

# TEACHER'S PERCEPTION OF THE IMPLEMENTATION OF HIGHER ORDER THINKING SKILLS (HOTS) IN ELT PROCESS

Iin Bulkis<sup>1</sup>, Amirullah Abduh<sup>2</sup>, Geminastiti Sakkir<sup>3\*</sup>

<sup>1,2,3</sup>English Department, Universitas Negeri Makassar, Indonesia

E-mail: [iin.bulkis@gmail.com](mailto:iin.bulkis@gmail.com), [amirullah@unm.ac.id](mailto:amirullah@unm.ac.id), [geminastitisakkir@unm.ac.id](mailto:geminastitisakkir@unm.ac.id)

\*corresponding author

## **Abstract**

*This study aimed to determine the implementation of HOTS in the ELT process in the 8<sup>th</sup> grade of UPT SPF SMPN 27 Makassar and to determine the perception of the 8th grade English teacher of UPT SPF SMPN 27 Makassar regarding the implementation of HOTS in the ELT process. The researchers applied a qualitative descriptive method. The research data were collected through observation, interviews, and documentation. The subjects of this study were two English teachers who teach in grade 8 of UPT SPF SMPN 27 Makassar. The results of data analysis found that (1) the implementation of HOTS in grade 8 of UPT SPF SMPN 27 Makassar has been implemented very well by the teacher in the classroom (2) the teacher's perception of HOTS is positive based on the implementation, language development, and student enthusiasm.*

**Keywords** — Perception, HOTS, ELT.

## **INTRODUCTION**

Language is an element of communication to express human feelings and thoughts based on reality or facts using words or gestures (Apriyanto, 2020). A unifying language is needed that is easy to understand to facilitate the communication process. One of the languages commonly used is English as an international language. Indonesia is one of the countries that use English as a foreign language and tend to communicate more using English with their close friends as the object of acquisition of language than a native speaker of English (Gunantar, 2016).

Indonesia is one of the countries that use English as a foreign language and tend to communicate more using English with their close friends as the object of acquisition of language than a native speaker of English (Gunantar, 2016). Accordingly, to meet society's challenges, the education system has also changed, especially in the curriculum. In Indonesia,

the curriculum used is curriculum 2013. The 2013 curriculum is a school system that requires students to think critically, thus they can respond to world education to be superior. Hence, schools must provide teachers who can give the students thinking skills, namely Higher Order Thinking Skills (HOTS) (Nugroho, 2021). Based on the 2013 curriculum, the government has changed teaching that initially applies Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS), where students are taught to think critically.

HOTS is an educational pattern that creates students' critical thinking (Malina, 2020). Teaching using HOTS has become a priority, especially in English subjects. HOTS requires students to be creative and find solutions to new problems. The English language teaching (ELT) process with HOTS is not the same as giving material directly but thinking critically in solving an interrelated problem. In this way, effective, active, and fun English teaching is created. Therefore, the ideas that students get can encourage them to think at a higher level.

## LITERATURE REVIEW

### 1. Perception

According to Sakkir, Safitri, and Muhayyang (2022), perception is a process in which individuals examine something that is obtained through the senses which is preceded by attention to knowing in detail about something that was seen before. Perception is an individual's mechanism to be sensitive to an object that is caused by needs, experiences, and the nature of human stimuli. There are three main aspects of perception namely cognition, affection, and psychomotor. Irwanto (in Aminudin, 2022: 266), two perceptions arise when the individual has interacted with an object, they are positive perception (the forms of knowledge, responses, and efforts to use them) and negative perception (the forms of knowledge and responses that are not by the object being responded to). According to Qiong (in Amursalim, Abduh, & Sahril, 2022: 29) states that the process of perception has three steps, they are selection, organization, and interpretation.

### 2. Higher Order Thinking Skills (HOTS)

The beginning of HOTS is known by Benjamin S. Bloom et al. in their book *Taxonomy of Educational Objectives: The Classification of Educational Goals* divided into several levels of thought from lowest to highest is called "Bloom's Taxonomy." This concept is divided into three groups of learning objectives, namely, cognitive, affective, and psychomotor. HOTS is a skill needed in the 21st century, especially in education. HOTS consists of analysis, evaluation, and

creation of information to solve a problem and get a new solution. In the HOTS several learning models can be improved for learning in the 2013 curriculum or the 21st century. According to Hosnan (2014), in the 21st century, the 4c learning model is expected to be improved, consisting of the skills of creativity and innovation, critical thinking and problem solving, communication, and collaboration.

### 3. English Language Teaching (ELT)

The government has issued a Decree of the Minister of Education and Culture of the Republic of Indonesia Number 096/1967, which contains the purpose and function of the English language (Bera, 2019), the English function as a tool to carry out foreign policy, establish friendships with other countries and accelerate the process of national development. According to Depdiknas (in Malina, 2020: 25), English is an elective subject in high school that functions as a medium for students' self-development in technology, science, and cultural arts. Thus, they can develop into skilled and intelligent citizens who can become successors in national development.

## METHODS

### 1. Research Design

Research design is all the processes needed to support research. The appropriate research design for this research is the descriptive approach to achieve the research question. In this study, the researchers use the qualitative research method. According to Creswell (2018), the qualitative method is a method whose process is similar to quantitative methods but with a different approach where qualitative methods have unique steps in analyzing data, drawing various designs, and relying on images and text data. Accordingly, data collected by triangulation, are observations, interviews, and documentation.

### 2. Source of Data

Data sources are collected in the form of descriptive words. There are two types of data source retrieval, namely primary data and secondary data. The primary data is the type of data source that requires interaction with research subjects and requires in-depth attention from researchers, such as interviews, observation, surveys, experimental questionnaires, and others. While secondary data is the type of data that does not require interaction with research subjects, such as a book, research journal, article, blogs, and others.

### 3. Research Participants

Research participants are subjects in an experiment or trial who agree to voluntarily participate in a study. Two English teachers at UPT SPF SMPN 27 Makassar is part of this research participants. The researchers observed them teaching and interview them about the use of HOTS in the process of learning English. The researchers carried out documentation by recording and taking pictures.

### 4. Research Instrument

#### a. Observation Checklist

Observation is a complex research method because the researchers are often required to play several roles using techniques, including the five senses in collecting data (Baker, 2006). The researchers use observation to see all English teacher activities during the ELT process to present valid data and avoid manipulated data. Therefore, this research observation checklist explains accurate data that matches what is happening in the classroom. The observations are made on 3, 8, 9, 10, 22, and 23 August 2022 with the schedule.

#### b. Interview Protocol

The interview is a meeting of two or more people where there are people who ask and someone who is asked for information, resulting in a statement and a question. The type of interview used in this research is the structured interview, which uses a systematically structured directive. The researchers used this instrument for English teachers in Junior High School to find out their perceptions of the implementation of Higher Order Thinking Skills (HOTS) in the ELT process and to collect the second data, namely to find out whether they are in sync or not between theory and the implementation of HOTS in the ELT process. Therefore, the interviews were conducted with two English teachers in the eighth grade.

#### c. Documentation

According to Sugiyono (in Malina, 2020: 47), documentation is an event that has passed or events that occurred in the past that are immortalized in pictures, writings, or someone's historical work. The documentation method is a complement to the use of qualitative research, in addition to observation and interview. Thus, in carrying out the documentation method, the researchers can provide supporting tools, such as cameras, books, and documents, et al. This is to make it easier for the researchers to do documentation.

### 5. Data Collection

a. Provide observation sheets and documentation tools.

- b. Take pictures or record the English teacher while teaching.
- c. The researchers pay attention to the English teacher as a sample in this study.
- d. Checking whether the English teacher implements HOTS in the ELT process.
- e. Put a mark on the observation sheet according to observations.
- f. Prepare an interview guide.
- g. Interview the English teacher.
6. Data Analysis
  - a. Data Condensation

The data condensation means focusing the analysis according to the needs that have been prepared (Purnamasari & Afriansyah, 2021). For the data condensation step in this study, they are:

- 1) Analyzing the results of English teacher observations to determine their HOTS implementation.
- 2) Transcribing the results of English teacher interviews as research samples.

- b. Data Display

The data displayed in qualitative research can be done in various forms, such as narrative text (field notes), diagrams, graphs, tables, etc. According to Miles, Huberman, & Saldana (2014), the data display that is most often used in qualitative research is to use narrative text, so that the data obtained is orderly and accurate as expected by the researchers. In this research, the researchers used observational data as field notes in the data displayed. It is most often used in qualitative research to make it easier to understand.

- c. Overview of Conclusion/ Verification

After the data is collected, the data is analyzed and verified continuously by using several methods of "triangulation." It is done to verify and reproduce knowledge from many sources based on the topics discussed. In general, the steps in qualitative research are describing, interpreting, managing data, and reporting (Malina, 2020). The researchers evaluated, reduced data, analyzed, and concluded.

## RESULTS

1. The Implementation of HOTS in the Classroom during the ELT Process
  - a. The Implementation of HOTS in Class A

The researchers found several things that the teacher did before giving the material to be taught. Before the teacher started the teaching and learning process, the students had prepared themselves by greeting the teacher and praying. After that, the teacher checks the students' attendance. The following is the implementation of HOTS in the ELT process by the teacher from the first meeting the researchers observe until the last meeting:

Table 1. The Preparation of HOTS in Class A

Teacher A			
1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting	3 <sup>rd</sup> Meeting	4 <sup>th</sup> Meeting
a. The teacher relates the learning material to be carried out with experiences in daily life regarding the use of "can." b. The teacher gives instructions to students in a class.	a. The teacher conveys the motivation regarding the goals and benefits of the material to be learned. b. The teacher gives instructions to students in a class.	a. The teacher conveys the motivation regarding the goals and benefits of the material to be learned. b. The teacher gives instructions to students in a class.	a. The teacher relates the learning material to be carried out with experiences in daily life regarding the use of "will." b. The teacher conveys the motivation regarding the goals and benefits of the material to be learned. c. The teacher gives instructions to students in a class.

Based on Table 1, the preparation of HOTS in class A was done well. Where there is good communication between teacher and students. The teacher always gives opinions and motivations for the subject matter to be taught. In addition, before entering the core of the lesson, the teacher also connects the material obtained on that day with everyday life. The teacher also gives instructions about the goals and benefits, that students get related to the learning material that day. All HOTS preparations carried out by teachers are related to one of the 4C skills, namely communication. This is indicated by students who are seen to be actively communicating in the classroom. They asked the teacher if there are instructions they do not understand and expressed their opinions regarding the material.

Table 2. The Implementation of HOTS in Class A

Teacher A			
1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting	3 <sup>rd</sup> Meeting	4 <sup>th</sup> Meeting
a. The teacher gives students the opportunity to identify and ask questions that have not been	a. The teacher gives students the opportunity to identify and ask questions that have not been understood.	a. The teacher gives students the opportunity to identify and ask questions that have not been understood	a. The teacher gives students the opportunity to identify and ask questions that have

<p>understood regarding the use of "can."</p> <p>b. The teacher provides an effective explanation of the material to students.</p> <p>c. There is communication between students and teacher during the learning process in class.</p> <p>d. The teacher gives feedback on the learning process.</p>	<p>b. The teacher provides an effective explanation of the material to students.</p> <p>c. There is communication between students and teacher during the learning process in class.</p> <p>d. The teacher gives feedback on the learning process.</p>	<p>regarding the use of "will."</p> <p>b. The teacher provides an effective explanation of the material to students.</p> <p>c. There is communication between students and teacher during the learning process in class.</p> <p>d. The teacher gives feedback on the learning process.</p>	<p>not been understood.</p> <p>b. The teacher provides an effective explanation of the material to students.</p> <p>c. There is communication between students and teacher during the learning process in class.</p> <p>d. The teacher gives feedback on the learning process.</p>
--	--	--	--

Based on Table 2, the class A teacher has implemented HOTS very well in the ELT process. It is proven that the teacher applies all 4C skills (critical thinking, collaboration, communication, and creativity). 4C skills are part of the classification of HOTS. The 4C skills are also related to the lesson plans used in the core learning activities. Material activities carried out related to critical thinking skills, namely the teacher provides opportunities for students to identify and ask if there is the material they do not understand about "can or will." Then, the teacher gave an effective explanation related to collaboration skills. Seen between teachers and students working together in exchanging ideas to provide some opinions and insights about the material. Thus, communication occurs between teacher and students which is one part of the 4C skills. In realizing the last skill, namely creativity skill, the teacher usually provides feedback to students during the ELT process.

Table 3. The Evaluation of HOTS in Class A

Teacher A			
1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting	3 <sup>rd</sup> Meeting	4 <sup>th</sup> Meeting
<p>a. The teacher gives an evaluation to students to find out their understanding of the material being taught regarding the use of "can."</p> <p>b. The teacher gives value at the end of learning in the class.</p>	<p>a. The teacher gives an evaluation to students to find out their understanding of the material being taught.</p> <p>b. The teacher gives value at the end of learning in the class.</p>	<p>a. The teacher gives an evaluation to students to find out their understanding of the material being taught regarding the use of "will."</p> <p>b. The teacher gives value at the end of learning in the class.</p>	<p>a. The teacher gives an evaluation to students to find out their understanding of the material being taught.</p> <p>b. The teacher gives value at the end of learning in the class.</p> <p>c. The teacher gives conclusions at the end of learning in class.</p>

		c. The teacher gives conclusions at the end of learning in class.	
--	--	---	--

Based on Table 3, it can be seen that teacher A always gives an evaluation in every meeting. At the end of each lesson, before entering the next material. The teacher provided an evaluation to students related to the material that has been taught. This is related to critical thinking skills. Where the exercises given by the teacher are very helpful in training students' critical thinking, such as exercises for making dialogues. Then, the teacher applied collaboration skills, where the teacher checked and give grades for student assignments. Finally, the teacher applied critical thinking skills by drawing conclusions related to the material being taught that day.

b. The Implementation of HOTS in Class B

The researchers found that activities that take place are discussions and dialogues between individuals or groups. It can be seen that the teacher directs and monitors students in the presentations and discussions that are carried out. Teacher B also gave an opinion on the material presented by the students.

Table 4. The Preparation of HOTS in Class B

Teacher A			
1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting	3 <sup>rd</sup> Meeting	4 <sup>th</sup> Meeting
a. The teacher gives instructions to students in a class regarding the use of "can."	a. The teacher relates the learning material to be carried out with experiences in daily life. b. The teacher conveys the motivation regarding the goals and benefits of the material to be learned. c. The teacher gives instructions to students in a class.	The teacher gives instructions to students in a class about daily examination.	a. The teacher relates the learning material to be carried out with experiences in daily life regarding the use of "will." b. The teacher conveys the motivation regarding the goals and benefits of the material to be learned. c. The teacher gives instructions to students in a class.

Based on Table 4, the HOTS preparation by the class B teacher can be said to be good. In this preparation, the implementation is related to one of the 4C skills, namely communication skills. It can be seen that there is good communication between teacher and students. In two meetings, the teacher directs the learning materials to everyday life. In addition, the teacher also motivates the objectives and benefits of the material to be studied. Then, the teacher gave

instructions related to learning that day. Students are welcome to ask questions or express their opinions about the material to be studied.

Table 5. The Implementation of HOTS in Class B

Teacher A			
1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting	3 <sup>rd</sup> Meeting	4 <sup>th</sup> Meeting
a. The teacher gives students the opportunity to identify and ask questions that have not been understood regarding the use of "can." b. The teacher provides an effective explanation of the material to students. c. There is communication between students and teacher during the learning process in class. d. The teacher gives feedback on the learning process.	a. The teacher gives students the opportunity to identify and ask questions that have not been understood. b. The teacher provides an effective explanation of the material to students. c. There is communication between students and teacher during the learning process in class. d. The teacher gives feedback on the learning process.	a. The teacher gives students the opportunity to identify and ask questions that have not been understood about daily examination. b. Daily examination about the use of "can."	a. The teacher gives students the opportunity to identify and ask questions that have not been understood. b. The teacher provides an effective explanation of the material to students. c. There is communication between students and teacher during the learning process in class. d. The teacher gives feedback on the learning process.

Based on Table 5 regarding the implementation of HOTS, proves that the class B teacher has implemented HOTS in the ELT process very well. Class B teacher has applied the 4C skills which are part of HOTS. The applied 4C skills are by the lesson plan used. Consists of critical thinking, collaboration, communication, and creativity. In every meeting, the teacher applied critical thinking, which is to provide opportunities for students to ask questions about the material or instructions for the daily examination. During the research, three meetings implemented collaboration, communication, and creativity. Usually, the teacher divided the group to discuss and make a dialogue related to the material on that day by providing an explanation of how to work and providing feedback to students.

Table 6. Evaluation of HOTS in Class B

Teacher A			
1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting	3 <sup>rd</sup> Meeting	4 <sup>th</sup> Meeting
a. The teacher gives an evaluation to students to find out their understanding of the material being taught regarding the use of "can."	a. The teacher gives an evaluation to students to find out their understanding of the material being taught.	Daily examination about the use of "can."	a. The teacher gives an evaluation to students to find out their understanding of the material being taught.

<p>b. The teacher gives value at the end of learning in the class.</p> <p>c. The teacher gives conclusions at the end of learning in class.</p>	<p>b. The teacher gives value at the end of learning in the class.</p> <p>c. The teacher gives conclusions at the end of learning in class.</p>		<p>b. The teacher gives value at the end of learning in the class.</p> <p>c. The teacher gives conclusions at the end of learning in class.</p>
---	---	--	---

Based on Table 6, it can be seen that the teacher gave a good evaluation of HOTS to students. In three meetings the teacher always gives evaluation and value to the student's assignments. The teacher provides excellent activities in training students' critical thinking. Where the teacher gives group discussion tasks to solve or answer the questions given, such as making a dialogue using "can or will." Students are trained to come up with brilliant ideas in doing assignments. Then, the teacher gave value based on the work and activity in working on the questions. At the end of the lesson, teacher B always took the time to close by concluding the results of the day's learning.

In conclusion, teacher A and teacher B do not have much difference regarding the implementation of HOTS in the ELT process in their respective classes. In terms of preparation, teacher A more often implements preparation activities, while teacher B rarely relates the material to everyday experiences. In class A, students are more active than class B's students. This happens because there is more communication occurs in class A than in class B in terms of preparation. In terms of implementation, the two teachers have no difference because they have implemented HOTS very well. Teacher A and teacher B used lesson plan based on the HOTS. 4C skills are part of activities related to the HOTS. They apply all 4C skills, including critical thinking, collaboration, communication, and creativity in the ELT process very well. Lastly, in terms of evaluation, teacher A and teacher B always give an evaluation to their students. They give their students an evaluation at the end of the lesson to train their critical thinking. As for their difference, teacher B applied more often implements evaluation activities, than teacher A. Teacher B gives her students a conclusion at the end of the meeting, while teacher A only two times doing the conclusion during the ELT process.

## 2. The Teachers' Perception of Implementing HOTS in the ELT Process

### a. Implementation of HOTS

From the answers of the two English teachers at UPT SPF SMPN 27 Makassar, it can be concluded that both of them implement HOTS in the ELT process well. This is evidenced by the existence of activities that support learning with HOTS. The forms of learning activities are

mostly related to writing and speaking, such as dialogue. Students work together and discuss the dialogue assignments with their friends or English teacher. The assignment is related to the classification of HOTS, namely 4C. HOTS can also help students learn to analyze, evaluate, and create a new solution if they get the problem. Therefore, the classroom atmosphere becomes directed according to the lesson plan used by the two English teachers.

b. Language Development

From the answers of the two English teachers, it can be concluded that teacher A and teacher B have almost the same point of view regarding student achievement with HOTS. Both have something in common, namely using HOTS as a way to improve student achievement, especially in language development. Teacher A stated that the achievements of her students in using HOTS were improving their language skills. This can be seen by the improvement in the vocabulary, pronunciation, and grammar they know. Students can also think critically by asking questions or providing input on learning materials. Meanwhile, teacher B stated that the achievements of the students were not in the form of champions but in the development of their English language skills. HOTS helps them think critically and creatively, thus they can keep up with the challenges of the times.

c. Enthusiasm

The statements of teacher A and teacher B as English teachers in different classes, the answers are not much different. With the HOTS in the ELT process, teacher A can find out the limits of students' abilities with the amount of communication between teacher and students. Meanwhile, teacher B stated that the existence of HOTS can improve interaction with students. In addition to the advantages that teachers get from using HOTS, teacher A and teacher B have the same answer about students' enthusiasm when using HOTS in the ELT process. The two teachers agreed that the amount of interaction or communication between students and teachers made learning more interesting. Therefore, students are not awkward and felt bored.

## DISCUSSIONS

### 1. The Implementation of HOTS in the Classroom during the ELT Process

#### a. Preparation

Before carrying out an activity, it is better to start with preparation. According to Iskandar (2019), teachers need to make preparations to create an effective classroom atmosphere, thus students have an interest in learning. Likewise, in implementing HOTS in the ELT process. The

researchers observed that the teacher followed the steps in the lesson plan. The teacher follows the HOTS learning criteria guidelines, namely 4C skills. One that is used in preparation is communication skills. Among them, the teacher relates the material to everyday life, the teacher provides motivation, and the teacher gives instructions before entering the core of learning.

b. Implementation

According to Majid (2014), implementation is part of the curriculum in planning forms of learning in schools and it is important to involve teacher and student interactions. HOTS is one part of the 2013 curriculum. Where the lesson plans used are 4C skills. The researchers found that the implementation of HOTS by teacher A and teacher B had gone well based on the indicators in the lesson plans. The indicators used in implementing HOTS are all 4C skills. Among them, the teacher allows students to ask questions (critical thinking), the teacher provides effective explanations (collaboration), the teacher communicates with students during the learning process (communication), and the teacher provides student feedback (creativity).

c. Evaluation

According to Arif (2019), evaluation is an important process in determining the quality in the form of the value of something, based on predetermined criteria. Evaluation is part of Bloom's Taxonomy, namely C5. The assessment in the evaluation is carried out based on considerations to make a sustainable and systematic decision. In this research, the researchers found that teacher A and teacher B had carried out the evaluation well. The evaluation was based on lesson plans related to 4C skills, including the teacher giving assignments to students (critical thinking), the teacher giving an assessment (collaboration), and the teacher giving assignments to students. conclusion assessment at the end of learning (critical thinking).

2. Teacher's Perception of Implementing HOTS in the ELT Process

a. Implementation of HOTS

In implementing HOTS, there are several activities carried out based on the 2013 curriculum listed in the lesson plan. Two English teachers of UPT SPF SMPN 27 Makassar use a lesson plan that contains 4C skills as the main guideline in HOTS. Based on the research result, the activities carried out by teacher A and teacher B are not much different. Where they apply HOTS in the form of giving assignments, either individually or in groups. They also apply in the form of discussions to train students' communication.

Teacher A uses HOTS in the form of writing and speaking. Meanwhile, teacher B mostly uses HOTS in the form of writing. This is supported by Malina (2020) that students are required to understand, manage, and create effective communication in various forms and contents orally (speaking), written, and in multimedia. Thus, students are allowed to use their abilities in interpreting their ideas, both when discussing with friends and solving problems from the teacher.

The teachers focus on the chapter being taught is about making and reading dialogues. They apply dialogue as an embodiment of 4C skills. The activities carried out are making dialogues (critical thinking), working together (collaboration), interacting between students and teachers (communication), and the feedback given by the teacher to students in appreciating the tasks they are doing (creativity). In line with that, Hidayatussaadah (2021) stated that dialogue is one of the effective methods for honing students' HOTS skills. With dialogue, students are required to use their potential thinking power in analyzing the material being studied, thus it can produce a deep understanding as well.

b. Language Development

Based on the research result, HOTS can improve student achievement, especially in language development. They are vocabulary, grammar, and pronunciation. This can encourage students to think critically and creatively, thus they can answer the challenges of the times. In line with that, according to Makarim (2020), HOTS is useful so that students in Indonesia have critical power, initiative, creativity, and the courage to express opinions in public.

c. Enthusiasm

Based on the research result, HOTS can create an interesting classroom atmosphere, because of students' enthusiasm. This happens because there is more communication between students and teacher during the ELT process. In attracting students' enthusiasm, the teacher also can combine learning and facts or daily activities related to HOTS learning. This is supported by the statement of Annuuru, Johan & Ali (2017) explaining that HOTS is the ability to combine ideas and facts in the process of analyzing, evaluating, and creating in the form of giving an assessment. Therefore, the teacher gets benefits from the situation of students using HOTS in the ELT process, namely the atmosphere of the class becomes controlled and directed.

## CONCLUSIONS

Implementation of Higher Order Thinking Skills (HOTS) in the eighth grade of UPT SPF SMPN 27 Makassar has been carried out very well by English teachers of class A and class B who are the participants of this research. Then, the perception of two English teachers, teacher A and teacher B in the eighth grade of UPT SMPN 27 Makassar about HOTS shows that teachers' understanding of HOTS is in a good category. This is evidenced by the proper preparation, implementation, and evaluation activities. These activities have been carried out based on the existing lesson plan. All series of activities carried out in the classroom has been integrated with 4C skills.

## REFERENCES

- Aminudin, A. (2022). Persepsi Masyarakat DKI Jakarta tentang Pemberitaan Penanganan Wabah Covid-19 di Wilayah DKI Jakarta. *Jurnal Ilmiah Ilmu Komunikasi Universitas Islam Riau*, 9(2), 263-275.
- Amursalim, Abduh, A., & Sahril. (2022). Students' Perceptions on the Teacher's Pedagogical Competence during COVID-19. *Journal of Art, Humanity, & Social Studies*, 2(2), 27-39.
- Annuuru, T. A., Johan, R. C., & Ali, M. (2017). Peningkatan Kemampuan Berpikir Tingkat Tinggi dalam Pelajaran Ilmu Pengetahuan Alam Peserta Didik Sekolah Dasar Melalui Model Pembelajaran Treffinger. *Eduthechnologica*, 3(2), 136-144.
- Apriyanto. (2020). Language as A Communication Tool in Human Life. *Jurnal Ilmu Hukum*, 10(2), 45-54.
- Arif, M. T. (2019). Penelitian Evaluasi Pendidikan. *Jurnal Pendidikan Agama Islam*, 2(2), 66-75.
- Baker, L. M. (2006). Observation: A Complex Research Method. *Library Trends*, 55(1), 171-189.
- Bera, L. K. (2019). Status dan Fungsi Bahasa Inggris di Indonesia dan Kontribusinya bagi Peningkatan Kualitas Sumber Daya Manusia. *Jurnal Transformasi Edukasi*, 8(1), 33-37.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5<sup>th</sup> ed.). Los Angeles, United States of America: SAGE Publishing.
- Gunantar, D. A. (2016). The Impact of English as An International Language on English Language Teaching in Indonesia. *Journal of Language and Literature*, 10(2), 141-151.
- Hidayatussaadah, I. (2021). Konsep Higher Order Thinking Skills (HOTS) dalam Pemikiran Pendidikan Islam. *Tsamratul Fikri*, 15(1), 103-114.
- Hosnan, M. (2014). *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013*. Bogor, Indonesia: Ghalia Indonesia.
- Iskandar, W. (2019). Kemampuan Guru dalam Berkomunikasi terhadap Peningkatan Minat Belajar Siswa di SD IT Ummi Darussalam Bandar Setia. *Jurnal Pendidikan Dasar*, 3(2), 135-149.
- Majid, A. (2014). *Implementasi Kurikulum 2013 Kajian Teoritis dan Praktis*. Bandung, Indonesia: PT. Remaja Rosdakarya.
- Malina, I. C. (2020). *An Analysis of the Implementation of Higher Order Thinking Skill (HOTS) in English Teaching Process*. Bengkulu, Indonesia: State Institute for Islamic Studies (IAIN) Bengkulu.

- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis* (3<sup>rd</sup> ed.). Los Angeles, United States of America: SAGE Publishing.
- Makarim, N. (2020). *Apa Pentingnya Higher Order Thinking Skills (HOTS) di Kurikulum Pak Nadiem?* Retrieved from <https://blog.kejarcita.id/apa-pentingnya-higher-order-thinking-skills-hots-di-kurikulum-pak-nadiem/>
- Nugroho, R. A. (2021). *Higher Order Thinking Skills (HOTS)*. Jakarta, Indonesia: Grasindo.
- Purnamasari, A., & Afriansyah, E. A. (2021). Kemampuan Komunikasi Matematis Siswa SMP pada Topik Penyajian Data di Pondok Pesantren. *Plusminus: Jurnal Pendidikan Matematika*, 1(2), 207-222.
- Sakkir, G., Safitri, N., & Muhayyang, M. (2022). Students' Perception of Using Weekly Quizzes in EFL Classroom. *Celebes Journal of Language Studies*, 2(1), 65-74.