

ABSTRACT

Iqlima U,M Ken. 2021. *High Order Thinking Skills (HOTS) – Based Questions on Analytical Exposition Text Developed by English Teachers at MAN 2 Jember*. Thesis. English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember. Advisor: (1) Anita Fatimatul. L, M.Pd (2) Widya Oktarini, M.Pd.

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Education is an important aspect that can develop human resources. The effort to improve the quality of education is connected with the need of the 21st century. The competitiveness in 21st requires people to have good competencies and skills. Realizing this matter, the Indonesian Ministry of Education and Culture tried to integrate HOTS in the new curriculum which is 2013 curriculum. According to Bookhart (2010), HOTS can be defined into three terms; transfer, critical thinking and problem solving. These terms refers to the essential skills that is needed to solve problems and taking decision in real life. Therefore, it is important to implement HOTS in teaching-learning proces.

Some previous studies proved that the implementation of HOTS give a big impact on students' improvement while writing types of text. So that, the writer conduct a research that focus on HOTS and its implementation on teaching analytical exposition text.the place of this research was Madrasah Aliyah Negeri 2 Jember. Thus, The objective of this research was to describe High Order Thinking Skills (HOTS) based-questions constructed by English teachers at Madrasah Aliyah Negeri 2 Jember. This research employed qualitative case study. The subject of this research was two teachers at MAN 2 Jember who is having experience in teaching-learning HOTS. The writer obtained data from the interview transcript and data documentation. The data findings was analyzed using three stages of data analysis proposed by Matthew *et al* (2014), those are: data condensation, data display and drawing conclusion. The finding showed that teachers still could not construct HOTS questions well in teaching analytical text. The obstacles faced by the teachers were; First, teachers have to adapt to the condition where teaching-learning process is conducted virtually. Second, the ability of students' reading and literacy skill was under rated. Third, there was a misconception between the obligation to apply HOTS and the students' minimum score.