

# ANALYSIS OF HOTS IN ENGLISH TEACHER-MADE TEST

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## ***Abstract***

HOTS were three upper cognitive processes of Bloom's revised taxonomy by Anderson and Krathwohl (2001) which consisted of analyzing, evaluating, and creating. The objectives of this research were (1) to know the distribution of HOTS in English teacher-made test (2) to evaluate the relevancy of the English teacher-made test with the competencies in English simplified syllabus; (3) to know the reason for less appearance of HOTS in the English teacher-made test. This research focused on English teacher-made tests for grade X and grade XI in the academic year of 2020/2021 at the senior high school number 6 and senior high school number 11 in Bengkulu city. This study adopted a mixed-method as the research design. The first result displayed that HOTS obtained lower distribution rather than LOTS and MOTS in English teacher-made tests for grade X and grade XI at both schools. The second result showed that the English teacher-made tests for grade X and grade XI at both schools were relevant to the English simplified syllabus. The last, the reason for less appearance of HOTS in English teacher-made test at both schools came from two aspects. From the teachers' aspect, they needed more HOTS professional training to improve their understanding of HOTS. From the students' aspect, they needed to practice and learn more about HOTS questions, because most students could not work with HOTS questions.

**Keywords:** Bloom's Revised Taxonomy, English Teacher-Made Test, English Simplified Syllabus, Higher Order Thinking Skills.

## **1. INTRODUCTION**

Since the Indonesian curriculum was updated in July 2013 and became the 2013 curriculum, the government encourages educators to enable learners to strengthen their critical thinking which contain of analyzing, evaluating, also creating which is commonly indicated as HOTS (Higher Order Thinking Skills). HOTS may therefore be described as skills that include the

process of analyzing, evaluating, and creating which include critical thinking, problem-solving, communication, collaboration, and self-management (Council, 2013). According to Yunita, Syahrial, and Hati (2020), the ability of HOTS has affected all aspects of life, including education. Hence, the government wants students to be more rational and logical in their thought to

address challenges that they face in their life.

In this research, the researcher finds several problems with the teacher-made test at the Senior high school number 6 and Senior high school number 11 in Bengkulu City. First, the fact that in the form of multiple-choice questions, the teacher-made test was confined to the cognitive method of remembering (C1), understanding (C2), and evaluating (C3) rather than C4-C6. It might happen because there must be some students who are weak in HOTS and cannot cope with those kinds of questions (Igarria, 2013).

According to Amelia, Susanto, and Arif in Arief (2019), all levels of knowledge on the test were not effectively distributed by the teachers and they did not integrate HOTS (C4-C6). The research discovered that the level of Bloom's taxonomy knowledge that most of the teachers made about a set number of resources 13.3% was distributed at level C1, 46.7% at level C2, and 40% at level C3. In sum, the teacher had not correctly allocated all levels of knowledge on the test, and the teachers had not implemented higher-order reasoning skills, according to the results. While the senior high school students ideally are on the level at least C4 because HOTS in the curriculum was planned to produce a ready generation in the future as well as anticipates future development (Maili and Endang, 2020).

Second, according to Hairun and Tonra (2020), the truth is that Indonesian students' shortcomings are (1) complicated knowledge comprehension (2) theory, interpretation, and problem-solving (3) method, process, and problem-solving (4) inquiry. Therefore, the implementation of HOTS is needed to facilitate students to deal with problems,

also teachers need to train about HOTS by doing various kinds of trainings because teachers will be able to develop competencies and to provide learning HOTS to students (Bhakti et. al., 2021). It can help students to think critically because one of the ways in improving HOTS is by applying it in teaching-learning practice. Hence, the teachers are suggested to give some HOTS questions for students. In fact, some English teachers implement teaching and testing HOTS very well in their class while some others do not implement those (Ahmad, 2018). Meanwhile, Brown (2001) suggest that the teaching-learning process should be well trained until higher-order reasoning capabilities are achieved.

Third, to be a good test, the teacher-made test should measure what it is supposed to be measure; therefore, it must be relevant to the syllabus. Last, the researcher interests in seeing how the use of HOTS in teacher-made test is developed based on English simplified syllabus due to online learning during the COVID-19 pandemic because there were limited studies that research English simplified syllabus.

From some reasons above the writer concludes that this research is important to be done. The writer desired to know the distribution of HOTS in teacher-made tests by using Bloom's revised taxonomy, the relevancy of the English teacher-made tests with English simplified syllabus due to online learning during COVID-19 pandemic, and the reason for less appearance of HOTS in the Senior high school number 6 and Senior high school number 11 in the academic year of 2020/2021. The two schools chosen were senior high school number 6 as the representative of an A accredited school and senior high school number 11 as the B accredited school. Concerning the statement above, the

objectives of this research are also to find whether there is a significant difference between the use of HOTS at senior high school number 6 and senior high school number 11 at Bengkulu city. Hence, the researcher formulates this study as “Analysis of HOTS in English Teacher-Made Test”.

## 2. LITERATURE REVIEW

### 2.1 Teacher-Made Test

A teacher-made test is a test written and made by a teacher where the validity and reliability of the test are not like a standardized test. The effectiveness of this type of test depends on the teacher's ability to design the test. This test is based on materials and specific objectives that the teacher has formulated for his class. The teacher rarely analyzes and reviews test items which have been tested, so that the teacher does not understand the level of validity and reliability. According to Arikunto (2014), stated that the teacher-made test is constructed from the items that are commonly not tried out, analyzed, and revised first.

Furthermore, Brown (2004) stated that in some classes the teacher uses the teacher-made test. The benefit of using this type of test is that students are familiar with the task given by the teacher to allow them to get a better score than in a standardized test. In the meantime, limited sampling, low reliability, subjective, low validity, high skill required, monotonous, spend a lot of time composing are the limitations of teacher-made tests.

### 2.2 Higher Order Thinking Skills

Higher-order thinking skills (HOTS) are three upper cognitive processes of Bloom's taxonomy by Anderson and Krathwohl (2001) which consist of analyzing, evaluating, and creating. HOTS has also become a

major education goal in senior high schools and is one of the five variables that can achieve for students' progress (Sukmawijaya, Yunita, and Sofyan, 2020). These skills are important to learners because they need to practice how to think critically, logically, and creatively to generate ideas about complex issues.

Brookhart (2010) is classified into three categories: (1) those transfer-related describe higher-order thinking, (2) those that explain critical thinking, and (3) those that explain problem-solving. In other words, the ability to think in a complex process that is useful for transferring knowledge in real life, thinking critically, and solving problems is the higher-order thinking ability. It is expected to help students to learn something in a meaningful process and improving the students' performance by how to deal with higher-order thinking skills.

### 2.3 Bloom's Revised Taxonomy

Bloom's taxonomy (1956) is a method for assessing certain cognitive skills within the test papers based on the specific criteria. It consists of three domains of objectives include cognitive, affective, and psychomotor which are useful for analyzing students' behavior in the teaching and learning process. In 1990, a former Bloom student named Lorin Anderson and Krathwohl with a group of colleagues developed their theory, and it was published in 2001 as an updated edition of Bloom Taxonomy or Bloom's Revised Taxonomy.

It is possible to interpret the differences between the original taxonomy and the updated taxonomy, the meaning of every domain is the same. The cognitive process dimension looks like the original. The differences are only in the replacement of nouns into verbs and the substitution of the

last two domains namely synthesis and evaluation which change to evaluate and create. These two abilities are rearranged because it is considered that before producing and generating some results, students need to be able to criticize and generate an idea.

#### **2.4 English Simplified Syllabus**

Along with the covid-19 pandemic that has been occurred around the world, the learning that has been carried out using face-to-face or offline methods unexpectedly must shift to the online learning process. Circular Issues of the Minister of Education and Culture No. 36962/MPK.A/HK/2020 on March 17, 2020, on Online Learning and Working from Home to Prevent the Spread of Covid-19 at the national level underline the implementation of online home learning for students and describe the process of teaching or lecturing from home via video conferencing (Minister of Education and Culture, 2020).

Based on the reasons above, the Ministry of Education and Culture simplified the syllabus during the Covid-19 which dramatically reduced Basic Competencies (KD) for each subject. This emergency curriculum is not new, but the filter results of the 2013 Curriculum. An overview of this simplified syllabus will be used for one of the academic years 2020/2021. The simplified syllabus will focus on material as the foundation for the next competency level.

### **3. RESEARCH METHOD**

This study was mixed-method research because in this research the researcher used a percentage formula to analyze the data then explained it theoretically. There are two phases to gather the data. The first phase was designed to collect and analyze data

through the available documents. To decide the distribution of each level as well as the relevancy of the test to the English simplified syllabus the researcher used a very simple statistical measurement to analyze quantitative data. Creswell in Sugiyono (2013) stated that the quantitative method typically began with data collection based on a hypothesis or theory and it followed by the application of descriptive or inferential statistics.

Furthermore, the researcher interpreted the data qualitatively. The second phase followed the first one and utilize interviews to collect and analyze qualitative data about the reason for fewer appearances of HOTS in the English teacher-made test. It was expected that this method would help the researcher to deliver the result. According to Creswell in Sugiyono (2013), qualitative research was an inquiry process of understanding based on distinct methodological traditions of inquiry that explored a social or human problem.

The documents needed as the source of data were the English teacher-made summative test items which final test items created by the teacher for grade X and XI students at senior high school number 6 (accredited A) and senior high school number 11 (accredited B) in Bengkulu city developed based on English simplified syllabus due to COVID-19 pandemic. To analyze those data, the researcher adopted the instrument to measure the distribution of HOTS in the teacher-made test from Keshta and Seif (2013) were consisted of LOTS (remembering); MOTS (understanding and applying); and HOTS (analyzing, evaluating, and creating). To establish validity in the form of content analysis, experts assessed the instrument before the data was analyzed to confirm its

content authenticity. Then, a co-rater is needed to find out the reliability of the data.

Furthermore, to find out the relevancy of the teacher-made tests to the English simplified syllabus, the researcher adopted an instrument from Sukmawijaya (2020). Afterward, the type of interview for this research was a semi-structured interview because it allowed an interviewer to follow up on interesting developments and let the interviewee elaborate on certain issues.

The procedures of the research were determining whether the test items were included in the category of HOTS (Higher Order Thinking Skills), MOTS (Middle Order Thinking Skills), and LOTS (Lower Order Thinking Skills) based on Anderson and Krathwohl (2001), calculating the data by percentage formula and displaying the percentage result of HOTS, MOTS, and LOTS; determining whether the test items of the teacher-made test relevant to the English simplified syllabus to answer the second research question, displaying whether the teacher-made test relevant to the English simplified syllabus or not; calculating the data that obtained by the researcher and the data that obtained by the co-rater; conducting a semi-structured interview with two participants (one participant for each school) and interpreting the interview data to interview transcripts.

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to the English simplified syllabus to answer the second research question, displaying whether the teacher-made test relevant to the English simplified syllabus or not; calculating the data that obtained by the researcher and the data that obtained by the co-rater; conducting semi structured interview with two interviewees (one interviewee for each school) and interpreting the interview data to interview transcripts.

## 4. RESULT AND DISCUSSION

### 4.1 Result

#### 4.1.1 The distribution of HOTS in the English teacher-made test

the data analysis, it was found that the final test from senior high school number 6 consisted of 40 questions for grade X and 30 questions for grade XI which consisted of LOTS, MOTS, and HOTS based on Bloom's Revised Taxonomy. The detail of the displayed table could be seen in the following table 1 as follow:

Scho ol	Gra de	LOTS		MOTS		HOTS	
		F	P	F	P	F	P
SHS 6	X	6	15.00 %	3	85.00 %	0	00.00 %
	XI	9	30.00 %	1	60.00 %	3	10.00 %
SHS 11	X	1	20.00 %	3	74.00 %	3	6.00 %
	XI	7	20.00 %	3	66.00 %	1	20.00 %

Table 1. The distribution of cognitive domain in English final test

Based on the table above, it proves that the dominant level appears in the English final test for grade X at senior high school number 6 is MOTS with the total questions reach to 34 questions (85.00%) from 40 questions. Furthermore, the distribution of LOTS also frequently appears in the English teacher-made test. There were 6 questions (15.00%) from 40 questions categorized as LOTS. However, as the data displayed in table 1, HOTS



obtained the lowest distribution than MOTS and LOTS where there were null questions of HOTS (C4-C6) in the English final test for grade X at senior high school number 6.

Based on the data analysis, it was found that the data distribution level in English teacher-made test at the senior high school number 6 for grade X and grade XI was different, yet both have the same dominant cognitive domain appear in the test. The dominant level of the English final test for grade XI at senior high school number 6 was MOTS with the total questions reach to 18 questions (60.00%) from 30 questions. Moreover, the second frequently cognitive domain that appears in the test was LOTS with a total question of 9 questions (30.00%) from 30 questions. However, the HOTS question was found in the test, yet in very low frequency compared to others. There were 3 questions (10%) out of 30 questions that can be categorized as HOTS.

Meanwhile, the final test from senior high school number 11 consisted of 50 questions for both grade X and grade XI which consisted of lower-order thinking skills (LOTS), middle-order thinking skills (MOTS), and higher-order thinking skills (HOTS) based on Bloom's Revised Taxonomy. The dominant level of questions in the English final test for grade X at senior high school number 11 is MOTS with the total question reach to 37 questions (74.00%) from the total 50 questions. Moreover, the second frequent level which appear in the English teacher-made test for grade X at the senior high school number 11 was LOTS with the total questions reach to 10 questions (20.00%) from the total 50 questions. Furthermore, HOTS questions appeared in English teacher-made tests for grade X at the senior high school number 11

with a very low frequency. There was 1 question (20,00%) out of 50 questions which can be categorized as HOTS.

However, the dominant level of questions in the English final test for grade XI at senior high school number 11 is MOTS with the total questions reach to 33 questions (66.00%) from 50 questions. Moreover, the second frequent level which appear in the English teacher-made test for grade XI at the senior high school number 11 was LOTS with the total questions reach to 7 questions (20.00%) from the total 50 questions. Furthermore, HOTS question appeared in English teacher-made test for grade X at the senior high school number 11 also with low frequency. They were 2 questions (4.00%) out of 50 questions which can be categorized as HOTS.

The example of the questions can be seen below:

Who is Chandra? (C1)

What is the purpose of the text? (C2)

Let me know ... you finish typing these reports. (C3)

What tense is mostly used in the text? (C4)

Write your opinion about the statement above, whether you agree or disagree! (C5)

Write a paragraph to introduce yourself! (C6)

The question "who is Chandra?" is categorized as C1 because those questions regarding recalling students' understanding of the text or the answers were provided in the text. Then, the question "what is the purpose of the text?" was categorized as C2 because the question was aimed to check the students' understanding of the text given. Most of the questions are classified as C2, indicating the test aimed is to ensure that the students grasp the question given.

The question "let me know ... you finish typing these reports." can be categorized as C3 (applying) because those questions aimed to ask the students to choose and apply the suitable word so that the missing sentences can be constructed into complete sentences to get the meaning of them. Then, in question "what tense is mostly used in the text?" was categorized as C4 because the questions we are asking students to analyze and categorize the tenses and the generic structure of the text. In other words, it was designed to encourage students to apply what they had learned by asking them to develop sentences based on the dialog given in the test.

Furthermore, in question "write your opinion about the statement above, whether you agree or disagree!" can be categorized as C5 (evaluating) because the question aimed to portray an opinion of the students whether they have agreement or disagreement with the statement given. Last, the question "Write a paragraph to introduce yourself!" can be categorized as C6 (creating) because the students were asked to create a paragraph about themselves by using information that they have learned.

#### 4.1.2 The relevancy of the items in the English teacher-made test

From the data analysis, it was found that the final test from senior high school number 6 consisted of 40 questions for both grade X and 30 questions for grade XI which consisted of relevant and irrelevant items between the test items and the English simplified syllabus. The detailed explanation can be portrayed as follow:

School	Grade	Relevant Item	Category
SHS A	X	23 items from 40 = 57.5%	Fair
	XI	25 items from 30 =	Very

SHS B	X	25 items from 50 = 50%	83.3% good Fair
	XI	25 items from 50 = 50%	Fair

Table 2. The Result of Relevance and Irrelevance for Senior High School Number 6

Table 2 portrays the relevancy of the English final test from senior high school number 6 with the English simplified syllabus. From the data above, grade X consist of 23 relevant items from the total of 40 items with the percentage reached to 57.5%. If the percentage falls into the level of 41-60%, it means the relevancy level is included in the 'fair' category or can be included as relevant. Meanwhile, grade XI consists of 25 relevant items from a total of 30 items with the percentage reached to 83.3%. If the percentage falls into the level of 81-100%, it means the relevancy level is included in the 'very good' category or can be included as relevant.

Furthermore, from the data analysis, it was found that the final test from senior high school number 11 consisted of 50 questions for both grade X and grade XI which consisted of relevant and irrelevant items between the test items and the English simplified syllabus. From the data above, both grades consist of 25 relevant items from the total of 40 items with the percentage reached to 50.00%. If the percentage falls into the level of 41-60%, it means the relevancy level is included in the 'fair' category or can be included as relevant.

The questions can be categorized as relevant items because it was related to the points of the basic competencies in English simplified syllabus. If more questions are related to the competencies, then the relevancy level will be increased. Meanwhile, the questions can be categorized as irrelevant items because they did not

belong to the points of basic competencies in the English simplified syllabus.

#### 4.1.3 The reasons of less appearance of HOTS in the English teacher-made test

As gathered from interviewing two teachers, there were encountered three points that were mentioned to represent the factors influencing less appearance of HOTS. Those points are to 1) teacher, 2) student. The given conceptual chart below and its detailed elaborations that follow portray the real condition of data. The reason for less appearance of HOTS caused by teacher divided into two. Firstly, participant 1 said that she needs professional HOTS training. The following transcript of the interview with participant 1 was properly selected to represent others.

*“Kami kan baru menjalani pelatihan itu di tingkat sekolah kan. Nah mungkin waktunya juga pelatihan itu singkat sekian. Nah jadi ya itu kurang.... Masih kurang dipelatihannya mungkin bisa diadakan lagi nanti atau bisa dipanggil bukan hanya tingkat sekolah lagi tapi misalkan universitas ngadain ke guru-guru, kita bisa ikut kayak gitu kan. Dosen-dosen biasanya pemahamannya lebih dalam lagi kan tentang HOTS, mereka mungkin udah ikut seminar di tingkat nasional kan gitu.” (P-1)*

As mentioned by participant 1 on the transcript above, the reason for less appearance of HOTS where the teachers were not obtained enough training for HOTS. She only had training in HOTS at the school level. She complained that teachers should obtain better training such as training held at a university because she said that lecturers might

have more experience in applying HOTS.

Secondly, the reason for less appearance of HOTS caused by students is also divided into two. First, participant 1 said that not all students were able to work on HOTS. Such viewpoint was shared in the following transcript of the interview with participant 1.

*“Hmm... kami tu sudah diterapkan tapi belum bisa seluruh soal. Misalnya, soal untuk UAS ya. UAS, ujian akhir semester kayak gitu. Nah, nggak bisa full seluruh. Misalnya dikasih 30 soal, nggak bisa seluruhnya 30 soal itu HOTS semua, karena kan kita HOTS ini biasanya kan menguji kemampuan berpikir tingkat tinggi. Kalau soalnya semuanya tipenya gitu, nanti anak yang kira-kira kemampuannya agak menengah kebawah gitu kan bisa-bisa dia dapatnya ulangnya dibawah standar terus nilainya kan, gitu. Jadi, kita mix soalnya kita campur beberapa buah misalkan dari 30 itu sekitar 30% atau beberapa buah lah itu ada soal HOTS nya. Tapi nggak semuanya.” (P-1)*

In line with participant 1, participant 2 remarked similar things. Such viewpoint was shared in the following transcript of the interview with participant 2.

*“Hmm...kalau untuk yang sekarang, karena kita kan pandemic, jadi anak-anak juga kan belajarnya kan kurang tuh. Kalau kita yang mengajarkannya tetap lewat online, dan anak mengerjakannya tuh tidak semua anak mengerjakan online. Jadi, Ketika kita membuat soal, untuk memasukkan soal HOTS, apabila banyak persentasenya, logikanya gak akan bisa dijawab oleh anak.*



*Makanya cuma sekitar 10% soal HOTS saja yang kita berikan.”*

Participants in the transcript above mentioned that HOTS could not be applied in all the questions of the test because it aimed to make all the students could answer the final test, so they can pass the minimum score. For example, if the students whose ability is lower to answer the 30% of HOTS question, rest 70% or MOTS and LOTS can be the alternative for the students to answer the question. That is the reason why 100% of HOTS cannot be applied to the test, which is to create an alternative for the students to pass the minimum score because not all students have a similar ability. Aligned with the above transcripts, participant 2 remarked that he did not want to acquire the HOTS question given. The transcript of the interview displayed below draws on her interest.

*“Kalau dari siswa, yaitu tadi, anaknya yang tidak belajar. Anaknya yang tidak mau memahami dan tidak mau membaca soal itu dengan baik.” (P-2)*

As mentioned by participant 2 above, one of the factors that caused less appearance of HOTS was because, sometimes, the student could not understand if there were questions that came with HOTS. That was because the student did not want to understand and acquire the question properly.

## 4.2 Discussion

### 4.2.1 The distribution of HOTS in the English teacher-made test

As revealed from the findings above, the result shows that HOTS obtained lower distribution than MOTS and LOTS. It was happened regarding all students with different abilities to pass the test and got a good score. The only limited distribution of HOTS questions also could be since the

questions appear to be far more complex than those at the MOTS and LOTS. As a result, the writer believes that the teacher may be concerned about time constraints in the classroom since students may spend time answering HOTS questions. The reduction of HOTS questions may help the students to answer the test on time. A conclusion can be drawn based on an interview with participant 1 and participant 2, HOTS questions were distributed lower because not all the students can work with HOTS. According to Igbaria (2013), it might happen because there must be some students who are weak in HOTS and cannot cope with those kinds of questions.

Further, the frequency of HOTS in both schools was different. There were more HOTS questions appear in the English teacher-made tests in senior high school number 11 for grades X and XI rather than the test in senior high school number 6 for grades X and XI. It happened because the teacher in senior high school number 11 has 3 years longer teaching period. She has been teaching for 19 years. Furthermore, she had more school-level training of HOTS although she had never received more professional HOTS training. She also regularly attends workshops or webinars about HOTS. Then, she often makes a question for the final test and implements HOTS in it, so the knowledge that she gains in training, workshops, and webinars can be put into practice well. Meanwhile, the teacher in senior high school number 6 less teaching period and only several times get HOTS training. Furthermore, she did not routinely make tests, so he was not used to making test questions. According to Adeyemi (2008), "...that experience improves teaching skills while pupils learn better at the hands of

teachers who have taught them continuously over years".

The reasons above support why there were only a few HOTS questions appear in the English teacher made test grade XI, even there was a null distribution of HOTS in senior high school number 6 grade X. Null distribution of HOTS for grade X in senior high school number 6 because students are not familiar with HOTS questions. From the interview, the teacher wants to make students familiar with the exam questions, because this is their first exam in senior high school.

Moreover, the requirement for making HOTS questions is 30% of the total questions. However, both schools do not meet the requirements. Based on the interviews with teachers who make the test, it happened because not all materials are suitable for using problem-based learning models. So, sometimes teachers are confused to sort out the material that has been taught based on KD to be used as a test based on HOTS.

Then, to apply too many HOTS questions on the test, students will need a long time to answer the question, especially if it reaches 30%. Because the higher-level questions may be rarely found because they often require the teachers to wait a considerable amount of time for the students to answer (Sari in Auliyana, 2019). Meanwhile, time is limited in each exam, and students will focus too much on the 30% HOTS questions and cannot answer the entire test. Therefore, we as teachers agreed to reduce the HOTS questions in the test.

From the discussions mentioned above, it can be concluded that the only limited distribution of HOTS questions also could be since not all the students can deal with HOTS. Then, the distribution of HOTS in senior high school number 11 is higher than senior

high school number 6 due to teacher experiences in teaching, learning, and applying HOTS.

#### **4.2.2 The relevancy of the items in the English teacher-made test**

The findings indicate that English teacher-made tests from both schools were relevant with English simplified syllabus that used nowadays due to covid-19 pandemic. It means that the teachers understand the kind of questions that should be in the final test to facilitate the students' ability in learning English with suitable types of text and materials based on English simplified syllabus although the level of thinking is made simpler so that students can answer the questions. In other words, the types of questions, types of text, and the types of material in English teacher-made test are relevant to the English simplified syllabus, but the difficulty level of questions adapted to student circumstances.

The educational program's success is based on how well the objectives and framework are designed, in this case, based on how well the teachers designed the English final test. It may be happened because one of the most significant and beneficial resources that may be supplied to students is a carefully prepared, clearly written, comprehensive test. Relevant tests may prevent misunderstandings in terms of course goals and objectives, assessment, and evaluation standards, grading policies, student or faculty behavior, assignments, readings, and activities (Slattery & Carlson, 2005).

#### **4.2.3 The reasons of less appearance of HOTS in the English teacher-made test**

As revealed from interviewed data, the first problem of less appearance of

HOTS in the English teacher-made test was from teachers' aspect. The teacher finds some difficulties to sort out the HOTS questions and the teacher needs more professional HOTS training, to improve their understanding of HOTS. Teachers who have good and professional performance in implementing the curriculum have the task of designing learning programs, implementing learning, and assessing student learning outcomes. Improving the performance of a teacher needs to be given opportunities and opportunities to develop all their potential, for example being included in seminars, HOTS professional training, as well as other education and training so that the teacher has better competency standards (Ramadhanti, 2019).

The next problem was from the students' aspect, they sometimes do not want to acquire the HOTS questions and not all the students can work with HOTS questions. Based on the interviewed data, senior high school number 6 only provides about 10% HOTS questions in their English final test, while senior high school number 11 provides about 30%. That was because HOTS could not be applied in all the questions of the test. After all, it aimed to make all the students could answer the final test, so they can pass the minimum score.

## 5. CONCLUSION

Based on the result and discussion above, some can be gathered conclusions as follows; the distribution of thinking skills level in English teacher-made test for grade X and grade XI at the senior high school number 6 and senior high school number 11 at Bengkulu city in the academic year of 2020/2021 found is HOTS obtained lower distribution rather than LOTS and MOTS, while the prominent thinking

skill level found in English teacher-made test questions for both schools were MOTS. Moreover, the English teacher-made tests for grade X and grade XI at the senior high school number 6 and senior high school number 11 are relevant to the English simplified syllabus. Where the categories found from both schools were 'fair' and 'very good'. Furthermore, the reason for less appearance of HOTS in English teacher-made test at the senior high school number 6 and senior high school number 11 came from two aspects. From the teachers' aspect, they need more HOTS professional training to improve their understanding of HOTS. From the students' aspect, they need to practice and learn more about HOTS questions, because not all students can work with HOTS questions.

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