PROMOTING HIGHER THINKING SKILLS TO STUDENTS IN JUNIOR HIGH SCHOOLS SALATIGA

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

Dias Ayu Ambarwati
112015053

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
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PROMOTING HIGHER ORDER THINKING SKILLS TO STUDENTS IN JUNIOR HIGH SCHOOL SALATIGA

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ABSTRACTS

This study describes HOTS activities used in English classes. It attempted to answer the research question: “What activities are applied by the teachers to promote higher order thinking skills to the students?”. The participants were 2 English teachers at SMP Negeri 1 Salatiga and SMP Negeri 3 Salatiga who applied HOTS in teaching. This study used observation technique to collect data. The teachers were also asked to respond to 6 questions related to HOTS activities they applied and their difficulties in creating HOTS activities. The data analysis shows they used HOTS activities such as; predicting, analyzing, applying, and developing as bases for the activities.

Keywords: Higher Order Thinking Skills, HOTS Activities, Teachers’ Difficulties

INTRODUCTION

Education is one important aspect that influences a vision of a country. A good education is a key to create a better future. In this era, educators have a big task to bring a successful education into reality. However, Indonesia belongs to a country that has a low rank in education. Therefore, educators have to improve education quality through improved new curriculum, new method, new policy, and new regulation (Retnawati, Djidu, Kartianom, Apino, and Anazifa, 2018). A new way of teaching which is being applied by educators is the application of Higher Order Thinking Skills (HOTS).
In the 21st century, promoting HOTS is a good method to improve education. In Bloom’s taxonomy of learning, HOTS is defined by three upper levels of cognitive skills in the learning hierarchy: analysis, synthesis, and evaluation (Ganapathy, Kaur, and Wai, 2017). Implementing HOTS in a language learning can have a positive impact on students’ learning and performance. Higher order thinking skills are good method that have aspects which will be needed for students who want to improve their critical thinking and creative thinking skills. To implement HOTS, the government needs help from good quality teachers. A good quality teacher is needed to improve the education quality which means teachers must have creative strategies to promote HOTS to their students.

However, promoting HOTS is still a big challenge for teachers. HOTS cannot be taught directly, so teachers need creativity, knowledge, and strategy (Retnawati et al. 2018). Teachers have to train students to develop problem-based learning through activities in language learning. Unfortunately, many teachers still have difficulties to create HOTS activities.

Over the past decade, only a few studies explored how English teachers promote HOTS in the language learning. The studies only explored promoting HOTS in Math and Science. This study examined activities to promote HOTS in language learning by English teachers in Salatiga.

This present study was planned to identify activities used by teachers who applied HOTS to make students able to think critically. This research was held at two junior high schools in Salatiga and the participants were English teachers in
the schools. The focus of this study was to analyze what activities were applied by English teachers in Junior High Schools Salatiga to promote HOTS. Based on the ideas above, this study answered the following research question: “What HOTS activities are applied by the teachers to promote students’ ability in English?”

The reason for developing this study was the needs to identify what activities can promote students’ higher order thinking skills in studying English. The findings of this study would be useful in teaching English.

**LITERATURE REVIEW**

This study analyzed HOTS activities applied by English teachers in Junior High Schools Salatiga. The following sections describe the relevant literature on higher order thinking skills, which includes descriptions about Higher Order Thinking Skills (HOTS), teachers’ quality in promoting HOTS, and teachers’ strategies in promoting HOTS.

**What is Higher Order Thinking Skills (HOTS)**

Many researchers have discussed promoting higher order thinking skills to enhance learning quality. Higher order thinking skills are necessary to students to improve their critical and creative thinking. Husamah, Fatmawati, and Setyawan (2017) noted that higher order thinking skills are method to think creatively, critically, logically, metacognitively, and reflectively. HOTS includes of skills on how to produce a critical reason. According to T’am and Linh (2017), they found
that through HOTS, students’ analytical and critical thinking skills were improved. Students who are trained with HOTS will show the best of themselves in learning tasks. T^am and Linh (2017) also pointed out if students are facilitated with HOTS, they will be accustomed to thinking critically and might become proficient learners who are competent of analytical reasoning, critical in evaluating the learning issues, and reflecting on their own learning. McClure (1990) also said exploring HOTS activities in learning will increase students’ understanding which requires them to use higher order thinking skills. HOTS is beneficial to students and learning quality. Promoting HOTS activities will help students to enhance their critical thinking to better learning. Researchers believe that HOTS activities will gain a positive impact on students’ performances.

**Teachers’ Quality in Promoting HOTS**

Educators and the government have promoted HOTS to teachers. To promote it in a learning, the government needs quality teachers who are able and competent to develop HOTS activities. As said by Nadia (2015), English teachers should be able not only to master pedagogical knowledge on how to teach English, but they also need to equip themselves with skills, approaches, and knowledge on how to incorporate HOTS into their teaching. Teachers also must have good comprehension about self-regulated thinking skill and be accustomed to it (Husamah, Fatmawati, and Setyawan, 2018). From those studies, teachers not only have to master lesson material, but they also need more approaches, creativity, knowledge, skills, and strategies to implement HOTS activities to students.
Teachers’ Strategies in Promoting HOTS

In learning EFL (English as a Foreign Language), teachers also need strategies to create activities or tasks that cover creative and critical thinking skills in their lessons. According to Miri, David, and Uri (2007), integrating teaching strategies, such as teachers’ questions, self-investigating of phenomena or learning issues, exercising open-ended discussion, and making inferences help students’ critical thinking to advance. Teachers’ questioning is also needed in incorporating teaching strategy. Sunggingwati (2015) stated that teachers can use reading comprehension in a textbook and ask higher level questions to train students to use skills of analysis, application, evaluation, and synthesis.

In a conclusion, higher order thinking skills are necessary method promoted by the government to increase education quality. Promoting HOTS is important to students who should enhance their critical thinking and creative thinking skills. Teachers quality is needed to implement HOTS. Teachers not only have to master pedagogical knowledge on how to teach English, but also have to be familiar with approaches, creativity, knowledge, and strategies on how to develop HOTS in language learning and teaching.

THE STUDY

Context of the Study

This research was conducted at SMP Negeri 1 Salatiga and SMP Negeri 3 Salatiga, Central Java, Indonesia. The schools have a good reputation in academic and non-academic activities and the schools are favorite schools in Salatiga. To
complete data collection of this study, the schools selected were those that have English teachers who apply HOTS to improve students’ critical thinking in English.

Participants

Two different English teachers from SMP Negeri 1 Salatiga and SMP Negeri 3 Salatiga participated as participants. All of the participants age ranged from 30 and 50 years old.

Data Collection Instruments

To ensure the data collection, this study was divided into 2 phases; classroom observations and interviews. The first phase was classroom observation. It was conducted in different English classrooms. The purpose of the observation was to identify HOTS activities applied by the teachers in their English classes. The observation aimed to identify activities of how the teachers applied HOTS as a way to enhance students’ critical thinking.

The second phase was interview. Two different English teachers participated as the interviewees. The interview session was conducted after the data collection in classroom observation was completed. Interview was chosen because it explored the teachers’ perception about the use of HOTS activities and the difficulties in creating HOTS activities.
Data Collection Procedures

The observation was done three times in each school. The observation also used table notes observation which was carefully designed from Zacharias (2013). During the observation, I noted the process of the learning using a table notes observation, thus the learning process were not disturbed. Taking notes was used to describe more about the learning in the classroom. The result of the observation was used as bases for interview questions.

In the interview session, the participants were given interview questions earlier before the interview. The purpose was to give the interviewees’ sufficient time to think how to answer the questions in detail. Bahasa Indonesia was used in the interview for better understanding and convenience in answering questions. All the teachers’ interviews were recorded using a handphone.

Data Analysis Procedures

The data were divided into two subthemes; HOTS activities applied by the teachers and the teachers’ difficulties in creating HOTS and the ways the teacher to solve the difficulties in creating HOTS activities.

FINDINGS AND DISCUSSION

This section has been classified into two parts: HOTS activities used by the teachers, teachers’ difficulties in creating HOTS activities and the ways the teachers solved the difficulties in creating HOTS activities.
HOTS Activities Used in the Class

This section presents HOTS activities and explanations of the activities used by two teachers in English classes. To collect the data, the instruments used were observing English classes and interviewing the teachers. Then, the data analysis reveals four HOTS activities applied by the teachers:

1. Predicting examination questions

The first activity was predicting examination questions. The teacher asked the students to create examination questions which they would probably face in the examination called UNBK (Ujian Nasional Berbasis Komputer). The students were 9th graders of Junior High School and they would do a national examination in two more months. This activity was one of the teacher’s preparations to prepare their students to face the national examination. The aim of this activity was to make the students accustomed to the types of questions. Besides, they not only answered the questions, but also had to predict questions that would be used in the examination. An example of the students’ work is shown below:
• The dialogue created by group 1. (A Congratulation Text)

<table>
<thead>
<tr>
<th>Lisa</th>
<th>: Hi, Andy. I’d like to congratulate you on your success to be the winner of singing competition. You must be really happy about it. I hope you can be a successful singer in the future and I wish you can win the next competition too.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andy</td>
<td>: Thank you Lisa. By the way, I know you like to play piano and I think you are a great pianist.</td>
</tr>
<tr>
<td>Lisa</td>
<td>: Thanks, Andy. I think I have to go. I have to meet my mom now. Good bye.</td>
</tr>
<tr>
<td>Andy</td>
<td>: Good bye.</td>
</tr>
</tbody>
</table>

Figure 1. Adapted from USBN Prediction Composed by Students of IX E Tahun Ajaran 2019, SMP Negeri 1 Salatiga

• The questions created by group 1.

1. What is the social function of the dialogue above?
   a. To make him happy.
   b. To praise Andy on his succeed and future.
   c. To congratulate him on his grade promotion.
   d. To judge him because his succeed.

2. Based on the dialogue above we know that…
   a. Lisa is Andy’s classmate.
   b. Lisa is Andy’s mother.
   c. Lisa is Andy’s rival.
   d. Lisa is Andy’s aunty.

Figure 2. Adapted from USBN Prediction Composed by Students of IX E Tahun Ajaran 2019, SMP Negeri 1 Salatiga

Figure 1 and Figure 2 were the examples of a congratulation text and questions related to the text. The teacher asked the students to create a text and two to three questions based on the text. The students had to do the work with their peers and each peer created different types of texts. For example, group 1 created a congratulation text, group 2 created an
announcement text, group 3 created a notice text, etc. Based on students’ work above (Figure 1 and Figure 2), they applied their creativity and critical thinking skills through creating a text and questions related to the text. By applying this activity, the students used the creating skill which includes in HOTS level. This was explained by the teacher, in her comment below:

I asked the students to create examination questions by themselves, so the questions were not from me. However, the students who created and designed it with their own creativity and ideas. They can see the example of a text and questions in the textbooks and internet as guideline. I think this activity had a higher level which is creating not only evaluating, based on Taxonomy Bloom. (Teacher 1), (Researcher’s translation)

Based on the teacher’s comment above, she applied this activity to train the students to use higher skill in predicting examination questions, which was creating. Based on Revised Bloom’s Taxonomy (2001), the level of creating includes the activity to compile all the information and combining it with elements into a new pattern (Sideeg, 2016). In this activity, the students compiled example of texts and questions from textbooks and the Internet. Therefore, the students designed and created the examination questions through guidance from those materials.

2. Analyzing questions and answers

This activity was to analyze the students’ understanding of the texts, the questions, and the answers in the textbook. One of the students’
materials was a textbook. The aim of this activity was to increase the level of students’ critical thinking by analyzing the answer from a question in the textbook. In the learning, a textbook used by students to guide and exercise them in the learning. Lustick (2010) stated that textbook questions could be as simple as dictionary questions or open-ended questions. It means that textbook questions were easy to do by the students. They could read the text and they would find the answer. However, the teacher explored the textbook questions to be more challenging to their students. The figure below shows an example of a text and questions in the textbook. The figure shows how the students analyzed the text and the questions with the reasons.

- An example of a congratulation text.

- The students’ translation about the text:

The students also gave a little bit explanation about the text.

Jadi, teks tersebut menjelaskan tentang ucapan selamat kepada tim debat karena sudah memenangkan lomba debat.

So, the text has explained a congratulation to debate club for winning the competition. (Researcher’s translation)

An example question from the text.

1. What is the purpose of the writer to write the text above?
   a. To announce that she won competitions.
   b. To congratulate her friends’ achievement.
   c. To suggest someone to keep to work hard.
   d. To tell his opinion about school speech club.

Figure 4. Adapted from Buku Latihan Soal Ujian Nasional Bahasa Inggris Kelas IX Tahun Ajaran 2019

An example of the students’ answers analysis.

What is the purpose of the writer to write the text above? The answer is B because the text explained a congratulation to her friends who won debate competition. The other answers are wrong because the answers did not explain about winning a debate competition. Answer A is wrong because the writer did not win the competition. Answer C is wrong because the text did not explain to keep the members’ hard work. The answer D is wrong because she did not explain her opinions about the debate club. (Researcher’s translation)

Based on the students’ work above, the students not only answered correctly but also the students had to analyze what the text was about, why the answer was A and why the answer was not B, C, D, or E. Even the students were obliged to analyze the answers with logical reasons based on their own ideas and opinions. The students used first language which was Bahasa Indonesia in analyzing the answers. Since they wanted to explain the analysis to their friends with understandable explanation and language. However, sometimes they tried to use English to practice their skill in speaking. This activity was a good activity to train the students to use higher level of analyzing. Although it was only one activity, the students could use two levels of HOTS at once; which were analyzing and evaluating. The teacher commented that:

From this activity, the students already understood about the text in the textbook and I hope they could analyze why the answer was right and wrong. It includes of evaluating and analyzing, so the students can think
in higher level with logical reasons, not only answer the questions correctly. (Teacher 1), (Researcher’s translation)

Based on the excerpt, the teacher used textbook questions to train the students in using HOTS, which were evaluating and analyzing. In this regard, Sunggingwati (2015) mentioned that teachers can use reading comprehension in a textbook and ask higher level questions to train students to use skills of analysis, application, evaluation, and synthesis.

3. Applying the “Robin Hood” technique

The third activity required the students applying the “Robin Hood” technique. It was an interesting method to introduce the students to solve HOTS questions. This activity was to give an arrow to a keyword that matches the answer. The aim of this activity was to make it easier for the students to answer HOTS questions given by the teacher. The teacher applied the technique by giving a fun illustration to the students based on their age and interest. The students were 8th graders of Junior High School or on average of 14 years old. At this age, the students still love with cartoon illustrations such as Robin Hood. Thus, the teacher used it to attract the students’ motivation in learning. This view is in line with Al-Tamimi and Shuib (2009) who mentioned that teacher’s activities and materials could influence the student’s motivation in learning. Therefore, as a teacher has to select the best one activity that could cover up the students’ interest. The finding below shows how the students applied the Robin Hood method in analyzing the answers:
• An example of the text.

It was my birthday last Sunday. My mother bought me a birthday cake and threw a party for me. I invited all my cousins and some of my friends. All of them came with presents in their hands.

I was very excited all day. I kept jumping about for joy in our living room. When the party was over, I sat on the floor with all presents around me. Then I opened them one by one.

There was a big box of crayons with twenty-four different colors. Then there was a pretty doll, which could sing and cry. I gave it to my little sisters to play with. Both of them were very happy that they danced around. I kept the rest of my presents, a tea set, three storybooks, another doll and some beautiful accessories. My birthday was really a very happy day for all of us.

Figure 5. Adapted from Materi Soal Kelas VIII D Tahun Ajaran 2019, SMP Negeri 3 Salatiga

• The example of questions related to the text and how the students gave an arrow to the keywords.

1. Where might be the party take place?
2. What is the most suitable title for the text?
3. Based on the text, what is the character of the writer?

Figure 6. Adapted from Materi Kelas VIII D Tahun Ajaran 2019, SMP Negeri 3 Salatiga

• The explanations of the answers from the students.

1. In our living room, because it is including part of the house.
2. My birthday, because the text tells about a birthday party.
3. Generous, because she gave the presents to her sisters.
Based on the students’ work before, the students applied the use of Robin Hood to find a keyword to answer a question. Based on the observation, the teacher gave a text and questions in a paper, then asked the students to give an arrow to the keyword of the answer in each question. The teacher asked the students to remember a Robin Hood’s action when he would shoot an arrow to his target. The students had to imagine that they would be a Robin Hood and shot an arrow to a keyword of the right answer as their target. From this activity, the students focused on shooting an arrow to find the answer or the keyword to solve the questions. Here, the teacher applied a new technique to create a new situation and different things which used the Robin Hood technique to solve the HOTS questions. The activity belongs to the level of applying. Since the students tried to apply a new technique which was Robin Hood to solve HOTS questions. As the teacher’s comment below:

The activity is suited to students’ age and interest. I used Robin Hood technique to make it easier for the students to illustrate how to find the keyword of the right answer. The students have an imagination to give an arrow to their target, and their target is the keyword. (Teacher 2),

(Researcher’s translation)

Based on the teacher’s excerpt, the teacher applied the Robin Hood technique to make the students easier in finding a keyword of the right answer. The activity belongs to the level of applying skill. This view is in line with the Revised Bloom’s Taxonomy (2001). Applying is to
solve problems to new situations by putting on knowledge, facts, techniques, and rules in a different way, Sideeg (2016). The use of Robin Hood is one of the techniques that could solve the HOTS questions in a different way which suit the students’ interest.

4. Developing a story

The last activity was developing a story. The activity was to predict and develop an original storyline to become a different story. The aim of the activity was to improve the students’ creativity to develop a story to become an unpredictable story using their own ideas. This view is in line with Brookhart (2010). She stated that the use of novel materials could improve the students’ critical thinking since they not only recall the story but also to find problems in the story (pp. 25-26). The finding below shows an example of a prediction story created by the students:

- A story of Cinderella

<table>
<thead>
<tr>
<th>The teacher’s question related to the story:</th>
<th>What will happen if Cinderella do not use make up?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students’ prediction:</td>
<td>The prince will not accept her as a wife. The prince does not want to marry with Cinderella, because she is not pretty without make up.</td>
</tr>
</tbody>
</table>

Figure 7. Adapted from Hasil Kerja Siswa Kelas IX Tahun Ajaran 2019, SMP Negeri 1 Salatiga
• A story of Malin Kundang

<table>
<thead>
<tr>
<th>The teacher’s question related to the story:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Malin Kundang really forgetting his mom?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The students’ prediction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maybe because Malin Kundang did not see his mom for a long time, so he is really forgetting his mom. Without knowing about that, his mom regard him as a rebellious son and curse him to become stone.</td>
</tr>
</tbody>
</table>

Figure 8. Adapted from Hasil Kerja Siswa Kelas IX Tahun Ajaran 2019, SMP Negeri 1 Salatiga

Based on Figure 7 and Figure 8, the students developed an original story to be a different story using their own ideas. Based on the observation, the teacher gave an original text to their students. The students had to find problems in the story, and figured out how to solve the problems. They also had to predict a storyline and develop it into a different story. For example, if the main character in the story is doing something or doing different things, what will happen with the main character. By creating a new story, the students practiced their creative and critical thinking skills. It was explained by the teacher, in her comment below:

There are many HOTS activities, for example, solve the problems in a story. I asked the students to create deconstruction of a story. The students can think make a different story, so the students could make an unpredictable story that has an original storyline. It is one of the critical
thinking skill activities that I applied to the students. (Teacher 2).
(Researcher’s translation)

In this activity, the students developed and designed the story using their creativity and ideas. The students used a higher order thinking skill which is on creating; design. *Design* is an action verb in creating category, described in Revised Bloom’s Taxonomy (2001). As based on Revised Bloom’s Taxonomy (2001), the level of creating is to compile all the information and combining it with elements into a new pattern (Sideeg, 2016). Through this activity, the students combined their own ideas and opinions of the problems in the story to develop a new story.

The Teachers’ Difficulties in Creating HOTS Activities and the Ways to Solve the Difficulties

English teachers should be able not only to master pedagogical knowledge on how to teach English, but they also need to equip themselves with skills, approaches, and knowledge on how to incorporate HOTS into their teaching (Nadia, 2015). However, sometimes teachers still have difficulties in creating and selecting the best HOTS activity to their students. This section describes the teachers’ difficulties in creating HOTS activities and the ways the teachers solve the difficulties. The data was collected from the interview with the teachers. The data analysis reveals two teachers’ difficulties:
The teacher’s problems in managing students

Palmer (2007) mentioned that student motivation is a crucial element that is necessary for quality education. When they are motivated, they pay attention to the teacher and materials. They begin working on tasks given by the teacher immediately. They ask questions and volunteer to answer, and they appear to be happy and eager. However, students who have low motivation is a scary thing for a teacher. If the students do have not a motivation to study, it would affect the learning process. For example, such as the students do not pay attention to the teacher and the material, disturb the learning process by talking with the other friends, or even sleep while the teacher explains the material. This was explained by the teacher, in her comment below:

There are some students who have low motivation in language learning. This makes me a little bit worry when they do not pay attention to me in the learning process and get nothing in learning. (Teacher 2), (Researcher’s translation)

As the teacher’s statement above, learner’s motivation could affect the learning process. Al-Tamimi and Shuib (2009) stated that learner’s motivation is a key factor that influences the success of second language learning. Seeing this difficulty, perhaps the teacher needs to find fun activities or methods to attract the students to be more active in second language learning. This was explained by the teacher, in her statement below:

I created an activity based on the students’ age and the students’ interest. Something like Robin Hood, the use of Robin Hood is useful to me to get the
students’ interest to be active in language learning. (Teacher 2), (Researcher’s translation)

As the excerpt above, she created HOTS activity into an interesting activity by using Robin Hood technique. In line with a study conducted by Liando (2010), he found that 96% of the participants in English Department in one of the universities in Manado expected their teachers to be able to create an interesting course or activity. By applying the Robin Hood technique, Teacher 1 already applied a fun activity based on the students’ age and interest, which used the Robin Hood technique. Therefore, the teacher’s solution could be reflected to teachers that have similar difficulty in students’ motivation.

The teacher’s problems in managing time

In a learning process, the time management is one of the important things in classroom management. Thus, as a teacher needs to manage the time well, do not waste the time and do not corrupt the time or end the learning process earlier. However, some teachers still have difficulties in managing the time. The problems are usually from the teacher who explain the material that needs a long time or from students who need extra time to do exercise given by the teacher. It was explained by the teacher, in her comment below:

Sometimes students who have low motivation have difficulty in answering HOTS questions, they need extra times to finish the exercise. (Teacher 2), (Researcher’s translation)
The teacher’s comment above reports that some students who had low motivation had difficulty in answering HOTS questions. Since some HOTS questions may have higher difficulty in learning, the students need to focus and use critical thinking that made the students unaware that time is running. A teacher has to know how to manage the time well, such as giving five to ten HOTS questions or do not explain the material that wastes the time. It was explained by the teacher below:

I only explained a little bit explanation to the students, but the explanation has to clearly and briefly, so the students can catch the points of the material. I also gave some HOTS questions to the students. Giving five to ten questions were enough for them. (Teacher 2), (Researcher’s translation)

The teacher’s interview excerpt shows that the teacher explained the material clearly dan briefly and tried to do not waste time. She also gave five to ten questions only to manage the time. However, there was a different case with another teacher. The teacher also had difficulty in managing the time. Although she tried to give five HOTS questions to the students, she still wasted the time because the students enjoyed analyzing the questions and answers given by the teacher. Even the students felt disappointed if the time was ended. It was commented by the teacher below:

Almost all of the students found it enjoyable to learn English because I applied activities that they like. For example, predicting a story, analyzing texts, questions, and answers, etc. Even, when the bell is ringing, they did not want to end the class, because they were happy with the activities and did not make them
felt bored. This thing is my difficulty because I need more time to teach, and two hours in teaching learning process got several questions only. (Teacher 1), (Researcher’s translation)

As the excerpt above, the students did not realize that the time was over because they were enjoying the learning process. Thus, the teacher had a strategy to use a timer. The use of the timer helped the teacher and the students in managing time. For example, the students had to answer and analyze one question in five minutes. In her comment below:

Sometimes I used a timer to manage my time when I discussed the HOTS questions with my students. I gave five minutes to analyze one text, questions, and answers. It is to practice the students to set a time management. (Teacher 1), (Researcher’s translation)

As the excerpt above, the teacher used a timer to manage the time as her strategy. The strategy could be useful for the students because they could practice to do an exercise by managing the time. MacCann, Fogarty, and Roberts (2012) stated that time management is a set of habits or learnable behavior that may be acquired in improving training and practicing. Through set a time management, the students were trained to finish their work on time.

It can be seen the teachers’ difficulties were the same, but the way they solved the problem was different. Every teacher had a different creativity, strategies, and style to teach. However, the most important thing was teachers could bring students to be a good student who has an ability in creative thinking and critical thinking skills.
CONCLUSION

The aim of this study is to answer the question, “What HOTS activities are applied by English teachers to students’ ability in English?” The finding showed the activities used by the teachers which were predicting examination questions, analyzing textbook questions, applying the Robin Hood method, and predicting a line story. Those activities were effective because the students could practice their higher order thinking skills. The use of higher order thinking skills applied in the activities were not only one level. However, the teachers explored the activities of creating or designing, applying, predicting, and analyzing. All of the levels were higher order thinking skills. The finding also showed the teachers’ difficulties in creating HOTS activities to their students and the ways the teachers solved the difficulties. The result showed that the teachers had difficulties in managing the students and managing the time.

The findings in this study may be useful for further research to promote HOTS activities to students. This study still has a limitation because it describes HOTS activities applied by the teachers in language learning. The finding of this study may be used or applied to teachers in creating HOTS activities such as; predicting examination questions, analyzing textbook questions, applying the Robin Hood technique, and developing a story.
REFERENCES


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1. Table notes observation.

### TABLE NOTES OBSERVATION

- **Name of School:**
- **Name of the English Teacher:**
- **Class:**
- **Subject:**
- **Day, Date:**

<table>
<thead>
<tr>
<th>Classroom’s Activity(s)</th>
<th>Teacher’s Activities/Questions</th>
<th>Students’ Responses/Answers</th>
<th>Additional Notes</th>
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2. Interview questions 1.

Interview Questions

Ibu Sri Wuryanti (SMP Negeri 1 Salatiga)

1. Apakah siswa sudah mengetahui tentang penggunaan HOTS di materi pembelajaran?
2. Apakah Ibu selalu menerapkan HOTS di kelas bahasa Inggris?
3. Apakah siswa dapat mengikutinya dengan baik, dengan cara menjawab pertanyaan Ibu dengan berpikir kritis dan memberikan alasan jawaban tersebut?
4. Dari pengamatan saya di kelas 9A, Ibu memberikan tugas kepada siswa untuk menjawab pertanyaan di buku teks, lalu mereka terjemahkan teks tersebut ke bahasa Indonesia dan siswa menjawab soal tersebut dengan alasan mereka akan jawabannya. Apakah itu salah satu strategi Ibu untuk menerapkan HOTS terhadap siswa?
5. Berdasarkan pengamatan di kelas 9A, Ibu juga memberikan tugas kepada siswa untuk membuat contoh soal sesuai dengan contoh text (a congratulation text, a song text, an announcement text, dsb). Apa alasan Ibu untuk memberikan tugas seperti itu?
6. Adakah kesulitan Ibu dalam membuat aktivitas HOTS untuk siswa? Jika ada, bagaimana Ibu mengatasinya?
3. Interview Questions 2

Interview Questions

Ibu Ani Afida (SMP Negeri 3 Salatiga)

1. Apakah siswa sudah mengetahui tentang penggunaan HOTS di materi pembelajaran?
2. Apakah Ibu selalu menerapkan HOTS di kelas bahasa Inggris?
3. Apakah siswa dapat mengikutinya dengan baik, dengan cara menjawab pertanyaan Ibu dengan berpikir kritis dan memberikan alasan jawaban tersebut?
4. Dari pengamatan saya di beberapa kelas, Ibu selalu menggunakan ilustrasi dari seorang Robin Hood, kemudian menyuruh siswa untuk memanah jawaban yang tepat yang ada dalam text. Apa alasan Ibu untuk menggunakan aktivitas tersebut?
5. Apakah ada aktivitas-aktivitas lainnya untuk mendukung penggunaan HOTS di kelas bahasa Inggris yang diampu Ibu?
6. Adakah kesulitan Ibu dalam membuat aktivitas HOTS untuk siswa? Jika ada, bagaimana Ibu mengatasinya?