied on. Besides, Brown argued that reliability can be defined as the consistency of an assessment that will show similar results even though it is given to different students at different times. In summary, reliability means that reliable is when a teacher gives an assessment to several students as different times, the results will be consistent and similar.

3. Validity

McMillan argued that validity can be defined as the continuity among the usefulness, conclusions, and consequences resulting from the assessment relating to the appropriateness of the score obtained. Simply, validity is the result of an assessment that is compatible with the consequences, conclusions, and usefulness of the assessment. Besides, Green said that validity is the relationship between the real condition and an assessment or test performed. In other words, validity refers to the assessment which has the suitability between real life and student's assessment.

3. Higher Order Thinking Skills in Vocational Education

Vocational education prepares the students to have quality and skills for working based on their field or needs. Evan & Edwin stated that vocational education is a part

of the education system which prepares individuals for a job or groups of jobs.⁵⁴ Moreover, Heikkinen says that vocational education is an education for a job or several kinds of jobs individuals choose or their social needs.⁵⁵ According to the House Committee on Education and Labor, vocational education is a kind of talent development, education of basic skills and habits which lead to job markets and is seen as skill training. All of those definitions share a common idea of the US National Council for Research into Vocational Education which stated that vocational education is an education subsystem that specifically helps students prepare themselves for vocations. Also, Chappell stated that the main purpose of vocational education is to improve students, abilities, so they can have a better life.

Consequently, vocational education is challenged to find ways to enable students to succeed in work and their life through the mastering of creative and critical thinking skills, problem solving, collaboration as well as innovation. That is in line with Higher Order Thinking Skills learning objectives which expect students to be able to transfer knowledge, think critically, and solve problems.

Wagner and Harvard University's Change Leadership Group identified seven skills and survival abilities required by students in the 21st century to face their lives, work, and citizenship, namely: (1) critical thinking and problem-solving skills, (2) collaboration and leadership, (3) agility and adaptability, (4) initiative and entrepreneurial spirit, (5) capable of communicating orally and writing effectively, (6)

⁵⁴R. N. Evans and L. HEDwin, *Foundation of Vocational Education*. (Columbus, H: Charles E. Merrill Publishing Company, 2000)

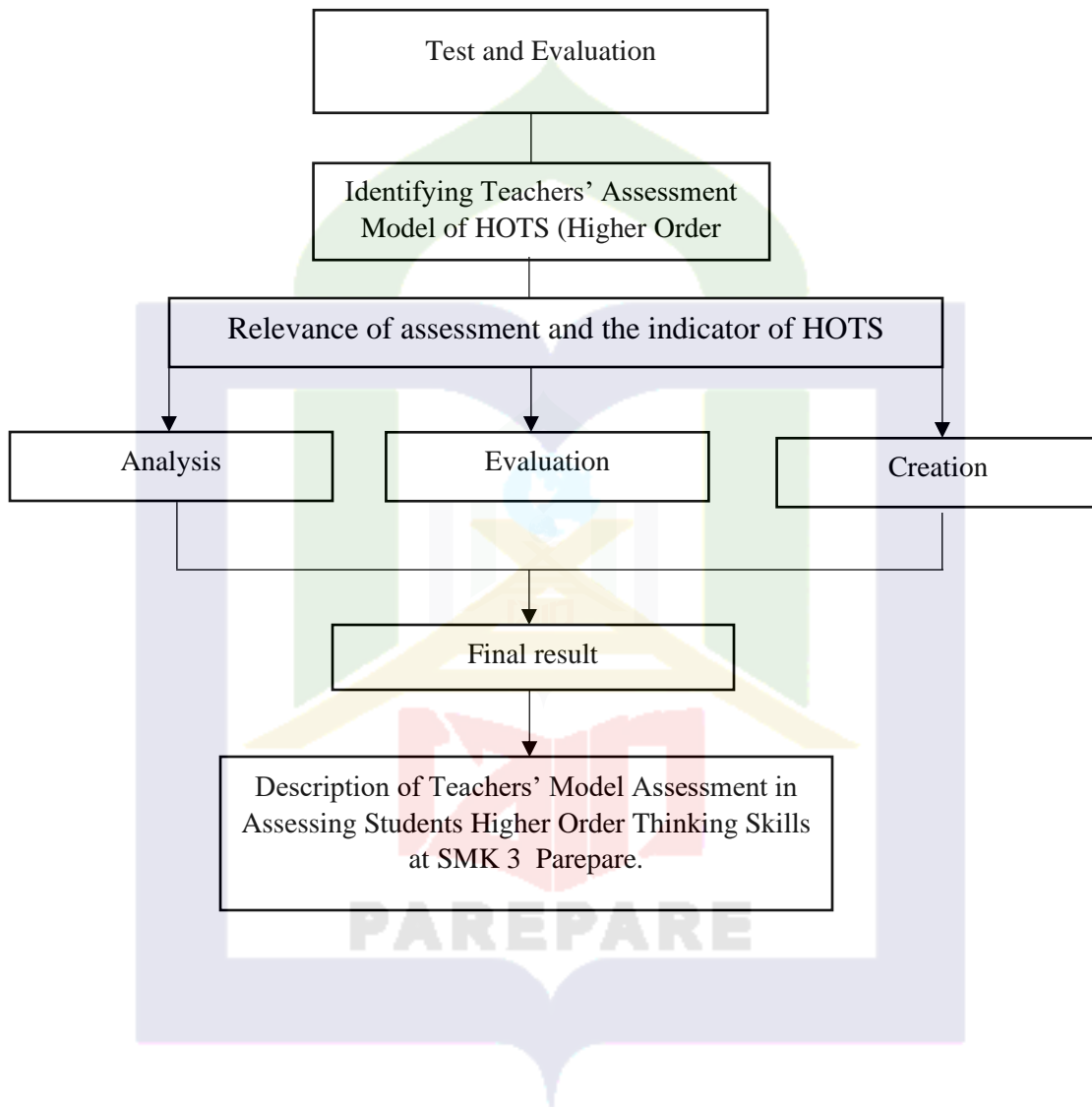
⁵⁵ A Heikkinen, *Evaluation of VET Services and Managers of Didactic Processes*. (London: European Educational Researcher. 2003)

capable of accessing and analyzing information, and (7) curiosity and imagination.⁵⁶ Moreover, US-based Apollo Education Group identifies ten skills needed by students to work in the 21st century, namely: critical thinking skills, communication, leadership, collaboration, adaptability, productivity and accountability, innovation, global citizenship, having entrepreneurship spirit., and the ability to access, analyze, as well as synthesize a piece of information (Barry, 2012). Furthermore, the US-based Partnership for 21st Century Skills (P21) identified the competencies needed in the 21st century, namely "The 4Cs" - communication, collaboration, critical thinking, and creativity. Also, Assessment and Teaching of 21st Century Skills (ATC21S) 21st grouped 21st-century skills into 4 groups, namely way of thinking, way of working, working instruments, and world living skills.

⁵⁶ T Warger, *Overcoming the Global Achievement Gap (online)*. (Cambridge, Mass., Harvard University. 2010)

C. *Conceptual Framework*

The conceptual framework is summed up in figure below:



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. *Research Design*

The research design was quantitative research with a content analysis approach, Quantitative research, in essence, involves the collection and analysis of numerical data to draw statistical inferences and generalize findings. Content analysis in this research focused on the teacher assessment in English subject at SMK Negeri 3 Parepare.

Content analysis in quantitative research refers to a method of data analysis that examines and categorizes the content of specific text or material to identify patterns, themes, or information that can be measured quantitatively. This method is commonly used to gain insights from texts, documents, or other verbal content.⁵⁷

Quantitative research aims to provide objective and reliable information by focusing on measurable variables and using statistical analysis to generalize findings to a larger population. It allowed researchers to quantify and analyze data systematically, providing numerical evidence to support or reject hypotheses.

B. *Location and Duration of the Research*

This research was conducted at SMK Negeri 3 Parepare, Parepare City, South Sulawesi, located at Jl. Karaeng Burane No. 16 Mallusetasi, Kec. Ujung. Data collection took place from August 22nd to October 22nd, 2023. The duration of the research was 45 days.

⁵⁷ Kristiana, *An Analysis on the Content Validity Of Summative Test* , Syarif Hidayatullah State Islamic University Jakarta, 2014.

C. *Subject of Research*

The research concerned with the teachers' assessment model in assessing students' higher-order thinking Skills. The subject of this research was 3 English teachers in SMK Negeri 3 Parepare. The researcher collected semester exam questions from the teachers to analyze the assessment model they employed and determine if the assessment aligns with the principles of higher-order thinking Skills (HOTS) assessment.

D. *Instrument of the Research*

According to Vanderstoep and Johnston, a research instrument is a tool that helps researchers gather material, collect it, and analyze it into a coherent report.⁵⁸ The instrument in this research was a document, the document consisted of the EFL teachers' assessment model and the relevance with the indicator of HOTS taken from the teacher. The total of the document was 3 documents.

E. *Procedure of Data Collection*

This research followed some steps to collect the data, here is some explanation of the procedure for collecting data:

1. The researcher initiated the data collection process by communicating the research's objectives to English teachers, providing a clear understanding of the study's purpose.
2. Subsequently, the researcher gathered the requisite the assessment test for the analysis of teacher assessments in the English subject.
3. With the collected documents in hand, the researcher systematically examined and scrutinized them, applying the indicators of HOTS assessment as the conceptual framework for analysis.

⁵⁸ Budi Tri Santosa, *An Analysis of The Main Female Character's Efforts in John Steinbeck's The Grape of Wrath*, (thesis, Yogyakarta State University, 2015).

4. The next step involved the researcher employing quantitative analysis theories to rigorously assess and interpret the data results obtained from the analyzed documents.
5. Finally, drawing from the quantitative analysis, the researcher synthesized and concluded the outcomes of the research, presenting a teachers' assessment model and the relevance of assessment with the principle of HOTS.

F. *The Technique of Data Analysis*

Quantitative research in many data analyses using analytical models is referred to as the interactive data analysis method.⁵⁹ It revealed that the activities carried out in the analysis of quantitative data an interactive and take place continuously until complete, so the data is already saturated, some of the rubrics taken for analysis can be explained below:

Table 3.2 Indicators of HOTS and LOTS

No	Indicator		Verb of Indicator
1	C1	LOTS	Remember
2	C2		Understanding
3	C3		Application
4	C4	HOTS	Analysed
5	C5		Evaluate
6	C6		Creation

Sources: Bloom Taxonomy

⁵⁹ Sukardi, *Metode Penelitian Pendidikan*, (Cet XI; Jakarta: PT Bumi Aksara, 2004)

Table 3.3 Rubric Assessment HOT and LOT

Remember	Understanding	Application	Analysed	Evaluate	Create
Quoting	Estimating	Assigning	Analysing	Comparing	Abstracting
Mentioning	Explaining	Sorting	Auditing	Summarizing	Organizing
Explaining	Categorizing	Determining	Solving	Evaluating	Animating
Describing	Characterizing	Applying	Affirming	Directing	Collecting
Counting	Detailing	Adjusting	Detecting	Critiquing	Categorizing
Identifying	Associating	Calculating	Diagnosing	Weighing	Coding
Listing	Comparing	Modifying	Selecting	Deciding	Combining
Showing	Calculating	Classifying	Detailing	Separating	Arranging
Labelling	Contrasting	Constructing	Nominating	Predicting	Composing
Indexing	Changing	Arranging	Diagramming	Clarifying	Building
Pairing	Defending	Familiarizing	Correlating	Assigning	Addressing
Naming	Explaining	Preventing	Rationalizing	Interpreting	Connecting
Marking	Connecting	Describing	Testing	Defending	Creating
Reading Being aware of	Distinguishing	Using	Clarifying	Detailing	Inventing
Memorizing	Discussing	Assessing	Exploring	Measuring	Correcting
Imitating	Digging	Training	Budgeting	Summarizing	Designing
Noting	Illustrating	Digging	Summarizing	Proving	Planning
Repeating	Explaining	Presenting	Discovering	Validating	Dictating
Reproducing	Presenting	Adapting	Reviewing	Testing	Enhancing
Reviewing	Arguing	Investigating	Maximizing	Supporting	Clarifying
Choosing	Expanding	Operating	Directing	Choosing	Facilitating
Stating	Concluding	Questioning	Editing	Projecting	Shaping
Studying	Predicting	Conceptualizing	Linking		Formulating
Tabulating	Summarizing	Implementing	Choosing		Generalizing
Coding	Outlining	Executing	Measuring		Combining
Tracing		Producing	Training		Blending
Writing		Processing	Transferring		Limiting
					Repairing ⁶⁰

⁶⁰ Dewi Amaliah Nafiati, *Kajian Ilmiah Mata Kuliah Umum*, (Humanika, Universitas Pancasakti Tegal, Indonesia, 2021)

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This research was held at SMKN 3 Parepare which became the location of the research, there were some activities conducted by the researcher, the first activity was observation and the second was analysis content, in this research the content referred to the document of evaluation which used by the teacher at class. The total of the documents were 3 documents taken from the final evaluation (UAS) from 3 English teachers at SMK Negeri 3 Parepare. The focused analysis can be described below:

1. Assessment model developed by EFL teachers to assess students' higher-order thinking Skills

The first research question referred to the model developed by EFL teachers to assess students' higher-order thinking Skills. The assessment model is explained as the model of the assessment used by most teachers in assessing English skills in the class. The assessment model can be explained below:

a. Multiple Choice

Multiple-choice questions are a type of assessment where test-takers are presented with a question and a set of possible answers. The test-taker must choose the correct answer from the provided options. This format is efficient for assessing a wide range of knowledge and skills across various subjects. This multiple-choice was used by the teacher at SMK Negeri 3 Parepare. Here are some assessments regarding to multiple-choice test:

1. What is the social function of the text above?
 - a. to describe people about experience writer.
 - b. to tell people about meeting my idol.
 - c. to information people about things.
 - d. to give people about something.
 - e. to persuade about something.
2. In the text above, what is the last text organization called?
 - a. Reorientation
 - b. Complication
 - c. Events
 - d. Resolution
 - e. Twist
3. How did the writer feel when RAN come to her school?
 - a. She often daydream.
 - b. She was nervous.
 - c. She 's feeling excited.
 - d. She was really happy.
 - e. She was curious.
4. What did the fans when RAN sang their hit single?
 - a. They screamed and shouted his name.
 - b. They smiled and take some photo.
 - c. They nervous when they had a chance to take pictures.
 - d. They were really happy.
 - e. They screamed and when they happy.
5. When and where was the moment to meet RAN?
 - a. 21 december 2014, The radio station.
 - b. 22 december 2014, The radio station lobby.
 - c. 20 december 2014, her school.
 - d. 21 december 2014,her school.
 - e. 20 december 2014, National central building.
6. Mida : I met my favorite idol, AGNES MO yesterday.
 Dika : Wow..., It sounds interesting.
 Mida : I was so..... She was really awesome
 and
 - a. Excited, Friendly.
 - b. Friendly, Excited.
 - c. Nervous,Amazing.
 - d. Amazing, Nervous
 - e. Happy, Beautiful.

Sources: English Teacher at SMK Negeri 3 Parepare

According to the description of the assessment test above, the researcher analyzed the assessment as explained below:

The assessment shown above is one of the objective assessments using multiple choice, it is indicated from the type of the test and also identified from the indicator of the objective assessment, multiple choice is relevant in situations where clarity and precision are essential. They are well-suited for testing factual knowledge, and specific skills identified by the students of SMK 3 Parepare It relevant to the assessment.

All the topic explained by using multiple choice test. This objective assessment is highly relevant to evaluating the students Higher Order Thinking Skills. The emotional experience during such an encounter can be assessed objectively through multiple-choice questions.

b. Online Multiple choice

Online multiple-choice assessments involve presenting participants with a set of questions, each accompanied by a list of possible answers. Participants are then required to choose the correct answer or answers from the provided options. This format is widely used in online education. According to the document from the teacher at SMK 3 Parepare, teachers have embraced the use of online multiple-

choice assessments through platforms like Google Forms to effectively evaluate students in a digital learning environment. Leveraging the convenience and accessibility of online tools, teachers create assessments with a variety of multiple-choice questions that align with the curriculum and learning objectives.

The assessment can be showed below:

The image shows a screenshot of a Google Form assessment. It contains four questions, each worth 5 points:

- Question 1:** "What does the sign above mean? * 5 poin". The sign is a red circle with a diagonal slash over a blue 'P'. The options are:
 - Don't Enter This Area
 - No Parking
 - Parking
 - No Speak
 - Speak
- Question 2:** "What does the symbol above mean? * 5 poin". The symbol is a blue square with a white wheelchair icon and a white person icon. The options are:
 - Cutting and beauty
 - Hair and beauty salon
 - Barber shop
 - Model
 - Photo model
- Question 3:** "Where will Mary work? * 5 poin". It includes a screenshot of a weekly schedule. The options are:
 - At hair & bread cut job, beard grooming job
 - At balinese massage job, blow dry job
 - At bread grooming job, blow dry job
 - At blow dry job
 - At blow dry job, hair coloring job
- Question 4:** "When was the memo sent? * 5 poin". It includes a screenshot of an email memo. The options are:
 - February 8, 2008
 - At 09.00 a.m.
 - Monthly
 - February 27, 2009
 - 30 minutes

Sources: English Teacher at SMK Negeri 3 Parepare

According to the assessment above it can be used to assess the students Higher order thinking skills. The assessment above referred to the objective assessment which identifying the answer by open ended answered, it indication of the objective assessment, it showed about the option which doing by using technology in answering the test. Using Google form in multiple choice. The test provided does not align with the subjective assessment because it lacks open-

ended or opinion-based questions. Instead, the questions seek factual information about Memo and the text provided in the question, and the correct answers can be objectively determined based on the details given in the introductory paragraph. Subjective assessments typically involve open-ended questions that require personal opinions or interpretations, providing room for diverse responses. In this case, the absence of multiple-choice options or open-ended prompts makes the test more akin to objective assessment, focusing on extracting specific facts from the provided passage.

c. Essay Test

Essay tests require test to construct their responses in a more open-ended format. Participants are given a prompt or question and are expected to write a detailed, coherent essay in response. This format allows for a more in-depth evaluation of the test understanding, critical thinking skills, and ability to articulate ideas. According to the test regarding to the assessment used by the teacher at SMK 3 Parepare, the test essay can be showed below:

Soal Uraian

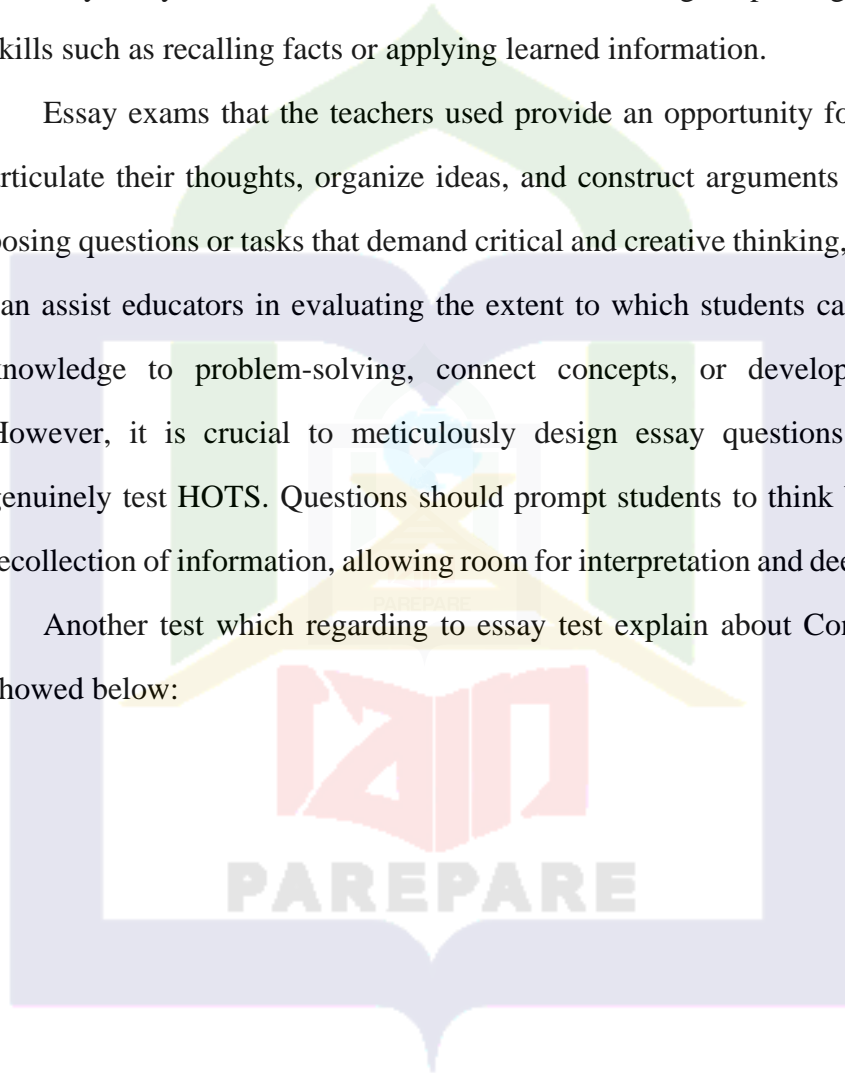
Hello, My name is Keysha Nayla
My nick name is Keysha.
I am ten years old
I am from Bogor.
I am a student.
My hobby is reading a book

1. What is Keysha Nayla's nick name?
2. What is Keysha?
3. How old is Keysha?
4. Where is keysha come from?
5. What is Keysha's hobby?

According to the essay assessment test above can be analyze that used essay exams can be utilized to assess Higher-Order Thinking Skills (HOTS) or students' higher-level thinking abilities. HOTS encompasses students' capacities for analysis, synthesis, evaluation, and decision-making, surpassing fundamental skills such as recalling facts or applying learned information.

Essay exams that the teachers used provide an opportunity for students to articulate their thoughts, organize ideas, and construct arguments in-depth. By posing questions or tasks that demand critical and creative thinking, essay exams can assist educators in evaluating the extent to which students can apply their knowledge to problem-solving, connect concepts, or develop arguments. However, it is crucial to meticulously design essay questions or tasks to genuinely test HOTS. Questions should prompt students to think beyond mere recollection of information, allowing room for interpretation and deeper analysis.

Another test which regarding to essay test explain about Conversation as showed below:



Soal Essay

1. Cika : "Good night, mom"
Mother : " "
2. Fina : " ... "
Dila : "I am fine."
3. I ... at Jalan Sudirman 71 Bogor
4. Mela : "Nice to meet you"
Safa : " ... "
5. My name is Sandra. I am ... Bandung
6. Nana : " ... "?
Azka : "I am ten years old."
7. I am Sarah Salimar. My ... name is Sarah.
8. Bayu : "... do you live?"
Rika : I live in Jakarta.
9. I am Disa. My is reading books.
10. Dena : "... Agi."
Agi "See you later."

According to the assessment conducted from SMK 3 Parepare which students are presented with a picture depicting a conversation between individuals, the objective is likely to evaluate various language skills, such as listening comprehension, vocabulary, and contextual understanding. Students might be asked to complete a blank form by filling in missing information from the conversation based on visual and possibly auditory cues provided in the picture.

According to the explanation of analysis assessment above, utilizing essay tests, particularly in the context of assessing conversations, offers a range of benefits that contribute to a comprehensive evaluation of students' language proficiency. Essay tests provide students with an opportunity to demonstrate their understanding of spoken interactions by formulating detailed responses

d. Fill the blank test

Fill in the blank tests were a form of assessment that involves providing statements or sentences with one or more blanks, and students are required to fill in the missing information. This type of test is particularly useful for evaluating a student's ability to recall specific facts, details, or vocabulary within a given context. The format is straightforward, making it easy to administer and grade. It encourages students to demonstrate their knowledge and understanding of key concepts without the need for extensive elaboration. Fill-in-the-blank tests are effective in assessing memorization and the mastery of discrete pieces of information. According to the assessment conducted from the teacher at SMK 3 Parepare showed below:

COMPLETE THE FOLLOWING SENTENCE USING THE WORDS IN THE BOX

Our	her	their	my	its	their	his
Her	your	her				

1. This is my cat tail is very long
2. Father and I are very happy. We live in new house.
3. Budi and Fitri live with Grandparents..
4. Nanda's bag is beautiful bag costs. 450.000,00
5. Jamila has a cat Cat is cute.
6. I have a new bag. All friends like bag.
7. She is a rich girl. car is very expensive.
8. The students are in the classroom..... Teacher is teaching.
9. This is Anton. Do you know house?
10. You like eating very much. What is favorite food?

According to the picture above which students are asked to fill the blank form in the question, the assessment also a type of evaluation where students are presented with statements or sentences containing one or more blanks, and they are tasked with

filling in the missing information. This assessment model is commonly employed to measure a student's recall of specific facts, details, or vocabulary within a given context. It is a straightforward method that allows educators to gauge the extent to which students have mastered specific content or information.

The analysis of using the fill in the blank assessment model that the teacher used in SMK Negeri 3 Parepare can provide valuable insights into several aspects of student learning. Firstly, it is effective for assessing the students Higher Order Thinking Skills. Students who can accurately fill in the blanks demonstrate a solid understanding of the material and an ability to recall information.

2. The Relevance of assessment and the indicator of Higher Order Thinking.

The relevance of assessment, particularly in education, is closely tied to the principles of higher-order thinking (HOT). Higher Order Thinking refers to cognitive processes that go beyond basic recall of information and involve critical analysis, synthesis, evaluation, and creative problem-solving. The analysis contains six cognitive levels from C1 to C6. At the foundational level (C1), Remember, learners recall facts and information. Moving to the Understanding level (C2), students comprehend concepts and ideas. Applying (C3) involves the practical use of knowledge in new situations. Analyzing (C4) requires breaking down information to examine its components. Synthesizing (C5) involves creating something new by combining elements, and at the highest level, Evaluating (C6) necessitates making judgments and critiquing based on a set of criteria.

Analysis can be explained below:

a. First Assessment

The first assessment consisted of 30 questions regarding 20 Multiple choice, and 10 fill the blank forms, the analysis of higher-order thinking (HOT) can be shown below:

Table 4.1 Analysis of Higher Order Thinking (HOT)

Test	Analysis HOTS						Relevance
	C1	C2	C3	C4	C5	C6	
1. What is the social function of the text above? a. to describe people about experience writer. b. to tell people about meeting my idol. c. to information people about things. d. to give people about something. e. to persuade about something.	√	√					Not Relevant
2. In the text above, what is the last text organization called ? a. Reorientation b. Complication c. Events d. Resolution e. Twist	√	√					Not Relevant
3. How did the writer feel when RAN come to her school? a. She often daydream. b. She was nervous. C. She 's feeling excited. d. She was really happy. e. She was curious.	√	√		√			Relevant
4. What did the fans when RAN sang their hit single? a. They screamed and shouted his name. b. They smiled and take some photo. c. They nervous when they had a chance to take pictures. d. They were really happy.	√	√	√	√			Relevant

e. They screamed and when they happy.							
5. When and where was the moment to meet RAN? a. 21 december 2014, The radio station. b. 22 december 2014, The radio station lobby. c. 20 december 2014, her school. d. 21 december 2014,her school. e. 20 december 2014, National central building.	√	√	√				Not Relevant
6. Mida: I met my favorite idol, AGNES MO yesterday. Dika: Wow... It sounds interesting. Mida: I was so..She was really awesome and..... a. Excited, Friendly. b. Friendly, Excited. c. Nervous, Amazing. d. Amazing, Nervous e. Happy, Beautiful.	√	√	√	√			Relevant
7. What is the writer of the song want us to do? a. Find a new planet to live together b. Help the children over the world c. Help all people over the world d. Keep the world peace together e. Keep and create better environment together	√	√					Not Relevant
8. Based on the text of the song. How can we heal the world? a. by cleaning our environment b. by caring and cleaning our house c. by saving our electricity d. by keeping our body clean e. by keeping our environment	√	√	√				Not Relevant
9. Who is the song writer ? a. michael Jackson b. Bruno mars c. adam levined. d. katty perry e. christina perri	√	√	√				Not Relevant

<p>10. When and where did the story happen?</p> <p>a. Many years later. In small village. b. A long time ago. In forest. c. Many years later. In Sumatera north. d. A long time. In small village. e. Many years ago. In village forest.</p>	√	√	√	√			Relevant
<p>11. What happened many years after Malin kundang join the sail?</p> <p>a. He was also married to a beautiful women b. He become richman. c. He become strong. d. He had passed away. e. He become wealthy.</p>	√	√					Not Relevant
<p>12. Why did Malin kundang and his mother have to live hard? Answer :Because.</p> <p>a. He was deligent and strong boy. b. His mother passed away. c. He leaft his mother alone. d. His father had passed away. e. He wanted to become a richman.</p>	√	√		√			Relevant
<p>13. What is the moral of the story?</p> <p>a. Don't hurt to your mother because her was poor. b. Don't ashame have parents like a dirty and ugly women. c. Love your mother.. d. Be an enthusiastic person. e. He wanted to become a richman.</p>		√		√			Relevant
<p>14. Ina: "Happy Birthday, Susi." Susi: "Thanks." Ina: "It's a gift for you." Susi :...</p> <p>b. congratulations c. nevermind d. wow, how nice it is e. ok</p>	√	√		√			Relevant
<p>15. Do you work...the evening?</p> <p>a. in b. at c. on d. or</p>	√		√				Not Relevant

e. with								
16. Have you ever ...him? a. been met b. met c. meet d. meeting e. been meeting	√		√					Not Relevant
17. You watched the movie yet? a. are b. have c. has d. can e. do	√		√					Not Relevant
18. Rani... her homework yet a. finish b. has not finished c. finisher d. finished e. was finished	√		√					Not Relevant
19. I don't like going out...night a. in b. on c. at d. with e. or	√		√					Not Relevant
20. i'll see you..Friday a. at b. in c. or d. on e. width	√		√					Not Relevant
COMPLETE THE FOLLOWING SENTENCE USING THE WORDS IN THE BOX								
Our Her her your their her my its their his								
1. This is my cattail is very long 2. Father and I are very happy. We live in new house.								

3. Budi and Fitri live withGrandparents..	√	√	√	√	√		Relevant
4. Nanda's bag is beautifulbag costs. 450.000,00							
5. Jamila has a cat..... Cat is cute.							
6. I have a new bag. All friends likebag.							
7. She is a rich girl.car is very expensive.							
8. The students are in the classroom... Teacher is teaching.							
9. This is Anton. Do you know..... house?							
2. 10. You like eating very much. What is.... favorite food?							

Sources: *Teacher Assessment, 2023*

The assessment provided covers a range of HOTS showed above, the accumulation number of result explained that number 1, 2, 5, 7, 8,9, 11, 15, 16,17, 18, 19, 20 were categorized as not relevant to the HOTS indicators. And number 1 to 10 were categorized as relevant for essay test and number 3, 4, 6, 10, 13, 14 were relevant to the indicator of Higher Order Thinking Skills.

b. Second Assessment

The second assessment consisted by 35 question regarding to 20 Multiple choice, 15 for essay, the analysis of Higher Order Thinking Skills (HOTS) can be showed below

Table 4.2 Analysis of Higher Order Thinking (HOTS)

Test	Analysis HOTS						Relevance
	C1	C2	C3	C4	C5	C6	
1. "Hello,... is Nadin." A. my B. I am C. what D. my name	√		√				Not Relevant

2. Diana: "... is your name?" Rafi: My name is Rafi." A. What B. That C. This D. It	√		√				Not Relevant
3. Sena: "Good moning, Via." Via:... A. Good night B. Good morning C. Good evening D. Good afternoon	√		√				Not Relevant
4. Alda: " How are you?" Ghea:*... " A. I am B. Fine C. My name D. I am fine	√			√			Relevant
5. Koko: "Are you Ok?" Ami:" A. Yes, I OK. B. Yes, I am OK. C. No, I OK D. No, it is OK	√			√			Relevant
6. Gina: "Good bye, Radit. " Radit:..." A. Good bye B. Good night C. Good morning D. Good evening	√			√			Relevant
7. Reza:"... are you?" Ima: "I am ten years old." A. What B. What is C. How old D. How do	√	√		√			Relevant
8. Mary: "Nice to meet you" Anggi:... A. Good morning B. How are you C. How do you do D. Nice to meet you, too	√	√		√			Relevant

<p>9. Fani:..."? Ira: "I am very well, thanks."</p> <p>A. How are you B. Good morning C. Nice to meet you D. What is your name</p>	√			√			Relevant
<p>10. Syifa:"... are you from?</p> <p>Kayla: "I am from Bogor"</p> <p>A. How B. What C. When D. Where</p>	√	√		√			Relevant
<p>I would like to introduce myself. My name is Fatya Kartika. My nick name is Fatya. I am 10 years old. I am a student. I am from Bogor</p>	√			√			Relevant
<p>13. The girl is...</p> <p>A. Drawing B. studying C. listening D. introducing</p>							
<p>14. The girl name is...</p> <p>A. Fatya B. Kartika C. Kartika Fatya D. Fatya Kartika</p>		√	√				Not Relevant
<p>15. The girl's nick name is...</p> <p>A. Fatya B. Kartika C. Tika D. Tya</p>	√	√					Not Relevant
<p>16. Fatya is... years old.</p> <p>A. seven B. eight C. nine D. ten</p>	√	√					Not Relevant

17. Fatya is a ... A. teacher B. student C. doctor D. nurse	√	√					Not Relevant
18. Fatya is from A. Bogor B. Padang C. Jakarta D. Bandung	√	√					Not Relevant
19. Rama: Where do you ...? Indri: I live at jalan Bunga. A. old B. live C. life D. born	√	√					Not Relevant
20. Aris: "Thank you, Ratih" Ratih:... A. You are welcome B. Good morning C. I am Ratih D. I am fine	√	√					Not Relevant
Soal Essay							
1. Cika: "Good night, mom" Mother:"....	√	√	√	√			Relevant
2. Fina:" Dila: "I am fine."							
3. I... at Jalan Sudirman 71 Bogor							
4. Mela: "Nice to meet you" Safa:...							
5. My name is Sandra. I am... Bandung							
6. Nana:..."? Azka: "I am ten years old."							
7. I am Sarah Salimar. My... name is Sarah.							
8. Bayu: ".. do you live?" Rika: I live in Jakarta.							
9. I am Disa. My is reading books.							
10. Dena: ".. Agi." Agi "See you later."							

Soal Uraian							
Hello, My name is Keysha Nayla My nick name is Keysha. I am ten years old I am from Bogor. I am a student. My hobby is reading a book 1. What is Keysha Nayla's nick name? 2. What is Keysha? 3. How old is Keysha? 4. Where is keysha come from? 5. What is Keysha's hobby?	√	√	√	√			Relevant

Sources: Teacher assessment, 2023

According to the table above, the result analysis can be explained that, the relevant indicator with HOTS were 4, 5, 6, 7, 8, 9, 10, 20, and essay test number 1-10. While not relevant test were 1, 2, 3, 14, 15, 16, 17, 18, 19.

c. Third Assessment

The second assessment consisted by 20 question regarding to 20 Multiple choice, , the analysis of Higher Order Thinking (HOT) can be showed below:

Table 4.3 Analysis of Higher Order Thinking (HOT)

Test	Analysis HOTS						Relevant
	C1	C2	C3	C4	C5	C6	
1. What does the symbol above mean? A. Cutting and beauty B. Hair and beauty salon C. Barber shop D. Photo model E. Model	√	√	√	√			Relevant
2. How many workers are there on the 5 poin table? A. Six workers B. Four workers C. Eleven workers D. Five workers	√	√	√	√			Relevant

E. Twelve workers							
3. Where will Mary work ? A. At balinese massage job, blow dry job B. At blow dry job C. At blow dry job, hair coloring job D. At hair & bread cut job, beard grooming Job E. At bread grooming job, blow dry job	√	√	√	√			Relevant
4. The following information are in the 5 poin text, except..... A. time B. fee C. duration D. date E. place	√	√	√	√			Relevant
5. When will John work? * A. 11.30 am-12.30 pm, 9.00 am - 10.00 am B. 10.00 am-11.00 pm, 1.00 pm - 2.00 pm C. 9.45 am 11.00 am, 11.00 am - 12.15 pm, 1.00 pm-2.00 pm D. 12.00 pm-1.00 pm E. 9.00 am 10.00 am, 11.00 am - 12.00 pm	√	√	√	√			Relevant
6. Who are the customer for Miranda? A. Brenda Massey, Beverly Brown, Alicia Keys, & Mary Lee Fisher B. Jenny Murtaugh & Matilda Evans C. Olivia Farmer D. Kevin Adams E. Zachary Kelley	√	√	√	√			Relevant
7. The registration fee of Rp. 250.000,- includes the following, except							

<p>8. Why did Mr. Chavez write the memo? Read the following text!</p> <p>Memo</p> <p>TO : Department Managers FROM : Mr. Charles Chavez DATE : February 8, 2008 SUBJECT : Monthly managerial Meeting</p> <p>Our monthly managerial meeting is scheduled For February 27, 2009, in the management meeting room at 09:00 a.m. Please bring your monthly report with you and submit it to my secretary 30 minutes prior to the meeting.</p> <p>A. Because meeting scheduled B. Because making report C. Because the company scheduled D. Because monthly managerial report E. Because monthly managerial meeting</p>	√	√	√	√			Relevant
<p>9. Mentions the basics that have the same price.</p> <p>A. Kids cut B. Mens cut, kids cut & blow dry style C. Women cut D. Blow dry cut E. Event updo/styling</p>	√	√	√	√			Relevant
<p>10. The registration fee of Rp. 250.000,- * 5 poin includes the following, except</p> <p>The word “value” refers to....</p>	√	√	√	√			Relevant
<p>Read the following text!</p> <p>We look forward to your presence in this once-a-year celebration.</p> <p>A. Gajah Mungkur Hotel and Restaurant B. SMKN Englishindo C. Alumni Secretariat D. 10th foundation anniversary of SMKN English indo E. Geand Alumni Homecoming</p>	√	√	√	√			Relevant

<p>11. Who are the recipients?</p> <p>Read the following text!</p> <p>Memo</p> <p>TO : Department Managers FROM : Mr. Charles Chavez DATE : February 8, 2008 SUBJECT : Monthly managerial Meeting</p> <p>Our monthly managerial meeting is scheduled For February 27, 2009, in the management meeting room at 09:00 a.m. Please bring your monthly report with you and submit it to my secretary 30 minutes prior to the meeting.</p> <p>A. Management B. Department C. Mr. Charles Chavez D. Managers E. Secretary</p>	√	√	√	√			Relevant
<p>12. “SMKN Englishindo will be having a grand alumni homecoming on December 7, 2012.....</p> <p>The words “grand” means.....</p> <p>SMKN Englishindo will be having a Grand Alumni Homecoming on December 7, 2019 at 2.00 p.m. at Gajah Mungkur Hotel and Restaurant as a celebration of the 10th Anniversary of the founding of SMKN Englishindo In this regard, we are cordially inviting you to attend the event to meet your old friends, classmates, acquaintances, and teachers, to reminisce about memorable experiences; to share stories of success; and most specially to renew our commitment to the noble ideals of our beloved alma mater.</p> <p>A. The most important and magnificent in adomment B. Rich and superior in quality C. Of behaviour that is impressive and ambitious in scale or scope D. Extraordinarily good or great</p>	√	√	√	√	√		Relevant

E. Large and impressive in physical size or extent							
13. What is the cheapest color A. Base color B. Balayage C. Full highlights D. Partial highlights E. Base & partial	√	√	√	√			Relevant
14. How long will Michael work ? A. Five times B. One times C. Three times D. Four times E. Two times	√	√	√	√			Relevant
15. What kind of base that has the most expensive price? A. Base & full, base& partial B. Base &partial C. Base color D. Base& full, base, & partial, base color	√	√	√	√			Relevant
16. Who wrote the memo? A. Department managers B. Secretary C. Mr. Charles Chavez D. Managers E. Management	√	√	√	√			Relevant
17. For further inquiries, please contract our alumni secretariat at (021) 237-2383 or text us at 08173445631 A. A short text message sent between mobile phones or other electronic devices B. A book prepared for use in schools C. The words of something written D. The main body of a written E. Data that can be interpreted as human readable text.	√	√	√	√			Relevant

18. What action should be taken by department managers? A. To instruct the staff bring their monthly report B. To instruct department managers make report C. To instruct department managers D. To instruct department managers bring their E. To instruct the staff bring	√	√	√	√			Relevant
19. When was the memo sent? A. Monthly B. February 8, 2008 C. 30 minuts D. February 27, 2009 E. At 09.00 a.m	√	√	√	√			Relevant
20. What does the sign above mean? A. Speak B. No speak C. Parking D. Don't enter this area E. No parking	√	√	√	√			Relevant

Sources: Teacher assessment, 2023

According to the assessment result above, numbers 1 to 20 were relevant to the indicator Higher Order Thinking Skills including C1, C2, C3, C4, C5, and C6. The accumulation result can be shown in the table below:

Table 4.3 Accumulation of relevant HOTS can be shown below:

No	Type of Test	Result		Cet
		Relevance	Not Relevance	
1	First Assessment	38%	62%	Not Relevance
2	Second Assessment	53%	47%	Relevance
3	Third Assessment	100%	0%	Relevance

Sources: Research Data, 2023

According to the result, the analysis showed that the first assessment result for 38% categorized as not relevant to the indicator of Higher Order Thinking Skills, and 62% categorized as relevant to the indicator of Higher Order Thinking Skills. It sums up that the first assessment is not relevant to the indicator of Higher Order Thinking Skills. And the second assessment showed 53% for relevant to the indicator of Higher Order Thinking Skills, and 47% for not relevant to the indicator of Higher Order Thinking Skills. It means that the second assessment is categorized as relevant to the indicator of Higher Order Thinking Skills. The third assessment showed 100% for relevant to the indicator of Higher Order Thinking Skills.

B. Discussion

This discussion explained the clear explanation about EFL Teachers' Assessment Model of Higher Order Thinking Skills at SMK Negeri 3 Parepare. The discussion related to the findings above. The explanation can be discussed below:

1. Assessment model developed by EFL teachers to assess students' higher-order thinking Skills.

Research discussion about the assessment model developed by EFL teachers to assess students' Higher Order Thinking Skills regarding the result data stated that analysis of the three assessments conducted by English teachers at SMK Negeri 3 Parepare reveals insightful information about the nature of each assessment and its alignment with assessment criteria.

The assessment model developed by EFL (English as a Foreign Language) teachers to evaluate students' higher-order thinking Skills (HOTS) integrates a combination of diverse question formats, including multiple-choice, essay, and

fill-in-the-blank. This holistic approach is designed to comprehensively measure students' cognitive abilities in the context of English language learning.

The multiple-choice component allows for the assessment of foundational knowledge and understanding, ensuring that students can recall facts and comprehend essential concepts. The essay component, on the other hand, serves as a robust tool for evaluating students' analytical and critical thinking skills. It prompts them to articulate their thoughts coherently, synthesize information, and apply their knowledge to broader contexts.

According to King, Goodson, & Rohani, it is stated that regarding the forms of Higher Order Thinking Skills measurement tools, there are three options to choose from: (1) selection, which includes multiple-choice, matching, and rank-order item questions; (2) generation, which involves short-answer, essay, and task questions; and (3) explanation, which includes providing reasons for choices. This reinforces that HOTS can be measured through tasks and tests structured based on the aspects and indicators present in Higher Order Thinking Skills, utilizing tasks with locally developed rubrics for the purpose of evaluating thinking abilities. As for the measurement of Higher Order Thinking Skills through tests, multiple-choice questions, essay questions, or other forms of questions can be used. Each form of test, whether multiple-choice or essay, has its own strengths and weaknesses.⁶¹

The assessment regarding to fill in the blank questions target specific vocabulary and content mastery, assessing students' recall and application skills in a more focused manner. By incorporating all these question formats, the EFL

⁶¹ Retnawati, H. (Ed). *Desain Pembelajaran Matematika Untuk Melatihkan Higher Order Thinking Skills*. Yogyakarta: UNY Press.(2017)

teachers' assessment model creates a balanced and nuanced evaluation framework that aligns with the principles of Bloom's Taxonomy. This model not only measures the depth of students' language proficiency but also ensures that HOTS are an integral part of the assessment process, fostering a more comprehensive understanding of students' cognitive abilities in the context of English language acquisition.

Discussion for the first assessment focused on the emotional experience of meeting an idol, the analysis indicates a clear emphasis on objective assessment. The use of multiple choice questions allows for a standardized evaluation of individual reactions, ensuring clarity and precision in assessing specific emotions felt during the encounter. Objective assessment is well-suited for this scenario, providing a structured and verifiable approach to measure factual knowledge and specific reactions in a quantifiable manner. However, the analysis suggests that subjective assessment is not relevant in this context, as it does not align with the indicators of rubric subjective assessment.

According to the findings which explained about the assessment model referred to multiple-choice assessment model is a widely utilized method in educational settings that involves presenting participants with a question or prompt and providing a set of predetermined options from which they must choose the correct answer. The benefits of the multiple-choice format are multifaceted and contribute to its popularity in various assessment contexts. One of the primary advantages of multiple choice assessments is their efficiency in terms of administration and grading. These assessments can be quickly administered to large groups of participants, saving time and resources. Moreover, the scoring

process is expedited as it can be automated, providing rapid feedback to both educators and learners. Multiple choice format promotes fairness in assessment. Since participants choose from a set of predetermined options, the likelihood of guessing the correct answer is reduced. This helps ensure that the assessment results reflect actual understanding rather than chance.

Another findings explained that essay assessments are written evaluations that require students to construct detailed responses to prompts or questions. These assessments go beyond simple recall and demand a deeper understanding of the subject matter. Essay questions are often open-ended, allowing students to express their thoughts, analyse information critically, and demonstrate their ability to articulate ideas. These assessments are particularly effective in evaluating higher-order thinking skills such as analysis, synthesis, and application. Essay assessments offer students the opportunity to showcase their comprehensive understanding of a topic, use evidence to support their arguments, and develop a coherent and well-structured response.

Fill in the blank assessments involve providing statements or sentences with one or more blanks, and students are required to fill in the missing information. This type of assessment is effective for evaluating students' recall of specific facts, details, or vocabulary within a given context. Fill-in-the-blank questions are more focused and direct compared to essays, targeting precise knowledge or information. According to all explanation above, the using of various assessments is crucial in education as it provides a more comprehensive and accurate understanding of students' knowledge, skills, and abilities.

Employing a diverse range of assessment methods allows educators to gather multifaceted insights into different aspects of student learning.

One of the weaknesses of objective tests is that this test format may not be suitable for assessing higher-order thinking skills (HOTS). However, considering the advantages of objective tests, this format can still be considered for use in measuring students' HOTS. For example, in TIMSS and PISA questions, objective test formats are still used, even though the characteristics of TIMSS and PISA questions require high-level thinking skills to solve them. This means that the use of objective tests can still be employed in measuring students' HOTS.⁶²

2. The Relevance of assessment and the indicator of Higher Order Thinking.

The HOTS concept is a way to develop students' thinking skills creatively and critically. Critical thinking can help students become more innovative and creative. It will also make learners idealistic and imaginative. When students know how to use both skills it shows that they can think, but some students need encouragement, guidance, and support to use higher levels of thinking. Critical thinking skills must be learned and practiced in learning. Every student has the right to learn and apply thinking skills like any other knowledge. Higher Order Thinking Skills (HOTS) is described as the ability to think to find new challenges. This potential for better organized questions allows new notes or previous information to be used to clarify issues in new situations. The ability to ask questions at a high level is very important in mastery. The ability to think is very important in the learning process, many believe that by mastering potential, mastering speed and mastering efficiency.

⁶² Nitko, A. J. & Brookhart, S. M. Educational assessment of student. Boston, MA: Pearson Education. (2011).

According to Heong, et al higher order thinking is using the thinking widely to find new challenge. Higher order thinking demands someone to apply new information or knowledge that he has got and manipulates the information to reach possibility of answer in new situation.⁶³ Brookhart states that higher-order thinking conceived of as the top end of the Bloom's cognitive taxonomy. The teaching goal behind any of the cognitive taxonomies is equipping students to be able to do transfer. "Being able to think" means students can apply the knowledge and skills they developed during their learning to new contexts. "New" here means applications that the student has not thought of before, not necessarily something uni-versally new. Higher-order thinking is conceived as students being able to relate their learning to other elements beyond those they were taught to associate with it.⁶⁴

Discussion about the relevance of assessment and the principle of higher order thinking it stated that the relevance of assessments and the indicator of Higher Order Thinking Skills (HOTS) are crucial aspects in evaluating the effectiveness of educational practices. The investigation into three assessments conducted by English teachers at SMK Negeri 3 Parepare offers valuable insights into how these assessments align with both Lower-Order Thinking Skills (LOTS) and Higher-Order Thinking Skills (HOTS).

To develop the ability to think critically, there are five lessons that can be taken, namely: (1) determine the learning objectives, (2) teach through inquiry, (3)

⁶³ Heong, Y. M., Othman, W.D., Md Yunos, J., Kiong, T.T., Hassan, R., & Mohamad, M.M. 2011. The Level of Marzano Higher Order Thinking Skills Among Technical Education Students . *International Journal of Social and humanity*, Vol. 1, No. 2, July 2011, 121-125

⁶⁴ Brookhart, S. M. *How to Assess High-er Order Thinking Skills in Your Class-room*. Alexandria: ASCD. (2010).

practice, (4) review, refine and improve understanding, and (5) practice feedback and assess learning. According Krathworl indicators to measure the high-level thinking skills include: analyzing, evaluating, creating. Thus, HOTS is a thinking skills that not only requires the ability to re-member, but also other higher capabilities include the ability to analyze, evaluate, and create.⁶⁵

The relevance of assessments and the integration of Higher-Order Thinking Skills (HOTS) are pivotal components in evaluating the effectiveness of educational practices. The analysis of three assessments conducted by English teachers at SMK Negeri 3 Parepare sheds light on the alignment of these assessments with both Lower-Order Thinking Skills (LOTS) and HOTS. The accumulated points across Bloom's Taxonomy levels showcase a predominant emphasis on foundational skills, with C1 (Remember) and C2 (Understand) receiving. This underscores a strong focus on recalling facts and comprehending concepts, crucial for building a knowledge base. However, the distribution reveals a comparatively lower emphasis on assessments targeting HOTS.

According to the discussion that indicator of C3 (Apply) garners some point, indicating a minimal focus on assessing students' ability to apply knowledge in novel situations. C4 (Analyse) receives some points, signifying a moderate emphasis on tasks involving the breakdown and examination of information. Additionally, C5 (Synthesize) and C6 (Evaluate) receive also some points, respectively, suggesting a lower priority for assessments involving creating new concepts or making judgments based on criteria. In essence, the analysis

⁶⁵ Krathwohl, D. R. 2002. A revision of Bloom's Taxonomy: an overview – Theory Into Practice, College of Education, The Ohio State University Pohl. 2000. *Learning to think, thinking to learn*: (tersedia di www.purdue.edu/geri diakses 22 january 2024)

underscores an opportunity to diversify assessment strategies by allocating more points to HOTS, fostering a more comprehensive evaluation of students' cognitive skills and promoting a balanced development of both foundational and higher-order thinking abilities. This strategic adjustment aligns with the broader goal of cultivating well rounded learners capable of applying knowledge in diverse contexts.

The assessment practices at SMK 3 Parepare reveal a predominant emphasis on Bloom's Taxonomy levels C1 (Remember), C2 (Understand), and C4 (Analyse). This concentration underscores a strategic focus on foundational cognitive skills, including the recall of facts, comprehension of concepts, and the ability to analyze information.

The assessment model employed by educators appears to prioritize the establishment of a strong knowledge base and fundamental understanding among students. By allocating significant points to C1 and C2, the assessments ensure that students can recall essential information and comprehend underlying concepts, which are foundational elements for further cognitive development. The inclusion of C4, emphasizing analysis, indicates an intention to assess students' capacity to break down information and examine its components. While these lower to mid-level cognitive skills are crucial for building a solid foundation.

There is an opportunity to enhance the assessment strategy by incorporating more emphasis on Higher-Order Thinking Skills (HOTS), such as application (C3), synthesis (C5), and evaluation (C6). This shift could provide a more comprehensive evaluation of students' cognitive abilities, fostering a balanced and well-rounded approach to learning at SMK 3 Parepare.

CHAPTER V

CONCLUSION AND SUGGESTION

A. *CONCLUSION*

The conclusion in this research about Assesment Model of HOTS at SMK Negeri 3 Parepare, the conclusion can be explained below:

1. Assessment model develop by EFL teachers' to assess students' Higher Order Thinking Skills showed in various assessment with multiple choice while another assessment model was online multiple choice by integrating test in online text and another model were essay and fill the blank which regarding to the Higher Order Thinking evaluation test. All the teachers' assessment model can be used to assessing students Higher Order Thinking Skills.
2. The Relevance of assessment and the indicator of Higher Order Thinking showed first assessment scored 62% which categorized as not relevant to the indicator of Higher Order Thinking Skills. Second assessment scored 53% which categorized as relevant to the indicator of Higher Order Thinking Skills, third assessment showed scored 100% which categorized as relevant to the indicator of Higher Order Thinking Skills.

B. *IMPLICATION*

1. English Assessment

The findings suggest that English assessments at SMKN 3 Parepare predominantly focus on analytical skills. To enhance English assessment practices, educators may consider incorporating more questions and tasks that require students to critically analyse texts, extract specific information, and

understand nuances in conversational contexts. This can further strengthen students' analytical thinking abilities.

2. Students Capability

Students should be encouraged to develop and enhance their critical thinking skills of HOTS. The focus on analytical assessments can help students become proficient in critical analysis, which is a valuable skill not only in English but in various aspects of their education.

C. *SUGGESTION*

The suggestion given to:

1. English Teacher

The suggestion given to the English Teacher was that English teachers can consider balancing the types of assessments they use. While analysis is important, incorporating evaluation and creation aspects into assessments can provide a more comprehensive evaluation of students' language skills. This could involve including tasks that require students to evaluate the context of a text or create responses that demonstrate creative language use.

2. Next Researcher

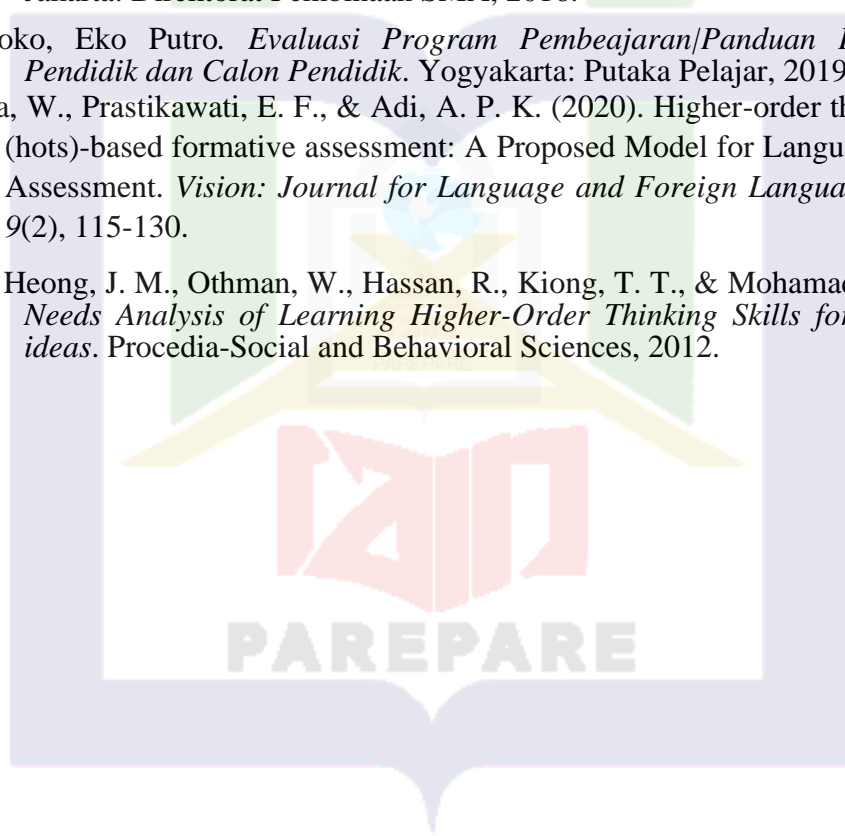
The suggestion given to the next researcher was for the future research could delve deeper into the creation aspect of Higher Order Thinking Skills (HOTS) in English assessments. Investigate how teachers can effectively incorporate creative thinking and language use into assessments and whether this positively impacts students' language proficiency.

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Lampiran SURAT IZIN



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PASCASARJANA**

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-611 /In.39/PP.00.09/PPS.05/08/2023
Lampiran : -
Perihal : Permohonan Rekomendasi Izin Penelitian

11 Agustus 2023

Yth. **Bapak Walikota Parepare**
Cq. **Dinas Penanaman Modal Dan Pelayanan
Terpadu Satu Pintu**

Di

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana
IAIN Parepare tersebut di bawah ini :

Nama : SUTRIANI
NIM : 2120203879102008
Program Studi : Tadris Bahasa Inggris
Judul Tesis : **Analysis The Efl Teachers' Strategy In assessing Students'
Higher Thinking Skills In SMK Negeri 3 Parepare.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian
tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian
ini direncanakan pada bulan **Agustus sampai Oktober Tahun 2023**

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang
bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.



Direktur,

Dr. Hj. Darmawati, S.Ag., M.Pd
NIP. 19720703 199803 2 001



SRN IP000769

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 776/IP/DPM-PTSP/8/2023

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA
NAMA

: **SUTRIANI**

UNIVERSITAS/ LEMBAGA

: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan

: **TADris BAHASA INGGRIS**

ALAMAT

: **SURAKAN, KAB. ENDREKANG**

UNTUK

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **ANALYSIS THE EFL TEACHERS' STRATEGY IN ASSESSING STUDENTS' HIGHER THINKING SKILLS IN SMK NEGERI 3 PAREPARE**

LOKASI PENELITIAN : **KANTOR CABANG DINAS PENDIDIKAN PROVINSI SULAWESI SELATAN WILAYAH VIII PAREPARE (SMK NEGERI 3 PAREPARE)**

LAMA PENELITIAN : **22 Agustus 2023 s.d 22 Oktober 2023**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **22 Agustus 2023**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ST. RAHMAH AMIR, ST, MM

Pangkat : **Pembina Tk. 1 (IV/b)**

NIP : **19741013 200604 2 019**

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PEMERINTAH PROPINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMKN 3 PAREPARE

Jl. Karaeng Burane No. 16 Tlp/Fax (0421) 21266 Kota Parepare 91111
Email : smkntiga parepare@gmail.com/ Website : www.smkntigaparepare.sch.id

SURAT KETERANGAN

Nomor : 421.5/245 - UPT SMKN.3/PARE/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMKN 3 Parepare menerangkan bahwa :

Nama : SUTRIANI
NIM : 2120203879102008
Program Studi : TADRIS BAHASA INGGRIS
Perguruan Tinggi : IAIN PAREPARE

Benar telah melakukan penelitian di UPT SMKN 3 Parepare untuk memperoleh data yang berkaitan dengan penyusunan Skripsi yang berjudul : **"ANALYSIS THE EFL TEACHER'S STRATEGY IN ASSESSING STUDENTS' HIGHER THINKING SKILLS IN SMK NEGERI 3 PAREPARE"** .

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Parepare, 23 Oktober 2023

Upala UPT SMKN 3 Parepare,



Hj. ANDI RAEHANA R, S.Pd.MM

Pangkat : Pembina Tk. I

NIP : 19721102 200005 2 001



#BerAKHLAK
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SETULUS HATI BERBUNIH JIWA, SIKUAT RASA
PENGUSAHAAN SULAWESI SELATAN

Lampiran 03: Biodata Informan

IDENTITAS INFORMAN

Yang bertanda tangan dibawah ini:

Nama : YUMRI T., S.Pd.
Alamat : Jl. Drs. Syamsul Alam Bulu GBHP Blok A/16
Jenis Kelamin : Laki-laki Perempuan
Status : GURU BAHASA INGGRIS KELAS X & XII

Menerangkan bahwa,

Nama : SUTRIANI
Program Studi : Tadris Bahasa Inggris
Kampus : Pascasarjana IAIN Parepare

Benar-benar telah melakukan wawancara dengan saya dalam rangka menyusun skripsi yang berjudul "Analysis The EFL Teachers' Strategy in Assessing Students' Higher Order Thinking Skills at SMK Negeri 3 Parepare"

Demikianlah surat keterangan ini diberikan untuk digunakan sebagaimana mestinya

Parepare, 14 09 - 2023

Yumri T.
YUMRI. T.

IDENTITAS INFORMAN

Yang bertanda tangan dibawah ini:

Nama : Hj. Sri Ummi Kalsum, S.pd.MM
Alamat : BTN ANUGERAH SALOKARAJAE BLOK D/8
Jenis Kelamin : Laki-laki Perempuan
Status : GURU MATA PELAJARAN BAHASA INGGRIS
KELAS X DAN XI

Menerangkan bahwa,

Nama : SUTRIANI
Program Studi : Tadris Bahasa Inggris
Kampus : Pascasarjana IAIN Parepare

Benar-benar telah melakukan wawancara dengan saya dalam rangka menyusun skripsi yang berjudul "Analysis The EFL Teachers' Strategy in Assessing Students' Higher Order Thinking Skills at SMK Negeri 3 Parepare"

Demikianlah surat keterangan ini diberikan untuk digunakan sebagaimana mestinya

Parepare, 14 SEPTEMBER 2023


Hj. Sri Ummi Kalsum, S.pd.MM

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PASCASARJANA Jl. Amal Bakti No. 8 Soreang 911331Telepon(0421)21307,Faksimile(0421)2404
	INSTRUMEN PENELITIAN TESIS

Kepada Yth.

Bapak/Ibu/Saudara (i)

Di Tempat

Assalamualaikum Wr.Wb.

Bapak/Ibu/Saudara/i dalam rangka menyelesaikan karya (Tesis) pada Program Studi Tadris Bahasa Inggris Pascasarjana, Institut Agama Islam Negeri Parepare (IAIN) Parepare maka saya,

Nama : SUTRIANI

NIM : 2120203879102008

Judul : EFL Teachers' Assessment Model of Higher Order Thinking Skills at SMK Negeri 3 Parepare.

Untuk membantu kelancaran penelitian ini, Saya memohon dengan hormat kesediaan Bapak/Ibu/Saudara(i) untuk menjadi narasumber dalam penelitian kami. Kami ucapkan terima kasih,

Wassalamu'alaikum Wr.Wb

Hormat Saya

SUTRIANI

INSTRUMEN PENELITIAN

Tabel 1 Rubrik indicator HOTS

No	Indicator		Verb of Indicator
1	C1	LOTS	Remember
2	C2		Understanding
3	C3		Application
4	C4	HOTS	Analysed
5	C5		Evaluate
6	C6		Creation

Tabel 2 Rubrik Penilaian HOTS

(Indikator)	Skala	Rubrik
Analysis	1. Relevan 2. Tidak Relevan	Analysing, Auditing, Solving, Affirming, Detecting, Diagnosing, Selecting, Detailing, Nominating, Diagramming, Correlating, Rationalizing, Testing, Clarifying, Exploring, Budgeting, Summarizing, Discovering, Reviewing, Maximizing, Directing, Editing, Linking, Choosing, Measuring, Training and Transferring.
Evaluation	1. Relevan 2. Tidak relevan	Comparing, Summarizing, Evaluating, Directing, Critiquing, Weighing, Deciding, Separating, Predicting, Clarifying, Assigning, Interpreting, Defending, Detailing,

		Measuring, Summarizing, Proving, Validating, Testing, Supporting, Choosing and Projecting.
Create	<ol style="list-style-type: none"> 1. Relevan 2. Tidak relevan 	Abstracting, Organizing, Animating, Collecting, Categorizing, Coding, Combining, Arranging, Composing, Building, Addressing, Connecting, Creating, Inventing, Correcting, Designing, Planning, Dictating, Enhancing, Clarifying, Facilitating, Shaping, Formulating, Generalizing, Combining, Blending, Limiting, Repairing.

Tabel 3 Penilaian Test Soal

Test (Soal)	Hasil Data	Keterangan
	Indicator	
<i>*Kolom ini memuat bentuk pertanyaan Soal</i>	<i>*Kolom ini memuat kategori indikator relevan yang sesuai dengan pertanyaan pada kolom Kiri</i> <i>Indikator:</i> <ol style="list-style-type: none"> 1. Analysis 2. Evaluation 3. Create 	<i>*Relevan</i> <i>*Tidak Relevan</i>

SOAL PAS BAHASA INGGRIS SEMESTER 2 (GENAP) KELAS X

Meeting my idol

Nino is one personil member of band "RAN" and he is my most favorite singer. I often daydreamed how was my feeling if I met him. Amazingly, my wish came true last month. 20 december 2014 my school invited RAN singing there. it made me so fascinated waited the moment to meet Nino.

In the day RAN came to my school. RAN was scheduled to close "FOURJAC1" event (celebrating my birthday school). I arrived at school early morning cause I didn't want to miss the moment, time by time, hour by hour, second by second, I was curious about the present of Nino. Finally, in the afternoon RAN arrived. I was so happy to see Nino there. seeing and listening Nino made me screamed and shouted his name "Nino...Nino...Nino...". RAN sang 10 songs but I felt it was so short. RAN also sang their new song "Dekat di Hati" it became the last song was sung that day.

At the end of the show Nino took off his shirt and threw it to the audience. Asta also threw his guitar pick made the audience crazy beside such students fell into the ground.

I was really happy to meet and see Nino. Eventhough I didn't have a chance to take a photo with him. hope next time I could have an experience to meet him again.

- What is the social function of the text above?
 - to describe people about experience writer.
 - to tell people about meeting my idol.
 - to information people about things.
 - to give people about something.
 - to persuade about something.
- In the text above, what is the last text organization called?
 - Reorientation
 - Complication
 - Events
 - Resolution
 - Twist
- How did the writer feel when RAN come to her school?
 - She often daydream.
 - She was nervous.
 - She 's feeling excited.
 - She was really happy.
 - She was curious.
- What did the fans when RAN sang their hit single?
 - They screamed and shouted his name.
 - They smiled and take some photo.
 - They nervous when they had a chance to take pictures.
 - They were really happy.
 - They screamed and when they happy.
- When and where was the moment to meet RAN?
 - 21 december 2014, The radio station.
 - 22 december 2014, The radio station lobby.
 - 20 december 2014, her school.
 - 21 december 2014, her school.
 - 20 december 2014, National central building.
- Mida : I met my favorite idol, AGNES MO yesterday.
Dika : Wow... It sounds interesting.
Mida : I was so..... She was really awesome
and
 - Excited, Friendly.
 - Friendly, Excited.
 - Nervous, Amazing.
 - Amazing, Nervous
 - Happy, Beautiful.

HEAL THE WORLD

Michael Jackson
There's a place in your heart
And I know that it is love
And this place it was brighter than tomorrow
And if you really try
You'll find there's no need to cry
In this place you'll feel there's no hurt or sorrow
There are ways to get there
If you care enough for the living
Make a little space
Make a better place
Heal the world
Make it a better place
For you and for me, and the entire human race
There are people dying
If you care enough for the living
Make a better place for you and for me

- What is the writer of the song want us to do?
 - Find a new planet to live together
 - Help the children over the world
 - Help all people over the world
 - Keep the world peace together
 - Keep and create better environment together

- Based on the text of the song. How can we heal the world?
 - by cleaning our environment
 - by caring and cleaning our house
 - by saving our electricity
 - by keeping our body clean
 - by keeping our environment

- Who is the song writer?
 - michael jackson
 - bruno mars
 - d. katty perry
 - c. christina perri
 - adam levine

MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother.

Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone

- When and where did the story happen?
 - Many years later. In small village.
 - A long time ago. In forest.
 - Many years later. In Sumatera north.
 - A long time. In small village.
 - Many years ago. In village forest.
- What happened many years after Malin kundang join the sail?
 - He was also married to a beautiful women
 - He become richman.
 - He become strong.
 - He had passed away.
 - He become wealthy.

- Why did Malin kundang and his mother have to live hard? Answer : Because.....

- He was deligent and strong boy.
- His mother passed away.
- He leaf his mother alone.
- His father had passed away.
- He wanted to become a richman.

- What is the moral of the story?

- Don't hurt to your mother because her was poor.
- Don't ashame have parents like a dirty and ugly women.

- Love your mother..
- Be an enthusiastic person.
- He wanted to become a richman.

- Ina : "Happy Birthday, Susi."
Susi : "Thank.."
Ina : "It's a gift for you."
Susi : ..

- b. congratulations
c. nevermind
d. wow, how nice it is
e. ok
15. Do you work...the evening?
a. in
b. at
c. on
d. or
e. with
16. Have you ever...him?
a. been met
b. met
c. meet
d. meeting
e. been meeting
17. you watched the movie yet?
a. are
b. have
c. has
d. can
e. do

18. Rani...her homework yet
a. finish
b. has not finished
c. finisher
d. finished
e. was finished

19. I don't like going out...night
a. in
b. on
c. at
d. with
e. or

20. I'll see you...Friday
a. at
b. in
c. or
d. on
e. with

COMPLETE THE FOLLOWING SENTENCE USING THE WORDS IN THE BOX

Our	her	their	my	its	their	his
Her	your	her				

- This is my cat tail is very long
- Father and I are very happy. We live in new house.
- Budi and Fitri live with Grandparents..
- Nanda's bag is beautiful bag costs. 450.000,00
- Jamila has a cat Cat is cute.
- I have a new bag. All friends like bag.
- She is a rich girl. car is very expensive.
- The students are in the classroom..... Teacher is teaching.
- This is Anton. Do you know house?
- You like eating very much. What is favorite food?

SOAL ULANGAN PERTENGAHAN SEMESTER

SMK NEGERI 3 PAREPARE

TAHUN PELAJARAN 2023/2024

Mata Pelajaran : Bahasa Inggris

Jurusan : DKV dan TJKT

Choose the right answer a, b, c or d

1. "Hello, ... is Nadin."
A. my
B. I am
C. what
D. my name
2. Diana : "... is your name?"
Rafi : "My name is Rafi."
A. What
B. That
C. This
D. It
3. Sena : "Good moning, Via."
Via : "..."
A. Good night
B. Good morning
C. Good evening
D. Good afternoon
4. Alda : "How are you?"
Ghea : "..."
A. I am
B. Fine
C. My name
D. I am fine
5. Koko : "Are you Ok?"
Ami : "..."
A. Yes, I OK.
B. Yes, I am OK.
C. No, I OK
D. No, it is OK
6. Gina : "Good bye, Radit."
Radit : "..."
A. Good bye
B. Good night
C. Good morning
D. Good evening
7. Reza : "... are you?"
Ima : "I am ten years old."
A. What
B. What is
C. How old
D. How do
8. Mary : "Nice to meet you"
Anggi : "..."
A. Good morning
B. How are you
C. How do you do
D. Nice to meet you, too
9. Fani : "... ?"
Ira : "I am very well, thanks."
A. How are you
B. Good morning
C. Nice to meet you
D. What is your name
10. Syifa : "... are you from?"
Kayla : "I am from Bogor."

- A. How
 - B. What
 - C. When
 - D. Where
11. Tina : "Bye-bye, Dea"
Rifa : "..."
- A. Good morning
 - B. See you later
 - C. I am fine
 - D. Thank you
12. Nina : "... is he?"
Lili : He is Hendra.
- A. How
 - B. Who
 - C. What
 - D. Where

Text for number 13-171

I would like to introduce myself.
My name is Fatya Kartika.
My nick name is Fatya.
I am 10 years old. I am a student.
I am from Bogor

13. The girl is ...
- A. Drawing
 - B. studying
 - C. listening
 - D. introducing
14. The girl name is ...
- A. Fatya
 - B. Kartika
 - C. Kartika Fatya
 - D. Fatya kartika
15. The girl's nick name is ...
- A. Fatya
 - B. Kartika
 - C. Tika
 - D. Tya
16. Fatya is ... years old.
- A. seven
 - B. eight
 - C. nine
 - D. ten
17. Fatya is a ...
- A. teacher
 - B. student
 - C. doctor
 - D. nurse
18. Fatya is from ...
- A. Bogor
 - B. Padang
 - C. Jakarta
 - D. Bandung
19. Rama : Where do you ...?
Indri : I live at jalan Bunga.
- A. old
 - B. live
 - C. life
 - D. born
20. Aris : "Thank you, Ratih"
Ratih : ...
- A. You are welcome
 - B. Good morning
 - C. I am Ratih
 - D. I am fine

Soal Essay

1. Cika : "Good night, mom"
Mother : ""
2. Fina : " ... "
Dila : "I am fine."
3. I ... at Jalan Sudirman 71 Bogor
4. Mela : "Nice to meet you"
Safa : " ... "
5. My name is Sandra. I am ... Bandung
6. Nana : " ... ?"
Azka : "I am ten years old."
7. I am Sarah Salimar. My ... name is Sarah.
8. Bayu : "... do you live?"
Rika : I live in Jakarta.
9. I am Disa. My is reading books.
10. Dena : "... Agi."
Agi "See you later."

Soal Uraian

Hello, My name is Keysha Nayla
My nick name is Keysha.
I am ten years old
I am from Bogor.
I am a student.
My hobby is reading a book

1. What is Keysha Nayla's nick name?
2. What is Keysha?
3. How old is Keysha?
4. Where is keysha come from?
5. What is Keysha's hobby?

PAREPARE

BAHASA INGGRIS US GENAP 2023

What does the symbol above mean? * 5 point



- Cutting and beauty
- Hair and beauty salon
- Barber shop
- Photo model
- Model

The following information are in the * 5 point text, except

Read the following text!

RAMON Englishly will be having a Grand Alumni Homecoming on December 7, 2019 at 2:00 p.m. at Dajuh Mangrup Hotel and Restaurant as a celebration of the 10th Anniversary of the founding of ISMAN Englishly. In this regard, we are cordially inviting you to attend the event to meet your old friends, classmates, acquaintances, and teachers to reminisce about memorable experiences. In whose absence of success and most especially to assess our commitment to the noble ideals of our beloved alma mater.

The registration fee is Rp. 250.000,- per person, payable at the venue. This fee includes alumni T-shirt, alumni kit, alumni souvenir, dinner, live band, and coffee break.

For further inquiries, please contact our Alumni Secretariat at (021) 237-2383 or text us at 08173445831.

We look forward to your presence in this once-a-year celebration.

- time
- fee
- duration
- date
- place

The registration fee of Rp. 250.000,- * 5 point includes the following, except

Read the following text!

RAMON Englishly will be having a Grand Alumni Homecoming on December 7, 2019 at 2:00 p.m. at Dajuh Mangrup Hotel and Restaurant as a celebration of the 10th Anniversary of the founding of ISMAN Englishly. In this regard, we are cordially inviting you to attend the event to meet your old friends, classmates, acquaintances, and teachers to reminisce about memorable experiences. In whose absence of success and most especially to assess our commitment to the noble ideals of our beloved alma mater.

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We look forward to your presence in this once-a-year celebration.

- identity
- souvenir
- meals
- uniform
- live band

How many workers are there on the * 5 point table?

Read the following schedule!



- Six workers
- Four workers
- Eleven workers
- Five workers
- Twelve workers

When will John work? * 5 point

Read the following schedule!



- 11.30 am - 12.30 pm, 9.00 am - 10.00 am
- 10.00 am - 11.00 pm, 1.00 pm - 2.00 pm
- 9.45 am - 11.00 am, 11.00 am - 12.15 pm, 1.00 pm - 2.00 pm
- 12.00 pm - 1.00 pm
- 9.00 am - 10.00 am, 11.00 am - 12.00 pm

Why did Mr. Chavez write the memo? * 5 point

Read the following text!

Memo	
TO :	Department Managers
FROM :	3rd. Claudio Chavez
DATE :	February 11, 2008
SUBJECT :	Monthly managerial Meeting

Our monthly managerial meeting is scheduled for February 17, 2008, in the management meeting room at 09:00 a.m. Please bring your monthly report with you and submit it to my secretary 30 minutes prior to the meeting.

- Because meeting scheduled
- Because making report
- Because the company scheduled
- Because monthly managerial report
- Because monthly managerial meeting

Where will Mary work? * 5 point

Read the following schedule!



- At ballinese massage job, blow dry job
- At blow dry job
- At blow dry job, hair coloring job
- At hair & bread cut job, beard grooming job
- At bread grooming job, blow dry job

Who are the customer for Miranda? * 5 point

Read the following schedule!



- Brenda Massey, Beverly Brown, Alicia Keys, & Mary Lee Fisher
- Jenny Murtaugh & Matilda Evans
- Olivia Farmer
- Kevin Adams
- Zachary Kelley

Read the following menu!
SALON MENU
HAIR SERVICES

BASIC	
Women's Cut	75-85
Mens Cut	50
Kids Cut	50
Blowdry Style	50
Blowdry Style with Iron	60
Event Updo/Styling	70+
COLOR	
Base Color	125
Base & Partial	175
Base & Full	210
Partial Highlights	145
Full Highlights	185
Balayage	150-220
*Blowdry Included in pricing	
TEXTURE	
Brazilian Blowout	250

- Kids Cut
- Mens Cut, Kids Cut, & Blow dry Style
- Women Cut
- Blow Dry Cut
- Event Updo/Styling

"The registration fee is Rp. 250.000,- per person, payable at the venue." * 5 point

The word "venue" refers to

Read the following text!

SMKN Englishindo will be having a Grand Alumni Homecoming on December 7, 2019 at 2.00 p.m. at Gajah Mungkur Hotel and Restaurant as a celebration of the 10th Anniversary of the founding of SMKN Englishindo. In this regard, we are cordially inviting you to attend the event to meet your old friends, classmates, acquaintances, and teachers; to reminisce about memorable experiences; to share stories of success; and most specially to renew our commitment to the noble ideals of our beloved alma mater.

The registration fee is Rp. 250.000,- per person, payable at the venue. This fee includes alumni T-shirt, alumni ID, alumni souvenir, dinner, live band, and raffle draws.

For further inquiries, please contact our Alumni Secretariat at (021) 237-2383 or text us at 08173445631.

We look forward to your presence in this once-a-year celebration.

- Gajah Mungkur Hotel and Restaurant
- SMKN Englishindo
- Alumni Secretariat
- 10th Foundation Anniversary of SMKN Englishindo
- Grand Alumni Homecoming

"SMKN Englishindo will be having a Grand Alumni Homecoming on December 7, 2012" * 5 point

The word "grand" means

Read the following text!

SMKN Englishindo will be having a Grand Alumni Homecoming on December 7, 2012 at 2.00 p.m. at Gajah Mungkur Hotel and Restaurant as a celebration of the 10th Anniversary of the founding of SMKN Englishindo. In this regard, we are cordially inviting you to attend the event to meet your old friends, classmates, acquaintances, and teachers; to reminisce about memorable experiences; to share stories of success; and most specially to renew our commitment to the noble ideals of our beloved alma mater.

The registration fee is Rp. 250.000,- per person, payable at the venue. This fee includes alumni T-shirt, alumni ID, alumni souvenir, dinner, live band, and raffle draws.

For further inquiries, please contact our Alumni Secretariat at (021) 237-2383 or text us at 08173445631.

We look forward to your presence in this once-a-year celebration.

- The most important and magnificent in adornment
- rich and superior in quality
- Of behavior that is impressive and ambitious in scale or scope.
- extraordinarily good or great
- large and impressive in physical size or extent.

What is the cheapest color? * 5 point

Read the following menu!
SALON MENU
MAIN SERVICES

BASIC	
Womens Cut	75.00
Mens Cut	50
Kids Cut	50
Blowdry Style	50
Blowdry Style with Iron	60
Event Updo/Styling	70-
COLOR	
Base Color	125
Base & Partial	175
Base & Full	210
Partial Highlights	145
Full Highlights	185
Balayage	160-220
*Blowdry Included in pricing	
TEXTURE	
Brazilian Blowout	250

- Base Color
- Balayage
- Full Highlights
- Partial Highlights
- Base & Partial

Who are the recipients? * 5 point

Read the following text!

Memo	
TO	: Department Managers
FROM	: Mr. Charles Chavez
DATE	: February 8, 2008
SUBJECT	: Monthly managerial Meeting
Our monthly managerial meeting is scheduled for February 27, 2009, in the management meeting room at 09:00 a.m. Please bring your monthly report with you and submit it to my secretary 30 minutes prior to the meeting.	

- Management
- Department Managers
- Mr. Charles Chavez
- Managers
- Secretary

How long will Michael work? * 5 point

Read the following schedule!



- Five times
- One times
- Three times
- Four times
- Two times

What kind of base that has the most expensive price? * 5 point

Read the following menu!

SALON MENU

HAIR SERVICES

BASICS	
Womens Cut	75-85
Mens Cut	50
Kids Cut	50
Blowdry Style	50
Blowdry Style with Iron	60
Event Updo/Styling	70+
COLOR	
Base Color	125
Base & Partial	175
Base & Full	210
Partial Highlights	145
Full Highlights	185
Balayage	150-220
*Blowdry included in pricing	
TEXTURE	
Brazilian Blowout	250

- Base & Full, Base & Partial
- Base & Partial
- Base Color
- Base & Full
- Base & Full, Base & Partial, Base Color

Who wrote the memo? * 5 point

Read the following text!

Memo	
TO	: Department Managers
FROM	: Mr. Charles Chavez
DATE	: February 8, 2008
SUBJECT	: Monthly managerial Meeting

Our monthly managerial meeting is scheduled for February 27, 2009, in the management meeting room at 09:00 a.m. Please bring your monthly report with you and submit it to my secretary 30 minutes prior to the meeting.

- Department Managers
- Secretary
- Mr. Charles Chavez
- Managers
- Management

"For further inquiries, please contact our Alumni Secretariat at (021) 237-2383 or text us at 08173445631." * 5 point

The word "text" means ...

Read the following text!

Send an electronic mail (e-mail) or text message on December 7, 2008 at 12:00 p.m. (12:00 p.m. is the right time for sending an e-mail or text message) to the Secretary of the Ministry of Education, Culture, and Sports, to request for a meeting to discuss the results of the research and development of a new type of educational materials.

The signature for the e-mail or text message is Mr. Charles Chavez. The telephone number is 08173445631.

We look forward to your presence in the next year celebration.

- a short text message sent between mobile phones or other electronic devices
- a book prepared for use in schools
- the words of something written
- the main body of a written work
- data that can be interpreted as human readable text

What action should be taken by department managers? * 5 point

Read the following text!

Memo	
TO	: Department Managers
FROM	: Mr. Charles Chavez
DATE	: February 8, 2008
SUBJECT	: Monthly managerial Meeting

Our monthly managerial meeting is scheduled for February 27, 2009, in the management meeting room at 09:00 a.m. Please bring your monthly report with you and submit it to my secretary 30 minutes prior to the meeting.

- To instruct the staff bring their monthly report
- To instruct department managers make report
- To instruct department managers and all staff bring their monthly report
- To instruct department managers bring their monthly report
- To instruct the staff bring their report

When was the memo sent? * 5 point

Read the following text!

Memo	
TO	: Department Managers
FROM	: Mr. Charles Chavez
DATE	: February 8, 2008
SUBJECT	: Monthly managerial Meeting

Our monthly managerial meeting is scheduled for February 27, 2009, in the management meeting room at 09:00 a.m. Please bring your monthly report with you and submit it to my secretary 30 minutes prior to the meeting.

- Monthly
- February 8, 2008
- 30 minutes
- February 27, 2009
- At 09:00 a.m.

What does the sign above mean? * 5 point



- Speak
- No Speak
- Parking
- Don't Enter This Area
- No Parking

Lampiran Dokumentasi



“Take the evaluation test from Yumri T, S. Pd”



“Take the evaluation test from Chaeril Mapka S. Pd”



“Take the evaluation test from Hj. Sri Ummi Kalsum, S. Pd”



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
UNIT PELAKSANA TEKNIS BAHASA**



Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN

Nomor: B-05/In.39/UPB.10/PP.00.9/01/2024

Yang bertanda tangan dibawah ini,

Nama : Hj. Nurhamdah, M.Pd.
NIP : 19731116 199803 2 007
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama : Sutriani
Nim : 2120203879102008
Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Inggris dan Bahasa Arab pada tanggal 06 Januari 2024 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 08 Januari 2024
Kepala,



Hj. Nurhamdah, M.Pd.
NIP 19731116 199803 2 007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M)
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91131 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100 website: lp2m.iainpare.ac.id, email: lp2m@iainpare.ac.id

SURAT PERNYATAAN

No. B.061/In.39/LP2M.07/01/2024

Saya yang bertanda tangan di bawah ini :

Nama : Muhammad Majdy Amiruddin, M.MA.
NIP : 19880701 201903 1 007
Jabatan : Kepala Pusat Penerbitan & Publikasi LP2M IAIN Parepare
Institusi : IAIN Parepare

Dengan ini menyatakan bahwa naskah dengan identitas di bawah ini :

Judul : EFL Teachers' Assessment Model of Higher Order Thinking Skills at SMK Negeri 3 Parepare
Penulis : Sutriani
Afiliasi : IAIN Parepare
Email : sahirsutriani9@gmail.com

Benar telah diterima pada Jurnal **EFL TEACHERS' ASSESSMENT MODEL OF HIGHER ORDER THINKING SKILLS** Volume 6 Issue 4 (October 2024). yang telah terakreditasi **SINTA 5**.

Demikian surat ini disampaikan, atas partisipasi dan kerja samanya diucapkan terima kasih

An. Ketua LP2M
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Muhammad Majdy Amiruddin, M.MA.
NIP. 19880701 201903 1 007

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Dear Author(s)

Sutriani, Arqam, Zulfah Fakhruddin, Ambo Dalle, Magdahalena Tjalla

It's my pleasure to inform you that, after the peer review, your paper **EFL Teachers' Assessment Model of Higher Order Thinking Skills** has been **ACCEPTED** with content unaltered to publish with **International Journal of Health, Economics, and Social Sciences (IJHESS)** in **Volume 6 Issue 4 (October 2024)**.

Thank you for making the journal a vehicle for your research interests

With regards
Yours sincerely



Dr. Ahmad Yani
Editor in Chief

EFL Teachers' Assessment Model of Higher Order Thinking Skills

Sutriani¹, Arqam², Zulfah Fakhruddin³, Ambo Dalle⁴, Magdahalena Tjalla⁵

¹ English Education Program, Postgraduate, IAIN Parepare: sahirsutriani@gmail.com

² English Education Program, Postgraduate, IAIN Parepare: arqam@iainparepare.ac.id

³ English Education Program, Postgraduate, IAIN Parepare: zulfah@iainparepare.ac.id

⁴ English Education Program, Postgraduate, IAIN Parepare: hambodalle@iainparepare.ac.id

⁵ English Education Program, Postgraduate, IAIN Parepare: magdahalenatjalla@iainparepare.ac.id

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ABSTRACT

This thesis discussed about Higher Order Thinking Skills (HOTS) referred to a critical thinking process and creative thinking ability. The problem was teacher still can't develop assessment relevant to the principle of HOTS aspect. The research was conducted to describe about the EFL teachers' model assessment in assessing students' Higher Order Thinking Skills, to describe the EFL teachers' model assessment in assessing students' higher order thinking relevant to the principle of the Higher Order Thinking Skills Evaluation.

The research method was quantitative. The subject of the research is 3 english teacher. Data collected through teacher evaluation test, and to validity of the result was English rubric. The data analysis by define the research question, define the content to be included and define the units of analysis.

The result of this research were as follow: 1) Assessment model develop by EFL teachers' to assess students' Higher Order Thinking Skills showed in various assessment with multiple choice while another assessment model was online multiple choice by integrating test in online text and another model were essay and fill the blank which regarding to the Higher Order Thinking evaluation test. 2) The Relevance of assessment and the principle of Higher Order Thinking showed first assessment scored 62% which categorized as not relevance. Second assessment scored 53% which categorized as relevance, third assessment showed scored 100% which categorized as relevance.

Corresponding Author:

Main author
First Author Affiliation, University
Email:

1. INTRODUCTION

The Indonesian government has been fully aware of the key concern of the creation of Higher Order Thinking Skills for students, and it was included in the revision of the 2013 curriculum. For instance, Mulyasa stated that curriculum and good learning could optimally improve the potential of students, specially the Higher Order Thinking Skills of students. Graduates who are autonomous, active, imaginative, inventive, and have character through the formation of knowledge, skills, and attitudes can be seen as the sign.

It is recommended that Higher Order Thinking Skills-based learning and evaluation be used for quality education. In the industrial revolution 4.0.0, the introduction of Higher Order Thinking Skills-based learning and evaluation is required to enhance the quality and competence of graduates to face the digital era. Those competencies are the qualifications that consist of attitudes, knowledge, and skills that refer to national educational goals. Other qualifications that must be enhanced are the ability of students in transferring information, evaluating the information, and creating the information in a new context.

Professional teachers significantly affect the standard of graduates. As the key to good learning and to achieve the quality of graduates, the role of skilled teachers in learning is very significant. The teachers who are experienced in creating a successful and productive learning method are skilled. It is possible to build quality students and education through qualified teachers. That is why the quality of learning has become one of the central and local governments' key targets for improving the quality of education, in particular the quality of graduates. From their Higher Order Thinking Skills, graduate efficiency can be seen.

Developing Higher Order Thinking Skills-based learning and evaluation is a program produced by the Ministry of Education and Culture. The goal of this program is to enhance quality of graduates. This program was created in 2018 to suit the course of the policy of the Ministry of Education and Culture. Reinforcing character education

and incorporating Higher Order Thinking Skills into the process of teaching and learning is the most critical strategy.

Fundamentally, Higher Order Thinking Skills (HOTS) is a critical thinking process and creative thinking ability. Those abilities constitute both problem-solving skills and decision ability on new situations by connecting interconnected information, manipulating and transforming new and old knowledge and experiences critically and creatively. Mohamed et al and Newmann, as cited in Heong et al, elucidated that Higher Order Thinking Skills demanded the ability to translate, review and explain the meaning of the idea. Overall, a person can be categorized as having Hogher-Order Thinking Skills when he or she can form a new idea from prior knowledge into the new rational concept. In this case, to measure the Higher Order Thinking Skills requires an instrument and assessment to train students' thinking skills consist of logical, systematic, critical, creative as well as rational.

For students, Higher Order Thinking Skills is an essential competency in facing a more dynamic life in the future. Therefore, it was appropriate to implement Higher Order Thinking Skills early in the curriculum. Learning instruction, referred to as Higher Order Thinking Skills, allows students to do active learning. Many studies showed that active learning provides opportunities for students to be able to absorb more subject matter, remember, understand for longer, and the most important one that the students can think at a higher level.

Furthermore, Higher Order Thinking Skills is one of the main elements for a person to be able to solve new problems in the 21st century (Brookhart, 2010; Moseley et al., 2005; Thompson, 2008). Higher Order Thinking Skills also plays an important role in applying, connecting, or manipulating prior knowledge to effectively solve new problems (Thomas & Thorne, 2009). In the revised Bloom's taxonomy, Higher Order Thinking Skills is defined as an incision between the three cognitive dimension top levels of capacity (analysis, evaluation, creation) and three level of knowledge dimension (conceptual, procedural, metacognitive) (Anderson & Krathwohl, 2001, Thompson, 2008). Therefore, Higher Order Thinking Skills is assessed using tasks,

including the analysis, assessment, and development of metacognition or conceptual and procedural information. This implies that it is essential to familiarize students with Higher Order Thinking Skills activities to help them get ready to solve new problems, acclimatize themselves to a new atmosphere, and make decisions about a specific problem.

Litbang.kemendikbud.go.id explained that Trends in the International Mathematics and Science Study (TIMSS) and the International Student Assessment Program (PISA) have demonstrated, however, that the majority of Indonesian high school students continue to perform below satisfactory levels, particularly in cognitively demanding tasks. Over the past ten years, the survey results from TIMSS and PISA demonstrated that Indonesian HOTS-related students lacked adequate skills. For instance, in 2012, Indonesia ranked just 71 out of 72 nations in PISA. In 2015, Indonesia ranked 64 out of 72 countries. In contrast, Indonesia only ranked 40 out of 42 countries in 2011 at TIMSS. In 2015, Indonesia ranked 45th out of 48 states. Indonesia ranked 75 out of 80 countries in 2018, particularly in terms of reading proficiency. This data demonstrated that Indonesian students lack writing and receptive skills, such as reading comprehension, logical thinking, and problem-solving abilities. The majority of Indonesian students are still at the Lower Order Thinking proficiency level. This suggests that Indonesian students only have recall, reiteration, and recitation thinking skills.

One of the main objectives of the assessment process is to measure or assess the learning outcomes of students, both in the form of quantitative (numeric) and qualitative data. Both types of data provide concrete information regarding the extent of students' achievements in their learning process. In the context of assessment, quantitative (numeric) data is obtained through measurement using tests as a tool for data collection. Measurement, as a part of the assessment process, is focused on gathering information or data related to the competencies of students, especially in the educational context.

In reality, many teachers encounter difficulties in assessing students, especially

in the realm of HOTS. These skills encompass analysis, synthesis, evaluation, and the application of knowledge in real-world situations. Teachers often find it challenging to develop assessment instruments that can effectively measure students' HOTS abilities accurately and objectively.

One of the primary issues faced by teachers is their inability to create effective HOTS assessment instruments. This can be linked to teachers' limited understanding in distinguishing indicators between Higher Order Thinking Skills (HOTS) and Lower Order Thinking Skills (LOTS). The unclear distinction between these two types of thinking skills can hinder teachers in designing questions that adequately measure HOTS abilities. At times, teachers struggle to identify concrete indicators of HOTS, resulting in assessment instruments that are more focused on lower cognitive aspects. In this context, measuring Lower Order Thinking Skills may seem easier, while assessing Higher Order Thinking Skills becomes a challenging task.

These constraints create an imbalance in assessments, where the true potential of students in developing high-order thinking skills cannot be accurately gauged. Therefore, there is a need for further efforts to assist teachers in overcoming these challenges and developing assessment instruments that can reflect comprehensive student abilities, including HOTS capabilities.

The explanation above is supported by the research from I Wayan Widana that 1) HOTS assessments are questions or tasks that have Reviews These characteristics: to assess students abilities to analyze, Evaluate, and create based on contextual issues, and are not routine (not familiar); 2) steps compose HOTS items are: a) analyze the KD that can be created HOTS items, b) arrange the blueprint of HOTS items, c) write down the items on the card matter, d) Determine the answer key (multiple choice questions form) or arrange rubric / scoring guidelines (essay form), e) perform qualitative analysis, and f) perform quantitative analysis; 3) the advantage of HOTS assessments are: a) Increase the students motivation to learn and b) improve learning outcomes. and f) perform quantitative analysis.

The concept of the research referred to the explanation above, the researcher

interesting to conduct this research for analysis of the teachers' assessment model in assessing students' by using quantitative research. Based on the explanation, the researcher are interested in conducting research with the title "EFL Teachers' Assessment Model of Higher Order Thinking Skills".

2. METHODOLOGY

The research design was quantitative research with content analysis approach, Quantitative research, in essence, involves the collection and analysis of numerical data to draw statistical inferences and generalize findings. Content analysis in this research focused on the teacher assessment in English subject.

The instrument in this research was document, the document consisted in EFL teachers' assessment model and the relevance with the principle of HOTS taken from the teacher. Total of the document were 3 documents.

Indicator of HOTS and LOTS

No	Indicator	Verb of Indicator
1	C1	Remember
2	C2	Understanding
3	C3	Application
4	C4	Analysed
5	C5	Evaluate
6	C6	Creation

3. RESULTS

The assessment model develop by EFL teachers in assessing Higher Order Thinking Skills

Multiple-choice questions are a type of assessment where test-takers are presented with a question and a set of possible answers. The test-taker must choose the correct answer from the provided options. Online multiple-choice assessments involve presenting participants with a set of questions, each accompanied by a list of possible answers. Participants are then required to choose the correct answer or answers from

the provided options. This format is widely used in online education. Essay tests require test to construct their responses in a more open-ended format. Participants are given a prompt or question and are expected to write a detailed, coherent essay in response. This format allows for a more in-depth evaluation of the test understanding, critical thinking skills, and ability to articulate ideas. Fill in the blank tests were a form of assessment that involves providing statements or sentences with one or more blanks, and students are required to fill in the missing information. This type of test is particularly useful for evaluating a student's ability to recall specific facts, details, or vocabulary within a given context.

The relevance of assessment and the indicator of Higher Order Thinking Skills

First assessment

The assessment provided covers a range of HOTS showed above, the accumulation number of result explained that number 1, 2, 5, 7, 8,9, 11, 15, 16,17, 18, 19, 20 were categorized as not relevant to the HOTS indicators. And number 1 to 10 were categorized as relevant for essay test and number 3, 4, 6, 10, 13, 14 were relevant

Second assessment

According to the table above, the result analysis can be explained that, the relevant indicator with HOTS were 4, 5, 6, 7, 8, 9, 10, 20, and essay test number 1-10. While not relevant test were 1, 2, 3, 14, 15, 16, 17, 18, 19.

Third assessment

According to the assessment result above, number 1 to 20 were relevant to the indicator HOTS including of C1, C2, C3, C4, C5 and C6.

Tabel 1. Accumulation of relevance HOTS can be showed below:

No	Type of Test	Result		Cet
		Relevance	Not Relevance	
1	First Assessment	38%	62%	Not Relevance

2	Second Assessment	53%	47%	Relevance
3	Third Assessment	100%	0%	Relevance

According to the result analysis showed that first assessment result for 38% categorized as not relevance, 62% categorized as relevance. It sum that first assessment not relevance. And the second assessment showed 53% for relevance, and 47% for not relevance. It sum that second assessment categorized as relevance. The third assessment showed 100% for relevance.

4. DISCUSSION

Assessment model develop by EFL teachers' to assess students' Higher Order Thinking Skills.

Research discussion about assessment model develop by EFL teachers' to assess students' Higher Order Thinking Skills regarding to the result data stated that analysis of the three assessments conducted by English teachers at SMK Negeri 3 Parepare reveal insightful information about the nature of each assessment and its alignment with assessment criteria.

The assessment model developed by EFL (English as a Foreign Language) teachers to evaluate students' Higher Order Thinking Skills (HOTS) integrates a combination of diverse question formats, including multiple choice, essay, and fill-in the blank. This holistic approach is designed to comprehensively measure students' cognitive abilities in the context of English language learning.

The multiple choice component allows for the assessment of foundational knowledge and understanding, ensuring that students can recall facts and comprehend essential concepts. The essay component, on the other hand, serves as a robust tool for evaluating students' analytical and critical thinking skills. It prompts them to articulate

their thoughts coherently, synthesize information, and apply their knowledge to broader contexts.

The assessment regarding to fill in the blank questions target specific vocabulary and content mastery, assessing students' recall and application skills in a more focused manner. By incorporating all these question formats, the EFL teachers' assessment model creates a balanced and nuanced evaluation framework that aligns with the principles of Bloom's Taxonomy. This model not only measures the depth of students' language proficiency but also ensures that HOTS are an integral part of the assessment process, fostering a more comprehensive understanding of students' cognitive abilities in the context of English language acquisition.

Discussion for the first assessment focused on the emotional experience of meeting an idol, the analysis indicates a clear emphasis on objective assessment. The use of multiple choice questions allows for a standardized evaluation of individual reactions, ensuring clarity and precision in assessing specific emotions felt during the encounter. Objective assessment is well-suited for this scenario, providing a structured and verifiable approach to measure factual knowledge and specific reactions in a quantifiable manner. However, the analysis suggests that subjective assessment is not relevant in this context, as it does not align with the indicators of rubric subjective assessment.

According to the findings which explained about the assessment model referred to multiple-choice assessment model is a widely utilized method in educational settings that involves presenting participants with a question or prompt and providing a set of predetermined options from which they must choose the correct answer. The benefits of the multiple-choice format are multifaceted and contribute to its popularity in

various assessment contexts. One of the primary advantages of multiple choice assessments is their efficiency in terms of administration and grading. These assessments can be quickly administered to large groups of participants, saving time and resources. Moreover, the scoring process is expedited as it can be automated, providing rapid feedback to both educators and learners. Multiple choice format promotes fairness in assessment. Since participants choose from a set of predetermined options, the likelihood of guessing the correct answer is reduced. This helps ensure that the assessment results reflect actual understanding rather than chance.

Another findings explained that essay assessments are written evaluations that require students to construct detailed responses to prompts or questions. These assessments go beyond simple recall and demand a deeper understanding of the subject matter. Essay questions are often open-ended, allowing students to express their thoughts, analyse information critically, and demonstrate their ability to articulate ideas. These assessments are particularly effective in evaluating higher-order thinking skills such as analysis, synthesis, and application. Essay assessments offer students the opportunity to showcase their comprehensive understanding of a topic, use evidence to support their arguments, and develop a coherent and well-structured response.

Fill in the blank assessments involve providing statements or sentences with one or more blanks, and students are required to fill in the missing information. This type of assessment is effective for evaluating students' recall of specific facts, details, or vocabulary within a given context. Fill-in-the-blank questions are more focused and direct compared to essays, targeting precise knowledge or information. According to all explanation above, the using of various assessments is crucial in education as it provides a more comprehensive and accurate understanding of students' knowledge,

skills, and abilities. Employing a diverse range of assessment methods allows educators to gather multifaceted insights into different aspects of student learning.

The Relevance of assessment and the principle of Higher Order Thinking.

Discussion about relevance of assessment and the principle of higher order thinking it stated that relevance of assessments and the principles of Higher Order Thinking Skills (HOTS) are crucial aspects in evaluating the effectiveness of educational practices. The investigation into three assessments conducted by English teachers at SMK Negeri 3 Parepare offers valuable insights into how these assessments align with both Lower-Order Thinking Skills (LOTS) and Higher-Order Thinking Skills (HOTS).

The relevance of assessments and the integration of Higher-Order Thinking Skills (HOTS) are pivotal components in evaluating the effectiveness of educational practices. The analysis of three assessments conducted by English teachers at SMK Negeri 3 Parepare sheds light on the alignment of these assessments with both Lower-Order Thinking Skills (LOTS) and HOTS. The accumulated points across Bloom's Taxonomy levels showcase a predominant emphasis on foundational skills, with C1 (Remember) and C2 (Understand) receiving. This underscores a strong focus on recalling facts and comprehending concepts, crucial for building a knowledge base. However, the distribution reveals a comparatively lower emphasis on assessments targeting HOTS.

According to the discussion that indicator of C3 (Apply) garners some point, indicating a minimal focus on assessing students' ability to apply knowledge in novel situations. C4 (Analyse) receives some points, signifying a moderate emphasis on tasks involving the breakdown and examination of information. Additionally, C5

(Synthesize) and C6 (Evaluate) receive also some points, respectively, suggesting a lower priority for assessments involving creating new concepts or making judgments based on criteria. In essence, the analysis underscores an opportunity to diversify assessment strategies by allocating more points to HOTS, fostering a more comprehensive evaluation of students' cognitive skills and promoting a balanced development of both foundational and higher-order thinking abilities. This strategic adjustment aligns with the broader goal of cultivating well rounded learners capable of applying knowledge in diverse contexts.

The assessment practices at SMK 3 Parepare reveal a predominant emphasis on Bloom's Taxonomy levels C1 (Remember), C2 (Understand), and C4 (Analyse). This concentration underscores a strategic focus on foundational cognitive skills, including the recall of facts, comprehension of concepts, and the ability to analyze information.

The assessment model employed by educators appears to prioritize the establishment of a strong knowledge base and fundamental understanding among students. By allocating significant points to C1 and C2, the assessments ensure that students can recall essential information and comprehend underlying concepts, which are foundational elements for further cognitive development. The inclusion of C4, emphasizing analysis, indicates an intention to assess students' capacity to break down information and examine its components. While these lower to mid-level cognitive skills are crucial for building a solid foundation.

There is an opportunity to enhance the assessment strategy by incorporating more emphasis on Higher-Order Thinking Skills (HOTS), such as application (C3), synthesis (C5), and evaluation (C6). This shift could provide a more comprehensive evaluation of students' cognitive abilities, fostering a balanced and well-rounded approach to learning at SMK 3 Parepare.

5. CONCLUSION

The conclusion in this research about Assesment Model of HOTS at SMK Negeri 3 Parepare, the conclusion can be explained below:

Assessment model develop by EFL teachers' to assess students' Higher Order Thinking Skills showed in various assessment with multiple choice while another assessment model was online multiple choice by integrating test in online text and another model were essay and fill the blank which regarding to the Higher Order Thinking evaluation test.

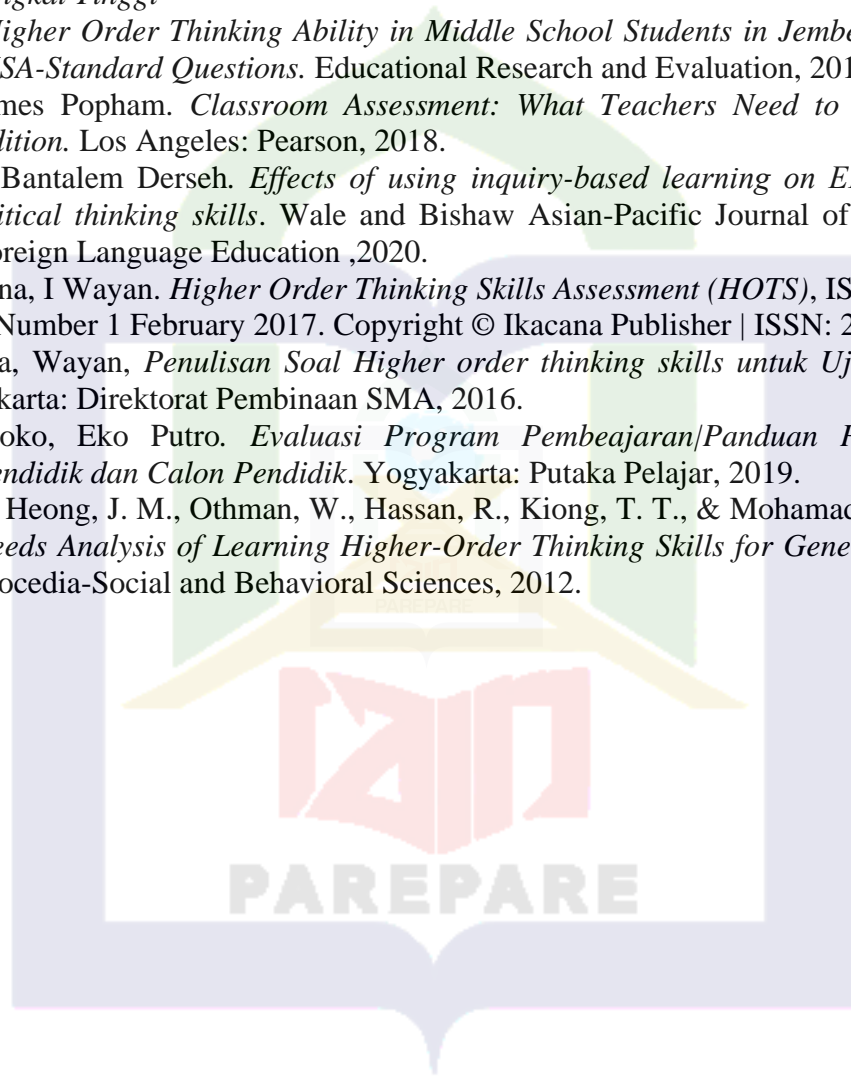
The Relevance of assessment and the principle of Higher Order Thinking showed first assessment scored 62% which categorized as not relevance. Second assessment scored 53% which categorized as relevance, third assessment showed scored 100% which categorized as relevance

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DATA PRIBADI



Nama : Sutriani
Tempat & Tgl. Lahir : Enrekang, 19 September 1997
Nim : 2120203879102008
Alamat : BTN D'Naila Blok I6
Nomor : 087777276767
Alamat E-mail : sahirsutriani9@gmail.com

RIWAYAT PENDIDIKAN

1. SDN 47 Surakan (2010)
2. SMP Negeri 1 Enrekang (2013)
3. SMK Latanro Enrekang (2016)
4. Pendidikan Bahasa Inggris IAIN Parepare (2021)

RIWAYAT ORGANISASI

1. Komunitas Seni SMK Latanro Enrekang.
2. Kader PMII PC Kota Parepare Tahun 2016

KARYA PENELITIAN ILMIAH YANG DIPUBLIKASIKAN

1. EFL TEACHER'S ASSESSMENT MODEL OF HIGHER ORDER THINKING SKILLS AT SMK NEGERI 3 PAREPARE.