

The Understanding Ability of Exercises of Higher Order Thinking Skill-Based Anecdote Text in 10th Grade Students of Senior High School 1 Tanjung Tiram

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Abstract : *The aim of this study is to know the understanding ability of exercises of higher order thinking skill-based anecdote text in 10th grade students of senior high school 1 Tanjung Tiram. This study was conducted in the odd semester of the 2018/2019 academic year which was planned starting from the collection of knowledge data to the writing as a whole. The subjects of this study were 10th grade students of Senior High School 1 Tanjung Tiram as many as 30 students. The object carried out in this study is a guide to higher order thinking skill (HOTS)-based knowledge instruments. The result shows that the understanding ability of exercises of higher order thinking skill-based anecdote text the students get an average score of 60.56% in the "sufficient" category. Thus, it can be stated that a high level of knowledge instrument on students of senior high school 1 Tanjung Tiram with sufficient quality.*

Keywords : *understanding ability; anecdote text; higher order thinking skill (HOTS)-based.*

I. Introduction

Assessment is an activity that has an important role and provides benefits to the achievement of student learning outcomes. One of the benefit of assessment is that it is used as feedback for students and teachers. For students the assessment serves to measure the extent of the ability of students, while for teachers the assessment serves to improve the activities and methods used in the learning process.

Implementation of assessments carried out correctly will ensure an increase in the quality of learning. Assessment of learning outcomes is an integral part of the whole process of teaching and learning activities. This is reinforced by Nuriyantoro (2015: 5) revealing that, all components of the learning system influence and determine each other so that if all the components are going well, they will produce maximum output. The existence of feedback from the results of the assessment can be seen as an effort to improve the quality of the processes and results of the learning held. Based on the results of previous assessment activities we will know what competencies have been, have not, or are not mastered by students and hence can take further action.

Early observation was carried out on Indonesian language teachers Juliana, S.Pd. at senior high school 1 Tanjung Tiram., explained that the assessment instrument conducted by the teacher was only on the assessment technique chosen according to the characteristics or abilities of the students. Whereas the assessment process in anecdote texts is very good and effective if the principles of this assessment are considered when the teacher, namely: (1) there is a clear limitation of what is prioritized to be assessed, (2) the assessment technique chosen must be in accordance with the characteristics or abilities measured, (3) a comprehensive assessment requires various types of assessment techniques, (4) it should be realized that the assessment techniques used have limitations, (5) the assessment must be used to improve student learning achievement (Gronlund & Linn, 1990: 6-8)

The obstacles faced by teachers are only guided by assessment instruments that are only provided by the government, so that the assessment instruments are not optimal. In addition, the teacher also conducts assessments by looking at the abilities of each student after carrying out a test or test. In addition, the making of exercises is not in accordance with the indicators in the Competency Standards (SK) and Basic Competencies (KD) that must be achieved by students. It is recommended that the test to be tested must be in accordance with the standards of competence and basic competencies in order to achieve learning indicators. After that, the teacher carries out the assessment weights that have been predetermined in the Learning Implementation Plan (RPP).

Another obstacle is that the teacher does not develop exercises based on the level of thinking of students and does not use operational verbs that are in accordance with the cognitive domains of students, such as analyzing, evaluating and creating references to Bloom's taxonomy. In addition, the teacher does not provide an assessment based on the performance performed. Another fact, most teachers in assessing practice assignments or demonstrating something does not provide an assessment based on the performance performed. This is in accordance with the results of the research Novaia et al. (2015: 568-580) entitled "Development of performance assessment instruments on practicum influences the concentration of the reaction rate" Vol. 4, No. 2 which explains that the reason the teacher does not implement the results of the performance assessment because the teacher does not understand the performance assessment, the assessment of student performance is so difficult to do in school because the teacher's attention is focused on all students with diverse abilities. Even though the average number of students in most classes in Indonesia is very large. Often found in one class containing 48 students assessing the performance of students one by one on daily learning is certainly very draining of the mind and the teacher. At the same time, the teacher also still has to manage learning. No one will be able to carry out an assessment of performance in these conditions.

The teacher have to make the order of the exercises that are in accordance with the exercise grid in developing knowledge instruments. At the senior high school 1 Tanjung Tiram, the exercise grid is only in the form of essays while the test or test is done not only essays but also multiple choices. The previously created grid should be in the form of multiple choice and essays. In accordance with the 2013 curriculum, senior high school / vocational high school students in 10th grade are expected to achieve core competencies and basic competencies. In learning at school most students get difficulties in anecdote text material.

The material that must be mastered by students in the 2013 curriculum of 10th grade is anecdote text learning that aims to explore and develop the basic competencies of students in understanding the meaning of the text, as well as training students to provide humorous or joke criticism and explore values, mandates, moral message, as well as expressions about a truth in general.

Anecdotes are short stories that are interesting because they are funny and impressive, usually about important people or famous figures. Stories in anecdotes can come from real or fictional events, used to convey criticism through insinuations of events involving the public interest, the public, or the behavior of public figures. Anecdotes are found in various media, such as magazines, newspapers, textbooks and so on. Anecdotes do not merely present funny things, jokes, or humor. However, there are also other purposes behind the funny story, namely in the form of messages that are expected to be able to give lessons to the public.

II. Review of Literatures

2.1 Knowledge Instruments

The instrument is interpreted as a tool for measuring an object or collecting data both tests and non-tests. Instruments are used to measure student achievement in the teaching and learning process. According to Sumadi (2008: 52) instruments within the scope of evaluation are defined as devices to measure student learning outcomes that include learning outcomes in the cognitive, affective and psychomotor domains. The form of the instrument can be in the form of tests and non-tests. The instrument in the form of tests includes a description test (objective description and free description), multiple choice tests, short answers, matchmaking, false correctness, performance and portfolio. Non-test form instruments include interviews, questionnaires and observations. The instrument is said to be valid (correct / valid) if the instructor is used to measure what should be measured.

Based on expert ideas above, the instrument is a device used to collect data in the learning outcomes of students. The instrument is used as a benchmark in determining the ability of each student in teaching and learning activities.

Knowledge is the result of knowing, and this happens after people have sensed a certain object. According to Suriasumantri (2003: 4) knowledge is all that is known to man about a particular object including the knowledge that will enrich his mental repertoire either directly or indirectly. Knowledge is interpreted also as a collection of various kinds of experience, competing information values related. In it also contains various expert ideas and new information related to the object of knowledge.

Thus, the knowledge instrument is a test that is based on the students' thinking ability in providing an understanding of a particular exercise. This instrument of knowledge will provide learning outcomes according to the abilities of students. Therefore, the cognitive abilities of each student are different, the ability of students to understand and capture the material conveyed by the teacher will also be diverse. In building an ability within students, activities are needed that make students in an independent manner manage a exercise either through material management, making predictions, formulating exercises, observing and communicating the results. Such steps are very important and needed by students in building their cognitive abilities.

Cognitive ability is one of the domains that becomes the most important assessment in the learning process. Cognitive ability consists of six stages, namely memory, understanding, application, analysis, evaluation and creating. This includes the ability of students to understand something or learning material. According to Anderson and Krathwohl (in Rusmonono, 2012: 8) states that the cognitive domain of Bloom's taxonomy revises into two dimensions, namely the dimensions of the cognitive process and the dimension of knowledge. The dimensions of cognitive processes consist of six levels, namely memory, understanding, application, analysis, evaluation, and creating. While the dimension of knowledge consists of four levels, namely factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge.

2.2 Definition of Assessment

Assessment is defined as the process of gathering information about student performance, to be used as a basis for making decisions. Suwandi (2009: 7) states that

assessment is a process to find out whether the process and results of an activity program are in accordance with the reference or performance set. Meanwhile, Harun and Mansur (2007: 2) state that valuation is a very important component in the implementation of education because assessment will be a measure of success in the implementation of education.

Kasueri (2013: 16) defines assessment as a systematic process and includes the activities of collecting, analyzing, and interpreting information to determine how far a person or group of students reaches the set learning goals. Meanwhile, Sudjana (2012: 3) says that assessment is a systematic process that includes gathering information (numbers or verbal descriptions), analysis, and interpretation to make decisions. Assessment is the process of giving or determining a value to a particular object based on certain criteria.

Based on Minister of Education and Culture Regulation No. 23 of 2016 concerning educational assessment standards, educational assessment is a process of gathering and managing information to measure student learning outcomes. This is in line with the opinion of Kunandar (2014: 66) who says that assessment is a series of activities to obtain, analyze, interpret data about the process and learning outcomes of students conducted systematically, accurately and continuously by using certain measurement tools, such as exercises and observation sheets, so that it becomes meaningful information in decision-making related to the achievement of the competencies of the peseta students.

Based on the expert's idea of the definition of assessment, the researcher refers to Kunandar's theory (2014: 66) defining assessment as an activity carried out systematically on the learning process and learning outcomes of students using certain tools.

2.3 Definition of Higher Order Thinking Skills (HOTS)

Higher order thinking skills is defined as the use of the mind more broadly to find new challenges. This high level thinking ability requires someone to apply new information or prior knowledge and manipulate information to reach possible answers in new situations (extracted from Heong et al., 2011). Higher order thinking is thinks at a higher level than just memorizing facts or saying something to someone exactly as something was told to us. Wardana argues that high-level thinking skills are thought processes that involve mental activities in an effort to explore complex, reflective and creative experiences that are consciously carried out to achieve goals, namely acquiring knowledge that includes the level of analytical, synthesis and evaluative thinking (2010: 1627).

Based on some of these opinions it can be concluded that High Order Thinking Skills is a thinking process that is not just memorizing and returning information that is known. Higher order thinking skills includes the ability to connect, manipulate, and transform the knowledge and experience that already has to think critically and creatively in an effort to determine decisions and solve exercises in new situations.

In general, there are several aspects that show a higher order thinking skills possessed by a person, namely the ability to think critically, think creatively, and solve exercises. Johnson (2007: 185) suggests that critical thinking is an organized process that allows students to evaluate the evidence, assumptions, logic, and language that underlies the thoughts of others.

The creative thinking skills extracted from Thomas, Thorne and Small from the Center for Development and Learning (2000) states that creative thinking involves creating, finding, imagining, guessing, designing, proposing alternatives, creating and

producing things. Creating a creative idea means coming up with something unusual, new, or raising a solution to a exercise. A person's ability to think creatively can be shown through several indicators, such as being able to propose new ideas, ask exercises, and dare to experiment and plan strategies.

Nofiana stated that higher order thinking skills are a thinking skill that does not rely solely on the ability to remember, but requires more abilities than that. This is the result of the learning process that has been carried out by the teacher through monitoring to find out the learning progress of students and increase the effectiveness of learning activities. Higher Order Thinking Skills (HOTS) as students' thinking skills in acquiring new information stored in their memories, then connecting and communicating it for the intended purpose.

Kinget al stated that higher order thinking skills in students can be empowered by giving unusual and erratic exercises, so that students succeed in explaining, deciding, showing, and producing exercise solving in the context of knowledge and experience. The concept of higher order thinking comes from Bloom's Taxonomy. Bloom classifies the level of thought processes from high to low levels. There are six levels of Bloom's taxonomy: knowledge, understanding, application, synthesis, and evaluation. The first and second levels of Bloom's taxonomy are considered low-level thinking skills, while the other four levels are classified as high-level thinking skills. However, Anderson and Krathwohl have revised the use of Bloom's Taxonomy as a conceptual framework for research in higher-order thinking skills.

2.4 Development of Assessment Instruments of Higher Order Thinking Skills (HOTS) in Anecdote Text Material

The development of cognitive assessment instruments in the form of Higher Order Thinking Skills (HOTS) exercises requires various criteria both in terms of the form and content of the subject matter. To develop the Higher Order Thinking Skills (HOTS) exercises must follow the established rules, both regarding writing items in general and rules based on the level of thinking of students working on the exercise. In anecdote text learning exercises, analysis, evaluation and creating skills can be developed, for example by providing stimulus in the form of experimental data, graphs, and then drawing images for students to answer exercises.

The Higher Order Thinking Skills (HOTS) exercise can be designed using operational verbs that are in accordance with the cognitive domain. For example, to test the cognitive domain of students' analysis, the teacher can make exercises using operational verbs that include cognitive domains of analysis, such as analyzing, detecting, measuring, or analyzing. Higher Order Thinking Skills (HOTS) activities help students skillfully seek knowledge in inductive reasoning to think up answers or identify and explore scientific examinations of facts (Sumale, 2012: 3771). Refer to Bloom's revised taxonomy, cognitive operational verb of Higher Order Thinking Skills (HOTS).

Table 1. Cognitive Operational Verb of Higher Order Thinking Skills (HOTS) Bloom's Revised Taxonomy

Levels of Higher Order Thinking Skills (HOTS)	Operational Verbs
Analysis: can students distinguish between different concepts.	Assess, compare, criticize, sort, distinguish, determine, sort.
Evaluation: can students give a particular statement or choice by giving reasons.	Evaluating, evaluating, criticizing, selecting / selecting, connecting, giving opinions.
Creation: can students make or develop new products, theories or perspectives based on learning.	Assemble, design, design, create, formulate.

Source: Anderson & Krathwohl, 2015: 120-133; Narayanan, et al., 2015: 4

There are several ways that can be used as guidelines by the exercises writer to write the exercises that require high-level thinking, namely the material to be asked is measured by Higher Order Thinking Skills (HOTS) in Bloom's revised taxonomy including the three highest levels, namely analysis (C4), evaluation (C5) and creation (C6). For students not all skills can be trained through solving exercises but also can choose according to the level of thinking of students and create exercise that encourages students to think.

2.5 Anecdote Text

Facts show that humans live in a world of words. When words are planned to communicate ideas / meanings, we have actually created text. When we have expressed ideas orally or in writing, we have created text. From these facts, it can be concluded that the text is speech (oral) or meaningful writing that serves to express ideas (Priyanti, 2014: 65) in the book "*Desain Pembelajaran Bahasa Indonesia dalam Kurikulum 2013*".

Priyanti (2014: 70) in the book "*Desain Pembelajaran Bahasa Indonesia dalam Kurikulum 2013*" argues that texts can be grouped into two broad categories (genres), namely literary genres and factual genres. Literary genre aims to propose the emotions and imagination of the reader / observer. Literary genre makes readers / listeners laugh, cry, and reflect / purify themselves like anecdotes. Factual genre presents information or ideas and aims to describe, tell, or convince readers / listeners. Included in the factual genre, including explanatory texts, expositions, procedures, descriptions, discussions, observational reports.

Dananjaja (1997: 110) argues that anecdotes are funny personal fictional stories of a character or some figure that really exists. According to Keraf (2010: 142) anecdotes are short stories that aim to convey interesting or strange characteristics about someone or something else. Grahan (Rahmanadia, (2010: 9) anecdote text is a type of humor. A short story / humor anecdote is a short story or anecdote containing humor (Darmansyah, 2011: 148) According to Fatimah (2013: 218) when viewed from the purpose is to describe an event that has passed.

III. Research Methods

This study was conducted in Senior High School 1 Tanjung Tiram, which is located at Jl. Rahmadsyah, Suka Maju village, Tanjung Tiram sub-district, Batubara District. The study was conducted in the odd semester of the 2018/2019 academic year which was planned starting from the collection of knowledge data to the writing as a whole.

The subject is a discussion that is often made in a study. Humans, objects, or institutions (organizations) that are of the nature to be investigated are things that are embedded in or contained in the object of research. The subject of this study were 10th grade students of Senior High School 1 Tanjung Tiram as many as 30 students.

Objects are things or people who are the subject of conversation, in other words the object of study is something that is the focus of a study. The object carried out in this study is a guide to HOTS-based knowledge instruments.

IV. Discussion

Learning outcomes of students are obtained by giving a test using an instrument of knowledge that has been developed with the aim to see the extent to which the understanding ability of exercises of higher order thinking skill-based anecdote text developed in this study. The trial was conducted in 1 class, namely X PMS IV, which amounted to 30 students, by looking at the acquisition of anecdote text learning outcomes

1. The Description of the Validation Analysis Results of Higher Order Thinking Skill-Based Anecdote Text Instruments

This validation test is based on the results of a field trial involving students to answer the exercises that have been given. The aim is to find out the suitability of items with the material to be measured. Students who are involved in the process of validating the contents of the test assessment instrument to measure high-level thinking skills include 30 students. After the validation test the results of activity 1 and activity 2 of multiple choice and essay are "valid".

Based on the calculation shows that the multiple choice exercises in activity 1 amounted 10 items and the essay amounted to 5 items, then in the multiple choice exercises activity 2 amounted to 10 items and the essay amounted to 5 items then stated the whole multiple choice exercises and essay were declared valid because of $t_{count} > t_{table}$.

2. The Description of the Reliability Analysis Results of Higher Order Thinking Skill-Based Anecdote Text Instruments

This reliability test is based on the results of a field trial involving 10th grade students of PMS IV Senior High School 1 Tanjung Tiram. Many students in the PMS IV class are 30 students. Students are asked to complete the items in the first activity 10 items of multiple choice exercises and 5 items of essay and second activity which each has a multiple choice of 10 items and an essay of 5 items is given 2 x 40 minutes (2 meetings). Based on the work results of these students, the reliability of the test can be calculated. The level of reliability of multiple choice tests in Activity 1 is stated to be reliable with KR 3.37 with a level of interpretation "good" while in Activity 2 multiple choice is declared reliable with 0.33 with a level of interpretation "sufficient". Then for the level of

reliability of description in activity 1 expressed reliable with a value of 0.57 with a level of interpretation "sufficient" while in activity 2 stated reliable with a value of 0.99 with a level of interpretation "sufficient". This shows that the test instrument of Higher Order Thinking Skill according to reliability testing.

3. The Description of the Difficulty Analysis Results of Higher Order Thinking Skill-Based Anecdote Text Instruments

The items in the test instrument can be said to be good if the items in the test have difficulty at intervals of 0.31-0.70. This shows that the items are not too difficult and not too easy. The level of difficulty of the test instruments developed was also obtained from the results of the work of students in the trial. The following results of the analysis of the level of difficulty of the instrument of Higher Order Thinking Skill test in activity 1 get the difficulty value at the interval 0.87 with the criteria "moderate" then in activity 2 get the value of difficulty at the interval 0.67 with the criteria "moderate".

4. The Description of the Differentiating Power Analysis Results of Higher Order Thinking Skill-Based Anecdote Text Instruments

The items in the instrument of Higher Order Thinking Skill test can be said to be good if the items of the test have the smallest differentiating power is 0.20. This shows that the items in the test have a minimum differentiating power, the differentiating power of the test assessment instrument developed are obtained from the results of data on the work of students in the field trials. The results of the differentiating power analysis of the items in the test instrument can be seen in the table below.

Table 2 Differentiating Power of Activity 1 on Instruments of Higher Order Thinking Skills (HOTS)-Based Knowledge

Exercises item	Differentiating power	Information
1	0.07	Very Easy
2	0.33	Easy
3	0.13	Very Easy
4	0.60	suffient
5	0.13	Very Easy
6	0.13	Very Easy
7	0.13	Very Easy
8	0.20	Very Easy
9	0.13	Very Easy
10	0.67	suffient

Table 3. Differentiating Power of Activity 2 on Instruments of Higher Order Thinking Skills (HOTS)-Based Knowledge

Exercises item	Differentiating power	Information
1	0.07	Very Easy
2	0.13	Very Easy
3	0.20	Very Easy

4	0.53	suffient
5	0.20	Very Easy
6	0.27	Easy
7	0.33	Easy
8	0.33	Easy
9	0.13	Very Easy
10	0.27	Easy

5. The Description of Data Results on the Understanding Ability of exercises of Higher Order Thinking Skill-Based Anecdote Text

Data analysis conducted on the learning outcomes of anecdote text knowledge instruments based on Higher Order Thinking Skills (HOTS) obtained an average score of 60.56 with assessment criteria in the "sufficient" category, meaning the value achieved by students in anecdote knowledge instruments based on Higher Order Thinking Skills (HOTS) are enough. That is, the value achieved by students in anecdote text knowledge instruments has not reached the desired expectations but needs to be improved. Can be seen in the following table 4.23.

Table 4. Data Results on the Understanding Ability of exercises of Higher Order Thinking Skill-Based Anecdote Text of 10th Grade Students of Senior High School 1 Tanjung Tiram

No.	Name of Students	Student Assessment
		Learning Outcomes
1	Alfina Zuhra Tanjung	70
2	Amalia Putri	80
3	Amanda Puspita Ningrum	60
4	Anisa Mutia Ramadhani Naiggolan	70
5	Annisa Rahmah Herlin	80
6	Aulia Tasya Efendi	60
7	Asmaini Usman	70
8	Azura	50
9	Kameliya	50
10	Khairunnisa Lubis	60
11	Muhammad Alwi Saputra	70
12	Muhammad Azmi Sinaga	70
13	Muslim	80
14	Musthofa Akyar	80
15	Nabila Kamila	70
16	Nur Auliah	70
17	Nurul Aida Purba	60
18	Nurul Hasanah	70
19	Nurul Huda	80
20	Nurul Sapni	50
21	Rahmad Hidayat	70
22	Ramadhan Lubis	50

23	Rendy Ardiansyah	70
24	Rian Syahputra	50
25	Rusmaini Lubis	60
26	Rohima	80
27	Shabira Aulia Nasution	60
28	Siti Nurhalizah	60
29	Syamsidar	70
30	Syarifah Mardiyah	50
Total		197
Average		60.56

The frequency distribution of students' learning outcomes in anecdote text test instruments based on Higher Order Thinking Skills (HOTS) can be seen in table below.

Table 5. The Frequency Distribution of Test Results on Higher Order Thinking Skill-Based Anecdote Text Instrument

Answer	Frequency	Precentage
90 - 100	-	-
80 - 89	6	20,0%
60 – 79	18	60.0%
40 – 59	6	20,0%
< 40	-	-
Σ	30	100%

The table above shows that students who scored 80-89 amounted to 6 students or amounted to 20.0%, which obtained a value of 60-79 amounted to 18 students or equal to 60.0%, and those who obtained a score of 40-59 amounted to 6 students or 20.0%. The total number of students in total is 30 students. After receiving learning by using anecdote text cognitive assessment test instruments based on Higher Order Thinking Skills (HOTS), student learning outcomes with an average score of 6.5%.

Akker (1999: 10) states the practicality in development research that “practically refers to the extent that user (or other expert) consider to intervention as appealing and usable in normal conditioning”. Practicality refers to the level that users consider interventions can be used and preferred under normal conditions. This means that the practicality of the product is easy and can be used by teachers and students. In each stage of the trial, each student will assess Higher Order Thinking Skills (HOTS) based knowledge by filling out the questionnaire responses of students in which there are 12 indicators of assessment.

Research and development was carried out with the aim of producing products in the form of knowledge instruments based on Higher Order Thinking Skills (HOTS) while at the same time testing the understanding of the products so that 10th grade students of Senior High School 1 Tanjung Tiram. Therefore the process of knowledge and development is carried out and begins with several stages, among others (1) Conducting a preliminary study through observation and literature study. From the results of observations obtained data that students desperately need knowledge instruments (2) Developing instruments. This activity includes preface, KI and KD. Learning activities, and bibliography. (3) The

design of learning activities includes the preparation of grids, instructions for exercises, answer sheets for exercises, multiple choice exercises and descriptions, answer keys, and scoring (4) Conducting validation and revision. Know the strengths and weaknesses of the quality of content carried out by expert's material and evaluation experts. The evaluation results will be used as material for product revisions. (5) Conducting individual trials, small group trials, and limited field trials so as to produce anecdote text knowledge instruments based on Higher Order Thinking Skills (HOTS) of 10th grade students of Senior High School 1 Tanjung Tiram

The results of the validation of material experts in the development of anecdote text knowledge instruments based on Higher Order Thinking Skills (HOTS) showed that the feasibility of the material from the instrument, the feasibility of content, the feasibility of presentation, and the feasibility of the language were in the criteria of "good". Then, the results of the validation from the experts also showed overall good results with the criteria of "very good".

The results of the data obtained from the teacher stated that the knowledge instrument in the form of anecdote text instruments based on Higher Order Thinking Skills (HOTS) for 10th grade students PMS IV was developed in accordance with the assessment of indicators in the overall statement with an average of "very good" criteria. "This is a response from the response or response given by an educator to his assessment of an instrument developed based on Higher Order Thinking Skills (HOTS) to be applied in the learning process.

In this study, researchers conducted three stages of testing, namely the stages of individual trials, small group trials, and limited field trials. The data obtained from students that the knowledge instrument in the form of anecdote text instruments based on Higher Order Thinking Skills (HOTS) developed in accordance with the assessment of indicators in the overall statement shows that: 1) the average percentage of individual trials is 86.80% with the criteria for "good", 2) the average percentage of small group trials is 89.58% with the criteria of "good". And 3) the average percentage of limited field group trials is 87.36% with the criteria of "good".

In the stage of field trials, the researchers also examined the level of students' understanding ability to see the level of effectiveness of the assessment instrument. Akker (1999: 10) states that "effectiveness refers to the extent that experiences and outcomes with the intended aims". Effectiveness refers to the level that the experience and results of the intervention are consistent with the intended purpose.

After testing the students' understanding of anecdote text knowledge instruments based on Higher Order Thinking Skills (HOTS) the criteria were good. This can be seen from the final results of the assessment instrument with an average of 60.56%. Obstacles students get enough because students are still unfamiliar with exercises based on Higher Order Thinking Skills (HOTS) because students generally only work on the exercises contained in the textbook. Then the students are not careful in working on the exercises. Furthermore, the mistakes of students in understanding the exercises given and the inefficiencies in the execution of the exercises. Students lack completeness in reading exercises so that the workmanship becomes messy. Based on the description above it is known that students have difficulty understanding high-level thinking exercises. Therefore, this knowledge instrument can be used by the teacher as a learning resource so students are required to think highly.

V. Conclusion

The understanding ability of exercises of higher order thinking skill-based anecdote text the students get an average score of 60.56% in the "sufficient" category. Thus, it can be stated that a high level of knowledge instrument on students of senior high school 1 Tanjung Tiram with sufficient quality.

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