

**AN INVESTIGATION OF ENGLISH TEACHERS' UNDERSTANDING  
ON THE IMPLEMENTATION OF HIGHER ORDER THINKING  
SKILLS (HOTS) IN SMAN 3 KERINCI ACADEMIC  
YEAR 2022/2023**

**A THESIS**



**BY  
TIARA NURSYIFA  
NIM. 1810203058**

**INSTITUT AGAMA ISLAM NEGERI  
KERINCI**

**STATE ISLAMIC INSTITUTE OF KERINCI  
FACULTY OF EDUCATION AND TEACHER TRAINING  
ENGLISH EDUCATION PROGRAM  
ACADEMIC YEAR 2022/2023**

**AN INVESTIGATION OF ENGLISH TEACHERS' UNDERSTANDING  
ON THE IMPLEMENTATION OF HIGHER ORDER THINKING  
SKILLS (HOTS) IN SMAN 3 KERINCI ACADEMIC  
YEAR 2022/2023**


**A THESIS**

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree  
at English Education Program in Faculty of Education and Teacher Training  
State Islamic Institute of Kerinci

**BY  
TIARA NURSYIFA  
NIM. 1810203058**

**INSTITUT AGAMA ISLAM NEGERI  
K E R I N C I**

**STATE ISLAMIC INSTITUTE OF KERINCI  
FACULTY OF EDUCATION AND TEACHER TRAINING  
ENGLISH EDUCATION PROGRAM  
ACADEMIC YEAR 2022/2023**

<b>AGENDA</b>	
NOMOR :	<i>218</i>
TANGGAL :	<i>10.02.2023</i>
PARAF :	

**Dr. DAFLIZAR, S.Pd, M.A**  
**NOVRI PAHRIZAL, M.Pd**  
**LECTURERS OF IAIN KERINCI**

Sungai Penuh, 2022  
 To:  
 The Rector of IAIN Kerinci  
 At-  
 Sungai Penuh

**OFFICIAL NOTE**


*Assalamu 'alaikum Warahmatullahi Wabarakatuh*

After guiding analyzing, briefing and correcting, the writing of **Tiara Nursyifa's** thesis, (the student's number is **1810203058**) entitled: "**An Investigation of English Teachers Understanding and the Implementation of Higher Order Thinking Skills (HOTS) In SMAN 3 Kerinci Academic Year 2022/2023**", we are the opinion that thesis has met the qualification as one of partial fulfillment of the requirements for undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.

*Wassalamu 'alaikum Warahmatullahi Wabarakatuh*

**ADVISORS**

  
 ADVISOR I  
**Dr. DAFLIZAR, S.Pd, M.A**  
**NIP. 197312262003121001**

  
 ADVISOR II  
**NOVRI PAHRIZAL, M.Pd**  
**NIP. 19861122011011007**

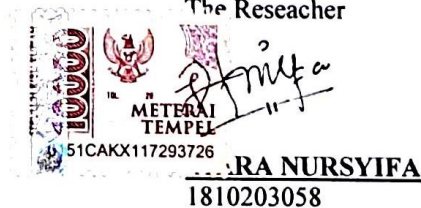
## CERTIFICATE OF ORIGINALITY

the researcher hereby declares that thesis entitled “**An Investigation of English Teachers’ Understanding and the Implementation of Higher Order Thinking Skills (HOTS) In SMAN 3 Kerinci Academic Year 2022/2023**” is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, or material which to substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgement is made in the thesis. Any contribution made to the research by other, with whom the researcher has worked at State Islamic Institute of Kerinci of elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher own work, except to the extent the assistance from others in the project’s design and conception or style, presentation and linguistic expression is acknowledged.

Sungai Penuh,  
The Researcher

2023





KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
JURUSAN TADRIS BAHASA INGGRIS

Jln. Kapten muradi sungai penuh telp. 0748-21065 faks: 0748-22114  
Kode pos. 37112. Website: www.iainkerinci.ac.id email: info@iainkerinci.ac.id

**APPROVAL AND ACCEPTANCE**

This thesis with entitled of "An Investigation of English Teachers' Understanding on the Implementation of Higher Order Thinking Skills (HOTS) In SMAN 3 Kerinci Academic Year 2022/2023" by Tiara Nursyifa with students' number 1810203058 has been examined in the viva voce held by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci. This Thesis is submitted as a Partial fulfillment of the Requirements for Undergraduate Degree at English Education Program in Faculty of Education and Teacher Training State Islamic Institute of Kerinci .

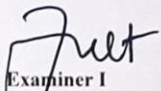
Sungai Penuh, 2023

**The Viva Voce**

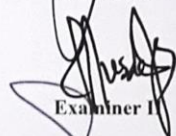
**Dr. Subaimi, S.Pd, M.Pd**  
NIP. 196906072003121002

  
The Chairman

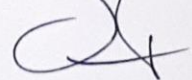
**Dr. Toni Indrayadi, S.Pd, M.Pd**  
NIP. 197703022007101001

  
Examiner I

**Musdizal, M.Pd**  
NIDN. 2005028402

  
Examiner II

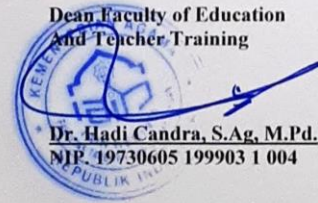
**Dr. Daffizar, S,Pd, M.A**  
NIP. 197312262003121001

  
Advisor I


**Novri Pahrizal, M.Pd**  
NIP. 198611122011011007

  
Advisor II

**Dean Faculty of Education  
And Teacher Training**

  
**Dr. Hadi Candra, S.Ag, M.Pd.**  
NIP. 19730605 199903 1 004

**Head of English  
Education Program**

  
**Aridanti Vintoni, S.Pd, M.Pd.**  
NIP. 19790925 200912 1 003

## DEDICATION AND MOTTO

### DEDICATION :

*Bismillahirrahmanirrahim*

This thesis is dedicated for :

Allah Subhanu Wa Ta'ala, I am so much grateful for all the blessing that you have given to me so that it can make me strong and keep on my track.

My lovely grandma (almh Rosmani), thanks a lot for your love, time, pray, care, support, motivation and other amazing unrequited sacrifices to me.

My beloved parents, father (Haryadi), mother (almh Nilyati), mom (Hevvi Rosna) for their endless love and affection, suggestion, encouragement and praying for my success in the future.

My beloved brother Imam Alfarisi and my little sister. Also my whole big family that I loved who has give me strengthen and motivation for always being my spirit during my weaknees.

My bestiehhh and all the people that I loved in my life who always supporting me and praying me.

May Allah SWT. Bless them all. I am so thankful of you all.

Big love and hug

### MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهُ "Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya." [Q.S Al-Baqarah : 28]

## ABSTRACT

**TIARA NURSYIFA,** : **An Investigation of English Teachers' Understanding on the Implementation of Higher Order Thinking Skills (HOTS) In SMAN 3 Kerinci Academic Year 2022/2023**

**ADVISOR** : **1. Dr. Daflizar, S.Pd, M.A**  
**2. Novri Pahrizal, M.Pd**

**Keywords** : *Higher-Order Thinking Skills, the 2013 Curriculum, English Teacher*

In the 21st century, Indonesia has implemented the 2013 curriculum. This is implemented to facilitate Indonesian people to be productive, creative, innovative, and effective through integrated attitude, skills, and knowledge emphasis. Higher-order thinking skills are emphasized in their use during the 2013 curriculum. For this reason, the important role of the teacher is in the successful implementation of HOTS in the learning process. This study aims to find out how English teachers understand and implemented higher-order thinking skills. This research employs a descriptive qualitative approach. The study was conducted on 5 English teachers at SMAN 3 Kerinci. Data collection used checklist observations and structured interviews and data analysis used theory from Braun and Clarke (2006). From the results of the research, the researcher found that all participants had a fairly good understanding of higher-order thinking skills, where each participant gave his opinion regarding the sub-skills of Bloom's taxonomy. Almost all of the participants also claimed that they had applied higher-order thinking skills in learning English. However, it cannot be said that the application of higher-order thinking skills is going well due to several problems and constraints namely the low students' ability in English, the lack of competencies to design HOTS learning material, the limited time in implementing HOTS, and the lack of facilities to support the implementation of HOTS.

INSTITUT AGAMA ISLAM NEGERI  
KERINCI

## ABSTRAK

**TIARA NURSYIFA,** : **Investigasi Pemahaman Guru Bahasa Inggris Pada Penerapan Keterampilan Berpikir Tingkat Tinggi (HOTS) Di SMAN 3 Kerinci Tahun Ajaran 2022/2023**

**ADVISOR** : **1. Dr. Daflizar, S.Pd, M.A**  
**2. Novri Pahrizal, M.Pd**

**Kata Kunci** : *Keterampilan berpikir tingkat tinggi (HOTS), Kurikulum 2013, Guru Bahasa Inggris.*

Pada abad ke-21, Indonesia telah menerapkan kurikulum 2013. Hal ini dilaksanakan untuk memfasilitasi masyarakat Indonesia menjadi lebih produktif, kreatif, inovatif, dan efektif melalui penekanan sikap, keterampilan, dan pengetahuan yang terintegrasi. Keterampilan berpikir tingkat tinggi ditekankan penggunaannya selama kurikulum 2013. Untuk itu peran guru sangatlah penting dalam keberhasilan penerapan higher-order thinking skills dalam proses pembelajaran. Penelitian ini bertujuan untuk mengetahui bagaimana guru bahasa Inggris memahami dan menerapkan keterampilan berpikir tingkat tinggi. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Penelitian ini dilakukan pada 5 orang guru Bahasa Inggris di SMAN 3 Kerinci. Pengumpulan data menggunakan observasi checklist dan wawancara terstruktur serta analisis data menggunakan teori dari Braun and Clarke (2006). Dari hasil penelitian, peneliti menemukan bahwa seluruh peserta memiliki pemahaman keterampilan berpikir tingkat tinggi yang cukup baik, dimana masing-masing peserta memberikan pendapatnya mengenai sub keterampilan taksonomi bloom. Hampir semua peserta juga mengaku telah menerapkan keterampilan berpikir tingkat tinggi dalam pembelajaran bahasa Inggris. Namun belum dapat dikatakan bahwa penerapan keterampilan berpikir tingkat tinggi berjalan dengan baik dikarenakan beberapa permasalahan dan kendala yaitu rendahnya kemampuan siswa dalam berbahasa Inggris, kurangnya kompetensi merancang materi pembelajaran HOTS, keterbatasan waktu dalam pelaksanaan HOTS, dan kurangnya fasilitas untuk mendukung pelaksanaan HOTS.



## ACKNOWLEDGEMENT

Praise to be Allah SWT. Who has given mercies and blessing, so the researcher could finish this thesis as one of partial fulfillment of the requirements for undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerinci. Sholawat and greetings are hopefully given to greatest hero in the world is our prophet Muhammad SAW. Who has guide the humans from the darkness to the brightness namely Islam religion with Al-Qur'an as the foundation of the life.

Additionally, while completing this thesis entitled : **“An Investigation of English Teachers Understanding on the Implementation of Higher Order Thinking Skills (HOTS) In SMAN 3 Kerinci Academic Year 2022/2023 “** the researchers has difficulties, but guidance and suggestions, the researcher could finish this thesis. Therefore, the researcher would like to express thank to :

1. Dr. H. Asa'ari, M.Ag. as the Rector of State Islamic Institute of Kerinci.
2. Dr. Hadi Candra, S.Ag., M.Pd. as the Dean of Faculty of education and Teacher Training.
3. Aridem Vintoni, S.Pd, M.Pd. as the head of the English Education Program.
4. Musdizal, M.Pd. as the secretary of the English Education Program
5. Dr. Daflizar, S.Pd, M.A as the First Advisor who always giving precious advices, suggestion, guidance and support as long as accomplishes.
6. Novri Pahrizal, M.Pd as the Second Advisor who always giving precious advices, suggestion, guidance and support as long as accomplishes.

7. The lecturer of State Islamic Institute (IAIN) of Kerinci, especially to English Education Program lectures who have given knowledge and the best experience on learning.
8. To her parents, her beloved father Haryadi, S.Pd, beloved mother (Almh) Nilyati, and beloved mom Hevvi Rosna, S.Pd who always offer prayers, give love, and never-ending enthusiasm during her journey in completing this education. Also to her brother Imam Alfarisi and her little sister Afifah Nur Asri who never forgets to encourage me and being the supportive siblings.
9. Especially, to her beloved grandmother (almh) HJ. Rosmani and grandfather who also always offer prayers, give love, and never-ending enthusiasm during her journey in completing this education, even never-ending give her much love who always take-care of her along her life.
10. Then the whole big family, from her father and mother who also always provide motivation and advice.
11. All parties who support and assist the researcher in completing this thesis that the researcher cannot mention one by one.

INSTITUT AGAMA ISLAM NEGERI  
KERINCI

Sungai Penuh,  
2023  
Researcher,

**TIARA NURSYIFA**  
**NIM. 1810203058**

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>OFFICIAL NOTE.....</b>	<b>ii</b>
<b>CERTIFICATE OF ORGINALTY.....</b>	<b>iii</b>
<b>APPROVAL AND ACCEPTANCE .....</b>	<b>iv</b>
<b>DEDICATION AND MOTTO.....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>viii</b>
<b>TABLE OF CONTENTS .....</b>	<b>x</b>
<b>LIST OF APPENDICES .....</b>	<b>xii</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of The Problem .....	1
B. Identification Problem .....	4
C. Limitations of The Problem .....	5
D. Research Question .....	5
E. Purpose of The Research .....	6
F. Significance of The Study .....	6
G. Definition of Key Term .....	6
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Review of Related Theories .....	8
1. Teaching English .....	8
2. Teaching English Beside Curriculum 2013 .....	9
3. Higher Order Thinking Skill (HOTS) .....	11
4. Indicator of Higher Order Thinking Skill (HOTS) .....	15
5. Classifications of Higher Order Thinking Skill (HOTS) .....	19
6. Benefits of Higher Order Thinking Skill (HOTS) .....	22
7. Basic Principles of Assesment of Higher Order Thinking Skill (HOTS).....	23
8. Higher Order Thinking Skill (HOTS) In ELT Indonesia .....	24
B. Review of Related Studies .....	26
C. Theoretical Framework .....	30

### **CHAPTER III RESEARCH METHOD**

A. Research Design .....	31
B. Setting of the Research.....	31
C. Participants of the Research .....	32
D. Instruments of the Research .....	33
1. Observation checklist .....	33
2. Interviews .....	34
E. Techniques of Data Colletion .....	34
1. Observation .....	34
2. Interview.....	35
F. Techniques of Data Analyzed .....	36
G. Trustworthiness of The Sudy .....	38

### **CHAPTER IV FINDINGS AND DISCUSSION**

A. Research Findings .....	40
B. Discussion .....	48

### **CHAPTER V CONCLUSION AND SUGGESTION .....**

<b>BIBLIOGRAPHY .....</b>	<b>59</b>
<b>APPENDICES .....</b>	<b>62</b>

INSTITUT AGAMA ISLAM NEGERI  
**K E R I N C I**

## LIST OF APPENDICES

Appendix I ( <i>Observation Sheet</i> ) .....	63
Appendix II ( <i>Interview Transcription</i> ) .....	73
Appendix III ( <i>Documentation</i> ) .....	81
Appendix IV ( <i>SK Izin Penelitian</i> ) .....	83
Appendix V ( <i>SK Selesai Penelitian</i> ) .....	84



# CHAPTER I

## INTRODUCTION

### A. Background of The Problem

According to the Law No. 20 of 2003 on the National Educational System of Indonesia, the curriculum is defined as the guideline for the implementation of learning activities which consists of a set of plans and regulations about the aims, content, and material of lesson and the method to achieve given education objectives. The history of the curriculum is that was first called *Rencana Pelajaran 1947* to the newest one, Curriculum 2013. Curriculum 2013 focuses on building students' character and competencies. The aim of applying this curriculum is to facilitate Indonesian people to be productive, creative, innovative, and effective through integrated attitude, skills, and knowledge emphasis. In this new edition of the 2013 curriculum, students are required to think deeply to develop their cognitive competence by giving some exercises or questions in higher-order thinking skills or commonly called HOTS.

Nowadays, those who have entered the Industrial Revolution (I.R 4.0) of the 21<sup>st</sup> century, where people are required to possess more skills and abilities to keep pace with that, life will be more complex and competitive, moreover for the young generation as the asset of the nation. Besides, The National Education Association (2012) lists the Four C as a part of life skills for 21<sup>st</sup>-century skills, namely: Critical thinking and problem-solving, Communication, Collaboration, Creativity, and innovation. Together with

other skills, critical thinking skills from the basis of all these skills because learning activities start from the thinking process. These skills are required to be mastered by students in this 21<sup>st</sup> century.

Bloom's Taxonomy (1956) defined human thinking skills into two classifications: Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS). It is developed with six objectives such as knowledge, comprehension, application, analysis, synthesis, and evaluation then was revised in 1995. LOTS are the first three cognitive aspects of the revised Bloom's Taxonomy. They are "remembering", "understanding", and "applying". While HOTS is the last three aspects of Bloom's Taxonomy, that is, "analyzing", "evaluating", and "creating" (Moore&Stanley,2010). Brookhart (2010) stated higher order thinking skills are related to three things, namely: transfer, critical thinking, and problem-solving. The transfer is the ability of students to utilize what they have learned in life. Critical thinking is meant as rational thinking and reflection and focused on making decisions to trust and do something or not. Problem-solving is a student's ability to take advantage of what they already have to solve previously undiscovered problems.

Craig (2011) pointed out that the essential problem in the 21<sup>st</sup> century is higher-order thinking skills (HOTS). It means that the students will face unusual problems in the learning process if they do not have higher-order thinking skills. Meanwhile, the students will be able to be critical, creative metacognitive, and logical if they have HOTS. According to Widiawati et al.

(2018), HOTS is an obligatory skill in the 21<sup>st</sup> century because problem-solving is the characteristic of 21<sup>st</sup>-century work and it required HOTS. Moreover, the Education and Culture Minister (2017) pointed out that curriculum 2013 (K-13) emphasizes the use of Higher Order Thinking Skills as an important skill. Making them is one of the important in English language teaching.

Learning English with HOTS will help students to improve their language skills and utter their ideas. Furthermore, HOTS lessons not only improve students' critical thinking and creativity but also their English language performance. This is being the reason of english teachers in SMAN 3 Kerinci implement Higher Order Thinking Skills (HOTS) in order to improve the quality of students' learning in English lesson. Based on the observations to some English teachers of SMAN 3 Kerinci said that students ability in english learning is relative low. They have difficulty in answer the questions, which is they have to translating in sentences by sentence firstly even in word by word. Moreover, They lack of vocabulary that they memorize or they know. In consequence, teachers need something that can improve students' abilities, which is through HOTS learning. Through the application of HOTS, the government also expects students to achieve various competencies. In SMAN 3 Kerinci, HOTS have been implemented in recent years which is the result of use HOTS for learning is yet stabilized. It was occur of some problems and obstacles.



Therefore, teachers are expected to be able to prepare models and learning strategies by applying higher-order thinking skills in their learning process. Teachers as facilitators should stimulate students to build their higher-order thinking skills. In practice, the application of HOTS learning is not easy thing to do by the teacher. The teachers must understand the material and learning strategies, they have a responsibility to select and develop the learning models to improve the students' English language teaching in learning with HOTS. Thus, each school uses a different learning model from other schools that depend on the teachers' choice so that the result of the implementation in each school will be different (Ardini, 2017).

Several studies suggest that the emergence of teachers' understanding related to the difficulty of teaching HOTS in their classrooms may be derived from previous educational processes during pre-service education. The lower portion of HOTS during pre-service education is possible due to the assumption that thinking skills are very difficult to teach (Mazarno&Pickeringin Halpern, 2003). English teachers at SMAN 3 Kerinci also have problems and difficulties during implementation of HOTS. It is known by the researcher because the researcher have been observed the location of the research before the research were conduted. Therefore, the researcher wants to know the understanding of English teachers in SMAN 3 Kerinci on the implementation of higher-order thinking skills (HOTS).

Based on the background of problems above the researcher interest to conducted a research with title **“An Investigation of English Teachers’**

## **Understanding on The Implementation of Higher-Order Thinking Skills (HOTS) In SMAN 3 Kerinci Academic Year 2022/2023”.**

### **B. Identification of The Problem**

Based on the research background above, the researcher identified several problems face by the English teachers of SMAN 3 Kerinci was the students' ability of English learning in SMAN 3 Kerinci is still low. The students need learning that is able to make them think at higher level, be able to solve the problem, thinking creatively even can distinguish ideas clearly. So that, the English teachers implemented HOTS learning in SMAN 3 Kerinci.

Beside that, some of English teachers said that they have difficulty even obstacles in implemented HOTS in SMAN 3 Kerinci. Because of that reasons the researcher wanted to know more about English teachers' understanding on the implementation of Higher-Order thinking skills (HOTS) in SMAN 3 Kerinci.

### **C. Limitations of The Problem**

The participants of this research was the 5 English teachers of SMAN 3 Kerinci. The researcher limits this research to reveal the teachers' understanding of Higher-order thinking skills (HOTS), investigate the implementation of HOTS in their classroom, and identify problems and obstacles in the implementation of HOTS.

### **D. Research Question**

Based on the statement of the researcher above, the researcher formulates the research questions:

1. What is English teachers' understanding of HOTS?
2. How have the English teachers implemented HOTS in their classrooms?
3. What are the English teachers' problems and obstacles in implementing HOTS?

#### **E. Purpose of The Research**

Based on the research questions, this research is aim to:

1. Explore English teachers' understanding of HOTS,
2. Investigate the extent to which the English teachers have implemented HOTS in their classrooms,
3. Identify the English teachers' problems and obstacles in implementing HOTS.

#### **F. Significances of The Research**

1. Theoretically, this study's results are expected to enrich theories and be a reference for future studies related to the understanding of English teachers on the implementation of higher-order thinking skills.
2. Practically, this research is expected to give English teachers positive input in teaching students based on the implementation of HOTS in the learning process and also can increase the researcher's knowledge about the implementation of HOTS and the result of the research can be useful for the researcher when she becomes a teacher.

#### **G. Definition of Key Terms**

## 1. Curriculum

According to Minister of Education and Culture number 20, 2003 about the national educational system, a curriculum is a set of plans and arrangements covering educational goals, contents, learning materials, and learning methods intended to serve as the guidelines in implementing the teaching and learning process to achieve the goals that have been set. The curriculum has five main components, namely: (1) objectives; (2) content/material; (3) methods or strategies for achieving goals learning; (4) curriculum organization, and (5) evaluation.

The main theme of the 2013 curriculum is to produce Indonesian people to be productive, and creative, through observing their attitudes, skills, and integrated knowledge. To realize this, the role of teachers is very important to be a success in the implementation of the curriculum.

## 2. Higher Order Thinking Skills

Higher Order Thinking Skills (HOTS) have been a hot issue in the educational setting throughout the world. It basically means thinking that is taking place in the higher levels of the hierarchy of cognitive processing proposed by Benjamin S. Bloom in 1956 which was revised in 1995. Bloom's taxonomy can be categorized into two thinking levels; Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter consists of three main sections, namely a review of related theories, a review of related studies, and a theoretical framework.

#### A. Review of Related Theories

In this particular section, the researcher focuses on the elaboration of literature on related topics.

##### 1. Teaching English

English is one of the international languages used as a means of communication in international relationships and is widely used in all branches of knowledge. English is a foreign language in Indonesia. It is the first foreign language that is taught at a school in Indonesia. Although in Indonesia English is a foreign language, English had been important in our daily society which is seen in the field of education. Moreover in this country, the government has been actively expanding the teaching of English as an essential part of the school curriculum because by mastering English, students can obtain various information and develop their knowledge.

Thus, English subjects are needed for every level of education. Language learning lessons in schools are expected to not only focus on theory but students are also required to be able to use language as a function, namely as a tool for communication. The variations of techniques in teaching English learning surely can interest students in

learning. This will be a challenge for teachers, to keep developing innovation for students more enthusiasm for learning English. According to Brown (1994) relation to English, language teaching is an activity who creates that conditions to be communicative and comfortable so as to make the learning process which is transfer of knowledge goes well and be able to improve students' ability to learn a second or a foreign language.

According to Yamin (2017), teaching is not just about delivering subject matter, but teaching is the process of changing students' behavior by the level of student development. Then, teaching is an art that requires style and technique certain so that the learning material becomes easier to understand by the students (Pardiyono, 2010). Therefore, for delivering the lesson to be effective, the teacher needs to apply a certain style and technique for the learning to become more interesting, and the material learning becomes easier to accept and master by students.

The aim of teaching English in schools is based on the Decree of the Minister of Education and Culture No. 060/U/1993 dated 25 February 1993 and the 1989 constitution on the System of National Education that the final goal of the English subject at the schools is to enable the students to be proficient in English in the globalization era.

## **2. Teaching English in Curriculum 2013**

The Indonesian Law No. 20/2003 on Indonesia's national education states that curriculum is defined as an educational response to the need of the nation and its people concerning the development of human resources

standards. curriculum as a set of plans and systems about the goals/objectives, contents and materials and methods used to carry out teaching and learning process to achieve certain education goals. Then, similar statement by Muslich (1994) defines curriculum as a set of plans and systems about the contents and materials to be taught as well as methods used to carry out teaching and learning activities at school. Pedagogically, the curriculum serves as an educational plan that provides opportunities for the students to create their talents and abilities in an exciting process of learning.

Minister of Education and Culture of the Republic Indonesia has made various efforts to improve development and the quality of education. One of them is developing a national education curriculum, namely the 2013 curriculum, which began to be implemented in 2013 in certain regions and currently applies to all regions in Indonesia. The 2013 curriculum is a series of improvements to the curriculum that was initiated in 2004 which is competency-based and then continued with the KTSP curriculum. Applying the 2013 curriculum is intended for a better future for Indonesian education in facing the tighter competition in a global era (Puspanignrum, et. al, 2020).

Minister of Education and Culture also mention about the standard of process in the 2013 Curriculum, states that the standard process is the criterion of the teaching and learning process to achieve the standard of competence. They also reviewed that teaching English as Foreign

Language in Indonesia was intended to equip students to read textbooks and references in English, to participate in classes and examinations that involved foreign lecturers and students, and to introduce Indonesian culture in international arenas.

The main theme of the 2013 curriculum is to produce Indonesian people to be productive, and creative, through observing their attitudes, skills, and integrated knowledge. To realize this, the role of teachers is very important to be a success in the implementation of the curriculum which is teacher must prepare a learning program that will be going to do in the class. The ability of teachers to enforce the learning activity is have an impact on the enforcement of the curriculum. In the 2013 curriculum there are important aspect that are raised, one of which is the implementation of HOTS, especially it is in English learning. Even HOTS is empazhised used based on curriculum 2013. The implementation of HOTS is expected to improve the quality of learning and produce learning that can compete in the world and work.

### **3. Higher-Order Thinking Skills**

Higher-Order thinking skills (HOTS) is a term considered one of the 21<sup>st</sup>-century skills in education. HOTS is an ability that needs to be achieved by Indonesian students.

#### **a. Definition of Higher-Order Thinking Skills (HOTS)**

(Lewis&Smith, 1993) state that higher-order thinking skills occur when someone can unite or gather new information with what



he has in memory to get a goal or answer in the form of broader information. The definition of higher-order thinking skills also refers to transfer, critical thinking, and problem-solving (Bookhart,2010). Then, higher-order thinking skills are a higher way of thinking rather than memorizing facts, representing facts, or applying rules, formulas, and procedures (Thomas & Thorne in Nugroho, 2018). It can be interpreted in the way of thinking in HOTS is not only about remembering but being able to analyze.

According to King, et al (2012), higher-order thinking skills include critical, logical, reflective, metacognitive, and creative thinking that is active when someone faces a new problem. Kusnawa (2012: 171) also state that higher-order thinking involves critical and creativity guided by true ideas, each of which has meaning. Critical and creative things are independent, as are criteria and values, reason, and emotions.

The ability to think at the high level of transfer term is that students can apply knowledge and skill they accepted from the learning process and develop it with things outside of learning to produce new context. Higher-order thinking involves the learning of complex judgmental skills such as critical thinking and problem-solving. Higher-order thinking skills are more difficult to learn or to teach but also more valuable because such skills are more likely to be usable in novel situations. Although so, these skills are important for

learners because they must practice thinking objectively, logically, and creatively to generate their ideas about complex issues . Higher order thinking skills are critical not only for education but also for life (William, 2003).

The main purpose of HOTS is to enhance students; thinking skills at higher level, especially those related to the ability to think critically when receiving various types of information, to think creatively using their expertise to solve the problems and make decisions in situations that are complex (Saputra, 2016). Then, it can be inferred that higher-order thinking skills (HOTS) are the ability to think that is not just remembering, restating, and also referring without processing, but the ability to think about information critically, creatively, and be able to solve the problems.

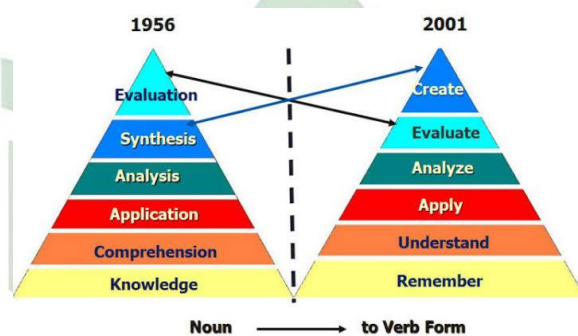
#### **b. Bloom's Taxonomy**

Benjamin Bloom has published his theory, Bloom Taxonomy, about the level of human thinking skill that begins in three ranges; 1) *cognitive* area which is related to the mental ability in terms of knowledge, 2) *effective* considered as the mental ability in term emotional or feelings and 3) *psychomotor* which is considered as the physics ability proceeding from mental activity. In understanding HOTS's position, Bloom's Taxonomy is the most popular taxonomy used to explain HOTS's position at the cognitive level. The ability to think at a higher level was first raised in 1990 and was later revised

by Anderson and Krathwohl (2001) to make it more relevant to be used in education, especially in 21<sup>st</sup>-century education.

As previous explanation in Bloom's Taxonomy itself, three objective domains are useful for assessing student behavior in the teaching and learning process. The cognitive domain of Bloom's Taxonomy contains six levels of thinking from simple recall of facts as the lowest level to the more complex, evaluation, as the highest level. The six levels are updated by his former students Lorin Anderson and Krathwohl. The cognitive domain form (C1-C6) is presented below.

*The figure of Bloom's Taxonomy and Revised Version.*



Educational goals that foster the ability to remember are quite easily formulated, but educational goals that instill the ability to transfer are more difficult to formulate, teach, and assess (Anderson, 2015:96). The most important educational goal formulated is to develop higher-order thinking skills to students, so students are not only able to memorize, and remember learning material but can

solve problems by referring to the learning material that has been obtained.

#### **4. Indicator of Higher-Order Thinking Skills**

The previous explanation has been explained and showed the figure of six levels of thinking in Bloom's taxonomy that was revised by Anderson and Krathwohl which are included as indicators of higher-level thinking abilities, namely: Analyzing (C4), Evaluating(C5), and Creating(C6). Whereas the three cognitive processes in the same realm namely the ability to remember(C1), understand(C2), and apply(C3) are thinking abilities that are at a low level. Here is the explanation of each of them:

##### **a. Remembering**

This is the lowest level of the cognitive process which involves remembering what has been learned before or retrieving relevant knowledge from long-term memory through recognizing and recalling (Mayer: 228). The purpose of learning by instilling the ability to remember is to foster the ability to retain subject matter as taught. This category of remembering processes includes cognitive processes which include:

- a) Recognizing is the process of placing knowledge in long-term memory that is compatible with that knowledge.
- b) Recalling is the process of taking relevant knowledge from long-term memory.

**b. Understanding**

The cognitive process involves constructing meaning from the instructional message (Mayer: 228). This category of the understanding process includes cognitive processes which include:

- a) Interpreting is the process of changing a picture form.
- b) Modeling is the process of finding examples or illustrations of concepts or principles.
- c) Classifying is the process of determining something in one category.
- d) Summarizing is the process of abstracting a general theme or main point.
- e) Concluding is a process of making logical conclusions from the information received.
- f) Comparing is the process of determining the relationship between two ideas, two objects, and the like.
- g) Explaining is the process of making a causal model in a system.

**c. Applying**

This cognitive process involves using procedures to perform the exercise or solve problems (Mayer: 29). This category of the application process includes cognitive processes which include:

- a) Execute is the activity of applying a procedure to a task deemed familiar.

- b) Implementing is an activity of applying a procedure to an unfamiliar task.

**d. Analyzing**

Breaking material into constituent parts, determining how the parts relate to one another and this category process includes cognitive processes of differentiating, organizing, and attributing. Educational objectives classified in the analysis include:

- a) Differentiating; Learning activities are carried out by distinguishing relevant subject matter parts from irrelevant, important parts from those that are not important.
- b) Organizing; Determine how to organize or arrange important pieces of information that have been obtained. The process of organizing occurs when students build systematic and coherent relationships between pieces of information.
- c) Attributing; Determine the purpose behind the information that has been obtained. The attribution process occurs when students can determine the point of view, opinion, value, or purpose behind communication.

**e. Evaluating**

This cognitive process involves making judgments based on criteria and standards. The understanding category consists of cognitive processes of checking and critiquing. The evaluation category includes cognitive processes examining decisions taken

based on internal criteria and criticizing decisions taken based on external criteria.

a) Examining; Includes the process of testing internal inconsistencies or errors in an operation or product. The checking process occurs when students test whether a conclusion is in line with their premises or not, whether the data obtained supports or rejects a hypothesis, or whether each subject matter contains conflicting parts.

b) Criticizing; Criticism involves the process of evaluating a product or process based on external criteria. In criticizing, students look for positive or negative characteristics of a product and make decisions based on the characteristics that have been found. Criticism is at the core of what we know from critical thinking.

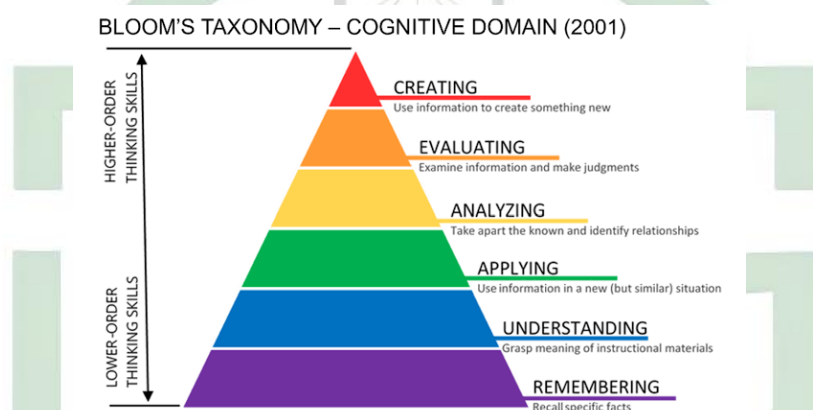
#### **f. Creating**

This cognitive process involves putting elements together to form a coherent or functional whole; that is reorganizing elements into a new pattern of structure. To achieve this goal, many students create a sense of synthesizing information or material to create something new. The process of creating can be divided into three cognitive processes as follows:

a) Formulating; Is a divergent stage where students think of various solutions when students try to understand the task.

- b) Planning; This Is the stage where students think convergent, students plan various methods and solutions, and then turn them into an action plan.
- c) Producing; When students begin to carry out plans by constructing solutions.

Remembering, understanding, and applying are lower-order thinking skills, and analyzing, evaluating, and creating are considered higher-order thinking skills.



HOTS involves the transformation of ideas and information which occurs when students combine facts and ideas and synthesize, generalize, explain, hypothesize, or arrive at some conclusion and interpretation.

## 5. Classification of Higher-Order Thinking Skills

### a. Higher-Order Thinking as Transfer

The most general of the approaches to higher-order thinking is the Anderson and Krathwohl (2001) division of learning into learning for recall and learning for transfer. Learning for recall certainly



requires a type of thinking, but it is learning for transfer that Anderson, Krathwohl, and their colleagues consider “meaningful learning.” This approach has informed their construction of the Cognitive dimension of the revised Bloom’s taxonomy.

Two of the most important educational goals are to promote retention and to promote transfer (which, when it occurs, indicates meaningful learning) . . . retention requires that students remember what they have learned, whereas transfer requires students not only to remember but also to make sense of and be able to use what they have learned. (Anderson & Krathwohl, 2001). The teaching goal behind any of the cognitive taxonomies is equipping students to be able to do transfer. “Being able to think” means students can apply the knowledge and skills they developed during their learning to new contexts. “New” here means applications that the student has not thought of before, not necessarily something universally new. Higher-order thinking is conceived as students being able to relate their learning to other elements beyond those they were taught to associate with it.

#### **b. Higher-Order Thinking as Critical Thinking**

The development of critical thinking skills is often listed as the most important reason for formal education because the ability to think critically is essential for success in the contemporary world where the rate at which new knowledge is created is rapidly

accelerating. Although most educators agree that it is important to teach students the skills of critical thinking, there is much less agreement about the way in which learning to think critically is best achieved, especially for students in high school (e.g., Moseley et al., 2005).

Critical thinking is reasonable, reflective thinking that is focused on deciding what to believe or do. (Norris & Ennis, 1989). In this case, “being able to think” means students can apply wise judgment or produce a reasoned critique. An educated citizen is someone who can be counted on to understand civic, personal, and professional issues and exercise wisdom in deciding what to do about them. The goal of teaching here is seen as equipping students to be able to reason, reflect, and make sound decisions. Higher-order thinking means students can do this. One of the characteristics of “educated” people is that they reason, reflect, and make sound decisions on their own without prompting from teachers or assignments.

### **c. Higher-Order Thinking as Problem Solving**

A student incurs a problem when the student wants to reach a specific outcome or goal but does not automatically recognize the proper path or solution to use to reach it. The problem to solve is how to reach the desired goal. Because a student cannot automatically recognize the proper way to reach the desired goal, she must use one

or more higher-order thinking processes. These thinking processes are called problem solving. (Nitko & Brookhart, 2007).

The goal of teaching is equipping students to be able to identify and solve problems in their academic work and in life. This includes solving problems that are set for them (the kind of problem solving we usually think of in school) and solving new problems that they define themselves, creating something new as the solution. In this case, “being able to think” means students can solve problems and work creatively.

## **6. Benefits of Higher order Thinking Skills**

Learning and assessment which regularly apply high-order thinking skills, the teachers will see the benefits the students gain in the future. Some research which have been done by experts showed the application of higher order thinking skills have a very positive impact on the learning process. The benefits of higher order thinking skills (Brookhart: 2010) are given as follow.

### **1) Increase student achievement**

The use of tasks and judgments that require intellectual and critical thinking skills are associated with student’s achievement progress. The progress are shown in various learning outcomes, such as standard test scores. Wenglinisky (in Brookhart, 2010: 10) describes his research on students' ability relationships in large-scale measurements and teaching that emphasize higher order thinking

skills, projects, and problem solving. Wenglinsky reports that teaching that emphasizes reasoning is associated with increasing values in all tests at various grade levels. Newmann, Bryk, and Nagaoka (in Brookhart, 2010: 11) explained that students who receive teaching through higher order thinking skills can solve problems by organizing their knowledge and experience, able to elaborate their statements or opinions, and to complete non-familiar tasks.

## **2) Increase student motivation**

Several studies have shown that teachers are responsible for higher order thinking skills using tasks and judgments. These things need understanding and critical thinking to improve student motivation as well as student achievement. Students will not be interested or motivated by abstract material and abstract teaching. Students will be interested in thinking about particular or detail things which make them motivate to learn. Higher order thinking skills increases their interest in mastering their ideas. Students will think more fun than just remembering (Brookhart, 2010: 12).

## **7. Basic Principles of Assessment of Higher-Order Thinking Skills**

Doing and making a higher order thinking assessment requires three basic principles that will help teachers assess high-order thinking skills (Brookhart, 2010: 25).

### **1) Using the introductory material**

Students are allowed to use material resources that can help students to think. Teachers can also provide stimulus that can assist students in solving problems such as pictures or tables.

## **2) Using novelty materials**

The novelty material means the student's test materials have not been worked on in classroom teaching. Using novelty material means students must really think, not just remember the materials that are already done.

## **3) Separately present cognitive complexity and difficulties**

A test that measures higher order cognitive processes does not mean that tests are including difficult category. The integrity of the cognitive process describes to what extent the students' thinking process. The difficult test can be realised through unfamiliar questions to measure student's insights.

## **8. Higher-order Thinking Skills (HOTS) in ELT Indonesia**

In Indonesia, Higher Order Thinking Skills (HOTS) began to be applied in the new curriculum which is curriculum 2013. The Ministry of education and culture of Indonesia included higher-order thinking skills (HOTS) in the curriculum 2013 to prepare students to master their abilities at 21<sup>st</sup>-century skills. The application of HOTS in Indonesia is more applied to subjects contained in national examinations. One of them is English. Mustika et al (2019) state that most English teachers have

positive perceptions of HOTS and they also believe that HOTS learning is compatible with 21<sup>st</sup>-century learning.

HOTS requires learning to take advantage of information and ideas by changing their meaning and implications. It is like when learning combines facts and ideas to synthesize, generalize, explain, give a hypothesis or conclude. Therefore in learning, students can understand, interpret, analyze, and interpret the information that received. HOTS also teaches students to think critically in evaluating information, make inferences, and make generalizations.

Unlike the views of English teachers who show a positive outlook, the application of HOTS is still lacking. Evidenced by research conducted by Sada (2019) at the Higher Secondary School in Pontianak found that the understanding and application of teaching models and procedures for applying 21<sup>st</sup>-century skills were not well designed and prepared. Another study conducted by Utami, Nurkamto, and Marmanto (2019) investigated the higher-order thinking skills represented on the test items designed by English teachers of Indonesia at the senior high school in Indonesia from 2016 to 2019, using Bloom's revised taxonomy. It was found that most questions were dominated by lower-order thinking skills, especially understanding level, with a total percentage of more than 50% for each set of test items. However, the higher-order thinking skill found in the test item is the only skill of analyzing while the skill of evaluating and creating was not covered.

## **B. Review of Related Studies**

One of the new things in learning with the curriculum 2013 after revision is the application of the concept of higher-order thinking skills (HOTS). the purpose of implementing HOTS in the curriculum 2013 is to condition students to be able to think critically, logically, and systematically according to the characteristics of the subject, and to have high-level thinking skills. Teachers as facilitators of developing these skills to be successful use in the classroom have the responsibility, moreover in designing the material of HOTS. In this case, some research attempts to study the topic related to English teachers' understanding and the implementation of HOTS.

This research is inspired by some previous research. The first is research that has been conducted by Prasuti Madhayaratri Arsah, in 2019. She has conducted research with the title Teacher's Knowledge of Higher-Order Thinking Skills in the teaching-learning process in SHS. This study was motivated by some arguments that state 21<sup>st</sup>-century skill education is emphasized Higher order thinking skills (Yen & Halili,2015). However, the achievement of HOTS test items in the National Exam (UN) is far from satisfactory (Retnawati, Kartowagiran, Arlinwibowo& Sulistyaningsih, 2017). Then Wardany (2016) and Usmadi (2017) revealed that HOTS is less apparent in the teaching and learning process. These problems showed the teacher's loss of understanding of HOTS. Therefore, this study aims to seek and describe the teachers' knowledge of Higher order thinking skills (HOTS). Then, this study was designed as qualitative research. The subject of this study amounted of

four English Teachers in high school who received the training of curriculum 2013 from the government. In obtaining, data were applied semi-structured interviews. Then, the result is analyzed and explained in the detail based on the researcher's interpretation in descriptive and narrative form. The Findings have shown that the subjects adequately understand the analyzing skill, but the subjects gave an incomplete idea in the evaluating skills and the subject has a good understanding of creating skills.

The second review related to studies is the research by Wisma Yusnita et al, University of Bengkulu, 2020. She conducts the title English Teacher Knowledge on Higher Order Thinking Skills (HOTS). The study aimed to investigate the knowledge of Junior High School (JHS) and Senior High School (SHS) English Teachers on HOTS in Bengkulu Province. In obtaining data researcher provided a questionnaire containing questions with four answer choices (strongly agree, agree, disagree, strongly disagree) in the form of Google Form. The object of this study was 69 JHS English Teachers and 74 SHS English Teachers in Bengkulu province where the data were analyzed using simple statistics by calculating an average value of all answers from all the question items and categorizing them into Very Good (3.26-4.0), Good (2.6-3.25), Less Good (1.76-2.5), and Very Poor (1-1.75). The result of this study revealed that the level of knowledge of English Teachers in Bengkulu Province on HOTS is in a Good category (3.24) for JHS teachers and Very Good (3.31) for SHS English Teachers.



The third review related to studies is the research by Rani Ayu Feronica, et. al, 2021. She conducted the research *The Implementation Of Higher-Order Thinking Skills (Hots) In Junior High School: Teaching Practice And Problems*. The purpose of this research is to learn about teaching practices and issues that arise when using HOTS. This is a descriptive qualitative study. This study focused on four English teachers at SMPN 1 Rejang Lebong. The data for this study was gathered using a questionnaire and an interview. Qualitative analysis was used to analyze the data. The findings of this study are as follows: (1) the application of HOTS in SMPN 1 Rejang Lebong is properly done per the Anderson Taxonomy: memorizing, comprehending, applying, analyzing, assessing, and producing Second, there were instructional issues in HOTS implementation, including (2) a lack of facilities, a lack of time, a lack of training, a lack of knowledge, a lack of connection, and a lack of desire. This discovery is intended to be utilized to understand more about the teaching and learning process in junior high school by applying HOTS.

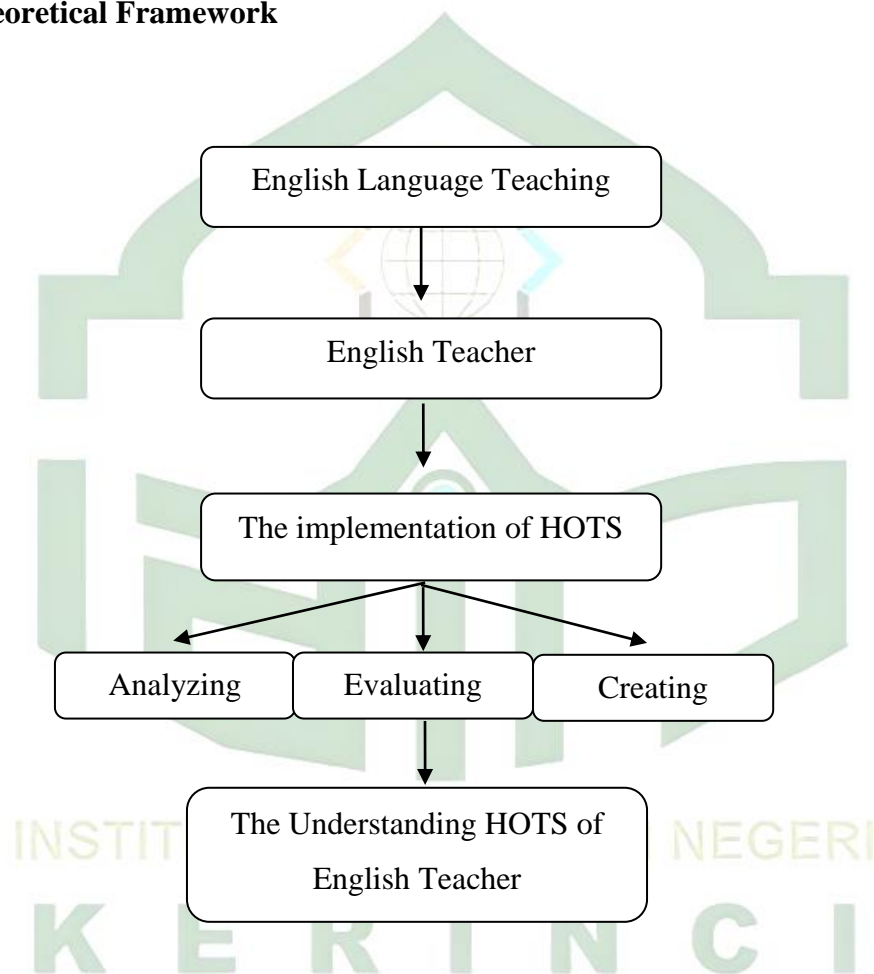
The fourth review related to studies is research by Mhd Lutfi Brilian Dima et. al, 2021. He conducted the title *The Implementation of Higher Order Thinking Skills (HOTS) in English Language Teaching: The Case of Indonesian Senior High School EFL Teachers*. This research aimed to explore Indonesian EFL teachers' perceptions of the implementation of Higher Order Thinking Skills (HOTS) in English language classrooms. Specifically, it attempted to explore: (1) teachers' understanding of HOTS, (2) teachers' perceptions of the implementation of HOTS in their EFL classrooms, and (3)

teachers' perceived obstacles in the implementation of HOTS. The research employed a qualitative approach with a case study design. Five English language teachers at a senior high school in Jambi Province, Indonesia participated in this research. The data were collected using semi-structured interviews and were analyzed following Miles and Huberman's (1994) qualitative data analysis procedures. The results revealed that all participants had a good understanding of the concept of HOTS, in which the definitions of HOTS given by all the participants were related to the sub-skills of Bloom's Taxonomy. All the participants also claimed that they have implemented HOTS in the English language teaching and learning process. However, the implementation has yet to be effective due to some obstacles, which include students' low English proficiency, teachers' lack of competencies, and limited supporting facilities such as internet access, learning media, and learning sources.

The similarity between this research and other research is; for the first study is study was motivated by some arguments that state 21<sup>st</sup>-century skill education is emphasized Higher order thinking skills, the object of the research is English Teachers of Senior High Schools, and the research method used qualitative design. The second study is the object of research that also use English teachers of Senior High School. The third study also used a descriptive qualitative design. Then the fourth study is the participants' research is English teachers of SHS. The difference between this research and other research is the second related study; the researcher also use English

teachers of Junior High School and to collect data this study used a google form questionnaire, Then the third study used English teachers of Junior High School as the participant while this researcher just only used SHS english teachers.

### C. Theoretical Framework



The theoretical framework is the basis of this research. This research was conducted at SMA Negeri 3 Kerinci of 5 English Teachers. The researcher focuses on how the understanding and implementation of English teachers in HOTS through three levels of higher-order thinking

skills, namely analyzing (analyzing concepts and ideas), evaluating (making their own decisions), and creating (creating their ideas). The English teachers were asked about their perception of higher-order thinking skills through the interview section and the researcher used semi structured interview where is the question of interview were pre determined and it flexible add and change, follow up the question through the interview were conducted to get more data of interview .



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

In this research, the researcher used descriptive qualitative research method. According to Ary (2002:425), descriptive qualitative study is designed to gain the data in the form of words, rather than numbers or statistics and the data collected are the subjects' experiences and perspectives and it involves describing the people, objects, events, places and conversation and so on. Descriptive qualitative research is method of research that focused in understanding a phenomenon by examining its characteristics and qualities.

The aim of the researcher using descriptive qualitative method in this research is to be able to provide detailed account of the phenomenon of the research, which is to investigate English teachers' understanding on the implementation Higher-order thinking skills in SMAN 3 Kerinci.

#### **B. Setting of the Research**

This research was conducted at SMAN 3 Kerinci, located in Pulau Tengah village, Keliling Danau district, and Kerinci Regency. The Object of this research was 5 English teachers at SMAN 3 Kerinci to investigate the understanding on implementation of HOTS.

#### **C. Participants of the Research**

According to Moleong (2014) participant is someone who has the ability to provide the information related to the research topic which has been determined by the researcher. In determining the participant, the researcher

chosen 5 English teachers' of SMAN 3 Kerinci which is before the research was conducted, the researcher already observing the participant about the topic of the research and make it sure they were ready to be participant of this research. The educational background of 5 English teachers in SMAN 3 Kerinci were only Bachelor's Degree all of them. They were all female and both of them have experiences in teaching is more than 7 years. The researcher make the profile of English teachers were sort by their teaching experiences and the name of participant were not listed. The researcher just marked a teachers by code. Here are the profiles of 5 English teachers of SMAN 3 Kerinci :

Code	Gender	Educational background	Teaching experiences
T1	Female	Bachelor's Degree	14 years
T2	Female	Bachelor's Degree	12 years
T3	Female	Bachelor's Degree	9 years
T4	Female	Bachelor's Degree	7 years
T5	Female	Bachelor's Degree	7 years

#### **D. Instruments of the Research**

##### **a. Observation Checklist**

An observation checklist is a list of things that an observer is going to look at when observing a class. This may have been prepared by the observer or teacher or both. Observation checklists not only give an observer a structure and framework for observation but also serve as the contract of understanding with the teacher, who may as a result be more comfortable, and will get specific feedback on aspects of the class.

In this research, the researcher observed 5 English teachers in daily teaching-learning activities.

**b. Interviews**

Interviews helped to strengthen and clarify information gained from previous research. The researcher used semi-structured interviews in this research. In this type of interview, the questions have been predetermined, but they remain flexible where the researcher is allowed to ask follow-up questions (Wilkinson & Birmingham, 2003). Even though, the researcher used semi-structured interview, each of the participants had the same basic questions when interviewed. The interviews were conducted to get data from the research subjects about their opinions about a certain situation in their own words.

**E. Techniques of Data Collection**

**a. Observation**

According to Ary et al (2010: 431), 'Observation is a basic method for obtaining data in qualitative research.' Meanwhile, Fraenkel and Wellen (2007) classify observation into three kinds; they are participant observation, non-participant observation, and naturalistic observation. Participant observation is an observation where the investigator participates in the situation or setting they are observing. In non-participant observation, the researcher does not participate in the activity being observed and they are not directly involved in the situation they are

observing. Then, naturalistic observation involves observing individuals in their natural setting.

Therefore, non-participant observation was taken by the researcher to find out and describe in depth the English teacher's steps in implementing HOTS in the learning process and looking for the difficulties faced by the teachers in implementing HOTS. The researcher conducted observation without participating and taking any part in the teaching and learning process. The researcher only sat and observed in the back of the class by the paper sheet of checklist observing with whom had been determined before conducted the observing.

#### **b. Interview**

The interview is an activity that involves the interviewer and interviewee where the interviewer will give some questions to be answered by the interviewee. Ary et. al (1985:342) stated that in an interview, data are collected with doing interaction or communication directly. But, it can be conducted face-to-face via electronic. There are three kinds of interview according to Esterbeg and Sugiyono (2011: 233); 1) unstructured interview, the interviewer carries out the interview with no systematic planes of questions 2) structured interview, the interviewer carries out the interview by using a set of question arranged to advance and 3) a semi-structured interview, the interviewer uses a set of questions which are developed to gain the specific information. Based on the



explanations above, the researcher used structured interviews in this research.

Furthermore, in conducting research, the researcher used seven steps to conducted the interview by Lincoln and Guba (in Sugiyono, 2011; 322)

1. Determined to whom the interview will be conducted
2. Before conducted interview, prepare the main issues that will be discussed
3. Then, opening the interview
4. Carry out the interviews flow
5. In the end of interview section, the researcher had to inform a summary of the results of the interview and close the interview
6. After gaining the data, write the results of the interviews into field notes
7. Then, identify further results of interview that have been obtained.

#### **F. Techniques of Data Analyzed**

To analyze data, the researcher used thematic analysis by Braun and Clarke (2006). Thematic analysis is the process of everything or themes within qualitative data. The goal of a thematic analysis is to identify themes, i.e. patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue. This is much more than simply summarising the data; a good thematic analysis interprets and makes sense of it. A common pitfall is to use the main interview questions as the

themes (Clarke & Braun, 2013). Typically, this reflects the fact that the data have been summarised and organised, rather than analysed.

For more details on how to perform data analysis techniques using thematic analysis method, the following stages are presented ;

### **1. Become familiar with data**

The first step in any qualitative analysis is reading, and re-reading the transcripts. The main purpose of this step is for the researcher to understand the contents of the obtained data and find the several things in the data related to the research questions. To achieve this, the researcher has to read the transcript of the interview at least once, even many times until the researcher feels understood and feels close with the data.

### **2. Generate initial codes**

In this phase the researcher starts to organise data in a meaningful and systematic way. Coding reduces lots of data into small chunks of meaning. Code can be thought of as labels, or features that are contained in the data regarding the question of the interview. In this case, the researcher determines which data in the transcript of the interview need to be coded. Code can be made semantically, it means that it describes directly what the data look like. To write code, the researcher has to make it as clear as possible so that through this code the researcher can better understand the meaning of each participant's statements.

### 3. Search for themes

As Braun & Clarke (2006) explain, there are no hard and fast rules about what makes a theme. In this case the researcher examined the codes and some of them clearly fitted together into a theme. At the end of this step the codes had been organised into broader themes that seemed to say something specific about this research question. In this research, themes were predominately descriptive, i.e. they described patterns in the data relevant to the research question.

Then, the researcher have to review i.e read the data associated with each theme and considered whether the data really did support it. The next step is to think about whether the themes work in the context of the entire data set. In this example, the data set is one extract but usually you will have more than this and will have to consider how the themes work both within a single interview and across all the interviews. Furthermore, define themes is final refinement of the themes and the aim is to ‘..identify the ‘essence’ of what each theme is about.’.(Braun & Clarke, 2006, p.92).

### G. Trustworthiness of The Study

In the descriptive qualitative research, the research was revealed the data as the real life of the subject. To make the data valid, triangulation is employing. Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999).

Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources. Denzin (1978) and Patton (1999) identified four types of triangulation: (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation.

Therefore, in this research the researcher get the data from the observation and interview that the researcher used data source triangulation. In data triangulation, the researcher use multiple data sources to answer research question. So that the researcher can vary the data collection across time, space, or different people. When the resarcher collect data from different samples, places, or times, the results are more likely to be generalizable to other situations.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter contains the research findings from the gathered data. It describes English teachers' understanding and the implementation of as well as problems and obstacles in implementing higher-order thinking skills (HOTS).

#### A. Research Findings

The finding is one of the most important parts of qualitative research. This part describes the collected data. Furthermore, the main data are observation and interviews. The observations were done with 5 English teachers in their class, also the interviews were done with the 5 English teachers to explore their understanding of HOTS, to what extent they have implemented HOTS in the classroom, and the problems and obstacles in implementing HOTS. They were recorded by video and transcribed into words and then analyzed using Miles and Huberman's theory. At last, the findings were compared to the theories already explained in earlier chapters. The theories are used to support the data analysis.

##### 1. Observation ceklist

On the observation days, the researcher did the observation to the English teachers. During the observation, the researcher just took her seat back in the class in order that the presence of the researcher did not disturb the teaching and learning process. Before the teaching and learning process began, the teacher led the students to pray and all of the students prayed tidily. After praying the teachers checked the attendance of students, and did the

apperception and motivation to students to participate actively in the class. The teacher also explained the learning objectives from the material that would be studied.

To begin the learning process all teachers used various ways. The teacher explained the material in a way that can attract students' attention and made contact between the teacher and students established during the learning process, namely by providing opportunities for students to ask questions or give opinions. The teachers also implemented cognitif level during the lesson, all the teacher has been implemented HOTS. The learning process went well until the end of the lesson where the teacher asked students to provide conclusions of the lesson and the teacher reinforced it. After that, the lesson was closed with prayer and greetings.

After observing the process of teaching and learning activities for each teacher, to get more in-depth information about the English teacher's understanding and the implementation of HOTS, the researcher conducted an interview process. Each teacher was interviewed with the same questions and before the interviews were conducted, the researcher had prepared a list of questions in advance.

## **2. Interview Result**

### **Teacher 1**

**Name : DZH**

**Date : September, 26<sup>th</sup> 2022**

**Place : SMA Negeri 3 Kerinci**

<b>QUESTIONS OF THE INTERVIEW</b>	<b>ANSWER</b>	<b>CODE</b>
Based on your experiences, what do you understand about Higher Order Thinking Skills?	<b>T1:</b> HOTS is an ability that not only requires the ability to remember but requires other abilities that can improve thinking skills, such as the ability to think critically, creatively, and innovatively, and also be able to solve problems.	RQ 1
so did your students has been have the ability that you have been saying?	<b>T1:</b> I thought almost of they were all are not yet. Maybe just some of them. Like the first rank for the example.	
what is the basically ability that most of them having?	<b>T1 :</b> there is also named LOTS of thinking level, they were almost of them good in remembering, understanding, and sometimes they were creatively, but for think critically an solve the problem i saw almost of them felt difficulties.	
How is your view toward implementing HOTS in the learning process?	<b>T1:</b> the implementation of HOTS in the learning process is very good because learning with this method requires students' ability to think at a higher level which involves the process of reasoning and analysis so that they can hone their critical thinking, logically, creatively, and innovatively.	RQ 2
what is your opinion when HOTS implemented in your school?	<b>T1 :</b> it is really good, moreover with this style of method learning the it can improve student ability and their skills	RQ 2
then, what is the result when you first time implemented it?	<b>T1:</b> of course, it didnt work well, even more in the first time when used this kind of learning, the students have many difficulties during the learning.	RQ 2
so, what are the obstacles or problems of implementing HOTS that usually you found?	<b>T1:</b> The implementation of HOTS does not work effectively because students' English ability is still low.	RQ 3
Had you been implementing HOTS based on the all of cognitive domain (C4-C6) during the learning process?	<b>T1:</b> In analyzing, the teacher asks students to be able to classify important information in the material being studied; In evaluating, the teacher asks students to be able to determine conclusions according to facts; and In creating, the teacher asks students to be able to develop new products related to learning materials.	RQ 3

What kind the learning strategy that usually use in implementing HOTS?	<b>T1:</b> I usually use learning models such as problem-based learning and project-based learning.	RQ 3
How do you measure and assess the HOTS of the students?	<b>T1:</b> usually to measure and assess their HOTS, i often using daily tests and exam also.	RQ 3
How is the result of students' achievement regarding implenting HOTS?	<b>T1:</b> almost students can be said quite well when I implemented HOTS, it can see from their daily tests even in the exam.	RQ 3

### Teacher 2

**Name : ES**

**Date : September, 26<sup>th</sup> 2022**

**Place : SMA Negeri 3 Kerinci**

QUESTIONS OF THE INTERVIEW	ANSWER	CODE
Based on your experiences, what do you understand about Higher Order Thinking Skills?	<b>T2:</b> How the students can think critically and be able to solve problems	RQ 1
so did your students has been have the ability that you have been saying?	<b>T2:</b> not yet, just a few students that have the ability.	
what is the basically ability that most of them having?	<b>T2:</b> they still need learn to have the ability. Sometimes they can think critically, have good ideas.	
How is your view toward implementing HOTS in the learning process?	<b>T2:</b> The implementation of HOTS is a learning method that is not easy to do in class. Learning with HOTS requires students to be able to think critically, logically, and creatively. Besides that, teachers are also asked to be able to create learning models that can build higher-order thinking skills in students. Requires good preparation before learning is carried out with the implementation of HOTS	RQ 2



what is your opinion when HOTS implemented in your school?	<b>T2</b> : it is good, this method learning very important to learn in curriculum 2013	RQ 2
then, what is the result when you first time implemented it?	<b>T2</b> : it still have more improvement in learn English,	RQ 2
so, what are the obstacles or problems of implementing HOTS that usually you found?	<b>T2</b> : besides the low students' ability, I think it is the lack of facility especially to access media learning while it using an internet connection	RQ 3
Had you been implementing HOTS based on the all of cognitive domain (C4-C6) during the learning process?	<b>T2</b> : In analyzing, the teacher asks students to determine the essence or analyze the essence of reading or text. In evaluating, students are trained to be able to conclude using supporting evidence from the text given based on facts. In creating, the teacher gives assignments to students and asks students to solve the problems and look for a series of solutions to problems so that they can produce something new.	RQ 3
What kind the learning strategy that usually use in implementing HOTS?	<b>T2</b> : problem-based learning	RQ 3
How do you measure and assess the HOTS of the students?	<b>T2</b> : do the task end of the class, or in their exam	RQ 3
How is the result of students' achievement regarding implenting HOTS?	<b>T2</b> : I see the student's difficulty in learning with HOTS, their English language performance is low. It is affecting the implemented HOTS to effectively	RQ 3

### Teacher 3

**Name** : EW

**Date** : September, 27<sup>th</sup> 2022

**Place** : SMA Negeri 3 Kerinci

<b>QUESTIONS OF THE INTERVIEW</b>	<b>ANSWER</b>	<b>CODE</b>
Based on your experiences, what do you understand about Higher Order Thinking Skills?	<b>T3:</b> HOTS make students able to make a decision and even make a conclusion about the problem that they faced.	RQ1
so did your students has been have the ability that you have been saying?	<b>T3:</b> not yet, just a few students that have the ability.	
what is the basically ability that most of them having?	<b>T3:</b> they still need learn to have the ability. Sometimes they can think critically, have good ideas.	
How is your view toward implementing HOTS in the learning process?	<b>T3:</b> when applying HOTS in learning, I have a little difficulty because the students' ability of English learning was still relatively low.	RQ3
what is your opinion when HOTS implemented in your school?	<b>T3 :</b> i do not think this will be easy to implemented.	
then, what is the result when you first time implemented it?	<b>T3:</b> it still have more improvement in learn English,	
so, what are the obstacles or problems of implementing HOTS that usually you found?	<b>T3:</b> sometimes I am constrained by time. Where the implementation of HOTS usually requires more time than usual learning. I think so	
Had you been implementing HOTS based on the all of cognitive domain (C4-C6) during the learning process?	<b>T3:</b> I know about bloom taxonomy. It was the most popular used in HOTS. maybe it can be implemented in analyzing, also creating sometimes. For evaluating aspects, It does not work goodly for them.	
What kind the learning strategy that usually use in implementing HOTS?	<b>T3:</b> it is like a project-based learning	

How do you measure and assess the HOTS of the students?	<b>T3:</b> give them the questions that required them to think deeply or think critically	
How is the result of students' achievement regarding implenting HOTS?	<b>T3:</b> it is relatively good. But it still does not work effectively for them due to the several problems and obstacles	

#### Teacher 4

**Name** : MW

**Date** : September, 26<sup>th</sup> 2022

**Place** : SMA Negeri 3 Kerinci

QUESTIONS OF THE INTERVIEW	ANSWER	CODE
Based on your experiences, what do you understand about Higher Order Thinking Skills?	<b>T4:</b> I think HOTS are activities that can improve a person's critical thinking. Bloom's taxonomy is commonly applied with 3 cognitive levels; analyzing, evaluating, and creating	RQ 1
so did your students has been have the ability that you have been saying?	<b>T4:</b> not yet.	
How is your view toward implementing HOTS in the learning process?	<b>T4:</b> I think the use of HOTS is depend on teachers' skills, how they design the material and deliver it to students in the classroom	RQ 2
what is your opinion when HOTSs implemented in your school?	<b>T4 :</b> i though it will be diffult. While the english ability of our students is low	RQ 2
then, what is the result when you first time implemented it?	<b>T4:</b> it didnt work well.	RQ 2

so, what are the obstacles or problems of implementing HOTS that usually you found?	<b>T4:</b> the implementation of HOTS does not work effectively because students' English ability is still low	RQ 3
Had you been implementing HOTS based on the all of cognitive domain (C4-C6) during the learning process?	<b>T4:</b> I had, but it is only till analyzing the aspect.	RQ 3
What kind the learning strategy that usually use in implementing HOTS?	<b>T4:</b> kind of project-based learning	RQ 3
How do you measure and assess the HOTS of the students?	<b>T4:</b> give them a task that required a HOTS level, Especially in analyzing	RQ 3
How is the result of students' achievement regarding implenting HOTS?	<b>T4:</b> it can not work effectively	RQ 3

**Teacher 5**

Name : SK

Date : September, 26<sup>th</sup> 2022

Place : SMA Negeri 3 Kerinci

QUESTIONS OF THE INTERVIEW	ANSWER	CODE
Based on your experiences, what do you understand about Higher Order Thinking Skills?	<b>T5:</b> HOTS encourages someone to think broadly and deeply in solving problems, especially in learning. HOTS consist of 3 aspects, namely analyzing, evaluating, and creating.	RQ 1
so did your students has been have the ability that you have been saying?	<b>T5:</b> they must have more improvement in learning english.	

How is your view toward implementing HOTS in the learning process?	<b>T5:</b> I think, it is still yet to be able to implement HOTS in learning at this school. Especially in English subjects, where the ability of students in English is still low.	RQ 2
so, what are the obstacles or problems of implementing HOTS that usually you found?	<b>T5:</b> Besides the low-level students' ability in English, I am also not an expert to make the concepts of learning using HOTS, so I have obstacles in preparing the material. Even more, sometimes I have limited time while implementing HOTS in the classroom	RQ 3
Had you been implementing HOTS based on the all of cognitive domain (C4-C6) during the learning process?	<b>T5:</b> I usually had to implement aspects such as analyzing or sometimes creating. It is also a little bit difficult to design the material using HOTS.	RQ 3
What kind the learning strategy that usually use in implementing HOTS?	<b>T5:</b> project-based learning	RQ 3
How do you measure and assess the HOTS of the students?	<b>T5:</b> give the task with the questions related to analyzing or other aspects in hots.	RQ 3
How is the result of students' achievement regarding implenting HOTS?	<b>T5:</b> it cannot be said well implemented. besides my obstacles, they were also a problem, because of their low ability in English learning.	RQ 3

## B. Discussion

In this section, the focus of the researcher is to describe the discussion of the result of the research above. There are 3 research questions that underlie this research. The first is what is English teachers' understanding of HOTS? Then, to what extent have the English teachers implemented HOTS in their

classrooms?, and lastly is what are the English teachers' problems and obstacles in implementing HOTS?

To analyzed this research, the researcher use thematic analysis method. Thematic Analysis according to Braun and Clarke (2006) are methods for identifying, analyzing, and report patterns in data. In the findings, the reasercher explain the prosses of interview of each teachers. After conducted the interview, the reasearch has been re-reading of the interview transcription. The researcher understanding the contents of the obtaining data and found the several things in the data related to the research questions. Then, the researcher start to organise data in a meaningful and systematic way. The researcher had been determined which data in the transcript of interview that needed to be code. These are below the result of disscusion of research question. Then after discuss the result of research, the researcher use trustworthiness of the study using the data triangulation.

### **1. English teachers' understanding of HOTS**

After conducting the interviews, the researchers found the result by checking clearly the transcription of interview of the research regarding English teachers' understanding or their view of HOTS. T1 commented, *"HOTS is an ability that not only requires the ability to remember but requires other abilities that can improve thinking skills, such as the ability to think critically, creatively and innovatively, also be able to solve the problems"*.

A similar statement was given by T2. She said, *"How the students can think critically and be able to solve problems"*. T3 had a similar opinion. She commented, *"HOTS make students able to make a decision even make a conclusion of the problem that they faced"*.

Meanwhile, T4 stated, *"... HOTS are activities that can improve a person's critical thinking. Bloom's taxonomy is commonly applied with 3 cognitive levels; analyzing, evaluating, and creating."* A similar view was stated by T5. She said, *"HOTS encourages someone to think broadly and deeply in solving problems, especially in learning. HOTS consist of 3 aspects, namely analyzing, evaluating, and creating"*

Based on the results of interviews related to the understanding or views of English teachers on what HOTS is, researchers can conclude that each teacher has a fairly good understanding of higher-order thinking skills (HOTS).

## **2. English teachers' views on the implementation of HOTS in their classrooms**

The researcher also asked questions regarding their views on the implementation of HOTS. Each teacher had their own views. Some teachers also added an explanation of the steps for implementing HOTS in the class.

T1 said, *"The implementation of HOTS in the learning process is very good because learning with this method requires students' ability to think at a higher level which involves the process of reasoning and analysis so*

*that they can hone their critical thinking, logically, creatively, and innovatively."*

Regarding the implementation of HOTS, T1 stated that she had implemented HOTS based on C4-C6 cognitive domains in the learning process. Here are the steps for implementing HOTS by T1; In analyzing, the teacher asks students to be able to classify important information in the material being studied; In evaluating, the teacher asks students to be able to determine conclusions according to facts; and In creating, the teacher asks students to be able to develop new products related to learning materials. In the learning process, T1 also uses learning models such as problem-based learning and project-based learning.

Then, T1 also mentioned that the results or achievement of student learning with the implementation of HOTS went quite well compared to the usual learning process without HOTS being applied. Students are said to be almost able to think critically, creatively, and logically, especially when teachers evaluate students through daily tests or exams. T1 said: *"almost students can be said quite well when I implemented HOTS, it can see from their daily tests even in exams"*

On the other hand, quite a different answer was conveyed by T2: *"The implementation of HOTS is a learning method that is not easy to do in the class. Learning with HOTS requires students to be able to think critically, logically, and creatively. Besides that, teachers are also asked to be able to create learning models that are able to build higher-order thinking*



*skills in students. Requires good preparation before learning is carried out with the implementation of HOTS".*

In implementing HOTS, T2 said that she had implemented HOTS based on C4-C6 cognitive levels. In analyzing, the teacher asks students to determine the essence or analyze the essence of reading or text. In evaluating, students are trained to be able to conclude using supporting evidence from the text given based on facts. In creating, the teacher gives assignments to students and asks students to solve the problems and look for a series of solutions to problems so that they are able to produce something new.

Furthermore, according to T2 that student learning outcomes through HOTS-based learning cannot be said well implemented. This is because there are still some problems and obstacles. Particularly for students, because their English language ability is still low. T2 said: *"I see the student's difficulty in learning with HOTS, their English language performance is low. It is affecting the implemented HOTS for effectively"*

The low students' ability in English learning was also expressed by some teachers. T5 commented, *"I think, it still yet to be able to implement HOTS in learning at this school. Especially in English subjects, where the ability of students in English is still low"*. Then T3 added her statement, *"when applying HOTS in learning, I have a little difficulty because the students' ability of English learning was still relatively low"*. Meanwhile, T4 gave her statement about the use of HOTS *"I think the use of HOTS is*

*depend on teachers' skill, how they design the material and deliver it to students in the classroom"*

From the several differences in the views of implemented HOTS by the English teachers above, researchers have traced that the differences in the results of implementing HOTS are due to the different grade levels taught by the teachers. T1 is a teacher who teaches in 12<sup>th</sup> grade, where the results of interviews with researchers revealed that student learning outcomes with the implementation of HOTS almost going well. Of course, in terms of experience, students in 12<sup>th</sup> grade have also learned more often with the implementation of HOTS. Then, T2 is a teacher who teaches in 11<sup>th</sup> grade. The difference in English ability in 11<sup>th</sup> grade and 12<sup>th</sup> grade may not be much different. However, teachers who teach in 10<sup>th</sup> grade, usually found problems or obstacles in applying these HOTS, especially if the student's English ability is still low.

Based on the results of interviews conducted by researchers regarding the implementation of HOTS is HOTS has been implemented at SMAN 3 Kerinci.

### **3. English teachers' problems and obstacles in implementing HOTS.**

From the results of previous interviews regarding teachers' views on the implementation of HOTS, several problems and obstacles were faced by teachers. The statement mentioned by T4, "*the implementation of HOTS does not work effectively because students' English ability is still low*". T5 mentioned that the obstacles and problems in implementing

HOTS other than the low students' ability in English were the lack of competencies to make the concept for HOTS learning and the lack of time. She commented, *"Besides the low-level students' ability in English, I am also not an expert to make the concepts of learning using HOTS, so I have obstacles in preparing the material. Even more, sometimes I have limited time while implementing HOTS in the classroom"*. A similar statement given by T3. She said, *"sometimes I am constrained by time. Where the implementation of HOTS usually requires more time than usual learning"*. Whereas, T1 mentioned the lack of facilities to support the implementation of HOTS. She said, *"I need more facilities to support the implementation of HOTS, such as infocus"*. T2 also gave a similar answer, saying, *"the lack of facility especially to access the media learning while it using internet connection"*

Teachers' problems and obstacles in implementing HOTS in the English teaching and learning process include low students' ability in English, the lack of competencies to design HOTS learning material, the limited time in implementing HOTS, and the lack of facilities to support the implementation of HOTS.

Based on the result of the interview above regarding understanding HOTS, it is indicated that 5 English teachers in SMAN 3 Kerinci, have been familiar with HOTS. Some gave the opinion of HOTS by sub-skills of Bloom's Taxonomy then was revised by Anderson and Krathwohl (2001) which has 3 domains of cognitive; analyzing,

evaluating, and creating. The definition of higher-order thinking skills also refers to transfer, critical thinking, and problem-solving (Bookhart,2010). The English teachers also have a similar of this opinion.

English teachers who have a good understanding of HOTS may be affecting the English teaching and learning process. As affirmed by Dinni (2018) and Saputra (2016), HOTS is to solve problems, think creatively, and critically, have the ability to argue even the ability to make decisions. The teachers' understanding of HOTS also has an impact if the teacher did not know of HOTS and it was mentioned by Ivie stating that "... even when HOTS does occur in the classroom, teachers rarely make effort to sustain students' flow of higher level-thoughts, perhaps due to the teachers' incompetency or disinterest in pursuing learning outcomes other than learning content-spesific goals".

Furthermore, the implementation of HOTS had been relatively used by English teachers of SMAN 3 Kerinci since of some obstacles. The low students' ability in English, the lack of competencies to design HOTS learning material, the limited time in implementing HOTS, and the lack of facilities to support the implementation of HOTS are the problems and obstacles found in teaching HOTS at SMAN 3 Kerinci. The difficulties in teaching HOTS were mentioned by the teachers. It was the same argument by Fakhomah and Utami (2019) that teachers feel difficulties in teaching HOTS. The lack of competencies to design HOTS learning material was mentioned by English teachers also have similarly

argued by Zahrani and Elyas (2017) argues that teachers had problems in the preparation of teaching using HOTS. Another problem is the limited time in implementing HOTS. it was also confirmed by Ballakhrisnan& Mohamad (2020) state that limited time is the problem in HOTS classrooms.

#### 4. Data Sources Triangulation

Research Questions	Data collection	Conclusion
What is English teachers' understanding of HOTS?	All 5 English teachers of SMAN 3 Kerinci said that HOTS is “abilities that can improve thinking skills ability to think critically, creatively and innovatively, also be able to solve the problems”. Each teacher has a fairly good understanding of higher-order thinking skills (HOTS).	English teachers of SMAN 3 Kerinci fairly good understanding of HOTS. They have been implemented HOTS since the lack and obstacles during the implementation that is low students' ability in English, the lack of competencies to design HOTS learning material, the limited time in implementing HOTS, and the lack of facilities to support the implementation of HOTS.
How have the English teachers implemented HOTS in their classrooms?	5 English teachers of SMAN 3 Kerinci said that they have been implemented HOTS in their classrooms since the lack and obstacles during the implementation	
What are the English teachers' problems and obstacles in implementing HOTS?	5 English teachers of SMAN 3 Kerinci said that Teachers' problems and obstacles in implementing HOTS is low students' ability in English, the lack of competencies to design HOTS learning material, the limited time in implementing HOTS, and the lack of facilities to support the implementation of HOTS.	

## **CHAPTER V**

### **CONCLUSIONS**

This chapter presents the summary of conclusions and suggestions dealing with the research finding of the research. The conclusions come from the findings that have been discussed in the previous chapter.

#### **A. Conclusion**

Based on the result and discussion in the previous chapter, it can conclude that English teachers in SMAN 3 Kerinci have been familiar with HOTS or can be said to have a good understanding of HOTS. English teachers had implemented HOTS in their classrooms. However, the implementation of HOTS can be said still not effectively work due the several problems and obstacles. The problems and obstacles faced by the teachers are the low students' ability in English, the lack of competencies to design HOTS learning material, the limited time in implementing HOTS, and the lack of facilities to support the implementation of HOTS. This conclusion is hoped can be used as a reference for English teachers and even for the government to improve our education quality, especially English courses.

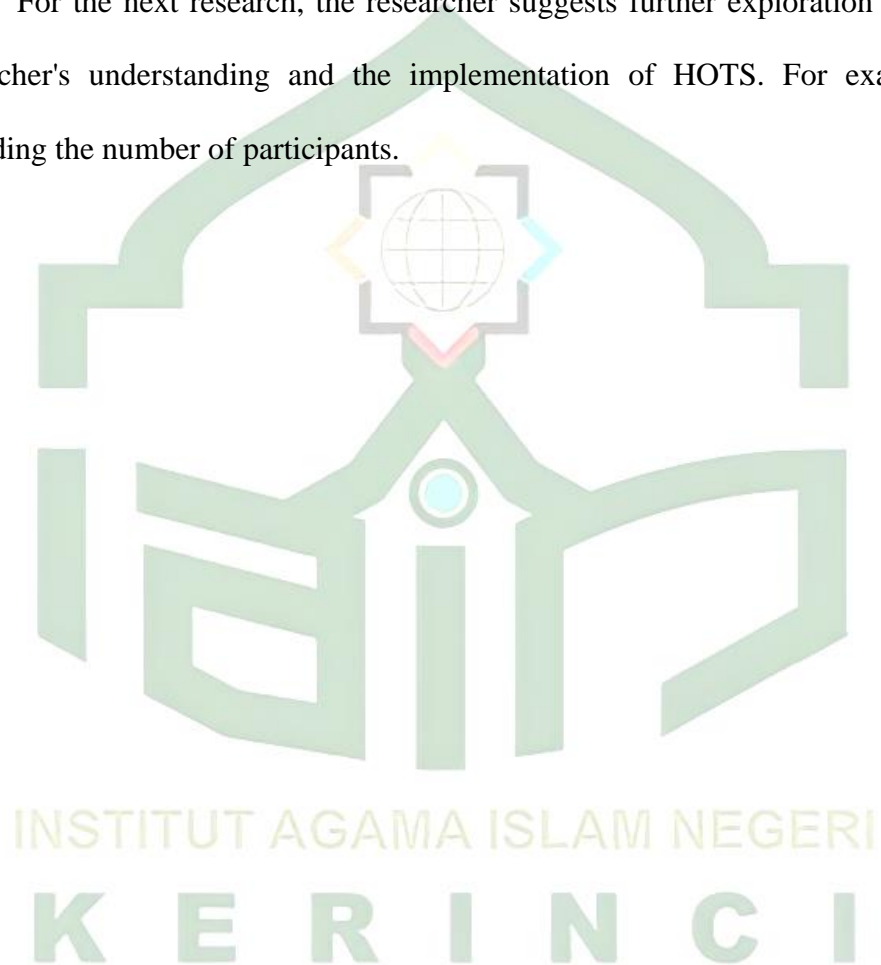
#### **B. Suggestion**

Based on the conclusions stated previously, the researcher would like to propose several suggestions as follow :

For English teachers, the researcher recommends paying attention to students' difficulties in learning English, especially in understanding HOTS-based questions. The teacher must pay more attention to what HOTS

components have and have not been mastered by students. Moreover, for the English teachers who still have difficulty in designing the material about HOTS, it is suggested to get training about designing HOTS. These findings are also expected to be a reference for further researchers concerning Higher Order Thinking Skills (HOTS).

For the next research, the researcher suggests further exploration of the teacher's understanding and the implementation of HOTS. For example, adding the number of participants.



## BIBLIOGRAPHY

- Anasy, Zaharil. 2016. Hots (Higher Order Thinking Skill) in Reading Exercise. *Journal of Education in Muslim Society*, (Online), Vol. 3 No. 1 June 2016, (<http://journal.uinjkt.ac.id/index.php/tarbiya/article/view/3886>, accessed on July, 2019)
- Ardini, S.N. 2017. *Teacher Perception, knowledge ang behavior of higher order thinking skills (HOTS)*, Vol 8, No 1(2017)
- Arsah, P.M. 2019. *Teaher's knowledge of higher order thinking skills in teaching learning process in senior high school*. 7(1), 107-114.
- Brookhart, S. M. (2010). *How to assess higher order thinking skills in your clasroom*. Alexandria: ASCD.
- Cesare Ardaya, A. ., Annisa Rahmadani, S. ., & Alfarisy, F. . (2022). Penerapan Pembelajaran Bahasa Inggris Berdasarkan Kebijakan Kurikulum 2013 di Sekolah Dasar Negeri 155 Gresik . *Jurnal Pendidikan Indonesia* , 3 (01), 25–33.
- Craig, R. (2011). *Developing cognition and language proficiency through the Acquisition and articulation of knowledge: real world communication activities for engineering students in and across the disciplines*. *International Journal of Arts & Sciences*, 4(10): 69–76.
- Creswell, J. W. (2007) *Qualitative inquiry & research design: Choosing among five approaches*. 2nd edn. California: Sage.
- Dzakiah. 2015. *The Use of Higher Order Thinking Questions to Improve the Students' Critical Thinking*. Makassar Muhammadiyah University. Unpublished
- Dawenan,F.A.(2020). *The implementation of higher order thinking skills (HOTS) in english language teaching*. Thesis. University of Muhammadiyah Malang: Malang.
- E. Mulyasa, Pengembangan dan Implementasi Kurikulum 2013:Perubahan dan ... 2013 Merupakan Persoalan Penting dan Genting, (Bandung: Remaja Rosdakarya, 2013).



- Fitriani, Eka, 2019. Pengembangan instrument assessment HOTS pada mata pelajaran IPS integrasi nilai-nilai pembangunan karakter. Thesis. University of State Islamic Raden Intan Lampung
- Hamidah, Luluk. 2018. Higher Order Thinking Skills (Seni Melatih Kemampuan Berpikir Tingkat Tinggi. Yogyakarta: Hijaz Pustaka Mandiri.
- Irmayanti, Audina D. 2022. An analysis of Higher Order Thinking Skills (HOTS) In English National Examination Question at Junior High School in Indonesia. Thesis. State Islamic University Sultan Syarif Kasim Riau Pekanbaru.
- Jusnaeni, 2020. *Students' Perception Toward Higher Order Thinking Skills (Hots) Used By English Teacher*. Thesis. Faculty of teacher training and education Muhammadiyah.University of Makassar:Makassar.
- Kaur, Sarjit, & Malini, G. 2014. *ESL Students' Perceptions of the use of Higher Order Skills in English Language Writing*. *Advances in Language and Literary Studies*, (Online) Vol 5 , No 5 (2014) (<http://www.journals.aiac.org.au/index.php/all/article/view/489>, accessed on July, 2019
- Komaria, O. 1998. The History of English Teaching in Indonesia. Unpublished Thesis. Jakarta: Universitas Katolik Indonesia Atmajaya, 37.
- Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory into practice* 41(4), 212-218.
- Kusuma Diah,C.S (2018). *Integrasi Bahasa Inggris Dalam Proses Pembelajaran*. *Jurnal Efisiensi- Kajian Ilmu Administrasi*, 15(2), 43-50.
- Mhd. Lutfi B.D, 2020. English Teacher Perception on the implementation of higher order thinking skill (HOTS) in english teaching. Thesis. University of Jambi..
- Miles, M.B. & Huberman, A.M. 1994. *Qualitative Data Analysis*. London : Sage. Publishers. Moleong, Lexy J. 2002. *Metodologi Penelitian Kualitatif* .
- Moleong, Lexy J. 2007. *Metodologi Penelitian Kualitatif*. Edisi Revisi. Bandung : PT Remaja Rosdakarya.

- Sugiyono.(2009). Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung : Alfabeta.
- Sugiyono. (2011). *Metode penelitian kombinasi (mixed methods)*. Bandung:Alfabeta.
- Teddlie, C. and Tashakkori, A. (2009) *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioral Sciences*. Sage, London.
- Yunita W, dkk. (2020). *English Teachers' Knowledge on Higher Order Thinking Skills (HOTS)*. 9(1), 205-2016.
- Zamacona, Mayola. 2014. *Bloom's Taxonomy*, (Online), retrieved, from (<https://mayolazamacona.wordpress.com/>, on July, 2019)
- Zaroh, S. 2019. *Integrating Higher Order Thinking Skills (HOTS) to increase students' productive skills*. Universitas Islam Malang: Indonesia.
- Briller SH, Meert KL, Schim SM, Thurston CS, Kabel A. Briller SH, et al. Omega (Westport). 2008;57(3):245-60. [Implementing a triangulation protocol in bereavementresearch:amethodologicaldiscussion](#).doi: 10.2190/OM.57.3.b.
- Omega (Westport). 2008. PMID: 18837173



## Appendix 1

### OBSERVATION SHEET ENGLISH LEARNING THROUGH THE IMPLEMENTATION OF HIGHER ORDER THINKING SKILLS (HOTS)

Name : DEWI ZUSMI HELMI,S.Pd

Date and time : September 26th, 2022

Give Sign (√) on every existing questions on column below.

Description :

YES : If assesst aspect appear

NO : If assesst aspect No appear

No.	Rated aspect _	Evaluation		Notes
		Yes	No	
<b>Introduction</b>				
1	The teacher delivers regard and pray to start lesson	✓		
2	Teachers does attendence checklist and ask students contdition	✓		
3	Teacher give apperception For interesting attention participant educate	✓		
4	The teacher gives motivation participant learn to participate active during the learning process	✓		
5	The teacher explains objective learning from material to be taught on participant educate	✓		
<b>Activity Core</b>				
6	The teacher presents information beginning about material .	✓		
7	The teacher explains material with varied sounds And notice use Language For stimulate motivation student	✓		

8	The teacher gives chance to students to ask and give praise to students	✓		
9	The teacher explains material that includes HOTS cognitive levels (analyzing)	✓		
10	The teacher explains material that includes HOTS cognitive levels (evaluating)	✓		
11	The teacher explains material that includes HOTS cognitive levels (Creating)	✓		
12	The teacher explains material use a strategy/ method learning during HOTS implementation	✓		
13	Interested the students to learning English learning	✓		
14	Involvement students in a way direct And active during the learning process English Learning		✓	Half of them only
<b>Activities Closing</b>				
15	The students do the conclusion and teachers do reinforcement	✓		
16	The teacher delivered possible values taken from material being taught today	✓		
17	The teacher holds evaluation learning by give questions related with material today .	✓		
18	The teacher closes the learning process with prayers , and greetings	✓		

**OBSERVATION SHEET**  
**ENGLISH LEARNING THROUGH THE IMPLEMENTATION OF**  
**HIGHER ORDER THINKING SKILLS (HOTS)**

Name : ELEN SOSNA,S.Pd  
 Date and time : September 26th, 2022

Give Sign (√) on every existing questions on column below.

Description :

YES : If assesst aspect appear

NO : If assesst aspect No appear

No.	Rated aspect _	Evaluation		Notes
		Yes	No	
<b>Introduction</b>				
1	The teacher delivers regard and pray to start lesson	✓		
2	Teachers does attendence checklist and ask students contdition	✓		
3	Teacher give apperception For interesting attention participant educate	✓		
4	The teacher gives motivation participant learn to participate active during the learning process	✓		
5	The teacher explains objective learning from material to be taught on participant educate	✓		
<b>Activity Core</b>				
6	The teacher presents information beginning about material .	✓		
7	The teacher explains material with varied sounds And notice use Language For stimulate motivation student	✓		
8	The teacher gives chance to sudents to ask and gve praise to sudents	✓		

9	The teacher explains material that includes HOTS cognitive levels (analyzing)	✓		
10	The teacher explains material that includes HOTS cognitive levels (evaluating)	✓		
11	The teacher explains material that includes HOTS cognitive levels (Creating)	✓		
12	The teacher explains material use a strategy/ method learning during HOTS implementation	✓		
13	Interested the students to learning English learning	✓		
14	Involvement students in a way direct And active during the learning process English Learning		✓	Half of them only
<b>Activities Closing</b>				
15	The students do the conclusion and teachers do reinforcement	✓		
16	The teacher delivered possible values taken from material being taught today	✓		
17	The teacher holds evaluation learning by give questions related with material today .	✓		
18	The teacher closes the learning process with prayers , and greetings	✓		

**OBSERVATION SHEET**  
**ENGLISH LEARNING THROUGH THE IMPLEMENTATION OF**  
**HIGHER ORDER THINKING SKILLS (HOTS)**

Name : ELY WARDANI, S.Pd

Date and time : September 26th, 2022

Give Sign (√) on every existing questions on column below.

Description :

YES : If assesst aspect appear

NO : If assesst aspect No appear

No.	Rated aspect _	Evaluation		Notes
		Yes	No	
<b>Introduction</b>				
1	The teacher delivers regard and pray to start lesson	✓		
2	Teachers does attendence checklist and ask students contdition	✓		
3	Teacher give apperception For interesting attention participant educate	✓		
4	The teacher gives motivation participant learn to participate active during the learning process	✓		
5	The teacher explains objective learning from material to be taught on participant educate	✓		
<b>Activity Core</b>				
6	The teacher presents information beginning about material .	✓		
7	The teacher explains material with varied sounds And notice use Language For stimulate motivation student	✓		
8	The teacher gives chance to sudents to ask and gve praise to sudents	✓		



9	The teacher explains material that includes HOTS cognitive levels (analyzing)	✓		
10	The teacher explains material that includes HOTS cognitive levels (evaluating)		✓	
11	The teacher explains material that includes HOTS cognitive levels (Creating)	✓		
12	The teacher explains material use a strategy/ method learning during HOTS implementation	✓		
13	Interested the students to learning English learning	✓		
14	Involvement students in a way direct And active during the learning process English Learning		✓	Half of them only
<b>Activities Closing</b>				
15	The students do the conclusion and teachers do reinforcement	✓		
16	The teacher delivered possible values taken from material being taught today	✓		
17	The teacher holds evaluation learning by give questions related with material today .	✓		
18	The teacher closes the learning process with prayers , and greetings	✓		

**OBSERVATION SHEET**  
**ENGLISH LEARNING THROUGH THE IMPLEMENTATION OF**  
**HIGHER ORDER THINKING SKILLS (HOTS)**

Name : MELA WINARI, S.Pd

Date and time : September 26th, 2022

Give Sign (√) on every existing questions on column below.

Description :

YES : If assesst aspect appear

NO : If assesst aspect No appear

No.	Rated aspect _	Evaluation		Notes
		Yes	No	
<b>Introduction</b>				
1	The teacher delivers regard and pray to start lesson	✓		
2	Teachers does attendence checklist and ask students contdition	✓		
3	Teacher give apperception For interesting attention participant educate	✓		
4	The teacher gives motivation participant learn to participate active during the learning process	✓		
5	The teacher explains objective learning from material to be taught on participant educate	✓		
<b>Activity Core</b>				
6	The teacher presents information beginning about material .	✓		
7	The teacher explains material with varied sounds And notice use Language For stimulate motivation student	✓		
8	The teacher gives chance to sudent to ask and gve praise to sudent	✓		

9	The teacher explains material that includes HOTS cognitive levels (analyzing)	✓		
10	The teacher explains material that includes HOTS cognitive levels (evaluating)	✓		
11	The teacher explains material that includes HOTS cognitive levels (Creating)		✓	
12	The teacher explains material use a strategy/ method learning during HOTS implementation	✓		
13	Interested the students to learning English learning	✓		
14	Involvement students in a way direct And active during the learning process English Learning		✓	Half of them only
<b>Activities Closing</b>				
15	The students do the conclusion and teachers do reinforcement	✓		
16	The teacher delivered possible values taken from material being taught today	✓		
17	The teacher holds evaluation learning by give questions related with material today .	✓		
18	The teacher closes the learning process with prayers , and greetings	✓		

**OBSERVATION SHEET**  
**ENGLISH LEARNING THROUGH THE IMPLEMENTATION OF**  
**HIGHER ORDER THINKING SKILLS (HOTS)**

Name : SITI KALIMAH, S.Pd

Date and time : September 26th, 2022

Give Sign (√) on every existing questions on column below.

Description :

YES : If assesst aspect appear

NO : If assesst aspect No appear

No.	Rated aspect _	Evaluation		Notes
		Yes	No	
<b>Introduction</b>				
1	The teacher delivers regard and pray to start lesson	✓		
2	Teachers does attendence checklist and ask students contdition	✓		
3	Teacher give apperception For interesting attention participant educate	✓		
4	The teacher gives motivation participant learn to participate active during the learning process	✓		
5	The teacher explains objective learning from material to be taught on participant educate	✓		
<b>Activity Core</b>				
6	The teacher presents information beginning about material .	✓		
7	The teacher explains material with varied sounds And notice use Language For stimulate motivation student	✓		
8	The teacher gives chance to sudents to ask and gve praise to sudents	✓		

9	The teacher explains material that includes HOTS cognitive levels (analyzing)	✓		
10	The teacher explains material that includes HOTS cognitive levels (evaluating)		✓	
11	The teacher explains material that includes HOTS cognitive levels (Creating)		✓	
12	The teacher explains material use a strategy/ method learning during HOTS implementation	✓		
13	Interested the students to learning English learning	✓		
14	Involvement students in a way direct And active during the learning process English Learning		✓	Half of them only
<b>Activities Closing</b>				
15	The students do the conclusion and teachers do reinforcement	✓		
16	The teacher delivered possible values taken from material being taught today	✓		
17	The teacher holds evaluation learning by give questions related with material today .	✓		
18	The teacher closes the learning process with prayers , and greetings	✓		

## Appendix 2

### INTERVIEW TRANSCRIPTION

#### 1. Teacher 1

**Name** : DZH

**Date** : September, 26<sup>th</sup> 2022

**Place** : SMA Negeri 3 Kerinci

**Interviewee:** Based on your experiences, what do you understand about Higher Order Thinking Skills?

**T1:** HOTS is an ability that not only requires the ability to remember but requires other abilities that can improve thinking skills, such as the ability to think critically, creatively, and innovatively, and also be able to solve problems.

**Interviewee:** How is your view toward implementing HOTS in the learning process?

**T1:** The implementation of HOTS in the learning process is very good because learning with this method requires students' ability to think at a higher level which involves the process of reasoning and analysis so that they can hone their critical thinking, logically, creatively, and innovatively.

**Interviewee:** Had you been implementing HOTS based on the cognitive domain (C4-C6) during the learning process?

**T1:** In analyzing, the teacher asks students to be able to classify important information in the material being studied; In evaluating, the teacher asks students to be able to determine conclusions according to facts; and In

creating, the teacher asks students to be able to develop new products related to learning materials.

**Interviewee:** What kind the learning strategy that usually use in implementing HOTS?

**T1:** I usually use learning models such as problem-based learning and project-based learning.

**Interviewee:** What are the obstacles or problems of implementing HOTS that usually you found?

**T1:** The implementation of HOTS does not work effectively because students' English ability is still low

**Interviewee:** How do you measure and assess the HOTS of the students?

**T1:** using daily tests or exam

**Interviewee:** How is the result of students' achievement regarding implementing HOTS?

**T1:** almost students can be said quite well when I implemented HOTS, it can see from their daily tests even in the exam.

## 2. Teacher 2

**Name** : ES

**Date** : September, 26<sup>th</sup> 2022

**Place** : SMA Negeri 3 Kerinci

**Interviewee:** Based on your experiences, what do you understand about Higher Order Thinking Skills?

**T2:** How the students can think critically and be able to solve problems

**Interviewee:** How is your view toward implementing HOTS in the learning process?

**T2:** The implementation of HOTS is a learning method that is not easy to do in class. Learning with HOTS requires students to be able to think critically, logically, and creatively. Besides that, teachers are also asked to be able to create learning models that can build higher-order thinking skills in students. Requires good preparation before learning is carried out with the implementation of HOTS

**Interviewee:** Had you been implementing HOTS based on the cognitive domain (C4-C6) during the learning process?

**T2:** In analyzing, the teacher asks students to determine the essence or analyze the essence of reading or text. In evaluating, students are trained to be able to conclude using supporting evidence from the text given based on facts. In creating, the teacher gives assignments to students and asks students to solve the problems and look for a series of solutions to problems so that they can produce something new.

**Interviewee:** What kind the learning strategy that usually use in implementing HOTS?

**T2:** Maybe problem-based learning

**Interviewee:** What are the obstacles or problems of implementing HOTS that usually you found?

**T2:** besides the low students' ability, I think it is the lack of facility especially to access media learning while it using an internet connection



**Interviewee:** How do you measure and assess the HOTS of the students?

**T2:** do the task end of the class, or in their exam

**Interviewee:** How is the result of students' achievement regarding implementing HOTS?

**T2:** I see the student's difficulty in learning with HOTS, their English language performance is low. It is affecting the implemented HOTS to effectively

### 3. Teacher 3

**Name** : EW

**Date** : September, 27<sup>th</sup> 2022

**Place** : SMA Negeri 3 Kerinci

**Interviewee:** Based on your experiences, what do you understand about Higher Order Thinking Skills?

**T3:** HOTS make students able to make a decision and even make a conclusion about the problem that they faced.

**Interviewee:** How is your view toward implementing HOTS in the learning process?

**T3:** when applying HOTS in learning, I have a little difficulty because the students' ability of English learning was still relatively low.

**Interviewee:** Had you been implementing HOTS based on the cognitive domain (C4-C6) during the learning process?

**T3:** I know about bloom taxonomy. It was the most popular used in HOTS. maybe it can be implemented in analyzing, also creating sometimes. For evaluating aspects, It does not work goodly for them.

**Interviewee:** What kind the learning strategy that usually use in implementing HOTS?

**T3:** it is like a project-based learning

**Interviewee:** What are the obstacles or problems of implementing HOTS that usually you found?

**T3:** sometimes I am constrained by time. Where the implementation of HOTS usually requires more time than usual learning. I think so

**Interviewee:** How do you measure and assess the HOTS of the students?

**T3:** give them the questions that required them to think deeply or think critically

**Interviewee:** How is the result of students' achievement regarding implementing HOTS?

**T3:** it is relatively good. But it still does not work effectively for them due to the several problems and obstacles

#### 4. Teacher 4

**Name** : MW

**Date** : September, 26<sup>th</sup> 2022

**Place** : SMA Negeri 3 Kerinci

**Interviewee:** Based on your experiences, what do you understand about Higher Order Thinking Skills?

**T4:** I think HOTS are activities that can improve a person's critical thinking. Bloom's taxonomy is commonly applied with 3 cognitive levels; analyzing, evaluating, and creating

**Interviewee:** How is your view toward implementing HOTS in the learning process?

**T4:** I think the use of HOTS is depend on teachers' skills, how they design the material and deliver it to students in the classroom

**Interviewee:** Had you been implementing HOTS based on the cognitive domain (C4-C6) during the learning process?

**T4:** I had, but it is only till analyzing the aspect.

**Interviewee:** What kind the learning strategy that usually use in implementing HOTS?

**T4:** kind of project-based learning

**Interviewee:** What are the obstacles or problems of implementing HOTS that is usually found?

**T4:** the implementation of HOTS does not work effectively because students' English ability is still low

**Interviewee:** How do you measure and assess the HOTS of the students?

**T4:** give them a task that required a HOTS level, Especially in analyzing

**Interviewee:** How is the result of students' achievement regarding implementing HOTS?

**T4:** it can not work effectively

## 5. Teacher 5

**Name : SK**

**Date : September, 26<sup>th</sup> 2022**

**Place : SMA Negeri 3 Kerinci**

**Interviewee:** Based on your experiences, what do you understand about Higher Order Thinking Skills?

**T5:** HOTS encourages someone to think broadly and deeply in solving problems, especially in learning. HOTS consist of 3 aspects, namely analyzing, evaluating, and creating.

**Interviewee:** How is your view toward implementing HOTS in the learning process?

**T5:** I think, it is still yet to be able to implement HOTS in learning at this school. Especially in English subjects, where the ability of students in English is still low.

**Interviewee:** Had you been implementing HOTS based on the cognitive domain (C4-C6) during the learning process?

**T5:** I usually had to implement aspects such as analyzing or sometimes creating. It is also a little bit difficult to design the material using HOTS.

**Interviewee:** What kind the learning strategy that usually use in implementing HOTS?

**T5:** project-based learning

**Interviewee:** What are the obstacles or problems of implementing HOTS that usually you found?

**T5:** Besides the low-level students' ability in English, I am also not an expert to make the concepts of learning using HOTS, so I have obstacles in preparing the material. Even more, sometimes I have limited time while implementing HOTS in the classroom

**Interviewee:** How do you measure and assess the HOTS of the students?

**T5:** give the task with the questions related to analyzing or other aspects in hots.

**Interviewee:** How is the result of students' achievement regarding implementing HOTS?

**T5:** it cannot be said well. besides my obstacles, they were also a problem, because of their low ability in English learning.

### Appendix 3



**Interview with Mrs. DZH (T1)**



**Interview with Mrs. ES (T2)**



**Interview with Mrs. EW (T3)**



**Interview with Mrs. MW (T4)**



**Interview with Mrs. SK (T5)**

INSTITUT AGAMA ISLAM NEGERI  
KERINCI



**PEMERINTAH PROVINSI JAMBI  
DINAS PENDIDIKAN  
SMA NEGERI 3 KERINCI**



Jln. Raya Pulau Tengah, Kec. Keliling Danau, Kab. Kerinci, Prov. Jambi. KP. 37173 Telp. (0748)

**SURAT KETERANGAN IZIN PENELITIAN**

Nomor : 422 / 281 /SMA.3.Krc/2022

Berdasarkan surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri ( IAIN ) Kerinci Tarbiyah dan Ilmu Keguruan, Nomor : In.31/D.1/PP.00.9/1930/2022, tanggal 21 Oktober 2022, perihal Mohon Izin Penelitian. Maka dengan ini Kepala Sekolah Menengah Atas Negeri 3 Kerinci, Kabupaten Kerinci, Provinsi Jambi memberi izin kepada :

Nama : **TIARA NURSYIFA**  
NIM : 1810203058  
Program Studi : Tadris Bahasa Inggris (TBI)  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Alamat : Telago Pulau Tengah

Untuk melaksanakan penelitian serta memperoleh data dan keterangan guna penulisan skripsi yang berjudul " An investigation of english teacher understanding and the implementation of higher order thinking skills in SMAN 3 Kerinci ". mulai tanggal 20 Oktober s.d 20 Desember 2022..

Demikianlah surat izin ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.



Pulau Tengah, 26 Oktober 2022  
Kepala Sekolah,

**MA PRIBO, S.Pd**  
NIP. 19680610 199203 1008





PEMERINTAH PROVINSI JAMBI  
DINAS PENDIDIKAN  
SMA NEGERI 3 KERINCI



Jln. Raya Pulau Tengah, Kec. Keliling Danau, Kab. Kerinci, Prov. Jambi. KP. 37173 Telp. (0748)

**SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN**

Nomor :422/ 309 /SMA.3.Krc/2022

Berdasarkan surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri (IAIN) Kerinci Fakultas Tarbiyah Dan Ilmu Keguruan, Nomor :In.31/D.1/PP.00.9/1930/2022, tanggal 21 Oktober 2022, Perihal Permohonan Izin Penelitian mengumpulkan data dalam rangka penyelesaian Tesis. Kepala Sekolah Menengah Atas (SMA) Negeri 3 Kerinci, Kabupaten Kerinci, Provinsi Jambi dengan ini menerangkan bahwa :

Nama : **TIARA NURSYIFA**  
NIM/TM : 1810203058  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Alamat : Telago Pulau Tengah

Yang nama tersebut di atas telah selesai melaksanakan penelitian di SMA Negeri 3 Kerinci pada tanggal 20 Oktober s/d 24 November 2022, dengan judul "*An Investigation Of English Teacher Understanding and The Implementation Of Higher Order Thinking Skills in SMAN 3 Kerinci*".

Demikianlah surat keterangan telah melaksanakan penelitian ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Pulau Tengah, 24 November 2022  
Kepala Sekolah,



**MAT RIBO, S.Pd**  
NIP. 19680610 199203 1 008

## CURRICULUM VITAE

### I. PERSONAL INFORMATION

Name : Tiara Nursyifa  
Place/Date of Birth : Bandung/ November 24<sup>TH</sup>, 2000  
Address : Koto Tuo Pulau Tengah  
Religion : Moslem  
Nationality : Indonesian  
Marital status : Single  
Father's name : Haryadi, S.Pd  
Mother's name : (almh) Nilyati  
Phone Number : +6281227242650



### II. EDUCATIONAL BACKGROUND

2006 – 2012 : **Elementary School**  
SDN 024/III Koto Tuo

2012 – 2015 : **Junior High School**  
SMPN 2 Kerinci

2015 – 2018 : **Senior High School**  
SMAN 3 Kerinci

2018 – 2022 : **Institute**  
Static Islamic Institute of Kerinci