

A STUDY ON THE LEVEL OF THINKING SKILL ON THE ENGLISH FINAL EXAMINATION QUESTIONS

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Abstract

The development of the education system in the 21st century has led to fundamental changes in educational objectives, particularly with regard to developing students' thinking skills. This study aims to determine the level of thinking skills assessed by the final semester exam questions for the 10th grade English course at SMA Negeri 1 Tibawa in the 2023/2024 academic year. The study employs a descriptive qualitative approach, collecting data through documentation and interviews. The main instruments used in this study were English Final Semester Exam documents and interviews with English teacher. The data were analyzed based on Bloom's Taxonomy, revised by Anderson and Krathwohl (2001), which categorizes thinking skills as either Lower Order Thinking Skills (LOTS) or Higher Order Thinking Skills (HOTS). The results showed that 80% of the exam questions belonged to LOTS, with dominance at the comprehension level (C2). Meanwhile, only 20% of then questions were included in the HOTS category, with the highest percentage at the analyzing level (C4). These results of study suggest that the exam questions do not fully reflect the demands of the 2013 Curriculum and Merdeka Curriculum, which emphasize the development of higher-order thinking skills. Therefore, teachers should strike a better balance between LOTS and HOTS questions in order to optimally develop students' critical thinking skills.

Keywords: merdeka curriculum; 2013 curriculum; level of thinking skill; revised bloom taxonomy; LOTS; HOTS; final semester exam.

Introduction

One aspect of the education system that is always a concern and is constantly changing is the curriculum. In education, the curriculum is used to guide the achievement of educational goals. It is a set of plans and arrangements regarding education, learning, and the outcomes that students must achieve, as well as the teaching and learning activities and educational resources involved in its development (Daud & Gunawan, 2017). Indonesia has currently implemented the

Merdeka Curriculum. However, its implementation is still being carried out in stages and has not been applied at all levels or in all educational institutions simultaneously (Amanulloh & Wasila, 2024). Consequently, some Indonesian schools still implement the 2013 curriculum.

Curriculum 2013 emphasizes holistic assessment, including character development and 21st century competencies. Learning in the 21st century emphasizes students' ability to think critically, connect their knowledge to the real world, use visual and media-based learning, and so on (Ringkisa et al., 2020). According to Setiawati et al. (2019) on the module of higher- order thinking skills, Curriculum 2013 focuses on preparing students to face 21st century challenges such as critical thinking and problem solving. Therefore, in order to address the changes in 21st century learning, there is a need to improve thinking skills and thinking abilities, especially higher order thinking skills (HOTS). The inclusion of HOTS as a fundamental skill in the educational process in the 21st century is an innovation to develop critical and creative thinking (Heong et al., 2011).

Higher Order Thinking Skill, commonly abbreviated as HOTS, is one way to train students to think at a higher level. Thomas & Thorne (2009) mentioned that HOTS refers to higher level thinking skills than just remembering a fact or retelling something obtained or heard from others. Higher Order Thinking Skill is the ability to think at a more complex level to analyze, describe, and conclude, as well as other higher-level thinking skills to solve a problem. Based on the revised Bloom's Taxonomy by Anderson & Krathwohl (2001), HOTS is the ability to think at the top three levels, which include analyze (C4), evaluate (C5), and create (C6). At the analyze level, students will focus more on how to think critically and function. Analysis includes the ability or skill to distinguish, organize, and allocate. For the evaluation level, students will emphasize making decisions based on standard criteria, such as verification and criticism. While at the create level, students are required to be able to design, plan, build, produce, explore, update, complete, consolidate,

beautify, and compile.

The implementation of HOTS in education is very important, especially in the evaluation or assessment of learning. However, this is inversely proportional to the reality on the ground. Many teachers in schools conduct assessments that are not in line with curriculum requirements. Teachers focus more on theory than on contextual knowledge and assessments grounded in HOTS have not been conducted. In line with this, Yandra et al., (2024) stated in their research that teachers' ability to develop HOTS questions is still very lacking. Additionally, teachers admit that they create a lot of LOTS questions because they adjust the cognitive abilities of students in high thinking skills, which are still very weak. The incident did not only occur in Indonesia but also in several countries around the world. Abosalem (2015) revealed in the journal *Assessment Techniques and Students' Higher Order Thinking Skills* that in 2005-2006, as many as 86% of teachers in Abu Dhabi still measured students' abilities with memory skills. If the questions given by the teacher only test the ability to remember and restate, then the questions are LOTS type questions. According to Nurjanah (2021) Low Order Thinking Skill (LOTS) is a functional student thinking ability. The LOTS type problem usually only tests the three lowest abilities, namely recall, understanding and applying.

From all the explanation above, it can be concluded that the implementation of HOTS in evaluating or assessing learning is still lacking. Even in the final semester exams, there are still teachers who assess students only for recall skill. Whereas it is clear that assessment must be in accordance with the requirements of the curriculum, which are oriented towards HOTS. In this problem, the role of the teacher as an educator is very important to improve the assessment of student learning outcomes. This is done with the aim that students are able to develop their thinking process to solve the problems they face. One way to do this is to ask HOTS-oriented questions when evaluating or assessing students in the final semester exam. By asking HOTS-oriented questions, teachers will know whether students have been able to solve

HOTS-based questions or not.

Based on all the problems above, the researcher is interested in conducting research on one of the subjects at school. The researcher wants to know the proportion and distribution of HOTS and LOTS in the final semester exam questions in the English subject. Therefore, the researcher will conduct a study entitled "A Study on the Level of Thinking Skills on the English final examination questions at Senior High School". The researcher analyze the final semester exam questions at one of the high schools in the Gorontalo province. The high school targeted by the researcher to conduct their research is SMA Negeri 1 Tibawa. The researcher wants to know what are the level of thinking skill on the English final odd semester exam questions in grade 10 at SMAN 1 Tibawa in 2023/2024 academic year.

Literature Review

Level of thinking skill based on Revised Bloom's Taxonomy

One of the most famous taxonomies in education is Bloom's Taxonomy. Bloom's Taxonomy was first introduced by Benjamin S. Bloom and friends in 1956 through the book *Taxonomy of Educational Objectives: The Classification of Educational Goals*. In Education, taxonomy bloom is created to classify the purpose of education. Bloom suggests that Bloom's Taxonomy is a learning objective that is divided into three domains, namely cognitive (mental skills around knowledge), affective (emotional side of attitudes and feelings), and psychomotor (physical abilities such as skills).

Cognitive domain is a domain that contains behaviors that emphasize intellectual aspects, such as knowledge, understanding, and thinking skills. The cognitive domain has the function of processing information, knowledge, and mental competence. The cognitive domain classifies and sorts thinking skills that describe expected goals. The thinking process expresses the stages of abilities that students must master so that they can demonstrate the ability to process their thoughts to be

able to apply theory to their action. Bloom divides the cognitive domain into six levels from the lowest to the highest. The six levels are knowledge, understanding, application, analysis, synthesis, and evaluation. Knowledge and comprehension are the lowest levels in the cognitive domain, while application, analysis, synthesis, and evaluation are higher levels. This domain is divided into two parts: the first part is knowledge (category 1) and the second part is ability and skill (category 2-6).

Bloom's Taxonomy was revised again by Anderson and Krathwohl in 2001. Through the book "A Revision of Bloom's Taxonomy Educational Objectives: A Taxonomy for Learning, Teaching, and Assessing," Anderson and Krathwohl divided cognitive thinking levels into six thinking components ranging from the lowest to the highest. The six thinking components have differences from the previous version of the taxonomy. that the six levels of thinking in the cognitive domain based on Bloom's Taxonomy revised consist of remember, understand, apply, analyze, evaluate, and create. Remember (C1), understand (C2), and apply (C3) are low-level thinking, commonly called Low Order Thinking Skill (LOTS). Meanwhile, Analyze (C4), Evaluate (C5), and Create (C6) are components of Higher Order Thinking Skills (HOTS).

Definition of Low Order Thinking Skill

Low Order Thinking Skill method is usually used by students to obtain information or learning materials by remembering, copying, copying, following directions or simply re-declaring. The definition of Low Order Thinking Skill (LOTS) is a functional student thinking ability (Nurjanah, 2021). The LOTS type problem usually only tests the three lowest abilities, namely recall, understanding and applying. Using this method in conducting learning and assessment can make students understand the basic concepts presented. Students tend to be more passive because there is no more difficult challenge to keep predicting themselves.

Low Order Thinking Skill has several main characteristic. According to Oktiva (2022),

this type of LOTS has several main characteristics: it only wants the ability to remember the memory of knowledge that has been taught, the question usually leads to the definition of theory or concept alone. The form of the problem is explicitly conveyed so that it is easy to know the correct and wrong answers, and the LOTS problem is generally in the form of closed questions. The LOTS type issue of course also has advantages and disadvantages. Some advantages of this type of problem are that it is more focused on one material, the teaching method uses only the remembering method, and also makes it easier for teachers to make corrections because the answer is certain. The disadvantage of this type of LOTS problem is that students have a weak tendency to understand the concept of learning between sister materials and others, in addition to the ability of students to think logically and critically about the material, to be less enlightened.

Definition of Higher Order Thinking Skill

Higher Order Thinking Skill is currently being discussed in the world of education. Higher Order Thinking Skill, commonly abbreviated as HOTS, is one way to train students to think at a higher level. Thomas & Thorne (2009) mentioned that HOTS refers to higher level thinking skills than just remembering a fact or retelling something obtained or heard from others. Higher Order Thinking Skill is the ability to think at a more complex level to analyze, describe, and conclude, as well as other higher-level thinking skills to solve a problem.

Higher Order Thinking Skill (HOTS) is a thinking skill that involves linking newly received information with information already stored in memory and then reconnecting the information to achieve the goal of a difficult problem. According to Gunawan (as cited by Abraham et al., 2021), HOTS is a thinking process that requires students to manipulate existing information and ideas in a way that gives them new understandings and implications. For example, when students combine facts and ideas in the process of synthesizing, generalizing, explaining, hypothesizing,

and analyzing until students reach a conclusion.

Final Semester Exams at School

Final semester exam is part of an assessment designed to measure and evaluate student competence. After passing the exam, students can continue learning at a higher level. Final semester examinations are examinations given in colleges and all school levels at the end of each semester (Subarkah et al., 2020). Final semester exam is a form of assessment carried out by teachers against students to determine the achievement of competencies at the end of the educational unit. Mulyasa (2019) suggests that final-semester assessment is an assessment that is conducted after the entire topic of an effective semester has been completed. The purpose of conducting an Final semester exam is as a form of assessment or test that evaluates the achievement of student learning competencies that have been taught by teachers or educators during a semester.

Based on the academic year applied in Indonesia, the final semester exam will be conducted once every semester or once every six months in one year. (Putu, 2021). In one academic year, the final semester exam will be conducted twice, namely in the odd semester and even semester. Putu (2021) explains that the odd semester is the initial time of the learning year between July and December, while the even semester is the period of learning activities between January and June.

Method

Research Design

This study used a descriptive qualitative research design to analyze the level of thinking skills contained in the English final-semester exam questions for Grade 10 at SMA Negeri 1 Tibawa in the 2023/2024 academic year. According to Creswell

(2014), qualitative research is an approach to exploring and understanding the meaning that individuals or groups ascribe to a social or human problem. Descriptive method is a research method used to describe or explain something as it is, without changing or influencing it. Descriptive research is research that aims to systematically and accurately describe the facts and characteristics of a particular population or field (Sukmadinata, 2012). This study aims to describe the distribution of cognitive levels categorized into LOTS (Low Order Thinking Skills) and HOTS (Higher Order Thinking Skills) using Bloom's Taxonomy revised by Anderson and Krathwohl (2001) as an analytical framework.

Data Sources

Data sources in research are sources of information used to collect data. Data sources are sources of data obtained such as people, events, behaviors, documents, and others (Maryadi, et al., 2011). Data sources can be human, hardware, written sources, or other sources. In this study, the data sources used were collection of the English final examination questions of grade 10 at SMA Negeri 1 Tibawa for the 2023/2024 Academic Year.

Instruments

The instruments used to collect data in this research are documentation and interview. When collecting data using documentation, the researchers created a checklist table based on the six cognitive domains of Bloom's revised taxonomy - remembering (C1), understanding (C2), applying (C3), analysing (C4), evaluating (C5) and creating (C6). Each item was examined and categorised according to these cognitive levels. To ensure consistency in the analysis, the operational verbs associated with each cognitive level were used as benchmarks during classification. Meanwhile, interviews were conducted with the English teachers.

Data Analysis

In this study, data analysis was done in several stages, in the first stage, the

researcher focused on analyzing the data from the English final semester exam questions of grade 10 at SMA Negeri 1 Tibawa in 2023/2024 academic year. In this stage, each question is analyzed for its thinking level based on Bloom's revised taxonomy, which consists of C1, C2, C3, C4, C5, and C6. In the next step, the researchers summed up the occurrence of questions that belonged to the HOTS and LOTS categories. The percentage of HOTS and LOTS questions was then calculated. After getting the percentage of each criterion, the last step made conclusion which referred to problem formulation and provide an explanation about the questions categorized as HOTS and LOTS questions.

Findings

The results of the analysis of LOTS and HOTS questions in the English final examination in the 2023/2024 academic year show that the distribution of LOTS questions is higher than that of HOTS questions. This is evidenced by the data showing that the distribution of HOTS questions only accounted for 20% or 8 out of 40 questions, while the distribution of low level thinking skills questions accounted for 80% or 32 out of 40 questions in the questions of the 10th grade English final exam at SMA Negeri 1 Tibawa in the 2023/2024 Academic year. The following table is a checklist table that is the result of the data analysis related to the distribution of cognitive domain on the English final exam questions of grade 10 at SMA Negeri 1 Tibawa in 2023/2024 academic year.

Table 1

The distribution of LOTS on the English final semester examination questions

No.	Low Order Thinking skills	Total Questions	Presentage Score
1.	Remember	1	2,5%
2.	Understand	25	62,5%
3.	Apply	6	15%
	Total	32	80%

Table 2
The distribution of HOTS on the English final semester examination questions

No.	High Order Thinking Skills	Total Questions	Presentage Score
1.	Analyze	4	10%
2.	Evaluate	2	5%
3.	Create	2	5%
	Total	8	20%

The two tables above show that in the 10th grade English final exam questions at SMAN 1 Tibawa in 2023/2024 academic year, there are different percentage scores for each thinking skill, both in low-level thinking skill, the remembering skill (C1) gets the lowest percentage score of 2.5%, the understanding skill (C2) gets 62,5%, and the applying skill (C3) gets 15%. On the other hand, in the high-level thinking skill (HOTS), the analyzing skill (C4) gets the highest percentage of 10%. Meanwhile, the Evaluate (C5) and Create (C6) thinking skills get the same percentage of 5%. Based on the above explanation, it can be concluded that the percentage of higher order thinking skills (HOTS) is lower than the percentage of LOTS. Present the results of your work. Summarize your main findings in the text, you may use graphs and tables if appropriate.

Discussion

The development of thinking skills is considered a skill that can realize the goals of schools or educational institutions (Moon, 2007). Therefore, to face the changes in 21st century learning, we need to improve thinking competencies and skills, particularly higher order thinking skills. As explained by Qasrawi &

Beniabdelrahman (as cited by Aisyah et al., 2024) education in the 21st century requires understanding, creating, analyzing, applying, and evaluating knowledge. Mc Loughlin and Luca (as cited by Widodo and Sri, 2013) stated that higher order thinking is the capacity to understand knowledge through the use of critical behavior, evaluation, understanding, and problem solving skills. However, the data in the findings show that questions with low-level thinking skills (LOTS) have a much higher percentage when compared to questions on high-level thinking skills (HOTS). Education that focuses more on low-level thinking skills is considered not meeting the established assessment standards.

Low order thinking skill (LOTS) on English final examination questions for grade 10 at SMA Negeri 1 Tibawa 2023/2024 Academic Year

Low Order Thinking Skill (LOTS) is a functional thinking skill of students (Nurjanah et al., 2021). Low-level thinking skills emphasize optimizing the ability to remember and memorize knowledge (Qasrawi & Beniabdelrahman, as cited by Aisyah et al., 2024). However, lessons that only focus on the ability to remember are not sufficient to develop students' thinking creativity. Nurjanah et al (2021) revealed that usually students who apply the Low Order Thinking Skill (LOTS) method will get information or learning material by copying, imitating, memorizing, remembering, and following directions from others.

Based on Bloom's taxonomy revision, low order thinking skills (LOTS) is divided into three levels of thinking, namely remembering (C1), understanding (C2), and applying (C3). The results of this study show that there is a higher percentage of low order thinking skills (LOTS) questions than high order thinking skills (HOTS) questions. This result supports a previous study that analyzed the cognitive level of English tests made by teachers (Akbariah, 2018). In this study, most of the teacher-made test questions were classified in the category of understanding and recalling information.

The finding of this study show that questions with low order thinking skills (LOTS)

tend to be more at the level of understanding skills (C2). Understand skills (C2) in English exam questions are found in questions with different forms. The most common type of question found at the C2 level is the true/false question. In the English exam questions, true/false questions are found in question numbers 13, 16, 17, 20, 22, 24, 27, and 28. The true/false question format tests students' ability to understand and determine the truth of information presented in the text. True/False questions are considered C2 (Understanding) in Bloom's Taxonomy because they generally assess the ability to comprehend and identify whether a statement accurately reflects a concept, fact, or principle. True/False items are designed to assess comprehension by requiring students to distinguish between accurate and inaccurate information (Haladyna et al., 2002). To answer true/false, students need to have a basic understanding of the content of the text and then judge the statement as true/false.

There is also a question in the English test that asks students to understand the meaning of an underlined sentence. Understand (C2) involves constructing meaning or understanding based on prior knowledge, relating new information to existing knowledge, or integrating new knowledge into existing patterns in the student's mind. Understanding the meaning of sentences in Bloom's revised taxonomy is included in understand (C2). In addition to true/false and understanding the meaning of sentences questions, there are also several matching questions that are included in the Understand (C2) level. However, not all types of matching questions in the English exam questions are included in the Understand (C2) level. Matching questions that are included in the Understand (C2) level can be found in questions number 30, 31, and 32.

Matching questions in number 31 require students not only to match the statement in column A and the opinion in column B, but also to show their understanding of the meaning of each statement and the type of opinion that corresponds to it. This question assesses the ability to understand and categorize statements according to

the appropriate type of opinion.

The second highest percentage of thinking level after understanding (C2) in the English test question is at the apply (C3) level. Application refers to the process of applying a rule or method to a new case or problem (Winkel, 1987). Application-level questions are most often found in the form of multiple-choice questions. In apply (C3) level questions, students are asked to apply their understanding and provide answers that are appropriate to the context of the question. In the English test question, the recall level (C1) is the lowest level of lower- order thinking skills. In the English test question, the question included in the recall level (C1) is a matching form question. If previously some matching questions were included in the comprehension level (C2), in matching question number 29, students are only asked to recall material related to expressions in English and without deep understanding. Gunawan & Palupi (2012) explain that understanding is related to building an understanding from various sources such as messages, reading and communication.

High order thinking skill (HOTS) on English final examination questions for grade 10 at SMAN 1 Tibawa 2023/2024 Academic Year

The findings in this study show that the percentage of HOTS questions in the English final exam questions for grade 10 at SMA Negeri 1 Tibawa in the 2023/2024 academic year is still very low. In line with these findings, Dima (in Aisyah et al., 2024) revealed that teachers have a good understanding of the concept of higher order thinking skills and have implemented it in the teaching and learning process, but the implementation of its application has not been effective due to the lack of teacher competence and limited learning facilities limited learning facilities. Just like low order thinking skills, higher order thinking skills also have certain characteristics. According to Conklin (2012) HOTS characteristics include critical thinking and creative thinking. There are four indicators of the characteristics of

HOTS questions based on the statement of the Ministry of Education and Culture (2017, p.9- 13), namely Measuring high-level thinking skills, based on contextual problems that involve interesting stimuli, and experiencing novelty.

Measuring higher order thinking skills

Based on Revised Bloom's Taxonomy (2001), questions that measure higher-order thinking skills are divided into three indicators, namely the ability to analyze, the ability to evaluate, and the ability to create.

Analyze (C4)

The aspect of analyzing consists of three criteria, namely focusing on questions or identifying the main idea, analyzing arguments, and comparing and contrasting. According to Brookhart (2010, p. 42) the ability to analyze can be assessed when learners are able to break down information into parts and are able to explain it. Based on the results of the analysis of the English final exam question papers, the level of Analyze (C4) has the highest percentage in higher order thinking skills. Questions with analyzing skills exist in several criteria, one of which is found in the criteria for comparing. Comparing is the process of detecting similarities and differences between two or more objects, events, ideas, or problems. Comparin is the process of sorting out relevant or important parts of a structure (Anderson & Krathwohl, 2017, p. 121).

An example of a question at the Analyze level (C4) can be found in question number 33. The question is presented by providing text about two different buildings and learners are asked to identify and analyze several aspects of each building. Thus the question can be categorized into the compare and contrast criteria. According to Rochman and Hartoyo (2018) when the process of comparing and contrasting occurs in students, there will be attention and focusing between relevant and irrelevant material. In addition to comparative questions, the Analyze (C4) level is also found in many essay questions that require in-depth analysis and not enough

comprehension.

Evaluate (C5)

Most of the questions on this English test question still cannot be used to measure students' evaluating skills. In addition, questions with evaluation skills can be categorized as questions with the low percentage of higher order thinking skills. These findings are in line with research conducted by Irmayanti (2022), which explains that questions with the category of evaluating are in the lowest category, even there are no questions at all that include evaluating skills. In the English test question, the Evaluate (C5) level question focuses on the command to analyze several statements and then provide an evaluation or assessment of the statement, whether it is a statement of fact or a statement of opinion. This activity of providing an evaluation or judgment is included in the Evaluate (C5) level.

Create (C6)

The results from the analysis of the questions in the Grade 10th English final exam at SMA Negeri 1 Tibawa in the academic year 2023/2024 show that there are only two questions that can be classified as Create (C6) level questions. These questions ask students to create new conversations according to their creativity. In problem solving at the level of creating, students must be able to create new products by transforming certain elements or parts into forms or structures that have never been explained by the teacher before (Kartini et al., 2022).

Contextual problem-based

Contextual problems faced by the world community today include health, environment, land and space, and the use of science and technology in various aspects of life (Fanani, 2018). Contextual problem-based indicators consist of relating, experiencing, applying, communicating, and transferring. The analysis shows that one of the contextual problem-based indicators in the 10th grade English final exam question at SMA Negeri 1 Tibawa is relating. One example of a question

on the English test question that is included in the relating indicator is question number 39. In the question, students are asked to create a conversation related to the expression suggestion and offer. The topic that must be discussed in the conversation is related to real life, namely about how to give suggestions regarding what movies are good to watch. The findings are in line with Sipayung's (2023) statement, which suggests that relating is an assessment given related to the context of real-life experiences.

Using interesting stimulus

The stimulus is the basis for creating questions. The creation of HOTS questions typically uses a stimulus (Fanani, 2018). In the context of HOTS, the stimulus presented should be contextual and interesting. Stimuli can be drawn from global issues such as information technology, science, economics, health, education, and infrastructure. Stimuli commonly used to develop HOTS questions can be interesting discourse, illustrations, pictures, tables, data, graphs, information, diagrams, and others. The use of stimulus in test questions is intended to help students better understand the meaning of the questions presented. However, the teacher explained that providing too many stimuli makes students less interested and reluctant to read the stimuli presented, so that students do not understand the meaning of the questions given. As a result, students make errors in answering the test questions. This is in line with the research conducted by Gais & Afriansyah (2017), which revealed that there are several factors that cause students to still make errors in solving HOTS questions, namely, students' lack of understanding of what is asked in the question, lack of diligence in answering questions, and students' low ability and lack of maximum learning activities that are passed.

Based on the results of the overall data analysis, it shows that there is a considerable comparison between the percentage of LOTS questions and HOTS

questions. The results of data analysis show that low-level thinking skills have a higher distribution than high-level thinking skills, and it can be concluded that the English test questions have not met the assessment standards based on the 2013 curriculum and the independent curriculum based on HOTS. Based on the requirements of the 2013 curriculum, the process of implementing learning and assessment is oriented towards higher order thinking skills or known as HOTS (Saragih & Nasution, 2019: p. 40). Moreover, this study has several limitations, such as focusing on a very small sample of one school and imperfect data collection instruments, which may affect the accuracy of the results. Therefore, the results of this study cannot be generalized to a larger population.

Conclusions

This study shows that there is a significant discrepancy between the expectations of the Grade 10 English end-of-semester curriculum and the assessment practices in the exam questions at SMA Negeri 1 Tibawa. Although Curriculum 2013 and the Merdeka Curriculum emphasise the importance of developing critical and higher-order thinking skills, the exam questions examined were found to focus more on basic thinking skills, particularly in the comprehension section. Only a small proportion of the questions engage students in analytical, evaluative or creative thinking.

The results of the analysis of LOTS and HOTS questions in the English final examination in the 2023/2024 academic year show that the distribution of LOTS questions is higher than that of HOTS questions. This is evidenced by the data showing that the distribution of HOTS questions only accounted for 20% or 8 out of 40 questions, while the distribution of low level thinking skills questions accounted for 80% or 32 out of 40 questions in the questions of the 10th grade English final exam at SMA Negeri 1 Tibawa in the 2023/2024 Academic year. The distribution of LOTS questions on the 10th grade English final exam questions at SMA Negeri 1 Tibawa in 2023/2024 Academic year is more focused on the cognitive level of

comprehension (C2). However, not a few questions were also found at the cognitive levels of Remembering (C1) and Applying (C3). As for the distribution of HOTS questions on the 10th grade English test questions is higher at the cognitive level of analyzing (C4). For the cognitive level of evaluating (C5) and the cognitive level of creating (C6), gets a smaller proportion compared to questions at the level of analyzing (C4). This is because the cognitive levels of evaluating (C5) and creating (C6) are considered very difficult if too many chapters are applied in the test questions.

The findings are relevant not only to the schools studied, but also to broader discussions about curriculum implementation and assessment quality in Indonesia. They are expected to encourage educators to re-evaluate their current teaching practices and continuously improve the learning system by asking questions that promote critical thinking, creativity, and problem-solving.

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