

**PROMOTING EFL LEARNERS' HIGHER ORDER THINKING SKILLS (HOTs)
THROUGH SHORT FUNCTIONAL TEXT**

A Thesis

Submitted in Partial Fulfillment of the Requirements for the Master's Degree in
English Education



By:

Ami Nurbaiti

(1907180)

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA**

2023

APPROVAL PAGE

AMI NURBAITI

1907180

**PROMOTING EFL LEARNERS' HIGHER ORDER THINKING SKILLS (HOTs)
THROUGH SHORT FUNCTIONAL TEXT**

Approved by

Supervisor



Prof. Dr. Sri Setyarini, M A.Ling
NIP. 196312291990022001

Examiner I



Prof. Emi Emilia, M. Ed., Ph. D.
NIP. 196609161990012001

Examiner II



Dr. Lulu Laela Amalia, S.S., M.Pd.
NIP. 197504092007102001

Head of English Education Program



Prof. Emi Emilia, M. Ed., Ph. D.
NIP. 196609161990012001

ABSTRACT

This research is conducted to evaluate whether or not teaching students of English as a Foreign Language (EFL) higher order thinking skills (HOTS) through the utilization of brief functional texts is helpful. Students need to be able to think critically, solve problems, analyze information, and be creative in order to survive in the globalized world of the 21st century. HOTS include all of these vital abilities. Traditional methods of teaching English as a foreign language, on the other hand, frequently place an emphasis on rote memorization and low-level cognitive activities, while ignoring the development of HOTS.

The research utilizes qualitative methodology for the acquisition of data. The solution involves integrating into the lesson plan a variety of brief functional texts, such as adverts, menus, and directions, among other examples. These texts have been thoughtfully chosen to encourage children to engage in language usage that is both meaningful and genuine. Observations made in the classroom, interviews with students and instructors, and reflective diaries written by students all contribute to the compilation of qualitative data. These statistics give insights into how students perceived the intervention, how engaged they were in the learning process, and how effective the intervention was in generating HOTS.

The results of this study provide a contribution to the current body of research on EFL education by highlighting the need of using short functional texts to encourage HOTS among EFL students. The findings offer insight on the influence that the intervention had on the development of the students' HOTS. The research intends to give practical implications for educators of English as a foreign language (EFL), curriculum designers, and policymakers by highlighting the significance of include real and meaningful texts in instruction in order to improve students' higher-order thinking abilities.

Keywords: English as a Foreign Language (EFL) Learner, Higher Order Thinking Skills (HOTS), Short Functional Texts (SFT)

TABLE OF CONTENTS

APPROVAL PAGE	i
ABSTRACT	ii
TABLE OF CONTENTS	iii
LIST OF IMAGES	v
LIST OF TABLES	vi
1.1 Background of the Research.....	1
1.2 Research Questions.....	4
1.3 The Objectives of the Research	4
1.4 The Significance of the Research	4
1.5 The Scope of the Research	4
1.6 Clarification of Key Terms.....	5
1.7 Organization of the Paper.....	5
CHAPTER II LITERATURE REVIEW	7
2.1 Higher Order Thinking Skills (HOTS)	7
2.1.1 Basic Concepts of HOTS	7
2.1.2 Level of HOTS	12
2.1.3 HOTS Learning Concept.....	19
2.1.4 HOTS Assessment	21
2.2 SFT (Short Functional Text)	25
2.3 Previous Studies.....	27
CHAPTER III METHODOLOGY	33
3.1 Research Design	33
3.2 Data Collection	34
3.2.1 Participants of the Research	34
3.2.2 Instruments	34
3.3 Procedure.....	38
3.3.1 Planning.....	39
3.3.2 Acting (Execution).....	39
3.3.3 Observing	39
3.3.4 Reflecting	40
3.4 Data Analysis.....	40

3.5	Concluding Remarks	40
CHAPTER VI FINDINGS AND DISCUSSION		41
4.1	Research Findings	41
4.1.1	Junior High School Teachers Promote HOTS in English learning on Short Functional Text Material	41
4.1.2	The Challenges Faced by Teachers and How to Overcome Them.....	68
4.2	Discussion Of Research Findings	72
REFERENCES		87
APPENDICES		90

LIST OF IMAGES

Figure 2.1 <i>Bloom's Taxonomy- Cognitive Domain (Action Verbs)</i>	10
Figure 3.2 <i>Kemmis and McTaggart model (1998)</i>	39

LIST OF TABLES

Table 2. 1 Bloom's Taxonomy: Original and Revised	9
Table 2. 2 <i>Description of the HOTS Indicator</i>	17
Table 2. 3 <i>Effective HOTS Learning Concept</i>	20
Table 3. 1 Observation checklist on Student's participation in classroom	35
Table 3. 2 Observation Checklist on Action Verbs in HOTS	35
Table 4. 1 Analysis Of Question Levels	49
Table 4. 2 Student Response.....	54

REFERENCES

- Abdika, Y., Arham, M. A., & Sudirman, S. (2019). Pengaruh Metode Tanya Jawab Terhadap Hasil Belajar Siswa. *Jambura Economic Education Journal*, 1(2).
- Abosalem, Y. (2016). Assessment techniques and students' higher-order thinking skills. *International Journal of Secondary Education*, 4(1), 1-11.
- Ahmad, S., Kenedi, A. K., & Masniladevi, M. (2018). Instrumen Hots Matematika Bagi Mahasiswa Pgsd. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 2 (6), 905.
- Alawiyah, T., & Lestari, N. (2017). PENGARUH STRATEGI CATALISTING TERHADAP MENULIS TEKS PENGUMUMAN PADA SISWA KELAS VII SMP NEGRI 4 LEMPUING JAYA KECAMATAN LEMPUING JAYA KABUPATEN OGAN KOMERING ILIR. *Dialektologi*, 2(1), 63-83.
- Amalia, S. D., Santos, R. F., Dewi, E. Y., & Ramadhani, L. G. (2022). Reinforcing Students' Short Functional Text Writing Skill Through Mind Mapping Technique. *Jurnal Penelitian Humaniora*. 23. 35-44. DOI:[10.23917/humaniora.v23i1.18066](https://doi.org/10.23917/humaniora.v23i1.18066).
- Ananda, D., Muhyani, M., & Suhandi, T. (2020). Systematic Literature Review Implementasi Higher Order Thinking Skills (HOTS) terhadap Hasil Belajar Siswa. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 10(2), 106-119.
- Anggraini, N. P., & Pratiwi, H. (2019, April). Analysis of higher order thinking skills students at junior high school in Surakarta. In *Journal of Physics: Conference Series* (Vol. 1211, No. 1, p. 012077). IOP Publishing.
- Annuuru, T. A., Johan, R. C., & Ali, M. (2017). Peningkatan Kemampuan Berpikir Tingkat Tinggi dalam Pelajaran Ilmu Pengetahuan Alam Peserta Didik Sekolah Dasar Melalui Model Pembelajaran Treffinger. *Eduthechnologica*, 3(2), 136-144.
- Anugerahwati, M. (2019). Integrating the 6cs of the 21st Century Education into the English Lesson and the School Literacy Movement in Secondary Schools. *KnE Social Sciences*, 165-171.
- Arikunto, Suharsimi. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Ariska, R., Gustine, G. G., & Setyarini, S. (2021, April). Promoting Students' Higher-Order Thinking Skills Through Teacher's Feedback in an EFL Classroom. In *Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)* (pp. 471-478). Atlantis Press.
- Ariska, R., Gustine, G. G., & Setyarini, S. (2021, April). Promoting Students' Higher-Order Thinking Skills Through Teacher's Feedback in an EFL Classroom. In *Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)* (pp. 471-478). Atlantis Press.
- Ariyana, Y., & Bestary, R. (2018). Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi. Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan Hak.

- Basuki, I. & Hariyanto. (2016). *Asesmen Pembelajaran*. Bandung: Remaja Rosdakarya Offset.
- Brookhart, S. M. (2010). *How to assess higher-order thinking skills in your classroom*. Virginia USA: ASCD publications. ISBN 978-1-4166-1048-9.
- Budiarta, K., Harahap, M. H., Faisal, & Mailani, E. (2018). Potret Implementasi Pembelajaran Berbasis High Order Thinking Skills (HOTS) di Sekolah Dasar Kota Medan. *Jurnal Pembangunan Perkotaan*, 6(2), 102–111
- Budiman, A., & Jailani, J. (2014). Pengembangan Instrumen Asesmen Higher Order Thinking Skill (Hots) Pada Mata Pelajaran Matematika Smp Kelas Viii Semester 1. *Jurnal Riset Pendidikan Matematika*. 1(2), 139-15.
- Campbell-Phillips, S. (2020). Education and Curriculum Reform: The Impact They Have on Learning. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 1074-1082.
- Curtis, R., Webb-Dempsey, J., & Shambaugh, N. (2010). Understanding your data. *Action research for teacher candidates*, 30-33.
- Darmawan, I. P. A., & Sujoko, E. (2013). Revisi taksonomi pembelajaran benyamin s. bloom. *Satya Widya*, 29(1), 30-39.
- Darmayanti, M. M. L., & Lisa, A. (2019, July). Reflection Of Disruptive Learning and Hots To English Education: A Study In Indonesian School. In *UNNES-TEFLIN National Seminar* (pp. 60-66).
- Dhofir, M. (2018). Karakter Guru Profesional. *Jurnal Studi Pendidikan Islami*, 4(1), 88-100.
- Direktorat Pembinaan SMA Ditjen Pendidikan Dasar dan Menengah (2017) Modul Penyusunan Soal Higher Order Thinking Skills (HOTS). Diterbitkan oleh Direktorat Pembinaan SMA Direktorat Jenderal Pendidikan Dasar Dan Menengah Departemen Pendidikan Dan Kebudayaan: Jakarta
- Effendi, R. (2015). Konsep Revisi Taksonomi Bloom Dan Implementasinya Pada Pelajaran Matematika SMP. *Jurnal Ilmiah Pendidikan Matematika Volume*, 2(1), 72–78.
- Emilia, E. 2005. A Critical Genre-based Approach to Teaching Academic Writing in a Tertiary EFL Context in Indonesia. Dissertation Ph.D. Melbourne University.
- Ernawati. (2016). Pengembangan perangkat pembelajaran matematika berbasis open-ended approach untuk mengembangkan HOTS siswa SMA. *Jurnal Riset Pendidikan Matematika*, 3(2), 209.
- Fakhomah, D. N., & Utami, M. S. (2019). Pre-service English teacher perception about higher order thinking skills (HOTS) in the 21st century learning. *IJIET (International Journal of Indonesian Education and Teaching)*, 3(1), 41-49.
- Fanani, M. Z. (2018). Strategi Pengembangan Soal Higher Order Thinking Skills (HOTS) Dalam Kurikulum 2013. *Edudeena*, 2(1),
- Fanani, M. Z. (2018). Strategi Pengembangan Soal Higher Order Thinking Skills (HOTS) Dalam Kurikulum 2013. *Edudeena*, 2(1),

- Febriani, R., & Sya, M. F. (2022). Kesulitan Siswa Sekolah Dasar Dalam Pengucapan Bahasa Inggris. *KARIMAH TAUHID*, 1(4), 461-467.
- Feronica, Rani & Apriani, Eka & Edy, Sarwo. (2021). The Implementation of Higher Order Thinking Skill (HOTS) in Junior High School: Teaching Practice and Problems. *ENGLISH FRANCA: Academic Journal of English Language and Education*. 5. 185. 10.29240/ef.v5i2.2589.
- Ginting, A. A., & Kuswando, P. (2020). Challenges faced by English teachers: Implementation of higher order thinking skills (HOTS) in designing assignments in East Indonesia. *Pedagogy: Journal of English Language Teaching*, 8(1), 13-23.
- Gradini, E. (2019). Menilik Konsep Kemampuan Berpikir Tingkat Tinggi (Higher Order Thinking Skills) dalam Pembelajaran Matematika. *Numeracy*, 6(2), 189-203.
- Gunawan, I., & Palupi, A. R. (2016). Taksonomi Bloom–revisi ranah kognitif: kerangka landasan untuk pembelajaran, pengajaran, dan penilaian. *Premiere educandum: jurnal pendidikan dasar dan pembelajaran*, 2(02).
- Gunawan, I., & Palupi, A. R. (2016). Taksonomi Bloom–revisi ranah kognitif: kerangka landasan untuk pembelajaran, pengajaran, dan penilaian. *Premiere educandum: jurnal pendidikan dasar dan pembelajaran*, 2(02).
- Hanifah, I. R., Setyarini, S., & Rodliyah, R. S. (2022). EFL Teachers Cognition and Practices of Higher Order Thinking Skill in the Indonesian Context. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 5(1), 1308-1319.
- Hanifah, I. R., Setyarini, S., & Rodliyah, R. S. (2022). EFL Teachers Cognition and Practices of Higher Order Thinking Skill in the Indonesian Context. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 5(1), 1308-1319.
- Hanifah, N. (2019). Pengembangan instrumen penilaian Higher Order Thinking Skill (HOTS) di sekolah dasar. In *Current Research in Education: Conference Series Journal* (Vol. 1, No. 1, pp. 1-8).
- Helmawati. (2019). Pembelajaran dan Penilaian Berbasis HOTS. Bandung: Remaja Rosdakarya
- Hidayah, N., Silitonga, H. T. M., & Mahmuda, D. (2018). Pengembangan Tes Higher Order Thinking Skill (Hots) Pada Materi Getaran Harmonis Untuk SMA. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 07(07).
- Ibrahim. (2011). Pengembangan Bahan Ajar Matematika Sekolah Berbasis Masalah Terbuka Untuk Memfasilitasi Pencapaian Kemampuan Berpikir Kritis Dan Kreatif Matematis Siswa. *Prosiding Seminar Nasional UNY, FMIPA UNY*. Yogyakarta. 121–132.
- Ismafitri, R., Alfian, M., & Kusumaningrum, S. R. (2022). Karakteristik HOTS (High Order Thinking Skills) dan Kaitannya Dengan Kemampuan Literasi Numerasi di Sekolah Dasar. *Jurnal Riset Intervensi Pendidikan (JRIP)*, 4(1), 49-55.

- Juliangkary, E., & Pujilestari, P. (2022). Kajian Literatur Metode Tanya Jawab Pada Pembelajaran Matematika. *Jurnal Ilmiah Mandala Education*, 8(3).
- Kadir, A. (2013). Konsep pembelajaran kontekstual di sekolah. *Dinamika ilmu*, 13(1).
- Kamid, K., & Sinabang, Y. (2019). Pengaruh penerapan model pembelajaran problem based learning (PBL) terhadap kemampuan berpikir tingkat tinggi (HOTS) ditinjau dari motivasi belajar siswa. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 1(1), 127-139.
- Kementrian Pendidikan Dan Kebudayaan. (2019b). Modul Penyusunan Soal Keterampilan Berpikir Tingkat Tinggi (Higher Order Thinking Skills) Fisika
- Kemmis, S., McTaggart, R., & Nixon, R. (2013). *The action research planner: Doing critical participatory action research*. Springer Science & Business Media.
- Kristiyanto, Agus. (2010). *Penelitian Tindakan Kelas (PTK)*. Surakarta: UPT Penerbitan dan Pencetakan UNS (UNS Press).
- La Ode Muhammad Idrus Hamid, B. (2014). Peningkatan Kemampuan Berbicara Bahasa Inggris Melalui Media Gambar Berseri. *BAHTERA: Jurnal Pendidikan Bahasa dan Sastra*, 13(1), 88-95.
- Listiani, W., & Rachmawati, R. (2022). Transformasi Taksonomi Bloom dalam Evaluasi Pembelajaran Berbasis HOTS. *Jurnal Jendela Pendidikan*, 2(03), 397-402.
- Magdalena, I., Islami, N. F., Rasid, E. A., & Diasty, N. T. (2020). Tiga ranah taksonomi bloom dalam pendidikan. *EDISI*, 2(1), 132-139.
- Manalu, A. (2019). Pengaruh model pembelajaran inkuiri terbimbing (guided inquiry) terhadap higher order of thinking skills (hots). *INPAFI (Inovasi Pembelajaran Fisika)*, 7(3).
- Mertler. (2014). *Penelitian Tindakan Kelas*. Jakarta: Kencana Prenadamedia Group.
- Moleong, L. J. (2010). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Mudaningrat, A., Partaya, P., & Yulianti, D. (2023, June). Analisis Kesesuaian Soal Evaluasi Pembelajaran Biologi SMA Ditinjau Berdasarkan Tipe HOTS (High Order Thinking Skills) Menggunakan Taksonomi Bloom. In *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)* (Vol. 6, No. 1, pp. 50-57).
- Naqiyah, E. Z. (2023). Analisis Higher Order Thinking Skills (HOTS) Pada Soal Penilaian Akhir Semester Mata Pelajaran IPA Kelas VII Di Kabupaten Serang. *Jurnal Pendidikan MIPA*, 13(1), 67-72.
- Prasetya, T. I. (2012). Meningkatkan Keterampilan Menyusun Instrumen Hasil Belajar Berbasis Modul Interaktif Bagi Guru-Guru IPA SMP N Kota Magelang. *JERE(Journal Of Education Research and Evaluation)*, 1(2), 106–112.
- Rahayu, E. E. (2014). Pengembangan alat evaluasi pembelajaran berbasis information and communication technologies (ICT) pada materi mengelola dokumen transaksi. *Jurnal Pendidikan Akuntansi (JPAK)*, 2(2).
- Rahman, S. (2022, January). Pentingnya motivasi belajar dalam meningkatkan hasil belajar. In *Prosiding Seminar Nasional Pendidikan Dasar*.

- Ritonga, A. W. (2021). IMPLEMENTASI HOTS DALAM PEMBELAJARAN BAHASA ARAB: PELUANG DAN TANTANGANNYA DI ERA DIGITAL. *Prosiding Pertemuan Ilmiah Internasional Bahasa Arab*, 274-287.
- Rohemi, F. N., Subyantoro, S., & Doyin, M. (2014). Peningkatan Keterampilan Menulis Memo dengan Menggunakan Model Jigsaw dan Media Komik Bermuatan Pendidikan Karakter. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 3(1).
- Rosaria, D., & Novika, H. (2018). Bimbingan Belajar Bahasa Inggris Bagi Anak Usia Sekolah Dasar (6-12 Tahun) Di Desa Semangat Dalam Rt. 31Handil Bhakti. *Jurnal Pengabdian Al-Ikhlas Universitas Islam Kalimantan Muhammad Arsyad Al Banjary*, 2(2).
- Saifer, S. (2018). *Hot Skills: Developing Higher-Order Thinking in*. Redleaf Press.
- Santoso, D. A. A., Muniroh, Z., & Akmaliah, N. (2019). Pengaruh penggunaan media gambar terhadap keterampilan berbicara bahasa Inggris. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, 2(2), 181-194.
- Saregar, A., Latifah, S., & Sari, M. (2016). Efektivitas Model Pembelajaran CUPS: Dampak Terhadap Kemampuan Berpikir Tingkat Tinggi Peserta Didik Madrasah Aliyah Mathla'ul Anwar Gisting Lampung. *Jurnal Ilmiah Pendidikan Fisika Al-BiRuNi*, 5(2).
- Setiawati, D., & Setyarini, S. (2020, October). Promoting EFL EFL learners' Higher Order Thinking Skills (HOTs) through Interactive Digital Storytelling: A Breakthrough to Face Industrial Revolution 4.0 in Indonesia. In *2020 12th International Conference on Education Technology and Computers* (pp. 57-61).
- Setiawati, D., & Setyarini, S. (2020, October). Promoting EFL EFL learners' Higher Order Thinking Skills (HOTs) through Interactive Digital Storytelling: A Breakthrough to Face Industrial Revolution 4.0 in Indonesia. In *Proceedings of the 12th International Conference on Education Technology and Computers* (pp. 57-61).
- Setiyono, J., & Sutrimah, S. (2016). Analisis Teks dan Konteks Pada Iklan Operator Seluler (XL dengan Kartu AS). *PEDAGOGIA: Jurnal Pendidikan*, 5(2), 297-310.
- Setyarini, S. (2019, August). Promoting Learner Autonomy in Teaching English to Young Adolescents through Higher Order Thinking Skills: An Innovation to Create 4.0 Learning Trends. In *1st International Conference on Education Social Sciences and Humanities (ICESSSHum 2019)* (pp. 382-387). Atlantis Press.
- Setyarini, S. (2019, March). Higher Order Thinking Skills in Storytelling for Teaching English to Junior High School Students: A shortcut to fulfill learning objectives of 21st century. In *Second Conference on Language, Literature, Education, and Culture (ICOLLITE 2018)* (pp. 214-217). Atlantis Press.
- Setyarini, S. (2020, May). Teachers' understanding in constructing higher order thinking-based assessments: Voice from English teachers' experience. In *4th Asian Education Symposium (AES 2019)* (pp. 39-42). Atlantis Press.
- Setyarini, S., & Ling, M. A. (2019). Promoting higher order thinking skills in storytelling for teaching english to young adolescents in 21st century. *KnE Social Sciences*, 155-164.

- Setyarini, Sri. (2019). Higher Order Thinking Skills in Storytelling for Teaching English to Junior High School Students: A shortcut to fulfill learning objectives of 21st century. *Advances in Social Science, Education and Humanities Research*. 257. 10.2991/icollite-18.2019.47.
- Singh, C. K. S., & Marappan, P. (2020). A review of research on the importance of higher order thinking skills (HOTS) in teaching english language. *Journal of critical reviews*, 7(8), 740-747.
- Sitohang, J. (2017). Penerapan metode tanya jawab untuk meningkatkan hasil belajar ipa pada siswa sekolah dasar. *Suara Guru*, 3(4), 681-688.
- Subakti, H., & Handayani, E. S. (2021). Pengaruh bimbingan belajar terhadap hasil belajar Bahasa Indonesia siswa kelas tinggi di sekolah dasar. *Jurnal Basicedu*, 5(1), 247-255.
- Supriadi, D., Mardiyana, M., & Subanti, S. (2015). Analisis Proses Berpikir Siswa dalam Memecahkan Masalah Matematika Berdasarkan Langkah Polya Ditinjau Dari Kecerdasan Emosional Siswa Kelas VIII SMP Al Azhar Syifa Budi Tahun Pelajaran 2013/2014. *Jurnal Pembelajaran Matematika*, 3(2).
- Susini, M. (2020). Strategi Meningkatkan Kemampuan Berbahasa Inggris. *Linguistic Community Services Journal*, 1(2), 37-48.
- Swasti, N. M., Candiasa, I. M., & Warpala, W. S. (2013). Pengaruh model pembelajaran kontekstual dan kecerdasan linguistik terhadap keterampilan menulis dalam bahasa inggris bagi siswa kelas X di SMK negeri 1 abang. *Jurnal Teknologi Pembelajaran Indonesia*, 3(1).
- Thomas, G., & Thorne, A. (2009). How To Increase Higher Level Thinking. Metarie, LA: Center for Development and Learning, 2009, 1–17. <https://doi.org/http://www.cdl.org/resourcelibrary/articles/HOT.php?type=subject&id=18>
- Usman, H., N. C. M. Utami, and O. Fajarianto. "Model of English Teaching Materials for Elementary Schools Based on Contextual Approach." *JTP-Journal of Educational Technology*. *PENINGKATAN PEMBELAJARAN PADA MATERI THIS IS MY WORD MENGGUNAKAN* (2019).
- Wahyuni, S. (2017). Development Test System Based on Linear Equations Two Variable Revised Taxonomy Bloom To Measure High Order Thinking Skills At Student Class Viii Smpn Sungguminasa Gowa. *Jurnal Daya Matematis*, 5(1), 129.
- Widyastuti, R. (2015). Proses Berfikir Siswa Dalam Menyelesaikan Masalah Matematika Berdasarkan Teori Polya Ditinjau Dari Adversity Quetient Tipe Climber. *Al-Jabar: Jurnal Pendidikan Matematika*, 6(2).
- Wijaya, Ariyadi. (2012). *Pendidikan Matematika Realistik Suatu Alternatif Pendekatan Pembelajaran Matematika*. Yogyakarta: Graha Ilmu.
- Wiyaka., Prastikawati, E. F., & Adi, A. P. K. (2020, March). Backchannel as an Online HOTS-Based Formative Assessment to Improve Students' Reading Skills. In *2nd*

International Conference on Education and Social Science Research (ICESRE 2019) (pp. 95-100). Atlantis Press.

Yayuk, E., Deviana, T., & Sulistyani, N. (2019). Implementasi pembelajaran dan penilaian hots pada siswa kelas 4 sekolah Indonesia Bangkok Thailand. *JINoP (Jurnal Inovasi Pembelajaran)*, 5(2), 107-122.

Yusmanto, H., Soetjipto, B. E., & Djatmika, E. T. (2017, June). Higher Order Thinking Skills Siswa SMPS IT Darul Azhar Berdasarkan Taksonomi Bloom Revisi. In *Prosiding Seminar Nasional Mahasiswa Kerjasama Direktorat Jenderal Guru dan Tenaga Kependidikan Kemendikbud 2016*.

Zaini, M. (2015). Hasil Belajar Dan Keterampilan Berpikir Tingkat Tinggi Siswa SMA Pada Pembelajaran Biologi Menggunakan Model pembelajaran Berdasarkan Masalah. *Jurnal Pendidikan Biologi*. Vol 20 No 20.