TECHNIQUE USED BY THE TEACHER TO DEVELOP HIGHER ORDER THINKING SKILL (HOTS) IN TEACHING READING TO THE SEVENTH GRADE STUDENTS AT SMP N 1 SURAKARTA 2017/2018 ACADEMIC YEAR

Submitted as Partial Fulfilment of Requirement of the Requirement for Getting Bachelor Degree of Education in English Department

by

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Herewith, I truthfully assert that there is no plagiarism in the publication article and this research paper that I submitted is really my work, except the written of references which are mentioned in the bibliography. Then, if this publication article proved there is any plagiarism, I will be fully responsible.

Surakarta, 10th November 2018

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Abstrak

Kata Kunci : Teknik Guru, Mengajar Membaca, HOTS, Tanggapan Siswa

Abstract
The objective of this research was to identify the techniques used by the teacher to develop higher order thinking skill (HOTS) in teaching reading to the seventh grade students at SMP 1 Surakarta. This study was descriptive qualitative research. The data were obtained from field notes and interview transcript. The method of collecting data was observation and interview. The data were analyzed through data reduction, display of the data, conclusion and verification. The results of this study showed that the technique used by the teacher to develop HOTS in teaching reading were varied. The techniques used by the teacher to develop HOTS were picture technique, think-pair-share, and question. The students’ seemed to enjoy the technique because they were active, cooperative, and independent when learning takes place.

Keyword : Teacher Technique, Teaching Reading, HOTS, Student’s Responses

1. INTRODUCTION

In the learning process, schools must apply the curriculum so that the teaching process runs well. According to Wortham (2006) curriculum is a planned set of course that is presented to teachers to arrange teaching and learning in certain level of ages. There are some curriculums that have ever been applied in Indonesia, one of them is the curriculum 2013 new revision. The curriculum 2013 new revision is focused on improving the relationship between core competencies and basic competencies. The
lesson plans in the curriculum 2013 new revision include four things: integration of strengthening character education, literacy, HOTS, and 4C.

The strengthening of character education movement needs to integrate, deepen, expand, and simultaneously align the various character education programs and activities that have been implemented up to now. Integration can be: integration of class activities, outside the classroom at school, and outside school (community / community); integration of intracurricular, co-curricular, and extracurricular activities; the simultaneous involvement of school, family, and community residents. In learning process there are five strengthened characters: religious, nationalist, independent, mutual cooperation, and integrity. In addition to learning, literacy needs to be integrated literacy movement that is the ability to access, understand, and use something intelligently through various activities such as reading, seeing, listening, writing, and / or speaking.

The curriculum 2013 new revision also requires 21st century skills or called 4C (Communication, Collaboration, Critical Thinking and Problem Solving, and Creativity and Innovation). The mastery of 4C is very important because the softskill type in everyday implementation is more useful than hardskill. The curriculum 2013 new revision also requires students to have critical thinking, logical, reflective, metacognitive, and creative thinking skills that are high-level thinking skills. HOTS requires the creativity of teachers in the learning process in order to create an atmosphere of interest to students. The 2013 curriculum also requires learning materials up to metacognitive that require learners to be able to predict, design, and estimate.

Curriculum 2013 new revision has been in effect since July 2017 and its implementation is done in stages. At present, not all schools apply curriculum 2013 new revision due to unpreparedness of teachers and students. Curriculum 2013 new revision makes a strong and has good character for students in the future. This curriculum has been implemented at schools in Surakarta, one of them is SMP N 1 Surakarta that uses curriculum 2013 new revision.

The writer is interested in conducting research at SMP N 1 Surakarta because this school is one of favorite schools in Surakarta that have implemented curriculum 2013 new revision and applied Higher Order Thinking Skill (HOTS) in teaching English. The school is located on MT Haryono street no. 4 Manahan, Surakarta, Central Java. Relating to develop higher order thinking, so the researcher wants to know the technique used by the teacher in teaching reading.
In learning English there are four language skills, namely speaking, writing, listening, and reading. Reading skill is also important in teaching English. According to Harmer (2005: 68) in Fauziati (2015: 113) “reading text also provide opportunities for students to learn vocabulary, grammar, pronunciation, and even good models for English writing - the way sentences, paragraphs, or texts are constructed. Last but not the least, reading texts can introduce interesting topics and stimulate discussion.”

Teaching reading is a process used to transfer knowledge from the teacher to the students by using certain techniques and materials. Teaching reading requires skill in reading comprehension. Students are required to be able to read in order to understand and capture the contents of the passage. Especially at SMP N 1 Surakarta is applied teaching reading. The purpose of teaching reading at SMP N 1 Surakarta is to invite students to think critically and explore in reading.

In conducting research, based on the background of study, the problem of this research paper is related on technique used by the teaching to develop HOTS in teaching reading to the seventh grade students in SMP 1 Surakarta. Based on the background above, the research problems are focused on the following: 1) What is the technique used by the teacher to develop Higher Order Thinking Skills in teaching reading to the seventh grade students at SMP N 1 Surakarta? 2) What are the students’ responses to the technique used by the teacher to develop Higher Order Thinking Skills in teaching reading to the seventh grade students at SMP N 1 Surakarta?

In relation to the to the problem in this research, the objectives of this research are to describe: 1) To classify the technique used by the teacher to develop Higher Thinking Skill in teaching reading to the seventh grade students at SMP N 1 Surakarta. 2) To describe the students’ responses to the technique used by the teacher to develop Higher Order Thinking Skills in teaching reading to the seventh grade students at SMP N 1 Surakarta.

Afterward, the researcher formulates the significance of the research is divided into two: theoretical benefit and practical benefit. The theoretical benefit is the results of this study to give reference for teachers in determining techniques used to develop higher-order thinking skills in teaching reading. Related to practical benefit, this research is expected to give some benefits: a) For the students, improving students’ creativity and activeness in learning and fostering the creativity of students to think critically and think high level independently. b) For the teacher, improving the learning of a variety and innovative and creating a fun learning environment. c) For the researcher, they can use this research as one of the
references regarding technique used by the teacher to develop higher order thinking skill in teaching reading.

2. **METHOD**

In collecting data about technique used by the teaching to develop HOTS in teaching reading to the seventh grade students at SMP N 1 Surakarta, the researcher used interview. Interview is a technique of collecting data by conversation between interviewer and respondent to get information. Interview was conducted on July 8th, 2018. Before doing interview, the researcher prepared some question in order to get information related to the research problem. This method is used to Mrs. Y to get the data. To collect data in class, the researchers used observation techniques. Observation is a method of collecting data in the research object to get information. To obtain information, the researcher observe and record VII-F grade students activities when the teacher is delivering the material.

For analyzing data, the researcher used data reduction, display of the data, conclusion and verification. The research used triangulation to check the credibility data. The subject of this research was limited to an English teacher and 31 students of seventh grade at SMP N 1 Surakarta. The object of this research are the technique used by the teacher to develop higher order thinking skill (HOTS) and the students’ responses to the technique used by the teacher in teaching reading to the seventh grade students at SMP N 1 Surakarta in 2017/2018 academic year.

3. **FINDING AND DISCUSSION**

The findings describe the research question, as follows: 1) technique used by the teacher to develop HOTS in teaching reading to the seventh grade students at SMP N 1 Surakarta, 2) The students’ responses to the technique used by the teacher in teaching reading to the seventh grade students at SMP N 1 Surakarta.

3.1 **Findings**

3.1.1 Technique used by the Teacher to develop HOTS

The finding based on observation the teacher used four techniques; there are discussion, pictures, think-pair-share, and paragraph writing.

a) Picture

Picture was the technique used by the teacher to develop HOTS in teaching reading. The use of picture is where the teacher gave some picture to the students and they tried to identify the character and physical appearances.
Mrs. YE also stated that the use of picture was part of analyzing level. It is when the students explore information in detail. Students are asked to describe information from an image using their own sentence so that they can understand more deeply and can deduce the purpose of the information.

Teacher: Talking about the technique, it is depends on the teacher. I used picture, think-pair-share, and question answer to teach descriptive text. The students think more critically. It makes them easy to study and it is fun.

(Interview, 8th of July 2018)

b) Think-Pair-Share

*Think-pair-share* was another technique used by the teacher to develop HOTS in teaching reading. *Think pair share* worked when the teacher asked the students to make a group (consist of two students) or with their partner. After that, the teacher gave pictures to the students. Each student got a picture, gave clue, and guesses the picture.

The use of *think-pair-share* is part of developing HOTS. According to Anderson and Krathwohl theory, there are three levels to develop HOTS, namely analyzing, evaluating, and creating. *Think-pair-share* is a technique that is at 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.

Teacher : Everybody please put this picture in the box and don’t let your friends know what is in your hand. So, it is secret you have to keep it.

Students : Yes, mam.

Teacher : Okay, put it now. In counting 10 all of you must have the picture.

(10.. 9.. 8.. 7.. 6.. 5.. 4.. 3.. 2.. 1.. )

c) Question

Question is used to develop higher order thinking skill in teaching reading. By using question, the teacher asks some questions to the student that the answer can be found in the text or on their knowledge. It is to measure how students understand the material that has been conveyed by the teacher.
3.1.2 Students’ Responses

The researcher analyzed the data to describe the students’ responses of the technique used by the teacher in teaching reading to the student of class VII. The writer concluded the response of students toward the used by the teacher to develop HOTS in teaching reading as follows; students were active, students were cooperative, students were being independent.

This follows data show the response of students toward the technique used by the teacher to develop HOTS in teaching reading:

a) Students were Active

Based on the observation, the students are as center which connects and looks for the information. It also can be seen from the interview with the teacher. According to the teacher, the students became active in teaching learning process.

It can be seen from the interviews:
Teacher: Students more active in picture, cooperative in think-pair-share, and independent in also question answer and students. In the presence of HOTS students are very active in answering when the teacher gives questions.

(Interview on July 8, 2018)

b) Students were Cooperative

Based on the observation, cooperative are the students working together with their friends to guess the questions. Cooperative in the learning process is one of the important things in a learning process. In cooperative learner the teacher used think-pair-share technique in teaching reading to develop HOTS.

Teacher: Students can cooperative in think-pair-share because there are can cooperate with their friends.

Based on the interview and observation, students were cooperative can be seen when the teacher ask to the students to make a group.
Tina: I feel so enjoy it. It makes me interact with my friends and makes me easier to do it.

(Interview, 12th of July 2018)
c) Students were Independent

Based on observation, the researcher found that independent students when they are able to work individually.

Based on the interview, students are more independent in paragraph writing and question answer relationships because they are accustomed to critical thinking. Students' way of thinking becomes more critical and students can receive material clearly because students are invited to explore the questions given by the teacher.

Teacher: Students are more independent in question because they are accustomed to critical thinking.

(Interview on July 8, 2018)

The teacher also stated that:

Teacher: Students' way of thinking becomes more critical and students can receive material clearly because students are invited to explore the questions given by the teacher.

(Interview on July 8, 2018)

3.2 Discussion

After collecting and analyzing the data, the writer found the real process technique used by the teacher to develop HOTS in teaching reading to the seventh grade students in SMP 1 Surakarta. Based on the research finding above, there are some components which writer discusses in the research finding. They are technique used to develop HOTS and students responses.

Technique to develop HOTS in teaching reading are important in teaching learning process to engage the students to develop HOTS. In teaching reading the English teacher at SMP 1 Surakarta used some techniques. Based on observation, the researcher found the teacher used picture, think-pair-share, and question technique.

The researcher compares the result of this research with the theory used. The researcher used Keduman theory for picture, Robertson theory for think-pair-share, and Bloom theory for question. The finding were suitable with the theory, because based on observation the researcher found the teacher used picture, think-pair-share, and question.

Based on the observation there were the students responses to the technique used by the teacher to develop HOTS in teaching reading to the seventh grade students at SMP N 1 Surakarta, namely students were active, cooperative, and independent.

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Compared to the previous findings, the technique of picture is similar with Alviani (2015). In her research, she used picture. The technique allows the students to see the concrete things and assisting the students to understand the material easier. It was suitable with Teacher’s Perspective on the Use of Pictures in Teaching: A Study at Anak Terang Pre-school.

Compared to the previous findings, the technique of think pair share is similar with Jannah (2018). In her research, she used think-pair-share. The technique was suitable to develop HOTS in teaching reading in SMA ABBS Surakarta. The result of previous study is considering teachers beliefs to achieve HOTS based on the concept is strongly essential as it will train the student in order to maximize achieving HOTS.

The researcher compares the result of this research with the result of previous study entitled “Teacher’s questioning and students’ critical thinking in EFL classroom interaction” by Yuliawati et all. The result of the previous study recommended that teachers maximize the use of higher order levels questions in order to train the students think critically.

Based on the research, the teacher have various techniques used to develop Higher Order Thinking Skill (HOTS) in teaching reading to the seventh grade students at SMP N 1 Surakarta. These techniques are picture, think-pair-share, paragraph writing, question answer relationships. It is in line with the theory by Keduman, Robertson, and Bloom’s Taxonomy.

4. CONCLUSION
The writer draws a conclusion about technique used by the teacher to develop HOTS in teaching reading to the seventh grade students in SMP 1 Surakarta 2017/2018 academic year as follows; 1) the technique used by the teacher to develop Higher Order Thinking Skills in teaching reading, 2) the students’ responses to the technique used by the teacher in teaching reading to the seventh grade students in SMP 1 Surakarta. First, the teacher used various technique to develop HOTS in teaching reading are picture, think-pair-share, paragraph writing, question answer relationships. The second, the students’ responses of the research are students were active, students were cooperative, and students were being independent. So the techniques facilitate students to develop HOTS.
BIBLIOGRAPHY


