TECHNIQUE USED IN DEVELOPING HOTS (HIGHER ORDER THINKING SKILL) IN READING CLASS AT THE SECOND GRADE STUDENTS OF SMK MUHAMMADIYAH 01 BOYOLALI IN 2019/2020 ACADEMIC YEAR

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SCHOOL OF TEACHER TRAINING AND EDUCATION
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APPROVAL

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Abstract

This study aims to describe the technique used by teacher to develop higher order thinking skill in reading class at the second grade of SMK Muhammadiyah 01 Boyolali. Specifically, this study identifies the technique used by teacher to develop HOTS in teaching reading, the challenging faced by teacher in using HOTS in teaching reading, and the solution used by teacher in using HOTS in teaching reading. The participants were an English teacher and the second grade students of SMK Muhammadiyah 01 Boyolali in 2019/2020 academic year. The type of this research is descriptive qualitative. In this study there are two ways to collect the data such as observation and interview, and analyzed through three stages namely: data reduction, data display, and verification and drawing conclusion. The result showed the technique used by teacher to develop HOTS in teaching reading were: discussion, asking question, technique presentation, and giving feedback for students.

Keywords: critical thinking, teacher technique, challenging face to develop critical thinking.
1. INTRODUCTION

The English language is one of the most universal languages used by all of the people in the world. English language teaching has four skills that students should matter. One of them is reading skill. Reading skill is the center of the learning process. Reading is how the students read the text with good pronunciation and intonation. Patel & Jain (2008) defined that reading is not only about read the text with good pronunciation but how the people can understand about the meaning of the text. It means that reading is very important for human life and very useful for people in the world. Reading also can increase comprehension for the learners when they do anything about the learning.

Reading skills is one of skill which should be mastered by students to prepare the students to have good reading comprehension. Students should be able to read all kinds of texts like newspapers, books, textbooks, magazines, and etc. In teaching reading comprehension teacher should give the students an example how to be good in reading a text, not just to read but to know the meaning of the text which they read. The teacher should deliver the clearest materials, learning assessment and methods.

Higher Order Thinking Skills (HOTS) is one of the techniques used to develop the student’s skills, especially in reading skills. Higher Order Thinking Skills was developed by Taxonomy Bloom. A central goal of the education is to develop HOTS to make students pass the challenge in daily life through adopting activity to confidence the students to use HOTS such as critical, creative, and another science process skills (Aktamis & Yenice, 2010; Davidson & Worsham, 1992; Zachariades, Christou, & Pitta-Pantazi, 2013). Higher order thinking maybe easy for some students but it so hard for another student because in higher order thinking students should be more critical than usual. A good reader actually uses HOTS to think about anything, and to control what they read before, during, or after reading a selection. Teaching thinking skills is really important for students in school. Dalton & Goodrom,( 1991) stated that thinking skills are more effective to increase the students’ habits toward their education. For that reason, the writer proposed research entitled “TECHNIQUE USED TO DEVELOPE HOTS
2. METHOD
This study was a descriptive qualitative study conducted at SMK Muhammadiyah 01 Boyolali. The participants of this study were English teacher and the second-grade students of SMK Muhammadiyah 01 Boyolali which consisted of 28 male students. The objects of the study are technique used by teacher for developing HOTS, the challenging faced by teacher to develop HOTS, and the solution by teacher to develop HOTS in teaching reading of second grade students in SMK Muhammadiyah 01 Boyolali. In the process to collect the data the researcher doing observation and interview. To analyze the data, there are some steps namely: data reduction, data display, and conclusion and verification. In this study the researcher used techniques of data triangulation, method triangulation, and review informant to maintain the credibility of data.

3. FINDINGS AND DISCUSSION
3.1 Finding
There are some findings obtained by the researcher from the research. Covering to technique used by teacher to develop HOTS in teaching reading, challenges faced by teacher to develop HOTS in teaching reading, and the solution by teacher to develop HOTS in teaching reading.

3.1.1 The Teacher Techniques to Develop Higher Order Thinking Skill in Teaching Reading
Technique used in SMK Muhammadiyah 01 Boyolali is the implementation from the Curriculum 2013 that have purpose to make students to think more critically, have good and creative skill, and confidence. The techniques were follows:
a. Discussion
Discussion is a technique which used in teaching learning process. As stated by teacher Ms. D: “technique which usually used is technique grouping or discussion” (Interview on July 23rd 2019)

Based on the observation, the teacher use discussion in teaching reading. The teacher gave the text to all students about procedure text with title “how to make fried rice” and teacher asked students to make group to discuss the text, and analyze the structure of the procedure text about “how to make fried rice” with their group and with teacher’s instruction, after that teacher ask students to write their own procedure text with different title each students. (Observation on July 23rd 2019)

b. Asking Question to the Students
The teacher used divergent question to teaching reading in classroom. Teacher gave some questions to students like asked students to analyze procedure text. Teacher asked the students to make a group and asked students to analyze the component of procedure text “how to make fried rice” with the questions about goal, ingredients, and step how to make a fried rice.

As stated by teacher Ms. D: “asking question to the students was done to know the student’s ability in analyzing and understanding the material after discussion in group about procedure text how to make fried rice in reading lesson”. (Interview on July 23rd 2019)

c. Technique Presentation
Technique presentation was a technique which involves the activeness of the students in solving existing problems in herself or himself to understand the text. The teacher asked the students to make their own procedure text with different theme each student, after the students finished their work, teacher ask students to present it.

The example of the procedure text which present by student is: “how to make a glass of coffee” (Observation on July 23rd 2019)
Table 1. The example of the procedure text

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>water, sugar</td>
<td>- boil the water first</td>
</tr>
<tr>
<td>coffee, glass</td>
<td>- second, take two spoons of coffee and two spoons of sugar, put into glass</td>
</tr>
<tr>
<td>spoon, kettle</td>
<td>- next, pour the hot water into a glass</td>
</tr>
<tr>
<td></td>
<td>- then, stir it gently</td>
</tr>
<tr>
<td></td>
<td>- finally, your coffee is ready to drink</td>
</tr>
</tbody>
</table>

after the student read the text in front of class, he explains the component which include in that text, like goal, ingredients, and step. As stated by teacher Ms. D: “Technique presentation was a technique that I usually use too in learning process, because this technique can exercise students’ to improve their reading’s ability and their critical thinking. (Interview on July 23rd 2019)

d. Giving Feedback for Students

After teaching and learning process, teacher gave some feedback to the students about learning process in the class. Teacher used the remaining time to review, refine, and improve the student’s ability about the material. As stated by teacher Ms. D: “before time’s up I always giving feedback to students like review, so they can increase their memory about the material which have been learned on that day”. (Interview on July 23rd 2019) In below there are some facts showing that teacher used review, refine, and improve the student’s ability in the classroom:

3.1.2 The Challenges Faced by the Teacher in Developing Higher Order Thinking Skill in Teaching Reading

Based on observation, there are some challenging faced by teacher in developing HOTS in teaching reading as follows: Delivering the Material Teacher in learning process must demand students to be more active in the class. In delivering material teachers have some problems as follows:

a. Transition of Learning Process

Transition of learning process is a change from active teacher who become sources of knowledge turn into teacher who only become facilitators for
students. As stated by teacher Ms. D: “The challenge that I faced in teaching with hots techniques is in delivery material, which is teacher usually become a source of learning material by explaining, now teacher just become a facilitator in the learning process or often called a study partner. (Interview on July 23rd 2019)

b. Evaluation

In this moment teacher should assess student’s activities in learning process in three domains of HOTS such as: cognitive, psychomotor, and affective. As stated by teacher Ms. D: “The challenge faced in evaluation is making an assessment instrument, because teacher forced to make it in every meeting, for example in reading, we forced to make instrument which related with reading clearly, both affective, psychomotor, and cognitive”. (Interview on July 23rd 2019)

c. Time

Time is one of the faced challenges in developing HOTS by teacher. The problem of time as constraint since a long time ago. As stated by teacher Ms. D: “sometimes, time is one of big problems. We meet one or twice in a week, and every meeting just 120 minutes, meanwhile in one class there are almost 28 students, so sometimes it is less effective”. (Interview on July 23rd 2019)

d. Students Learning Ability

Students learning ability also being a challenging faced by teacher in developing HOTS, not just in terms cognitive but also in psychomotor and affective. The habits of the new models that students do in learning with HOTS techniques are very heavy. When previously students used to be receiver, now students should look for knowledge by self. As stated by teacher Ms. D: “students learning ability is one of challenging faced in teaching reading with HOTS, because students in SMK Muhammadiyah 01 were dominant with boy and they have different ability in every learning, so sometimes it will make teacher thinking harder to teach and guide students in learning process using HOTS technique”. (Interview on July 23rd 2019)
3.1.3 Solution in Developing Higher Order Thinking Skill

There are some solutions that could be used to enhance HOTS such as teaching the concept of HOTS, using technique that provokes higher thinking level, and changing students learning ability.

a. Teach the Concept of Higher Order Thinking Skill

Teach the concept of HOTS can be solution to face teacher’s problem in delivering the materials. In teaching learning process. The solution given by government to increasing the teacher’s competition to applied Curriculum 2013 by holding training which is held in every school or district level at least once a month with the aim of getting used to teacher in implementing the Curriculum 2013 and HOTS techniques.

b. Teaching Training

Teaching training held with the aim that the teachers are familiar with the pattern of teaching and learning activities that was different from the previous curriculum, especially technique in teaching English lesson. As stated by teacher Ms. D “The training was held by training group is used to familiarize the teacher in applying several techniques to developing HOTS in each learning, in every meeting we have to provokes the students to think critically, so they can get used with the techniques”. (Interview on July 23rd 2019)

c. Training to Prepare Lesson Plan

Training in the preparation of the 2013 Curriculum English lesson plan in developing HOTS was covering themes, division of groups, and methods must be applied. Then teacher should conditioned the class in a way to make students learn comfortably, happily, and calmly. As stated by teacher Ms. D: “Training to prepare lesson plan was train to make teacher get used to make lesson plan, it is useful as a planning in learning, if teacher already has a plan, teacher will be now how to teach reading skill with HOTS technique”. (Interview on July 23rd 2019)
d. Use Technique That Provokes Higher Order Thinking Skill

Teacher use technique which provokes HOTS like ask students to have discussion and presentation to manage the time. Because time is being one of challenging faced by teacher, the solution are use techniques that provokes higher order thinking skill such as make students to have discussion in classroom, teach students to presentation.

As stated by teacher Ms. D: “The solution that I used to develop HOTS in teaching reading are applied discussion and presentation. Both them can make students thinking critically. In classroom I always ask students to have discussion with other friends, so they can exchange ideas with friends about the material that is not understood. After discussion the students do presentation about what are the material that have been discussed before, so they can understand about the material and can explain in front of friends”.

(Interview on July 23rd 2019)

e. Change Students learning ability

To face the problem of student’s learning ability, teacher change students learning ability to make student habitual with the technique which applied by teacher in developing higher order thinking skill usually do by teacher step by step Every meeting teacher always ask the students to change their study ability. As stated by teacher M.s D: “Every day we always giving an attention for students in teaching and learning process, usually we giving stimulus and motivation which make students to learn independently, and thinking critically, so students can have good interaction with people around”.

(Interview on July 23rd 2019)

3.2 Discussion

3.2.1 The Teacher Technique to Develop Higher Order Thinking Skill in Teaching Reading

English Teacher in SMK Muhammadiyah 01 Boyolali used four steps to develop HOTS. The steps were: 1) discussion, 2) asking question to the students, 3) technique presentation, 4) giving feedback for students.
The teacher used discussion in the teaching and learning process, the teacher used this technique to apply HOTS in teaching reading to make students think critically, to analyzing, and making procedure text in the class. This is line with the previous finding from Damayanti (2017) that students also used discussion technique with the peers. The previous finding and the current finding had similarities that used discussion and differences, Damayanti used the story book, but the current study is procedure text. The finding is correspondence with the theory of Bloom Taxonomy (1956) that analyzing with discussion can improve student’s ability in thinking critically because analyzing is one of the important levels in HOTS.

The second is asking question for students, to make students more active in the class, it related to teaching objective to make students being active and have critical thinking about the procedure text. The higher order question from the teacher can make students analyze and practice to read and write the procedure text by themselves. This is in line with the previous study from Putik Izzah (2017) She is found that answer question technique can help the students reading comprehension. The previous finding and the current finding had similarities of using questioning, and differences Putik Izzah used seventh grade students as a subject, and the current study used eleventh grade students. The findings are correspondence with the theory of Janelle Cox, (2017) about teaching with questioning can improve student to think critically.

Then, teacher used presentation to make students active and thinking critically in English learning process. Teacher give some project for students like discussion about procedure text, then students presented the result of discussion in front of the class. The findings are corresponded with the theory in 2013 Curriculum on Regulation of the Minister of Education and Culture No.22, (2016) that one of technique which make students active is presentation.

The teacher provide feedback to students and ask the students to review, refine, and improve students understanding about the procedure text during time’s up. The teacher review, refine, and improve the material by asking student the question about the material to know students’ abilities, and how successful the
technique by teacher can understood by students. In this stage the finding accordance with theory of Limbach & Waugh’s (2010) about the theory of practice feedback or assess learning in teaching reading.

3.2.2 The Challenge Faced by Teacher in Developing Higher Order Thinking in Teaching Reading

To develop HOTS, teacher faced some challenges during teaching and learning process. English teacher in SMK Muhammadiyah 01 Boyolali said that in developing HOTS there are some challenges such as delivering the material, time, and students learning ability.

The first challenge is in delivering the material. Previously, the role of teacher is to give all materials for students, but now the teacher should become a facilitator for students. This study found that the challenges faced by teacher is embodied in the core of delivering the material of knowledge. The findings are correspondence with the theory Abdul et al, 2015 that teacher had many challenging faced to adapt in the transition of delivering materials.

The second is time; teacher feels that time for teaching with HOTS is less, because the condition of class which is not conducive could affect the timing of the learning process. The finding is accordance with the theory from (Abdull et al., 2006) that teacher need more time to make students easy to receive and understand the materials.

Then, students learning ability in learning of thinking were a great challenge for teacher, students need guide in learning process to understanding the materials. This is in line with previous finding from Dwi Bagas Yulianto (2019) He is found that students find difficult to adapt themselves with teacher’s strategies in teaching reading. The finding is a study conducted by Shamilati Che Seman, Wan Mazwati, Rahimah Embong (2017) that students’s learning ability is the big challenge for teacher in teaching reading with HOTS.

3.2.3 The Solution in Developing Higher Order Thinking

In teaching learning process of reading skill teacher actually found the challenges faced to develop HOTS such as: a) delivering material, b) time, c) student’s learning ability. She also found the solution to develop HOTS in reading class
such as: Teach concept of HOTS, Use technique that provokes HOTS, and Change students learning ability.

First, teacher has a problem to delivered material using HOTS in teaching reading. So, the solution is Teach the concepts of HOTS, this solution divided into two part namely: teaching training, and training to prepare lesson plan. Teacher follow teaching training which is held in every school or district at least once a month with the aim of getting used to teacher in implementing Curriculum 2013 and HOTS technique. This finding is accordance with the theory from David (2008) that teach concept of concept is the solution to enhance HOTS.

The second problem is time, teacher use technique which provokes HOTS like ask students to have discussion and presentation to manage the time, with discussion it will be more efficient because with discussion students can exchange their mind with other friends, so they get more information about the materials. This finding is correspondence with the theory of David (2008) that use technique that provokes higher thinking level could be problem solving method to teach with HOTS.

The last is student’s learning ability, so teacher change students learning ability to make student habitual with the technique which applied by teacher. Teacher change student’s ability with process and step by step, before teacher explain about the material, she asked students to read the material, so when teacher explain students can understand it. Because, every students’ have different characteristics so students who have good ability in learning process will study hard with thinking critically, In this study the finding is correspondence with the theory of Thomas and Thorne (2009) that HOTS maybe see easy for some students but difficult to others.

4. CONCLUSION
First of all, the researcher described the conclusion about teacher Technique to develop HOTS in teaching reading. English teacher in SMK Muhammadiyah 01 Boyolali used four steps in way to develop HOTS. The steps were discussion, asking question for students, presentation, and giving feedback for students. The
four steps used by teacher aimed to make students improve their critical thinking in reading class. The second was the challenges faced by teacher in developing HOTS in reading class. The researcher found there are three points of the challenging faced by teacher such as delivering the material, time, and students learning ability. Delivering material was being the challenging faced by teacher because the change from active teacher who become sources of knowledge turn into facilitators for students. Then, time also being one of the challenging faced by teacher to develop HOTS. The last is students learning ability, usually the students just listen what the teacher said, and now with HOTS it should be turn into the students should looking and understand the material by themselves. The last was the solution in developing HOTS, the researcher found there are three points, namely: teach the concept of HOTS, use technique that provokes HOTS, and change students learning ability.

The pedagogical implication was divided into two parts namely the importance of using HOTS with right technique for students in teaching reading and the importance of being active learning. Using HOTS with right technique for students can make students think critically well. Because if teacher used wrong technique, the uses of HOTS is never being maximal. The aim of students to have school is to get knowledge. The students should be an active learning in classroom to gain the knowledge. If the students being an active learning it will be easy to improve critical thinking. So, the teacher should guide the students to improve their critical thinking.

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