

**THE ANALYSIS OF TEACHER-MADE ENGLISH SUMMATIVE TEST
BASED ON HIGHER ORDER THINKING SKILL (HOTS) FOR THE
EIGHTH-GRADE STUDENTS OF SMP IT DARUL HUSNA**

A Thesis By

Putry Sary Dewi

Student Number: 06011181722042

English Education Study Program

Language and Arts Education Departments



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
INDRALAYA
2022**

**THE ANALYSIS OF TEACHER-MADE ENGLISH SUMMATIVE TEST
BASED ON HIGHER ORDER THINKING SKILL (HOTS) FOR THE
EIGHTH-GRADE STUDENTS OF SMP IT DARUL HUSNA**

A Thesis by

Putry Sary Dewi

06011181722042

English Education Study Program

Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2021

Approved by,

Advisor 1,

Advisor 2,



Dr. Margaretha Dinar Sitinjak, M.A

NIP 195710041988032001



Drs. Muslih Hambali, M.LIS

NIP 19578261984031001

Certified by,

**Coordinator of English Education
Study Program,**



Hariswan Putera Java, S.Pd., M.Pd.

NIP. 197408022002121003



**THE ANALYSIS OF TEACHER-MADE ENGLISH SUMMATIVE TEST
BASED ON HIGHER ORDER THINKING SKILL (HOTS) FOR THE
EIGHTH-GRADE STUDENTS OF SMP IT DARUL HUSNA**

PUTRY SARY DEWI

Student Number: 06011181722042

**This thesis was defended by the writer in the final program examination and
was approved the examination committee on:**

Day: Thursday

Date: March, 24th 2022

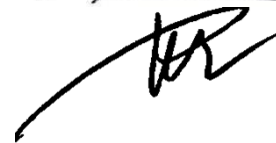
1. Chairperson: Margaretha Dinar Sitinjak, D.R., M.A.



2. Secretary: Drs. Muslih Hambali, M.LIS.



3. Member: Erlina, S.Pd., M.Pd., M.Ed.



Palembang, 24 Maret 2022

Certified by Coordinator of English Education Study Program



Hariswan Putera Jaya, S.Pd., M.Pd.

NIP. 197408022002121003



DECLARATION

I, the undersigned,

Name: Putry Sary Dewi

Student Number: 06011181722042

Study Program: English Education

Certify that thesis entitled “The Analysis of Teacher-Made English Summative Test Based on Higher Order Thinking Skill (HOTS) for the Eighth-grade Students of SMP IT Darul Husna” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic Indonesia Number 17, 2020 regarding plagiarism in higher education. Therefore, I deserve to face the court of if I found to have plagiarized this work.

Indralaya, 20 Maret 2022

The Undersigned,



Putry Sary Dewi

06011181722042

THESIS DEDICATION AND MOTIVATION

This thesis is dedicated to:

- My beloved mother and father ibuk Asmawati and bapak Helmi Yusuf to all of my family who have been supporting, praying and encouraging me in every situations and conditions.
- My brother and my sister in-law who always support me with their own motivations
- My lovely nephew Abizhar, thank you very much because you can make me always happy.
- My uncle that I always call him Buya. Thank you very much Buya because Buya always help me especially the financial if Ibuk and Bapak can transfer me. Maybe, without Buya I cannot go to my PKL trip 2019 (Malaysia, Singapore and Batam) because it was very expensive. But Buya helped me at that time and I can joint the trip with all of my friends.
- Last, but not least I would like to say thank you very much to the government because help me to finished and make me got the Bidikmisi scholarship.

The author motivations:

- If you're passionate about something and you work hard, then I think you will be successful" (Pierre Omidyar and friends).
- A hard thing I done by figuring out how to start" (Ranz Fishkin)

ACKNOWLEDGEMENT

Alhamdulillahhirabbilalamin, all praises to Allah SWT, who's always blessed, loved, health, and mercy to complete this undergraduate thesis entitled The Analysis of Teacher- Made English Summative Test Based on Higher Order Thinking Skill (HOTS) for the Eighth-Grade Students of SMP IT Darul Husna is submitted as the final requirement in accomplishing undergraduate degree at English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.

In arranging this thesis, a lot of people have provided motivation, advice, and support to me. This thesis would not be done properly without all of their support, motivation, and advice from people around me. In this valuable chance, I intended to express my gratitude and appreciation to:

1. First of all, I would like to say thank you to my family especially to my beloved mother who always pray, support and motivate me in every situation and condition wherever and whenever I am.
2. Second, My greatest advisors Margaretha Dinar Sitinjak, D.R., M. A and Drs. Muslih Hambali, M.LIS. thank you so much for all of your patience, guidance, and motivation in the process of finishing this thesis, whether we can't meet each other because of the pandemic of covid-19 era, but it was really helpful for me.
3. I would like to give special appreciation to the headmaster of SMP IT Darul Husna Ustadzah Elmi. I would like to say thank you to Ustadzah Meli, Pak Majid, Ustadzah Ayu, Ustadzah Elmi, and Ma'am Novalingga Pitaloka who are very passionate to help me in conducting my research thesis.
4. I would like to say thank you for the Government that pay my study until I can graduate from my undergraduate study for 4 years. Without the Government, maybe I cannot complete my undergraduate study.
5. Lastly but not the least, thank you very much Buya. Because Buya always helped me in the financial of my school for within 4 years I study in

Indralaya and also without him, maybe I cannot go for my PKL trip to Malaysia, Singapore and Batam.

Actually, this thesis is like a dream for me, because I can graduate from my English Education Study after I accomplished it within 4 years I study. Hopefully, this thesis will be useful and advantage for all of people especially for my junior in SEESPA.

Palembang, 11 January 2021

The researcher,

A handwritten signature in black ink, appearing to read 'Putry Sary Dewi', written in a cursive style.

Putry Sary Dewi

06011181722042

TABLE OF CONTENTS

APPROVAL	i
COMMITTEE APPROVAL	ii
DECLARATION.....	iii
THESIS DEDICATION AND MOTIVATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS.....	vii
LIST OF FIGURES	x
LIST OF TABLES	xi
LIST OF APPENDICES	xii
ABSTRACT	xiii
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Research Questions	4
1.3 Objectives of the Study	4
1.4 Significance of the Study.....	5
CHAPTER II	5
LITERATURE REVIEW.....	5
2.1 The Definition of Test	5
2.2 Types of Test	5
2.2.1 Proficiency Test.....	5
2.2.2 Diagnostic Test	6
2.2.3 Placement Test.....	6

2.2.4	Achievement Test	7
2.3	Type of the Test Items	8
2.4	Higher-Order Thinking Skill Definition.....	12
2.5	Item Analysis.....	14
2.5.1	Item Analysis Based on Higher Order Thinking Skill (HOTS) Bloom’s Revised Taxonomy	14
2.5.2	Index Difficulty of Test Item.....	15
2.6	Review of the Previous Study	16
CHAPTER III	25
METHODOLOGY	25
3.1	The Research Design.....	25
3.2	Variables of the Study	25
3.3	Operational Definitions of The Research Variables	26
3.3.1	The analysis of test items based on Higher Order Thinking Skill (HOTS)	26
3.3.2	Index Difficulty of Test Item.....	26
3.4	Population and Sample	27
3.4.1	Population	27
3.4.2	Sample	28
3.5	The Method of Collecting the Data	28
3.5.1	Document Analysis Method	28
3.6	Technique of Analyzing the Data.....	28
3.6.1	Descriptive Statistics Technique.....	29
BAB IV	33
FINDINGS AND INTERPRETATION	33
4.1	Findings of the Study.....	33

4.1.1 The Index Difficulty of English Summative Test Items	33
4.1.2 Findings the Analysis of Higher Order Thinking Skill (HOTS) Test Items	34
4.2 The Interpretation of the Study	35
CHAPTER V	38
CONCLUSION AND SUGGESTION	38
5.1 Conclusions	38
5.2 Suggestions.....	39
REFERENCES	40
APPENDIX	45

LIST OF FIGURES

Figure 1 Original Version of Benjamin Bloom's Taxonomy (1956).....	13
Figure 2 Anderson and Krathwohl Revised Bloom's Taxonomy (2001)	13
Figure 3 The Level of Index Difficulty	33
Figure 4 The Level of Cognitive Domain	35

LIST OF TABLES

Table 1 The Differences and Simmilarities of the Study	22
Table 2 The Population of the Study	27
Table 3 The Difficulty Level of the Index Difficulty	30
Table 4 The Characteristics of the Revised Bloom' Taxonomy	31
Table 5 The Results of the Index Difficulty of the Study	34

LIST OF APPENDICES

APPENDIX A English Summative Tet Items	45
APPENDIX B The Results of the Index Difficulty Part A	47
APPENDIX C The Results of the Index Difficulty Part B	48
APPENDIX D The Classification of the Index Difficulty	49
APPENDIX E The Results of Item Analysis Based on HOTS	50
APPENDIX F The Validation Card	51
APPENDIX G Absensi Siswa Kelas VIII SMP IT Darul Husna	55
APPENDIX H SK Pembimbing Skripsi	56
APPENDIX I Usul Judul Skripsi	58
APPENDIX J SK Penelitian Lapangan	59
APPENDIX K Letter of Statement of Being Rater	60
APPENDIX L SK Telah Menyelesaikan Penelitian	62
APPENDIX M Thesis Consultation Card	63

**THE ANALYSIS OF TEACHER-MADE ENGLISH SUMMATIVE TEST
BASED ON HIGHER ORDER THINKING SKILL (HOTS) FOR THE
EIGHTH-GRADE STUDENTS OF SMP IT DARUL HUSNA**

ABSTRACT

This study aimed to describe the item analysis of English summative test that English teacher-made for the eighth-grade students of SMP IT Darul Husna based on the Higher Order Thinking Skill and to describe the analysis of the index difficulty of the test items. The sample of the study was the 26 students of the eighth-graders students of SMP IT Darul Husna. The data were collected by using the results of the English summative test of the eighth-grade students of SMP IT Darul Husna. Then, the data were analyzed by using the descriptive analysis approach. The results of the study showed that the English summative test items that English teacher-made of the final examination for the eighth-grade students of SMP IT Darul Husna was in the Poor category. Because, the results of the index difficulty of the test items showed that 12 items were (40%) were categorized medium, 18 items (60%) were categorized easy, and there was no item categorized as difficult. Moreover, the results of the item analysis based on HOTS showed that 22 items (73%) were classified as C1, 5 items (17%) were classified as C2, 0 item classified as C3, 2 items (7%) were classified as C4, 1 item (3%) was classified as C5, and there is no one item classified as C6. It can be concluded that almost of the questions were in the LOTS category. In brief, the teacher-made English summative test for the eighth-grade students of SMP IT Darul Husna was not acceptable to be used as tool to evaluate students' knowledge or ability, because there were many items that did not fulfill a good question based on the regulations of the Government and the Curriculum 2013.

Keywords: Item Analysis, English Summative Test, Higher Order Thinking Skill (HOTS), and Index Difficulty.

Approved by,

Advisor 1,



Dr. Margaretha Dinar Sitinjak, M.A.
NIP. 19578261984031001

Advisor 2,



Drs. Muslih Hambali, MLIS.
NIP. 196711041993031002

Certified by,

Coordinator of English Education Study Program



Hariswan Putera Jaya, S.Pd., M.Pd
NIP. 197408022002121003

CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) research questions, (3) objectives of the study, and (4) the significance of the study

1.1 Background of the Study

Nowadays, people live in the 21st-century era. According to N. P. Wissmayanti et al. (2019), the 21st-century is characterized by the development in the field of education, science, and technology. Education in this era should provide soft skills and hard skills so that students prepare to meet their adult roles in the future by developing a range of knowledge and skills (Walida, 2019). In this era, students need to require four skills (four c's), those are (1) critical thinking, (2) creativity, (3) communication, and (4) collaboration in their teaching and learning process. In this case, the Indonesian government has been designed a curriculum that is considered to be suitable for 21st-century learning (Nurika et al., 2019). In Indonesia, the government in the education sector included HOTS in the 2013 curriculum (K-13). The reason why HOTS can be included, because of the many challenges that students will face after graduating from their school. The government's lead 21st-century skill to the 2013 curriculum was to increase students' critical thinking. "The 2013 curriculum is expected to realize the development of students' potential to create Indonesian citizens who are productive, creative, innovative, skillful, competitive, collaborative and independent through the integrated attitudes (students' know "why"), skills (students' know-how), and knowledge (students' know "what") (Education and Culture Ministry Policy, No. 68 the year 2013 (Mohammad, 2013).

In addition, when talking about 21st-century skills related to higher order thinking skill (HOTS), Thomas and Thorne (2009) stated that higher order

thinking or higher-level thinking is thinking on a level that is higher than memorizing facts or telling something back to someone exactly. Widiawati, L., Joyoatmojo, S., and Sudiyanto (2018) argued that HOTS is important to support the teaching and learning process, so it is very useful for students to face the problem that is uncommon in daily life. Based on the Revised Bloom's Taxonomy, Anderson and Krathwohl (2010), higher order thinking skills or hots are at the level of analyzing, evaluating, and creating. Anasy (2016) argued that higher order thinking skill has a vital role through the learning process since it could improve students' ability in critical thinking skill to evaluate information. Higher order thinking skill is the knowledge of students or someone to think more critically and creatively. Moreover, Kevin (2020) said that higher order thinking skill is the skill to think beyond the memorization of facts and figures, this skill makes the cognitive processing capabilities than other types of skill. Furthermore, as stated by Halili, Hajar, Siti, and Tan, S, Y (2015), HOTS is a capability that is needed by an individual in the educational environment. According to the definitions of HOTS that the experts explained, higher order thinking skill (HOTS) is a skill that is very important for students since nowadays people lived in the 21st-century era, hots are needed for students to think more critically and complex.

To know the quality of students' proficiency in English, and knowledge of the subject or materials that students have learned in the school for a while, teachers should be able to do the evaluation. According to Effendy (2016, p. 190), "evaluation is a procedure or method of knowing whether or not the teaching and learning process has done by the teachers effectively and properly by knowing whether items are in agreement with the competencies, the learners, and the learning situation". According to Djwandono (2011), evaluation is a standard method to calculate the output regarding learning and teaching activity. In teaching and learning process, one of the important aspects is doing the assessment. The function of doing the assessment is to evaluate students' knowledge, understanding, and proficiency. Assessment is very important to measure and evaluate students' knowledge about how far students understand

the materials. According to Brown (2004, p. 4), “assessment is an ongoing process that encompasses a much wider domain”. In brief, the assessment aims to provide feedback from students to teachers, so that the teaching and learning process will be successful.

To know the quality of students’ proficiency in English, teacher need to conduct a test. A test can be also the alternative solution for students to improve and increase their motivation in learning. Teachers must have the understanding and must master how to make a good test for students. The test items that teacher-made must refer to the curriculum used in the institutions especially after what has been regulated in the 2013 curriculum that students have to master higher-order thinking skills both in the teaching and learning process as well as in the test items that teachers have made. Teachers must have the ability in making a good test items for daily quizzes/ assignments, midterms or final examinations. Teachers should apply the higher-order thinking skill in the teaching and learning process, and also in making questions for students in the test items. Test used at SMP IT Darul Husna quite vary. One of the famous ones is a summative test. A summative test is one of the tests used to measure the students’ achievement after some time (one semester) students have been taught by the teachers. Usually, the questions of the test are in the form of multiple-choice, but it still depends on the teachers that designed it.

In this study, the researcher discusses two different variables. First, whether the test contains Higher Order Thinking Skill (HOTS) or not. Second, measures the index difficulty of the test items that the English teacher-made for the eighth-grade students of SMP IT Darul Husna. To what extent the English teacher-made summative test provides the index difficulty and Higher Order Thinking Skill (HOTS) level of based questions.

The main purpose of the study is to investigate if the test item of the summative test that the English teacher-made contains the higher-order thinking skill (HOTS) or not, and to find out the index difficulty of the test items that teacher-made. Based on the explanations that have mentioned earlier, the researcher was interested in analyzed teacher-made English summative tests

related to the HOTS perspective. The researcher decided to investigate English summative test that English teacher-made for the eighth-grade students of SMP IT Darul Husna academic year 2019/2020. This research aims to investigate the higher-order thinking skill perspective in teacher-made English summative test and to analyze the index difficulty of the test items.

In this study, the researcher investigated the research about the analysis of the test items based on Higher Order Thinking Skill (HOTS), and also the researcher combines the topic with the index difficulty of the test items. The current study has differences from the previous studies. Because the researcher combined two different topics into one study to investigate. The two types of topics are different. First, discuss the item analysis based on HOTS and the second one discusses the index difficulty level of the test items that the English teacher-made for the eighth-grade students of SMP IT Darul Husna Academic Year 2019/2020.

1.2 Research Questions

According to the background of the study, the researcher classified the research questions. Here are the following research problems:

1. What is the index difficulty of teacher-made English summative test for the eighth-grade students of SMP IT Darul Husna?
2. To what extent does the teacher-made English summative test for the eighth-grade students of SMP IT Darul Husna include HOTS based questions?

1.3 Objectives of the Study

Based on the research questions of this study, the objective of this study is formulated to find out:

1. To investigate the index difficulty of teacher-made English summative test for the eighth-grade students of SMP IT Darul Husna.
2. To find out the higher order thinking skill (HOTS) perspective on the teacher-made English summative test for the eighth-grade students of SMP IT Darul Husna.

1.4 Significance of the Study

This study is expected to be beneficial for the English teachers in making an appropriate and good test items based on Higher Order Thinking Skill (HOTS) relevant to the curriculum that the Government has regulated on the Education system in Indonesia. Then, the result of this study is expected to be beneficial for the students in order to increase and improve their ability to think more critically and creatively. Furthermore, this study is expected to be beneficial for the school and the institution to fulfill the needs of higher-order thinking skill based on the regulations of Ministry of Education in Indonesia since the curriculum that education need is curriculum of 2013. The result of this study is also expected to be beneficial for other researchers, especially for the junior in the English Education Study Program of Sriwijaya University, who is doing a research thesis related to the analysis of test items based on HOTS and the index difficulty of the test items. Finally, the result of this study is expected to be one of the valid references for the next researchers in investigating this kind of topic related to the analysis of English summative test based on Higher Order Thinking Skill (HOTS) standards.

REFERENCES

- Anasy, Z. (2016). HOTS (Higher Order Thinking Skill) in Reading Exercise. *Journal of Education in Muslim Society, 1*, 51-63.
- Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision on Bloom's Taxonomy of Educational Objectives*. Longman.
- Arikunto. (2013). *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*. Bumi Aksara
- Asiamah, N., Mensah, H. K., & Oteng-Abiye, E. (2017). General, Target, and Accessible Population: Demistifying the Concepts for Effective Sampling. *The Quality Report (TQR), 22*(6), 6-16.
- Astuti, W., & Tri, I. S. (2017). An Analysis of the Higher Order Thinking Skill (HOTS) in the National Examination of English Subject at Junior High School Level. *ELT (English Language Teaching), 4*(2).
- Ben, C. (2001). *A Short Guide to Writing Effective Test Questions : Is thi a Trick Question?* . Kansas Curriculum Center.
- Bhandari, P. (May 14, 2020). *Population vs Sample: what's the difference?* . <https://www.scribbr.com/methodology/populationvs-sample/>
- Bloom, B. (1956). *Taxonomy of Educational Objectives: The Classification of the Learning Goals*. Longman.
- Brown, H. D. (2004). *Principles of Language Learning and Teaching* Longman
- Crewell, J. W., & Creswell, J. D. (2018). *Research Design Qualitative, Quantitative and Mixed Methods Approaches* (Fifth Edition ed.). SAGE Publication, Inc.
- Djiwandono, S. (2011). *Tes Bahasa Pegangan Bagi Pengajar Bahasa PT*. Indeks
- Effendy, G. (2016). Assessment and Evaluation in EFL Teaching and Learning. *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4)*.

- Fajar, D. U., Joko, N., & Sri, M. (2019). Higher Order Thinking Skills on Test Items Designed by English Teachers : A Content Analysis *International Journal of Educational Research Review (IJERE)*, 756.
- Ganapathy, M., & Kaur, S. (2014). ESL Students' Perception of the use of Higher Order Thinking Skills in English Language Writing. *Advances in Language and Literacy Studies*, 5(5), 80-87.
- Gleen, A. B. (2009). Document Analysis as a Qualitative Research Method *Qualitative Research Journal*, 9(2). <https://doi.org/10.3316>
- Halili, Hajar, Siti, & Tan, S., Y. (2015). Effective Teaching of Higher Order Thinking (HOT) in Education. *Jurnal Pendidikan*, 3.
- Heaton, J. B. (1988). *Writing English Language Test*. Longman Group UK Limited
- Heong, Y. M., Othman, W. D., Md. Yunos, J., Kiong, T. T., Hassan, R., & Mohammad, M. M. (2011). The Level of Marzano Higher Order Thinking Skills Among Technical Education Students *International Journal of Social and Humanity*, 1.
- Humaerah, M. (2016). *Item Analysis of English Summative Test for Second Grade Students of MAN I Tanete Bulukumba UIN ALAUDDIN MAKASAR*].
- Irfan, H., & Shelina, B. (2016). Bloom's Taxonomy (Cognitive Domain) in Higher Education: Reflection Brief. *Journal of Education and Educational Development*, 3(2), 288-300.
- Jannah, R., Hidayat, D. N., Husna, N., & Khasbani, I. (2021). An Item Analysis on Multiple-choice Questions: a Case of a Junior High School English try-out test in Indonesia. *Bahasa Sastra dan Pengajarannya*, 15(1). <https://doi.org/10.30595>
- Kabir, S. M. S. (2016). *Basic Guideilnes: for Research: An Introductory Approach for All Diciplines*. Book Zone Publication
- Krathwohl, D. R., & Anderson, L. W. (2010). Wittrock and the revision of Bloom's Taxonomy. *Educational Psychologist*, 1(45), 64-65.
- Lestari, I. (2019). Higher Order Thinking Skill (HOTS) Analysis of Students in Solving HOTS Questions in Higher Education. *PERSPEKTIF Ilmu Pendidikan*, 32(2). <https://doi.org/10.21009>

- Maharani, A. V., & Putro, N. H. P. (2020). Item Analysis of English Final Semester Test *Indonesian Journal of EFL and Linguistics*, 5(2).
- Merta, D. K., Undang, R., Abdurrahman, & Agus, S. (2017). The Development of Higher Order Thinking Skill (HOTS) Instrument Assesment in Phyiscs Study *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 7(1), 26-32.
- Mohammad, N. (2013). *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia: Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama/ Madrasah Tsanawiyah*.
- N. P. Wissmayanti, P., N. L. P. E. Sulistia, D., & A. A. G. Yudha , P. (2019). The Reflection of HOTS in EFL Teachers' Summative Assesment *Journal of Educational Research and Evaluation*, 3.
- Nava, N., Sanam, M., & Parisa, R. (2018). The Effect of Higher Order Thinking Skill Instruction EFL Reading Ability. *International Journal Applied Linguistics & English Literature*, 7(3).
- Nava, N., Sanam, M., & Parisa, R. (2018). The Effect of Higher Order Thinking Skill Instruction in EFL Reading Ability *International Journal of Applied Linguistics & English Literature*, 7(3), 231.
- Neti, H., & Hendro, P. S. Y. (2019). Item Analysis for a Better Quality Test *Englilsh Language in Focus (ELIF)*, 2(1), 59-70.
<https://jurnal.umj.ac.id/index.php/ELIF>
- Nurika, M., Joko, N., Suparno, & Alfi, N., A (2019). Exploring Indonesian English Teachers' Perceptions Towards Higher Order Thinking Skill (HOTS) in the 21st Century Learning *Proceeding of the 2nd International Conference on Future Education*, 2(1), 46-51.
- Nurul, W. I., Baso, J., & Chairil, A. K. (2020). Analysis of Higher Order Thinking Skills (HOTS) Items in Senior High School English National Examination. *ELT World*, 7(2).
- Polit, D. F., & Hungler, B. P. (1999). *Nursing Research: principles and methods*
- Riazi, A. M. (2010). Evaluation of Learning objectives in Iranian high-school and pre-university English Text book using Bloom's Taxonomy *ESL-EJ The Electronic Journal for English as a Second Language*, 13(4).
- Thomas, A., & Thorne, G. (2009). How to Increase Higher Level Thinking.

<http://www.cdl.org/articles/how-to-increase-high-order-thinking>

Tomei, L. (2005). *Taxonomy for the technology Domain*. Information Science Publishing.

Trochim, M. K. W. (2020). Descriptive Statistics *Conjointly*.
<https://conjointly.com/kb/descriptive-statistics/>

Walida, W., F. (2019). The Realization of HOTS on Summative Test Items Designed by English Teacher Group Discussion *English Focus*, 2(2).
<https://doi.org/10.24905>

Widiawati, L., Joyoatmojo, S., & Sudiyanto. (2018). Higher order thinking skills as effect of problem based learning in the 21st century learning. *International Journal of Multicultural and Multireligious Understanding*, 3.

Zikmund, G. W. (2003). Research Methods. *Health Economics*, 2.