

The Implementation of Teaching LOTS and HOTS in English Teaching-Learning Process in Senior High School

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Abstrak

Penelitian ini dirancang secara kualitatif. Penelitian ini bertujuan untuk mengetahui apakah penerapan keterampilan berpikir tingkat rendah dan keterampilan berpikir tinggi diterapkan dengan benar atau tidak. Penting juga untuk mengetahui bagaimana guru bahasa Inggris melaksanakan kegiatan yang termasuk dalam tingkat mengingat di kelas XI SMA, bagaimana guru bahasa Inggris melaksanakan kegiatan yang termasuk tingkat pemahaman di kelas XI SMA, bagaimana guru bahasa Inggris melaksanakan kegiatan yang termasuk level penerapan di kelas XI SMA, bagaimana guru bahasa Inggris melaksanakan kegiatan yang termasuk dalam menganalisa tingkat di kelas XI SMA, bagaimana guru bahasa Inggris melaksanakan kegiatan yang termasuk dalam menilai tingkat di kelas XI SMA, bagaimana guru bahasa Inggris melaksanakan kegiatan yang termasuk dalam menciptakan tingkat di SMA kelas XI. Subjek penelitian ini adalah seorang guru bahasa Inggris di sekolah menengah atas. Penjelasan dan deskripsi akan disajikan melalui observasi menggunakan catatan lapangan dalam beberapa pertemuan. Hasilnya adalah guru mengajarkan keterampilan mengingat, keterampilan memahami, menerapkan keterampilan, menganalisis keterampilan, dan menciptakan keterampilan. Sayangnya, guru tidak mengajarkan keterampilan mengevaluasi.

Kata Kunci: keterampilan berpikir tingkat rendah, keterampilan berpikir tingkat tinggi, guru bahasa Inggris.

Abstract

This study is qualitative-designed. This study is aimed to describe whether the implementation of lower-order thinking skills and higher-thinking skills are applied properly or not. It is also important to describe how English teacher implement activities that belong to remembering level in senior high school grade XI, how English teacher implement activities that belong to understanding level in senior high school grade XI, how English teacher implement activities that belong to applying level in senior high school grade XI, how English teacher implement activities that belong to analyzing level in senior high school grade XI, how English teacher implement activities that belong to evaluating level in senior high school grade XI, how English teacher implement activities that belong to creating level in senior high school grade XI. The subject of this study was an english teacher in senior high school. The explanation and description would be presented through obervation using fieldnotes in several meetings. The result was the teacher taught remembering skills, understtanding skills, applying skills, analyzing skills, and creating skills. Unforttunaely, the teacher did not teach evaluating skills.

Keywords: lower-order thinking skills, higher-order thinking skills, english teacher.

INTRODUCTION

In Indonesia, English is taught as foreign language. It is developed in order to teach students in Indonesia as international language. It is recommended to teach English using approach that can achieve the

purpose of the language teaching that is to communicate. Besides, in Indonesia, curriculum 2013 is developed which is aimed to encourage students in learning materials. It is including lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS).

Lower-order thinking skills (LOTS) is a basic skills that have to be acquired before students can reach higher-order thinking skills (HOTS). In lower-order thinking skills (LOTS), the most important thing that the materials can be remembered and comprehended. Remembering, Understanding, and Applying belong to the lower-order thinking skills (LOTS). Lower-order thinking skills (LOTS) is not enough for teaching-learning process. There should be Higher-order thinking skills (HOTS) in the atmosphere of teaching-learning process .

Higher-order thinking skills (HOTS) is a schema of how education construct critical thinking in for students. According to Gavin T. L. Brown (2004), some aspects such as the improvement of teaching-learning, school accountability, or students' accountability can affect students thinking skills. Analyzing, evaluating, and creating belong to higher-order thinking skills (HOTS).

Usmaedi (2017) conducted a research about lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) in elementary school. He wanted to know whether in that level, higher-order thinking skills is applied or not in the class. By observing the class, the result was higher-order thinking skills is less thought rather than lower-order thinking skills. Wardany (2017) analyzed test that given to ten grader in Senior high school. The result indeed too many lower-order thinking skills involved. While higher-order thinking skills is less than lower-order thinking skills.

In the school, many teachers make lesson plans that are integrated well between lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS). It is common that many teachers downloaded from the internet because it is easier and the information is provided there. Unfortunately, the implementation of lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) is not as good as the lesson plan. Lower-order thinking skills (LOTS) is more taught rather than higher-order thinking skills (HOTS). (Usmaedi, 2017).

Recently, the problem nowadays is most of the students have difficulties in doing higher-thinking test, mostly in the examination. It should be investigated whether in teacher's lesson plan is written higher-order thinking skills and implemented well or not. As it is known that before they can reach higher thinking process, the students must learn lower-order thinking skills first because lower-order thinking skills and higher-order thinking skills are unity that cannot be separated (Brown, 2004).

It is believed that some english teachers implement teaching higher-order thinking skills very

well in the class while some others not. In addition, the main problem is the teachers can teach lower-order thinking skills until higher-order thinking skills sistematically and eventually (Usmaedi, 2017). In brief, it should be analyzed whether the implementation of lower-order thinking skills and higher-thinking skills are applied properly or not. It is also important to know how English teacher implement activities that belong to remembering level in senior high school grade XI, how English teacher implement activities that belong to understanding level in senior high school grade XI, how English teacher implement activities that belong to applying level in senior high school grade XI, how English teacher implement activities that belong to analyzing level in senior high school grade XI, how English teacher implement activities that belong to evaluating level in senior high school grade XI, how English teacher implement activities that belong to creating level in senior high school grade XI.

The implementation of higher-order thinking does not always happen or vice versa. Brown (2001) suggest that teaching-learning process should be prepared well until higher-order thinking skills level. Teachers have to make adequate lesson plan for it. For instance, it will make good atmosphere for students. For these reasons, the research questions are formulated as follows:

1. To describe how English teacher implement remembering level in senior high school grade XI.
2. To describe how English teacher implement understanding level in senior high school grade XI.
3. To describe how English teacher implement applying level in senior high school grade XI.
4. To describe how English teacher implement analyzing level in senior high school grade XI.
5. To describe how English teacher implement evaluating level in senior high school grade XI.
6. To describe how English teacher implement creating level in senior high school grade XI.

This study is meant to describe how teacher implements higher-order thinking skills based on lesson plan grade XI. There will be an overview how higher-order thinking skills implemented in the classroom. It can be 1) there is higher-order thinking skills activities in lesson plan, but no implementation, 2) there is higher-order thinking skills activities in lesson plan and there is an implementation, 3) there is no higher-order thinking skills activities in lesson plan and no implementation. Moreover, this study will obviously give an description and explanation of overview how teacher use the steps in implementing higher-order thinking skills in teaching learning class. In fact, this study would give an evaluation

of teaching higher-order thinking skills. The scope of this study is the observation of the way teacher teach higher-order thinking skills based on lesson plan that has been made. The teacher becomes the only aspect that is focused. It focuses on the English class in senior high school grade XI.

METHODOLOGY

Research Design

This is a qualitative reseach. The purpose of this reseach is to describe natural data that occur in the classroom. The data obtained will be analyzed in dept. The analysis will be provided in descriptions. The descriptions would show the completely real teaching-learning process of higher-order thinking skills while the teacher implement it in the teaching-learning process (remembering, understanding, applying, analizing, evaluating, and creating). Then, the way the teacher teach will be obviously analyzed to see whether higher-order thinking is implemented or not. The researcher uses descriptive qualitative research to deal with that data for conducting this research.

The first research question is about remembering level that is the first step that teacher should teach the teaching-learning process. The second question is understanding level that teacher should teach the teaching-learning process. Next reseach question is about applying level that teacher should teach the teaching-learning process. After that, the reseach question is analyzing level that teacher should teach the teaching-learning process. The fift research question is evaluating level that teacher should teach the teaching-learning process. The last question is creating level that teacher should teach the teaching-learning process in the class. All of those data will be completely gained from observation that is conducted by the reseacher during the teacher is teaching English in the class. The reseacher only follow whatever the material that the teacher would teach in the class while the researcher do the observation whether the higher-order thingking is implemented or not at the same time during the teacher is teaching.

Reseach Setting

The setting of this reseach is an English classrom which the teacher teaches. It consist one English teacher and about 40 students in grade XI. The classroom has one LCD prjector, a white board and stationary needed in the class like spidol, eraser, ruler. The lassroom also has an air conditioner so that it will make students feel comfortable in learning materials.

Subject

The subject of this reseach is English teacher of Senior High School in Sidoarjo. The teacher is female English teacher who was graduated from State University of Surabaya. The age of the teacher is about 40 years old. She has taught in that senior high school for about

seventeen years. She already had course from the government like pelatihan K13, bimtek, and many more. The subject is choosen to know whether the teacher implement higher-order thinking skills in curriculum 2013 just like what government have asked.

Data and Source of Data

The data are whatever the teacher does in the teaching-learning process in the class including verbal and non-verbal behaviour of the teacher. Verbal beaviour of the teacher is what the teacher says. While non-verbal behaviour of the teacher is act and reach of the teacher in the classroom. For example, the teacher ask the students to analyze and find something that the students do not understand the text that involving compound-word. Some students are aware about it because it is not similiar with them. The teacher said, "Anyone you don't understand?", but no answer. Sudently, one student asked, "What is the meaning "pick up"?". The teacher answered, "good, that means "menjemput". one of the other students asked either, "Take care, mam?". The teacher answered, "Take means "menggambil", take care means "merawat".

Source of data of this study are from the implementations of lower-order thinking skills and higher thinking skills activities in the teaching learning process in senior high school grade XI that will be observed for several meetings. It will embrace six levels including lower-order thinking skills (LOTS) and higher thinking skills (HOTS). Those are remembering level, understanding level, applying level, analyzing level, evaluating level, and creating level.

Data Collection Technique

In this research, the researcher do observation to collect the data of how the teacher conduct the teaching-learning process (remembering, understanding, applying, analizing, evaluating, and creating). Kothari (2004) suggest observation is the technique that can be used for qualitative reseach to collect the data. Observation is set of information seeker, how the researcher does monitoring directly to what the researcher is interested in something without interfering the subject (Kothari, 2004).

The researcher uses the observation to record all of the activities of the teacher in the class to give a real and valid data. Moreover, it will avoid bias in collecting data (verbal and non-verbal) so that the data cannot be manipulated. Observation of this reseach is used by the researcher to describe natural data that occur in the classroom.

The researcher uses field notes in doing the observation. Field notes is useful for qualitative work because it will remind and record the behaviour and activities of the subjectt in the certain place (Susanto, 2015). Field nottes are god for researcher as evidece and proof to make an analysis and explanation of what the reseacher want to study.

Data Analysis

Researcher analyzes the data by using qualitative analytic strategies to understand verbal and non-verbal

behaviour of the teacher during teaching-learning process in the classroom. The purpose is to analyze the data that is collected from teacher deeply because the data collection techniques are completely relied on the in-depth qualitative.

Generally, in qualitative research, the steps will be data managing, describing, classifying, interpreting and reporting (Ary et al., 2010; Cohen et al., 2007; Creswell, 2007). After data obtained, the data will be reduced then will be analyzed in a form of explanation and description, the last, the will be interpreted as a conclusion (Susanto, 2015). For example:

- a) In remembering level, the teacher asked the students to read a conversation text. The action verb for this level is "read".
- b) In understanding level, the teacher asked the students to answer the questions after the students read a conversation text. The action verb for this level is "explain".
- c) In applying level, the teacher asked the students to do assignments. The action verb for this level is "do".
- d) In analyzing level, the teacher asked the students to analyze. The teacher did do this activity mostly, only sometimes. The action verb for this level are "analyze" and "show".
- e) In evaluating level, the teacher asked the students to do self and pair assessment.
- f) In creating level, the teacher focus on the conversation making for the students and example of compound words. Then, the students could demonstrate the conversation. Action verb used are "make" and "demonstrate" that belong to creating stage.

RESULTS AND DISCUSSION

The Classroom Learning Situation

The class consist of 40 students in grade XI. The classroom has one LCD projector, a white board and stationary needed in the class like spidol, eraser, ruler. The classroom also has an air conditioner so that it will make students feel comfortable in learning materials. The class also has many pictures as decoration in the class. The classroom is upstairs. It is in the corner of the second floor.

The subject of this research is focus on English teacher of Senior High School in Sidoarjo. The teacher is female English teacher who was graduated from State University of Surabaya. The age of the teacher is about 40 years old. She has taught in that senior high school for about seventeen years.

From the observation, it showed that the most of the students were paid attention to the teacher. They obeyed what the teacher asked to them. In fact, almost all of the students are good students. It makes the class seems so conducive, even though sometimes the students make some noise. The teaching learning process goes smoothly in this class. The teacher did not have to speak too loud because the students were so attentive when the teacher spoke.

The teacher did encouragement to the students to trigger them in to the teaching-learning process. The teacher did not give too much instruction or even explanation because the students were paid attention to the teacher. It makes the teacher teaches the students looks so smoothly and without obstacles.

Materials in teaching

In teaching learning process, the teacher used learning sheet from her textbook/handout and also material that the teacher found herself for the students. From the book, the teacher chose some pages that contain material simple interpersonal conversation text.

Implementations of LOTS and HOTS in the classroom

In this section, it will describe and explain deeper on the previous section. This part will show the result of the implementations of lower-order thinking skills and higher thinking skills activities in the teaching learning process in senior high school grade XI that have been observed for several meetings. It will embrace six levels including lower-order thinking skills (LOTS) and higher thinking skills (HOTS). Those are remembering level, understanding level, applying level, analyzing level, evaluating level, and creating level.

Teacher's way in teaching remembering level

Based on the data obtained by using field note in the observation process in the classroom, the researcher found some activities that can be showed as implementation of remembering level, the basic part of the lower-order thinking skills (LOTS).

The teacher asked the students to read a text from book. This activity keep continuing until 4 students read the text. The teacher said, "Dewi and Ayu, please read the text". The pointed students then read the text. Then, the teacher asked once again with different student, "Ginjar and dani, read the same text" While the students are reading the text, the other students would listen carefully. One student made small mistake in pronunciation, "I lake elephant." The teacher fix it directly, "Like, not lake".

The teacher ask the students to read a text. While reading, the other students would listen carefully. Then, the teacher asked the students to read a text from book. This activity keep continuing until 4 students read the text, same as in the previous meeting. The teacher said, "Doni and Amir, read the text, please". The pointed students then read the text. Then, the teacher asked once again with different student, "Ginan and Nora, read the same text" While the students are reading the text, the other students would listen carefully. One student made small mistake in pronunciation, "I want to buy klotes.". The teacher fix it directly, "Clothes, not klotes". The student again made mistake "...showes" The teacher fix it directly, "Shoes, not showes".

The teacher ask the students to read a text. What make it different is the teacher ask the students to read a text provided by the teacher. The teacher showed a conversation text using LCD projector. Then, the teacher asked the students to read a text from book.

While reading, the other students would listen carefully. The teacher did not point out the students. The teacher said, "Any volunteer? read the text, please?". Some students raising their hand and said, "Me, mam".

In this activity of the remembering level, the teacher asked the students to read a conversation text. The action verb for this level is "read". The researcher found this activity was taught mostly. Dialogue (1,2,3) indicated that the teacher did remembering skills. This skills belong to lower-order thinking skills (LOTS). In this case, it shows that the teacher ask the student to read. "Read" belongs to remembering level. this skills belong to lower-order thinking skills (LOTS). it is good to build the basic of knowledge of the students. It will make the students have something to learn. It is nice to build the background of knowledge of the students. Regettably, not all students are given a cahance to read the text. Only some students are pointed out to read the text in the book. Fortunately, the teacher gives correction when a student make mistake in pronunciation. Even though the mistake is small, the teacher pays attention on in. It is nice because the students will try to fix it again.

Teacher's way in teaching understanding level

Based on the data obtained by using field note in the observation process in the classroom, the researcher found some activities that can be showed as implementation of understanding level, the part after remembering level that still belong to the lower-order thinking skills (LOTS).

The teacher asked some the students to explain what the text talk about. At the first, no one of the students wanted to explain. Then, the teacher encouraged the students by asking questions. He teacher asked, "Ok, what is it all about?", Thus, the class answered in chorus. The teacher asked to answer by raising hand. One student raised his hand, "it is all about going to tthe zoo mam." After that, he teacher keep asking question to stimulate the students. the One by one, the students answer to tell what the text is all about.

For the other example, At the first,as usual, no one of the students wanted to explain. Then, the teacher encouraged the students by asking questions. The teacher then pointed one student one by one, but not all and gave question. The teacher said, "I will point out. Ok, Yanuar, what is the text all about?". The asked student answered, "Go to mall,mam". Then the following students, one by one, the students answer the teacher's questions.

The teacher said, "What is the text all about?". The students answered in chorus, "go to library". Then the teacher kept asking some question. The teacher said, "speaker A want to pick up speaker B by what?". The students in chorus answered, "motorcycle". The teacher continue asking, "what the librarian said to the speaker B?". the students answered, "take care the book".

In this activity of the understanding level, the teacher asked the students to answer the questions after the students read a conversation text. The action verb for this level is "explain". Dialogue (4,5,6) indicated that the teacher did understtanding skills. This skills belong to lower-order thinking skills (LOTS). The researcher

found this activity was taught mostly after the teacher asked the students have remembering level, reading a conversation text. Sometimes, the teacher did encouragement to stimulate the students to answer the questions. Sometimes, the teacher did encouragement to stimulate the students to answer the questions. The students are encouraged by the teacher to explain and answer by their own word in the understanding level. the students can explain by using their owns word about the text. "explain" is an action verb for understanding level in this activity that belong to lower-order thinking skills (LOTS). The students are encouraged well in this section. Even though the question that have been given by the teacher is not difficult, the teacher is good to stimulate the students. The teacher does good in "understanding level" even though not all students have this chance.

Teacher's way in teaching applying level

Based on the data obtained by using field note in the observation process in the classroom, the reseearcher found some activities that can be showed as implementation of applying level, the part after remembering level and understanding level that still belong to the lower-order thinking skills (LOTS).

The teacher had the students to have assignments. They have to do the task that are following the conversation that have been read by four students before. The first was short answer and the second one was true or false. The teacher said, " okey, after you read the conversation, please do the following task below. A (short answer) and B (true or false)". The students answered, "yes mam".

For other example, the teacher had the students to do assignments too, but with different tasks. The first one was short answer like completing the sentences and the other one was jumbled sentences so that the students can rearrange them into a good conversation text. They have to do the task that are following the conversation that have been read by students . the teacher said, "okey, after you read the conversation, please do the following tasks below (completing sentences) and (jumbled sentences)". The students answered, "yes mam".

The researcher found this activity was taught mostly after the teacher asked the students have remembering level (reading a conversation text) and understanding level (answering questions from the teacher). The students are asked to do assignments. It is good because after having remembering skills, andnerstanding skills, then the students have the applying skills that belong to lower-order thinking skills (LOTS). The action verb that is used for the "applying skills" is "do". The assignments are not hard to do because the assignment are short answer just like the teacher has done in the "understanding skills" and the other one is true or false. The students have to use their prior knowledge to answer in the completing the sentences and the other one is jumbled sentences so that the students can rearrange them into a good conversation text so that they can apply their knowledge in the tasks.

Teacher's way in teaching analyzing level

Based on the data obtained by using field note in the observation process in the classroom, the researcher found few activities that can be showed as implementation of analyzing level, the part after remembering level, understanding level and applying level. This part belong to the higher-order thinking skills (HOTS).

The teacher start to discuss about the assignments, but not all. The teacher point one student one by one to read the question and try to answer it. If it is correct, the teacher ask why and if it is not correct, the teacher ask why either. The teacher said, "Good. Can you show me?".

The other example is the teacher ask the students to analyze and find something that the students do not understand the text that involving compound-word. Some students are aware about it because it is not similar with them. The teacher said, "Anyone you don't understand?", but no answer. Suddenly, one student asked, "What is the meaning 'pick up'?". The teacher answered, "good, that means 'menjemput'. one of the other students asked either, "Take care, mam?". The teacher answered, "Take means 'mengambil', take care means 'merawat'". In this activity of the analyzing level, the teacher asked the students to analyze. The teacher did do this activity mostly, only sometimes. The action verb for this level are "analyze" and "show". The first, the students are encouraged by the teacher to analyze the text. The level taught here is "analyzing level". This belong to higher-order thinking skills (HOTS). The action verb used is "analyze" because the students can know the expression that two words with different meaning combined into one word that has new meaning. The second, the teacher and the students have the way in giving opinion whether it is strenght if it is correct. Teacher encourage the students and ask why to make the students analyze the conversation text clearly. The students will be stimulated to find the proof for their answer if they are pointed out by the teacher. The action verb used is "show" (strenght or weakness) in "analysing skills" that belong to higher-order thinking skills (HOTS).

Teacher's way in teaching evaluating level

Based on the data obtained by using field note in the observation process in the classroom, the researcher found none of any activity that can be showed as implementation of evaluating level, the part after remembering level, understanding level, applying level, and analyzing level. This level belong to the higher-order thinking skills (HOTS).

In this evaluating level, the teacher did not do anything to do some evaluation. The researcher found this activity was not taught during the researcher did the observation using field notes for several meetings.

Teacher's way in teaching creating level

Based on the data obtained by using field note in the observation process in the classroom, the researcher found some activities that can be showed as

implementation of creating level, the part after remembering level, understanding level, applying level, analyzing level, and evaluating level. This level belong to the higher-order thinking skills (HOTS). This is the highest part of teaching-learning process and it could be considered as optional, means that it can be taught or not, but in the level of senior high school it will be better if it is taught by teacher.

The classroom activity for this meeting was making conversations and presentations. The students were divided into ten groups, each of the group consist of 3 students. There are about 30 students in the class I observed. Each of group was assigned to make conversation whic topics were up to the students as long as the topics still related to school or education. The teacher said, "Ok, now, you have to make interpersonal text". The students said, "yes,maam". Then the teacher said, "Now, you devide into 10 groups. Each group consist 3 students." The teacher allow the students to have internet as the source, but the teacher also remind them to do not cheat. After that, The teacher asked them to make coversation. The teacher asked the students to come forward to demonstrate the conversation. Then, the students demonstrated the conversation they had made in front of the class.

The students were asked to make sentences that include compound word. The students are asked to come forward one by one and make some sentences on the white board so that they will understand clearly. The teacher said, "Now, make sentence using compound-word. Then, come forward to write down the sentence" the students said, "yes mam" (13).

It seems that the teacher go to creating level that belong to higher-order thinking skills (HOTS). Action verb used are "make" and "demonstrate" that belong to creating stage. The teacher focus on the conversation making for the students and example of compund words. Then, the students could demonstrate the conversation. Dialogue (11,12,13) indicated that the teacher did creating skills. This skills belong to higher-order thinking skills (HOTS).

In this creating level, the teacher did some activities such as making something then demonstrate it. The researcher found this these kinds of ctivities were taught during the researcher did the observation using field notes for several meetings. The action verb for this level are "make" and "demonstrate". The activities are making conversation and demostrating conversation. The other example is the students are asked to make a sentence and then come forward to write it down on the white board. In this case, the teacher go to creating level by asking the student to create the sentence. In general, from the fieldnotes that have been used in the observation, the researcher can conclude the implementation of lower order thinking skills (LOTS) and higher-order thinking skills (HOTS) in the classroom as follow:

Table 1. Overall Result

Level Thought	Action Verb Used	Activity(S)
Remembering	√ • Read	• Read a conversation text that provided by teacher using LCD projector and book
Understanding	√ • Explain by own word	• The teacher encourage the students by asking question to know the understanding of the students
Applying	√ • Do	• The teacher ask the students to do assignment based on the text
Analizing	√ • Analyze • Show weakness and strenght	• The teacher ask the students to analyze compound word that exist on the text • The teacher ask the students to show weakness or strenght based on the text.
Evaluating		
Creating	√ • Make • Demonstrate	• Make sentence using compound word on the board • Making conversation • Demonstrating conversation

Conclusion

From the finding of the study that have been discussed in the previous chapter, there are several conclusions that can be taken from the teacher's activities while implementing remembering level, understanding level, applying level, analyzing level, evaluating level and creating level.

Firstly, the teacher's way in teaching lower-order thinking skills and higher-order thinking skills in the

implementation of teaching-learning process in senior high school is not in sequence. It should be in order start from lower-order thinking skills to higher-order thinking skills in the implementation of teaching-learning process. Start from remembering skills, understanding skills, applying skills, analyzing skills, evaluating skills and creating skills, but the teacher did creating skills in the first meeting.

Secondly, the teacher only used only one or two action verbs in each level from remembering skills, understanding skills, applying skills (lower-order thinking skills) and analyzing skills, creating skills (higher-order thinking skills). Unfortunately, the teacher had not implemented any in evaluating skills.

In general, the teacher implemented skills that involved lower-order thinking skills and higher-order thinking well from remembering skills, understanding skills, applying skills, analyzing skills, and creating skills and did not implemented evaluating skills.

Suggestion

It is suggested that teachers, researchers and many people who deal with implementation of lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) have to really understand the point and the essence of each level in lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS), start from remembering skills, understanding skills, applying skills, analyzing skills, evaluating skills and creating skills.

Then, the teachers, researchers and many people who deal with implementation of lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) must pay attention in implementing lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) in sequence and properly.

For the other researchers who want to conduct similar research, it is suggested that they should focus on the teacher's understanding and perception of lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) or how the teacher make a lesson plan based on lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS) properly.

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