

**TEACHER'S STRATEGY FOR DEVELOPING HIGHER ORDER
THINKING SKILLS IN TEACHING READING TO THE ELEVENTH
GRADE STUDENTS OF SMK MUHAMMADIYAH 1 SUKOHARJO
IN 2018/2019 ACADEMIC YEAR**



RESEARCH PAPER

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

by

DWI BAGAS YULIYANTO

A320140151

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2019

APPROVAL

**TEACHERS' STRATEGY FOR DEVELOPING HIGHER ORDER
THINKING SKILLS IN TEACHING READING TO THE ELEVENTH
GRADE STUDENTS OF SMK MUHAMMADIYAH 1 SUKOHARJO
IN 2018/2019 ACADEMIC YEAR**

RESEARCH PAPER

by

DWI BAGAS YULIYANTO

A320140151

Approved to be Examined by Consultant
School of Teacher Training and Education
Muhammadiyah University of Surakarta
2019

Consultant,



Mauliyah Hikmat, Ph.D.

NIK. 727

ACCEPTANCE

**TEACHERS' STRATEGY FOR DEVELOPING HIGHER ORDER
THINKING SKILLS IN TEACHING READING TO THE ELEVENTH
GRADE STUDENTS OF SMK MUHAMMADIYAH 1 SUKOHARJO
IN 2018/2019 ACADEMIC YEAR**

by

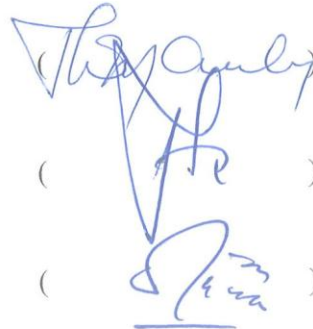
DWI BAGAS YULIYANTO

A320140151

Accepted and Approved by Board of Examiners
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on January 21, 2019

Team of Examiner:

1. Mauliy Halwat Hikmat, Ph.D
(Chair Person)
2. Dr. Dwi Haryanti, M. Hum.
(Member I)
3. Drs. Djoko Srijono, M. Hum.
(Member II)


()
()
()

Dean,




Prof. Dr. Harun Joko Prayitno, M. Hum.

NIP. 19650428 199303 1 001

PRONOUNCEMENT

I declare that this research paper is a work of myself and there is no plagiarism of the previous literary work, except in which written cited in the manuscript and mentioned in the bibliography. If later, proved that this study is a result of plagiarism, I will be fully responsible and be ready receive the punishment with applicable regulations.

Surakarta, January 15th, 2019

The Researcher

A handwritten signature in black ink, consisting of stylized, overlapping loops and lines, positioned above the printed name.

Dwi Bagas Yuliyanto

A320140151

MOTTO

Life is when we can still benefit others
(Dwi Bagas Yuliyanto-The Researcher)

DEDICATION

This research paper is dedicated to:

My father, Slamet Daryanto and mother, Tini

My sister, Krisna Andri A,

My special friend in my life, Maulida Nurwi Rahmawati,

My friends and, teacher,

And all people who contributed toward the finished of this research paper.

ACKNOWLEDGMENT

Bismillahirrohmanirrohiim, Assalamu'alaikum Warohmatullohi Wabarokatuh

The reseracher delivered big thanks to Alloh SWT who had gave mercy and blessing, so the researcher could conduct a research entitled “Teacher Strategy for Developing Higher Order Thinking Skills in Teaching Reading to the Eleventh Grade Students of SMK Muhammadiyah 1 Sukoharjo in 2018/2019 Academic Year”. It was a requirement to get bachelor degree in Department of English of Education in Muhammadiyah University of Surakarta.

The researcher also expressed several gratitude to people who gave support, helped, gave criticism, suggestion, advice, and also guidance toward the success of this research paper. They were:

1. Dr. Sofyan Anif, M.Si, as Rector of Muhammadiyah University of Surakarta,
2. Prof. Dr. Harun Joko Prayitno, as Dean of School of Teacher Training and Education, Muhammadiyah University of Surakarta,
3. Mauly Halwat Hikmat, S.Pd., M.Hum., Ph.D, as the head of English Education Department,
4. Mauly Halwat Hikmat, S.Pd., M.Hum., Ph.D, as consultant who had given guidance, advice, critics, suggestion, and support until this research paper was finished,
5. All lectures of English Education Departmen who had gave much knowledge, so the researcher could apply the knowledge in research paper and many others thing,
6. Drs. H. Mustajab, M.Pd as headmaster of SMK Muhammadiyah 1 Sukoharjo who allowed to the researcher to conduct a research,
7. Sukarno, S.Pd as English teacher in SMK Muhammadiyah 1 Sukoharjo who had helped and allowed the researcher to conduct a research,
8. My lovely family namely my father Slamet Daryato, S.Pd, my mother, Tini and my sister Krisna Andri Astuti who had supported me in finishing this research paper,

9. My close friend, Maulida Nurwi Rahmawati, Hana Satria, Ary Prastiya Anjasmara, Nono Setyo, Endra Oktavianto who gave support to me to rise when I was fall,
10. All students of English Education Department of 2014 who accompanied and supported me during four years, and
11. Those all people who could not be mentioned one by one. You were my spirit.

The researcher realized that this research still needed constructed criticism, comment, suggestion, from the readers. Last, the researcher hoped this research could be as references for the next researchers who conduct a new research related to teaching research.

Wassalamu 'alaikum Warohmatullahi Wabarokatuh

TABLE OF CONTENT

| | page |
|--|------|
| COVER | i |
| APPROVAL..... | ii |
| ACCEPTANCE | iii |
| PRONOUNCEMENT | iv |
| MOTTO | v |
| DEDICATION | vi |
| ACKNOWLEDGMENT | vii |
| TABLE OF CONTENT | ix |
| <i>ABSTRAK</i> | xi |
| CHAPTER I: INTRODUCTION | 1 |
| A. Background of the Study | 1 |
| B. Limitation of the Study | 2 |
| C. Problem Statement | 2 |
| D. Objectives of the Study | 3 |
| E. Significance of the Study | 3 |
| F. Research Paper Organization | 4 |
| CHAPTER II: REVIEW OF RELATED LITERATURE | 5 |
| A. Previous Study | 5 |
| B. Underlying Theories | 8 |
| C. Theoretical Framework | 20 |
| CHAPTER III: RESEARCH METHOD | 21 |
| A. Type of the Study | 21 |
| B. Setting of the Study | 21 |
| C. Subject of the Study | 22 |
| D. Object of the study | 22 |
| E. Data and Data Source | 22 |
| F. Method of Collecting Data | 23 |
| G. Technique for Analyzing Data | 24 |
| H. Credibility of Data | 25 |

| | |
|--|----|
| CHAPTER IV: RESEARCH FINDING AND DISCUSSION | 28 |
| A. Research Finding | 28 |
| B. Discussion..... | 43 |
| CHAPTER V: CONCLUSION, PEDAGOGICAL, IMPLICATION, AND SUGGESTION | 47 |
| A. Conclusion | 47 |
| B. Pedagogical Implication | 48 |
| C. Suggestion..... | 49 |
| BIBLIOGRAPHY | 50 |
| APPENDIX 1 | 52 |
| APPENDIX 2 | 61 |
| APPENDIX 3 | 63 |

ABSTRAK

Penelitian ini dilaksanakan untuk mendeskripsikan strategi guru dalam meningkatkan kemampuan berfikir kritis siswa dan respon siswa terhadap strategi yang digunakan guru dalam pengajaran reading. Subyek dari penelitian ini adalah seorang guru Bahasa Inggris dan murid kelas sebelas di SMK Muhammadiyah 1 Sukoharjo tahun ajaran 2018/2019. Secara khusus, penelitian ini mengidentifikasi strategi pembelajaran yang diterapkan oleh guru, dan respon murid setelah proses pembelajaran. Jenis penelitian ini adalah deskriptif kualitatif. Pada penelitian ini ada tiga cara untuk mengumpulkan data yaitu melalui observasi, wawancara, dan analisis dokumen. Data dianalisis melalui tiga tahapan, yaitu: reduksi data, tampilan data, verifikasi data dan penarikan simpulan. Hasil penelitian menunjukkan bahwa strategi yang diterapkan oleh guru dalam mengembangkan HOTS ada lima tahap, yaitu menginformasikan tujuan pembelajaran kepada siswa, mengajukan pertanyaan kepada siswa, menggunakan diskusi, memberikan umpan balik kepada siswa, memotivasi siswa untuk berpikir kritis. Sedangkan respon siswa mengenai strategi yang dilakukan guru baik, tetapi ada kesulitan dan kelebihan mengenai strategi yang diterapkan guru. Kesulitannya yaitu siswa sulit dalam adaptasi pembelajaran karena masih pertemuan kedua dan sulit dalam memahami materi dikarenakan kemampuan siswa yang berbeda-beda, sedangkan kelebihan dari strategi yang diterapkan guru adalah dapat melatih kerjasama kelompok dan belajar menjadi efektif dengan diskusi kelompok.

Kata kunci: *pembelajaran dengan berfikir kritis, strategi guru, respon siswa.*

ABSTRACT

This research is carried out to describe the teacher's strategy in developing Higher Order Thinking Skills in teaching reading and the students' responses toward the strategy used by the teacher in the learning process. The subject was an English teacher and the eleventh-grade students at SMK Muhammadiyah 1 Sukoharjo in 2018/2019 academic year. This type of research is descriptive qualitative. The data were collected through observation, interviews, and documentation and analyzed through three stages, namely: data reduction, data display, data verification and conclusion drawing. The result showed that the strategy used by the teacher to develop HOTS were: (1) informing learning objectives to the students, (2) asking question to the students, (3) using discussion, (4) giving feedback to the students, and (5) motivating students to think critically. The student's responses to the strategies carried out by the teacher were good, but there were problems and strengths about the strategies applied by the teacher. The problems were students find it difficult to adapt to the teacher's strategies learning because it was the second meeting and to understand the material because of the different abilities of students. The advantage of the strategy applied by teachers was it can train teamwork ability and learning skills through group discussions.

Keywords: critical thinking learning, teacher strategy, students's responses.