



## **Higher Order Thinking Skills Analysis in English Summative Test for Twelve Grade of Senior High School Student**

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### **Abstract**

In this modern era, critical and creative thinking skills have become very important skills to face the challenges and competitions of the twenty-first century. These skills which belong to HOTS are needed by everyone without exception high school students. It makes HOTS becoming an important issue in the education field. HOTS implementation is not only important to be integrated in the learning activity but also in the assessment. The purpose of this study to figure out the presentation of HOTS in English summative test item and what type level of HOTS which mostly appear on English summative test for the twelve grade of senior high school student which designed by English teachers of senior high school in Kota Bengkulu based on Bloom's revised taxonomy. This study used Qualitative content analysis as the research design in order to analyze the English summative test item by using checklist as the instrument. Five sets of English summative tests for twelve grades of senior high school from five different senior high schools in Kota Bengkulu were analyzed. The result showed that all of the English test items mostly represented LOTS rather than HOTS and the HOTS category which mostly represents the test item from the five schools is analyzing (C4).

**Keywords:** *Assessment, HOTS, Summative Test*

### **Introduction,**

Regarding the implementation of the 2013 curriculum by the Indonesia government, it encourages higher order thinking skills implementation in every sector of education. Higher order thinking skills or known in the term HOTS should be integrated in the process of teaching at school to meet the demand of critical and creative thinking competency which is needed in this twenty first century. This policy affects the arrangements of activities in class for both teaching and learning by the teacher in the class. Since HOTS is needed by the students to cultivate their independence and confidence to solve problems. Students require HOTS in order to deal with the rapid technological advancement, growing global economy, and fast-paced environment (Putra & Abdullah, 2019). Through the HOTS implementation in the school curriculum, it is hoped that school can prepare the student with HOTS competence to face the challenge of the world in the modern period of the twenty-first century. By fostering the development of a variety of information and abilities, education needs to be capable of preparing the next generation to fulfill their duties and tasks (Utami, et al, 2019).

Furthermore, Syahdanis, et al, 2021, also claimed that the government wants the young generations to be able to think more logically and rationally in order to overcome obstacles in their lives.

Meanwhile, education demand in the globalization era is not only focused on intellectual development, but also the need for creativity and innovation. According to Utami, et al, 2019 in the presenting of the Partnership of Twenty-First Century Skills in 2015 or known as (P21), suggested a number of competences, including critical thinking and problem-solving skill, then followed with the communication skill and collaboration skill and the last skill are creativity and innovation, which is believed, should be mastered by the young generation to gain their bright future. In order to develop students' critical and creative thinking, teachers at school have an essential role because they will be the first ones who introduce these skills to the students. Therefore, in developing students' critical and creative thinking skills, teachers should use strategies. One of them is designing assessments that incorporate higher order thinking skills and are sustainable (Pratiwi, et al, 2019). Beside designing learning activities in the classroom which can stimulate the students to develop their HOTS competence, teachers also should provide the appropriate and should attach HOTS on the assessment.

The common instrument of assessment which teachers use is tests. Test is an essential tool to assess student learning outcomes. Test consists of questions which can stimulate the thinking process of students. Crowe in Musliha, et al (2021) claimed that the thinking process of students somehow can be stimulated by the teachers' questions. Thus, to facilitate and improve students' HOTS, teachers should integrate the skills in every aspect of learning including the assessment aspect which in this case is a test. In response to the HOTS issue which should be applied in the learning process, the HOTS implementation in the test item also becomes a crucial thing to be considered by the teacher or test developer. It was necessary for the teacher or exam creators to raise the HOTS level questions and lower the number of LOTS level questions (Putra & Abdullah, 2019).

The test question item should encourage students to think critically and creatively to generate HOTS on students. Arslan in Merizka & Jufrizal (2020) stated that the best approach to getting learners to think is by asking them questions. Based on the background above this study purpose is to investigate higher-order thinking skills (HOTS) represented on English Summative Test for Twelve Grade which designed by teachers of senior high schools in Kota Bengkulu and what type of HOTS which often appear on the on English Summative Test for Twelve Grade which designed by teachers of senior high schools in Kota Bengkulu according to Bloom's revised taxonomy.

### ***Higher order thinking skill (HOTS)***

Four important competencies are necessary in the twenty-first century: (1) critical thinking and problem solving, (2) creativity and innovation, (3) communication, and (4) collaboration. These four skills are recognized as higher order thinking Skills, or HOTS (Pratiwi, et al, 2019). Lewis and Smith in Tyas, et al, 2020, identified HOTS as the thinking process in which new information and the previous knowledge held in memory are arranged to overcome the problem faced in any situation. In certain

situations HOTS can help students to think more logically, critically through analyze s and evaluate the problem in order to decide a good solution (Fitriani, 2019).

The term of HOTS proposed Bloom (1956) to define six cognitive levels (thinking skills level). It is arranged from the lowest level to the complex level, they are: knowledge, comprehension, application, analysis, synthesis and evaluation. The development of thinking ability to organize information includes cognitive domain. It also involves defining concepts related to the advance of someone's knowledge and talents (Singh & Shaari, 2019). The six cognitive levels by Bloom, also known as Bloom's taxonomy, were then revised by his students, Anderson & Krathwohl in 2001. The differences between Bloom's version and the revision by Anderson & Krathwohl are only the transformation of nouns into verbs and the rearrangement of the synthesis order, which elevates creation to the highest level of cognitive skill.

HOTS is also defined as the level of cognitive ability which is more than only memorizing information and repeating someone saying precisely as it is told (Thomas & Thorne, 2009) in Pratiwi, et al (2019). The Indonesian Ministry of Education and Culture attempted to incorporate HOTS into the 2013 Curriculum in response to this problem (Kemendikbud, 2017). As a result, it is recommended that assessment as one of the important sections of the learning process should be based on HOTS including summative examinations. With the use of revised Bloom's taxonomy which draws the process of the six cognitive levels, teachers are managed to classify the degree of questions and create questions as their cognitive ability. Even the revised naming employed verbs but it is clear that cognitive level is a process not a product (Sucipto & Cahyo, 2019).

There are two categories for the question levels: lower level and higher level. Questions in the lower levels focus on recall, comprehension, and application. In contrast, questions requiring higher order thinking skills are those that need analysis, evaluation, and creation. In order to determine a student's cognitive level, a teacher must be able to design questions (Merizka & Jufrizal, 2020). Because questions are stimulants that help people think, according to Aydemir & Iftçi (2008) in Winanda & Anwar (2021). In this case teachers should be able to design a set of questions which develop the thinking process of the students.

### ***Assessment***

Assessment is described as the procedure of collecting and analyzing data to figure out and determine if students have achieved their learning objectives (Ardiana & As Sabiq, 2020). Assessment in the field of education aims to allow both teacher and student to monitor the progress of learning. The implementation of HOTS on the assessment can be done by the teacher through composing test questions which stimulate students to develop their HOTS. As stated by Winanda and Anwar, 2021, when teachers applied HOTS in the learning process, it suggested HOTS based questions are also applied in the student's assignment, task and test.

There are two kinds of assessment applied in the school, formative and summative. The formative assessment is a kind of assessment which is usually held during the process of learning to get a description about the student's progress to gain the learning goal, while at the conclusion of the learning process, summative assessments are carried out in order to find out about student achievement after completing the learning process. Suwarma & Apriyani (2022), revealed that the HOTS indicators involve of; in the level of *analyzing* consist of (1) analyze the input information or material and selecting and manage it into smaller parts to find out the design or the connection are proof of HOTS, (2) identify and can divide the reasons behind and consequences of a complex event, (3) compose or recognize. In the level of *evaluating* consists of; (1) assessing the worth or usefulness of thoughts, methods, and solutions using relevant standards or criteria, (2) composing, assessing and testing hypotheses, (3) using preset criteria, and deciding whether to accept or reject a statement. While the final level of *creating* consists of; (1) taking a wide perspective on something, (2) generating a plan for solving a problem, (3) combining elements or components to create a whole new structure that has never been seen before.

Assessment in the learning process has many functions. Suratmi, et al, 2020 claimed that the assessment instrument used should not only measure low-level thinking skills but must be oriented towards high order thinking skills so it encourages students to develop their cognitive competency. Students' cognitive competency and ideas can be trained with the questions asked. According to Wiyaka, et al, (2020) suggested that assessment is a tool used to improve learning and determine how effectively students are reaching their learning objectives. In conclusion, assessment is the media for teachers to measure student's comprehension of the lesson and to get feedback about the learning process.

### ***Summative Test***

English Summative Test for twelve grade students are the exam included in the summative evaluation. Summative assessment is a kind of evaluation which is used to figure out student learning development at the end of a course. Hasim, et al, 2018 in Wiyaka, et al (2020) stated that summative assessment provides details on the student's compliance with the standards needed to obtain school certification and completion or even for further education. This test is arranged by every high school in Indonesia to end the learning process in the third year of school. Summative assessment aims to quantify or enumerate a student's learning outcomes following the completion of a course. It usually takes place at the final of a learning course or certain learning period when students' knowledge and abilities are contrasted with benchmarks or standards. (States, 2018; Brown, 2003).

Summative test for twelve grades is held by every high school in Indonesia at the end of the academic year for the twelve-grade student as the precondition to complete the study in the high school. This summative test is arranged by school in the senior high level as the substitute for National Examination in Indonesia which is abolished starting in 2021 by the Indonesian Minister of Education

and Culture because this examination causes such a big debate since the National Examination is frequently viewed as being redundant as a nationwide standardized test. The summative test item for the twelve grades in the senior high school is designed by a teacher or group of teachers who teach at the school. It is arranged like this because teachers who teach at the school know exactly about their student achievement and competency.

Brookhart in Abkary & Purnawarman, 2020, suggested that the scoring scheme for summative assessments using HOTS ought to be created in a way that maximizes students' HOTS scores. It implies that the criteria from which the rubric is derived must take into account critical and creative thinking. During the evaluation, acquiring knowledge is not the only thing that students must do. But they have to imply their knowledge in novel situations, synthesize and generate new solutions, and produce new knowledge (Wilson & Narasuman, 2020).

### ***Previous study***

Study that examining HOTS in the test item that English teachers created for senior high school students are still few. Meanwhile, test item analysis can be carried out to enhance the findings in this field and help the curriculum. (Utami, et al, 2019). The first study in 2019 which is conducted by Putra and Abdullah, this study. attempted to determine how HOTS-based questions were used and what specific skills were included in the HOTS category in the English National Examination between 2013 and 2018. The researchers conclude that the English National Examination lacks a significant number of HOTS questions and that the level of HOTS included in the examination from 2013 to 2018 is merely the level of analysis. Second study was arranged by Narwianta, Bharati, and Rukmini in 2019, this study investigated the manifestation of higher order thinking skills in nationally standardized examinations demonstrated by senior high school 6 Semarang academic year of 2018/2019. Qualitative approach is used as the research design of the study while an analysis card is used as the research instrument. The results indicated that the percentage of HOTS including 22,22% in listening, reading, and writing questions fit to the BNSP criterion that there be roughly 10-15% of higher order thinking skills exam items in the academic year 2018–2019.

Pratiwi, et al in 2019, that analyzed how English teachers' summative assessments of eleventh grade students demonstrate Higher Order Thinking Skills (HOTS). Three English teachers from senior high schools in Bali participated in this qualitative research. The focus of this study was teacher-made summative assessment items for class XI Semester I in the 2018–19 academic year. It is discovered that the proportion of teacher-made tests that were based on HOTS was minimal and remained at the analyze (C4) cognitive level. Other researchers, Syahdanis, Sofyan and Yunita in 2021 which investigated the way in which HOTS are distributed in the English teacher-made test, how well the test aligns with the competencies in the English simplified syllabus, and why there aren't as many HOTS in the test. The study used qualitative design and concentrated on grade X and grade XI English teacher-made exams in the 2020–2021 academic year at Bengkulu City's Senior High Schools Numbers 6 and 11. The

findings indicated that the tests were pertinent to the English simplified syllabus, that HOTS had a smaller distribution than LOTS and MOTS, and that the teacher and student factors contributed to the reduced occurrence of HOTS in the English teacher-made test.

While based on the problems above the present study is proposed to answer two research question which are:

- (1) How higher-order thinking skills (HOTS) are represented on the English Summative Test items for twelve grade students which were designed by a senior high school teacher in Kota Bengkulu in the academic year 2022/2023?
- (2) What higher-order thinking skills which mostly appear on English Summative Test items for twelve grade students which were designed by a senior high school teacher in Kota Bengkulu in the academic year 2022/2023?

### **Research Methodology,**

This research used qualitative research design. Qualitative research is used to investigate and comprehend the meaning that individuals or groups associate with a social or human situation (Creswell, 2014). In addition, the investigation of human behaviors and underlying meanings via the use of qualitative research methodologies is transformative for the researcher as well as the participants (Wang, 2018). In document analysis the content can be in a variety of formats, including public records, books, letters, movies, or other papers. Bowen (2009) stated that document analysis is a methodical process for going over and assessing written and electronic documents (computer-based and information delivered over the Internet).

This study analyze d the English summative test items for twelve grade of senior high school students which were designed by teachers in Kota Bengkulu in the academic year 2022/2023. The data sample consists of five sets of English tests which were obtained from five senior high schools in Kota Bengkulu. They are both public or state schools. The samples chosen in random order from senior high school in Kota Bengkulu are senior high school number 1, 2, 4, 7 and 8. The table 1 below shows the school and the number of question items of the sample of this research

**Table 1. List of School Name and the Number of Question Items**

<b>Name of School</b>	<b>Number of Question Item</b>
Senior High School 1 Bengkulu	50 items
Senior High School 2 Bengkulu	40 items
Senior High School 4 Bengkulu	50 items
Senior High School 7 Bengkulu	50 items
Senior High School 8 Bengkulu	50 items
<b>Total Question Item</b>	<b>240 items</b>

Every set of English test questions consisted of fifty questions except for one school that is senior high school number 2 which only contains 40 items of questions. Every test item is a multiple-choice question with five possible answers. While, focus skill of the test questions was only on reading skill.

For gathering data of the study used a checklist and the indicator form as the research instrument. The instrument was designed based on the criteria from Bloom's revised taxonomy. Data analyzing was conducted in two phases, Once the test items were acquired, they were initially examined using Bloom's revised taxonomy's cognitive processes for LOTS and HOTS. Secondly, the question items are then divided into HOTS levels, which simply require analysis, evaluation, and creation in order to assess the particular HOTS component that frequently comes up on the test. Calculations were done to get the analysis's conclusion in percentages.

## Findings and Discussion,

### Findings

The data analyze d is the English Summative Test items of twelve grades senior high school in academic year 2022/2023 from five senior high schools in Bengkulu. Both of these five high schools are state or public schools. It consists of five sets of test items which are designed by the teacher of each school. The overall number of test items to be analyze d is 240 item questions. Every set of tests consists of 50 questions, but there was one high school where its test item consisted of only 40 questions. It was from SMAN 2 Kota Bengkulu. After analyzing the data it was found that from five English tests, all of the English test questions mostly represented LOTS rather than HOTS. For further information, the table 1 below displays the quantity of exam items and thinking skills that are covered.

**Table 1**

*The Frequency and Percentage of HOTS in English Summative Test for 12<sup>th</sup> Grade of Senior High School in Bengkulu in 2023*

School	Cognitive Skills	LOTS				HOTS	
		C1 remember	C2 understand	C3 Apply	C4 analyze	C5 evaluate	C6 create
SMAN 1	n	13	12	12	10	3	0
	%	26	24	24	20	6	0
	Total (%)	74				26	
SMAN 2	n	2	8	17	12	1	0
	%	5	20	42.5	30	2.5	0
	Total (%)	67.5				32.5	
SMAN 4	n	8	14	11	12	4	1
	%	16	28	22	24	8	2
	Total (%)	66				34	
	n	4	4	21	16	3	2

<b>SMAN</b>	%	8	8	42	32	6	4
<b>7</b>	Total (%)	<b>58</b>				<b>42</b>	
	n	7	9	17	16	0	1
<b>SMAN</b>	%	14	18	34	32	0	2
<b>8</b>	Total (%)	<b>66</b>				<b>34</b>	

Notes: \* n = number of questions  
 \*\* % = percentage of questions  
 \*\*\*total = percentage of LOTS and HOTS

Based on the table 1 above, it showed the result of this study that all of the cognitive level or skills that were presented by the test item questions from the five senior high schools, from remember skill, understand skill, apply skill, analyze skill, evaluate skill and create skill. On the other hand, cognitive skills which were mostly covered in the test item was the low level of thinking or LOTS, which consisted only of skill to remember, understand and apply. Furthermore, the high-level thinking skills which consisted of skill analysis, evaluation and creation were also presented in the test items but they were not dominant.

In the test items from SMAN 1 Kota Bengkulu it was found that the skill mostly used was remember skill (C1) with a percentage of 26%. The second most used skill involved of the two skills, they were the skill of understanding (C2) and the skill of applying (C3), they both had the same score in percentage of 24%. Next, the less skills represented were the skill of analyzing (C4) and evaluating (C5) which covered by percentage of 20% and 6% out of all 50 test items. While the skill of creating (C6) was zero in percentage means no item of 50 questions were covered for creating skill. Cognitive skills which were mostly covered in the test item were the lower order thinking skill or LOTS with a total percentage of 74% while the higher order thinking skill or HOTS only 26%.

The items test from SMAN 2 Kota Bengkulu was quite different, while other school items test consisted of 50 questions but SMAN 2 Kota Bengkulu only consisted of 40 questions. Whereas, the level of thinking skills which mostly appeared on the test questions was applying (C3), it was about 42.5 % in percentage. In the second position with 30% in percentage was analyzing. While, the third skill appeared was skill of understanding. It was about 20% in percentage. The least level of thinking skills appeared were the skill of remembering, it was about 5% in percentage and the skill of evaluating which showed 2.5% in percentage. While the skill of creating (C6) was like the item test from the previous school, SMAN 2 Kota Bengkulu item test also got zero in percentage which meant no item of 40 questions was covered for creating skill. Cognitive skills which were mostly covered in the test item was LOTS with a total percentage of 67.5% while HOTS only 32.5%.

The items test from SMAN 4 Kota Bengkulu, is dominated by the level thinking of understanding (C2), which is about 28%. In second place with a percentage of 24%, was the analyzing



skill. While in the third position, with a percentage of 22%, was applying, then it was followed by remembering skill with percentage number of 16% and evaluating skill with percentage of 8%. And for the last skill which least appeared was the creating skill about 2% in percentage. Cognitive skills which were mostly covered in the test item were the lower order thinking skill or LOTS with a total percentage of 66% while the higher order thinking skill or HOTS only 34%.

In the test items from SMAN 7 Kota Bengkulu it was found that, the skill mostly used was the skill of applying (C3) with a percentage of 42% almost similar with the previous school, SMAN 2 Kota Bengkulu. The second skill used mostly was analyzing skill or (C4) with percentage of 32%. The third and the fourth of the thinking level which appeared in the test were remembering skill and the skill of understanding, they both had the same score in percentage of 8%. Next, the two less thinking skills which appeared in the test were the skills of evaluating (C5) and creating (C6), they were represented by percentage of 6% and 4% from a total of 50 test items of question. Cognitive skills which were mostly covered in the test item was the lower order thinking skill or LOTS with a total percentage of 58% while the higher order thinking skill or HOTS only 42%.

For the last item the test was analyzed was from SMAN 8 Kota Bengkulu, applying skills (C3) accounted for 34% of the test items' total percentage of skills dominated appeared in the test items. Analyzing about a percentage of 32%, was the second cognitive skill mostly presented in the test. Next, understanding skill was in third place with about 18% in percentage, followed by remembering skill with percentage of 14%. The least skill which appeared was the skill of creating with 2% in percentage. While evaluating skill had zero percentage because there was no test item which represented this skill. Cognitive skills which were mostly covered in the test item was LOTS with a total percentage of 66% while HOTS only 34%.

It can be concluded that even though the number of percentages of each skill of all schools is varied, it was still dominated by the lower order thinking skills. Three schools consist of SMAN 2 Kota Bengkulu, SMAN 7 Kota Bengkulu and SMAN 8 Kota Bengkulu had similarity with the thinking skills which mostly represented in test item is the skill of applying (C3), while two other schools like SMAN 1, the highest frequency was on the skill of remembering, then in SMAN 4 was skill of understanding. The difference is also found between these five schools was on the skill of creating. The result showed that some schools which had not presented skill of creating in the test item like SMAN 1 and 2, while for the three other schools of SMAN 4, 7, and 8 the percentage skill of creating was the lowest one, which meant that the number of questions represented creating skill was only 1-2 item. Finally, as shown on the table above, the level thinking of HOTS was covered often on the test items was only analyzing skill and evaluating skill. Furthermore, HOTS which mostly appear on English test items on the English Summative Test for Twelve Grade which was designed by teachers of senior high schools in Kota Bengkulu in academic year 2022/2023 was the skill of analyzing. While, all LOTS were covered and dominated in the test items. Next part will present the discussion session about all the findings.

**Discussion**

Having an assessment is so essential to do after arranging teaching and learning courses. One of the common teacher's instruments to assess and measure students' progress and achievement is test. An appropriate test is necessary to get accurate and valid measurement. Given the significance of incorporating HOTS into the method of instruction in 21st-century classrooms it also should be reflected in the test items especially in English Summative Test items for twelve grade students as the summative test for student in the end of the study after completed the teaching and learning arrangement for three years as long as in the senior high school. The six cognitive levels (thinking skills level) by Anderson & Krathwohl (2001) which revised of the Bloom's taxonomy consist of the skill of remember, understand, apply, analyze, evaluate and create, HOTS category involves of the upper three of the taxonomy which only consist of analyze skill (C4), evaluate skill (C5), and create skill (C6). From the result as explained above it is known that the cognitive skills which were covered in the English Summative Test design by a teacher at school for the twelve-grade senior high school student was mostly dominated by the lower order thinking skill or LOTS, which consisted of skill remembering, understanding and applying. It was shown from the total score between LOTS and HOTS questions in the test item from the five schools that the LOTS percentage was higher than the HOTS one.

This result is considered quite equal with the findings of research conducted by Putra & Abdullah (2019). The aims of the research to investigate the frequently HOTS-based questions were used and what specific abilities were included in the HOTS level in the English National Examination between 2013 and 2018. The results showed that there weren't enough HOTS-based reading comprehension questions in the English National Examination for Indonesian senior high school students. In addition, Narwianta, et al in 2019 also found that the proportion of HOTS in the School Examination based on National standardization at Senior High School 6 Semarang in the academic year of 2018/2019 had shown that 22,22% met the requirement of BNSP. This result indicates that there is still a great deal of flexibility in the HOTS levels applied to all abilities in the nationally standardised assessment for English schools.

Meanwhile a study by Pratiwi, et al in 2019 showed the percentage of just 5.4% of eleventh-grade English teacher's summative evaluations using the HOTS framework were at the cognitive level of analysis (C4). The analysis's findings showed that the students' assessed cognitive levels were still in the Lower Order Thinking Skills (LOTS) category. As assumed by Syahdanis, et al in 2021, regarding their finding that on teacher-made English assessments for grades X and XI, HOTS received a lower distribution than LOTS and MOTS. They claimed that There are two potential causes for the decreased occurrence of HOTS in teacher-made English tests in schools: the instructors' perspective and the students' perspective. In this case the researcher believes that the problem is more to lead to the student's aspect. Since not all students can use HOTS, reducing the number of HOTS questions can help students

in providing accurate exam answers. It is also proved by the varied percentage of HOTS questions from five different schools which is not too significant.

The second finding of this study is that the HOTS which are mostly represented in the test item from the five schools are similar, that is the skill of analyzing. While the two others of HOTS which are the skill of evaluating and the skill of creating are still very low in the percentage. It was still limited to the level of thinking of evaluate skill (C5) and create skill (C6). The factor that causes this situation may come from the form of a test. The English Summative Test for Twelve Grade was designed as five-answer multiple-choice questions. It is quite difficult to integrate the higher thinking skill to multiple choice-question than the essay one. Like, Pratiwi, et al, (2019) claimed that this type of question requires students to guess the right response from the available possibilities. In addition, they also stated that when guessing the answer, students typically do not use a higher level of reasoning.

Multiple choice includes traditional tests but it is still widely used by teachers at school as the summative assessment instrument. Abosalem in Pratiwi, et al (2019) claims that because students only seem to convey the idea that responses are either correct or incorrect and are encouraged to memorize rather than analyze, standard exams are inefficient in assessing higher-order thinking skills or their capacity to handle novel and uncommon challenges. It causes the skill of evaluate and skill of create are rarely found in the test item since this level of skills are more suitable to assess in the form of writing tests like answering the essay questions.

### **Conclusion and Suggestion**

Regarding the cognitive levels refer to Bloom's taxonomy revised by Anderson & Krathwohl (2001) that is represented on the English test items for summative assessment for twelve grade students designed by English teacher in senior high school in Bengkulu, the findings indicated that cognitive abilities related to remember, understand, and apply remain more prevalent than higher-order thinking skills. Meanwhile, analyzing (C4) is the type of higher-order thinking skills which is mostly represented on the test items. In addition, the other types of higher order thinking skills, evaluating skill and creating skill also appear in the test items are found but the percentage of these two thinking skills are very low, even in some test items the thinking skill of creating (C6) is not found at all. Thus, it is suggested that in the future, that English teacher, especially in the level of senior high school as the designer of the summative item test at school should consider the fit proportion between the LOTS and HOTS on the test item. The test items must be sufficient to promote higher-order thinking skills to the students in order to stimulate them to develop the skills since HOTS are essential skills for providing our young generation to face the challenges of 21st-century issues.

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