

**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**



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

by

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UNIVERSITAS MUHAMMADIYAH SURAKARTA
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APPROVAL

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PULICATION ARTICLE

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The Researcher

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Dwi Bagas Yuliyanto

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TEACHER'S STRATEGY FOR DEVELOPING HIGHER ORDER THINKING SKILLS IN TEACHING READING

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, analisis dokumen. Data dianalisis melalui tiga tahapan, yaitu: reduksi data, tampilan data, dan verifikasi dan penarikan simpulan data. 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 adalah guru 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 teaching and learning process. The subject was an English teacher and the eleventh-grade students of SMK Muhammadiyah 1 Sukoharjo in 2018/2019 academic year. This type of research is descriptive qualitative. The data were collected through observation, interviews, and document analysis and analyzed through three stages, namely: data reduction, data display, data verification and drawing conclusion. The result showed 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 students' 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.

1. INTRODUCTION

English is very important because it becomes a global or international language that is used by people around the world to communicate each other. It means that English is the main language in communication. In Indonesia, many strategies applied by teachers to teach the students in teaching reading. Based on the 2013 curriculum teacher should develop higher order thinking skill.

Teaching English at SMK Muhammadiyah 1 Sukoharjo is based on the 2013 Curriculum. Therefore, the researcher wanted to conduct the research about teacher strategy for developing higher order thinking skill.

According to Heong, *et al.* (2011) teacher should develop higher order thinking which is used to think broadly to find new challenge. Higher order thinking demands someone to apply new information or knowledge that he has got and manipulates the information to reach possibility of answer in new situation. Brokhart (2010: 5) state that higher-order thinking conceived as the top end of Bloom's cognitive taxonomy. The teaching goal behind any of the cognitive taxonomies is furnishing students to be able to do transfer. Being able to think means students can apply the knowledge and skills they developed during their learning the new topic. Higher-order thinking is conceived as students being able to relate their learning to other elements beyond those, they were taught to associate with it. Limbach & Waugh (2010) Merta *et al.* (2017: 26) states to develop the ability to think critically, there are five steps that can be taken, namely, determining the learning objective of reading class, teaching through questioning, order students to practice, reviewing refining and improving understanding, and practicing feedback and assessing learning.

There were some relevant studies related to the teacher strategy to develop higher order thinking skill in teaching English. The first by Samelian (2017) entitled *How Higher Order Questioning and Critical Thinking Affects Reading*

Comprehension. The purpose of this to know how she can increase fifth graders' reading comprehension through the use of critical thinking and higher-order questioning research. This research is Classroom Action Research (CAR). The result of this study showed that higher order questioning and critical thinking can improve understanding of critical thinking skills and help students engage in high-level thinking to strengthen their understanding in reading comprehension. While the result of research by Nuary (2015) entitled the *Implementation of Discussion in Teaching Reading at Seventh Greade of SMP Murni 1 Surakarta* showed that the process of discussion consisted of : pre-discussion activities, whilst discussion activities and post discussion activities. The kinds of discussion found were (a) discussion-based teaching, (b) small group discussion, and (c) classroom discussion.

2) The problems faced by the teacher in implementing the technique were the techniques, classroom management, timing management, and the students. Then, another study was conducted by Kulecki and Kumlu (2015) entitled *Developing Critical Thinking Skill in English Language Teaching Classes through Novels*. This research aimed at paving the ways to make students achieve critical thinking skills through reading novels. While study by Guevara J. et all (2010) etitled *Extensive Reading: A meaningful Tool to Develop Critical Thinking in ESL Students at a University Level* showed that extensive reading and critical thinking were be able to improve students think openly to new ideas and perspectives, and encourage sustainable intellectual and professional growth. And the last study by Chi An Tung and Shu Ying Chang (2009) with the title *Developing Critical Thinking through Literature Reading* showed that the reading literature can improve the critical thinking of college students in solving problems with new knowledge. Therefore, developing critical thinking is a vital object in higher education and to achieve this, using reading literature to encourage people to think critically is a very easy approach.

Based on the obligation to apply HOTS in the 2013 curriculum, the researcher conducted this research which aimed to find out the teacher's strategy for develop HOTS in SMK Muhammadiyah 1 Sukoharjo and student responses toward the strategy used by the teacher.

2. METHOD

The study was a descriptive qualitative conducted at SMK Muhammadiyah 1 Sukoharjo. The subjects of this study were an English teacher and eleventh grade students of SMK Muhammadiyah 1 Sukoharjo which were consisted of 14 males and 19 females' students. The objects of the study are teacher strategy for developing HOTS and the students' response toward the strategy used by the teacher in teaching reading of eleventh grade students in SMK Muhammadiyah 1 Sukoharjo. In the process of investigation, the researcher used three ways technique to collect the data, namely observation, interview, and document. There were some steps in technique for analyzing data, they were: data reduction, data display, conclusion, and verification. In this study, the researcher used techniques of data triangulation, method of triangulation, and review informant to maintain the credibility of data.

3. FINDINGS AND DISCUSSION

3.1 Finding

In this research, findings were gained from several method of collecting data namely observation, interview, and document. This research had analyzed two points, namely what strategies are used by the teacher to develop HOTS in teaching Reading and student responses toward the strategies used by the teacher to develop HOTS in teaching reading.

3.1.1 Teacher Strategy to Develop HOTS

The teacher's strategy is all the plans made by the teacher to teach in class, especially in teaching reading the teacher used the ways with five steps when teaching in the classroom. The step were informing learning objective to students, asking question to the students, using discussion, teacher giving feedback to the students, and motivating students to think critically.

1) The Teacher Informing Learning Objective to the Students

The learning objective is informed to the students about the goal of learning Reading in the class especially with procedure text with discussion and presentation technique when the teacher teach in the class. The teacher explained that the purpose of procedure text learning is to explain how something is made, done, or used through successive steps and the purpose of discussion and

presentation to improve students play an active role and work together in making or doing something in learning reading in class.

Teacher : Procedure text atau teks procedure merupakan teks yang memberikan kita perintah atau instruksi untuk melakukan sesuatu. Biasanya jenis teks ini diawali dengan kalimat "How to" misalnya How to make a coffe, How to operate the machine, How to turn off the computer, dsb. Kemudian, tujuan dari procedure text sendiri adalah untuk menjelaskan bagaimana sesuatu dibuat, dilakukan, atau digunakan melalui langkah-langkah yang berurutan. Pahamm?
(procedure text or procedure text is text that gives us commands or instructions for doing things. Usually, this type of text begins with the sentence "How to" for example How to make a coffee, How to operate the machine, How to turn off the computer, etc. Then, the purpose of the procedure text itself is to explain how something is made, done, or used through successive steps. Understood?)

Then the teacher gave an explanation of the objectives of the discussion and presentation in the reading lesson. It can be seen below:

Teacher : Ya... selain itu kita hari ini akan menggunakan diskusi kelompok untuk mempelajari procedure text kemudian setelah kalian berdiskusi nanti hasilnya di presentasikan ke depan kelas. Diskusi dan presentasi tujuannya adalah agar kalian lebih berperan aktif dan saling bekerjasama dalam mengerjakan procedure text tersebut.
(yes ... besides that today we will use group discussions to study procedure text then after you discuss later the results are presented in front of the class. The purpose of the discussion and presentation is for you to play an active role and work together in working on the procedure text.)

Students : iya pakk...(yes sir...) (Observation on August 10th, 2018)

2) Asking Question to the Students

Teacher used divergent question. Divergent question that make student to analyze and create. That question made student improve the skill to analyze the procedure text delivered by teacher. After student analyzed and finally student made the procedure text by own self.

a) Analysing

In analysing, the teacher gave procedure text to the student and asked them to analyze the text after teacher explaining about procedure text. It could be seen in teaching and learning process as follow:

Teacher : Silahkan dikerjakan, itu ada procedure text. Judulnya how to make a lemon tea. Silahkan dianalisis tentang tiga komponennya yang mana?. Didiskusikan dengan teman satu kelompokmu yaitu teman sebangku masing-masing.
(please do it, there is a procedure text. The title is how to make a lemon tea. Please analyze the three components? Discuss with your group mates, your peers.) **(Observation on August 10th, 2018)**

In the script above, the teacher orders to students to analyze the procedure text with three questions. They were the ingredients or tools, the step, and the goal of how to make a lemon tea.

b) Creating

The teacher gave question again. The teacher ordered students to make some procedure text after analysing how to make a lemon tea. The script bellows:

Teacher : Ya setelah kalian sudah faham tentang procedure text ini, sekarang buatlah procedure text dengan topic yang berbeda setiap orangnya ditulis dibuku masing-masing. Dusahakan beda ya walaupun itu sebangku, saling membantu juga tidak apa-apa. But it just discussion, hanya boleh diskusi bukan mencontoh temannya sama persis!
(yes, after you understand about this procedure text, now make procedure text with different topics, each person is written in each book. Trying to be different, even though it's my one, it's also helpful for each other. But it is just discussion, it is only possible for discussion not to imitate his friend exactly!) **(Observation on August 10th, 2018)**

In evidence above, the teacher ordered students to make procedure text after analysing how to make a lemon tea. The teacher recommended if students must do the assignment in each students book. Teacher permit students to discussion with the group when work, but do not cheat the friends assignment.

3) Using Discussion

The students can improve and be more active in teaching and learning process by doing or creating something that ordered by the teacher. The teacher ordered students to make procedure text after understanding about procedure text by analysing and evaluating before. Then, if students finished the job, the teacher ordered the students to make presentation in front of the class. Then, it could be seen below:

- Teacher : Ya setelah kalian sudah faham tentang procedure text ini, sekarang buatlah procedure text dengan topic yang berbeda setiap orangnya ditulis dibuku masing-masing. Dusahakan beda ya walaupun itu sebangku, saling membantu juga tidak apa-apa. But it just discussion, hanya boleh diskusi bukan mencontoh temannya sama persis!*
 (yes, after you understand about this procedure text, now make procedure text with different topics, each person is written in each book. Trying to be different, even though it's my one, it's also helpful for each other. But it is just discussion, it is only possible for discussion not to imitate his friend exactly!)
- Students : Ya pak... (yes sir...)*
- Teacher : Kemudian nanti seperti tadi silahkan di presetasikan satu-satu ke depan.*
 (then later as before please present one by one in front of the class)
 (after the students do the assignment)
- Teacher : Sudah selesai semuanya? (finish?)*
- Students : Sudah pak... (yes sir...)*
- Teacher : Sekarang silahkan pekerjaan kalian dipresentasikan ke depan satu-satu yaa... hayo siapa yang berani dulu? Nanti saya kasih nilai plus.*
 (Now, please present your work to the one-on-one, yes ... hey, who's brave first? I'll give a plus score later.) **(Observation on August 10th, 2018)**

Based on the teaching learning process above after students are clear about the tracking of the teacher about procedure text, the teacher tells students to make a procedure text by discussing groups with their peers. After the work is finished the teacher asks the students to present the work one by one in front of the class.

4) Giving Feedback to the Students

After the teaching and learning process, the teacher used the remaining time to give feedback and assess learning to invite the students to review, refine, and improve understanding about the material. That is showed in the teaching and learning process below:

- Teacher : Sekarang silahkan dilihat pekerjaan yang kalian kerjakan adakah persamaan atau perbedaan dengan text yang saya beri. Lalu silahkan ditanyakan ke teman sebangku atau saya, apakah masih ada yang salah. Kemudian sampaikan ke teman sekelas kalian*

secarasatu-satu urut dari sini (touch the table at the right corner in front of the class and next table at left teacher side etc with snake mode) *sini, sini, dan seterusnya mengular yaa...*

(now, please see the work you are working on is there an equation or difference with the text that I gave. Then please ask my classmates or me, is there still something wrong. Then convey it to your classmates one by one from here (touching the table at the right corner, in front of the class and next table at left teacher side etc with snake mode) here, here, and so on ...) **(Observation on August 10th, 2018)**

The teacher ordered the students to discuss with their own group about the equality or differences the student's assignment with the procedure text given by the teacher. Teacher ordered the students to present the result of discussion in the class. It was purposed to improve the student's feedback and assessing learning in the class.

Before the lesson is finished, the teacher invited students to review, refine and improve understanding students about the material that had been discussed during learning. The fact are below:

a) Review

Teacher : Sebelum waktu habis dan pelajaran berakhir kita akan meriview tadi apa yang kita pelajari hari ini.
(before time runs out and the lesson ends we will review what we learned today)

Students : Iya pakk. (yes sir)

Teacher : Jadi hari ini kita mempelajari tentang apa tadi? Kamu, kita mempelajari tentang apa tadi?
(so today what did we learn about? You... what did we learn about?)

Student : Tentang text prosedur pak. (about procedure text sir.)
(Observation on August 10th, 2018)

b) Refine

Teacher : Ya... procedure text... topiknya cara membuat?
(yes ... procedure text ... the topic is how to make it?)

Student : Lemon tea pakk (lemon tea sir)

Teacher : Ya, in English? (yes, in English?)

.....
Teacher : Ya, kamu? (yes, you?)

Student : How to make lemon tea pak. (read as it is with the wrong pronunciation)

Teacher : *Betul... bacanya yang benar, how to make a lemon tea (read with a correct pronoun) lalu apa yang dimaksud dengan procedure text tadi?*
 (correct ... the correct reading, how to make a lemon tea (read with a correct pronoun) then what is meant by the procedure text earlier?)

Student : *Teks yang gunanya untuk menginstruksikan sesuatu pak. (the text is useful for instructing something sir)*

Teacher : *Ya... Teks yang bertujuan untuk memberi instruksi atau memberi informasi bagaimana membuat atau mengoprasikan sesuatu..... (Observation on August 10th, 2018)*

c) Improve Understanding

Teacher : *Betul... bacanya yang benar, how to make a lemon tea (read with a correct pronoun) lalu apa yang dimaksud dengan procedure text tadi?*
 (correct ... the correct reading, how to make a lemon tea (read with a correct pronoun) then what is meant by the procedure text earlier?)

Student : *Teks yang gunanya untuk menginstruksikan sesuatu pak. (the text is useful for instructing something sir)*

Teacher : *Ya... Teks yang bertujuan untuk memberi instruksi atau memberi informasi bagaimana membuat atau mengoprasikan sesuatu. Kemudian procedure text tadi punya tiga komponen atau bagian coba disebutkan?*
 (yes ... Text that aims to give instructions or provide information on how to make or operate something. Then the procedure text has three components or the try section mentioned?)

Student : *Ingredients, step, goal pak... (ingredients, step, goal sir...)*

Teacher : *Apa itu ingredients? (what are ingredients?)*

Student : *Bahan atau benda yang di gunakan untuk membuat atau megoprasikan sesuatu pak. (material or object used to make or operate something sir)*

Teacher : *Yakk... betull. (yes, correct) (Observation on August 10th, 2018)*

Based on the teaching learning process above in reviewing the material, the teacher ask what students had learned during the lesson. Then when refined the teacher asked students what is a procedure text and its usefulness to provide understanding to students, the teacher asked questions about the composition of procedure text to further enhance students' understanding of the components of procedure text so that students did not get confused later on.

5) Motivating Students to Think Critically

Motivation is very important from teacher to student. Because if the teacher makes a good situation in the class this helps the teacher to conduct the classroom condition. The teacher always gave motivation when teaching in the class. that statement is from interview dialog as follow:

Teacher : Setiap pembelajaran kita selalu memberi motivasi dengan memberi semangat dan pujian disaat mereka dapat mengerjakan soal yang diberikan. Terkadang juga dengan cara memberi reward berupa tambahan nilai atau benda yang sekiranya dapat berguna bagi siswa saat belajar di sekolah maupun dirumah.

(Every learning we always motivate by giving encouragement and praise when they can work on the questions given. Sometimes also by giving rewards in the form of additional value or objects that could be useful for students while studying at school or at home.)

(interview on August 13th, 2018)

In the part of dialog above, Mr. K said that always giving motivation to students in teaching and learning process. Teacher gave motivation with the good word when the student could answered or finished the job from the teacher, and sometimes he gave a reward like something that useful for learning.

In the observation, teachers motivated the students in the teaching and learning process:

Teacher : Oke... sekarang saya beri pertanyaan nanti dijawab dan harus dijelaskan kalo benar saya kasih nilai plus, ada yang tau apa itu step?

(okay ... now I will answer the question later and it must be explained if I really give a plus, anyone knows what is a step?)

Teacher : Iya, apa? (yes, what?)

Student : Eee... maksudnya proses atau langkah-langkah untuk membuat leamon tea, yang pertama yang boil the water itu pak...(ee... that mean the process or steps to make leamon tea, the first one that boils the water is sir ...)

Teacher : Baguss. Pinterr... siapa namamu? (good. You are smart... what is your name?)

Student : Rina pakk. (Rina sir)

Teacher : Oke sudah saya tandai. (oke, I marked it)

Student : Yeyy...(happy) (Observation on August 10th, 2018)

From the teaching and learning process, teacher gave a challenge to students, if they can answer the question, the teacher gave more score to the

student. So, that the student had more motivation to answer the question, and more motivation to think critically about the material.

3.1.2 The student's response toward the strategy that used by the teacher

Motivation from the teacher is very important to give to students, because if the teacher makes a good situation in the classroom, this helps the teacher to condition the class. Teachers always motivated the students when teaching in class. The statement came from the interview as follows:

1) Effective for Student Learning

There are 60 % of the students thought that the strategy was effective. Discussions and presentations make students focused and easy to understand the material and carry out what the teacher commands. because the teacher orders the students to analyze the procedure text with their peers. This can be seen from the interview one of below:

Researcher : Apa kamu ada kesulitan dalam teknik yang diterapkan oleh pak guru tadi?

(Are you having difficulties in the technique applied by the teacher?)

Student : Enggak mas justru malah aku terbantu sama metodenya tadi, diskusi degan teman sebangku lebih efektif dan fokus. Aku juga tadinya belum begitu paham materinya, tapi setelah diskusi dan mengerjakan berdua akhirnya bisa faham cara menganalisisnya.

(no, actually, I was even helped by the method, discussion with my peers was more effective and focused. I also didn't really understand the material, but after discussion and working on the two finally, I could understand how to analyze it.)

Researcher : Kenapa diskusi berdua lebih efektif?

(why are only discussions more effective?)

Student : Karna gimana ya mas, kalo kebanyakan orang dalam kelompok pasti kadang yang ngerjain cuma satu dua orang aja, yang lain nggak ngapa ngapain. Jadi ya menurutku lebih efektif berdua aja lebih fokus juga.

(because if most people in a group sometimes work only one or two people, the others won't do anything. So yes, I think it's more effective, both of them are more focused too.)

(Observation on August 10th, 2018)

That was appeared that not all the students had some difficult in the strategy used by the teacher in the class. Discussion with seatmate was more

effective and focus, because if one group consisted of more than two people, the student did not focus in discussion and it was less effective because usually not all of the member of the group worked and did the job.

2) Train the Teamwork Ability

The students thought that the strateg used by the teacher could train their teamwork ability. The teamwork ability train when discussion in the class. It stated by one of student when interview below:

Researcher : *Kalo kenggulannya?* (what is the strength?)

Student : *Melatih kerjasama mungkin mas.* (to train the teamwork ability maybe) **(Interview on August 13th, 2018)**

The interview above showed that the strategy could train teamwork ability their student when doing the assignment that ordered by the teacher. The teamwork ability could train them when the student made discussion with their group.

3) Difficult in Adaptation

There are nine students in TKJ 1 class that had many responses in interview and in teaching and learning process. Because it was the second meeting when the teacher tough in the class. So the students must adapt with the teacher and the teacher technique. But not all of students faced difficulty to understand the material. Some students also enjoyed and easy to learn and understand the material as seen below:

Teacher : *Yakk, setelah saya jelaskan tadi tentang tiga komponen dari procedure text kalian sudah siap untuk mengerjakan yaa?*
(sure, after I explained earlier about the three components of your procedure text, are you ready to work?)

Students : *Siapp pakk.* (yes sir)

Teacher : *Baguss...* (good)

Student : *Saya belum paham pak.* (i'am still don't understand sir)

Teacher : *Ada lagi yang belum paham?? Acungkan tangan...* (there are others who don't understand ?? Shake hands...)

Students : *(Ten students hands up)*

Teacher : *Wahh, masih banyak yang belum faham yaa... aduhh. Oke nanti saya jelaskan lagi satu kali, lalu segera dikerjakan yaa.* (uhh, there are still many who don't understand, huh ... oh yeah. Okay, I'll explain again one time, then work right away) **(Observation on August 10th, 2018)**

And the other stage from interview dialog with one student of TKJ 1 class bellow:

Researcher : Apakah kamu kesulitan dek dengan materi yang disampaikan pak guru? (Are you having trouble decking with the material delivered by the teacher?)

Student : Yaa... gimana ya mas, soalnya baru sekali sihh. Jadi ya saya agak kesulitan. Apalagi baru pertemuan kedua... (yeah ... because it's been just one time. So, I'm having a little trouble. Moreover, only the second meeting ...) (Interview on August 13th, 2018)

4) Difficult to Uderstand the Material

Students also had difficulty when the teacher asked to do the discussion and presentation in groups consisted of two students beacuse not every seatmate understood the material. If the seatmate did not understand the material that rule is work. That prolem appeared when teaching and learning process in the class as seen below:

Teacher : Gimana? Sudah jadi analisisya? (what do you do? Already an analysis)

Student : Belum pakk... (not yet, sir)

Teacher : Lo kok belum? Kan sudah disuruh diskusi dengan teman sebangku. (why haven't you? I told you to have a discussion with your peers.)

Student : Lha kita berdua masih bingung pak, sama-sama belum paham. (Well, we're both still confused, sir, not understand.)

Teacher : Ya tadi bilang kalo belum paham saya jelaskan ke kalian berdua. Hmm...(Yes, I said if I don't understand, I explain to you two. Hmm ...) (Observation on August 10th, 2018)

The dialog above showed that he and his seatmate still did not understand the instruction from the teacher but they were just silent and not saying to the teacher. The techique did not work maximal if something likes that was happened. That condition is line with the student's statement in inteview belows:

Reasearcher : Apa kamu ada kesulitan dalam tehnik yang diterapkan oleh pak guru tadi?

(Are you having trouble decking with the material delivered by the teacher?)

Student : Iya mas. Pastinya pas diskusi sebangku tadi, soalnya kan aku sama temen sebangkuku belum faham sedangkan pak guru cuma nyuruh diskusi dengan sebangku saja...

(yes. Surely just as long as my discussion, the problem is that I and my friends don't understand while the teacher just told me to discuss with me) (**Interview on August 13th, 2018**)

That statement showed that the students found about weakness in the technique used by the teacher. If two people in one seatmate did not understand with the material, the technique did not work well.

3.2 Discussion

The researcher found many data after conducting research. After the researcher investigated the topic in the classroom, the researcher knew about the teacher strategy in teaching learning process in SMK Muhammadiyah 1 Sukoharjo.

Based on research finding, the researcher discuss about the teacher strategy to develop HOTS and the students' responses toward the strategies used by the teacher to develop HOTS.

3.2.1 Teacher strategy to develop HOTS

Teacher in SMK Muhammadiyah 1 Sukoharjo when teaching in the class used the way with five steps in the strategy to develop HOTS. There steps were (1) informing learning objectives to the students, (2) asking question to the students, (3) using discussion, (4) giving feedback to the students, (5) motivating students to think critically. The five steps used by the teacher in SMK Muhammadiyah 1 Sukoharjo to improve critical thinking students in teaching reading in the class.

The teacher informed the learning objectives in the teaching and learning process. The teacher used this step to apply HOTS in teaching reading to develop critical thinking to analyze and make text procedures in class. The purpose of the teacher informing learning objectives is make students can appreciate procedures text and appreciate the technique used by the teacher. This finding is in accordance with the theory of Limbach & Waugh (2010) in Merta *et al.* (2017) stated about teachers determining learning objectives to improve critical thinking.

The second step teachers asking questions to students to make students active related to the teaching objectives to make students have critical thinking skill to understand something in a new context. The higher order questions from the teacher make students analyze and practice to write the procedure text by themselves. This is in line with the finding of Samelian (2017) she found that higher order questioning

and critical thinking can improve understanding of critical thinking skills and help students engage in high-level thinking to strengthen their understanding in reading comprehension. The previous findings and current findings had similarities that used high order questioning and the differences, Samelian used the story book but the current study with procedure text. The findings are corresponded with the theory of Limbach and Waugh (2010) in Merta *et al.* (2017) stated that teaching through question can develop critical thinking.

The teacher used discussions to train students to carry out text analysis procedures with their peers. After students finished working on the assignments given by the teacher, students must present their work one by one. In previous findings from Samelian (2017) also used discussion technique, the students made discussion with the peers, and other previous finding from Nuary (2015) that the teacher used discussion technique and the process of discussion are follows: pre-discussion activities, while discussion activities and post discussion activities. The kinds of discussion are (a) discussion-based teaching; (b) small group discussion; (c) classroom discussion. The current findings and previous findings was found similarities and differences. The finding are corresponding with the theory of Limbach & Waugh (2010) in Merta *et al.* (2017) stated that the teacher instructs students to practice. And then the theory by Vaccha et al (1999) that teaching or reciprocal discussion by teachers to students or students to other people discuss something can help the students understand the material. Based on the theory (Peyton Burt, & Adams, 2003; Van Duzer, 1999), if the teacher wants to use this method or strategy it is better to add a group discussion, because group discussions will further develop students' thinking by exchanging ideas and giving opinions to each other new things students receive in class. And group discussions or small group discussions can improve students to actively participate, be more confident, and increase their motivation in joining reading classes (Fabrina *et al.* 2012). The previous findings and the current findings had similarities and differences in the teacher used discussion technique.

The teacher provided feedback to students and invited students to review, refine, and improve understanding before learning is over. The teacher reviewed the

material with students, and students were more active than the teacher. After reviewing the material in each section, the teacher improved the material in the class with students that the aim is to improved students skills to criticize the material by ensuring students understand the material to the fullest. Then the learning value is carried out by the teacher and students during the review, refine, and improve students' understanding to understand students' abilities or skills and how successful the strategies are carried out by the teacher and can be understood by students. At this stage the findings are in accordance with Limbach & Waugh's (2010) in Merta *et al.* (2017: 26), stated about theory of reviewing, refining and improving understanding, and training feedback and assessing learning for critical thinking.

Teacher motivated the students to think critically when teaching learning process by giving a question about procedure text, if students could answer questions correctly students **would** get praise from the teacher and be given better score from the teacher, or sometimes the teacher gave rewards in the form of a difference that can be used to study at school or at home. this can stimulate the spirit of students to think critically in learning reading.

1) Student Responses toward the Strategies Used by the Teacher to Develop HOTS

There are 60 % of the students thought that the strategy was effective for learning and could train the teamwork ability. Based on the student's opinion the teacher strategy with a discussion in the group that consisted of just two people make more students active and not bored but interested in the material.

The findings are related with the theory by Fabrina *et al.* (2012) stated that it is important for the teacher to use small group in discussion. The learners can participate actively, more confident, and their motivation improves in joining the reading class.

There are difficulties faced by the student after taught by teacher such as difficult in adaptation and in understanding the material. The difficulty in adaptation is mentioned by the student in the interview, caused by the students' ability in understanding, and no extensive reading. The difficulty to understand the material happened because the material was delivered to the student for the first time, so the students did not have enough time to adapt and understand the

material. The findings are corresponding with the theory by Shehu (2012) that one of the students' difficulties in reading are vocabulary, working memory, no extensive reading, and text type. Some text is easily considered by some to be very difficult. This is also becoming of students' different abilities in understanding a text or material. While in previous findings from Nuary (2015) she found that the problem faced by teacher in implementing discussion technique are technique, classroom management, timming management, and the students. The previos findings and current findings have similarities in difficulty faced by students when learning with the strategy used by the teacher.

4. CONCLUSION

First of all, the researcher described the conclusion about teacher Strategy to develop HOTS of teaching learning process. It was found that the Teacher in SMK Muhammadiyah 1 Sukoharjo used the way with five steps in the strategy to develop HOTS. The steps were informing learning objective to students, asking question to the students, using discussion, giving feedback to the students, and motivating students to think critically. The five steps used by the teacher in SMK Muhammadiyah 1 Sukoharjo aimed to improve critical thinking students in teaching reading in the class.

The second was the students response toward the strategy used by the teacher. The researcher found the difficulties and the strength about the strategy used by the teacher. There are two points of difficulty stated by some students when interview, namely the difficulties adaptation and difficulty in understanding material. Difficulty of adaptation happened because the material was given in the second meeting, so it is difficult for students to understand the material and strategy used by teacher. The Difficulty in understanding the material is faced by the student when teaching learning process. Some students in the class stated that they have some difficulties in the class because they did do not understand the material, so it was difficult to achieve the material from the teacher. Teacher ordered to the students discuss the procedure text but some students did not understand the teacher explanation, so the strategy is not maximal. On the other hand, there are two points that some students

stated that the strategy used by the teacher was effective for learning and could train the teamwork ability.

The pedagogical implication is divided in two parts namely the importance of implementation HOTS with right strategy for students in teaching reading and the importance of comprehending an active learning. The implementation of HOTS with right strategy can support students critical thinking well. Because if strategy is not good for students the HOTS is never maximally developed in the class. Teacher also must care and guide students well in the class whenever they find difficulties in teaching learning process. The goal of students study in the school is to get knowledge. Students must be active in classroom to gain it. If they are active in learning, it will be easy for students to improve critical thinking. So, the teachers must guide the students well and improve the students motivation to learning in the class because they are source of knowledge.

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