

ANALYSIS OF HOTS-BASED ENGLISH LESSON PLAN MADE BY PPG STUDENTS OF UNESA

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Abstrak

Aktivitas berpikir dibagi dalam dua fase, yaitu berpikir tingkat rendah (LOTS) dan berpikir tingkat tinggi (HOTS). Terdapat 6 tahapan dalam LOTS dan HOTS, diantaranya adalah mengingat, memahami dan menerapkan untuk LOTS dan menganalisis, mengevaluasi dan mencipta untuk HOTS. Akhir-akhir ini, pemerintah mewajibkan HOTS dimunculkan dalam pembuatan RPP. Tetapi, banyak fakta dilapangan menunjukkan bahwa guru-guru belum memahami bagaimana untuk membuat RPP yang mengandung HOTS di dalamnya. Metode yang digunakan adalah teks analisis dalam penelitian kualitatif. Ini dikarenakan tujuan penelitiannya adalah untuk mendeskripsikan konten HOTS di dalam indikator, kegiatan pembelajaran dan lembar kerja siswa dalam RPP. Terdapat 5 RPP yang dibuat oleh mahasiswa PPG UNESA sebagai objek penelitian. Untuk menjawab tiga rumusan masalah tersebut, instrument yang digunakan adalah ceklis. Dalam pengumpulan data, peneliti menemui dosen dari mata kuliah Pengembangan Materi di PPG UNESA, lalu meminta RPP mereka sebagai tugas dari dosen. Lalu dalam pengolahan data, peneliti menginteporetasikan data dengan instrumen yang telah disediakan. Hasilnya menunjukkan dari 5 RPP hanya ditemukan 1 – 3 indikator yang mengandung HOTS. Umumnya dari tahapan mencipta dan KKO yang paling sering digunakan adalah membuat dialog. Untuk kegiatan pembelajaran, terdapat 2 sampai 5 aktivitas yang mengelaborasi HOTS. Hampir sama dengan sebelumnya, tahapan yang paling sering muncul adalah tahapan mencipta. Terakhir, untuk lembar kerja siswa ditemukan 2 sampai 4 latihan yang mengintegrasikan HOTS di dalamnya. Rata-rata HOTS yang ditemukan berasal dari kompetensi dasar 4 untuk tahapan mencipta.

Kata Kunci: HOTS, RPP, indikator, kegiatan pembelajaran, lembar kerja siswa.

Abstract

Thinking activity is divided into two phases, namely Lower Order Thinking Skill (LOTS) and Higher Order Thinking Skill (HOTS). There are six aspects of LOTS and HOTS. They are remembering, understanding and applying for LOTS and analyzing, evaluating and also creating for HOTS. Nowadays, HOTS should appear in the content of the lesson plan. As a fact in the field, there are so many teachers who did not understand how to write a lesson plan with HOTS properly. The method of the study was text analysis in qualitative research because this study was aimed to describe the content of HOTS in the indicators, teaching scenario and also the students' worksheet of the English lesson plan. There were 5 lesson plans that were made by the students of PPG UNESA as the object of the study. To answer those three research questions, the instrument was a checklist. In collecting the data, the researcher met the lecturer of Pengembangan Materi course in PPG; got the students' lesson plan as the assignment from the lecturer. Then, in analyzing the data the researcher interpreted it with the provided instrument. The result showed that among 5 lesson plans had only 1 until 3 indicators that contained HOTS. Mostly, it was in creating stage and the verb that was used was making a dialog. For the teaching scenario, there were among 2 until 5 activities which elaborated HOTS in it. Almost the same, the most stage that appeared was creating stage. Finally, for the student's worksheet, it was found 2 until 4 exercises which integrated HOTS. Mostly the HOTS that was found in the lesson plan comes from basic competence 4 in the creating stage.

Keywords: HOTS, lesson plan, indicator, teaching scenario, students worksheet.

INTRODUCTION

Thinking is a mental activity that is done by people when they face a problem. It also helps people to solve the problem, or even fulfill their curiosity desire. Then, it can be concluded that when people try to solve the problem by understanding the problem and making a decision, it means that they are doing thinking activity (Heong, 2011).

Thinking activity is divided into two phases, namely Lower Order Thinking Skill (LOTS) and Higher Order Thinking Skill (HOTS). Higher order thinking skill is defined as the use of the mind to discover new challenges (Heong, 2011). According to the newest revision of Bloom's Taxonomy, there are six aspects in the cognitive domain of low order thinking skill and high order thinking skill. There are remembering aspect (C1), understanding aspect (C2) and applying aspect (C3) for low order thinking skill and analyzing aspect (C4), evaluating aspect (C5) and also creating aspect (C6) for high order thinking skill (Krathwohl & Anderson, 2001).

In the process of the building higher order thinking skill or HOTS, the school has to make or even develop the learning component that is not oriented into lower order thinking skill only but also to higher order thinking skill (Krathwohl, 2001). Pratiwi (2014) states that there are many schools that focus their learning activities into remembering stage only to get higher score in daily routine. One of the components that are mentioned is the lesson plan or Rencana Pelaksanaan Pembelajaran (RPP). The lesson plan is a plan of the learning procedure or organization that is made to reach the learning objectives of the school (Anderson, 1997). It is made based on the syllabus, learning textbook, and also the teacher's guide book. According to Permendikbud No. 22, 2016, lesson plan had several characteristics. These characteristics should appear in the lesson plan. They are:

- a. Interactive and inspiring,
- b. Fun, challenging and motivate the students to participate actively,
- c. Contextual and collaborative,
- d. Providing a place for creative, initiative and learners' independence, and
- e. Suit to the learners' talent, interest, ability, and physical and physiological development.

In K-13 lesson plan or RPP Kurikulum 2013, there are some important components that are needed to realize a good teaching-learning process. They are the indicators or Indikator Pencapaian Kompetensi (IPK), the learning activities and also the development of the materials (Kemendikbud, 2016). Those three components should be well-prepared before doing the teaching-learning process.

The newest regulation according to the Permendikbud stated that HOTS or Higher Order Thinking Skill should

be included in the lesson plan of K-13 or Curriculum 2013. The verbs that are used in the lesson plan should use Higher Order Thinking Skill's action verb based on Bloom's Taxonomy. There are six levels of thinking skill which have different action verbs for each level.

As a fact in the field, there are so many teachers who did not understand how to write a lesson plan properly. They just wrote the lesson plan without paying attention to the HOTS indicators. As an example, one of the indicators in the lesson plan uses the word understanding "*memahami*" which is the word "*memahami*" cannot be measured in the assessment. This condition is very bad for further education.

PPG "Pendidikan Profesi Guru" or Teaching Professional Development is a continuity program after graduating from undergraduate program. According to UU No 20/2003 about National Education System, professional education is an education after an undergraduate program that prepares the students to have a job with a special skills requirement. The aims of PPG program are to produce the teacher candidates who have the competence in planning, implementing, assessing learning, following up the result of assessment, conducting a guidance, training the students, conducting research and being able to develop professionalism in a sustainable manner. So, as a future teacher, they are trained to write a lesson plan properly. If they do not know how to write it properly, the teaching-learning process will not reach a maximum target. This data is also supported by some previous studies.

Previously, there are some researches which have been done related to HOTS in the lesson plan. One of them has been done by Mitri in 2016. In her research, she focused her research on the lesson plan made by economic teachers of Senior High School 8 Yogyakarta. For the result, she found out that some of the lesson plans arranged by the teacher did not contain the indicators of Higher Order Thinking Skills. She also wrote that most of the lesson plan only use Lower Order Thinking Skill's action verb.

Regarding some of the previous researches related to this topic, the writer also wants to investigate the Higher Order Thinking Skill in English lesson plan. Personally, the researcher is interested in this topic because the Higher Order Thinking Skill is a hot issue in the educational field nowadays. Especially after the government made a regulation that every lesson plan should contain HOTS in it. Although there are some studies before about HOTS, one thing that distinguishes this research with another is that this research focused on the lesson plans that are made by the students of PPG UNESA as a qualified future teacher.

For the above reasons, the research questions that have to be answered, in line with the problem stated above, are formulated as follows:

1. How is HOTS formulated in the indicators of English lesson plan made by PPG students?
2. How is HOTS elaborated in the teaching scenario of English lesson plan made by PPG students?
3. How is HOTS integrated in the student worksheet of English lesson plan made by PPG students?

RESEARCH METHODOLOGY

In line with the explanation of the previous chapter, this study is designed based on qualitative research. Qualitative research is a research which relies on the narrative or words to describe the setting, behavior, and the activity in the real setting (Ary et al. (2010). The objects of this study are five lesson plans that are made by a group of students in a class of 2017 PPG students of State University of Surabaya or UNESA which consists of 32 students. The researcher chose the PPG UNESA students who made it because UNESA is one of the best educational university in Surabaya that conducts PPG program. In the future, PPG students are expected to be a good teacher. Thus, by conducting this research, the lesson plans are analyzed to know the content of Higher Order Thinking Skill or HOTS in the indicators, the teaching scenario and also the student's worksheet. The data of this study are in the form of words, phrases, and sentences. The source of data is from the lesson plan made by PPG students in Pengembangan Materi course. To analyze the students' work, this study used a checklist as the guided instrument. The checklist is made based on the table of the revision of Bloom's taxonomy. The checklist is used to analyze the content of HOTS in English lesson plan. In collecting data, the students and the lecturer did the teaching and learning process just like usual. There was no special treatment for students and also the lecturer. There was no intervention from the researcher too. After finishing the teaching and learning process, the lecturer gave an assignment to the students to make a lesson plan. For the next meeting, the students had to collect the lesson plan by email to the lecturer. Then, the researcher asked the lecturer a copy of the students' lesson plan to be analyzed for this research. Last, for analyzing the data, the researcher interpreted the data with the provided instrument.

RESULT AND DISCUSSION

Result

Among some lesson plans, the researcher only chose 5 of them to be analyzed. They belong to 1 group. The researcher gave the number to the chosen lesson plan to

ease the analysis process. There are three parts of the explanation. The first part explained the formulation of HOTS in the indicators, the second part is about the formulation of HOTS in the teaching scenario and the last part is about the integration of HOTS in the students' worksheet of the English lesson plan made by PPG Students.

Table 1.
The analysis of the indicator of the lesson plan

LP	Indicator with HOTS	Action Verb	Classification of HOTS
1	2	<i>Mendiagramkan, Menyusun dialog</i>	Analyzing Creating
2	1	<i>Menulis</i>	Creating
3	3	<i>Menganalisis, Menginterpretasikan, Membuat</i>	Analyzing Evaluating Creating
4	2	<i>Menganalisis, Menyusun teks</i>	Analyzing Creating
5	3	<i>Mengorganisasikan, Menulis kerangka, Menyusun teks</i>	Analyzing Creating Creating

*LP= Lesson Plan

Based on the data, some indicators are found with HOTS in these lesson plans. In one lesson plan, it contains 1 until 3 indicators with HOTS in it. Most of HOTS indicators appeared in the indicators of basic competence 4. The analyzing stage and creating stage are the stages that appeared most. All lesson plans have creating stage as the last indicator of the lesson plan. The action verb that is used most is *menyusun* as the action verb of creating stage.

Table 2.
The analysis of the teaching scenario of the lesson plan

LP	Activities with HOTS	Action Verb	Classification of HOTS
1	5	<i>Mendiagramkan, melengkapi dialog, menyusun kalimat acak, menyusun dialog</i>	Analyzing Creating Creating Creating

2	2	<i>Menulis, menyusun</i>	Creating Creating
3	6	<i>Membandingkan, mengklasifikasikan, menganalisis, menginterpretasikan, merencanakan, membuat</i>	Analyzing Analyzing Analyzing Evaluating Creating Creating
4	3	<i>Menyusun acak, membuat dialog singkat, menyusun teks</i>	Creating Creating Creating
5	3	<i>Mengurutkan, membuat kerangka, membuat dialog</i>	Creating Creating Creating

In this part, some activities of the teaching scenario have already contained HOTS. There are few activities that include HOTS. In average, each lesson plan contains 2-6 HOTS. Creating stage is the most appeared stage of HOTS in the teaching scenario. The action verb that is used most is *membuat*.

Table 3.

The analysis of the students' worksheet of the lesson plan

LP	Exercises with HOTS	Action Verb	Classification of HOTS
1	4	Write the expression, Complete the dialog, Arrange the jumbled, Write a dialog	Analyzing Creating Creating Creating
2	2	Write a short dialog, make a dialog	Creating Creating
3	3	Complete the sentence, Create the greeting card, Make the greeting card	Creating Creating Creating
4	2	Arrange the sentences,	Creating

		create a short dialog	Creating
5	3	Arrange the jumbled, use mind mapping	Creating Creating

Higher Order Thinking Skill content has appeared in some exercises in the analyzed student worksheets. From 5 lesson plans, lesson plan 2 and 3 have very little HOTS exercise in the students' worksheet. While the other lesson plans contain 3 or more exercises. Most of the exercises are included in creating stage as the HOTS.

The Higher Order Thinking Skill or HOTS exercises of the students' worksheet of this lesson plan mostly are integrated with the indicators for skill basic competence or *Kompetensi Dasar Keterampilan*. None of the exercises are found for basic competence 3.

Discussion

HOTS formulated in the indicator of the lesson plan

According to Badan Standar Nasional Pendidikan (2010) in Pedoman Pengembangan Indikator, there are some terms and conditions in formulating the HOTS indicators in a lesson plan. They are, (1) the sentence must be simple and clear; (2) It has one meaning only, (3) It also contains one action for every indicator; (4) Each basic competence is elaborated at least into 3 indicators; (5) it uses operational verb based on Bloom's Taxonomy, and (5) it can be measurable. Based on the result of the study, it is found that all the analyzed lesson plans include the higher order thinking skill content in it.

In terms of the use of the operational words based on the revision of Blooms' Taxonomy by Anderson (2001), each lesson plan has at least 2-4 indicators which formulated HOTS in it. Only lesson plan 2 which has only 1 indicator that contains HOTS. It will cause a lack of HOTS content in the indicators of the lesson plan. Most of HOTS indicators appeared in the basic competence 4. No one of the indicator of basic competence 3 which contain higher order thinking skill.

In terms of the writing of the indicators, among all the sentences written in the lesson plan, none of them using a simple sentence. Most of them use repetitive, complicated and long sentences. And also, some of the indicators are found that contain more than one action. For example, in lesson plan in lesson plan 1, indicator 3.1.1, it is stated that the indicator will explain about the interpersonal text in a form of written and spoken. The researcher also found that some lesson plans do not reach the minimum number of elaborating indicators. According to Badan Standar Nasional Pendidikan (2010) in Pedoman Pengembangan Indikator, one basic competence should be elaborated into at least three indicators. It can be found at lesson plan 2 that basic competence 4.2 only has one indicator. Last, a good indicator must be measurable, but in lesson plan 2,

there is one indicator that is not measurable because it uses the verb “memahami”. Instead of using *memahami*, it can be replaced with another operational verb that represents the purpose.

HOTS elaborated in the teaching scenario of the lesson plan

Teaching scenario activity is a process of series activities of teacher and students in the educative situation to achieve a certain goal. It is also a process of learning and teaching activities in a classroom (Arikunto, 2006). Based on the result of the study, it was found that the PPG students have already put the series of teaching scenario in order, it started from the easiest one until the hardest activity. Some of the analyzed teaching scenarios are contained Higher Order Thinking Skill (HOTS) activities. Among the 5 lesson plans analyzed, each of them mostly has 5 until 6 activities that include HOTS in it. Only lesson plan 2 which has only 2 HOTS activities. Mostly, the HOTS activities that are involved are in the creating stage. The use of verb *melengkapi*, *menyusun*, and *membuat/ menulis* are the most common HOTS's verb that appeared in the lesson plan as the closing of the main teaching scenario part. This teaching scenario also met the principle as Permendikbud No. 22, 2016 stated. There are several principles in HOTS learning activities. They are (1) the students are facilitated to find out. Here in the teaching scenario of the lesson plan, it can be found that the students have to find their own problem and have to solve it too. For example, in lesson plan 1, the students are given some examples of the dialogues and they have to ask about the expressions of the highlight. Then, they have to identify and analyze the text given by the teacher to solve the problem that they don't understand. (2) the students learn from many sources. Not only learning from the books and the teacher, but also the students can the knowledge from the video on the internet like in the lesson plan 2. The students watch the video about the use of “can”. (3) It uses a scientific approach. Almost all the analyzed lesson plans use this method. It begins with observing and asking, then collecting information, associating, and communicating.

HOTS integrated in the students' worksheet of the lesson plan

Based on the result of the study, the integration of HOTS in the students' worksheet of the lesson plan needs more improvement. The number of exercise in students' worksheet that contains HOTS is very limited. Among several exercises, there are only 2 until 4 exercises which included HOTS in it. And also the content of HOTS in this analyzed student's worksheet is only limited in basic competence 4. There is no exercise of basic

competence 3 or knowledge which contain Higher Order Thinking Skill. All exercises for basic competence 3 are for lower order thinking skill. For example, for the students' worksheet of lesson plan 5, start from exercise 1 until 4 are for LOTS. The students' only have to read, list, and identify. While for exercise number 6 until 8, it involved the students to think harder. It asked the students to arrange the jumbled paragraph which is the first step of creating stage. Then it is continued with mind mapping and as the final stage, the students have to write their own recount text based on the students' personal experience.

CONCLUSION AND SUGGESTION

Conclusion

First, the PPG students had put the HOTS in the indicators of the English lesson plan. Among 5 lesson plans, there is only 1 lesson plan that contains less HOTS in the indicator than the other lesson plan. By choosing the right HOTS operational verb based on Bloom's taxonomy, it can be revised. Most of the indicators that contain HOTS are the indicators for basic competence 4 or skill basic competence. No one put the HOTS in the basic competence 3. Further, there are some points that must be concerned in writing the indicators, they are the simplicity of the sentence, the clearness, the ambiguity, the number of the indicators for every basic competence and also the action in the indicators that should be one action for one indicator.

Second, the HOTS can be found in the teaching scenario of the analyzed English lesson plan. The students already put the order of series activities which begin from the easiest on until the hardest one. The HOTS activities mostly appeared at the end of the teaching scenario in the creating stage. The verb “writing” is the most common verb that is used in the teaching scenario

Last, the integration of higher order thinking skill in the students' worksheet needs more improvement. The number of exercise in students' worksheet that contains HOTS is very a little. Among several exercises, there are only 2-4 exercises which included HOTS in it. And also the content of HOTS in this part is only limited in basic competence 4. There is no exercise of basic competence 3 or knowledge which contain Higher Order Thinking Skill.

Suggestion

In writing a lesson plan, PPG students should concern the content of HOTS in the indicator, teaching scenario and also students' worksheet. The number of HOTS content in the lesson plan is still a little. It will be better if they add more content, activities and also exercises which

include HOTS in it. It will train the students to think harder and get used to think critically.

Lastly, based on the findings of this study, the researcher found out that there are possibilities for the future researcher to conduct a research-related with Higher Order Thinking Skill in Lesson Plan. Due to the limitation of the study, the researcher only analyzed three elements of the lesson plan namely, the indicator, the teacher scenario, and the students' worksheet. For further research, it can be a good topic to focus on another variable. For example, the formulation of Higher Order thinking Skill or HOTS in the objectives of the lesson plan or even the assessment in a lesson plan. Thus, the result can complete this research as the previous study.

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