Students' Perceptions of Higher Order Thinking Skill (HOTS) In Learning English

(A Descriptive Study of SMAN 1 Rejang Lebong)

THESIS

This research is submitted to fulfill the requirements for 'sarjana' degree in English Tadris Study Program

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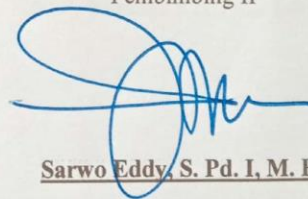
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MOTTO

- YOU DO NOT HAVE TO BE GREAT TO START, BUT YOU HAVE TO START TO BE GREAT

- LESS TALK, DO MORE

- LIVE YOUR LIFE WITHOUT REGRETS. DO NOT LIVE TO IMPRESS OTHER PEOPLE, JUST BE YOURSELF. NEVER APOLOGIZE FOR BEING YOURSELF

DEDICATION

Allah is only reason why I can finish this thesis. Immeasureable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by You Allah SWT. In the name of Allah and His messenger Muhammad SAW, I would like to dedicate this thesis for:

- My heartbeat, my beloved parents, Mr. M. Eddy Suroto and Ms, Eka Suhaila thank for support, motivation and support you give.

- My great brother, Mohammad Valldyka Alfath.

- My lectures, who always help me when I found a trouble.

- My beloved partner Rani Dwi Putri.

- My great family in MENWA Sat. 2605 CYP IAIN Curup

- My Friends from TBI B Class from 2017 generations.

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This thesis entitled "Students' Perceptions of Higher Order Thinking Skill in Learning English. (A Descriptive Study in SMAN 1 Rejang Lebong), presented in the fulfillment of the requirement for the degree of Strata 1 in English Tadris Study Program of Tarbiyah Faculty of IAIN Curup.

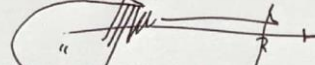In this occasion, I would like to express my deepest gratitude to:

1. Dr. Rahmat Hidayat, M.Ag, M.Pd as a chairman of IAIN Curup
2. Constitute also goes to Eka Apriani, M.Pd and Sarwo Eddy, S. Pd. I, M. Pd, as my beloved advisors, for their guidance and support in the process of writing this thesis, encouraging advices and suggestions.
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Finally, the writer realizes that this research is still far from being perfect. There for any suggestion and criticism are always welcomed.

Wassalamualaikum wr.wb

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ABSTRACT

Alkahfie, M. Valliant, 2021. Students Perception' of Higher Order Thinking Skill in Learning English (A descriptive study of SMAN 1 Rejang Lebong)

This research discovers students' perception of Higher Order Thinking Skill in Learning English. In term of the curriculum framework, the higher order thinking skill has become a demand for K-13 curriculum. Furthermore, SMAN 1 Rejang Lebong has already implement higher order thinking skill in the teaching and learning process. However, the extent to which students' understand the essence and how important higher order thinking skill is, and to what extent where they feel they already have the skills of higher order thinking skill itself in the context of learning English has not been scientifically revealed. This quantitative research discussed 84 students of SMAN 1 Rejang Lebong. In obtaining the data, the eighty four students of XI grade in academic year 2020/2021 were given a set of questionnaires to get students response on their Higher Order Thinking Skill in learning English. After obtaining the data, the researcher analyzed the students' response by counting its frequency and percentage.

The findings of this research indicated that the majority of students have positive perceptions on Higher Order Thinking Skill in learning English based on three indicators that is provided by researcher, those are: Analyzing, Evaluating and Creating. This research revealed that students gave positive response to the Higher Order Thinking Skill in learning English.

Key Word: Learning English, HOTS, Perception

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CHAPTER I

INTRODUCTION

A. **Background**

English is one of primer major of educational term in Indonesia. It has an important role in this globalization era, most of books about science, technology or most of new inventions and products are written in English. Speaking, listening, reading, and writing are the skills in English which is necessary to be master by the students who learn English as a foreign language and also for the people because of our country will face globalization era. In mastering English at present time in this globalization era is absolutely need particular ability to be able to speak and communicate in English. If people are able to speak and communicate in English, it will bring the benefits, especially in understanding the field of business, education, science, and technology that use English.

As a communication tool English has important role for the people to interact with foreigners, because good communication is not only communication between groups in society but also global communication in the international world, the language used by the community as a liaison language in communication is English.[1] Furthermore, language as a bridge to know much about many things in the world whenever and wherever we are. English is one of language which is used by many countries as second and foreign language. The people cannot close their eyes

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[1]Sarwo Edy, "Efektifitas English Zone Dalam Meninngkatkan Kemampuan Berbicara Bahasa Inggris Mahasiswa Di IAIN Curup" 17, no. 2 (2019): 317–332.

to the fact that whether they like English or not. They also learn English as soon as possible. For this reason many people go to school, course, and university to study English.

In Indonesia English has been learned from Elementary School up to University. English proficiency is a basic skill required for someone in the era of information and globalization, because the introduction and mastery of science and technology is written and conveyed using English. This fact underlies decisions and educational policies to start introducing and learning English since students are in elementary school as a form of basic preparation for students.[2] Based on the elementary students' ability in understanding English as a basic form of preparation, the students' has a provision to get in to the Junior high school.

The success in learning English can be seen from the good score in the end of the English major. The success in gain all of skills in English might be come from the factors of the teacher and learner it selves. To make sure the teaching and learning process running well, Teacher have to able to transfer the knowledge clearly and effectively. Then teaching process is one of important part in gaining knowledge. The second subject which support the success in learning English is Students', Students must have good strategies, technique, or skill in learning English in Classroom or even outside the class or school.

In learning English the students' have to mastering many ways, skills, strategies or techniques even more in this New Normal. Hardley argue that learning

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[2]Ulil Azmi Banani, "Pengelolaan Pembelajaran Bahasa Inggris Pada Sekolah Dasar Di Kabupaten Banyumas Skripsi" (2012): 22–44.

strategies are task specific tactics or techniques, observable or no observable that an individual uses to comprehend, store, retrieve and use information or to plan, regulate, or assess learning.[3] The aim of learning is to equip the student with the knowledge and skill of English in order that they can read textbooks and follow lecture given in foreign language. As the compulsory subject at the senior high school, English is used for transferring and develop their knowledge, skill, and attitudes in the areas of science, technology, and art. English is crucial for the student in order to help them to understand the oral and written text in detail. Eventually, teachers have to prepare a good strategy to complete the student need of English in the class.

Recovery the students' English language skill before get in to the University, the teacher have to use the good strategy in teaching English especially in this new normal. In K-13 Curriculum the strategy based on student centered. K-13 curriculum used the HOTS (High Order Thinking Skill) Strategy. Higher order thinking is a strategy conceived as students being able to relate their learning ways to other elements beyond those, they were taught to associate with it.[4] Brookhart state that higher order thinking conceived as the top end of Bloom's cognitive taxonomy. The teaching goal behind any of the cognitive taxonomies is furnishing students to be able to do transfer. Being able to think means students can apply the

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[3]Leffi Noviyenty, "Strategies in Learning and Techniques in Teaching English Speaking," *ENGLISH FRANCA : Academic Journal of English Language and Education* 2, no. 1 (2018): 35.

[4]Nani Ronsani Thamrin, Pratomo Widodo, and Margana, "Developing Higher Order Thinking Skills (Hots) for Reading Comprehension Enhancement," *Journal of Physics: Conference Series* 1179, no. 1 (2019).

knowledge and skills they developed during their learning the new topic.[5] Higher order thinking skill has a taxonomy design by Bloom's named bloom's taxonomy. There are six levels of Bloom's Taxonomy. According to Bloom's Higher order thinking skills are ability to understand, and use strategies to develop their learning. These skills have been classified into a hierarchy of educational objectives from less to more complexes: knowledge, comprehension, application, analysis, synthesis, and evaluation.[6]

The six level of Bloom's Taxonomy designed to achieve the high order thinking skill. There are first, second, and third levels called low order thinking skills and fourth, fifth, and sixth called high order thinking skills. Higher order thinking skill (HOTS) is the ability to think critically, logically, metacognitive, and creatively. According to Wenglinsky cited in A. Munawati the High order thinking skills are also called "critical" or "strategic" thinking, it can be described as the ability to use information to solve problems, analyze arguments, negotiate issues or make predictions.[7] To reach the six level of blooms taxonomy, the learner have to focus on what the teacher give during the lesson.

Senior high school students need good English as the primary thing for them to comprehend the material of a lesson in English. Learning English is an important educational goal. For both children and adults, the ability to read opens up new

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[5]C. E. Baten, *Your Classroom*, *Journal of Education*, vol. 88, 1918.
[6]Afida Munawati, "The Effectiveness of HOTS (Higher Order Thinking Skill) in Teaching Reading Comprehension," *Education of English as a Foreign Language* 2, no. 1 (2019): 32–43.
[7]Ibid.

worlds and opportunities.[8] Based on the theories learning English is primary need to learn by senior high school students for digging up the knowledge, insight, and develop mindset. For that reason the students' need higher order thinking skill as the skill to help them in learning English.

Amount of senior high school in Rejang Lebong has been applied three levels of HOTS completely. One of them is Senior high school number one. Senior high school number one Rejang Lebong is one of favorite school in rejang lebong. Based on the researcher pre-liminary study which conducted with observation. The researcher find that the teaching English in Senior high school number one Rejang Lebong in new normal was very active, with the result that the students achievements in examination was very satisfied. There are three of students get perfect point of English language lesson in national examination conducted in 2019.[9] For that reason, the implementations of HOTS in senior high school number one are running well. The teacher and the students' has been adjusted the higher order thinking skills in the learning activity. The teacher manner in Teaching English materials through HOTS based on students' centered.

However, the view of how important higher order thinking is, whether the students' understand about the implement of higher order thinking skill are have not been scientifically revealed. Furthermore, the teacher expect by apply this higher order thinking would increase the score and the students' knowledge. In term of the

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[8]Julian Bamford and Richard R. Day, "Teaching Reading," *Annual Review of Applied Linguistics* 18 (1998): 124–141.

[9]Redaksi, "52 siswaraihnilai 100", https://bengkuluekspress.com/52-siswa-raih-nilai-100/, (Accessed on 12-mei-2020, at 20.11).

curriculum framework, the higher order thinking skill has become a demand for K-13 curriculum. Furthermore, SMAN 1 Rejang Lebong has already implement higher order thinking skill in the teaching and learning process. However, the extent to which students' understand the essence and how important higher order thinking skill is, and to what extent where they feel they already have the skills of higher order thinking skill itself in the context of learning English has not been scientifically revealed. Based on the phenomenon above, this research is oriented to reveal students' perception of higher order thinking skill with the title "Students' Perceptions of Higher Order Thinking Skill in Learning English (A Descriptive Study of SMAN 1 Rejang Lebong in New Normal Era)".

B. Research Question

This research is focused with Students' Perceptions of Higher Order Thinking Skill in Leaning English.

1. How is the Students' Perceptions of Higher Order Thinking Skill in Learning English?

C. Objective of the Research

Based on the research question above, the researcher formulates the objective of the research to investigate the students' perceptions of Higher Order Thinking Skill in learning English.

D. Delimination of the reasearch

This research is focus on the students' perceptions of HOTS in learning English at eleventh grade in Senior High School (SMAN 1 Rejang Lebong).

E. Operational Definition

The definitions of terms are describes as follows:

1. Perception

Perception is an opinion or view of a person toward something, event or phenomenon. According to Bakhrust and Shanker said that perception is an awareness on how things are and thought makes contact with an independent reality.[10] In this research, perception is how students' opinion about HOTS in learning English.

2. Higher Order Thinking Skill

Higher thinking skills are ability to understand, and use strategies to develop their learning.[11] These skills have been classified into a hierarchy of educational objectives from less to more complexes: analysis, synthesis, and evaluation. This strategy used for teaching English in SMAN 1 Rejang Lebong. In this research, perception lead to how important, students feeling and to what extent they already have the skill of HOTS in the context of learning English.

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[10] David Bakhrust, Shanker, "Language Culture, Self. Thousand Oaks" (California: Sage Publication, 2001), p.118

[11]Lorin W Anderson and David R Krathwohl, *Lorin W. Anderson, David R. Krathwohl - A Taxonomy for Learning Teaching and Assessing_ a Revision of Bloom`s Taxonomy of Educational Objetives-Longman*, *Book1*, 2001.

F. Significance of the research

The researcher is giving some useful information about the Students Perceptions of HOTS in Learning English. The researcher is presenting the Students Perceptions of HOTS in Learning English. Expects, the result of this study is useful for researcher, students', teacher, and all of the reader. The result will be used as follow:

1. For the researcher

    By undertaking this research, the researcher is able to study and get more information to identify HOTS in Leaning English. In addition, the writer will get new experience and knowledge for the future.

2. For the students'

    It is hoped the students' increase their achievement through HOTS and it can be motivated the students'.

3. For the teacher

    It is hoped the Teachers increase their performance in teaching learning process and it can be used as an evaluation of the competence possessed.

G. The Organization of Thesis

The thesis consists of five chapters its description is below.

Chapter I consists of introduction covering background of the study, research question, the objective of the research, significant of the research, delimitation, the operational definition, and the organization of thesis. Chapter II provides theoretical review related to this research and previous study. Chapter III presents method used in this research. It is included type of the research, population and sample, technique of collecting data, technique of analyzing data. Chapter IV presents the finding and discussion about students' perception of English HOTS based on data that the researcher got from surveying and interviewing the sample of this research. Last, chapter V provides the conclusion and suggestion about this research for the readers.

CHAPTER II

LITERATURE REVIEW

A. Perception

1. Definition of Perception

Perception is an opinion or view of a person toward something, event or phenomenon. According to Bakhrust and Shanker said that perception is an awareness on how things are and thought makes contact with an independent reality.[12] In addition, Walgito stated that perception refers to one's perspective on something that will make the response of how and by what person would act.[13] Furthermore, Stephen Robbins defined perception as a process by which individuals organize and interpret their sensory impressions on their environment.[14] Based on definitions above it can conclude that perception is an individual process to organize and give response, an information by its sense and view on a particular object that someone acquire on environment.

2. Types of Perception

According to Richard there are 3 types of Perception as follows:

1. Visual perceptions, is the perception that is gained by seeing. Visual perception is formed of visual information and stimuli which comes from outside. This kind of perception is the earliest perception that is developed in human life.

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[12] David Bakhrust, Shanker, "Language Culture, Self. Thousand Oaks" (California: Sage Publication, 2001), p.118

[13] Walgito, Bimo. 2004. PengantarPsikologiUmum, (Yogyakarta: Adi Yogyakarta, 2004), p. 85

[14] Stephen P. Robbins, Organizational Behaviour, (New Jersey: Prentice Hall Inc. 2001), p.121-122

2. Auditory perceptions, is perception related to hearing. Hearing is an ability to recognize sounds. For human and vertebrate, hearing ability is processed by hearing system which is consist ears, neural, and brain.

3. Speech perceptions, is a perception which related to spoken language, speech perception is expressed by verbal ability.[15]

Based on three types of perception above, it can be conclude that perception is formed through experience from an object by analyzing information and inferring message.

3. **Forms of Perception**

An individual disposed to assess an object by considering whether the object is appropriate with their appreciation and receivable rationally and emotionally. In another case, an individual will envisage an object negatively when the object received by preceptor inappropriate with the personal comprehension, and they will disposed to reject it. That statement in line with Walgito who divided perception into two forms:

a. Positive perception

It is perception or view of an object and towards a situation where the subject perceives likely to receive an object arrested for his personal suit.

b. Negative perception

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[15] Richard Et al,"*Longman Dictionary of Applied Linguistic*",(Hongkong: Longman Ltd.1992), p.12

It is perception of view of an object and refers to circumstances in which the subject perceives the object captured tend to reject because it does not correspond to his personal.[16]

B. High Order Thinking Skill (HOTS)

Strategies to develop comprehension and application in this study were activating students' background knowledge, having them make predictions, complete graphic organizers, and answer questions. These strategies were suggested in the literature and by knowledgeable others, and related to personal interest. Activating background knowledge for learning involves helping English learners make connections between their own knowledge and experiences and the new information being taught.[17] The framework used for this study is the theory of constructivism and Benjamin Blooms Taxonomy. The Blooms Taxonomy is one of the most renewed theories used in teaching and learning process.

Educators regularly use Bloom's Taxonomy to come up with learning objectives that aim not only at the subject matter but also at the level of learning they want students to achieve, and then to create tests that accurately report on students' progress in relation to the outcomes.[18] Bloom's Taxonomy contains three learning domains: the cognitive, affective, and psychomotor and each of these domains has a

[16]Walgito, in Budiman Thesis, "*Students' Perception of Lecturers' Role in Enhancing EFLLearners' Communication Ability (A Study at Eight Semester on Academic Year 2018 in IAINCurup*). "IAIN Curup. 2018. p.34

[17]Munawati, "The Effectiveness of HOTS (Higher Order Thinking Skill) in Teaching Reading Comprehension."

[18]Lorin W Anderson and David R Krathwohl, *Lorin W. Anderson, David R. Krathwohl - A Taxonomy for Learning Teaching and Assessing_ a Revision of Bloom`s Taxonomy of Educational Objetives-Longman*, *Book1*, 2001.

hierarchy that is related to different levels of learning. The different levels of thinking defined inside each domain of the Taxonomy are ordered. It means that, each level includes the levels that come before it. For the thinking domain, it can be concluded that before a student can conduct an analysis, they first should know the methods of analysis, understand the different elements to review, and ponder which method to apply. It is only then that they will be ready to conduct the analysis by themselves.[19]
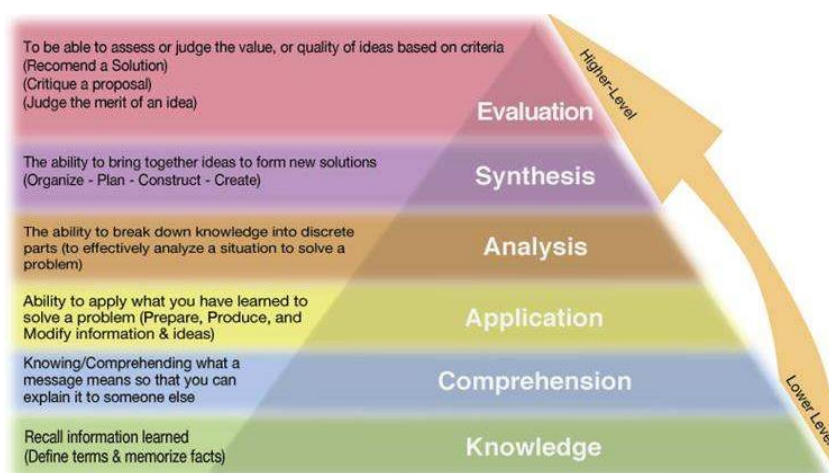
The concept of HOTS is very broad as it not only covers the higher levels of Bloom's Taxonomy, but also includes critical thinking, creative thinking, problem solving, decision making and also, metacognition. Constructivism theory is one of the most well-known learning theories in the education field. It focuses on student-centered learning. Constructivism was formerly a learning theory found in psychology but it can be applied in education because it explains how individuals

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[19]Charanjit Kaur et al., "Teaching Strategies to Develop Higher Order Thinking Skills in English Literature," *International Journal of Innovation* 11, no. 8 (2020): 211–231.

learn and acquire knowledge.[20] The theory proposes that people construct knowledge and meaning from their experiences. This theory suggests that teachers must not only transmit knowledge to students, but students need to enthusiastically construct knowledge in their own minds. This means that they find and transform information, check new information against old, and change rules when it is no longer applicable. This constructivist view of learning considers the student as an active agent in the process of gaining knowledge. The learner must be engaged in learning process by applying their existing knowledge and real-world experience, learning to hypothesize, testing their theories, and ultimately coming up with conclusions from their findings. Learning should be active rather than passive.[21]

Taxonomy bloom or taxonomy learning objective is a framework for classifying statements of what we expect to learn as a result of instruction. Bloom created taxonomy as a classification device. Bloom's taxonomy provided the simplest form of understanding to complex and abstract thought. There are six points of Bloom's taxonomy[22]:

 a. Knowledge

Knowledge is the lowest level of cognitive domain. It includes the ability to remember and recall or recognize the ideas, materials or phenomena. In the process of learning, the students are expected to store information on their mind and remember the information.

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[20]Ibid.

[21]Ibid.

[22]Anderson and Krathwohl, *Lorin W. Anderson, David R. Krathwohl - A Taxonomy for Learning Teaching and Assessing_ a Revision of Bloom`s Taxonomy of Educational Objetives-Longman.*

b. Comprehension

Comprehension is the ability to classify, describe, discuss, explain, express, identify, report, and translate. Then, comprehension consists of three types. The first is translation which means that learners are able to put a communication into other language or another form of communication. The second is interpretation which means that learners can identify and comprehend an idea or material. Then, the last is explorations. In educational objectives, exploration involves the ability to draw conclusions and state them effectively.

c. Application

Application means that learners are able to apply their knowledge. They are also expected to solve and use appropriate solution.

d. Analysis

Analysis is higher than comprehension and application. Analysis means students are able to break down material into its constituent part, identify or classify the certain material.

e. Synthesis

In synthesis, students are emphasized to draw element from many sources and put together into sentences or pattern.

f. Evaluation

Evaluation refers to making judgment about some purposes or material.

Furthermore, Anderson and Krathwohl developed the Bloom's taxonomy of cognitive objectives by categorizing it into six phase, starting from C1 (Cognitive 1) to C6 (Cognitive 6) Remembering, Understanding, Applying, Analyzing,

Evaluating and Creating. The name of these six major categories were changed from noun to verb forms. As the taxonomy reflects different forms of thinking of every individual regarding the problems they have. Besides, thinking is an active process so that verbs are used rather than nouns. This is one of the reason why Anderson made an adjustment to Bloom's taxonomy terms. Figure 1 describes the change of the Bloom's taxonomy into Anderson's.[23]
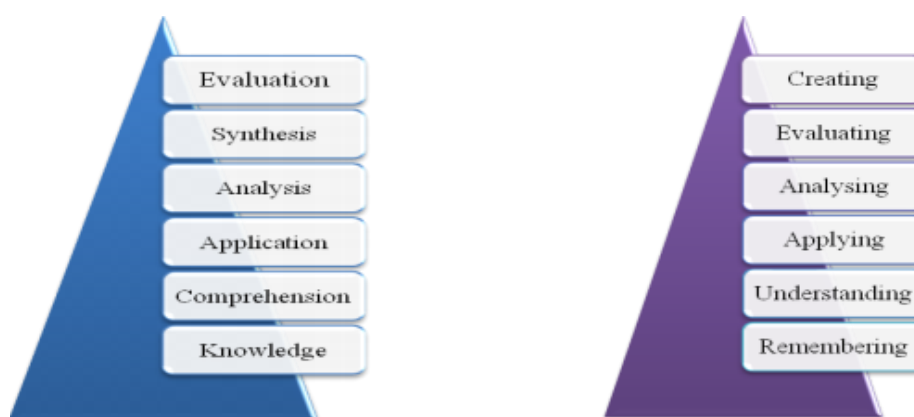
a. Remembering (C1) means recognizing and recalling a concept.

b. Understanding (C2) involves interpreting, exemplifying, classifying, summarizing, inferring, comparing and explaining.

c. Applying (C3) means executing and implementing a procedure.

d. Analyzing (C4) means breaking information into its parts, determining how the parts are related to each other and to the overall whole. The analyzing process takes in differentiating, organizing, and attributing and responding multiple correct.

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[23]Nani Ronsani Thamrin and Silvia Agustin, "Conceptual Variations on Reading Comprehension Through Higher Order Thinking Skills (Hots) Strategy," *English Review: Journal of English Education* 7, no. 2 (2019): 93.

e. Evaluating (C5) means make judgments based on criteria and standard. Evaluating involves checking and critiquing.

f. Creating (C6) putting disparate elements together to form a new whole, or reorganizing existing elements to form a new structure. The creating process takes in generating, planning, and producing.

In developing students' Higher Order Thinking skills (HOTS), teacher should design their objective of the learning based on taxonomy blooms. LOTS are the first three aspects of taxonomy bloom, which are C1 (remembering), C2 (understanding), and C3 (applying). While HOTS occurs in C3 (analyzing), C4 (Evaluating) and C6 (creating). It means that HOTS is the higher part in Taxonomy Bloom.

C. Learning English

Learning English as a foreign language requires the use of new innovations in teaching and learning, since acquiring a language is almost a social act which involves students' activeness and participation.Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished.[24]

The four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or

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[24]Mohamad Jafre Zainol Abidin Dr., Majid Pour-Mohammadi, and Hanan Alzwari, "EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students," *Asian Social Science* 8, no. 2 (2012): 119–134.

producing the message. Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.[25]

Savignon cited in state that, communication shapes our senses of self and the way we interact in our environment. It reflects our personality, our thoughts, and helps in the transfer of our knowledge. Graduates need to practice communication in order to achieve competency in their everyday communication. Communication is vital for successful participation of work. Communication in terms of language skills are listening, speaking, reading and writing.[26]

These skills were collectively described as active skills (speaking and writing) and passive skills (reading and listening). Today, listeners and readers are no longer regarded as passive.[27] They are seen as active participants in the negotiation of meaning. The interest of communication lies in the moves and strategies of the participants. The terms that best represent the collaborative nature of what goes on

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[25]Hakan Aydoğan and Azamat A. Akbarov, "The Four Basic Language Skills, Whole Language & Intergrated Skill Approach in Mainstream University Classrooms in Turkey," *Mediterranean Journal of Social Sciences* 5, no. 9 (2014): 672–680.

[26] M. K. Singh and J. C. Choo, "Manufacturing Industry Employers' Perception of Graduates' English Language Skills Proficiency," *International Journal of Applied Linguistics and English Literature* 1, no. 4 (2012): 114–124.

[27] Ibid.

are interpretation, expression and negotiation of meaning. The four skill of English language collide with three indicators of HOTS.

The ultimate objective in classrooms is to use higher-order thinking skills not because they are superior to facts, but because higher-order thinking skills encompass lower-order thinking skills. Besides, higher-order thinking skills train students for real-world application outside the classroom since they involve a series of related problems that contain important facts to solve instead of just a series of related facts to memorize. In English language classrooms, language should serve as a means of developing higher-order thinking skills; students do not learn language for its own sake but in order to develop and apply their thinking skills in situations that go beyond the language. Brookhart state that Higher-order thinking skills increase students' motivation as well as achievement. They increase students' sense of control over ideas, so thinking is much more fun than memorizing.[28]

D. Review of Related Findings

This part consists of the previous studies of similar researches. The first finding is conducted by Christian Bernard Nichols Djami and Paulus Kuswandono entitled Teachers' Strategies to Implement Higher-Order Thinking Skills in English Instruction. This study was publish in 2020. In this study, the researcher used Mixed method research approach. The data were obtained through questionnaire,

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[28]Hamad Alsowat, "An EFL Flipped Classroom Teaching Model: Effects on English Language Higher-Order Thinking Skills, Student Engagement and Satisfaction," *Journal of Education and Practice* 7, no. 9 (2016): 108–121.

interview, and observation. The data analysis involved counting the percentage for the questionnaire and reading collected transcripts from the interviews and the observation notes. The data analysis was processed using descriptive statistics for the questionnaire and coding for eliciting the transcripts and observation notes. The results of the study showed that the effective teaching strategies in using HOTS were asking open-ended questions and encouraging students to give their critical opinion, while also acting as a facilitator.[29]

The second previews study is a research entitled The Effectiveness Of Hots (Higher Order Thinking Skill) In Teaching Reading Comprehension by Afida Munawati. This study used Experimental research design, This research uses short answer questions test to know the effect of higher order thinking skill. This research took place at an Islamic junior high school Darul Huda in Blitar. Randomly sampling where used in this research and 50 participants were included. The research instrument test which divided into pre-test and post-test, and then statistical differences were tested based on the score of post-test on both group in term of significant.[30]

Third the related finding under the title, Exploring the Indonesian English Teachers' Perceptions Towards Higher Order Thinking Skills (HOTS) in the 21st Century Learning.This research used mixed method design. In obtaining the data about teachers' perceptions towards HOTS, the researcher used a questionnaire and

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[29]Christian Bernard, Nichols Djami, and Paulus Kuswandono, "Teachers ' Strategies to Implement Higher-Order Thinking Skills in English Instruction" 4, no. 1 (2020): 25–40.

[30]Munawati, "The Effectiveness of HOTS (Higher Order Thinking Skill) in Teaching Reading Comprehension."

in-depth interview. The questionnaire was distributed to 10 teachers from different schools and background knowledge in Java. The results showed that the teachers who were aware of the importance of HOTS tend to foster their students in mastering HOTS and to have high skills in problem solving and critical thinking, while the teachers who were lack of awareness will focus on giving their students tasks relating with the recalling ability only. Additionally, it was also found that teachers having positive perceptions towards HOTS taught their students using the method that fosters their students to have high skills in problem solving and critical thinking.[31]

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[31]Nurika Mustika, Joko Nurkamto, and Alfi Nur Azizah, "Exploring the Indonesian English Teachers' Perceptions Towards Higher Order Thinking Skills (HOTS) in the 21st Century Learning" 2, no. 1 (2019): 46–51.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Kind of Research

This research was descriptive study and organized in descriptive quantitative way. According to Cresswell, quantitave study is a type of study which is explaining phenomena by collecting the numerical data that are analyze using mathematically-based method.[32] Hence, gay states that a descriptive study determine and describes the way things are.[33] It means that the data of quantitative research presented statistically and describing phenomena. Handcock confirmed that descriptive quantitative study is a research that is concerned with developing explanation of phenomena.[34] Accordingly, the descriptive research is suitable to investigate many problems in educational field. Hence, the design of this research was survey. The survey design is considered appropriate with the quantitative method to collect the information of the students. The survey designed in this research was to obtain the data of student's perception toward HOTS in learning English at SMAN 1 Rejang Lebong.

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[32]John W. Cresswel, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition, (Pearson Education: USA, 2012) p.376

[33]Gay in LeffiNoviyenti research.Strategies in learning and techniques in Teaching English Speaking. 2018. 2(1), 35-48

[34]BarverleyHandcock, *Trent Afaocus for The Research and Developing in Primary Health Care: An Introduction to Quantitative Research,* 1998, p.20

B. Subject of The Research

1. Population of the research

Population is a set (or collection) of all elements possess one more attributes of interest.[35] According to Gay, Population is the group in which the researcher would like the result of the study to be generalized.[36] In addition, Nana Sudjana stated that population is whole objects sample taken from this population.[37]Hence, Franked said that population is a group to which the researcher of the study indeed to apply.[38] In this research, the population is all of the students at XI grade of SMA 1 RejangLebong. The number of population is given in table 3.1

Table 3.1
Total number of Class XI students in SMA 1 Rejang Lebong

NO	Class	Total Population
1.	XI MIPA 1	35 students
2.	XI MIPA 2	34 students
3.	XI MIPA 3	35 students
4.	XI MIPA 4	34 students
5.	XI MIPA 5	36 students
6.	XI MIPA 6	35 students
7.	XI SOS 1	32 students
8.	XI SOS 2	30 students
9.	XI SOS 3	32 students
10.	XI SOS 4	34 students
	Total	337 students

Source : document of SMA 1 R/L

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[35]SuharsimiArikunto. *Procedure PenelitianPendekatanPraktik.*(Jakarta :Rineka Cipta,1993). P. 80

[36] Gay. L.R.1987. Educational Research : Competencies for Analysis and Application. Third Edition .Columbus :MerrilPublising. P. 122

[37]Nana Sudjana.*PenelitiandanPenilaianPendidikan.* Bandung. (Jakarta :SinarBaruAlgensindo, 2001). P. 29

[38]Jack R Frankell and more male wallen.*How design and Evaluated Research in Education*. (Mc. Grow hill, international edition. P. 78

2. **Sample of the research**

A sample is a group in a research study on which information is obtained.[39] According to Sugiono, the sample is part a number and characteristic owned by the population.[40] Arikunto says that if the population is less than 100 persons the research is better to take all of the population as sample, but if the subject or the population is more than 100, thus can be taken between 10-15% and 20-25%.[41] So that. 25% it can be sample in this research. Based on the statement above the researcher took 25% of the population as a sample because the numbers of population are more than 100 persons. The sampling technique in this research is simple random sampling. In random sampling the researcher selects participants (or units, such as school) for the sample so that any individual has an equal probability of being selected from the population. The intent of simple random sampling is to choose individuals to be sampled that will be representative of the population. The researcher took 84 from 337 students. The researcher made a lotre from number 1-30 each class and who get number 1-9. It is become a sample. It can see based on the table 3.2.

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[39] Jack. R. Frangkel and Norman E, *How design and evaluate research in education*, MC, Hill international Edition, 1976. P. 78

[40]Sugiyono, *MetodePenelitianPendidikan (PendekatanKuantitatif, Kualitatifdan R&D)*, Alfabeta, Bandung, 2009, P. 18

[41]Arikunto, *ProsedurPenelitianSuatuPendidikanPraktek*, RinekaCipta, Jakarta, 2000, P. 80

Table 3.2

The Number of Sample

NO	Class	Population	Sample
1.	XI MIPA 1	35 students	9
2.	XI MIPA 2	34 students	9
3.	XI MIPA 3	35 students	9
4.	XI MIPA 4	34 students	9
5.	XI MIPA 5	36 students	8
6.	XI MIPA 6	35 students	8
7.	XI SOS 1	32 students	8
8.	XI SOS 2	30 students	8
9.	XI SOS 3	32 students	8
10.	XI SOS 4	34 students	8
	TOTAL	337 students	84

C. **Technique of Data Collection**

In this research, the researcher used questionnaire to obtain the data needed.

1. **Questionnaire**

Questionnaire is a technique for obtaining data. Questionnaire is a list of question as a technique in collecting the data that will be answered by the respondents themselves.[42]It is a group of written question and given to the respondents to be answered independently. In general, questionnaire has two forms, they are close-ended questionnaire and open-ended questionnaire[43]. Close-ended questionnaire is used to generate statistical research. It has standard question so the respondents only need to give checklist. Open-ended questionnaire is a set of question which is there is no reference question and

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[42]Nasution in JumatulHidayah research. The ICT used by the English lecturer for non-english study program students at IAIN Curup. 2019. Vol 8. No.1.26-37
[43]*Ibid*

the respondents have to write down their own answer[44].Since this study is a quantitative study, the researcher chooses close-ended questionnaire.

In this questionnaire, the researcher used Linkert Scale to obtain the data needed, namely:

a) 4   : Strongly agree

b) 3   : Agree

c) 2   : Disagree

d) 1   : Strongly disagree

In this research, the questionnaire is given to the students in order to know about the student's perception or thinking about English Online Courses. The questionnaire was a tool to collect student's perception concerning to English online courses. The result of the questionnaire is in the form of score.

After collected the data, the researcher analyzed the data obtained by using Likert Scale. Likert scale is functioned to calculate attitudes, perception, or opinion of an individual or group concerning to social phenomena. In the research, the social phenomenon has determined specifically by researcher, then called as research variable.[45] On the other hand, determining of Likert Scale should be based on research variables that have arranged by the researcher.

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[44]Cathrine Dawson, "Practical Research Method", (United Kingdom: Deer Park Park Production), p.31

[45]*Ibid,* p.93

By using Likert Scale, research variable will be measured by researcher to be described as variable indicator which is functioned as starting point to arrange the instrument's items in the form of question or statement. Likert Scale's answers have the gradation from strongly positive into strongly negative, such as:

a. Strongly agree   a. Always
b. Agree   b. Often
c. Uncertain   c. Sometimes
d. Disagree   d. Never
e. Strongly disagree

a. Strongly Positive   a. Very good
b. Positive   b. Good
c. Negative   c. Not good
d. Strongly negative   d. Very not good

Afterwards, to requisite quantitative analysis, each answer can be given score, for example:

a. Strongly agree   : 4
b. Agree   : 3
c. Disagree   : 2
d. Strongly disagree   : 1[46]

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[46]Sugiyono, "StatistikaUntukPenelitian" (Jakarta: RinekaCipta, 1998), p.199

D. Instrument of Research

This research used the instruments such the following below :

1. Questionnaire

An instrument in which respondents provide written response to the questions or mark items that indicate their responses. It is a list of question to be answered to get information. In this research, the questionnaire in the form of close-ended question. This questionnaire constructed by collided the theory of higher order thinking skill and the theory of learning English.

Table 3.3
Blueprint Number of Questionnaire

No	Indicator	English Skills	Number of question
1.	Analysis (C4)	Listening, Speaking, Writing, Reading	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
2.	Evaluation (C5)	Listening, Speaking, Writing, Reading	12, 13, 14, 15, 16, 17, 18, 19, 20, 21
3.	Creating (C6)	Listening, Speaking, Writing, Reading	22, 23, 24, 25, 26, 27, 28, 29, 30

Table 3.4

Blueprint of Questionnaire

NO	Indicators of HOTS	English Skills	Statements	SD	D	A	SA
1.	Analyzing (C4) Analyzing means breaking information into its parts and determining how the parts are related to each other and to the overall whole.	Listening	1. I am capable of grouping different types and sub-types of information that I listen to from an English audio based on their respective functions. 2. I can analyze different types and sub-types of information that I listen to from an English audio based on their respective intentions.				
		Speaking	3. During speaking in English, I am capable of grouping different types and sub-types of information, that I convey, based on their respective functions. 4. During speaking in English, I can analyze different types and sub-types of information, that I convey, based on their respective functions.				
		Reading	5. In terms of English reading skill, I am capable of grouping different text genres based on their respective functions.				

			6. In terms of English reading skill, I am capable of grouping different text organizations based on their respective functions.				
			7. In terms of English reading skill, I am capable of grouping different language features based on their respective genres.				
			8. I can analyze different text genres in detail so that my reading comprehension is excellent.				
			9. I can analyze different text organizations in detail so that my reading comprehension is excellent.				
			10. I can analyze different language features in detail so that my reading comprehension is excellent.				
		Writing	11. My English writing skill is good because I can specify in details different text genres based on their functions and intentions.				
			12. My English writing skill is good because I can specify in details different text				

			organizations based on their functions and intentions. 13. My English writing skill is good because I can specify in details a variety of language features based on their functions and intentions.				
2.	Evaluating (C5) Evaluating means make judgments based on criteria and standard. Evaluating involves checking and critiquing.	Listening	14. By using my English listening skill, I can mentally and spontanously respond to any argument which I listen to from an English audio. 15. While listenig to an English audio, I can crosscheck the quality and intention of information that I listen to with my existing related knowledge. 16. I can criticize the arguments that I listent to from an English audio if I am asked to do so.				
		Speaking	17. While speaking in English, I can build up arguments based on their quality, purpose, and intentions. 18. While speaking in English, I can crosscheck my arguments with other sources 19. I can speak in				

			English to criticize some information.				
		Reading	20. While reading English texts, I can evaluate text genres based on their functions, purposes, and intentions.				
			21. While reading English texts, I can evaluate text organizations based on their functions, purposes, and intentions.				
			22. While reading English texts, I can evaluate language features based on the genres' classifications.				
		Writing	23. I can write good English texts because I can evaluate text genres based on their functions, purposes, and intentions.				
			24. I can write good English texts because I can evaluate text organizations based on their functions, purposes, and intentions.				
			25. I can write good English texts because I can evaluate language features based on the genres' classifications.				
3.	Creating (C6)	Listening	26. I can tell people				

	Creating means putting disparate elements together to form a new whole, or reorganizing existing elements to form a new structure.		comprehensively all information that I listen to from an English audio by using my own English in the from of my own version.				
		Speaking	1. By using my English speaking skill and competence, I can prepare some ideas or information to be spoken out in English. 2. I can speak in English fluently and accurately to convey all ideas I have already prepared or constructed in my mind. 3. While speaking in English, I can reorganize the ideas which I have already prepared in order to make speakig improvisations.				
		Reading	4. While reading English texts, I can organize in my mind all information from various English genres. 5. While reading English texts, I can organize in my mind all information from various English text organizations. 6. While reading English texts, I can organize in my mind				

			all information from various English language features.				
		Writing	7. I can create my own English written texts by using my comprehensive knowledge about English genres. 8. I can create my own English written texts by using my comprehensive knowledge about English text organizations. 9. I can create my own English written texts by using my comprehensive knowledge about English language features.				

E. Validity and Reliability of Instrument

a. Validity

Validity is requirement to get valid the result of the research. The valid instrument means the instrument can be used to measure what should be measured.[47] The instrument of this research used the construct validity as Sugiyono states that non test instrument have to require construct validity. To examine construct validity, it used judgment from expert, and then analyzes the item with count the correlation between item score of instrument and the total score of instrument. In this research, the researcher used 1 expert to get

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[47]SugiyonoOp.cit, p.135

commentary and feedback. After that, in getting the construct validity, the researcher spread the questionnaire to 15 students as the respondents through Google Form. After that, the researcher downloaded the spreadsheet of students' answer. Then, the researcher analyzed by using Ms. Excel to measure that is valid or not and then the questionnaire was valid.

b. Reliability

After the validity of questionnaire had analyzed by using Ms. Excel. The reliability is measured by using Cronbach Alpha. Cronbach alpha is the most common measure of internal consistency ("reliability").[48] It was commonly used when someone have multiple likert questions in as survey/questionnaire that form a scale and someone wish to determine if the scale is reliable. According to Nunnally, this has resulted in a wide variance of the reliability. In the case of psychometric test, most fall within the range of 0.75 to 0.83 with at least one claiming a Cronbach's alpha above 0.90. A commonly accepted rule of thumb for describing internal consistency is as follows:

Table 3.5
Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

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[48]Nenny M utamiOp.cit., p.55

The researcher has analyzed reliability by using Ms. Excel. From the result, the questionnaire has 0.96. It means that the items interpreted to excellent internal consistency because it is more than 0.9 based on the table Cronbach alpha. In other words, the items of questionnaire were reliable.

F. Data Analysis

Before analyzing the data, the researcher run the reliability analysis in order to measure internal consistency of each item. The reliability in this research was measured by using Cronbach Alpha. It is generally used when a researcher has multiple questions with likert scale in a survey/questionnaire to determine if the scale is reliable. In the psychometric test, most descend in the range of 0.75 to 0.83 with at least one asserting a Cronbach's alpha up to 0.90.

Table 3.6

Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
α≥ 0.9	Excellent
0.9 >α≥ 0.8	Good
0.8 >α≥ 0.7	Acceptable
0.7 >α≥ 0.6	Questionable
0.6 >α≥ 0.5	Poor
0.5 >α	Unacceptable

After measuring the internal consistency, the next step was analyzing the data. Robson mentioned that there are some steps to analyze the data as follow: First, the researcher analyzed the data from questionnaire by using 4 values an Likert Scale

that is used to measuring the mean score of students perception on higher ode thinking skill in learning English. To obtain the mean score, each statement was developed with the value (Strongly agree = 4. Agree = 3, Disagree = 2, Strongly Disagree = 1), the formula is described as follow :

$$x = \{(f\ SA\ \times 4) + (f\ A\ \times 3) + (f\ D\ \times 2) + (f\ SD\ \times 1)\}$$

Where :

f : Frequency   D : Disagree

SA : Strongly agree   SD : Strongly Disagree

A : Agree

After each respondent's score were accounted, then the researcher would categorized the range score to describe the categories of higher order thinking skill in learning English. Then, the score from each respondent done to be counted, then it should be categorized into the range score to get the description of students' perception of HOTS. The formula is following below:

Highest Score = 4, Lowest Score = 1

$$Score\ Range = \frac{\text{Highest Score} - \text{Lowest Score}}{\text{Max Score}}$$

The next step is the researcher accounted its percentage of each items of questionnaire that answered by respondents. Percentage analysis is used by the researcher to find out the category of students' perception of Higher order thinking skill in learning English. In this research the researcher only focused to find out the category of students' perception. The formula is following below:

$$P = \frac{\sum score}{Max\ score} \times 100\%$$

Where:

P: Percentage[49]

Table 3.7

Agreement of the Term for Positive Perception

Scale	Category	
Strongly Agree	Combined	Positive Perception
Agree		
Disagree	Combined	Negative Perception
Strongly Disagree		

Table 3.8

Agreement of the Term for Negative Perception

Scale	Category	
Strongly Disagree	Combined	Negative Perception
Disagree		
Agree	Combined	Positive Perception
Strongly Agree		

The table above was categorized from Linkert scales that divided the students' perception in the four categorized. Based on the accounted with five the categories, the result of much calculation was categorized by positive, neutral and negative perception.[50] The result of data from questionnaire, it showed the persentages and then the category divided into 3 categories, there are:

70 % - 100 %   :   Positive

60 % - 69 %   :   Neutral

10 % -59 %   :   Negative

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[49] Herzberg Paul, Principle of Statistics, (New York: University Press, 1983), p.73

[50] Riduwan, Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula, (Bandung: Alfabeta, 2004), Page.89

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

To discover students' perception toward Higher Order Thinking Skill (HOTS), the researcher used questionnaire to the 84 respondents from XI grade. The questionnaire consists of 30 items from 3 main indicators.

From the responses given by students based on the questionnaire, the researcher found that the students have perception on Higher Order Thinking Skill (HOTS), in three indicators: Analyzing, Evaluating and Creating.

1. Finding of Students' perception toward HOTS

This finding aim to answer the research question of "How is students' perception toward higher order thinking skill in learning English?".

a. Finding of Analyzing

Analyzing is the fourth indicator of Blooms' taxonomy. Analyzing means breaking information into its parts and determining how the parts are related to each other and to the overall whole. Bellows is the table that describes the percentages of students' perception toward higher order thinking skill in indicator of Analyzing.

Table 4.1
Percentage of Analyzing

Indicator	Statements	SD	D	A	SA	Total	
		F	F	f	f	Score	%
Analyzing	1. I am capable of grouping different types and sub-types of information that I listen to from an English audio based on their respective functions.	1	16	34	29	251	74.70
	2. I can analyze different types and sub-types of information that I listen to from an English audio based on their respective intentions.	2	15	35	28	249	74.11
	3. During speaking in English, I am capable of grouping different types and sub-types of information, that I convey, based on their respective functions.	3	16	34	25	237	70.54
	4. In terms of English reading skill, I am capable of grouping different text genres based on their respective functions.	1	15	39	23	240	71.43
	5. In terms of English reading skill, I am capable of grouping different text organizations based on their respective functions.	1	10	42	25	247	73.51
	6. In terms of English reading skill, I am capable of grouping different language features based on their respective genres.	1	15	39	23	240	71.43

	7. I can analyze different text genres in detail so that my reading comprehension is excellent.	1	16	34	27	243	72.32
	8. I can analyze different text organizations in detail so that my reading comprehension is excellent.	2	16	36	24	238	70.83
	9. My English writing skill is good because I can specify in details different text genres based on their functions and intentions.	2	14	38	24	240	71.43
	10. My English writing skill is good because I can specify in details different text organizations based on their functions and intentions.	1	20	33	24	236	70.24
	11. My English writing skill is good because I can specify in details a variety of language features based on their functions and intentions.	4	13	40	21	234	69.64
TOTAL						2655	71.83

Statement 1 (I am capable of grouping different types and sub-types of information that I listen to from an English audio based on their respective functions.) showed that there were 1 students choose strongly disagree, 16 students choose disagree, 34 students choose agree, and 29 students choose strongly agree. The total score is 251 and has percentage 74.70 %.

Statement 2(I can analyze different types and sub-types of information that I listen to from an English audio based on their respective intentions.) showed that there were 2 student choose strongly disagree, 15 students choose disagree, 35 students choose agree, and 28 students choose strongly agree. The total score is 249 and has percentage 74.11 %.

Statement 3 (During speaking in English, I am capable of grouping different types and sub-types of information, that I convey, based on their respective functions.) showed that there were 3 students choose strongly disagree, 16 students choose disagree, 34 students choose agree, and 25 students choose strongly agree. The total score is 237 and has percentage 70.54 %.

Statement 4 (In terms of English reading skill, I am capable of grouping different text genres based on their respective functions.) showed that there were 1 student choose strongly disagree, 15 students choose disagree, 39 students choose agree, and 23 students choose strongly agree. The total score is 240 and has percentage 71.43 %.

Statement 5 (In terms of English reading skill, I am capable of grouping different text organizations based on their respective functions.) showed that there were 1 student chooses strongly disagree, 10 students choose disagree, 42 students choose agree, and 25 students choose strongly agree. The total score is 247 and has percentage 73.51 %.

Statement 6 (In terms of English reading skill, I am capable of grouping different language features based on their respective genres.) showed that there were 1 student choose strongly disagree, 15 students choose disagree, 39 students

choose agree, and 23 students choose strongly agree. The total score is 240 and has percentage 71.43 %.

Statement 7 (I can analyze different text genres in detail so that my reading comprehension is excellent.) showed that there were 1 student chooses strongly disagree, 16 students choose disagree, 34 students choose agree, and 27 students choose strongly agree. The total score is 243 and has percentage 72.32 %.

Statement 8 (I can analyze different text organizations in detail so that my reading comprehension is excellent.) showed that there were 2 students choose strongly disagree, 16 students choose disagree, 36 students choose agree, and 24 students choose strongly agree. The total score is 238 and has percentage 70.83 %.

Statement 9 (My English writing skill is good because I can specify in details different text genres based on their functions and intentions.)showed that there were 2 students chooses strongly disagree, 14 students choose disagree, 38 students choose agree, and 24 students choose strongly agree. The total score is 240 and has percentage 71.43 %.

Statement 10(My English writing skill is good because I can specify in details different text organizations based on their functions and intentions.) showed that there were 1 students choose strongly disagree, 20 students choose disagree, 33 students choose agree, and 24 students choose strongly agree. The total score is 236 and has percentage 70.24 %.

Statement 11 (My English writing skill is good because I can specify in details a variety of language features based on their functions and intentions.) showed that there were 4 students choose strongly disagree, 13 students choose disagree, 40 students choose agree, and 21 students choose strongly agree. The total score is 234 and has percentage 69.64 %.

Based on description above, it can be concluded that the majority of students have **positive perception** on Analyzing with the entire percentage 71.83 %

b. Finding of Evaluating

Evaluating is the fifth indicator of higher order thinking skill. Evaluating means make judgments based on criteria and standard. Evaluating involves checking and critiquing. Bellows is the table that describes the percentages of students' perception toward higher order thinking skill in indicator of Evaluating.

Table 4.2
Percentage of Evaluation

Indicator	Statements	SD	D	A	SA	Total	
		f	f	f	F	Score	%
Evaluating	12. By using my English listening skill, I can mentally and spontaneously respond to any argument which I listen to from an English audio.	2	16	35	25	239	71.13
	13. While listening to an English audio, I can crosscheck the quality and intention of information that I listen to with my existing related knowledge.	2	16	37	23	237	70.54

14. I can criticize the arguments that I listen to from an English audio if I am asked to do so.	0	16	40	22	240	71.43
15. While speaking in English, I can build up arguments based on their quality, purpose, and intentions.	1	17	36	24	239	71.13
16. While speaking in English, I can crosscheck my arguments with other sources	2	11	32	33	252	75.00
17. While reading English texts, I can evaluate text genres based on their functions, purposes, and intentions.	2	10	35	31	251	74.70
18. While reading English texts, I can evaluate text organizations based on their functions, purposes, and intentions.	2	9	43	24	245	72.92
19. While reading English texts, I can evaluate language features based on the genres' classifications.	2	10	39	27	247	73.51
20. I can write good English texts because I can evaluate text genres based on their functions, purposes, and intentions.	3	10	41	24	242	72.02
21. I can write good English texts because I can evaluate language features based on the genres' classifications.	2	17	36	23	236	70.24
TOTAL					2428	72.26

Statement 12 (By using my English listening skill, I can mentally and spontaneously respond to any argument which I listen to from an English audio.) showed that there were 2 students choose strongly disagree, 16 students choose disagree, 35 students choose agree, and 26 students choose strongly agree. The total score is 239 and has percentage 71.13 %.

Statement 13(While listening to an English audio, I can crosscheck the quality and intention of information that I listen to with my existing related knowledge.) showed that there were 2 students choose strongly disagree, 16 students choose disagree, 37 students choose agree, and 23 students choose strongly agree. The total score is 237 and has percentage 70.54 %.

Statement 14 (I can criticize the arguments that I listen to from an English audio if I am asked to do so.) showed that there were 16 students choose disagree, 40 students choose agree, and 22 students choose strongly agree. The total score is 240 and has percentage 71.43 %.

Statement 15(While speaking in English, I can build up arguments based on their quality, purpose, and intentions.) showed that there were 1 student choose strongly disagree, 17 students choose disagree, 36 students choose agree, and 24 students choose strongly agree. The total score is 239 and has percentage 71.13 %.

Statement 16(While speaking in English, I can crosscheck my arguments with other sources) showed that there were 2 students chooses strongly disagree, 11 students choose disagree, 32 students choose agree, and 33 students choose strongly agree. The total score is 252 and has percentage 75.00 %.

Statement 17(While reading English texts, I can evaluate text genres based on their functions, purposes, and intentions.) showed that there were 2 student choose strongly disagree, 10 students choose disagree, 35 students choose agree, and 31 students choose strongly agree. The total score is 251 and has percentage 74.70 %.

Statement 18 (While reading English texts, I can evaluate text organizations based on their functions, purposes, and intentions.) showed that there were 2 students chooses strongly disagree, 9 students choose disagree, 43 students choose agree, and 24 students choose strongly agree. The total score is 245 and has percentage 72.92 %.

Statement 19(While reading English texts, I can evaluate language features based on the genres' classifications.) showed that there were 2 students choose strongly disagree, 10 students choose disagree, 39 students choose agree, and 27 students choose strongly agree. The total score is 247 and has percentage 73.51 %.

Statement 20(I can write good English texts because I can evaluate text genres based on their functions, purposes, and intentions.) showed that there were 3 students choose strongly disagree, 10 students choose disagree, 41 students choose agree, and 24 students choose strongly agree. The total score is 242 and has percentage 72.02 %.

Statement 21(I can write good English texts because I can evaluate language features based on the genres' classifications.) showed that there were 2 students choose strongly disagree, 17 students choose disagree, 36 students

choose agree, and 23 students choose strongly agree. The total score is 236 and has percentage 70.24 %.

Based on description above, it can be concluded that the majority of students have **positive perception** on Evaluating with the entire percentage 72.26 %.

c. Finding of Creating

Creating is the sixth indicator of Blooms' taxonomy. Creating means putting, disparate elements together to form a new whole, or reorganizing existing elements to form a new structure. Bellows is the table that describes the percentages of students' perception toward higher order thinking skill in indicator of Creating.

Table 4.3
Percentage of Creating

Indicator	Statements	SD	D	A	SA	Total	
		F	f	f	f	Score	%
Creating	22. I can tell people comprehensively all information that I listen to from an English audio by using my own English in the form of my own version.	2	15	38	23	238	70.83
	23. By using my English speaking skill and competence, I can prepare some ideas or information to be spoken out in English.	1	16	35	26	242	72.02
	24. I can speak in English fluently and accurately to convey all ideas I have already prepared or constructed in my mind.	2	15	31	30	245	72.92

25. While speaking in English, I can reorganize the ideas which I have already prepared in order to make speaking improvisations.	2	13	31	33	253	75.30
26. While reading English texts, I can organize in my mind all information from various English text organizations.	1	13	41	24	246	73.21
27. While reading English texts, I can organize in my mind all information from various English language features.	3	12	46	18	237	70.54
28. I can create my own English written texts by using my comprehensive knowledge about English genres.	1	12	37	28	248	73.81
29. I can create my own English written texts by using my comprehensive knowledge about English text organizations.	2	10	46	21	244	72.62
30. I can create my own English written texts by using my comprehensive knowledge about English language features.	3	9	43	25	250	74.40
TOTAL					2203	72.85

Statement 22(I can tell people comprehensively all information that I listen

to from an English audio by using my own English in the form of my own

version.) showed that there were 2 students choose strongly disagree, 15 students choose disagree, 38 students choose agree, and 23 students choose strongly agree. The total score is 238 and has percentage 70.83 %.

Statement 23(By using my English speaking skill and competence, I can prepare some ideas or information to be spoken out in English.) showed that there were 1 student choose strongly disagree, 16 students choose disagree, 35 students choose agree, and 26 students choose strongly agree. The total score is 242 and has percentage 72.02 %.

Statement 24 (I can speak in English fluently and accurately to convey all ideas I have already prepared or constructed in my mind.) showed that there were 2 students choose strongly disagree, 15 students choose disagree, 31 students choose agree, and 30 students choose strongly agree. The total score is 245 and has percentage 72.92 %.

Statement 25(While speaking in English, I can reorganize the ideas which I have already prepared in order to make speaking improvisations.) showed that there were 2 students choose strongly disagree, 13 students choose disagree, 31 students choose agree, and 33 students choose strongly agree. The total score is 253 and has percentage 75.30 %.

Statement 26 (While reading English texts, I can organize in my mind all information from various English text organizations.) showed that there were 1 student chooses strongly disagree, 13 students choose disagree, 41 students choose agree, and 24 students choose strongly agree. The total score is 246 and has percentage 73.21 %.

Statement 27(While reading English texts, I can organize in my mind all information from various English language features.) showed that there were 3 students choose strongly disagree, 12 students choose disagree, 46 students choose agree, and 18 students choose strongly agree. The total score is 237 and has percentage 70.54 %.

Statement 28(I can create my own English written texts by using my comprehensive knowledge about English genres.) showed that there were 1 student chooses strongly disagree, 12 students choose disagree, 37 students choose agree, and 28 students choose strongly agree. The total score is 248 and has percentage 73.81 %.

Statement 29 (I can create my own English written texts by using my comprehensive knowledge about English text organizations.) showed that there were 2 students choose strongly disagree, 10 students choose disagree, 46 students choose agree, and 21 students choose strongly agree. The total score is 244 and has percentage 72.62 %.

Statement 30(I can create my own English written texts by using my comprehensive knowledge about English language features.) showed that there were 3 student choose strongly disagree, 9 students choose disagree, 43 students choose agree, and 25 students choose strongly agree. The total score is 250 and has percentage 74.40 %.

Based on description above, it can be concluded that the majority of students have **positive perception** on Creating with the entire percentage 72.85 %

B. Discussion

To discover students' perception toward HOTS in teaching English at SMAN 1 Rejang Lebong, the researcher used questionnaire to the 84 respondents from eleventh graduate of SMAN 1 Rejang Lebong since they got experience on being taught using higher order thinking skill. The questionnaires consist of 30 items from three main indicators.

Concerning to the first indicators Analyzing (C4), most of students' have positive perception. The percentages of students' perception are categorized very high with 75,52. In line with this, Anderson suggested that educators and teachers should teach analysis by using approaches that integrates– differentiating, organizing, attributing (to break into constituent parts) and determine how these parts relate to one another and also to an overall structure and purpose.[51] Furthermore, Thamrin, Widodo and Magana state that, analyzing is going to break theinformation into parts to explore their understandings and the relationships of the information they received. This phase includes comparing, organizing, deconstructing, interrogating, and finding.[52] Accordingly, analysis skill in higher order thinking skill is give the students' ability to digging up the information and spare it into some parts and comprehend the meaning of its.

In case of Evaluating (C5), the majority of students' have positive perception with 76,79. In Higher order thinking skill concept, the students' have to scored or

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[51]Y. Chinedu, C.C. & Kamin, "Strategies for Improving Higher Order Thinking Skills in Teaching and Learning of Design and Technology Education," *Journal of Technical Education and Training* 7, no. 2 (2015): 35–43.

[52]Thamrin and Agustin, "Conceptual Variations on Reading Comprehension Through Higher Order Thinking Skills (Hots) Strategy."

evaluate their product by them self. In line with this, Barbara argues that to makelearning more active, teachers need to add experiential learning and opportunities for reflective dialog. For students to participate in higher level thinking, they mustpose arguments, state opinions, and critique evidence using primary and secondary sources.[53] Furthermore, Thamrin, Widodo and Magana said that, evaluating, reviews the justification of decision or course of an action. It includes checking, hypothesizing, critiquing, experimenting, and judging every information they received from any sources.[54] Evaluating skill give the students' positive impact. Using this evaluation students' are able to crosscheck their own arguments with other sources. The students' can evaluate the text genres based on the genres classifications. The students' are able to It includes checking, hypothesizing, critiquing, experimenting, and judging every information they received from any sources.

The last indicator is Creating (C6), the majority of the students have positive perception with the entire percentage 76,19%. Chinedu state that when students are able to create and fuse these skills in their learning activities, then such student has been able to demonstrate HOTS.[55] Furthermore, Anderson confirm that Evaluating is putting disparate elements together to form a new whole, or reorganizing existing elements to form a new structure. The creating process takes in generating, planning,

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[53]Barbara Limbach and Wendy Waugh, "Developing Higher Level Thinking," *Journal of Instructional Pedagogies* (2010): 9, https://aabri.com/manuscripts/09423.pdf.

[54]Thamrin and Agustin, "Conceptual Variations on Reading Comprehension Through Higher Order Thinking Skills (Hots) Strategy."

[55]Chinedu, C.C. & Kamin, "Strategies for Improving Higher Order Thinking Skills in Teaching and Learning of Design and Technology Education."

and producing.[56]This finding is in line with Thamrin, He confirm that, creating is the process of generating new ideas, products, or ways of view things. It includes designing, constructing, planning, producing, and inventing.[57] This is the last indicator of higher order thinking skill. Creating skill give students' positive impact, the students' are able to apply all skill that their mastered, they able to speak up without reading text, they able to write the text in English with good structures of grammar, and they able to make a product by the way of their idea.

The end of this Blooms' taxonomy means that we have achieved three level of higher order thinking skill. Which means we have completed the elements of higher order thinking skills' In line with Thamrin opinion that The phase of C1 to C3 belong to Lower Order Thinking Skills, meanwhile the rest, C4 to C6 is Higher Order Thinking Skills. In short, the main purpose of HOTS is that the students are able to collect the information, categorize it, and generating new ideas to be implemented in any other situations they have, beyond the classroom or any other occasions.[58] Accordingly, The Students' perception toward higher order thinking skill is very good with all of the percentages of the respondent direct to positive perception.

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[56]Anderson and Krathwohl, *Lorin W. Anderson, David R. Krathwohl - A Taxonomy for Learning Teaching and Assessing_ a Revision of Bloom`s Taxonomy of Educational Objetives-Longman.*

[57]Thamrin and Agustin, "Conceptual Variations on Reading Comprehension Through Higher Order Thinking Skills (Hots) Strategy."

58Ibid.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of this research, the researcher conclude that the majority of the students' have positive perception of Higher Order Thinking Skill in Learning English. Munawati argue that HOTS are strategies to develop comprehension and application in this study were activating students' background knowledge, having them make predictions, complete graphic organizers, and answer questions. These strategies were suggested in the literature and by knowledgeable others, and related to personal interest. Activating background knowledge for learning involves helping English learners make connections between their own knowledge and experiences and the new information being taught.[59] Based on the result, Higher Order Thinking skill help students' to develop their comprehension and application in their study. It also buliding their critical thinking, problem solving and creative thinking. The result also show that the students' of elevent grade in SMAN 1 Rejang Lebong has been achieved top three level of blooms' taxonomy which is Higher Order Thinking Skill. In line with the main theory, In developing students' Higher Order Thinking skills (HOTS), teacher should design their objective of the learning based on taxonomy blooms. LOTS are the first three aspects of taxonomy bloom, which are C1 (remembering), C2 (understanding), and

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[59]Munawati, "The Effectiveness of HOTS (Higher Order Thinking Skill) in Teaching Reading Comprehension."

C3 (applying). While HOTS occurs in C3 (analyzing), C4 (Evaluating) and C6 (creating). It means that HOTS is the higher part in Taxonomy Blooms.

B. Sugestion

Based on the conclusion above, the researcher suggest as follow:

a. The Students' has to focus on their study esspecially in learning English by Higher Order Thinking Skill. Because learning English in SMAN 1 Rejang Lebong has completly implement higher order thinking skill as demanding of K-13 curriculum needs. In other hand, the students' have to digging up the skill of higher order thinking skill by themselves out of the material which teacher tought in the class because k-13 curriculum based on students' centered model. Furthermore, learning in online way has its chalange to study more and practice more at home.

b. The Teacher has to always giving motivation to the students' exceedingly in this New Normal era. The teacher have important role as the facilitator or transmator for the students'. The teacher have to active in every meeting although the K-13 Curriculum based on students' centered, especially in implementing Higher Order Thinking Skill.

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APPENDIXES

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 477 Tahun 2020

Tentang

PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI

INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
	c.	Surat permohonan peralihan pembimbing pada tanggal 22 juni 2020 dan Surat Keputusan Dekan Fakultas Tarbiyah Nomor : 08 Tahun 2020 tentang penunjukan pembimbing 1 dan 2 dalam penulisan skripsi pada tanggal 07 Januari 2020;
Mengingat	: 1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

MEMUTUSKAN:

Menetapkan		
Pertama	: 1.	**Eka Apriani, M.Pd** 19900403 201503 2 005
	2.	**Sarwo Edy, M.Pd** 2007068102

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

NAMA   : **Muhammad Valliant Alkahfie**

NIM   : **17551039**

JUDUL SKRIPSI   : **The Implementation of HOTS in Teaching English (a Descriptive study at SMA 1 Rejang Lebong in New Normal Era)**

	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,

Pada tanggal 5 November 2020

Dekan,

Nomor	: **247** /In.34/FT/PP.00.9/04/2021	27 April 2021
Lampiran	: Proposal dan Instrumen	
Hal	: Permohonan Izin Penelitian	

Kepada Yth. **Kepala Cabang Dinas Pendidikan**

Wilayah II Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama	: Mohammad Valliant Alkahfie
NIM	: 17551039
Fakultas/Prodi	: Tarbiyah / TBI
Judul Skripsi	: The Students Perception toward Heigher Order Thinking Skill in Learning English
	(a Descriptive Study in SMAN 1 Rejang Lebong)
Waktu Penelitian	: 27 April s.d 27 Juli 2021
Tempat Penelitian	: SMAN 1 Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih
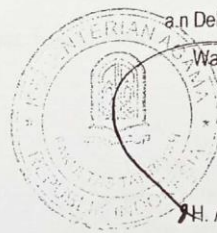
a.n Dekan
Wakil Dekan I,

H. Abdul Rahman, M.Pd.I
NIP. 19720704 200003 1 004

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK

PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 1
REJANG LEBONG
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Web : https://smansarejanglebong.sch.id   email : smansacrp@gmail.com
NPSN :10700669   **AKREDITASI : A**   NSS : 301260201001

SURAT KETERANGAN IZIN PENELITIAN
Nomor : 421.3/ 191 /PL/SMAN.1/2021

Yang bertanda tangan dibawah ini :

N a m a	: Drs. PARJI SUSANTA
N I P	: 19650322 199203 1 002
Pangkat Gol/Ruang	: PEMBINA (IV/A)
J a b a t a n	: Kepala SMA Negeri 1 Curup

Menerangkan bahwa   :

Nama	: Mohammad Valliant Alkahfie
NIM	: 17551039
Fakultas / Prodi	: Tarbiyah / TBI
Judul Skripsi	: The Students Perception toward Heigher Order Thingking Sill in Learning English (a Descriptive Study in SMAN 1 Rejang Lebong)
Waktu Penelitian	: 27 April s/d 27 Juli 2021

Dengan ini memberikan Izin Kepada Mahasiswa tersebut untuk melaksanakan Penelitian Di SMA Negeri 1 Rejang Lebong.

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Curup, 30 April 2021
Mengetahui
Kepala Sekolah,
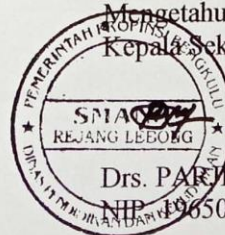
Drs. PARJI SUSANTA
NIP. 19650322 199203 1 002

Tembusan :

1. Cabdin Wilayah II Curup Rejang Lebong

SURAT REKOMENDASI
Nomor : 420/ 347/Cabdin.II/ 2021

Yang bertanda tangan dibawah ini:

Nama	: **Inne Kristanti, SP,. M.Si**
NIP	: 19740126 199903 2 003
Pangkat/Golongan	: Pembina / IV.a
Jabatan	: Kepala Cabang Dinas Pendidikan Wilayah II Curup
	Dinas Pendidikan dan kebudayaan Provinsi Bengkulu

Berdasarkan Surat Permohonan Izin Penelitian Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor: 247/In.34/FT/PP.00.9/04/20212021 tanggal 27 April 2021 dan Surat Keterangan Penelitian Izin Penelitian Nomor: 421.3/191/PL/SMAN.1/2021 tanggal 30 April 2021 untuk mahasiswi :

Nama	: **MOHAMMAD VALLIANT ALKAHFIE**
NIM	: 17551039
Program Studi	: Tadris Bahasa Inggris (TBI)
Fakultas	: Tarbiyah
Tempat Penelitian	: SMAN 1 Rejang Lebong
Waktu Penelitian	: 27 April s.d 27 Juli 2021

Pada prinsipnya kami **Menyetujui** untuk melakukan penelitian dalam rangka memperoleh data penyusunan skripsi dengan judul " *the Students Perception toward Heigher Order Thingking skill in Learning English* (*a Descriptive Study in* SMAN 1 Rejang Lebong)"
Demikian Surat Rekomendasi ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup, 3 Mei 2021
Kepala Cabang Dinas Pendidikan
Wilayah II Curup

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Tembusan Yth
1. Kepala Dinas Pendidikan dan Kebudayaan Provinsi Bengkulu
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2. Rektor IAIN Curup
   Cq. Dekan Fakultas Tarbiyah
3. Kepala SMAN 1 Rejang Lebong

IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA	: MOHAMMAD VALLANT ALKAHFIE
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PEMBIMBING II	: SARWO EDY, S.Pd.I, M. Pd
JUDUL SKRIPSI	: THE STUDENTS' PERCEPTION TOWARD HIGHER ORDER THINKING SKILL (HOTS) IN LEARNING ENGLISH (A Descriptive study in SMAN 1 Ujong Lebong)

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di-harapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.
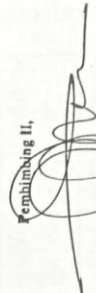
IAIN CURUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA	: MOHAMMAD VALLANT ALKAHFIE
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FAKULTAS	: TARBIYAH
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PEMBIMBING II	: SARWO EDY, S.Pd.I, M. Pd
JUDUL SKRIPSI	: THE STUDENTS' PERCEPTION TOWARD HIGHER ORDER THINKING SKILL IN LEARNING ENGLISH (A Descriptive study in SMAN 1 Rejang Lebong)

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

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NIP. 1990 0403 2015 03 2005

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SARWO EDY, S.Pd.I, M.Pd
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IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	12-03-21	BAB I : RO₁ RO₂		
2	19-03-21	BAB III : QUESTIONERRE BABI - BAB II VALIDASI		
3	26-03-21	CEK HASIL VALIDASI		
4	15-04-21	Ganti Jadwl dan Jenis Penelitian		
5	22-04-21	BAB I - BAB III		
6	11-06-21	Konsultasi theory yang dipakai di BAB II		
7	15-07-21	BAB IV - Finding & Discussion		
8	04-08-21	BAB V		

IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	30-04-20	BAB - I - + Penjelasan (tentang Reading) - Fenomena		
2	08-05-20	BAB - I - Alasan memilih SMA1		
3	16-06-20	BAB I - BAB II - HOTS Itu apa ?		
4	08-08-20	BAB I - BAB II - Indicator dari HOTS ?		
5	02-02-21	BAB I - BAB III - VALIDASI		
6	22-04-21	Ganti judul dan jenis penelitian		
7	05-07-21	BAB IV - Finding & Discussion		
8	02-08-21	BAB IV - V		

Validated Instrument

The Questionnaire of Students' Perception of Higher Order Thinking Skill in
Learning English

NO	Indicators of HOTS	English skills	Statements (English Version)	SD	D	A	SA
1.	Analyzing (C4) Analyzing means breaking information into its parts and determining how the parts are related to each other and to the overall whole.	Listening	27. I am capable of grouping different types and sub-types of information that I listen to from an English audio based on their respective functions. 28. I can analyze different types and sub-types of information that I listen to from an English audio based on their respective intentions.				
		Speaking	29. During speaking in English, I am capable of grouping different types and sub-types of information, that I convey, based on their respective functions. 30. During				

			speaking in English, I can analyze different types and sub-types of information, that I convey, based on their respective functions.				
		Reading	31. In terms of English reading skill, I am capable of grouping different text genres based on their respective functions. 32. In terms of English reading skill, I am capable of grouping different text organizations based on their respective functions. 33. In terms of English reading skill, I am capable of grouping different language features based on their respective genres. 34. I can analyze different text genres in				

			detail so that my reading comprehension is excellent.				
			35. I can analyze different text organizations in detail so that my reading comprehension is excellent.				
			36. I can analyze different language features in detail so that my reading comprehension is excellent.				
		Writing	37. My English writing skill is good because I can specify in details different text genres based on their functions and intentions.				
			38. My English writing skill is good because I can specify in details different text organizations based on their functions and intentions.				
			39. My English writing skill				

			is good because I can specify in details a variety of language features based on their functions and intentions.				
2.	Evaluating (C5) Evaluating means make judgments based on criteria and standard. Evaluating involves checking and critiquing.	Listening	40. By using my English listening skill, I can mentally and spontanously respond to any argument which I listen to from an English audio. 41. While listenig to an English audio, I can crosscheck the quality and intention of information that I listen to with my existing related knowledge. 42. I can criticize the arguments that I listent to from an English audio if I am asked to do so.				
		Speaking	43. While speaking in				

			English, I can build up arguments based on their quality, purpose, and intentions.				
			44. While speaking in English, I can crosscheck my arguments with other sources				
			45. I can speak in English to criticize some information.				
		Reading	46. While reading English texts, I can evaluate text genres based on their functions, purposes, and intentions.				
			47. While reading English texts, I can evaluate text organizations based on their functions, purposes, and intentions.				
			48. While reading English texts, I can				

			evaluate language features based on the genres' classifications.				
		Writing	49. I can write good English texts because I can evaluate text genres based on their functions, purposes, and intentions. 50. I can write good English texts because I can evaluate text organizations based on their functions, purposes, and intentions. 51. I can write good English texts because I can evaluate language features based on the genres' classifications.				
3.	Creating (C6) Creating means putting disparate	Listening	52. I can tell people comprehensively all information that I listen to from an				

elements together to form a new whole, or reorganizing existing elements to form a new structure.			English audio by using my own English in the from of my own version.				
	Speaking	10. By using my English speaking skill and competence, I can prepare some ideas or information to be spoken out in English. 11. I can speak in English fluently and accurately to convey all ideas I have already prepared or constructed in my mind. 12. While speaking in English, I can reorganize the ideas which I have already prepared in order to make speakig improvisations.					
	Reading	13. While reading English texts, I can organize in my mind all					

			information from various English genres. 14. While reading English texts, I can organize in my mind all information from various English text organizations. 15. While reading English texts, I can organize in my mind all information from various English language features.				
		Writing	16. I can create my own English written texts by using my comprehensive knowledge about English genres. 17. I can create my own English written texts by using my comprehensive knowledge about English text organizations				

			18. I can create my own English written texts by using my comprehensive knowledge about English language features.				

Catatan dari validator

1. Menurut validator, di awal saat sebelum instrumen ini diperiksa oleh validator, ada kekeliruan yang teridentifikasi dari konstruksi teori dan konstruksi item kuesioner yang peneliti buat. Apabila dikaji ulang, konsep penyusunan kuesioner untuk penelitian ini adalah sebagai berikut:

    a. Berdasarkan judul penelitian yang tujuannya adalah untuk mengungkap persepsi siswa terhadap HOTS dalam pembelajaran bahasa Inggris, berarti ada dua dimensi konstruksi. Dimensi pertama adalah HOTS yang memiliki 6 indikator, dan dimensi kedua adalah English learning yang pada dasarnya berisi 4 skills. Dengan demikian, tiap item kuesioner harus diformulasikan dan dikembangkan berdasarkan pembenturan konteks antara 6 indikator HOTS dengan 4 skills bahasa Inggris termasuk rincian tiap skill nya.

    b. Karena kekeliruan dari peneliti cukup mendasar, yaitu pada aspek theoretical constructs, maka validator mencontohkan bentuk perumusan dan pengembangan tiap item dengan pola membenturkan konteks antara 6 indikator HOTS dengan 4 skills bahasa Inggris beserta rincian dari tiap skill. Dengan demikian, validator sudah membantu memformulasikan dan mengembangkan seluruh items instrumen. Silahkan peneliti langsung adaptasi dan lakukan try-out serta uji validitas konstruk dan reliabilitas statistiknya. Untuk validitas konten, menurut validator, instrumen ini sudah valid.

    c. Selanjutnya, peneliti harus menguji construct validity dan reliability secara statistik berdasarkan hasil try-out yang melibatkan minimal 10 orang partisipan yang bukan merupakan sample dalam penelitian ini. lebih banyak partisipan akan lebih bagus karena akan menghasilkan sebaran data yang makin bervariasi. Lihat kanal youtube Sahid Raharjo untuk mempelajari cara gampang menghitung validitas dan reliabilitas menggunakan SPSS. Ingat, tiap item yang drop (item yang skornya dibawah standar skor valid) harus dibuang, maka nanti peneliti akan menggunakan item-item yang valid saja menurut hasil hitung statistik.

2. Selanjutnya, terkait dengan skala likert, peneliti sebelumnya menggunakan 5 skala. Menurut validator, gunakan 4 skala saja yaitu SD, D, A, SA, dan hapus saja skala U (uncertain). Sebab, skala U ini banyak dibantah oleh ahli statistik karena esensi nilai U (tidak pasti atau ragu-ragu) itu samar dan ambigu.

Responden yang bandel akan cenderung memilih U yang penafsirannya akan ambigu. Ambigu karena orang yang beneran ragu akan pilih U, dan orang yang tidak ada pilihan akan pilih U. Sementara bagi orang yang tidak ada pilihan, ketika dia pilih U, maka nilainya akan dapat poin 3. Ini tentu tidak adil dibanding orang yang dilai 1 (sedangkan iya punya pilihan meski negatif).

3. Karena responden adalah anak sekolahan, gunakan saja item versi indonesia untuk diisi oleh responden. Nanti gunakan item versi inggris untuk sajian laporan hasil penelitian.
4. Bagian yang validator modifikasi diwarnai biru
5. Selamat meneliti. Semoga sukses.

Curup, 21 Mei 2021

Validator

Ruly Morganna, M.Pd

VALIDITY CHECK

Respondents	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	TOTAL
Respondent 1	4	3	4	3	4	3	3	4	3	4	3	3	3	3	4	3	3	4	3	4	3	4	3	4	4	3	4	3	4	3	3	4	4	3	3	120
Respondent 2	3	3	3	4	3	3	4	3	3	4	3	3	3	4	3	4	3	4	3	3	4	4	3	4	3	3	4	4	4	4	4	3	4	3	4	121
Respondent 3	3	4	3	4	2	3	4	3	3	4	3	4	3	4	3	3	2	4	4	3	3	4	3	2	4	4	3	3	2	4	3	3	2	3	4	113
Respondent 4	3	4	3	4	3	4	3	4	3	4	4	3	3	4	3	3	4	3	4	4	3	4	4	4	3	3	4	3	4	3	4	3	3	4	3	122
Respondent 5	3	4	4	4	3	4	4	4	4	4	3	3	4	4	4	3	3	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	119
Respondent 6	3	3	4	4	3	3	3	4	3	4	4	3	3	4	3	4	3	4	3	3	4	3	4	4	4	3	3	3	3	3	3	3	3	3	3	117
Respondent 7	3	3	4	4	3	3	4	3	4	3	4	4	3	3	3	4	3	3	4	4	3	3	4	3	3	3	3	3	3	3	3	3	4	4	3	117
Respondent 8	4	3	3	4	3	4	4	4	4	4	3	3	3	3	3	3	4	3	3	4	3	3	4	4	3	3	4	4	3	3	3	4	4	3	3	120
Respondent 9	4	4	3	2	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	129
Respondent 10	4	4	4	4	4	4	3	3	4	3	3	4	4	4	3	3	3	4	3	4	4	4	4	3	4	3	3	4	3	3	3	3	3	3	4	123
Respondent 11	3	4	4	3	4	4	3	4	3	3	4	3	4	3	4	3	4	3	2	4	3	3	4	3	4	3	3	2	4	3	4	3	4	3	3	118
Respondent 12	4	3	4	3	3	4	4	3	3	3	3	4	4	4	3	3	3	4	3	3	4	4	3	3	4	4	4	4	3	3	3	3	4	4	4	122
Respondent 13	1	2	1	4	1	1	1	2	2	4	1	2	1	1	1	2	1	2	3	2	1	2	2	3	2	1	2	1	1	4	2	1	1	2	1	61
Respondent 14	4	3	4	3	4	3	4	3	4	4	3	3	3	4	3	3	4	3	4	3	3	3	3	3	4	3	4	3	4	3	3	3	4	3	4	119
Respondent 15	4	2	3	3	4	3	3	3	4	3	3	4	2	3	4	3	2	4	3	3	4	3	4	3	3	2	3	4	3	4	3	4	3	3	4	113
Respondent 16	3	4	3	3	4	4	3	3	3	3	3	2	3	2	3	2	3	4	3	4	3	4	3	4	2	4	4	3	4	3	4	3	4	2	3	112
r hitung	0,82	0,53	0,77	-0,3	0,66	0,76	0,74	0,57	0,54	-0,2	0,74	0,53	0,81	0,79	0,77	0,56	0,7	0,63	0,18	0,65	0,82	0,69	0,63	0,25	0,59	0,65	0,68	0,75	0,74	-0,4	0,61	0,79	0,75	0,61	0,79	
r table	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	0,5	
interpretation	valid	valid	valid	tidak valid	valid	valid	valid	valid	valid	tidak valid	valid	valid	valid	valid	valid	valid	valid	valid	tidak valid	valid	valid	valid	valid	tidak valid	valid	valid	valid	valid	valid	tidak valid	valid	valid	valid	valid	valid	

REABILITY CHECK

Respondents	1	2	3	5	6	7	8	9	11	12	13	14	15	16	17	18	20	21	22	23	25	26	27	28	29	31	32	33	34	35	TOTAL
Respondent 1	4	3	4	4	3	3	4	3	3	3	3	3	4	3	3	4	4	3	4	3	4	3	4	3	4	3	4	4	3	3	103
Respondent 2	3	3	3	3	3	4	3	3	3	3	3	4	3	4	3	4	3	4	4	3	3	4	4	4	4	3	4	4	3	4	102
Respondent 3	3	4	3	2	3	4	3	3	3	4	3	4	3	3	2	4	3	3	4	3	4	4	3	3	2	3	3	2	3	4	95
Respondent 4	3	4	3	3	4	3	4	3	4	3	3	4	3	3	4	3	4	3	4	4	3	3	4	3	4	4	3	3	4	3	103
Respondent 5	3	4	4	3	4	4	4	4	3	3	3	4	4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	101
Respondent 6	3	3	4	3	3	3	4	3	4	4	3	3	3	4	3	4	3	3	4	3	3	4	4	3	3	3	3	3	3	3	99
Respondent 7	3	3	3	3	4	3	4	4	4	3	3	4	3	3	4	3	4	3	4	3	3	3	3	3	3	3	4	4	3	3	100
Respondent 8	4	3	3	3	4	4	4	4	3	3	3	3	3	3	4	3	4	3	3	4	3	3	4	4	3	3	4	4	3	3	102
Respondent 9	4	4	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	112
Respondent 10	4	4	4	4	3	3	4	3	4	4	3	3	3	4	4	4	4	4	4	3	3	4	4	3	3	3	4	3	3	4	107
Respondent 11	3	4	4	4	4	3	4	3	4	3	4	3	4	3	4	3	4	3	3	4	4	3	3	2	4	4	3	4	3	3	104
Respondent 12	4	3	4	3	4	4	3	3	3	4	4	4	3	3	3	4	3	4	3	4	4	4	4	4	3	3	3	4	4	4	107
Respondent 13	1	2	1	1	1	1	2	2	1	2	1	1	1	2	1	2	2	1	2	2	2	1	2	1	1	2	1	2	2	1	43
Respondent 14	4	3	4	4	3	4	3	4	3	3	3	4	3	3	4	3	3	3	3	3	4	3	4	3	4	3	3	4	3	4	102
Respondent 15	4	2	4	3	3	3	3	4	3	4	2	3	4	3	2	4	3	3	4	3	2	3	4	3	3	4	3	3	3	4	97
Respondent 16	3	4	3	4	4	3	3	3	3	2	3	2	3	2	4	3	4	3	4	3	2	4	4	3	4	4	3	4	2	3	96

236,229	Total Variance (Vtest)

| VARIANCE | 0,62917 | 0,49583 | 0,65 | 0,69583 | 0,62917 | 0,62917 | 0,3625 | 0,3625 | 0,51667 | 0,49583 | 0,59583 | 0,73333 | 0,5625 | 0,42917 | 0,82917 | 0,39583 | 0,39583 | 0,6 | 0,39583 | 0,38333 | 0,49583 | 0,59583 | 0,4 | 0,69583 | 0,73333 | 0,33333 | 0,51667 | 0,78333 | 0,38333 | 0,62917 | 16,3542 | Variance of score(∑Vi) |

Cronbach Alpha formula

$$\alpha = \frac{n}{n-1}\left(1 - \frac{\sum Vi}{Vtest}\right)$$

Interpretation

Nilai yg ditetapkan		Hasil
0,7	$\alpha = \frac{30}{30-1}\left(1 - \frac{16.3542}{236.229}\right)$	Reliabel
	0,962865423	

QUESTIONNAIRE OF HOTS

Assalamualaikum wr.wb

Sehubungan dengan proses penelitian lapangan penulisan skripsi yang berjudul "Student's Perception toward Higher Order Thinking Skill (HOTS). Maka peneliti mohon bantuan adik - adik untuk mengisi angket ini dengan sejujur-jujurnya dan akan dijaga kerahasiaan jawabannya.

Angket ini menggunakan skala Likert, oleh karena itu setiap jawaban memiliki nilai sebagai berikut :
1 = Strongly Disagree (Sangat Tidak Setuju)
2 = Disagree (Tidak Setuju)
3 = Agree (Setuju)
4 = Strongly Agree (Sangat Setuju)

Demikianlah angket ini dibuat dengan sebenarnya, atas bantuan adik-adik peneliti mengucapkan terima kasih.

Wassalamualaikum wr.wb

Curup,   Juni 2021

Peneliti,

M Valliant Alkahfie

Nama

Ananda Putri Utami

Kelas

XI IPA 1

Angket HOTS

1. I am capable of grouping different types and sub-types of information that I listen to from an English audio based on their respective functions.(Saya dapat mengelompokkan berbagai jenis dan sub-jenis informasi yang saya dengarkan dari audio berbahasa Inggris berdasarkan fungsinya masing-masing.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	◉	○	Sangat Setuju

2. I can analyze different types and sub-types of information that I listen to from an English audio based on their respective intentions.(Saya dapat menganalisis berbagai jenis dan sub-jenis informasi yang saya dengarkan dari audio bahasa Inggris berdasarkan maksudnya masing-masing.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	○	◉	Sangat Setuju

3. During speaking in English, I am capable of grouping different types and sub-types of information, that I convey, based on their respective functions.(Selama berbicara dalam bahasa Inggris, saya mampu mengelompokkan berbagai jenis dan sub-jenis informasi yang saya sampaikan, berdasarkan fungsinya masing-masing.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	○	◉	Sangat Setuju

4. In terms of English reading skill, I am capable of grouping different text genres based on their respective functions.(Dalam hal keterampilan membaca bahasa Inggris, saya mampu mengelompokkan genre teks yang berbeda berdasarkan fungsinya masing-masing.)

	1	2	3	4	
Sangat Tidak Setuju	○	◉	○	○	Sangat Setuju

5. In terms of English reading skill, I am capable of grouping different text organizations based on their respective functions. (Dalam hal keterampilan membaca bahasa Inggris, saya mampu mengelompokkan berbagai struktur teks berdasarkan fungsinya masing-masing.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	◉	○	Sangat Setuju

6. In terms of English reading skill, I am capable of grouping different language features based on their respective genres. (Dalam hal keterampilan membaca bahasa Inggris, saya mampu mengelompokkan fitur bahasa yang berbeda berdasarkan genre masing-masing.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	◉	○	Sangat Setuju

7. I can analyze different text genres in detail so that my reading comprehension is excellent. (Saya dapat menganalisis genre teks bahasa Inggris yang berbeda secara mendetail sehingga pemahaman bacaan saya sangat baik.)

	1	2	3	4	
Sangat Tidak Setuju	◯	◉	◯	◯	Sangat Setuju

8. I can analyze different text organizations in detail so that my reading comprehension is excellent. (Saya dapat menganalisis struktur teks bahasa Inggris yang berbeda secara mendetail sehingga pemahaman bacaan saya sangat baik.)

	1	2	3	4	
Sangat Tidak Setuju	◯	◯	◉	◯	Sangat Setuju

9. My English writing skill is good because I can specify in details different text genres based on their functions and intentions. (Keterampilan menulis bahasa Inggris saya bagus karena saya dapat menentukan secara detail genre teks yang berbeda berdasarkan fungsi dan maksudnya.)

	1	2	3	4	
Sangat Tidak Setuju	◯	◯	◉	◯	Sangat Setuju

10. My English writing skill is good because I can specify in details different text organizations based on their functions and intentions.(Keterampilan menulis bahasa Inggris saya bagus karena saya dapat menentukan secara rinci struktur teks yang berbeda berdasarkan fungsi dan maksudnya.)

	1	2	3	4	
Sangat Tidak Setuju	◯	◯	◉	◯	Sangat Setuju

11. My English writing skill is good because I can specify in details a variety of language features based on their functions and intentions. (Keterampilan menulis bahasa Inggris saya bagus karena saya dapat menentukan secara detail berbagai fitur bahasa berdasarkan fungsi dan maksudnya.)

	1	2	3	4	
Sangat Tidak Setuju	◯	◯	◯	◉	Sangat Setuju

12. By using my English listening skill, I can mentally and spontanously respond to any argument which I listen to from an English audio. (Dengan menggunakan keterampilan mendengarkan bahasa Inggris saya, saya dapat secara mental dan spontan menanggapi setiap argumen yang saya dengarkan dari audio bahasa Inggris.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	◉	○	Sangat Setuju

13. While listenig to an English audio, I can crosscheck the quality and intention of information that I listen to with my existing related knowledge. (Saat mendengarkan audio bahasa Inggris, saya dapat memeriksa ulang kualitas dan maksud informasi yang saya dengarkan dengan pengetahuan terkait yang saya miliki.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	◉	○	Sangat Setuju

14. I can criticize the arguments that I listent to from an English audio if I am asked to do so. (Saya dapat mengkritik argumen yang saya dengarkan dari audio bahasa Inggris jika saya diminta untuk melakukannya.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	◉	○	Sangat Setuju

15. While speaking in English, I can build up arguments based on their quality, purpose, and intentions. (Saat berbicara dalam bahasa Inggris, saya dapat membangun argumen berdasarkan kualitas, tujuan, dan maksudnya.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	○	◉	Sangat Setuju

16. While speaking in English, I can crosscheck my arguments with other sources (Saat berbicara dalam bahasa Inggris, saya dapat memeriksa ulang argumen saya dengan sumber lain.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	○	◉	Sangat Setuju

17. While reading English texts, I can evaluate text genres based on their functions, purposes, and intentions. (Saat membaca teks bahasa Inggris, saya dapat mengevaluasi genre teks berdasarkan fungsi, tujuan, dan maksudnya.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	◉	○	Sangat Setuju

18. While reading English texts, I can evaluate text organizations based on their functions, purposes, and intentions. (Saat membaca teks bahasa Inggris, saya dapat mengevaluasi struktur teks berdasarkan fungsi, tujuan, dan maksudnya.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	○	◉	Sangat Setuju

19. While reading English texts, I can evaluate language features based on the genres' classifications. (Saat membaca teks bahasa Inggris, saya dapat mengevaluasi fitur bahasa berdasarkan klasifikasi genre.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	◉	○	Sangat Setuju

20. I can write good English texts because I can evaluate text genres based on their functions, purposes, and intentions. (Saya dapat menulis teks bahasa Inggris dengan baik karena saya dapat mengevaluasi genre teks berdasarkan fungsi, tujuan, dan maksudnya.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	○	◉	Sangat Setuju

21. I can write good English texts because I can evaluate language features based on the genres' classifications. (Saya dapat menulis teks bahasa Inggris dengan baik karena saya dapat mengevaluasi fitur bahasa berdasarkan klasifikasi genre.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	◉	○	Sangat Setuju

22. I can tell people comprehensively all information that I listen to from an English audio by using my own English in the from of my own version. (Saya dapat memberitahu orang-orang secara komprehensif semua informasi yang saya dengarkan dari audio berbahasa Inggris dengan menggunakan bahasa Inggris saya sendiri dalam bentuk versi saya sendiri.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	◉	○	Sangat Setuju

23. By using my English speaking skill and competence, I can prepare some ideas or information to be spoken out in English. (Dengan menggunakan keterampilan dan kompetensi berbahasa Inggris saya, saya dapat mempersiapkan beberapa ide atau informasi untuk disampaikan menggunakan bahasa Inggris.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	○	◉	Sangat Setuju

24. I can speak in English fluently and accurately to convey all ideas I have already prepared or constructed in my mind. (Saya dapat berbicara dalam bahasa Inggris dengan lancar dan akurat untuk menyampaikan semua ide yang telah saya siapkan atau konstruksikan dalam pikiran saya.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	○	◉	Sangat Setuju

25. While speaking in English, I can reorganize the ideas which I have already prepared in order to make speakig improvisations.(Saat berbicara dalam bahasa Inggris, saya bisa menyusun kembali ide-ide yang sudah saya siapkan untuk membuat improvisasi.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	◉	○	Sangat Setuju

26. While reading English texts, I can organize in my mind all information from various English text organizations. (Saat membaca teks bahasa Inggris, saya dapat mengatur dalam pikiran saya semua informasi terkait berbagai struktur teks bahasa Inggris.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	○	◉	Sangat Setuju

27. While reading English texts, I can organize in my mind all information from various English language features. (Saat membaca teks bahasa Inggris, saya dapat mengatur dalam pikiran saya semua informasi terkait berbagai fitur bahasa Inggris.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	○	◉	Sangat Setuju

28. I can create my own English written texts by using my comprehensive knowledge about English genres. (Saya dapat menuliskan teks bahasa Inggris versi saya sendiri dengan menggunakan pengetahuan komprehensif saya tentang genre bahasa Inggris.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	◉	○	Sangat Setuju

29. I can create my own English written texts by using my comprehensive knowledge about English text organizations. (Saya dapat menuliskan teks bahasa Inggris versi saya sendiri dengan menggunakan pengetahuan komprehensif saya tentang struktur teks bahasa Inggris.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	○	◉	Sangat Setuju

30. I can create my own English written texts by using my comprehensive knowledge about English language features. (Saya dapat menuliskan teks bahasa Inggris versi saya sendiri dengan menggunakan pengetahuan komprehensif saya tentang fitur bahasa Inggris.)

	1	2	3	4	
Sangat Tidak Setuju	○	○	◉	○	Sangat Setuju

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