THE USE OF HIGHER-ORDER THINKING SKILLS (HOTS)
IN ENGLISH FINAL EXAMINATION OF MADRASAH ALIYAH
IN WEST KALIMANTAN

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A thesis is submitted as partial of the requirement for the attainment
of a Magister of Education

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ABSTRAK

BURHANUDIN RAIS: *Penggunaan Keterampilan Berpikir Tingkat Tinggi (HOTS) pada Ujian Akhir Bahasa Inggris Madrasah Aliyah di Kalimantan Barat.* **Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2020.**

Penelitian ini bertujuan untuk mengungkap: (1) bagaimana keterampilan berpikir tingkat tinggi (HOTS) diintegrasikan ke dalam Ujian Sekolah Berstandar Nasional (USBN) Madrasah Aliyah (MA) di Kalimantan Barat, (2) dimensi proses berpikir yang diintegrasikan ke dalam USBN Bahasa Inggris MA di Kalimantan Barat, dan (3) apakah penggunaan HOTS di USBN Madrasah Aliyah telah diimplementasikan dengan tepat atau belum.

Penelitian ini merupakan penelitian deskriptif kualitatif dengan teknik analisis dokumen. Subjek penelitian ini adalah sebuah naskah USBN Bahasa Inggris kelas wajib untuk MA di Kalimantan Barat Tahun Ajaran 2018/2019, dan objek penelitiannya adalah seluruh butir soal yang diujikan pada naskah tersebut. Data dikumpulkan melalui observasi dengan teknik baca catat. Instrumen pengumpulan data meliputi teori HOTS, teori tingkat kognitif, dan persentase implementasi HOTS pada USBN. Validitas data diperoleh melalui *expert judgement*, *peer review*, triangulasi dari naskah USBN Bahasa Inggris tahun sebelumnya, dan wawancara dengan beberapa guru Bahasa Inggris.

Hasil penelitian ini adalah (1) penerapan butir soal HOTS pada USBN MA di Kalimantan Barat ditandai dengan penggunaan indikator seperti mengukur kemampuan transfer pada level yang tinggi, menggunakan stimulus, menggunakan tes yang tidak rutin, menggunakan konsep *divergent*, menggunakan pilihan jawaban yang homogen dan logis, menggunakan pilihan jawaban yang sama panjang, dan tidak menggunakan ungkapan pilihan di atas benar atau salah. Namun pada tes pilihan ganda, hampir selalu terdapat pilihan jawaban yang tidak sesuai dengan salah satu indikator HOTS. (2) Dalam hal dimensi proses kognitif, tingkat kognitif yang paling sering ditemukan adalah pada tingkat *Memahami*, dan tidak ditemukan pada tingkat *Evaluasi*. (3) Butir soal USBN MA di Kalimantan Barat lebih banyak yang masuk dalam kategori LOTS karena hanya terdapat sebanyak 16% daributir soal yang tergolong HOTS. Hal ini masih di bawah ketentuan yang diberikan oleh pemerintah yang menyatakan bahwa proporsi HOT dalam satu set naskah USBN adalah 20%.

Kata Kunci: Ujian Bahasa Inggris, Penerapan HOTS, Madrasah Aliyah, USBN

ABSTRACT

BURHANUDIN RAIS: *The Use of Higher-Order Thinking Skills (HOTS) in English Final Examination of Madrasah Aliyah in West Kalimantan.* **Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2020.**

This study aims to reveal: (1) how the higher-order thinking skills (HOTS) are integrated into *Ujian Sekolah Berstandar Nasional* (USBN) of *Madrasah Aliyah* (MA) in West Kalimantan, (2) the cognitive process dimensions integrated into English USBN of MA in West Kalimantan, and (3) whether or not the use of HOTS in USBN of MA's in West Kalimantan has been appropriately implemented.

This study is qualitative descriptive research employing document analysis techniques. The subject of this study is a compulsory English USBN manuscript of MA in West Kalimantan of 2018/2019, while the object is all the test items tested in the document. Data were collected through observation, using reading and note-taking techniques. The data collection instruments include HOTS theory, cognitive level theory, and percentage of the HOTS implementation in USBN. The data validity was achieved through expert judgment, peer review, triangulation from the previous year's USBN English manuscript, and interviews with several English teachers.

Results show that (1) The implementation of HOTS in USBN of MA in West Kalimantan is characterized by the use of transfer capability in high levels, using stimulus, using non-routine tests, asking for divergent, using homogeneous and logical answer choices, using similar length answer choices and not using the expression choices above are true or false. However, there are one or more choices that broke the rule of an answer choice indicator in most of the HOTS multiple-choice test. (2) In term of the cognitive process dimensions, the most frequently used cognitive level is *Understand* level, while *Evaluate* level is not used. (3) The test items in USBN of MA's in West Kalimantan have of LOTS category, while the HOTS test items are only 16% of the total. It is less than the minimum rate requiring 20% of the total of items tested based on the standard of implementation.

Keyword: English examination, HOTS implementation, *Madrasah Aliyah* (Islamic High School), USBN

STATEMENT OF AUTHORSHIP

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Hereby declare that this thesis is the result of my work and has never been submitted to obtain a master's degree at a tertiary institution. To the best of my knowledge in this thesis, there are no other person's work has been used unless written in reference and mentioned in the bibliography.

Yogyakarta, April 22nd, 2020.

Researcher,

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APPROVAL SHEET

**THE USE OF HIGHER-ORDER THINKING SKILLS (HOTS)
IN ENGLISH FINAL EXAMINATION OF MADRASAH ALIYAH
IN WEST KALIMANTAN**

**BURHANUDIN RAIS
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Submitted as a Partial Fulfillment of the Requirements for the Attainment of the
Magister Pendidikan Degree
in Applied Linguistics

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RATIFICATION SHEET

**THE USE OF HIGHER-ORDER THINKING SKILLS (HOTS)
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IN WEST KALIMANTAN**

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This thesis has been defended in front of the Board of Thesis Examiners of
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on May 28th, 2020

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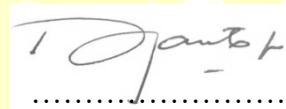
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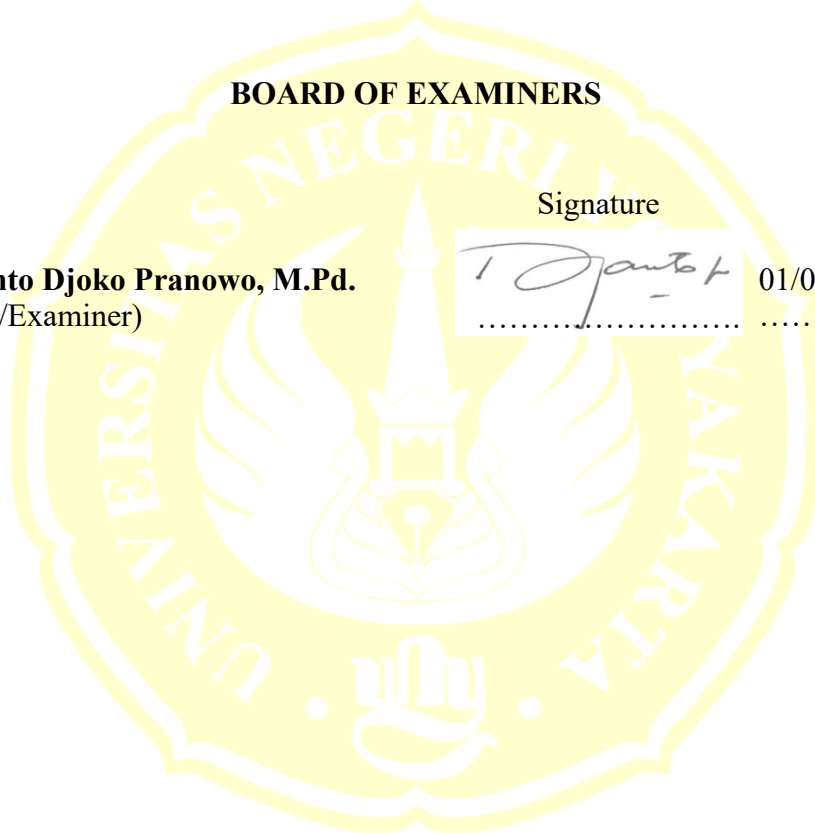|	Signature	Date
Joko Priyana, Ph.D. (Main Examiner)	……………………..	1 July 2020 …………………

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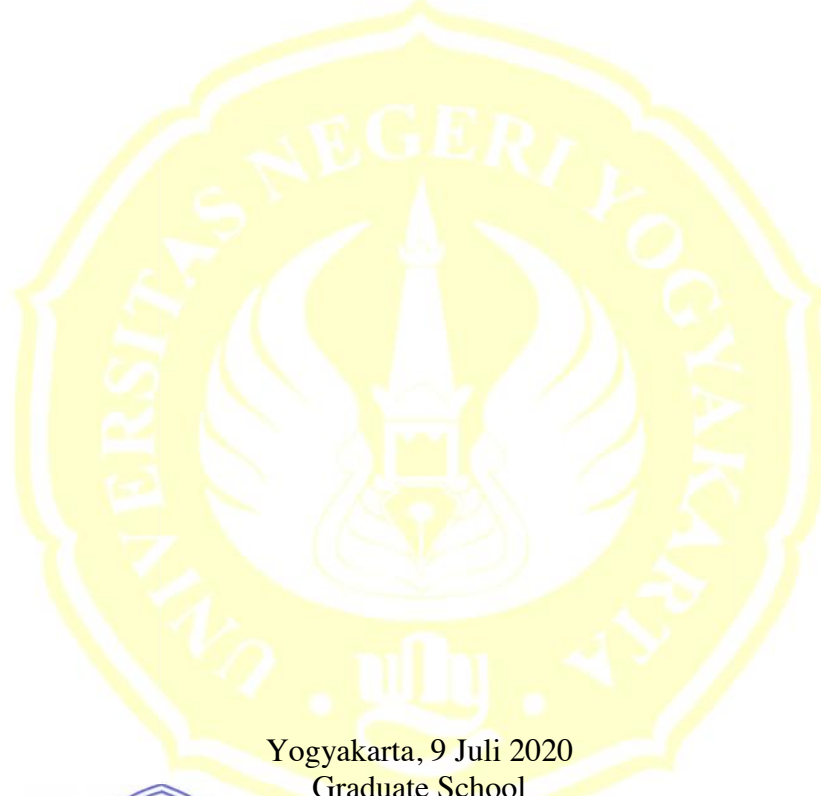
Yogyakarta, 9 Juli 2020
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CHAPTER I
INTRODUCTION

This chapter contains five sub-chapters, those are the background of the study, the identification of the problem, the limitation of the problem, the formulation of the problem, the objectives of the study, and the significance of the study. Below is the explanation of the sub-chapters.

A. The Background of the Study

Higher-Order Thinking Skills (HOTS) is a term that is considered as one of the 21st-century skills in education. HOTS is also called the critical ability in education around the world (Putra & Abdullah, 2019). This ability is generally characterized by the ability to think beyond basic remembering or understanding. Someone with this ability is also characterized by conducting check and recheck before deciding to believe the information, which will get the advantage in preventing hoax or misinformation. Therefore, familiarizing HOTS in early learning is essential to sharpen students' critical thinking (Anderson & Cook, 2014).

The learning process that focuses on improving students' higher-order thinking skills will activate the executive functions of the prefrontal cortex in the brain (Caine, Caine, & McClintic, as cited in Ramli, 2015). Students who have a high level of executive function will show high performance in (1) planning and organizing their thinking processes, (2) articulating the right reasons, (3) being enthusiastic in a detailed assessment, (4) having good ideas and behaviors, (5) being able to do multitasking work, (6) being moderate in controlling emotions, (7) working in broad and long-term scope, (8) thinking critically, (9) being able to

access working memory, and (10) being able to reflect on their strengths and weaknesses.

Nowadays, the HOTS discussion in Indonesian education is interesting. The cause is, the latest Indonesian curriculum that wants Indonesian students to have HOTS (Fanani, 2018). Hence, HOTS is implemented in various learning tools, consist of teaching strategy (methods, models), material (modules), and assessment (Ramli, 2015). However, the use of HOTS in the Indonesian learning process has not been well implemented (Perdana, 2019). For instance, English language teaching and learning in Indonesian schools generally still use lecture methods (focusing on listening to the teacher) that make students less of practice.

Through this activity, the students are difficult to achieve the ability of HOTS. It is because the learning process is not only designed to accept the transfer of knowledge from the source or only listening to the teachers, but students also must act and behave based on the lessons learned (Ramli, 2015). Thus, the students will not get advantages from the learning process, especially higher-order thinking skills. Besides, the learning process that focus in memorization and repetition will disrupted the activation of executive functions in the brain (Caine, Caine, & McClintic, as cited in Ramli, 2015). The teachers need to consider to change the learning style, such as referring to the inquiry-based model, which shows a significant effect on HOTS learning (Ramli, 2015).

Getting used in the reading activity is one of the first steps that can be taken by the teachers. It is because someone can have broad insights or knowledge through this activity. Thus, the learning process should not only be conducted in

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one way, which only receives from the teachers. The learning process should provide students to gain knowledge from the other sources, then the students may conduct the discussion if mismatch is found. Unfortunately, Indonesian students' reading literacy is still in a low level, especially in integrating information, generalizing case by case into a common solution, formulating real-world problems into the concept of subjects, and investigating (Kemendikbud, 2019). Whereas reading activity can improve students' higher thinking levels (Jones, as cited in Muttaqiin & Sopandi, 2015). However, the reading activity mentioned in this case refers to critical reading.

Besides, the government, through the *Kurikulum* 2013 or K13, has prepared various HOTS learning materials for the multiple levels of education, including English subjects. The K13 is the current Indonesian curriculum, which used a scientific approach that emphasizes the 5M aspects; *mengamati* (observing), *menanya* (questioning), *mencoba* (experimenting), *menalar* (associating), and *mengomunikasikan* (communicating) (Hosnan, 2014). These five aspects are expected to improve students' HOTS and have been implemented in textbooks.

The other learning tool that has an important role is assessment. The teachers also need to prepare assessments that enable students to practice HOTS. The government also needs to play a role in this area. Moreover, the government has two kinds of assessments on a broader level, which consist of the National Examination (NE) and School Final Examination or *Ujian Sekolah Berstandar Nasional* (USBN).

The National Examination is a test that has been designed to assess students' abilities at the national level. The implementation of HOTS in the National Exam is 10% of the total of the tests in the manuscripts (Indriani & Maryati, 2019). However, it showed that the resulting point of the students' achievement decreased because the students had not been trained in applying this new system or implementing HOTS in NE (Putri, 2018).

The second assessment is USBN, which is used for the smaller scope. USBN is created by a team of teachers, which is used only in a specific district or province. In this assessment, Higher-order thinking skills should also be implemented. However, according to the study conducted by the *Direktorat Pembinaan SMA* on Pendampingan USBN in the academic year 2018/2019 by involving 26 subjects in 136 Senior High Schools spread in 34 provinces, there were 84 from 136 senior high schools that implemented HOTS below the 20%. Only 27 from 136 senior high schools implemented HOTS above 20%, whereas the rest of the schools (25 schools) did not understand what the HOTS test is (Kemendikbud, 2019). It may happen because of the wrong perceptions related to the HOTS concept. Many teachers still assumed that HOTS test is complicated and difficult to create (Awaliyah & Maharani, 2018).

The implementation of HOTS in assessment is important because it is a demand of the K13 assessment (Kemendikbud, 2019). It also aims to improve students' thinking abilities. Broadly, the implementation of HOTS in assessment, especially for Indonesian education, refers to Bloom's taxonomy as revised by Anderson. It is supported by the material printed in the book of *Penyusunan Soal*

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Higher-Order Thinking Skills (HOTS) from the *Direktorat Pembinaan SMA Ditjen Pendidikan Dasar dan Menengah* (Kemendikbud, 2019). The use of revised Bloom's taxonomy or known as Anderson's taxonomy refers to the cognitive dimension at the level of *Analyze*, *Evaluate*, and *Create*. Some researchers (Damanik & Zainil, 2019; Febrina, Usman, & Muslem, 2019; Narwianta, Bharati, & Rukmini, 2019; Putra & Abdullah, 2019) who conducted the study of HOTS using those three levels support this statement. However, those are not the only category in the cognitive dimension. There are other levels or categories, such as *Remember, Understand,* and *Apply*, which has the rule as the base for HOTS or known as Lower-Order Thinking Skills or LOTS (Tikhonova & Kudinova, 2015; Zaidi et al., 2018).

The discussion of HOTS also refers to other elements, such as critical thinking skills (Brookhart, 2010). Mastering the ability of critical thinking will enable students to deal effectively with social, scientific, and practical problems (Shakirova, 2007). However, a result of the study shows that the Indonesian Senior High School students' critical thinking is very low, especially in West Kalimantan, such as in Pontianak, Sanggau, Sintang, and Melawi (Rasmawan, 2017). From the four classification categories (highly skilled, skilled, less skilled, and unskilled), the level of critical thinking skills of West Kalimantan students is in the unskilled category.

The implementation of HOTS in the education system in Indonesia is not limited only at Senior High School, but also at *Madrasah Aliyah* or Islamic High School (MA). It means that the implementation is applied for all types of formal

education at the high school level, which includes the various learning tools. However, in the USBN assessment context, the implementation in the scope of use is distinguished between SMA and MA. Based on the interview with one of the *Musyawarah Guru Mata Pelajaran* or MGMP chairman, the application of USBN of MA, especially in the West Kalimantan is created by the province MGMP. Then, the document is used by MA in the West Kalimantan. In contrast, the implementation of USBN in SMA is created by the district MGMP, which only used for the specific district.

However, the implementation of HOTS in *Madrasah Aliyah* has not been much researched. Many of the researches only reveal the implementation of HOTS in the Senior High School context. Meanwhile, the researcher has not found the research on HOTS implementation for English USBN in West Kalimantan. It makes conducting the study in this scope is needed because it can help to reveal the implementation of HOTS at various educational levels in Indonesia. It also brings a new understanding of the HOTS implementation in assessments. Thus, based on previous facts and data, this study aims to examine the implementation of English HOTS in USBN of *Madrasah Aliyah* in West Kalimantan.

B. Identification of the Problem

The researcher identifies some problems from the previous discussion, consist of:

1. English learning at school generally still applies the lecture method, which is hard to enable the students to have higher-order thinking skills.

2. Critical reading can increase HOTS, but the ability of Indonesian students' reading literacy is low.

3. Generally, the ability of Indonesian students' literacy is meager in integrating information, generalizing case by case into a common solution, formulating real-world problems into the concept of subjects, and investigating

4. The implementation of HOTS in the National Examination made the students' achievement point decrease. It is because students have not been trained in applying this new system, or in implementing HOTS.

5. There are many schools in senior high schools that implement HOTS in USBN test items under the standard of implementation, but many senior high schools do not understand about the HOTS test.

6. This lower implementation may occur because there are still many teachers who have the wrong perception related to the HOTS concept, which defined as complicated and difficult tests.

7. The ability of senior high school students' critical thinking of West Kalimantan is low, whereas critical thinking is part of HOTS.

8. The implementation of HOTS in *Madrasah Aliyah* has not been much researched.

C. Focus and Formulation of the Study

In focusing on the problems, this research is limited to analyze the use of Higher-Order Thinking Skills (HOTS) in English USBN of *Madrasah Aliyah* in West Kalimantan. The researcher is interested in this limitation because of the fact about the lower result of HOTS implementation in USBN in Senior High School or

SMA and the critical thinking study result of West Kalimantan students. Besides, based on the literature reviews that the researcher conducted, the researcher has not found any research that examines the implementation of HOTS in USBN of MA, especially for English subject in West Kalimantan. Then, the focus of the data in this research is the newest USBN document. If the results show a positive value, it may indicate that the next implementation is good.

Related to the focus of the study, the researcher formulates the problems as follows.

1. How are Higher-Order Thinking Skills (HOTS) implemented in the English *Ujian Sekolah Berstandar Nasional* (USBN) of *Madrasah Aliyah* in West Kalimantan?

2. What are the cognitive process dimensions integrated into English *Ujian Sekolah Berstandar Nasional* (USBN) of *Madrasah Aliyah* in West Kalimantan?

3. Has the K13 objective on the use of Higher-Order Thinking Skills (HOTS) on English *Ujian Sekolah Berstandar Nasional* (USBN) of *Madrasah Aliyah* in West Kalimantan been properly implemented?

D. The objective of the Study

Following the formulation of the problem, the main objectives to be achieved in this study are:

1. To reveal how the higher-order thinking skills (HOTS) are integrated into *Ujian Sekolah Berstandar Nasional* (USBN) of *Madrasah Aliyah* (MA) in West Kalimantan,

2. To describe the cognitive process dimensions integrated into English *Ujian Sekolah Berstandar Nasional* (USBN) of *Madrasah Aliyah* in West Kalimantan, and

3. To examine whether or not the use of HOTS in USBN of *Madrasah Aliyah* has been appropriately implemented.

E. Significance of the Study

Generally, the significance expected in this research is divided into theoretical and practical benefits.

1. Theoretical Benefits

The results of this study are theoretically expected to contribute in enriching the HOTS concept and its application in test items. In relation to common understanding, HOTS is often identified by ordinary people as a test that is difficult to understand and only refers to the use of an operational verb.

2. Practical Benefits

The results of this study are practically expected to provide benefits for various parties. The intended benefits include providing information related to the implementation of HOTS in USBN for *Madrasah Aliyah* in West Kalimantan and its achievements with the aim of K13. In addition, the results of this study also can be used to give additional information for MGMP or teachers in West Kalimantan, especially in implementing HOTS in the test items. Moreover, this research will complement the results of the Indonesian government research on HOTS of USBN implementation at the high school level. Besides, the results of this study are

expected to give inspiration to other researchers to continue conducting similar or

different studies.

CHAPTER II
LITERATURE REVIEW

This section contains four sub-chapters, consist of theoretical review, review on relevant studies, theoretical framework, and research questions. Below are the explanations.

A. Theoretical Review

In this section, the researcher describes all the theories related to the problems focused on this study. The theories consist of curriculum 2013 and higher-order thinking skills. All the theories are discussed below.

1. Curriculum 2013

Education is inseparable from the term of the curriculum because it is one of the essential components of learning. According to Law No. 20 of 2003 Article 1 point 19, the curriculum is a set of plans and arrangements regarding the objectives, contents, and learning materials that also used as the guidelines for organizing learning activities to achieve specific educational goals (Kurniasih, & Sani, 2014).

The curriculum in Indonesia has been changed several times. *Kurikulum 2013* or K13 is the present curriculum, which is a refinement of the *Kurikulum Tingkat Satuan Pendidikan* (KTSP). This new curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization (Permendikbud, 2013). The other purpose of K13 implementation is to develop students' critical and analytical thinking, which is also supported in stages with improvements to the assessment standards that follow international standards models (Fanani, 2018). Through this

assessment model, students are expected to have better higher-order thinking skills (HOTS). Then, to achieve the learning goals that have been formed. Indonesian education has a graduation standard that set in four core competencies or known as *Kompetensi Inti* (KI) (Hosnan, 2014), consist of:

1. KI-1 for competencies of spiritual attitude;

2. KI-2 for competencies of social attitudes;

3. KI-3 for competencies of knowledge; and

4. KI-4 for competencies of skills.

Moreover, the researcher has mentioned in the previous chapter that the implementation of K13 in the learning process uses a scientific approach. The scientific approach is designed to make students active in constructing concepts, laws, or principles. It is conducted through stages of observing (to identify or find problems), formulating problems, proposing or formulating hypotheses, collecting data with various techniques, analyzing data, drawing conclusions, and communicating concepts, laws, or principles that are discovered (Hosnan, 2014). This approach is also believed as the golden bridge for the development of students' attitudes, skills, and knowledge and is expected to be more effective than traditional learning. The implementation of the scientific approach consisted of five main learning experiences: observing, questioning, experimenting, associating, and communicating, or in K13 is known as 5M (Hosnan, 2014). These five steps are related and supported, which expected can increase higher-order thinking skills.

In addition, to find out the successful implementation of the learning program that has been as formulated, the Indonesian educational government uses two forms

of evaluation. Generally, the function of the evaluation in education is divided into two; general and special functions (Sudijono, 2009). In general function, the educational evaluation purposes measuring progress, support the preparation of plans, and improves or refines the education quality. Then, the special function of educational evaluation is divided into three. The first is the psychological function, which serves to introduce the capacity and status of students and the capacity of the efforts of educators. The second is didactically function, which encourages improvement and increases student achievement. For educators, this function acts as a diagnostic function, placement, selective, guidance, and instruction. The third is an administrative function, which is used for providing reports, data, and images.

Moreover, the two forms of evaluations mentioned in the earlier discussion referred to National and School Final Examinations. However, following the purpose of the study, the discussion would be focused on the School Final Examination.

a. School Final Examination

Currently, the school's final examination in Indonesian is known as the *Ujian Sekolah Berstandar Nasional* (USBN). USBN is a type of summative test that is used for measuring the students' achievement competencies, which is carried out by the Education Unit (Disdik, 2019). However, the test items contained on USBN are not entirely made by the Education Unit, because the 20% - 25% of indicators are designed by the Indonesian Ministry of Education and Culture or known as *Kemendikbud* (Disdik, 2019).

Especially for higher education, the consolidation of USBN in SMA and MA is distinguished (BSNP, 2018a). The USBN of SMA is consolidated by the provincial education office. Meanwhile, the USBN of MA is consolidated by the *Kemenag*, which both are under the *Kemendikbud's* control and management.

USBN is part of K13, which needs 20% of HOTS implementation from the total of the test (Kemendikbud, 2019). USBN is different from the National Exam (BSNP, 2018a). For example, the form of test items in the National Exam is only in multiple-choice, except in Senior High and Vocational School, which consists of multiple-choice and essays tests in mathematics subjects. Meanwhile, the form of test items in USBN includes Multiple Choice and essay in all subjects, including English (BSNP, 2018a).

1) Test Items

Generally, the USBN manuscript is dominated by multiple-choice tests, which is then followed by the essay tests. The types of test items are not only limited to multiple-choice and essay tests, but there are other forms, such as matching, true-false, and completion (Clay, 2001). However, the discussion is focused on multiple-choice and essay tests as implemented in USBN.

The multiple-choice is the type of test that leads students to choose the right answer from several available answer choices. The multiple-choice principle consists of the stem-of-item or known as the question, and the list of options proposed to be chosen by students (Sukardi, 2012). The use of multiple-choice tests has more advantages than essay tests, because it can be scored easily, quickly, have

high objectivity, measure various cognitive levels, and can cover a broad scope of material in a test (Susilo, 2014).

Meanwhile, essay is the written test that consists of question items, where each question contains problems and demands students' answers through word descriptions that reflect students' thinking abilities (Sukardi, 2012). Although the multiple-choice tests have several advantages that are mostly not owned by the essay test, it does not provide the activity to write coherent arguments, which is owned by the essay test (Kibble, 2017). Moreover, to simplify the term stem-of-item (to mention question) on the multiple-choice test will be used for an essay test for the rest discussion.

The use of stem-of-item in the test is divided into two, which consist of direct and incomplete (Sukardi, 2012). For beginner students, direct types have advantages such as easy to understand. Meanwhile, the incomplete types have the advantage of saving paper because it requires a little space.

Table 2.1 Example of Direct and Incomplete Question

Type	Example
Direct	Which city is the capital of Central Java Province?
Incomplete	The capital of Central Java Province is ……

In completing the test either on multiple-choice or essay, students need to conduct semantic analysis to understand the test items need (Sumarwati & Budiyono, 2015; Tritantining, 2013). Semantic is simply defined as the study of meaning, which refers to the general meaning. It is often limited to relatively stable and context-free aspects (Bagha, 2011). Thus, the focus of semantic analysis is on the meaning in conventional words, not on the hidden meaning (Yule, 2010).

Besides, it also refers to the meaning of linguistic forms, such as synonyms, antonyms, and hyponyms (Bagha, 2011).

In conducting this process, students may not know that they are doing a semantic analysis process. However, this process is essential because if students make mistakes in understanding or doing semantic analysis on stem-of-items, students will make mistakes in answering the test (Tritantining, 2013). Hence, evaluators need to pay attention in creating test items to reduce misunderstanding.

There are some rule that can be used as the guidance for creating the tests (Depdiknas, 2008). Below are the rules.

a) **Material**: (1) the test must be following the indicator, (2) the answer choices available are homogeneous and logic, and (3) there is only one correct answer.

b) **Construction**: (1) the stem-of-items must be formulated logically and decisively, (2) the stem-of-items and responses are statements needed, (3) the stem-of-item are not giving the instructions to correct answer, (4) stem-of-items are free from double negative statements, (5) the length of the answer choices is similar, (6) answer choices are not using the expression "all the answers above are false" or "all the answers above are correct", (7) the arrangement of shaped figure/ time in answer choice should be in the order of chronology or size numbers, (8) the use of figures, graphs, tables, diagrams are clear and fine, and (9) the previous answers do not affect the next test.

c) **Language**: (1) the language used must follow Indonesian or foreign languages norms and rules, (2) the tests is not using the local language, (3) the stem-of-

items are using communicative sentences, and (3) the answer choices are not repeating the same word/ phrase, except one unified understanding/ definition.

2. Higher-Order Thinking Skills

Higher-order thinking skills (HOTS) is a term considered as one of the 21st-century skills in education. HOTS is the ability that needs to be achieved by the Indonesian's students, as the K13 goal.

a. The Understanding of Higher-Order Thinking Skills

Higher-order thinking skills occurs when someone can unite or gather new information with what he has in the memory to get a goal or answer in the form of broader information (Lewis & Smith, 1993). These would include (1) deciding what to do, (2) deciding what to believe, (3) making a prediction, (3) creating a new idea, a new object, or an artistic expression, and (4) solving a non-routine problem.

The definition of higher-order thinking skills also refers to the transfer, critical thinking, and problem-solving (Brookhart, 2010). The term transfer indicates by the ability in the higher process than memorization; students need to understand and use the lessons learned that will indicate meaningful learning (Anderson et al., 2001). However, the transfer process in the higher-order thinking skills refers to the cognitive dimension on *Analyze, Evaluate,* and *Create* (Brookhart, 2010).

The ability of transfer is the primary purpose of the teaching process, which is shown by mastering the ability to apply the knowledge and can develop in the new context (Brookhart, 2010). The "new" has the meaning as the activities that have not been done by students but already studied (Brookhart, 2010). It is related

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to the definition of creative thinking that requires students to make a new product or conduct the activity based on the students' previous learning (Anderson et al., 2001). However, the activities follow the educational objectives or material learned that students can do.

Higher-order thinking skills (HOTS) is also defined as critical thinking (Brookhart, 2010). This ability is essential for the process of deciding and believing the information or other, with the process of reasoning and reflecting (Norris & Ennis as cited in Brookhart, 2010). Critical thinking also refers to the ability of creative action, which includes formulating hypotheses, determining other ways of solving problems, asking questions, considering other solutions, and making plans to investigate something (Ennis, as shown earlier in Lewis & Smith, 1993). It makes the primary purpose of critical thinking is able in reasoning, reflecting, and making decisions (Brookhart, 2010).

The activity of critical thinking will support learners to have a good ability of decisions making. It is a process in determining the best choices by collecting and evaluating the other information related to a certain purpose (Carroll & Johnson in Alkhatib, 2019). Hence, this ability is important to develop higher-order thinking skills (Alkhatib, 2019). Besides, having the ability of critical thinking gives some benefits, such as faster and accurate in concluding and decision-making, clear understanding of the problem or situation, the wider variety of explanations and solutions, recognition of opportunities, error avoidance, and strategic thinking and eliminating dead-end thinking or closed (Kallet, 2014).

Then, the other definition of higher-order thinking skills is the ability of problem-solving (Brookhart, 2010). Broadly, problem-solving is the (non-automatic) strategy needed to achieve the desired goals (Nitko & Brookhart, as cited in Brookhart, 2010). According to Bransford and Stein (as cited in Brookhart, 2010), problem-solving relates to critical thinking, creative thinking, and effective communication. In other words, when someone has an excellent ability to problem-solving, it can indicate that he also has those abilities.

In other literature, higher-order thinking skills also refers to the ability of creative thinking (Niess, 2017). In the HOTS definition proposed by Brookhart (2010), this ability is not mentioned as the HOTS definition. However, this ability is included in problem-solving (Brookhart, 2010). Also, creative thinking skills cannot be separated from critical thinking, because they are related (Niess, 2017), especially in the process of solving the problems (Brookhart, 2010). The ability of creative thinking occurs without the evaluative process (Norris & Ennis as cited in Brookhart, 2010). Whereas, this process is needed to evaluate the decisions taken. Thus, the ability of creative thinking needs in conjunction with critical thinking ability that provides an activity to evaluate the decisions in problem-solving.

b. Higher-Order Thinking as the Cognitive Level

In the previous discussion, it has been mentioned that HOTS is known as the K13 goal. The discussion of HOTS is not separable from the discussion of lower-order thinking skills or LOTS. It is because LOTS and HOTS are related, LOTS is a base in the thinking process that leads students to think at the higher-level thinking or HOTS (Tikhonova & Kudinova, 2015; Zaidi et al., 2018).

In many pieces of literature, the LOTS and HOTS concept comes with the base taxonomy of education that leads to the cognitive dimension or in the previous discussion mentioned in the transfer process. The concept of HOTS refers to the dimension of *Analyze, Evaluate,* and *Crate* level, and LOTS refers to *Remember, Understand,* and *Apply* level (Anderson et al., 2001). This level is arranged based on the lowest level from *Remember* to the highest or most complex level, the *Create* level (Pranowo & Tobing, 2018). Moreover, the used leveling term of *Remember, Understand, Apply, Analyze, Evaluate,* and *Crate* for lower and higher-order thinking skills refers to the cognitive dimension from Anderson and Krathwohl. It is also known as revised taxonomy that renews the Bloom's taxonomy of education. They renew the Bloom's taxonomy because:

> "There is a need to incorporate new knowledge and thought into the framework. Numerous changes in American society since 1956 have influenced the way we think about and practice education. Now, we know more about how children develop and learn and how teachers plan for, teach, and assess their students. These increases in knowledge support the need for a revision." (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, & Wittrock, 2001: XXII)

This update is also expected to be relevant to the 21st-century students and teachers. Below is the figure of the changes.
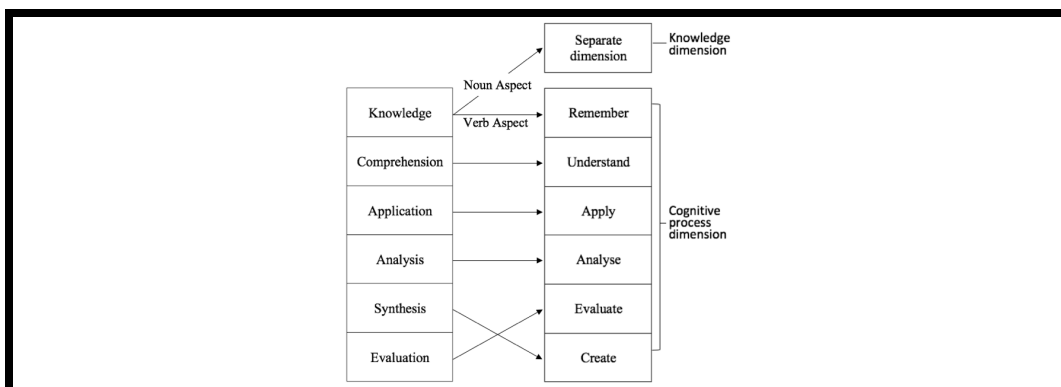
Figure 2.1. The changes in cognitive skill
by Anderson et al., (2001:268)

From the taxonomy above, the new taxonomy is divided into two-dimensions, consisted of knowledge and cognitive dimension.

1) Knowledge Dimension

In the revision of taxonomy, the cognitive level of the knowledge in Bloom's taxonomy is revised into the dimension of knowledge. It is because of the assumption that each category in the taxonomy requires knowledge of what students must learn (Gunawan & Palupi, 2016). Hence, knowledge is still used but in different dimensions.

2) Cognitive Dimension

Cognitive dimensions appear after someone has knowledge. These dimensions refer to *Remember, Understand, Apply, Analyze, Evaluate,* and *Crate*, which indicates that the changes are from the nouns to verbs (Anderson et al., 2001). Below are the explanations (Anderson et al., 2001).

a) *Remember* **dimension** involves the activity on using the information in the brain, especially from long-term memory. This cognitive process can be implemented in the learning process by providing the activity on recalling or recognizing, such as asking students about knowledge or material that has been studied. Thus, the cognitive processes included in this dimension are *recognizing* and *recalling*.

First, *recognizing* is the activity on taking the information in the long-term memory and comparing it with the new information or tasks that are presented. The process of *recognizing* has another term as *identifying*. Examples of assessment formats are matching, force voiced, and verification. In matching

assessment, students are given two lists. Then, students must match the list provided with the other lists correctly, such as matching the list of several words on the left with the right. In force voiced, students need to choose the correct answer from several answer-choices. Thus, the most common format for this assessment is multiple choices. The last, in verification assessment, students are given information and then asked to choose whether the information is correct or not. The most common format for this assessment is the true-false format. The example of the test item that categorized as recognizing is: "How many sides are in the below shape? A. three; B. four; C. five; D. six".

Second, *recalling* is an activity that makes students take the information in the long-term memory to be used in the working memory for processing, following the task or test. The process of *recalling* has another term as *retrieving*. In this process, the students need to remember the knowledge or information from the previous learning process when given a task. An example of the test item is such as: "What is the definition of Meter?". In this example, students are asked to recall lessons about the unit of measurement. Then, the long-term memory is poured in the form of answers that answer the definition of the *Meter*.

b) *Understand* **dimension** involves the activity on constructing the meaning of the material presented, including communication in the form of written, spoken, or drawn (such as the picture or graph). However, to make it different from the previous process, when the primary purpose of learning is to promote the process of retention, the intended cognitive process refers to *Remember*.

Thus, the task in *Understand* level or other higher-level must be new or has not been encountered by the students in previous learning activities. The cognitive processes included in this dimension are *interpreting*, *comparing*, *exemplifying*, *inferring*, *explaining*, and *summarizing*.

First, *interpreting* is a cognitive process that occurs if students can change information from a form to a different form such as paraphrasing words or changing pictures into words, changing musical notes to musical sounds, or changing numbers to words or vice versa. The other names of this process are *clarifying, paraphrasing, representing,* and *translating.* The example of the test item in *interpreting* level is such as: "Please write the paraphrase from the text bellow!".

Second, *exemplifying* is a cognitive process that occurs if students can give examples from general concepts or principles. It involves the process of identifying the main characteristics or general principles of a concept to choose or make an example. For example, the test in a multiple-choice; "I want to go to the beach: please find the picture that represented that sentence!". The similar term of *exemplifying* is *illustrating* and *instantiating*.

Third, *classifying* is a cognitive process that occurs when students group something in a category, which involves detecting features or patterns that follow the examples and concepts or principles. *Classifying* is a cognitive process that completes the cognitive process of *exemplifying*. If *exemplifying* starts with a general concept or principle, then find an example. *Classifying* begins with an example that requires students to find a general concept or

principle. An example of a test is such as asking students to write a concept or principle from the example given such as: "I wrote a letter, she ate an apple, and he played football. Those sentences are in the form of….. A. Simple Present Tense, B. Simple Past Tense, C. Simple Continuous Tense, D. Simple Future Tense". The other names of *classifying* are *categorizing* and *subsuming*.

Fourth, *summarizing* is a cognitive process that occurs when students can construct a representation of the information presented with a single statement or abstracting major point or a general theme. For instance, students are asked to write the summary or major point from the passage that has been read. An example of the test is like asking students to write a summary of the results of reading particular news. The other name for *summarizing* is *generalizing* and *abstracting*.

Fifth, *inferring* is a cognitive process that occurs when students can detect a pattern from the provided information to get the logical conclusion. The process of *inferring* involves a cognitive process comparing all the examples. Inferring is different from *attributing* (cognitive processes in the category of *Analyze*) because *attributing* is centered on the pragmatic side while *inferring* centers on withdrawing the pattern of information presented. The examples of the test items are, such as: "What is the conclusion of the text?" or "what is the text about?". The other names for *inferring* are *interpolating, extrapolating, predicting*, and *concluding*.

Sixth, *comparing* is a cognitive process that involves the process of detecting the differences and similarities among several things. It involves the activity of

finding the relation between elements and patterns in something and something else, such as an idea, event, or object and another idea, event, or object. For example, the students are asked to find the differences in the use of subject and verb in some sentences, "what are the differences among I go to school, she goes to school, and we go to school". The other names for *comparing* are *contrasting*, *mapping*, and *matching*.

Seventh, *explaining* is a cognitive process that occurs when students can construct or use the causal model, which can be derived from the theory, research, or experience. For example, students can explain why the verb with the subject "she" needs to be added "-*es*" in the sentence "she goes to school". The other name for *explaining* is *constructing models*.

c) ***Apply* dimension** involves the activity on the use of the procedures to complete the task in a specific situation. The cognitive processes included in this dimension are *executing* and *implementing.*

First, *executing* is a cognitive process that involves the process of applying procedures to complete the task in a familiar situation. It means that students are familiar with how to do or solve the task correctly. It also indicates with the use of clues to guide students in doing a task. For example, when students have understood the concepts or patterns of the simple present tense, students can do the task correctly, when the teacher asks to write simple present tense sentences. *Carrying out* is the other name of *executing*

Second, *implementing* is a cognitive process that involves the process of applying procedures to complete the task in an unfamiliar situation. When

students face a strange problem, they do not immediately know the right procedure to solve the problem. The *implementing* process coincides with the cognitive process categories of *Understand* and *Create*. For instance, students are asked to write a story about their vacation. Through this test, students will choose the right tenses in writing the story. Thus, the other name for *implementing* is *using*.

d) ***Analyze* dimension** involves the activity on breaking down the constituent parts of the material into smaller ones and determines how the relationship between these parts and the whole structure or determines the purpose of the connecting parts and structure. The cognitive processes included in this dimension are *differentiating*, *organizing*, and *attributing*.

First, *differentiating* is a cognitive process that involves the process of distinguishing important parts from the unimportant parts, or relevant parts from the irrelevant parts, from the presented information or material. The other terms for *differentiating* are *discriminating, distinguishing, focusing,* and *selecting*. An example of the test is such as asking students to underline the main points of a research report.

Second, *organizing* is a cognitive process that involves the process of determining how the situation or communication part forms connections in a systematic and coherent structure. This cognitive process usually occurs in conjunction with the process of *differentiating* or *attributing*. An example of the test in the *organizing* category is such as asking the students to write an outline that shows the facts in a historical that supports and does not support

the statement of "the second world war occurred because of the arms race of developed countries". The other names for *organizing* are *coherence, finding, outlining, integrating, structuring,* and *parsing*.

Third, *attributing* is a cognitive process that involves the process of determining the value, views, opinions, or purpose behind the message or material presented. Different from the process of *interpreting* (cognitive dimension of Understand), which has a goal to understand the meaning of written text semantically. In *attributing,* students must be able to go beyond the process, which refers to the pragmatics process. The example of the test item in the *attributing* process is, "the purpose of the writer in writing the passage above is....". The other name for *attributing* is *deconstruction*.

e) ***Evaluate* dimension** involves the activity on making decisions based on specific standards or criteria. The criteria that are most often used to evaluate are such as efficiency, quality, consistency, and effectiveness. In evaluating the standard, it may use qualitative, such as evaluating the number of things or quantitative, such as judging the goodness of things. Then, in evaluating the standards applied to the criteria, usually apply the assessment through evaluating the effectiveness or quality of things. The cognitive processes included in this dimension are *checking* and *critiquing*.

First, *checking* is a cognitive process that involves the process of internal detecting or testing process to find the inconsistencies or errors in a product or operation. The example is, checking the conclusion by correcting its relation to the premise or checking the hypothesis whether the data support or not. The

students also can be tested by checking how good the plan works; however, this example is done if the process of *planning* and *implementing* are combined. The other names for *checking* are *coordinating*, *detecting*, *monitoring*, and *testing*

Second, *critique* or also known as the core of critical thinking is a cognitive process that involves external judgment process in a product or operation to determine consistency or accuracy in solving problems. In *critique*, students are asked to find the positive and negative characteristics of a product, then asked to judge the product based on the finding. For example, students are asked to evaluate policies regarding ranking in semester exams. Then, students show the effects of ranking in the semester exam. Thus, the other name for *critique* is *judging*.

f) *Create* **dimension** involves the activity on making new products that have not been clearly presented before by incorporating elements into a coherent structure or pattern that functions as a whole. *Create* in the aim of education is to produce products that all students can and will do. The cognitive processes included in this dimension are *generating, planning,* and *producing*.

First, *generating* is a cognitive process that involves the process of formulating the hypotheses by following the specific criteria. The cognitive level of *Understand* (which involves all of the cognitive processes) also involves the process of generating. However, the cognitive process of *Understand* mostly tends to be similar to the convergent characteristic or single meaning. In contrast, the characteristic of *generating* in the cognitive process of *Create*

tends to be similar to divergent such as guessing the various possibilities. The other name for *generating* is the *hypothesis*. Examples of assessments can be divided into consequences and the use of the task. In consequence tasks, students are asked to write the consequences of an event. Meanwhile, in the use of the task, the students are asked to write the benefits from something.

Second, *planning* is a cognitive process that involves the process of designing procedures to solve problems. *Planning* can be assessed by asking students to develop the solutions, describing problem-solving plans, or choosing appropriate problem-solving plans. The other name for *planning* is *designing.*

Third, *producing* is a cognitive process that involves the process of constructing a new product by carrying out the created plan. *Producing* activities can be done, such as by asking the students to write a paper that follows the writing standard of a scientific paper. The other name for *producing* is *constructing*.

c. **Higher-Order Thinking on the Test Items**

The implementation of HOTS in the assessment has the aim to measure the ability to transfer a concept to another concept, process and apply information, look for links from different kinds of information, use the information to solve problems, and analyze ideas and information critically (Kemendikbud, 2019). In implementing HOTS in the test items, the evaluators can follow to the classification of the cognitive dimension at *Analyze* to *Create* (Pranowo & Tobing, 2018). However, the evaluator should not be trapped in the operational verb (Kemendikbud, 2019). For example, the verb "determine" included in level

Understand and *Apply*. Nevertheless, "Determine" also can be classified on the *Evaluate*, if the test requires the process of analyzing the information presented on the stimulus, then students are asked to determine the best decision. Even, the verb "determine" can be classified into *Create*, if the test asks for the ability to plan a new problem-solving strategy. Therefore, the use of operational verbs in the test items cannot always be used as a benchmark on creating or grouping a test into HOTS, but it is highly influenced by the thinking processes in answering the test.

In the previous paragraph, the researcher has mentioned the aims of HOTS implementation in the assessment. Those activities are conducted beyond the process of remembering, understanding, and applying factual, conceptual, and procedural knowledge to solve contextual problems (Kemendikbud, 2019). Hence, this ability is also known with the term of associating, which refers to the thinking process at cognitive dimensions of *Analyze*, *Evaluate*, and *Create* (Kemendikbud, 2019).

The concept of associating can be generalized similar to the transfer process from Brookhart (2010). In this process, students are not only learning to remember but also able to understand the use of what they have learned (Anderson et al., 2001). Although the concept of transfer also refers to the ability on the lower cognitive dimension, the transfer process in higher thinking refers to activities at the level of *Analyze*, *Evaluate*, and *Create* (Brookhart, 2010).

Besides, the HOTS test items are also marked by not revealing the available information in the text or known by asking for implied information (Kemendikbud, 2019; Yani, 2019). This implied test refers to the term of the divergent, while the

non-implied test is called convergent (Smith, 1969). The other differences between both terms are shown in the table below.

Table 2.2. The convergent and divergent (Smith, 1969: 431)

No	Convergent	Divergent
1	Ask for information in the story.	Ask for information, not in the story.
2.	Do not ask for the reader's ideas.	Ask for the reader's ideas.
3.	Ask for a correct answer from the story.	Do not attempt to evoke responses that are correct or incorrect.
4.	Focus on the author's meaning.	Focus on what the reader can add.

Following the divergent concept, the test does not evoke a correct or incorrect response, because the answer that needs to be known by the students is not available in the story (Smith, 1969). Students need to add or make their idea to answer the test item, which allows students to give different answers according to the thinking process and point of view. It occurs because of analytical, critical, and creative thinking activities tend to produce unique or different results for each student (Setiawati, Asmira, Ariyana, Bestary, & Pudjiastuti, 2019). It is different from the convergent test that evokes a correct answer (Sousa, 2017; Wilen, 1991). The answer or response from the students can easily be anticipated (Wilen, 1991) because the response is the fact, or available in the story (Smith, 1969). It makes the convergent test encourages similar students' responses, which is not usually requiring students to engage in higher-level thinking. It also often focuses on the recall of previously presented information (Richards & Lockhart, 2007). Therefore, in the divergent concept, all the answers are correct, and the score given depends on the students' think in solving the test.

The divergent test also characterized by examining for a higher process than remembering (Setiawati et al., 2019). It makes the top three cognitive dimensions

refer to the divergent, and the lower three refer to the convergent (Sousa, 2017; Wilen, 1991). However, the cognitive process of *organizing* in the level of *Analyze* uses the concept of convergent (Anderson et al., 2001). Nevertheless, the concept of convergent mentioned in the process of *organizing* is not discussed.

Following the explanations of the *organizing* process in the previous discussion, the convergent concept may be indicated with the process of analyzing answers in the available text. Even though the answer is already listed in the text, students need to do a more in-depth analysis, because the answer is not clearly mentioned as the answer (convergent). Students need to understand the concepts or cases being tested before answering the test. The example is writing an outline from a research paper. Students must understand important and unimportant information in the research paper available and also understand the concept of the outline. Hence, all the students' answers may differ, depending on the deeper analysis and students' understanding of the concept of "outline". This is supported by the explanation of the *organizing* process that determined by ***how*** elements can fit or function within a structure (Anderson et al., 2001). It indicates that the elements are available in the text, but students need to find or analyze and make it function as a coherent structure. Moreover, these elements refer to the important information that can fit to be the outline.

In the first point of differences between convergent and divergent in Table 2.2, it shows the word "story". This word has a similar meaning to the term stimulus. However, the stimulus is not always in the form of story or text, it can also be presented as the pictures, graphs, or tables (BSNP, 2018b).

The stimulus can be found in the global issue, including science, health, infrastructure, technology, economic, and education (Fanani, 2018). The use of stimulus in HOTS test items is important (Kemendikbud, 2019; Sagala & Andriani, 2019) because it has the function as the introductory material or activity that allows students to think (Brookhart, 2010). Besides, the stimulus is used as the basis for understanding information (Kemendikbud, 2019). Thus, the term stimulus does not also only in the form of text, images, graphics, or tables. It can also be in the form of resources that the students have already seen, for example, a book they have read, or asking the student to locate the resources or stimulus, such as finding information in a library or Internet (Brookhart, 2010). The example of asking the student to locate the resources or stimulus is when the teacher gives a test about a particular issue. Then, students are asked to find their reading sources to understand the problem. Moreover, to make students interested in stimuli, the teacher or evaluator needs to choose the interesting stimuli. It can be characterized by new and rarely or a topic that has never been read by the students (Kemendikbud, 2019).

New or has never been tested to the students is another thing that needs to be considered in HOTS test item (Brookhart, 2010; Lewis & Smith, 1993; Zoller & Tsaparlis, 1997). HOTS tests cannot be tested repeatedly to the same test takers (Kemendikbud, 2019). If a HOTS test item is tested repeatedly to the same test-taker, the student's thinking process will change to the form of memorization. Students only need to remember the ways to solve the test; no more higher-level thinking processes occur. Whereas, it has been discussed previously that HOTS test items are higher than the processes of remembering (Anderson et al., 2001).

Besides, the test items that are routinely tested will no longer encourage test takers to be creative in finding the new solutions (Kemendikbud, 2019). This test is not able to explore the original ideas of the test takers to solve the problem.

The new test that has not been tested to the students will lead to an unfamiliar activity or situation (Zoller & Tsaparlis, 1997). This unfamiliar refers to the prior knowledge that has been known by the students. Thus, it can refer to the case that needs to be solved or answered by the students. If the students know or have practiced with the case, it will not be the HOTS anymore. Hence, the term for the new test or unfamiliar test can also refer to the stimulus.

Especially for the multiple-choice test, the implementation of HOTS is not only on the stem-of-items. Generally, students need to choose the best answers from several answer choices; and it is one of the indicators of critical thinking on credibility judgment (Norris, 1989). The students analyze arguments (answer choices) to determine the best answer by considering the criteria that fit the issue (Norris, 1989). The process of choosing the best answer will lead to higher-order thinking skills if the students analyze all possible answer choices (Zaidi et al., 2018). Thus, the implementation of HOTS in multiple-choice refers to the stem-of-item and answer choices. However, the implementation of the cognitive dimension in the multiple-choice is limited to the dimension of *Create* (Jovanovska, 2018). The reason is, the *Create* category asks the students to make a product (Anderson et al., 2001), which is more applicable in the essay test.

The homogeneous and logical answer choices are an aspect of the answer choices that need to consider by the evaluator (Anderson et al., 2001;

Kemendikbud, 2019; Susilo, 2014). Homogeneous and logical answer choices can be interpreted as the same characteristics. In other words, the answer choices come from the same material as asked in the stem-of-item, equal, and must function as the trick (Depdiknas, 2008). It aims to make all the answer choices are possible to be chosen, which will make the student think at a higher level (Zaidi et al., 2018).

The homogeneous answer choices indicate by all the answer choices are correct, but there is only one key or the most correct answer that students must choose (Scully, 2017). It means that the use of homogeneous answer choices also follows the rule of the divergent test; on the point of it does not evoke the correct and incorrect answer (Smith, 1969). For example, if the stimulus talks about the mountain, then the stem-of-item asks the point of discussion in the stimulus. All of the answer choices must explain the mountain, but with different explanations.

Homogenizing answer choices is an attempt to increase the quality of distractors. Distractors can be interpreted as answer choices that are not classified to be a key answer. The use of high-quality distractors is expected to enable students' critical thinking skills in making decisions to choose the correct answer. This process is carried out with clarity, conclusion, and decision steps (Kallet, 2014). With a strong understanding of the problem or case (clarity), students will be able to get the right and best conclusions to make decisions (Kallet, 2014).

Moreover, the other characteristic of good distractors is the similarity of the answer choices length (Depdiknas, 2008). The use of different length answer choices will lead to the assumption that the longest choice is the key because it has a higher level of information (Depdiknas, 2008). Then, the students will choose the

longer choice (Susilo, 2014). Hence, the length answer choices available must be equalized (Clay, 2001; Depdiknas, 2008; Hall & Marshall, 2013; Kemendikbud, 2019). Below is an example of the different length answer choices.

> 1. The most general cause of low individual incomes in the United States is:
>   A. Lack of valuable productive services to sell.
>   B. Unwillingness to work.
>   C. Automation.
>   D. Inflation.

Figure 2.2. The use of different length answer choices (Clay, 2001)

Besides, avoiding the statement "all the choices above or below are true or false" is also required (Depdiknas, 2008; Hall & Marshall, 2013; Kemendikbud, 2019). The use of these statements will also decrease the homogeneous answer choices (Depdiknas, 2008).

In other words, the three indicators above can be stated as part of the divergent concept. The similar length answer choices and does not use the expression of "all the choices above or below are true or false" are the derivative from homogenous and logical answer choices that follow the divergent concept, especially in "do not evoke responses that are correct or incorrect". Besides, these three indicators of answer choice will improve the quality of the distractor. Thus, with high-quality distractors, students will use the ability to think at a higher level to make decisions in choosing the best answer. However, the evaluator should also need to pay attention to the other HOTS indicators in the previous discussion, such as assessing the ability of associate or transfer, asking for divergent, using stimulus, and using the new test.

B. Review on Relevant Study

The research that analyzes HOTS has been widely carried out, but there are only a few studies that the researcher used as the relevant reference for this research. However, the research carried out in the previous studies only focused on classifying or levelling theory based on the data (Ahmad, 2016; Damanik & Zainil, 2019; Febrina et al., 2019; Narwianta et al., 2019; Putra & Abdullah, 2019). These researches examined the different data, such as English National Examination of Senior High School (Ahmad, 2016; Putra & Abdullah, 2019), English Final Examination or USBN (Narwianta et al., 2019), and the reading comprehension questions in English textbook (Damanik & Zainil, 2019; Febrina et al., 2019).

The theoretical basis is also different, such as the use of Barrett Taxonomy of comprehension theory (Ahmad, 2016), which consists of *Literal, Reorganization* (LOTS), *Inferential, Evaluation*, and *Appreciation* (HOTS). *Literal* and *Reorganization* comprehension deals with the facts as presented; thus, the results in closed questions have a single correct response. *Inferential* comprehension is demonstrated when students use the ideas and information that is explicitly stated in a viewing material, students' intuition, and personal experiences as bases in making intelligent guesses and hypotheses. *Evaluation* comprehension refers to judging the language and the effect of the material in the light of appropriate criteria. It requires responses that indicate the evaluative judgment has been made by comparing ideas. *Appreciation* comprehension deals with psychological and aesthetic responses. It refers to emotional responses to content, plot or theme,

sensitivity to various literary genres, identification with characters and incidents, reaction to the author's use of language, and response to generate.

Moreover, some researches use Bloom's revised taxonomic theory (Damanik & Zainil, 2019; Febrina et al., 2019; Narwianta et al., 2019; Putra & Abdullah, 2019). The revised taxonomy belongs to Anderson, which consists of *Remember, Understand, Apply, Analyze, Evaluate,* and *Crate*. HOTS analysis of the researches that refer to the revised taxonomy theory is conducted by leveling or classifying the data. Besides, there is only a study that adds other variables of the knowledge dimension variable (Damanik & Zainil, 2019). However, the result of the study is also a knowledge dimension classification. Thus, previous studies that are considered relevant, have some differences with this study. The table below shows the differences.

Table 2.3. The difference of this research with the previous

Difference	Previous research	This research
Data	1. The English National Examination of Senior High School 2. The English USBN of Senior High School in Semarang 3. The English textbook used in high school level	The English USBN of *Madrasah Aliyah* in West Kalimantan
Theoretical basis	Following the concept of HOTS from single literature, such as the Cognitive Taxonomy from Barrett or Anderson	Following the concept of HOTS from some literatures, consist of the transfer capability in higher cognitive level, using stimulus, using non-routine tests, asking for divergent, using homogeneous and logical answer choices, using similar length answer choices and not using the expression "the choices above or below are true or false".

Result of analysis	Percentage and HOTS Classification based on the single theory from Barrett or Anderson's Cognitive Taxonomy	Classification of cognitive level and analyzing the HOTS implementation; how the HOTS is implemented and the percentage of HOTS implementation.

The studies above are considered as relevant studies because of the discussion similarities, which is HOTS analysis. However, there are differences in the use of the theory. In this study, the researcher prefers using Anderson's taxonomic theory because this is used as a reference by handbooks issued by the Indonesian Educational government. The researcher not only focuses on Anderson's Taxonomy but also uses additional references to analyze the use of HOTS and to gain novelty in the study. Thus, the results of this study can be useful for evaluators who will carry out HOTS evaluations in test items.

C. Theoretical Framework

The educational system in Indonesia is regulated by the Ministry of Education and Culture or known as *Kemendikbud* through K13. K13 is the name of current Indonesian curriculum that has the aim for preparing Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization (Permendikbud, 2013). K13 also aims to develop students' critical and analytical thinking that follows international standards (Fanani, 2018), which lead to the HOTS.

In Indonesian education, HOTS is implemented in various contexts, including teaching strategy (methods, models), material (modules), and assessment (Ramli, 2015). Especially for assessment, the Indonesian government has two kinds of

summative assessment that has a role in measuring the achievement of the implementation of learning. The assessment consists of National Examination (NE) and USBN, which also requires implementing HOTS. However, there is a deferent rule of HOTS implementation in the National Examination (NE) and USBN that 20% for USBN, and 10% for NE (Indriani & Maryati, 2019; Kemendikbud, 2019).

Especially for USBN, the implementation of USBN in the educational stage in Indonesia is distinguished (BSNP, 2018a). At a higher level, the implementation of USBN is also distinguished at the level of Senior High School and *Madrasah Aliyah* or Islamic High School or MA. The *Kemenag* consolidates the implementation of USBN in MA. Meanwhile, Senior High School is consolidated by the provincial educational office, which both are under the *Kemendikbud's* control and management.

However, the result of the study on HOTS implementation on Senior High School or SMA in USBN showed an unsatisfactory result (Kemendikbud, 2019). It is added by the result of the study in one of Indonesian province (Rasmawan, 2017), which is West Kalimantan that shows the low level of students' critical thinking (part of HOTS). Moreover, based on the literature review, the implementation of HOTS in MA has not been much researched, especially for English USBN in West Kalimantan.

According to the fact, conducting the study in this scope is needed because it can help to reveal the implementation of HOTS at various educational levels in Indonesia. It also brings a new understanding of the HOTS implementation in assessments, which is assisted by the HOTS indicators. This indicator is divided

into the indicators of stem-of-item and answer choice. Indicators for stem-of items such as measuring the ability to make associate or transfer in high levels, asking for divergent, using stimulus, and not being the routine test. Indicators for answer choices consist of using homogeneous and logical answer choices, using the similar length of answer choices, and not using the expression all the choices above or below are true or false.
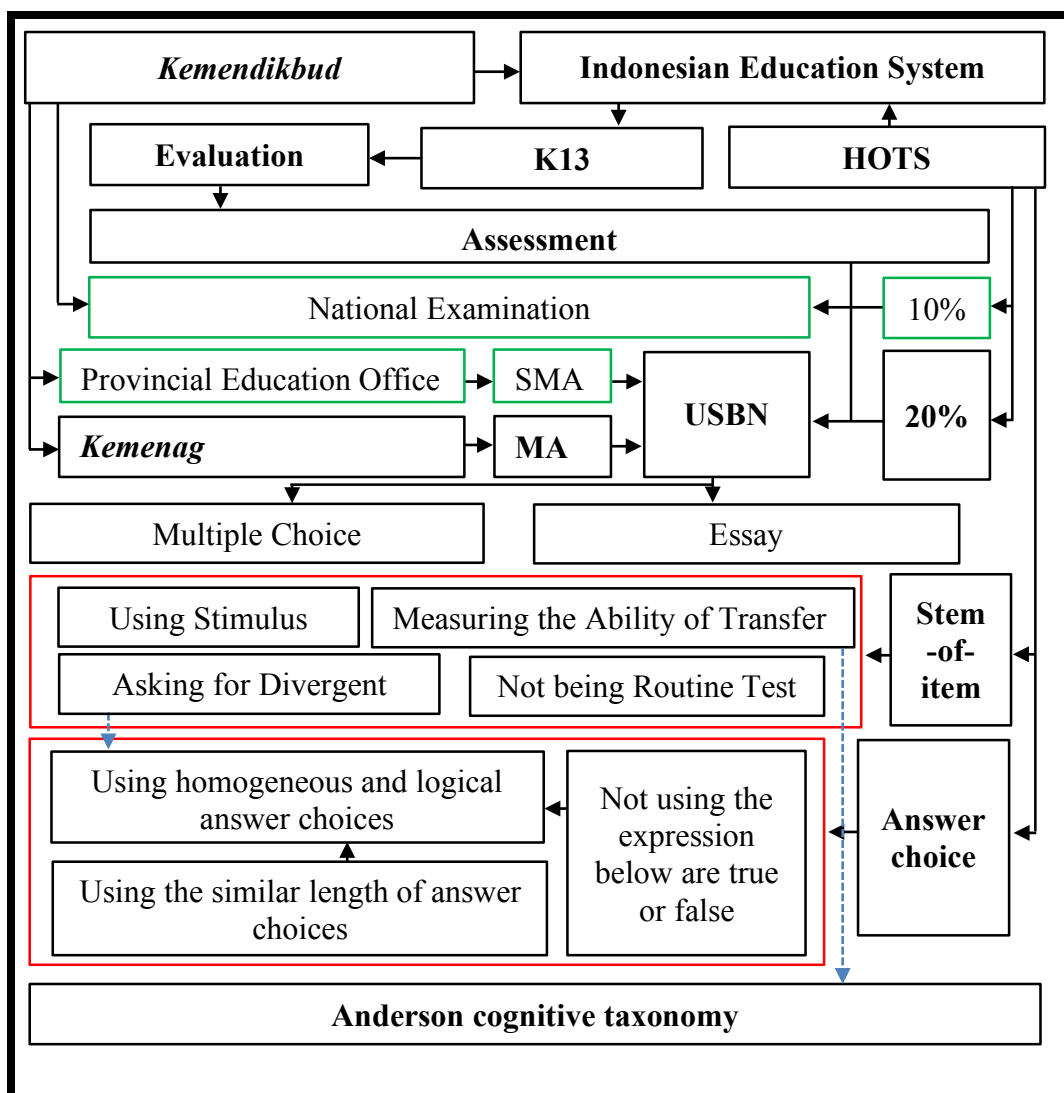
Figure 2.3. Theoretical framework

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D. Research Question

The researcher formulates some questions that will be answered in the research. Below are the questions.

1. What are the elements of Higher-Order Thinking Skills (HOTS) that are implemented in the English *Ujian Sekolah Berstandar Nasional* (USBN) of *Madrasah Aliyah* in West Kalimantan?

2. What are the cognitive level categories integrated into English *Ujian Sekolah Berstandar Nasional* (USBN) of *Madrasah Aliyah* in West Kalimantan?

3. How much the percentage on the use of Higher-Order Thinking Skills (HOTS) in the English *Ujian Sekolah Berstandar Nasional* (USBN) of *Madrasah Aliyah* in West Kalimantan?

4. Have the K13 objectives on the use of Higher-Order Thinking Skills (HOTS) on English *Ujian Sekolah Berstandar Nasional* (USBN) of *Madrasah Aliyah* in West Kalimantan been properly implemented?

5. How can the implementation of Higher-Order Thinking Skills (HOTS) in the test be improved?

CHAPTER III
RESEARCH METHOD

This section contains six sub-chapters, those are research type, research place and time, data source, technique and data collection instrument, trustworthiness, and data analysis technique. Below is the explanation of the sub-chapters.

A. Research Type

This study aims to reveal: (1) how the higher-order thinking skills (HOTS) are integrated into *Ujian Sekolah Berstandar Nasional* (USBN) of *Madrasah Aliyah* (MA) in West Kalimantan, (2) the cognitive process dimensions integrated into English USBN of MA in West Kalimantan, and (3) whether or not the use of HOTS in USBN of MA's in West Kalimantan has been appropriately implemented. The researcher used a qualitative descriptive design employing the document analysis technique in conducting this study. This technique is a systematic procedure for reviewing or evaluating documents—both printed and electronic ones (Bowen, 2009). Hence, the USBN part of the document that can be analyzed by using this technique.

The use of document analysis as the technique of the study is often used in other qualitative research methods. The reason is to make triangulation (Bowen, 2009). Thus, the researchers can also add other sources apart from the document, such as interview (Yin as cited in Bowen, 2009).

The document analysis involves the process of skimming (external examination), reading (thorough examination), and interpretation (Bowen, 2009). In these processes, the elements of content analysis and thematic analysis are

combined (Bowen, 2009). The use of content analysis is as the process of organizing information into categories related to the central questions of the research (Bowen, 2009). Then, thematic analysis is a form of pattern recognition within the data, with emerging themes becoming the categories for analysis (Fereday and Muir-Cochrane as cited in Bowen, 2009). This process involves careful and more focused reading and review of data. The researchers look closely at the selected data and do coding and construction of categories based on the characteristics of the data to uncover the themes related to a phenomenon. It means that the element of content analysis technique proposed in this discussion refers to the qualitative process rather than quantitative, because most of content analysis involving patterns tends to be qualitative (Krippendorff, 2004).

Furthermore, the use of both combinations (elements of content analysis and thematic analysis) in this research is as follows. First, selecting (through the reading process) the data included in the research study, which was test items tested (activity for the element of content analysis). Then, after the researcher got the data, the next process was giving the data included in the research category codes into a certain theme following the indicators of the research instrument. In term of the interview data, the transcription was made and also analyzed based on the research indicator, which resulted a theme (activity for the element of thematic analysis). Last, after the data was analyzed and interpreted, the researcher wrote the result of analysis to elicit meaning, gain understanding, and develop empirical knowledge.

B. **Research Place and Time**

This study was conducted to analyze the USBN document and was limited by USBN documents of *Madrasah Aliyah* in West Kalimantan without time border. However, the researcher not only examined the data from printed documents but also from the interviews held in March 2020 through voice calls.

C. **Data Source**

The data source of this study was the English Final School Examination or USBN manuscripts taken from *Madrasah Aliyah* in West Kalimantan. The researcher focused on the compulsory English USBN set used in the 2018/2019 academic year consisting of 45 test items tested as the object of study. This document only had one document set or package making the researcher only used one document of English USBN in 2018/2019 academic year. The researcher also analyzed one package of the previous year of the compulsory English USBN manuscript of 2017/2018 academic year to examine one of HOTS indicators. Moreover, it was added or combined to the data form the interview.

D. **Technique and Data Collection Instrument**

In the data collection technique, the researcher used observation including reading and note taking techniques following Sudaryanto (2015). The reading technique was conducted by reading the entire script of the USBN document; this activity was repeatedly undertaken carefully and thoroughly. Then, the note-taking technique was done by noting the data included in the research criteria.

Furthermore, this study used three instruments in collecting the data. The first instrument was used to answer the implementation of HOTS. The researcher

created this instrument based on some literatures (Anderson et al., 2001; Brookhart, 2010; BSNP, 2018b; Clay, 2001; Depdiknas, 2008; Hall & Marshall, 2013; Kemendikbud, 2019; Lewis & Smith, 1993; Richards & Lockhart, 2007; Sagala & Andriani, 2019; Scully, 2017; Smith, 1969; Wilen, 1991; Yani, 2019; Zaidi et al., 2018; Zoller & Tsaparlis, 1997). However, this instrument referred to the government instrument in analyzing HOTS by adapting some aspects. It was because some criteria did not fit to examine the aspect of HOTS and were more applicable to assess the quality of the test items in general. Below is the original indicator.

Table 3.1. HOTS' original instrument (Kemendikbud, 2019)

No	Indicators
Material	
1.	The test follows the indicator,
2.	The test uses interesting stimulus,
3.	The test uses contextual stimulus,
4.	The test measures the level of cognitive associating,
5.	The answer choice that consists of HOTS is not contained in the stimulus,
6.	It is not the routine test and brings the novelty,
7.	The test uses homogeneous and logical answer choices,
8.	There is only one correct answer,
Construction	
9.	The stem-of-items are formulated briefly, clearly, and firmly,
10.	The stem-of-items and response are statements needed,
11.	The stem-of-items do not give instructions to the answer key,
12.	The stem-of-items are free from double negative statements,
13.	Figures, graphs, tables, diagrams are clear and fine,
14.	The length of the answer choices is relatively the same,
15.	Answer choices do not use the expression "all the answers above are false or "all the answers above are correct,"
16.	The arrangement of shaped figure/time in answer choice should be in chronological order or size numbers,
17.	The previous answers do not affect the next stem-of-item.
Language	
18.	The language used follows the Indonesian or foreign language rules and norms
19.	The tests do not provide the local language

20.	The stem-of-items use communicative sentences
21.	Answer choices do not repeat the same word/phrase, except one unified understanding/definition
22.	Item tests do not contain the elements of SARA PPPK (Ethnic, Religious, Racial, Intergroup, Pornography, Politics, Divisive, and Violence).

Some of the above criteria did not fit to analyze the aspect of HOT. Some literatures in the previous discussion support this statement, because instruments for assessing HOTS explored students' thinking abilities. Although in the analysis process the researcher began by explaining the semantics of the test items, the researcher assumed that the available test items followed the rules of writing good test items. Thus, the semantics analysis in this research was used to reveal how the test items of USBN lead students to think. Hence, this study did not judge the test items based on the suitability with the characteristics of a good test but based on HOTS theory.

The researcher divided two different instruments of analyzing HOTS; for multiple-choice and essay tests. The researcher distinguished the questions (stem-of-item) and answer choices especially for multiple-choice tests. Table 3.2 was the instrument of analyzing HOTS, essay (number 1-4), and multiple-choice tests (number 1-7).

Table 3.2. Instrument of HOTS

No.	Indicators
1.	Measuring the ability to make associate or transfer in high levels (*Analyze, Evaluate, Create*)
2.	Asking for divergent
3.	Using stimulus
4.	Not being the routine test
5.	Using homogeneous and logical answer choices
6.	Using the similar length of answer choices
7.	Not using the expression all the choices above or below are false or correct

The non-routine test indicator was analyzed by comparing to the previous English USBN manuscript. The researcher also conducted the interviews with the English teachers to ask about the test items in USBN. Thus, the interview had a question asking about the differences of the test item in the last five years.

The second theory was from Anderson et al., (2001) to answer the analysis of the cognitive dimension. The cognitive dimension was divided into *Remember*, *Understand*, *Apply*, *Analyze*, *Evaluate*, and *Create*.

The last one was measuring the percentage of the implementation of HOTS in USBN. The percentage of the application of HOTS was measured by the formula as presented in Figure 3.1, with the implementation standard of 20% of the total test items tested (Kemendikbud, 2019).

$$\text{Implementation of HOTS} = \frac{\text{Total of HOTS}}{\text{Total of test items}} x\ 100\%$$

Figure 3.1. The formula for calculating the percentage of HOTS

E. Trustworthiness

In increasing the validity of the data in this study, the researcher used the validity by using expert judgment in two steps. The first step was the validity of the instrument. It was conducted by checking the suitability of the instrument with the research objectives and theories used. The researcher conducted the expert judgment by seeing the expert who was expert in the field of creating instruments to check the validity of instruments constructed by the researcher.

The second step was data analysis validation conducted by consulting with the expert in the field of HOTS. Then, if the results of the analysis were false, the

researcher conducted re-analysis until the results of the study were linked with the theories and the experts' opinion.

Moreover, the researcher also performed peer review in analyzing the data. This analysis was conducted with another researcher who understands the theory used in this study. It was hold before conducting the data analysis validation by the expert or after getting the result of instrument validity. The researcher had discussion to get a better report of each test item. Thus, the researcher conducted the discussion until getting the same view of the analysis.

The researcher also conducted the interviews to the English teachers that are familiar with the English USBN of MA in West Kalimantan. It was used as the process of the data triangulation in this study supported also by the analysis from a previous year's USBN English document.

F. Data Analysis Technique

The data analysis technique was the most crucial step of a study because the data analysis serves to display the investigation results. In this study, the researcher analyzed the data through the following stages.

1. The researcher read the entire of USBN manuscripts and the interview transcripts.

2. The next stage is the process of data coding. The data were coded into a certain category according to the instruments. In this process, the researcher described the causes and reasons that made the researcher classified the data to the specific criteria. The researcher also conducted the semantic analysis of the test items to know the test items needed.

3. The researcher checked the result of coding to get better analysis results. Moreover, this process (the second and third points) was carryout with peer review.

4. Then, the researcher calculated the test items classified into HOTS by using a research instrument.

5. After that, to ensure the result of the analysis, the researcher conducted expert judgment with the expert.

6. Last, the researcher wrote the result of analysis to elicit meaning, gain understanding, and develop empirical knowledge.

CHAPTER IV
FINDING AND DISCUSSION

This section contains three sub-chapters; research findings, discussions, and limitations of the research. Below is the explanation of the sub-chapters.

A. Research Findings

The research data, as mentioned in the previous chapter was in the form of a compulsory English USBN manuscript of *Madrasah Aliyah* or MA in 2018/2019 school year consisting of 40 multiple-choice tests and five essay tests. It was collected from MA in Sintang District in the West Kalimantan. Moreover, the data that the researcher collected was not only in form of the English USBN document. The researcher has the data in form of interview transcription. The researcher used the interview to triangulate with the previous year's USBN document of 2017/2018 academic year. However, this file does not contain the listening part. Thus, the researcher interviewed two English teachers that hold the third-grade students of MA that are familiar with the English USBN. All the data finding that the researcher got from the analysis result in the USBN manuscripts and interviews are shown below:

1. The Implementation of HOTS in English USBN of MA in 2018/2019

The analysis result conducted by the researcher of HOTS implementation was shown in the table below.

Table 4.1. Data analysis of the implementation of HOTS

No.	Classification	Number of the Test Items	Total
1.	HOTS	16, 24, 31, 41, 42, 43, 44	7

2.	LOTS	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 45	38
		Total	45

Table 4.1 shows the distribution of the HOTS test items. The implementation of HOTS in the test items was indicated with the transfer or associate capability, using of stimulus, asking for divergent, not routine, homogeneity and logicality answer choice, has the similar length answer choices, and not using the statement all the choices above or below are true or false.

The use of stimulus in the USBN test was available in various type. However, the test items identified as HOTS used stimulus in the form of text stories, songs lyric, and text procedures. Here is an example of a stimulus in form of a song lyric in the USBN manuscript.

Number One For Me
by Maher Zain

I was a foolish little child
Crazy things I used to do
And all the pain I put you through
Mama now I'm here for you
For all the times I made you cry
The days I told you lies
Now it's time for you to rise
For all the things you sacrificed
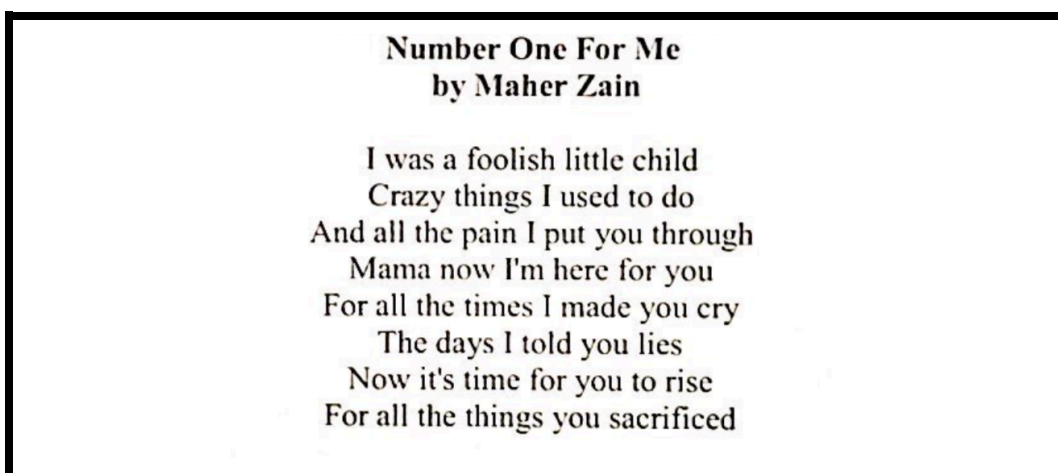
Figure 4.1. Stimulus

The available test items in the USBN manuscript were classified as the new tests. It is supported by the results of interviews that the researcher conducted with third-grade English teachers in *Madrasah Aliyah*, who were familiar with the test items on USBN.

"Kalau untuk teks itu sendiri tidak ada yang sama. Cuman model teksnya tetap sama. Model teksnya, contoh kalua untuk missal dalam kisi-kisi itukan.." – translated "There is nothing in common with the text. They all are the same text model. The text model, for example if for example in the grid..." (MA 2)

"Kalau jenis teksnya iya sama kayak narrative, procedure text, new item. Tapi mungkin isi dari apa konten teksnya itu yang mungkin lebih apa lebih diganti mungkin yang berita berapa tahun atau yang berita terbaru nya." – translated "The text type is exactly the same as narrative, procedure, new item text. However, maybe the contents of the text are, maybe replaced, maybe the news from many years old or the newest." (MA 1)

The differences obtained from the result of the interview above refer to the stimulus that always have different topic or issue. However, the stem-of-items following the stimulus could be similar to the previous test in the USBN manuscript. For example, in the past years, there was a stem-of-item "What is the text about?". It could be used in the newest English USBN document but asking the different issue. For example, the use of "What is the text about?" as the stem-of-item will get the different results or answer if the stimulus has the topic about football and volleyball. It is because both topics are different each other. This explanation is supported by the result of interview below.

"Kalau soalnya ya kurang lebihlah, Mas. Kurang lebih agak sedikit berbeda cuman ya materinya kurang lebih masih sama cuman poinnya aja yang mungkin agak .. kalo sekarangkan pake K13 ya?" – translated "If the question is similar, Mas. Approximately it has the little difference, but the material is similar, just the points might be a bit ... today's we use K13, right?" (MA 1)

Iya. Kalau untuk, kalua untuk soal dia ada tetap menanyakan contoh saya kasih contoh ..... What is the text about? Itu nanti ada lagi keluar nah itu nanti gimanalah situ menyimpulkan sendirikanya? Itu tetap ada sama "What is the text about?" itu tetap ada karena kalua didalam Bahasa Inggris itukan belum ada perubahan mengenai jenis

pertanyaan misalnya begini dia menanyakan informasi umum tetap nanti ditahun berikutnya ada menanyakan informas iumum. Nah salah satu ciri khas dari menanyakan informasi umum itu yaitu What is the text about?. Itu ada, ada terus tiap tahun gitu. – translated "Yes If for that matter there is still asking, I give examples ... .. What is the text about? There will be more coming out then, how do you conclude that? It still exists, just like "What is the text about?" it still exists because in English there is no change regarding the type of question, for example, it asks for general information, but in the following year there is general information. Well, one characteristic of asking for that general information is "What is the text about?". The test is exited, it continues every year." (MA 2)

Moreover, these interview data were in line with the result of the analysis from the previous USBN document. The example is in the Figure 4.2, which the newest, and the oldest USBN document has the similar stem-of-items. However, it examines the different issue and the test items in 2018/2019 academic year examines topic about "meeting", and 2017/2018 academic year is about "bicycle". Thus, although they have similar stem-of-item, they have different answer.

| 2017/2018 USBN | 23. What is the text about?
A. Buying a new bicycle
B. Practising to ride a bicycle
C. ✓ Having a good time with a new bicycle
D. A technique to ride a two wheel bicycle
E. Training someone to be able ride a bicycle |
| 2018/2019 USBN | 21. What is the text about?
A. Meeting presence
B. Meeting invitation
C. Meeting document
D. Meeting discussion
E. Meeting room turn |

Figure 4.2. Similar stem-of-item

This explanation indicates that the non-routine test is found. The non-routine indicator is important because HOTS test items that are frequently used will no longer be HOTS because students only need to remember ways to solve the test

before (Kemendikbud, 2019). The new issue on the test item on English USBN of MA indicates that MGMP team does not recycle the previous USBN test, especially for five years before. However, based on the observation while looking for the USBN data, there are many schools that did not have previous English USBN documents. The previous data that the researcher got are only from one year earlier without listening part document. Thus, it may make students examined do not realize if the MPGP team recycles the previous test item (in a span of the past five years), for example, USBN in 2013 or earlier. It is because they never learn from the previous USBN document.

Except always examining the different issues or using new stimulus, not all the test items are classified as HOTS. The test items that ask about the facts in the stimulus are classified as LOTS because the HOTS test items do not examine the facts or information available in the stimulus (Kemendikbud, 2019; Yani, 2019). They ask about the information making students need to think beyond the text (Smith, 1969). Below is the example for the test items in this criterion.
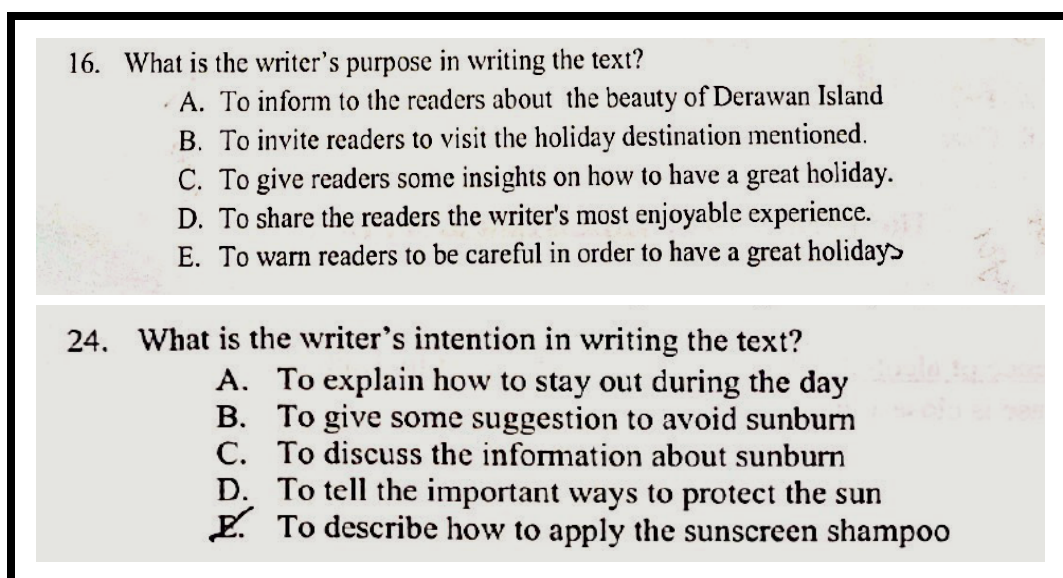
Figure 4.3. HOTS test items (multiple choice)

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The test items number 16 and 24 in Figure 4.3 do not examine the information available in the stimulus, or it uses the concept of divergent. Figure 4.4 is the stimulus that can be used as the evidence for test item at the number 24. Besides, the concept of divergence also requests personal ideas, which students can add (Smith, 1969). This concept does not ask the author's meaning because it refers to the concept of convergent (Smith, 1969), included into the semantic analysis (Yule, 2010). In other words, the divergent concept does not ask the meaning of the sentence or message but asks the purpose or reason underlying the creator in creating the sentence or text, as reflected in the test items in Figure 4.3.

For multiple-choice tests, the point of divergent concept on the point of "it does not evoke a correct and incorrect response" (Smith, 1969) as mentioned earlier is similar to the concept of homogeneous and logical answer choices. Homogeneous and logical answer choices are marked by the same characteristics, or the answer choices come from the same material as asked in the stem-of-item, equal, and must be functional as the trick for students (Depdiknas, 2008). It means that the answer available choices do not only contain one correct choice. All answer choices have the same answer strength, but there is one most correct answer choice or the most appropriate response as the key answer (Scully, 2017). For example, the answer choices in Figure 4.3 shows that the test items at the number 16 and 24 use the homogeneous and logical answer choices.

However, not all answer choices listed in both test items are homogeneous and logic. **First**, two answer choices are less homogeneous and logic in number 16. Below is the analysis.

Table 4.2. Homogeneity analysis

Choices	Analysis	Homogeneous and Logical
a.	This answer choice can be considered as the right choice because the writer explains about Derawan Island in the stimulus. He also mentioned his admiration on this island. Besides, Derawan Island has more portions or often discussed in the stimulus.	Yes
b.	This answer choice can be considered as the right choice because the author mentioned several places that he visited in the stimulus. When visiting every place, he gets a different enjoyable experience. Thus, with this pitiful feeling, it seems like the author wants to invite the reader to the places that have been visited because of the beauty.	Yes
c.	This answer cannot be considered as the right choice because the author does not share any tips in the stimulus. This stimulus only tells about the author's experience in visiting some great places. The author shares a pleasant holiday experience without any words that have indicated or referred to the tips.	No
d.	This answer choice can be considered as the right choice because the writer always shows his interest in the places visited in the stimulus. It is supported by several phrases that show the pleasure and admiration in the stimulus.	Yes
e.	This answer choice cannot be considered as the right choice because there is no single word of information in the stimulus that supports the meaning of being careful to plan a vacation. This statement leads to the meaning of inaccuracies or failures experienced by the author, and this information is not found on the stimulus. However, there is a paragraph that contains a warning; it is about an invitation for not littering. Thus, there is no information related to the failed plan experienced by the author.	No

From the analysis results above, two of the five available choices are not homogeneous and logic. However, it does not make this test item classified as LOTS. The reason is that with three homogeneous and logical answer choices, students may still need to use the ability to think critically to determine the correct answer that is in accordance to the wishes of the stem-of-item. However, it will be

better if all available answer choices consist of homogeneous answer choices. Thus, Table 4.3 are two alternative improvements that can be used to replace the less homogeneous and logical answers above. From this improvement, both answers are more homogeneous and logic because the information is reflected in the stimulus.

Table 4.3. Improving answer choices

Choices	Improvement
c.	To give the readers references place for a holiday.
e.	To warn the readers to be more aware of nature.

Second, the test item at number 24 (Figure 4.3). There is a choice indicating inhomogeneous and illogical answer choice.

D. To tell the important ways to protect the sun

From this choice (answer choice D), it means that the stimulus (Figure 4.4) for the test item number 24 (Figure 4.3) explains the methods that can be done to protect the most significant human energy source, sun. However, there is no explanation in the stimulus supporting the statement in choice D. Hence, this choice is classified as non-homogeneous and illogical answers.

> **This text is for questions 23 to 26.**
>
> Try the following tips:
> 1. **Stay out of the sun during peak hours.** While these times may vary slightly depending on the season and where you live. You should be indoors if all possible between 10:00 and 15:00.
> 2. **Keep covered up.** Floppy hats and large umbrellas work well and so do cover-ups. Long-sleeved cotton shirts are excellent for hiking, cycling etc; see your sports store for special brands that allow breathing as well as cover-up.
> 3. **Use sunscreen on any exposed areas.** An SPF of 45⁺ is recommended for it allows even the fairest skinned folks to stay out in the sun for a few hours before reapplying. Try chopstick on your lips. Follow the instructions on sunscreen carefully. Always reapply after leaving the water, as it'll have washed off.
> 4. **Don't forget hard-to-reach places.** Don't forget to cover the backs of your knees, back of your neck, elbows and back of your ears (if you have short hair). Feet should also be included if you are wearing sandals, flip-flops or going bare-foot. Even these places can hurt a lot with sunburn.
> 5. **Don't lie in the sun purposefully seeking a tan.** This is not only damaging to your skin but might burn you the first few times you try it at the beginning of the season. If you want to tan, do it gradually and sensibly, with short exposure and building up over time.
> 6. **Put a small amount of oil or sunscreen in your hair so you will avoid burning your scalp.** Cover it with a hat. Some shampoos and hair conditioners contain SPF protection.

Figure 4.4. The stimulus for number 24

From the stimulus in Figure 4.4, it is clearly explained that there is no information that shows or has the meaning that refers to the conservation of the sun. Instead, the stimulus tells something related to the effect of sun exposure. Thus, the answer choice is not logical to be classified as the right answer. Supposedly, this answer choice would be better in the improvement below.

Table 4.4. Improving D answer choices, test items number 24

Choice	Old	Improvement
D	To tell the important ways to protect the sun	To tell the important ways of protecting the skin

This improvement makes better because the meaning of the updated choice can reflect what has been explained in the stimulus. Thus, it can be an alternative as the right choice and may increase students' thinking in finding the most correct answer or key answer.

Other indicators applied in the HOTS test items on English USBN of MA also use similar length answer choices and do not use the statement "all the choices above or below are true or false" in the answer choices. This indicator can also be proven in Figure 4.3, where none of the answer choices uses both indicators. This analysis is also supported by sensory analysis. The answer choices containing these two indicators also decrease the homogeneous answer choice even though there are still several other choices being considered (Depdiknas, 2008).
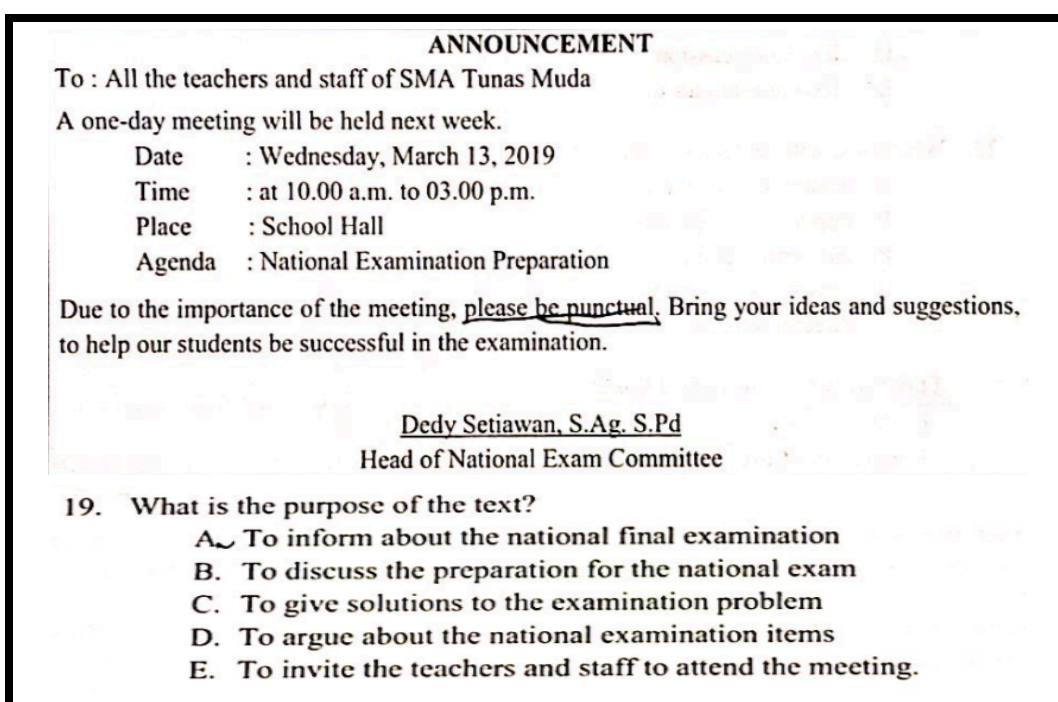
Then, the HOTS tests measured the ability of transfer or associate, especially in higher levels. This indicator refers to the cognitive level of *Analyze*, *Evaluate*, and *Create*. Through this indicator, the evaluators know the level of thinking needed to be done by the students to answer the test item. For example is test item at number 16 at Figure 4.3.

Test number 16 in Figure 4.3. is a multiple-choice test asking students to choose the correct answer from several answer choices regarding the author's purpose in writing a text entitled *my most unforgettable holiday* (stimulus is available on appendix for test number 16 on USBN 2018/2019). To answer this test item, students need to read and understand the information on the entire stimulus to know the discussion of the text. After that, students need to analyze the writer's purpose of writing the stimulus or text. The test that reveals the author's purpose or intention is classified into the cognitive level of *Analyze* and the cognitive process of *attributing* (Anderson et al., 2001). It is not the only indicator that makes the researcher classified the test items to *Analyze*. In this test, students also need to use the ability to think that goes beyond the basic understanding ability; students need

to conclude the purpose of the text. This process involves pragmatic analysis (Anderson et al., 2001). Thus, the answer is not available in the stimulus indicating the use of divergent, and it leads to the top three cognitive levels (Sousa, 2017; Wilen, 1991).

However, the use of word "purpose" in the stem-of-item cannot always be included into the HOTS test items. The following is an example of a test item that is classified into LOTS with uses the word "purpose".

ANNOUNCEMENT

To : All the teachers and staff of SMA Tunas Muda

A one-day meeting will be held next week.

Date : Wednesday, March 13, 2019
Time : at 10.00 a.m. to 03.00 p.m.
Place : School Hall
Agenda : National Examination Preparation

Due to the importance of the meeting, please be punctual. Bring your ideas and suggestions, to help our students be successful in the examination.

Dedy Setiawan, S.Ag. S.Pd
Head of National Exam Committee

19. What is the purpose of the text?
   A. To inform about the national final examination
   B. To discuss the preparation for the national exam
   C. To give solutions to the examination problem
   D. To argue about the national examination items
   E. To invite the teachers and staff to attend the meeting.

Figure 4.5. The use of keyword "purpose"

In this test item, students are asked to choose the correct answer from several answer choices regarding the purpose of the written announcement (or stimulus) created. It is different from the test item in Figure 4.3 at numbers 16 and 24, which examines the author's purpose. The phrase "purpose of the text" in the stem-of-item on Figure 4.5 leads to the meaning of the purpose the text is created. Thus, the primary ability to solve this test item knows the type of text or stimulus, which is

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the invitation text. Students also need to conclude in order to specify the purpose of the (invitation) text in that context. Hence, this test item is not classified into HOTS test items because it only measures the ability on *Understand* category. It also breaks the rule of indicator divergent because this test item asks the information in the story marked by the invitation text addressed to the "teacher and staff" written in the stimulus. Thus, the purpose of the text (stimulus) is to invite the teacher and staff.

Besides, the HOTS test items are also found in the essay test. The use of stimulus, not routine testing, using divergent test rules, and measuring the ability of transfer or associate are the indicators of HOTS in essay tests. Below is an example of the test item containing the HOTS indicator.

42. What is the theme of the song?

Figure 4.6. HOTS test items (essay)

This test asks students to find the answer regarding the general idea contained in the stimulus or song lyric. To answer this test, students need to read the stimulus (Figure 4.1). After that, students need to analyze the abstract or implicit general idea or theme. Understanding the theme of the song is an analysis that does not only focus on the basic understanding process, but this process also involves concluding implicitly on the stimulus information (divergent) included in the *Analyze* level (Anderson et al., 2001). It is different from the process of inferring that the focus on drawing a pattern is based on the information presented; the example (inferring) such as the conclusion of is A is bigger than B. The process on the level of *Analyze* is higher than this, especially for analyzing the theme of the song.

The song literary contains metaphors. It is part of figurative language. Metaphor according to the Oxford Dictionary is a word or phrase used to describe somebody or something else, in a way that is different from its regular use, to show that the two things have the same qualities and to make the description more powerful. This definition simply is interpreted as talking about something through something else (Ritchie, 2013). Moreover, other indicators such as using of stimulus, not routine testing, not the routine test are used in these test items.

a.   The K13 Objective Achievement in the Implementation of HOTS
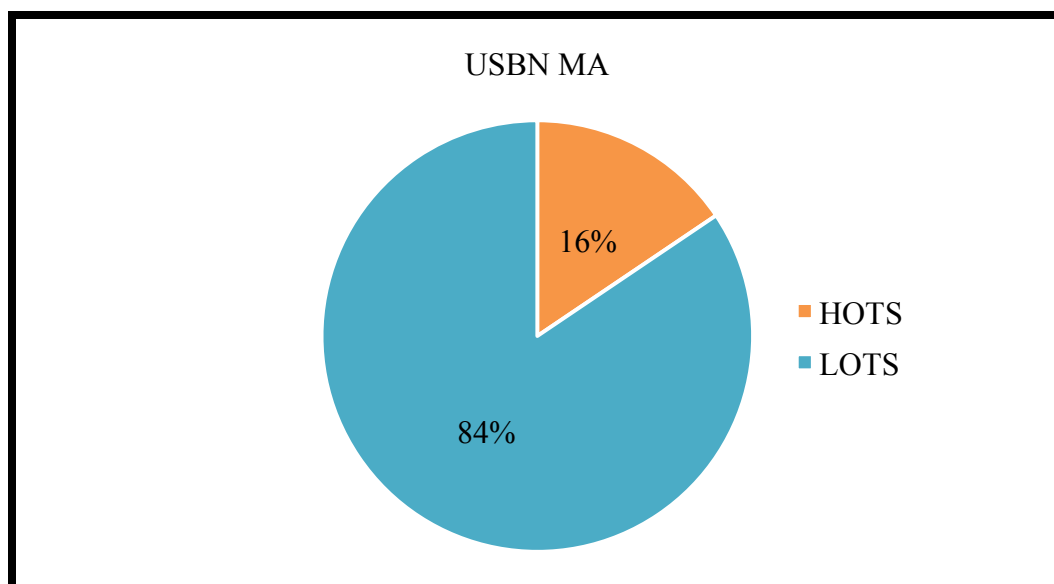
Figure 4.7. Percentage of the implementation of HOTS

USBN is a test conducted to measure the student ability on a smaller scale than the National Examination or known as *Ujian Nasional*. The implementation of HOTS on English USBN is to make students able to think in higher thinking level. The result of the analysis of the test items in the English USBN manuscript shows that the implementation of HOTS in some test items follows the elements of HOTS implementation. In other words, all indicators described in the previous

chapter have been fulfilled in HOTS test items. These indicators include measuring the ability of transfer or associate, the use of stimulus, asking for divergent, not routine test, homogeneity and logicality answer choice, having the similar length answer choices, and not using the statement "all the choices above or below are true or false". However, from the Figure 4.7, it is shown that the implementation of LOTS is higher than HOTS. The implementation of HOTS in the English USBN document of *Madrasah Aliyah* for the 2018/2019 academic year is only 16% or 7 test items of the total of test items tested. Meanwhile, there are 84% or 38 test items from the total of test items tested classified into LOTS. It means that the implementation of HOTS in USBN of MA in West Kalimantan is under the standard HOTS implementation, which is 20% (Kemendikbud, 2019).

b.   Indicator of HOTS in LOTS test items

From the result of the analysis, the researcher also found some HOTS indicators in the LOTS test items. However, the test items are still classified into the LOTS because the students only require basic understanding or remembering to answer the test. Some examples of HOTS indicators that are also found in LOTS test items are as follows.

First, non-routine tests. This has previously been discussed that the non-routine test indicator refers to the issue examined in the test. The stem-of-item may be similar to the previous year of in English USBN MA manuscript. However, the issue is always different in every academic year, especially five years before. Even it is new, the test item is categorized in LOTS if the test only asks about facts or basic understanding and does not reveal the student thinking in higher process.

Second, using stimulus. Test items in the LOTS category also use the stimulus but the following stem-of-item asks the problem that becomes the fact in the text or stimulus. Thus, this test is still categorized as LOTS. Figure 4.8 is the example of the test item and stimulus, which the stem-of-item asks about the information mentioned in the stimulus or known as convergent (Smith, 1969).

The stem-of-item on Figure 4.8 asks about the topic that will be discussed in the meeting. However, the answer is clearly shown in the stimulus, which is "the customer's complaint" as the topic that will be discussed in the meeting.

Figure 4.8. Non-HOTS test and stimulus

Third, the answer choice indicator. It consists the indicators of not using the statement "all the choices above or below are true or false" and has the similar length of answer choices. These indicators are also found in the test items that come to the LOTS classification; Figure 4.8 is evidence for this indicator. Moreover, choice E in Figure 4.8 shows shorter answer choices. However, it is stills categorized as having a similar length answer choice. The reason is that the analysis

of similar length answer choices is reflected by high differences choice. The example is in the following listening item test.

Table 4.5. Different length answer choices

Answer choices
a. I'm free b. I stay there c. It gives the most satisfactory service d. It's on the beach e. There a hotel there

The answer choices above are available for test item at number eleven on the listening test (see appendix on USBN 2018/2019). The five answer choices clearly show contrast differences; option C is longer than other choices. Besides, the long answer choices will make students choose these choices because they are considered to have the most complex information (Depdiknas, 2008).

2. **Cognitive process dimension implemented in English USBN of MA in 2018/2019**

In the previous section, the use of transfer or associate ability as part of HOTS has been mentioned, using three top levels of cognitive process dimension. However, the researcher has not mentioned the distribution of the cognitive process dimension in English USBN MA of 2018/2019 academic year. Thus, in this section, the researcher shows the distribution result on the use of all cognitive process dimension. The indicators used to analyze this finding follow Anderson Taxonomy. Below is the result of the analysis.

Table 4.6. Data analysis of the cognitive level

No.	Cognitive Level	Number of the Test Items	Total
1.	Remember	12, 13, 14, 18, 22, 25,	6

2.	Understand	1, 2, 3, 4, 5, 6, 15, 17, 19, 20, 21, 23, 26, 27, 28, 29, 30, 32, 33, 35, 36, 37, 38, 39, 40, 45	26
3.	Apply	7, 8, 9, 10, 11, 34	6
4.	Analyze	16, 24, 31, 41, 42, 43	6
5.	Evaluate	-	0
6.	Create	44	1
		Total	45

To simplify the data from Table 4.6, the researcher imported the data in form of table to a chart below.
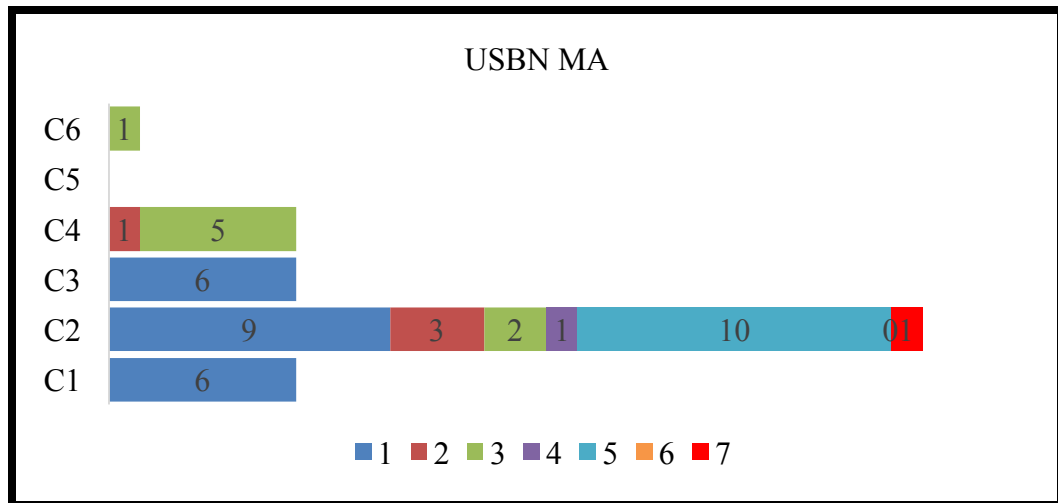
Figure 4.9. The frequent of cognitive process

The colour and number shown under the chart in Figure 4.9 is the name of the cognitive process in every cognitive level. All details are shown below.

a. C1: recognizing (1) and recalling (2).

b. C2: interpreting (1), exemplifying (2), classifying (3), summarizing (4) inferring (5), comparing (6), and explaining (7).

c. C3: executing (1) and implementing (2).

d. C4: differentiating (1), organizing (2), and attributing (3).

e. C5: checking (1) and judging (2).

f. C6: generating (1), planning (2), and creating (3).

From Table 4.6 and Figure 4.9, it is shown that the most classification is at cognitive category *Understand*, followed by *Analyze, Remember, Apply*, and *Create*. There are no test items grouped in *Evaluate* category.

a. The use of Cognitive Dimension in LOTS Test Items

The implementation of cognitive dimensions is not limited to the HOTS test. It has mentioned earlier that it is also used in the LOTS of test items. However, the discussion of the cognitive dimension in the HOTS test has been described before. Thus, in this description, the researcher tries to describe the finding in the use of cognitive dimension classified into LOTS for the multiple-choice (Figure 4.10) and essay test (Figure 4.11).

> 33. "Recycling reduces the need for extracting (mining, quarrying and logging), refining and processing raw materials all of which create substantial air and water pollution."
> (Paragraph 4)
> Based on this quotation, we conclude that the writer is telling us that recycling ….
> A. saves energy
> B. saves our money
> C. reduces landfill
> D. conserves raw materials
> E. helps protects the environment

Figure 4.10. Non-HOTS test items (multiple choice)

The test item of number 33 (Figure 4.10) asks students to choose the correct answer from several answer choices regarding the conclusion of the stimulus piece of the recycling effect. The meaning of "based on this quotation" refers to the information examined by the stem-of item, leading to the stimulus in form of a quotation. It is then continued by "we conclude" and "telling us that recycling", that have meaning as a result of recycling known by students from the process of concluding the stimulus. This analysis reinforces that this test asks students to conclude a stimulus regarding the effects obtained when recycling. Thus, to answer

the test item, students need to read the text. After that, they need to classify the main ideas and supporting sentences. Moreover, students also need to draw logical conclusions from those two classifications. This conclusion is obtained by drawing the relationship between the main idea and supporting sentences and both of them have been written in the stimulus. The process of answering the test leads to the cognitive *Understand* level in the *inferring* process.

Human body is made up of countless millions of cells. Food is needed to built up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

45. How is the process of digestion organs in our body?

Figure 4.11. Non-HOTS test items (essay)

The test item of number 45 (Figure 4.11) semantically asks students to write an explanation of the organ digestion process in human body. To answer the test item, students only need to read the stimulus and find the organ digestion process mentioned in the stimulus. Then, the students rewrite the process in their own word. According to this explanation, this test item is classified into *Understand* level in the process of *summarizing*.

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B. Discussions

The findings presented above reveal some interesting points related to the focus of research discussing the use of HOTS, the distribution of cognitive dimensions, and the suitability of HOTS implementation with the aim of K13. This section provides a comprehensive discussion of these findings, which is elaborated into the following sections.

1. HOTS as an Ability in Summative Assessment

Summative assessment is a type of assessment that aims to determine student competence in continuing to the next level (Harrison, Könings, Schuwirth, Wass, & van der Vleuten, 2015). This assessment is usually used at the end of instruction period (Kibble, 2017). USBN is an assessment classified into summative assessment, which is used in the Indonesian Education system. It is carried out by the Educational Unit that aims at measuring student achievement competencies (Disdik, 2019) regulated in the curriculum, which present is K13.

K13 as discussed earlier is formulated to adjust the Indonesian students' thinking ability to have higher-order thinking skills (Fanani, 2018). The use of HOTS in assessment is to measure students' ability in transferring concept to another, processing and applying information, looking for links from different kinds of information, using the information to solve problems, and analyzing ideas and information critically (Kemendikbud, 2019). It is in line with the concept of HOTS proposed by Brookhart (2010) in which higher-order thinking ability refers to the ability to transfer, think critically, and solve problems.

The implementation of HOTS in compulsory English USBN 2018/2019 of MA in West Kalimantan is under implementation standard. In the research finding section, the researcher has mentioned the data that supports the statement. It is not surprising because the result of the study conducted by the Indonesian Educational Government shows many of USBN for Senior High School implements HOTS under 20% (Kemendikbud, 2019).

In the use of USBN as a summative assessment, they applied the test items in the form of essays and multiple-choice tests. On those types of test items, HOTS is implemented.

a. HOTS in Essay Test

Essay test has less implementation in the English USBN document of MA in 2018/2019 academic year. The use of essay tests in USBN is characterized by the use of stem-of-items or commonly known as questions containing problems, and demands students' answers through word descriptions reflecting students' thinking abilities (Sukardi, 2012). This type of test gives advantages, especially in making students use the ability to write coherent arguments (Kibble, 2017).

Following explanation from the concept of essay test, the use of HOTS in essay tests are only limited to the stem-of-items indicators. The use of HOTS in essay tests are marked by the use of stimulus, non-routine tests, divergent concept, and transfer or associate ability. In the previous study, the researchers (Damanik & Zainil, 2019; Febrina et al., 2019; Narwianta et al., 2019; Putra & Abdullah, 2019) only use a concept of cognitive dimension to define HOTS. In this research, this concept is included in indicator of transfer or associate. The previous researchers

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do not examine other indicators of HOTS, whereas these indicators have been defined by the older pieces of literature (Anderson et al., 2001; Brookhart, 2010; BSNP, 2018b; Clay, 2001; Depdiknas, 2008; Hall & Marshall, 2013; Kemendikbud, 2019; Lewis & Smith, 1993; Richards & Lockhart, 2007; Sagala & Andriani, 2019; Scully, 2017; Smith, 1969; Wilen, 1991; Yani, 2019; Zaidi et al., 2018; Zoller & Tsaparlis, 1997).

The use of stimulus and non-routine tests as the indicators of HOTS is also found in the LOTS test. However, both indicators are important. The stimulus has the rule as the introductory material (Brookhart, 2010), which is used as the basis for understanding information (Kemendikbud, 2019). With the real stimulus in USBN, students' activities will be controlled by one case. It will decrease the students' misunderstanding in answering tests because they have a similar portion of knowledge or case trough the stimulus. Besides, the tests that do not have a stimulus may lead to the activity of remembering, and not necessarily all students knowing the problem being asked. For example, the students are asked to explain the theme of a particular song. Without providing the stimulus, it is feared that not all the students familiar or know the song, which will make the students lost their idea for answering the test. However, with adding the stimulus such as the test item in the number 42 (Figure 4.6, stimulus Figure 4.1), they will analyze or answer the test from similar knowledge. The stimulus can be presented as text, pictures, graphs, or tables (BSNP, 2018b). However, this research only reveals that the stimulus is implemented in the form of texts and pictures, especially in the HOTS test items.

The other essential indicators found in the LOTS test items is the non-routine test. The HOTS test items should be new and have not been tested to students (Brookhart, 2010; Lewis & Smith, 1993; Zoller & Tsaparlis, 1997) or have not been repeatedly tested to the same test takers (Kemendikbud, 2019). If the HOTS test has been repeatedly tested on the same test-taker, the student's thinking process becomes memorizing (Kemendikbud, 2019). Whereas, this ability is included in the cognitive dimension at the lowest level, which means that it cannot qualify as a HOTS test (Anderson et al., 2001). In this research, the non-routine test is indicated using different issues in USBN test items. By the use of different issues, students will become unfamiliar with the situation (Zoller & Tsaparlis, 1997).

The HOTS test also need to reveal students idea or argument (Smith, 1969). This is part of divergent concept (Smith, 1969) and relates to the advantage of essay test (Kibble, 2017). The test items in Figure 4.6 in the finding section is the example. It leads students to make an argument related to the song theme. The argument that students created will be different each other depending on their stimulus analysis and understanding of the concept of the theme.

The test item that does not follow divergent concept will lead to the LOTS classification. It is because the test item only reveals the concept of convergent. The convergent test is indicated by evoking a correct answer (Sousa, 2017; Wilen, 1991), meaning that students' answers can easily be anticipated (Wilen, 1991) because it reveals facts or information available in the stimulus (Smith, 1969). It means that students' answers will be similar because it recalls presented

information (Richards & Lockhart, 2007). This explanation is proved by an essay test item in the Figure 4.11 as a test using the convergent concept.

The divergent concept used in HOTS refers to the level of *Analyze*, *Evaluate*, and *Create*. It is supported by some literatures (Sousa, 2017; Wilen, 1991) that mentions the three bottoms' cognitive level included into convergent, and the next three-level refers to divergent. However, the cognitive dimension included in divergent concept that the researcher found in the essay test was at *Analyze* and *Create* level. The *Evaluate* level is not found in the essay nor multiple-choice test; Table 4.6 and Figure 4.9 is the evidence. The use of the cognitive dimension in *Analyze* and *Creates* category also indicates that the test items follow the concept of transfer at higher levels.

b. HOTS in Multiple-Choice Test

The use of multiple-choice tests has more advantages than essay tests, because it can be scored easily and quickly, has high objectivity, measures various cognitive levels, and can cover a broad scope of material in a test (Susilo, 2014). It makes the implementation of multiple-choice in USBN is higher than essay test items, which is 40 multiple-choice tests and 5 essays (BSNP, 2018a). This implementation is also in line with the USBN MA in the research finding mentioned above.

Although having the advantage to measure various cognitive levels (Susilo, 2014), the implementation of cognitive level in multiple choices test is limited (Jovanovska, 2018; Kibble, 2017). A literature supporting this statement saying that the implementation of the cognitive level in multiple-choice is limited to the level

of *Create* or C6 (Jovanovska, 2018). The result of the analysis in this research supports both statements. According to Table 4.6, there is no test item on the level of *Create* or C6 for the multiple-choice test. The result of the analysis shows that the level of *Create* is in the essay test item (test item number 44) because the activity in the level of *Create* asks students to make a product (Anderson et al., 2001), which is more applicable in the essay test. The use of the cognitive level of *Create* provides multiple activities that invite students to think at a higher level because this activity is conducted when students can use the ability of *Remember* to *Evaluate*.

The implementation of HOTS in multiple-choice and essay tests is different. Multiple-choice tests have the answer choice that needs to be chosen by students (Sukardi, 2012), making the implementation of HOTS is not only limited to the stem-of-item. Homogeneous and logical answer choice is the indicator that the researcher used to analyze HOTS in the answer choices. This indicator can be generalized that it follows the concept of divergent, especially in the point of "do not attempt to evoke responses that are correct or incorrect" (Smith, 1969). It makes the homogeneous answer choices can be indicated by the use of equality of correctness answer choices or all the choices available are possible to be chosen (Depdiknas, 2008; Scully, 2017). However, there is only one answer choice that is classified into the most correct answers; this leads to the concept of high-quality distractors (Scully, 2017). Following this explanation, the result of the analysis showed that the most of test items that were classified into HOTS have one or more inhomogeneity and illogical answer choices indicator (see at the Table 4.2 and 4.4).

It can reduce the quality of the distractor, and it can fit up the previous studies (Damanik & Zainil, 2019; Febrina et al., 2019; Narwianta et al., 2019; Putra & Abdullah, 2019) that do not examine the answer choices in HOTS test.

Besides, the answer choices available do not use the expression "above are true or false" or different length of answer choices. The use of those indicators will reduce the homogeneity answer choice (Depdiknas, 2008).

2. How should the incorporation of HOTS in USBN be implemented?

From the previous explanation, it is known that the test items classified as HOTS follow the available indicators. However, it reveals some problems that need to be considered by the evaluator in creating the HOTS test items. The most often problem found is the inhomogeneity of answer choices.

The homogeneous and logical answer choices are one aspect that should be available in the answer choice (Anderson et al., 2001; Kemendikbud, 2019; Susilo, 2014). By removing or not applying this indicator in the answer choice, students' higher-order thinking skills cannot be assessed (Hancock, in Scully, 2017). The answer choice should have same characteristics, which have the similarity with the answer key or all is correct but there is the most correct one (Scully, 2017). The answer choice also should be from the same material as asked in the stem-of-item, equal, and must be functional as the trick for students (Depdiknas, 2008). One of the example of the homogeneous and logical answer choice is provided in the test item number 24 at Figure 4.3. However, choice D is excluded.

Moreover, the evaluator also should not be trapped in the operational verb (Kemendikbud, 2019), especially in defining the cognitive dimension of the transfer

or associate category. However, based on the result of the analysis, there is no operational verb that can make the evaluators trapped. Merely, there is a keyword that can trap the evaluator, it is the word "purpose".

The evaluator should know the thinking skill needs to be done in solving the test items. The cause is the word "purpose" that leads to "the purpose of the text" only leads to the ability to understand the category of the text or type of the text. Then, the students will get the text purpose of that type. The word "purpose" that lead to the *Analyze* level refers to purpose on the writer on writing or creating the stimulus (Anderson et al., 2001). Thus, when the word "purpose" refers to the purpose of a text or stimulus is made, it is only classified into *Understand* level. Then, it will be classified as a part of HOTS if it examines the author's purpose in creating the text or stimulus (Anderson et al., 2001).

The evaluators or creators also need to consider the divergent concept in classifying or creating the test items in *Analyze*, *Evaluate*, and *Create* level. It is because the divergent concept follows the cognitive dimension in that level (Sousa, 2017; Wilen, 1991).

3.   Improving to be HOTS Test Item

From the analysis, the use of keywords or operational verbs does not make a test item classified as LOTS or HOTS. However, the level of thinking to complete the test becomes the classification of the test items into LOTS or HOTS.

Moreover, in order to increase the level of thinking ability in the test item, the LOTS test items can be increased to be HOTS by some requirements following HOTS indicators. In the context of test items in USBN, there are no test items that

do not use the stimulus, classified as routine test, and use the statement "the choices above or below are true or false" indicators. However, there are still indicators that need to be fulfilled to be the HOTS test items, such as measuring the ability of transfer or associate (Anderson et al., 2001; Brookhart, 2010; Kemendikbud, 2019), asking for divergent (Anderson et al., 2001; Kemendikbud, 2019; Richards & Lockhart, 2007; Smith, 1969; Sousa, 2017; Wilen, 1991; Yani, 2019), using stimulus (Brookhart, 2010; BSNP, 2018b; Kemendikbud, 2019; Sagala & Andriani, 2019), using homogeneous and logical answer choice (Anderson et al., 2001; Depdiknas, 2008; Kemendikbud, 2019; Scully, 2017; Smith, 1969; Susilo, 2014; Zaidi et al., 2018), and using the similar length of the answer choices (Clay, 2001; Depdiknas, 2008; Hall & Marshall, 2013; Kemendikbud, 2019; Susilo, 2014).

The use of transfer concepts in the HOTS test items needs to reach the three top cognitive dimensions (Brookhart, 2010). However, in the LOTS test item, this concept is only used in the three bottoms of cognitive dimension consisting of *Remember*, *Understand*, and *Apply*. Following the concept of transfer proposed by Anderson et al., (2001), it can be started from the bottom level of cognitive dimension, but to be HOTS it needs to reach the cognitive dimension on the level of *Analyze*, *Evaluate*, and *Create* (Brookhart, 2010). Thus, the test items stopped at the level of *Remember*, *Understand*, and *Apply* need to be increased to reach the level of *Analyze*, *Evaluate*, and *Create*.

Moving to the example, the test items number 19 in Figure 4.5 is LOTS test item, which only stopped in the level of *Understand*. The stem-of-item only asks the purpose of a text, which the purpose will be gathered from knowing the type of

the text (stimulus). However, the stem-of-item in this test can be increased to meet the HOTS indicator, by increasing the transfer process to the top three level of cognitive dimension.

Following the concept of the cognitive dimension in the level of *Analyze,* it is characterized by the activity of breaking down material into constituent parts and determining how those parts are related to each other or determining the purpose of the underlying message (Anderson et al., 2001). Through this concept, the test item can be improved, such as changing the stem-of-item, which examines the purpose of the writer on writing the text. For the level of *Evaluate*, the characteristic activity is making judgments based on criteria and standards (Anderson et al., 2001). The test item can be improved, such as asking students to give opinions related to why problems in the exam occur. The last one is the level of *Create* that has the characteristic of creating a new product (Anderson et al., 2001). An example of the improvement test item is by asking students to write their idea for the problem solution. However, the evaluator or creator should know that the use of three top cognitive dimension level needs to be followed up by the concept of divergent (Sousa, 2017; Wilen, 1991), which does not examine the information in the stimulus (Smith, 1969).

Next, in order to improve LOTS in the form of multiple-choice, the improvement leads to the answer choices. Homogeneous and logical answer choice is the part that needs to be available in the answer choices. By using this concept, the answer choices are classified as high-quality distractors (Scully, 2017). It is also in line with the point of divergent concept in "does not evoke the correct or incorrect

response" point (Smith, 1969). Homogeneous answer choices are indicated with the similarity of correctness, but there is the most correct one. It can also be supported by similar length of answer choices and does not use the expression "the choices above or below are true or false" in the answer choice. This concept is similar to the answer choices' improvement in Table 4.3.

C. Limitations of the Research

According to the explanation above, the researcher realized that this research has limitations. There were two kinds of limitations that the researcher found in conducting this research that was the data and the literature related to the indicator of HOTS. First was the data related to the previous USBN documents, especially in the last five years. The researcher found difficulties in finding these data because the schools observed revealed that the data was no longer available. Thus, the researcher only got one USBN data sourced from the past year without the listening part file. Whereas, these data are important to examine the indicator of non-routine test. However, it can be overcome by the interview process.

Second, this study has limitations in the discussion related to the indicator of homogeneity and logical answer choices. In this study, the researcher did not reveal the differences between the answer choices that were classified into the most correct and less correct seen from the correctness level. It was because, based on the literature review that the researcher held, the researcher had not found the literature that explains more about the homogeneity of the answer choices. Moreover, the relevant studies that the researcher mentioned before only use the indicator of cognitive dimension on defining HOTS. Thus, the discussion of homogeneity of

the answer choices in this study only refers to the correct and wrong answer choices

in divergent concept, similar length answer choices, and did not use the expression

"the choices above or below are true or false" in the answer choices.

CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This section contains three sub-chapters, those are conclusions, implications, and suggestions. Below are the explanations of the sub-chapters.

A. Conclusions

Referring to the discussion of the use of HOTS in compulsory English USBN of MA West Kalimantan, the following conclusions can be drawn.

1. The use of HOTS in the test items in USBN met all the elements of HOTS, such as revealing the ability of transfer in high level, using stimulus, using non-routine tests, asking for divergent, using homogeneous and logical answer choices, using similar length answer choices and not using the expression "the choices above or below are true or false". However, most of the test items classified into HOTS has one or more answer choice that breaks the rule of homogeneous and logical answer choices.

2. In terms of cognitive process dimensions, from the 45 test items that have been analyzed, the most cognitive skills that the researcher found are at the level of *Understand*, followed by the level of *Analysis*, *Remember*, *Apply*, and *Create*. There are no test items grouped into the *Evaluate* level.

3. The percentage of HOTS implementation in the English USBN document is 16% or 7 test items from the total of test items tested in the USBN document.

4. The implementation of HOTS in English USBN of MA in West Kalimantan is under the standard of HOTS implementation, which is 20%.

5. Increasing the LOTS test item to be HOTS is conducted by increasing the level of thinking. It is characterized using the top three cognitive levels in the higher transfer process, which examines the divergent concepts. Non-routine tests and using stimulus are other indicators that must be met, but all test items on USBN classified as HOTS or LOTS have this indicator. Meanwhile, for multiple-choice, students need to be given answer choices that make them think deeper by providing homogeneous and logical choices. They are marked by all correct answers, but there is the most correct one as the key answer. In addition, the use of indicators related to similar length of answer choices and not using the expression "the choices above or below are true or false" will also increase the homogeneity of the answer choices.

B. Implications

Based on the conclusions from the results of the data analysis, this study implies that the theory the researcher used in this study can be used as a reference for researchers, evaluators, or teachers to understand, analyze or create HOTS-based tests. In addition, the results of this study can also be used as a reference for researchers, evaluators, or teachers, especially those in West Kalimantan, to improve the test items into HOTS.

C. Suggestions

Generally, recommendations provided in this research are given to the evaluators or English MGMP for MA in West Kalimantan and the next researchers. First, the MGMP team needs to be careful with the homogeneity and logical answer choice indicator. It is because there are many test items grouped in HOTS do not

fully use this indicator. There are always one or more answer choices classified as inhomogeneous and illogical.

Second, improving the implementation of HOTS on USBN of MA. This improvement is very necessary because the analysis results of the English USBN MA show that HOTS implementation is under 20%. It means that the MGMP team needs to add more test items containing HOTS.

Third, the recommendation is given to future researchers who are interested in continuing this study. The researcher suggests conducting the study in finding the level of homogeneity in the answer choices as this study is limited to this area. Hence, the result of this study does not examine the level of homogeneity applied in the test items.

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APPENDICES

<table>
<tr><td colspan="5" align="center">COGNITIVE SKILLS</td></tr>
<tr><td colspan="5" align="center">Source from: Anderson et al., (2001)</td></tr>
<tr>
<td colspan="2" align="center">Category and cognitive process</td>
<td align="center">Alternative name</td>
<td align="center">Description</td>
<td align="center">Example</td>
</tr>
<tr>
<td rowspan="3">C1</td>
<td colspan="4">Remember: involves the activity on using the information in the brain, especially from long-term memory.</td>
</tr>
<tr>
<td>1. Recognizing</td>
<td>Identifying</td>
<td>Taking the information in the long-term memory and comparing it with the new information or tasks that are presented.</td>
<td rowspan="2">How many sides are in a triangle?? A. Three; b. Four; c. Five; d. Six</td>
</tr>
<tr>
<td>2. Recalling</td>
<td>Retrieving</td>
<td>Taking the information in the long-term memory to be used in the working memory for processing, following the task or test.</td>
</tr>
<tr>
<td rowspan="3">C2</td>
<td colspan="4">Understand: involves the activity on constructing the meaning of the material presented, including communication in the form of written, spoken, or drawn (such as the picture or graph).</td>
</tr>
<tr>
<td>1. Interpreting</td>
<td>Clarifying, paraphrasing, representing, translating</td>
<td>Changing information from a form to a different form, such as paraphrasing words or changing pictures into words, changing musical notes to musical sounds, or changing numbers to words or vice versa.</td>
<td rowspan="2">"I wrote a letter" is an example of what sentence? A. Simple present tense, B. Simple past tense, C. Simple continuous tense, D. Simple future tense</td>
</tr>
<tr>
<td>2. Exemplifying</td>
<td>Illustrating, instantiating</td>
<td>Giving examples from general concepts or principles. It involves the process of identifying the main characteristics or general principles of a concept to choose or make an example.</td>
</tr>
</table>

	3.	Classifying	Categorizing, subsuming	Grouping something in a particular category, which involves detecting features or patterns that follow the examples and concepts or principles.	
	4.	Summarizing	Abstracting, generalizing	Constructing a representation of the information presented with a single statement or abstracting major point or a general theme.	
	5.	Inferring	Concluding, extrapolating, interpolating, predicting	Detecting a pattern from the provided information to get the logical conclusion.	
	6.	Comparing	Contrasting, mapping, matching	Detecting the differences and similarities among several things. It involves the activity of finding the relation between elements and patterns in something and something else, such as an idea, event, or object and another idea, event, or object.	
	7.	Explaining	Constructing models	Constructing or using the causal model, which can be derived from the theory, research, or experience.	
C3	**Apply:** involves the activity on the use of the procedures to complete the task in a specific situation.				
	1.	Executing	Carrying out	Applying procedures to complete the task in a familiar situation.	Please write the three sentences in the form of simple present tense!
	2.	Implementing	Using	Applying procedures to complete the task in an unfamiliar situation.	
C4	**Analyze:** involves the activity on breaking down the constituent parts of the material into smaller ones and determines how the relationship between these parts and the whole structure or determines the purpose of the connecting parts and structure.				
	1.	Differentiating	Discriminating, distinguishing,	Distinguishing important parts from the unimportant parts, or relevant parts from the	

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		focusing, selecting	irrelevant parts, from the presented information or material.	
	2.	Organizing	finding coherence, integrating, outlining, parsing, structuring	Determining how the situation or communication part forms connections in a systematic and coherent structure.	The purpose of the writer in writing the passage above is.......
	3.	Attributing	Deconstructing	Determining the value, views, opinions, or purpose behind the message or material presented.	
C5	**Evaluate:** involves the activity on making decisions based on specific standards or criteria.				
	1.	Checking	Coordinating, detecting, monitoring, testing	Internal detecting or testing process to find the inconsistencies or errors in a product or operation.	How do you think about the use of ranking scores on the semester tests?
	2.	Critiquing	Judging	External judgment process in a product or operation to determine consistency or accuracy in solving problems.	
C6	**Create:** involves the activity on making new products that have not been clearly presented before by incorporating elements into a coherent structure or pattern that functions as a whole.				
	1.	Generating	Hypothesizing	Formulating the hypotheses by following the specific criteria.	Plan a research paper on a given historical topic!
	2.	Planning	Designing	Designing procedures to solve problems, which accordance criteria of the problem.	
	3.	Producing	Constructing	Constructing a new product by carrying out the created plan.	

No	HOTS in Item Test		
	Source	Indicators	Description
1.	(Anderson et al., 2001; Brookhart, 2010; Kemendikbud, 2019)	Measuring the ability to make associate or transfer in high levels (*Analyze, Evaluate, Create*)	The HOTS test items need to measure the ability to associate (Kemendikbud, 2019). The ability of associating does not only refer to receptive skill but also a productive skill, and it is supported by the dimension of higher thinking process included. This is similar to the transfer concept stated by Brookhart (2010). Students are not only learning to remember but able to understand use what they have learned (Anderson et al., 2001). Although the concept of transfer also refers to the ability of *Understand* and *Apply*, the transfer process in higher thinking refers to activities at the level of *Analyze, Evaluate, and Create* (Brookhart, 2010).
2.	(Anderson et al., 2001; Kemendikbud, 2019; Richards & Lockhart, 2007; Smith, 1969; Sousa, 2017; Wilen, 1991; Yani, 2019)	Asking for divergent	The test item at the higher-order thinking skills is indicated by not revealing the available information in the text or known by asking for implied information (Kemendikbud, 2019; Yani, 2019). The implied are usually called divergent, which has the other characteristic such as: (1) ask for information not in the story (2) ask for the reader's personal ideas (3) do not attempt to evoke responses that are correct or incorrect (4) focus on what the reader can add (Smith, 1969). It brings to the various possibilities meaning for divergent (Anderson et al., 2001), which indicates lead to students' different response or answer. Thus, it is different to convergent test that evokes a correct answer (Sousa, 2017; Wilen, 1991), which the answer or response from the students can easily be anticipated (Wilen, 1991) because the response is the fact, or available in the story (Smith, 1969). Moreover, convergent test encourages similar student responses, which do not usually require students to engage

			in higher-level thinking to come up with an answer but often focus on the recall of previously presented information (Richards & Lockhart, 2007). It makes the top three cognitive dimensions refer to the divergent, and the lower three refer to the convergent (Sousa, 2017; Wilen, 1991).
3.	(Brookhart, 2010; BSNP, 2018b; Kemendikbud, 2019; Sagala & Andriani, 2019)	Using stimulus	The use of stimulus in HOTS test items is important (Kemendikbud, 2019; Sagala & Andriani, 2019) because it has the function as the introductory material or activity that allows students to think (Brookhart, 2010). The stimulus is not always in the form of written text, it can also be presented as the pictures, graphs, or tables (BSNP, 2018b). The stimulus is also used as the basis for understanding information (Kemendikbud, 2019). Thus, the term stimulus does not also only in the form of text, images, graphics, or tables. It can also be in the form of resources that the students have already seen, for example, a book they have read, or asking the student to locate the resources or stimulus, such as finding information in a library or Internet (Brookhart, 2010).
4.	(Anderson et al., 2001; Brookhart, 2010; Kemendikbud, 2019; Lewis & Smith, 1993; Zoller & Tsaparlis, 1997)	Not being the routine test	The type of HOTS test item is the new test and has not tested to the students (Brookhart, 2010; Lewis & Smith, 1993; Zoller & Tsaparlis, 1997). HOTS tests cannot be tested repeatedly to the same test takers (Kemendikbud, 2019). If a HOTS test item is tested repeatedly to the same test-taker, the student's thinking process will change to the form of memorization. Whereas, it has been discussed previously that HOTS test items are higher than the processes of remembering (Anderson et al., 2001). Moreover, the new test that has not been tested to the students will lead to an unfamiliar activity or situation (Zoller & Tsaparlis, 1997). This unfamiliar refers to the prior knowledge that has been known by the students. Thus, it can refer to

			the case that needs to be solved or answered by the students. If the students know or have practiced with the case, it will not be the HOTS anymore. Hence, the term for the new test or unfamiliar test can also refer to the stimulus. In the context of USBN, non-routine can also be characterized by examining various problems each year. Thus, comparing with previous USBN documents or interviewing the English teachers can be done.
5.	(Anderson et al., 2001; Depdiknas, 2008; Kemendikbud, 2019; Scully, 2017; Smith, 1969; Susilo, 2014; Zaidi et al., 2018)	Using homogeneous and logical answer choices	The homogeneous and logical answer choices are one aspect of the answer choices that need to consider by the evaluator (Anderson et al., 2001; Kemendikbud, 2019; Susilo, 2014). Homogeneous and logical answer choices can be interpreted as the same characteristics. In other words, the answer choices come from the same material as asked in the stem-of-item, equal, and must function as the trick (Depdiknas, 2008). It aims to make all the answer choices are possible to be chosen, which will make the student think at a higher level (Zaidi et al., 2018). The homogeneous answer choices indicate by all the answer choices are correct, but there is only a key or one the most correct or best answer that students must choose (Scully, 2017). It means that the use of homogeneous answer choices also follows the rule of the divergent test; on the point of it does not use the correct and incorrect answer (Smith, 1969). For example, if the stimulus talks about the mountain, then the stem-of-item asks the point of discussion in the stimulus. All the answer choices must explain the mountain, but with different explanations.
6.	(Clay, 2001; Depdiknas, 2008; Hall & Marshall, 2013; Kemendikbud, 2019; Susilo, 2014)	Using the similar length of answer choices	The use of different length answer choices will lead to the assumption that the longest answer is the most correct because it has a higher level of information (Depdiknas, 2008). Then, the students will choose the longer choice (Susilo, 2014). Hence, the length

			answer choices available must be equalized (Clay, 2001; Depdiknas, 2008; Hall & Marshall, 2013; Kemendikbud, 2019).
7.	(Depdiknas, 2008; Hall & Marshall, 2013; Kemendikbud, 2019)	Not using the expression all the choices above or below are false or correct	Avoiding the statement "all the answer choices above or below are false or correct" is also required (Depdiknas, 2008; Hall & Marshall, 2013; Kemendikbud, 2019). The use of these statements will also decrease the homogeneous answer choices (Depdiknas, 2008).

Measuring the percentage of implementation of HOTS	The use of HOTS in English USBN has the percentage standard, which is 20%. (Kemendikbud, 2019).

1. Table of abbreviation and note for the analysis table

No.	Abbreviation	Meaning
1.	No.	Test item number
2.	C1 - C6	Cognitive level from *Understand* to *Create*
3.	LOTS and HOTS	Lower and higher-order thinking skills
4.	TR	The ability to make the transfer in high levels
5.	US	Using stimulus
6.	AD	Asking for divergent
7.	NR	Not routine
8.	HL	Homogeneous and logical answer choices
9.	LA	The same length answer choices.
10.	AT	Answers choices are not using the expression "all the answers above or below are false" or "all the answers above or below are true".

2. Analysis table on the use of HOTS in USBN
a. Multiple-choice Test

No.	Analysis aspect of HOTS in multiple-choice tests							
	MC	US	AD	NR	HL	LA	AT	Description
1.								
2.								
3.								

b. Essay Test

No.	Analysis aspect of HOTS in essay tests				
	MC	US	AD	NR	Description
1.					
2.					
3.					

3. Analysis table of cognitive level in USBN

No.	Analysis aspect of cognitive level in USBN						
	C1	C2	C3	C4	C5	C6	Alternative name
1.							
2.							
3.							
Total							

4. **Measuring the percentage of HOTS implementation in the USBN manuscript**

$$\text{Implementation of HOTS} = \frac{\text{Total of HOTS}}{\text{Total of test items}} x\ 100\%$$

Appendix 2:
Instrument Validation

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
PASCASARJANA
Jalan Colombo Nomor 1 Yogyakarta 55281
Telepon (0274) 550836, Faksimile (0274) 520326
Laman: pps.uny.ac.id E-mail: humas_pps@uny.ac.id

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : *Joko Priyana, Ph.D.*

Jabatan/Pekerjaan : *Dosen*

Instansi Asal : *FBS UNY*

Menyatakan bahwa instrumen penelitian dengan judul:

The Use Of Higher Order Thinking Skills (HOTS) In English Final Examination Of Senior High School In Sintang District

dari mahasiswa:

Nama : Burhanudin Rais

Program Studi : Linguistik Terapan

NIM : 18706251004

(sudah siap/~~belum siap~~)* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. ....
....
2. ....
....

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, *19/12* 2019
Validator,

Joko Priyana, Ph.D

*) coret yang tidak perlu

100

DOKUMEN NEGARA

SANGAT RAHASIA

UJIAN SEKOLAH BERSTANDAR NASIONAL
TINGKAT MADRASAH ALIYAH

TAHUN PELAJARAN 2018 / 2019

MATA PELAJARAN :

BAHASA INGGRIS
KURIKULUM 2013

IPA / IPS / KEAGAMAAN

RABU, 20 MARET 2019

UTAMA

KEMENTERIAN AGAMA RI
KANTOR WILAYAH KEMENTERIAN AGAMA
PROVINSI KALIMANTAN BARAT
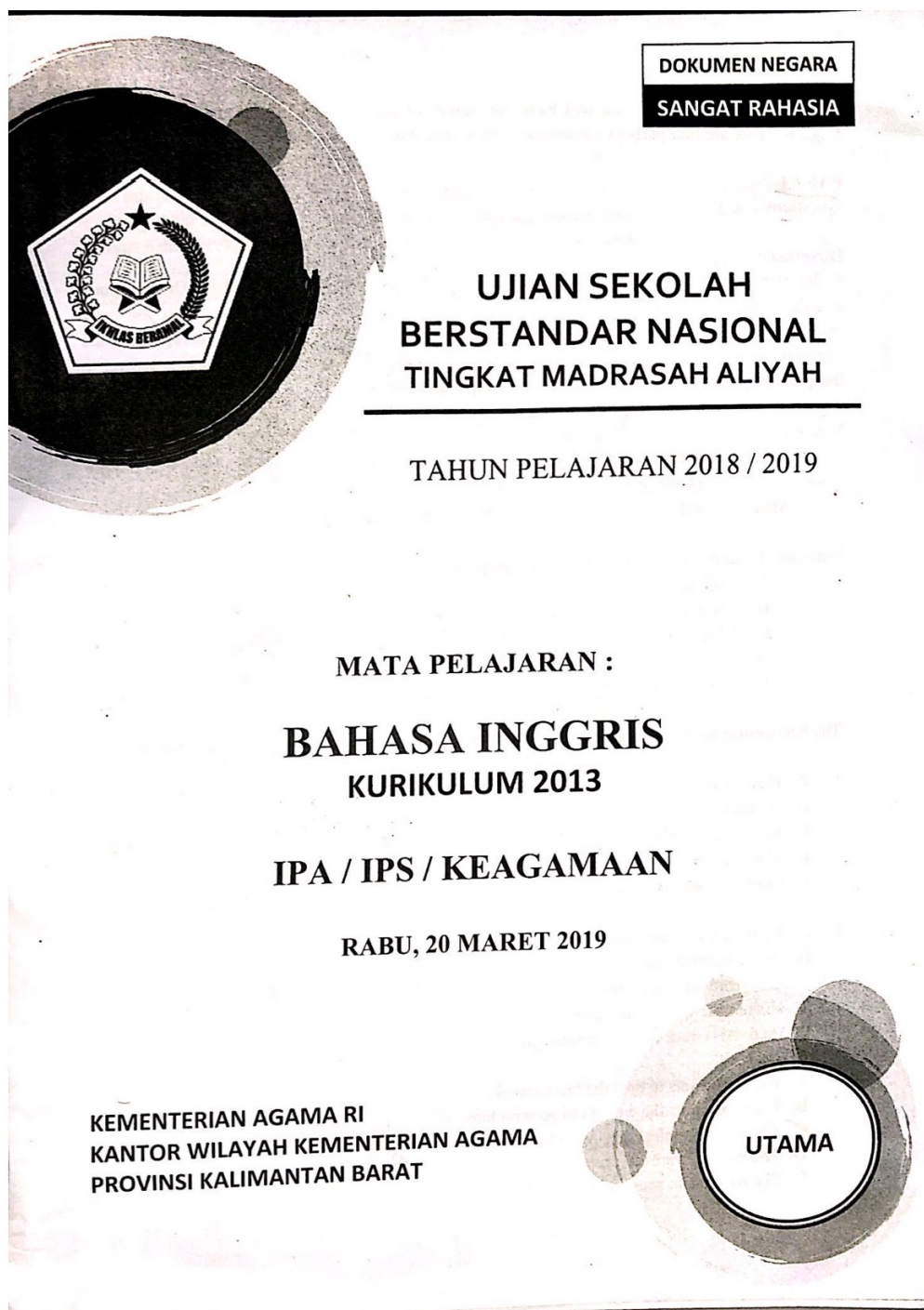
Listening Section

In this section of the test, you will have the chance to show how well you understand spoken English. There are four parts to this section with special directions for each part.

PART I
Questions 1 to 3

Directions:
In this part of the test you will hear some dialogues and questions spoken in English. The questions and the dialogues will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. After you listen to the dialogue and the question about it, read the five possible answers, and decide which one would be the best answer to the question you have heard. Now listen to a sample question.

You will hear:

    Woman   : What do you want for your birthday present, Mike? A watch, a bicycle, a mobile phone or a Power Ranger Robot?
    Man   : I'd rather you bought me a Portable Play Station 3.

Narrator : What did Mike want for his birthday present?
    A. A robot
    B. A watch
    C. A bicycle
    D. A mobile phone
    E. A play station 3

The best answer to this question is "A. Play station 3". Therefore, you should choose answer (A).

1.   A. How to use email.
    B. Internet usage.
    C. Receiving emails.
    D. Voice mail.
    E. Communication.

2.   A. He drives very carelessly
    B. He is seventeen years old.
    C. His friend will drive him
    D. His mother will use the car.
    E. He doesn't have a driver license yet.

3.   A. The man wants to take the bus to work.
    B. The man wants the woman to go with him.
    C. The woman prefers driving in the rush hour.
    D. The woman wants to drive a car to work with man.
    E. The man has to stand on the bus if he takes it to work.

PART II
Questions: 4 to 6.

Directions:

In this part of the test, you will hear some dialogues or monologues spoken in English. The dialogues or monologues will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. After you listen to the dialogue or monologue, look at the five pictures provided in your test book, and decide which one would be the most suitable with the dialogue or monologue you have heard.

4. A   B.

C.   D.

E.
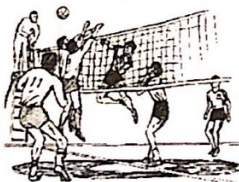
5. A

B

C.

D.

E.

6. A

B.

C.

D.

E.

PART III

Questions: 7 to 11

Directions:

In this part of the test, you will hear some incomplete dialogues spoken in English, followed by five answers, also spoken in English. The dialogues and the responses will be spoken twice.

They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. You have to choose the best response to each question.

Now listen to a sample question.

Man   : I've got bad news about my test.
Woman   : What? You failed again?
Man   : ...

Narrator : What will the man most likely reply?
   A. Let me try again.
   B. Don't worry. I'm fine.
   C. Sorry, I've dissapointed you.
   D. Never mind. You've done your best.
   E. I'd like to apologize for my failure.

Narrator: The best answer to the question "you failed again" is choice C. Therefore you should choose answer C.

7. Mark your answer on your answer sheet. (A)
8. Mark your answer on your answer sheet. (b)
9. Mark your answer on your answer sheet. (e)(c)
10. Mark your answer on your answer sheet. (o)
11. Mark your answer on your answer sheet. (e)

PART IV

Question 12 to 15.

Directions:

In this part of the test, you will hear several monologues. Each monologue will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. After you hear the monologue and the question about it, read the five possible answers and decide which one would be the best answer to the question you have heard.

12. A. Octopus.   C. Platypus.   E. Hippopotamus.
    B. Rhinoceros.   D. Mosquitos.

13. A. 0.7 to 2.4 kg.   C. 0.7 to 2.6 kg.   E. 0.7 to 2.8 kg.
    B. 0.7 to 2.5 kg.   D. 0.7 to 2.7 kg.

14. A. 16   C. 56   E. 66
    B. 48   D. 60

15. A. Fine   C. Rainy   E. Cloudy
    B. Clear   D. Terrible

THIS IS THE END OF THE LISTENING SECTION.

The following text is for questions 16 and 18.

My Most Unforgettable Holiday

In 2015, I went to Derawan Island with my friends and that marks my most memorable holiday ever!

In June, our school was having summer holiday, so we thought to ourselves that it shouldn't go to waste. We quickly browsed the internet to find a good holiday destination and after an hour of heated debate, the four of us agreed to give Derawan Island a try. It was purely out of curiosity as none of us had been there before.

We arrived at Soekarno-Hatta International Airport at 05.30 a.m. as the flight was at 07.00 a.m. First, we flew to Balikpapan and waited for about an hour to continue the flight to Berau. As soon as we touched down in Berau, my friend called the tour agent that we had contacted earlier in Jakarta. They had got a car ready to take us to Labuan Batu. From Labuan Batu, we took a speedboat for about an hour to Derawan Island. It was such a long trip to Derawan but it all paid off as soon as we saw how beautiful the island was.

My friends and I were quickly ushered to our rooms in the resort. It was fantastic! The rooms were in a cottage that was situated right above the sea. So we only had to step out the terrace to find ourselves out in the open sea! After unpacking our luggage and washing up, we went to the dining hall to grab our dinner. The dinner was only simple seafood dishes. The surrounding totally enhanced the dining experience, making the food taste much better.

The following day, we took a speedboat tour, hopping from one island to another. Our first trip stop was Kakaban Island where we hiked to reach the lake and swam among stingless jellyfish. The last time I heard, there were only three places in the world that have stingless jellyfish; two of them in Indonesia! Isn't that great? The next stop was the Sangalaki Island where we got to visit sea turtle conservation and took lots of pictures with sea turtle babies. They were so cute!

Our last stop was the Maratua Island where we were able to feed fish and see a three-legged sea turtle. The three-legged sea-turtle wasn't born that way. We were told that it was swimming in the open sea when it was still a baby then its leg got caught in plastic trash and couldn't grow even when the sea-turtle reached adulthood. One of the island's guards saw the sea-turtle and saved it. He also untangled the plastic trash that bound the sea-turtle's leg but it was too late. Since then, the sea-turtle is kept in a special space next to the resort in Maratua Island and the guards take turns feeding it to ensure its survival. This is why we should never litter and endanger other creatures! After Maratua Island, we headed back to Derawan Island to catch a late dinner and turned in.

The following morning, we woke up early and ate our breakfast in the dining room. Then, the driver drove us back to the airport so we could catch a flight back to Jakarta. We arrived in Jakarta, exhausted but terribly happy! It was the most unforgettable trip I have ever experienced so far!

16. What is the writer's purpose in writing the text?
    A. To inform to the readers about the beauty of Derawan Island
    B. To invite readers to visit the holiday destination mentioned.
    C. To give readers some insights on how to have a great holiday.
    D. To share the readers the writer's most enjoyable experience.
    E. To warn readers to be careful in order to have a great holiday·

17. What did the writer learn in the Maratua Island?
   A. Littering can endanger sea creatures.
   B. We should save three-legged turtles from extinction.
   C. Sea creatures depend on human beings for their survival.
   D. Maratua Island is the best habitat for three-legged turtles ✓
   E. Save Maratua Island, and you will save the three-legged turtles.

18. What is paragraph 6 mainly about?
   A. In Sangalaki Island
   B. In Derawan Island
   C. In Maratua Island ✓
   D. In Kakaban Island
   E. In Labuan Batu

This text is for questions 19 and 20.

ANNOUNCEMENT
To : All the teachers and staff of SMA Tunas Muda
A one-day meeting will be held next week.
Date : Wednesday, March 13, 2019
Time : at 10.00 a.m. to 03.00 p.m.
Place : School Hall
Agenda : National Examination Preparation
Due to the importance of the meeting, please be punctual. Bring your ideas and suggestions, to help our students be successful in the examination.
Dedy Setiawan, S.Ag. S.Pd
Head of National Exam Committee

19. What is the purpose of the text?
   A. To inform about the national final examination
   B. To discuss the preparation for the national exam
   C. To give solutions to the examination problem
   D. To argue about the national examination items
   E. To invite the teachers and staff to attend the meeting.

20. "Due to the importance of the meeting, please be punctual."
   The underlined word is closest in meaning to ….
   A. On time ✓
   B. In time
   C. Overtime
   D. Earlier
   E. Soon

This text is for questions 21 and 22.

> To: All Department Managers
>
> There will be a meeting this afternoon, March 20th, 2019 at 1 p.m. in the meeting room. The meeting will discuss the customers' complaints since the topic is very important, presence is a must. Please, come on time and do not forget to bring documents needed.
>
> Thank you.
>
> Director

21. What is the text about?
     A. Meeting presence
     B. Meeting invitation
     C. Meeting document
     D. Meeting discussion
     E. Meeting room turn

22. What topic will be discussed in the meeting?
     A. department managers
     B. important complaints
     C. customers' complaints
     D. customers' demands
     E. director's plans

This text is for questions 23 to 26.

> Try the following tips:
> 1. **Stay out of the sun during peak hours.** While these times may vary slightly depending on the season and where you live. You should be indoors if all possible between 10:00 and 15:00.
> 2. **Keep covered up.** Floppy hats and large umbrellas work well and so do cover-ups. Long-sleeved cotton shirts are excellent for hiking, cycling etc; see your sports store for special brands that allow breathing as well as cover-up.
> 3. **Use sunscreen on any exposed areas.** An SPF of 45^+ is recommended for it allows even the fairest skinned folks to stay out in the sun for a few hours before reapplying. Try chopstick on your lips. Follow the instructions on sunscreen carefully. Always reapply after leaving the water, as it'll have washed off.
> 4. **Don't forget hard-to-reach places.** Don't forget to cover the backs of your knees, back of your neck, elbows and back of your ears (if you have short hair). Feet should also be included if you are wearing sandals, flip-flops or going bare-foot. Even these places can hurt a lot with sunburn.
> 5. **Don't lie in the sun purposefully seeking a tan.** This is not only damaging to your skin but might burn you the first few times you try it at the beginning of the season. If you want to tan, do it gradually and sensibly, with short exposure and building up over time.
> 6. **Put a small amount of oil or sunscreen in your hair so you will avoid burning your scalp.** Cover it with a hat. Some shampoos and hair conditioners contain SPF protection.

23. The text tells us about …
A. the steps to cure sunburn.
B. the ways to catch the sunlight.
C. the tips how to prevent sunburn.
D. the information how to apply sunscreen.
E. the warning to avoid sunlight during the day time

24. What is the writer's intention in writing the text?
A. To explain how to stay out during the day
B. To give some suggestion to avoid sunburn
C. To discuss the information about sunburn
D. To tell the important ways to protect the sun
E. To describe how to apply the sunscreen shampoo

25. What should we wear to avoid sunburn?
A. Long-sleeved cotton shirt
B. Sleeved satin dress
C. Wool sweater
D. Backless shirt
E. Plastic cover up

26. Why should we spend indoors between 10,00 and 15.00?
A. It's recommended to lie in the sun to find a tan.
B. It's the moment to put a small amount of oil in our hair.
C. It's the time to wear floppy hats and large umbrellas.
D. It's the best time to avoid sun exposure from sunburn
E. It's suggested to apply sunscreen with an SPF of 45+

This text is for questions 27 to 28.

Man 'under influence of alcohol' allegedly beats stepdaughter to death
The Jakarta Post / Tuesday, February 12, 2019 / 07:31 a.m.

Hary Kurniawan, 25, said he was under the influence of alcohol when beating his 2-year-old stepdaughter to death in the subdistrict of Sukamaju Baru in Depok, West Java.

"I was under the influence of alcohol and was troubled by the thoughts of my family's economic circumstances," he told Depok Police on Monday, as quoted by *kompas.com*.

Hary said he had slammed the baby, "but never thought she would die."

The incident on Friday was reported by a neighbour, who said he witnessed the suspect slamming the baby while the mother, Eni, 18, was at work.

Hary and Eni each had a daughter from their previous marriages. Hary claimed Eni did not show the same amount of love to his biological daughter.

"My wife treats my 3-year-old daughter differently," he claimed.

Hary faces charges under Article 338 of the Criminal Code on murder and, if found guilty, faces up to 20 years' imprisonment.

Depok Police deputy chief Adj. Sr. Comr. Arya Perdana said Hary and Eni had had a quarrel some days before the incident took place. (fac)

27. What is the social function of the text?
    A. To inform the steps of doing an action
    B. To inform about newsworthy events of the day
    C. To explain the reason that an event happens
    D. To convince the reader about the danger of alcohol
    E. To tell the readers about the past time event

28. "Man 'under influence of alcohol' allegedly beats stepdaughter to death"
    The underlined phrase is closest in meaning to ….
    A. Sleepy
    B. Hungry
    C. Drunk
    D. Fresh
    E. Tired

This text is for questions 29 to 30.

Jalan Elang 89
Tangerang Selatan 19837

March, 10th 2019

PO BOX 1393
JKB 11013

To whom it may concern,

I'm applying for the Project Management position advertised in the Jakarta Post. As shown in the enclosed resume, I have a strong academic background in Chemical Engineer.

My current work as Project Management in various multinational companies has given me firsthand experience in the challenge associated with the development of a successful Petrochemical Company. In addition, I have excellent managerial and communication skills both in Bahasa Indonesia and in English.

This background, combined with over ten years of Ethylene Plant Operation as Project Management, has given me a unique perspective that would be particularly valuable in meeting the responsibilities of this position. I am an independent individual who is capable of working under pressure.

I would welcome the opportunity to meet with you to discuss my qualifications in more detail and look forward to hearing from you soon. Thank you for your time and consideration.

Sincerely,

Azman Sholihin

Azman Sholihin

29. What is the function of the text?
   A. To advertise job vacancy
   B. To welcome opportunity
   C. To discuss qualification
   D. To work under pressure
   E. To apply for a job

30. "I am an independent individual who is <u>capable</u> of working under pressure".
   The underlined word is closest in meaning to ....
   A. Will
   B. Can
   C. May
   D. Must
   E. Should

This text is for questions 31 to 34.

Recycling is important in today's world if we want to leave this planet for our future generations. It is good for the environment, since we are making new products from the old products which are of no use to us. There are many reasons why it's important to recycle as much as possible.

Making new products out of recycled materials reduces the need to consume precious resources. So recycling helps protect raw materials and protect natural habitats for the future.

Using recycling materials in the manufacturing process uses considerably less energy than that required for producing new products from raw materials.

Recycling reduces the need for extracting (mining, quarrying and logging), refining and processing raw materials all of which create substantial air and water pollution. As recycling saves energy, it also reduces greenhouse gas emissions, which helps to tackle climate change.

There are over 1,500 landfill sites in the UK and, in 2001, these sites produced a quarter of the UK's emissions of methane, a powerful greenhouse gas that is released as the biodegradable waste (such as food and paper) decomposes. Existing landfill sites are filling up fast and there is very limited space for new ones.

A massive reduction in the amount of waste we send to landfill is required if we are to avoid the heavy fines and the landfill taxes that are being imposed by Central Government on councils that exceed their landfill allowances. Increases in your Council Tax or service cuts in other areas would be the only way of paying these penalties.

31. What does the text highlight?
   A. Reasons to recycle
   B. Conserving the energy
   C. Protecting the environment
   D. Environmental construction
   E. Saving money through recycling

32. We know from the text that ... if we recycle.
   A. landfill sites will decrease
   B. climate change will continue
   C. more new products will be reduced
   D. natural habitats will never be affected
   E. air and water pollution will be affected

111

33. "Recycling reduces the need for extracting (mining, quarrying and logging), refining and processing raw materials all of which create substantial air and water pollution."
(Paragraph 4)

Based on this quotation, we conclude that the writer is telling us that recycling ....
    A. saves energy
    B. saves our money
    C. reduces landfill
    D. conserves raw materials
    E. helps protects the environment

34. Recycling reduces the need for extracting ... it reduces pollution.
    A. because
    B. so
    C. after
    D. where
    E. but

This text is for question 35 to 37.

Kupang, March 2, 2019

Dear Paula,

Hello Paula, how are you? It's been a month since I last heard from you. Well, I just wanted to tell you that I was in a hospital last week. According to the doctor, I was infected by dengue fever.

At first, I felt my body became weak then fainted when I was studying in the classroom. Then, I was taken to the hospital because of the high fever.

At the hospital, I was brought into the emergency unit. The doctor immediately gave some treatments. Finally, I had to stay there for a week. Every day the doctor kept me on a drip. At the seventh day, my condition was getting better. After the final check, the doctor gave me permission to go home. Now, I'm okay. Because of my illness, I am now more careful about keeping my house clean especially my room. I don't want to get the same illness again.

OK, think that's all from me. Write to me soon, okay.

Regards,

Nadira

35. What is the topic of the text above?
    A. Getting Fever
    B. Going to hospital
    C. Being fainted
    D. Getting better
    E. Keeping house

36. How long was the writer taken care in the hospital?
   A. Five days
   B. Six days
   C. Seven days
   D. Eight days
   E. Nine days

37. Which statement is TRUE according to the text?
   A. Paula sent a letter to Nadira.
   B. Nadira received a letter from Paula.
   C. Paula was taken care in the hospital.
   D. Nadira is still sick when writing the letter.
   E. Paula and Nadira had not met for a month.

This text is for questions 38 to 40.

Long ago, there lived a poor woodsman and his wife. One day the wife sighed and said, "If only we could have a son, even he was only as tall as a thumb." Time went by, and in the end, the woman gave birth to a little boy who was exactly as tall as a thumb; so they called him Tom Thumb.

As the years went by, the boy remained small, but he became a kind and intelligent boy. One day, it was necessary to take the cart and go and fetch his father, but his mother was unable to go. "I'll go," said Tom Thumb.

It seemed impossible that someone so small could hold the reins; but then he climbed into the horse's ear, so that he could speak and tell it where to go. When this happened, all the passers-by thought that the horse must be very intelligent, to be able to go to places by itself.

A circus master who also noticed it wanted to buy it, only then he learned that he wanted to buy the tiny boy instead. However, Tom's father would not sell him for all the gold in the world. Then, Tom Thumb convinced him, by saying, "You need the money, don't you, Dad? Sell me to the circus and leave everything up to me."

In fact, as soon as he got a chance, Tom Thumb ran away from the circus and since he was so small, he was able to avoid being recaptured and make his way back home.

38. What is the text about?
   A. An ungrateful woman.
   B. Tom's bad parents.
   C. Tom's good parents.
   D. A bad circus master.
   E. A boy named Tom Thumb.

39. The last paragraph mainly discusses ....
   A. a woman's wish to have a baby
   B. Tom Thumb's escape from the circus
   C. a boy who was as big as a thumb
   D. Tom Thumb's typical character
   E. how Tom Thumb's looked like

40. " … he became a kind and <u>intelligent</u> boy." (Paragraph 2)

     The synonym of the underlined word is ….

     A. blind

     B. active

     C. clever

     D. dumb

     E. energetic

B. SOAL URAIAN

41. Rearrange the following sentences to form a correct manual.

1. Decide whether you want the phone photos to be erased.
2. Plug your phone into your PC. You can use the USB changing card that comes with your mobile phone.
3. Click import. Your photos should now be your window photos gallery.
4. Select the folder where you want to store your phone photos.
5. Wait a few moment for the computer to recognize the device.
6. Click the option to "import pictures and video using windows in the auto play box.

This text is for questions 42 and 43.

Number One For Me
by Maher Zain

I was a foolish little child
Crazy things I used to do
And all the pain I put you through
Mama now I'm here for you
For all the times I made you cry
The days I told you lies
Now it's time for you to rise
For all the things you sacrificed

Oh, if I could turn back time rewind
If I could make it undone
I swear that I would
I would make it up to you

Mum I'm all grown up now
It's a brand new day
I'd like to put a smile on your face every day
Mum I'm all grown up now
And it's not too late
I'd like to put a smile on your face every day
    ….
* (Back to Chorus)
You know you are the number one for me *[x3]*
Oh, oh, number one for me
You know you are the number one for me *[x3]*
Oh, oh, number one for me

---

42. What is the theme of the song?

43. What is the symbolic meaning of "*number one*" in the song lyric?

44. Write an interesting caption to the picture below.

This text is for question 45.

Human body is made up of countless millions of cells. Food is needed to built up new cells and replace the worn out cells. However, the food that we take must be changed into substances that can be carried in the blood to the places where they are needed. This process is called digestion.

The first digestive process takes place in the mouth. The food we eat is broken up into small pieces by the action of teeth, mixed with saliva, a juice secreted by glands in the mouth. Saliva contains digestive juice which moisten the food, so it can be swallowed easily.

From the mouth, food passes through the esophagus (the food passage) into the stomach. Here, the food is mixed with the juices secreted by the cells in the stomach for several hours. Then the food enters the small intestine. All the time the muscular walls of the intestine are squeezing, mixing and moving the food onwards.

In a few hours, the food changes into acids. These are soon absorbed by the villi (microscopic branch projections from the intestine walls) and passed into the bloodstream.

45. How is the process of digestion organs in our body?

Transcript of the test; number 1 to 15

1.   Man   : Do you use internet very often?
     Woman   : Yes I do, I use it for communication
     Man   : How do you communicate with it?
     Woman   : I send and receive emails, and I speak with my friends with
                   voice mail
     Narrator
                 : What are they talking about?
     a.   How to use email
     b.   Internet usage
     c.   Receiving emails
     d.   Voice mail
     e.   Communication

2.   Man   : Mom, may I use your car?
     Woman   : You haven't got a driver's license, have you?
     Man   : No, but my friends haven't got their license either, and their
     Woman   parents don't mind
                 : I'm sorry you can't, dear

     Narrator   Why is the boy not allowed to use the car?
     a.   He drives very carelessly
     b.   He is seventeen years old
     c.   His friend will drive him
     d.   His mother will use the car
     e.   He doesn't have a driver license yet

3.   Woman   : why don't you take the bus to work? driving in rush hour
                   traffic is terrible.
     Man   : I would, but I'm afraid there won't be any seat left by the time
                   the bus gets to my step.

     Narrator   : Why this a man not want to go by bus?
     a.   The man wants to take the bus to work
     b.   The man wants the woman to go with him
     c.   The woman prefers driving in the rush hour
     d.   The woman wants to drive a car to work with man
     e.   The man has to stand on the bus if he takes it to work

4.   Man   : What sport do you like?
     Woman   : Fencing
     Man   : Oh yeah? What do you need for that?
     Woman   : Things like a sword, a helmet and a special cloth.

     Narrator   : Which picture goes with the dialogue?
     a.   Picture

b. Picture
c. Picture
d. Picture
e. Picture

5. Man : have you started the assignment yet?
  Woman : yes, but I haven't finished it
  Man : why don't you it together?
  Woman : Ok, let's go to the library

  Narrator : Where would they probably go?
  a. Picture
  b. Picture
  c. Picture
  d. Picture
  e. Picture

6. Woman : Last week I went to a plaza in town. And when I was in front of the gift shop, I saw a handbag on the display. It was a beautiful leather handbag with the scrag. I want to buy it, but I didn't have enough money.
  Narrator
   Which picture goes with the monologue?
  a. Picture
  b. Picture
  c. Picture
  d. Picture
  e. Picture

7. Woman : I heard some bad news about your value in London, was it
  Man true?
  Woman : Yes, someone stole my laptop, when I left it in the car.
   : …….
  Narrator
   : What is appropriate response?
   a. oh good news
   b. oh you are welcome
   c. oh I would go to London too
   d. oh I'm sorry to hear that
   e. oh I also have a bag

8. Man : What would you like to order for lunch?
  Woman : Just fish and chips, a glass of coke, and a strawberry sun baked, would you like to have the same?
  Man : …….

  Narrator : What would the man probably answer?
   a. That would be great
   b. I don't like it
   c. Let me order a burger

d. not now

e. That is too much

9. Woman : This is rock music, do you want to listen to it?
   Man : ……..

   Narrator : What would the man probably say?
   a. No, thank you. It's enjoyable
   b. Why not. I hate it really
   c. It's very expensive, I'm afraid
   d. I must admit everybody likes music
   e. a….. no, thanks. I can't stand a hard rock

10. Man : what's the matter with you?
    Woman : I can't do this test, it is very difficult
    Man : I'm sure you didn't study last night, what did you do?
    Woman : ……..

    Narrator : How might the student's response to the teacher's question
    a. The movie was very interesting
    b. I wasn't busy last night
    c. I studied until late last night
    d. I watched an interesting movie until late last night
    e. The movie is easy to understand

11. Man : Where are we going to stay?
    Woman : At the Sun Hotel, near the beach
    Man : Why there?
    Woman : ……

    Narrator : What reason does the woman give for choosing the hotel?
    a. I'm free
    b. I stay there
    c. It gives the most satisfactory service
    d. It's on the beach
    e. There a hotel there

The following text is for questions 12 and 13

The platypus is a semi-aquatic mammal endemic to East to North Australia, including Tasmania. It is one of the five extreme species of mono-dreams. The only mammal that lays eggs instead of giving birth to live young. The body and the broad flat tail of these animals are covered with dense brown fur, that traps a lay including ear to keep the animals warm. It uses its tail for story joy fact. It has webbed feet and the large robbery's net. These are species that are be closer to those of ducks, then to these any known mammals. Weight varies considerably from 0.7 to 2.4 kg with males being larger than females. And male averages 50 cm total length whiles the female major approximately 45 cm. The platypus has an average body temperature of 32°C Celsius rather than 37°C that is typical of the placental mammals.

12. Narrator : What animal is being described in the monologue?

a. Octopus
b. Rhinoceros
c. Platypus
d. Mosquitos
e. Hippopotamus
13. Narrator   : How much does the Platypus weigh?
   a. 0.7 to 2.4 kg
   b. 0.7 to 2.5 kg
   c. 0.7 to 2.6 kg
   d. 0.7 to 2.7 kg
   e. 0.7 to 2.8 kg

The following text is for question 14 and 15
Now the news in detail. Snowstorm and blizzard had been blamed for at least for 16 deaths across the country. Wisconsin declared as state emergency after it was hit by up to 48 cm of snow early in the week. Across the country, flight had been cancelled, road closed, and power cut off, affecting thousands of people. Freezing temperature had also affected the amount of water fall in Oregon. Some children took timeout to play in snow as school were closed across the country; however, the snow failed to bother thousands of snow geese hurrying to Washington for winter season passing by mount Baker.
14. Narrator   : How many people died because of the snow and blizzard?
   a. 16
   b. 48
   c. 56
   d. 60
   e. 66
15. Narrator   : How was the weather like in Wisconsin?
   a. Fine
   b. Clear
   c. Rainy
   d. Terrible
   e. Cloudy

DOKUMEN NEGARA
SANGAT RAHASIA

UTAMA

KEMENTERIAN AGAMA
UJIAN SEKOLAH BERSTANDAR NASIONAL

TAHUN PELAJARAN 2017/2018

LEMBAR SOAL

Mata Pelajaran	:	BAHASA INGGRIS
Jenjang	:	Madrasah Aliyah
Program	:	MIPA IPS (KTSP)
Hari Tanggal	:	Kamis, 22 Maret 2018
Waktu	:	120 menit

PETUNJUK UMUM

1. Berdoalah kepada Allah SWT sebelum memulai mengerjakan paket soal.

2. Isikan identitas Anda di Lembar Jawaban Ujian Madrasah Berstandar Nasional dengan benar.

3. Isikan jawaban soal ke dalam LJUSBN sesuai petunjuk di LJUSBN.

4. Tersedia waktu 90 menit untuk mengerjakan paket soal.

5. Jumlah soal sebanyak 40 butir soal pilihan ganda dan 5 butis soal uraian.

6. Periksa dan bacalah soal-soal sebelum Anda menjawabnya.

7. Laporkan kepada pengawas ujian apabila terdapat lembar soal yang kurang jelas, rusak, atau tidak lengkap.

8. Periksalah pekerjaan Anda sebelum diserahkan kepada pengawas ujian.

Listening Section

Part I Questions 1 to 4
Directions:
In this part of the test, you will hear some dialogues spoken in English. The dialogue will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

After you hear a dialogue and the question about it, read the five possible answers and decide which one would be the best answer to the question you have heard. Now listen to a sample question.

You will hear:
Man   : Hi, Tina! Are you free on Saturday morning?
Woman   : Yes. Any plan to do?
Man   : We'll see a bo ok fair at Senayan. Would you care to join us?
Woman   : I'd love to.

Narrator   : What are the speakers talking about?
         A. Loving books
         B. Asking free time
         C. Buying some books
         D. Planning to see book fare
         E. Activity on Saturday morning

The best answer to the question "What are the speakers talking about?" is choice (D). Therefore, you should answer choice (D)

1. A. Nice woman.
   B. ✓ Handwriting.
   C. Composition.
   D. Flattering.
   E. Honesty.

2. A. New company.
   B. Looking for a job.
   C. ✓ Getting a new job.
   D. Having an interview.
   E. An assistant manager.

3. A. Go to the library.
   B. Attend Ms Tina's class.
   C. Go to the nearest book store.
   D. Buy an expensive grammar book.
   E. ✓ Buy the grammar book in the book store.

4. A. ✓ The man is Linda's friend.
   B. The woman knows Linda.
   C. The man doesn't know Linda.
   D. Johan has found a better girl friend.
   E. Johan is the woman's ex-boy-friend.

Part II Questions: 5 to 7

Directions:
In this part of the test, you will hear several questions or statements spoken in English followed by four responses, also spoken in English. The questions and responses will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. You have to choose the best response to each question or statement.

Now listen to a sample question:
You will hear:

Man	: You look uncomfortable.
Woman	: It's very hot here.
Woman	: I'll switch on the fan for you.
Man	: ...

You will also hear:
A. I'll be glad.
B. I'll be happy.
C. Thank you.
D. It'll be okay.
Narrator : What is the best response to the woman's statement?

The best response to the woman's statement "I'll switch on the fan for you." is " (Thank you.)
Therefore, you should answer Choice "**C**".
5. Mark your answer on your answer sheet C
6. Mark your answer on your answer sheet D
7. Mark your answer on your answer sheet A

Part III Questions 8 to 11
Directions:
In this part of the test, you will hear some dialogues or monologues spoken in English. The dialogues or monologues will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. After you listen to the dialogue or monologue, look at the five pictures provided in your test book, and decide which one would be the most suitable with the dialogue or monologue you have heard.

8.

A

B
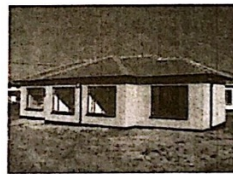
C

D

E
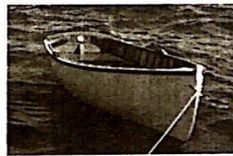
9.

A

B

C

D

E

10.

A
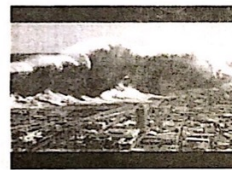
B

C

D

E

11.

A

B

C

D   E ✓

Part IV Questions 12 to 15

Directions:
In this part of the test, you will hear several monologues. Each monologue will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. After you hear the monologue and the question about it, read the five possible answers and decide which one would be the best answer to the question you have heard.

12.
    A. Three kinds of category costing
    B. √ The venue of the grand final match
    C. The prices of the grand final tickets
    D. Donation for the earthquake victims
    E. The condition of earthquake victims

13.
    A. It would be donated to the football players.
    B. It would be used for improving the football players.
    C. It would be spent for conducting grand final match.
    D. √ It would be used for the improvement of Pekansari Stadium.
    E. It would be given to the people who suffered from the earthquake in Pidie.

14.
    A. Ice
    B. ✓ Ball
    C. Rice
    D. Sugar
    E. Shoes

15.
    A. He met a coach.
    B. He registered to a university
    C. ✓ He met a professional footballer.
    D. He played football for inter-village tournament.
    E. He sold cake and ice at inter-village tournament.

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READING SECTION
This text is for questions 16 to 17

Dear Sir or Madam,

Yesterday I moved to a house rented from your agency in Brighton Boulevard. To my surprise, I found the house is not well maintained.

The master bedroom has no key. The air conditioner does not work. How could I use my washing machine if the outlet is missing? The worst of all is that the main faucet has broken that no water can flow. This makes me unable to wash, to cook and to do any other things.

I had told Mr David, one of your employees, about my problems but I got no response from him. I also called your secretary Miss. Brown but again, there was no response.

I would appreciate if you send me a mechanic to have those problems fixed immediately.

Yours faithfully

16. What is the letter about? It is a complaint about ....
    A. ✓ the bad room service of a house
    B. the bad respond from the employee
    C. the bad maintenance of a rental house
    D. the worst condition of the main faucet
    E. The unwell situation in the bedroom

17. Who is responsible for the maintenance of the house?
    A. The agency.
    B. Miss. Brown.
    C. ✓ The mechanics.
    D. Sarah Johnson.
    E. The marketing manager.

This text is for questions 18 to 20

We Should Change the Payment System

Nowadays, the system of payment gradually changes. Most people use debit cards instead of cash to make payment. They think it is more effective, efficient, easier, and simpler. However, there are still arguments about the use of debit cards as a method of payment.

Well, if you use the card, you will say that the card is so practical. You don't need to count how much you should pay. When paying in cash, people are afraid of making mistakes in counting the banknote for both the payment and the change. With debit cards the mistakes is made smaller.

Moreover, you should know that the debit cards are safer than money. Suppose you bring a lot of money when travelling. If it is lost or stolen, you will be left with nothing in your hands. However, if you bring a debit card, you can just phone the bank which issues the card to block it.

On the other hand, people who disagree on the use of debit card will say that its use is so limited. When you buy something in a traditional market, or a vendor, for example, can you pay using a credit card? Of course not.

Another thing is that, if you want to use the card, you should make a purchase at minimum amount. If you make less than the minimum transaction, you cannot make use of the card.

For those reasons we think that credit cards are not fully effective as a means of payment. We should trace the incoming and on going money in our account. Besides, we have to control

our habit of buying first, paying later habit. Otherwise, without being realized we are charged a lot. You don't have to use credit cards if not necessary.

18. What is the text about?
    A. Differences between payments by cash and credit cards.
    B. The disadvantages of paying in cash.
    C. The advantages of using credit cards.
    D. The advantages of using debit cards.
    E. Different payment systems.

19. According to the text, one advantage of using the debit card is that ....
    A. it cannot be stolen
    B. it is as practical as using cash
    C. we can use it everywhere for shopping
    D. the possibility of mistakes in counting is smaller
    E. we can make a purchase at minimum amount

20. What is paragraph 3 about?
    A. Debit cards for travelling.
    B. The advantage of debit cards over cash.
    C. The safety system of debit cards.
    D. What to do when you lose cash.
    E. How to bring a debit card.

This text is for questions 21 to 22

> **Announcement**
> Are you interested in discussing current affairs? If yes, then you can join our school debating team. The requirements are:
> - Excellent in English
> - Fond of reading
> - Holding a TOEFL score of at least 500
> - Self-confident
>
> Registration:
> Monday, 23 May 2018 at 3.00 PM. Venue: AV Room

21. What does the announcement tell you about?
    A. Joining a school debating team.
    B. Requirements to join a school debating team.
    C. Joining TOEFL test.
    D. Joining a school debating competition.
    E. Seminar on how to have high self-confident.

22. What is NOT the requirements to be a member of the debating team?
    A. English proficiency.   D. Having self-confidence.
    B. Interest in reading.   E. Taking an English course.
    C. Holding a TOEFL score.

The following text is for questions 23 to 25.

One day, when I was seven years old, I wanted to be able to ride a two-wheel bicycle. I asked my mother to buy me a two-wheel bicycle. She agreed on the condition that I could ride it.

In order to get the bicycle, I practiced how to ride it every day. I borrowed my cousin's. I practiced riding for two weeks, alone. I fell down often. I was upset because, by the end of the two weeks, I still couldn't ride it. Because my uncle saw how hard I practised, he finally helped me. As the result of another week of more practice, I could ride the two-wheel bicycle.

After knowing that I could ride a two-wheel bicycle, my mother bought me one. It was a beautiful, red bicycle. I was really happy. Finally, I could get what I wanted, because of my hard work.

23. What is the text about?
    A. Buying a new bicycle
    B. Practising to ride a bicycle
    C. √ Having a good time with a new bicycle
    D. A technique to ride a two wheel bicycle
    E. Training someone to be able ride a bicycle

24. What is the main idea of paragraph 3?
    A. √ The writer bought a beautiful new bicycle.
    B. The writer hard work yielded the best result.
    C. The writer was happy about his/her new bicycle.
    D. The writer got what he/she wanted from his/her hard work.
    E. The writer got what he/she wanted from his/her hard work.

25. "She agreed on the condition that I could ride it" (Paragraph 1).
    The closest meaning of the underlined word is ...
    A. loan   C. wager   E. guarantee
    B. √ threat   D. requirement

The following text is for questions 26 to 28.
My sister's name is Raisa Ashika. She is slim and not too tall. She has light skin. She has straight, black hair. She has slanted, brown eyes. There are dimples on her cheeks. They make my sister more beautiful when smiling.

She is a nice person. Her inner and outer bauties are balanced. She loves to help people without being asked. Many people like her. She is very cheerful. Everyday she always looks happy, even when she is exhausted and has problems. She always shares things that make people happy and never share her sadness. She likes telling of her experiences. Waht I really love about her is that she is such an inspiring girl.

26. What is the text about?
    A. How to be an inspiring woman.
    B. What the writer's sister look like.
    C. The passion of the writer's sister.
    D. The reasons why people like the writer's sister.
    E. √ The physical appearance and character of the writer's sister.

27. "Everyday she always looks happy, even when she is exhausted ..." (Paragraph 2)
    What does the underlined word mean?
    A. upset   C. √ very tired   E. really sad
    B. terrible   D. annoyed

28. "They make my sister more beautiful when smiling." (Paragraph 1)
    What does the underlined word refer to?

A. Hair	C. Eyes	E. Cheecks
B. Skin	D. Dimples	

The following text is for questions 29 to 32.

It is possible to find mosquitoes in almost every part of the word except in the places where it is extremely cold or where it is very dry. During summer, it is almost certain that you can find many mosquitoes near swamps, ponds and lakes.

Mosquitoes have an interesting life cycle. The female mosquito bites a person or animal in order to get some blood. She needs it before she can lay her eggs. Second, she flies to an area of water and deposits her eggs in the water. In a few days the eggs open and the baby mosquitoes, called larva, come out. In a short time, they will mature and fly away.

It is interesting to note that only the female will bite for blood. She has a special mouth which can go into an animal's skin or a person's skin. On he other hand, the female mosquito can only drink plant just with his mouth.

29. What is the main idea of paragraph 2?
    A. The things that female mosquitoes do before laying their eggs.
    B. Some places that mosquitoes cannot live in.
    C. The interesting life cycle of mosquitoes.
    D. Why female mosquitoes bite for blood.
    E. The special mouth of a mosquito.

30. When does the female mosquito bite a person in order to get some blood?
    A. After the larva matures.
    B. After she lays her eggs.
    C. Before she lays her eggs.
    D. After she deposits her eggs.
    E. After the baby mosquitoes come out.

31. We can find mosquitoes in the following places, **except** ...
    A. In the lakes
    B. In the ponds
    C. In a dry place.
    D. In the swamps
    E. In a very cold place

32. "She needs <u>it</u> before she can lay her eggs." (Paragraph 2)
    What does the underlined word refer to?
    A. Egg
    B. Water
    C. Blood
    D. An animal
    E. The female mosquito

The following text is for questions 33 to 35.

Language is a means of communication. Most regions in the world have their own language. Some languages serve as global languages. The commonly used language of the word is English, which is famously known as a global language. To achieve a global goal, one has to master English.

Everyone recognizes that English is an international language. English is used in writing and speech by many people all over the world, as a first or second language. There are British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries. Furthermore, some countries have their own languages as a mother language but also use English, mostly in daily communication.

Besides its usage in daily interaction, English is also used as a key to open doors

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leading to scientific and technical knowledge. No wonder we find manual guides and instructions for many devices written in English.

Finally the most obvious importance of learning English is that a top requirement in job opportunities is the ability to use English. Job applicants who master English are more favoured than ones who do not.

The above facts prove that everybody needs to learn English if he wants to greet the global era.

33. Why does everybody need to learn English?
    A. Many people like English
    B. English is used in many fields
    C.✓ English is an international language
    D. Many jobs require the job applicants to master English
    E. Manual guides and instructions of many devices are written in English

34. What is the main idea of paragraph 4?
    A. All jobs use English
    B. Learning English is useful
    C. ✓ People should learn English
    D. The ability to use English is required in many jobs
    E. Learning English is more important than looking for a job

35. "... some countries have their own languages as a <u>mother language</u> ..." (Paragraph 2)
    What is the closest meaning to the underlined phrase?
    A. First language   D. Inernational language
    B. Favorite language   E. Language of a country
    C. Important language

This text is for questions 36 to 38

2012 **Film Review**

2012 is Roland Emmerich's film which uses the Mayan Calendar and other end-of-days prophecies for their doomsday scenario. It imagines the world coming to an end in *2012*.

2012 film brings off a series of wonders. The movie hits its peak early on. It starts when Cusack drives a limo through the streets of Los Angeles as freeway and skyscrapers crumble all around him from the shock of a 10.5 earthquake. The preposterous flying sequence is equally thrilling. The climax occurs aboard the giant ark when an equipment malfunction almost threatens the entire mission.

Unfortunately, the crucial sequence is not filmed or edited with the requisite clarity. In *2012* film, Emmerich leaves us befuddled as to exactly what is happening to whom. However, Emmerich'*2012* deserves credit for offbeat casting. Cusack supplies his trademark hangdog charm. McCarthy has perhaps his best role ever as Peet's cocky. Danny Glover lends dignity to the role of the tormented president. Chiwetel Ejiofor, as the chief scientist, brings a moving sense of anguish to a stock role. Platt has fun playing the villain of the piece, and Woody Harrelson also chews the scenery as a bug-eyed radio prophet trying to warn his listeners about Armageddon.

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36. The writer of the film *2012* was ....
    A. Adam Lambert
    B. Danny Glover
    C. Cusack
    D.✓ Roland Emmerich
    E. Nick Everhart

37. Which part of the film should be improved?
    A. The music.
    B. Visual effect.
    C. The equipment.
    D. Crucial sequence.
    E. The design.

38. "The movie hits its peak early on " (paragraph 2)
    The underlined word is closest is meaning to ....
    A. average
    B. top
    C. failure
    D. name
    E. descent

This text is for questions 39

> A lot has changed in the world since John Doe established "Doe Radio and Television Service". Because we are now a leader in computer and cellular telephone service, we are changing our name to "Doe Electronic Technologies". We think John would be pleased.
>
> As part of this event, we invite you to stop by anytime during the next month to receive a special 20% discount on any compact discs, computer equipment, or cellular phones. It is always a pleasure to serve you.

39. Which item is on discount 20%?
    A. Radios.
    B. Services.
    C. Telephones.
    D. Televisions.
    E.✓ Compact disc.

40. **Arrange the sentences below into a good order.**

> 1. At the further of the wood was another pretty cottage
> 2. There was once a sweet maid who lived in a pretty cottage
> 3. She gave her a red clock with a hood which she always wear
> 4. Where grandmother lived in
> 5. Everybody loved this little girl, her grandmother loved her most of all
> 6. So, people called her Red Riding Hood

The best arrangement is ….
   A. 1-2-4-3-5-6
   B. 2-1-3-4-5-6
   C. ✓ 2-1-4-5-3-6
   D. 1-2-3-4-5-6
   E. 2-3-1-4-5-6

B. URAIAN

41. Read the following text and answer the question.

We are announcing today that we are bringing the Milestone and Ever Green brands even closer together. Effective as of 5th December 2013, our official name will be:

GREEN MILES WEST

The substitution of "West" in our name---replacing "Cianjur"---is the result of an agreement we reached with Cianjur Gardening Association, following a protest over the original use of "Cianjur" in our name.

We hope this does not create any confusion among our loyal consumers. While this represents a change from our initial name introduction, it does not change the quality of products we offer to our consumers.

"The substitution of "West" in our name …"
The word "substitution" has closest in meaning to ….

42. Read the following text and answer the question.

Are you visiting Pontianak? Don't forget to come to our restaurant! We have some special menus, one of them is Bubur Pedas. With a special flavor of Bubur Pedas, you won't forget how tasty this Bubur Pedas is. Visit us in Rembulan Restaurant Pontianak Jalan Ahmad Yani No. 120 G or you can call us in 0865 4551 7171.

"…, you won't forget how tasty this Bubur Pedas is."
The closest meaning of the underlined word is …

43. Read the following text and answer the question.

Do you like boxing? Do you know that there are some discussions that boxing should be banned? Now, listen to me carefully.

Some people believe that boxing should not be banned. They say that boxing is a kind of sport. They also say that people enjoy doing and watching it. Some people choose boxing as their jobs, so banning it will ruins's people career. However, there are also strong arguments against this point of view.

Some other people, on the other hand, agree with this idea, claiming that boxing, although it is a sport, is a dangerous activity. They suggest that if they do carry on boxing, they should wear something to protect their heads. They argue that people who do boxing could have serious brain damage and get seriously hurt. A further point they make is that most of the people have died because of boxing did have families. They claim that boxing is too risky.

After looking at the different points of view and the evidence from each of them, I think boxing should be banned because five hundred people have died in boxing since 1884.

The recommendation given by the speaker can be found in paragraph …

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44. Pay attention to the following words.
your work – part of – assignment – is – clean – keeping – area – your job
The best arrangement is ...

45. Pay attention to the following sentences!
   1. I called her name but she did not respond.
   2. Then I walked over and patted her shoulder, calling her name.
   3. Last week, I was window shopping with my family in Senayan City.
   4. I passed a girl as I was walking to a bookstore.
   5. As I got a good look at her, I realised she was not my colleague.
   6. I was really embarrased as I told her that I had mistaken her for someone else.
   7. I recognised her as my old colleague.
   The best arrangement is ...

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Appendix 6:
First interview Transcription

Code: MA1
Abbreviations : Interviewer (I); Interviewee (E)

No	Time	Communicators	Transcription
1.	00.00-00.03	I	Iyamaaf, Pak. Apainidengan Bapak Rofiq?
2.	00.04-00.05	E	Ya, benar, Pak
3.	00.06-00.08	I	Maaf, Pak, menggangguwaktunya
4.	00.09-00.10	E	Iya, ndakpapandakpapa
5.	00.11-00.20	I	Maaf, Pak, inisayainginmewawancaraiterkaitdenganpenelitiansaya yang menelititentang USBN Bahasa Inggris, Pak
6.	00.21-00.22	E	O iya, Pak, he'eh. Iya, Pak
7.	00.23-00.32	I	Saya inginmengkonfirmasimengenaiapakahsoal-soal di USBN selaluberbedauntukrentan lima tahunterakhir, Pak?
8.	00.33-00.34	E	O soal-soalnyaya?
9.	00.35-00.35	I	Iya, Pak
10.	00.36-00.52	E	Kalausoalnyayakuranglebihlah, Mas. Kuranglebihagaksedikitberbedacumanyamaterinyakuranglebihmasihsamacumanpoinnyaaja yang mungkinagak .. kalosekarangkanpake K13 ya?
11.	00.53-00.53	I	Iya
12.	00.54-00.59	E	He'eh.. Kalau K13 baru-baruinisihyamemangagakberbedadia
13.	01.00-01.15	I	Oh.. Maaf, Pak. Maksudberbedaituberartibagaimanaya, Pak? Apakah, kan, biasanyauntuksoal-soalitukanadateks yang mengikutinyaitu, Pak. Apakahtekstersebut juga berubahataubagaimana?
14.	01.16-01.21	E	Sama, diamodelnyateks kayak gitu juga. Ada teks, laluadasoal yang ditanyakandariteksnyaatauapanyagitu
15.	01.22-01.32	I	Oh sepertiitu. Nah untukteks-teksnya, Pak, apakahselalusamasetiaptahunnyajenis-jenisnya umm teksnyaituituterusataubagaimana?
16.	01.33-01.52	E	Kalaujenisteksnyaiyasama kayak narrative, procedure text, news item. Tapimungkinisidariapakontenteksnyaitu yang mungkinlebihapalebihdigantimungkin yang beritaberapatahunatau yang beritaterbarunya
17.	01.53-02.11	I	Oh sepertiitu? Berarti … itukankalaubolehsayasimpulkansoal-soalnyakuranglebihsamatetapi stimulus atauteks-teksnya yang mengikutisoal-

			soalituselaluberbedakarenamengikutikebaharuangituya, Pak?
18.	02.12-02.15	E	Iya, he'ehbener
19.	02.16-02.26	I	Sepertiitu. Sepertiitusajasih, Pak, sebenarnya interview yang mausayatanyakan
20.	02.27-02.28	E	Iyaiyandakpapandakpapahe'eh
21.	02.29-02.38	I	Karena sayahanyaingimengkonfirmasibahwaapanamanyamengenai soal-soal USBN di lima tahunterakhir
22.	02.39-02.47	E	O iyalah.. Mumpungmasihsihmasihkarenaitukan yang tahunini yang terakhir UN inikalogak salah
23.	02.48-02.53	I	Iya, Pak. Saya lihatdiberita juga tahunini yang terakhir
24.	02.54-03.08	E	He'eh. Kedepannyakangakpake model soal AKM kaloitu. Soal AKM itukangakmencakupapaistilahnyadisituadaliterasi, adalumrasi, dan sebagainya. Ituudah, jadisatusoalitudiamencakupbeberapa skill gitu bah.
25.	03.09-03.12	I	O begituya, Pak, ya? Berarti
26.	03.13-03.20	E	Kemaren dah pernahnyobasoalnyaya.. yalumayaninisihberatapamungkinanak-anakyakaget juga nanti
27.	03.21-03.24	I	Baik, baik, Pak. Ituudahkebijakanbarulagiya Pak ya?
28.	03.25-03.27	E	Iyakalogitulah
29.	03.28-03.33	I	O iya, Pak, maaf, Pak. Apakah Bapak berartingajarkelas III ya, Pak, ya?
30.	03.34-03.35	E	Iyakelas XII
31.	03.36-03.43	I	Sudah, Pak. Sepertiitusajasepertinyasudahcukup. Terimakasih, Pak, ataswaktunya
32.	03.44-03.45	E	Iya, sama-sama, Mas
33.	03.46-03.49	I	Maafjikasayasudahmenggangguwaktunya, Pak
34.	03.50-03.50	E	Ndakpapa
35.	03.51-03.52	I	Assalamualaikum
36.	03.53-03.56	E	Wa'alaikumsalamwarrahmatullahiwabarakatuh

Code: MA2
Abbreviations : Interviewer (I); Interviewee (E)

No	Time	Communicator	Transcription
1	00.01-00.02	I	Halo? Assalamu'alaikum
2.	00.03-00.04	E	Wa'alaikumsalam. Ini Bahasa Inggrisnyaya Mas?
3.	00.05-00.06	I	Iya, Bu
4.	00.08-00.09	E	Halo? Assalamu'alaikum
5.	00.10-00.11	I	Halo? Assalamu'alaikum, Ibu
6.	00.12-00.12	E	Ya?
7.	00.13-00.28	I	Saya BurhanudinRais, Bu. MahasiswaPascasarjana UNY jurusanLinguistikTerapan. MaafIbu, sayainginmenggangguwaktunyasebentar. Saya inginmewawancaraiIbumengenaipenelitiansayameng enai USBN Bahasa Inggris, Bu.
8.	00.29-00.31	E	Iya. Trusgimanafinishnya?
9.	00.32 - 00.45	I	Saya inginbertanya, hanyamengkonfirmasiterkaitadakahperbedaansoal-soal USBN direntan lima tahunterakhirIbu?
10.	00.46-01.04	E	Yang jelasada. Cuman tidakterlalusignifikan. Yang jelasada. Trusapanamanya, untukkisi-kisitidakterlalujauhberbeda. Mungkinteknissoalnyasaja.
11.	01.05-01.22	I	Berartijikasayabolehsimpulkan, Bu, dalamsegikebahasaanitukanadaaspekkosakata yang membentukpertanyaan dan teks-teks yang mengikutipertanyaanya, Ibu. Itubagaimanaya, Ibu? Ituperbedaannyasepertiapaya, Ibu?
12.	01.23-01.39	E	Perbedaannyakalauuntukteksitulebihapanamanya, lebihlebihmeningkatlahpertahunnya. Ya, ibaratkanuntukteks-teks yang ilmiahitu yang jelaspeningkatan dan perbedaanadaperbedaangitu.
13.	01.40-01.49	I	Berartiintinyadisetiaptahunitutidakpernahada yang samatekspenggunaanteks-teksnya, sepertiituya, Ibu?
14.	01.50-01.57	E	Kalauuntukteksitusendiritidakada yang sama. Cuman model teksnyatetapsama. Model teksnya, contohkalauuntukmisaldalamkisi-kisiitukan ..
15.	01.58-01.58	I	Recount
16.	01.59-02.05	E	He'eh. Ada recount misalnyakan.Teteptahunini recount juga. Cuman kantidakmungkinmengeluarkanteks yang sama.

17.	02.06-02.07	I	Oh sepertiituya, Ibu?
18.	02.08-02.32	E	Yay a, he'eh. Misalnyakalauuntuk.. untukmisalnyateks report kan. Ah, contoh, contohmisalnyauntukteks report tetapada. Teks report itutetapadakeluarsetiaptahunnyaitutetapada. Cuman, kangakmungkindiamisalnyauntuktahun 2016 diapaketeks report itumemunculkan tsunami misalnyakan. Nah berartiuntuktahunberikutnyagakmungkin tsunami lagi.
19.	02.33-02.34	I	Oh. Sepertiituya Bu ya?
20.	02.35-02.50	E	Iyaiyasepertiitu. Ituteksnyaituapanamanyajenisbacaannyalahjenisbaca anbukanbukanjenisbacaan, apaya? Nama teksnya. Pasti, pastibisalahtahusendiriitukan ..
21.	02.51-02.51	I	Iya, Bu.
22.	02.52-02.53	E	Iyaiya
23.	02.56-03.12	I	Maaf, Ibu. Saya inginsimpulkanlagi. Berarti e.. tidakpernahada yang samaantarapertanyaan dan teksdisoal-soal lima tahunterakhir di USBN Bahasa Inggrissebelumnyasepertiituya, Bu, ya? Benar?
24.	03.13-03.20	E	Iya. Kalauuntuk, kalauuntuksoaldiaadatetapmenanyakancontohsayaka sihcontoh ..
25.	03.21-03.21	I	Iya, Ibu
26.	03.22-03.21	E	What is the text about? Itunantiadalagikeluar nah itunantigimanalah situ menyimpulkansendirikanya? Itutetapadasama "What is the text about?" itutetapadakarenakalaudidalam Bahasa Inggrisitukanbelumadaperubahanmengenaijenisperta nyaanmisalnyabeginidiamenanyakaninformasiumum tetapnantiditahunberikutnyaadamenanyakaninformas iumum. Nah salah satucirikhasdarimenanyakaninformasiumumituyaitu "What is the text about?". Ituada, adaterustiaptahungitu.
27.	03.57-04.08	I	Sepertiitu? Namun yang ditanyakanituberbedayaIbuyawalaupertanyaannyasa matetapiinformasi yang ditanyakanituselaluberbeda, sepertiituya, Ibu?
28.	04.09-04.11	E	Iya, iyabenar.
29.	04.14-04.19	I	Terimakasih, Ibu, ataswaktunya. Hanyasepertiitu yang inginsayasampaikan
30.	04.20-04.23	E	O ya. Ada lagi? Mumpunglagiistirahat
31.	04.24-04.26	I	Sudah, Ibu. Saya hanyaingin ..

32.	04.27-04.38	E	Katanyamauminta.. maumintaapanamanya.. mintasoal?
33.	04.29-04.30	I	Naskah, Ibu.
34.	04.31-04.35	E	O naskahsoal. He'eh. Saya karenawajib, yang sayapegangituwajib.
35.	04.36-04.45	I	Sebelumnyasayamaumintanaskah lima tahun.. duatahunterakhir, Ibu, tapisayasudah .. Alhamdulillah sayasudahmendapatkan, Ibu, dan jadi ..
36.	04.46-04.48	E	O ya. Alhamdulillah lahhe'eh.
37.	04.49-04.55	I	Sehinggauntuk e.. sayauntuk.. apanamanyapenguatandatanyamenggunakan interview sepertiini, Bu.
38.	04.56-05.03	E	O yaya. Yasepertiitulahmemangkalaumisalnyaadeknanyakeitu pun mungkinkuranglebihlahjawabannya
39.	05.04-05.04	I	Iya, Ibu
40.	05.05-05.19	E	Karena he'ehuntuk lima limatahuninimasihtetapsamaitunyacumandiakanperbedaandariteks-teksnyaitu. Apa yang dibahasitulho. Apa yang dibahas. Kan bisajadiinikankalauuntuk news item misalkan..
41.	05.20-05.20	I	Iya
42.	05.21-05.33	E	News item, bisajadiadakeluar. Mungkin yang dibahas korona, cumauntukpertanyaannyayapastisama "What is the text about?" gitu. Itucontohnyakalauuntukinformasikhususyatergantungteks yang ditanyakankan?
43.	05.34-05.41	I	Iya, betul, Ibu. Intinyakanapanamanyastimulusnyaselaluberbedateks stimulusnya
44.	05.42-05.46	E	Iyaiya. Benar.
45.	05.47-05.48	I	Saya rasa cukup, Ibu.
46.	05.49-05.49	E	O ya.
47.	05.50-05.52	I	Terimakasih, Ibuataswaktunya. Maafjikasayamengganggu
48.	05.53-05.54	E	Yasama-sama.
49.	05.55-05.56	I	Assalamu'alaikum
50.	05.56-05.57	E	Wa'alaikumsalam

Appendix 8:
The Analysis of English USBN 2018/2019

No.	Analysis aspect of HOTS in the multiple-choice tests							
	MC	US	AD	NR	HL	LA	AT	Description
1.	✘	✔	✘	✔	✘	✔	✔	This test item is a listening test that asks students to choose the correct answer from several choices regarding the topic of the discussion in the stimulus. This analysis is based on the use of "what" as a question mark in the stem-of-item. According to the Cambridge dictionary, the use "what" is for asking information. This information refers to the phrase "talking about," which has the meaning as the topic of the conversation.
								To answer the test item, the students need to remember and infer the dialogue as the stimulus to get the topic discussed. However, the intended topic is clearly mentioned in the stimulus with the different styles of the sentence. Hence, to get the topic, the students need to infer the main idea and supporting information in the dialogue. It indicates that the students only conduct the semantic analysis, which will bring to similar conclusions. It breaks the rule of divergent because the answer is explicitly in the stimulus. According to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. The element of homogeneity and logical answer choice is also not fulfilled in this test item, because there is only one correct answer, and the others are not reflecting the information in the stimulus. Therefore, this test item is not included in the HOTS test. Even the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled. Moreover, the indicator of non-routine test is also found in all of the test items in the document.

2.	✗	✓	✗	✓	✗	✓	✓	This test item is a listening test that asks students to choose the correct answer from several choices regarding the cause that make the woman does not permit the man for car self-driving. This analysis is based on the use of "why" as a question mark in the stem-of-item. According to the Cambridge dictionary, "why" is used to ask the reason, and the reason refers to the phrase "boy not allowed" that has the meaning as a prohibited action. To answer the test item, the students need to remember the reason for the woman's statement in preventing the man from car self-driving. After that, the students need to find the paraphrase of the reason in the answer choices. It indicates that this test item asks for the information listed in the listening dialogue or stimulus with the different forms of the sentence. It contradicts with the concept of divergent. According to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. Besides, the available answer choices also do not meet the aspects of homogeneity and logical answer choice. Although all of the answer choices explain the reasons, most the answer choices do not meet with the paraphrase of the reason in the stimulus. Therefore, this test item is not included in the HOTS test. Even the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
3.	✗	✓	✗	✓	✗	✓	✓	This test item is a listening test that asks students to choose the correct answer from several choices regarding the cause that make the man does not want to use the bus to work. This analysis is based on the use of "why" as a question mark in the stem-of-item. According to the Cambridge dictionary, "why" is used to ask the reason, and the reason refers to the phrase "man not want to go by bus" that has the meaning as unwillingness to use public transport. To answer the test item, the students need to remember the man's reason for refusing to use the bus. After that, students need to find the paraphrase of the reason in the answer choices. It indicates, this test asks for the information listed

								in the listening stimulus or contradicts to the concept of divergent. According to this explanation, this test is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. Besides, the available answer choices also do not meet aspects of homogeneity and logical answer choice. Although all of the answer choices explain the reasons, most the answer choices do not meet with the paraphrase of the reason in the stimulus. Therefore, this test item is not included in the HOTS test, even the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
4.	✗	✓	✗	✓	✗	✓	✓	This test item is a listening test that asks students to choose the correct answer from several choices regarding the illustration of the issue that the speakers discuss in the listening stimulus or dialogue. This analysis is based on the use of "which" as a question mark in the stem-of-item. According to the Cambridge dictionary, "which" is used to ask something limited. The limitation refers to the phrase "picture goes with the dialogue", which has the meaning as direction for choosing the picture. To answer this test item, the students need to remember the keyword on the stimulus. After that, students need to find the correct illustration that represents the keyword. This keyword is followed by describing information. It means that this test item asks for the information listed in the listening stimulus, or it contradicts the concept of divergent. According to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. Besides, the available answer choices also do not meet the aspects of homogeneity and logical answer choice. Although all of the answer choices explain the sports illustration, most the answer choices do not meet with the correct illustration that has been explained in the stimulus, which is using a sword, a helmet, and a special cloth. It means that this test is not

								included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
5.	✗	✓	✗	✓	✓	✓	✓	This test item is a listening test that asks students to choose the correct answer from several choices regarding the illustration of the place that will be addressed by the speakers in the listening stimulus or dialogue. This analysis is based on the use of "where" as a question mark in the stem-of-item. According to the Cambridge dictionary, "where" is used to ask for a place, and then followed by an auxiliary verb "would" and phrase "they go", which refer to the place that is addressed in future action. To answer this test item, the students need to remember the keyword on the stimulus. After that, students need to find the correct illustration that represents the keyword. This keyword is followed by describing information. It means that this test item asks for the information listed in the listening stimulus, or it contradicts the concept of divergent. According to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. Besides, the available answer choices also do not meet aspects of homogeneity and logical answer choice. Although all of the answer choices explain the sports illustration, most the answer choices do not meet with the correct illustration that has been explained in the stimulus, the invitation of going to the library. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
6.	✗	✓	✗	✓	✗	✓	✓	This test item is a listening test that asks students to choose the correct answer from several choices regarding to the illustration of the issue that the speakers discuss in the listening stimulus or dialogue. This analysis is based on the use of "which" as a question mark in the stem-of-item. According to the Cambridge dictionary, "which" is used to ask something limited. The limitation refers to

								the phrase "picture goes with the dialogue", which has the meaning as direction for choosing the picture. To answer this test item, , the students need to remember the keyword on the stimulus. After that, students need to find the correct illustration that represents the keyword. This keyword is followed by describing information. It means that this test item asks for the information listed in the listening stimulus, or it contradicts the concept of divergent. According to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. Besides, the available answer choices also do not meet aspects of homogeneity and logical answer choice. Although all of the answer choices explain the sports illustration, most the answer choices do not meet with the correct illustration that has been explained in the stimulus, that is "beautiful leather handbag with the scrag". It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
7.	✗	✓	✗	✓	✗	✗	✓	This test item is a listening test that asks students to choose the correct answer from several choices regarding the response for man's bad experience. This analysis is based on the use of "what" as a question mark in the stem-of-item. According to the Cambridge dictionary, "what" is used for asking information. This information refers to the phrase "appropriate response", which has the meaning as the response to continue the conversation in the dialogue. To answer the test item, the students need to remember the last dialogue in the stimulus. Then, the students need to identify the man's feeling from the bad experience. After knowing the feeling, the students need to apply their knowledge in responding the situation. However, the true answer is very contrast with the distractors. It means that the element of homogeneity and logical answer choice is not fulfilled in this test item because there is only one correct answer. It also breaks the concept of divergent in "do not evoke the

								correct and incorrect answer". There is only one explanation about the empathy response. Meanwhile, the choice answer "oh you are welcome" is not logic because it does not reflect on the empathy response. According to this explanation, this test item is classified into *Apply* category, it does not meet with the criteria of transfer or associate concept. Besides, the answer choices are not using the similar length answer choice indicator. It means that this test is not included as HOTS, although the indicators of non-routine test, and not use the statement "above are true or false" are fulfilled.
8.	✗	✓	✗	✓	✗	✗	✓	This test item is a listening test that asks students to choose the correct answer from several choices regarding a response for offering question from the woman in the stimulus or dialogue. This analysis is based on the use of "what" as a question mark in the stem-of-item. According to the Cambridge dictionary, "what" is used for asking information and followed by an auxiliary verb "would", which refer to the future. Then, both of words are linked to the phrase "man probably answer" that has the meaning as the response to continue the conversation in the dialogue. To answer the test item, the students need to remember the last question in the stimulus. Then, the students need to identify the type of question. After that, they need to apply the knowledge in responding the question, which is offering questions. However, the true answer is very contrast with the distractors. It means that the element of homogeneity and logical answer choice is not fulfilled in this test item because there is only one correct answer. It also breaks the concept of divergent in "do not evoke the correct and incorrect answer". There is only an accepting answer choice, and the rest are rejecting. According to this explanation, this test item is classified into *Apply* category, it does not meet with the criteria of transfer or associate concept. Besides, the indicator regarding the similar length answers are not met in this test item. It means that this test is not

								included as HOTS, although the indicators of non-routine test, and not use the statement "above are true or false" are fulfilled.
9.	✘	✓	✘	✓	✘	✓	✓	This test item is a listening test that asks students to choose the correct answer from several choices regarding to the response for the offering question from the woman in the stimulus or dialogue. This analysis is based on the use of "what" as a question mark in the stem-of-item. According to the Cambridge dictionary, "what" is used for asking information and followed by an auxiliary verb "would", which refer to the future. Then, both of words are linked to the phrase "man probably say" that has the meaning as the response to continue the conversation in the dialogue. To answer the test item, the students need to remember the question in the stimulus. Then, the students need to identify the type of question. After that, the students need to apply their knowledge in response the offering question. However, the true answer is very contrast with the distractors. It means that the element of homogeneity and logical answer choice is not fulfilled in this test item because there is only one correct answer. It also breaks the concept of divergent in "do not evoke the correct and incorrect answer". The example of a choice that contains illogical meaning is "no, thank you. It's enjoyable". Semantically these two phrases do not support each other. The first phrase shows rejection, meanwhile the second phrase does not support it, which shows something different. Hence, this answer choice is not included to the homogeneous and logical answer choice indicator. According to this explanation, this test item is classified into *Apply* category, it does not meet with the criteria of transfer or associate concept. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
10.	✘	✓	✘	✓	✘	✘	✓	This test item is a listening test that asks students to choose the correct answer from several choices regarding to the response for the question spoken by the

								teacher in the stimulus or dialogue. This analysis is based on the use of "how" as a question mark in the stem-of-item. According to the Cambridge dictionary, "how" is used to ask the event. The event refers to the "might the student response" which has the meaning as the student's next response in the dialogue. To answer the test item, the students need to remember and infer the case in the stimulus. After that, the students need to think about the cause that makes the student did not study, which should be an action. Then, the students need to find the correct explanation related that reflects the appropriate action. However, the correct answer is also clearly stated in the answer choices that contain reasons for the context. It breaks the rule for divergent in the point "does not evoke the correct and incorrect response". It also means that the choices are not included in the homogeneity and logical answer, such as "the movie is easy to understand". This choice does not represent the context in the stimulus because it is unrelated. Hence, according to this explanation, this test item is classified into *Apply* category, it does not meet with the criteria of transfer or associate concept. Besides, the key answer is reflected by the longer choice. It means that this test is not included as HOTS, although the indicators of non-routine test, and not use the statement "above are true or false" are fulfilled.
11.	✗	✓	✗	✓	✗	✗	✓	This test item is a listening test that asks students to choose the correct answer from several choices regarding to the response for the man's question in the stimulus or dialogue. This analysis is based on the use of "what" as a question mark in the stem-of-item. According to the Cambridge dictionary, "what" is used for asking information. Then, it is continued by the word "reason" and phrase "woman give for choosing the hotel" that has meaning as the cause in making decision. To answer the test item, the students need to remember and infer the case in the stimulus. After that, they need to think about the cause in choosing the hotel, which should be the advantage of the hotel. Then, the students find the correct

								explanation related to the advantage of the hotel in the answer choices. However, the correct choice is clearly stated in the answer choices that reflect the advantage that will be obtained when choosing the hotel. It means that the answer choices break the rule for divergent. It also indicates that the answer choice does not include in the homogeneity and logical answer choice, such as the statement "I'm free". This choice does not represent the context in the stimulus because it has the meaning that she does not have any activities. Hence, according to this explanation, this test item is classified into *Apply* category, it does not meet with the criteria of transfer or associate concept. Besides, the key answer is reflected by the longer choice. It means that this test is not included as HOTS, although the indicators of non-routine test, and not use the statement "above are true or false" are fulfilled.
12.	✗	✓	✗	✓	✗	✓	✓	This test item is a listening test that asks students to choose the correct answer from several answer choices regarding to the kind of the animal described in the stimulus or monologue. This analysis is based on the use of "what" as question mark in the stem-of item. According to the Cambridge dictionary, "what" is used to ask for information and it is linked to the phrase "animal being describe" which has the meaning as the activities to find the kind of animals discussed in the monologue. To answer the test item, the students need to identify the kind of animal in the stimulus. The kind of animal is only mentioned once, it makes the c forgotten possibility. Therefore, the students may identify the kind of animal after knowing the stem-of-item in the second repetition; the stimulus and test is read twice. It means that this test asks for the information listed in the listening stimulus, which not implement the divergent concept. Hence, according to this explanation, this test item is classified into *Remember* category, it does not meet with the criteria of transfer or associate concept. Besides, homogeneity and logical answer choice indictor is not fulfilled because there is only one correct

								answer as the fact, which written as Platypus. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
13.	✖	✓	✖	✓	✖	✓	✓	This test item is a listening test that asks students to choose the correct answer from several choices regarding to the weight of the Platypus described in the stimulus or monologue. This analysis is based on the use of "how much" as a question mark in the stem-of-item that used to ask for the amount. Then, it is linked to the phrase "platypus weight," which has the meaning for finding the amount the weight of the Platypus. To answer the test item, the students need to identify the weight of the Platypus in the stimulus. The Platypus weight is only mentioned once, it makes the higher forgotten possibility. Therefore, the students may identify the weight after knowing the stem-of-item in the second repetition; the stimulus and test is read twice. It means that this test asks for the information listed in the listening stimulus, which not implement the divergent concept. Hence, according to this explanation, this test item is classified into *Remember* category, it does not meet with the criteria of transfer or associate concept. Besides, homogeneity and logical answer choice is not fulfilled because there is only one correct answer as the fact, which written as Platypus weight. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
14.	✖	✓	✖	✓	✖	✓	✓	This test item is a listening test that asks students to choose the correct answer from several choices regarding the number of victims (death) caused by the snow and blizzard disaster described in the stimulus or monologue. This analysis is based on the use of "how many" as the question mark in the stem-of-item that is used to ask for the amount. Then, it is followed by the phrase "people dead" which has the meaning as the victim caused by "snow and blizzard" or disaster.

								To answer the test item, the students need to identify the number of deaths that occurred due to the disasters in the stimulus. It is only mentioned once, which may increase the forgotten possibility. Therefore, the students may identify the victims' number after knowing the stem-of-item in the second repetition; the stimulus and test is read twice. It means that this test asks for the information listed in the listening stimulus, which not implement the divergent concept. Hence, according to this explanation, this test item is classified into *Remember* category, it does not meet with the criteria of transfer or associate concept. Besides, homogeneity and logical answer choice is not fulfilled because there is only one correct answer as the fact, which written as the victims' number. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
15.	✗	✓	✗	✓	✗	✓	✓	This test item is a listening test that asks students to choose the correct answer from several choices about the condition when snow and blizzard come in one word. This analysis is based on the use of "how" as a question mark in the stem-of-item. According to the Cambridge dictionary, "how" is used to ask an event and it refers to the "weather like in Wisconsin" that has the meaning as the country condition. Then, the available choices are mentioned in the condition in one word. To answer the test item, the students need to listen carefully to the stimulus or monologue. After that, they need to identify the information that describes the weather. Then, students need to infer in one word. However, the available choices do not reflect the indicator of homogeneity and logical answer choice, because although all the answer choices explain the weather, there is only a choice that has a similar meaning to bad condition and also classified to convergent. Hence, according to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate

								concept. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
16.	✓	✓	✓	✓	✓	✓	✓	This test item asks students to choose the correct answer from several choices regarding to the writer's aim in writing a stimulus or text entitled "My most unforgettable holiday". This analysis is based on the use of "what" as a question mark in the stem-of-item. According to the Cambridge dictionary, "what" is used to ask for information, and this information is linked to the phrase "writer purpose in writing the text" that has a similar meaning to the aim of creating the text. To answer the test item, the students need to read and understand the information on the entire stimulus to get the conclusion. After that, students need to analyze the writer's intention. This activity is conducted beyond the inferring process, which is known as the pragmatic analysis. The students also require understanding the emphasized information, which will lead to the writer's feeling in the stimulus. Through this explanation, it indicates that the test uses divergent concept and meets with the criteria of transfer or associate concept in *Analyze* category. The answer choices also follow the homogeneous and logical choices indicator. However, not all the answer choices are indicated to be homogeneous and logical choices, which consist of the C and E choice. There is no statement that indicates sharing a tip to get a great holiday in the stimulus, as mentioned in C choice. Then, the reason for D choice is, there is no supporting statement in the stimulus that has the meaning of being careful to plan a vacation. Even though the rest choices are possible to awake the students' critical thinking skills. It is also supported by there are no indicators, such as different length answer choices, using the phrase "the choice is right or wrong", and routine test in the test items. Hence, this test is classified as HOTS.

17.	✗	✓	✗	✓	✗	✗	✓	This test item asks students to choose the correct answer from several choices regarding to the lessons obtained after the author visited Maratua Island. This analysis is based on the use of "what" as a question mark in the stem-of-item. According to the Cambridge dictionary, "what" is used to ask for the information and this information is linked to the phrase "writer learn in the Maratua Island". To answer the test, the students need to read the paragraph that explains the Maratua Island on the stimulus, and then the students need to find lessons. This lesson is written in the form of suggestion, which is "this is why we should never litter and endanger other creatures!". The students should interpret the meaning of that statement and find a similar paraphrase in the answer choices. It means that the stem-of-item asks the information explicitly in the stimulus or it breaks the rule of divergent concept. Hence, according to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. Besides, the answer choices available also cannot be classified as homogeneous and logical choices, because the most choices are contradicted with the paraphrase of "this is why we should never litter and endanger other creatures!". The use of similar length answer choices is also violated. It means that this test is not included as HOTS, although the indicators of non-routine test, and not use the statement "above are true or false" are fulfilled.
18.	✗	✓	✗	✓	✗	✓	✓	This test item asks the students to choose the correct answer from several choices regarding to the place discussed in the sixth paragraph (stimulus). This analysis is based on the use of "what" as a question mark in the stem-of-item. According to the Cambridge dictionary, "what" is used to ask for information and it is linked to the phrase "paragraph 6 mainly about" that means the main topic in the sixth paragraph. However, the main topic refers to the name of the island; it is analyzed from the answer choices.

								To answer the test, the students only need to read the sixth paragraph and mentioned the name of island that is discussed in that paragraph. It means that the answer requested is showed in the stimulus; which breaks the rule of divergent. Hence, according to this explanation, this test item is classified into *Remember* category, it does not meet with the criteria of transfer or associate concept. Besides, homogeneous and logical answer choice indicator is not fulfilled. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
19.	✗	✓	✗	✓	✗	✓	✓	This test item asks the students to choose the correct answer from several choices regarding the purpose of the written announcement created. This analysis is based on the use of "what" as a question mark in the stem-of-item. According to the Cambridge dictionary, "what" is used to ask for information, and this information is linked to the phrase "the purpose of the text" that lead to the meaning of purpose the text is created. To answer the test item, the students need to read and find the important information in the stimulus. Then, the students draw the pattern related to the important information to get the conclusion related to the text type, which is invitation text. After that, students need to think about the purpose of the invitation text related to the context in the test. The aim of this invitation is directed to teachers and staff, who mentioned in the stimulus or broke the rule of divergent. Hence, according to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. Besides, homogeneous and logical answer choice indicator is not fulfilled that marked by single correct answer. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.

| 20. | ✗ | ✓ | ✗ | ✓ | ✗ | ✓ | ✓ | This test item asks students to choose the correct answer from several choices regarding the synonym from the word "punctual" in the stimulus or phrase. This analysis is based on the use of "closest meaning" that interpreted as a synonym. Then, this synonym refers to the "underline phrase", which indicates the direction.
To answer the test item, the students need to read the underlined word and understand the meaning of the whole phrase. After that, the students need to find the synonym in the answer choice, and the correct answer is indicated with does not change the meaning if the underlined word is replaced. It means the students only need to conduct the semantic analysis which refers to the interpreting process. It indicates by changing word into another word and it breaks of divergent. Hence, according to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. Besides, homogeneous and logical answer choice indicator is not fulfilled that marked by single correct answer. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled. |
| 21. | ✗ | ✓ | ✗ | ✓ | ✗ | ✓ | ✓ | This test item asks students to choose the correct answer from several choices regarding the topic of the discussion in the stimulus or text. This analysis is based on the use of "what" as question mark in the stem-of-item. According to the Cambridge dictionary, "what" is used to ask the information and it is linked to the phrase "the text about" that has the meaning as the topic of the text.
To answer the test item, the students need to read and find the important information related to the examined issue in the stimulus. After that, the students draw the pattern to get the conclusion. This activity is similar to finding the main idea and supporting sentences to get the topic. However, this main idea and supporting sentences are clearly shown in the stimulus or in other words, it breaks the divergent rule. Hence, according to this explanation, this test item is |

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							classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. Besides, homogeneous and logical answer choice indicator is not fulfilled that marked by single correct answer. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
22.	✗	✓	✗	✓	✗	✓	✓	This test item asks students to choose the correct answer from several choices regarding the agenda to be discussed in the stimulus or text. This analysis is based on the use of "what" as question mark in the stem-of-item. According to the Cambridge dictionary, "what" is used to ask information and it is linked to the phrase "topic will be discussed" that has the meaning as the planning for the agenda discussion. To answer the test item, the students only need to read the entire of stimulus and find the agenda that will be discussed in the stimulus. This answer is printed in the stimulus, which breaks the rule of divergent. Hence, according to this explanation, this test item is classified into *Remember* category, it does not meet with the criteria of transfer or associate concept. Besides, homogeneous and logical answer choice indicators are not fulfilled because there is only one correct answer that shows a fact. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
23.	✗	✓	✗	✓	✗	✗	✓	This test item asks students to choose the correct answer from several choices regarding the topic of the discussion in the stimulus or text. This analysis is based on the use of phrase "the text tells us about" which has the similar meaning with the main discussion of the stimulus or known as the topic. To answer the test item, the students need to read the stimulus. After that, the students need to find and infer the main idea and supporting sentence to get the topic. It means that the test does not includes to the divergent concept and classified into *Understand* category, it does not meet with the criteria of transfer

								or associate concept. It is also supported with homogeneous and logical answer choice indicator that is not fulfilled because there is only one correct answer that shows the correct conclusion. The use of similar length answer choices is also violated, because the D choice is longer than other. It means that this test is not included as HOTS, although the indicators of non-routine test, and not use the statement "above are true or false" are fulfilled.
24.	✓	✓	✓	✓	✓	✓	✓	This test item asks students to choose the correct answer from several choices regarding the writer's purpose in writing the stimulus or text. This analysis is based on the use of "what" as a question mark in the stem-of-item. According to the Cambridge dictionary, "what" is used to ask the information and it is linked to the phrase "writer intention in writing the text" that has similar meaning to writer's purpose in writing the stimulus. To answer the test item, the students need to read and understand the information on the entire stimulus to get the conclusion. After that, students need to analyze the writer's purpose. This activity is conducted beyond the inferring process, which is known as the pragmatic analysis. The students also require understanding the emphasized information, which will lead to the writer's worries in the stimulus. Through this explanation, it indicates that the test uses divergent concept and meets with the criteria of transfer or associate concept in *Analyze* category. The answer choices also follow the homogenous and logical indicator. However, not all the answer choices are indicated to be homogenous and logic, such as the D choice. There is no statement that explains the methods for protecting the sun. Even though, the rest choices are possible to awake the students critical thinking skills. It is also supported by there are no indicators, such as different length answer choices, using the phrase "the choice is right or wrong", and routine test in the test items. Hence, this test is classified as HOTS.

| 25. | ✗ | ✓ | ✗ | ✓ | ✗ | ✓ | ✓ | This test item asks students to choose the correct answer from several choices regarding suitable clothes to avoid sunburn in the stimulus or text. This analysis is based on the use of "what" as a question mark in the stem-of-item. According to the Cambridge dictionary, "what" is interpreted to ask information and followed by an auxiliary verb "should", which has the meaning as a necessity. Then both words are followed by "wear to avoid sunburn", it indicates that the asked information is the type of cloth to avoid the sunburn. To answer the test item, the students need to read the stimulus and find the clothes that can avoid sunburn. The requested answer for the test is clearly printed in the stimulus; which breaks the rule of divergent. The students only need to identify suitable cloth in the stimulus. Hence, according to this explanation, this test item is classified into *Remember* category, it does not meet with the criteria of transfer or associate concept. Besides, homogeneous and logical answer choice indicator is not fulfilled because there is only one correct answer that being a fact in the stimulus. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled. |
| 26. | ✗ | ✓ | ✗ | ✓ | ✗ | ✓ | ✓ | This test item asks students to choose the correct answer from several choices regarding the reasons to avoid the outside activities between certain time in the stimulus or text. This analysis is based on the use of "why" as question mark in the stem-of-item. According to the Cambridge dictionary, "why" is interpreted to ask reason and followed by an auxiliary verb "should" which is interpreted as a necessity. Then, the words are added with "spend indoors between 10.00 and 15.00" that has the meaning as a certain period of time to avoid the outside activity. To answer the test item, the students need to read stimulus, then identify the pointed time in the stimulus. After that, the students need to classify the supporting information related to the suggestion to stay indoors in that certain |

								times. Then, students need to construct the reason for staying indoor and knowing the effect if violated. It means that the test asks the cause and effect statement. However, the process on answering the test only lead to the basic understanding process that the information is shown in the stimulus or breaks the rule for divergent. According to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. It also supported with unfulfillment of homogeneous and logical answer choice indicator because there is only one correct answer that contains reasons for the context. An example of answer choice that does not support this rule is "it's the time to wear floppy hats and large umbrella from sunburn" because it is not in accordance with the indoor activities. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
27.	✘	✓	✘	✓	✘	✓	✓	This test item asks students to choose the correct answer from several choices regarding the social functions or the lessons that can be obtained from the stimulus or text. This analysis is based on the use of "what" as question mark in the stem-of-item. According to the Cambridge dictionary, "what" is interpreted to ask for information and this information is linked to the phrase "social function of the text" that has the meaning as the lessons from a text. To answer the test, the students need to read the stimulus and then find lessons. This process is conducted through finding the topic of discussion. They need to classify the important information in each paragraph to conclude the topic, which is about alcohol. Then, to know the lesson, the students need to identify the effect from consuming alcohol, which should be found when collecting the important information. However, the key answer in the answer choices is contrasted with the distractors. There is only one answer as the lesson that shows an effect. It makes the answer choices available does not implement the

								homogenous and logical choices' concept. It breaks the rule of divergent in the point "do not evoke the correct and incorrect answer". Hence, according to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
28.	✗	✓	✗	✓	✗	✓	✓	This test item asks students to choose the correct answer from several choices regarding the synonym from the word "under influence of alcohol" in the stimulus or sentence. This analysis is based on the use of "closest meaning" that interpreted as a synonym. Then, this synonym refers to the "underline phrase", which indicates the direction. To answer the test item, the students need to read the underlined word and understand the meaning of the whole phrase. After that, the students need to find the synonym in the answer choice, and the correct answer is indicated with does not change the meaning if the underlined word is replaced. It means the students only need to conduct the semantic analysis, which refers to the interpreting process. It indicates by changing word into another word and it breaks of divergent. Hence, according to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. Besides, homogeneous and logical answer choice indicator is not fulfilled that marked by single correct answer. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
29.	✗	✓	✗	✓	✗	✓	✓	This test item asks students to choose the correct answer from several choices regarding the purpose of the written stimulus. This analysis is based on the use of "what" as question mark in the stem-of-item. According to the Cambridge dictionary, "what" is interpreted to ask for information, and it is linked to the phrase "function of the text" that refers to the purpose. However, following the

								available answer choices, this purpose refers to the reason for the stimulus is written. To answer the test item, the students need to read and find important information in the stimulus. Then, the students draw the pattern related to the important information to get the conclusion related to the text type, which is job application letter. After that, students need to think about the purpose of the application letter related to the context in the test. Hence, according to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. Besides, homogeneous and logical answer choice indicator is not fulfilled that marked by single correct answer. A choice that supports is "to advertise job vacancies", because there is no explanation that support for advertising a job but finding a job. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
30.	✗	✓	✗	✓	✗	✓	✓	This test item asks students to choose the correct answer from several choices regarding the synonym from the word "capable" in the stimulus or phrase. This analysis is based on the use of "closest meaning" that interpreted as a synonym. Then, this synonym refers to the "underline phrase", which indicates the direction. To answer the test item, the students need to read the underlined word and understand the meaning of the whole phrase. After that, the students need to find the synonym in the answer choice, and the correct answer is indicated with does not change the meaning if the underlined word is replaced. It means the students only need to conduct the semantic analysis, which refers to the interpreting process. It indicates by changing word into another word and it breaks of divergent. Hence, according to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer

								or associate concept. Besides, homogeneous and logical answer choice indicator is not fulfilled that marked by a single correct answer. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
31.	✓	✓	✓	✓	✓	✓	✓	This test item asks students to choose the correct answer from several choices regarding the emphasized information in the stimulus. This analysis is based on the use of "what" as a question mark in the stem-of-item. According to the Cambridge dictionary, "what" is interpreted to ask for information, and this information is linked to the phrase "text highlight" that has the meaning as the emphasized information in the stimulus. To answer the test item, the students need to read the stimulus. Then, the students find important information or the main idea in each paragraph. After that, the students make a conclusion from the findings. However, finding the emphasized information in the text is more specific than the concluding process. This process is higher than basic understanding information because the students also need to know the emphasized information that is written by the author. It means that this test item asks for information that is not clearly stated in the stimulus or classified into the divergent test. Hence, according to this explanation, this test item is classified into *Analyze* category, it does not meet with the criteria of transfer or associate concept. The homogeneous and logical answer choices indicator supports it, which available choices consider as correct and mentioned in the stimulus. It is also supported by there are no indicators, such as different length answer choices, using the phrase "the choice is right or wrong", and routine test in the test items. Hence, this test is classified as HOTS.
32.	✗	✓	✗	✓	✗	✓	✓	This item test asks students to choose the correct answer from several choices about the advantage from recycling in the stimulus or text. This analysis is based on the use of "we know from the text" as the first phrase in the stem-of-item

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								that asks to follow the stimulus explanation. Then, continues with blank space and phrase "if we recycle" that interpreted as the advantage or effect of recycling. To answer the test item, the students need to read the stimulus and classify or grouping the information related to the effects from recycling in the stimulus. After that, find the answer in the several choices from the classification result. The answer of this test item is available in the stimulus with a different style of the sentence or in other words, it breaks the rule for divergent. Hence, according to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. Besides, homogeneous and logical answer choice indicator is not fulfilled that marked by a single correct answer, which mentions four negatives and a positive choice. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
33.	✗	✓	✗	✓	✗	✗	✓	This item test asks students to choose the correct answer from several choices regarding the conclusion from the piece of stimulus or text about the benefit of recycling. This analysis is based on the use of "based on this quotation" that has similar meaning to refers the part of the text. Then, continued with "we conclude" and "telling us that recycling" that has a meaning as benefit of recycling from the text. To answer the test item, the students need to read the part of the text. After that, the students need to classify the main idea and supporting sentence. Then students need to draw the conclusion from those two classifications. It means that the students only conduct the analysis in a basic understanding of the information that leads to a single meaning response or in other words, it breaks the rule of divergent. Hence, according to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer

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								or associate concept. Besides, homogeneous and logical answer choice indicator is not fulfilled. For example is "saves energy", the referred information is not mentioned energy usage rather than leading to environmental conservation. The use of similar length answer choices is also violated. It means that this test is not included as HOTS, although the indicators of non-routine test, and not use the statement "above are true or false" are fulfilled.
34.	✗	✓	✗	✓	✗	✓	✓	This item test asks students to choose the correct answer from several choices to fill in the blank in the stem-of-item related to the conjunctions to complete cause-effect sentences. This analysis is supported by the use of blank space for the connection of cause-effect sentences; "recycling reduces the need for extracting" is the cause, and "it reduces pollution" is the effect. To answer the test, the students need to read the stimulus and stem-of-item. Then students find before and after blank space sentences meaning in the stem-of-item. After that, the students classify the type of sentence, which is a cause-effect sentence. Moreover, this cause-effect sentence is available in the stimulus with a different writing style. The last, the students need to use their understanding in conjunction to be applied. This test item attempts the correct response regarding the conjunction, which means that it breaks the rule of divergent. Hence, according to this explanation, this test item is classified into *Apply* category, it does not meet with the criteria of transfer or associate concept. Besides, homogeneous and logical answer choice indicator is not fulfilled. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
35.	✗	✓	✗	✓	✗	✓	✓	This test item asks students to choose the correct answer from several choices regarding the general theme of the stimulus or text. This analysis is based on the use of "what" as a question mark in the stem-of-item. According to the Cambridge dictionary, "what" is interpreted to ask information, and it is linked

								to the phrase "topic of the text", which has the meaning as the general theme of a text. To answer the test item, the students need to read the stimulus. Then, the students find the main idea on each paragraph. After that, the students make a conclusion from the findings. It means that the students only require the basic understanding in answering. Moreover, the correct answer is clearly mentioned in the stimulus. Thus, it breaks the rule for the homogeneous and logical answer choices. It also indicates it does not follow the divergent concept on the point "does not evoke the correct and incorrect response". Hence, according to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
36.	✗	✓	✗	✓	✗	✓	✓	This test item asks students to choose the correct answer from several choices regarding the period taken by the author at the hospital in stimulus or text. This analysis is supported by the use of "how long" as the question mark, which can be interpreted as the time span. Then, it is linked to "writer taken care in the hospital" that is interpreted as the author's experience. To answer the test item, the students need to read and find the sentence or phrase that discusses the period of the writer's experience in the hospital. The phrase that mentions the period is written in a different style. They need to interpret the phrase meaning to fit with the answer choice. It means that the answer choice is available in the stimulus or breaks the rule of divergent. Hence, according to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. Besides, homogeneous and logical answer choice indicator is not fulfilled because there is only one answer as the fact. It means that this test is not included as HOTS, although the

								indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
37.	✘	✓	✘	✓	✘	✓	✓	This test item asks students to choose the correct answer from several choices regarding the correct information based on the stimulus or text. This analysis is based on the use of "which" as question mark in the stem-of-item. According to the Cambridge dictionary, "which" is interpreted to ask for limited things. Then it is linked to the phrase "statement is true to the text" that has a meaning as the direction to find the true information in stimulus. To answer the test item, the students need to read the stimulus. After that, the students group the true and false information on the answer choice base on the information in the stimulus. The students only need to know the meaning of each answer choice to classify the truth information in the stimulus. It means that the correct choice is available in the stimulus or breaks the rule of divergent. Hence, according to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. Besides, homogeneous and logical answer choice indicator is not fulfilled. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
38.	✘	✓	✘	✓	✘	✓	✓	This test item asks students to choose the correct answer from several choices regarding the topic of the discussion in the stimulus or text. This analysis is based on the use of "what" as a question mark in the stem-of-item. According to the Cambridge dictionary, "what" is interpreted to ask for information and this information is linked to the phrase "the text about" that has the meaning as the topic in the stimulus. To answer the test item, the students need to read the stimulus. After that, the students find the main idea in each paragraph. Then, the students make a conclusion from the main ideas. It means that, the students only require the basic

							understanding in answering the test. Hence, according to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. It also supported with the use of the single correct answer in answer choices, which indicates that it does not use homogeneous and logical indicator. It also means that the rule of divergent is violated, on the point "does not evoke the correct and incorrect response". For example, the option with the statement "Tom's bad parent", "Tom's good parent," and "a bad circus master" are only shown in the four and fifth paragraph. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
39.	✘	✓	✘	✓	✘	✓	✓	This test item asks students to choose the correct answer from several choices regarding the main idea in the last paragraph in the stimulus or text. This analysis is based on the use of "what" as a question mark in the stem-of-item. According to the Cambridge dictionary, "what" is interpreted to ask for information. Then, it is linked to the phrase "the last paragraph mainly discuss" that means the main idea in the last paragraph. To answer the test item, the students need to read the text in the sixth paragraph. Then, finding the supporting sentence that will refer to the main idea. It means that students only conduct a basic understanding of the information or only concluding the text. Hence, according to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. It also supported by the use of the single correct answer in answer choices, which indicates that it does not use homogeneous and logical indicator. It also means that the rule of divergent is violated, on the point "does not evokes the correct and incorrect response". For example, the option with the statement "a woman's wish to have baby" is not supported by the statement in the last paragraph, but it is available in the first paragraph. It means that this test

								is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.
40.	✗	✓	✗	✓	✗	✓	✓	This test item asks students to choose the correct answer from several choices regarding the synonym from the word "intelligent" in the stimulus or phrase. This analysis is based on the use of "closest meaning" that interpreted as a synonym. Then, this synonym refers to the "underline phrase", which indicates the direction. To answer the test item, the students need to read the underlined word and understand the meaning of the whole phrase. After that, the students need to find the synonym in the answer choice, and the correct answer is indicated with does not change the meaning if the underlined word is replaced. It means the students only need to conduct the semantic analysis which refers to the interpreting process. It indicates by changing word into another word, and breaks of divergent. Hence, according to this explanation, this test item is classified into *Understand* category, it does not meet with the criteria of transfer or associate concept. Besides, homogeneous and logical answer choice indicator is not fulfilled that marked by single correct answer. It means that this test is not included as HOTS, although the indicators of non-routine test, similar length answer choice, and not use the statement "above are true or false" are fulfilled.

No.	Analysis aspect of HOTS in the essay tests				
	MC	US	AD	NR	Description
41.	✓	✓	✓	✓	This test item is an essay test that asks students to find the answer regarding the activity of compiling random sentences to be the appropriate steps. This analysis is based on the use of command "rearrange the following sentences", and "a correct manual" in the stem-of-item. To answer the test item, the students need to read and know the meaning on each random sentence that acts as the stimulus. Then, students need to classify the first to the last sentence to be the correct step. Although it seems hard to students, the ability that needs to be applied by students is to know the meaning of each sentence. It looks like the familiar step because the students only apply their memories in order to know the correct manual in importing image. However, the sentence at the number one key of the HOTS classification. The number one sentence is a trapper or distractor, it can be placed at the first or last step. If it refers to the most appropriate answer, the best place for number one is at the end. It causes this test is classified into divergent category and classified into *Analyze* category, it follows the criteria of transfer or associate concept. It means that this test is included to be HOTS, which also supported by the indicators of non-routine test.
42.	✓	✓	✓	✓	This test item is an essay test that asks students to find the answer regarding the general idea contained in the stimulus or song lyric. This analysis is based on the use of "what" as a question mark in the stem-of-item. According to the Cambridge dictionary, "what" is interpreted to ask for information. Then, it is linked to the phrase "the theme" that has the meaning as the general idea of the stimulus. To answer the test item, the students need to read and understand the stimulus. After that, they need to find the important information in each verse. Then, students need to conclude the findings. However, it is higher than the process of basic understanding because the song contains metaphors. The students need to find the emphasized information, which is written in a different sentence, and it will show the different meanings depend on the context. Such

					as "crazy thing I used to do" in the stimulus has the meaning as the children's mischief or if interpreted as context-free is such as doing the stupid or unnormal activity. Thus, this test asks for unclearly stated information in the stimulus or following divergent concept. Hence, according to this explanation, this test item is classified into *Analyze* category, it follows the criteria of transfer or associate concept. It means that this test is included to be HOTS, which also supported by the indicators of non-routine test.
43.	✓	✓	✓	✓	This test item is an essay test that asks students to find the answer regarding the meaning of "number one" in the stimulus or song lyric. This analysis is based on the use of "what" as a question mark in the stem-of-item. According to the Cambridge dictionary, "what" is interpreted to ask for information. Then, it is linked to the phrase "symbolic meaning". According to the Cambridge dictionary, *symbolic* is used to represent something, such as feeling. The information related to the "symbolic meaning" refers to the phrase "number one". To answer the test item, the students need to read and understand the information in the stimulus. In this activity, the students do a higher process than just interpreting because the students need to explain the implicit meaning of the phrase. It is also conducted by referring the context in the stimulus, which the phrase is given to the writer's mother. The students need to understand the implicit meaning of the phrase, which follows the concept of divergent. According to this explanation, this test item is classified into *Analyze* category or meets with the criteria of transfer or associate concept. It means that this test is included to be HOTS, which also supported by the indicators of non-routine test.
44.	✓	✓	✓	✓	This test item is an essay test that asks students to write an interesting topic related to the image or stimulus available. This analysis is based on a command "write an interesting caption to the picture bellows". In this command, the word "caption" according to the Cambridge dictionary, is interpreted as short text under the picture that illustrates or explains the picture. To answer the test item, the students need to look at the picture or stimulus and analyze the theme that represents it. Moreover, the students also need to determine that their caption is interesting. Thus, students need to know and consider the interesting and non-interesting caption before writing. It means the answer from the test is not available in the stimulus,

					although it refers to the stimulus. The students need to give their idea related to the interesting caption that follows the theme from the picture. Thus, this test item is classified to the *Create* level and categorized as the HOTS test item, which also supported with the indicators of non-routine test.
45.	✘	✓	✘	✓	This test item is an essay test that asks students to write an explanation of the process of digestion in the human body. This analysis is based on the use of "how" as a question mark in the stem-of-item. According to the Cambridge dictionary, "how" is interpreted to ask the method, and it refers to the phrase "process of digestion of organs".

To answer the test item, the students need to read the stimulus or text and find the process of digestion. This process is clearly mentioned in the stimulus, the students only need to rewrite the process of the digestion of organ, or it breaks the rule of divergent. According to this explanation, this test item is classified into *Understand* level; it does not meet with the criteria of transfer or associate concept. Thus, it can be concluded that this test item is not included in the HOTS test item, which also supported by the indicators of non-routine test. |

No.	Analysis aspect of cognitive level in USBN						
	Cognitive Category						Classification of Cognitive Process
	C1	C2	C3	C4	C5	C6	
1.		✓					Inferring
2.		✓					Interpreting
3.		✓					Interpreting
4.		✓					Exemplifying
5.		✓					Exemplifying
6.		✓					Exemplifying
7.			✓				Executing
8.			✓				Executing
9.			✓				Executing
10.			✓				Executing
11.			✓				Executing
12.	✓						Recognizing
13.	✓						Recognizing
14.	✓						Recognizing
15.		✓					Inferring
16.				✓			Attributing
17.		✓					Interpreting
18.	✓						Recognizing
19.		✓					Inferring
20.		✓					Interpreting
21.		✓					Inferring
22.	✓						Recognizing
23.		✓					Inferring
24.				✓			Attributing
25.	✓						Recognizing
26.		✓					Explaining
27.		✓					Inferring
28.		✓					Interpreting
29.		✓					Interpreting
30.		✓					Interpreting
31.				✓			Attributing
32.		✓					Classifying
33.		✓					Inferring
34.			✓				Executing
35.		✓					Inferring
36.		✓					Interpreting
37.		✓					Classifying
38.		✓					Inferring
39.		✓					Inferring
40.		✓					Interpreting
41.				✓			Organizing

42.				✓			Attributing
43.				✓			Attributing
44.						✓	Producing
45.		✓					Summarizing
Total	6	26	6	6	0	1	

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama   : Zefki Okta Feri, M.Pd.

Pekerjaan   : Dosen

Institusi   : UII Yogyakarta

Menyatakan telah ikut membaca serta memberikan saran dan koreksi dalam penelitian yang berjudul "The Use of Higher-Order Thinking Skills (HOTS) in English Final Examination of Madrasah Aliyah in West Kalimantan" karya mahasiswa Pascasarjana Universitas Negeri Yogyakarta program studi Linguistik Terapan:

Nama   : Burhanudin Rais

NIM   : 18706251004

Demikian keterangan ini saya buat dengan sebenar-benarnya agar dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 25 Juni 2020

Zefki Okta Feri, M.Pd.