

**TEACHER'S STRATEGY FOR ENCOURAGING THE VII GRADE  
STUDENTS' HIGHER ORDER THINKING SKILLS (HOTS) IN  
TEACHING READING COMPREHENSION AT SMP N 2  
KARTASURA**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor  
Degree of Education in English Department**

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**APPROVAL**

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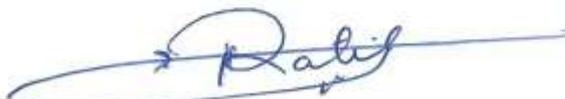
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TEACHER'S STRATEGY FOR ENCOURAGING THE VII GRADE  
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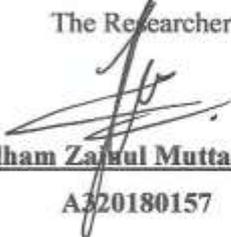
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# TEACHER'S STRATEGY FOR ENCOURAGING THE VII GRADE STUDENTS' HIGHER ORDER THINKING SKILLS (HOTS) IN TEACHING READING COMPREHENSION AT SMP N 2 KARTASURA

## Abstrak

Higher Order Thinking Skills (HOTS) meliputi berpikir kritis dan kreatif untuk menggunakan informasi dalam memecahkan masalah, menganalisis argumen, membuat keputusan, atau membuat prediksi. Untuk mengembangkan keterampilan berpikir tingkat tinggi pada siswa, penggunaan berbagai strategi dalam mengajar sangat penting. Reading dan HOTS merupakan keterampilan yang saling berhubungan. Tujuan dari penelitian ini adalah (1) untuk mengetahui strategi yang digunakan guru untuk mendorong Higher Order Thinking Skills (HOTS) siswa-siswa kelas VII ketika mengajar reading di SMP N 2 Kartasura, (2) bagaimana respon siswa terhadap strategi yang digunakan oleh guru. Penelitian ini menggunakan metode deskriptif kualitatif dengan observasi, wawancara dan dokumentasi sebagai teknik pengumpulan data. Hasil penelitian ini mengungkapkan bahwa guru menggunakan strategi pictures, think-pair-share (TPS), dan questions untuk mendorong HOTS siswa dalam pengajaran reading dan respon siswa menjadi aktif, kooperatif serta independent ketika berpikir. Strategi-strategi ini akan disampaikan kepada siswa untuk mendorong motivasi serta keterampilan reading mereka dalam belajar bahasa Inggris dengan berpikir kritis dan tingkat tinggi.

**Kata Kunci:** strategi, higher order thinking skills, HOTS, mengajar, reading.

## Abstract

Higher Order Thinking Skills (HOTS) include critical and creative thinking to use information in solving problems, analyzing arguments, making decisions, or making predictions. To develop high-order thinking skills in students, the use of various strategies in teaching is essential. Reading skills and HOTS are connected skills. The aims of this study were (1) to find out the strategies used by teachers to encourage the VII grade students' Higher Order Thinking Skills (HOTS) in teaching reading at SMP N 2 Kartasura, (2) how students responded to the strategies used by the teacher. This study is descriptive qualitative with observation, interview, and documentation as method of collecting data. The results of this study revealed that the teacher used the pictures, think-pair-share (TPS), and question strategies to encourage HOTS students in teaching reading, and students' responses toward the strategies were being active, cooperative, and independent when thinking. These strategies will encourage students' motivation and reading skills in learning English by thinking critically and at high level.

**Keywords:** strategy, higher order thinking skills, HOTS, teaching, reading.

## 1. INTRODUCTION

In educational terms, higher-order thinking skills were a topic of concern many years ago. The use of higher-order thinking is essential for the intellectual development of students. Higher-order thinking allows students to concentrate on the explicit and discover the implicit meaning or content of information. In addition, HOTS includes the investigation of assumptions and beliefs, evaluation

of evidence, and evaluation of conclusions (Munawati, A. 2019). As a result, reading, as one of the most challenging skills, is closely related to higher-order thinking, given that texts contain much implicit information. The level of higher-order thinking in reading essay questions can be used to assess reading comprehension. According to Grabe (2009: 5) in Yuliani, I. (2019), reading is a process in which the reader gains knowledge from what he reads and applies it in an academic environment as part of his education. Thus, Airasian & Russell (2008) state in Crose, B. (2011) confirms that essay questions are the only approach to assessing high-level cognitive abilities.

Moreover, they claim that Essay questions are an essential method of evaluating higher-order thinking skills. In addition, Musial (2009) emphasized that Essay questions help evaluate complex learning and higher-order thinking skills. Thus, examining the distribution of higher-order thinking skills in reading practice essay questions is appropriate.

Based on the previous elaboration above and regarding encouraging HOTS, “reading and HOTS are related skills. In reading, learners must not only comprehend the written text meaning” (Sitorus, M. M. et al, 2021). In addition, he underlines that reading is a complex mental activity that requires learners to experience, predict, verify, and acknowledge information depending on their prior knowledge and experiences. Thus, the researcher desiderates conduct a study on the strategy used by the teacher to encourage students’ HOTS in teaching reading entitled “Teacher’s Strategy for Encouraging the VII Grade Students’ Higher Order Thinking Skills (HOTS) in Teaching Reading Comprehension at SMP N 2 Kartasura”.

The research is limited to the strategies utilized by the English teacher at SMP N 2 Kartasura in encouraging HOTS in teaching reading comprehension. The researcher employed the revised Bloom's Taxonomy theory of Anderson and Krathwol (2001) in conducting the investigation. "What are the strategies used by the teacher to encourage HOTS in teaching reading comprehension at SMP N 2 Kartasura?" is the question that this study seeks to address. The specific objective of this research is to categorize the strategies used by the teacher to encourage students in HOTS in teaching reading comprehension at SMP N 2 Kartasura.

## **2. METHOD**

This research used the descriptive qualitative method to describe the strategy used by the teacher to encourage students’ HOTS in teaching reading to the VII graders at SMP N 2 Kartasura. Kriyantono (2014) stated that descriptive qualitative is a technique that describes and interprets the meaning of the collected data by using observation and interview as many aspects of the situation under study at that time. Thus, obtaining a general and comprehensive picture of the actual situation.

This research was held in September 2022 at SMP N 2 Kartasura. The school is located at Jalan A. Yani No. 320, Banaran, Kec. Pabelan, Kartasura, Kab. Sukoharjo, Jawa Tengah. SMP N 2

Kartasura is one of the most popular junior high schools in Kartasura, which has included the 2013 New Curriculum and HOTS in teaching English. The researcher used purposive sampling for the identification and selection of information-rich cases related to the phenomenon of strategies for encouraging students' higher-order thinking skills. In this study, the research subject is limited to an English teacher named Mrs. Ratna Susiana Dewi, S.Pd., and 31 students of class VII-A at SMP N 2 Kartasura in the 2021/2022 academic year. This study was limited to one teacher because the researcher attempted to gather reliable and quality information from credible source. The chosen teacher possesses the qualifications comprehension regarding higher order thinking skills and expertise in teaching required to deliver accurate information following the researcher's objectives. The object of this research is focused on the strategy used by the teacher to encourage students' HOTS in teaching English reading comprehension to the VII grade students and the students' responses toward the strategy used by the teacher in teaching reading to the VII grade students at SMP N 2 Kartasura.

The researcher collected data through observation, interviews, and documentation. Following the collection of research data, the data was analyzed using the technique of Miles and Huberman in Sugiyono (2016), who claimed that data analysis consists of various processes, including data reduction, data display, and verification or conclusion drawing. The triangulation approach was employed by researchers to test the validity of the outcome. According to Moleong (2017), triangulation is a strategy for validating data by comparing it to different data sources utilizing other data source-checking approaches. Denzin and Lincoln (2017) classify triangulation into four types: (1) technique triangulation, (2) inter-researcher triangulation, (3) data source triangulation, and (4) theory triangulation. Based on the four types of triangulation, this study employs the type of triangulation in which the researcher collects data through direct observation of teaching and learning activities during English reading lessons, which is then supported by interviews with respondents, and the researcher also included documentation as a form of evidence that the respondent is appropriate as a subject in research.

### **3. FINDING AND DISCUSSION**

This section contains research finding and discussion. Research data have been collected by the researcher using interview and observation data collection techniques. The researcher presents the research findings and discussion of the strategies used by the teacher to encourage students' higher-order thinking skills in teaching English reading comprehension to the VII-grade students at SMP N 2 Kartasura.

#### **3.1 The Strategies Used to Encourage Students' HOTS**

This section discusses the strategies used to encourage students' HOTS in teaching reading. The

observation was done in the second semester of the 2021/2022 academic year.

The researcher chose class VII-A at SMP N 2 Kartasura to do the research, and the class consists of 31 students. Class VII-A was taught by Mrs. Ratna Susiana Dewi, S.Pd. Before the lesson begins, the children sit neatly and pray led by the class president. After that, the teacher briefly reviewed the material from the previous meeting and continued with a brief discussion about the material to be studied for today. Based on the observation, the teacher used three strategies: pictures, think-pair-share, and questioning.

### 3.1.1 Pictures

The picture was the strategy used by the teacher to develop HOTS in teaching reading. The use of pictures is when the teacher gave assignments for the students to bring printed photos of their own pets or favorite animals, and each student must describe its character and physical appearance. Mrs. Ratna also stated that the use of pictures was part of analyzing level in terms of the first stage of higher-order thinking skills. It is when the students explored information in detail. Students were asked to describe information from an image using their sentences to understand more profoundly and deduce the purpose. This activity began when the teacher asked students to show the animal pictures that were brought. And then, the teacher asked students to tell and describes the characteristic and physical appearances of the animals. Following with some questions related to animals.

### 3.1.2 Think-Pair-Share

Think-pair-share (TPS) was another strategy used by the teacher to develop students' HOTS in teaching reading. Think-pair-share is a method of cooperative learning whereby students cooperate to resolve a problem or respond to a query with a given text. (Robertson, 2016). This strategy requires students to (1) consider a topic or provide a solution on their own; and (2) share ideas with classmates. Discussing with a partner encourages students to participate more, concentrate their attention, and actively participate in understanding the reading material. Think-pair-share is part of the strategy to encourage students' HOTS. According to Anderson and Krathwohl's theory, there are three levels to developing HOTS: analyzing, evaluating, and creating. Think-pair-share is a classroom strategy that is on the evaluating level. Evaluating is the ability where students can give ideas, values, or specific information. Besides, evaluating is a step to measure the ability of students.

### 3.1.3 Question

Higher-order questions encourage critical thinking because they demand more from students than memorizing facts alone (Afifah Ramadhana & Rozimela, n.d., 2018). They require them to apply, analyze, synthesize and evaluate material. Examples of analysis questions include analyzing mood, setting, and characters, expressing opinions, drawing conclusions, and making inferences.

questions ask students to use previous ideas to generate new ones using data from various sources. Evaluation questions ask students to make judgments, explain their reasoning, and assess the quality of the work.

### **3.2 The Students' Responses to The Strategies Used by The Teacher**

Based on the analyses of data to describe the students' responses to the strategies used by the teacher in teaching reading to the student of class VII-A, it can be seen that the students' responses toward the strategies used by the teacher to encourage HOTS in teaching reading were as follows; students are more active in picture, cooperative in think-pair share, and independent in also question. In the presence of HOTS students were very active in answering when the teacher gave questions.

The students were cooperative where students worked/discussed together to solve a problem or answer a question about an assigned reading with their classmates. Cooperative is one of the important things in a learning process. The teacher used think-pair-share strategy because it could help students to think individually about a topic or answer a question and also teaches students to share ideas with classmates and builds oral communication skills.

The researcher finds that students were capable of working independently and in their own right. The outcomes of the think-pair-share technique encourage students and give them a broader viewpoint. Eventually, students got used to being more critical during the question-answer session. Because the students are encouraged to investigate the teacher-posed questions, their manner of thinking develops into one that is more critical and helps them understand the material better.

### **3.3 Discussion**

Based on the research findings conveyed by the researcher above, two findings are discussed in this section: the strategies used to encourage students' HOTS, and the students' responses to the strategies used by the teacher.

#### **3.3.1 The Strategies Used to Encourage Students' HOTS**

The researcher compares the result of this research with the theories used. Keduman (2013) stated the picture is one technique that can assist students in showing the meaning of the appropriate language through their visual reflection of the object. The finding is in line with Keduman's (2013) theory because the teacher used picture strategy as a part to analyzing level in terms of the first stage of higher-order thinking skills. Students were asked to describe information from an image using their own sentences so that they can understand more deeply and can deduce the purpose of the information.

According to Robertson (2016) the Think-Pair-Share approach is a method created to help students encourage their own ideas and share them with other students. It is a teaching strategy that

involves the teacher in order to promote student participation in class. The finding is suitable to Robertson's (2016) theory because the teacher used TPS strategy as a means of students to discussing with a partner maximizes participation, focuses attention, and engages students in comprehending the reading material.

The Taxonomy of Educational Objectives was developed by Benjamin Bloom in 1956 with the goal of enhancing higher-order thinking skills in students. According to Bloom's Taxonomy, there are six different levels of questions: knowledge, comprehension, application, analysis, synthesis, and assessment. The finding is correlate with the theory because higher-order questions from the teacher made students analyze and practice to writes procedure text by themselves and it could improve students' understanding of critical thinking skills and help them engage in high-level thinking to strengthen their understanding of reading comprehension skills.

### 3.3.2 The Students' Responses to The Strategies Used by The Teacher

Based on the research findings there were the students' responses to the strategies used by the teacher to encourage HOTS in teaching reading to the VII-grade students at SMP N 2 Kartasura, namely students were active, cooperative, and independent.

In this research findings, students were more excited and active when the teacher used pictures, think-pair-share, and higher-order questions as learning strategies. Cooperative is one of the important things in a learning process. The teacher used think-pair-share strategy because it could help students to think individually about a topic or answer a question and also teaches students to share ideas with classmates and builds oral communication skills. The researcher finds that students were capable of working independently and in their own right. The outcomes of the think-pair-share technique encourage students and give them a broader viewpoint. Eventually, students got used to being more critical during the question-answer session. Because the students are encouraged to investigate the teacher-posed questions, their manner of thinking develops into one that is more critical and helps them understand the material better.

## 4.CONCLUSION

Based on the findings of this research, the researcher can conclude as follows: (1) The strategies used by the teacher to encourage students' HOTS in teaching reading to the VII-grade students at SMP N 2 Kartasura in the 2021/2022 academic year are picture, think-pair-share, and questions. (2) The students' responses to the strategies used are that students became more active, cooperative, and students were being independent. Therefore, the strategies facilitate students to encourage their Higher Order Thinking Skills.

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