

APPENDICES

Appendix I.

Transliteration Qur'an Verse

| Surah | Transliteration | |
|----------------------|---|--|
| | English | Indonesia |
| Ali' Imran verse 190 | Verily, in the creation of the heavens and the earth, and the alternation of the night and the day, there are signs (of Allah's greatness) for people of understanding. | Sesungguhnya dalam penciptaan langit dan bumi, dan pergantian malam dan siang terdapat tanda-tanda (kebesaran Allah) bagi orang yang berakal |

Appendix II

1. Teacher A

Name : Mahrita Nuriati, S.Pd

Class : XII IPS 2

Observation sheet: Checklist

4. 1 Observation 1 conducted on February, 17, 2023 with the strategy Determining Learning Objectives.

| No | Types of Strategy using HOTS | Meeting | | | |
|----|--|---------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Informing the objectives of learn the material | ✓ | | | |
| 2 | Behavior target should be achieved by students | ✓ | | | |
| 3 | Inform the function, purpose and structure of the material | ✓ | | | |

4.2 Observation 2 on February, 24, 2023 with strategy Practice Before Assessment

| No | Types of Strategy using HOTS | Meeting | | | |
|----|--|---------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Reflective dialog in learning | | ✓ | | |
| 2 | Students have an opportunity to practice about the information | | ✓ | | |
| 3 | Learning activities should enable students to engage HOTS to state their beliefs, formulate argument, and think objectively. | | ✓ | | |

4.3 Teach Through Questioning on March 3, 2023 in class XII IPS 2.

| No | Types of Strategy using HOTS | Meeting | | | |
|----|--|---------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Teacher gives student worksheets | | | | |
| 2 | Give some question related to the text with 5W+1H | | | ✓ | |
| 3 | The teacher gives pieces of paper to each student and Students write a question in a paper | | | | |

4.4 Review, refine improve students understanding & Provide assessment and feedback on March 10, 2023 in class XII IPS 2.

| No | Types of Strategy using HOTS | Meeting | | | |
|----|--------------------------------|---------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Review, refine and improve the | ✓ | ✓ | ✓ | ✓ |

| | | | | | |
|---|--|--|--|--|---|
| | students' understanding | | | | |
| 2 | Teacher give comfortable environment to students | | | | ✓ |
| 2 | Give feedback to motivate the students | | | | ✓ |
| 3 | The teacher gives project based learning as assessment to students | | | | ✓ |

| Teacher Strategy using Hots in Teaching Reading Comprehension | Yes/No | Levels of HOTS | Notes |
|--|---------------|-----------------------|--|
| 1. Activating Prior knowledge ✓ Teacher give question through a text or picture. ✓ Students try to make connections to the text from their understanding as best they can, and teachers should oversee this process using those connections themselves through categorise, conclude, illustrate, outline, report, summary, or survey. | ✓ | C4 | Teacher A use this strategy in observation 1. The teacher use this technique to support of using HOTS with strategy determining learning objectives. |
| 2. Visualization <ul style="list-style-type: none"> • Wordless Image visualization • Visualization of a clear piece of paper text • Visualization in reading • Showing not telling | ✓ | C4 | Teacher A use this strategy in observation 2. The teacher use this technique to support of using HOTS with strategy determining learning objectives. |
| 3. Making Predictions <ul style="list-style-type: none"> • Teacher can ask students to identify information and facts related to what will happen in the future. • Choose literature that they feel will interest them or is appropriate for the purpose | ✓ ✓ ✓ | C4 & C5 | Teacher A use this strategy in observation 2. The |

| | | | |
|---|--------|-----------|---|
| <p>for which they are reading.</p> <ul style="list-style-type: none"> • Establish reading objectives before, during, and after reading. • Read and interact with texts actively. <p>4. Scanning The strategies used include:</p> <ul style="list-style-type: none"> • Quickly look at text to find words and sentences related to what is important to find • Use page content, first and last sentences in paragraphs, subheadings, descriptions, bold keywords. <p>Example of teacher strategies:</p> <ul style="list-style-type: none"> • Explain to students that they will learn to use a scanning strategy to find information directly in a text. • Display something and ask students to brainstorm vocabulary words. Take this opportunity to add a more wordly vocabulary. • Ask students give their debate, judgement, opinion, report, survey about items, material or ideas related to the text.: Example What do you know about?. | ✓ | | teacher use this technique to support of using HOTS with strategy practice before assessment |
| <p>5. Making Inferences</p> <ul style="list-style-type: none"> • Teacher ask the students to read and understanding the text • Teacher ask the students to concluding the information in text about what the writer thinks and puts it in new a text with their sentence. | ✓ ✓ | C4 dan C6 | Teacher use this strategy in observation 2. The teacher use this technique to support of using HOTS with strategy practice before assessment. |

| | | | |
|---|-------------------------------------|---------------------------------------|--|
| <p>6. Skimming</p> <ul style="list-style-type: none"> • Teacher ask the students to Read the first and last paragraphs • Looking for general information • Use headlines, page layouts, graphs and charts, images and highlighted text. <p>7. Literal Comprehension question are: how, who, what, when, where. Activities in literal question :</p> <ul style="list-style-type: none"> • Students predict what the text about using in front of cover • Teacher ask students to be text detectives and teacher make question divided “who”, “where”, “when”. • Select a couple of students to be character from the story. <p>8. Inferential Question</p> <ul style="list-style-type: none"> • Students ask to answer the information related to background knowledge and connecting with some clues. • Example of inferential question : <ol style="list-style-type: none"> 1. Why do you think ? 2. What can you conclude about.. 3. Predict what would happen if.. 4. How does the author feel about.. | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p>C4 & C5</p> <p>C4 & C6</p> | <p>Teacher A use this strategy in observation 2. The teacher use this technique to support of using HOTS with strategy practice before assessment</p> <p>Teacher A use this strategy in observation 3. The teacher use this technique to support of using HOTS with strategy teach through questioning</p> |
|---|-------------------------------------|---------------------------------------|--|

| | | | |
|---|-------------------|-----------|--|
| <p>9. Summarizing</p> <ul style="list-style-type: none"> • Teacher ask the students to make summarize from story or text that they have learn. • Request the students to list one thing they want to do or learn. In this way they might be able to provide good ideas for the learning process and make story from their list. • Choose an item or two on the paper. This means that students are interested in learning about potential problems. Then can make the new story with their sentence from that. <p>10. Questioning</p> <p>Questions need to be focused on motivating, preparing students, checking and reviewing students' knowledge, developing students in critical thinking and engaging students in texts.</p> <ol style="list-style-type: none"> a. Which tittle best summarizes the main idea of the passage ? b. Based on the passage, what's probably true about ? c. Why is doing this such a difficult task? | <p>✓</p> <p>✓</p> | <p>C6</p> | <p>Teacher A use this strategy in observation 4. The teacher use this technique to support of using HOTS with strategy review refine and improve understanding then as provide assessment and feedback to students</p> |
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2. Teacher B

Name : Novi Hardrian, S.Pd

Class : XII IPS 2

Observation sheet: Checklist

4.5 The researcher made the first observation on February 21 2023 in class XI MIA 2 with Determining Learning Objective

| No | Types of Strategy using HOTS | Meeting | | | |
|----|--|---------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Informing the objectives of learn the material | ✓ | | | |
| 2 | Behavior target should be achieved by students | ✓ | | | |
| 3 | Inform the function, purpose and structure of the material | ✓ | | | |

4.6 Practice before Assesment on March 2, 2023 in class XI MIA 2.

| No | Types of Strategy using HOTS | Meeting | | | |
|----|--|---------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Reflective dialog in learning | | | | |
| 2 | Students have an opportunity to practice about the information | | ✓ | | |
| 3 | Learning activities should enable students to engage HOTS to state their beliefs, formulate argument, and think objectively. | | ✓ | | |

4.7 Teach Through Questioning on March 8, 2023 in class XI MIA 2

| No | Types of Strategy using HOTS | Meeting | | | |
|----|--|---------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Teacher gives student worksheets | | | | |
| 2 | Give some question related to the text with 5W+1H | | | ✓ | |
| 3 | The teacher gives pieces of paper to each student and Students write a question in a paper | | | ✓ | |

4.8 Review refine improve, prove assessment and fedbeck on April 4 2023 in class XI MIA 2.

| No | Types of Strategy using HOTS | Meeting | | | |
|----|--|---------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Review, refine and improve the students' understanding | | | ✓ | ✓ |

| | | | | | |
|---|--|--|--|--|---|
| 2 | Teacher give comfortable environment to students | | | | ✓ |
| 2 | Give feedback to motivate the students | | | | ✓ |
| 3 | The teacher gives project based learning as assessment to students | | | | ✓ |

| Teacher Strategy using Hots in Teaching Reading Comprehension | Yes/No | Levels of HOTS | Notes |
|---|-------------|----------------|--|
| 1. Activating Prior knowledge <ul style="list-style-type: none"> ✓ Teacher give question through a text or picture. ✓ Students try to make connections to the text from their understanding as best they can, and teachers should oversee this process using those connections themselves through categorise, conclude, illustrate, outline, report, summary, or survey. | ✓ | C4 | Teacher B use this strategy in observation 1. The teacher use this technique to support of using HOTS with strategy determining learning objectives. |
| 2. Visualization <ul style="list-style-type: none"> • Wordless Image visualization • Visualization of a clear piece of paper text • Visualization in reading • Showing not telling | ✓ | C4 | Teacher B use this strategy in observation 2. The teacher use this technique to support of using HOTS with strategy determining learning objectives. |
| 3. Making Predictions <ul style="list-style-type: none"> • Teacher can ask students to identify information and facts related to what will happen in the future. • Choose literature that they feel will interest them or is appropriate for the purpose for which they are reading. • Establish reading objectives before, during, and after reading. | ✓ ✓ ✓ | C4& C5 | Teacher B use this strategy in observation 2. The teacher use this technique to support of using HOTS with strategy practice before assessment |

| | | | |
|---|----------------------------|-------------------------------------|---|
| <ul style="list-style-type: none"> • Read and interact with texts actively. <p>4. Scanning The strategies used include:</p> <ul style="list-style-type: none"> • Quickly look at text to find words and sentences related to what is important to find • Use page content, first and last sentences in paragraphs, subheadings, descriptions, bold keywords. <p>Example of teacher strategies:</p> <ul style="list-style-type: none"> • Explain to students that they will learn to use a scanning strategy to find information directly in a text. • Display something and ask students to brainstorm vocabulary words. Take this opportunity to add a more wordly vocabulary. • Ask students give their debate, judgement, opinion, report, survey about items, material or ideas related to the text.: Example What do you know about?. | ✓ | | |
| <p>5. Making Inferences</p> <ul style="list-style-type: none"> • Teacher ask the students to read and understanding the text • Teacher ask the students to concluding the information in text about what the writer thinks and puts it in new a text with their sentence. <p>6. Skimming</p> <ul style="list-style-type: none"> • Teacher ask the students to Read the | <p>✓</p> <p>✓</p> <p>✓</p> | <p>C4 dan C5</p> <p>C4 & C5</p> | <p>Teacher use this strategy in observation 2. The teacher use this technique to support of using HOTS with strategy practice before assessment.</p> <p>Teacher B use this strategy in observation 2. The</p> |

| | | | |
|--|--|---------|--|
| <p>first and last paragraphs</p> <ul style="list-style-type: none"> • Looking for general information ✓ • Use headlines, page layouts, graphs and charts, images and highlighted text. ✓ <p>7. Literal Comprehension question are: how, who, what, when, where. Activities in literal question :</p> <ul style="list-style-type: none"> • Students predict what the text about using in front of cover ✓ • Teacher ask students to be text detectives and teacher make question divided “who”, “where”, “when”. ✓ • Select a couple of students to be character from the story. <p>8. Inferential Question</p> <ul style="list-style-type: none"> • Students ask to answer the information related to background knowledge and connecting with some clues. • Example of inferential question : <ol style="list-style-type: none"> 1. Why do you think ? 2. What can you conclude about.. 3. Predict what would happen if.. 4. How does the author feel about.. | | C4 & C6 | <p>teacher use this technique to support of using HOTS with strategy practice before assessment</p> <p>Teacher B use this strategy in observation 3. The teacher use this technique to support of using HOTS with strategy teach through questioning</p> |
| <p>9. Summarizing</p> <ul style="list-style-type: none"> • Teacher ask the students to make summarize from story or text that they have learn. ✓ • Request the students to list | | C6 | <p>Teacher B use this strategy in observation 4. The teacher use this technique to support of using HOTS with</p> |

| | | | |
|---|---|--|---|
| <p>one thing they want to do or learn. In this way they might be able to provide good ideas for the learning process and make story from their list.</p> <ul style="list-style-type: none"> • Choose an item or two on the paper. This means that students are interested in learning about potential problems. Then can make the new story with their sentence from that. <p>10. Questioning Questions need to be focused on motivating, preparing students, checking and reviewing students' knowledge, developing students in critical thinking and engaging students in texts.</p> <p>d. Which tittle best summarizes the main idea of the passage ?</p> <p>e. Based on the passage, what's probably true about ?</p> <p>f. Why is doing this such a difficult task?</p> | ✓ | | <p>strategy review refine and improve understanding then as provide assessment and feedback to students</p> |
|---|---|--|---|

3. Teacher C

Name : Herni Rosalina, M.Pd

Class : X MIA 4

Observation sheet: Checklist

4.9 First observation is Determining learning objective strategy on February 22 2023 in class X MIA 4.

| No | Types of Strategy using HOTS | Meeting | | | |
|----|--|---------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Informing the objectives of learn the material | ✓ | | | |
| 2 | Behavior target should be achieved by students | ✓ | | | |
| 3 | Inform the function, purpose and structure of the material | ✓ | | | |

4.10 Second obsevation is Practice Before Assessment strategy on March 22, 2023 in class X MIA 4.

| No | Types of Strategy using HOTS | Meeting | | | |
|----|--|---------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Reflective dialog in learning | | ✓ | | |
| 2 | Students have an opportunity to practice about the information | | ✓ | | |
| 3 | Learning activities should enable students to engage HOTS to state their beliefs, formulate argument, and think objectively. | | ✓ | | |

4.11 Third observation is Teach Through Questioning on March 22, 2023 in class X MIA 4.

| No | Types of Strategy using HOTS | Meeting | | | |
|----|--|---------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Teacher gives student worksheets | | | | |
| 2 | Give some question related to the text with 5W+1H | | | ✓ | |
| 3 | The teacher gives pieces of paper to each student and Students write a question in a paper | | | | |

4.12 Fourth Observation is Review, refine, improve students' understanding & provide assessment and feedback on April 5 2023 in class X MIA 4.

| No | Types of Strategy using HOTS | Meeting | | | |
|----|--|---------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Review, refine and improve the students' understanding | | | | ✓ |
| 2 | Teacher give comfortable environment to students | | | | ✓ |
| 2 | Give feedback to motivate the students | | | | ✓ |
| 3 | The teacher gives project based learning as assessment to students | | | | ✓ |

| Teacher Strategy using Hots in Teaching Reading Comprehension | Yes/No | Levels of HOTS | Notes |
|---|--------|----------------|--|
| 1. Activating Prior knowledge <ul style="list-style-type: none"> ✓ Teacher give question through a text or picture. ✓ Students try to make connections to the text from their understanding as best they can, and teachers should oversee this process using those connections themselves through categorise, conclude, illustrate, outline, report, summary, or survey. | ✓ | C4 | Teacher C use this strategy in observation 1. The teacher use this technique to support of using HOTS with strategy determining learning objectives. |
| 2. Visualization <ul style="list-style-type: none"> • Wordless Image visualization • Visualization of a clear piece of paper text • Visualization in reading • Showing not telling | ✓ | C4 | Teacher C use this strategy in observation 2. The teacher use this technique to support of using HOTS with strategy determining learning objectives. |
| 3. Making Predictions <ul style="list-style-type: none"> • Teacher can ask students to identify information and facts related to what will happen in the future. | ✓ | C4&C5 | Teacher C use this strategy in observation 2. The teacher use this technique to support |

| | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> • Choose literature that they feel will interest them or is appropriate for the purpose for which they are reading. • Establish reading objectives before, during, and after reading. ✓ • Read and interact with texts actively. ✓ <p>4. Scanning The strategies used include:</p> <ul style="list-style-type: none"> • Quickly look at text to find words and sentences related to what is important to find ✓ • Use page content, first and last sentences in paragraphs, subheadings, descriptions, bold keywords. ✓ <p>Example of teacher strategies:</p> <ul style="list-style-type: none"> • Explain to students that they will learn to use a scanning strategy to find information directly in a text. ✓ • Display something and ask students to brainstorm vocabulary words. Take this opportunity to add a more wordly vocabulary. ✓ • Ask students give their debate, judgement, opinion, report, survey about items, material or ideas related to the text.: ✓ Example What do you know about?. | | | <p>of using HOTS with strategy practice before assessment.</p> <p>Teacher C use this strategy in observation 2. The teacher use this technique to support of using HOTS with strategy practice before assessment</p> |
| <p>5. Making Inferences</p> <ul style="list-style-type: none"> • Teacher ask the students to read and understanding the text • Teacher ask the students to concluding the information in text about what the writer thinks and puts it in new a | | | |

| | | | |
|--|-------------------|--------------------|--|
| <p>text with their sentence.</p> <p>6. Skimming</p> <ul style="list-style-type: none"> • Teacher ask the students to Read the first and last paragraphs • Looking for general information • Use headlines, page layouts, graphs and charts, images and highlighted text. <p>7. Literal Comprehension question are: how, who, what, when, where. Activities in literal question :</p> <ul style="list-style-type: none"> • Students predict what the text about using in front of cover • Teacher ask students to be text detectives and teacher make question divided “who”, “where”, “when”. • Select a couple of students to be character from the story. <p>8. Inferential Question</p> <ul style="list-style-type: none"> • Students ask to answer the information related to background knowledge and connecting with some clues. • Example of inferential question : <ol style="list-style-type: none"> 1. Why do you think ? 2. What can you conclude about.. 3. Predict what would happen if.. 4. How does the author feel about.. | <p>✓</p> <p>✓</p> | <p>C4 & C6</p> | <p>Teacher C use this strategy in observation 3. The teacher use this technique to support of using HOTS with strategy teach through questioning</p> |
| <p>9. Summarizing</p> <ul style="list-style-type: none"> • Teacher ask the students to make summarize from story | <p>✓</p> | <p>C6</p> | <p>Teacher use this strategy in observation 4. The teacher use this</p> |

| | | | |
|---|-------------------|----|--|
| <p>or text that they have learn.</p> <ul style="list-style-type: none"> • Request the students to list one thing they want to do or learn. In this way they might be able to provide good ideas for the learning process and make story from their list. • Choose an item or two on the paper. This means that students are interested in learning about potential problems. Then can make the new story with their sentence from that. | ✓ | | <p>technique to support of using HOTS with strategy review refine and improve understanding then as provide assessment and feedback to students</p> |
| <p>10. Questioning Questions need to be focused on motivating, preparing students, checking and reviewing students' knowledge, developing students in critical thinking and engaging students in texts.</p> <p>g. Which tittle best summarizes the main idea of the passage ?</p> <p>h. Based on the passage, what's probably true about ?</p> <p>i. Why is doing this such a difficult task?</p> | <p>✓</p> <p>✓</p> | C6 | <p>Teacher use this strategy in observation 4. The teacher use this technique to support of using HOTS with strategy review refine and improve understanding then as provide assessment and feedback to students</p> |

Appendix III.

The results of Interview

1. Teacher A

Name : Mahrita Nuriati, S.Pd

Class : XII IPS 2

This interview relates to Teachers Challenges using Higher Order thinking skill in teaching reading comprehension, by Nourdad (2018), and Seman et al (2017) . The researcher conducted this interview on April, 4, 5 and 6, 2023.

| No | Instruments Questions | Participants' Response |
|----|---|--|
| 1. | Disadvantages Of using Higher Order Thinking Skills | |
| | 1. What are the difficulties you usually experience when teaching using higher-order thinking skills? (the using media, methods or interacting in learning) | Even though they have been assisted with various methods/media or complete equipment, these difficulties come from the students themselves. Where students need to be given questions that provoke HOTS itself by starting 5W + 1H. |
| | 2. Do you think the use of higher order thinking skills in the learning process can make students difficult or easily bored? | Yes, because they are not used to literacy and reasoning. Therefore, they are lacking in understanding a text. They also lack interest in reading. |
| | 3. In higher Order thinking skills, there are three levels of thinking such as analyzing, creating, and evaluating. In your opinion, of the three abilities, in which part do students find it difficult? and what is your solution in overcoming these difficulties? | Starting from analysis, if they can analyze it will be easy for them to carry out evaluation and creation activities. The solution of that is give the students activity or example of text to develop their analysis, evaluate and create. |
| | 4. Can the implementation of the three skills of analyzing, creating, and evaluating in Hots improve student's critical thinking skills? | Yes, because according to the teacher, hots are arranged to make students accustomed to thinking critically so they don't rely on teacher explanations. However, according to the teacher, some students still think that using HOTS are difficult, therefore the teacher needs to be more |

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|--|---|---|
| | | extra in explaining it to students. |
| | 5. In your opinion, are these higher order thinking skills appropriate to be applied in learning English? please give reason? | Exactly, because HOTS in is important to know the meaning of a sentence. By reasoning, we will know the meaning of the language or sentences expressed by other people, not just 5W + 1H. |
| Teacher Chalenges of Using Higher Order Thinking Skills in Teaching Reading comprehension | | |
| | 1. What do you think about using HOTS in learning reading comprehension? | It is important, in order to train and familiarize students in reading. For students, they actually easily understand and like R.comp but are constrained by vocabulary. So, the teacher tells us that you don't need to translate everything, but look for the keywords. Then write down new vocabulary in the book to remember. And that makes it easy/successful for students to learn a text. |
| | 2. In your opinion, of using HOTS in teaching reading comprehension is an effective and is it a challenge for you? | Yes, it is effective, but it is a challenge because the teacher must adjust the needs, interests of students with the strategy and material provided. |
| | 3. What challenges did you experience when teaching reading comprehension using HOTS? | Time, children's habits, Students' mastery in reading and students' interest in reading. |
| | 4. Using HOTS in reading comprehension, do students easily understand information from a text that you have given? | Yes, it makes it easier for students. Some students can even practice it thoroughly. For example, it can express sentences according to questions as asked in news texts. |
| | 5. Is the good or bad performance of students when understanding reading a challenge for you? | Yes, because when the students do the best. I actually verry happy. |
| | 6. How do you overcome the use of HOTS strategies in teaching reading | Actually, I devided into 4 meetings : |

| | |
|---|--|
| comprehension | <p>Meeting 1 is intermezo</p> <p>Meeting 2 is find the differences</p> <p>Meeting 3 is give opinions and express their understanding, for example a job application letter,</p> <p>Meeting 4 is presentation for each group</p> |
| 7. Is every gift of text, students need help to translate the contents of the text? | No, but students still need to be directed and given a clue |
| 8. From the HOTS level analyzing, evaluating and Creating in learning reading comprehension. What are the challenges in using it? | Analysis, but when students are able to analyze then they will easily go to the next stage |
| <p>9. In learning reading comprehension, there are ten strategies to improve students' reading skills, from the ten strategies, such as activating prior knowledge, visualization, making predictions, scanning, making inferences, skimming, literal comprehension, inferential question, summarizing, questioning.</p> <p>a. What strategies do you usually use in teaching reading comprehension</p> <p>b. what strategies make difficult to apply to students ?</p> | <p>Almost all have. In one meeting, the strategy for example was using activating prior knowledge, making prediction and visualization according to the media. The strategy that is most difficult to implement is to conclude, students are still embarrassed to have an opinion.</p> |
| 10. Is the selection of books/text stories that can be attracting students to read is a challenge for you? Usually, what kind of text do you give to students? | Students are more interested in short text with pictures with games, such as captions, advertisements and others. |
| 11. Of the several types of texts that you have taught, what texts make it difficult for students to understand? | Long text, students need to more time so that can understand the text well |
| 12. What about the method you use, to make the class atmosphere more interesting and comfortable for students? | Ice breaking, such as whisper words students were asked to make a sample work to make captions with interesting work according to themselves |

| | | |
|--|---|---|
| | 14. Does teaching reading comprehension use the three skills of analyzing, evaluating, and creating in each learning process or is it just one of them? | Yes, of course use all the skill to develop their critical thinking |
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2. Teacher B

Name : Novi Hardrian, S.Pd

Class : XI MIA 2

The researcher conducted this interview on April, 5, 2023.

| No | Instruments Questions | Participants' Response |
|----|---|---|
| 1. | Disadvantages Of using Higher Order Thinking Skills | |
| | 1. What are the difficulties you usually experience when teaching using higher-order thinking skills? (the using media, methods or interacting in learning) | The learning output of students from the lower classes and the level of awareness of students who are minimal so that the teacher must apply HOTS in terms of questions and strategies. |
| | 2. Do you think the use of higher order thinking skills in the learning process can make students difficult or easily bored? | Yes, it will make it difficult for students if students are not trained from an early age. |
| | 3. In higher Order thinking skills, there are three levels of thinking such as analyzing, creating, and evaluating. In your opinion, of the three abilities, in which part do students find it difficult? and what is your solution in overcoming these difficulties? | From the analysis, they had a hard time. But in some correct strategies in building knowledge they will easily understand it. Examples of text procedures: they match separate words/sentences and sort them. make analytical exposition text, recount they will experience difficulties. However, if advertisements, letters, memos that are short in nature with the scope of HOTS use analysis, evaluate and create well and they will easily understand. The teacher usually forms dialogue groups with problems given by the teacher |

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| | | and students to create a text from analysis and evaluation. |
| | 4. Can the implementation of the three skills of analyzing, creating, and evaluating in Hots improve student's critical thinking skills? | Yes, because the hots are applied in stages and make students improve critical thinking. |
| | 5. In your opinion, are these higher order thinking skills appropriate to be applied in learning English? please give reason? | Yes, but the teacher must choose a suitable strategy according to the material. |
| Teacher Challengges of Using Higher Order Thinking Skills in Teaching Reading comprehension | | |
| | 1. What do you think about using HOTS in learning reading comprehension? | Enough, because reading comprehension has quite long text. And students still find it difficult to interpret because English lessons are still lacking. And long functional text that contains grammar. And that needs to be taught, while students' understanding is still gradual in using HOTS in teaching reading comprehension. |
| | 2. In your opinion, of using HOTS in teaching reading comprehension is an effective and is it a challenge for you? | It is a challenge, the jigsaw/pbl method to overcome students' understanding difficulties. Not necessarily effective because it depends on student output. |
| | 3. What challenges did you experience when teaching reading comprehension using HOTS? | Time, students ability in reading, then output students from elementary is affect the students mastery. |
| | 4. Using HOTS in reading comprehension, do students easily understand information from a text that you have given? | Yes, it makes it easier for students. Some students can even practice it thoroughly. For example, it can express sentences according to questions as asked in news texts. |
| | 5. Is the good or bad performance of students when understanding reading a challenge for you? | Yes, because when the students get the point of learning. I actually verry happy. |

| | |
|--|--|
| 6. How do you overcome the use of HOTS strategies in teaching reading comprehension | Step by step, 4 meetings with the first meeting of explanation, secondly giving examples, thirdly using strategies and fourthly the results of student learning outputs are practiced in the future by using HOTS skills. |
| 7. Is every gift of text, students need help to translate the contents of the text? | Not really, they are just directed and can figure it out on their own |
| 8. From the HOTS level analyzing, evaluating and Creating in learning reading comprehension. What are the challenges in using it? | Analysis, but when students are able to analyze then they will easily go to the next stage |
| 9. In learning reading comprehension, there are ten strategies to improve students' reading skills, from the ten strategies, such as activating prior knowledge, visualization, making predictions, scanning, making inferences, skimming, literal comprehension, inferential question, summarizing, questioning. a. What strategies do you usually use in teaching reading comprehension b. what strategies make difficult to apply to students ? | Strategy for example was using activating prior knowledge, making prediction and visualization according to the media. The strategy that is most difficult to implement is to conclude, scanning students are still embarrassed to have an opinion. So, the teacher rarely uses this technique |
| 10. Is the selection of books/text stories that can be attracting students to read is a challenge for you? Usually, what kind of text do you give to students? | Short functional text students easily understand |
| 11. Of the several types of texts that you have taught, what texts make it difficult for students to understand? | Long text, students need to more time so that can understand the text well |
| 12. What about the method you use, to make the class atmosphere more interesting and comfortable for students? | Provide a picture and students make sentences according to the story (showing not telling), make their own. |

| | | |
|--|---|--|
| | 14. Does teaching reading comprehension use the three skills of analyzing, evaluating, and creating in each learning process or is it just one of them? | Yes, of course use all the skill to develop their critical thinking but its need more time so that the teacher devide the material with the strategy and technique step by step. |
|--|---|--|

3. Teacher C

Name : Herni Rosalina, M.Pd

Class : X MIA 4

| No | Instruments Questions | Participants' Response |
|----|---|--|
| | Disadvantages Of using Higher Order Thinking Skills | |
| | 1. What are the difficulties you usually experience when teaching using higher-order thinking skills? (the using media, methods or interacting in learning) | In terms of the media, the method is alhamdulillah but the interaction is limited given that the students' vocabulary skills are still low and literacy skills are still limited/students' intelligence is low |
| | 2. Do you think the use of higher order thinking skills in the learning process can make students difficult or easily bored? | In general yes, but if it is taught in stages, some students find it easy to understand the text by using the HOTS strategy and it works |
| | 3. In higher Order thinking skills, there are three levels of thinking such as analyzing, creating, and evaluating. In your opinion, of the three abilities, in which part do students find it difficult? and what is your solution in overcoming these difficulties? | Analyze and evaluate, the similarities and differences of students are still difficult to express. If you make from a story they like it The teacher teaches gradually Analysis: reading compre (the text has questions, then asked to answer) Create : assignment by making a draft first then consul Descriptive about tourist objects As for the material, Narrative: They can make up their own stories according |

| | | |
|--|--|---|
| | | to their own thoughts and work on them in pairs. For example, the teacher provides a story, then they connect the ending of the story "what's next". |
| | 4. Can the implementation of the three skills of analyzing, creating, and evaluating in Hots improve student's critical thinking skills? | Yes, but students are not used to it. |
| | 5. In your opinion, are these higher order thinking skills appropriate to be applied in learning English? please give reason? | If from the beginning it was like the elementary school level, junior high school had been used to it then it would be right. But given the time of learning and the reduced curriculum, it makes students less reasoning so it takes time and gradually. |
| Teacher Challengges of Using Higher Order Thinking Skills in Teaching Reading comprehension | | |
| | 1. What do you think about using HOTS in learning reading comprehension? | The use of HOTS today needs to be applied especially to learning reading comprehension. this is because, the ability to think critically is low, students need a lot of practice with the use of strategies and techniques in HOTS |
| | 2. In your opinion, of using HOTS in teaching reading comprehension is an effective and is it a challenge for you? | Challenge and it is effective and must be implemented because the hots are important. The problem High reasoning ability but less and limited time because the time is only 2x30 |
| | 3. What challenges did you experience when teaching reading comprehension using HOTS? | Time, students ability in reading, then output students from elementary is affect the students mastery. |
| | 4. Using HOTS in reading comprehension, do students easily understand information from a text that you have given? | Yes, it can make it easier for students, and it takes a longer time and step by step. |

| | |
|--|---|
| 5. Is the good or bad performance of students when understanding reading a challenge for you? | Good/bad learning outcomes are a challenge for mothers because the success of the strategies implemented is seen from student learning outcomes |
| 6. How do you overcome the use of HOTS strategies in teaching reading comprehension | Step by step. 1 st Meeting 1 explanation of the text, purpose, function of the structure of the text, certain elements and examples of text 2 nd meeting: there are texts and questions 3 rd Meeting: drafting the text 4 th Meeting: Revise drafts and submit assignments in video or ppt form |
| 7. Is every gift of text, students need help to translate the contents of the text? | Some students still need to be translated, but they are invited to directly translate words in English without Indonesian / avoid translating |
| 8. From the HOTS level analyzing, evaluating and Creating in learning reading comprehension. What are the challenges in using it? | Determine material that is in accordance with the strategies and techniques of HOTS |
| 9. In learning reading comprehension, there are ten strategies to improve students' reading skills, from the ten strategies, such as activating prior knowledge, visualization, making predictions, scanning, making inferences, skimming, literal comprehension, inferential question, summarizing, questioning. c. What strategies do you usually use in teaching reading comprehension d. what strategies make difficult to apply to students ? | Of the 9 strategies that mothers often use, namely drawing, making predictions by looking at the title/image, showing not telling, scanning, literal comprehension. |
| 10. Is the selection of books/text | Short text that makes it easier |

| | |
|--|---|
| <p>stories that can be attracting students to read is a challenge for you? Usually, what kind of text do you give to students?</p> | <p>for students to understand what students are told to make videos that are uploaded on YouTube, then a link on Google Classroom</p> |
| <p>11. Of the several types of texts that you have taught, what texts make it difficult for students to understand?</p> | <p>Long text, students need to more time so that can understand the text well</p> |
| <p>12. What about the method you use, to make the class atmosphere more interesting and comfortable for students?</p> | <p>Make the class comfortable by avoiding tension and using rigid language. And by providing varied media and activities</p> |
| <p></p> | <p></p> |
| <p>14. Does teaching reading comprehension use the three skills of analyzing, evaluating, and creating in each learning process or is it just one of them?</p> | <p>Yes, of course use all the skill to develop their critical thinking but its need more time so that the teacher devide the material with the strategy and technique step by step.</p> |

Appendix IV Official Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN
PRODITADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin 70235
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: tbi@uin-antasari.ac.id Web: ftk.iain-antasari.ac.id

SEMINAR PROPOSAL SKRIPSI

Hari/Tanggal : Rabu, 03 Juni 2022
Judul Proposal Skripsi : The Exploration of Higher Order Thinking Skills
In Teaching Reading Comprehension
Nama Penyaji/NIM : Diana Sari/190101030176
Dosen pembimbing : Hj. Nurlaila Kadariyah, S.Ag., M.Pd
Nor Izzatil Hasanah, M.Pd
Ruang Seminar : Online
Alamat Rumah : Desa Marga Mulya, Kec. Sungai Loban. Kab. Tanah Bumbu
Prov. Kalimantan Selatan
Penanggap Utama : Nadya Febriana
Penanggap Umum : 1. Umi Kalsum
2. Riki Abaya Nurahim

Banjarmasin, Juni 2022

Pembimbing,
(Konten & Metodologi)

Pembimbing,
(Bahasa & Teknik Penulisan)

Moderator,

Hj. Nurlaila Kadariyah, S. Ag. M. Pd NIP.197011181996032001
Nor Izzatil Hasanah, M. Pd NUP.201701001
Khairatunnisa, S. Pd NIP.

Catatan:

1. Blangko ditandatangani oleh Pembimbing dan Moderator sewaktu kegiatan seminar dilaksanakan.
2. Blankoini segera diserahkan ke **Prodi** setelah kegiatan seminar dilaksanakan.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

Nomor : B-519/Un.14/III.1.f/PP.00.9/06/2023
Lamp : -
Hal : **Perubahan Judul Skripsi**

Kepada Yth.
Sdr (i) Diana Sari
NIM.190101030176
Mahasiswa Jurusan TBI
di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**THE EXPLORATION OF HIGHER ORDER THINKING SKILLS IN TEACHING
READING COMPREHENSION AT SMAN 1 SUNGAI LOBAN**

Berubah menjadi:

**THE TEACHERS' STRATEGY OF USING HIGHER ORDER THINKING SKILLS
IN TEACHING READING COMPREHENSION AT SMAN 1 SUNGAI LOBAN**

Menunjuk:

1. Hj. Nurlaila Kadariyah, S.Ag., M.Pd sebagai Dosen Pembimbing Konten dan Metodologi.
2. Nor Izzatil Hasanah, M.Pd. sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

Banjarmasin, 14 Juni 2023
Ketua,


Afifah Linda Sari



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
 Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: B-166/Un.14/III.1.f/PP.00.9/03/2023

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Diana Sari
 N I M : 190101030176
 Jurusan/Prodi : Tadris Bahasa Inggris
 Alamat : Sebamban 1 Blok B Desa Marga Mulya, Kec. Sungai Loban, Kab. Tanah Bumbu, Kalimantan Selatan.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

“THE EXPLORATION OF HIGHER ORDER THINKING SKILLS IN TEACHING READING COMPREHENSION AT SMAN 1 SUNGAI LOBAN”

Pada Hari/Tanggal : Jumat, 03 Juni 2022
 Tempat : Online

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 02 Maret 2023

Ketua,


 Afifah Linda Sari

Appendix V Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN**
Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
Telepon: (0511) 3262426; (0511) 6783136
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

SURAT RISET

Nomor : B.158 /Un.14/III.1/PP.00.9/01/2023

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Diana Sari
NIM : 190101030176
Semester : VIII

Alamat : Sebamban 1 Blok B, Desa Marga Mulya Rt 05 Rw. 02. Kecamatan Sungai Loban, Kabupaten Tanah Bumbu

Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan Judul :

THE TEACHER'S STRATEGY OF USING HIGHER ORDER THINKING SKILLS IN TEACHING READING COMPREHENSION AT SMAN 1 SUNGAI LOBAN

Tempat Penelitian : SMAN 1 Sungai Loban
Lamanya Riset : 2 (Dua) Bulan
Dari Tanggal : 6 Februari 2023
Sampai Tanggal : 6 April 2023

Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 30 Januari 2023

Wakil Dekan Bidang Akademik dan Kelembagaan,

Dr. Ahmad Muradi, M.Ag
NIP. 197808082005011006

Mahasiswa yang bersangkutan,

Diana Sari
190101030176



DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

SURAT KETERANGAN PENELITIAN BAGI INSTANSI PEMERINTAH

NOMOR : 503/19.1-51/DPMPTSP/II/2023

- a. Dasar Keterangan Penelitian : - Peraturan Menteri Dalam Negeri No. 3 tahun 2018 tentang Penerbitan Surat.
- Peraturan Gubernur Kalimantan Selatan Nomor 084 Tahun 2021 tentang Pendelegasian Kewenangan Penyelenggaraan Pelayanan Perizinan, Perizinan Berusaha Berbasis Risiko dan Nonperizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Kalimantan Selatan.
- b. Menimbang : - Surat Permohonan dari DIANA SARI, Nomor : B.258/Un.14/III.1/PP.00.9/01/2023, tanggal 30 Januari 2023.
- Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik, Nomor : 800/059-SR/KESBANGPOL/2023, tanggal 09 Februari 2023.

MENIMBANG BAHWA :

- a. Nama/Obyek : Diana Sari / -;
- b. Jabatan/Tempat/Identitas : Peneliti Utama / Sebamban I Blok B Kel. Marga Mulya Kec. Sungai Loban Kab. Tanah Bumbu / No. KTP : 6310034312000001, NIM : 190101030176;
- c. Untuk : 1). Melakukan penelitian dalam rangka Melakukan Penelitian, dengan judul
- “The Teacher’s Strategy of Using Higher Order Thinking Skills in Teaching Reading Comprehension at SMAN 1 Sungai Loban”***
- 2). Lokasi Penelitian : Provinsi Kalimantan Selatan (SMAN 1 Sungai Loban);
- 3). Waktu/Lama Penelitian : Februari 2023 s.d. April 2023;
- 4). Anggota Tim Peneliti : -;
- 5). Bidang Penelitian : Tadris Bahasa Inggris;



PEMERINTAH PROVINSI KALIMANTAN SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SUNGAI LOBAN
TERAKREDITASI A

Sebanan 1 Blok A Desa Sari Mulya Kec. Sungai Loban Kab. Tanah Bumbu 72274
NPSN 30303638 NSS 301151003001 Telp. (0518)2041400 HP. 08115041400
e-mail smn1sungaiobankab.go.id website www.sman1sungaioban.sch.id

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 800 / 291 / SMAN 1 SL/MN/2023

Yang bertandatangan di bawah ini :

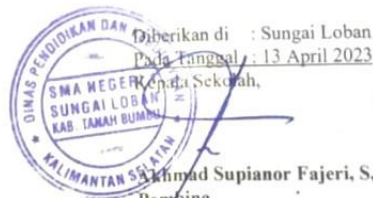
Nama : **Akhmad Supianor Fajeri, S.Pd**
NIP : **198201252005011008**
Jabatan : **Kepala Sekolah**

Menerangkan bahwa :

Nama : **Diana Sari**
NIM : **190101030176**
Jenis Kelamin : **Perempuan**
Universitas (Program Studi) : **Universitas Islam Negeri Antasari Banjarmasin**
(Pendidikan Bahasa Inggris)

Benar-benar telah selesai melakukan penelitian di SMAN 1 Sungai Loban, selama 2 Bulan tanggal 06 Februari s/d 06 April 2023, dengan judul **The Teachers' strategy Of Using Higher-Order Thinking Skills In Teaching Reading Comprehension At SMAN 1 Sungai Loban.**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.







Diberikan di : Sungai Loban
Pada Tanggal : 13 April 2023
Kepala Sekolah,






Akhmad Supianor Fajeri, S.Pd
Pembina
NIP. 198201252005011008

Appendix VI Notes

THESIS CONSULTATION NOTES






Hj. Nur Laila Kadariyah, S.Ag., M.Pd

| No | Date | Consultation Notes | Signature |
|----|----------------------------------|---|---|
| 1 | December 26 th , 2022 | <ul style="list-style-type: none"> - Perbaiki Judul - Perbaiki Research Question - Perbaiki background of the study and definition of key terms |  |
| 2 | January 9 th , 2023 | <ul style="list-style-type: none"> - Menentukan poin materi yang sesuai dengan research question - Pindahkan definition of key terms di bagian B - Perubahan teori yang terbaru dan akurat tentang maksud dari HOTS in teaching reading comprehension |  |
| 3 | January 16 th , 2023 | <ul style="list-style-type: none"> - Jelaskan satu persatu aspek yang ada di bab 2, kemudian beri contoh aktivitas disetiap strategi yang guru gunakan dalam pembelajaran HOTS. - Pada bagian previous studies jelaskan persamaan dan perbedaan dari penelitian sebelumnya dengan penelitian terkini. - Diminta untuk menyiapkan research instrument |  |
| 4 | January 27 th , 2023 | <ul style="list-style-type: none"> - Perbaiki instruments penelitian terkait apa saja yang ingin dimasukkan kedalam observasi dan interview - Perencanaan teknis |  |

| | | | |
|---|---------------------------------|---|---|
| | | pelaksanaan penelitian | |
| 5 | January 28 th , 2023 | <ul style="list-style-type: none"> - Persetujuan research instrument - Persetujuan melakukan research |  |
| 6 | May 22 nd , 2023 | <ul style="list-style-type: none"> - Perbaikan findings - Penyusunan hasil laporan dan penyesuaian dengan teori bab 2 - Pengarahan untuk discussion |  |
| 7 | May 29 th , 2023 | <ul style="list-style-type: none"> - Persingkat kalimat pada discussion dengan kalimat yang tidak bertele-tele - Bagian conclusion dan suggestion juga gunakan kalimat yang to the point. - Perbaikan penulisan dan halaman sesuai dengan buku pedoman |  |
| 8 | June 6 th , 2023 | <ul style="list-style-type: none"> - Pengecekan dan perbaikan kalimat pastense pada bagian finding discussion |  |
| 9 | June 8 th , 2023 | Tanda tangan approval |  |

THESIS CONSULTATION NOTES

Nor Izzatil Hasanah, M. Pd

| No | Date | Consultation Notes | Signature |
|----|-----------------------------------|---|---|
| 1 | December 21 st , 2022 | <ul style="list-style-type: none"> - Perbaiki penulisan, citation, dan referensi menurut APA - Perbaiki numbering sistem dan halaman |  |
| 2 | January 26 th , 2023 | <ul style="list-style-type: none"> - Perbaiki persamaan, perbedaan dari teori terdahulu dengan teori yang diteliti - Diminta untuk menyiapkan research instrument |  |
| 3 | February, 27 th , 2023 | <ul style="list-style-type: none"> - Persetujuan melakukan penelitian - Diminta untuk menyiapkan research instrument - Tanda tangan surat penelitian |  |
| 4 | June, 8 th , 2023 | <ul style="list-style-type: none"> - Pengecekan dan perbaikan kalimat present menjadi pastense di bab 3 - Tambahkan teknik of data collection di bagian abstrak - Perbaiki spasi pada bagian bab 4 - Di bagian finding tidak usah ada pendapat dari ahli, pindahkan dibagian discussion saja. |  |
| 5 | June 9 th , 2023 | <ul style="list-style-type: none"> - Tanda tangan approval |  |