Check for updates

HOTS based Speaking and Reading Assessment in English Language Learning in Distance Learning System

Nuraziza Aliah¹, Dewi Wardah Mazidatur Rohmah¹, Siti Hadianti¹, Sitti Jamilah¹, Sitti Aisyah²
¹ Universitas Terbuka, Indonesia
² Universitas Muslim Maros, Indonesia

✉nurazizaaliah@ecampus.ut.ac.id

Abstract

The article was to determine the Higher Order Thinking Skills (HOTS) based assessment in speaking and reading in English language learning in distance learning system. The method used qualitative research with a field study design. Collecting data through observation and interview. This research was conducted at SMA Muhammadiyah 4 Makassar with twenty English teachers. The results showed that the HOTS-based assessment in speaking and reading in English language learning within a distance learning system was carried out effectively by the English teachers. However, there were several challenges encountered during implementation, including technological limitations. Distance learning requires a stable internet connection and adequate devices, but not all students have good access to the internet, which can hinder teachers in effectively conducting speaking and reading assessments. Additionally, not all students have sufficient audio or video devices to participate in speaking assessments, which can hinder their ability to practice speaking clearly and listen well. Furthermore, there were challenges in providing direct and individual feedback in distance learning. In speaking assessments, timely and direct feedback is crucial for students to correct mistakes and improve their speaking skills. However, in distance learning, feedback was often given in written form or through recorded videos, which can result in delays and limit students' opportunities for improvement.

Keywords: HOTS based Speaking, Reading Assessment, Distance Learning System

INTRODUCTION

During the COVID-19 pandemic, almost all learning at the high school level was done online or through distance learning methods. The COVID-19 pandemic has caused major changes in education systems around the world, including in Indonesia (Amri, Tebe, Siantoro, & 2021, n.d.). To maintain the safety and health of students and prevent the spread of the virus, the government and educational institutions made the decision to switch to online learning (Unger & Meiran, 2020). According to (Mulyawan, 2021) Online or distance learning is a method in which students and teachers interact virtually through a digital platform. This method involves using technology such as computers, smartphones, and the internet to facilitate the learning process. In the context of high school education, students face new challenges in adjusting to online learning. However, this method also provides significant opportunities and benefits. One of the main benefits of online learning is flexibility. Students can access course materials anytime and

anywhere as long as they have internet access. This allows students to set their study schedule, allowing them to carry out other activities they may have, such as taking part in extracurricular activities or helping out at home. This flexibility also allows students in remote or hard-to-reach areas to get access to education still (Widiana & Aviani, 2021).

In addition, online learning also allows for more significant interaction and collaboration between students and teachers. Through the online learning platform, students can send questions or ask for clarification directly to the teacher through live chat or discussion forums. This helps students to gain a better understanding of the subject matter and obtain additional help if needed. In addition, online learning platforms also allow students to interact with fellow students through discussion forums or collaborative projects.

However, there are also challenges faced in online learning at the high school level. One of the main challenges is the technology access gap (Wahyunengsih & Sari, 2021). Not all students have stable and affordable access to the internet or the necessary computer devices. This can limit students' participation in online learning and create gaps in educational attainment. Governments and educational institutions should work together to ensure all students have equal access to the necessary technology. Besides, online learning also requires high discipline from students. Without direct classroom teacher supervision, students must have the motivation and ability to manage their own time and stay focused on learning. Some students may have difficulty managing their time effectively or feel socially isolated due to the lack of physical interaction with fellow students
(Luthfiyah & Hadi, 2021).

Muzdaliifah et al. (2019) explained that governments and educational institutions face challenges in preparing and training teachers to adopt online learning methods. Teachers must learn to use digital platforms and develop new skills in delivering materials effectively through online media. Adequate support and training must be provided to ensure that teachers have the necessary knowledge and skills to face this challenge. Online learning at the high school level during the COVID-19 pandemic has become an inevitable reality. Despite the challenges faced, this method also provides opportunities for educational innovation and development. It is important for governments, educational institutions, teachers and students to work together to overcome these challenges and ensure that education continues despite the unusual circumstances. With judicious use, online learning can be an effective tool in ensuring future education continuity (Syakur & Budianto, 2021).

English learning has also undergone drastic changes in high schools during the COVID-19 pandemic. As with other subjects, English learning is also implemented online or through distance learning methods. This affects the way students learn and interact in acquiring English language skills. Online English learning has unique advantages and challenges. One of the main advantages is that students have access to a wide array of online resources to improve their language skills. They can access interactive learning materials, videos, audio, and websites that offer English language exercises and activities. This allows students to gain broader exposure to English and improve their understanding of vocabulary, grammar, and fluency (Tristanti & Bewafa, 2022).

In addition, online English learning also enables technology to facilitate student engagement. Teachers can use online learning platforms to present subject matter engagingly and interactively (Amri et al., n.d.). They can use specially designed English videos, presentations, and games to increase students' motivation and interest. These platforms also allow for direct interaction between teachers and students through video chat or text messaging, where teachers can provide immediate feedback to students and answer their questions. However, some challenges are faced in online English learning at the high school level. One of the main challenges is the lack of social interaction and direct

communication between students (Hijazi & AlNatour, 2021). Direct interaction with teachers and classmates often improves English speaking and listening skills. Students may feel less confident or uncomfortable participating in English conversations in online learning. Teachers must create a safe and supportive virtual space for students to feel comfortable practicing speaking English (Chien, Hwang, & Jong, 2020).

In online learning or PJJ, evaluation and assessment are also challenging in online English learning. Measuring students' language skills online can be more difficult than oral exams or assignments that are checked in person. Teachers must use various online evaluation tools, such as online quizzes, written assignments or video presentations, to measure students' language skills fairly and accurately. They should also consider the risk of academic cheating in online testing and take steps to prevent it (Hadi & Liskasaputri, 2021). Governments and educational institutions need to play a role in ensuring that online English language learning is effective and sustainable. They should ensure that students have adequate access to the technology and internet required for online learning. Teachers should also receive Appropriate training and support to develop technological skills and effective online teaching methods (Peto, 2022).

Online English learning in high schools during the COVID-19 pandemic requires adaptation and creativity from all parties involved. It is essential for teachers and students to remain motivated and committed to the development of English language skills despite the unusual learning situation. With judicious use and concerted effort, online English learning can be a rewarding experience and provide a strong foundation for students to master English in the future (Pratiwi, 2022).

Based on the results of research (Mulyawan, 2021) where the findings are to classify the main problems that arise in school English learning into 3 parts, namely; 1) The delay of the subject in participating in online class activities, 2) There is a tendency not to take learning activities seriously by doing other activities such as playing games, watching TV and other activities and 3) the lack of maximum time and ability of the companion during the learning process either because they do not have sufficient understanding of the material or there are other activities or jobs that must be undertaken. Through the results of the research obtained, there are differences with previous research. Such as learning English through social media instagram. It is clear that the learning used uses different social media. Moreover, learning English to improve student reading through social media is only in the form of interactive content, not interacting directly through the teacher (Ayu, Yulianti, Nyoman, & Sastaparamitha, 2021) (Saragih, Sinulingga, Sitohang, Alvina, & Hia, 2023). Then in the next study, the difference lies in the method or concept given. For example, research written by Sapta Fitriyanti, et al. explains that HOTS for reading and speaking in English language learning can be done effectively through Bloom's taxonomy (Pakpahan, Pakpahan, Purba, & Nasution, 2021). Meanwhile, in carrying out the assessment stages, there are differences with previous research, stating that the assessment process carried out is only in the form of direct questions from the teacher, and in the form of multiple choice worksheets and esay papers, there are no variations in questions or methods of assessment carried out (Sudrajat & Kartanegara, 2019)vv. The assessment should have creativity and innovation, as in the research of Khori Puri and Agung, they found the results that assessment in English learning should use a quiz-based model or integrated assessment, the intention is that students do not feel bored (Ramadhani & Ardi, 2022) (Prihantoro, 2022). The difference in this study lies in the assessment method used.

The important topic of this research is to find out how the learning process of speaking and reading assessment is done through distance with online system. it certainly involves media as its support. It requires expertise and strategies in the learning process, so that the process is not boring and students are interested in following it. Based on the explanation above, researchers are interested in conducting research with the title of

51

HOTS-based speaking and reading assessment in English language learning in distance learning systems. This is because until now, the researchers know that no assessment has been carried out on English language learning which is carried out online or PJJ.

METHOD

The research method used in this research is the field research method, one approach in research science carried out outside the laboratory environment or research room (Murdiyanto, 2020). This method involves collecting data directly from the source through observation, interviews, or direct observation in the field. The steps in this research are as follows:

1. Identification of Research Problems: The first step is to identify the problem or research question to be answered. Clearly define the research objectives and determine the scope of research to be conducted in the field.
2. Literature Review: the researcher conducts a literature review related to the research topic by reviewing articles or previous research that has been done.
3. Data Collection: researchers conducted data collection in the field following the methods that have been determined. By conducting observations in this study at SMA Muhammadiyah 4 Makassar, conducting interviews with 3 English Language Teachers.
4. Data Analysis: After finishing collecting data, the next step is to analyze the data that has been collected. As in this study, using analysis techniques in qualitative research.
5. Interpretation and Conclusion: After analyzing the data, interpret the research findings. Researchers make conclusions based on the results.

RESULT AND DISCUSSION

Based on observations and interviews with two teachers at SMA Muhammadiyah 4 Makassar, it was found that in learning English in the distance learning system, the assessment of communication (speaking) and reading (reading) is carried out with a Higher Order Thinking Skills (HOTS) based approach. This approach measures students' higher-order thinking skills, such as analysis, synthesis, evaluation, and creativity. In the HOTS-based communication assessment, students are asked to present or discuss in English. They are given a specific topic or problem that requires critical thinking and in-depth analysis. Students must be able to express their own opinions, provide well-founded arguments, and provide solutions or recommendations supported by logical reasoning. This assessment tests not only students' understanding of English, but also their ability to apply language knowledge and skills in a real-world context.

The HOTS-based approach is also applied in the reading assessment. Students are given complex and challenging texts, such as news articles, essays, or short stories. They must be able to understand the content of the text as a whole, identify the main idea, understand the argument or message conveyed, and evaluate the truth or relevance of the information provided. In addition, students are also required to relate and interpret the information found in the text with their knowledge and experience. In both assessments, teachers use various instruments to measure students' abilities holistically. For example, in the communication assessment, teachers can use a scoring rubric that includes criteria such as comprehension, presentation structure, appropriate use of vocabulary, fluency, clarity, and confidence in communication. In reading assessment, teachers can provide text-related questions, reflective writing tasks, or group discussions to see students' comprehension and analytical skills.

Teachers use technology and digital platforms in distance learning to implement HOTS-based assessments. Teachers can use Google Classroom to watch students' presentations live or use online learning platforms that allow students to submit reading assignments and provide feedback online. This allows teachers to keep track of student

52

progress and provide appropriate guidance. Implementing HOTS-based assessment in English language learning in the distance learning system at SMA Muhammadiyah 4 Makassar benefits students. This approach encourages them to develop critical, analytical, and creative thinking skills essential in facing real-world challenges. In addition, using technology and digital platforms in assessment also prepares students for the wider use of technology and utilizing it as a tool for lifelong learning.

From the observations and interviews, it was also found that. Although Higher Order Thinking Skills (HOTS)-based speaking and reading assessments have many benefits, some weaknesses can be faced in its implementation in the distance learning system at SMA Muhammadiyah Makassar. One of the main disadvantages is technological constraints. Distance learning requires a stable internet connection and adequate devices. However, not all students have good access to the internet. So it can hinder teachers in assessing speaking and reading effectively. When the internet connection is unstable, students may experience problems such as video call disconnections, sound dropouts, or other interruptions that can interfere with the assessment process. In addition, not all students have adequate audio or video devices to participate in speaking assessments. This can hinder students' ability to practice speaking clearly and listening well. As stated by the research informant

"Proses pembelajaran melalui sistem online membutuhkan keahlian dan penguasaan media yang digunakan agar pembelajaran berbasis media untuk penilaian berbicara dan membaca berbasis Higher Order Thinking Skills (HOTS) dapat berjalan tanpa hambatan". Result Interview, Indah, February 07, 2022)

Through the results obtained, it can be explained that HOTS-based learning expertise and mastery of the media used are very important so that media-based learning for Higher Order Thinking Skills (HOTS)-based speaking and reading assessments can run without obstacles. Teachers need to master the technology used in online learning, including learning platforms such as Zoom, Google Meet, or other platforms used. This includes knowing how to use relevant features, managing audio and video, screen sharing, and communicating seamlessly through the medium. Teachers can provide relevant and varied digital resources for speaking and reading learning. These include texts, articles, videos, presentations or other multimedia resources that students can use to deepen their understanding and practice higher-order thinking skills.

In online learning, the use of interactive tools such as digital whiteboards, polls, or chat features can help increase student engagement and encourage active participation. Teachers need to master the use of these tools to create an interactive learning environment and facilitate discussions that focus on critical thinking. Design tasks or activities that encourage students to think critically in speaking and reading. This could include online group discussions, text analysis, argument-based presentations, or project tasks that require higher-order problem solving. These tasks should be designed to be online and in line with HOTS learning objectives. It is then important for teachers to provide clear guidance to students on how to participate in HOTS-based online assessments. Such guidance can include technical instructions on using the platform, performance expectations, and clear scoring rubrics. Make sure students understand the tasks and expectations so that they can focus on critical thinking and give their best performance. Once students have taken the HOTS-based assessment, teachers need to provide constructive feedback to help them understand their strengths and areas of improvement in speaking and reading. This feedback can be provided through online learning platforms, either through written comments, live discussions, or individual consultation sessions. With a good command of technology and media, and designing appropriate online learning, teachers can optimize the use of media for HOTS-based speaking and reading assessment.

This will facilitate effective and engaged learning, which in turn helps students develop essential critical thinking skills in an online learning context.In addition, it is challenging to provide immediate and individual feedback in distance learning. In speaking assessment, timely and immediate feedback is essential for students to correct mistakes and improve their speaking. However, in distance learning, feedback is often given in writing or through video recordings, which do not always provide instant responses. Delays in feedback can affect the learning process and limit students' opportunities for immediate improvement. Meanwhile, HOTS-based speaking and reading assessments can take longer and require more intensive teacher preparation. Teachers must design challenging tasks that require students' higher-order thinking. This involves more time and effort in preparing materials, evaluating student work, and providing constructive feedback.

"Agar proses pembelajaran secara daring tidak terkesan membosankan, maka guru harus secara cepat memberikan tanggapan dan masukan terhadap siswa dalam proses pembelajaran" (Result Interview, Yohana, February 07, 2022)

In distance learning requiring good coordination and time management, intensive preparation can add to the teacher's workload. In HOTS-based speaking and reading assessment, teacher assessment can inevitably be subjective. Assessment criteria in HOTS often involve assessing students' critical thinking, analysis, and creativity, which teachers can interpret in different ways. This can result in inconsistent or unfair assessments for students. It is, therefore, important for teachers to adopt clear and well-defined assessment rubrics to ensure consistency in the assessment process.

"Dalam pembelajaran berbasis HOTS guru perlu mempersiaplam assessment pembalajaran" (Result Interview, Firdaus, February 09, 2022)

Teachers need to prepare learning assessment in accordance with higher learning objectives. Here are some things that need to be prepared in HOTS-based learning assessment, such as determining assessment objectives, selecting appropriate assessment instruments, developing assessment rubrics, composing questions or tasks that encourage critical thinking, providing constructive feedback, using a variety of assessment methods, adjusting assessments to student needs. Assessment plays an important role in seeing students' progress in developing critical thinking skills. By preparing appropriate assessments, teachers can monitor students' progress, provide useful feedback, and encourage them to continue improving their higher-order thinking skills.

It is, therefore, important for schools to address these weaknesses in implementing HOTS-based speaking and reading assessments in English language learning in distance learning systems. Teachers and educational institutions need to identify and overcome technological barriers, provide adequate support for students regarding access and devices, and ensure the availability of timely and constructive feedback. In addition, adequate training should be provided to teachers to understand and implement HOTS assessments consistently and fairly. By paying attention to and addressing these weaknesses, HOTS-based speaking and reading assessments can effectively improve students' English proficiency in distance learning systems.

In HOTS-based learning, students need to be encouraged to think critically in order to develop higher-level analytical and problem-solving skills. This is important because critical thinking involves the ability to analyze, evaluate, and synthesize given information, as well as make decisions based on deep understanding. By fostering critical thinking skills in students, they are prompted to examine a problem or situation from various perspectives, identify underlying assumptions, and pose thought-provoking questions. Students are also encouraged to seek further information, consider existing evidence, and construct arguments supported by facts and logic. Through HOTS-based learning that emphasizes critical thinking, students are expected to develop essential thinking skills to

face challenges in their daily lives and future endeavors. They will become more capable of dealing with complex problems, making informed decisions, and thinking independently.

Moreover, critical thinking enables students to cultivate a healthy skepticism towards received information. They are encouraged not to simply accept information without questioning its validity, but to engage in research and critical assessment of the sources they encounter. Thus, involving students in HOTS-based learning that prioritizes critical thinking will help them become active, creative, and independent learners. They will possess the ability to adapt to changes, solve complex problems, and contribute positively to society.

"*dengan menggunakan pembelajaran model HOTS siswa diasah untuk berpikiri kritis dengan memberikan pertanyaan terbuka, diskusi kelompok, analisis dan evaluasi, pemecahan masalah, pemberian tugas proyek, evaluasi diri, sumberdaya yang beragam dan pembelajaran kolaboratif*".

The above statement can explain how the use of HOTS (Higher Order Thinking Skills) model learning can train students in critical thinking through various learning methods and approaches. Teachers use open-ended questions that encourage students to think deeply and stimulate critical thinking. These questions do not only have a single answer, but require reflective thinking, analysis and synthesis. Through group discussions, students are invited to participate in collaborative interactions with their classmates. This discussion allows them to share ideas, present arguments, and complement each other's thoughts. Group discussions also encourage students to think critically through the exchange of opinions and joint problem solving. Students are given the opportunity to analyze the information provided, dissect arguments, identify weaknesses, and evaluate the reliability of a statement. Through this process of analysis and evaluation, students strengthen their critical thinking skills. HOTS-based learning encourages students to use critical thinking skills in solving complex problems. They are invited to identify problems, formulate strategies, apply the concepts they have learned, and evaluate the resulting solutions. By using these methods and approaches in HOTS model learning, students are directed to develop critical thinking skills that are important in dealing with various situations and challenges in the real world.

In HOTS-based learning, students are given project tasks to enable them to:

1. Apply Knowledge: By assigning project tasks, students can apply the knowledge and skills they have learned in real-world contexts. This helps students connect theoretical concepts with real-world situations and develop a deeper understanding.
2. Develop Research Skills: Project tasks often involve research aspects where students need to gather information from various sources. This helps them build research skills that involve selecting reliable sources, evaluating information, and preparing reports based on their findings.
3. Collaboration and Communication: Through project tasks, students are given the opportunity to work in groups, collaborate, and communicate effectively. This helps them develop social skills, group problem-solving, and critical thinking in a teamwork context.
4. Hone Critical Thinking Skills: Complex project tasks encourage students to think critically in identifying problems, designing solution strategies, and evaluating available options. This process strengthens students' ability to analyze, synthesize, and critically evaluate information.
5. Creativity and Innovation: Project tasks provide space for students to develop creativity and innovation in their problem-solving approaches. They are encouraged to think beyond conventional boundaries, seek unique solutions, and apply new ideas.

55

6. Deeper Understanding: Through project tasks, students have the opportunity to delve into topics or concepts comprehensively. They can explore deeper, examine more complex aspects, and develop a deeper understanding through independent exploration.

7. Enhance Critical Abilities: Challenging project tasks encourage students to develop their critical thinking abilities. They must analyze, evaluate, and integrate information from various sources to achieve desired outcomes

"Dengan memberikan tugas proyek dalam pembelajaran berbasis HOTS, siswa dapat mengalami pembelajaran yang lebih terlibat, memperdalam pemahaman mereka, dan mengembangkan keterampilan berpikir kritis yang essensial untuk menghadapi tantangan di dunia nyata".

Based on the results obtained that in HOTS (Higher Order Thinking Skills) based learning, students can experience more engaged learning, deepen their understanding, and develop critical thinking skills that are essential to face challenges in the real world. Learning that encourages students to do higher order thinking than simply remembering or understanding information. Project work in this learning involves students in real projects or complex problems that require problem solving, analysis, synthesis, evaluation and other critical thinking skills. The benefit of implementing this approach is that students will be more engaged in learning as they have to be actively involved in project tasks that are challenging and require full engagement. This will boost students' motivation and interest in learning. Secondly, through this project task students can deepen their understanding of the concept or learning material. They will be confronted with situations that require deeper thinking, research and problem solving involving the application of the concepts learned. Third, project tasks in HOTS-based learning can also help students develop critical thinking skills. They will learn to analyze information, evaluate arguments, make decisions based on rational thinking, and think creatively to solve given projects or problems. Finally, the critical thinking skills developed through HOTS-based learning are expected to equip students with the necessary skills to face challenges in the real world. Outside the school environment, students will be faced with complex situations that require critical thinking. With these skills, students will be better equipped to overcome challenges and make good decisions in the future.

This follows the research conducted by (Marlina, 2017) on e-learning-based learning design, which showed encouraging results. This study aims to evaluate the effectiveness of e-learning-based learning design in various aspects, including subject content, product design, media, individual, small group, and field trials. The results revealed that a well-conceptualized e-learning-based learning design can provide excellent results in various evaluation criteria. First of all, regarding subject content, the well-conceptualized e-learning-based learning design successfully achieved excellent criteria with a percentage of 90%. This shows that the subject matter presented in the e-learning system can cover well and fulfill the standards set by the program.

Furthermore, regarding product design, the research shows that the e-learning-based learning design reaches good criteria with a percentage of 85.5%. This shows that the product design used in the e-learning system succeeded in producing an adequate learning experience following the needs of students. The media aspect is also the focus of this research. The results showed that the e-learning-based learning design achieved excellent criteria in the media aspect with a percentage of 93.3%. This shows that using media in e-learning has created an interactive and exciting learning experience for learners.

The research also involved individual, small group, and field trials to evaluate the effectiveness of the e-learning design. In the individual trial, the e-learning learning design achieved good criteria with a percentage of 86.5%. This indicates that the e-learning system can provide a practical learning experience for individuals. In the small group trial,

the e-learning design also achieved good criteria with a percentage of 85%. This shows that the e-learning system can facilitate collaborative learning and interaction between learners in small groups. Finally, in the field trial, the e-learning learning design reached good criteria with a percentage of 83%. This indicates that the e-learning system can be implemented successfully in the actual learning environment and overcome challenges that may arise in daily use.

This study concludes that a well-conceptualized e-learning-based learning design has great potential to provide a practical and high-quality learning experience. The results show that the e-learning system can achieve excellent criteria in subject content, product design, media, and individual, small group, and field trials. Thus, using good e-learning in an educational context can provide significant benefits for learners, teachers, and educational institutions.

ACKNOWLEDGEMENT

AUTHOR CONTRIBUTION STATEMENT

By researching the theme of assessment of speaking and reading based (HOTS) in learning English on a distance learning system, the results obtained can undoubtedly contribute to the scientific repertoire of the field of English education and also contribute to educators. That through distance learning, some improvements can be made. This is solely for the smoothness of the learning process carried out.

CONCLUSION

Based on the analysis and discussion above, it can be concluded that the assessment of speaking and reading based on (HOTS) in English language learning in the distance learning system, which is implemented at SMA Muhammadiyah 4 Makassar, is well implemented by English Language Teachers. However, in its implementation there are several obstacles, including; One of the main weaknesses is technological constraints. Distance learning requires a stable internet connection and adequate devices. However, not all students have good access to the internet. Thus, it can hinder teachers in conducting effective speaking and reading assessments. In addition, not all students have adequate audio or video devices to participate in speaking assessments. This can hinder students' ability to practice speaking clearly and listening well. Moreover, providing immediate and individualized feedback in distance learning is challenging. In speaking assessment, timely and immediate feedback is essential for students to correct mistakes and improve their speaking ability. Then suggestion in distance learning, feedback is often given in writing or through video recording, so delaying feedback can affect the learning process and limit students' opportunity to improve. Furthermore, things that must be considered for future evaluation and improvement. For example, it is suggested that the use of the internet should have a stable internet connection speed. Then the skills and creativity of the teacher are prioritized in responding to student questions so that the atmosphere is always lively and fun, making it interesting for students to carry out learning activities.

REFERENCES

Amri, A., Tebe, Y., Siantoro, A., ... M. I.-S. S. &, & 2021, undefined. (n.d.). Teachers voices on school reopening in Indonesia during COVID-19 pandemic. https://doi.org/10.1016/j.ssaho.2021.100218

Ayu, K., Yulianti, R., Nyoman, N., & Sastaparamitha, A. J. (2021). Media Sosial Dan Pembelajaran: Study Efektifitas Instagram dalam Pembelajaran Bahasa Inggris. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, *7*(2), 375–382.

57

https://doi.org/10.30605/ONOMA.V7I2.1227

Chien, S. Y., Hwang, G. J., & Jong, M. S. Y. (2020). Effects of peer assessment within the context of spherical video-based virtual reality on EFL students' English-Speaking performance and learning perceptions. Computers & Education, 146, 103751. https://doi.org/10.1016/J.COMPEDU.2019.103751

Hadi, I., & Liskasaputri, N. (2021). Pelatihan Penulisan Soal Comprehension Questions Para Tutor Berbasis HOTS Bahasa Inggris. Jurnal Pengabdian UntukMu NegeRI, 5(1), 100–106. https://doi.org/10.37859/jpumri.v5i1.2488

Hijazi, D., & AlNatour, A. (2021). Online Learning Challenges Affecting Students of English in an EFL Context during COVID-19 Pandemic. International Journal of Education and Practice, 9(2), 379–395. https://doi.org/10.18488/journal.61.2021.92.379.395

Luthfiyah, & Hadi, W. (2021). Kecemasan Siswa Terhadap Matematika Pada Pembelajaran Online Di Masa Pandemi Covid-19 Ditinjau Dari Tingkatan Sekolah Dan Gender. Transformasi : Jurnal Pendidikan Matematika Dan Matematika, 5(1), 427–440. https://doi.org/10.36526/tr.v5i1.1149

Marlina, L. (2017, November). Pengembangan Desain Pembelajaran Bahasa Inggris Berbasis E-Learning. Ina-Rxiv. https://doi.org/10.31227/Osf.Io/Qhv2z

Mulyawan, U. (2021). Problematika Online Learning; Hambatan Pembelajaran Bahasa Inggris Siswa.

Murdiyanto, D. E. (2020). Metode Penelitian Kualitatif (1st ed.). Lembaga Penelitian dan Pengabdian Pada Masyarakat UPN "Veteran" Yogyakarta Press.

Pakpahan, S. F., Pakpahan, S., Purba, I. D. S., & Nasution, J. (2021). Analysis Reading Comprehension Questions by Using Revised Bloom's Taxonomy on Higher Order Thinking Skill (HOTS). *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *9*(1). https://doi.org/10.24256/IDEAS.V9I1.1904

Prihantoro, A. (2022). Model Assessment of, for dan as Learning Terpadu dalam Mata Kuliah Reading Bahasa Inggris. *Nuansa Akademik: Jurnal Pembangunan Masyarakat*, *7*(2), 157–170. https://doi.org/10.47200/JNAJPM.V7I2.1155

Peto, J. (2022). Peningkatan Hasil Pembelajaran HOTs Mata Pelajaran Bahasa Inggris Materi Expressing Giving Compliment and Congratulation Melalui Scientific Approach Model Pembelajaran Abad Ke-21 Metode Blended Learning Peserta Didik Kelas X.IPK.3 MAN 2 Kota Payakumbuh. Journal on Education, 4(2), 385–397. https://doi.org/10.31004/joe.v4i2.453

Pratiwi, L. F. (2022). Analisis Soal Tipe High Order Thinking Skills (Hots) Pada Materi Fpb Kelas IV. Jurnal Pendidikan Dan Sastra Inggris, 2(2), 52–58. https://doi.org/10.55606/jupensi.v2i2.280

Ramadhani, K. P., & Ardi, H. (2022). Penggunaan aplikasi quizizz sebagai media pembelajaran dan asesmen pada materi bahasa Inggris. *ABDI HUMANIORA: Jurnal Pengabdian Masyarakat Bidang Humaniora*, *3*(1), 1–14. https://doi.org/10.24036/ABDIHUMANIORA.V3I1.119559

Saragih, M. W., Sinulingga, F. B., Sitohang, S. A. H., Alvina, T., & Hia, A. (2023). Pemanfaatan Media Sosial Instagram dalam Pembelajaran Bahasa Inggris pada Siswa English Club di SMPN 163 Jakarta. *JURNAL ComunitÃ Servizio*, *5*(1), 1183–1201. https://doi.org/10.33541/CS.V5I1.4647

Sudrajat, D., & Kartanegara, U. K. (2019). Asesmen Pembelajaran Bahasa Inggris: Model Dan Pengukurannnya. *Intelegensia : Jurnal Pendidikan Dan Pembelajaran*, *4*(1), 1–20. Retrieved from http://intelegensia.web.id/index.php/intelegensia/article/view/27Tristanti, T., & Bewafa, S. (2022). Persepsi Taruna Stip Terhadap Pembelajaran Bahasa Inggris Maritim Secara Online: Meteor STIP Marunda, 15(2), 262–267. https://doi.org/10.36101/msm.v15i2.238

Tristanti, T., & Bewafa, S. (2022). Persepsi Taruna Stip Terhadap Pembelajaran Bahasa Inggris Maritim Secara Online: Meteor STIP Marunda, 15(2), 262–267. https://doi.org/10.36101/msm.v15i2.238

Unger, S., & Meiran, W. R. (2020). Student Attitudes towards Online Education during the COVID-19 Viral Outbreak of 2020: Distance Learning in a Time of Social Distance. International Journal of Technology in Education and Science, 4(4), 256-266 https://doi.org/10.46328/ijtes.v4i4.107

Wahyunengsih, W., & Sari, A. A. P. (2021). Penerapan Kesantunan Dalam Percakapan Berbahasa Inggris Online Dengan Penutur Asing Melalui Synchronous Media. Jurnal Lentera : Kajian Keagamaan, Keilmuan Dan Teknologi, 20(2), 181–191. https://doi.org/10.29138/lentera.v20i2.433

Widiana, W., & Aviani, Y. I. (2021). Kendala-Kendala Yang Dihadapi Siswa Menengah Atas (sma) Selama Melakukan Proses Pembelajaran Berbasis Online (daring)saat Pandemi Covid-19 Di Kabupaten Tanah Datar. Psyche: Jurnal Psikologi, 3(2), 145–152. https://doi.org/10.36269/psyche.v3i2.316