

## Table of Content

<b>COVER</b> .....	<b>ii</b>
<b>ADVISOR’S APPROVAL SHEET</b> .....	<b>iii</b>
<b>THE BOARD OF THESIS EXAMINERS’</b> .....	<b>iv</b>
<b>MOTTO</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vi</b>
<b>DECLARATION OF AUTHORSHIP</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>viii</b>
<b>ABSTRAK</b> .....	<b>ix</b>
<b>TABLE OF CONTENT</b> .....	<b>x</b>
<b>LIST OF TABLES</b> .....	<b>xiii</b>
<b>LIST OF APPENDIXES</b> .....	<b>xiv</b>
<b>CHAPTER I</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study.....	1
B. Research Questions .....	6
C. Objective of The Study .....	7
D. Significance of the Study .....	7
E. Scope and Limitation of the Study .....	8
F. Definition of Key Terms.....	8
<b>CHAPTER II</b> .....	<b>10</b>
<b>REVIEW OF RELATED LITERATURE</b> .....	<b>10</b>
A. Test.....	10
1. Definition of Test .....	10
2. Test in 2013 Curriculum.....	12
3. Characteristics of Good Test .....	14
B. Higher Order Thinking Skills (HOTS).....	15
1. Definition of HOTS.....	15
2. Implementation HOTS in Indonesia.....	17
C. The Dimension of Thinking Process .....	18

1. Revised Bloom’s Taxonomy of Thinking Process .....	18
D. HOTS Test Guidelines .....	22
1. Definition and Characteristics of HOTS Test.....	22
2. Basic Principles of Assessment of Higher-Order Thinking Skills .....	26
3. Characteristics of Hots Assessment Instruments .....	27
4. Cognitive Level.....	32
5. Developing HOTS Test.....	35
E. Previous Studies .....	38
<b>CHAPTER III .....</b>	<b>41</b>
<b>RESEARCH METHOD .....</b>	<b>41</b>
A. Research Design .....	41
B. Subject of the Study.....	42
C. Research Instrument and Data Collection Method.....	43
1. Interview .....	43
2. Documents.....	44
D. Data Analysis.....	44
1. Reduction.....	44
2. Display (data presentation).....	45
3. Verification (conclude).....	46
E. Triangulation .....	46
<b>CHAPTER IV.....</b>	<b>47</b>
<b>FINDING AND DISCUSSION .....</b>	<b>47</b>
A. Finding.....	47
1. The teachers difficulty in understanding the concept of HOTS .....	47
2. The Teachers Difficulty in Designing HOTS test .....	52
3. The document analysis .....	58
b. Discussion.....	75
1. The teachers difficulty in understanding the concept of HOTS test.....	75
2. The Teachers’ difficulty in designing HOTS test.....	77
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>81</b>
A. Conclusion.....	81
B. Suggestion .....	82
<b>REFERENCES.....</b>	<b>83</b>
<b>APPENDIX.....</b>	<b>87</b>

