
HIGH ORDER THINKING SKILL (HOTS) QUESTIONS ON LEARNERS' WRITING ABILITY OF REPORT TEXT AT EFL OF FKIP UNIVERSITAS HKBP NOMMENSEN

^{1*)}Dumaris E. Silalahi, ²Partohap S. R. Sihombing, ³Herman, ⁴Lydia Purba
^{1,2,3,4}English Education Department Lecturer, Faculty of Teacher Training and
Education, Universitas HKBP Nommensen, Medan, Indonesia
^{*}Corresponding author, e-mail: ^{*)}dumaris.silalahi@uhn.ac.id,
partohap.sihombing@uhn.ac.id, herman@uhn.ac.id, lydia.purba@uhn.ac.id

Abstract

This research presents to investigate HOTS question on learners' writing ability. It intends to find out the extent of the application HOTS question in improving the EFL learners' writing ability at report text. Learners' writing of report text ability will be measured after giving treatment. The treatment is introducing HOTS questions through teaching. The treatment is given to one class as experiment. Treatment is done after giving a pre-test to experiment class. Then post-test is given after doing treatment. The pre-test and post-test is also given to one class as control class. Both experiment and control class is the participant of this research. They are the EFL learners at sixth semester at academic year of 2020/2021 at FKIP Universitas HKBP Nommensen. The participants consist of thirty learners at experiment class and thirty learners also at control class. The same number of participants in each class is based on the policy in this university. In every academic year there are parallel classes so the participants are taken randomly because all the learners have the opportunity as this research to be participants. Data is gathering from learners' scores. The score is taken from EFL learners' ability in writing report text. Data is taken by giving pre-test, treatment, and post-test to participants. Then quantitative research design is used to analyze the data. T-test is used to measure the extent of HOTS question on EFL learners' writing of report text. Data analysis shows that t-test is 4,0003 and t-table is 1,671. It indicates that the application of HOTS questions in teaching writing give good contribution into this research participants. It means that the application of HOTS questions affect EFL learners' writing ability, especially in writing report text.

Keywords: efl, HOTS questions, report text, writing ability

Abstrak

Penelitian ini hadir untuk menginvestigasi soal HOTS terhadap kemampuan menulis siswa. Hal ini bertujuan untuk mengetahui sejauh mana penerapan soal HOTS dalam meningkatkan kemampuan menulis siswa EFL pada teks laporan. Kemampuan menulis report text peserta didik akan diukur setelah diberikan treatment. Perlakuannya adalah mengenalkan soal HOTS melalui pengajaran. Perlakuan diberikan pada satu kelas sebagai eksperimen. Perlakuan dilakukan setelah memberikan pre-test ke kelas eksperimen. Kemudian post-test diberikan setelah melakukan treatment. Pre-test dan post-test juga diberikan kepada satu kelas sebagai kelas kontrol. Baik kelas eksperimen maupun kelas kontrol menjadi partisipan dalam penelitian ini. Mereka adalah mahasiswa EFL semester enam tahun ajaran 2020/2021 di FKIP Universitas HKBP

Nommensen. Peserta terdiri dari tiga puluh peserta didik di kelas eksperimen dan tiga puluh peserta didik juga di kelas kontrol. Jumlah peserta yang sama di setiap kelas didasarkan pada kebijakan di universitas ini. Pada setiap tahun ajaran ada kelas paralel sehingga pesertanya diambil secara acak karena semua peserta didik memiliki kesempatan seperti penelitian ini untuk menjadi peserta. Data dikumpulkan dari skor learners. Skor tersebut diambil dari kemampuan peserta didik EFL dalam menulis teks laporan. Pengambilan data dilakukan dengan memberikan pre-test, treatment, dan post-test kepada peserta. Kemudian desain penelitian kuantitatif digunakan untuk menganalisis data. T-test digunakan untuk mengukur sejauh mana pertanyaan HOTS pada penulisan teks laporan peserta didik EFL. Analisis data menunjukkan bahwa t-test adalah 4,0003 dan t-tabel adalah 1,671. Hal ini menunjukkan bahwa penerapan soal HOTS dalam pengajaran menulis memberikan kontribusi yang baik kepada peserta penelitian ini. Artinya penerapan soal HOTS berpengaruh terhadap kemampuan menulis EFL peserta didik, khususnya dalam menulis teks laporan.

Kata kunci:

Katakunci: efl, soal HOTS, teks laporan, kemampuan menulis

How to Cite: Pertama, P. dan Kedua,P. (2021). Judul Penelitian. *Jurnal Dinamika Pendidikan*, 14(1): pp. XX-XX. DOI: 10.1007/10.33541-XX-0000-00

Introduction

Writing is the media of communication. It is one of English skill which has action of creation in exploring ideas. Writing has unique message from one to another in different place and context. Kirby and Crovitz (2013:6) state that writing is an act of creation, which makes writing instruction uniquely different from many other kinds of EFL learning. This is also close to Silalahi (2017: 175) state that writing is the ability to construct the ideas in written form such as text, memos, etc. Writing is one of essential subject in EFL learning. It means that writing has always occupied a place in most English language course (Fauziawati, 2010:45). In EFL learning writing skill can help every student to be more active in combining words and completing every word into sentence. It means that writing has important role in EFL learning. Sometimes writing is reported as the most difficult skill to be acquired as it involves a number of ideas cannot organized into a set of information (Nik, Hamzah & Rafidee, 2010: 55). The other reason of writing is difficult because the students don't have a good grammar, spelling and vocabulary. In line with this Saragih, Silalahi, and Pardede (2014:56) stated that writing is difficult for the students because they lack vocabulary, spelling, and grammar. Furthermore the writing difficulty is based on complicated of generating ideas.

In writing the learners express their thinking. It is set of information, opinion, comment, or even what they feelings are. It will be easy for them to inform many important ideas and knowledge that they have gotten in written form (Sihombing, 2016: 119). Basic competencies that must be realized in writing English subject is that at least students have the ability to develop and produce simple functional texts written in descriptive texts, recount texts, narrative texts and especially report text. Moss & Lapp (2010:310) states that report text requires students to explore factual information and create a format for sharing information. Report text is different with descriptive text. Hyland (2004: 16) states that descriptive text is

not the same as information reports because they describe certain subjects rather than general groups. That's why report text contains factual information. Report text has generic structures. They are title, general identification and description. Title takes position as the subject to be discussed, general identification as the introduction and description as the place of phenomena.

In EFL learning, the learners are not interested in writing report text because it seemed difficult. They couldn't make a complete report text successfully. It may be caused that the learners feel afraid to give and express opinions. Then most of learners still used mother-tongue in their writing. In another side, the learners still have lack of knowledge. It means they are limited in reading. It means that the learners have minim vocabulary to explore their ideas in writing. To solve this problem, the application of high order thinking skill (HOTS) question is needed. Giving HOTS question in EFL learning may help the learners to improve writing ability. HOTS is considered as the important skills to make innovative and creative individuals. In the learning process, students not only focus on remembering, understanding and applying but they have to have the abilities like analyzing, evaluating and creating ideas. It can help them to think creatively and critically like when they're answering the question (Ganapathy & Kaur, 2014: 10).

In improving writing skill, the teachers may use various questions. It helps to improve EFL learners' knowledge. Questions encourage the EFL learners to think and use background knowledge to understand the recent learning material. Questions may measure EFL learners' comprehension based learning objective. Then to ensure that the learning process of a particular subject has run well based on learning objectives (Kerry, 2002: 110). Making some questions as form of assessment is one of the things that teacher should prepare well. Questions are categorized well when they can be measured what should be measured. It is based on the relevance of questions and the topic.

Questions which are organized based on the criteria of HOTS can help the development of student critical thinking levels. It is based on level, type, and structures of question which are relevant into the learning material. HOTS provides learners with a new shared vocabulary for their critical contributions to be discussed. Higher order level questions are those that ask how and why something happens or how one event, object or idea might be related to other events, objects or ideas (Athaniassiou, 2003: 543).

In line with this Indonesia's Ministry of Education regulations regarding the 2013 curriculum that in providing an assessment of learners, teachers must apply HOTS as a guide in teaching. The teacher can apply HOTS questions in encouraging learners' knowledge. It means that HOTS questions are needed to stimulate EFL learners' knowledge in organizing ideas become a text. The text means report text. In another words application of HOTS questions is one of t as a strategy or method in building students' writing report text.

Writing Skill

Writing skill is very useful to communicate our ideas into a written text so the readers will understand and know the aim of our written. Writing skill is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literature cultures (Brown, 2004: 218). A good writing skill will not appear at once. Not every writing task passes through every stage, however. Williams (2003:106) states that in some situation, a writer may not be responsible for editing. Nevertheless, these stages are believed to reflect in a general way how successful writing develops:

Pre-writing is generating ideas, and information for a given writing task. Pre-writing activities take place before starting on the first draft.

Reflecting on the material produces during pre-writing to develop a plan to achieve the aim of the paper. Planning involves considering rhetorical stance, rhetorical purpose, the principal aim of the text, how these factors are unrelated, and how they are connected to the information generated during prewriting.

Drafting is producing words on a computer or on paper that match (more or less) the initial plan for the work. Drafting occurs over time, successful writers seldom try to produce an entire text in one sitting or even in one day.

Pausing is moment when the writers are not writing but instead are reflecting on what they have produced and how well it matches their plan usually includes reading. Pausing occurs among successful and unsuccessful writers, but they use it in different ways.

Reading is moment during pausing when the writers read what they have written and compare it to their plan. Reading and writing are interrelated activities. The reading that takes place during writing is crucial to the reflection process during pausing.

Revising is literally “re-seeing” the text with the goal of making large-scale changes so that text and plan match. Revising occurs after they have finished their first draft. It involves making changes that enhance the match between plan and text.

Focusing on sentence level concern, such as punctuation, sentence length, spelling, agreement of subjects, predicates and style. Editing occur after revising. The goal is to give our paper a professional appearance.

Publishing is sharing our finished text with its intended audience. Publishing is not limited to getting a text printed in a journal. It includes turning a paper in to a teacher. If the students have a good writing skill, they can develop their idea into good paragraph. For example, they can make a letter, story, descriptive paragraph, etc.

Writing skill is the ability to write information and ideas which has some ways to make it successful. Those ways are pre-writing as the moment to generate the idea, planning as the moment to prepare the information, drafting as the moment to produce words, pausing as the moment of writer to take a little of break, reading as the moment during pausing of writer to read his/her written and to compare it to writer’s plan, revising as the moment to make a chance, editing as the moment to focus on sentence level concern, and publishing as the moment to share the written that has finished.

Writing is important skills by the reason that writing is the way to generate new ideas systematically. Those ideas are organized coherently. In writing, the writer will be absorbed. The process of information is happened in writing. Through writing we can learn how to explore mind (Kirby, 2013: 98).

Writing Components

Carroline (2006:98) mentioned that writing is not only drawing some words on a piece of paper and formulating letter together. Writing is about meaning. If you just write letter and it does not have meaning it is not classified as writing. Writing needs some components to make it as a good writing and has meaning. Components of writing are very important to make our writing good and easy to understand by the audience. There are five components of writing by Harmer:

Organization

It contains reasonable sentences that support the topic of the writing. Organization is needed to understand the meaning of text. If the idea and sentences are well organized it can be understood by the reader.

Content

Content refers to the sentences that flow easily and is not too hard to understand. Reasonable sentences or ideas that are arranged into a good story refer to meant by the content. The content also includes the idea of the writer. It means that what writer is going to convey ideas to the reader.

Grammar

Grammar is connecting with how the words are arranged into good sentences. Good means correct in the tenses and has meaning. Some students got the problem with grammar. This is because some of them are still confused what verbs that should be used in the sentence. They cannot differentiate between the verbs that should be applied according to the times. Another problem is the using of '=to be' in English, so because of those mistakes sometimes their writing cannot be understood by others.

Punctuation

Punctuation or spellings are important in writing. It is needed to make their writing sounds reasonable to be read. We need to put capital letter, commas, and point in our writing. We should pay attention dealing with punctuation or spelling. This ability needs careful practice.

Style

Style deals with the precise vocabulary usage and the use of parallel structure. Vocabulary takes important role in English. Vocabulary is the basic thing that should be owned by the students. Without that, they cannot do many kinds of English tasks. The lack of vocabulary means the failure in the communication. So in the writing, students must have enough vocabulary to make it succeed.

Those components are organization as the ability to understand the meaning, content as the ability to produce an idea, grammar as the ability to construct every words into a good sentence, punctuation the ability to spell, and style as the ability to use vocabulary.

Report Text

A report text is a piece of text that presents information about a subject. Reporter usually contains facts about a subject, a description and information on its part, behavior, and

qualities. Report text requires students to explore factual information and create a format for sharing information (Moss & Lapp, 2010: 310). The purpose of report text is to inform the audiences what a topic is. According to Hyland (2004: 29) says that social purpose of report is to present factual information, usually by classifying things and the describing their characteristic. Furthermore, Hampton et al. (2009:39) states that a report text classifies and describes the fact of things in the social and natural world. It gives details, often physical, about such things as animals, plants, weather, medicine, machines, and countries. Report text is a text that tells and presents person, place or things generally and purpose of report text is to classify, describe or to present information about person, place or things.

Report text consists of two main points. They are; General Classification that is to state classification of general aspect of thing. It can be like animal, public place, plant, etc. Then, Description is to describe a thing that will be discussed in detail part per part, customs etc. Lehman (2011:76) defines that the generic structures of report text are;

- Title: a title states a subject to be discussed,
- General identification or classification of subject: this part as an introduction to the main discussion,
- Descriptions: the phenomena in whole paragraph involved.

The Language features of report text consist of introducing group or general aspect. General aspect statements describe the subject of the report text. It is written in form of description, and classification. It is commonly in classification of the general aspects of things: animals, public places, plants, people that will be discussed in general. Then it uses simple present tense. Tense used in report text is present tense, because it tells about a facts, general accepted-facts, or reality.

High Order Thinking Skill (HOTS)

HOTS is the way of thinking to find new challenge. HOTS demands someone to apply new information or knowledge that he has got and manipulates the information to reach possibility of answer in new situation. Brookhart (2010:5) states that HOTS conceived of as the top end of the Bloom's cognitive taxonomy. The teaching goal behind any of the cognitive taxonomies is equipping students to be able to do transfer. "Being able to think" means students can apply the knowledge and skills they developed during their learning to new contexts. "new" means applications that the student has not thought of before, not necessarily something universally new challenge (Heong, Othman, Yunos, Kiong, Hassan, R., & Mohamad, (2011: 123). In line with this Thomas & Thorne (2009: 120), state that HOTS is conceived as students being able to relate their learning to other elements beyond those they were taught to associate with it. HOTS is more of an act of drawing conclusions, connecting with other facts and concepts, manipulating, categorizing, combining with new ways, and applying them to find new solutions for new problems. It can be concluded that HOTS skill is the way of how human think critically and creatively that can be useful to solve the problem and create or produce a product.

The Categories of HOTS

HOTS questions are categorized based on the way of how analyze, evaluate, and create. Each category is broken down into sub-categories with their particular characteristics (Krathwohl, 2002: 218). The sub-categories can be understood based this explanation:

Analyze

Analyze is one of the categories which refers to ability to break problem area in the subject and identify various component in order to be more focused on each component. It may involve making conclusion from data and information which provides factual information. Example: What are the differences of And? (Assaly and Igarria, 2014:28).

This is close with the state of Anderson & Kratwols (2016) that from the problem given, the students automatically analyze it in order to solve the problem properly. The ability to enlighten the information or knowledge is called Analyzing. The students need to separate the material and the concepts into some part and analyze the data whether it is a fact or inferences to make a right decision. It is undeniable that every group member has their own ideas how they solve the problem. Analyze consists of three sub-categories differentiating, organizing and attributing. A test item is grouped in differentiating when it gives students with tasks to separate relevant from irrelevant parts of presented material. Organizing is the activity of thinking process when students work with a task which asks them to integrate elements that fit or function within a structure.

A test item is grouped in attributing when it asks students to establish a point of view, bias, principles, or meaning underlying presented material. Actually, attributing covers the author's view or principle from the text presented. However, in this research, the simplification is necessary to make in order to adjust with the presented material.

Evaluate

Evaluate is one of the categories which refers to ability of making judgment. It is based on criteria and standard. The criteria often used are quality, effectiveness, efficiency, and consistency. The standard may be either quantitative (i.e., is this a sufficient amount?) or qualitative (i.e., is this good enough?). This domain may involve the ability to judge the value of material include statement, report, etc. for specific purpose. Example: Can we use any cheese to make the pizza? (Assaly and Igarria, 2014:28).

This is close with the state of Anderson & Kratwols (2016) that to choose which one is the match decision that can solve the problem, the students need to evaluate their friends' ideas; therefore, the ability to assess the value of new knowledge for a given purpose is needed which is considered as evaluating skill. Evaluate consist of two sub-categories, checking and critiquing. The first is relating to the thinking activity that involves detecting the effectiveness of a procedure being implemented and testing the inconsistencies of fallacies within a process or product. In the other hand, critiquing involves the activity of detecting the external criteria of inconsistencies or inappropriateness of a given procedure.

In other word, checking is judging an object or a procedure based on internal criteria. Sub-category critiquing is judging based on external criteria. Thus a test item which provides task with those characteristics is categorized as evaluation.

Create

Create is when the students are expected to integrate all elements (remembering, understanding, applying, analyzing, evaluating) in order to form functional whole; that is, reorganizing elements into a new pattern or structure. This may involve creativity. Example: write a report text! (Assaly and Igbaria, 2014:28)

This is close with the state of Anderson & Kratwols (2016) that considered as the capability to bring all that elements together in order to create and make a real product. The teacher can lead the students to make a product freely. For example, the students present their own ideas in a creative way, such as; in form of magazine or newspaper designed or in oral presentation like usual way. Create consist of three sub-categories: generating, planning, and producing. A test items was grouped in generating when it provided students with task to build alternative assumption based on certain criteria. The next, planning is activity relating to designing procedure to complete particular task. The last sub-category is producing that involves an activity of inventing a product.

HOTS is also known as terms of transfer, critical thinking, and problem solving. In terms of transfer students not only own the knowledge and the skills, but also apply the knowledge to the real situations outside the class. The ability to decide what to do by considering the reason, investigation, observation and comparison from several point of view is higher-order thinking skill in term of critical thinking. In terms of problem solving is the skill which is considered as skill owned by a student or person to find a proper solution of their problem that cannot be simply solved only by memory or formula (Collins, 2014: 210). HOTS help someone to create a product when he/she can analyze and evaluate a problem. Therefore high order thinking skill not only make someone can think critically but also creatively which is someone can solve his/her problem. This is very close with the way of someone solve the problem that called as problem solving (Brookhart, 2010: 100).

Hots Questions

There is one of the ways that can be applied by the teachers in the classroom in teaching and learning process. The way is through questions. Questions improve higher cognitive processes can be led by higher level question (Singh, 2018: 114). The open-ended question stimulates the use of students' HOTS. Setyarini et al., (2018: 110) describe that open-ended students require the students to think critically by giving their opinion, comment and reasons. When the students ask a question about the material that teacher give, it means that students create connection between their previous concept and the new concept that they get which give them better comprehension of a concept. The more question students asked the more information they are going to get which also increase their writing ability regarding many ideas they possess. As the matter of the whole process of teaching, the questions should be directed to measure students' multiple skills and levels of understanding (Luang Peng & Leng, 2006: 205).

Effective questions enable learner's to focus their attention to make sense on the content of the lesson, increase their curiosity, activate their imagination, and motivate them to acquire new knowledge (Husin, 2006: 220). Thus, the teacher needs to be aware on the difficulty level of the question and the students' cognitive growth. Collins (2014: 214) labeled that teachers are very good at thinking spontaneously, however without well preparation and objective in

mind, they will likely asking questions that are not stimulate students' higher order thinking. A good proportion of questions is ideal, where not every questions and discussion has to be pitched at higher order thinking. Collins (2014: 206) added, the questions should be built to encourage students to reflect on their learning, which will allow them to acknowledge their thinking strength and weakness.

The Benefits of HOTS increase learners' achievements, and motivations. The use of tasks and judgments that require intellectual and critical thinking skills are associated with student's achievement progress. The progress are shown in various learning outcomes, such as standard test scores. Wenglinsky (in Brookhart, 2010: 10) describes his research on students' ability relationships in large-scale measurements and teaching that emphasize higher order thinking skills, projects, and problem solving. Wenglinsky reports that teaching that emphasizes reasoning is associated with increasing values in all tests at various grade levels. Newmann, Bryk, and Nagaoka (in Brookhart, 2010: 11) explained that students who receive teaching through higher order thinking skills can solve problems by organizing their knowledge and experience, able to elaborate their statements or opinions, and to complete non-familiar tasks. Several studies have shown that teachers are responsible for HOTS using tasks and judgments. These things need understanding and critical thinking to improve learners' motivation and achievement. Learners will be interested in thinking about particular or detail things which make them motivate to learn. HOTS increases their interest in mastering their ideas.

Research Methodology

This research is design in quantitative. Quantitative research is the research which refers to quantifiable coding counts which is detailed and specific in prior to data collection. More than that, quantitative research has hypothesis that should be proved. The proven is based on the research finding (Silalahi, 2017: 82). Quantifiable coding count in this research is the EFL learners' scores in writing report text. The writing report text in this research is written by the EFL learners based on the guidance of HOTS questions. The data as the measurement of the effectiveness of the using HOTS question to encourage EFL learners in writing report text ability is taken from experiment participants. An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, control any other relevant variables, and observe the effect of manipulation on the dependent variables (Ary, Jacobs, and Sorensen (2010: 265). The participants of experiment are the EFL learners who study in group A and the control participant are the EFL who study in group B at English Department of FKIP Universitas HKBP Nommensen.

Population of this research is EFL learners of English Department of FKIP Universitas HKBP Nommensen. They are at academic year of 2017. Research population is as all members of any well-defined class of people, events, or objects, Ary, Jacobs, and Sorensen, 2010: 148). Meanwhile to get the objective of this research, the data are not taken from the population but from samples. Sample is a portion of population to make the research data collection become specific and detailed based on the research needs. The sample of this research is the EFL who take position as participants in experiment and control. They are EFL learners at group A and B at at English Department of FKIP Universitas HKBP Nommensen at academic of 2017.

The instrument of this research is questions of HOTS in form of essay. The question is given to the EFL learners. It is designed in worksheet. It is done to encourage the EFL learners of group A and B at English Department of FKIP Universitas HKBP Nommensen at academic

of 2017 to write report text based on the answering of the questions. The question is done based on the topic to be written. The topic is “favorite place”. The questions is designed based “what, who, why, when, and how”.

The instrument of this research is considered to be valid and reliable. It is measured based on the content of the instrument. The content has been valid and reliable by the consideration that this instrument has been understood by the participants. The understanding of the content can be guarantee because the topic has been taught in courses of writing. The addition participants also have understood the way of answering question and organizing ideas. This way has been got in all compulsory subjects in English Department of FKIP Universitas HKBP Nommensen. It is also relevant into to Ary, Jacobs, and Sorensen (2010: 128) who state that content validity refers to the extent to which instrument represent to the content of interest. It could be taken from textbooks, states’ curriculum guides or even syllabus.

Technique of data collection which is done to the participants is based on three steps. They are Pre-test which is done to both experiment and control participants. Then the next step is treatment. It is done into experiment participants. The treatment is done in teaching of the kinds HOTS questions and how to answer. They are taught to organize ideas based on the answering questions based on HOTS. The last step is pot-test. The post-test is done also for both experiment and control participants. The data is taken in form or report text. the participants write report text in given worksheet.

Analyzing data is the process of finding the answer or research problem which is formulated previously. The data analysis in this research is based on the scores of EFL learners writing of report text. The writing report text was encourage based the role of HOTS questions. This analysis finds the effectiveness role of HOTS questions of participants writing ability in composing report text. The scoring is given the participants’ writing is based on the report text criteria of scoring. It is based on report text writing assessment rubric based on [Brown \(2007: 147\)](#)

Table 1: Report Text Assessment Rubric

Aspect	Score	Performance Description	Weighting
Content (C) 30% -topic -details	4	The topic is complete and clear and the data details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% -identification -Description	4	Identification is complete and the description are arranged with proper connectives	2x
	3	Identification is almost complete and description are arranged with almost proper connectives	
	2	Identification is not complete and description are	

Aspect	Score	Performance Description	Weighting
		arranged with few miss of connectives	
	1	Identification is not complete and description are arranged with miss of connectives	
Grammar (G)	4	Very few grammatical or agreement inaccurate	
	3	Few grammatical or agreement inaccurate but not effect on meaning	
-use present tense -agreement	2	Numerous grammatical or agreement inaccurate	2x
	1	Frequent grammatical or agreement inaccurate	
Vocabulary (V)	4	Effective choice of words and word forms	
	3	Few miss of vocabularies , word forms but not change the meaning	
	2	Limited range confusing words and word forms	1,5 x
	1	Very poor knowledge of words, word forms and not understandable	
Mechanics (M)	4	It uses correct spelling , punctuation, and capitalization	
	3	It has occasional errors of spelling, punctuation and capitalization	1,5 x
-Spelling -Punctuation -Capitalization	2	it has frequent errors of spelling , punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation and capitalization	

$$\text{Mean} = \frac{\sum fx}{N}$$

Notes:

Mean = The average score

Σfx = Sum of the raw score

N = Number of students

standard deviation

$$S = \frac{\sqrt{\sum d^2}}{N - 1}$$

Notes:

S = Standard deviation

√Σd2 = Sum of mean deviation

N = Number of students

-1 = constant number

Testing Hypothesis

$$t_{\text{test}} = \frac{\bar{X}_e - \bar{X}_c}{SE(\chi_e - \chi_c)}$$

Notes:

t_{test}	= Testing Hypothesis
\bar{X}_e	= Mean of Post Test in Experimental
\bar{X}_c	= Mean of Post Test in Control
$SE(\chi_e - \chi_c)$	= standard error

Result and Discussion

The data is taken from EFL learners writing in form of report text. There are sixty worksheets which are done by the participants. All the data are gathered from thirty worksheets of experiment participants and thirty worksheets other of control participants. They are group A and B EFL learners of English department of FKIP Universitas HKBP Nommensen at academic year 2017. The participants' writings of report text are scored based report text assessment rubric. It consists of content, organization, grammar, vocabulary, and mechanics. The scoring is given to the data which are taken through pre-test and post-test for both experiment and control participants.

The test is given in order to know the students' writing ability in report text. Before doing treatment to experiment participants, pre-test is given to both experiment and control participants. It is done in order to measure the basic knowledge of the participants before doing any treatment to experiment participants. To control participants, pre-test is done in order to see the basic knowledge and as the control for getting final result of the test. Then the second test is given post-test. It is done after doing treatment into experiment participants and also done into control participants. After doing the calculation based the formula said previously, the total scores of pre- test in experimental participants is found as 1607 and the total scores of post-test in experimental participants was 2462. Then based on those total score, the mean score is found 53, 5667 for pre-test and the mean score of post- test in experimental class is 82, 066. The improvement of experimental participants is 28.499.

Data of control participants are also taken from pre-test and post-test. Pre- test and post- test are without doing treatment of HOTS questions. It means that teaching is done conventionally. From the data, the total scores of pre- test in control participants are 1623 and the total scores of post-test in control participants are 2011. Based on the total score, the mean of pre- test in control participants is 54, 1 and the mean score of post- test in experimental participants is 67, 033. The improvement of control participants was 12, 933. Applying HOTS Question is more effective than using conventional method in writing report text at EFL learners of English department of FKIP Universitas HKBP Nommensen at academic year 2017. HOTS Question gives positive effect to the EFL learners in teaching and learning process. It can be seen from the data analysis which in control participants the average of Pre-test is 54, 1 and Post-test was 67, 033, while in experimental participants the average of Pre-test is 53, 566 and post-test is 82, 066. It is also proved by testing of hypothesis showed that t-test (4,0003) was higher than t-table (1,671) at level of significant 5% for two tailed test.

HOTS questions application is suitable way in EFL classroom in teaching and learning of writing ability in report text at English department of FKIP Universitas HKBP Nommensen. The result of analysis shows that score of post- test from participants who are taught by applying HOTS questions (Experimental participants) is higher than post- test of the

participants without applying HOTS question (Control participants). It means that HOTS question has good or positive effect on students' achievement ability in writing report text. HOTS Question is a way that designed for giving EFL learners skills to overcome the problems in doing writing especially report text. According to Moss & Lapp (2010: 310) Report text requires students to explore factual information and create a format for sharing information. The purpose of report text is to inform the audiences what a topic is. It was explained that report text must include important information that considered to be written as a report form. There are three parts generic structure of report text: title, general identification and description.

HOTS questions technique has significant effect to the students writing ability in report text. It can be seen from the result of the research that $t\text{-test} > t\text{-table}$. HOTS questions can improve their ability individually. Regarding on the result of the data analysis above, it is strongly related to some advantages served by applying HOTS questions technique. The researcher applied the criteria by giving score in writing test. In this case, the students choose one place in Pematangsiantar and then write it into report text. It is important for English teacher to be creative in the classroom by applying HOTS Question in order to have a successful teaching and learning process. Applying HOTS Question can help the teacher to solve students' difficulties in teaching writing English especially in teaching writing report text. Through the questions the EFL learners may encourage background knowledge.

Referensi

- Alamargot, Denis. (2001). *Through The Models of Writing*. New York: Kluwer Academic Publishers.
- Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman
- Ary, Jacobs, & Sorensen. (2010). *Introduction to Research in Education*. 8th Ed. USA: Wadsworth.
- Assaly Ibtihal, Igbaria Abdul. (2014). A Content Analysis of The Reading And Listening Activities in The EFL Textbook Of Master Class. New York: Science Publishing Group. DOI: [10.11648/j.edu.20140302.11](https://doi.org/10.11648/j.edu.20140302.11)
- Athanassiou, N., McNett, J. M., & Harvey, C. (2003). Critical Thinking in The Management Classroom. *Journal of Management Education*, 27, 543. <https://eric.ed.gov/?id=EJ675756>
- Brookhart, S. M. (2010). *How to Assess High-er Order Thinking Skills in Your Class-room*. Alexandria: ASCD.
- Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd ed.). New York: Longman
- Brown, H. Douglas. (2004). *Language Assessment: Principles and Classroom Practices*. San Francisco: Pearson Education Inc.
- Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd ed.). New York: Longman
- Cesarandari, S., Aswandi & Oikurema. (2019). Applying the Higher Order Thinking Skills (HOTS) to Spoken Analytical Exposition in Oral Presentation Assessment. *IOSR Journal of Research & Method in Education*. DOI: [10.9790/1959-0902010105](https://doi.org/10.9790/1959-0902010105)
- Collins, R. (2014). Skills for the 21st century: Teaching higher-order thinking. *Curriculum and Leadership Journal*, 12(14). http://www.curriculum.edu.au/leader/teaching_higher_order_thinking,37431.html
- Fauziati, E. (2000). *Teaching English as a Foreign Language (TEFL)*. Surakarta: Era Pustaka utama.
- Febrina, Bustami, U., & Asnawi, M. (2019). Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy On Higher Order Thinking Skill (Hots). *Indonesia: English Education Journal*. <http://jurnal.unsyiah.ac.id/EEJ/article/view/13253>

- Ganapathy, M., & Kaur, S. (2014). ESL Students' Perceptions of the use of Higher Order Thinking Skills in English Language Writing. *Advances in Language and Literary Studies*, 5(5). <https://www.journals.aiac.org.au/index.php/all/article/view/489>
- Heong, Y. M., Othman, W.D., Md Yunus, J., Kiong, T.T., Hassan, R., & Mohamad, M.M. (2011). The Level of Marzano Higher Order Thinking Skills Among Technical Education Students. *International Journal of Social and humanity*, Vol. 1, No. 2, July 2011, 121-125. <http://ijssh.org/papers/20-H009.pdf>
- Husin, H. (2006). Dimensions of Questioning: A Qualitative study of Current Classroom Practice in Malaysia. *Teaching English as a Second or foreign Language*. 10 (2). Universiti Malaysia Sabah, Malaysia. <http://www.tesl-ej.org/pdf/ej38/a3.pdf>
- Hyland, K. (2002). *Teaching and Researching Writing*. London: Longman.
- Hyland, Ken. (2004). *Genre and Second Language Writing*. Michigan: The University of Michigan Press.
- Kerry, T. (2002). *Explaining and Questioning*. Cheltenham, UK: Nelson Thornes.
- Kirby, Dawn. L. and Crovitz, Darren. (2013). *Inside out Strategy for Teaching Writing fourth Edition*. Portsmouth, Nh: Heinemann.
- Krathwohl, D.R. (2002). *A Revision of Bloom's Taxonomy; An Overview*. Columbus: Collage of education, The Ohio State University.
- Luang Peng, H., & Leng, N. (2006). *Level of Thought Processes of the RCQ's in the Malaysian University English Test (MUET) Reading Component and Students' Performance : An Analysis*.
- Mizbani, Maryam. (2017). *Analyzing Listening and Speaking Activities of Iranian EFL Textbook Prospect 3 through Bloom's Revised Taxonomy*. Australia: Australian International Academic Centre
- Nik, Y. A., Hamzah, A., & Rafidee, H. 2010. A Comparative Study on the Factors Affecting the Writing Performance among Bachelor Students. *International Journal of Educational Research and Technology*, 1, 54-59. <http://www.soeagra.com/ijert/vol1/ijert7.pdf>
- Setyarini, S., Muslim, A. B., Rukmini, D., Yuliasri, I., & Mujianto, Y. (2018). Thinking critically while storytelling: Improving children's HOTS and English oral competence. *Indonesian Journal of Applied Linguistic*, 8(1), 189-197. DOI: <https://doi.org/10.17509/ijal.v8i1.11480>
- Saragih, N., Silalahi, R., & Pardede, H. (2014). The effectiveness of using recount text to improve writing skill for Grade III Students of Kalam Kudus Elementari School 2 Pematangsiantar. *IOSR Journal of Humanities and Social Science*, 19 (1), 56-64. <http://www.iosrjournals.org/iosr-jhss/papers/Vol19-issue1/Version-12/J0191125664.pdf>

Sihombing, P. (2016). The Effect of Applying Media on the Students Ability in Writing Descriptive Text at SMP Negeri 1 Tanah Jawa. 45. Retrieved from <http://183.91.64.37/bitstream/handle/123456789/546/138-1-394-1-1020161118.pdf?sequence=1&isAllowed=y>

Silalahi, D., E. (2017). "The Effect of Picture Series Media on Students' Writing Narrative Text". Proceedings of Seminar on "Method of Scientific Article & Publishing in *International Journal*. (174). <http://repository.uhn.ac.id/bitstream/handle/123456789/3691/PROCEEDINGS%20APRIL%202017.pdf?sequence=1&isAllowed=y>

Silalahi D., E. (2017). *The Effect of Skimming Technique in Improving Students' Reading Ability at Non-English Department The Language Center of UPI and English Department of UPI Bandung*, 2017-11-22. Repository UHN.

Singh, R. K., Singh, C. K., Tunku, M., Mostafa, N. A., & Singh, T. S. (2018). A review of research on the use of higher-order thinking skillsto teach writing. *International Journal of English Linguistic*, 8(1), 86-93. DOI: [10.5539/ijel.v8n1p86](https://doi.org/10.5539/ijel.v8n1p86)

Stanley, T., & Moore, B. (2013). *Critical Thinking and Formative Assessments: Increasing the Rigor in your Classroom*. New York: Routledge.

Thomas, A., & Thorne, G. (2009). *How to increase higher level thinking | center for development and learning*. The Center for Learning and Development Blog.