

**THE APPLICATION OF HIGHER ORDER THINKING SKILLS IN
TEACHING READING AT SMAN 7 KEDIRI IN THE ACADEMIC YEAR**

2022/2023

SKRIPSI

Presented in Partial Fulfilment of the Requirement to Obtain
the Bachelor Degree of Education (S.Pd) of English Education Department
Faculty of Teacher Training and Education University of Nusantara PGRI Kediri



By:

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19.1.01.08.0011

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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2023

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ENTITLED:

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1. The Skripsi is never collected to any institute of higher education for any academic degree.
2. The Skripsi is totally independent of my work and not the result of plagiarism from the work of others.

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Signed by:

A handwritten signature in black ink is written over a 3000 Rupiah meter stamp. The stamp is rectangular with a blue and yellow border, featuring the Garuda Pancasila emblem and the text 'METERAI TEMPE' and '3000'. The serial number '0CAKX493837282' is visible at the bottom of the stamp.

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MOTTO AND DEDICATION

MOTTO:

Likes being alone, but doesn't like to be lonely!

DEDICATION:

1. Allah Swt who always give strength and blessing during the process of this skripsi.
2. My beloved parents (Tri Kuncoro and Yayuk Puji Rahayu) who always pray for me so that I can finish this skripsi on time.
3. Myself, for not giving up until I reach to this point.
4. My Sisters (Novira Tyas, Liadel, and Lisa Icaaa) for always give advice and pocket money<3.
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ABSTRACT

Cynthia Untsa Libasa: The Application of Higher Order Thinking Skills in Teaching Reading at SMAN 7 Kediri in Academic Year 2022/2023.

Key Words: Higher Order Thinking Skills, Teaching Reading

The teacher must refresh his understanding of incorporating HOTS into their teaching reading methods. When teaching reading in the classroom, the teacher always has challenges with teaching process to students. The teacher has been working under very difficult situations with the student, limited teaching materials, and unanticipated student attendance. This research problem of this research are (1) How is the application of HOTS in teaching reading at SMAN 7 Kediri? (2) What are the challenges faced by teacher in the application of HOTS in teaching reading at SMAN 7 Kediri? (3) How does the teacher solve the challenges in the application of HOTS in teaching reading at SMAN 7 Kediri?

This research used the qualitative descriptive research as the type for the research. The subject of this research was the English Teacher. The method of collecting data were observation by taking video, interview, and documentation.

The findings of this research showed that (1) the application of HOTS in teaching reading by starting from involvement of students in thinking or questioning with the teacher after reading process. Then talk and sharing ideas with friend in a group discussion before writing. (2) the challenges faced by teacher are limited vocabulary, time, materials, and lack of motivation by the student (3) the teacher should to be explore various resources such as textbooks, online platforms, libraries, and community partnerships.

The conclusion are, the application of HOTS especially critical thinking, creativity, communication, and collaboration help teacher to manage the situation in the class because can make the student good at reading and easily get the point from the text. The teacher also had challenges to be solve about when teaching reading are developed the limit material and the students who not interested or bad on reading. and the teacher should to follow like attending seminars that discuss educational teaching and learning methods and sharing with other teacher friends by another school, interactive websites, videos on YouTube. The writer suggests that teacher should study about different method and other way that can solve the problem in teaching reading. For that reason, it can be useful for every teacher after reading explanation about the application of HOTS and ways to solve the problem while teaching reading in the class.

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The biggest grateful to Allah SWT the Almighty who has been giving blessing and mercies so the researcher is able to finish this skripsi as a partial fulfilment of a requirements for the Sarjana Degree well.

This skripsi entitle “The Application of Higher Order Thinking Skills in Teaching Reading at SMAN 7 Kediri in Academic Year 2022/2023”. The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she needs critic and suggestion better.

Therefore, she would like to express her gratitude:

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CHAPTER I

INTRODUCTION

This chapter presents background of the research, statement of the research, limitation of the research, formulation of the research, the objectives of the research, the significance of the research, and definition of key terms.

A. Background of Research

Teaching for successful implementation is the key to improving the future. It needs the participation of many people, one of which is the teacher. "The role of teachers is highly significant because they implement all education policies and regulations" (Retnawati et al., 2018). The teacher is the primary force behind the achievement of education in schools. As a result, the teacher is expected to be creative in order to devise effective strategies or methods of educating student.

Anderson & Krathwohl, 2010 explains that HOTS is defined as 1) formulating that involves the process of describing the problem and making choices or hypotheses that meet certain criteria; 2) planning which involves the process of planning a problem-solving method that fits the problem criteria making a plan to solve the problem; 3) producing involves the process of implementing the plan to solve the problem that meets certain specifications. Solve problems that meet certain specifications. Anderson and Krathwohl (2010) suggest how teachers can use Taxonomy Bloom's tables. First, the Taxonomy Bloom's table can help teachers better understand their learning objectives (objectives that they set themselves and objectives that have been provided by objectives); that is, Taxonomy Bloom's Tables help educators answer the question of what educators

answer what so-called "learning questions". Second, with a fuller understanding of their learning objectives, teachers can use the learning objectives, teachers can use the Table to make better decisions about how to teach and assess students in terms of those learning objectives; that is, the Table to teach and assess students in terms of those learning objectives; that is, the Taxonomy Bloom's Table helps educators answer what is called the "questions about learning" and "assessment questions". Third, the Taxonomy Bloom's Tables can help them determine how well the objectives, assessments, and learning in an appropriate way i.e., the Taxonomy Bloom's Table helps educators answer what is called the "the question of the fit of all the components.

The teacher is held responsible for developing HOTS in their classrooms because his purpose is to convey knowledge to students. The teacher must refresh his understanding of incorporating HOTS into their teaching methods and adapt to the changes brought about by the growth of teaching systems. This study focuses on the application of HOTS in teaching reading process for senior high school of eleventh graders' students. Developing a concept of higher-order thinking in reading is a difficult task, and understanding reading is such an important task that students must acquire. Reading has focused on goals trait. Reached students employ methods to identify, choose, apply, adjust, and evaluation the methods to achieve reading objectives.

Higher Order Thinking Skills is a necessary concept in the process of teaching English especially reading, which is applied by teacher who can analyse problems more critically. One of the educational goals of HOTS is for students to be able to

identify, evaluate, and construct their knowledge (Ariyana, Bestary, & Mohandas, 2018). HOTS, as stated by Seman, Yusoff, and Embong (2017), is a level of thinking that promotes the application of previously acquired knowledge, the examination of reflections, problem-solving, decision-making, and the creation of innovative things. Heong et al (2011) claim that teachers should help students build the higher-order thinking skills needed to solve an innovative topic. HOTS helps teacher to combine fresh ideas and evidence in order to respond in a different challenge.

Higher Order Thinking Skills (HOTS) is a way of thinking that puts forward the values of critical and creative thinking so that it is considered capable of providing solutions in facing the challenges of the times. To have high-level thinking skills (HOTS), teachers must be able to design HOTS-based learning to help students develop higher-order thinking skills. The ability in question is related to the ability to think critically, reflective, metacognitive, and creative thinking. Teaching reading process uses the scientific strategy at whilst teaching part. There are three parts of teaching process pre teaching (follow up), main teaching (whilst), and post teaching. In teaching reading, it consists of learning phases constructed from observing, questioning, collecting information experimenting, associating, and communicating (Ministry of Education and Culture, 2013d).

In teaching reading, he must design variety of strategies that can promote understanding and lead to a positive conclusion. These strategies demonstrate how important the teacher's role is in achieving the goals of teaching reading.

Hanfarentin (2018) basically states that students' reading problems are as follows: 1) Students struggle with recognizing the text. 2) Students do not understand how to identify the main idea, implicit and explicit details, especially when analyzing generic structures; 3) Students are bored in English lessons; 4) Students are uninterested in learning English; and 5) Some students have different backgrounds. The author concluded several students' reading difficulties from that statement. Students have no idea what each word means, and the teacher's assignment instructions proceed to mystify them.

There are several researchers had proven the effectiveness of the Application of Higher Order Thinking Skills in Teaching Reading. The first is “Developing Higher Order Thinking Skills (Hots) for Reading Comprehension Enhancement” by Nani, Pratomo, and Margana (2019). The result show that there were two main kinds of conceptual variation in reading comprehension through HOTS strategy in critical reading class, which involved the steps of HOTS strategy they were on the way of remembering, understanding, applying, analyzing, evaluating and creating (C1-C6 phase of HOTS) and critical reading they are predicting, summarizing, generating question and clarifying). The students tend to begin to involve their prior knowledge, experience, and logical reason after they had known about the steps of critical reading and HOTS strategy delivered by the lecturer during the classroom activities. The second is “Teachers’ Knowledge about Higher-Order Thinking Skills and its Implementation in Teaching Reading” by Desy, Suparno, and Teguh. The result present that the HOTS implementation in teaching reading classroom shows that the teachers have performed their version of HOTS

implementation in teaching well. They were able to implement the concept of HOTS implementation in teaching suggested by Fogarty (2009) even though not all of the points were included. Nevertheless, they still need to develop and create more activities to conduct an effective and ideal HOTS implementation in teaching so that they can infuse HOTS to the students. The third is the research conducted by Ima, Endang, and Sri (2019), under the title “Revealing Teachers’ Beliefs of Higher Order Thinking Skills in Teaching Reading at Junior High School”. The researchers found that teachers’ beliefs brought a great influence in shaping teachers’ work in their classroom practices. Teachers’ beliefs about HOTS in teaching reading which were discussed in this study were related to several aspects such as: learning objectives, classroom techniques, teachers’ role, students’ role and assessment. All participants of this study assumed that their beliefs combined with their previous knowledge would greatly affect their works in classroom practices.

When teaching reading in the classroom, the teacher always has challenges with teaching process to students. The teacher has been working under very difficult situations, with too many students in classroom, limited teaching materials, and unanticipated student attendance. Moreover, lack of teacher has contributed to the problem, especially among regional school. The teacher feels overwhelmed since he needs to attend to more than one class. As consequence, it shows a challenge for him to notice and spend more time with students who have different reading problems in general. Then, the school failed to offer teacher with training in developing HOTS as a method that can apply by the teacher. So, the

teacher will require some strategies to solve the challenges have faced in order to teach adopting HOTS. The teacher is applied Higher Order Thinking Skills (HOTS) in teaching reading to increase variety to the classroom. Also, primary purpose is to understand deeply the material of reading when teaching reading with the perfect strategy is the teacher's effort to gain the ability in himself to create a productive classroom situation.

Many methods have been applied to teach reading skills, but this research is different. Researcher conducted this research to the teacher in teaching reading at SMAN 7 Kediri who had different backgrounds from previous studies. This study has only use one class as a sample to see how the application of Higher Order Thinking Skills (HOTS) method works to teach students' reading skills, to know challenges faced by teacher and how to solve it. This research will be carried out in the SMAN 7 Kediri in academic year 2022/2023 which will involve one English teacher and eleventh MIPA 2 grade student's response.

B. Scope of the Research

In this research, the researcher focuses on the Application of HOTS in Teaching Reading. The researcher describes and identifies the challenges faced by teacher and how does teacher solve the challenges in the application of HOTS in teaching reading at SMAN 7 Kediri.

C. Formulation of the Problem

Based on the scope of the research above, the writer formulates the following problems:

1. How is the application of HOTS in teaching reading at SMAN 7 Kediri?
2. What are the challenges faced by teacher in the application of HOTS in teaching reading at SMAN 7 Kediri?
3. How does the teacher solve the challenges in the application of HOTS in teaching reading at SMAN 7 Kediri?

D. Objective of the Research

Based on the research problems above, the objectives of this research are:

1. To describe the application of HOTS in teaching reading at SMAN 7 Kediri.
2. To identify the challenges faced by the teacher in the application of HOTS in teaching reading at SMAN 7 Kediri.
3. To describe how does the teacher solve the challenges in the application of HOTS in teaching reading at SMAN 7 Kediri.

E. Significance of the Research

The researcher expects that this research will give advantages to reader and other writers:

1. For Students

The field of research is expected to improve the skills in HOTS, especially personal skills which include analyze, evaluate, and create in solve the problem in teaching reading that can organize different way to use the imagination of students. It can motivate student in the English Reading subject.

2. For Teachers

The application of the HOTS in teaching reading is expected to be a teaching model for other teachers to promote student skills. It can improve and develop the quality of teaching reading process.

3. For Researchers

The results of this study can be useful as a reference for further research with same field.

F. Definition of Key Terms

There are three key terms that come up in this study, HOTS and Teaching Reading.

A brief review of the definition of the terms is be presented as follows:

1. Higher-Order Thinking Skills (HOTS)

Brookhart (2010) identifies definitions of higher-order thinking as falling into three categories: (1) those that define higher-order thinking in terms of transfer, (2) those that define it in terms of thought process, and (3) those that define it in terms of problem solving. High-order thinking skills are a series of important competencies individuals can utilize in order to improve learning progress and building ideas. Those who employ high-order thinking skills understand how to analyze and evaluate complex information, categorize, manipulate and connect facts, troubleshoot for solutions, understand concepts, connections and big picture thinking, problem solve, ideate and develop insightful reasoning.

2. Teaching Reading

Teaching reading is a way of transferring knowledge from teacher to students by using a certain technique of strategy and a certain material in order to

master reading itself (Olson and Land, 2007). In this research, teaching reading means the transfer of knowledge processes from teacher to students by applying HOTS in the process of teaching reading.

