

Collaboration Of Online Learning And High Order Thinking To Develop Writing And Speaking Skill

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ABSTRACT

The objectives of this research is to find out the effect of using online learning and student's higher order thinking skills (HOTS) toward student's speaking and writing skills. This research used true experimental in which the design. The subjects of the research were ninth grade of students of Al Amanah Tangerang-Banten. The data were elicited through the pre and the post test taking by the students in narrative text writing. Their writing result scores were compared between the pre and the post tests with the significant level 0.05. The recalling every meeting were also analyzed to know the effect of this higher order thinking skill method in speaking skill. The result showed that there was a statistically significant effectiveness of the student's writing and speaking skills after they were taught through online and HOTS learning. The improved of writing pre to post test was 20.23 point (59.92 to 80.15). It also can be seen from the Anova test result where all of the significant values are lower than α (0.05) and independent t-test result where t_{count} are higher than t_{table} ($0.273 > 2.063$). From these results and supported by the questionnaire form provided it can be concluded that online learning and using the HOTS method can be continued and developed in an effort to improve the ability to write and speak English.

Keywords: Online learning, HOTS, Writing skill, Speaking skill, True Experimental.

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INTRODUCTION

English will give many opportunities in the future. Due to the rapid development of technology that generally uses English as an introduction. For example, smart phones that directly connected to the internet are widely used by children consciously or do not add to their English language knowledge. From games and social media that majority of them used English, it can help to improve their skills although it can be set to other languages. In Indonesia, English is a foreign language, some people in Indonesia already use English as their daily language. The Indonesian stipulation of English language policy which is a subject that starts from the elementary school level till university level and even some of them are from the kindergarten level. Speaking, listening, reading, and writing are four main skills of English. And in the

language of direct practice in communication so it's very influenced is speaking and writing skills.

Speaking activities especially in Indonesia have been introduced since Elementary School, some students find speaking activities very difficult to master. Speaking is known to be difficult only because of the lack of habit to use this language, just as it seems that Indonesian is fluently spoken because it is commonly used in daily life. This is understandable because English is a foreign language in Indonesia. So generally what students learn at school is the pattern or grammar and less to practice English in their school life nor in their daily life outside school. "This happened because in Indonesia, English is no more than a set of grammar rules and a pile of vocabulary items to be memorized (Ivone, 2005)." So, many Indonesian

tend to learn English without any intention to acquire it. Their intention is just to be able to solve grammar problem. It is explain about grammar, which has relationship by writing.

Unlike Speaking, Writing is a quite complex skill because the process is carried out with several stages to convey the writer's perspective on a particular topic to make it easier for readers to understand. According to Hyland (2004), writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic. To make it is easier to understand the essence of writing, writers must pay attention to several aspects of writing such as spelling, grammar, vocabulary, and punctuation.

Based on the syllabus, learning writing in Junior High School especially in ninth grade are descriptive text, recount text, procedure text, and narrative text. This indicates that the provision of writing skills should be maximized at the Junior High School level. It is considered important as the initial foundation to learn about various structures in the text. Although this material will be easier for them to understand and write, if they knowledge and master the elements in writing spelling, grammar, vocabulary, and punctuation. One of the most familiar and entertaining texts for students is the narrative text.

Narrative text is one type of text that is commonly introduced to students with the aim not only entertaining, but also educating the cultural values implicit or explicit in the text. However, narrative text is usually taught directly by giving or reading stories and then explaining it (Classical Teaching). But this is not possible to do in learning at this time, especially at the beginning of March. The issue of Corona or COVID-19 began to circulate in the community of Indonesia. Until finally the government instructed all activities such as worship, work, and school to be carried out at home. This is a challenge for teachers who usually do face-to-face learning in class. They must innovate to find solutions with conditions that require them to continue providing material. Finally, the government gives instruction for learning through online learning. According to Marc (2002), Online learning is a teaching and learning that uses electronic circuits (LAN, WAN, or internet) to

deliver learning content, interaction, or guidance. Online learning interpreted as a distance learning facility by utilizing an internet network equipped with various communication features.

Furthermore, we also need to decide which application that might be suitable for the online discussion used by the students. We can choose the easiest and the simplest application to use. The trend application for everyone in this world is Zoom. Zoom is a cloud computing based video conferencing service. This application allows one to meet other people virtually through video, sound or both of them. In this year the number of users of the Zoom application has experienced rapid development with the outbreak of the COVID-19 pandemic. It is estimated the company that is leading in this online meeting conference, has a surge of 2.22 million active users per month as of March 2020. Various features are available in this application such as one on one meeting, video group meeting, sharing screen and chat, and video call recording. So, it has complete feature that can be utilized in the process of English learning.

The Ease of access to information using technology in addition to many advantages also needs to be considered things that be weaknesses. One of them is the ease of finding answers from the internet when the teacher gives questions or test. This is difficult for teachers to always monitor the process. Therefore, the teacher provides the results of teaching materials or assignments that not only build the ability to remember or known as Lower Order Thinking Skills (LOTS) because the answers will be easier to find on the internet. Teachers can innovate to prepare assignments that can build children's abilities in analyzing, evaluating, and producing useful products in their assignments. This is known as the High Order Thinking Skill (HOTS). So the answers or responses generated are their own ideas or opinions.

HOTS or High Order Thinking Skills are critical, logical, reflective, metacognitive, and creative thinking abilities. This refers to the goal of Indonesian education, which is to prepare Indonesian people ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute in social, national, state, and world civilization. Sulaiman, et al (2017) add if Higher-Order Thinking

Skills (HOTS) is ability to apply knowledge, skills, and values in reasoning, reflection, problem-solving, decision making, innovating and creating something new. It is expected that the child's high level ability in analyzing, evaluating, and producing the potential contained that can build their motivation to explored maximally with the support of challenging instruction from the teacher to improve students' understanding and response. Higher-order thinking instruction may encourage students to think deeply about the subject matter (Kusuma, Rosidin, & Abdurrahman, 2017).

Based on the results of observations made by the researchers through the results of learning English in SMP Al Amanah Tangerang-Banten in Indonesia, learning English tends to emphasize aspects of language that include learning English and textual grammar. In addition, English learning materials are still general in nature and have not been focused on contextual practices as daily language and emphasize development that includes analyzing, synthesizing, evaluating, and producing language. Activities and use of English are also still limited in the classroom environment and still tend to be teacher based learning. This means that the teacher's role is dominant in the process, so that students only start to try speaking when they get encouragement from their teacher. In addition when researcher gave assignments to make text about their favorite animals to students, all students can do it quickly even though a lot of grammar that needs to be improved. However, when discussing the type of text that was made, definition, other examples, and procedures to making the text the student did not know it. Whereas if the students can produce something, they can explain about the product especially the process, it is the principle of high order thinking. This is because the experience of writing (essay) is based on direct examples that the teacher gave, so the students seem only can copy it. For this reason, researcher will try to develop high order thinking skills by first starting level of the process, it is remembering until they be able to create something. And all activities will be focused on experiential learning that students have to find answers by themselves in solving problems.

Based on previous research on the application of HOTS (High Order Thinking Skill) methods in learning by (Purnama & Nurdianingsih, 2019), They got a positive comparison between HOTS than

LOTS learning. The result showed taught by HOTS instructions (58,71) is higher than the mean score of the students who are taught by using LOTS instructions (48,66). But researchers want to try to combine this method with online-based learning with the aim of students being more active and initiative in learning because it does not depend on the existence of the teacher. The focus on research question; how is the effect of using online learning and HOTS (High Order Thinking Skill) toward student's speaking and writing?

METHOD

This research employed a quantitative research by using a true experimental design. In this research, there were two variables. Online and HOTS (High Order Thinking Skill) learning as independent variable and learning narrative text as dependent variable, so true experimental design was used to analyze the main effect for both experimental variables as well as an analysis of the treatment by using online HOTS (High Order Thinking Skill) learning. This design took two groups as investigated group, namely experimental group, and control or comparison group. Both of them got different treatment. The experimental group received online and HOTS learning as a treatment. On the other hand, the control group received mind mapping technique as a treatment. Both groups receive pretest and posttest to measure their writing scores. And the subject of research is 26 students which were 1X A and IX B class. So it was consist of 13 students of experimental group and 13 students of control group.

Data analysis

This research analyzed data by using T-test. The T-test used to figure out the difference of the pre-test and post-test results from each class. To analyze the data, the first test that the researcher used the normality test. The second test is the homogeneity test. Both tests calculate by using the IBM SPSS Statistics. After calculating the normality test and homogeneity test, the last is the test for hypothesis. The calculating process using IBM SPSS Statistics described as Normality, Homogeneity, and T-test.

FINDINGS

Based on the quantitative data which gained from experimentation between experimental (using HOTS) and control group (using Mind map, and

also the data from questionnaire can be described as follows :

Improvement of Students' Writing Skill Score

The data on the frequency and percentage of the students' writing skill through the social media in pre-test can be seen in the following tables.

Table 1: The frequency and percentage of the students' writing skill in pretest

No	Classification	Range of Score	Control Group		Experimental Group	
			F	%	F	%
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	0	0
3	Good	76-85	1	7.7	0	0
4	Fairly Good	66-75	2	15.3	2	15.3
5	Fair	56-65	6	46.2	8	61.6
6	Poor	36-55	4	30.8	3	23.1
7	Very Poor	00-35	0	0	0	0
Total			13	100	13	100

Table 1 shows that most of the students' writing skill in both experimental and control group were categorized balanced at the beginning where 8 students (46.2%) in experimental and 6 students (61.6%) in control group were in the fair category. 3 student (30.8%) in experimental and 4 students (46.2%) in control group were in poor category, 2 students (15.3%) in experimental group and 2 students (15.3%) in control group were in fairly

good category, one (7.7%) of the students in experimental group was in the good category. The result on the table shows that most of the students have the same level of writing skill as fair or average before applying the both of method (HOTS and mind mapping). While after treatment, the posttest score for the experimental and control groups can be seen in the table below:

Table 2: The frequency and percentage of the students' writing skill in post-test

No	Classification	Range of Score	Control Group		Experimental Group	
			F	%	F	%
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	3	23.1
3	Good	76-85	6	46.2	5	38.5
4	Fairly Good	66-75	4	30,8	5	38.5
5	Fair	56-65	3	23.1	0	0
6	Poor	36-55	0	0	0	0
7	Very Poor	00-35	0	0	0	0
Total			13	100	13	100

The table 2 shows that the students' achievement in the experimental and control group has improved. In the experimental group, the score has increased because there are no more poor categories. Besides that in the experimental group there were 3 students who were included in the very good category. In the control group, there were 3 students (23.1%) in the fair category. And in the experimental group there were none. Furthermore, in the fairly good category both of the groups were balanced, 4 students (30.85)

in the control group and 5 students (38.5%) in the experimental group. The same thing happened in the good category, where 6 students (46.2%) were in the control group and 5 students (38.5%) belonged to this category. Based on these data it can be concluded if both groups experienced an increase in learning outcomes even though in the experimental group the increase was more significant. Below is the T-Test result as whole as pretest and posttest of students' writing skill.

Table 3: Independent Samples T-Test

	T	2-Tailed Value	
Control and Experimental Pre-test	0.421	0.678	There was no different
Control and Experimental Post-test	2.703	0.012	Different

The result of data analysis as summarized in table 3 on pretest and posttest of control and experimental group, the researchers found that the probability value (0.678) is higher than the level of significance at t-table (0.05) and the degree of freedom 24. The data also showed that the t-count value was smaller than t-table (0.421 < 2.063). It indicated that the alternative hypothesis (H_a) was rejected and the null hypothesis (H₀) was accepted. In the other word, there was no significant difference between the students writing skill in the pre-test. After treatment,

the researchers found that the probability value (0.012) was smallest than the level of significance at t-table (0.05) and the degree of freedom 24. In addition the data showed that the t-count value was higher than t-table (0.273 > 2.063) It indicated that the alternative hypothesis (H_a) was accepted and the null hypothesis (H₀) was rejected. In the other word, there was difference score between the students writing skill in pretest and posttest and it was significant. Beside of this, the researcher also analyzed student’s result of speaking skill.

Table 4: The frequency and percentage of the students’ speaking skill

No	Classification	Range of Score	1st meeting		2nd Meeting		3rd Meeting	
			F	%	F	%	F	%
1	Excellent	96-100	0	0	0	0	0	0
2	Very Good	86-95	0	0	0	0	2	15.3
3	Good	76-85	0	0	0	0	6	46.2
4	Fairly Good	66-75	0	0	2	15.3	3	23.1
5	Fair	56-65	1	7.7	6	46.2	2	15.3
6	Poor	36-55	12	92.3	5	38.5	0	0
7	Very Poor	00-35	0	0	0	0	0	0
Total			13	100	13	100	13	100

In the table 4 about result of students’ speaking score, the result showed in the last meeting improvement, there were 2 students (15.3%) comfortably shared information with their friends with a very good value. Six students (46.2%) also began to be encouraged to improve their language skills, explaining the results of the project by being included in the good category. And 3 other children

(23.1%), have a fairly good ability to review the results of the project. However 2 students (15.3%) need additional assistance in building confidence in speaking English in public. Therefore, the researchers continued to study the case to explore the factors affecting students’ score achievement via questionnaire, and the results can be described as follows.

Table 5: Frequency of Questionnaire

No	Item	Respondent's Responses								N	Score	Category
		Strongly Agree		Agree		Disagree		Strongly Disagree				
		F	%	F	%	F	%	F	%			
1	Item 1	4	30.8	8	61.6	1	7.7	0	0	13	42	Good
2	Item 2	2	15.3	5	38.5	6	46.2	0	0	13	35	Good
3	Item 3	1	7.7	9	69.3	3	23.1	0	0	13	37	Good
4	Item 4	4	30.8	6	46.2	3	23.1	0	0	13	40	Good
5	Item 5	0	0	8	61.6	5	38.5	0	0	13	34	Good
6	Item 6	3	23.1	8	61.6	2	15.1	0	0	13	40	Good
7	Item 7	2	15.3	7	53.9	4	30.8	0	0	13	37	Good
8	Item 8	1	7.7	10	77	2	15.3	0	0	13	38	Good
9	Item 9	1	7.7	10	77	2	15.3	0	0	13	38	Good
10	Item	3	23.1	8	61.6	2	15.3	0	0	13	40	Good

	10											
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The result of questionnaire

$$\text{Maksimum Score} = 130 \times 4 = 520$$

$$\text{Minimum Score} = 130 \times 1 = 130$$

$$\text{Indeks (\%)} = (\text{Total Score} / \text{Maksimum Score}) \times 100$$

$$= (389/520) \times 100$$

$$= 74\%$$

From the table 5, the result of index value obtained from the calculation of questionnaire was 74%, it can be concluded that the respondent, "Agree" on the English language activities and their development through online activities and HOTS learning. Next the researcher identified student's responses related to the questionnaire form that has been distributed.

DISCUSSION

The statistical calculation of this research showed that the learning by using online and HOTS (High Order Thinking Skill) method was useful for develop student's writing and speaking skill in ninth grade of SMP Al Amanah. The autonomous t-test revealed that there was a statistical significance of using online and HOTS learning. From the analysis of the post test data between control and experimental group showed that t_{count} was 2.703. The t_{table} was 2.063. It can be concluded if $t_{\text{count}} \geq t_{\text{table}}$ ($2.703 \geq 2.063$) so it can concluded that the null hypothesis (H_0) was dismissed and the alternative hypothesis (H_a) is accepted. Therefore, based on the findings, the online learning and HOTS method used in this research has a significant effect on the student's writing and speaking skill especially about narrative text.

The writing test of each experimental and control class produced a different result. Based on Table 1 and Table 2, the mean score of the experimental class' pre-test was 59.92, and the mean score of the control class' pre-test was 61.23. The result of the pre-test indicates that both classes did not perform well because the scores of the students from each class were dominated by 50-70. Therefore there was pandemic or *Covid 19* situation, the researcher gave treatment by using online learning and HOTS method to the experimental class as a strategy to

analyze student's performance in writing and speaking skill of narrative text whereas the researcher used mind mapping strategy in control class. In post-test, the experimental class's mean score was 80.15 while the control class is only 72.76. Both classes were basically increasing their score, but the gained score of the experimental class which given then HOTS (High Order Thinking) method was higher than the control class'. Although the Pre test score of control class higher than experimental class, but the Post-test score was reserved result. Compared to the pre-test, the experimental class' post-test score gained 20.23 points; from 59.92 to 80.15, while the control class gained 11.53 points; from 61.23 to 72.76. It shows that the post-test score of the experimental class is significantly increased than the score of the control class. This was because learning or treatment in online beside of using a zoom meeting, it was also conducting discussions using the Whatsapp Group. In addition some students made personal contact with the teacher to ask material that was difficult to master including reporting on the results of their work. Discussions using online are also more flexible because they do not adjust the class schedules commonly applied in class.

Beside from the assessment aspects through the Pre-test and Post-test, the researcher also analyzed speaking skills from recalling results. Recalling is done to determine the development of students' ability to explore the potential of communication possessed. It is also used to monitoring the process of the project or mission carried out so that visible independence in work. Recalling is done by taking notes on everything students said through the observation form. From the results of recalling conducted during an online conference meeting positive results were obtained. Although at the beginning it takes direction to be able to invite students to convey their knowledge and experience. The result is that at the first meeting the average score students got. Recalling is the routine activity after material discussion when the students learned at school. Therefore in general students are accustomed to doing this activity even though in beginning they need to adapt in online learning. In addition the small number of students in class makes

them more confident in explaining and responding to statements or questions from their friends.

The experimental class that is given treatment by using the HOTS method produces development of English language skills, both from writing and speaking skills. Although the control class also gets relatively good results, only the progress is more visible in the experimental class. As explained in the previous chapter this is because students can explore their abilities more freely, because they are directed to be able to identify, analyze, evaluate, and create every problem with their own solutions. In addition online learning makes learning situations more comfortable because it can be done anytime, anywhere, and anyone can be invited to discuss.

In order to strengthen the researchers' perceptions, a questionnaire was conducted to determine students' responses when conducting online learning and collaborated by HOTS method. Most of the students gave positive responses related to learning English especially using the online learning system in collaboration with the HOTS method. Although there are still 5 respondents who stated they were not comfortable with online learning, because this system was a new experience for them. In addition media gadgets that must be available and internet access which also must always support. There were also a number of 4 students who considered the HOTS learning method to be inappropriate in junior high schools. Overall students support if the online learning method and HOTS are continued because it gives a lot of positive things to their English language skills, but students hope to make adjustments and development related to work procedures. Moreover people's perception on them could influence their performance

By seeing both theories and the statistical results of this research, it can be concluded that the learning strategy using the online learning system and HOTS has a positive effect for students, especially in developing English language skills. When the direction or learning flow is clear, students will more easily digest and understand the intentions and work procedurally so that they will easier identify each problem and find a solution. In interconnected writing and speaking activities, where someone who is accustomed to writing on an ongoing basis by evaluating each of the results of his writing will be more confident in building the ability in speaking

skills. In addition the HOTS method does not emphasize what is right or wrong, because basically every argument is true according to the viewpoint of a certain person. Syafrizal & Rahmawati (2017) stated that people's perception on students could influence their performance. This is the reason why students are freely in conveying the results of thinking because they are not worried about making mistakes. To be able to plan HOTS-oriented learning, teachers need knowledge of ways, strategies, methods to train students about HOTS (Bartell, 2012).

CONCLUSION

The results show that online learning methods and HOTS have a good effect on the development of writing and speaking skills, especially in the topic of narrative text. The experimental class 'data shows the increase point between pre-test and post-test the differences point is equal to 20.23. The pre-test value is 59.92 while the post-test value is 80.15. The post-test result was gained score, because t_{count} (2.703) higher than the t_{table} (2.063). It can be concluded if $t_{\text{count}} \geq t_{\text{table}}$ ($2.703 \geq 2.063$). Therefore, H_a was accepted. In addition the recalling or speaking assessment results showed a significant improvement each meeting starting from an average score of 47 at the first meeting, then increasing by 10 points to be 57 at the second meeting, and at the third meeting the average results were 76. From these results and supported by the questionnaire form provided it can be concluded that online learning and using the HOTS method can be continued and developed in an effort to improve the ability to write and speak English.

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