



Developing High Order Thinking Skills-Based Intensive Reading Assessment for the Eleventh Graders of SMA Negeri 1 Pekalongan

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Abstract

High Order Thinking Skills (HOTS) have become a hot issue because some experts believe it can improve the students' problem-solving, creativity, and critical thinking. HOTS-based learning has also been established as part of the 2013 curriculum in Indonesia. However, in reality, many teachers have difficulty applying HOTS in the teaching and learning process. They still use conventional rote learning because of the influence of zoning systems. It makes the teachers have not found HOTS-based learning and assessment methods appropriate for heterogeneous students. One of HOTS activities that can be applied in the teaching and learning process is reading. It can encourage the students to establish their ways of thinking, improve their knowledge, and use their ability to solve a problem. Therefore, this study was focused on the issues related to HOTS-based assessment development, especially in terms of intensive reading assessment. Research and Development (R&D) was used as a research design in this study. The samples of this study were the students of XI IPA 2 of SMA Negeri 1 Pekalongan in the academic year of 2019/2020. A questionnaire, interview, observation checklist, and tests were used to collect the data. Also, there are two data analysis techniques, qualitative and quantitative, to ensure that the prototype is categorized as a well-being assessment. The result of this study was shown that the assessment is valid, reliable, and practical. In conclusion, HOTS based intensive reading assessment is applicable to stimulate and measure the critical thinking and creativity of the students' reading skill.

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INTRODUCTION

Education is a means to develop students' abilities and shape the personality to become an improved person than the previous level. However, teaching and learning activities do not always run smoothly in an education process. The educators cannot expect that all students will love their classes or have a positive washback towards them. Thus, a proper learning process should make students enjoy and understand the content of the learning material. It also happens in language study where it takes a long time as long as a language learner has to adapt to grammar and even a new different language culture to their native language. In line with Brown's opinion (2007, p.1), which described the process of language learning is not an easy effort because it takes a long time and high complexity. A language learner needs can adapt to different new languages, ways of thinking, feelings, and acting, which have different characters and backgrounds. In this case, they should not only be taught to remember materials such as memorizing a blueprint of formula, but also to analyze, evaluate, and create something new related to the lesson. To develop these skills, a teacher should design a learning process and assessments which can increase the students' creativity and critically. Therefore, it has to base on the hot issue of the 2013 curriculum named High Order Thinking Skills (HOTS). HOTS is a level of thinking that emphasizes the application of knowledge received, reflects reasoning, problem-solving, decision-making, and further formulating on something new. The students who reach the HOTS level will be able to apply knowledge creatively and critically so that knowledge will continue in the process and eventually result in problem-solving.

This study develops the assessment for reading skills based on high order thinking skills. There are two kinds of reading activities; extensive reading and intensive reading (Tarigan, 1986). However, the researcher chose the intensive one as the research object developed as the assessment for students in the eleventh grade

of senior high school. It is chosen due to a current assessment given to the students in reading still using extensive reading assessment. It is only able to measure the students' low-order thinking skills. In intensive reading, there are some categories; foreign language reading, literary reading, close reading, critical reading, and reading for ideas (Patel & Jain, 2008). Therefore, the researcher is interested in developing an intensive reading assessment in any variation to help teachers who want to measure their students' high-order thinking skills in reading skills. Another reason why the researcher chose intensive reading is that the activity in intensive reading not only reading the text but also discussing, identifying, analyzing, and evaluating in detail whole the aspects of the text are read. Also, they can be used as a basis for writing exercises furtherly. Intensive reading also requires a high level of focus and deliberate effort than extensive reading is meant to be an enjoyable and pleasurable experience and requiring a low expenditure of mental effort.

Based on the previous studies, some researchers have conducted research that showed large numbers of teachers lack understanding about designing and developing an assessment-based HOTS. More often than not, they still used the traditional methods of assessments, which do not measure the students' creativity and critical thinking maximally (Kurniawati & Mursyid, 2017; Nurhayani, 2017). Also, according to Rapih and Sutaryadi (2018), the students' questions are still in the form of remembering and recalling (low order thinking). They do not give the students a chance to identify, evaluate, have critical awareness, and think independently (high order thinking). The previous researchers also recommended to the others for developing another assessment for reading besides comprehension in the form of multiple-choice, which can increase and assess students' creative and critical thinking. In addition, future studies' recommendation is to focus on how and why teachers should apply HOTS in their classrooms and not what teachers should know about HOTS to be applied in the classrooms (Ahmad, 2018; Prasetyo, 2017).

METHODS

This study implemented the Research and Development (R&D) issue. R&D is a process or technique to develop a recent product or improve an existing product, which can be accounted for. This study adopted a research and development model of Gall et al. (2003), which consists of three main stages; phase 1, phase 2, and phase 3, where every stage has part of main activities. Phase 1 is preliminary research, where the researcher collected some information dealing with the subject of the study and the related literature. Phase 2 is a need analysis; it is an activity for identifying the students' and teacher's needs in a teaching and learning process related to the study topic. Phase 3 is a developing process that consists of designing and validating the test and assessment. This research and development subject is the individual or group asked to trial an intensive reading assessment prototype. They will be samples analyzed and tested through the assessment to measure their HOTS. So, I chose the eleventh-grade students (XI IPA 2) of SMA Negeri 1 Pekalongan in the academic year of 2019/2020 as the study's subject. I chose the school because the 2013 curriculum which contains learning-based HOTS, has been implemented in all classes, especially in eleventh grade. In this study, there are some instruments used. To answer the research questions, I used need analysis (observation checklist), tryout (test), and teacher's and students' questionnaires. For data analysis techniques, the researcher used two analyses, qualitative and quantitative, to verify that the prototype is categorized as a good assessment, which can be tested on the eleventh graders of senior high school.

RESULTS AND DISCUSSIONS

The step done for collecting the information in this research were observation, questionnaire, and interview. The teacher's questionnaire showed that the English teacher was very interested in High Order Thinking Skills based reading assessment. It was because she wanted to increase their students' skills through reading activities such as reading comprehension.

This data also showed that the teacher has a good knowledge of HOTS and applied it to her students in XI IPA 2 several times. However, she often faced some difficulties implementing HOTS in the teaching and learning process, specifically in taking an assessment. It happens because her students' characteristics are not equal, where they have a highly different level of knowledge. Out of 30 students, almost half of them are slow learners who do not have a high spirit in the learning activities. They do not like English, not fluent, and do not have enough knowledge of basic English. The teacher said it was the consequence of the zoning system in the recruitment process for new students. This system applies the rules where the school must accept the prospective students who reside in the radius of the closest zone from the school at least 90% of the students' received total number. It is different from the previous one, where the students who applied in SMA Negeri 1 Pekalongan have an average score of the National Exam (UN) of about 85. It means SMA Negeri 1 Pekalongan not only accept the fast learners as in previous years but also the slow learners. The zoning system's condition has made the teacher worry about implementing HOTS in the teaching and learning activities.

To get the teacher's existing assessment information to adjust with the assessment that will be developed, the researcher observed the documents relating to the reading assessment. I can conclude from the data that the teacher has designed a good lesson plan for the narrative text material, which appropriates the 2013 curriculum guidance. The observation also showed that the teacher had applied HOTS in her narrative text learning process by asking the students to analyze a narrative text structure, grouping or sorting some random paragraphs, or calling it jumbled text. After analyzing the teacher's test items or questions, it indicated that the teacher's reading assessment was not maximal to measure the students' HOTS. It was because most of the teacher's questions were still on the level of remembering (C1) and understanding (C2). For the higher-level thinking skills, there was only one question categorized into evaluating level. It was about asking the students' argument on the

moral value of the text. So, it means that HOTS has not been applied optimally in the reading assessment activity. The teacher still used LOTS questions in the narrative text assessment. Therefore, it needs to develop a reading assessment based on HOTS that appropriates with the students' characteristics to develop, detect, and measure their cognitive skills, creativity, and critical thinking.

The Result of Need Analysis

This research's primary focus is to develop High Order Thinking Skills (HOTS) based on intensive reading assessment for the eleventh graders. In doing so, need analysis was carried out to explore the teacher's and students' needs in reading assessment. There are 23 students and an English teacher involved in this analysis. The collected data from the questionnaire was distributed through google form in Google Classroom

(<https://classroom.google.com/u/2/c/OTE1Njl3Mzk5NjZa/a/NzEyNzI2NTUzMTFa/details>). It was taken online due to the coronavirus disease, which is being a plague in Indonesia. Therefore, I took this analysis and the other data in this study online without face-to-face activities. The need analysis results are categorized into the following subsection: (1) students' and teacher's knowledge of HOTS and genre text, (2) students' and teacher's interest in HOTS and genre text, (3) target needs, and (4) assessment needs.

Students' Need Analysis

This analysis was taken through google form that can be accessed at <https://forms.gle/o3JOYApteBLtjYS8A>. The data shows the students' knowledge of HOTS is on an excellent level. It can be seen from the questionnaire result that shows the percentage at 45.7% on the very good and good category. Both data means that the students have understood what HOTS is well. Also, the percentage of students' interest in HOTS questions is 54.3% in the good category, which means that they were also interested in HOTS based assessment. To explore it deeply, the researcher also used a questionnaire to determine how students think

about genre text in particular narrative text. The result concludes that 42.8% of students have good knowledge of genre text, 34.1% is very good, and 21.7% is enough in understanding genre text, especially for narrative text. It is only 1.4% of students who lack knowledge about genre text. So, it indicates the students have learned and understood about genre text and the various.

After getting data about the students' knowledge, the researcher analyzed the students' interest in the various narrative text. The data shows that folklore gets 87.80%, fairy tales 82.60%, fable 80.90%, and science fiction 81.70%. In this study, the researcher would take two kinds of text that getting the highest percentage to be developed into an intensive reading assessment based on HOTS. To get detailed data, the researcher also explored the students' interest in various kinds of questions. There are five kinds of questions that I choose as the options for the students. They are multiple-choice, true or false, yes or no, short essay, and description. The result indicated the students prefer to choose "true or false" questions than the others. It can be seen that "true or false" question has the highest percentage of 86.10% which means getting a bigger response from the students than multiple-choice (83.50%), yes or no (79.10%), short essay (67.80%), and description (84.30%). For the quality of assessment and not boring for the students, I have chosen two top results of this analysis. They are true or false, and description form to be developed into a narrative text reading assessment.

Teacher's Need Analysis

From the results of the questionnaire given to the English teacher, it can be seen that the teacher has mastered high order thinking skills well. According to her, she has given a material containing HOTS once in her class. However, she has never given questions or assessments containing HOTS to the students. This is due to the heterogeneous character of the students and different levels of thinking. The teacher claimed that she had not found any HOTS assessment that appropriates her class characteristics. However, she thought the students are quite

capable if given material or assessment based HOTS. Therefore, the teacher is still eager to design HOTS-based assessments. Then, she asked me to develop them in a narrative text assessment. She chose narrative text because she thought it would be fun and interesting for her students. It is also a kind of text that can entertain and provide new information for the students. Also, she agreed if a narrative text should measure the level of cognitive reasoning that requires students' analysis or thinking before determining the answer to the question, not only search for answers that have been listed in the reading passage. The researcher tried to explore what kind of assessment is expected by her through this questionnaire regarding those statements. Finally, it indicated the teacher needs a kind of assessment which consists of true or false and description questions. As a result of her previous assessment about the narrative text, she only had it in the form of multiple-choice. She wanted a different design that could further measure the students' thinking skills and how their ability to solve problems for HOTS-based assessment.

Test Development

An intensive reading test for narrative text is a form of questions given to the students. After taking preliminary research and retrieving data for need analysis, the researcher started designing and developing intensive reading test items for narrative text. The steps of the development of this test have been adjusted to the students' condition and characteristics. *First*, conducting preliminary research and need analysis by taking interviews and questionnaires to the students and an English teacher. *Secondly*, determine the core competencies and basic competencies of reading narrative text on English subjects for the eleventh graders of senior high school. The researcher also analyzed and matched the product that will be developed with the teacher's lesson plan and syllabus into test item prediction. *Thirdly*, designing the test items based on the test prediction where they are in the form of identified questions that need students' argumentations. *Fourth*, compile a key answer and a scoring

rubric assessment to assess the students' tryout. *Fifth*, testing the developed product through Google form because it could not directly face-to-face tested to the students due to the coronavirus outbreak. *Sixth*, analyzing the tryout results to get the data on the level of difficulty and distinguishing power. The index of difficulty level of true or false questions indicated two questions included medium level and three questions categorized as easy level. While another data described the result of difficulty level proportion shows all the questions categorized into the medium level. It means the description question is included in a good assessment which appropriates the students' interest, knowledge, and skill. They are not too easy and not too hard to be solved by the eleventh graders of senior high school. So, both of the various questions can be a well-being reference for the English teacher to develop or design a reading assessment based on HOTS for her students.

The distinguishing power also examined in this analysis is the quality of test items where the scores can distinguish participants from the highest to the lowest. Criteria of distinguishing power are index 0.00 to 0.19 are included in the excellent category; 0.20 to 0.39 are included in the good category; 0.40 to 0.69 are included in the satisfactory category, and 0.70 to 1.00 are included in the poor category. The data taken shows the index number of true or false, and description questions. For true or false questions, it can be seen number 1 has percentage of 0.20 (good); number 2 has 0.26 (good); number 3 has 0.14 (excellent); number 4 has 0.19 (excellent); and number 5 has 0.20 (good). While the interpretation of description questions are number 1 has percentage of 0.24 (good); number 2 has 0.33 (good); number 3 has 0.24 (good); number 4 has 0.28 (good); and number 5 has 0.31 (good). So, it means all the description test items are included in good categories.

Development of Assessment

After developing the test, the next step is validating the test results, calculating reliability and practicality, and analyzing the impact or

effect of the teacher's and students' assessment. Here is the data:

Validity

There are two kinds of validity data in this thesis; content validity is taken from the three experts, and students' results on a tryout. Both of them will be described in detail as follows:

Content Validity

In this validity, used three expert judgments to obtain the content of the HOTS-based intensive reading assessment. Three experts who would assess this developed product were two lecturers and an English teacher. Exposure to these validity test results will be described in detail as follows:

Table 1. Result of Content Validity

Validator	Total Score	Average Score	Category
1	86	4.3	Highly Valid
2	82	4.1	Highly Valid
3	97	4.85	Highly Valid
VR	4.42		Highly Valid

Note. As shown in table 1, all of the validators gave a high score for the assessment, which means it is categorized into highly valid data. The result means the intensive reading assessment can be identified as a good assessment; interesting appearance, proper grammatical structure, and appropriate indicators. It also almost perfectly fits the learning process as a reading assessment to measure the students' HOTS.

Achievement Validity

It is a kind of validity test taken from the students' tryout result to identify whether the test item is valid or not. The achievement validity data will be described in tables with explanations as follows:

Table 2. Achievement Validity for True or False Questions

Test Item	r_{xy}	r_{table}	Description
1	0.604	0.413	VALID
2	0.622	0.413	VALID
3	0.718	0.413	VALID
4	0.741	0.413	VALID
5	0.784	0.413	VALID

Note. Table 3 identifies all the test items of the true or false question have $r_{xy} > r_{table}$, which means they are categorized into valid data. There is no invalid data that shows all of the test items can be finished by the students and appropriate with the students' needs.

Table 3. Achievement Validity for Description Questions

Test Item	r_{xy}	r_{table}	Description
1	0.516	0.413	VALID
2	0.346	0.413	INVALID
3	0.796	0.413	VALID
4	0.817	0.413	VALID
5	0.901	0.413	VALID

Note. As shown in table 3, 4 test items has $r_{xy} > r_{table}$ which means they can be categorized into valid data, and one test item is categorized into invalid data because $r_{xy} < r_{table}$. The data shows the description questions have identified as good assessment even if there is an invalid item.

Reliability

Reliability is the level or degree of stability or consistency of a test to measure to be trusted. The reliability index can see the overall test analysis of a test. Reliability of the test calculated using the split-half formula. The interpretation of reliability coefficient (r_{11}) is when $r_{11} = 0.70$, so the item being tested has high reliability and can be said as reliable, but if $r_{11} < 0.70$ so the item being tested has low reliability and can be said as unreliable.

Reliability Statistics	
Cronbach's Alpha	.787
N of Items	5

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	15.87	7.028	.410	.796
Item_2	15.91	6.447	.532	.759
Item_3	16.13	6.391	.593	.738
Item_4	15.96	6.407	.569	.746
Item_5	15.96	6.043	.742	.691

Figure 1. The Reliability Test of True or False Question

Note. Figure 1 shows the reliability of true or false question has 0.787 with the description of each number are 0.796 for number 1; 0.759 for number 2, 0.738 for number 3, 0.746 for number 4, and 0.691 for number 5. Thus, overall, true or false item tests can be said as reliable and can be applied as the reference for the next assessment of reading narrative text.

Reliability Statistics	
Cronbach's Alpha	.718
N of Items	5

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	14.70	13.767	.311	.734
Item_2	14.74	12.383	.353	.732
Item_3	14.00	13.091	.499	.665
Item_4	14.04	11.771	.728	.584
Item_5	14.17	11.241	.585	.624

Figure 2. The Reliability Test of Description Question

Note. Figure 2 shows the reliability of description question has 0.718 with the description of each number are 0.734 for number 1; 0.732 for number 2, 0.665 for number 3, 0.584 for number 4, and 0.624 for number 5. Thus, overall it can be concluded that the description item tests are reliable. Regarding both data, it indicates true or false, and description questions are reliable and can be applied as intensive reading assessment based HOTS for the eleventh graders of senior high school.

Practicality

Practicality data on students' responses are analyzed based on 5-scale criteria set on the questionnaire, then analyzed to determine the average or overall score. Here the calculation is:

$$PR = \frac{A}{M} \longrightarrow PR = \frac{1084}{1150} = 0.94$$

Based on the calculation and students' responses data, the average practicality value obtained is 0.94 with a very practical category. So, it means that the assessment prototype appropriates the students' characteristics and can be implemented as a reading assessment in the next learning activities.

Strength of the Assessment

This research and development aim to design an intensive reading-based HOTS assessment instrument for eleventh graders of SMA Negeri 1 Pekalongan. The instrument resulted in important components such as questions, answer keys, scoring guidelines, and a scoring rubric. This assessment is expected to help the English teacher carry out an intensive reading assessment for narrative text. This intensive reading assessment instrument's feasibility has been validated by two lecturers and an English teacher of XI IPA 2 at SMA Negeri 1 Pekalongan. Based on the validation, reliability, and practicality test results, this assessment is deemed valid and worthy of a few revisions. The teacher and students also gave positive washback for this assessment. Therefore, this instrument can be used as an evaluation tool to measure the students' intensive reading-based HOTS ability.

The Weakness of the Assessment

Based on the validation, reliability, and practicality test, a question needs to be revised, where it is number 1 on essay or description questions. It is because the question was felt too difficult, and contains two problems in one question. Therefore, it should be revised into two different kinds of questions. The question will be shown on the table as follows:

Table 4. The Revision of Description Questions

Question	Revision
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<p>1. What do you predict will happen next in this story? What information in the text helped you make that prediction?</p>	<p>1. What do you predict will happen next in this story? 2. What information in the text helped you make the prediction that will happen next in this story?</p>
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After revision, it should be tried out again to validate this research and development's final product. However, due to a coronavirus outbreak, the teacher has difficulty to give me more time. It is because after the government's rule to learn at home or study from home is implemented, the allocation time given to the teacher and students for one meeting is forty-five minutes. Therefore, the teacher feels that there are still many things that must be conveyed to the students, so she can not give me more time to do tryouts again.

CONCLUSIONS

This research and development have produced an intensive reading assessment based on HOTS for eleventh graders of SMA Negeri 1 Pekalongan. It includes true or false questions, essay or description questions, key answers, scoring guidelines, and scoring rubric. Based on the results of the research and discussion, it can be concluded several as follows: (1) The level of difficulty shows that the questions or item tests of description and true or false in this development getting medium and easy level, (2) the questions or item tests of description and true or false get the index number of distinguishing power below 0.39 which means categorized into good and excellent level, (3) The intensive reading assessment in the form of description and true or false questions gets an average value of 0.94 of practicality calculation. It indicates that the assessment is categorized in a very practical category, (4) the prototype is also categorized into

valid data because the three experts have judged it. They gave scores and suggestions to improve the prototype weaknesses, and (5) the intensive reading assessment based on HOTS also gets positive washback from the teacher and students. Although this research has reached its aims, there were some unavoidable weaknesses. First, due to the coronavirus disease, the tried out assessment only consists of 10 questions; 5 true or false and description questions. It was not maximal because the allocation time was reduced to 45 minutes for one meeting during the outbreaking. And the English subject only got twice meeting in a week, so it was not enough and maximal for doing an assessment. Second, there is no FGD for validating the product of this study caused I have not got a prepared media, and the participants have not enough time to do this activity. The validation test only took from expert judgments; two lecturers and an English teacher. Therefore, this study has to be completed by the next researchers.

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