



## **An Analysis of Students Ability to Answer Reading Questions with Higher Order Thinking Skills**

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### **Abstrak**

Berpikir secara kritis dan kreatif merupakan kemampuan berpikir yang sangat penting untuk dikuasai pada era ini. Berpikir merupakan salah satu yang menjadi karakter atau ciri dari seseorang. Berpikir merupakan suatu kegiatan mental yang dialami seseorang ketika orang tersebut dihadapkan pada situasi atau suatu permasalahan yang harus dipecahkan. Berpikir selalu berkaitan dengan proses mengeksplorasi gagasan, membentuk berbagai kemungkinan atau alternatif-alternatif yang bervariasi, dan dapat menemukan solusi. Tujuan dari penelitian ini adalah untuk menganalisis apa saja yang menjadi kesulitan-kesulitan siswa dalam menjawab pertanyaan HOTS dan untuk menginvestigasi apa saja yang menjadi faktor-faktor yang membuat siswa masih melakukan kesalahan saat menjawab soal bacaan dengan HOTS. Dari hasil penelitian menjelaskan bahwa dalam tingkat analisis siswa masih mempunyai kesulitan dalam menerjemahkan arti dari pertanyaan yang diberikan, hal ini disebabkan karena kurangnya daftar kosa kata yang dikuasai oleh siswa. Pada tingkat evaluasi siswa mempunyai kesulitan dalam mengolah informasi dari teks yang diberikan. Dalam tingkat menciptakan siswa mempunyai kesulitan dalam membuat kesimpulan secara umum sehingga membuat siswa menjadi terkendala dalam menciptakan produk-produk yang baru. Temuan kedua tentang faktor yang membuat siswa masih melakukan kesalahan dalam menjawab soal bacaan dengan HOTS adalah kurangnya waktu belajar siswa, kemampuan siswa dalam belajar bahasa inggris yang masih kurang, penguasaan siswa terhadap materi HOTS, dan situasi belajar siswa. Peneliti dapat menyimpulkan bahwa kesulitan yang dihadapi oleh siswa saat menjawab pertanyaan HOTS dan faktor yang membuat siswa masih melakukan kesalahan dalam menjawab pertanyaan reading dengan HOTS disebabkan karena kurangnya pemahana dan kemampuan siswa menjawab pertanyaan pada pertanyaan yang berdasarkan pada HOTS.

**Kata Kunci:** *membaca, berpikir tingkat tinggi (HOTS)*

### **Abstract**

*The critical and creative thinking are crucial to be owned in this era. Thinking is one of the characteristics or characteristics of a person. Thinking is a mental activity experienced by a person when the person is faced with a situation or a problem that must be solved. Thinking is always related to the process of exploring ideas, forming various possibilities or alternatives, and being able to find solutions. The purpose of this research is to analyze what are the students' difficulties in answering HOTS questions and to investigate what are the factors that make students still make mistakes when answering reading questions with HOTS. From the results of the study explained that at the level of analysis students still have difficulties in translating or interpreting the meaning of the questions given, this is due to the lack of a list of vocabulary mastered by students. At the evaluation level students have difficulty processing information from the text given. At the level of creation, students have difficulty in making general conclusions so that students become constrained in creating new products. The second finding regarding the factors that make students still make mistakes in answering reading questions with HOTS is the lack of student study time, students' ability to learn English is still lacking, student mastery of HOTS material, and student learning situations. Researchers can conclude that the difficulties faced by students when answer HOTS questions and factors that make students still do mistakes in answer reading questions with HOTS are caused by a lack of understanding and ability of students to answer HOTS based questions.*

**Keywords:** Reading, Higher Order Thinking Skills (HOTS)

## Introduction

The critical and creative thinking skills are important to be owned in this era. The ability of analyzed and evaluate information make the students to be more creative and be able to critical thinker. With this ability the students be able to think critically, students can develop and produces creative ideas and be able to solve every problems they face. Critical thinking is the intellectual disciplined process of actively and skillfully conceptualizing, analyzing, applying, synthesizing, or evaluating information gathered or generated by experience, observation, reasoning, reflection, or communication, as guide to belief and action.

Creative thinking skills are also very important for students. The goal of creative thinking skills is to synthesize ideas, generate new ideas, and determine the effectiveness of existing ideas. Creative thinking skills can train students to develop multiple ideas and arguments, ask questions, recognize the truth of an argument, and even allow students to open up and respond to points of view. Creativity is operated as a combination of fluidity, innovation, novelty and imagination (Weisberg in Sumarni & Kadarwati 2020). It plays an important role in the discovery,

innovation and problem solving that can improve the quality of people's lives.

Those thinking skills can only be achieve by the students with developing their reading skill which demanded the students to understand spoken words and decode written words that culminate to deep understanding of the text. By reading the students got a lot of new information and students are also required to be able to understand every spoken word and written code contained in the text. Reading is the process of creating meaning that involves the reader's existing knowledge, the text information; and the reading context. Reading is interactive process between readers and texts that result in reading fluency. Reading is a complex way that involves the ability to think and deeply understand the meaning of text (Cahyaningati, 2018). Reading becomes a very important skill in the field of education, when reading in a meaningful way, students can gain a lot of information and gain knowledge from other references. Reading is very important to improve students' creative and critical thinking skills.

To compete in the global competitions in 21<sup>st</sup> century the Indonesian students must have ability to think creatively and critically. By realizing the

importance of students' ability to think creatively and critically, therefore, textbooks that are a source of learning should be equipped with materials and exercises that develop HOTS in any subject, including English. HOTS should be realized in all of the language skills, specifically reading skill since it is extremely required nowadays. In Indonesia, English teaching strategies using HOTS are mandatory. One of the learning goals through HOTS is to make sure that students can analyze, evaluate, and create their knowledge. The teacher should develop the Higher Order Thinking Skills (HOTS) in teaching learning process to train the students' ability to thinking critically and creatively, this is regulated in curriculum 2013.

Higher order thinking uses thinking broadly to find new challenges. Higher-order thinking also requires a person to apply new information and knowledge of manipulating information to reach possible answers in new situations. Thus, a person is required to be able to find the right answers in new situations both in terms of learning and outside of learning (Heong in Damanik & Zainil, 2018). To prepare students to think critically and creatively, teachers should base their learning on Bloom's taxonomy of six levels of cognitive domains. They remember, understand, apply, analyze, evaluate, and create (Anderson and Karthwol in Mahfuzah, 2019).

HOTS be an important element in English second language (ESL) classes because it stimulates students' critical thinking. However, in reality, many students have difficulty answering HOTS questions, this is due to students' lack of training in working on HOTS questions and students are only accustomed to remembering, not mastering concepts. Based on the finding in the field, there are some problem faced by the students to answer the reading question, first is the students cannot identify what is the correct

answers of the question. For example like when the teacher ask them directly there is no respond from the students, they were just quite. The second the students' capacity to work on HOTS questions is still lacking. Another fact is there were several schools and teachers who ignore HOTS learning. To overcome these problems, there needs to be an effort from the teacher to improve students' ability to work on HOTS questions. Likewise, teachers must be able to support students' thinking abilities. Whereas, the 2013 curriculum used in various schools in Indonesia currently contains that all students must be able and have the ability to think critically and creatively so as to be able to solve the problems they face.

Considering the explanation above, the researchers conducted a research entitled **An Analysis of Students' Ability to Answer Reading Questions with Higher Order Thinking Skills (HOTS) at the Eleventh Grade of SMK Negeri 1 Gunungsitoli Alo'oa in 2022/2023.**

## **Method**

### **Approach and Type of the Research**

The method used by the researchers in this study is qualitative research. A qualitative method is a research process that produces descriptive data in the form of text and speech of observable people. Qualitative research method is a research method that can be used to discover and understand meaning derived from social or human problems. This qualitative research process includes important efforts such as: ask questions, develop processes, collected specific data from informants or participants. Analyze data inductively, reduce, verify, and hide or capture the contextual meaning of the problem under study. This qualitative research uses an inductive perspective, focusing on

individual meanings and translating them into the complexity of a problem.

Qualitative research is a form of social action that focuses on how people interpret and make sense of their experiences in order to understand the social realities of individuals. It uses interviews, diaries, observations, and classroom immersion; and open-ended questionnaires to collect, analyze, and interpret content analysis of visual and textual profiles as well as oral historical data (Zohrabi in Mohajan, 2018). This qualitative study is used to answer research questions that require a more detailed description of the results. Data collection in qualitative research can be done through interviews or observations.

The type of research approach used by the researchers in this study was descriptive. Study descriptive research is research that seeks and describe current problem solving based on data. The goals of descriptive approach is to consolidate peoples' behavior and collect their views, opinion and beliefs about an educational topic. The subject of this research is eleventh grade of SMK N.1 Gunungsitoli Alo'oa in academic year 2022/2023. The descriptive qualitative research was used in this study is intend to obtain information about what are the students' difficulties when answering questions in the form of HOTS, as well as analyze what are the factors that make students to still do mistakes while answer the reading questions using higher order thinking skills (HOTS).

### **Variables of the Research**

The research variable is anything in any form that is determined by the researcher to be studied so that information is obtained about it, then conclusions are drawn. The research variables consist of two variables, namely the dependent variable and the independent variable. The dependent variable is a variable that depends on other variables or in other words the dependent variable is a variable

whose value depends on other variables, where the value can change. Meanwhile, the independent variable is a variable that does not depend on other variables, or in other words, this independent variable is a variable that influences the dependent variable, both having a positive and negative effect.

In this study, researchers determined two variables that influence each other. The dependent variable in this study is reading questions while the independent variable is Higher Order Thinking Skills (HOTS). In this case, the researcher uses these two variables to find out how the Higher Order Thinking Skills (HOTS) influence students' ability to answer reading questions.

The location on conducting the research was SMK Negeri 1 Gunungsitoli Alo'oa, which is located in Nazalou Alo'oa village, Gunungsitoli Alo'oa subdistrict, Gunungsitoli City. The researcher chose this location because it is close to the residence of the researcher. The researcher have done conduct the research from May until June 2023.

### **Source of Data**

In this research, the data obtained comes from primary and secondary data sources. Primary data sources was data sources obtained directly from the field. The primary data sources for this study included interviews and observations, where the researchers conducted interviews with English teacher regarding the information needed by the researcher. While secondary data sources were data sources obtained indirectly from informants in the field. This secondary data source is in the form of documents, including archives related to learning English.

### **Instrument of the Research**

The research instrument is a tool used to collect data in research. The research instruments used in this research were observation guidelines, interview guidelines and documentation guidelines.

1. Observation

Observation is a data collection method that is carried out to observe and review carefully and directly at the research location to find out the conditions that occur then used to prove the truth of the research design that is being used. Observation can also be defined as a systematic recording of the observed symptoms.

To make observations, the researcher used field notes during the process of teaching and learning English. The observations of this study have the following objectives: (1) adequate documentation to be used as a data source, (2) understand where the document may be stored, and (3) verify accuracy and validate impressions received from observations. As a result, the researcher obtained comprehensive information about the students' ability to answer reading questions using HOTS. Researchers use observation to record all student activities in the classroom to provide real and valid data.

2. Test

Test is one of the instruments used by researcher to obtain data in this study. The test is an instrument sheet in the form of questions consisting of item questions. Each item represents one type of variable being measured. Tests can be in the form of a series of questions, worksheets, or the like that can be used to measure the knowledge, skills, talents and abilities of research subjects. To get the data the researcher give test to students to measure how the students ability to answer the question. The type of test use by researcher in this study is in the form of essay test, this aims to measure how students' abilities in analyzing and understanding the contents of the text and answering questions.

3. Interview

Interviews is one of the way used by researcher to obtain data. In carrying

out the interviews, the researcher used the semi-structured interview method by using a list of questions to be asked and having the opportunity to ask extra questions. Semi-structured interviews is interviews that take place referring to a series of open questions. This method allows new questions to arise because of the answers given by the resource person so that during the session information digging can be carried out in more depth.

For the second, researcher use this instrument with students in schools to determine what factors contribute to students' continued inability to answer reading questions with HOTS at school. In other words, this interview was conducted to obtain accurate data related to the research focus, namely to find out what difficulties students experienced while answer reading questions using HOTS.

Furthermore, the guidelines are not properly adhered, which means that even during the interview, the researcher may ask extra questions based on the feedback of the participants investigated. This aims to get in-depth information regarding the problem and get a solution.

4. Documentation

Documentation techniques in qualitative research are complementary to the use of observation and interview methods. Testing the validity of a data in qualitative research includes several tests and is supported by documents that make the research results credible. Data collection techniques using documentation techniques are data collection methods where researcher collect and study the data or information needed through stored documents.

In the teaching and learning process, the research tool is a camera, which is used to present reality and collect data through images.

Researchers use books, documents, and other materials to support documented methods. The objective of the documentation process is to establish reliable conclusions from observations or interviews.

### **Data Analysis Technique**

The data analysis technique used in this study was descriptive analysis model. The data analysis technique used is based on consideration of the research objectives. According to Miles et al., in Mezmir (2020) there are three stages carried out by the researcher to analyze the data in this study, namely data reduction, data presentation, and drawing conclusions/verification.

1. Data reduction: is a conical data analysis technique. In the reduction stage, the researcher draws conclusions by removing unnecessary data, sharpening and directing it in such a way. The data taken in the research is as much as possible, so tools are needed to record and detail. Reducing data is summarizing any data obtained so that it can be analyzed and get clear conclusions or clear descriptions in the research. Presentation of data, is a collection of data or information obtained.
2. Data display: is a collection of data or information obtained so that conclusion can be drawn. By displaying data, it's easier to understand what has been understood. The form of data presentation can be in the form of pictures, charts or narrative text.
3. Over view of conclusions/verification: is the result of data analysis that can be taken action. The conclusions made at the beginning are still temporary, but if the conclusions drawn are based on consistency and valid evidence, credible conclusions can be put forward.

### **Result and Discussion**

The purpose of the study was to answer the problem statement in the first chapter. This chapter has analyzed two points; Firstly, what are the difficulties of students in answering the question what is HOTS and secondly, what are the reason why students still make mistakes when answering the reading comprehension question with higher order thinking skills.

### **Results**

#### **1. Observation in class**

The initial step taken by the researchers before carrying out research in classroom was to asking permission or approval from the school. After obtaining permission from the head master to conduct the research to obtain data as research support, the researcher also asked for permission from the English teacher who taught English in the class that was the subject of the research. After obtaining approval from the school and also the English teacher who taught the researcher then carried out the research in class according to the procedure.

The first observation was carried out by researchers on Monday 22 May 2023 from 9.45 a.m to 11.05 a.m. Observation is the first step in obtaining data in a study. This observation aims to see how the atmosphere or characteristics of a research object. Researchers and also English teacher visited class XI TKJ. When the researcher and the teacher entered the classroom, all the students became quiet and sat down in their respective seats. Then the teacher greeted the students and asked one of the students to lead the opening prayer before studying. The teacher starts learning using English learning books, learning goes on normally as usual, the teacher explains the material being discussed and students listen carefully. After the teacher finished explaining the material being studied the teacher asked the students if there was anything they did

not understand about the material explained by the teacher, but all the students were silent and answered no Madam. Because there is no questions from students, then the teacher give assignments to students and give time for students to work on and find answers to each question. After the specified time is finished the teacher then asks students to tell their answers. Then one of the students (male) raised his hand and gave an answer and was followed by several other students, from here we can see active and passive students.

During the learning process and doing assignments, some students were noisy and talking to their friends, and ignored the teacher who was in front of the class. And the teacher also ignores the students and continues teaching. When no student is interested in giving an answer, the teacher randomly selects a student to answer the question. As the question from the teacher is: could you tell me the main idea from the text? The student try to give an answer but the answer given is still not quite right because the student is not paying attention and playing around during the learning process. Because the learning time is very limited, the teacher asks students to continued work to answer question at home because the bell has sounded.

The learning process is illustrated in the illustration above. There are several indications why the learning process is not successful and the students' ability in English is not developing. First of all, the researchers saw from the enthusiasm of students in learning who are still not interested in English lessons. It can be saw from the student's response in answering the greeting from the teacher. From what the researchers had saw during the observation, some students didn't respond well, there were also some students who were cool to talk to

their peers. They also tried to answer the questions given by the teacher to them.

When the teacher start the learning session, some students do not pay attention and prefer to talk to their friends, so that when the teacher gives questions directly to students they cannot answer them because of a lack of attention to the material provided. This is what makes students' ability in reading English there is no increase. Another reason why students fail to provide answers is also due to the lack of a list of students' English vocabulary.

## 2. Give Test for the Students

After carrying out observations in class, the researchers carried out a test to find out the extent to which students' abilities were. Researcher have been carried out the test on Wednesday, May 31, 2023 starting at 9.45-11.05 WIB. Before giving the test to students, the researcher asked permission from the English teacher. At the time of the test the number of students who participated was 15 persons. The researchers gave questions to students in the form of essay questions and students were required to answer each question given. The researcher looked at how the students' habits were while working on the HOTS questions given by the researcher. The researchers saw that students were still confused about what to do, there were also students who seriously worked on each question. The researcher also saw that many students worked together with classmates.

Because the atmosphere was so noisy, the researchers reminded students to calm down and work on each question privately without seeing the answers from their friends. Following the directions from the researcher, the students started working on their own problems. Students focus on their own work. After the working time is over,

students submit their answer sheets to the teacher's table and return to their seats. The researchers closed the meeting by saying closing greetings.

In HOTS questions students are asked to think more critically and at a different level than before. HOTS questions also minimize the aspects of remembering and understanding. The questions given by the researchers were adapted to contextual problems whose goal was to make students able to easily understand the questions given. However, from the results of research conducted by researchers, there are still many students who do not understand the questions given. The result of the students' worksheet as follow: there were three students who get 91, there were four students who get 83, there were six students who get 75, and two students who get score 58. So as the result there were thirteen persons students who had score more than the Minimum completeness Criteria. And there were two students who get scores less than MCC.

## **Discussion**

### **The students difficulties while answer HOTS questions**

#### **1. The Difficulties of Analysis Stage**

Level of analyzing consist of the ability or skill to differentiate, organize, and combine. Based on the result of the students' work sheet and also interview, the researchers found some difficulties faced by students since answer HOTS question. The number of the students' who had followed the test 15 persons, but based on the result of students' worksheet there were 13 students answer the first question incorrect it happened because the students wrong to interpret the word. So that the students cannot found the points of the question. The students feel confused to answer the question and to understand the

content of the text because they do not master some vocabulary.

Another difficulty experienced by students when answering HOTS questions was difficulty understanding facts, where students tended not to be able to copy or reveal the information contained in the questions properly and precisely as what was known and what was asked. Students also had difficulties in retelling problems that are known in the questions or in other words students do not know the point or purpose asked by the problem, this is caused by a lack of students' ability to determine or understand the object correctly in the question. This happens due to a lack of list vocabulary that are owned by students so that it makes students difficult to understand the meaning of the questions.

Based on the results of student work and also interviews that have been conducted by researchers on the first question measuring the level of student analysis there were 13 students who are still lacking in answering analytical questions and only 2 students who are able to answer correctly, we can conclude that students' abilities in analyzing are still lacking relatively low. Based on the results of interviews with students, we can see that students have difficulty understanding the meaning of the questions, students also do not understand the contents of the reading text so that it makes students difficult to solve problems.

#### **2. The Difficulties of Evaluation Stages**

The second stage is evaluation, at this stage, students expected be able to properly assess the content of the text to get answers based on the questions posed. Based on student worksheets, students can answer questions but are still not perfect. Students can understand the problem but students did not answer questions. Students experience difficulties in answering



questions at the evaluation stage, because students are confused about the intent of the questions so students cannot solve the questions. Another difficulty faced by students is that students did not draw conclusions or information from reading texts. As a result, students need to increase their knowledge to know what information is in the text.

### 3. The Difficulties of Creating Stages

Question number 3 is a question about create stage. This question asks students to make or create an idea. Based on the results of the test, students can answer, but some students answer incorrectly. Based on the interview results, students face some difficulties such as students do not understand what the purpose of the question is, students find it difficult to identify the main idea of the text. And in the end students have no idea to draw conclusions. Another problem that students face, students think the question given is hard to be work. And due to the lack of a list of words or vocabulary that students mastered. Vocabulary plays an important role in teaching and learning English. One of the difficulties that students face in the creative phase is that students don't come to a conclusion because they don't have a lot of vocabulary.

The result of analysis the students difficulties while answer HOTS question conducted by the researcher that attempted to describe the students high level thinking skills in the area of analyzing evaluating, and creating in response to reading problems, the researcher found that the students has low interested to learn English. The majority of students are unable to achieve analytical grades and generate steps, due to lack of experience to draw conclusions about the information obtained.

## The Factors that Make Students Still do Mistakes When Answer the Reading Question with HOTS

### 1. Time

To learn HOTS, time is one of the big challenges in learning. The reason why time is one of the main factors in studying HOTS is that students said they do not have enough time to master HOTS it's caused lack of the students understanding HOTS itself. To be able to master HOTS requires sufficient time. However, because every school in Indonesia has a limited schedule for a lesson, it makes students difficult to understand material about HOTS, which we should know is important for students.

Study time is also a factor that causes students to still make mistakes in answering HOTS questions. With limited study time, students become overwhelmed to learn material about HOTS. Students will spend a lot of time translating the meaning of the reading text and also the meaning of the questions given, so that in the end it makes students overwhelmed and unable to solve every problem. As we know, HOTS-based learning requires quite a long time and high concentration. So we can conclude that time is one of the main factors that makes students still make mistakes in answering HOTS questions.

### 2. Pupils learning ability

Teacher have a very significant role in the development of students' learning abilities how to learn to think, learn about thinking, and learn to think, especially for students whose learning abilities are still low. Not only students' cognitive abilities must be developed, but also psychomotor and affectionately. The number of new vocabulary makes students' vocabulary

limited. So that before students understand the contents of the text or material students must first underline each new word and look for the meaning of the word in the dictionary so that the use of time becomes ineffective.

### 3. Pupils' mastery about HOTS

Another issue from the perspective of students is the difference between what is learned now and what was learned before. Mastery of learning material will make it easier for students to answer any questions that arise. Higher Order Thinking Skills are high-order thinking skills that require students to be able to think critically and creatively. HOTS also expects students to be able to transfer one concept to another. HOTS learning in class cannot be implemented because students have not mastered the basic skills of HOTS. Students' ability to learn is at the core of the success of the teaching and learning process. Students' mastery of English is very limited. At the time of practice learning to read the students must give a lot of effort to be able to read the text. This is due to students' of background knowledge of English lessons is lack.

### 4. Learning situation

Learning situation is one of the big challenges in teaching learning process especially to answer reading question with HOTS. The learning situation is an environment or atmosphere that consists of essential elements in the learning process. In general, most of the students said that the class is usually less lively, busy or many children talk privately when the teacher explains, some children are not as careful as sleeping in class during class time. This makes most students not focus on learning.

## Conclusion

This research was analyzed two points, first the students' difficulties to answering HOTS question and investigate all the factors that make students still do mistakes when answer the reading question with Higher Order Thinking Skills. First is about students' difficulties to answering HOTS question. Based on the observation, students work sheer and interview the researcher found that some students' difficulties faced by students while answer HOTS question. In analysis stages the student had difficulty to interpret the content of the text and lack list vocabulary, in evaluate stages the students had difficulty to find out the information of the text and the students didn't criticized the meaning of the question. In creating stages the students didn't understand the intent of the question and difficulty to draw conclusion.

The second about factors that make students still do mistake when answer reading question with HOTS. After the researcher found the students difficulties while answer HOTS question, the researcher also find some factors that make students still do mistakes when answer HOTS question. Based on the observation, students worksheet, and interview there are some factors that make students still do mistakes, like time to learning, pupils learning ability, pupils mastery about HOTS material, and also learning situation. It happened because lack of students understanding about higher order thinking skills.

There are a number of suggestions or recommendations that can be done based on research. First to the point of view, from an educational point of view, there are many teachers who do not really understand about Higher Order Thinking Skills. This is the problem that should be solved first by SMK Negeri 1 Gunungsitoli Alo'oa by holding training for teachers regarding HOTS when the teacher has good knowledge of a material, it's have an impact on student understanding. Teacher should give or provided a lot of exercises or questions that

are HOTS so students have the ability to work on HOTS based questions. Teachers also have to pay more attention to the habits of students who often ignore learning, talk to friends when the teacher is explaining, sleep during learning. This is also a quite tough challenge for teachers, how can teachers create a learning atmosphere that is not monotonous and boring so that student learning situations become more interesting. An interesting learning situation will motivate students to study hard

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#### BIOGRAPHY

**Yuliman Laoli** (also known as Liman, and some persons call him Iman) was born in Nazalou Alo'oa Village, on 27<sup>th</sup> July 2000. He graduated from elementary school in 2013. In the same year, he continued his education in junior high school is in SMP Negeri 1 Gunungsitoli Alo'oa. He graduated from 2016. After graduated from junior high school, he continued his education in senior high school, and he graduated in 2019. He continue his education in Universitas Nias. Universitas Nias is the university that educated and train the students to be a teacher. He took English Education Study Program as he prepared himself for being an English teacher. He thought that mastering English gives the biggest chance for him to be a successful and competent teacher.