

## Development of English Teachers Oriented Higher Order Thinking Skills (Hots) In Elementary School of Madrasah Ibtidaiyah (MI)

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### ABSTRACT

The aims of this study are: 1) To produce a model of English teaching materials to improve higher order thinking skills (HOTS) for fifth grade students of madrasah ibtidaiyah (MI). 2) Proving the feasibility of the English teaching material model to improve the higher order thinking skills (HOTS) of fifth grade students at madrasah ibtidaiyah (MI). 3) The effectiveness of the English teaching material model to improve higher order thinking skills (HOTS) for fifth grade students at madrasah ibtidaiyah (MI). The research methods used in this study are: research and development (R&D). The purpose of this type of research is to develop products based on trials to then be revised to produce products that are suitable for use. In the field testing phase, both the first and second stages of the instrument being tested are attitude scales in the form of observation and questionnaire guidelines. Observation guidelines are intended for teachers in observing students' attitudes, while questionnaires are used to measure students' attitudes based on students' perceptions and acknowledgments or in other words self-report. Questionnaire is intended for students in class V with a sampling technique of 10% of the population of the number of students in each Madrasah Ibtidaiyah (MI). The results showed that based on the development process that can be concluded as follows :1) The application of teaching materials oriented to higher order thinking skills (HOTS) has a good impact on English learning grade V so that the resulting product meets the components of good teaching materials and specifically developed with higher order oriented thinking skills students can help improve understanding students can simultaneously improve students' higher-order thinking skills;2) Effect of effectiveness can be seen in the results of trials of developing English teaching materials oriented to higher order class V thinking skills, this has a high level of effectiveness and attractiveness.

**Keywords:** *Development of Teaching Materials, English, Higher Order Thinking Skills (Hots), Madrasah Ibtidaiyah (MI)*

### Introduction

Based on several results of international, national and regional assessments of Indonesian student learning at the basic level of education have not been encouraging. The results show that the imagination of Indonesian students is dull because of the memorization method applied. Meanwhile, the number of student learning hours in Indonesia is greater than in developed countries in the world. Indonesia has 1,095 study hours per year, South Korea has only 903 study hours per year and Japan, which only applies 712 study hours per year, turns out to be ranked at the top of the world. Head of Puspendik Nizam said that Indonesian students are good at working on memorized problems. However, the application and reasoning is still low.

Based on data on trends in international mathematics and science testing (TIMSS) in 2015, Singapore ranked top in math ability with a score of 590 from 47 countries surveyed, while Indonesia ranked 44 with a score of 397 out of 47 countries surveyed. That is because the reasoning ability of Indonesian students is still low. According to the 2015 Survey of Organization for Economic Cooperation and Development (OECD) using the Program Internationale for Student Assessment (PISA) test, education in Indonesia ranks 69th out of 76 countries that took the PISA test in 2016. According to

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PISA, teachers should direct their students to think at the level high (Godor & Szymanski, 2017). The majority of Madrasah Ibtidaiyah students in Indonesia do not yet have basic literacy that includes reading, math and science skills (Yalloop, 1995). As a consequence of this situation Indonesian students will not be competitive if at school they are not trained in literacy in the field with higher order thinking skills. Indonesian students must be able to make comparisons, make data assessments, think critically, make conclusions, read problems and apply their knowledge to real life contexts as well as to more alien situations (Kuntjara, 2004).

Textbooks as a source of learning play an important role in learning English. (Roach, 2002) argues that, "Guidebooks provide a clear framework; teachers and students know where they are going and what will happen next, so there is a sense of structure and progress." He added that, "English language textbooks for basic education has not encouraged higher-order thinking skills (Maskur et al., 2018).

Meanwhile English textbooks tend to contain too little material and this is not challenging enough for teachers and students (Amelia & Abidin, 2018) states that, "No guidebook designed for the public market will be ideal for certain groups of students. Consequently, teachers must confirm and evaluate whether the contents of the textbook are in accordance with instructional goals, student levels and student needs before the textbook itself is used by students and teachers during English language learning in the classroom. "Therefore, the textbook need to be rewritten to encourage higher-order thinking skills (Purnama, Purwanto, Kholid, & Huda, 2019).

If examined carefully, learning English in Indonesia at various levels of education ranging from basic education to higher education is a strategic tool for building human resources that have competitiveness in the global era because English has a position as a global language, namely the language used as an international communication tool both written and oral communication. In addition, internationally English is a means of spreading the development of science and technology (Khodabandeh, 2018).

This implies that English proficiency is a must to be mastered by all levels of Indonesian society. Therefore, the Indonesian government through the ministry of education and culture makes English as a compulsory subject at the level of education units including elementary schools. The mastery of English at the elementary school level is emphasized in order to produce SD / MI graduates into individuals who are able to be on a par with international students. For this reason, learning English in madrasah ibtidaiyah should be oriented to mastering aspects of language and communication skills that are used as capital to enter further levels of education. In other words, learning English in Madrasah Ibtidaiyah is aimed at forming graduates of Madrasah Ibtidaiyah into graduates who are ready to use to continue to secondary education.

To get quality graduates, learning English in Madrasah Ibtidaiyah must be equipped with teaching materials that emphasize the development of high order thinking skills (HOTS) as conveyed by Minister of Education Regulation No. 70 of 2014. Based on observations carried out by researchers when involved in guiding PPL (Field Experience Practices), learning English in Madrasah Ibtidaiyah tends to emphasize aspects of language that include learning English grammar, learning vocabulary, learning vocabulary, and so on.

In addition, English learning materials are general in nature, the texts used are still too general without emphasizing the development of higher order thinking skills (HOTS) which include analyzing, synthesizing, evaluating, producing languages, and so on. In other words, learning English in Madrasah Ibtidaiyah still emphasizes the achievement of systemic knowledge or linguistic knowledge by using lower order thinking skills (LOTS) (Irwan D & Indrasari, 2019). Most English teachers in Madrasah Ibtidaiyah tend to ignore the power of critical thinking by practicing the use of HOTS (Abdurrahman et al., 2019). As a result, Madrasah Ibtidaiyah graduates tend to be unable to master English well. This problem is also exacerbated by the reluctance of Ibtidaiyah Madrasah students to learn English independently because the teaching materials used are oriented towards memorizing activities and remembering non-contextual language elements. The English texts in the textbook are mostly not authentic texts which cause them to feel bored and not challenging (Arsyad & Arono, 2016).

In connection with the problems mentioned above, English teaching materials in Madrasah Ibtidaiyah should emphasize the development of high order thinking skills (HOTS) to encourage students to have independent learning and creativity. By using HOTS, Madrasah Ibtidaiyah students are able to master English optimally to keep

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up with global competition. In other words, English teaching material by emphasizing the development of higher order thinking skills (HOTS) is theoretically capable of producing reliable and competent Madrasah Ibtidaiyah graduates as mandated in national education goals (Wartono, Hudha, & Batlolona, 2018). The reality in the field is that teaching materials developed by book publishers such as the Triad, Airlangga and others as well as the Ministry of Education and Culture on electronic student books (BSE) tend to be oriented towards developing Lower Order Thinking Skills (LOTS) with an emphasis on memorization skills (LOTS). Memorizing and remembering by identifying English linguistic elements. This has an impact on the inability of Madrasah Ibtidaiyah students to use English actively (Rahmawati, Lestari, & Umam, 2019). Language learning materials are not oriented to the development of analyzing, synthesizing, evaluating, applying, and creating skills which are aspects of Higher Order Thinking Skills (HOTS) which are believed to be the development of independence learning and creativity of students so that they are able to master English optimally (Sumarni et al., 2019).

Textbooks in English at Madrasah Ibtidaiyah level need to be revised in terms of layout, training, instructions, teaching materials. English textbooks must provide a variety of topics and assignments for different levels of students, learning styles, and interests. Thus, teachers need to check the existence of various assignments or exercises in textbooks. Based on the above reflection it is necessary to strive to provide English teaching materials for fifth grade students of Madrasah Ibtidaiyah who can support the development of higher order thinking skills or Higher Order Thinking Skills (HOTS).

### Research methods

The type of research used in this research is research and development. Research and development are research methods used to produce certain products, and test the effectiveness of those products. This type of research is different from other educational researches because the aim is to develop products based on trials and then revise them to produce products that are suitable for use. (Purnama et al., 2019) states that research and development methods are research methods used to produce certain products and test the effectiveness of the products. According to (Irwan D & Indrasari, 2019) research and development is a process for developing a new product or perfecting a product that has been there before. The steps consist of potential and problems, data collection, product design, design validation, design revision, product trial, product revision, product trial, product revision, and final product.

### Research Subjects

Subjects in this study were taken by purposive sampling (sampling with certain considerations) there are 6 madrasah ibtidaiyah consisting of 2 MIN and 4 MIS. Considerations in sampling are: 1) Madrasah Ibtidaiyah located in the city center, suburbs and among others; 2) public and private madrasah ibtidaiyah status; 3) selected private madrasah are madrasah ibtidaiyah which are managed by individual foundations and community organization foundations; 4) Madrasah Ibtidaiyah located in the former Semarang residency, the former Pekalongan residency, the ex-Banyumas residency, and the city of Yogyakarta. The six madrasah are: a.) MI Raudlatul Muta'alimin Bandasari Kec. Dukuhhuri Regency. Tegal. b.) MIN Banyumas, located on Jl. Kaliputih No.14, Purwokerto Wetan, East Purwokerto, Banyumas Regency, c.) MI Sambas Purbalingga, located on Jl. AW Sumarmo No.52-A, Kembaran Kulon, Kec. Purbalingga, Purbalingga Regency, Central Java. d.) MIN 1 Yogyakarta. Located on Jl. Overcast Warih No.149A, Giwangan, Kec. Umbulharjo, Kota Yogyakarta, Special Region of Yogyakarta. e.) MI NU Miftahun Najihin Kauman Lor, Pabelan District, Semarang Regency and f.) MI Ma'arif NU Sidabowa Kec. Patikraja Regency Banyumas.

The subjects of this study were drawn from six different madrasah ibtidaiyah, namely one madrasah ibtidaiyah for legibility testing, one madrasah ibtidaiyah for field trials and three madrasah ibtidaiyah for operational trials. Madrasah ibtidaiyah for the legibility test only takes 10 students and 1 teacher as a sample. Madrasah ibtidaiyah for field trials consists of 140 students and 6 teachers to assess the products used as models in each learning and provide an assessment of teaching materials that have been developed.

### Data, Instruments and Data Collection Techniques

The data obtained in this study consisted of qualitative and quantitative data. These data describe the effectiveness of the fifth grade English teaching material model, the learning process that has been implemented and the output achieved from the English teaching materials oriented towards higher order thinking skills (HOTS). The stages of the research implementation are the first

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respondent reads English science texts with the theme of global warming. After this stage, respondents filled out the Metacognitive Self-Assessment questionnaire to measure their thinking skills in reading (Hartati, Purnama, Heriati, & Kinarya, 2019). Respondents complete the filling of the Metacognitive Self-Assessment questionnaire within 15 minutes. The next step, the respondent works on the test according to the guidelines that the author has explained as comparing the results of the Metacognitive Self-Assessment questionnaire. Last stage, the respondents fill in the questionnaire responses to the Metacognitive Self-Assessment instrument. It is this response questionnaire used by the author to make improvements to the product.

Data collection techniques in this study were interviews, observation, questionnaires and tests of learning outcomes. In this study interviews were conducted with teachers and students, the questionnaire used there were 2 types of questionnaires: 1) questionnaire needs for students and teachers; function to obtain data about their needs for teaching materials in English classes based on higher order thinking skills (HOTS) class V Madrasah Ibtidaiyah. Furthermore, from this data English language teaching materials will be developed (Arsyad & Arono, 2016). Questionnaire student needs are given to students in class V in six Madrasah Ibtidaiyah. Meanwhile, the questionnaire for teacher needs was given to class teachers in each MI who were the object of research; 2) Validation Test Questionnaire; function to obtain the value of validation on the prototype design of teaching materials. The validation test questionnaire was given to the validator which included learning experts and class teachers. This questionnaire was filled out after the validator studied the prototype provided by the researcher. The results of the validation serve as reflection material for researchers in refining and perfecting the prototype. 3) Test; The use of tests in this study is used to find out and measure students' understanding and ability to capture material explained through teaching materials. This test is carried out in two stages, namely pretest to see students' initial abilities, then posttests which are grouped into two namely control groups and experimental groups to see students' abilities after treatment (experimental group) (Capone, De Caterina, & Mazza, 2017).

### Data analysis technique

#### Feasibility Model Analysis by Experts

The product development process begins with knowing the level of eligibility of the product to be tested. The steps of data analysis performed are as follows:

- 1) Tabulate all data obtained from the validator for each component and assessment points available in the instrument.
- 2) Calculate the average total score of each component calculated using the formula.
- 3) Change the average score into a score with a five-scale criterion with response choice categories that are very good (5), good (4), good enough (3), not good (2), not good (1). According (Quinto, 2015), the scores obtained are then converted to five scale qualitative data (interval data). In this research, a minimum "B" criteria for "Good" criteria was determined.

#### Product Effectiveness

The analysis of teaching materials is then continued with statistical tests, including:

- 1) Normality test, to test the distribution of data normally or not, so that the Kolmogorov Smirnov One Sample test is used in the Statistical Product and Service Solutions (SPSS) program 16.0. Obtaining the results of the test with the provisions: sample data is normally distributed if the significance is  $> 0.05$ . However, if the significance  $< 0.05$  then the sample data is not normally distributed (Munifah et al., 2019).
- 2) Homogeneity test (variance similarity) to determine whether or not a homogeneous sample is randomly selected from the population, so the F (Levene's Test) test is used. Homogeneous sample data if the acquisition of significance  $> 0.05$ . Conversely, if the significance  $< 0.05$  then the sample data is not homogeneous.
- 3) Analysis of the second phase of the trial using paired sample t-test analysis which is to see the effectiveness of learning based on the results of the pre test and post test to test the first hypothesis, namely:

$H_0$  : Pre-test and post-test results after being given English teaching materials based on higher order thinking skills (HOTS) are no different (ineffective teaching materials).

$H_a$ : The post test results are better than the pre test results after being given English teaching materials based on higher order thinking skills (HOTS) (effective teaching materials).

- 4) For the operational trial analysis (stage three), the analysis used is the analysis of variance (ANOVA). The

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hypothesis in this study is.

$H_0$  : there is no significant difference in learning achievement tests between students who are given English teaching materials based on higher order thinking skills (HOTS) in the experimental class with teaching materials used in control class 1 and control class 2.

$H_a$  : there is a significant difference in learning achievement tests between students who are given English teaching materials based on higher order thinking skills (HOTS) in the experimental class with teaching materials used in control class 1 and control class 2.

Criteria for acceptance or rejection of  $H_0$  used for hypotheses in phase two trials and phase three trials using a significance level of 5%, if significance > 0.05 then  $H_0$  is accepted, and vice versa if significance < 0.05 then  $H_0$  is rejected.

### Analysis of observations

Data about teacher activities and student activities in the use of English teaching materials based on higher order thinking skills (HOTS) in the experimental class with teaching materials used in control class 1 and control class 2 consists of 2 choices, namely (1) = yes and (0) = no. The data obtained is then grouped according to the type of observation.

**Table 1. Teacher and Student Observation Criteria**

Interval		Category
Teacher's Activity	Student Activities	
$72 < \bar{M}$	$42 < \bar{M}$	Very good
$57,6 < \bar{M} \leq 72$	$34 < \bar{M} \leq 42$	Good
$43,2 < \bar{M} \leq 57,6$	$26 < \bar{M} \leq 34$	Normally
$28,8 < \bar{M} \leq 43,2$	$18 < \bar{M} \leq 26$	Bad
$\bar{M} \leq 28,8$	$\bar{M} \leq 18$	Very Bad

Information:  $\bar{M}$  = average

Learning activities using learning tools that are developed are said to have met the criteria if the minimum category of observation achieved is the "Good" category. If this has not been achieved, a revision is made based on expert input so that all can be carried out well.

## Results

### Development Results

This research is entitled the development of English teaching materials oriented to higher order thinking skills (HOTS) for fifth grade students of Madrasah Ibtidaiyah, where the type of research used is research and development (RnD). This study uses development procedures according to the development research model of Borg and Gall (Irwandani, Umarella, Rahmawati, Meriyati, & Susilowati, 2019). The steps are: (1) problem identification, (2) information gathering, (3) interactive learning module design, (4) validation of interactive learning module design, (5) revision of learning module design, (6) manufacturing of products, (7) limited trials, (8) product revisions 1, (9) readability trials, (10) product revisions 2, and (11) products ready for use. The following is an explanation of the steps that have been taken.

#### 1) Identification of Problems

The results of the identification of the problems carried out by the method of observation and interviews with English subject teachers at MI Ma'arif NU 01 Sidabowa Patikraja, MIN 1 Banyumas and MI Al Istiqomah Sambas Purbalingga are as follows:

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- a. There is no English teaching material oriented to higher order thinking skills used by students in learning. The teacher only uses a few reference books and then explains the material and is recorded on the board.
- b. Limitations on the use of teaching materials, teachers in delivering material by lecturing and explaining on the board. So that for material that requires a detailed description of the teacher experiencing difficulties.
- c. Difficulties for educators to deliver all material according to the English syllabus clearly to students.

Various problems such as those described above can be minimized with the help of instructional media. With the presence of oriented English teaching materials higher order thinking skills (HOTS) are expected to help students think at a higher level. Besides English teaching materials can be studied by students independently in order to be able to fully understand the material. English teaching materials oriented higher order thinking skills (HOTS) are expected to help educators in explaining materials that require integrated material descriptions, so that during the learning process students are more interested and concentrate on the learning process.

### 2) Information Collection

Information gathering is carried out including:

- a. Looking for English syllabus for Class V SD / MI.
- b. Interview with English subject teachers at MI Ma'arif NU 01 Sidabowa Patikraja, MIN 1 Banyumas and MI Al Istiqomah Sambas Purbalingga.

The results of the interview revealed that if they only use teaching materials such as those in the publishers, the teaching materials in English are not yet oriented to Higher Order Thinking skills (HOTS). Regarding the production or development of teaching materials, English teachers at MI Ma'arif NU 01 Sidabowa Patikraja, MIN 1 Banyumas and MI Al Istiqomah Sambas Purbalingga said that this was indeed very important and it was hoped that the teaching materials could help the learning process and outcomes. In addition to making learning more effective, students can also use these teaching materials as an opening material for students 'mind horizons so that students' spiritual, social, knowledge and psychomotor attitudes can develop while enhancing higher-order thinking.

### 3) English Teaching Material Design oriented higher order thinking skills (HOTS)

Steps in designing include: collecting material outline according to the syllabus, determining the content of teaching materials, writing material on teaching materials and determining the design format of teaching materials. After studying the syllabus, the outline of the material to be included must include competencies that are in accordance with Core Competencies (KI) and Basic Competencies (KD) that are in Permendikbud No. 37 of 2018. The material outline is: The contents of English teaching materials are divided into 9 units, unit 1: meet us, unit 2: telling time, unit 3: numbers, days and months, unit 4: our bodies, unit 5: family, unit 6: my friends' character, unit 7: my fathers job, unit 8: public places and unit 9: healthy habits. This teaching material also includes a midterm assessment and end of semester assessment. The final test chapter contains a final exam in the form of theoretical questions to find out whether students have completed or not in learning the entire contents of English teaching materials oriented higher order thinking skills.

## Expert Validation Results and Goal Trials

### Expert validation test for English subject content

Based on the results of the expert assessment of the subject matter of English subject matter developed as stated from data, it can be calculated the percentage of achievement level of teaching material as follows:

$$\text{Percentage} = \frac{\sum (\text{Answer X weights each choice})}{n \times \text{Highest weight}} \times 100$$

$$\text{Percentage} = \frac{(78 \times 1)}{18 \times 5} \times 100\% = 86,66$$

Because the weight of each choice 1, then the percentage = 86.66%. After being converted into a Likert scale conversion table, the percentage of achievement level of 86.66% is in a very decent qualification, so the teaching material does not need to be revised. Comments and suggestions from English subject matter experts in open-ended questions are taken into consideration to improve teaching materials in order to enrich the content of teaching materials and to improve them.

### **Product Development Revision**

Based on the results of the assessment or expert response of the subject matter, basically the teaching material and the form of the draft 1 development do not need revisions or improvements. However, suggestions, input and comments submitted by content experts in an open-ended questionnaire, trying to make the best possible until the resulting development products are getting better.

The revised draft 1 development in the form of teaching materials is presented as follows:

- 1) Include the dictionary used as a reference in the bibliography.
- 2) Re-check the words of wisdom in the book used as a reference.
- 3) Re-examine punctuation.

### **Validation Test Results for Learning English Subjects**

Based on the assessment of English language learning design experts on teaching materials developed as listed from data, it can be calculated the percentage of achievement levels of teaching materials as follows:

$$\text{Percentage} = \frac{\sum (\text{Answer X weights each choice})}{n \times \text{Highest weight}} \times 100$$

$$\text{Percentage} = \frac{(62 \times 1)}{16 \times 5} \times 100\% = 77,5\%$$

Because the weight of each choice 1, then the percentage = 77.5%. After being converted into a Likert scale conversion table, the percentage of achievement level of 77.5% is in a decent qualification, so the teaching material does not need to be revised. Comments and suggestions from English language learning design experts in open-ended questions are used as consideration for refining teaching materials in order to enrich the content of exposure to teaching materials and refine them.

### **Product Development Revision**

Based on the results of the assessment or the response of the English language learning design expert, then basically the teaching material and the form of the draft 1 development do not need revisions or improvements. However, suggestions, input and comments submitted by learning design experts in an open-ended questionnaire, trying to make the best possible so that the resulting development products are getting better. The revised development in the form of teaching materials is presented as follows:

- 1) Write down the source of the reference image used.
- 2) No need to use an inner cover.
- 3) Complete the instructions for using the book.

### **Discussion**

#### **Product Development Review**

The development of English teaching materials oriented towards higher order thinking skills (HOTS) for fifth grade students of Madrasah Ibtidaiyah is based on the fact that there are not yet available English teaching materials

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oriented towards higher order thinking skills (HOTS) for fifth grade students of Madrasah Ibtidaiyah. Thus these results are intended to be able to meet the availability of teaching materials that can improve the (Rahmawati et al., 2019) and attractiveness of learning English as well as teaching materials oriented to higher order thinking skills (HOTS) Madrasah Ibtidaiyah Class V in achieving learning outcomes that have been determined in the 2013 curriculum.

The procedure of developing teaching material products is carried out through several stages which include:

- 1) Preliminary study phase by conducting research needs and curriculum analysis
- 2) The development phase of English teaching materials is oriented to higher order thinking skills (HOTS) for fifth grade students of Madrasah Ibtidaiyah using the Borg & Gall model and the testing phase and product validation.

The product development of this teaching material has been gradually improved through review, assessment and trial of English subject matter experts, English teachers and fifth grade students at 6 Ibtidaiyah madrasahs namely MIN 1 Banyumas, MI Istiqomah Sambas Purbalingga, MI Ma'arif Sidabowa Patikraja Banyumas, MIN 1 Yogyakarta City, MI Miftahun Najihin Kauman Lor District of Pabelan Regency. Semarang and MI Raudhotul Mutta'alimin Bandasari Kec. Dukuhturi Regency. Tegal. The six madrasahs are a place for trial product development. The aspects revealed to make revisions include elements of completeness and feasibility of components, content determination oriented towards higher order thinking skills (HOTS), effectiveness and attractiveness of learning. The results of the reviews and trials carried out were used as material for improvement in product development before being trialled at the field trial stage (Amelia & Abidin, 2018). As expressed in the indicators of the effectiveness and attractiveness of learning indicators, the English teaching materials are oriented to higher order thinking skills (HOTS) Class V Madrasah Ibtidaiyah, can be expressed as follows:

- 1) Learning by using teaching materials as one part of the strategy of organizing learning content has a good level of effectiveness to achieve learning objectives.
- 2) Learning by using teaching materials as one part of the delivery strategy of learning content has a high level of effectiveness and attractiveness towards the learning process of English subject class V Madrasah Ibtidaiyah.
- 3) Learning by using teaching materials as one of the learning management strategies that have a good level of efficiency and attractiveness related to the limited teaching staff, time allocation, and availability of learning resources in learning English Class V Madrasah Ibtidaiyah.

## Conclusion

The use of the teaching material produced from the development has an appropriate level of effectiveness and attractiveness. Based on the assessment of Grade V English subject teachers to all components of teaching materials reached 81.4% with decent qualifications;c) Achievement of learning outcomes based on field trials measured using achievement tests in midterm (PTS) averaged 83.2 compared to the initial test which obtained an average value of 69.5 which indicates that there was an increase in learning outcomes 13.7 students after learning to use the products of the teaching materials developed;d) Referring to sig (2-tailed) with analysis using a dependent sample test so that  $t_{count} (21.51) > t_{table} (1.656)$  so that it can be concluded that teaching materials developed are significant or have an influence on understanding and increasing students' high-level thinking power (higher order thinking skills). Thus English teaching materials oriented higher order thinking skills grade V results of this development can be said to have good quality. This is because the use of teaching materials can improve the effectiveness and attractiveness of learning and help facilitate student learning and help students improve learning outcomes and understanding the learning process with higher order thinking skills (HOTS) English Class V Madrasah Ibtidaiyah.

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