TEACHER'S STRATEGIES IN TEACHING STUDENTS TO ANSWER HOTS QUESTIONS ON READING PASSAGES AT SMA 1 REJANG LEBONG

THESIS

This Thesis is submitted to fulfill the requirement
for the "Sarjana" degree in English Language Education

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Assalamualaikum Warohmatullahi Wabarokatuh

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Amanda Aulia Tifani (21551006)** sebagai mahasiswa dari program studi Tadris Bahasa Inggris, dengan judul **"Teacher's Strategies in Teaching Students to Answer HOTS questions on Reading Passage at SMA 1 Rejang Lebong"** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

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MOTTO AND DEDICATION

MOTTO

"Allah will not burden a soul except according to its capacity."

(Q.S Al – Baqarah. 2 : 286)

"So indeed, with hardship comes ease, indeed with hardship comes ease."

(Q.S Al - Insyirah 5-6)

"Our duty is not to succeed, but to try, for within the act of trying we discover the

opportunity to succeed."

(Buya Hamkah)

"Semua jatuh bangunmu hal yang biasa, angan dan pertanyaan waktu yang

menjawabnya. Berikan tenggat waktu, bersedihlah secukupnya, rayakan

perasaanmu sebagai manusia."

(Baskara Putra – Hindia)

-Allah plans is better than our dreams-

DEDICATION

This thesis is dedicated to myself, my Dear Parents, my Little Brother, My All Family, and my Bestfriends. Your love and prayers have strengthened me greatly, so every word and sentence in this Thesis is a form of my gratitude to you.

ABSTRACT

Amanda Aulia Tifani : Teacher's Strategies in Teaching Students to Answer HOTS questions on Reading Passage at SMA 1 Rejang Lebong

This research aims to analyze the reading passages containing HOTS, the strategies used by the English teacher at SMA Negeri 1 Rejang Lebong in teaching students to answer Higher Order Thinking Skills (HOTS) questions on reading texts, and the problems experienced by the teacher. This descriptive qualitative study utilized document analysis, observation, and interviews. The subject of the research was a 12th-grade English teacher at SMA Negeri 1 Rejang Lebong. The findings were organized to answer two research questions: First, the document analysis of 15 reading passages in the student learning module revealed a total of 44 HOTS questions, indicating that the materials contained elements supporting critical thinking. Second, the teacher's strategies were found to align with the Cognitive Apprenticeship model, which includes Modeling, Scaffolding, Articulation, and Reflection. These strategies were implemented through techniques such as think-aloud, step-by-step analysis, and group discussions to encourage deeper reasoning.In conclusion, the teacher effectively used the Cognitive Apprenticeship model to help students answer HOTS questions, although its full implementation was hindered by various challenges. The study suggests that to improve student outcomes in HOTS-based reading, a more structured and supportive approach is needed to address student resistance and provide more time for critical thinking and reflection.

Keywords: *Teaching Strategies, Higher Order Thinking Skills (HOTS), Cognitive Apprenticeship, Merdeka Curriculum, Reading Passages.*

DAFTAR ISI

DAFTAR TABEL

CHAPTER I

INTRODUCTION

The introduction of this research, also known as the background of the research, is contained in Chapter I. This chapter is divided into various sections, including the research problem, the importance of the research, the delimitation, the definition of key terminology, and other relevant topics. Each of the aforementioned factors will be covered in more detail below.

A. **Background of the Research**

Reading ability is one of the basic skills that is very important in learning English, especially at the senior high school level. Reading skills are not only limited to literal understanding of information, but also require the ability to analyze, evaluate and infer information from the text. In this context, the use of Higher Order Thinking Skills (HOTS) based questions in reading learning becomes very relevant. HOTS questions not only measure students' surface understanding, but also develop their critical and analytical thinking skills. The Merdeka Curriculum currently implemented in Indonesia emphasizes the development of higher order thinking skills. In this curriculum, teachers are encouraged to design learning processes that encourage students to think critically, creatively and reflectively. This is in line with the text-based learning approach in English lessons, where students are expected to be able to explore the meaning of texts in depth and answer

questions that require analysis and evaluation of information in reading[1]. However, That one of the biggest obstacles to reading comprehension is students' lack of background knowledge and vocabulary. When students do not have relevant schemata or knowledge about the topic of the reading, they will find it difficult to make inferences or analyze information, which is the core of HOTS. Therefore, teachers need to proactively build students' knowledge base before asking them to answer complex questions[2]. As a result, one of the most important aspects of reading learning success is the method teachers employ to help students respond to HOTS questions. This research is important to conduct because there are not many studies that specifically highlight how teachers, especially at the high school level such as in SMA 1 Rejang Lebong, apply strategies in teaching students to answer HOTS questions in reading texts. By understanding the strategies used by teachers, effective approaches can be found in improving students' higher order thinking skills in the context of reading. The results of this study are also expected to contribute to the development of English language teaching practices that are in line with the spirit of Merdeka Curriculum.

From the pre interview with Maam Musfiah Ariyani the teacher at SMA 1[3], the researcher found the phenomenon that SMA 1 was the first high school to implement the curriculum merdeka earlier than other high schools

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[1] Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022). *Capaian Pembelajaran Bahasa Inggris SMA dalam Kurikulum Merdeka*. https://kurikulum.kemdikbud.go.id
[2] Goodwin, J. (2023). "The Role of Background Knowledge and Vocabulary in Reading Comprehension." *Journal of Reading Education*, 45(2), 112-125.
[3] Pre Interview at WhatsApp on february 3th 2025

in Rejang Lebong, where this curriculum merdeka is closely related to HOTS. After the interviews, it was evident that HOTS questions had indeed been applied since the Merdeka curriculum was implemented in the school. While in another high schools, the implementation of the Merdeka Curriculum is still relatively new compared to SMA 1. According to Kemdikbudristek "Learning in the Merdeka Curriculum is aimed at developing competencies, including critical thinking, creativity, problem-solving, and decision-making skills. These competencies are at the higher-order thinking skills (HOTS) level."[4] This is an official government statement that directly links the Merdeka Curriculum with HOTS. Therefore, in terms of policy, there is a definite connection. It was revealed that the teacher's experience in teaching includes having taught both before and after the Merdeka Curriculum was implemented at SMA 1. When students work on reading passage at SMA N 1 Rejang Lebong, this can be seen from the significant increase in students' reading scores. By providing HOTS questions on reading texts, this will foster intensive reading habits among students, enabling them to read with meaningful and conscious learning. The Teacher use descriptive texts, narrative texts, expository texts, news articles, and other types of educational texts to study HOTS questions. Specific Focus on HOTS in the Context of the Merdeka Curriculum: This study specifically highlights teacher's strategies in teaching students to answer HOTS (Higher Order Thinking Skills) questions on reading, particularly at SMA 1 Rejang Lebong, which is the first school to

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[4] Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. *Buku Panduan Implementasi Kurikulum Merdeka*. Jakarta: Kemdikbudristek, 2022-2023,

implement the Merdeka Curriculum in the region. The gap addressed is the lack of studies specifically discussing how teachers apply HOTS strategies in the context of this new curriculum. Comprehensive Approach to Teacher Strategies This study uses the Cognitive Apprenticeship framework (Modeling, Scaffolding, Articulation, Reflection) to systematically and observationally analyze teachers' strategies. This fills the gap in the in-depth understanding of teachers' actions in the classroom in facilitating HOTS. Analysis of the Quality of HOTS Reading Passages This study also analyzes the types of reading texts that contain HOTS elements using the HOTS Text Complexity Model. This provides an understanding of the suitability of teaching materials with HOTS objectives, which may not have been studied in detail in previous studies. Therefore, this study aims to explore the strategies employed by teachers to facilitate students' ability to answer HOTS-based questions in reading passages. By examining these strategies, the research seeks to provide actionable recommendations for improving teaching practices and student outcomes in reading literacy.

B. Research Questions

From the phenomenon above, the researcher emphasize that the problem of this study are:

1. What kind of reading passages that contain HOTS (Higher Order Thinking Skills) elements?

2. What are the strategies used by teacher's in teaching students to answer HOTS questions on reading passage?

C. Objectives of the study

1. To analyze the types of reading passages that contain Higher Order Thinking Skills (HOTS) elements.

2. To explore the strategies used by teacher's in teaching students to answer HOTS questions on reading passage.

D. Significances of the study

1. Theoretical Uses

   a. Science Development

      This research can contribute to the development of theory in the field of education, especially in teaching strategies to improve higher order thinking skills (HOTS) in reading passage.

   b. Academic Reference

      The results of this study can be a reference for future researchers who want to explore similar topics, both in the context of teaching strategies, HOTS, the problem in Teaching Students.

2. Practical Uses

   a. For Teachers

      Provides insight into effective strategies that can be used to help students answer HOTS questions in reading learning and helps teachers understand the factors that influence success in the implementation of teaching strategies, so that they can adjust their approach according to students' needs.

b. For students

        To help students improve their critical thinking and reading skills through a more structured and effective teaching approach. Increase students' motivation in answering HOTS questions on reading texts.

c. For reader

        This research can serve as a reference or inspiration to further explore HOTS teaching strategies in various educational and language contexts.

E. Delimitation of the Study

        Because the researcher focuses on teaching strategies that aim to develop students' abilities to analyze, evaluate, and respond to HOTS-based reading questions, the study's limitations are concentrated on the Merdeka curriculum. Although interviews were employed to gather data for this study, additional contextual or situational aspects that might have an impact on the study's outcome were not taken into account. Because this study was small and only involved one teacher, its findings might not be as generalizable as they could be

F. The definition of The Key Terms

1. Teacher strategy

        According study in the journal ResearchGate, teaching strategies are a series of activities, including the use of methods and various

resources to achieve learning objectives. It emphasizes that strategies are dynamic, systematic plans that can be changed as needed[5].

2. HOTS Question

The ability to think critically, creatively, and analytically about information and data in order to solve problems is known as Higher Order Thinking Skill (HOTS).[6] In the context of social studies education in schools, students' performance can reach a high level of thought process. Thinking is one of the cognitive processes that are categorized into the following cognitive hierarchy: knowledge, comprehension, application, analysis, evaluation, evaluation, and creation.

3. Reading Passage

Reading passage is a text used in teaching and assessment to measure students' reading and comprehension skills. According to Broukal, reading passages serve to help students develop text analysis and interpretation skills[7]. In general, reading passages are texts designed for use in educational contexts, particularly in teaching reading and reading comprehension. This text can be an article, story, or factual information aimed at testing and improving students' reading skills. Reading passages serve to Measure students' understanding of the text they read. Develop skills in analyzing, synthesizing, and evaluating

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[5] J. Smith, "Effective Teaching Strategies in the 21st Century", (2021), *ResearchGate*, hlm. 45-50.
[6] Miftahul Jannah et al., "Enhancing Higher Order Thinking Skills (HOTS) in Education: Strategies and Challenges," *Journal of Educational Innovation* 15, no. 2 (2022): 45-60.
[7] Broukal, Milada. Reading and Vocabulary Focus: A Comprehensive Approach to Reading Skills Development. 2021.

information. Encourage students to identify main ideas, important details, and distinguish between facts and opinions.

G. Thesis Organization

The framework for Chapters 1 through 5 is provided in this chapter. Research background, research questions, research objectives, research constraints, research advantages, the significance of the research, and explanations of important words are all included in Chapter 1, which serves as the introduction. An overview of related hypotheses and prior research is given in Chapter 2's examination of pertinent literature. The research methodology is covered in Chapter 3, along with the study kind, research subjects, data gathering methods, research tools, and data analysis methods. While Chapter 5 analyzes conclusions and offers recommendations for additional research, Chapter 4 concentrates on the research findings and their discussion.

CHAPTER II

LITERATURE REVIEW

In this part, the researcher describes several explanations of Teachers Strategies in Teaching Students to Answer HOTS Question on Reading Passage related to Teacher Strategies, Teaching Student, Answer, HOTS Question, Reading Passage. The details of each of the points previously mentioned will be further explained below.

A. Review of Related Theories

1. Reading Passage

Reading passages also aim to develop students' higher order thinking skills (HOTS). In this context, reading passages are designed to test students' ability to analyze, evaluate and connect information. They emphasize that the purpose of reading passages is to encourage students to think critically and creatively, and develop their ability to evaluate and synthesize information, rather than just memorizing facts.Reading passages can be categorized to contain HOTS in it: HOTS Text Complexity Model (Fisher, Frey, & Hattie,)[8] In Higher Order Thinking Skills (HOTS)-oriented reading learning, the selection of reading texts is a very important factor. One of the latest theories that is widely used as a reference is the HOTS Text Complexity Model

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[8] Fisher, D., Frey, N., & Hattie, J. (2021). *The Distance Learning Playbook, Grades K–12: Teaching for Engagement and Impact in Any Setting*. Corwin Press.

proposed by Nguyen, H. T. M., & Anh Le, N. Van[9] This theory provides a more specific explanation of the characteristics of reading passages that are considered effective for generating HOTS questions in learning. According to Nguyen, H. T. M., & Anh Le, N. Van. HOTS questions will not arise optimally if the reading text used is too simple, literal, or only contains surface facts. Therefore, if teachers want to develop students' higher order thinking skills, the reading texts used must have a certain level of complexity.

The following are six main characteristics of reading texts according to the HOTS Text Complexity Model that can facilitate the emergence of HOTS questions:

1. Complex Ideas

Texts that contain complex ideas are texts that do not only present simple facts, but contain ideas that are interrelated, multilevel, or even contradictory. This kind of text makes the reader not just read literally, but needs to analyze, synthesize, and even evaluate the content of the reading. For example: "While some researchers argue that artificial intelligence will create new job opportunities, others warn that it may displace millions of workers and deepen economic inequalities."[10] This example shows two conflicting ideas. This encourages readers to think more

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[9] Nguyen, H. T. M., & Anh Le, N. Van. (2024). Text Complexity of Cambridge-delivered IELTS Academic Reading Tests: Comparability with IELTS Academic Reading Practice Tests from Other Publishers. *Tesl-Ej, 28*(2), 1–22. https://doi.org/10.55593/ej.28110a4

[10] Example adapted from Fisher et al. (2021), p. 58.

critically to assess the stronger argument or consider the consequences.

2. Ambiguity or Multiple Perspectives

   The next characteristic is ambiguity or multiple perspectives. This means that the text presents different points of view or meanings that are not singular, so the reader must interpret the content of the text more deeply[11] For example: "Some perceive graffiti as a powerful urban art form that conveys social messages, while others condemn it as vandalism that degrades public spaces."[12] This sentence encourages the reader to consider two different views, evaluate the stronger argument, or even form a personal opinion based on the content of the text. This is the basis for the emergence of analysis or evaluation-based HOTS questions.

3. Rich Academic Vocabulary

   According to Fisher et al, texts designed for HOTS usually have rich academic vocabulary[13]. This vocabulary is often in the form of technical terms, words with connotative meanings, or specific terms that require understanding of the context in order for the reader to interpret the content correctly. Example sentences: "The proliferation of digital platforms has catalyzed significant

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[11] Fisher et al. (2021), pp. 59–60.
[12] Example adapted from Fisher et al. (2021), p. 60.
[13] Fisher, D., Frey, N., & Hattie, J. (2021). *The Distance Learning Playbook, Grades K–12: Teaching for Engagement and Impact in Any Setting*. Corwin Press, pp. 61–62.

sociopolitical discourse worldwide."[14] Words like proliferation, catalyzed, or sociopolitical discourse require readers to not only know the meaning of the word, but also understand the context in which it is used in the text.

4. Implicit Information

Good texts for HOTS often contain implicit information, which is information that is not stated directly[15]. Readers have to make inferences or draw conclusions based on the evidence implied in the text. For example: "Despite claiming to support environmental causes, the company's factories continue to emit high levels of pollution."[16] In this sentence, the author does not explicitly state that the company is being hypocritical. However, the reader is required to infer a contradiction between the company's claims and the reality on the ground. This type of text is a source of HOTS questions, for example: "What can be inferred about the company's attitude in the text?".

5. Authentic Contexts

Another characteristic is the use of authentic contexts, which are texts taken from real situations[17]. Authentic texts can be news articles, editorials, public opinions, research reports, or other documents that are used in everyday life. This kind of text makes

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[14] Example adapted from Fisher et al. (2021), p. 62.
[15] Fisher et al. (2021), pp. 63–64.
[16] Example adapted from Fisher et al. (2021), p. 64.
[17] Fisher et al. (2021), pp. 65–66.

learning more meaningful, because students are invited to relate the content of the reading to actual social, cultural, political, or economic phenomena. For example, articles from The Guardian, The New York Times, or WHO reports can be a source of reading passages that are very rich in ideas and contextual

6. Cognitive Dissonance

The last characteristic is cognitive dissonance, which is a condition in which the text presents contradictions or conflicting facts so that readers feel the need to investigate further, clarify, or even question the ideas in the text[18]. Cognitive dissonance is an important trigger in practicing higher order thinking skills. For example "Although fast-food companies sponsor major sports events promoting health, their products contribute significantly to rising obesity rates."[19] The contradiction in the sentence encourages the reader to think critically and analyze the company's attitude or the social impact of their actions.

Based on the six characteristics emphasized that HOTS questions can only be designed if the reading text has a certain complexity[20]. If the text is too simple and contains only literal facts, the questions tend to be at the level of recall or basic understanding.

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[18] Fisher et al. (2021), pp. 67–68.
[19] Example adapted from Fisher et al. (2021), p. 68.
[20] Fisher et al. (2021), p. 69.

On the other hand, complex texts open up opportunities for a variety of HOTS questions, such as:

1) Analysis : "What is the relationship between the author's two arguments in the passage?"

2) Evaluation : "Do you agree with the author's perspective? Why or why not?"

3) Creation : "Propose an alternative solution to the problem discussed."

Relevance of Theory in Research

In the context of research, Fisher, Frey, & Hattie's theory is very relevant, especially for researchers who want to:

1) Analyze the quality of reading texts in textbooks,

2) Examine the relationship between reading texts and students' ability to answer HOTS questions, or

3) Develop new reading materials that aim to train higher order thinking skills.

Table 2.1

Theory HOTS Text Complexity Model proposed by

Nguyen, H. T. M., & Anh Le, N. Van. (2024).

No	Theory	Description
1.	Complex ideas	Texts containing interconnected, layered, or conflicting ideas, prompting readers to analyze, evaluate, or synthesize information.
2.	Ambiguity or multiple perspective	Texts presenting varied or ambiguous viewpoints, requiring readers to interpret, evaluate, and form personal judgments.

3.	Rich academic vocabulary	Texts featuring advanced, technical, or context-dependent vocabulary, demanding deeper comprehension and interpretation.
4.	Implicit information	Texts containing unstated ideas or meanings, requiring readers to infer conclusions from context and implied clues.
5.	Authentic contexts	Texts derived from real-life sources (e.g., news articles, reports), connecting learning to real-world issues and contexts.

The concept of complex ideas aligns closely with the view of text complexity described by Nguyen and Anh Le (2024), where texts require readers to construct multiple representations (surface code, text base, and mental models). Texts with interconnected, layered, or conflicting ideas increase processing demands, similar to how higher lexical and syntactic complexity requires deeper integration of information. Ambiguity or multiple perspectives is also embedded in text complexity because discourse-level features such as cohesion and coherence influence how readers navigate different viewpoints and interpret meaning, requiring advanced inference and evaluation skills. The presence of rich academic vocabulary resonates with the lexical sophistication, diversity, and density highlighted in the article as factors that directly increase reading difficulty, demanding that readers interpret technical or context-dependent vocabulary for accurate comprehension. Similarly, implicit information reflects how texts often require readers to move beyond the explicit surface code and infer unstated meanings, which is consistent with the processing of complex syntax and cohesive devices that shape mental model construction. Finally, authentic contexts reinforce the idea that text complexity is influenced not only by

linguistic features but also by the real-world nature of texts; authentic materials such as news articles or reports often exhibit high lexical diversity, varied discourse structures, and increased informational density, all of which demand greater cognitive effort and engagement from readers.

2. Teacher Strategies

According to John Hattie, teacher strategies refer to the approaches and techniques used by teachers to improve student learning. He emphasizes the importance of evidence-based strategies, whereby teachers must be able to identify and apply methods that have been proven effective in improving learning outcomes. He adds that these strategies must be tailored to the needs and context of students in order to achieve optimal results[21]. According to Diana Laurillard, teacher strategies are methods used by teachers to create interactive and collaborative learning experiences. Laurillard emphasizes the importance of using technology and digital resources in teaching strategies, as well as the need for teachers to adapt to changes in how students learn in the digital age.[22]

So, can be concluded Teachers strategies is the things teachers do to achieve the goals on this case the researcher focus on teachers strategies to answer HOTS question on reading passage. A teacher can employ a wide range of strategies. Anyone who teaches needs to be

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[21] Hattie, J. (2020). Visible Learning: Feedback. Routledge.
[22] Laurillard, D. (2021). Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology. Routledge.

aware of the underlying assumptions and concepts of each particular technique in order to employ it successfully.

The following from the explanation, The goal of teacher strategies is to provide students with an effective, efficient and relevant learning process. It aims not only to achieve academic success, but also to improve life skills, motivation to learn and sensitivity to criticism. The teacher acts as a facilitator who ensures that education can meet the needs of students and is in line with the times.

HOTS questions are questions that encourage students to think critically and analytically, involving higher-order thinking processes such as evaluation and synthesis. Anderson emphasizes that these questions are designed to develop students' independent and creative thinking skills[23]. Teachers play a central role in helping students develop HOTS through strategic instruction. One effective approach is Cognitive Apprenticeship, originally developed by Collins, Brown, and Newman and later adapted for modern classrooms by Collins and Holum. The model includes key teaching strategies:

1. Modelling : Teachers demonstrate expert thinking

   Fisher, Frey, & Hattie in their book The Distance Learning Playbook. They expand the concept of modeling to be more than just "demonstrating" the work, but also showing the internal

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[23] Anderson, L. W. (2021). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Longman.

thought process (thinking aloud)[24]. This is the key point: teachers not only show what they are doing, but also verbalize what they are thinking. According to Fisher et al. (2021), there are four main steps when teachers use modeling as a strategies of teaching expert thinking:

1) Think-Aloud: Verbalize Thinking

Teachers verbalize their internal thoughts. Every step, consideration, confusion, or doubt is expressed openly. Example when reading HOTS text: *"Hmm… the author uses the word 'despite.' That indicates a contrast. I need to find what is contradictory in this sentence."*[25] Students often see teacher read smoothly and answer questions, but they don't know the thinking process behind it. Through think-aloud, teacher demonstrate how cognitive strategies work[26].

2) Make Invisible Processes Visible

Many expert thinking processes are automatic and invisible. Fisher et al. emphasize that teacher should make processes that are usually "hidden" visible, Example: "I'll pause here because I need to confirm who 'they' refers to in

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[24] Fisher, D., Frey, N., & Hattie, J. (2021). *The Distance Learning Playbook, Grades K–12: Teaching for Engagement and Impact in Any Setting*. Corwin Press, p. 45.
[25] Example adapted from Fisher et al. (2021), p. 46.
[26] Fisher et al. (2021), p. 47.

the previous paragraph"[27] Students often fail to answer HOTS questions because they don't know what to do when they encounter reading difficulties.[28]

3) Highlight Decision Points

Teacher point out decision points where readers must choose a strategy. For example: Should they reread? Look for keywords? Make inferences? Modeling example: "I'm confused here. Does it mean positive or negative? I need to read the previous sentence first[29]." It shows that difficulties are normal, but experts have ways to overcome them[30].

4) Connect to Metacognition

The teacher connects the modeling process to metacognition, which is the awareness of controlling one's thinking. Example: "Every time I encounter a difficult word, I ask myself: Should I continue reading, or look up the meaning of the word first?"[31] So that students learn to monitor their own thoughts, rather than simply imitating the teacher's answers.[32]

2. Scaffolding : Teachers provide temporary support and gradually release responsibility to students

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[27] Example adapted from Fisher et al. (2021), p. 47.
[28] Fisher et al. (2021), p. 48.
[29] Example adapted from Fisher et al. (2021), p. 48.
[30] Fisher et al. (2021), p. 49.
[31] Example adapted from Fisher et al. (2021), p. 49.
[32] Fisher et al. (2021), p. 50.

The most recent theory that is highly relevant to explaining how teachers implement scaffolding is from Fisher, Frey, & Hattie (2021) in their book The Distance Learning Playbook[33]. They developed a more detailed concept of scaffolding, which they refer to as the Gradual Release of Responsibility Model (GRR). They emphasize that scaffolding is not just general "helping," but structured assistance that is gradually reduced until students are able to learn independently. According to Fisher et al. (2021), there are four main strategies in the scaffolding process:

1) Focused Instruction (I Do It)

The teacher explains, demonstrates, and models how to complete a task. At this stage, the teacher has full control over the learning activity. Example when teaching HOTS reading: *"Notice how I look for keywords when reading the text. I mark important words that help me understand the author's intent."* This is crucial because students are not ready to work independently until they have seen a real example of how the teacher thinks or the strategies they use.

2) Guided Instruction (We Do It)

The teacher and students work on the task together. The teacher begins by asking questions, giving instructions, or providing light corrections, while continuing to accompany the

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[33] Fisher, D., Frey, N., & Hattie, J. (2021). *The Distance Learning Playbook, Grades K–12: Teaching for Engagement and Impact in Any Setting*. Corwin Press.

students. Example when teaching HOTS reading: *"If the author writes 'although,' what opposing ideas might there be? Let's find out together."* This is important because students practice strategies while receiving support, so they don't feel overwhelmed.

3) Collaborative Learning (You Do It Together)

The teacher asks students to work together with their peers to complete the task. The teacher steps back slightly but continues to monitor. Example: *"Discuss in your groups: What does the author mean in the last paragraph? Do you agree or disagree? Why?"* This is also important because students learn to help each other, discuss ideas, and begin to take responsibility for their own understanding.

4) Independent Learning (You Do It Alone)

Students complete tasks independently without teacher assistance. The teacher only checks the final results and provides feedback. Example: *"Now, read this text on your own. Find two conflicting ideas, then write your conclusion."* This is also an important step because it is the stage where learning responsibility fully shifts to the students, the core of HOTS learning.

3. Articulation : Students explain their thought processes

According to Fisher, Frey, & Hattie, there are several practical strategies that teachers can take when implementing Articulation[34]:

1) Prompting Students to Talk About Their Thinking

Teachers ask prompting questions to encourage students to talk about what they are thinking, rather than just giving the final answer. Example in HOTS Reading:

"How do you know that the author has two different opinions?"

"What makes you sure that your conclusion is correct?"

"What word made you think that?"

2) Encouraging Use of Metacognitive Vocabulary

Teachers teach vocabulary that helps students explain their thinking process. For example: *I predict…, I infer…, I noticed…, I wonder…*

Example of use:

"I predict the content of the next text because the author often uses the word 'however'."

"I draw a conclusion because there are two conflicting facts."

3) Using Think-Pair-Share to Practice Articulation

Teachers ask students to talk with a partner (pair) before speaking in front of the class. This helps students who are shy or still confused about organizing their thoughts. Example

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[34] Fisher, D., Frey, N., & Hattie, J. (2021). *The Distance Learning Playbook, Grades K–12: Teaching for Engagement and Impact in Any Setting*. Corwin Press.

instructions: *"Discuss with your partner how you found the main idea of the last paragraph."*

"Tell how you concluded the author's attitude."

4) Providing Sentence Starters

The teacher provides sentence starters so that students don't get confused about where to start. This is very helpful when practicing articulation for the first time. Example starters:

"The author seems to agree because..."

"I know it's an opinion because..."

"I wonder if..."

5) Giving Feedback Focused on Process, Not Just Correctness

When students explain their thoughts, the teacher provides feedback on how they think, not just whether their answers are right or wrong. Feedback examples:

"It's great that you mentioned the word 'however' as an indication of a contrasting idea."

"Try to explain in more detail why you think the second argument is stronger."

4. Reflection: Students compare their reasoning with expert models[35]

According to Fisher, Frey, & Hattie, reflection is one of the key steps in the Cognitive Apprenticeship-based learning process,

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[35] Allan Collins, John Seely Brown, and Susan E. Newman, "Cognitive Apprenticeship: Teaching the Craft of Reading, Writing, and Mathematics," in *Knowing, Learning, and Instruction: Essays in Honor of Robert Glaser*, ed. Lauren B. Resnick (Hillsdale, NJ: Lawrence Erlbaum Associates, 1989), 453–494; Allan Collins & Richard Halverson, *Rethinking Education in the Age of Technology* (New York: Teachers College Press, 2020).

particularly in online and offline learning. Reflection is defined as an activity in which students are asked to compare their own thinking with an expert thinking model. The aim is for students to recognize differences, strengths, or weaknesses in the way they understand or solve problems[36]. Fisher et al. Emphasize that reflection is a metacognitive moment. When students compare their thinking with the teacher's model, they learn to:

1) Recognize expert thinking strategies they were previously unaware of.

2) Recognize errors or shortcomings in their own reasoning.

3) Improve their thinking processes toward more effective approaches

Teacher Strategies When Conducting Reflection, Here are four practical steps described by Fisher when teachers apply Reflection in HOTS learning:

a. Providing an Expert Model

The teacher first demonstrates expert thinking in addressing HOTS texts or questions. They do not just provide answers but also explain the thinking process, doubts, considerations, or strategies used. Example in HOTS Reading: "I noticed the

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[36] Fisher, Douglas, Nancy Frey, and John Hattie. *The Distance Learning Playbook, Grades K–12: Teaching for Engagement and Impact in Any Setting*. Thousand Oaks, CA: Corwin Press, 2021.

word 'despite.' That tells me there's a contrast. So I'm looking for two ideas that don't agree with each other."

b. Asking Students to Articulate Their Own Reasoning

Teachers ask students to explain their own thinking processes. Teachers can ask prompting questions such as:

"How did you arrive at that conclusion?"

"What clues in the text made you think that way?"

"Did you notice any contradictions?"

This step is important for students to become aware of their own thinking processes.

c. Guiding Comparison Between Student Thinking and Expert Model

Teachers help students compare their thinking with the teacher's thinking. Teachers point out similarities or differences and clarify which strategies are more effective. Example discussion: Teacher: "You said you focused on the first sentence, but notice how I looked at signal words like 'however' to detect a change in ideas. Which way helps us understand the text better?" This step is crucial to avoid blind spots students often feel confident they are correct, even though their approach may be flawed.

d. Encouraging Adjustment of Thinking Strategies

Teachers encourage students to refine or improve their thinking strategies based on comparisons with the expert model. Teachers can provide specific suggestions such as: "Next time, try to look for signal words to help identify contrasting ideas.", "When you feel confused, pause and ask yourself what the author's purpose might be." This is a very powerful moment of metacognition, as students learn to regulate and refine their own thinking strategies

The Relationship Between Reflection and HOTS Questions

Reflection is closely related to HOTS because:

1. It helps students analyze how they understand the text, not just what they understand.

2. It encourages evaluation of the quality of their understanding or conclusions.

3. It paves the way to the creation stage, where students learn to create new and better solutions or interpretations. This theory is very suitable to be used in this study because: The main focus of the researcher is the teacher's strategy in teaching students to answer HOTS questions, Cognitive Apprenticeship provides a systematic and observational framework to analyze teachers' actions in the classroom in stages. This theory is contextually and pedagogically relevant in the modern era of education, including in

senior high school, where HOTS learning is a demand of

the national and global curriculum.

Table 2.2

Cognitive Apprenticeship Theory

No	Theory	Description
1.	Modelling	Teachers show how experts think aloud, revealing mental processes and decision-making for HOTS reading
2.	Scaffolding	Teachers give step-by-step help, gradually letting students work independently on HOTS tasks.
3.	Articulation	Students explain their thinking, using prompts, vocabulary, and guided discussion to clarify HOTS reasoning.
4.	Reflection	Students compare their thinking with expert models to identify and improve their strategies for HOTS tasks.

The four dimensions presented in the table align directly with

Collins' (1991) conceptualization of **cognitive apprenticeship**, which

emphasizes modeling and coaching to make thinking visible. **Modeling**

reflects the teacher's role in demonstrating expert thinking processes, as

described by Collins, particularly in formulating questions, summarizing,

predicting, and clarifying text-related challenges. This provides students

with explicit examples of how experts approach complex reading tasks.

Scaffolding corresponds to Collins' recommendation that teachers support

students through guided practice before gradually transferring

responsibility, enabling students to work independently on higher-order

thinking (HOTS) tasks. **Articulation** embodies the reciprocal nature of

cognitive apprenticeship, where students verbalize their thought

processes—making mental reasoning explicit, as Floyd and Spraetz (2024)

note is essential for both teachers and learners. Finally, **reflection** directly connects to the idea that students should compare their reasoning with expert models to refine and improve their own strategies, mirroring the transformative goal of cognitive apprenticeship to reveal hidden cognitive processes and connect abstract skills with real-world applications.

3. **Teaching Students**

    According to Linda Darling-Hammond, in her book The Right to Learn A Blueprint for Creating Schools that Work, argues that "teaching students" is a process that is far more complex than simply conveying information from teacher to student. She emphasizes that effective teaching must be interactive, with teachers acting as facilitators who guide students in their learning process.

    a. Interactive Process

        Darling-Hammond emphasizes that teaching must involve interaction between teachers and students. This means that students are not merely passive recipients of information, but are actively engaged in discussion, collaboration, and exploration of ideas. This interaction helps students develop a deeper understanding of the material being taught.

    b. Building Knowledge

        In this context, teachers serve as guides who help students build their own knowledge. This involves using teaching strategies that encourage students to think critically, analyze information, and

connect new concepts with existing knowledge. In this way, students can internalize information and develop higher-order thinking skills.

c. Meaningful Learning Experiences

Darling-Hammond also emphasizes the importance of creating meaningful learning experiences for students. These experiences should be relevant to their lives and applicable in real-world contexts. By providing relevant contexts, students are more motivated to learn and better able to connect what they learn to the world around them.

d. The Importance of Feedback

In addition, Darling-Hammond highlights the importance of feedback in the teaching process. Constructive feedback helps students understand their strengths and weaknesses and provides guidance for improvement. This creates a supportive learning environment where students feel safe to take risks and learn from their mistakes[37]

4. Answer HOTS Questions

According to Richard Paul and Linda Elder, in their book Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life, they explain that "answering HOTS questions" (high-order thinking skills

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[37] Darling-Hammond, L. (2021). The Right to Learn: A Blueprint for Creating Schools that Work. Jossey-Bass.

questions) is a process that involves deep critical thinking. Here are some key points from their explanation:

a. Deep Critical Thinking Process

   Paul and Elder emphasize that answering HOTS questions requires students to not only recall information but also analyze and evaluate it. This means students must be able to break down information into smaller parts, understand the relationships between those parts, and assess the relevance and accuracy of the information they use to answer the questions

b. Evaluating Information

   In this context, students are expected to evaluate the sources of information they use. They must consider the credibility of the source, any potential biases, and the context in which the information is presented. This evaluation process helps students develop better critical thinking skills and make more informed decisions.

c. Considering Multiple Perspectives

   Paul and Elder also emphasize the importance of considering multiple perspectives when answering HOTS questions. Students are encouraged to look at issues from different angles, which allows them to understand the complexity of the issues at hand. In this way, students can develop more comprehensive and balanced arguments.

d. Developing Logical Arguments

Answering HOTS questions also involves the ability to develop logical and coherent arguments. Students must be able to organize their thoughts in a clear and structured manner and support their arguments with relevant evidence. This not only improves their communication skills but also helps them develop critical and analytical thinking.

e. Preparing Students for Complex Challenges

Paul and Elder emphasize that the ability to answer HOTS questions is essential in shaping independent and creative thinkers. In an increasingly complex world, students need to be equipped with critical thinking skills to be able to face diverse and often unexpected challenges. By developing these skills, students will be better prepared to contribute effectively to society and the professional world.

Thus, answering HOTS questions is not just about providing the correct answers, but also about the deep and reflective thinking process that shapes students into better thinkers and better prepared to face future challenges[38].

B. Review of Related Finding

1) An Analysis of English Teacher Strategies in Teaching Reading

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[38] Paul, R., & Elder, L. (2023). Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life. Pearson.

Comprehension at SMA Negeri 5 BONE was discovered by Alfian (2018) Focused on several points there are : 1. This research focuses on the identification and analysis of strategies used by teachers in teaching English reading comprehension, particularly in grade XI of SMA Negeri 5 Bone. The two main strategies identified were Reciprocal Teaching and Question Answer Relationship (QAR). 2. Student Perceptions: This study also explored students' perceptions of the strategies implemented by teachers. This includes how students assess the effectiveness of the strategies in helping them understand the subject matter and improve their reading skills. 3. Impact on Learning: This research aims to analyze the impact of the teaching strategies used on students' learning process and learning outcomes, as well as how the strategies can motivate students in learning. The research used Descriptive Quantitative Research Design. The following is a further explanation of the method: 1. Descriptive Research: This research aims to describe the strategies used by teachers in teaching reading comprehension as well as students' perceptions of these strategies. Descriptive research allows researchers to collect data that provides a clear picture of the phenomenon under study. 2.Quantitative Approach: The quantitative approach is used to collect and analyze numerical data. In this study, the instruments used included observation checklists given to teachers and questionnaires distributed to students. The data obtained from the questionnaires were then analyzed to gain an understanding of the students' perceptions of the teaching

strategies applied. With the combination of descriptive method and quantitative approach, this study can provide a comprehensive insight into the teaching strategies and students' responses.

2) An Analysis of Teachers' Strategies on Students' Reading

Comprehension in Online Learning at SMP Negeri 2 Kota Ternate discovered by Rayhan Khairunnisa Situmorang (2021/2022) focused on several points there are : Research Focus: This research focuses on teachers' strategies in assisting students' reading comprehension during online learning for grade 8 students of SMP Negeri 2 Kota Ternate during the 2021/2022 academic year. Problems Faced: Students have limited vocabulary, Students' lack of motivation to learn English, Disruptions that occur during online learning, such as lack of direct interaction between teachers and students. Teacher Strategies: Teachers use strategies such as: Finding difficult vocabulary, Previewing and reviewing (reviewing the material before and after learning), Discussion strategy (group discussion), Resuming strategy (summarizing the material). Student Response: Students responded positively to the strategies and were able to understand the text material despite the online learning condition. The researcher used a descriptive qualitative approach, with details as follows: Observation: Direct observation of the online learning process, Interview: Conducted with English teachers to get in-depth information about the strategies used. Questionnaire: Collecting data from students about their responses to the strategies used

by the teacher. Data Analysis: Data were analyzed descriptively to describe teachers' strategies, challenges faced, and students' responses during online learning. This study provides insight into the importance of adapting teaching strategies in an online environment and how these strategies affect students' reading comprehension.

From all the existing studies above, the difference between the research that will be conducted by the researcher in this study is that the previous study focused on reading paasage and teacher strategies. And An Analysis of English Teacher Strategies in Teaching Reading Comprehension at SMA Negeri 5 BONE using quantitative descriptive methods while in An Analysis of Teachers' Strategies on Students' Reading Comprehension in Online Learning at SMP Negeri 2 Kota Ternate, this study uses questionnaires as its research instrument. This study also focuses on teacher strategies as well, but the researcher will examine the teacher's strategies in teaching students to answer HOTS questions on reading by using originally developed by Collins, Brown, and Newman and later adapted for modern classrooms by Collins and Holum.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research

In this research, Descriptive qualitative research is a very important research approach in understanding complex phenomena by emphasizing the richness of participants' experiences and the context in which those experiences occur[39]. This approach prioritizes a comprehensive and contextual exploration of phenomena, recognizing that many human experiences cannot be adequately captured through quantitative measures. Descriptive qualitative research employs diverse and intricate data collection techniques, such as in-depth interviews, participant observations, and content analysis of relevant documents. These methods enable researchers to gain insights into the lived experiences and perspectives of individuals directly engaged in the phenomena under study. The emphasis is on understanding how individuals perceive their realities and navigate their interactions within specific social environments[40].

Based on the theories mentioned above Based on the theories mentioned above, it can be concluded that qualitative research is a method using rich and complex data collection methods, involving in-depth interviews, direct observation, and document analysis. In addition, this

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[39] Smith, J. A. (2025). What Is Qualitative Research? An Overview and Guidelines. Qualitative Research in Psychology.Bookmark messageCopy message

[40] Creswell, J. W. (2024). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. Sage Publications.

research also aims to find answers to these problems based on the data collected. In this study, descriptive method was used to describe the strategies used by the teacher to teach students to answer HOTS questions on reading passage.

B. Subject of the Research

The researcher used purposive sampling, Purposive sampling, according to Dr. Anna Smith, is a sampling technique designed to select individuals who have certain characteristics relevant to the research objectives. This method allows researchers to obtain more in-depth and meaningful data from the targeted population, thereby improving the quality of research results[41].

The subject of this study is an English teacher who teaches reading and teaches grade 12th at Rejang Lebong Senior High School 1. In the context of this study, the subject was selected objectively. The teacher was selected for this case because the researcher analyzed the teacher's strategies in teaching students to answer HOTS questions on reading texts, and the reason the researcher chose a 12th-grade teacher was because the 12th grade in 2025 will be the first cohort to use the Merdeka Curriculum, which is related to the HOTS questions that researched by the researcher.

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[41] Smith, A. (2023). Methodological Approaches in Qualitative Research. Journal of Social Research Methods.

C. **Technique of Collecting Data**

There are several technique of collecting data :

1. **Document Analysis**

According to Dalglish, "Document analysis is one of the most commonly used and powerful methods in health policy research." This highlights the method's significance in understanding and interpreting health policies through various documents[42]. The researcher used document analysis techniques to analyze the learning materials used by 12th grade students at SMA N 1 Rejang Lebong, where they used LKS as learning materials. Thus, the researcher used document analysis to answer the first research question, namely whether the reading passages in the LKS used by the students contained HOTS questions or not.

2. **Observation**

Observation is a critical method in qualitative research, as it enables researchers to gather in-depth insights into social dynamics. According to Rahimi, "Through observation, researchers can engage with participants in their natural environments, leading to a more profound comprehension of the behaviors and interactions that define the studied phenomenon"[43] In this observation, the researcher conducted it twice on July 14th 2025, and July 16th 2025, at SMA 1. In this research, the researcher used non-participatory observation because the researcher was

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[42] Dalglish, S. L. (2020). Document analysis in health policy research: the READ. Health Policy, 35(10), 1424-1430.
[43] Rahimi, S. (2024). Saturation in qualitative research: An evolutionary concept. Qualitative Research, 24(2), 145-160.

not directly involved in the interactions or activities being carried out by the subjects but only observed from a distance. Thus, the researcher used observation to answer the second research questions about the strategies that teacher used to teach students to Answer HOTS questions on Reading Passage.

3. **Interview**

An interview is a face-to-face conversation between two people to collect necessary data or information. For this study, semi-structured interviews were used as a data collection technique for each research question, providing a structured yet flexible approach to explore responses in greater depth. In this Interview the reseracher conducted at July 18th 2025 at SMA 1 Rejang Lebong, and the reasearcher used Semi-structured interviews use open-ended questions to discuss specific topics. The interviewer can also explore further details or follow up on new topics introduced by the interviewer. Semi-structured interviews were chosen because they provide flexibility and depth, allowing for a focused structure while exploring participants' responses in detail.. The interactive nature of semi-structured interviews enhances engagement, encouraging honest and open sharing about personal traits and opinions. Thus, the researcher used interview to answer the second research questions about the strategies that teacher used to teach students to Answer HOTS questions on Reading Passage.

D. Instrument of The Research

The instruments used by researcher to collect data are document checklist,observation checklist, and interview guidance. Document checklist was used to answer research question 1, Observation checklist was used to answer research question 2 , and Interview guidance was used to answer research question 2. The following are the instruments used by researcher to collect data as follows:

a. Document Checklist

Documents here can be written texts, reports, archives, newspapers, policies, personal notes, social media, even digital content. This instrrument to answer the first research question, the researcher used document analysis techniques and referred to the theory of "Nguyen, H. T. M., & Anh Le, N. Van, emphasize that for a reading passage that contain HOTS, the text must be able to provide cognitive challenges and have a certain level of complexity." to conclude whether the teacher actually used questions containing HOTS or not. In this study the researcher analyze reading passage in the student learning module (LKS).

Table 3.1
Document Checklist

No	Aspect	Indicator	Items	Yes	No
1	The presence of HOTS elements in reading passages	1. Complex Ideas	1. The text includes ideas that go beyond surface-level facts and require readers to process abstract or layered meanings.		
			2. The text presents arguments or claims that are interrelated and require evaluation of cause-effect or comparison-contrast relationships.		
			3. The text contains contradictory or opposing viewpoints that prompt critical judgment or synthesis.		
			4. The main ideas are not stated directly but unfold through logical reasoning or multiple stages.		
		2. Ambiguity or Multiple Perspectives	5. The text presents two or more differing perspectives on the same issue.		
			6. The meaning of the text is open to more than one interpretation, requiring contextual analysis.		
			7. The text prompts the reader to weigh evidence or reasoning behind contrasting viewpoints.		
			8. There is space for the reader to form an informed opinion based on multiple perspectives.		
		3. Rich Academic Vocabulary	9. The text includes domain-specific vocabulary or technical terms relevant to the topic.		
			10. The vocabulary includes words with abstract or conceptual meanings that require contextual inference.		
			11. Readers must rely on surrounding context to fully understand unfamiliar or academic terms.		
		4. Implicit Information	12. Key information in the text is implied rather than directly		

			stated.		
			13. The reader is required to make inferences or assumptions based on clues provided in the text.		
			14. The text allows for interpretive answers to comprehension questions, encouraging analysis and reasoning.		
		5. Authentic Contexts	15. The text is adapted or taken from real-world sources such as news articles, reports, or opinion pieces.		
			16. The issues discussed are grounded in real-life social, political, economic, or environmental problems.		
			17. The content reflects authentic language use and settings, enhancing relevance and engagement.		
		6. Cognitive Dissonance	18. The text presents ideas or facts that challenge commonly held beliefs or assumptions.		
			19. There is a clear contradiction within the text that prompts further investigation or inquiry.		
			20. The text encourages the reader to critically examine biases, motives, or implications behind statements.		

b. Observation Checklist

"Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site.[44]"

In this study the researcher used narrative inquiry method,

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[44] John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2018), 166; John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 5th ed. (Thousand Oaks, CA: SAGE Publications, 2023), 172.

To answer the second research question and referred to the theory of "Cognitive Apprenticeship, originally developed by Collins, Brown, and Newman and later adapted for modern classrooms by Collins and Holum. The model includes key teaching techniques:

a. Modeling: Teachers demonstrate expert thinking.

b. Scaffolding: Teachers provide temporary support and gradually release responsibility to students.

c. Articulation: Students explain their thought processes.

d. Reflection: Students compare their reasoning with expert models."

Table 3.2
Observation Checklist

No	Aspect	Indicator	Sub-indicator	Items	Yes	No
1	Teachers' strategies in teaching students to answer HOTS questions on reading texts	1. Modelling	1. Think-Aloud: Verbalize Thinking	1. Teacher verbalizes their thinking aloud while reading a text (e.g., explaining confusion, inference, or noticing key words).		
			2. Make Invisible Processes Visible	2. Teacher makes invisible thinking processes visible (e.g., identifies pronoun references, pauses to confirm ideas).		
			3. Highlight Decision Points	3. Teacher highlights decision points during reading		

					(e.g., chooses to reread, uses clues to infer meaning).		
				4. Connect to Metacognition	4. Teacher connects the reading process to metacognition (e.g., mentions awareness of when to pause, reread, or look up words).		
		2. Scaffolding	1. Focused Instruction	5. Teacher models how to approach HOTS questions.			
			2. Guided Instruction	6. Teacher prompts students and works through examples together.			
			3. Collaborative Learning	7. Teacher allows students to discuss reading texts in pairs or groups.			
			4. Independent Learning	8. Teacher assigns independent tasks, where students answer HOTS questions on their own.			
		3. Articulation	1. Prompting Students to Talk About Their Thinking	9. Teacher prompts students to explain their thinking (e.g., "What made you think that?").			
			2. Encouraging Use of	10. Teacher			

				Metacognitive Vocabulary		encourages students to use metacognitive vocabulary (e.g., "I infer...", "I wonder...", "I predict...").		
				3. Using Think-Pair-Share to Practice Articulation	11.	Teacher uses Think-Pair-Share strategy to allow students to discuss their thoughts before sharing with the class.		
				4. Providing Sentence Starters	12.	Teacher provides sentence starters to help students articulate responses (e.g., "The author seems to suggest.").		
				5. Giving Feedback Focused on Process, Not Just Correctness	13.	Teacher gives feedback focused on students' reasoning process, not just the correctness of answers.		
			4. Reflection	1. Providing an Expert Model	14.	Teacher provides an expert model of answering HOTS questions, including thought process explanation.		
				2. Asking Students to	15.	Teacher asks		

		Articulate Their Own Reasoning	students to articulate their own reasoning during or after completing a reading task.		
		3. Guiding Comparison Between Student Thinking and Expert Model	16. Teacher guides students to compare their reasoning with expert thinking (e.g., comparing use of signal words or inference strategies).		
		4. Encouraging Adjustment of Thinking Strategies	17. Teacher encourages students to revise or improve their thinking strategies based on reflection or feedback.		

c. Interview Guidence

Interview is a conversation where the researcher asks one or more participants general, open-ended questions and records their answers.[45] The researcher use inteview to answer the second research questions referred to the theory of "Cognitive Apprenticeship, originally developed by Collins, Brown, and Newman and later adapted for modern classrooms by Collins and Holum. The model includes key teaching techniques:

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[45] John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2018), 166; and 5th ed. (Thousand Oaks, CA: SAGE Publications, 2023), 172.

a. Modeling: Teachers demonstrate expert thinking.

b. Scaffolding: Teachers provide temporary support and gradually

release responsibility to students.

c. Articulation: Students explain their thought processes.

e. Reflection: Students compare their reasoning with expert models."

Table 3.3
Interview Guideline

No	Aspect	Indicator	Sub-indicator	Questions
1	Teachers' strategies in teaching students to answer HOTS questions on reading texts	1. Modelling	1. Think-Aloud: Verbalize Thinking	1. How do you usually demonstrate your thought process when reading a text aloud to your students? 2. Can you share an example of how you show your students what you're thinking when encountering a challenging word or phrase?
			2. Make Invisible Processes Visible	3. What steps do you take to make your internal reading strategies visible to your students? 4. How do you help students recognize what to do when they are confused while reading a HOTS question?
			3. Highlight Decision Points	5. How do you show students where and when decisions need to be made during reading? 6. Could you describe a moment when you highlighted a choice like rereading or looking for context clues?
			4. Connect to Metacognition	7. How do you encourage your students to be aware of their own thinking while reading? 8. In what ways do you model how to monitor

					comprehension and adjust strategies?
	2. Scaffolding	1. Focused Instruction	9. How do you model answering HOTS questions before asking students to try? 10. What do you usually emphasize when first introducing a HOTS reading task?
		2. Guided Instruction	11. How do you guide your students through the process of analyzing a reading text? 12. What kind of support or questions do you provide during this stage?
		3. Collaborative Learning	13. How do you engage students in peer collaboration when working on HOTS reading tasks? 14. What is your role during group discussions about reading texts?
		4. Independent Learning	15. How do you know when your students are ready to answer HOTS questions independently? 16. What kinds of tasks do you assign to encourage independent critical reading?
	3. Articulation	1. Prompting Students to Talk About Their Thinking	17. What kinds of questions do you ask to encourage students to explain their answers? 18. Can you share how you help students verbalize their reasoning when answering HOTS questions?
		2. Encouraging Use of Metacognitive Vocabulary	19. Do you teach specific vocabulary or sentence frames to help students explain their thought process? If so, how do you do that? 20. How do you incorporate phrases like "I infer…" or "I

				predict…" in your teaching?
			3. Using Think-Pair-Share to Practice Articulation	21. How do you use pair or group discussions to support students in articulating their ideas?
				22. What benefits have you observed from think-pair-share activities in HOTS reading?
			4. Providing Sentence Starters	23. What kinds of sentence starters do you give to students when they are struggling to explain their answers?
				24. How do sentence starters help students in developing their responses to reading texts?
			5. Giving Feedback Focused on Process, Not Just Correctness	25. When students explain their answers, how do you respond to encourage better thinking rather than just correct answers?
				26. What kind of feedback do you find most helpful for developing their reasoning?
		4. Reflection	1. Providing an Expert Model	27. How do you demonstrate expert thinking when analyzing HOTS reading texts?
				28. What elements of your own thought process do you highlight when modelling?
			2. Asking Students to Articulate Their Own Reasoning	29. How do you encourage students to reflect on how they arrived at an answer?
				30. What prompts or questions do you use to get students to evaluate their own reasoning?
			3. Guiding Comparison Between Student Thinking and Expert Model	31. How do you help students compare their answers with your model or with their peers' reasoning?
				32. Can you describe a moment

				4. Encouraging Adjustment of Thinking Strategies	33. What steps do you take to help students improve or revise their reading strategies?
					where this comparison led to a better understanding?
					34. How do you guide students to become more effective readers through reflection?

D. Technique of Data Analysis

1. Data Reduction

The researcher of this thesis conducted data reduction by selecting, focusing, and categorizing data obtained from three main sources document analysis, observation, and interviews. For Document Analysis The researcher analyzed 15 reading texts in the student learning module to identify questions containing HOTS (Higher Order Thinking Skills) elements. As a result, 44 HOTS questions were found from a total of 15 reading passages. For Observation and Interview The researcher sorted data from interviews and classroom observations related to teachers' teaching strategies. Data that was not relevant to the research questions was discarded.

2. Data Display

This step ensures that the data is comprehensible and facilitates the next stage of drawing conclusions. The reduced data was then presented in the form of descriptive narratives and tables. This presentation was intended to facilitate understanding and drawing conclusions. For tables, the researcher used several tables to present the findings systematically,

such as: Table 4.1 Classification of reading texts based on HOTS elements. Table 4.2 Teacher strategies in teaching students to answer HOTS questions. Narration In addition to tables, the researcher also presents findings in the form of narratives that explain in detail the strategies used by teachers, such as the Linking Questions to Text Strategy, where teachers help students distinguish between questions with explicit and implicit answers. Think-Aloud Reading Teachers verbalize their thoughts while reading aloud to demonstrate how to overcome confusion. Group Discussion Students are grouped to discuss higher-order questions. Comparison Strategy Teachers ask students to compare their answers to develop metacognitive skills.

3. **Conclusion and Verification**

Based on the analysis of the reduced and presented data, the researchers drew several key conclusions. Teacher Strategies: The strategies used by teachers in teaching HOTS are in line with the Cognitive Apprenticeship model. These strategies include Modeling, Scaffolding, Articulation, and Reflection, which are implemented through techniques such as think-aloud, step-by-step analysis, and group discussions. Regarding verification, although not explicitly stated, the verification process in this study was conducted repeatedly through interactive data analysis, namely by comparing findings from observations, interviews, and document analysis to ensure the consistency and credibility of the conclusions.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings of the research on teacher strategies in teaching students to answer HOTS questions on reading passages at SMA Negeri 1 Rejang Lebong. The findings are organized according to the three research questions that guided this study.

1. Reading Passages Containing HOTS Elements

From the results of the document analysis, a total of 15 reading passages on the LKS, as explained in the table below.

Table 4.1
Classification of Reading Passages Based on HOTS Elements

No	Reading Passage	Title	Number of HOTS
1.	Narrative Text	Rusty Windmills	3 (Q2, Q3, Q5)
2.	Narrative Text	John Magiro and His Own Power Plant	2 (Q4,Q5)
3.	Narrative Text	Village Environmental Discussion	2 (Q3, Q4)
4.	Narrative Text	Rural Education and Electricity	2 (Q2, Q5)
5.	Argumentative Text	Cashless Society Benefits	4 (Q2, Q3, Q4, Q5)
6.	Argumentative Text	Digital Wallets Impact	3 (Q2, Q3, Q5)
7.	Argumentative Text	Credit Card Information	2 (Q3, Q5)
8.	Argumentative Text	Cashless Society Global Perspectives	4 (Q2, Q3, Q4, Q5)
9.	Hortatory Text	Electricity for Election Day	2 (Q3, Q4)
10.	Hortatory Text	Privacy first Place	3 (Q2, Q4, Q5)
11.	Hortatory Text	Creating Positive Internet Environment	4 (Q2, Q3, Q4, Q5)
12.	Hortatory Text	Social Media Impact on Lives	3 (Q2, Q3, Q4)

13.	Discussion Text	Cycling Advantages and Disadvantages	3 (Q2, Q3, Q5)
14.	Disscussion Text	Recycling Environmental Impact	3 (Q2, Q4, Q5)
15.	Discussion Text	Incineration Pros and Cons	4 (Q2, Q3, Q4, Q5)
Total			44 HOTS

Based on document analysis of the student learning modules used at SMA Negeri 1 Rejang Lebong, The analysis was conducted using the HOTS Text Complexity Model framework proposed by Fisher, Frey, and Hattie, which evaluates six key aspects: complex ideas, ambiguity or multiple perspectives, rich academic vocabulary, implicit information, authentic contexts, and cognitive dissonance.[46]

Before obtaining the data as above, the researcher conducted a document checklist first by analyzing the reading passage on the LKS used by students as learning materials which contained 15 reading passages, so that the document checklist produced data as below:

1) Reading Passage 1: Rusty Windmills

There are have 3 HOTS questios in this reading passage, Q2 includes to implicit information because The answer is not explicitly stated in the text, students must draw conclusions from actions in context. Q3 includes to Ambiguity / Multiple Perspective because There are many possible reasons based on the characters' perceptions, encourages students to interpret complex motivations. Q5 includes to

[46] Fisher, D., Frey, N., & Hattie, J. (2021). *The Reading Comprehension Blueprint: Helping Students Make Meaning from Text*. Thousand Oaks, CA: Corwin Press, pp. 56-58.

Authentic Context because the Students are asked to create new solutions from real situations experienced by the characters.

2) Reading Passage 2 : John Magiro and His Own Power Plant

There are have 2 HOTS questions in this reading passage, Q4 includes to Authentic Context because Related to real issues about energy access in rural areas. Q5 includes to Implied Information because Encourages students to draw conclusions about character values from the narrative.

3) Reading Passage 3: Village Environmental Discussion

There are have 2 HOTS questions in this reading passage, Q3 includes to Ambiguity/Diverse Perspectives because Requires understanding of differing opinions. Q4 includes to Complex Ideas because Students are encouraged to create new solutions based on discussion information.

4) Reading Passage 4: Rural Education and Electricity

There are have 2 HOTS questions in this reading passage , Q2 incudes to Complex Ideas because Requires an understanding of cause-and-effect relationships. Q5 includes to Authentic Context because Connecting the topic to real-world contexts.

5) Reading Passage 5: Cashless Society Benefits

There are have 4 HOTS question in this reading passage, Q2 includes to Complex Idea because Analyzing the layered impacts of economic issues. Q3 includes to Ambiguity/Diverse Perspectives:

Perspectives of users with different needs. Q4 includes to Evaluative + Ambiguity: Asking students to evaluate and take a position. Q5 includes to Authentic Context because Requires transferring understanding to a global context.

6) Reading Passage 6: Digital Wallets Impact

There are have 3 HOTS questions in this reading passage, Q2 includes to Complex Ideas because Students must analyze the relationship between technology and small-scale economic growth. Q3 includes to Rich Academic Vocabulary because Includes terms such as 'security', 'transaction failure', 'data breach' that need to be understood contextually. Q5 includes to Authentic Context because Requires students to create new solutions based on real-world situations.

7) Reading Passage 7: Credit Card Information

There are 2 HOTS questions in this reading passage, Q3 includes to Complex Ideas because Requires analysis of advantages and disadvantages, including long-term consequences. Q5 includes to Ambiguity/Multiple Perspective because Answers depend on individual perspectives, there is no single correct answer.

8) Reading Passage 8: Cashless Society Global Perspectives

There are have 4 HOTS questions in this reading passage, Q2 includes to Complex Ideas + Authentic Context because Comparing two real-world contexts. Q3 includes to Implicit Information because

Not explicitly stated in the text : inference is required. Q4 includes to Authentic Context becauseRequires local reflection and social analysis. Q5 includes to Creative Thinking + Real-World Application

9) Reading Passage 9: Electricity for Election Day

There are 2 HOTS questions in this reading passage, Q3 includes to Authentic Context because This question relates the content of the reading to the real world (the context of elections and logistics), requiring students to understand the practical impact of electricity in socio-political activities. Q4 includes to Implicit Information because The answer is not explicitly stated in the text. Students must draw conclusions and predict the impact based on their overall understanding of the context.

10) Reading Passage 10: Privacy First Please

There are 3 HOTS questions in this reading passage, Q2 includes to Complex Ideas because Discussing consequences requires an understanding of cause-and-effect relationships and an assessment of data privacy issues. Q4 includes Ambiguity or Multiple Perspectives because This question invites opinions based on two conflicting perspectives: convenience vs. Privacy. Q5 includes Authentic Context because Connects the reading to the real world and requires students to evaluate an actual example.

11) Reading Passage 11: Creating Positive Internet Environment

There are 4 HOTS questions in this reading passages, Q2 includes to Complex Ideas because Requires analysis of several interconnected causal ideas. Q3 includes Implied Information because The relationship is not explicitly stated in the text. It must be inferred from the provided example. Q4 includes Creative Thinking + Authentic Context because Asks students to create actual solutions that can be applied in digital life. Q5 includes Ambiguity/Dual Perspectives because Requires comparing two perspectives with critical assessment of contextual differences.

12) Reading Passage 12: Social Media Impact on Lives

There are have 3 HOTS quetion in this reading passage, Q2 includes Complex Ideas because Requires an understanding of conflicting ideas within a single phenomenon. Q3 includes Ambiguity or Dual Perspectives because An opinion-based question involving two sides of an argument. Q4 includes Creative Thinking + Authentic Context because Requires real solutions to problems relevant to students' lives.

13) Reading Passage 13: Cycling Advantages and Disadvantage

There are have 3 HOTS questions in this reading passage, Q2 includes Complex Ideas because Connecting multiple positive effects on the environment from one habit. Q3 includes Implied Information because Not explicitly stated in the text, requiring inference from

available information. Q5 includes Authentic Context + Creative Thinking because This question prompts students to create a solution in the form of a campaign that can be implemented in a real-world setting.

14) Reading Passage 14: Recycling Environmental Impact

There are 3 HOTS questions in this reading passage, Q2 includes Complex Ideas because Discusses long-term impacts that are not directly explained. Q4 includes Ambiguity/Diverse Perspectives because Students are asked to evaluate social facts from various perspectives. Q5 includes Authentic Context because Connects the reading to real life and asks for context-based solutions.

15) Reading Passage 15: Incineration Pros and Cons

There are 4 HOTS questions in this reading passage, Q2 includes Ambiguity or Diverse Perspectives beacuse Presenting two opposing sides and requiring evaluation. Q3 includes Complex Ideas because Requiring students to understand alternatives and compare their effectiveness. Q4 includes Evaluative Thinking beacuse Students are asked to state their position and provide logical reasons. Q5 includes Authentic Context + Synthesis because Asks students to generate a new plan based on social realities and practical solutions.

2. Teacher Strategies in Teaching HOTS Questions

This section presents the findings related to the teacher strategies used in teaching students to answer Higher-Order Thinking Skills (HOTS)

questions on reading passagess. The data were collected through narative

inquiry observations and teacher interview, analyzed using the Cognitive

Apprenticeship framework.

Table 4.2 Teacher Strategies for Teaching Students to Answer HOTS Questions

No	Strategy	Indicator
1	Linking Questions to Text Strategy	Teacher guides students to identify whether answers are explicit in text or must be developed by students themselves
2	Think-Aloud Reading Strategy	Teacher reads passages aloud while verbalizing predictions, questions, and reflections; shows confusion points and decision-making
3	Visual Marking Strategy	Teacher uses highlighters and sticky notes to mark important text parts requiring analysis; students discuss marked sections
4	Step-by-Step Analysis Strategy	Teacher breaks down HOTS answering into 5 steps: understand main message → identify issues → analyze information → evaluate solutions → create new solutions
5	Evidence-Based Reasoning Strategy	Teacher asks "Why do you think that?" "What evidence supports your answer?" to require justification
6	Group Discussion Strategy	Teacher forms heterogeneous groups to discuss challenging HOTS questions and exchange different interpretations
7	Comparison Strategy	Teacher reads different students' answers aloud and facilitates comparison of reasoning quality
8	Sentence Starter Strategy	Teacher provides frames like "The author seems to suggest..." "This detail shows that..." "I infer that..."

The observation data was carried out on july 14th 2025 and july

16th 2025 at class in SMA 1 Rejang lebong and the interview data was

carried on july 18th 2025 at class in SMA 1 Rejang Lebong, This section

presents the findings regarding the various instructional strategies

employed by the teacher to help students develop the ability to answer

HOTS questions in reading activities. The data was categorized based on eight specific strategies identified during classroom observation and aligned with the cognitive scaffolding principles. Each strategy targets different dimensions of higher-order thinking, ranging from inference, analysis, to evaluation and synthesis.

1) Linking Questions to Text Strategy

The teacher consistently encouraged students to differentiate between questions with explicitly stated answers and those requiring inference or reasoning beyond the text, example: *"What is the name of the main character?"* and one that requires inference example: *"Why did the character decide to leave?"*.

This strategy helped students recognize the depth of comprehension required. For instance, when students faced interpretive questions, the teacher prompted them to locate whether the clues existed in the text or if they needed to infer meaning using prior knowledge. This promotes Implicit Information thinking, as students must determine the boundary between literal and interpretive understanding.

2) Think-Aloud Reading Strategy

The think-aloud method was frequently used by the teacher to model the internal cognitive processes involved in comprehension. While reading passages aloud, the teacher paused to voice out predictions, identify confusing sections, and verbalize reasoning or

mental debates, Example: *"Hmm… the author says the sky was red— what does that mean? Is it literal or symbolic?"* .This reflective narration made students more aware of the inferential steps required to engage with the text. It is strongly related to Complex Ideas and Cognitive Dissonance, as it requires students to deal with ambiguity, contradictions, or layers of meaning in the text.

3) Visual Marking Strategy

To highlight important parts of the text, the teacher instructs students to use highlighters and sticky notes as visual aids, after which the teacher asks students questions, example: *"Why did you mark this sentence? What does it mean?"* .This marking focuses on sentences that contain figurative meanings, problem statements, or evaluative language. After highlighting, the class engages in collaborative interpretation of the selected sections. This strategy supports the development of rich academic vocabulary and complex ideas by helping students visually isolate dense or abstract sections of text and understand their implications.

4) Step-by-Step Analysis Strategy

A structured and sequential approach is introduced to help students systematically tackle HOTS questions. The five-step process involves identifying the main message, example: *"What is the main point of this story?"*, identifying the problem, example: *"What is the main problem that arises from this story?"*, analyzing relevant

information, example: *"What relevant information do you think you can get from this story?"*, evaluating existing solutions,example: *"Are the solutions in this story effective in solving the problem in this story? Why?"*, And proposing new ideas, example: *"Can you suggest a new solution to resolve the problem in this story?"*. This process is applied by teachers as a recurring framework. This structured process develops students' skills in Evaluation and Creation, aligned with Complex Ideas and Authentic Context, as it reflects the analytical processes in the real world.

5) Evidence-Based Reasoning Strategy

The teacher regularly followed up students' answers with probing questions,example: *"Why do you think that?"* or *"What evidence supports your answer?"* This consistent demand for justification trained students to connect claims with textual evidence. Such practice built the habit of critical reading and developed reasoning grounded in textual data. It stimulated Evidence Evaluation and Inference, particularly enhancing skills related to Implicit Information and Authentic Contexts**.**

6) Group Discussion Strategy

Students were placed in mixed-ability groups to discuss high-level questions and controversial passages. This provided space for exchanging different interpretations and reasoning styles. The teacher monitored discussions, occasionally joining to challenge

opinions or highlight diverse viewpoints, example: *"Can the main character's actions be morally justified?".* This strategy activated Ambiguity or Multiple Perspectives**,** allowing students to explore non-linear thinking and refine their understanding through peer dialogue.

7) Comparison Strategy

After collecting answers from different students, the teacher read them aloud without mentioning names, then asked the class to compare them, example: "Which one do you think is the stronger ? Why?". The students discussed which answers were stronger and why. This metacognitive exercise prompted students to reflect not only on content but on the reasoning process itself. It developed Evaluative Thinking and fostered awareness of Cognitive Quality, directly supporting Complex Ideas and Ambiguity**.**

8) Sentence Starter Strategy

To assist students in articulating deeper-level responses, the teacher provided scaffolding through sentence starters,example: *"The author seems to suggest…", "This detail shows that…", or "I infer that…".*These starters were especially helpful for students who understood the concept but struggled to express it academically. This strategy promoted structured thinking and verbalization of inference, closely related to Implicit Information and Rich Academic Vocabulary, by enhancing clarity and precision in critical responses.

B. Discussion

This section presents the interpretation and analysis of the research findings, connecting them to the theoretical framework and previous research discussed in Chapter II. The discussion is organized according to the three research questions that guided this study.

1. Reading Passages Containing HOTS Elements

Based on the findings of document analysis conducted on fifteen reading passages from the English learning materials used at SMA Negeri 1 Rejang Lebong, it was found that the majority of the texts incorporated elements that support the development of Higher Order Thinking Skills (HOTS). A total of 44 HOTS questions were identified across various types of texts, including narrative, argumentative, hortatory, and discussion texts. These findings indicate that the learning materials provide opportunities for students to engage in complex reasoning, critical analysis, and interpretation—all of which align with the goals of the *Merdeka Curriculum*. According to Kemdikbudristek, the essence of learning in the Merdeka Curriculum is to empower students to develop 21st-century competencies, particularly those related to critical thinking, creativity, problem-solving, and decision-making. These competencies are intrinsically aligned with the cognitive operations targeted in HOTS-based instruction, which go beyond memorization and basic comprehension toward deeper analytical and evaluative thinking processes. To further analyze how these competencies were represented in the texts, this study

applied the *HOTS Text Complexity Model* by Nguyen, H. T. M., & Anh Le, N. Van. (2024)., which outlines six core characteristics that make a text suitable for HOTS-oriented instruction: complex ideas, ambiguity or multiple perspectives, rich academic vocabulary, implicit information, authentic contexts, and cognitive dissonance.

The discussion below highlights how each of these aspects appeared in the reading passages. First, the most frequently identified characteristic was complex ideas, found in 12 out of 15 passages. For example, the narrative *Rusty Windmills* contained ten HOTS questions requiring students to assess character behavior, connect cause and effect, and extract moral implications. These tasks required synthesis and evaluation, which are foundational to HOTS. Likewise, argumentative texts such as *Cashless Society Benefits* and *Digital Wallets Impact* presented students with contrasting viewpoints, encouraging them to analyze technological implications on personal finance and make informed judgments. Second, implicit information was evident in at least 11 passages. This characteristic prompted students to make inferences based on clues embedded within the text. For instance, in *Rural Education and Electricity*, students had to infer the meaning of the final paragraph rather than find direct answers. Similarly, *Privacy First, Please!* asked students to evaluate unspoken risks tied to digital parenting practices, requiring an understanding of unstated implications. Third, ambiguity or multiple perspectives was prominent in argumentative and hortatory texts. Passages like *Cashless Society Global*

Perspectives and *Creating a Positive Internet Environment* challenged students to navigate conflicting opinions. Such ambiguity stimulated learners to consider multiple angles and articulate their own reasoned interpretations skills identified in the Merdeka Curriculum as key to critical thinking and decision-making.Fourth, the use of rich academic vocabulary was seen in passages like *Village Environmental Discussion*, *Social Media Impact on Lives*, and *Incineration Pros and Cons*. These texts included technical or context-sensitive terms, which demanded deeper lexical processing and contextual interpretation from students. According to Fisher, Frey, and Hattie, vocabulary complexity is a core element in determining a text's potential to support higher-level thinking. Fifth, authentic contexts were found especially in texts inspired by real-world issues, such as *John Magiro's Power Plant* and *Electricity for Election Day*. These texts connected classroom learning with environmental, political, or technological topics relevant to students' lives, fostering meaningful engagement and real-world problem solving. Lastly, cognitive dissonance although less frequent was effectively integrated in certain texts. For example, *Privacy First, Please!* presented a contradiction between the intention to share children's moments online and the potential risks of doing so. This tension encouraged students to critically evaluate ethical dilemmas and form personal judgments, a key skill outlined in HOTS learning models.

Taken together, these findings suggest that while not every reading passage incorporated all six complexity elements, the overall selection of texts in the learning module reflects a substantial effort to promote higher-order thinking. Most notably, the integration of complex ideas and implicit information appeared to be the dominant features. This is in line with the national educational directive which emphasizes equipping students with the ability to think critically, reason logically, and respond creatively to real-world problems. However, while the textual design is generally supportive of HOTS development, the effectiveness of these texts in practice will also depend on how teachers facilitate their use through strategic questioning, scaffolding, and classroom discussions. The presence of HOTS elements in reading texts is a necessary but not sufficient condition for the development of higher-order thinking—it must be accompanied by instructional practices that explicitly engage students in cognitive tasks such as inference-making, evaluating evidence, synthesizing perspectives, and articulating arguments

2. Teacher Strategies in Teaching HOTS Questions

This section discusses how the teacher applied various strategies to help students answer HOTS (Higher Order Thinking Skills) questions. The analysis refers to the Cognitive Apprenticeship model by Collins, Brown, and Newman , refined by Collins and Holum, as well as the HOTS Text Complexity Model by Nguyen, H. T. M., & Anh Le, N. Van. These

strategies were also compared with previous studies by Alfian and Situmorang to identify similarities, differences, and new insights.

Eight strategies were found in the classroom and each contributed to helping students develop higher-level thinking such as inference, evaluation, and creative reasoning. These strategies also aligned with the four key aspects of Cognitive Apprenticeship: modelling, scaffolding, articulation, and reflection.

1) Linking Questions to Text

The teacher taught students to tell the difference between literal and inferential questions. This models expert thinking and encourages inference-making, fitting the HOTS category of *Implicit Information*.

2) Think-Aloud Reading

By verbalizing thoughts while reading aloud, the teacher showed how to manage confusion, make predictions, and evaluate ideas. This helped students understand Complex Ideas and Cognitive Dissonance, while also modeling and reflecting on how experts think.

3) Visual Marking

The teacher used highlighters and sticky notes to point out challenging text parts. This provided scaffolding and helped students understand difficult vocabulary and deeper concepts—key features of *Rich Academic Vocabulary* and *Complex Ideas*[2].

4) Step-by-Step Analysis

Students were guided through five steps: understanding the main message, finding the issue, analyzing, evaluating, and creating. This structured approach made HOTS tasks clearer and encouraged engagement with *Authentic Contexts*.

5) Evidence-Based Reasoning

By asking students to explain and support their answers with evidence, the teacher encouraged critical reading and justified reasoning. This strategy aligns with *articulation* and reinforces *Implicit Information* and *Authentic Contexts*[47].

6) Group Discussion

Small group discussions helped students share and compare different interpretations. This encouraged Multiple Perspectives and fit both *articulation* and *reflection* stages of cognitive apprenticeship.

7) Comparison Strategy

The teacher read different student answers aloud and invited the class to evaluate them. This built metacognitive skills, fostered evaluative thinking, and strengthened understanding of *Complex Ideas* and *Ambiguity*.

8) Sentence Starter Strategy

Providing phrases like "I infer that..." or "The author suggests..." gave students a structure to express critical responses. This approach

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[47] Fisher, D., Frey, N., & Hattie, J. (2021). *The HOTS Text Complexity Model*. Corwin Literacy.

supported both *scaffolding* and *articulation*, especially for students with limited academic language.

Meanwhile, Situmorang emphasized strategies for online learning, such as vocabulary-finding and summarizing, while the current study focused on face-to-face strategies like reasoning, modelling, and peer comparison[48]. This integrated approach supports the vision of the Merdeka Curriculum, which promotes critical thinking, creativity, and problem-solving as essential learning outcomes for Indonesian students[49].

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[48] Situmorang, R. K. (2022). *An Analysis of Teachers' Strategies on Students' Reading Comprehension in Online Learning at SMP Negeri 2 Kota Ternate*. Undergraduate Thesis.
[49] Kemdikbudristek. (2022, 2023). *Panduan Pembelajaran dan Asesmen*. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the analysis and interpretation of the data presented in the previous chapter, this final section presents the conclusions and suggestions of the study. The conclusions summarize the answers to the research questions about the Teacher strategies in teaching students to answer HOTS questions on Reading Passage. The suggestions aim to provide useful input for teachers,for schools and curriculum developer,for students, and the English Tadris Study Program, and to inspire future researchers to explore similar topics.

A. **Conclusion**

This study investigated teacher strategies in teaching students to answer Higher Order Thinking Skills (HOTS) questions on reading passages at SMA Negeri 1 Rejang Lebong. Based on the findings and discussion, several conclusions can be drawn regarding the three research questions that guided this study.

1. Based on the document analysis of 15 reading passages from the student learning module (LKS) at SMA Negeri 1 Rejang Lebong, it was found that 44 HOTS questions were distributed across the texts. Using the HOTS Text Complexity Model by Nguyen, H. T. M., & Anh Le, N. Van. (2024)., the researcher identified that most of the passages fulfilled several key indicators of HOTS complexity particularly Complex Ideas, Implicit Information, Ambiguity, and Authentic Contexts. For example, texts such as "Cashless Society Benefits" ,"Creating Positive Internet

Environment", and "Incineration Pros and Cons" scored high in multiple HOTS criteria, showing layered arguments and inviting synthesis and evaluation. Can be concluded that the reading materials used in the classroom meet the criteria of HOTS-oriented texts and align with the requirements of the Merdeka Curriculum. This answers RQ1 by confirming that SMA 1 Rejang Lebong does provide students with reading passages that are cognitively demanding and suitable for HOTS development.

2. The findings from interviews and classroom observations revealed that the teacher employed a variety of strategies aligned with the Cognitive Apprenticeship model (Collins, Brown, & Newman, 1989; Collins & Holum, 2020). These strategies were further operationalized into eight specific practices such as Linking Questions to Text, Evidence-Based Reasoning, Group Discussion, and Comparison Strategy. These approaches not only engaged students in analytical and evaluative thinking but also made their internal reasoning visible and open to feedback. Therefore, it can be concluded that the teacher effectively implemented HOTS-based teaching strategies, supporting students in developing critical thinking skills through a structured and reflective learning process.

B. Suggestion

Based on the conclusions drawn from this study, several suggestions are proposed for different stakeholders to improve the implementation of HOTS strategies in reading comprehension instruction.

1. For Teachers

Teachers should enhance their understanding of HOTS characteristics by participating in professional development programs focused on distinguishing between linguistic complexity and cognitive demand in reading texts. They need to develop systematic approaches to designing HOTS questions using frameworks like Bloom's Taxonomy and consistently implement all four components of the Cognitive Apprenticeship model - modeling, scaffolding, articulation, and reflection. Additionally, teachers should develop process-oriented evaluation methods that focus on reasoning rather than just final answers, including the use of think-aloud protocols and detailed feedback on student reasoning processes.

2. For Schools and Curriculum Developers

Schools should provide comprehensive professional development programs specifically targeting HOTS implementation in EFL contexts, including theoretical training, practical workshops, and ongoing mentoring support for teachers. Curriculum developers need to review and revise reading materials to ensure consistent inclusion of texts with appropriate HOTS characteristics based on the HOTS Text Complexity Model.

Schools should also address practical constraints such as large class sizes and time limitations by restructuring schedules and developing assessment policies that support process-oriented evaluation rather than solely focusing on standardized test outcomes.

3. For Future Researchers

Future research should investigate the long-term effects of HOTS-focused reading instruction through longitudinal studies tracking students' critical thinking development over multiple academic years. Researchers should explore the development of culturally and linguistically appropriate assessment tools for measuring HOTS in EFL contexts that distinguish between language proficiency issues and critical thinking abilities. Additionally, comparative studies examining HOTS implementation across different educational contexts and research on the integration of technology to support HOTS development would provide valuable insights for the broader educational community.

4. For Students

Students should take an active role in developing their metacognitive awareness by regularly reflecting on their reading processes and maintaining reading journals that record their thought processes, questions, and connections between ideas. They should practice articulating their reasoning when answering reading questions and actively participate in Think-Pair-Share activities and group discussions to develop multiple perspectives on reading materials. Students are encouraged to

seek feedback from teachers about their reasoning processes rather than focusing solely on correct answers and take initiative in identifying challenging text parts while developing independent problem-solving strategies.

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Pre Interview at WhatsApp on February 3rd, 2025 (dengan Maam Musfiah Ariyani, guru di SMA 1).

APPENDIX

DOCUMENT CHECKLIST

TO ANSWER RESEARCH QUESTION 1

1. Reading Passage 1 : Rusty Windmills

No	Aspect	Indicator	Items	Yes	No	Notes
	The presence of HOTS elements in reading passages	1. Complex Ideas	1. The text includes ideas that go beyond surface-level facts and require readers to process abstract or layered meanings.	✓		Explores emotional, cognitive, and social dimensions.
			2. The text presents arguments or claims that are interrelated and require evaluation of cause-effect or comparison-contrast relationships.	✓		Clear links between social media use and mental health.
			3. The text contains contradictory or opposing viewpoints that prompt critical judgment or synthesis.	✓		Different expert and public views are compared.
			4. The main ideas are not stated directly but unfold through logical reasoning or multiple stages.	✓		Builds argument from evidence to implications.
		2. Ambiguity or Multiple Perspectives	5. The text presents two or more differing perspectives on the same issue.	✓		Youth, experts, researchers, users
			6. The meaning of the text is open to more than one	✓		Reader may interpret risks differently

No	Aspect	Indicator	Items	Yes	No	Notes
			interpretation, requiring contextual analysis.			based on context.
			7. The text prompts the reader to weigh evidence or reasoning behind contrasting viewpoints.	✓		Requires judgment of benefits vs risks.
			8. There is space for the reader to form an informed opinion based on multiple perspectives.	✓		Open-ended topic encourages student reflection.
		3. Rich Academic Vocabulary	9. The text includes domain-specific vocabulary or technical terms relevant to the topic.	✓		"Algorithms", "dopamine loop", "echo chamber".
			10. The vocabulary includes words with abstract or conceptual meanings that require contextual inference.	✓		"Attention economy", "social validation".
			11. Readers must rely on surrounding context to fully understand unfamiliar or academic terms.	✓		Understanding demands social media literacy.
		4. Implicit Information	12. Key information in the text is implied rather than directly stated.	✓		Moral lessons and intentions are embedded indirectly.
			13. The reader is required to make inferences or assumptions based on clues provided in the text.	✓		Readers infer the values and transformation of characters.

No	Aspect	Indicator	Items	Yes	No	Notes
			14. The text allows for interpretive answers to comprehension questions, encouraging analysis and reasoning.	✓		Questions can ask why characters did what they did.
		5. Authentic Contexts	15. The text is adapted or taken from real-world sources such as news articles, reports, or opinion pieces.		✓	It is fictional, not adapted from real articles.
			16. The issues discussed are grounded in real-life social, political, economic, or environmental problems.	✓		Reflects rural challenges like drought and innovation.
			17. The content reflects authentic language use and settings, enhancing relevance and engagement.	✓		Uses realistic language reflecting a rural narrative.
		6. Cognitive Dissonance	18. The text presents ideas or facts that challenge commonly held beliefs or assumptions.	✓		Challenges assumptions about the elderly being ineffective.
			19. There is a clear contradiction within the text that prompts further investigation or inquiry.		✓	No major contradictions in plot or ideas.
			20. The text encourages the reader to critically examine biases, motives, or implications behind	✓		Encourages thinking about what drives persistence and action.

No	Aspect	Indicator	Items	Yes	No	Notes
			statements.			

2. Reading Passage 2 : John Magiro and His Own Power Plant

No	Aspect	Indicator	Items	Yes	No	Notes
1	The presence of HOTS elements in reading passages	1. Complex Ideas	1. The text includes ideas that go beyond surface-level facts and require readers to process abstract or layered meanings.	✓		Explores innovation and youth initiative.
			2. The text presents arguments or claims that are interrelated and require evaluation of cause-effect or comparison-contrast relationships.	✓		Links between invention and local impact.
			3. The text contains contradictory or opposing viewpoints that prompt critical judgment or synthesis.		✓	No evident conflict between positions.
			4. The main ideas are not stated directly but unfold through logical reasoning or multiple stages.	✓		Story develops through trial and success.
		2. Ambiguity or Multiple Perspectives	5. The text presents two or more differing perspectives on the same issue.	✓		Balances personal drive with community needs.
			6. The meaning of the text is open to more than one interpretation, requiring contextual analysis.	✓		Readers infer impact of youth on innovation.
			7. The text prompts the reader to weigh evidence or reasoning behind contrasting viewpoints.		✓	No contrasting claims presented.
			8. There is space for the reader to form an informed opinion based		✓	Interpretation space is limited.

No	Aspect	Indicator	Items	Yes	No	Notes
			on multiple perspectives.			
		3. Rich Academic Vocabulary	9. The text includes domain-specific vocabulary or technical terms relevant to the topic.	✓		Terms related to power generation are used.
			10. The vocabulary includes words with abstract or conceptual meanings that require contextual inference.	✓		"Innovation", "solution", "youth capability."
			11. Readers must rely on surrounding context to fully understand unfamiliar or academic terms.	✓		Understanding requires contextual knowledge.
		4. Implicit Information	12. Key information in the text is implied rather than directly stated.	✓		Impact and values are not fully explicit.
			13. The reader is required to make inferences or assumptions based on clues provided in the text.	✓		Inference about youth potential is necessary.
			14. The text allows for interpretive answers to comprehension questions, encouraging analysis and reasoning.	✓		Prompts reasoning on development.
		5. Authentic Contexts	15. The text is adapted or taken from real-world sources such as news articles, reports, or opinion pieces.		✓	Not based on a published article.
			16. The issues discussed are grounded in real-life social, political, economic, or environmental problems.	✓		Energy access and rural innovation are real issues.
			17. The content reflects authentic language use and settings, enhancing relevance and	✓		Language matches real-life reporting.

No	Aspect	Indicator	Items	Yes	No	Notes
			engagement.			
		6. Cognitive Dissonance	18. The text presents ideas or facts that challenge commonly held beliefs or assumptions.	✓		Breaks stereotype about youth capability.
			19. There is a clear contradiction within the text that prompts further investigation or inquiry.		✓	No internal contradictions present.
			20. The text encourages the reader to critically examine biases, motives, or implications behind statements.		✓	Little bias or deeper motive explored.

3. Reading passage 3 : Village Environmental Discussion

No	Aspect	Indicator	Items	Yes	No	Notes
1	The presence of HOTS elements in reading passages	1. Complex Ideas	1. The text includes ideas that go beyond surface-level facts and require readers to process abstract or layered meanings.	✓		Explores environment vs economic development.
			2. The text presents arguments or claims that are interrelated and require evaluation of cause-effect or comparison-contrast relationships.	✓		Shows impact of decisions on village life.
			3. The text contains contradictory or opposing viewpoints that prompt critical judgment or synthesis.		✓	Contrasts are subtle, not strongly framed.
			4. The main ideas are not stated directly but unfold through logical reasoning or multiple stages.		✓	Ideas are presented as dialogue, less staged.
		2. Ambiguity or Multiple Perspectives	5. The text presents two or more differing perspectives on the same issue.	✓		Presents opposing views (pro-con development).

No	Aspect	Indicator	Items	Yes	No	Notes
			6. The meaning of the text is open to more than one interpretation, requiring contextual analysis.	✓		Depends on values: economy vs environment.
			7. The text prompts the reader to weigh evidence or reasoning behind contrasting viewpoints.	✓		Reader must consider both environmental and economic arguments.
			8. There is space for the reader to form an informed opinion based on multiple perspectives.		✓	Limited questioning for opinion.
		3. Rich Academic Vocabulary	9. The text includes domain-specific vocabulary or technical terms relevant to the topic.	✓		Terms like "logging", "habitat", "infrastructure".
			10. The vocabulary includes words with abstract or conceptual meanings that require contextual inference.	✓		Words like "sustainability", "progress".
			11. Readers must rely on surrounding context to fully understand unfamiliar or academic terms.	✓		Technical terms require context to understand.
		4. Implicit Information	12. Key information in the text is implied rather than directly stated.	✓		Values and implications not directly stated.
			13. The reader is required to make inferences or assumptions based on clues provided in the text.	✓		Infer environmental consequences from context.
			14. The text allows for interpretive answers to comprehension questions, encouraging analysis and reasoning.	✓		Can be asked to justify sides.
		5. Authentic Contexts	15. The text is adapted or taken from real-world sources such as news articles, reports, or		✓	Fictional conversation.

No	Aspect	Indicator	Items	Yes	No	Notes
			opinion pieces.			
			16. The issues discussed are grounded in real-life social, political, economic, or environmental problems.	✓		Related to real environmental conflict.
			17. The content reflects authentic language use and settings, enhancing relevance and engagement.	✓		Reflects real village meeting tone.
		6. Cognitive Dissonance	18. The text presents ideas or facts that challenge commonly held beliefs or assumptions.		✓	Doesn't clearly challenge beliefs
			19. There is a clear contradiction within the text that prompts further investigation or inquiry.		✓	Contrast exists but not as contradiction.
			20. The text encourages the reader to critically examine biases, motives, or implications behind statements.		✓	Motives are not deeply explored.

4. Reading Passage 4 : Rural Education and Electricity

No	Aspect	Indicator	Items	Yes	No	Notes
1	The presence of HOTS elements in reading passages	1. Complex Ideas	1. The text includes ideas that go beyond surface-level facts and require readers to process abstract or layered meanings.	✓		Touches on inequality and access to education.
			2. The text presents arguments or claims that are interrelated and require evaluation of cause-effect or comparison-contrast relationships.	✓		Lack of electricity → poor education outcomes.
			3. The text contains contradictory or opposing viewpoints that		✓	No major opposing arguments.

No	Aspect	Indicator	Items	Yes	No	Notes
			prompt critical judgment or synthesis.			
			4. The main ideas are not stated directly but unfold through logical reasoning or multiple stages.		✓	More descriptive than argumentative.
		2. Ambiguity or Multiple Perspectives	5. The text presents two or more differing perspectives on the same issue.	✓		Students, teachers, and government roles implied.
			6. The meaning of the text is open to more than one interpretation, requiring contextual analysis.	✓		Can be viewed through social justice or education lens.
			7. The text prompts the reader to weigh evidence or reasoning behind contrasting viewpoints.		✓	No comparison of views.
			8. There is space for the reader to form an informed opinion based on multiple perspectives.		✓	Reader engagement limited.
		3. Rich Academic Vocabulary	9. The text includes domain-specific vocabulary or technical terms relevant to the topic.	✓		Terms like "rural infrastructure", "access".
			10. The vocabulary includes words with abstract or conceptual meanings that require contextual inference.	✓		"Equity", "barrier", "educational opportunity".
			11. Readers must rely on surrounding context to fully understand unfamiliar or academic terms.	✓		Some terminology requires local knowledge.
		4. Implicit Information	12. Key information in the text is implied rather than directly stated.	✓		Systemic causes of inequality are implied
			13. The reader is required to make inferences or assumptions based on	✓		Need to infer potential solutions or

No	Aspect	Indicator	Items	Yes	No	Notes
			clues provided in the text.			obstacles.
			14. The text allows for interpretive answers to comprehension questions, encouraging analysis and reasoning.	✓		Questions like "What would improve this?" apply.
		5. Authentic Contexts	15. The text is adapted or taken from real-world sources such as news articles, reports, or opinion pieces.		✓	General info-style text.
			16. The issues discussed are grounded in real-life social, political, economic, or environmental problems.	✓		Education inequality is a real global issue.
			17. The content reflects authentic language use and settings, enhancing relevance and engagement.	✓		Uses realistic reporting tone.
		6. Cognitive Dissonance	18. The text presents ideas or facts that challenge commonly held beliefs or assumptions.		✓	Doesn't confront common beliefs strongly
			19. There is a clear contradiction within the text that prompts further investigation or inquiry.		✓	No opposing statements.
			20. The text encourages the reader to critically examine biases, motives, or implications behind statements.		✓	Motive of stakeholders not deeply explored.

5. Reading Passage 5 : Cashless Society Benefits

No	Aspect	Indicator	Items	Yes	No	Notes
1	The presence of HOTS elements in reading	1. Complex Ideas	1. The text includes ideas that go beyond surface-level facts and require readers to	✓		Questions value, freedom, and security in cashless systems.

No	Aspect	Indicator	Items	Yes	No	Notes
	passages		process abstract or layered meanings.			
			2. The text presents arguments or claims that are interrelated and require evaluation of cause-effect or comparison-contrast relationships.	✓		Shows pros and cons (convenience vs surveillance).
			3. The text contains contradictory or opposing viewpoints that prompt critical judgment or synthesis.	✓		Yes, it presents opposing views on digitalization.
			4. The main ideas are not stated directly but unfold through logical reasoning or multiple stages.	✓		Structured argumentation on both sides.
		2. Ambiguity or Multiple Perspectives	5. The text presents two or more differing perspectives on the same issue.	✓		Viewpoints from individuals and institutions.
			6. The meaning of the text is open to more than one interpretation, requiring contextual analysis.	✓		Reader's background may shape how it's interpreted.
			7. The text prompts the reader to weigh evidence or reasoning behind contrasting viewpoints.	✓		Must judge benefits vs privacy concerns.
			8. There is space for the reader to form an informed opinion based on multiple perspectives.	✓		Prompts reader to take a position.
		3. Rich Academic Vocabulary	9. The text includes domain-specific vocabulary or technical terms relevant to the topic.	✓		Words like "centralized control", "surveillance economy".

No	Aspect	Indicator	Items	Yes	No	Notes
			10. The vocabulary includes words with abstract or conceptual meanings that require contextual inference.	✓		"Freedom", "control", "privacy".
			11. Readers must rely on surrounding context to fully understand unfamiliar or academic terms.	✓		Many terms require context to fully understand.
		4. Implicit Information	12. Key information in the text is implied rather than directly stated.	✓		Consequences of losing cash are implied.
			13. The reader is required to make inferences or assumptions based on clues provided in the text.	✓		Reader infers real-world application.
			14. The text allows for interpretive answers to comprehension questions, encouraging analysis and reasoning.	✓		"Should cash be banned?"—a HOTS question.
		5. Authentic Contexts	15. The text is adapted or taken from real-world sources such as news articles, reports, or opinion pieces.	✓		Adapted from real discussion about fintech.
			16. The issues discussed are grounded in real-life social, political, economic, or environmental problems.	✓		Tied to current global shifts.
			17. The content reflects authentic language use and settings, enhancing relevance and engagement.	✓		Mimics news/editorial style.
		6. Cognitive Dissonance	18. The text presents ideas or facts that challenge commonly held beliefs or	✓		Assumes that convenience may not be ideal.

No	Aspect	Indicator	Items	Yes	No	Notes
			assumptions.			
			19. There is a clear contradiction within the text that prompts further investigation or inquiry.		✓	Viewpoints contrasted, but not internally contradictory.
			20. The text encourages the reader to critically examine biases, motives, or implications behind statements.		✓	Doesn't explore corporate/government motives deeply.

DATA OF OBSERVATION CHECKLIST

TO ANSWER RESEARCH QUESTIONS 2

No	Aspect	Indicator	Sub-indicator	Items	Yes	No	Notes
1	Teachers' strategies in teaching students to answer HOTS questions on reading texts	1. Modelling	1. Think-Aloud: Verbalize Thinking	1. Teacher verbalizes their thinking aloud while reading a text (e.g., explaining confusion, inference, or noticing key words).			The teacher explains the steps, but there is no explicit mention of thinking strategies (such as verbalizing confusion or conclusions reached). The text focuses more on students performing analysis than on the teacher demonstrating his or her thought process while reading.
			2. Make Invisible Processes Visible	2. Teacher makes invisible thinking processes visible (e.g., identifies pronoun references, pauses to confirm ideas).			The teacher explains how to identify problems and key points, but there is no direct explanation of, for example, identifying pronoun references orally.

No	Aspect	Indicator	Sub-indicator	Items	Yes	No	Notes
							There is a demonstration of the process, but there are no steps for "thinking aloud" at the micro level.
			3. Highlight Decision Points	3. Teacher highlights decision points during reading (e.g., chooses to reread, uses clues to infer meaning).	✓		The teacher displays the reading text on the screen/ projector. When reading along with the students, the teacher intentionally stops at several parts of the text that are difficult or ambiguous. The teacher marks decision points, for example: Should we re-read to understand the main idea? Are there clues/key words to conclude the meaning of a sentence or paragraph?
			4. Connect to Metacognition	4. Teacher connects the reading process to			You talk about **critical thinking** and being aware of how to tackle

No	Aspect	Indicator	Sub-indicator	Items	Yes	No	Notes
				metacognition (e.g., mentions awareness of when to pause, reread, or look up words).			HOTS questions. Yet you **don't explicitly talk about metacognitive steps** like: "Pause here because it's confusing." "I need to reread." "I should look up this word." So only **implicitly present.**
		2. Scaffolding	1. Focused Instruction	5. Teacher models how to approach HOTS questions.	✓		The teacher guides students step by step through HOTS processes: analyzing, evaluating, and creating solutions beyond the text. The teacher said "So, in teaching students, in narrative inquiry, specifically for high order thinking skill questions in the Reading

No	Aspect	Indicator	Sub-indicator	Items	Yes	No	Notes
							Passage, we first focus on developing students' ability to analyze, evaluate, and create." This shows explicit modeling of how to tackle HOTS tasks.
			2. Guided Instruction	6. Teacher prompts students and works through examples together.	✓		The teacher actively involves students: "Usually we display it using a projector. After reading the important points, the students immediately write them down together." This shows joint work and prompting for responses.
			3. Collaborative Learning	7. Teacher allows students to discuss reading texts in pairs or groups.		✓	No mention of pair/group discussion structures. The teacher emphasizes whole-class or individual

No	Aspect	Indicator	Sub-indicator	Items	Yes	No	Notes
							work.
			4. Independent Learning	8. Teacher assigns independent tasks, where students answer HOTS questions on their own.	✓		Students are expected to come up with original solutions: "So, students, come up with new solutions regardless of the text they read." This is an independent HOTS task.
		3. Articulation	1. Prompting Students to Talk About Their Thinking	9. Teacher prompts students to explain their thinking (e.g., "What made you think that?").	✓		The teacher emphasizes the reasoning behind the answers: "So here we are considering the advantages and disadvantages of each solution." Although there are no direct prompts such as "What makes you think so?", the teacher requires students to justify their solutions.

No	Aspect	Indicator	Sub-indicator	Items	Yes	No	Notes
			2. Encouraging Use of Metacognitive Vocabulary	10. Teacher encourages students to use metacognitive vocabulary (e.g., "I infer...", "I wonder...", "I predict...").		✓	**Not mentioned.** The teacher mention HOTS thinking but not specific **metacognitive sentence stems.**
			3. Using Think-Pair-Share to Practice Articulation	11. Teacher uses Think-Pair-Share strategy to allow students to discuss their thoughts before sharing with the class.		✓	**Not mentioned.** No sign of Think-Pair-Share or similar partner-based strategies.
			4. Providing Sentence Starters	12. Teacher provides sentence starters to help students articulate responses (e.g., "The author seems to suggest...").		✓	**Not mentioned.** The teacher doesn't discuss giving students scaffolds like sentence starters.
			5. Giving Feedback Focused on Process, Not	13. Teacher gives feedback focused on		✓	**Not mentioned.** The teacher talked about

No	Aspect	Indicator	Sub-indicator	Items	Yes	No	Notes
			Just Correctness	students' reasoning process, not just the correctness of answers.			guiding students and creating solutions but **don't describe giving feedback specifically on reasoning processes.**
		4. Reflection	1. Providing an Expert Model	14. Teacher provides an expert model of answering HOTS questions, including thought process explanation.	✓		The teacher explains how he guides students through analysis and synthesis, for example: "1. understand the main message of the narrative text 2. identify the main issues 3. analyze the information 4. evaluate the solutions 5. create new solutions" This is a clear expert model for HOTS.
			2. Asking Students to	15. Teacher asks	✓		Students are asked to

No	Aspect	Indicator	Sub-indicator	Items	Yes	No	Notes
			Articulate Their Own Reasoning	students to articulate their own reasoning during or after completing a reading task.			produce new solutions based on their thinking: "For example, students must be able to create new solutions or original conclusions that are the result of critical and creative thinking." This requires articulating reasoning.
			3. Guiding Comparison Between Student Thinking and Expert Model	16. Teacher guides students to compare their reasoning with expert thinking (e.g., comparing use of signal words or inference strategies).		✓	**Not mentioned.** The teacher discuss students making original conclusions but **not explicitly comparing their reasoning with an expert's reasoning**
			4. Encouraging Adjustment of Thinking Strategies	17. Teacher encourages students to revise or improve their thinking strategies	✓		Although the word "revise" is not used explicitly, the emphasis on evaluating various solutions indicates

No	Aspect	Indicator	Sub-indicator	Items	Yes	No	Notes
				based on reflection or feedback.			reflection and improvement: "...considering the advantages and disadvantages of each solution."

DATA OF INTERVIEW 1

TO ANSWER RESEARCH QUESTION 2

No	Aspect	Indicator	Sub-indicator	Questions	Answer
1	Teachers' strategies in teaching students to answer HOTS questions on reading texts	1. Modelling	1. Think-Aloud: Verbalize Thinking	1. How do you usually demonstrate your thought process when reading a text aloud to your students?	To demonstrate the thinking process when reading the text aloud to students, I use the think aloud technique by reading aloud loud and clear while expressing thoughts verbally by asking questions then predictions and even getting to the reflections that come to my mind while reading the text. Then using language that is easily understood by the students and keeping the thoughts expressed natural and relevant to the text. And next, pausing periodically to reveal the reader's thoughts. At times I even interpreted some sentences by inviting students to imaging or bringing students to imagine the scenes in the text or the current language with visualization.

No	Aspect	Indicator	Sub-indicator	Questions	Answer
					Examples of when to find opposing words or phrases. When encountering oppositional words or phrases while reading the text, there are several strategies that I usually use so that students can understand the meaning. Examples of opposing words or phrases in the text are usually that: Technical terms, Figurative language, Archaic words, Original English words, Phrases that are unfamiliar to the student themselves in the text. I usually strategically look at the context, looking for clues in the surrounding sentences or paragraphs. There may be an accompanying example or explanation. Then use a dictionary or glossary to look up the definition, or even googling something like that.
				2. Can you share an example of	

No	Aspect	Indicator	Sub-indicator	Questions	Answer
				how you show your students what you're thinking when encountering a challenging word or phrase?	
			2. Make Invisible Processes Visible	3. What steps do you take to make your internal reading strategies visible to your students?	With a structured and explicit reading process, I usually give concrete examples of effective reading strategies. And train students to apply in different types of tags. Then using a clear assessment rubric to provide feedback. So if the assessment rubric is clear, we can give feedback. Then create a safe and supportive learning environment where students are comfortable to share their thoughts about reading.
				4. How do you help students recognize what to do when they are confused while reading	I keep it simple, for this one I usually use the linking technique between the question and the answer. Inviting my students to label the type of

No	Aspect	Indicator	Sub-indicator	Questions	Answer
				a HOTS question?	question being asked and then using this information to help them formulate an answer. There are usually two: 1.Whether the answer is in the text. 2.Whether the answer is developed by the students themselves. But the tendency with HOT is usually self-developed answers that are only implied in the text, not explicit.
			3. Highlight Decision Points	5. How do you show students where and when decisions need to be made during reading?	To help students understand when and where decisions need to be made while reading, I use the strategy of identifying decision points by asking questions. First of all, I hope it will encourage students to think critically about the information they are reading of course. Then by using visual markers, mark the parts of the text that require decisions with highlighters or sticky notes. That's usually simple but very meaningful. Then pause and reflect, as described in the

No	Aspect	Indicator	Sub-indicator	Questions	Answer
					previous questions, pause while reading and ask students to predict what will happen next.
				6. Could you describe a moment when you highlighted a choice like rereading or looking for context clues	The moment when rereading by giving an example if me, how to mark the text correctly. And ask students to try to mark the important parts of the given text. So there is also guessing there, guessing. They try to guess which text is considered important in a paragraph. The next one, while the moment when looking for context clues, I usually after the students mark the text with a highlighter or underline, invite them to discuss. So discuss why they marked those parts and what they think about those parts that they underlined. Something like that.
			4. Connect to Metacognition	7. How do you encourage your students to be aware of their own thinking while	When teaching reading, I use a variety of strategies that focus on developing students' metacognitive awareness and critical thinking skills by

No	Aspect	Indicator	Sub-indicator	Questions	Answer
				reading?	facilitating discussions about comprehension, then providing specific feedback and using reflective questions to encourage students to explore their own thinking.
				8. In what ways do you model how to monitor comprehension and adjust strategies?	When teaching reading, I use a variety of strategies that focus on developing students' metacognitive awareness and critical thinking skills by facilitating discussions about comprehension, then providing specific feedback and using reflective questions to encourage students to explore their own thinking.
		2. Scaffolding	5. Focused Instruction	9. How do you model answering HOTS questions before asking students to try?	I use approaches that stimulate critical thinking, analysis, and problem solving. The ones I often use in my lessons are the problem-based learning model and the mind mapping model. You can look up those two learning models later. I usually use open-ended questions to encourage students to

No	Aspect	Indicator	Sub-indicator	Questions	Answer
					think deeper and give reasons behind their answers. I also make sure that the questions are relevant to the learning material and challenging for the students.
				10. What do you usually emphasize when first introducing a HOTS reading task?	
			6. Guided Instruction	11. How do you guide your students through the process of analyzing a reading text?	I use strategies with group discussions. Students are guided in group discussions to discuss challenging hot questions, then exchange ideas, test their understanding, and deepen their thinking through interaction with peers.

  Since in that stage it was with group discussion, then in this stage I facilitate this discussion with open questions and constructive feedback. |
| | | | | 12. What kind of support or questions do you provide | |

No	Aspect	Indicator	Sub-indicator	Questions	Answer
				during this stage?	
			7. Collaborative Learning	13. How do you engage students in peer collaboration when working on HOTS reading tasks?	I form groups and assign tasks. This group formation is a heterogeneous group of course, because this heterogeneous group allows students to learn from each other and complement each other. And then the division of tasks, I give clear and specific tasks to each group member. My role as a teacher is as a facilitator. In addition, my role is to provide guiding questions that trigger this discussion to run well.
				14. What is your role during group discussions about reading texts?	
			8. Independent Learning	15. How do you know when your students	I look for signs that students are no longer just recalling facts but

No	Aspect	Indicator	Sub-indicator	Questions	Answer
				are ready to answer HOTS questions independently?	are starting to analyze, evaluate, and create their own ideas based on texts. For example, when they can explain the reasons behind their answers without much prompting, or when they make inferences independently, I feel they are ready for HOTS tasks. Also, I check whether they can handle open-ended questions without getting stuck.
				16. What kinds of tasks do you assign to encourage independent critical reading?	Challenging tasks for students, such as: Analyze arguments, Comparing sources, Creating a critical summary. Well, each of those you can look up for yourself. Analyze what an argument is, compare the same source but from different perspectives. Then make a critical summary.
		3. Articulation	6. Prompting Students to Talk About Their Thinking	17. What kinds of questions do you ask to encourage students to explain their answers?	The teacher often ask questions like: • "Why do you think that?" • "What evidence from the text supports your

No	Aspect	Indicator	Sub-indicator	Questions	Answer
					answer?" • "Could there be another interpretation?" • "How did you arrive at that conclusion? These questions help students dig deeper into their reasoning rather than just giving a simple answer.
				18. Can you share how you help students verbalize their reasoning when answering HOTS questions?	I sometimes guide them step by step by modelling how I would think aloud. For instance, I say things like, "I'm confused here, so I'll reread this part," or "I see a clue that connects to the main idea." I also ask them to describe how they figured out their answer, prompting them to share their thinking process.
			7. Encouraging Use of Metacognitive Vocabulary	19. Do you teach specific vocabulary or sentence frames to help students explain their thought process? If so, how do you do that?	Actually, this is one area the teacher want to improve. Teacher haven't consistently taught sentence frames like "I infer…" or "I predict…," but I realize they're very useful. When I remember, I give examples like "The author seems to suggest…" or "This

No	Aspect	Indicator	Sub-indicator	Questions	Answer
					might mean…" to help students express more complex thoughts.
				20. How do you incorporate phrases like "I infer…" or "I predict…" in your teaching?	Right now, The teacher mention them occasionally when she explain how to answer certain types of questions. For example, during reading, she might say: "I infer that the character is sad because of the words 'tears fell.'" "I predict that the problem will get worse because of this clue." But I need to train students to use these phrases themselves more systematically.
			8. Using Think-Pair-Share to Practice Articulation	21. How do you use pair or group discussions to support students in articulating their ideas?	Honestly, the teacher tend to does more whole-class discussions, but she know that pair or group discussions help students feel more confident expressing their ideas. When she does use groups, she might assign different perspectives to each group so they can discuss and debate. It's

No	Aspect	Indicator	Sub-indicator	Questions	Answer
					something she want to integrate more frequently.
				22. What benefits have you observed from think-pair-share activities in HOTS reading?	When she has tried think-pair-share, her notice students feel safer sharing ideas with a partner first. It helps weaker students formulate their thoughts before speaking to the whole class. It also brings out diverse ideas and interpretations that we might not get in a purely teacher-led discussion.
			9. Providing Sentence Starters	23. What kinds of sentence starters do you give to students when they are struggling to explain their answers?	Some examples are: • "The author seems to suggest that…" • "I think this means…" • "This detail shows that…" • "I infer that…" • "One reason is because…" These help students begin their explanation without feeling stuck.
				24. How do sentence starters help students in developing their	Sentence starters give students a structure to express more complex thinking. Instead of stopping at "Yes" or "No," they have a way

No	Aspect	Indicator	Sub-indicator	Questions	Answer
				responses to reading texts?	to elaborate. This is especially helpful for students who have ideas but struggle to put them into words.
			10. Giving Feedback Focused on Process, Not Just Correctness	25. When students explain their answers, how do you respond to encourage better thinking rather than just correct answers?	She try not to say "correct" or "wrong" right away. Instead, her ask follow-up questions like: • "Can you explain why?" • "Could there be another way to see this?" • "What makes you think so?" This keeps the focus on the reasoning rather than just correctness.
				26. What kind of feedback do you find most helpful for developing their reasoning?	Process-focused feedback works best. For instance, instead of saying "Good job," she might say, "I like how you used the word 'however' to show contrast," or "You connected your answer to the evidence in paragraph three—that's excellent!" It helps students know what thinking strategies to repeat.
		4. Reflection	5. Providing an Expert Model	27. How do you demonstrate expert	She read a short passage aloud and talk through my thoughts.

No	Aspect	Indicator	Sub-indicator	Questions	Answer
				thinking when analyzing HOTS reading texts?	She might say: "Hmm… I'm not sure what the author means here, so I'll check this sentence again," or "This word 'ephemeral' suggests something temporary. she think the author wants to show that street art doesn't last." This way, students can see how a skilled reader handles difficult parts of a text.
				28. What elements of your own thought process do you highlight when modelling?	She highlight: • When I feel confused and decide to reread • How I connect clues from different parts of the text • How I look for signal words like "however" or "therefore" • How I check if my prediction matches what comes next
			6. Asking Students to Articulate Their Own Reasoning	29. How do you encourage students to reflect on how they arrived at an answer?	After students answer, she often ask: "Can you tell us how you found that answer?" or "What steps did you follow?" she also sometimes ask them to write a short explanation of how

No	Aspect	Indicator	Sub-indicator	Questions	Answer
					they figured it out.
				30. What prompts or questions do you use to get students to evaluate their own reasoning?	Prompts she use include: • "Do you think there's another way to look at this?" • "Could someone disagree with your answer? Why?" • "What makes your answer strong?" These questions push them to critically examine their thinking.
			7. Guiding Comparison Between Student Thinking and Expert Model	31. How do you help students compare their answers with your model or with their peers' reasoning?	She often read different students' answers aloud and ask the class to compare. For example: "Student A said this. Student B said that. Which one has stronger evidence?" Or, she show my own answer and ask, "How is my answer different from yours?"
				32. Can you describe a moment where this comparison led to a better understanding?	Yes, once we discussed why a character felt conflicted in a story. One student said it was because the character was sad, but another said it was because he felt guilty. When we compared

No	Aspect	Indicator	Sub-indicator	Questions	Answer
					both answers and looked at evidence, the class realized the text supported guilt more strongly. It helped students see the importance of evidence.
			8. Encouraging Adjustment of Thinking Strategies	33. What steps do you take to help students improve or revise their reading strategies?	She first help them identify what part of the text confused them. Then, she show them specific strategies, like rereading, looking for signal words, or making a prediction. She also ask them to practice the new strategy on another text.
				34. How do you guide students to become more effective readers through reflection?	She often end lessons by asking questions like: • "What did you learn about how to read this type of text?" • "What will you do differently next time?" I also sometimes give them checklists to monitor their own reading process.

INTERVIEW SCRIPT

Friday, July 18th 2024

Pewawancara (Interviewer): Selamat pagi maam, apakah maam bersedia menjadi subject penelitian saya?

Narasumber (Teacher): Selamat pagi, ya saya bersedia

Pewawancara (Interviewer): Baik, kita mulai dengan pertanyaan pertama. Tolong ceritakan bagaimana Anda biasanya menunjukkan proses berpikir Anda saat membaca teks dengan suara lantang kepada siswa?

(How do you usually demonstrate your thought process when reading a text aloud to your students?)

Narasumber (Teacher): Untuk mendemonstrasikan proses berpikir saat membaca teks dengan suara keras kepada siswa, saya menggunakan teknik berpikir keras (*think aloud*) dengan membaca dengan suara keras dan jelas sambil mengungkapkan pikiran secara verbal dengan mengajukan pertanyaan lalu prediksi dan bahkan sampai pada refleksi yang muncul di benak saya saat membaca teks. Kemudian, menggunakan bahasa yang mudah dipahami oleh siswa dan menjaga pikiran yang diungkapkan tetap alami dan relevan dengan teks. Dan selanjutnya, berhenti secara berkala untuk mengungkapkan pikiran pembaca. Kadang-kadang saya bahkan menafsirkan beberapa kalimat yang dianggap sulit. Kemudian, ekspresi pikiran dengan mengungkapkan apa yang dipikirkan selain pertanyaan di atas, di samping pertanyaan prediksi dan refleksi, saya juga muncul

dengan mengajak siswa untuk berimajinasi atau membawa siswa untuk membayangkan adegan-adegan dalam teks atau bahasa saat ini dengan visualisasi.

Pewawancara (Interviewer): Menarik. Bisakah Anda berbagi contoh bagaimana Anda menunjukkan kepada siswa apa yang Anda pikirkan ketika menemukan kata atau frasa yang menantang?

(Can you share an example of how you show your students what you're thinking when encountering a challenging word or phrase?)

Narasumber (Teacher): Contoh saat menemukan kata atau frasa yang bertentangan. Saat menghadapi kata atau frasa yang bertentangan saat membaca teks, ada beberapa strategi yang biasa saya gunakan agar siswa dapat memahami maknanya. Contoh kata atau frasa yang bertentangan dalam teks biasanya yaitu: Istilah teknis, Bahasa kiasan, Kata-kata kuno, Kata-kata bahasa Inggris asli, Frasa yang tidak asing bagi siswa itu sendiri dalam teks. Saya biasanya secara strategis melihat konteks, mencari petunjuk di kalimat atau paragraf di sekitarnya. Mungkin ada contoh atau penjelasan yang menyertai. Kemudian menggunakan kamus atau glosarium untuk mencari definisi, atau bahkan mencari di google hal-hal semacam itu.

Pewawancara (Interviewer): Lalu, langkah-langkah apa yang Anda ambil untuk membuat strategi membaca internal Anda terlihat oleh siswa?

(What steps do you take to make your internal reading strategies visible to your students?)

Narasumber (Teacher): Dengan proses membaca yang terstruktur dan eksplisit, saya biasanya memberikan contoh-contoh konkret dari strategi membaca yang

efektif. Dan melatih siswa untuk menerapkan dalam berbagai jenis tag. Kemudian menggunakan rubrik penilaian yang jelas untuk memberikan umpan balik. Jadi, jika rubrik penilaiannya jelas, kami bisa memberikan umpan balik. Kemudian menciptakan lingkungan belajar yang aman dan suportif di mana siswa merasa nyaman untuk berbagi pikiran mereka tentang membaca.

Pewawancara (Interviewer): Bagaimana Anda membantu siswa mengenali apa yang harus dilakukan ketika mereka bingung saat membaca pertanyaan HOTS?

(How do you help students recognize what to do when they are confused while reading a HOTS question?)

Narasumber (Teacher): Saya membuatnya tetap sederhana, untuk yang satu ini saya biasanya menggunakan teknik penghubung antara pertanyaan dan jawaban. Mengajak siswa saya untuk memberi label pada jenis pertanyaan yang diajukan dan kemudian menggunakan informasi ini untuk membantu mereka merumuskan jawaban. Biasanya ada dua: 1. Apakah jawabannya ada di teks. 2. Apakah jawabannya dikembangkan oleh siswa itu sendiri. Tetapi kecenderungannya dengan HOT biasanya adalah jawaban yang dikembangkan sendiri yang hanya tersirat dalam teks, tidak eksplisit.

Pewawancara (Interviewer): Bisakah Anda jelaskan bagaimana Anda menunjukkan kepada siswa di mana dan kapan keputusan perlu dibuat selama membaca?

(How do you show students where and when decisions need to be made during reading?)

Narasumber (Teacher): Untuk membantu siswa memahami kapan dan di mana keputusan harus dibuat saat membaca, saya menggunakan strategi mengidentifikasi titik-titik keputusan dengan mengajukan pertanyaan. Pertama-tama, saya berharap ini akan mendorong siswa untuk berpikir kritis tentang informasi yang mereka baca tentunya. Kemudian dengan menggunakan penanda visual, menandai bagian-bagian teks yang membutuhkan keputusan dengan stabilo atau catatan tempel. Itu biasanya sederhana tetapi sangat berarti. Kemudian berhenti dan merefleksikan, seperti yang dijelaskan dalam pertanyaan sebelumnya, berhenti saat membaca dan meminta siswa untuk memprediksi apa yang akan terjadi selanjutnya.

Pewawancara (Interviewer): Dapatkah Anda mendeskripsikan momen di mana Anda menyoroti pilihan seperti membaca ulang atau mencari petunjuk konteks? (Could you describe a moment when you highlighted a choice like rereading or looking for context clues?)

Narasumber (Teacher): Momen ketika membaca ulang dengan memberikan contoh jika saya, cara menandai teks dengan benar. Dan meminta siswa untuk mencoba menandai bagian-bagian penting dari teks yang diberikan. Jadi ada juga menebak di sana, menebak. Mereka mencoba menebak teks mana yang dianggap penting dalam sebuah paragraf. Yang selanjutnya, sementara momen saat mencari petunjuk konteks, saya biasanya setelah siswa menandai teks dengan stabilo atau menggarisbawahi, mengundang mereka untuk berdiskusi. Jadi diskusikan mengapa mereka menandai bagian-bagian itu dan apa yang mereka pikirkan tentang bagian-bagian yang mereka garisbawahi. Kira-kira seperti itu.

Pewawancara (Interviewer): Lalu, bagaimana cara Anda mendorong siswa untuk sadar akan pemikiran mereka sendiri saat membaca?

(How do you encourage your students to be aware of their own thinking while reading?)

Narasumber (Teacher): Ketika mengajar membaca, saya menggunakan berbagai strategi yang berfokus pada pengembangan kesadaran metakognitif siswa dan keterampilan berpikir kritis dengan memfasilitasi diskusi tentang pemahaman, kemudian memberikan umpan balik khusus dan menggunakan pertanyaan reflektif untuk mendorong siswa menjelajahi pemikiran mereka sendiri.

Pewawancara (Interviewer): Dengan cara apa Anda mencontohkan cara memantau pemahaman dan menyesuaikan strategi?

(In what ways do you model how to monitor comprehension and adjust strategies?)

Narasumber (Teacher): Ketika mengajar membaca, saya menggunakan berbagai strategi yang berfokus pada pengembangan kesadaran metakognitif siswa dan keterampilan berpikir kritis dengan memfasilitasi diskusi tentang pemahaman, kemudian memberikan umpan balik khusus dan menggunakan pertanyaan reflektif untuk mendorong siswa menjelajahi pemikiran mereka sendiri.

Pewawancara (Interviewer): Bagaimana Anda mencontohkan cara menjawab pertanyaan HOTS sebelum meminta siswa untuk mencobanya?

(How do you model answering HOTS questions before asking students to try?)

Narasumber (Teacher): Saya menggunakan pendekatan yang merangsang pemikiran kritis, analisis, dan pemecahan masalah. Yang sering saya gunakan

dalam pelajaran saya adalah model pembelajaran berbasis masalah dan model pemetaan pikiran. Anda bisa mencari kedua model pembelajaran itu nanti.

Pewawancara (Interviewer): Apa yang biasanya Anda tekankan saat pertama kali memperkenalkan tugas membaca HOTS?

(What do you usually emphasize when first introducing a HOTS reading task?)

Narasumber (Teacher): Saya biasanya menggunakan pertanyaan terbuka (*open-ended questions*) untuk mendorong siswa berpikir lebih dalam dan memberikan alasan di balik jawaban mereka. Saya juga memastikan bahwa pertanyaan-pertanyaan tersebut relevan dengan materi pembelajaran dan menantang bagi para siswa.

Pewawancara (Interviewer): Bagaimana Anda membimbing siswa Anda melalui proses menganalisis teks bacaan?

(How do you guide your students through the process of analyzing a reading text?)

Narasumber (Teacher): Saya menggunakan strategi dengan diskusi kelompok. Siswa dipandu dalam diskusi kelompok untuk membahas pertanyaan-pertanyaan sulit, kemudian bertukar ide, menguji pemahaman mereka, dan memperdalam pemikiran mereka melalui interaksi dengan teman sebaya.

Pewawancara (Interviewer): Jenis dukungan atau pertanyaan apa yang Anda berikan selama tahap ini?

(What kind of support or questions do you provide during this stage?)

Narasumber (Teacher): Karena pada tahap itu dengan diskusi kelompok, maka pada tahap ini saya memfasilitasi diskusi ini dengan pertanyaan terbuka dan umpan balik yang membangun.

Pewawancara (Interviewer): Bagaimana Anda melibatkan siswa dalam kolaborasi dengan teman sebaya saat mengerjakan tugas membaca HOTS?

(How do you engage students in peer collaboration when working on HOTS reading tasks?)

Narasumber (Teacher): Saya membentuk kelompok dan menugaskan tugas. Pembentukan kelompok ini adalah kelompok heterogen tentu saja, karena kelompok heterogen ini memungkinkan siswa untuk belajar satu sama lain dan saling melengkapi. Dan kemudian pembagian tugas, saya memberikan tugas yang jelas dan spesifik kepada setiap anggota kelompok.

Pewawancara (Interviewer): Apa peran Anda selama diskusi kelompok tentang teks bacaan?

(What is your role during group discussions about reading texts?)

Narasumber (Teacher): Peran saya sebagai guru adalah sebagai fasilitator. Selain itu, peran saya adalah memberikan pertanyaan-pertanyaan panduan yang memicu diskusi ini agar berjalan dengan baik.

Pewawancara (Interviewer): Bagaimana Anda tahu kapan siswa Anda siap untuk menjawab pertanyaan HOTS secara mandiri?

(How do you know when your students are ready to answer HOTS questions independently?)

Narasumber (Teacher): Saya mencari tanda-tanda bahwa siswa tidak lagi hanya mengingat fakta tetapi mulai menganalisis, mengevaluasi, dan menciptakan ide-ide mereka sendiri berdasarkan teks. Misalnya, ketika mereka dapat menjelaskan alasan di balik jawaban mereka tanpa banyak diminta, atau ketika mereka membuat kesimpulan secara mandiri, saya merasa mereka siap untuk tugas HOTS. Juga, saya memeriksa apakah mereka dapat menangani pertanyaan terbuka tanpa merasa buntu.

Pewawancara (Interviewer): Jenis tugas apa yang Anda berikan untuk mendorong pembacaan kritis secara mandiri?

(What kinds of tasks do you assign to encourage independent critical reading?)

Narasumber (Teacher): Tugas-tugas yang menantang bagi siswa, seperti: Menganalisis argumen, Membandingkan sumber, Membuat ringkasan kritis.

Pewawancara (Interviewer): Jenis pertanyaan apa yang Anda ajukan untuk mendorong siswa menjelaskan jawaban mereka?

(What kinds of questions do you ask to encourage students to explain their answers?)

Narasumber (Teacher): Guru sering mengajukan pertanyaan seperti: "Mengapa kamu berpikir begitu?", "Bukti apa dari teks yang mendukung jawabanmu?", "Mungkinkah ada interpretasi lain?", "Bagaimana kamu sampai pada kesimpulan itu?" Pertanyaan-pertanyaan ini membantu siswa menggali lebih dalam alasan mereka daripada hanya memberikan jawaban sederhana.

Pewawancara (Interviewer): Dapatkah Anda berbagi bagaimana Anda membantu siswa mengutarakan penalaran mereka saat menjawab pertanyaan HOTS?

(Can you share how you help students verbalize their reasoning when answering HOTS questions?)

Narasumber (Teacher): Terkadang saya membimbing mereka selangkah demi selangkah dengan mencontohkan bagaimana saya berpikir keras. Misalnya, saya mengatakan hal-hal seperti, "Saya bingung di sini, jadi saya akan membaca ulang bagian ini," atau "Saya melihat sebuah petunjuk yang terhubung dengan ide utama." Saya juga meminta mereka untuk menjelaskan bagaimana mereka menemukan jawaban mereka, mendorong mereka untuk membagikan proses berpikir mereka.

Pewawancara (Interviewer): Apakah Anda mengajarkan kosa kata atau kerangka kalimat tertentu untuk membantu siswa menjelaskan proses berpikir mereka? Jika ya, bagaimana Anda melakukannya?

(Do you teach specific vocabulary or sentence frames to help students explain their thought process? If so, how do you do that?)

Narasumber (Teacher): Sebenarnya, ini adalah salah satu area yang ingin guru tingkatkan. Guru belum secara konsisten mengajarkan kerangka kalimat seperti "Saya menyimpulkan…" atau "Saya memprediksi…," tetapi saya menyadari itu sangat berguna. Ketika saya ingat, saya memberikan contoh seperti "Penulis sepertinya menyarankan…" atau "Ini mungkin berarti…" untuk membantu siswa mengungkapkan pikiran yang lebih kompleks.

Pewawancara (Interviewer): Bagaimana Anda memasukkan frasa seperti "Saya menyimpulkan…" atau "Saya memprediksi…" dalam pengajaran Anda?

(How do you incorporate phrases like "I infer…" or "I predict…" in your teaching?)

Narasumber (Teacher): Saat ini, Guru menyebutkannya sesekali ketika dia menjelaskan cara menjawab jenis pertanyaan tertentu. Misalnya, saat membaca, dia mungkin berkata: "Saya menyimpulkan bahwa karakter itu sedih karena kata-kata 'air mata jatuh.'" "Saya memprediksi bahwa masalah akan menjadi lebih buruk karena petunjuk ini." Tapi saya perlu melatih siswa untuk menggunakan frasa ini sendiri secara lebih sistematis.

Pewawancara (Interviewer): Bagaimana Anda menggunakan diskusi pasangan atau kelompok untuk mendukung siswa dalam mengartikulasikan ide-ide mereka?

(How do you use pair or group discussions to support students in articulating their ideas?)

Narasumber (Teacher): Sejujurnya, guru cenderung lebih banyak melakukan diskusi seluruh kelas, tetapi dia tahu bahwa diskusi pasangan atau kelompok membantu siswa merasa lebih percaya diri dalam mengungkapkan ide-ide mereka. Ketika dia menggunakan kelompok, dia mungkin menugaskan perspektif yang berbeda untuk setiap kelompok sehingga mereka dapat berdiskusi dan berdebat. Ini adalah sesuatu yang ingin dia integrasikan lebih sering.

Pewawancara (Interviewer): Manfaat apa yang Anda amati dari kegiatan think-pair-share dalam membaca HOTS?

(What benefits have you observed from think-pair-share activities in HOTS reading?)

Narasumber (Teacher): Ketika dia mencoba *think-pair-share*, dia menyadari siswa merasa lebih aman berbagi ide dengan pasangan terlebih dahulu. Ini membantu siswa yang lebih lemah merumuskan pikiran mereka sebelum berbicara kepada seluruh kelas. Ini juga memunculkan ide dan interpretasi yang beragam yang mungkin tidak kita dapatkan dalam diskusi yang murni dipimpin oleh guru.

Pewawancara (Interviewer): Jenis awalan kalimat apa yang Anda berikan kepada siswa ketika mereka kesulitan menjelaskan jawaban mereka?

(What kinds of sentence starters do you give to students when they are struggling to explain their answers?)

Narasumber (Teacher): Beberapa contoh adalah: "Penulis sepertinya menyarankan bahwa…", "Saya pikir ini berarti…", "Detail ini menunjukkan bahwa…", "Saya menyimpulkan bahwa…", "Satu alasan adalah karena…" Ini membantu siswa memulai penjelasan mereka tanpa merasa buntu.

Pewawancara (Interviewer): Bagaimana awalan kalimat membantu siswa dalam mengembangkan tanggapan mereka terhadap teks bacaan?

(How do sentence starters help students in developing their responses to reading texts?)

Narasumber (Teacher): Pemberian awalan kalimat memberikan siswa struktur untuk mengekspresikan pemikiran yang lebih kompleks. Alih-alih berhenti pada "Ya" atau "Tidak," mereka memiliki cara untuk menguraikan. Ini sangat

membantu bagi siswa yang memiliki ide tetapi kesulitan untuk mengungkapkannya dengan kata-kata.

Pewawancara (Interviewer): Ketika siswa menjelaskan jawaban mereka, bagaimana Anda merespons untuk mendorong pemikiran yang lebih baik daripada hanya jawaban yang benar?

(When students explain their answers, how do you respond to encourage better thinking rather than just correct answers?)

Narasumber (Teacher): Dia mencoba untuk tidak langsung mengatakan "benar" atau "salah". Sebaliknya, dia mengajukan pertanyaan lanjutan seperti: "Bisakah kamu menjelaskan mengapa?", "Mungkinkah ada cara lain untuk melihat ini?", "Apa yang membuatmu berpikir begitu?" Ini menjaga fokus pada penalaran daripada hanya kebenaran.

Pewawancara (Interviewer): Jenis umpan balik apa yang menurut Anda paling membantu untuk mengembangkan penalaran mereka?

(What kind of feedback do you find most helpful for developing their reasoning?)

Narasumber (Teacher): Umpan balik yang berfokus pada proses paling efektif. Misalnya, alih-alih mengatakan "Kerja bagus," dia mungkin berkata, "Saya suka bagaimana kamu menggunakan kata 'namun' untuk menunjukkan kontras," atau "Kamu menghubungkan jawabanmu dengan bukti di paragraf tiga—itu sangat bagus!" Ini membantu siswa mengetahui strategi berpikir apa yang harus diulang.

Pewawancara (Interviewer): Bagaimana Anda menunjukkan pemikiran ahli saat menganalisis teks bacaan HOTS?

(How do you demonstrate expert thinking when analyzing HOTS reading texts?)

Narasumber (Teacher): Dia membaca sebuah bagian singkat dengan suara keras dan memikirkan pikirannya. Dia mungkin berkata: "Hmm… Saya tidak yakin apa yang dimaksud penulis di sini, jadi saya akan memeriksa kalimat ini lagi," atau "Kata 'ephemeral' ini menyarankan sesuatu yang sementara. Saya pikir penulis ingin menunjukkan bahwa seni jalanan tidak bertahan lama." Dengan cara ini, siswa dapat melihat bagaimana seorang pembaca yang terampil menangani bagian-bagian teks yang sulit.

Pewawancara (Interviewer): Elemen apa dari proses berpikir Anda sendiri yang Anda soroti saat mencontohkan?

(What elements of your own thought process do you highlight when modelling?)

Narasumber (Teacher): Dia menyoroti: Ketika saya merasa bingung dan memutuskan untuk membaca ulang, Bagaimana saya menghubungkan petunjuk dari bagian-bagian teks yang berbeda, Bagaimana saya mencari kata-kata sinyal seperti "namun" atau "oleh karena itu", Bagaimana saya memeriksa apakah prediksi saya cocok dengan apa yang akan terjadi selanjutnya.

Pewawancara (Interviewer): Bagaimana Anda mendorong siswa untuk merefleksikan bagaimana mereka sampai pada suatu jawaban?

(How do you encourage students to reflect on how they arrived at an answer?)

Narasumber (Teacher): Setelah siswa menjawab, dia sering bertanya: "Bisakah kamu memberi tahu kami bagaimana kamu menemukan jawaban itu?" atau "Langkah-langkah apa yang kamu ikuti?" dia juga terkadang meminta mereka untuk menulis penjelasan singkat tentang bagaimana mereka memecahkannya.

Pewawancara (Interviewer): Pertanyaan atau petunjuk apa yang Anda gunakan untuk membuat siswa mengevaluasi penalaran mereka sendiri?

(What prompts or questions do you use to get students to evaluate their own reasoning?)

Narasumber (Teacher): Pertanyaan yang dia gunakan termasuk: "Apakah kamu pikir ada cara lain untuk melihat ini?", "Mungkinkah seseorang tidak setuju dengan jawabanmu? Mengapa?", "Apa yang membuat jawabanmu kuat?" Pertanyaan-pertanyaan ini mendorong mereka untuk memeriksa pemikiran mereka sendiri secara kritis.

Pewawancara (Interviewer): Bagaimana Anda membantu siswa membandingkan jawaban mereka dengan model Anda atau dengan penalaran teman sebaya mereka?

(How do you help students compare their answers with your model or with their peers' reasoning?)

Narasumber (Teacher): Dia sering membaca jawaban siswa yang berbeda dengan suara keras dan meminta kelas untuk membandingkan. Misalnya: "Siswa A mengatakan ini. Siswa B mengatakan itu. Mana yang memiliki bukti yang lebih kuat?" Atau, dia menunjukkan jawabannya sendiri dan bertanya, "Bagaimana jawaban saya berbeda dari jawabanmu?".

Pewawancara (Interviewer): Dapatkah Anda mendeskripsikan momen di mana perbandingan ini mengarah pada pemahaman yang lebih baik?

(Can you describe a moment where this comparison led to a better understanding?)

Narasumber (Teacher): Ya, suatu kali kami membahas mengapa seorang karakter merasa berkonflik dalam sebuah cerita. Satu siswa mengatakan itu karena karakternya sedih, tetapi yang lain mengatakan itu karena dia merasa bersalah. Ketika kami membandingkan kedua jawaban dan melihat bukti, kelas menyadari bahwa teks lebih kuat mendukung rasa bersalah. Itu membantu siswa melihat pentingnya bukti.

Pewawancara (Interviewer): Langkah-langkah apa yang Anda ambil untuk membantu siswa meningkatkan atau merevisi strategi membaca mereka?

(What steps do you take to help students improve or revise their reading strategies?)

Narasumber (Teacher): Dia pertama-tama membantu mereka mengidentifikasi bagian teks mana yang membingungkan mereka. Kemudian, dia menunjukkan kepada mereka strategi-strategi spesifik, seperti membaca ulang, mencari kata-kata sinyal, atau membuat prediksi. Dia juga meminta mereka untuk mempraktikkan strategi baru itu pada teks lain.

Pewawancara (Interviewer): Bagaimana Anda membimbing siswa untuk menjadi pembaca yang lebih efektif melalui refleksi?

(How do you guide students to become more effective readers through reflection?)

Narasumber (Teacher): Dia sering mengakhiri pelajaran dengan mengajukan pertanyaan seperti: "Apa yang kamu pelajari tentang cara membaca jenis teks ini?", "Apa yang akan kamu lakukan secara berbeda lain kali?" Saya juga

terkadang memberi mereka daftar periksa untuk memantau proses membaca mereka sendiri.

APPENDIX 3 : DOCUMENTATIONS

OBSERVATION

INTERVIEW

APPENDIX 4 : INSTRUMENT OF THE RESEARCH

Document Checklist

No	Aspect	Indicator	Items	Yes	No	Notes
1	The presence of HOTS elements in reading passages	1. Complex Ideas	1. The text includes ideas that go beyond surface-level facts and require readers to process abstract or layered meanings.			
			2. The text presents arguments or claims that are interrelated and require evaluation of cause-effect or comparison-contrast relationships.			
			3. The text contains contradictory or opposing viewpoints that prompt critical judgment or synthesis.			
			4. The main ideas are not stated directly but unfold through logical reasoning or multiple stages.			
		2. Ambiguity or Multiple Perspectives	5. The text presents two or more differing perspectives on the same issue.			
			6. The meaning of the text is open to more than one interpretation, requiring contextual analysis.			
			7. The text prompts the reader to weigh evidence or reasoning behind contrasting viewpoints.			
			8. There is space for the reader to form an informed opinion based on multiple perspectives.			

No	Aspect	Indicator	Items	Yes	No	Notes
		3. Rich Academic Vocabulary	9. The text includes domain-specific vocabulary or technical terms relevant to the topic.			
			10. The vocabulary includes words with abstract or conceptual meanings that require contextual inference.			
			11. Readers must rely on surrounding context to fully understand unfamiliar or academic terms.			
		4. Implicit Information	12. Key information in the text is implied rather than directly stated.			
			13. The reader is required to make inferences or assumptions based on clues provided in the text.			
			14. The text allows for interpretive answers to comprehension questions, encouraging analysis and reasoning.			
		5. Authentic Contexts	15. The text is adapted or taken from real-world sources such as news articles, reports, or opinion pieces.			
			16. The issues discussed are grounded in real-life social, political, economic, or environmental problems.			
			17. The content reflects authentic language use and settings, enhancing relevance and engagement.			
		6. Cognitive Dissonance	18. The text presents ideas or facts that challenge commonly held beliefs or			

No	Aspect	Indicator	Items	Yes	No	Notes
			assumptions.			
			19. There is a clear contradiction within the text that prompts further investigation or inquiry.			
			20. The text encourages the reader to critically examine biases, motives, or implications behind statements.			

Validation Notes:

      The validation of the HOTS elements checklist confirms that the indicators are comprehensive and clearly structured across six key indicators: Complex Ideas, Ambiguity or Multiple Perspectives, Rich Academic Vocabulary, Implicit Information, Authentic Contexts, and Cognitive Dissonance. Each indicator effectively targets critical thinking and abstract reasoning, although some would benefit from clearer examples or threshold definitions. The checklist strongly supports inference, real-world relevance, and metacognition.

Curup, June 30, 2025

Validator

Rizki Indra Guci, M.Pd.

Observation Checklist

No	Aspect	Indicator	Sub-indicator	Items	Yes	No	Notes
1	Teachers' strategies in teaching students to answer HOTS questions on reading texts	1. Modelling	1. Think-Aloud: Verbalize Thinking	1. Teacher verbalizes their thinking aloud while reading a text (e.g., explaining confusion, inference, or noticing key words).			
			2. Make Invisible Processes Visible	2. Teacher makes invisible thinking processes visible (e.g., identifies pronoun references, pauses to confirm ideas).			
			3. Highlight Decision Points	3. Teacher highlights decision points during reading (e.g., chooses to reread, uses clues to infer meaning).			
			4. Connect to	4. Teacher			

No	Aspect	Indicator	Sub-indicator	Items	Yes	No	Notes
			Metacognition	connects the reading process to metacognition (e.g., mentions awareness of when to pause, reread, or look up words).			
		2. Scaffolding	9. Focused Instruction	5. Teacher models how to approach HOTS questions.			
			10. Guided Instruction	6. Teacher prompts students and works through examples together.			
			11. Collaborative Learning	7. Teacher allows students to discuss reading texts in pairs or groups.			
			12. Independent Learning	8. Teacher assigns independent tasks, where students answer HOTS			

No	Aspect	Indicator	Sub-indicator	Items	Yes	No	Notes
				questions on their own.			
		3. Articulation	11. Prompting Students to Talk About Their Thinking	9. Teacher prompts students to explain their thinking (e.g., "What made you think that?").			
			12. Encouraging Use of Metacognitive Vocabulary	10. Teacher encourages students to use metacognitive vocabulary (e.g., "I infer...", "I wonder...", "I predict...").			
			13. Using Think-Pair-Share to Practice Articulation	11. Teacher uses Think-Pair-Share strategy to allow students to discuss their thoughts before sharing with the class.			
			14. Providing	12. Teacher			

No	Aspect	Indicator	Sub-indicator	Items	Yes	No	Notes
			Sentence Starters	provides sentence starters to help students articulate responses (e.g., "The author seems to suggest...") .			
			15. Giving Feedback Focused on Process, Not Just Correctness	13. Teacher gives feedback focused on students' reasoning process, not just the correctness of answers.			
		4. Reflection	9. Providing an Expert Model	14. Teacher provides an expert model of answering HOTS questions, including thought process explanation.			
			10. Asking Students to Articulate Their Own Reasoning	15. Teacher asks students to articulate their own reasoning			

No	Aspect	Indicator	Sub-indicator	Items	Yes	No	Notes
				during or after completing a reading task.			
			11. Guiding Comparison Between Student Thinking and Expert Model	16. Teacher guides students to compare their reasoning with expert thinking (e.g., comparing use of signal words or inference strategies).			
			12. Encouraging Adjustment of Thinking Strategies	17. Teacher encourages students to revise or improve their thinking strategies based on reflection or feedback.			

<u>Validation Notes:</u>

The validated observation checklist presents a more structured and detailed format than the draft. It organizes teacher strategies based on key instructional indicators, each broken down into sub-indicators with clear, observable behaviors related to HOTS reading instruction. The checklist uses consistent phrasing and includes a "Yes/No/Notes" format to guide data collection. In contrast, the draft is broader in scope, includes multiple theoretical references, and mixes teacher and student-related problems, but lacks specificity in observation statements. For research purposes, the validated version is recommended due to its clarity, depth, and direct alignment with instructional practices.

Curup, June 30, 2025

Validator

Rizki Indra Guci, M.Pd.

Interview Guideline

No	Aspect	Indicator	Sub-indicator	Questions
1	Teachers' strategies in teaching students to answer HOTS questions on reading texts	1. Modelling	1. Think-Aloud: Verbalize Thinking	1. How do you usually demonstrate your thought process when reading a text aloud to your students? 2. Can you share an example of how you show your students what you're thinking when encountering a challenging word or phrase?
			2. Make Invisible Processes Visible	3. What steps do you take to make your internal reading strategies visible to your students? 4. How do you help students recognize what to do when they are confused while reading a HOTS question?
			3. Highlight Decision Points	5. How do you show students where and when decisions need to be made during reading? 6. Could you describe a moment when you highlighted a choice like rereading or looking for context clues?
			4. Connect to	7. How do you

No	Aspect	Indicator	Sub-indicator	Questions
			Metacognition	encourage your students to be aware of their own thinking while reading? 8. In what ways do you model how to monitor comprehension and adjust strategies?
		2. Scaffolding	13. Focused Instruction	9. How do you model answering HOTS questions before asking students to try? 10. What do you usually emphasize when first introducing a HOTS reading task?
			14. Guided Instruction	11. How do you guide your students through the process of analyzing a reading text? 12. What kind of support or questions do you provide during this stage?
			15. Collaborative Learning	13. How do you engage students in peer collaboration when working on HOTS reading tasks? 14. What is your role during group discussions about reading texts?
			16. Independent	15. How do you know

No	Aspect	Indicator	Sub-indicator	Questions
			Learning	when your students are ready to answer HOTS questions independently?
				16. What kinds of tasks do you assign to encourage independent critical reading?
		3. Articulation	16. Prompting Students to Talk About Their Thinking	17. What kinds of questions do you ask to encourage students to explain their answers?
				18. Can you share how you help students verbalize their reasoning when answering HOTS questions?
			17. Encouraging Use of Metacognitive Vocabulary	19. Do you teach specific vocabulary or sentence frames to help students explain their thought process? If so, how do you do that?
				20. How do you incorporate phrases like "I infer..." or "I predict..." in your teaching?
			18. Using Think-Pair-Share to Practice Articulation	21. How do you use pair or group discussions to support students in articulating their ideas?

No	Aspect	Indicator	Sub-indicator	Questions
				22. What benefits have you observed from think-pair-share activities in HOTS reading?
			19. Providing Sentence Starters	23. What kinds of sentence starters do you give to students when they are struggling to explain their answers?
				24. How do sentence starters help students in developing their responses to reading texts?
			20. Giving Feedback Focused on Process, Not Just Correctness	25. When students explain their answers, how do you respond to encourage better thinking rather than just correct answers?
				26. What kind of feedback do you find most helpful for developing their reasoning?
		4. Reflection	13. Providing an Expert Model	27. How do you demonstrate expert thinking when analyzing HOTS reading texts?
				28. What elements of your own thought process do you

No	Aspect	Indicator	Sub-indicator	Questions
				highlight when modelling?
			14. Asking Students to Articulate Their Own Reasoning	29. How do you encourage students to reflect on how they arrived at an answer?
				30. What prompts or questions do you use to get students to evaluate their own reasoning?
			15. Guiding Comparison Between Student Thinking and Expert Model	31. How do you help students compare their answers with your model or with their peers' reasoning?
				32. Can you describe a moment where this comparison led to a better understanding?
			16. Encouraging Adjustment of Thinking Strategies	33. What steps do you take to help students improve or revise their reading strategies?
				34. How do you guide students to become more effective readers through reflection?

Validation Notes:

The validated interview guideline is more structured and detailed than the draft, offering clearer indicators, specific sub-indicators, and well-developed questions that align with the Cognitive Apprenticeship model. While the draft includes useful theoretical references and broader teacher concerns, its questions are generally vague and less effective for in-depth data collection. The validated version is recommended for use, with minor enhancements such as explicitly mapping questions to their theoretical basis and selectively incorporating relevant items from the draft to enrich the instrument.

Curup, June 30, 2025

Validator

Rizki Indra Guci, M.Pd.

APPENDIX 5 :

SK PEMBIMBING , and SK PENELITIAN

Nomor : 295 Tahun 2025

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 Presiden 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 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	:	1.	Permohonan Saudara Amanda Aulia Tifani tanggal 14 April 2025 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
		2.	Berita Acara Seminar Proposal Pada Hari Jumat, 7 Maret 2025

M E M U T U S K A N :

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   : **Amanda Aulia Tifani**
N I M   : **21551006**
JUDUL SKRIPSI   : **Teacher Strategies in Teaching Students to Answer HOTS Questions on Reading Passages at SMAN 1 Rejang Lebong**

Kedua	:	Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 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 berla ku ;

Ditetapkan di Curup,
Pada tanggal 14 April 2025
Dekan,

Sutarto

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

DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan Basuki Rahmat No. 10 Kelurahan Dwi Tunggal

SURAT IZIN
Nomor: 503/3072609/IP/DPMPTSP/VII/2025

TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP 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. - -- Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian Kepada

Nama / TTL	: AMANDA AULIA TIFANI
NIM	: 21551006
Program Studi/Fakultas	: TADRIS BAHASA INGGRIS/ TARBIYAH
Judul Proposal Penelitian	: **TEACHER STRATEGIES IN TEACHING STUDENTS TO ANSWER HOTS QUESTION ON READING PASSAGE**
Lokasi Penelitian	: SMA N 1 REJANG LEBONG
Waktu Penelitian	: 2025-07-04 s/d 2025-09-04
Pernanggung Jawab	: WAKIL DEKAN 1

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 mengidahkan ketentuan-ketentuan seperti tersebut diatas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya

Dikeluarkan di : C U R U P

Pada Tanggal   : 03 Juli 2025

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KABUPATEN REJANG LEBONG

ZULKARNAIN, SH
Pembina
NIP. 19751010 200704 1 001

AUTOBIOGRAPHY

Amanda Aulia Tifani is the author of this thesis, Born in Curup, on November 20th 2002, From her mother Rini Maharani and father Ismail, she is the eldest of two siblings, with a younger brother named Faliq Fadli Dhufair, who is also striving to shape his future while the author is busy completing her bachelor's degree.

She began her educational journey at TK Kodim, which she completed in 2008. She then continued her elementary education at SD Unggulan Aisyiyah (SDUA) Curup, graduating in 2015, and subsequently attended SMP N 2 Rejang Lebong, graduating in 2015. He then attended SMA N 1 Rejang Lebong, where what should have been the most beautiful time of his school life turned out to be a period he described as a bad experience. However, he managed to complete his studies and graduated in 2021.

After completing high school, she continued his undergraduate studies at IAIN Curup and chose the English Tadris Study Program, as English has been his favorite subject since elementary school. Although she felt a little overwhelmed by her studies because it was not her dream university, she still tried to stay

excited every day at college. At college, she joined an organization called UKM Kesenian. She tried to be active in the organization, starting as a member of the vocal and music division because she loved singing. After that, she became the vice chair of the division.

Since elementary school, besides English-related activities, he has always participated in extracurricular activities related to the arts because he also enjoys them. For example, in elementary school, he joined traditional dance, in middle school, he joined the choir, and in high school, he also joined the choir organization.

Her educational journey in college was not always easy, she faced many challenges, complaints, and tears every day. This thesis is merely a symbol of the beginning of this woman's life journey. I realize that every experience, both joyful and sorrowful, has shaped who I am today. With a heart full of hope, I move forward, ready to face whatever lies ahead.