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

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SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2019
APPROVAL

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2019

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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

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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.
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The researcher realized that this research still needed constructed criticism, comment, sugestion, 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.

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

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’ responses.