

## CHAPTER IV

### FINDINGS AND DISCUSSION

The purpose of this study is to answer research issues raised by observations and interviews with teachers. This chapter presents and discusses the research findings..

#### A. Findings

The goals of this study are to describe the teacher's tactics for adopting Higher Order Thinking Skills (HOTS) in reading instruction and to identify the problems that English teachers face when implementing Higher Order Thinking Skills (HOTS) in reading instruction.

##### 1. Teacher's Strategies in Implementing Higher Order Thinking Skill (HOTS) in Teaching Reading.

Based on observation, there were some strategies that teacher used in implementing HOTS in teaching reading as mention in table below

*Table 4.1*

*The result of observation*

No.	Observation	HOTS	Strategies
1	First	Evaluating	Divergent question Giving feedback Group discussion
2	Third	Analyzing	Divergent question Giving feedback
3	Forth	Analyzing	Group discussion Giving feedback
4	Fifth	Evaluating	Divergent question Giving feedback

Based on the table above, there the findings that including the implementation of HOTS in teaching reading can be explained as below:

a. Divergent Question

In first observation, the teacher used **divergent question**. The material about surah Al-Hujurat, while teacher asked students to read the surah and the meaning then the teacher asked them to choose what activity that related to this surah (evaluating). This statement can be proved by what the teacher did during observation:

*“Now, please choose what activity that related to this surah after you read it”* the teacher said.

In the third observation, the teacher used **divergent question**. The material was about *True Friends* the teacher asked students to read the text about Hassan Al Basri and then analyzed the moral value based on the text (Analyzing). This statement can be proved by the teacher said in observation:

*“After you read the text about Hasan Al Basri, what is the moral value of text related to our theme today”* the teacher said.

In the fifth observation, the teacher used **divergent question**. The material about “*Muslim Home*”. After the students read the text about *Muslim Home*, the teacher asked them to conclude their understanding after reading the text (evaluating). The statement from the teacher can prove this:

*“After we read the text, please conclude what you have been understood related to the text”* the teacher said.



Figure 4.1 Divergent question strategy

b. Group Discussion

The teacher used group discussion in first observation. The teacher asked students to compare the *do and do not activity* based on the surah Al-Hujurat in some groups (evaluating). This statement can be proved by what the teacher said in observation:

*“Listen to me, please make a group consist of 4 people and then discuss about what do and do not activity related to the surah”* the teacher said.

In forth observation, the teacher asked students in groups (**group discussion**) to categorizing the true friends and the fake friends (analyzing). The statement from the teacher can state this:

*“All the students, please make a group divided into some people that consist of 3-4 people, and then categorize what are the characteristic of true friends and fake friends based on the text that you have read”* the teacher said.



Figure 4.2 Group discussion strategy

c. Giving Feedback

The teacher **gave the feedback** in question and answer about the activity related to Surah Al Hujarat in the first observation. The teacher stated that the students' answer were true. This statement can be proved by:

*"Yes, good. You state the right activity"* the teacher said.

The teacher also **gave the feedback** about students' analyzing the moral value in a text about true friend in third observation. The giving feedback in classroom teaching activities can be proved by the statement that teacher said:

*"That is right, the true friend always brings us to the virtue and always remind us with the goodness"* the teacher said.

The teacher also **gave feedback** to students' discussion about categorizing of fake and true friends in forth observation, this statement can be seen when the teacher said:

*"Yes, you are right. Help each other is a part of true friends character"* the teacher said.

In fifth observation, the teacher then **gave the feedback** to the students to their answer about conclusion of the text about *Muslim Home* by giving compliment. This is can be proved by:

*“Good job”* the teacher said.



Figure 4.3 Giving feedback strategy

## 2. The Challenges That English Teacher Gets in Implementing Higher Order Thinking Skills (HOTS) in Teaching Reading.

The challenges that the English teacher gets in implementing HOTS in teaching reading find based on the interview transcript below:

### a. Time

Based on the interview to the English teacher related to the challenge time, the teacher said:

*“It is hard to implement HOTS in teaching because the time is limited and the schedule is need to fit with curriculum. Because the school book need to finish too, sometimes implementing HOTS in teaching make me feel so overwhelming. In addition, because implementing HOTS consuming many times, when teaching HOTS, I need to make sure the students understand the text before they analyze it. The teacher need to translate the text first together with students, and it needs a lot of time.”*

The observation also showed that teacher is running off the time when teaching. It is need time 2-3 meeting to finish a chapter of the lesson. While the students really need to make sure that they understand to the lesson. And it is need more meeting

b. Student

The challenge related to the students was some students were very lack of vocabulary mastery. The teacher need to translate the text together with students first before they can understand and analyze the text. This statement based on interview with the English teacher as below:

*“This problem was mention before in first problem where some students very lack of vocabulary mastery. It is need time to them in process of understanding in teaching reading. The teacher need to translate the text together with students first before they can understand and analyze the text.”*

c. Students’ Mastery

Based on the interview with English teacher on students’ mastery, the teacher said:

*“Students with high English mastery easy to teach using HOTS, when they read a text, they easily analyze the text. For students in low English mastery, it is very hard when teach them using HOTS, because before they can analyze the text, they need to understand the text first. With these two type of students’ English mastery in a class, teachers need to make sure all students can reach HOTS learning.”*

d. Planning Domain

In prepare the lesson, teacher needed another source beside the school book to implement HOTS in teaching. This statement can be proven by the teacher said in the interview, as below:

*“In prepare the lesson, I need extra effort to apply HOTS in teaching. Because in school book sometimes did not include HOTS activity, so I need to find it in another source that related to material and HOTS itself.”*

The observation also showed that teacher successfully implement HOTS in teaching activity. Especially in teaching reading, the teacher using some strategies such as divergent question, groups discussion, and giving feedback.

e. Teacher’s Perception on the implementation of HOTS

The teacher’s perception about implementing HOTS can be seen on the interview with the English teacher as below:

*“I think HOTS really good to implement in classroom teaching and learning. But in order the condition of students, it is really hard to implement HOTS effectively because it is really needs a lot of time.”*

f. Teachers’ Knowledge on HOTS

The teacher knowledge about what HOTS is can be seen in the interview with the English teacher as below:

*“I define HOTS as the material that is designed to sharpen students’ thinking patterns more critically, both in terms of material and assessment.”*

g. Teachers’ Skill

The teacher feel confident with the mastery skills of HOTS. The teacher add that in some lesson plan that the teacher made, there

always include HOTS in it. Like the teacher said in the interview, as below:

*“I feel confident with the mastery skills of HOTS. I add HOTS in some lesson plan that I made, and implement it in teaching activity.”*

During six observations, the teacher always includes HOTS in the teaching. It showed the teacher's skills in implementing HOTS, from implementing it in teaching reading and also teaching structure.

#### h. School Environment

The teacher explained the school environment in the interview as below:

*“Not suitable, because it is constrained by the infrastructure that should support learning. Basically schools provide TV which can support learning activities. But the connection of the TV to the laptop often fails. This prevents learning from proceeding as planned. Because this school is a new school, the facilities are not yet fully functioning properly.”*

## B. Discussion

This section discusses the research findings. The purpose of this study is to identify the strategies utilized by the teacher in teaching Higher Order Thinking Skills (HOTS) in reading, as well as the issues encountered by English teachers when adopting HOTS.

### 1. Teacher's Strategies in Implementing Higher Order Thinking Skill (HOTS) in Teaching Reading.

Anderson and Krathwohl classified thinking skills into three categories based on this theory: higher order thinking skills (HOTS), middle order thinking skills (MOTS), and lower order thinking skills



(LOTS). HOTS consists of three components: analysis, evaluation, and development. In teaching reading, there are three ways to implement HOTS: divergent questions, group discussion, and feedback (Acosta & M, 2015, p. 207).

The first strategy that implementing HOTS in teaching reading is Divergent Question. According to Samelian (2017, p. 89), HOTS has the ability to improve students' critical thinking skills and assist them in participating in higher-order thinking processes in order to develop their existing reading comprehension skills. In this research, the result shows that in implementing HOTS, the teacher asked students some question that increasing their understanding to the text that they have read.

The second strategy is Group Discussion. As stated by Burt, Peyton, and Adams (2003), group discussions will help students expand their thinking because they can exchange ideas and share opinions about new things learned in class. Teachers use discussions to train students to analyze texts with their friends. The result of the research showed the teacher used group discussion in some teaching. The teacher divided the students into some groups consist of 3-4 people, then the teacher gave them the task to discuss.

The last strategy that teacher used is Giving Feedback. Student feedback is another important component that teachers can use to listen to problems in the classroom and find useful solutions (Duron, Limbach, & Waugh, 2006, p. 163). Based on the observation, the result show that the teacher always giving students the feedback

during the teaching activities. It helps students to make sure or to evaluate their work correctly.

## 2. The Challenges that The English Teacher Gets in Implementing Higher Order Thinking Skills (HOTS) in Teaching Reading.

According to Seman et al. (2017: 534-545), higher order thinking can be taught, and there are paradigms (infusion and separate subjects) that help determine the most effective approach to teaching HOTS. However, teachers still face a number of problems in HOTS teaching. They are divided into some parts: time, student, students' mastery, planning domain, teachers' perception, teachers' knowledge, teachers' skills, and classroom environment. Based on the findings, the challenges that teacher faced during implementing HOTS in teaching reading as below:

The first is related to time. Seman et al. (2017, p. 539) stated that teachers face time challenges in implementing HOTS because every teacher feels they do not have much time to teach. This may be due to the focus on teaching and learning for exams. Therefore, because the schedule for each subject in the school is very busy, like every subject only have around 4-6 hours in a week The result of the research found that teacher felt implementing HOTS really consuming a lot of time. The teacher also stated that the reason was because the school have a structural material that should be taught, so the teacher should move to another material. In other hand, the teacher needed a lot of time in teaching HOTS, but it was not going well because off running out of time.

Another problem is Students' Mastery. Each student has a different level of cognitive ability, according to Seman et al. (2017, p. 541). This has an impact on the HOTS learning process because the learning design cannot be implemented properly. Students who have not yet mastered basic skills require more special attention, and teachers must explain this repeatedly. The result show, some of students had low mastery in English. In teaching reading, the teacher should make sure the students understand the text. Because of the lack of vocabulary, the teacher need to translate the text first before they can answer the task.

The next problem is Planning Dominant. Seman et al. (2017:539) states that teachers must consider the content, length of learning time, and students' abilities when designing HOTS learning. If they don't, this will have a bad impact. The result shows that, the teacher carefully designed the implementation of HOTS in learning. According to the teacher, the school book sometimes did not provide a lesson that include HOTS. So, the teacher fond it in another source. The teacher also needed to make sure that the theory is suitable with school book.

The last problem is Classroom Environment. Educators believe that creating a pleasant classroom environment for learning and increasing students' HOTS is a challenge. Currently, teachers must provide the means to transition from passive learning to active learning, according to Sparapani in Yen & Halili (2015, p. 45). Based on interview to the teacher, the class is not suitable for a pleasant environment. The tools in

classroom such as the tv often fail to connected to the laptop. So, the teaching process is not going very well.