

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

THESIS

**By
DIANA SARI**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2023 A.D/1444 A.H**



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

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By
Diana Sari
SRN. 190101030176

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION STUDY PROGRAM
BANJARMASIN
2023 A.D/1444 A.H**

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Banjarmasin, 26th June 2023
The writer,



Diana 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

SURATBUKTI BEBAS PLAGIASI

Nomor: B-90/Un.14/III.1.f/PP.00.9/02/2023

Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Diana Sari
NIM : 190101030176
Program : S-1
Program Studi : Tadris Bahasa Inggris

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Ketua Program Studi
Tadris Bahasa Inggris




Afifah Linda Sari

APPROVAL

Title : Teachers' Strategy of Using Higher Order Thinking Skills in Teaching Reading Comprehension at SMAN 1 Sungai Loban

Name : Diana Sari

SRN : 190101030176

Faculty : Tarbiyah and Teacher Training

Program : Undergraduate Study (S-1)

Department : English Education Department

Academic Year : 2022/2023

Place/ Date of Birth : Kotabaru, 3 December 2000

Address : Desa Marga Mulya, Sebamban 1 Blok B, RT 05 RW 02. Kec. Sungai Loban, Kab. Tanah Bumbu

After being checked and revised, this thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, 31st May 2023

Advisor
Contents and Research Method



Hj. Nur Laila Kadariyah, S.Ag, M.Pd
NIP. 197011181996032001


Advisor
Language and Writing Techniques



Nor Izzatul Hasanah, M.Pd
NUP. 201701001

Acknowledged by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,




Arifah Laila Sari, S.S., M.Pd
NIP. 19871110201503200


VALIDATION

Title: The Teachers' Strategy of Higher Order Thinking Skills in Teaching Reading Comprehension at SMAN 1 Sungai Loban.

Name Diana Sari, SRN 190101030176 has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.




Day : Monday
Date : June, 26th 2023
Score : 81,7 (A)

Dean Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin



Hamdan, M.Pd
NIP. 196604051993031005

THE BOARD OF EXAMINERS:

Name	Signature
1. Hj. Nani Hizriani, S.Pd, MA (Chairperson)	
2. Hj. Nur Laila Kadariyah, S.Ag, M.Pd (Member)	
3. Nor Izzatil Hasanah, M.Pd (Member)	

ABSTRACT

Diana Sari. 2023. *Teachers' Strategy of Using Higher Order Thinking Skills in Teaching Reading Comprehension at SMAN 1 Sungai Loban.* Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Hj. Nur Laila Kadariyah, S. Ag., M. Pd, (II) Nor Izzatil Hidayah, M. Pd.

Keywords: Teacher Strategy, Higher Order Thinking Skills (HOTS), Reading Comprehension

The teacher's strategy is very important to support the learning process using Higher Order Thinking Skills. By using Higher Order Thinking Skills (HOTS), teachers can develop students' thinking skills through analysis, evaluation, and creation. Based on the phenomenon, the objectives of this research were: (1) to find teacher strategies of using Higher-Order Thinking Skills and (2) to describe the challenges of using Higher-Order Thinking Skills in teaching reading comprehension. The researcher used the theory of K.Yin, namely case study research. Participants in this study were three English teachers at SMAN 1 Sungai Loban who had applied higher-order thinking skills in teaching reading comprehension. Data collection techniques using Creswell's theory are observation and interviews. Data analysis used the theory of Miles and Huberman which consists of three main steps, namely data reduction, data display, conclusions drawing, and verification. The results of this research show that (1) the use of the Higher Order Thinking Skills strategy is carried out in stages. The material provided is adjusted to the criteria in Higher Order Thinking Skills by using strategies, namely Defining Learning Objectives, Practicing Before Assessment, Teaching Through Questions, Reviewing, Refine and Improve Understanding, and Provide Assessment and Feedback as a guide and support for teachers in teaching reading understanding. (2) The researcher found that there were four challenges faced by teachers in improving Higher-Order Thinking Skills in teaching reading, namely wasting time, poor student learning abilities, lack of student mastery, and lack of planning domains. This happened because students still did not understand the Higher Order Thinking Skills.

ABSTRAK

Diana Sari. 2023. *Strategi Guru Menggunakan Keterampilan Berpikir Tingkat Tinggi dalam Mengajar Pemahaman Membaca di SMAN 1 Sungai Loban*. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Dosen Pembimbing: (I) Hj. Nur Laila Kadariyah, S.Ag., M.Pd, (II) Nor Izzatil Hasanah, M.Pd.

Kata Kunci: Strategi Guru, Keterampilan Berpikir Tingkat Tinggi (HOTS), Pemahaman Membaca

Strategi guru sangat penting untuk mendukung proses pembelajaran menggunakan Higher Order Thinking Skills. Dengan menggunakan Higher Order Thinking Skills (HOTS), guru dapat mengembangkan kemampuan berpikir siswa melalui menganalisis, mengevaluasi, dan mencipta. Berdasarkan fenomena tersebut, tujuan peneliti tertarik yaitu: (1) menemukan strategi guru dalam menggunakan Keterampilan Berpikir Tingkat Tinggi dan (2) menjelaskan tantangan dalam menggunakan Keterampilan Berpikir Tingkat Tinggi dalam mengajar pemahaman membaca. Peneliti menggunakan teori K. Yin yaitu penelitian studi kasus. Peserta dari penelitian ini yaitu tiga Guru Bahasa Inggris di SMAN 1 Sungai Loban yang telah menerapkan keterampilan berpikir tingkat tinggi dalam pengajaran membaca pemahaman. Teknik pengumpulan data menggunakan teori cresswel yaitu observation dan interview. Analisis data menggunakan teori Miles dan Huberman yang terdiri dari tiga langkah utama yaitu reduksi data, display data, penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa (1) Penggunaan strategi Higher Order Thinking Skills dilakukan secara bertahap. Materi yang diberikan disesuaikan dengan kriteria dalam Higher Order Thinking Skills dengan menggunakan strategi yaitu Menentukan Tujuan Pembelajaran, Berlatih Sebelum Penilaian, Mengajar Melalui Pertanyaan, Meninjau, Memperbaiki dan Meningkatkan Pemahaman, Memberikan Penilaian dan Umpan balik sebagai panduan dan dukungan bagi guru dalam mengajar membaca pemahaman. (2) Peneliti menemukan ada empat tantangan yang dihadapi oleh guru untuk meningkatkan Keterampilan Berpikir Tingkat Tinggi dalam pengajaran membaca yaitu itu menghabiskan waktu, kemampuan belajar murid yang buruk, kekurangan penguasaan murid, dan kekurangan perencanaan domain. Hal itu terjadi karena siswa masih kurang memahami Higher Order Thinking Skills.

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CONTENTS

	Page
COVER.....	
LOGO PAGE.....	
TITLE PAGE	i
STATEMENT OF AUTHENTICICIYY	ii
PLAGIARISM FREE-EVIDENCE.....	iii
APPROVAL	iv
VALIDATION.....	v
ABSTRACT	vi
<i>ABSTRAK</i>	vii
ACKNOWLEDGEMENT.....	viii
CONTENTS.....	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Definition of Key Terms	7
1.Higher Order Thinking Skills.....	7
2.Strategy of Reading Comprehension.....	8
3.Teacher Challenges	8
C. Research Question	8
D. Objective of Study.....	8
E. Significance of Study	8
CHAPTER II THEORETICAL REVIEW.....	10
A. The Definition of Higher Order Thinking Skills.....	10
1.Bloom Taxonomy of Higher Order Thinking Skills	11
2.Categorize in Higher Order Thinking Skills	14

3. Teaching of Higher Order Thinking Skills.....	17
B. The Definition of Reading Comprehension	22
1. Language Comprehension	23
2. Word reading.....	26
C. Teacher Strategy of Using Higher Order Thinking Skills in Teaching Reading Comprehension	26
D. The Advantages of Higher Order Thinking Skills in Teaching Reading Comprehension	36
E. The Disadvantages of Higher Order Thinking Skills in Teaching Reading Comprehension	37
F. Teacher Challenges of using Higher Order Thinking Skills in Teaching Reading Comprehension	38
G. Review of Previous Study	43
CHAPTER III RESEARCH METHOD.....	46
A. Research Design	46
B. Research Setting	46
C. Participants	46
D. Data	47
E. Technique of Data Collection.....	47
F. Data Analysis.....	48
CHAPTER IV FINDINGS AND DISCUSSION.....	51
A. Findings	51
1. Teachers' Strategy of using Higher Order Thinking Skills in Teaching Reading Comprehension.....	51
2. Teacher Challenges of using Higher Order Thinking Skills in Teaching Reading Comprehension.....	74
B. Discussions	78
1. Teachers' Strategy of using Higher Order Thinking Skills in Teaching Reading Comprehension.....	79
2. Teacher Challenges of using Higher Order Thinking Skills in Teaching Reading Comprehension.....	81
CHAPTER V CLOSURE.....	84
A. Conclusion.....	84
B. Suggestion	85
REFERENCES.....	86
APPENDICES.....	90
CURRICULUM VITAE.....	124

LIST OF TABLES

4.1 Observation result of teacher A using determining learning objective strategy in Teaching Reading comprehension	52
4.2 Observation result of teacher A using practice before assessment strategy in Teaching Reading comprehension	54
4.3 Observation result of teacher A using teach through questioning strategy in Teaching Reading comprehension	56
4.4 Observation result of teacher A using review, refine, improve to students understanding, then provide assessment and feedback strategy in Teaching Reading comprehension	57
4.5 Observation result of teacher B using determining learning objective strategy in Teaching Reading comprehension	60
4.6 Observation result of teacher B using practice before assessment strategy in Teaching Reading comprehension	62
4.7 Observation result of teacher B using teach through questioning strategy in Teaching Reading comprehension	63
4.8. Observation result of teacher C using review, refine, improve to students understanding, then provide assessment and feedback strategy in Teaching Reading comprehension	65
4.9 Observation result of teacher C using determining learning objective strategy in Teaching Reading comprehension	67
4.10 Observation result of teacher C using practice before assessment strategy in Teaching Reading comprehension	68
4.11 Observation result of teacher C using teach through questioning strategy in Teaching Reading comprehension	70
4.12. Observation result of teacher C using review, refine, improve to students understanding, then provide assessment and feedback strategy in Teaching Reading comprehension	72

LIST OF FIGURE

Figure 2.1 Changes in the level of Cognition in Bloom Taxonomy	10
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LIST OF APPENDICES

Appendix 1 Translation of Quran Verse	90
Appendix II Observation Results	91
Appendix III Interview Result	106
Appendix IV Official Letters	116
Appendix V Reseach Letters.....	119
Appendix VI Consultation Notes	122