

HIGH ORDER THINKING SKILL (HOTS) INSTRUCTION DELIVERED

BY TEACHERS IN TEACHING READING

(Descriptive Study in SMPN 01 Rejang Lebong)

THESIS

This Thesis is submitted to fulfill the requirement

For Sarjana degree in English Language Education



By :

Dewa Ramadhan

NIM: 19551070

ENGLISH TADRIS STUDY PROGRAM

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF

IAIN CURUP

2024

PENGAJUAN SKRIPSI

Hal : Pengajuan Skripsi

Kepada

Yth. Bapak Rektor IAIN Curup

di Curup,

Assalamu'alaikum Wr. Wb.

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi mahasiswa IAIN Curup prodi Tadris Bahasa Inggris yang bernama **Dewa Ramadhan NIM 19551070** yang berjudul: "**High Order Thinking Skill (HOTS) Instruction Delivered by Teachers in Teaching Reading (Descriptive Study in SMPN 01 Reajang Lebong)**" Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri Curup (IAIN) Curup.

Demikian permohonan ini kami ajukan, terima kasih.

Wassalammualaikum Wr. Wb.

Curup, 15 January 2024

Pembimbing I



Jumatul Hidayah, M.Pd

NIP.19780224200212202

Pembimbing II



Sarwo Edy, M.Pd.

NIP. 198106072023211011

STATEMENTS OF OWNERSHIP

The writer who sign below

Name : Dewa Ramadhan
Nim : 19551070
Facultas : Tarbiyah
Prodi : TBI (Tadris Basha Inggris)

State that the thesis is entitled “ **HIGH ORDER THINKING SKILL (HOTS) INSTRUCTION DELIVERED BY TEACHERS IN TEACHING READING**” This statement is made true, if next day there any mistake the writer ready to accept the punishment or other criticism from IAIN suitable with is regulation.

Curup, November 2023

The Researcher,



Dewa Ramadhan

NIM: 19551070

APPROVAL



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp (0732) 21010-21759 Fax 21010
Homepage <http://www.iaincurup.ac.id> Email admin@iaincurup.ac.id Kode Pos 39119

APPROVAL

Nomor 331 /In.34/L/FT/PP.00.9/02/2024

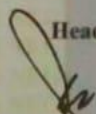
Name Dewa Ramadhan
NIM 19551070
Departement English Tadris Study Program
Title High Order Thinking Skill (HOTS) Instruction Delivered By Teacher
In Theacing Reading (Descriptive Study In SMPN 01 Rejang Lebong)
Has been examined by examining board of the English Tadris Study Program of Institut Agama
Islam Negeri (IAIN) Curup, on

Day/Date Thursday, February 15th 2024
Time 1500 – 16.30 a.m
At Room 1

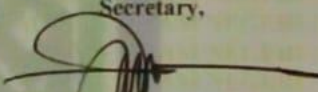
Has been received to fulfill a partical requirements for the degree of strata 1 in English Tadris
Study Program of Tarbiyah Faculty IAIN Curup

EXAMINERS:

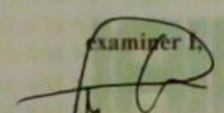
Head,


Jumatul Hidayah, M. Pd
NIP. 19780224 200212 2 002

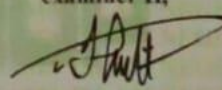
Secretary,


Sarwo Edy, M. Pd
NIP. 19810607 202321 1 011

examiner I,


Dr. Paldi Gusmuliana, M. Pd
NIP. 19840817 201503 1 004

examiner II,


Henny Septia Utami, M. Pd
NIDN. 2016098903

Mengesahkan
Dekan Fakultas Tarbiyah


Dr. Sutarto, S. Ag., M. Pd
NIP. 19740924 200003 1 003

PREFACE

In the Name of Allah, the Most Gracious and Most Merciful. All praise is due to Allah, the Lord of the worlds. Shalawat and greetings may be poured out upon the Prophet Muhammad صلى الله عليه وسلم, as a blessing for all nature. This foreword was prepared to describe the research entitled "**High Order Thinking Skill (HOTS) Instruction Delivered by Teachers in Teaching Reading (Descriptive Study in SMPN 01 Rejang Lebong)**". This research aims to explore the application of higher order thinking skills (HOTS) by teachers in the process of teaching reading at SMPN 01 Rejang Lebong.

The aim of crafting this research proposal is to fulfill a prerequisite for the S-I English Tadris Study Program at the Faculty of Tarbiyah and Teacher Training, The State Islamic Institute (IAIN) Curup. The researcher aspires that this proposal proves beneficial for readers and stakeholders alike, serving as a valuable reference for forthcoming researchers.

Curup, November 2023

The Researcher,



Dewa Ramadhan

NIM: 19551070

ACKNOWLEDGEMENT

الرحيم الرحمن الله باسم

Assalamu'alaikum Warahmatullahi Wabarakatuh,

All praises are due to Allah SWT, the Most Merciful and the Most Compassionate, who has bestowed mercy, blessings, and guidance upon the researcher, enabling the successful completion of this research. Peace and salutations be upon Prophet Muhammad SAW, as well as his family and followers, who have been a source of greatness for the entire Muslim ummah. This thesis, titled "**High Order Thinking Skill (HOTS) Instruction Delivered by Teachers in Teaching Reading,**" is presented as a partial fulfillment of the requirements for the Strata 1 degree in the English Study Program at IAIN Curup. Throughout the course of this thesis, the researcher has received invaluable contributions, guidance, support, and motivation from various individuals. On this occasion, the researcher wishes to express heartfelt gratitude to:

1. **Prof.Dr. Idi Warsah, M.Pd.I** as the chairman of IAIN Curup.
2. **Dr. Sutarto, S.Ag, M.Pd** as the Dekan of Faculty Tarbiyah
3. **Jumatul Hidayah, M.Pd** as the Head of English Tadris Study Program thanks for the guidance and helping
4. My great advisor **Jumatul Hidayah, M.Pd** in finishing my study at IAIN Curup.
5. My co-advisor **Sarwo Edy, M.Pd** who gave the researcher guidance

6. My examiner **Rizki Indra Guci, M.Pd**, who have validated my research instruments and provided many corrections, useful suggestions, strong encouragement and continuous critical support and guidance to complete this thesis.
7. **All of the lecturers** of English Study Program in IAIN Curup thanks for support,suggestion and advices.
8. **My Father and my Mother** who have been pleased to give everythingduring the study and compile this thesis at IAIN Curup.
9. All of my friends of English Study Program of IAIN Curup.

In conclusion, the researcher greatly values constructive suggestions to enhance their journey towards becoming a more proficient researcher in the future. It is hoped that the outcomes of this research will contribute positively to the development of education in the English Study Program and other educational institutions. The researcher expresses gratitude for the acknowledgments mentioned and those left unsaid. May Allah SWT reward all with multiplied blessings. Aamiin.

Wassalammu'alaikum Warahmatullahi Wabarakatuh

Curup, November 2023

The Researcher,



Dewa Ramadhan

NIM: 19551070

MOTTO

وَسِعَ وَاللَّهُ فَضْلُهُ مِنَ اللَّهِ يُغْنِيهِمْ فَقَرَأَ يَكُونُوا إِنَّ ۖ وَإِمَائِكُمْ عِبَادِكُمْ مِنْ وَالصَّالِحِينَ مِنْكُمْ الْأَيْمَى وَأَنْكِحُوا
عَلِيمٌ

Artinya: Dan kawinkanlah orang-orang yang sedirian diantara kamu, dan orang-orang yang layak (berkawin) dari hamba-hamba sahayamu yang lelaki dan hamba-hamba sahayamu yang perempuan. Jika mereka miskin Allah akan memampukan mereka dengan kurnia-Nya. Dan Allah Maha luas (pemberian-Nya) lagi Maha Mengetahui.

The Researcher : *"Not Just Reading, But Building High Order Minds!"*

DEDICATION:

1. I thankfull **Allah SWT**. Because without Allah, either I nor my goal would have been possible.
2. My parents, I am proud to have them, and I deeply appreciate them. Father Arif Sobari, my superhero who always motivates me to become a resilient man. And to the dearest woman, Mother Emilia, who constantly encourages me to stay strong and patient in guiding me. For me, you are the best parents in the world.
3. my friends, (Herlinda, Rahmat valentiyo, Syamsul bass, Yudi Aprik,). which motivated me to write this thesis. they are civilized people who taught me a lot about the meaning of friendship. I hope that Allah will give me good health so that I can live a more comfortable life.
4. My biggest mentor Sarwo Edy, M.Pd. who always give me motivation, advice, guidance, in completing my studies at IAIN Curup
5. My Best Tutor Jumatul Hidayah,M.Pd. Who always gives me motivation, support, guidance in completing this thesis and also in completing my studies.
6. My lecturer Rizki Indra Guci, M.Pd, who always provides motivation and support.
7. Lecturers of English Tadris Study Program IAIN Curup whom I love for their support, suggestions and advice.
8. All students of the IAIN Curup English Language Study Program
9. Lastly, I would like to express my sincere thanks to myself. I appreciate my patience so far. I am grateful for all the achievements I have achieved. Keep growing, let's finish everything until the time comes when we have to return to the right path. Dewa, you are the greatest person ever.

ABSTRACT**High Order Thinking Skill (HOTS) Instruction Delivered by Teachers
in Teaching Reading Descriptive Study in SMPN 01 Rejang Lebong****Dewa Ramadhan****19551070****Advisor : Jumatul Hidayah, M.Pd****Co-advisor : Sarwo Edy, M.Pd**

The Merdeka Curriculum in Indonesia prioritizes students and HOTS for critical thinking. Teachers at SMPN 01 Rejang Lebong face training challenges, but teaching English is crucial for global skills. This research explores how teacher instructions promote HOTS in reading at SMPN 01 Rejang Lebong, addressing training challenges, resource limitations, and exam pressure. Despite obstacles, the HOTS system enhances students' problem-solving and creative thinking skills, focusing on HOTS in reading at SMPN 01 Rejang Lebong. This research method is qualitative. Data collection techniques were obtained through interviews, observation and document analysis, with two English teachers as research subjects. Research focuses on instructional practices that encourage HOTS, especially in line with the 100% Merdeka Curriculum in schools. The results of research at SMPN 01 Rejang Lebong show that teaching Higher Order Thinking Skills (HOTS) in English reading classes, through four main approaches, has a positive impact. Findings highlight the benefits of Direct Instruction for ESL students and the crucial role of Questioning Strategies in stimulating critical thinking. Small Group Discussions improve overall understanding, and the Classroom Environment strengthens key reading skills. The practical implications provide guidance for teachers and policy makers at SMPN 01 Rejang Lebong and other educational institutions.

Keywords: *Higher order thinking, Reading Instruction, Think Critically and Creatively*

LIST OF CONTENTS

TITLE PAGE	I
PENGAJUAN SKRIPSI	I
STATEMENTS OF OWNERSHIP	II
PREFACE	III
APPROVAL	III
ACKNOWLEDGEMENT	V
MOTTO	VII
DEDICATION:	VIII
ABSTRACK	IX
LIST OF CONTENTS	X
LIST OF TABLE	XII
CHAPTER I INTROCUCTION	1
A. Background of the Research	1
B. Research Question	8
C. Objective of the Research	9
D. Limitation of the Research	9
E. Significant of the Research	9
F. Definition of Key Terms	10
CHAPTER II LITERTURE REVIEW	12
A. Higher Order Thinking Skills (HOTS)	12
B. Advantages of “Higher Order Thinking Skill	16
C. Reading	17
D. Teaching Reading	22
E. Teaching Reading with HOTS	23
F. Strategies of Teaching Instruction to Activate HOTS in Reading	24

G. Previous Study 30

CHAPTER III RESEARCH METHODOLOGY 32

A. Research Design 32

B. Subject of the Research 33

C. Technique Collecting Data 34

D. Instrument 36

E. Trustworthiness of the Data 45

F. Data Analysis Technique 45

CHAPTER IV FINDINGS AND DISCUSSION 47

A. Findings 47

B. Discussion 63

CHAPTER V CONCLUSION AND SUGGESTION 68

A. Conclusion 68

B. Suggestion 69

REFERENCES 71

APPENDIX 75

BIOGRAPY 132

LIST OF TABLE

Table 3.1 Observation Blueprint of High Order Thinking Skill (HOTS) Instruction Delivered by Teachers in Teaching Reading.....	37
Table 3.2 Interview Blueprint of the Impact of Teachers' instructional strategies on students' ability in learning English Reading at SMPN 1 Rejang Lebong	43
Table 4.1 High Order Thinking Skill (HOTS) Instruction Delivered by Teachers in Teaching Reading used by Teacher A	48
Table 4.2 High Order Thinking Skill (HOTS) Instruction Delivered by Teachers in Teaching Reading used by Teacher B	53

CHAPTER I

INTROCUCTION

A. Background of the Research

Higher Order Thinking Skills (HOTS) The implementation of the Merdeka Curriculum changed the learning system from being teacher-centered to student-centered. Student-centered learning requires students to be able to think critically. To prepare for this, teachers and students are required to have HOTS or Higher Order Thinking Skills abilities. learning is carried out in a student-centered manner so that students are required to be able to think critically to face intense competition in the 21st century. In order to prepare for this, teachers and students are required to master HOTS skills¹. Higher-order thinking skills are the ability to think at a higher level. Students with HOTS skills are better able to analyze, evaluate, and create creativity to solve problems in their environment². Higher-order thinking skills are part of critical, logical, reflective, metacognitive, and creative thinking skills. Students must be able to use Higher Order Thinking Skills (HOTS) to analyze, assess, and create knowledge which is one of the learning objectives.

Based on Article 6 of the Government Regulation of the Republic of Indonesia Number 4 of 2022 concerning Graduate Competency Standards in Secondary Education Units, it is stated that the Competency Standards for Secondary Education Graduates cover the fields of developing attitudes,

¹ Nadim, A. M. (2020). Pemaparan Program Guru Dalam Peluncuran Merdeka Belajar Episode 5 Tentang “Guru Penggerak.” Kementerian Pendidikan Dan Kebudayaan.

² Retnawati, H., Djidu, H., Kartianom, Apino, E., & Anazifah, R. D. (2018). Teachers' Knowledge About Higher Order Thinking Skills and Its Learning Strategy. *Problem of Education in The 21st Century*, 76(2), 215-230

knowledge, and skills. This is in accordance with the learning characteristics set by the state that a skill is acquired through activities such as remembering, understanding, applying, analyzing, evaluating, and creating. These characteristics are in accordance with the opinion of Bloom's taxonomy that has been revised, which states that indicators to measure higher-order thinking skills are analysis (C4), evaluation (C5), and creation (C6)³.

Implementing HOTS in teaching and learning process is a mandatory, teachers are encouraged to promote it during the class to create a new knowledge and broaden the students' capabilities⁴. A HOT leads the ability to implement knowledge, skill, and values in reasoning, reflection, problem solving, decision making, and creating new things. According to Heong et.al , teachers should develop students' HOTS to think broadly and discover a new challenge. In order to apply HOTS, teachers should involve students in teaching and learning process which promotes activities beyond comprehension). The activities should promote analysis, evaluation, and creation⁵.

Students who possess High-Order Thinking Skills (HOTS) enjoy a wide range of benefits that extend well beyond the classroom. HOTS empower students with the ability to tackle complex problems and challenges creatively, fostering a strong foundation in problem-solving and critical thinking. They become adept at making informed decisions by evaluating multiple

³ Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy : An overview. *Theory into practice*, 41(4), 212-218.

⁴ Indriyana, B. S & Kuswandono, P. (2019). Developing Students' Higher Order Thinking Skills (HOTS) in Reading: English Teachers' Strategies in Selected Junior High Schools. *Journal of English Teaching*. 5 (3), 204-2016

⁵ Heong, Y. M., et al. (2011). The Level of Marzano Higher Order Thinking Skills among Technical Education Students. *International Journal of Social Science and Humanity*, 1(2), 1-8.

perspectives and weighing options, a skill invaluable in both academic pursuits and real-life scenarios. Furthermore, HOTS cultivate innovation and creativity, enabling students to think outside the box and generate novel ideas. This not only enhances academic excellence but also equips them to adapt to the rapidly changing world. Moreover, individuals with HOTS often excel in leadership roles, communicate effectively, and embrace lifelong learning, contributing to their personal growth and enriching their communities with a global perspective. In essence, High-Order Thinking Skills empower students to thrive academically, professionally, and personally, making them well-rounded and adaptable individuals in the modern world

Since the government sets educational expectation that teacher has to activate students' HOTS, so that whatever the approaches are, HOTS are included during the teaching and learning process. However, in the reality at school, most of the teachers face many troubles in implementing HOTS. They commonly lead the students to have the ability of LOTS instead of HOTS during the teaching process. The teachers do not understand curriculum well the so that they have difficulty in applying it, especially HOTS, during the teaching process. Their lack of understanding occurs due to lack of teacher training given by the government, their competence and motivation to develop students' HOTS. As a result, the teachers are not qualified enough and the students cannot catch up the whole thing of HOTS itself.

Teaching English in junior high schools in Indonesia is a crucial component of the country's education system. English is a mandatory subject for students in grades 7 through 9, and it plays a vital role in preparing them

for higher education and future career prospects. The curriculum typically focuses on developing students' language skills, including speaking, listening, reading, and writing. Teachers employ a variety of teaching methods, including interactive activities, multimedia resources, and language games to make the learning process engaging and effective. Furthermore, the emphasis is not only on linguistic competence but also on cultural awareness and global communication skills, as English is viewed as a gateway to connecting with the international community. Given the diverse linguistic backgrounds of Indonesian students, educators face the challenge of catering to varying proficiency levels, but they strive to create an inclusive learning environment that encourages active participation and fosters a love for the English language⁶. Overall, teaching English in junior high school in Indonesia is a vital step in equipping students with the skills they need to succeed in a globalized world

Balancing the SMPN 01 Rejang Lebong is the focus of this research because this educational institution has student characteristics, educational infrastructure, and school policies that can provide rich and contextual insights regarding the development of High Order Thinking Skills (HOTS), especially in reading skills. The potential for continuity of previous research or active participation with schools strengthens the decision to research in this setting. In addition, it is hoped that this research can have a positive social and educational impact, improve the quality of local education, and support local

⁶ Yeung, S.-y. S. (2016). Conception of teaching higher order thinking: perspectives of Chinese teachers in Hong Kong. *The Curriculum Journal*, 553-578

government efforts to improve human resources in the region. Through an in-depth understanding of the context of SMPN 01 Rejang Lebong, it is hoped that this research can make a meaningful contribution to the development of teaching and learning methods that encourage the growth of high-level skills and student learning progress.

Furthermore, one of the essential things to activate students' HOTS is that teacher's instruction during the learning process. Teacher' instruction refers to the way the teachers promote instruction and strategies to develop HOTS in the classroom. Instruction means one sentence or more put before, in the middle, or after the task, used to inform the students what they need to do deal with the materials. In learning process, instruction is prominent part spoken by teachers to lead the class and conduct the teaching and learning process. Teachers play a pivotal role in fostering HOTS by incorporating strategies that encourage critical thinking and problem-solving⁷.

Recognizing the crucial role that teachers play in nurturing High Order Thinking Skills (HOTS) through the incorporation of instructional strategies fostering critical thinking and problem-solving, this research is centered on the exploration of teacher instructions at SMPN 01 Rejang Lebong. The significance of teacher instructions lies in their capacity to guide students through the learning process, offering directives and strategies that aim to cultivate HOTS within the classroom setting. As HOTS development is integral to students' intellectual growth, the focus on SMPN 01 Rejang Lebong provides

⁷ Ariesta, F. w. (2018, November 23). Binus. Retrieved from Mengintegrasikan Higher Order Thinking Skills (HOTS) pada pembelajaran sains di Sekolah Dasar: <https://pgsd.binus.ac.id/2018/11/23/mengintegrasikan-higher-order-of-thinking-skillhots-pada-pembelajaran-sains-di-sd>

a unique opportunity to delve into the contextual nuances of this educational institution. Understanding how teachers at SMPN 01 Rejang Lebong implement instructional approaches to enhance critical thinking, particularly within the realm of reading skills, is paramount to unlocking insights that can be applied not only locally but also contribute to broader discussions on effective teaching methods and their impact on student learning outcomes.

Rosenshine states that there are some lists of instructional principles in the learning process⁸. The lists are the class should begin the lesson with a short review of previous learning, present new material in small steps and followed by students practice after each step, ask a large number of questions and check the responses of all students, provide models, guide students practice, check their understanding, obtain a high success rate, provide scaffolds for difficult tasks, require and monitor independent practice, and engage students in weekly and monthly review. In line with while Tam & Thnull⁹, explain there are four teacher's instructions to facilitate HOTS; Direct instruction or teacher-centered presentation of information, Questioning strategies, Small group discussions, and Classroom environment. Teachers are expected to have a short time presentation to activate students' prior knowledge, and then they can elaborate activities to promote HOTS in small group discussion. The questions that lead to creative thinking such as 'What do you think will happen next?', 'How can we ...?' and 'describe the different ways you could ...!' can be given to the

⁸ Barak Rosenshine, "The Empirical Support for Direct Instruction," in *Constructivist Instruction: Success or Failure?* (New York: Routledge, 2009), 201–220

⁹ Tam, N. T., & Thnull, N. (2017). Influence of Explicit Higher-Order Thinking Skills Instruction on Students' Learning of Linguistics. *Thinking Skills and Creativity*.

students. At the end, teachers have to provide a supportive learning atmosphere to stimulate students' HOTS.

In fact, most of the teachers do not do those kinds of lists in their classrooms. They rarely have a review session before moving on the current materials. They just ask the students' condition and ask the topic of previous material in the first session without any additional review or practice. Teachers tend to think if the student does not have any questions for them, it means that they totally understand the materials; however, not all of the students feel so. It also happens due to teachers' laziness. They are lazy enough to prepare the review test, quiz, models, or even weekly and monthly review. As a result, the students' capabilities are not good enough since the teachers are less preparation and competences.

Implementing High-Order Thinking Skills (HOTS) in Teaching reading instruction at the junior high school level presents several common challenges for teachers. It also happened in SMP Negeri I Rejang Lebong. There some challenges for teachers. There are; First and foremost, inadequate teacher training and professional development in HOTS-focused teaching methods can hinder effective implementation. Additionally, a scarcity of resources, such as textbooks and technology, may limit the creation of engaging HOTS-oriented activities. Large class sizes can make it challenging to provide personalized attention and feedback, impeding meaningful discussions and individual support. The pressure of standardized testing, which often emphasizes lower-order thinking, can divert teachers from prioritizing HOTS. Furthermore, varying English proficiency levels among students, time constraints within the

curriculum, resistance to change from students and parents, assessment dilemmas, teacher confidence issues, and socio-cultural factors all contribute to the complexity of delivering HOTS instruction. Observation results Researchers in grades 7 and 8, most of them said that the HOTS learning system helped them become more able to solve problems, make decisions and think creatively. However, some said that the implementation of the HOTS learning system made them face difficulties in tasks that had a high level of difficulty¹⁰. Addressing these challenges necessitates continuous professional development, supportive educational policies, resource allocation, and a balanced curriculum that values both foundational knowledge and higher-order thinking skills in English education.

Based on the background above, the researcher is interested in investigating HOTS in teaching English at Junior high school level. Therefore the researcher is very interested in doing research entitled *“High Order Thinking Skill (HOTS) Instruction Delivered by Teachers in Teaching Reading at SMPN Negeri 1 Rejang Lebong”*

B. Research Question

Based on the background, the problems of this research are formulated as follows:

1. What are Teachers' instructional strategies to Promote High Order Thinking Skills in Teaching Reading at of SMP Negeri 01 Rejang Lebong?
2. How is the impact of Teachers' instructional strategies on students' ability in learning English Reading at SMPN 1 Rejang Lebong Curriculum?

¹⁰ Results of Researcher Observations at SMPN 01 Rejang Lebong on 12 November 2023

C. Objective of the Research

Based on the problem formulation described above, the research objectives formulated in this study are:

1. To investigate Teachers' instructional strategies to Promote High Order Thinking Skills in Teaching English Reading at of SMP Negeri 01 Rejang Lebong
2. To find how the impact of Teachers' instructional strategies on students' ability in learning English Reading at SMPN 1 Rejang Lebong.

D. Limitation of the Research

This research focused on the High Order Thinking Skill (HOTS) Instruction Delivered by Teachers in Teaching English Reading and and impact on the teaching and learning process at SMPN Negeri 1 Rejang Lebong based on Tam & Thnull theory.

E. Significant of the Research

1. For students

Research-backed HOTS instruction in teaching English Reading benefits students by enhancing their cognitive skills, academic performance, and readiness for higher education and future careers. It equips them with vital life skills such as effective communication, problem-solving, and adaptability, fostering personal and professional growth and preparing them to thrive in a dynamic and interconnected world.

2. For Teachers

Research on HOTS instruction in teaching English benefits teachers by providing opportunities for professional growth, innovative teaching strategies, and enhanced job satisfaction. It empowers educators to customize their instruction, effectively assess student progress, and collaborate with peers, ultimately contributing to the improvement of both their own teaching practices and the education system as a whole.

3. For schools

HOTS instruction in teaching English is benefits schools by enhancing educational quality, curriculum development, reputation, and data-driven decision-making. It empowers teachers, fosters a culture of innovation, prepares students for future success, and engages the school community in promoting a more enriching and impactful learning environment.

F. Definition of Key Terms

In order to avoid perception misunderstanding of this study, the following part provides a brief explanation on certain key term or operational definition of research.

1. High Order Thinking Skills (HOTS)

Higher order thinking means the ability to understand information by applying critical attitudes, evaluation, awareness and problem-solving skills. It requires a lot of cognitive processes¹¹. It is concluded that higher order thinking skills encourages students to be able to synthesize,

¹¹ Hasan, A., & Pardjono. (2019). The correlation of higher order thinking skills and work readiness of vocational high school students. *Jurnal Pendidikan Teknologi dan Kejuruan*, 25 (1), 52–61. doi: <https://doi.org/10.21831/jptk.v25i1.19118>

summarize, clarify, and summarize issues with active, critical, logical, creative, reflective, and meta-cognitive thinking

2. High Order Thinking Skills (HOTS) Instruction

High-Order Thinking Skills (HOTS) instruction refers to a teaching approach that focuses on developing and enhancing students' cognitive abilities related to critical thinking, problem-solving, analysis, evaluation, creativity, and synthesis of information¹². HOTS instruction aims to go beyond rote memorization and basic comprehension, emphasizing higher-level cognitive processes. It involves designing learning activities, lessons, and assessments that encourage students to engage in deep and meaningful thinking, analyze complex concepts, apply knowledge to real-world scenarios, and develop skills for independent learning and decision-making

3. Teaching English Reading

Teaching English Reading for foreign language is where the English is taught in the schools but it is not a common language which can be easily found in society. English is used only for purpose it is not used in government and institutions. "A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs"¹³. In this research, teaching English is transfer knowledge in English skill as integrated lesson

¹² Tam, N. T., & Thnull, N. (2017). Influence of Explicit Higher-Order Thinking Skills Instruction on Students' Learning of Linguistics. *Thinking Skills and Creativity*

¹³ O'Bryne, W. I., & Kostina-Ritchey, E. (2014). *Reading comprehension: From research to classroom practice*. Guilford Publication

CHAPTER II

LITERATURE REVIEW

A. Higher Order Thinking Skills (HOTS)

1. Definition of High Order Thinking Skills (HOTS)

HOTS Reading skill are considered as complicated from four skills another because of much specific ability that the reader needs to do in the reading activity. “Higher-order thinking is also useful for creating meaningful learning in the teaching and learning process because it gives a broader vision of learning that includes not only acquiring knowledge but also being able to use the knowledge in a variety of new situations in the student’s everyday life. It enables the students not only to remember and understand the knowledge or information they got but also to use the knowledge in an increasingly more complex way” according to Brookhart¹⁴, “3 categories about definition of the high-order thinking, 1) those that define higher-order thinking in terms of Transfer, 2) those that define it in terms of critical thinking, and 3) those that define in terms of problem-solving”. Critical Thinking consists of They are “analyze, evaluate, and create, according to Bloom’s taxonomy”. The first category is the higher-order thinking in “terms of transfer”. That’s mean; the purpose of teaching is equipping students to be able to do transfer. Here, HOST is conceived the students to be able to relate their learning to other elements the have learn before

¹⁴ Brookhart, S.M. (2010). How To Assess Higher-Order Thinking Skills In Your Classroom. United States of Amerika: ASCD Member Book

The second category is the higher order thinking as “critical thinking. That explains”, students can apply wise judgment or produce a reasoned critique. One of the characteristics of an educated people is “that they are reasoning, reflecting, and making decisions on their own. Further, judgment is also particularly important in higher-order thinking tasks like judging the credibility of a source. The third category is the higher order thinking as “problem solving”. It is mean; a problem is a goal that cannot be met with a memorized solution. It means that lower order thinking which forces the students to recall may not help the students in solving the problem. Moreover, problem solving is necessary for critical thinking and effective communication. In this case, being able to think means the students can solve problems with their own solutions in their school work and in life.

Additionally, to describe that HOTS is, “the process of intellectual discipline that actively and skillfully conceptualizing, applying, analyzing, synthesizing and evaluating. It is shown that critical thinking skill tends to be complex but important in today’s world. In conclusion, the HOTS is the ability to thinking difficult process that helping for transfer the knowledge in real life, think critically, and solve the problems. All the students own have Critical thinking should be able to examine assumptions and values, evaluate evidence, and present conclusions in their own words. This is also very important in the world today”

2. Advantages of “Higher Order Thinking Skill”

The people have benefit of the learning process when the teachers applying high-order thinking skills to students. Teach HOTS for the students is significant for the better result of the teaching and learning process. The advantages HOTS according to Mayer¹⁵ “

HOTS are given a broader vision of learning that includes not focus acquiring knowledge but also being able to use knowledge in a variety of new situations, promote the meaningful learning, and actively engage the students in the process of constructing meaning”. This means Critical thinking gives different mindset, not just about outcomes but also in creating meaning of learning the school. Additional, “The HOTS not only could improve the students thinking skill but also their overall performance”¹⁶.

That can happen by because of the study with building meaning and include Fresh subjects become the background of their knowledge to increase material knowledge and understanding as well .In others word, the benefit of critical thinking are helping students to learning something in meaningful process and improving the students overall performance.

¹⁵ Mayer, R. E. (2002). Rote versus meaningful learning. *Theory Into Practice*, . doi:10.1207/s15430421tip4104_4

¹⁶ Brookhart, S.M. (2010). *How To Assess Higher-Order Thinking Skills In Your Classroom*. United States of Amerika: ASCD Member Book

3. The implementation of Higher Order Thinking Skill (HOTS) in Indonesia

In response to this issue, Indonesian Ministry of Education and Culture tried to integrate HOTS in the existing curriculum which is 2013 curriculum¹⁷. In line with the Revised Bloom's Taxonomy, the Government established Regulation of Ministry of Education Number 22 Year 2016 about Standard Process of Elementary as well as secondary level of education Kemendikbud, 2016. The regulation stated that the aspect of thinking process is acquired by activities of Remembering, Understanding, Applying, Analyzing, Evaluating and Creating¹⁸.

In the Indonesian context, the development of students' HOTS has long become a goal of national education. In the Law of the Republic of Indonesia Number 20 the year 2003 on the National Education System, it is stated that among the aims of national education is to develop students' potential to become well-informed, competent, creative, autonomous, and responsible citizens. Furthermore, the Regulation of the Indonesian Minister of Education and Culture Number 22 the Year 2016 on the Process Standard for Elementary and Secondary Education states that knowledge is attained by "remembering, understanding, applying, analyzing, evaluating and creating" Kemendikbud, 2016. In response to this goal, efforts to promote students' HOTS have been made in the last few years including through the implementation of the 2013 Curriculum.

¹⁷ Kemendikbud.(2017). tentang kompetensi inti dan kompetensi dasar pelajaran pada kurikulum 2013 pada pendidikan dasar dan Menengah. Jakarta: Kemendikbud.

¹⁸ Kemendikbud. (2016a). Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah

Besides pursuing students' understanding of the materials, the 2013 Curriculum also stresses other skills such as thinking and creative acting skills, productive skills, and critical skills¹⁹. Despite the efforts, however, the Organization for Economic Cooperation and Development (OECD) reported that Indonesia's Program for International Student Assessment (PISA) ranking,

based on the 2018 survey, was still at the bottom of the list in all the areas tested: reading, mathematics, and science. Out of 77 countries, Indonesia is ranked 72 for Reading scores, and out of 78 countries, Indonesia is ranked 72 for Mathematics scores and 70 for Science scores²⁰. /Mullis et al also stated that one of the factors that contribute to Indonesia's low ranking is because Indonesian students are not adequately trained to solve contextual questions, which require reasoning, argumentation, and creativity²¹.

B. Advantages of “Higher Order Thinking Skill

The people have benefit of the learning process when the teachers applying high-order thinking skills to students. Teach HOTS for the students is significant for the better result of the teaching and learning process. The advantages HOTS according to Mayer “HOTS are given a broader vision of learning that includes not focus acquiring knowledge but also being able to use

¹⁹ Kemendikbud. (2016a). Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah

²⁰ Kasih, A. P. (2020). Nilai PISA Siswa Indonesia Rendah, Nadiem Siapkan 5 Strategi Ini. Kompas.com. Retrieved from

²¹ Mullis, I.V.S., Martin, M.O., & Foy, P. (with Olson, J.F., Preuschoff, C., Erberber, E., Arora, A., & Galia, J.). (2008). TIMSS 2007 international mathematics report: Findings from IEA's trends in international mathematics and science study at the

knowledge in a variety of new situations, promote the meaningful learning, and actively engage the students in the process of constructing meaning”²². This means Critical thinking gives different mindset, not just about outcomes but also in creating meaning of learning the school. Additional, “The HOTS not only could improve the students thinking skill but also their overall performance”²³.

That can happen by because of they study with building meaning and include Fresh subjects become the background of their knowledge to increase material knowledge and understanding as well. In others word, the benefit of critical thinking are helping students to learning something in meaningful process and improving the students overall performance.

C. Reading

This part will be divided into some parts as follows: the definition of reading, reading comprehension, the objectives of reading, the types of reading skill, and the types of reading exercises

1. Definition of Reading

Reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop.

Reading is rapid, which means that readers should maintain flow of

²² Mayer, R.E. (2002). Teaching for meaningful learning. Upper Saddle River, NJ: Prentice-Hall.

²³ Brookhart, Susan M., (2010), How To Assess Higher-Order Thinking Skills In Your Classroom, USA: ASCD.

information at a sufficient rate to make connections and inferences vital to comprehension²⁴.

The reader has a purpose for reading, whether it is for entertainment, information, or research. Kozak claims that reading is a skill which enables us to get a message, recognizing the written words (written symbols), getting (understanding) the meaning, used to teach pronunciation, grasping information from texts²⁵.

Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Ari argues that reading is a crucial skill that takes us to choose wisely from piles of information presented in several forms in an information society, using other information acquired by utilizing different types of literacy (visual, media, academic, graphical, financial, cultural, etc²⁶. literacy) when learning new information and producing information based on the reading is based on association (word groups, sentences, inter-sentence relationships, inter-paragraph connections, comparison between the whole text and preliminary knowledge, etc.) and meaning-making as well as the perception of visual elements (recognition of letters and forms, and words). In conclusion, reading is a skill that relates to a message or text and the readers need to comprehend the written words to

²⁴ Bojovic, M. (2010). Reading skills and reading comprehension in english for specific purposes. The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures

²⁵ Harris, A. J., & Sipay, E. R. (1980). How to Increase Reading Ability. New York: Longman

²⁶ Ari, G. (2017). Basic concepts of reading instruction. International Journal of Languages Education, 5(4), 484-503.

get information. Reading involves perception and thought to connect one idea with another idea.

2. Reading Comprehension

Grabe clarifies that reading is a central of comprehending process²⁷. We read to understand what the author expecting to convey in writing, though we also do more. Comprehension happens when the reader interprets the meaning of the text and combines it with the reader's background knowledge.

Linse adds that reading comprehension refers to reading for meaning, understanding, and entertainment. It clearly said that reading comprehension is not only reading for meaning and understanding, but moreover for entertainment²⁸. Additionally, Grellet points out that reading comprehension implies extracting the required information from it as efficiently as possible²⁹. It means that when comprehending the text, the reader has to extract the information that they got from the text as proper as possible. According to those explanations, reading comprehension is really more complex than commonly expected. It focuses on thinking and presenting the meaning of the text. It involves the interaction between the written form of the text with the reader's eyes and mind.

3. The Objective of Reading

²⁷ Grabe, W., & Stoller, F. L. (2019). Teaching and researching reading. Routledge

²⁸ Linse, C. T. (2006). Practical english language teaching: Young learners. McGraw-Hill.

²⁹ Grellet, F. (1981). Developing reading skills: A practical guide to reading comprehension exercises. Cambridge University Press.

Students may be inquired to examine a lot with different aims (Murcia et al., Hence, different readers may have diverse purposes and those purposes are varied. People usually read something because they have a desire to do so and some purpose to achieve³⁰. Furthermore, they generally have some expectations about what they are going to read before they actually read the text. It means that the varied purposes of reading may come from the desire before the reading activity. Additionally, Harmer points out that the reader might read to get the common picture of the text, to extract the specific information of the text, to perform the text, or to confirm the expectation they have

about the text³¹. In line with that statement, the writer thinks that the reader may have different aims because they have different expectations in reading. On the other hand, Crawley and Merritt think that the main purpose of reading is to understand or comprehend the communication between the author and the reader³². Moreover, according to Carbo , he states the ultimate goal of all reading instruction is text comprehension. From these two explanations, it clearly tells that mostly the aim of reading is for understanding or comprehending the text.

Moreover, Linse points out the two fundamental purposes that people read are for pleasure and for information. While reading for pleasure provides enjoyment and entertainment, reading for information

³⁰ Murcia, M., C., Brinton, D., M., & Snow, M., A. (2014). Teaching english as a second foreign language. National Geographic Learning.

³¹ Harmer, J. (2007). How to teach english. Pearson Education.

³² Crawley, S. J., & Merritt, K. (1996). Remediating reading difficulties (2nd ed.). Brown & Benchmark Publishers

can be as simple as reading a menu at a restaurant³³. Reading for pleasure can be a bedtime story before going to bed or read a novel that you liked. Besides, McDonough and Shaw explain that the purposes of reading are for getting information because the readers are curious about some topics, getting instruction on how to perform some tasks, knowing what is happening, and getting enjoyment or excitement³⁴. It means that the purposes of reading are not only for getting pleasure and information from the text, but also for getting instruction.

Further, Grabe and Stoller³⁵ add that there are 7 purposes of reading as follows:

1. Reading to search for simple information,
2. Reading to skim quickly,
3. Reading to learn from texts,
4. Reading to integrate information,
5. Reading to write,
6. Reading to critique texts, and
7. Reading for general comprehension.

Therefore, the writer considers that the main aim of reading is to comprehend the meaning of the text. In reading, the reader needs to know the writer's purpose in writing the text. If the reader comprehends the text, whatever their expectation in reading, they would know it and they would be successful in the reading activity

³³ Linse, C. T. (2006). *Practical english language teaching: Young learners*. McGraw-Hill.

³⁴ McDonough, J., & Shaw, C. (2012). *Materials and methods in ELT*. John Wiley & Sons.

³⁵ Grabe & Stoller, (2011), *Teaching and Researching Reading*, by Routledge New York, USA.

D. Teaching Reading

Teaching reading is a fundamental aspect of education, focusing on the development of a crucial life skill. It involves guiding students to decode written language, comprehend text, and engage critically with written material. Effective reading instruction encompasses various strategies, from phonics and vocabulary development to comprehension techniques and critical thinking. Teachers employ a range of activities, including read-aloud sessions, guided reading, and independent reading, to cater to diverse learning needs. The goal is not just to impart reading skills but also to nurture a lifelong love for reading and the ability to extract meaning from written texts, empowering students to access knowledge, express ideas, and think critically in various aspects of their academic and personal lives³⁶.

Teaching reading is a multifaceted educational endeavor that encompasses a wide array of skills and strategies aimed at helping students become proficient readers. At its core, it involves the systematic instruction of decoding, which enables students to translate written symbols into spoken language. This foundational skill is often taught through phonics, which teaches the relationship between sounds and letters. However, teaching reading goes beyond mere decoding; it also includes vocabulary development, comprehension strategies, and critical thinking skills. Teachers employ various methods, such as read-aloud sessions, guided reading, and shared reading experiences, to scaffold students' understanding of increasingly complex texts.

³⁶ Brown, C.S. (2014). *Language and Literacy Development in the Early Years: Foundational Skills that Support Emergent Readers*. The Language and Literacy Spectrum, Volume 24, State University of New York.

Moreover, they foster a deep appreciation for literature and information, encouraging independent reading and exploration. Effective reading instruction equips students with the ability to extract meaning from texts, analyze content, evaluate information, and synthesize knowledge, making it a cornerstone of academic success and lifelong learning.

E. Teaching Reading with HOTS

Integrating teaching reading with the cultivation of Higher Order Thinking Skills (HOTS) creates a dynamic and enriching educational approach³⁷. This connection begins with thoughtful text selection, where educators choose materials that not only align with students' reading proficiency but also offer opportunities for critical thinking and analysis. Comprehension strategies are then woven into reading instruction, encouraging students to go beyond surface-level understanding. Open-ended questions challenge them to think critically, infer, and evaluate, fostering HOTS. Group discussions and debates around the texts promote not only reading comprehension but also critical thinking and effective communication. Extending reading assignments into project-based activities allows students to apply their knowledge and creativity, while reflective writing assignments delve into the deeper themes and implications of the texts. Socratic seminars encourage students to explore complex ideas and ethical dilemmas, enhancing their analytical skills. Finally, interdisciplinary connections between reading and other subjects provide a holistic learning experience. By consciously intertwining reading and HOTS,

³⁷ Apriani, N. (2019). Evaluating the higher order thinking skills in reading exercises of EFL textbook “pathway to english” for tenth grade of senior high school students. Diploma thesis, IAIN BENGKULU

educators create well-rounded learners capable of not only understanding information but also analyzing, evaluating, and applying it effectively, preparing them for the complexities of the modern world.

F. Strategies of Teaching Instruction to Activate HOTS in Reading

There are four strategies of teaching instruction to activate HOTS which are Direct Instruction or teacher-centered presentation of information, Questioning strategies, Small group discussion, and Classroom environment. Those four strategies are used to analyze this first research question. It was found out that EFL teachers promote HOTS' instruction through three ways; direct instruction, questioning strategies, and small group discussion.

The findings were elaborated as below³⁸:

1. Direct Instruction/The Direct-Thinking Ability

Direct instruction refers to instructional strategies which are structured, organized, sequenced, and led by teachers. It also means presentation of academic lesson to students by teachers. In the other hand, teachers are “directing” the instructional process or instruction is being “directed” at students.

Direct instruction, when used strategically, can be an effective method for activating Higher Order Thinking Skills (HOTS) in students. This approach involves the teacher directly imparting knowledge or guiding students through a structured learning process. To activate HOTS within this framework, educators can integrate what we might call "Direct-

³⁸ Tam, N. T., & Thnull, N. (2017). Influence of Explicit Higher-Order Thinking Skills Instruction on Students' Learning of Linguistics. *Thinking Skills and Creativity*

Thinking Ability." it means fostering critical thinking, problem-solving, and analytical skills within the context of direct instruction. Instead of solely focusing on rote memorization or basic comprehension, teachers can encourage students to question, analyze, evaluate, and synthesize information during direct instruction. By providing clear guidance on how to think critically about the subject matter being taught, educators empower students to apply these skills beyond the classroom, enhancing their ability to tackle complex problems, make informed decisions, and adapt to an ever-changing world. In essence, direct instruction, when combined with the cultivation of direct-thinking ability, becomes a potent tool for nurturing HOTS, ensuring that students not only acquire knowledge but also develop the cognitive skills necessary for success in the modern, knowledge-driven society. For instance, they could ask open-ended questions such as³⁹:

- a. "Why do you think the assassination of one person led to a global conflict?"
- b. "What were the underlying geopolitical tensions that made the world so vulnerable to a large-scale war?"
- c. "How might history have been different if certain decisions were made differently?"

³⁹ Tam, N. T., & Thnull, N. (2017). Influence of Explicit Higher-Order Thinking Skills Instruction on Students' Learning of Linguistics. *Thinking Skills and Creativity*

2. Questioning Strategies/Question-Answer Relationship (QAR)

Questioning-answer relationship is one of EFL teachers' strategies to deliver instruction. Teachers could ask some questions related to the material discussed to activate students' thinking ability. Questioning strategies and the Question-Answer Relationship (QAR) framework are powerful tools in education to activate Higher Order Thinking Skills (HOTS) in students. By encouraging students to ask different types of questions and understand the relationship between questions and answers, educators can promote critical thinking, analysis, and problem-solving abilities. QAR, which categorizes questions into four levels - Right There, Think and Search, Author and Me, and On My Own - helps students grasp the complexity of information and how to approach it. When students learn to ask questions that require them to dig deeper, make connections, and draw inferences, they are engaging in HOTS. These skills are essential for real-world problem-solving, innovation, and decision-making. Therefore, incorporating questioning strategies and QAR into instruction not only fosters a more profound understanding of content but also equips students with the intellectual tools necessary to thrive in complex, knowledge-driven environments.

Example⁴⁰:

Lesson Topic: Environmental Sustainability and Human Impact

Questioning Strategies and QAR Approach:

⁴⁰ Tam, N. T., & Thnull, N. (2017). Influence of Explicit Higher-Order Thinking Skills Instruction on Students' Learning of Linguistics. *Thinking Skills and Creativity*

a. Right There Questions (Literal Comprehension):

- 1) **Teacher's Question:** "What are the main environmental issues discussed in the article we just read?"
- 2) **Response Level:** Students recall specific facts and information from the text.

b. Think and Search Questions (Inferential Thinking):

- 1) **Teacher's Question:** "Based on what you've read, what might be the long-term consequences of the deforestation discussed in the article?"
- 2) **Response Level:** Students analyze information, draw conclusions, and make inferences based on evidence from the text.

c. Author and Me Questions (Applied Understanding):

- 1) **Teacher's Question:** "Imagine you are a policy maker. How would you propose addressing the issues raised in the article to ensure environmental sustainability?"
- 2) **Response Level:** Students connect their understanding of the text to their personal experiences and apply it to a new context.

d. On My Own Questions (Critical Thinking):

- 1) **Teacher's Question:** "What are some alternative solutions not mentioned in the article, and what are their potential advantages and disadvantages?"
- 2) **Response Level:** Students engage in critical thinking, evaluate options independently, and form evidence-based opinions.

3. Small Group Discussion

Small group discussion is a group which consists of six or fewer students who are assigned a task that involves collaboration. Small-group discussion allows presenters to announce a topic or idea for group discussion among participants⁴¹. A small-group discussion follows democratic guidelines and allows everyone to contribute many ideas for others to discuss and reflect upon. Discussion allows for an interchange of ideas within the context of a group under direction of presenter. The core discussion skills of small group learning are questioning, listening, responding and explaining. These skills provide the basis for the development of teamwork and collaborative learning. In the longer term they can aid the development of communication competency with patients and colleagues, Example;

The teacher provides each group with a set of open-ended questions related to the topic, encouraging critical thinking. For instance:

- a. "What are the primary causes of climate change, and how do they impact the environment?"
- b. "What potential solutions can individuals and communities implement to mitigate climate change?"
- c. "What are the ethical considerations when addressing climate change on a global scale?"

⁴¹ Brown, H. Douglas. (2004) language assessment: Principle and Classroom Practice. New York: Pearson Education.

4. Classroom environment

The classroom environment plays a pivotal role in activating Higher Order Thinking Skills (HOTS) in students. Creating a conducive atmosphere for critical thinking, creativity, and problem-solving is essential for fostering these skills. Educators can design classrooms that encourage active engagement, collaboration, and inquiry-based learning. By arranging seating to facilitate group discussions, providing access to diverse learning resources, and fostering an atmosphere of open dialogue, teachers can stimulate curiosity and HOTS. Furthermore, a classroom environment that promotes experimentation, risk-taking, and a growth mindset can motivate students to think critically and explore complex topics. When students feel safe to express their ideas, challenge conventional wisdom, and make connections between concepts, they are more likely to develop the higher-level cognitive skills necessary for success in the 21st century⁴². Therefore, the classroom environment serves as an instructional tool in itself, nurturing HOTS by shaping the way students approach and interact with knowledge.

Example;

- a. At the start of each lesson, refer to the classroom environment to activate HOTS. For example, if you're discussing a historical event, use the "Question of the Week" board to spark a discussion about its significance and implications.

⁴² Perdy Karuru, Muta'allim, Suparjo, Aan Fatwa Setiawan, & Siti Junaida. (2023). Improving Students' Higher Order Thinking Skills Through a Question and Answer Method.

- b. Encourage students to choose their learning spaces based on the type of activity and their preferred working conditions.
- c. Incorporate project-based learning, debates, and open-ended inquiries that require students to use different areas of the classroom and collaborate effectively.
- d. Encourage students to share their reflections, ideas, and creative work with the class, fostering a culture of curiosity, exploration, and higher-level thinking.

By intentionally designing the classroom environment to support critical thinking, collaboration, and creativity, teachers can naturally activate Higher Order Thinking Skills (HOTS) in their students, creating a dynamic and engaging learning space.

G. Previous Study

Explored the practice of HOTS by English teachers in the EFL classroom in the Indonesian context. The focus of the study was teachers' perspectives towards HOTS, its application, assessment of HOTS, and the constraints in the EFL classroom. Six senior high school English teachers from three different generations who have entered the workforce as English teachers were recruited as the participants of the study⁴³. The data were collected using a questionnaire, document analysis, and classroom observation. The results revealed that teachers from the three generations were cognizant of HOTS and they did apply it in their instruction.

⁴³ Mursyid, M., & Kurniawati, N. (2019) Higher order thinking skills among English teachers across generation in EFL classroom. *English Review: Journal of English Education*, 7(2), 119-124.

Investigate the perceptions and difficulties faced by pre-service teachers in implementing HOTS in English language teaching. The data were collected from 5 pre-service English teachers of the Professional Teacher Program from different universities using a sequential explanatory mixed-methods design. The results of the study indicated that although the participants had positive perceptions of HOTS implementation in the classroom, they had several problems in its implementation, especially those related to time management and students' ability⁴⁴.

⁴⁴ Fakhomah, D. N., & Utami, M. S. (2019). Pre-service English teacher perception about Higher Order Thinking Skills (HOTS) in the 21st century learning.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This study uses a Descriptive Qualitative method. The definition of Descriptive Qualitative is a study which is the data analysis involves summarizing data in a dependable and accurate manner and leads to the presentation of study findings in a manner that has an air of undesirability given the narrative, descriptive, and non-numerical nature of the data⁴⁵. It means that descriptive qualitative method is a research concern in the description of object/subject that being investigated in form of narrative and using non numerical data or statistic in analysis.

Moreover, Creswell said the qualitative method applies natural setting of the research, research as main instrument, and participant meaning⁴⁶. Natural setting means that qualitative researchers collect data in the field based on what naturally happened in the research field or there is no interruption and setting from the researcher. Then, researcher as a main key instrument means that qualitative researcher collect data by him/herself through examining documents, observing behavior, or interviewing participants. The researchers are the person who actually collects the information..

⁴⁵ L.R. Gay, et all. *Educational Research: Competencies Analysis and Applications- Third Edition*. New York, Pearson, 2012, P. 465.

⁴⁶ Jhon W. Cresell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approach Fourth Edition*, Los Angles, SAGE, P. 234

Furthermore, Yin stated that in doing qualitative research, the researcher *multiple sources of evidence* rather than relying on a single source alone⁴⁷. It means that qualitative researcher typically collects more than one forms of data, such as interviews, observations, documents, and audiovisual information rather than rely on a single data source to ensure the result of the study is not bias.

The researcher used the qualitative method because this study aims to get deep information and more understanding of High Order Thinking Skill (HOTS) Instruction Delivered by Teachers in Teaching Reading at SMPN Negeri 1 Rejang Lebong. The qualitative approach has the advantages of enabling the researchers to get an accurate description of the phenomenon being studied, including in this case regarding the views, attitudes, and practices of teachers in conducting formative assessment.

B. Subject of the Research

According to Huges, the subject was the people or something that hits the wish obtains information and being investigated⁴⁸. Since SMP Negeri 01 Rejang Lebong as the research field, the researcher found there are two English teachers who teaches English lesson in SMP Negeri 01 Rejang Lebong using HOTS in their learning process. The Researcher chooses the subject because the subject teach English reading using HOTS in the teaching process. furthermore, The researcher also choose this school because according to the data provided by DIKNAS Rejang Lebong which state that SMPN 01 Rejang

⁴⁷ Robert K Yin. *Qualitative Research from Start to Finish*, New York, The Guilford Press, 2011, P. 8

⁴⁸ Hughes, P. (2007). *Learning and Teaching for the Twenty-First Century*. Springer Science and Bussiness Media.

Lebong is the school that has implemented 100% *Merdeka* Curriulum in Teaching Process. It indicates that the teacher used HOTS in their teaching learning process. Based on pre-observation result done by the researcher, it can be seen that the teacher used HOTS in the teaching learning process especially when the teacher gives reading exercise to the students.

C. Technique Collecting Data

Researcher uses some technique to collect the data in the research field. To ensure the researcher works easier, systematic, effective and intensive during the research. To collect data in this research, the researcher will use some technique to collect the data. According to Margono, in collecting the data in Qualitative research, the researcher will use instrument, such as: Observation, Interview, and Documentation⁴⁹.

1. Observation

Observation is the ways of researcher to get some information in the teacher's formative assessment of English reading skill. According to Moeloeng, that observing is a place and people at research place for gain the data. Observation made by researcher in collecting data was obtained through utterances produced by the teacher⁵⁰.

In this research, the researcher used non participant as the observation technique. According to Moelong, the researcher present at the scene of action but did not interact or participants or is referred to as passive

⁴⁹ Margono. *Metode Penelitian Pendidikan*. (Jakarta : Rineka Cipta, 2005),. P. 161

⁵⁰ Moleong, L. . (2006). *Metode Penelitian Kualitatif*. Remaja Rosda Karya.

participants or non-participants observation⁵¹. In this research, researcher used non-participation observation. It means that the researcher did not involve herself/himself in teaching learning process in the class. The researcher only observed the teacher in teaching English reading in the class. Observations aimed to confirm the instruction delivered by teacher in activating students' higher order thinking skills.

2. Interview

Interviews are a way of gathering information or data through verbal/oral interaction. Interview allow us to infiltrate the “nature” of other people’s minds, precisely things related to feeling, thoughts, experiences, income and others that cannot be observed⁵². It means that the researcher interview students as one of technique in collecting data. The researcher was used Semi-structured interview to gain information from the students to know how the instruction can activate their HOTS. The interview also gives a big contribution in giving researcher about the instruction delivered by teacher in HOTS. The theory that researcher used was theory Tam & Thnull regarding to the process HOTS instruction in teaching English reading.

3. Documentation

The documentation is the notes that includes on the past events. Umar states that documentation is the method to find the data about something or variable. The researcher needs some document for completely of

⁵¹ Ibid. P.41

⁵² Suwartono, Dasar-Dasar Penelitian, (Yogyakarta: Andi Offset, 2014)h. 48

observation and interview method in qualitative research. The documentation used is submitted to support interview and observation data. So the documentation used is in the form of audio and video recordings which will be analyzed further.

D. Instrument

A research instrument is an important key element in conducting a qualitative research. To make the researcher easier in collecting the data, the researcher needs guidelines for example a blueprint observation sheet and interview sheet that will be presented as follows:

1. Observation Sheet

The observation sheet aimed to make easier in collecting the data that is related with the High Order Thinking Skill (HOTS) Instruction Delivered by Teachers in Teaching Reading at SMPN Negeri 1 Rejang Lebong in teaching and learning English Reading. Below, the observation sheet is proposed by Tam & Thnull (see chapter 2) regarding with the process High Order Thinking Skill (HOTS) Instruction Delivered by Teachers in Teaching Reading at SMPN Negeri 1 Rejang Lebong, to find out the data what is the teacher instruction in activating HOTS in teaching English reading. The blueprint of observation sheet can be seen in the table below:

Table 3.1
Observation Blueprint of High Order Thinking Skill (HOTS) Instruction Delivered by Teachers in Teaching Reading
(VALIDATED)

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Bloom's Taxonomy
1	Teachers' Strategies to Activate HOTS in Reading (T'am & Thnull, 2017)	1. Direct Instruction/ The Direct-Thinking Ability	1. Questioning	1. The teacher encourages students to ask open-ended questions about the reading material that require critical thinking and analysis.			Evaluation
				2. The teacher poses questions that prompt students' deeper understanding of the reading material.			Comprehension
			2. Problem-solving	3. The teacher provides students with complex problems or scenarios related to the reading material to enhance their understanding.			Application
				4. The teacher guides students in applying problem-solving strategies specifically to the reading material.			Application
			3. Analyzing information	5. The teacher teaches students how to analyze and break down the information presented in the reading material.			Analysis
				6. The teacher provides guidance on analyzing complex information in the reading material in a structured and systematic manner.			Analysis
			4. Evaluating	7. The teacher fosters students' ability to evaluate information critically			Evaluation

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Bloom's Taxonomy
				within the context of the reading material.			
				8. The teacher provides opportunities for students to practice evaluating information within the context of the reading material.			Evaluation
			5. Synthesizing information	9. The teacher guides students in synthesizing information from the reading material from multiple sources or perspectives.			Synthesis
				10. The teacher provides support and feedback to help students develop their skills in synthesizing information from the reading material.			Synthesis
			6. Applying knowledge	11. The teacher encourages students to apply the knowledge gained from the reading material to real-world situations or other contexts.			Application
				12. The teacher provides opportunities for students to practice applying their knowledge from the reading material in meaningful ways.			Application
		2. Questioning Strategies/ Question-Answer Relationship (QAR)	1. Questioning Strategies	13. The teacher encourages students to ask different types of questions specifically related to the reading material being discussed.			Knowledge
			2. Right There Questions	14. The teacher asks questions that require students to recall specific			Knowledge

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Bloom's Taxonomy
			(Literal Comprehension)	facts and information from the reading material.			
			3. Think and Search Questions (Inferential Thinking)	15. The teacher asks questions that prompt students to analyze information, draw conclusions, and make inferences based on evidence from the reading material.			Analysis
			4. Author and Me Questions (Applied Understanding)	16. The teacher encourages students to connect their understanding of the reading material to their personal experiences and apply it to a new context.			Application
			5. On My Own Questions (Critical Thinking)	17. The teacher stimulates critical thinking by asking questions that require students to evaluate options independently, consider alternative solutions not mentioned in the reading material, and form evidence-based opinions.			Evaluation
		3. Small Group Discussion	1. Small Group Collaboration	18. The teacher assigns tasks that involve collaboration among a group of six or fewer students specifically related to the reading material.			Application
			2. Democratic Guidelines	19. The teacher follows guidelines that allow everyone in the group to contribute ideas specifically related to the reading material for discussion and reflection.			Comprehension
				20. There is equal opportunity for all group members to share their			Comprehension

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Bloom's Taxonomy
				thoughts and perspectives on the reading material.			
			3. Core Discussion Skills	21. The teacher focuses on developing questioning, listening, responding, and explaining skills within the smallgroup setting while discussing the reading material.			Comprehension
		4. Classroom environment	1. Creating a Conducive Classroom Environment	22. The classroom is designed to promote critical thinking, creativity, and problem-solving specifically related to reading.			Synthesis
				23. The classroom includes resources and materials that encourage higher-level thinking specifically related to reading.			Synthesis
				24. There is an atmosphere of open dialogue and curiosity within the classroom, particularly when discussing the reading material.			Comprehension

Validation Notes:

1. The validated version of the observation blueprint includes additional sections with indicators, sub-indicators, items, and evaluation criteria. This ensures a comprehensive and structured approach to assessing the blueprint.
2. In the validated version, specific indicators and sub-indicators have been added to enhance the effectiveness of teaching strategies in activating higher-order thinking skills (HOTS) during reading instruction.
3. The validated version provides detailed items and evaluation criteria for each indicator and sub-indicator. This thorough approach ensures a comprehensive assessment of teaching practices, allowing educators to identify strengths and areas for improvement with greater precision.

Validator,

**Rizki Indra
Guci, M.Pd.**

2. Interview Guidance

The interview sheet is referred from theory of Tam & Thnull (See Chapter 2) regarding to the High Order Thinking Skill (HOTS) Instruction Delivered by Teachers in Teaching Reading, to find out the data how the instruction can give impact to the students of Teachers' instructional strategies on students' ability in learning English Reading at SMPN 1 Rejang Lebong .

Furthermore, the interview sheet serves as a valuable tool in aligning the research methodology with the theoretical framework presented by Tam & Thnull in Chapter 2. This theoretical foundation provides a lens through which the study explores the implementation of High Order Thinking Skill (HOTS) instruction in the context of teaching reading at SMPN 1 Rejang Lebong. By utilizing this interview sheet, the research aims to gather comprehensive data on how teachers' instructional strategies contribute to the development of students' abilities in English reading. The blueprint of the interview, as outlined in the table below, becomes an essential guide in structuring the questions and prompts to extract meaningful insights from both teachers and students regarding the impact of HOTS instruction. the interview sheet is designed to capture nuanced information about the teaching and learning process, shedding light on specific instances where HOTS principles are applied and the resulting effects on students.

The blue print of interview can be seen in the table below.

Table 3.2
Interview Blueprint of the Impact of Teachers' instructional strategies on students' ability in learning English Reading at SMPN 1
Rejang Lebong
(VALIDATED)

No	Aspect	Indicators	Description	Question Items
1	Impacts of Teachers' Instructional Strategies to Activate HOTS in Reading on Students' Reading Ability (T'am & Thnull, 2017)	1. Direct Instruction/ The Direct-Thinking Ability	Direct instruction, led by teachers, activates critical thinking skills in students by presenting structured academic lessons. Teachers encourage students to question, analyze, evaluate, and synthesize information, preparing them for success in a knowledge-driven society.	1. How has Direct Instruction impacted your critical thinking and problem-solving skills in Reading?
				2. Can you share examples where Direct Instruction helped your comprehension of difficult concepts or facilitated deeper thinking in Reading?
				3. How has Direct Instruction improved your ability to analyze information and make informed decisions in Reading?
		2. Questioning Strategies/ Question-Answer Relationship (QAR)	QAR is a teaching method where teachers ask questions to help students think and understand better. It categorizes questions into different levels and helps students develop critical thinking skills. By using QAR, teachers can deepen students' understanding and prepare them for complex situations.	4. How has QAR impacted your critical thinking and problem-solving skills in Reading?
				5. Can you share examples where QAR helped your comprehension of difficult concepts or facilitated deeper thinking in Reading?
				6. How has QAR improved your ability to analyze information and make informed decisions in Reading?
		3. Small Group Discussion	Small group discussion is when six or fewer students work together on a task. It allows everyone to contribute ideas for discussion. The main skills involved are questioning, listening, responding, and explaining.	7. How has Small Group Discussion impacted your critical thinking and problem-solving skills in Reading?
				8. Can you share examples where Small Group Discussion helped your comprehension of difficult concepts or facilitated deeper thinking in Reading?

No	Aspect	Indicators	Description	Question Items
				9. How has Small Group Discussion improved your ability to analyze information and make informed decisions in Reading?
		4. Classroom environment	The classroom environment plays a big role in helping students think critically and solve problems. Teachers can create a good environment by arranging seats for group discussions, providing different learning materials, and encouraging open conversations.	10. How has classroom environment impacted your critical thinking and problem-solving skills in Reading?
				11. Can you share examples where classroom environment helped your comprehension of difficult concepts or facilitated deeper thinking in Reading?
				12. How has classroom environment improved your ability to analyze information and make informed decisions in Reading?

Validation Notes:

1. The validated version of the document improves its structure by replacing the original table format with a new format that has clear columns labeled "Aspect," "Indicators," "Description," and "Question Items." This change makes the document easier to navigate and understand.
2. Overall, the validated version of the interview blueprint improves the structure, language clarity, and includes specific indicators and question items.

Validator,

Rizki Indra Guci, M.Pd.

E. Trustworthiness of the Data

Data triangulation is the use of a variety of data sources, including time, space and persons, in a study. Findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. The approach has been used in many sectors to strengthen conclusions about findings and to reduce the risk of false interpretations.

F. Data Analysis Technique

In this research, researcher used Miles and Huberman's data analysis procedures, which are divided into the steps⁵³:

1. Data Reduction

Data reduction is the process of integrating and unifying all of the data into a script that can be analyzed. After conducting a semi-structured interview with the teacher, direct observation, and documentation, the researcher chose which of the outcomes were the data that would be used to support the research.

2. Data display

Stages of data display contain about half of the data in writing and have a clear theme line into a matrix of category-specific as incorporated themes and categorized, and will split these themes into more concretions and simplified from called a subtheme, ending by contaminating code of the subtheme in accordance with verbatim of the interview before has been

⁵³ Miles, M. B., Huberman, A. M., & Saldana, J. (1994). *Qualitative Data Analysis: A Methods Sourcebook* (Third). SAGE Publications.

done. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations. The qualitative interview is typically more probing and open ended and less structured than the interview used in quantitative research but varies considerably in the way it is conducted⁵⁴.

3. Conclusion and verification

Drawing conclusion and verification data is the last phase in the research data analysis process. The preliminary findings researched are just temporary, and they will be revised if substantial evidence is not found to support the next step of data collecting. When the researcher returns to the field to synthesize the data, the findings researched in the early phases are backed by reliable consistent evidence, and the conclusion reached are innovative.

⁵⁴ Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education* (8th ed.). Wadsworth Cengage Learning

CHAPTER IV FINDINGS AND DISCUSSION

This chapter confirmed the finding and discussion from observation and interview. In the process of collecting the data, the researcher used observation checklist and interview guidance. The data from both of instrument confirmed to the conclusion of the research.

A. Findings

The researcher showed the findings from observation checklist and interview. The purpose of getting the data was to find out how the instruction can give impact to the students' ability in English subject at SMP Negeri 01 Rejang Lebong. The research used descriptive approach, which described by qualitative method.

1. Teachers' Instructional Strategies to Promote High Order Thinking Skills in Teaching Reading at SMPN 01 Rejang Lebong.

The researcher was done the observation at SMP Negeri 01 Rejang Lebong in three meetings. It is in reading class taught by the teacher during the learning process. The data from observation answered the first question. in the observation, the researcher got the data from what instruction used by the teacher to activate students HOTS in teaching reading process. The researcher conducted the observation from 15th November to 20th November 2023. The researcher confirmed the data that was connected to the instruction delivered by the teacher in teaching reading to activate students' HOTS.

There are two teachers who teach in SMPN 01 Reajng Lebong being investigated. The two teachers teach different grades in the school: Grade 7 and 8. The researcher observed the instruction delivered by the teacher in activating students' HOTS. The findings of the observation are;

a. Teacher A

The researcher gained the data during observation in teaching reading process in the class. Teacher A taught several genre texts in teaching reading. Teacher A taught the 7th Grade of SMPN 01 Rejang Lebong. the result of observation can be seen in the table below;

Table 4.1
High Order Thinking Skill (HOTS) Instruction Delivered
by Teachers in Teaching Reading used by Teacher A

A

No	Strategies	Teachers' Instruction	Taxonomy Level
1	Direct Instruction/ The Direct- Thinking Ability	"Students, as you engage with the reading material, I encourage you to create open-ended questions that foster critical thinking and deeper understanding"	Evaluation
		"What underlying messages about society or human nature might the author be conveying through the actions and motivations of the main characters?" (Narrative text)	Comprehension
		"Imagine you are one of the characters in the story we've been discussing. Considering the dilemmas they faced, put yourself in their shoes and propose alternative actions or decisions they could have taken. How might these	Application

		<p>alternative choices have impacted the plot or the development of the story? Consider the ripple effects on other characters and the overall outcome."</p>	
		<p>"Today, we'll focus on dissecting the main arguments or themes in the text. As you read, pay attention to key points, supporting evidence, and the author's reasoning behind these ideas. Create an outline or a mind map that organizes the central concepts, arguments, and any supporting details presented in the reading. Identify the main thesis or central message and trace how it's supported or developed throughout the text. Highlight any conflicting viewpoints or nuances you encounter. Additionally, consider the author's tone and use of language to convey these ideas. Our goal is to break down the information into digestible parts, allowing us to gain a comprehensive understanding of the material beyond its surface."</p>	Analysis
		<p>"Today, let's explore the concept of credibility within the text. As you read, consider the sources of information the author utilizes to support their arguments or narrative. Reflect on the reliability and validity of these sources. Are they</p>	Evaluation

		<p>scholarly, firsthand accounts, or opinions? Do they come from reputable publications or experts in the field? Additionally, question the author's biases, if any, and how these might influence the presentation of information. Think about alternative perspectives or evidence that could potentially challenge the author's claims. Your task is to critically evaluate the credibility of the information presented in the text, considering both its strengths and potential limitations. By doing so, we aim to develop a discerning eye towards the reliability and trustworthiness of the information we encounter in our readings."</p>	
2	<p>Questioning Strategies/ Question-Answer Relationship (QAR)</p>	<p>"As we explore the themes in the reading material, I encourage you to generate open-ended questions. These questions should prompt discussion and exploration, rather than have a straightforward answer. Think about the 'why' and 'how' behind the events, characters, or concepts presented. Your task is to come up with at least two open-ended questions that delve deeper into the nuances of the text."</p>	<p>Knowledge</p>
		<p>"Today, we'll revisit our recent readings on the French Revolution. I'll be asking a series of</p>	<p>Knowledge</p>

		<p>questions that require you to recall specific details from the text. Please make sure to refer back to the assigned chapters or passages to support your answers”</p>	
		<p>"Today, we're diving into our recent readings on climate change. I want us to engage in a discussion that involves critical analysis, drawing conclusions, and making inferences supported by evidence from the text."</p>	Analysis
		<p>"Today, we're exploring problem-solving strategies based on what we've learned about renewable energy. I want you to engage your critical thinking skills by considering various options beyond what we've covered in our readings."</p>	Evaluation
3	Small Group Discussion	<p>"You'll work together closely on this task. Choose roles within your group, such as a discussion leader, a researcher, a note-taker, and any other roles you find necessary for effective collaboration."</p>	Application
		<p>"We'll adopt a turn-taking approach to ensure everyone has a chance to speak. When someone shares an idea or opinion, others in the group should actively listen and show respect by not interrupting. This allows each member to express their thoughts freely."</p>	Comprehension

		“During our discussion, each of you will take turns leading the conversation by asking open-ended questions about the characters, themes, or events in the book. These questions should encourage deeper thinking and discussion rather than have simple yes or no answers.”	Comprehension
		I encourage each of you to approach our discussion with a sense of curiosity. Feel free to ask questions, express your thoughts, and explore different interpretations of the text. Remember, there are no wrong questions or perspectives in this discussion.	Comprehension

From The teacher A employed three key strategies to activate students’ HOTS in teaching reading. Firstly, through Direct Instruction, the teacher engaged students in questioning, problem-solving, analyzing information, evaluating, synthesizing information, and applying knowledge. For instance, students were encouraged to ask open-ended questions, imagine alternative scenarios in the text, and analyze information through dissection and organization.

Secondly, the teacher utilized Questioning Strategies (QAR), prompting students to generate open-ended questions, recall specific details, analyze information, and think critically.

The third strategy involved Small Group Discussion, where tasks were assigned for collaborative work, democratic guidelines ensured equal participation, and core discussion skills were developed within the small group setting.

Furthermore, Classroom Environment was fostered to create an open dialogue and curiosity, emphasizing the importance of sharing thoughts, asking questions, and respecting diverse interpretations in discussions.

b. Teacher B

The researcher gained the data during observation in teaching reading process in the class. Teacher B taught several genre texts in teaching reading. Teacher B taught the 8th Grade of SMPN 01 Rejang Lebong. the result of observation can be seen in the table below:

Table 4.2
High Order Thinking Skill (HOTS) Instruction Delivered by
Teachers in Teaching Reading used by Teacher B

No	Strategies	Teachers' Instruction	Taxonomy Level
1	Direct Instruction/ The Direct- Thinking Ability	"Class, as you delve into the reading material, I encourage you to ask open-ended questions that challenge your critical thinking skills	Evaluation
		"How do the conflicts presented in the text contribute to the development of the story's themes and characters?" (Narrative text)	Comprehension

		<p>"Suppose you're an advisor to the protagonist in the story. Given the challenges they encountered, propose a different approach or strategy they could have adopted to resolve the central conflict. How might this alternative path have influenced the relationships between characters? Consider the potential risks and rewards of this alternative decision. How might it have altered the storyline's direction or the growth of the characters? Discuss how the secondary characters might react or change based on this alternative course of action."</p>	Application
		<p>Today, let's break down our reading step by step. First, identify the main ideas or themes. What's the big picture message? Next, find evidence from the text that supports these main ideas. Make a list or chart connecting examples to each main theme.</p> <p>Then, look for how the author uses words or phrases in interesting ways. Find any comparisons or persuasive techniques. Consider different viewpoints presented in the reading. Are there other sides to the story? Finally, put it all together. How do these pieces— themes, evidence,</p>	Analysis

		author's techniques, and different viewpoints—fit to create the whole meaning of the reading? This step-by-step process helps us understand the reading material in a structured way."	
		"Today, I'll give you different short pieces related to what we're studying. Your job is to decide if these pieces are trustworthy and how they connect to our reading. First, check where the information comes from. Is it a reliable source, like a newspaper or a book? Next, think about what's said. Does it match what we've learned, or does it say something different? Consider why this information might be important for understanding our reading. Discuss with your classmates to share your thoughts. This will help us practice deciding if information is good and how it fits into what we're studying."	Evaluation
		"Today, let's combine what we've read with other ideas. I'll give you different points of view on our topic or story.	Synthesis
		"I want you to take what you've learned and apply it to a real-world scenario"	Application
2	Questioning Strategies/ Question-Answer	"I want each of you to generate different types of questions related to the text"	Knowledge

	Relationship (QAR)	<p>"Think about what we read. Who was the main character? What did they do in the story? Remember the important places or events we talked about. Can you tell me about one of them? Share with me a detail you remember from what we read. It could be something interesting or important that happened."</p>	Knowledge
		<p>'Let's think deeper about what we read. Why do you think the character acted that way? What clues from the story help you understand? What can we conclude from what we read? Use the details to explain your idea. What do you think might happen next in the story? What clues from the text make you think so? Tell me something new you learned by reading between the lines or figuring out things from the story."</p>	Analysis
		<p>"Let's explore different ideas based on what we read. What could the characters have done differently in the story? How might that change the outcome? Think of a solution that wasn't in the story. How might it work? What clues or reasons from the text support your idea? Tell me your opinion about what happened. Use evidence from the</p>	Evaluation

		<p>story to explain why you think that way.</p> <p>Imagine you're in the story. What would you do? How might your choice make the story different?"</p>	
3	Small Group Discussion	<p>"Work together in your group on this task. Read a part of the story and discuss it.</p> <p>Each person talks about a different character or event in the story.</p> <p>Then, share your ideas.</p> <p>What do you all think is the most important part? Why?</p> <p>Together, make a short presentation to tell the class what you found out."</p>	Application
		<p>"Let's all share our thoughts on the story.</p> <p>Each person gets a turn to talk.</p> <p>One person starts by saying something they found interesting.</p> <p>Then, it's the next person's turn. What did you like or dislike about the story?</p> <p>Everyone shares something they thought was important or exciting.</p> <p>Remember to listen and ask questions about what others say. This helps us understand more about the story."</p>	Comprehension
		<p>"Everyone in the group will have a chance to talk about the story.</p> <p>Let's take turns sharing.</p> <p>I'll start with one person, and then we'll go around the group.</p>	Comprehension

		<p>When it's your turn, tell us what you think about the story. You can say what you liked, what surprised you, or any questions you have. Remember, we all listen carefully to each other. This way, everyone gets a chance to share their ideas."</p>	
		<p>"Let's practice some skills while we talk about our reading. First, one person asks a question about the story. Then, another person answers. Everyone should listen carefully to what's said. After that, someone responds to the answer by saying what they think. Finally, we explain our ideas more if someone has a question. This way, we practice asking, listening, responding, and explaining in our discussion."</p>	Comprehension
3	Classroom environment	<p>"Let's make our classroom a place where we think and create while we read. We'll have a special area with books, puzzles, and interesting things to explore. Sometimes, we'll work in groups to solve problems from our readings. We can draw, write, or act out parts of the stories to show our ideas. We'll use our imagination and think about different ways the stories could go.</p>	Synthesis

		Our classroom will be a fun place where we use our brains to think, create, and solve problems from our readings."	
--	--	--	--

From The teacher A employed three key strategies to activate students' HOTS in teaching reading. Firstly, through Direct Instruction, the teacher engaged students in questioning, problem-solving, analyzing information, evaluating, synthesizing information, and applying knowledge. For instance, students were encouraged to ask open-ended questions challenging their critical thinking skills. The teacher also presented complex scenarios related to the reading material to enhance problem-solving skills.

Secondly, the teacher utilized Questioning Strategies (QAR), prompting students to generate open-ended questions, recall specific details, analyze information, and think critically.

The third strategy involved Small Group Discussion, where tasks were assigned for collaborative work, democratic guidelines ensured equal participation, and core discussion skills were developed within the small group setting.

Furthermore, Classroom Environment was fostered to create an open dialogue and curiosity, emphasizing the importance of sharing thoughts, asking questions, and respecting diverse interpretations in discussions. Teacher A encouraged students to actively participate, express curiosity, and explore different perspectives to deepen their understanding and appreciation of the reading material.

2. The Impact of Teachers' instructional strategies on students' ability in learning English Reading at 7th And 8th Grade of SMPN 1 Rejang Lebong.

In this section, the researcher interviewed students to answer second questions about the impact of teachers' instructional strategies on students ability in learning English reading at SMPN 01 Rejang Lebong. The researcher conducted the interview to the teachers on November 21rd to 22rd, 2023. The researcher interview 7th grade students of SMPN 01 Rejang Lebong who learn reading comprehension.

The interview result is based on the indicators of the instrument blueprint in chapter III. The result proceeds in the Explanation below:

a. Students 1 (7th grade)

The findings from Student 1 unmistakably underscore that the teacher's method in stimulating higher-order thinking skills among students significantly contributes to improving their comprehension of the text. **The Impact of Teachers' instructional strategies on students' ability in learning English Reading at SMPN 1 Rejang Lebong (AT APPENDIX PAGE 96-98)**

b. Students 2 (7th grade)

The results obtained from Student 2 clearly highlight that the teacher's approach to activating students' higher-order thinking skills plays a significant role in enhancing their understanding of the text. **The Impact of Teachers' instructional strategies on students' ability in learning English Reading at SMPN 1 Rejang Lebong (AT APPENDIX PAGE 99-102)**

c. **Student 3** (7th grade)

The findings from Student 3 distinctly indicate that the teacher's instructional strategy in stimulating students' higher-order thinking skills significantly contributes to their comprehension of the text. **The Impact of Teachers' instructional strategies on students' ability in learning English Reading at SMPN 1 Rejang Lebong** (*AT APPENDIX PAGE 103-105*)

d. **Student 4** (7th grade)

The result of students 4 was very clear that instructional strategy delivered by the teacher in activating students' HOTS give a big contribution to comprehending the text. **The Impact of Teachers' instructional strategies on students' ability in learning English Reading at SMPN 1 Rejang Lebong** (*AT APPENDIX PAGE 106-109*)

3. **The Impact of Teachers' instructional strategies on students' ability in learning English Reading at 8th Grade of SMPN 1 Rejang Lebong.**

In this section, the researcher interviewed students to answer second questions about the impact of teachers' instructional strategies on students' ability in learning English reading at SMPN 01 Rejang Lebong. The researcher conducted the interview to the teachers on November 23rd, 2022. The researcher interview 8th grade students of SMPN 01 Rejang Lebong who learn reading comprehension.

The interview result is based on the indicators of the instrument blueprint in chapter III. The result proceeds in the Explanation below:

a. **Student 1** (8th grade)

the result of students 1 was very clear that instructional strategy delivered by the teacher in activating students' HOTS give a big contribution to comprehending the text. **The Impact of Teachers' instructional strategies on students' ability in learning English Reading at SMPN 1 Rejang Lebong**(*AT APPENDIX PAGE 110-113*)

b. **Student 2** (8th grade)

The findings from student 2 unequivocally indicate that the teacher's instructional strategy in stimulating students' higher-order thinking skills significantly contributes to their understanding of the text..**The Impact of Teachers' instructional strategies on students' ability in learning English Reading at SMPN 1 Rejang Lebong** (*AT APPENDIX PAGE 114-117*)

c. **Student 3** (8th grade)

Student 3's results unmistakably demonstrate that the teacher's approach in activating higher-order thinking skills plays a crucial role in enhancing students' comprehension of the text. **The Impact of Teachers' instructional strategies on students' ability in learning English Reading at SMPN 1 Rejang Lebong** (*AT APPENDIX 118-121*)

d. **Student 4** (8th grade)

The outcomes observed from Student 4 undeniably illustrate that the teacher's method of engaging higher-order thinking skills is pivotal in improving students' grasp of the text.. **The Impact of Teachers' instructional strategies on students' ability in learning English Reading at SMPN 1 Rejang Lebong** (*AT APPENDIX 122-124*)

B. Discussion

1. Teachers' Instructional Strategies to Promote High Order Thinking Skills in Teaching Reading at SMPN 01 Rejang Lebong

Based on the classroom observation, there are three main strategies used by the teacher in promoting students' HOTS. The three main strategies divided into several instruction in teaching reading.

a. Direct Instruction/ The Direct- Thinking Ability

The teacher employed Direct Instruction and Thinking Ability to activate students' HOTS in reading. This involved questioning, problem solving, analyzing, evaluating, synthesizing, and applying knowledge. Teacher A prompted open-ended questions, encouraged critical thinking, and presented complex scenarios. Students were guided to read, grasp, analyze, and break down information, creating outlines or mind maps. In the evaluating phase, the teacher focused on assessing the credibility of information, urging students to consider sources, biases, and alternative perspectives. Finally, in Applying knowledge, students were prompted to apply gained knowledge to real-world scenarios, aligning with Constructivism and Direct Instruction principles.⁵⁵

b. Questioning Strategies/ Question-Answer Relationship (QAR)

Teacher A's second strategy is Questioning Strategies/Question-Answer Relationship (QAR), involving Right There Questions, Think

⁵⁵ Max McIntyre (2022). The Importance of Instruction in Teaching Reading Nowadays. Plenary Press.P.278

and Search Questions, and On My Own Questions. In Questioning Strategies, students generate open-ended questions to prompt discussion and exploration. Right There Questions require recalling specific details from the reading material. Think and Search Questions prompt analysis and inference based on evidence. On My Own Questions stimulate critical thinking by evaluating options independently and forming evidence-based opinions..”

c. Small Group Discussion

Teacher A's third strategy for activating students' HOTS is Small Group Discussion, comprising Small Group Collaboration, Democratic Guidelines, and Core Discussion Skills. In Small Group Collaboration, students work closely on tasks related to the reading material, assigning roles for effective collaboration. Democratic Guidelines involve a turn-taking approach, ensuring everyone contributes ideas respectfully. Core Discussion Skills focus on developing questioning, listening, responding, and explaining skills within the small group setting during discussions about the reading material.”

d. Classroom environment

Teacher A fosters an open and curious classroom environment, encouraging active participation, sharing of thoughts, and respectful challenges during discussions of the reading material. The goal is to create a vibrant dialogue that deepens understanding and appreciation,

emphasizing the absence of wrong answers or opinions in interpreting literature..”

2. The Impact of Teachers’ instructional strategies on students’ ability in learning English Reading at 7th And 8th Grade of SMPN 1 Rejang Lebong.

Based on the result of the interview to students, it was clear that all of students had strong belief on instructional strategies given by the teachers toward their ability in learning reading. It was proven through the results of interview that have been obtained by researcher. The impact can be seen in the explanation below:

a. The impact of Direct Instruction Strategy/ The Direct- Thinking Ability on students’ English reading ability.

Direct Instruction, especially when focused on developing direct-thinking abilities, significantly impacts students' reading abilities. It provides explicit and structured teaching, enabling them to grasp essential reading skills, cultivate direct-thinking, and enhance analytical and problem-solving skills. This method improves proficiency in extracting meaning from texts, connecting ideas, and comprehending complex information, ultimately enhancing students' overall reading abilities by providing necessary tools and strategies.

b. The impact of Questioning Strategies/ Question-Answer Relationship (QAR) on students' English reading ability

Instruction in Questioning Strategies and Question-Answer Relationship (QAR) profoundly impacts students' English reading ability by promoting active engagement and critical thinking. These techniques teach students various question types, enhancing comprehension and analysis. QAR specifically helps students understand question-answer connections within the text. These strategies improve comprehension, retention, and essential skills for deeper understanding and interpretation of English texts. Overall, Questioning Strategies and QAR significantly contribute to enhancing students' English reading proficiency and critical thinking skills, aligning with the theory that active engagement builds understanding, as stated by McMillan.⁵⁶

c. The impact of instruction in Small Group Discussion on students' reading ability

Small group discussions enhance the enjoyment and utility of reading by facilitating peer learning. Students share ideas, ask questions, and explain their understanding, gaining diverse perspectives and explanations. This promotes deeper comprehension and critical thinking. Engaging in group discussions improves students' communication skills and overall understanding of the reading material. The instructional impact aligns with Vygotsky's

⁵⁶ Alex McMillan (2017). *The theory of Constructivism on Reading*. Enroll Press. P. 252

Zone of Proximal Development, emphasizing collaborative learning and mutual support in understanding challenging reading materials.⁵⁷

d. The impact of Classroom Environment instruction on students' reading ability

The way teachers set up the classroom can really help us become better readers. When teachers create a cozy space with lots of interesting books and encourage us to read, it makes a big difference. When teachers show they love reading and spend time reading with us, it motivates us to enjoy reading too. Also, when teachers teach us how to understand what we read and help us when we need it, it makes us feel confident to tackle harder books. A classroom that feels safe and supportive makes us more excited about reading and helps us get better at it. The way classrooms are set up can affect how well we learn to read. When classrooms have lots of books, supportive teachers, and encourage us to choose what we read, it helps us get better at reading. This connects to ideas like the importance of the environment on how we learn (Ecological Systems Theory).⁵⁸

⁵⁷ Lev Vygotsky's (2015). *The relationship between language and thought*. Prentice press. P. 154

⁵⁸ Deci, E. L., & Ryan, R. M. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the Researcher confirmed the result of Data Analysis which have been done in the previous chapter. In this segment, the researcher presents the conclusions that answered the research questions. Furthermore, the section offers recommendations for future researchers regarding to this field in depth.

A. Conclusion

1. Teachers' Instructional Strategies to Promote High Order Thinking Skills in Teaching Reading at SMPN 01 Rejang Lebong.

Based on data analysis in Chapter IV, it showed that there are 4 main instructional used by the teacher to promote High order thinking skills in teaching reading at SMPN 01 Rejang; first, Direct Instruction/ The Direct-Thinking, secondly, Questioning Strategies/ Question-Answer Relationship (QAR) instruction, thirdly, small group discussion instruction, the last, classroom environment strategy.

2. The Impact of Teachers' instructional strategies on students' ability in learning English Reading at 7th and 8th Grade of SMPN 1 Rejang Lebong.

Based on data analysis in Chapter IV, it is confirmed that there are several impacts of Teachers' instructional strategy on students' ability in learning English reading at SMPN 01 Rejang Lebong. First, Direct Instruction/ The Direct- Thinking. This instructional strategy provides clear and structured lessons, which can be particularly beneficial for

students learning to read in a second language like English. The step-by-step approach helps students understand the rules and patterns of the language. The second, Questioning encourages critical thinking as students are prompted to go beyond the surface of the text. They learn to analyze information, make connections, and draw conclusions, fostering a deeper understanding of English reading materials. Third, Small Group Discussion. In this strategy, instruction can have the opportunity to clarify doubts, share interpretations, and gain a deeper understanding of the reading material. Explaining concepts to peers and hearing others' perspectives can improve overall comprehension. The last, Classroom Environment instruction. The impact is Setting up interactive learning centers that focus on different aspects of reading, such as phonics, vocabulary, and comprehension, provides students with opportunities for hands-on learning. These centers can be engaging and reinforce key reading skills.

B. Suggestion

Finally, the suggestion for a better research in the future is proposed by the researcher. The suggestion are;

1. To the school

Schools that emphasize higher-order thinking skills in English reading often see improved academic performance among students, as they develop critical analysis and problem-solving abilities.

2. The Teachers

Teachers who incorporate instructional strategy in higher-order thinking activities in English reading often experience higher levels of student engagement as students are challenged to think critically and actively participate in discussions.

3. The students

Higher-order thinking instructional strategies delivered by teachers can encourage students to delve deeply into the meaning of texts. They analyze and interpret information, leading to a more profound understanding of the content, characters, and themes in English reading materials.

4. The others researcher.

Numerous aspects remain unexplored by the current researcher, underscoring the expectation that subsequent researchers will delve deeper into extracting additional information from the implementation instructional strategy in promoting students' HOTS in teaching reading.

REFERENCES

- Alex McMillan (2017). *The theory of Constructivism on Reading*. Enroll Press. P. 252
- Apriani, N. (2019). Evaluating the higher order thinking skills in reading exercises of EFL textbook “pathway to english” for tenth grade of senior high school students. Diploma thesis, IAIN BENGKULU
- Ari, G. (2017). Basic concepts of reading instruction. *International Journal of Languages Education*, 5(4), 484-503.
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education* (8th ed.). Wadsworth Cengage Learning
- Ariesta, F. w. (2018, November 23). Binus. Retrieved from Mengintegrasikan Higher Order Thinking Skills (HOTS) pada pembelajaran sains di Sekolah Dasar: <https://pgsd.binus.ac.id/2018/11/23/mengintegrasikan-higher-order-of-thinking-skillhots-pada-pembelajaran-sains-di-sd>
- Barak Rosenshine, “The Empirical Support for Direct Instruction,” in *Constructivist Instruction: Success or Failure?* (New York: Routledge, 2009), 201–220
- Bojovic, M. (2010). Reading skills and reading comprehension in english for specific purposes. *The International Language Conference on The Importance of Learning Professional Foreign Languages for Communication between Cultures*
- Brookhart, S.M. (2010). *How To Assess Higher-Order Thinking Skills In Your Classroom*. United States of Amerika: ASCD Member Book
- Brookhart, Susan M., (2010), *How To Assess Higher-Order Thinking Skills In Your Classroom, USA: ASCD*.
- Crawley, S. J., & Merritt, K. (1996). *Remediating reading difficulties* (2nd ed.). Brown & Benchmark Publishers
- Deci, E. L., & Ryan, R. M. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78
- Fakhomah, D. N., & Utami, M. S. (2019). Pre-service English teacher perception about Higher Order Thinking Skills (HOTS) in the 21st century learning.

Grabe, W., & Stoller, F. L. (2019). *Teaching and researching reading*. Routledge

Grellet, F. (1981). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge University Press.

Harmer, J. (2007). *How to teach english*. Pearson Education.

Harris, A. J., & Sipay, E. R. (1980). *How to Increase Reading Ability*. New York: Longman

Hasan, A., & Pardjono. (2019). The correlation of higher order thinking skills and work readiness of vocational high school students. *Jurnal Pendidikan Teknologi dan Kejuruan*, 25 (1), 52–61. doi: <https://doi.org/10.21831/jptk.v25i1.19118>

Heong, Y. M., et al. (2011). The Level of Marzano Higher Order Thinking Skills among Technical Education Students. *International Journal of Social Science and Humanity*, 1(2), 1-8.

<https://naikpangkat.com/seberapa-penting-hots-dalam-kurikulum-merdeka-simak-penjelasan-berikut/>

Hughes, P. (2007). *Learning and Teaching for the Twenty-First Century*. Springer Science and Bussiness Media.

Indriyana, B. S & Kuswandono, P. (2019). Developing Students' Higher Order Thinking Skills (HOTS) in Reading: English Teachers' Strategies in Selected Junior High Schools. *Journal of English Teaching*. 5 (3), 204-2016

Jhon W. Cresell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approach Fourth Edition*, Los Angles, SAGE, P. 234

Kasih, A. P. (2020). Nilai PISA Siswa Indonesia Rendah, Nadiem Siapkan 5 Strategi Ini. *Kompas.com*. Retrieved from: <https://edukasi.kompas.com/read/2020/04/05/154418571/nilai-pisa-siswa-indonesia-rendah-nadiem-siapkan-5-strategi-ini?page=all>

Kemendikbud. (2016a). *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016 tentang Standar Proses Pendidikan Dasar dan Menengah*

Kemendikbud.(2017). *tentang kompetensi inti dan kompetensi dasar pelajaran pada kurikulum 2013 pada pendidikan dasar dan Menengah*. Jakarta: Kemendikbud.

Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy : An overview. *Theory into practice*, 41(4), 212-218.

Lev Vygotsky's (2015). *the relationship between language and thought*. Prentice press. P. 154

Linse, C. T. (2006). *Practical english language teaching: Young learners*. McGraw-Hill.

L.R. Gay, et all. *Educational Research: Competencies Analysis and Applications- Third Edition*. New York, Pearson, 2012, P. 465.

Margono. *Metode Penelitian Pendidikan*. (Jakarta : Rineka Cipta, 2005),. P. 161

Max McIntyre (2022). *The Importance of Instruction in Teaching Reading Nowadays*. Plentary Press.P.278

Mayer, R. E. (2002). Rote versus meaningful learning. *Theory Into Practice*, doi:10.1207/s15430421tip4104_4

McDonough, J., & Shaw, C. (2012). *Materials and methods in ELT*. John Wiley & Sons.

Mullis, I.V.S., Martin, M.O., & Foy, P. (with Olson, J.F., Preuschoff, C., Erberber, E., Arora, A., & Galia, J.). (2008). *TIMSS 2007 international mathematics report: Findings from IEA's trends in international mathematics and science study at the*

Murcia, M., C., Brinton, D., M., & Snow, M., A. (2014). *Teaching english as a second foreign language*. National Geographic Learning.

Mursyid, M., & Kurniawati, N. (2019) *Higer order thingking skills among English teachers across generation in EFL classroom*. *English Review: Journal of English Education*, 7(2),119-124.

Miles, M. B., Huberman, A. M., & Saldana, J. (1994). *Qualitative Data Analysis: A Methods Sourcebook (Third)*. SAGE Publications.

Moleong, L. . (2006). *Metode Penelitian Kualitatif*. Remaja Rosda Karya.

O'Bryrne, W. I., & Kostina-Ritchey, E. (2014). *Reading comprehension: From research to classroom practice*. Guilford Publication

Retnawati, H., Djidu, H., Kartianom, Apino, E., & Anazifah, R. D. (2018). *Teachers' Knowledge About Higher Order Thinking Skills and Its Learning Strategy*. *Problem of Education in The 21st Century*, 76(2), 215-230

Robert K Yin. *Qualitative Research from Start to Finish*, New York, The Guilford Press, 2011, P. 8

Suwartono, *Dasar-Dasar Penelitian*, (Yogyakarta: Andi Offset, 2014)h. 48

Tam, N. T., & Thnull, N. (2017). Influence of Explicit Higher-Order Thinking Skills Instruction on Students' Learning of Linguistics. *Thinking Skills and Creativity*

Yeung, S.-y. S. (2016). Conception of teaching higher order thinking: perspectives of Chinese teachers in Hong Kong. *The Curriculum Journal*, 553-578

APPENDIX

SK PEMBIMBING



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
 Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
 Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 585 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 2. Peraturan Pres den RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
 3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
 4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
 6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
 7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : B.76/In.34/FT.5 /PP.00.9/9/2023
 2. Berita Acara Seminar Proposal Pada Hari Kamis, 12 Oktober 2023

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**
 2. **Sarwo Edy, M.Pd** **19810607 202321 1 011**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Dewa Ramadhan**

N I M : **19551070**

JUDUL SKRIPSI : **High Order Thinking Skill (HOTS) Instruction by Delivered by Teachers in Teaching Reading**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,

Pada tanggal 17 Oktober 2023



Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH**

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 241 /In.34/FT/PP.00.9/10/2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

23 Oktober 2023

Kepada Yth. Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu (PTSP)

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Dewa Ramadhan
NIM : 19551070
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : High Order Thinking Skill (HOTS) Instruction by Delivered by Teachers in Teaching Reading
Waktu Penelitian : 23 Oktober s.d 23 Januari 2023
Lokasi Penelitian : SMPN 01 Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih



Tembusan : disampaikan Yth :

1. Rektor
2. Wakil 1
3. Ka. Biro AUAK
4. Arsip

APPENDIX 3

SURAT IZIN PENELITIAN PTPS



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan S.Sukowati No.60 ☎ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor : 503/498 /IP/DPMP/TPS/X/2023

TENTANG PENELITIAN KEPALA DINAS PENANAMAN MODAL DAN PTPS KABUPATEN REJANG LEBONG

- Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 2467/In.34/FT/PP.00.9/10/2023 tanggal 23 Oktober 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL	: Dewa Ramadhan/ Curup, 21 Desember 2000
NIM	: 19551070
Pekerjaan	: Mahasiswa
Program Studi/Fakultas	: Tadris Bahasa Inggris (TBI) / Tarbiyah
Judul Proposal Penelitian	: High Order Thinking Skill (HOTS) Instruction Delivered by Teachers In Teaching Reading (Descriptive Study In SMPN 01 Rejang Lebong)
Lokasi Penelitian	: SMPN 01 Rejang Lebong
Waktu Penelitian	: 27 Oktober 2023 s/d 23 Januari 2024
Penanggung Jawab	: Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 27 Oktober 2023

Kepala Dinas Penanaman Modal dan Pelayanan
Terpadu Satu Pintu
Kabupaten Rejang Lebong



Tembusan :

1. Kepala Badan Kesbangpol Kab. RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMPN 01 Rejang Lebong
4. Yang Bersangkutan
5. Arsip

APPENDIX 4 SURAT SELESAI PENELITIAN



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 REJANG LEBONG
Jalan Basuki Rahmat No. 06 Curup (0732)-21974, 23095 Fax. 0732-23095
E-mail smpn1curupkota@yahoo.co.id, Kode Pos 39112,

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 421.3/101.b/P/PL/SMPN 1/RL/2023

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Rejang Lebong :

Nama : **EKA SUSANTI, S.Pd**
NIP : 1950703 200312 2 002
Pangkat/Gol : Pembina / IV. b
Jabatan : Kepala SMPN 1 Rejang Lebong
Alamat : Jl. Basuki Rahmat Kel. Dwi Tunggal

Menerangkan dengan sesungguhnya bahwa saudari :

Nama : Dewa Ramadhan
NIM : 19551070
TTL : Curup, 21 Desember 2000
Program Study : Tadris Bahasa Inggris (TBI) / Tarbiyah

Benar bahwasanya yang bersangkutan telah aktif dan telah selesai melaksanakan Penelitian di SMPN 1 Rejang Lebong pada Tanggal, 15 s.d 23 November 2024, dengan judul **“High Order Thinking Skill (HOTS) Instuction Delivered by Teachers In Teaching Reading (Descriptive Study In SMPN 1 Rejang Lebong.**

Demikian Surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya

Curup, 25 November 2023
Kepala Sekolah

EKA SUSANTI, S.Pd
NIP. 1950703 200312 2 002

APPENDIX 5

KARTU BIMBINGAN SKRIPSI

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP**

Jalan Ak. Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admission@iaincurup.ac.id Kode Pos 39119

DEPAN **KARTU BIMBINGAN SKRIPSI**

NAMA: Dewa Ramadani
 NIM: 19551010
 PROGRAM STUDI: Tadris Bahasa Inggris
 FAKULTAS: TARBIYAH
 DOSEN PEMBIMBING I: Jumalul Hidayat, M.Pd
 DOSEN PEMBIMBING II: Sarwo Edj, M.Pd
 JUDUL SKRIPSI: High Order Thinking Skill (HOTS) Instruction Delivered by teacher in Teachers Training

MULAI BIMBINGAN: _____
 AKHIR BIMBINGAN: _____

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING I
1.		Bimbingan judul proposal/skripsi	[Signature]
2.		Bimbingan bab I	[Signature]
3.		Revisi Bab I	[Signature]
4.		Bimbingan bab II dan III	[Signature]
5.		Revisi bab II dan III	[Signature]
6.		ACC Instrumen + Penulisan	[Signature]
7.		Diskusikan bab IV	[Signature]
8.		Diskusikan bab III	[Signature]
9.		Revisi bab IV	[Signature]
10.		ACC Silang naskah	[Signature]
11.			
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I, CURUP, 17-07-2020
 [Signature] PEMBIMBING II,
 NIP. [Signature] [Signature]
 NIP. [Signature]

- Lembar Depan Kartu Bimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu ini harus dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP**

Jalan Ak. Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admission@iaincurup.ac.id Kode Pos 39119

BEKANG **KARTU BIMBINGAN SKRIPSI**

NAMA: Dewa Ramadani
 NIM: 19551010
 PROGRAM STUDI: Tadris Bahasa Inggris
 FAKULTAS: TARBIYAH
 PEMBIMBING I: Jumalul Hidayat, M.Pd
 PEMBIMBING II: Sarwo Edj, M.Pd
 JUDUL SKRIPSI: High Order Thinking Skill (HOTS) Instruction Delivered by teacher in Teaching ready.

MULAI BIMBINGAN: _____
 AKHIR BIMBINGAN: _____

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.		Bimbingan judul proposal/skripsi	[Signature]
2.		Bimbingan Bab I	[Signature]
3.		Revisi Bab I	[Signature]
4.		Bimbingan bab II dan III	[Signature]
5.		Revisi bab II dan III	[Signature]
6.		ACC Instrumen + Penulisan	[Signature]
7.		Bimbingan Bab IV	[Signature]
8.		Bimbingan BAB IV	[Signature]
9.		Bimbingan BAB IV Revisi	[Signature]
10.		ACC Silang naskah	[Signature]
11.			[Signature]
12.			[Signature]

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP

PEMBIMBING I, CURUP, 17-07-2020
 [Signature] PEMBIMBING II,
 NIP. [Signature] [Signature]
 NIP. [Signature]

APPENDIX 6

instrument observation

Observation Blueprint of High Order Thinking Skill (HOTS) Instruction Delivered by Teachers in Teaching Reading

(VALIDATED)

TEACHER A

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Bloom's Taxonomy
1	Teachers' Strategies to Activate HOTS in Reading (Tam & Thnull, 2017)	1. Direct Instruction/ The Direct-Thinking Ability	1. Questioning	1. The teacher encourages students to ask open-ended questions about the reading material that require critical thinking and analysis.	√		Evaluation
				2. The teacher poses questions that prompt students' deeper understanding of the reading material.	√		Comprehension
			2. Problem-solving	3. The teacher provides students with complex problems or scenarios related to the reading material to enhance their understanding.	√		Application
				4. The teacher guides students in applying problem-solving strategies specifically to the reading material.		√	Application
			3. Analyzing information	5. The teacher teaches students how to analyze and break down the information presented in the reading material.	√		Analysis
				6. The teacher provides guidance on analyzing complex information in the reading material in a structured and systematic manner.		√	Analysis
			4. Evaluating	7. The teacher fosters students' ability to evaluate information critically	√		Evaluation

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Bloom's Taxonomy
				within the context of the reading material.			
				8. The teacher provides opportunities for students to practice evaluating information within the context of the reading material.	√		Evaluation
			5. Synthesizing information	9. The teacher guides students in synthesizing information from the reading material from multiple sources or perspectives.		√	Synthesis
				10. The teacher provides support and feedback to help students develop their skills in synthesizing information from the reading material.		√	Synthesis
			6. Applying knowledge	11. The teacher encourages students to apply the knowledge gained from the reading material to real-world situations or other contexts.	√		Application
				12. The teacher provides opportunities for students to practice applying their knowledge from the reading material in meaningful ways.	√		Application
		2. Questioning Strategies/ Question-Answer Relationship (QAR)	1. Questioning Strategies	13. The teacher encourages students to ask different types of questions specifically related to the reading material being discussed.	√		Knowledge
			2. Right There Questions	14. The teacher asks questions that require students to recall specific	√		Knowledge

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Bloom's Taxonomy
			(Literal Comprehension)	facts and information from the reading material.			
			3. Think and Search Questions (Inferential Thinking)	15. The teacher asks questions that prompt students to analyze information, draw conclusions, and make inferences based on evidence from the reading material.	√		Analysis
			4. Author and Me Questions (Applied Understanding)	16. The teacher encourages students to connect their understanding of the reading material to their personal experiences and apply it to a new context.		√	Application
			5. On My Own Questions (Critical Thinking)	17. The teacher stimulates critical thinking by asking questions that require students to evaluate options independently, consider alternative solutions not mentioned in the reading material, and form evidence-based opinions.	√		Evaluation
		3. Small Group Discussion	1. Small Group Collaboration	18. The teacher assigns tasks that involve collaboration among a group of six or fewer students specifically related to the reading material.	√		Application
			2. Democratic Guidelines	19. The teacher follows guidelines that allow everyone in the group to contribute ideas specifically related to the reading material for discussion and reflection.	√		Comprehension
				20. There is equal opportunity for all group members to share their	√		Comprehension

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Bloom's Taxonomy
				thoughts and perspectives on the reading material.			
			3. Core Discussion Skills	21. The teacher focuses on developing questioning, listening, responding, and explaining skills within the small group setting while discussing the reading material.	√		Comprehension
		4. Classroom environment	1. Creating a Conducive Classroom Environment	22. The classroom is designed to promote critical thinking, creativity, and problem-solving specifically related to reading.		√	Synthesis
				23. The classroom includes resources and materials that encourage higher-level thinking specifically related to reading.		√	Synthesis
				24. There is an atmosphere of open dialogue and curiosity within the classroom, particularly when discussing the reading material.	√		Comprehension

Validation Notes:

1. The validated version of the observation blueprint includes additional sections with indicators, sub-indicators, items, and evaluation criteria. This ensures a comprehensive and structured approach to assessing the blueprint.
2. In the validated version, specific indicators and sub-indicators have been added to enhance the effectiveness of teaching strategies in activating higher-order thinking skills (HOTS) during reading instruction.
3. The validated version provides detailed items and evaluation criteria for each indicator and sub-indicator. This thorough approach ensures a comprehensive assessment of teaching practices, allowing educators to identify strengths and areas for improvement with greater precision.

Validator,



Rizki Indra Guci, M.Pd.

Observation Blueprint of High Order Thinking Skill (HOTS) Instruction Delivered by Teachers in Teaching Reading

(VALIDATED)

TEACHER B

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Bloom's Taxonomy	
1	Teachers' Strategies to Activate HOTS in Reading (T'am & Thnull, 2017)	1. Direct Instruction/ The Direct-Thinking Ability	1. Questioning	1. The teacher encourages students to ask open-ended questions about the reading material that require critical thinking and analysis.	✓		Evaluation	
				2. The teacher poses questions that prompt students' deeper understanding of the reading material.	✓		Comprehension	
				3. The teacher provides students with complex problems or scenarios related to the reading material to enhance their understanding.	✓		Application	
			2. Problem-solving	4. The teacher guides students in applying problem-solving strategies specifically to the reading material.		✓		Application
				5. The teacher teaches students how to analyze and break down the information presented in the reading material.		✓		Analysis
			3. Analyzing information	6. The teacher provides guidance on analyzing complex information in the reading material in a structured and systematic manner.		✓		Analysis
				7. The teacher fosters students' ability to evaluate information critically			✓	
4. Evaluating								

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Bloom's Taxonomy
				within the context of the reading material.	✓		Evaluation
				8. The teacher provides opportunities for students to practice evaluating information within the context of the reading material.	✓		
			5. Synthesizing information	9. The teacher guides students in synthesizing information from the reading material from multiple sources or perspectives.	✓		Synthesis
				10. The teacher provides support and feedback to help students develop their skills in synthesizing information from the reading material.		✓	Synthesis
			6. Applying knowledge	11. The teacher encourages students to apply the knowledge gained from the reading material to real-world situations or other contexts.	✓		Application
				12. The teacher provides opportunities for students to practice applying their knowledge from the reading material in meaningful ways.		✓	Application
		2. Questioning Strategies/ Question-Answer Relationship (QAR)	1. Questioning Strategies	13. The teacher encourages students to ask different types of questions specifically related to the reading material being discussed.	✓		Knowledge
			2. Right There Questions	14. The teacher asks questions that require students to recall specific	✓		Knowledge

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Bloom's Taxonomy
				within the context of the reading material.			
				8. The teacher provides opportunities for students to practice evaluating information within the context of the reading material.	✓		Evaluation
			5. Synthesizing information	9. The teacher guides students in synthesizing information from the reading material from multiple sources or perspectives.	✓		Synthesis
				10. The teacher provides support and feedback to help students develop their skills in synthesizing information from the reading material.		✓	Synthesis
			6. Applying knowledge	11. The teacher encourages students to apply the knowledge gained from the reading material to real-world situations or other contexts.	✓		Application
				12. The teacher provides opportunities for students to practice applying their knowledge from the reading material in meaningful ways.		✓	Application
		2. Questioning Strategies/ Question-Answer Relationship (QAR)	1. Questioning Strategies	13. The teacher encourages students to ask different types of questions specifically related to the reading material being discussed.	✓		Knowledge
			2. Right There Questions	14. The teacher asks questions that require students to recall specific	✓		Knowledge

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Bloom's Taxonomy
			(Literal Comprehension)	facts and information from the reading material.			
			3. Think and Search Questions (Inferential Thinking)	15. The teacher asks questions that prompt students to analyze information, draw conclusions, and make inferences based on evidence from the reading material.	✓		Analysis
			4. Author and Me Questions (Applied Understanding)	16. The teacher encourages students to connect their understanding of the reading material to their personal experiences and apply it to a new context.		✓	Application
			5. On My Own Questions (Critical Thinking)	17. The teacher stimulates critical thinking by asking questions that require students to evaluate options independently, consider alternative solutions not mentioned in the reading material, and form evidence-based opinions.	✓		Evaluation
		3. Small Group Discussion	1. Small Group Collaboration	18. The teacher assigns tasks that involve collaboration among a group of six or fewer students specifically related to the reading material.	✓		Application
			2. Democratic Guidelines	19. The teacher follows guidelines that allow everyone in the group to contribute ideas specifically related to the reading material for discussion and reflection.	✓		Comprehension
				20. There is equal opportunity for all group members to share their	✓		Comprehension

No	Aspect	Indicators	Sub-indicators	Items	Yes	No	Bloom's Taxonomy
				thoughts and perspectives on the reading material.			
			3. Core Discussion Skills	21. The teacher focuses on developing questioning, listening, responding, and explaining skills within the small group setting while discussing the reading material.	√		Comprehension
		4. Classroom environment	1. Creating a Conducive Classroom Environment	22. The classroom is designed to promote critical thinking, creativity, and problem-solving specifically related to reading.	√		Synthesis
				23. The classroom includes resources and materials that encourage higher-level thinking specifically related to reading.		√	Synthesis
				24. There is an atmosphere of open dialogue and curiosity within the classroom, particularly when discussing the reading material.	√		Comprehension

Validation Notes:

1. The validated version of the observation blueprint includes additional sections with indicators, sub-indicators, items, and evaluation criteria. This ensures a comprehensive and structured approach to assessing the blueprint.
2. In the validated version, specific indicators and sub-indicators have been added to enhance the effectiveness of teaching strategies in activating higher-order thinking skills (HOTS) during reading instruction.
3. The validated version provides detailed items and evaluation criteria for each indicator and sub-indicator. This thorough approach ensures a comprehensive assessment of teaching practices, allowing educators to identify strengths and areas for improvement with greater precision.

Validator,



Rizki Indra Gucci, M.Pd.

APENDIX 7

INSTRUMENT INTERVIEW

Interview Blueprint of the Impact of Teachers' Instructional Strategies on Students' Ability in Learning English Reading

(VALIDATED)

No	Aspect	Indicators	Description	Question Items
1	Impacts of Teachers' Instructional Strategies to Activate HOTS in Reading on Students' Reading Ability (T'am & Thnull, 2017)	1. Direct Instruction/ The Direct-Thinking Ability	Direct instruction, led by teachers, activates critical thinking skills in students by presenting structured academic lessons. Teachers encourage students to question, analyze, evaluate, and synthesize information, preparing them for success in a knowledge-driven society.	1. How has Direct Instruction impacted your critical thinking and problem-solving skills in Reading?
				2. Can you share examples where Direct Instruction helped your comprehension of difficult concepts or facilitated deeper thinking in Reading?
				3. How has Direct Instruction improved your ability to analyze information and make informed decisions in Reading?
		2. Questioning Strategies/ Question-Answer Relationship (QAR)	QAR is a teaching method where teachers ask questions to help students think and understand better. It categorizes questions into different levels and helps students develop critical thinking skills. By using QAR, teachers can deepen students' understanding and prepare them for complex situations.	4. How has QAR impacted your critical thinking and problem-solving skills in Reading?
	5. Can you share examples where QAR helped your comprehension of difficult concepts or facilitated deeper thinking in Reading?			
	6. How has QAR improved your ability to analyze information and make informed decisions in Reading?			
	3. Small Group Discussion		Small group discussion is when six or fewer students work together on a task. It allows everyone to contribute ideas for discussion. The main skills involved are questioning, listening, responding, and explaining.	7. How has Small Group Discussion impacted your critical thinking and problem-solving skills in Reading?
				8. Can you share examples where Small Group Discussion helped your comprehension of

No	Aspect	Indicators	Description	Question Items
		4. Classroom environment	The classroom environment plays a big role in helping students think critically and solve problems. Teachers can create a good environment by arranging seats for group discussions, providing different learning materials, and encouraging open conversations.	<p>difficult concepts or facilitated deeper thinking in Reading?</p> <p>9. How has Small Group Discussion improved your ability to analyze information and make informed decisions in Reading?</p> <p>10. How has classroom environment impacted your critical thinking and problem-solving skills in Reading?</p> <p>11. Can you share examples where classroom environment helped your comprehension of difficult concepts or facilitated deeper thinking in Reading?</p> <p>12. How has classroom environment improved your ability to analyze information and make informed decisions in Reading?</p>

Validation Notes:

1. The validated version of the document improves its structure by replacing the original table format with a new format that has clear columns labeled "Aspect," "Indicators," "Description," and "Question Items." This change makes the document easier to navigate and understand.
2. Overall, the validated version of the interview blueprint improves the structure, language clarity, and includes specific indicators and question items.

Validator,



Rizki Indra Guci, M.Pd.

INTERVIEW KELAS 7

NAMA : Afifah Zakira Diva

KELAS : VII D

Peneliti : “ Assalamualaikum, perkenalkan nama kakak dewa ramadhan, kakak berasal dari IAIN CURUP. Apakah kakak boleh mewawancarai adek untuk bahan penelitian kakak?”

Afifah : “ waaliakumsalam tentu saja boleh kak.”

Peneliti : “ oke, sebutkan nama lengkap dan dari kelas mana dek jika bersedia untuk kakak wawancara.”

Afifah : “ Perkenalkan nama saya Afifah Zakira Diva dari kelas 7D n saya bersedia untuk di wawancara.”

Peneliti : “ Terimakasih atas kesedian adek untuk di wawancara. Kakak akan memberikan empat point pertanyaan, mengenai hal yang menyangkut kedalam: Direct Isntruction, QAR, Small Grup Discussion, dan Classroom environment”

Peneliti : “ oke pertanyaan pertama tentang Direct Instruction. Bagaimana Instruksi Langsung berdampak pada pemikiran kritis dan kemampuan memecahkan masalah Anda dalam Membaca?”

Afifah : “ dampaknya kepada saya yaitu, jika saya tidak mengetahui materi pelajaran maka kita bisa meminta guru memberi waktu untuk bertanya dan informasi untuk membantu siswa nya dalam memahami bahan bacaan sesuai dengan konsep-konsep memecahkan masalah dalam membaca.”

Peneliti : “ Pertanyaan kedua. Bisakah Anda berbagi contoh di mana Instruksi Langsung membantu pemahaman Anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam dalam Membaca?”

Afifah : “ contohnya sebelum memulai proses pembelajaran guru mendorong saya untuk meciptakan pemikiran kritis tentang konsep-konsep yang sulit. Sehingga saya bisa memahami materi yang akan di ajarkan pada proses pembelajaran tersebut.

- Peneliti : “ pertanyaan ketiga, Bagaimana Instruksi Langsung meningkatkan kemampuan Anda menganalisis informasi dan membuat keputusan yang tepat dalam Membaca?”
- Afifah : “ seperti point pertama tadi, kita jadi bisa lebih memahami dan berfikir kritis karena adanya peran guru dalam membangun atau membuat siswa menjadi berfikir lebih kreatif dan kritis dalam membaca.”
- Peneliti : “ oke pertanyaan selanjutnya tentang QAR. point pertama yaitu, Bagaimana QAR memengaruhi pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”
- Afifah : “ QAR atau tanya jawab dapat memengaruhi cara berpikir kritis saya, karena dengan melakukan metode tersebut saya bisa berfikir lebih kritis untuk bertanya dan berpikir kreatif dalam menjawab suatu pertanyaan, sehingga dengan metode tersebut saya dapat memecahkan masalah dalam membaca.”
- Peneliti : “ Bisakah Anda berbagi contoh di mana QAR membantu pemahaman Anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam dalam Membaca?”
- Afifah : “ contohnya yaitu dengan bisa bertanya kepada guru, dan guru tersebut menjawab pertanyaan saya dengan jawaban yang mudah dipahami sehingga saya dapat berpikir lebih dalam lagi dari konsep-konsep dari bahan bacaan tersebut.
- Peneliti : “ Bagaimana QAR meningkatkan kemampuan Anda menganalisis informasi dan membuat keputusan tepat saat membaca?.”
- Afifah : “ dengan cara mengasah pemikiran yang kritis dimana guru saya akan memberikan pertanyaan kepada saya tentang bahan bacaan suatu materi. Dengan pemahaman tersebut saya dapat mengamati informasi dan keputusan yang tepat dalam membaca.”
- Peneliti : “ oke pertanyaan selanjutnya yaitu tentang Small Grup Discussion. Point pertama, Bagaimana Diskusi Kelompok Kecil berdampak pada pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”
- Afifah : “ dampaknya adalah pada saat di berikan suatu tugas terhadap kelompok diskusi saya, maka saya dan teman diskusi saya akan menyumbangkan ide-ide yang menarik dan kritis. Sehingga kelompok diskusi saya dapat memecahkan masalah dan meningkatkan keterampilan saya dalam membaca .

- Peneliti : “ Bisakah Anda membagikan contoh di mana Diskusi Kelompok Kecil membantu pemahaman Anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam dalam Membaca?”
- Afifah : “ contohnya seperti, di saat guru memberikan tugas yang memerlukan pemikiran yang kritis , disitulah peran kelompok dalam membantu saya memecahkan konsep-konsep bacaan yang sulit untuk bisa di pahami.
- Peneliti : “ Bagaimana Diskusi Kelompok Kecil meningkatkan kemampuan Anda menganalisis informasi dan membuat keputusan yang tepat dalam Membaca?”
- Afifah : “ dengan cara berbagi ide atau pemikiran yang kritis dari informasi atau konsep-konsep bacaan, sehingga saya dan kelompok bisa menganalisis informasi yang lebih dalam dan membuat keputusan yang tepat saat membaca.
- Peneliti : “ pertanyaan selanjutnya tentang classroom enviroentment. Pertanyaan pertama yaitu, Bagaimana lingkungan kelas berdampak pada pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”
- Afifah : “ berdampak jika kelas nyaman dan memiliki teman sebangku yang menyenangkan dan bisa di ajak belajar Bersama, sehingga bisa di ajak kerja sama. Sehingga saya bisa dengan mudah memahami konsep-konsep yang sulit dalam membaca dan berpikir kritis.”
- Peneliti : “ Bisakah Anda berbagi contoh di mana ruang kelas lingkungan membantu pemahaman Anda tentang konsep yang sulit atau memfasilitasi pemikiran yang lebih dalam saat membaca?
- Afifah : “ seperti pada penulisan guru yang di tulis di papan tulis ataupun buku-buku di kelas karena saat guru menjelaskan sebuah materi pembelajaran saya menjadi tahu arti dari pelajaran tersebut.
- Peneliti : “ Bagaimana lingkungan kelas meningkatkan kemampuan Anda untuk menganalisis informasi dan membuat keputusan berdasarkan informasi saat membaca?”
- Afifah : “ saya bisa menganalisis informasi dan membuat keputusan dalam membaca dengan mudah jika memiliki lingkungan kelas yang nyaman dan bisa di ajak berdiskusi. Sehingga saya menjadi salah satu siswa yang berpikir kritis dan kreatif saat menganalisis bahan bacaan.
- Peneliti : “ alhamdulillah semua pertanyaan telah terjawab dengan baik , terimakasih atas kesedian adek untuk di wawan carai. Kakak ucapkan terimakasih assalamuallaikum warahmatullah hiwabarakatu.”

NAMA : Revaldi Naufal Oktriansyah

KELAS : VII E

Peneliti : “ Assalamualaikum, perkenalkan nama kakak dewa ramadhan, kakak berasal dari IAIN CURUP. Apakah kakak boleh mewawancarai adek untuk bahan penelitian kakak.?”

Revaldi : “ waaliakumsalam tentu saja boleh kak.”

Peneliti : “ oke, sebutkan nama lengkap dan dari kelas mana dek jika bersedia untuk kakak wawancara.”

Revaldi : “ perkenalkan nama saya revaldi Naufal oktriansyah saya berasal dari kelas 7e.”

Peneliti : “ Terimakasih atas kesedian adek untuk di wawancara. Kakak akan memberikan empat point pertanyaan, mengenai hal yang menyangkut kedalam: Direct Isntruction, QAR, Small Grup Discussion, dan Classroom environment”

Peneliti : “ oke pertanyaan pertama tentang Direct Instruction. Bagaimana Instruksi Langsung berdampak pada pemikiran kritis dan kemampuan memecahkan masalah Anda dalam Membaca?”

Rivaldi : “ sangat berdampak baik terhadap saya, karena, instruksi langsung ini membuat saya mengetahui beberapa komponen yang berguna dalam berpikir kritis seperti penarikan kesimpulan, berasumsi, menafsirkan informasi dan, menganalisis argument dalam memecahkan masalah.”

Peneliti : “ Pertanyaan kedua. Bisakah Anda berbagi contoh di mana Instruksi Langsung membantu pemahaman Anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam dalam Membaca?”

Rivaldi : “ Misalnya terdapat siswa yang kesulitan dalam memahami kosa kata/kalimat yang sulit, di situ guru akan menjelaskan atau memberitahu murid tersebut dengan cara berfikir secara kritis, sehingga murid tersebut menjadi lebih kreatif dan kritis saat memahami konsep-konsep yang sulit.”

Peneliti : “ pertanyaan ketiga, Bagaimana Instruksi Langsung meningkatkan kemampuan Anda menganalisis informasi dan membuat keputusan yang tepat dalam Membaca?”

- Rivaldi : “ seperti point pertama tadi, kita jadi bisa lebih memahami dan berfikir kritis karena adanya peran guru dalam membangun atau membuat siswa menjadi berfikir lebih kreatif dan kritis dalam membaca.”
- Peneliti : “ oke pertanyaan selanjutnya tentang QAR. point pertama yaitu, Bagaimana QAR memengaruhi pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”
- Rivaldi : “ QAR atau tanya jawab dapat memengaruhi cara berpikir kritis saya, karena dengan melakukan metode tersebut saya bisa berfikir lebih kritis untuk bertanya dan berpikir kreatif dalam menjawab suatu pertanyaan, sehingga dengan metode tersebut saya dapat memecahkan masalah dalam membaca.”
- Peneliti : “ Bisakah Anda berbagi contoh di mana QAR membantu pemahaman Anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam dalam Membaca?”
- Rivaldi : “ contohnya yaitu dengan bisa bertanya kepada guru, dan guru tersebut menjawab pertanyaan saya dengan jawaban yang mudah dipahami sehingga saya dapat berpikir lebih dalam lagi dari konsep-konsep dari bahan bacaan tersebut.”
- Peneliti : “ Bagaimana QAR meningkatkan kemampuan Anda menganalisis informasi dan membuat keputusan tepat saat membaca?”
- Rivaldi : “ QAR membantu saya untuk memahami hubungan antara pertanyaan dan jawabannya. QAR membantu saya untuk mengidentifikasi informasi yang penting, dan saya bisa dengan mudah membuat keputusan yang tepat dalam membaca.”
- Peneliti : “ oke pertanyaan selanjutnya yaitu tentang Small Grup Discussion. Point pertama, Bagaimana Diskusi Kelompok Kecil berdampak pada pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”
- Rivaldi : “ berdampak baik jika di dalam kelompok didominasi dengan siswa yang ingin belajar sungguh-sungguh jadi kami bisa bertukar pemahaman sehingga menjadi mengerti dan memahami kosa kata/kalimat dari bahan bacaan.”
- Peneliti : “ bisakah anda berbagi contoh diaman kelompok kecil diskusi membantu pemahaman anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam saat membaca.”

- Rivaldi : “ misalnya dalam suatu kelompok tentu saya tidak mendominasi semuanya,ada yang paham dan ada yang tdk terlalu paham terhadap materi atau konsep-konsep yang di diskusikan. Peran kelompok diskusi yaitu saling berbagi pemahaman, supaya mengetahui materi atu konsep-konsep tersebut lebih dalam saat sedang membaca.”
- Peneliti : “ bagaimana diskusi kelompok kecil meningkatkan kemampuan anda untuk menganalisis informasi dan membuat keputusan berdasarkan informasi saat membaca?
- Rivaldi : “ tentu pengetahuan saya lebih bervariasi , karena kami di dalam kelompok diskusi tentu mendapatkan banyak pendapat-pendapat dari anggota kelompok wawasan lebih terbuka dan lebih banyak mengetahui tentang diskusi tersebut.”
- Peneliti : “ pertanyaan selanjutnya yaitu tentang classroom enviroenment.bagaimana pengaruh lingkungan kelas terhadap anda berpikir kritis dan keterampilan memecahkan masalah membaca?.”
- Rivaldi : “ pengaruh nya, saya menjadi lebih paham dan bisa fokus dalam mengerjakan tugas karena dengan ruang lingkup kelas yang kondusif saya bisa lebih fokus terhadap pemebelajaran. Sehingga saya bisa berpikir kritis dan bisa memecahkan permasalahan saat membaca.
- Peneliti : “ bisakah anda berbagi contoh dimana ruang kelas membantu pemahaman anda tentang konsep-konsep yang sulit atau memfasilitasi pemikiran yang lebih dalam saat sedang membaca?.”
- Rivaldi : “ lingkunagn kelas tentu berpengaruh contohnya, saat saya sedang belajar di kelas yang kondusif sangat berpengaruh kepada proses pembelajaran, karena kami bisa lebih fokus dalam mengikuti proses pembelajaran. Sehingga dengan kondisi kelas yang kondusif. Saya bisa memahami konsep-konsep yang sulit dan bisa memfasilitasi pemikiran yang lebih dalam saat membaca.”
- Peneliti : “ bagaimana lingkungan kelas meningkatkan kemampuan anda untuk menganalisis informasi dan membuat keputusan berdasarkan informasi saat membaca?.”
- Rivaldi : “ saya bisa menganalisis informasi dan membuat keputusan dalam membaca dengan mudah. Jika memiliki lingkungan kelas kondusif dan nyaman saya bisa meningkatkan kemampuan menganalisis saya dan bisa membuat keputusan dari bahan bacaan tersebut.”

Peneliti : “ alhamdulillah semua pertanyaan telah terjawab dengan baik ,
terimakasih atas kesedian adek untuk di wawan carai. Kakak ucapkan
terimakasih assalamuallaikum warahmatullah hiwabarakatu.”

NAMA : Bintang Jasmata

KELAS : VII F

Peneliti : “ Assalamualaikum, perkenalkan nama kakak dewa ramadhan, kakak berasal dari IAIN CURUP. Apakah kakak boleh mewawancarai adek untuk bahan penelitian kakak?”

Bintang : “ waalaikumsalam, dengan senang hati saya siap di wawancarai kak.”

Peneliti : “ jika bersedia sebutkan nama lengkap dan berasal dari kelas mana supaya kakak bisa mencantumkan nya di lampiran penelitian kakak.”

Bintang : “ perkenalkan nama saya bintang jasmata saya berasal dari kelas 7f dan saya bersedia di wawancara.”

Peneliti : “ Terimakasih atas kesedian adek untuk di wawancara. Kakak akan memberikan empat point pertanyaan, mengenai hal yang menyangkut kedalam: Direct Instruction, QAR, Small Grup Discussion, dan Classroom environment”

Peneliti : “ oke pertanyaan pertama tentang Direct Instruction. Bagaimana Instruksi Langsung berdampak pada pemikiran kritis dan kemampuan memecahkan masalah Anda dalam Membaca?”

Bintang : “ Berdampak jika saya kesulitan dalam membaca saya saya bisa langsung bertanya kepada guru. Guru berperan penting untuk menjelaskan kosa kata/kalimat tersebut yang membuat saya lebih paham dan saya bisa bertanya. dengan adanya guru memberikan Direct Instruction itu juga membuat saya berfikir lebih kreatif dan kritis.”

Peneliti : “ Pertanyaan kedua. Bisakah Anda berbagi contoh di mana Instruksi Langsung membantu pemahaman Anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam dalam Membaca?”

Bintang : “ saya akan memberikan contoh instruksi langsung membantu pemahaman konsep-konsep yang sulit atau memfasilitasi pemikiran yang lebih mendalam saat membaca. Karena guru memberikan instruksi langsung dan menjelaskan materi dengan sederhana dan mudah di pahami, dan guru saya menggunakan analogi dan ilustrasi yang membantu saya memfasilitasi konsep-konsep yang sulit ini.”

- Peneliti : “ pertanyaan ketiga, Bagaimana Instruksi Langsung meningkatkan kemampuan Anda menganalisis informasi dan membuat keputusan yang tepat dalam Membaca?”
- Bintang : “ seperti point pertama tadi, kita jadi bisa lebih memahami dan berfikir kritis karena adanya peran guru dalam membangun atau membuat siswa menjadi berfikir lebih kreatif dan kritis dalam membaca.”
- Peneliti : “ oke pertanyaan selanjutnya tentang QAR. point pertama yaitu, Bagaimana QAR memengaruhi pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”
- Bintang : “ QAR tentu mempengaruhi pemikiran kritis dan keterampilan pemecahan masalah, karena kita bisa mengetahui seberapa mampu kita dalam mengetahui materi yang telah di sampaikan oleh guru dan lebih menganalisis bahan bacaan tersebut.”
- Peneliti : “ bisakah anda berbagi contoh dimana QAR membantu pemahaman anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam saat membaca?”
- Bintang : “ misalnya siswa tidak terlalu mengerti di berikan pertanyaan yang sulit guru akan memberikan suatu contoh berfikir kritis dan kreatif dari pertanyaan tersebut. Sehingga saya perlahan-lahan memahami konsep-konsep dari pertanyaan tersebut. Dan membuat saya lebih berfikir kritis dalam menjawab suatu pertanyaan.”
- Peneliti : “ bagaimana QAR meningkatkan kemampuan anda dalam menganalisis informasi dan membuat keputusan yang tepat saat membaca?.”
- Bintang : “ QAR membantu saya untuk memahami hubungan antara pertanyaan dan jawabannya. QAR membantu saya untuk mengidentifikasi informasi yang penting, dan saya bisa dengan mudah membuat keputusan yang tepat dalam membaca.”
- Peneliti : “ oke pertanyaan selanjutnya yaitu tentang Small Grup Discussion. Point pertama, Bagaimana Diskusi Kelompok Kecil berdampak pada pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”
- Bintang : “ berdampak baik jika di dalam kelompok di dominasi dengan siswa yang ingin belajar sungguh-sungguh jadi kami bisa bertukar pemahaman sehingga menjadi mengerti dan memahami kosa kata/kalimat dari bahan bacaan.”

- Peneliti : “ bisakah anda berbagi contoh dimana ruang kelas membantu pemahaman anda tentang konsep-konsep yang sulit atau memfasilitasi pemikiran yang lebih dalam saat sedang membaca?.”
- Bintang : “ semisal siswa tidak nyaman disuatu kelas, pasti saya juga tidak akan merasa nyaman tidak focus untuk belajar untuk memahami konsep-konsep yang sulit dari bahan bacaan. Tapi sebaliknya jika berada di kelas yang nyaman siswa akan lebih mudah untuk menciptakan pemikiran yang kritis dan kreatif.”
- Peneliti : “ bagaimana lingkungan kelas meningkatkan kemampuan anda untuk menganalisis informasi dan membuat keputusan berdasarkan informasi saat membaca?.”
- Bintang : “ saya bisa menganalisis informasi dan membuat keputusan dalam membaca dengan mudah. Jika memiliki lingkungan kelas kondusif dan nyaman saya bisa meningkatkan kemampuan menganalisis saya dan bisa membuat keputusan dari bahan bacaan tersebut.”
- Peneliti : “ alhamdulillah semua pertanyaan telah terjawab dengan baik , terimakasih atas kesedian adek untuk di wawan carai. Kakak ucapkan terimakasih assalamuallaikum warahmatullah hiwabarakatu.”

NAMA : Haikal Erlosaputra

KELAS : VII G

Peneliti : “ Assalamualaikum, perkenalkan nama kakak dewa ramadhan, kakak berasal dari IAIN CURUP. Apakah kakak boleh mewawancarai adek untuk bahan penelitian kakak?”

Haikal : “ Waakaikumsalam. Tentu saja boleh kak.”

Peneliti : “ oke, kalo boleh tolong sebutkan nama lengkap dan dari kelas mana dek”

Haikal : “ perkenalkan nama saya haikal erlo saputra, saya berasal dari kelas 7G

Peneliti : “ Terimakasih atas kesedian dek untuk di wawancara. Kakak akan memberikan empat point pertanyaan, yaitu Direct Isntruction, QAR, Small Grup Discussion, dan Classroom environment. Sekali lagi kakak tanya apakah bersedia untuk di wawancarai?”

Haikal : “ Siap kak, saya bersedia.”

Peneliti : “ oke pertanyaan pertama tentang Direct Instruction. Bagaimana Instruksi Langsung berdampak pada pemikiran kritis dan kemampuan memecahkan masalah Anda dalam Membaca?”

Haikal : “ Berdampak jika saya kesulitan dalam membaca saya saya bisa langsung bertanya kepada guru. Guru berperan penting untuk menjelaskan kosa kata/kalimat tersebut yang membuat saya lebih paham dan saya bisa bertanya. dengan adanya guru memberikan Direct Instruction itu juga membuat saya berfikir lebih kreatif dan kritis.”

Peneliti : “ Pertanyaan kedua. Bisakah Anda berbagi contoh di mana Instruksi Langsung membantu pemahaman Anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam dalam Membaca?”

Haikal : “ Misalnya terdapat siswa yang kesulitan dalam memahami kosa kata/kalimat yang sulit, di situ guru akan menjelaskan atau memberitahu murid tersebut dengan cara berfikir secara kritis, sehingga murid tersebut menjadi lebih kreatif dan kritis saat memahami konsep-konsep yang sulit.”

- Peneliti : “ pertanyaan ketiga, Bagaimana Instruksi Langsung meningkatkan kemampuan Anda menganalisis informasi dan membuat keputusan yang tepat dalam Membaca?”
- Haikal : “ seperti point pertama tadi, kita jadi bisa lebih memahami dan berfikir kritis karena adanya peran guru dalam membangun atau membuat siswa menjadi berfikir lebih kreatif dan kritis dalam membaca.”
- Peneliti : “ oke pertanyaan selanjutnya tentang QAR. point pertama yaitu, Bagaimana QAR memengaruhi pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”
- Haikal : “ berdampak pada saya untuk meningkatkan pola pikir yang kritis dan kreatif dengan pertanyaan yang semakin lama semakin sulit. Dan itu juga yang membuat saya untuk berfikir lebih kreatif dan kritis lagi. Sehingga saya dapat menemukan jawaban yang lebih kreatif dan kritis.
- Peneliti : “ Bisakah Anda berbagi contoh di mana QAR membantu pemahaman Anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam dalam Membaca?”
- Haikal : “ misalnya siswa tidak terlalu mengerti di berikan pertanyaan yang sulit guru akan memberikan suatu contoh berfikir kritis dan kreatif dari pertanyaan tersebut. Sehingga saya perlahan-lahan memahami konsep-konsep dari pertanyaan tersebut. Dan membuat saya lebih berfikir kritis dalam menjawab satu pertanyaan.”
- Peneliti : “ Bagaimana QAR meningkatkan kemampuan Anda menganalisis informasi dan membuat keputusan tepat saat membaca?”
- Haikal : “ seperti point kedua saya akan perlahan memahami konsep-konsep untuk membaca karena pertanyaan yang di berikan tentang berpikir kritis dan kreatif sehingga membuat keputusan yang tepat dalam mencari jawaban dari bahan bacaan
- Peneliti : “ oke pertanyaan selanjutnya yaitu tentang Small Grup Discussion. Point pertama, Bagaimana Diskusi Kelompok Kecil berdampak pada pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”
- Haikal : “ berdampak baik jika di dalam kelompok di dominasi dengan siswa yang ingin belajar sungguh-sungguh jadi kami bisa bertukar

pemahaman sehingga menjadi mengerti dan memahami kosa kata/kalimat dari bahan bacaan.”

Peneliti : “ Bisakah Anda membagikan contoh di mana Diskusi Kelompok Kecil membantu pemahaman Anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam dalam Membaca?”

Haikal : “ contohnya sama seperti point pertama yaitu, siswa dalam suatu kelompok bisa saling bertukar pemikiran untuk memahami dari bahan bacaan tersebut supaya lebih kreatif dan berfikir kritis.”

Peneliti : “ Bagaimana Diskusi Kelompok Kecil meningkatkan kemampuan Anda menganalisis informasi dan membuat keputusan yang tepat dalam Membaca?”

Haikal : “ Seperti pada jawaban saya sebelumnya, siswa bisa bertukar pemikiran sehingga bisa membuat saya berpikir kritis untuk memahami kosakata/kalimat sulit sembari membaca saya akan meningkatkan kreatifitas saya dan membuat keputusan yang tepat saat membaca.”

Peneliti : “ pertanyaan selanjutnya tentang classroom enviroentment. Pertanyaan pertama yaitu, Bagaimana lingkungan kelas berdampak pada pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”

Haikal : “ berdampak jika kelas nyaman dan memiliki teman sebangku yang menyenangkan dan bisa di ajak belajar Bersama, sehingga bisa di ajak kerja sama. Sehingga saya bisa dengan mudah memahami konsep-konsep yang sulit dalam membaca dan berpikir kritis.”

Peneliti : Bisakah Anda berbagi contoh di mana ruang kelas lingkungan membantu pemahaman Anda tentang konsep yang sulit atau memfasilitasi pemikiran yang lebih dalam saat membaca?”

Haikal : “ semisal siswa tidak nyaman disuatu kelas, pasti saya juga tidak akan merasa nyaman tidak focus untuk belajar untuk memahami konsep-konsep yang sulit dari bahan bacaan. Tapi sebaliknya jika berada di kelas yang nyaman siswa akan lebih mudah untuk menciptakan pemikiran yang kritis dan kreatif.”

Peneliti : “ Bagaimana lingkungan kelas meningkatkan kemampuan Anda untuk menganalisis informasi dan membuat keputusan berdasarkan informasi saat membaca?

Haikal : “ saya bisa menganalisis informasi dan membuat keputusan dalam membaca dengan mudah jika memiliki lingkungan kelas yang nyaman dan bisa di ajak berdiskusi. Sehingga saya menjadi salah satu siswa yang berpikir kritis dan kreatif saat menganalisis bahan bacaan.”

Peneliti : “ alhamdulillah semua pertanyaan telah terjawab dengan baik , terimakasih atas kesedian adek untuk di wawan carai. Kakak ucapkan terimakasih assalamuallaikum warahmatullah hiwabarakatu.”

INTERVIEW KELAS 8

Nama : ABIB SYAPUTRA

KELAS : VIII A

Peneliti : “Assalamualaikum, perkenalkan nama kakak dewa ramadhan, kakak berasal dari IAIN CURUP. Apakah kakak boleh mewawancarai adek untuk bahan penelitian kakak?”

Abib : “ Waakaikumsalam. Tentu saja boleh kak.”

Peneliti : “ oke, kalo boleh tolong sebutkan nama lengkap dan dari kelas mana dek”

Abib : “ perkenalkan nama saya abib syaputra kelas VIIA saya bersedia untuk di wawancarai”

Peneliti : “ Terimakasih atas kesedian dek abib untuk di wawancara. Kakak akan memberikan empat point pertanyaan, yaitu Direct Instruction, QAR, Small Grup Discussion, dan Classroom environment. Sekali lagi kakak tanya apakah bersedia untuk di wawancarai?”

Abib : “ Siap kak, saya bersedia.”

Peneliti : “ oke pertanyaan pertama tentang Direct Instruction. Bagaimana Instruksi Langsung berdampak pada pemikiran kritis dan kemampuan memecahkan masalah Anda dalam Membaca?”

Abib : “ Berdampak jika saya kesulitan dalam membaca saya bisa langsung bertanya kepada guru. Guru berperan penting untuk menjelaskan kosa kata/kalimat tersebut yang membuat saya lebih paham dan saya bisa bertanya. dengan adanya guru memberikan Direct Instruction itu juga membuat saya berfikir lebih kreatif dan kritis.”

Peneliti : “ Pertanyaan kedua. Bisakah Anda berbagi contoh di mana Instruksi Langsung membantu pemahaman Anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam dalam Membaca?”

Abib : “ Misalnya terdapat siswa yang kesulitan dalam memahami kosa kata/kalimat yang sulit, di situ guru akan menjelaskan atau memberitahu murid tersebut dengan cara berfikir secara kritis, sehingga murid tersebut

menjadi lebih kreatif dan kritis saat memahami konsep-konsep yang sulit.”

Peneliti : “ pertanyaan ketiga, Bagaimana Instruksi Langsung meningkatkan kemampuan Anda menganalisis informasi dan membuat keputusan yang tepat dalam Membaca?”

Abib : “ seperti point pertama tadi, kita jadi bisa lebih memahami dan berfikir kritis karena adanya peran guru dalam membangun atau membuat siswa menjadi berfikir lebih kreatif dan kritis dalam membaca.”

Peneliti : “ oke pertanyaan selanjutnya tentang QAR. point pertama yaitu, Bagaimana QAR memengaruhi pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”

Abib : “ berdampak pada saya untuk meningkatkan pola pikir yang kritis dan kreatif dengan pertanyaan yang semakin lama semakin sulit. Dan itu juga yang membuat saya untuk berfikir lebih kreatif dan kritis lagi. Sehingga saya dapat menemukan jawaban yang lebih kreatif dan kritis.

Peneliti : “ Bisakah Anda berbagi contoh di mana QAR membantu pemahaman Anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam dalam Membaca?”

Abib : “ misalnya siswa tidak terlalu mengerti di berikan pertanyaan yang sulit guru akan memberikan suatu contoh berfikir kritis dan kreatif dari pertanyaan tersebut. Sehingga saya perlahan-lahan memahami konsep-konsep dari pertanyaan tersebut. Dan membuat saya lebih berfikir kritis dalam menjawab suatu pertanyaan.”

Peneliti : “ Bagaimana QAR meningkatkan kemampuan Anda menganalisis informasi dan membuat keputusan tepat saat membaca?”

Abib : “ seperti point kedua saya akan perlahan memahami konsep-konsep untuk membaca karena pertanyaan yang di berikan tentang berpikir kritis dan kreatif sehingga membuat keputusan yang tepat dalam mencari jawaban dari bahan bacaan.

Peneliti : “ oke pertanyaan selanjutnya yaitu tentang Small Grup Discussion. Point pertama, Bagaimana Diskusi Kelompok Kecil berdampak pada pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”

Abib : “ berdampak baik jika di dalam kelompok di dominasi dengan siswa yang ingin belajar sungguh-sungguh jadi kami bisa bertukar pemahaman

sehingga menjadi mengerti dan memahami kosa kata/kalimat dari bahan bacaan.”

Peneliti : “ Bisakah Anda membagikan contoh di mana Diskusi Kelompok Kecil membantu pemahaman Anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam dalam Membaca?”

Abib : “ contohnya sama seperti point pertama yaitu, siswa dalam suatu kelompok bisa saling bertukar pemikiran untuk memahami dari bahan bacaan tersebut supaya lebih kreatif dan berfikir kritis.”

Peneliti : “ Bagaimana Diskusi Kelompok Kecil meningkatkan kemampuan Anda menganalisis informasi dan membuat keputusan yang tepat dalam Membaca?”

Abib : “ Seperti pada jawaban saya sebelumnya, siswa bisa bertukar pemikiran sehingga bisa membuat saya berpikir kritis untuk memahami kosakata/kalimat sulit sembari membaca saya akan meningkatkan kreatifitas saya dan membuat keputusan yang tepat saat membaca.”

Peneliti : “ pertanyaan selanjutnya tentang classroom envirointment. Pertanyaan pertama yaitu, Bagaimana lingkungan kelas berdampak pada pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”

Abib : “ berdampak jika kelas nyaman dan memiliki teman sebangku yang menyenangkan dan bisa di ajak belajar Bersama, sehingga bisa di ajak kerja sama. Sehingga saya bisa dengan mudah memahami konsep-konsep yang sulit dalam membaca dan berpikir kritis.”

Peneliti : “ Bisakah Anda berbagi contoh di mana ruang kelas lingkungan membantu pemahaman Anda tentang konsep yang sulit atau memfasilitasi pemikiran yang lebih dalam saat membaca?”

Abib : “ semisal siswa tidak nyaman disuatu kelas, pasti saya juga tidak akan merasa nyaman tidak focus untuk belajar untuk memahami konsep-konsep yang sulit dari bahan bacaan. Tapi sebaliknya jika berada di kelas yang nyaman siswa akan lebih mudah untuk menciptakan pemikiran yang kritis dan kreatif.”

Peneliti : “ Bagaimana lingkungan kelas meningkatkan kemampuan Anda untuk menganalisis informasi dan membuat keputusan berdasarkan informasi saat membaca?”

Abib : “ saya bisa menganalisis informasi dan membuat keputusan dalam membaca dengan mudah jika memiliki lingkungan kelas yang nyaman

dan bisa di ajak berdiskusi. Sehingga saya menjadi salah satu siswa yang berpikir kritis dan kreatif saat menganalisis bahan bacaan.”

Peneliti : “ alhamdulillah semua pertanyaan telah terjawab dengan baik ,
terimakasih atas kesedian adek untuk di wawan carai. Kakak ucapkan
terimakasih assalamuallaikum warahmatullah hiwabarakatu.”

NAMA : Therisa Karanita M.

KELAS : VIII B

Peneliti : “ Assalamualaikum, perkenalkan nama kakak dewa ramadhan, kakak berasal dari IAIN CURUP. Apakah kakak boleh mewawancarai adek untuk bahan penelitian kakak?”

Therisa : “ Waakaikumsalam. Tentu saja boleh kak”

Peneliti : “ oke, kalo boleh tolong sebutkan nama lengkap dan dari kelas mana dek”

Therisa : “ perkenalkan nama saya Therisa Karanita M. saya berasal dari kelas VIIIB saya bersedia untuk di wawancarai.”

Peneliti : “ Terimakasih atas kesedian adek untuk di wawancara. Kakak akan memberikan empat point pertanyaan, yaitu Direct Isntruction, QAR, Small Grup Discussion, dan Classroom environment. Sekali lagi kakak tanya apakah bersedia untuk di wawancarai?”

Therisa : “ Siap kak, saya bersedia”

Peneliti : “ oke pertanyaan pertama tentang Direct Instruction. Bagaimana Instruksi Langsung berdampak pada pemikiran kritis dan kemampuan memecahkan masalah Anda dalam Membaca?”

Therisa : “ sangat berdampak baik terhadap saya, karena, instruksi langsung ini membuat saya mengetahui beberapa komponen yang berguna dalam berpikir kritis seperti penarikan kesimpulan, berasumsi, menafsirkan informasi dan, menganalisis argument dalam memecahkan masalah.”

Peneliti : “ Pertanyaan kedua. Bisakah Anda berbagi contoh di mana Instruksi Langsung membantu pemahaman Anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam dalam Membaca?”

Therisa : “ saya akan memberikan contoh instruksi langsung membantu pemahaman konsep-konsep yang sulit atau memfasilitasi pemikiran yang lebih mendalam saat membaca. Karena guru memberikan instruksi langsung dan menjelaskan materi dengan sederhana dan mudah di pahami, dan guru saya menggunakan analogi dan ilustrasi yang membantu saya memfalsilitasi konsep-konsep yang sulit ini.”

- Peneliti : “ pertanyaan ketiga, Bagaimana Instruksi Langsung meningkatkan kemampuan Anda menganalisis informasi dan membuat keputusan yang tepat dalam Membaca?”
- Therisa : “ instruksi langsung meningkatkan kemampuan saya untuk menganalisis informasi dan membuat keputusan yang berdasarkan informasi saat membaca. Guru membantu saya untuk focus pada informasi yang relevan. Ini memungkinkan saya untuk mendapatkan pemahaman yang lebih mendalam tentang topik yang di bahas. Guru membantu saya untuk mengidentifikasi pola dan hubungan.”
- Peneliti : “ oke pertanyaan selanjutnya tentang QAR. point pertama yaitu, Bagaimana QAR memengaruhi pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”
- Therisa : “ QAR mempengaruhi pemikiran kritis dan keterampilan pemecahan masalah saya dalam membaca. Guru membantu saya untuk focus pada informasi yang relevan, Ketika saya di berikan suatu pertanyaan saya harus mengidentifikasi informasi yang relevan untuk menjawab nya. Ini sangat membantu saya untuk menghindari teralihkan oleh informasi yang tidak relevan.”
- Peneliti : “ Bisakah Anda berbagi contoh di mana QAR membantu pemahaman Anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam dalam Membaca?”
- Therisa : “ contoh dimana hubungan QAR ini membantu pemahaman saya tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih dalam saat membaca, saya memberikan satu pertanyaan yang sulit dan guru tersebut memberikan jawaban yang membuat saya berfikir kritis dan kreatif dalam memahami konsep- yang sulit. Sehingga saya bisa membuat kesimpulan dari jawaban tersebut.”
- Peneliti : “ Bagaimana QAR meningkatkan kemampuan Anda menganalisis informasi dan membuat keputusan tepat di Reading?”
- Therisa : “ QAR membantu saya untuk memahami hubungan antara pertanyaan dan jawabannya. QAR membantu saya untuk mengidentifikasi informasi yang penting, dan saya bisa dengan mudah membuat keputusan yang tepat dalam membaca.”
- Peneliti : “ oke pertanyaan selanjutnya yaitu tentang Small Grup Discussion. Point pertama, Bagaimana Diskusi Kelompok Kecil berdampak pada pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”

- Therisa : “ small group discussion berdampak positif dalam keterampilan membaca saya, terutama dalam hal pemecahan masalah. Melalui diskusi Bersama, saya dapat menggali informasi lebih mendalam . saya dan kelompok saya harus mengidentifikasi ide-ide utama, menganalisis, argument, dan mengevaluasi. Hal ini membantu saya untuk lebih memahami materi yang di bicarakan.
- Peneliti : “ Bisakah Anda membagikan contoh di mana Diskusi Kelompok Kecil membantu pemahaman Anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam dalam Membaca?”
- Therisa : “diskusi kelompok ini sangat membantu saya untuk memahami konsep-konsep yang sulit. Contohnya memahami kosa kata yang memiliki makna ganda, namun Ketika saya bergabung dalam suatu kelompok diskusi saya mampu memahami kosakata tersebut dan mulai mencari tahu apa yang di maksud dari kosakata tersebut.
- Peneliti : “ Bagaimana Diskusi Kelompok Kecil meningkatkan kemampuan Anda menganalisis informasi dan membuat keputusan yang tepat dalam Membaca?”
- Therisa : “ kelompok diskusi ini meningkatkan kemampuan saya untuk menganalisis informasi membuat keputusan berdasarkan informasi secara mendalam saat membaca. Proses ini membantu saya untuk memahami informasi secara lebih mendalam dan menyeluruh.
- Peneliti : “ pertanyaan selanjutnya tentang classroom envirointment. Pertanyaan pertama yaitu, Bagaimana lingkungan kelas berdampak pada pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”
- Therisa : “ lingkungan kelas pastinya sangat berdampak dalam meningkatkan pemikiran kritis dan keterampilan pemecahan masalah. Maka dari itu lingkungan kelas guru harus menciptakan lingkungan kelas yang baik dan mendorong siswa atau murid untuk berfikir kritis saat memecahkan salah dalam membaca.
- Peneliti : “ bisakah anda berbagi contoh dimana ruang lingkungan kelas membantu pemahaman anda tentang konsep-konsep yang sulit atau memfasilitasi pemikiran yang lebih dalam saat membaca?
- Therisa : “ contohnya di saat saya merasa kesulitan maka saya akan mulai bertanya pada teman-teman di kelas. Jika lingkungan kelas nya baik

maka saya akan menjadi individu yang baik. Dan peran guru juga sangat penting dalam lingkungan kelas.

Peneliti : “ bagaimana lingkungan kelas meningkatkan kemampuan anda untuk menganalisis informasi dan membuat keputusan berdasarkan informasi saat membaca?

Therisa : “ lingkungan kelas sangat mempengaruhi saya dalam memecahkan masalah saat membaca dan menganalisis informasi serta membuat keputusan berdasarkan informasi dari bahan bacaan.

Peneliti : “ alhamdulillah semua pertanyaan telah terjawab dengan baik , terimakasih atas kesediaan adek untuk di wawan carai. Kakak ucapkan terimakasih assalamuallaikum warahmatullah hiwabaraku.”

NAMA : Valinda Sifra Napitupulu

KELAS : VIII C

Peneliti : “ selamat pagi dek, perkenalkan nama kakak dewa ramadhan, kakak berasal dari IAIN CURUP. Apakah kakak boleh mewawancarai adek untuk bahan penelitian kakak?”

Valinda : “ selamat pagi juga kak, boleh kak.”

Peneliti : “ jika adek bersedia wawancarai, sebutkan nama lengkap dan dari kelas mana adek berasal.”

Valinda : “ perkenalkan nama saya Valinda Sifra Napitupulu dari kelas VIIIIC.”

Peneliti : “ Terimakasih atas kesedian adek untuk di wawancara. Kakak akan memberikan empat point pertanyaan, mengenai hal yang menyangkut kedalam: Direct Instruction, QAR, Small Grup Discussion, dan Classroom environment”

Peneliti : “ oke pertanyaan pertama tentang Direct Instruction. Bagaimana Instruksi Langsung berdampak pada pemikiran kritis dan kemampuan memecahkan masalah Anda dalam Membaca?”

Valinda : “ sangat berdampak baik terhadap saya, karena, instruksi langsung ini membuat saya mengetahui beberapa komponen yang berguna dalam berpikir kritis seperti penarikan kesimpulan, berasumsi, menafsirkan informasi dan, menganalisis argument dalam memecahkan masalah.”

Peneliti : “ Pertanyaan kedua. Bisakah Anda berbagi contoh di mana Instruksi Langsung membantu pemahaman Anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam dalam Membaca?”

Valinda : “ saya akan memberikan contoh instruksi langsung membantu pemahaman konsep-konsep yang sulit atau memfasilitasi pemikiran yang lebih mendalam saat membaca. Karena guru memberikan instruksi langsung dan menjelaskan materi dengan sederhana dan mudah di pahami, dan guru saya menggunakan analogi dan ilustrasi yang membantu saya memfasilitasi konsep-konsep yang sulit ini.”

Peneliti : “ pertanyaan ketiga, Bagaimana Instruksi Langsung meningkatkan kemampuan Anda menganalisis informasi dan membuat keputusan yang tepat dalam Membaca?”

- Valinda : “ tentu dapat meningkatkan kemampuan saya karena dengan instruksi langsung saya jadi lebih tahu lebih paham dan bisa meng analisis pengetahuan-pengetahuan kita dari yang di jelaskan guru dan membuat keputusan dari informasi bahan bacaan tersebut.”
- Peneliti : “ oke pertanyaan selanjutnya tentang QAR. point pertama yaitu, Bagaimana QAR memengaruhi pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”
- Valinda : “ QAR tentu mempengaruhi pemikiran kritis dan keterampilan pemecahan masalah, karena kita bisa mengetahui seberapa mampu kita dalam mengetahui materi yang telah di sampaikan oleh guru dan lebih menganalisis bahan bacaan tersebut.”
- Peneliti : “ bisakah anda berbagi contoh dimana QAR membantu pemahaman anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam saat membaca?”
- Valinda : “ contoh dimana hubungan QAR ini membantu pemahaman saya tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih dalam saat membaca, saya memberikan satu pertanyaan yang sulit dan guru tersebut memberikan jawaban yang membuat saya berfikir kritis dan kreatif dalam memahami konsep- yang sulit. Sehingga saya bisa membuat kesimpulan dari jawaban tersebut.”
- Peneliti : “ bagaimana QAR meningkatkan kemampuan anda dalam menganalisis informasi dan membuat keputusan yang tepat saat membaca?.”
- Valinda : “ QAR membantu saya untuk memahami hubungan antara pertanyaan dan jawabannya. QAR membantu saya untuk mengidentifikasi informasi yang penting, dan saya bisa dengan mudah membuat keputusan yang tepat dalam membaca.”
- Peneliti : “ oke pertanyaan selanjutnya yaitu tetang Small Grup Discussion. Point pertama, Bagaimana Diskusi Kelompok Kecil berdampak pada pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”
- Valinda : “ berdampak baik jika di dalam kelompok di dominasi dengan siswa yang ingin belajar sungguh-sungguh jadi kami bisa bertukar pemahaman sehingga menjadi mengerti dan memahami kosa kata/kalimat dari bahan bacaan.”

- Peneliti : “ bisakah anda berbagi contoh diaman kelompok kecil diskusi membantu pemahaman anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam saat membaca.”
- Valinda : “ misalnya dalam suatu kelompok tentu saya tidak mendominasi semuanya,ada yang paham dan ada yang tdak terlalu paham terhadap materi atau konsep-konsep yang di diskusikan. Peran kelompok diskusi yaitu saling berbagi pemahaman, supaya mengetahui materi atu konsep-konsep tersebut lebih dalam saat sedang membaca.”
- Peneliti : “ bagaimana diskusi kelompok kecil meningkatkan kemampuan anda untuk menganalisis informasi dan membuat keputusan berdasarkan informasi saat membaca?”
- Valinda : “ tentu pengetahuan saya lebih bervariasi , karena kami di dalam kelompok diskusi tentu mendapatkan banyak pendapat-pendapat dari anggota kelompok wawasan lebih terbuka dan lebih banyak mengetahui tentang diskusi tersebut.”
- Peneliti : “ pertanyaan selanjutnya yaitu tentang classroom enviroentment.bagaimana pengaruh lingkungan kelas terhadap anda berpikir kritis dan keterampilan memecahkan masalah membaca?.”
- Valinda : “ pengaruh nya, saya menjadi lebih paham dan bisa fokus dalam mengerjakan tugas karena dengan ruang lingkup kelas yang kondusif saya bisa lebih fokus terhadap pemebelajaran. Sehingga saya bisa berpikir kritis dan bisa memecahkan permasalahan saat membaca.”
- Peneliti : “ bisakah anda berbagi contoh dimana ruang kelas membantu pemahaman anda tentang konsep-konsep yang sulit atau memfasilitasi pemikiran yang lebih dalam saat sedang membaca?.”
- Valinda : “ lingkunagn kelas tentu berpengaruh contohnya, saat saya sedang belajar di kelas yang kondusif sangat berpengaruh kepada proses pembelajaran, karena kami bisa lebih fokus dalam mengikuti proses pembelajaran. Sehingga dengan kondisi kelas yang kondusif. Saya bisa memahami konsep-konsep yang sulit dan bisa memfasilitasi pemikiran yang lebih dalam saat membaca.”
- Peneliti : “ bagaimana lingkungan kelas meningkatkan kemampuan anda untuk menganalisis informasi dan membuat keputusan berdasarkan informasi saat membaca?.”
- Valinda : “ saya bisa menganalisis informasi dan membuat keputusan dalam membaca dengan mudah. Jika memiliki lingkungan kelas kondusif dan

nyaman saya bisa meningkatkan kemampuan menganalisis saya dan bisa membuat keputusan dari bahan bacaan tersebut.”

Peneliti : “ alhamdulillah semua pertanyaan telah terjawab dengan baik ,
terimakasih atas kesedian adek untuk di wawan carai. Kakak ucapkan
terimakasih assalamuallaikum warahmatullah hiwabaraku.”

NAMA : Santri Nafiza Azzahra

KELAS : VIII D

Peneliti : “ Assalamualaikum, perkenalkan nama kakak dewa ramadhan, kakak berasal dari IAIN CURUP. Apakah kakak boleh mewawancarai adek untuk bahan penelitian kakak?”

Santri : “ waalaikumsalam, dengan senang hati saya siap di wawancarai kak.”

Peneliti : “ jika bersedia sebutkan nama lengkap dan berasal dari kelas mana supaya kakak bisa mencantumkan nya di lampiran penelitian kakak.”

Santri : “ perkenalkan nama saya santri nafiza azzahra, saya berasal dari kelas viiiD.”

Peneliti : “ Terimakasih atas kesedian adek untuk di wawancara. Kakak akan memberikan empat point pertanyaan, mengenai hal yang menyangkut kedalam: Direct Isntruction, QAR, Small Grup Discussion, dan Classroom environment”

Peneliti : “ oke pertanyaan pertama tentang Direct Instruction. Bagaimana Instruksi Langsung berdampak pada pemikiran kritis dan kemampuan memecahkan masalah Anda dalam Membaca?”

Santri : “ Berdampak jika saya kesulitan dalam membaca saya saya bisa langsung bertanya kepada guru. Guru berperan penting untuk menjelaskan kosa kata/kalimat tersebut yang membuat saya lebih paham dan saya bisa bertanya. dengan adanya guru memberikan Direct Instruction itu juga membuat saya berfikir lebih kreatif dan kritis.”

Peneliti : “ Pertanyaan kedua. Bisakah Anda berbagi contoh di mana Instruksi Langsung membantu pemahaman Anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam dalam Membaca?”

Santri : “ saya akan memberikan contoh instruksi langsung membantu pemahaman konsep-konsep yang sulit atau memfasilitasi pemikiran yang lebih mendalam saat membaca. Karena guru memberikan instruksi langsung dan menjelaskan materi dengan sederhana dan mudah di pahami, dan guru saya menggunakan analogi dan ilustrasi yang membantu saya memfalsilitasi konsep-konsep yang sulit ini.”

- Peneliti : “ pertanyaan ketiga, Bagaimana Instruksi Langsung meningkatkan kemampuan Anda menganalisis informasi dan membuat keputusan yang tepat dalam Membaca?”
- Santri : “ seperti point pertama tadi, kita jadi bisa lebih memahami dan berfikir kritis karena adanya peran guru dalam membangun atau membuat siswa menjadi berfikir lebih kreatif dan kritis dalam membaca.”
- Peneliti : “ oke pertanyaan selanjutnya tentang QAR. point pertama yaitu, Bagaimana QAR memengaruhi pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”
- Santri : “ QAR tentu mempengaruhi pemikiran kritis dan keterampilan pemecahan masalah, karena kita bisa mengetahui seberapa mampu kita dalam mengetahui materi yang telah di sampaikan oleh guru dan lebih menganalisis bahan bacaan tersebut.”
- Peneliti : “ bisakah anda berbagi contoh dimana QAR membantu pemahaman anda tentang konsep-konsep sulit atau memfasilitasi pemikiran yang lebih mendalam saat membaca?”
- Santri : “ misalnya siswa tidak terlalu mengerti di berikan pertanyaan yang sulit guru akan memberikan suatu contoh berfikir kritis dan kreatif dari pertanyaan tersebut. Sehingga saya perlahan-lahan memahami konsep-konsep dari pertanyaan tersebut. Dan membuat saya lebih berfikir kritis dalam menjawab suatu pertanyaan.”
- Peneliti : “ bagaimana QAR meningkatkan kemampuan anda dalam menganalisis informasi dan membuat keputusan yang tepat saat membaca?.”
- Santri : “ QAR membantu saya untuk memahami hubungan antara pertanyaan dan jawabannya. QAR membantu saya untuk mengidentifikasi informasi yang penting, dan saya bisa dengan mudah membuat keputusan yang tepat dalam membaca.”
- Peneliti : “ oke pertanyaan selanjutnya yaitu tentang Small Grup Discussion. Point pertama, Bagaimana Diskusi Kelompok Kecil berdampak pada pemikiran kritis dan keterampilan pemecahan masalah Anda dalam Membaca?”
- Santri : “ berdampak baik jika di dalam kelompok di dominasi dengan siswa yang ingin belajar sungguh-sungguh jadi kami bisa bertukar pemahaman sehingga menjadi mengerti dan memahami kosa kata/kalimat dari bahan bacaan.”

- Peneliti : “ bisakah anda berbagi contoh dimana ruang kelas membantu pemahaman anda tentang konsep-konsep yang sulit atau memfasilitasi pemikiran yang lebih dalam saat sedang membaca?.”
- Santri : “ semisal siswa tidak nyaman disuatu kelas, pasti saya juga tidak akan merasa nyaman tidak focus untuk belajar untuk memahami konsep-konsep yang sulit dari bahan bacaan. Tapi sebaliknya jika berada di kelas yang nyaman siswa akan lebih mudah untuk menciptakan pemikiran yang kritis dan kreatif.”
- Peneliti : “ bagaimana lingkungan kelas meningkatkan kemampuan anda untuk menganalisis informasi dan membuat keputusan berdasarkan informasi saat membaca?.”
- Santri : “ saya bisa menganalisis informasi dan membuat keputusan dalam membaca dengan mudah. Jika memiliki lingkungan kelas kondusif dan nyaman saya bisa meningkatkan kemampuan menganalisis saya dan bisa membuat keputusan dari bahan bacaan tersebut.”
- Peneliti : “ alhamdulillah semua pertanyaan telah terjawab dengan baik , terimakasih atas kesedian adek untuk di wawan carai. Kakak ucapkan terimakasih assalamuallaikum warahmatullah hiwabarakatu.”

APENDIX 8

SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini:

Nama : Afifah Zakira Diva

Kelas : VII / SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa:

Nama : Dewa Ramadhan

NIM : 19551070

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul

“HIGH ORDER THINKING SKILL (HOTS) INSTRUCTION DELIVERED BY TEACHERS IN TEACHING READING (Descriptive Study in SMPN 01 Rejang Lebong)”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawan cara
Siswa SMPN 01 Rejang Lebong



(Afifah Zakira Diva)

Sumber karya, 22 November 2023
Pewawancara



(Dewa Ramadhan)

SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini:

Nama : Bintang Jasmata
Kelas : VII / SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa:

Nama : Dewa Ramadhan
NIM : 19551070
Fakultas : Tarbiyah
Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul

“HIGH ORDER THINKING SKILL (HOTS) INSTRUCTION DELIVERED BY TEACHERS IN TEACHING READING (Descriptive Study in SMPN 01 Rejang Lebong)”

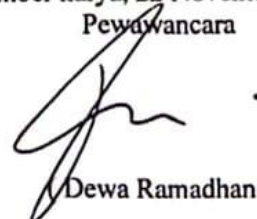
Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawan cara
Siswi SMPN 01 Rejang Lebong



(Bintang Jasmata)

Sumber karya, 22 November 2023
Pewawancara



(Dewa Ramadhan)

SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini:

Nama : Revaldi Naufal Oktriansyah

Kelas : VII / SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa:

Nama : Dewa Ramadhan

NIM : 19551070

Fakultas : Tarbiyah

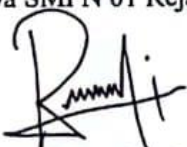
Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul


“HIGH ORDER THINKING SKILL (HOTS) INSTRUCTION DELIVERED BY TEACHERS IN TEACHING READING (Descriptive Study in SMPN 01 Rejang Lebong)”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawan cara
Siswa SMPN 01 Rejang Lebong


(Revaldi Naufal Oktriansyah)

Sumber karya, 22 November 2023
Pewawancara


(Dewa Ramadhan)

SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini:

Nama : Haikal Erlosaputra

Kelas : VII / SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa:

Nama : Dewa Ramadhan

NIM : 19551070

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul

“HIGH ORDER THINKING SKILL (HOTS) INSTRUCTION DELIVERED BY TEACHERS IN TEACHING READING (Descriptive Study in SMPN 01 Rejang Lebong)”

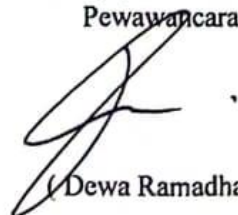
Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawan cara
Siswa SMPN 01 Rejang Lebong



(Haikal Erlosaputra)

Sumber karya, 22 November 2023
Pewawancara



(Dewa Ramadhan)

SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini:

Nama : Abib Syaputra
Kelas : VIII / SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa:

Nama : Dewa Ramadhan
NIM : 19551070
Fakultas : Tarbiyah
Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul

“HIGH ORDER THINKING SKILL (HOTS) INSTRUCTION DELIVERED BY TEACHERS IN TEACHING READING (Descriptive Study in SMPN 01 Rejang Lebong)”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawan cara
Siswa SMPN 01 Rejang Lebong



(Abib Syaputra)

Sumber karya, 22 November 2023
Pewawancara



(Dewa Ramadhan)

SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini:

Nama : Therisia Karantina

Kelas : VIII / SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa:

Nama : Dewa Ramadhan

NIM : 19551070

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul

“HIGH ORDER THINKING SKILL (HOTS) INSTRUCTION DELIVERED BY TEACHERS IN TEACHING READING (Descriptive Study in SMPN 01 Rejang Lebong)”


Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawan cara
Siswa SMPN 01 Rejang Lebong



(Therisia Karantina)

Sumber karya, 22 November 2023
Pewawancara



(Dewa Ramadhan)

SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini:

Nama : Valinda Sifra Natipulu

Kelas : VIII / SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa:

Nama : Dewa Ramadhan

NIM : 19551070

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul

“HIGH ORDER THINKING SKILL (HOTS) INSTRUCTION DELIVERED BY TEACHERS IN TEACHING READING (Descriptive Study in SMPN 01 Rejang Lebong)”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawan cara
Siswa SMPN 01 Rejang Lebong



(Valinda Sifra Natipulu)

Sumber karya, 22 November 2023
Pewawancara



(Dewa Ramadhan)

SURAT KETERANGAN TELAH WAWANCARA

Saya yang bertanda tangan di bawah ini:

Nama : Santri Nafiza Azzahra

Kelas : VIII / SMPN 01 Rejang Lebong

Menerangkan dengan sebenarnya bahwa:

Nama : Dewa Ramadhan

NIM : 19551070

Fakultas : Tarbiyah

Prodi : Tadris Bahasa Inggris

Telah melakukan wawancara dalam penyusunan skripsi yang berjudul

“HIGH ORDER THINKING SKILL (HOTS) INSTRUCTION DELIVERED BY TEACHERS IN TEACHING READING (Descriptive Study in SMPN 01 Rejang Lebong)”

Dengan demikian surat keterangan ini di buat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Pihak yang di wawan cara
Siswa SMPN 01 Rejang Lebong



(Santri Nafizah Azzahra)

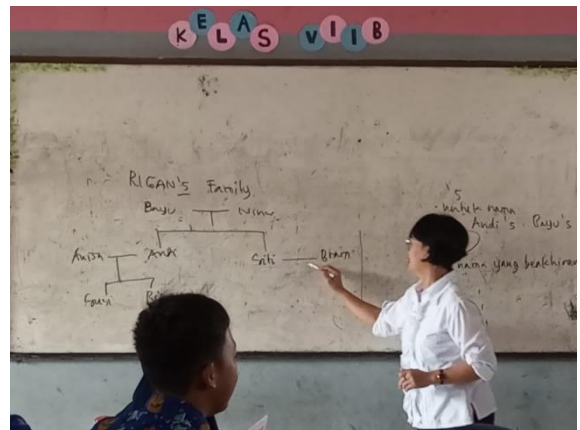
Sumber karya, 22 November 2023
Pewawancara

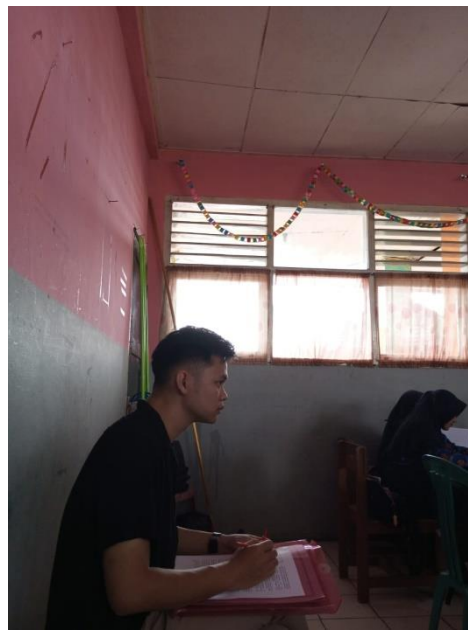


(Dewa Ramadhan)

APENDIX 9

Documentation





BIOGRAPY



A. Personal Data

Name : Dewa Ramadhan
NIM : 19551070
Date Of Birth : Curup, 21 December 2000
Address : JL VETERAN NO.63 Kelurahan Pasar Baru.
Study Program : Tadris Bahasa Inggris (TBI)
Facultas : Tarbiyah
No Handphone : 083150062232
Email : dewaramadhan21122000@gmail.com
Hobby : Find something new
private vehicle : BMW

B. Educational background

TK : GOW Curup Rejang Lebong
SDN : SDN 04 Curup Rejang Lebong
SMPN : SMPN 01 Curup Rejang Lebong
SMAN : SMAN 02 Curup Rejang Lebong
Universitas : Institut Agama Islam Negeri(iain) Curup