TEACHER'S STRATEGIES TO ENHANCE STUDENTS' HIGHER ORDER THINKING SKILLS IN TEACHING READING TO THE SEVENTH GRADE STUDENTS OF SMP AL-ISLAM 1 SURAKARTA

THESIS

Submitted as A Partial Requirements for the Undergraduate Degree in

English Language Education

By:

HANIFAH MAULIDINA

SRN.15.32.2.1.147

ENGLISH LANGUAGE EDUCATION

CULTURES AND LANGUAGES FACULTY

THE STATE ISLAMIC INSTITUTE OF SURAKARTA

2020

ADVISOR SHEET

Subject: Thesis of Hanifah Maulidina

SRN   :15.32.2.1.147

To:

The Dean of Cultures
and Language Faculty
IAIN Surakarta

In Surakarta

Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Hanifah Maulidina

SRN   : 15.32.2.1.147

Title : "Teacher's Strategies to Enhance HOTS in Teaching Reading Comprehensions to The Seventh Grade Students of SMP Al-Islam 1 Surakarta"

has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosyah*) to gain Undergraduate Degree in English Language Education Department..

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Surakarta, October 2020

Advisor,

Hj. Fithriyah Nurul Hidayati, M.Pd
NIP. 198207252009122006

RATIFICATION

This is to certify the *Undergraduate Degree* thesis entitled "Teacher's Strategies to Enhance Students' HOTS in Teaching Reading to the Seventh Grade Students of SMP Al-Islam 1 Surakarta" by Hanifah Maulidina, has been approved by the Board of Thesis Examiners as the requirements for Undergraduate Degree in English Language Education.

Chairman : <u>H. Zainal Arifin, S.Pd., M.Pd.</u> (............................)
NIP. 19730820 200312 1 003

Secretary : <u>Hj. Fithriyah Nurul Hidayati, S.Pd., M.Pd.</u> (......................)
NIP. 19820725 200912 2 006

Main Examiner: <u>Dr. Imroatus Solikhah, M.Pd.</u> (......................)
NIP. 19770316 200912 2 002

Surakarta, 21 December 2020

Approved by

The Dean of Cultures and Language Faculty

<u>Prof. Dr. H. Toto Suharto, S.Ag., M.Ag.</u>
NIP. 19710403 199803 1 005

iii

DEDICATION

This thesis is dedicated to:

1. My beloved parents (Suwarno and Sukatmi)
2. My beloved brother (Alm Ahmad Awwaludin Adha)
3. My beloved friends (Nia, Mita, Indah, and Dewi)
4. All friends, relatives, and lectures that always teach and guide me patienly
5. My almamater IAIN Surakarta

MOTTO

وَلاَ تَقْفُ ماَ لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولِئِكَ كَانَ مَسْئُوْلاً

"And do not pursue that of which you have no knowledge. Indeed, the hearing, the sight, and the heart – about all those [one] will be questioned" (QS. Al-Isra':36)

وَلَا تَيْأَسُوا مِنْ رَوْحِ اللَّهِ إِنَّهُ لَا يَيْأَسُ مِنْ رَوْحِ اللَّهِ إِلَّا الْقَوْمُ الْكَافِرُونَ

"And despair not of relief from Allah. Indeed no one despairs of relief from Allah except the disbelieving people" (QS. Yusuf: 87)

"Stay alert and always remain true to your original inspiration. You must experience a lot of gain and loss, but there will be a day where dreams come true."
(Minghao Xu)

PRONOUNCEMENT

Name   : Hanifah Maulidina

SRN   : 15.32.2.1.1.47

Study Program : English Language Education Department

Faculty   : Cultures and Languages Faculty

I hereby sincerely state that the thesis entitled "**TEACHER'S STRATEGIES TO ENHANCE STUDENTS' HOTS IN TEACHING READING TO THE SEVENTH GRADE STUDENTS OF SMP AL-ISLAM 1 SURAKARTA**" is my real masterpiece. The things out my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, October 2020

Stated by

Hanifah Maulidina

SRN. 15.32.2.1.147

vi

ACKNOWLEDGMENT

Alhamdulillah, all praises to Allah SWT, the lord of the universe, master of the Day of Judgment, for all blessings and mercies so the researcher was able to finish this thesis entitled "Teacher's Strategies to Enhance Students' HOTS in Teaching Reading to the Seventh Grade Students of SMP Al-Islam 1 Surakarta". Peace and salutation always be given to our prophet Muhammad SAW who has guided from the darkness to the lightness.

The researcher realize that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of them who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Mudofir, S.Ag., M.Pd., as the Rector of State Islamic Institute of Surakarta.

2. Prof. Dr. H. Toto Suharto, S.Ag., M.Ag.as the Dean of Cultures and Languages Education of State Islamic Institute of Surakarta.

3. Budiasih, S.Pd., M.Hum., as the Head of English Education Department.

4. Hj. Fithriyah Nurul Hidayati, M.Pd., as the advisor. Thanks for her precious advices, corrections, and help to revise the mistake during the entire process of writing this thesis.

5. Supardi, S.Pd., as the Headmaster of SMP Al-Islam 1 Surakarta who has permitted the researcher to do the research there.

6. Eni Kusrini, S.Pd., as the English Teacher of SMP Al-Islam 1 Surakarta that helped the researcher in doing the research.

7. My beloved parents for the true love, pray, support, help, attention, and everything that cannot mentioned one by one.

8. My excellent classmate who always support and give the researcher more cheerful campus life.

9. My best friend, Kurnia Febrianti, Miftakhul Hasanah, Noor Fitri Indah P, Dewi Sarmiatun, Alfi Oktaviani, Lilis Diastuti and Alvita Rahmawati who always pray for her, give support, help, attention, and everything that cannot be mentioned one by one.

10. Everyone who has helped the researcher to conduct the research and write the thesis.

The researcher realize that this thesis is still far from being perfect. The researcher hopes this thesis will be useful for the researcher in particularly and reader in general.

Surakarta, October 2020

Hanifah Maulidina

TABLE OF CONTENT

ABSTRACT

Hanifah Maulidina. 2020. *Teacher's Strategies to Enhance Students' Higher Order Thinking Skill in Teaching Reading to the Seventh Grade Students of SMP Al-Islam 1 Surakarta*. Thesis. English Language Education, Culture and Language Faculty of State Islamic Institute of Surakarta.

Advisor   : Hj. Fithriyah Nurul Hidayati, M.Pd.
Key words   : Teacher's Strategy, Teaching Reading, HOTS

The objectives of the research were: (1) to describe the strategies used by the teacher to enhance students' Higher Order Thinking Skill in teaching reading to the Seventh Grade Students of SMP Al-Islam 1 Surakarta, and (2) To describe the challenges faced by the teacher to enhance students' Higher Order Thinking Skill in teaching reading to the Seventh Grade Students of SMP Al-Islam 1 Surakarta.

The research used descriptive qualitative research. The subject of the research was one English teacher who teaches in two classes in seventh grade students of SMP Al-Islam 1 Surakarta. The data of this research was the recording of the teaching-learning process when the teacher teaches reading material in the classroom. The technique of collecting the data used Creswell theory which are observation and interview. To get the data, the researcher recorded the teaching and learning activities. Furthermore, the recording was noted using note-taking techniques. The data were analyzed using the qualitative method proposed by Miles and Huberman. They are data reduction, data display, and drawing conclusions. In addition, the researcher also applied a coding system to ease the researcher in classifying the data. To prove the trustworthiness of the data, the researcher used data validity checking techniques with triangulation of data source and method triangulation.

The result of this study showed that (1) the total of teacher's strategies used by one teacher were 71 data from six meetings of teaching and learning process. Based on findings, there were five types of teaching strategy. They were informing learning objectives, divergent questions, group discussion, giving feedback, and giving motivation. The most dominant strategy used by the teacher was divergent question that occurred 31 of 71 data. The strategy showed a lot because the teacher in teaching and learning process often asked questions to train the students to critical thinking in classroom. Meanwhile, the group discussion was the least prominent, with only 3 data found. It happened because the teacher rarely used group discussion in class. (2) The researcher found there were four challenges faced by the teacher to enhance Higher Order Thinking Skill in teaching reading. They are time-consuming, poor pupil learning ability, lack of pupil's mastery, and lack of planning domain. It happened because students still lack understanding of Higher Order Thinking Skills. Because of the limited time the researcher had, the conclusion in this study is still preliminary. Other researchers can use this to develop diverse research relevant to this research.

LIST OF TABLE

LIST OF APENDICES

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is one of the significant aspects to influence the national vision. Success in implementing education is the key to a better future. It requires the contribution of many parties, one of which is the teacher. The role of teachers is hugely influential because they put all education policies and regulations into practice (Retnawati et al., 2018:215). The spearhead of the success of education in school is the teacher. Therefore, a teacher expects to be an innovative person to find effective strategies or methods to educate students. Wright (1987) stated that the dominant key the teacher must hold is that any innovative process or product that is carried out and produced by teacher must refer to the interests of students.

The efforts to improve the quality of education cannot be separated from the demands of 21st-century competitiveness, which is complex and challenging. According to Scott (2017:21), there are three main frameworks of 21st-century skills: 1) learning and innovation skills, 2) life and career skills, and 3) information, media, and technology skills. Learning and innovation skills consist of communication, collaboration, critical thinking, and creativity skills (4CS). Life and career skills consist of flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership, and responsibility. Meanwhile,

information, media, and technology skills consist of information and media literacy.

Scott and Bialik, in Retnawati et al., (2018:216), stated that the 21st-century skill can arrange into two major components; abstract skills related to thinking skills (creative thinking and critical thinking), and concrete skills (communication and collaboration). It includes creative thinking skills and critical thinking skills in higher-order thinking skills (HOTS). Ariyana et al., (2018:5) stated that the learning goals through higher-order thinking skills are to make sure that students can analyze, evaluate, and create something.

Higher-order thinking skills (HOTS) are one of the critical components for an individual to solve a new problem in the 21st century (Brookhart, 2010:8). According to Thomas & Thorne (2009), HOTS plays a crucial role in applying, connecting, or manipulating the prior knowledge to solve recent problems. Anderson & Krathwohl (2001), in the revised Bloom's taxonomy, defined HOTS as an incision among the three top levels of ability in the cognitive dimension (analyzing, evaluating, & creating). Therefore, HOTS is measured using tasks, including analyzing, evaluating, and creating conceptual & procedural knowledge. It is very necessary to familiarize student with HOTS activities because it can help students prepare to solve recent problems, adjust to new situations, and decide about specific problems, especially in the fast progress of the 21st century.

Along with implementing the 2013 curriculum, the Indonesian government hopes for a significant change to bring about learning in schools.

According to Nugroho (2018:4), teachers must teach higher-order thinking skills to students in preparing students ready to compete in the face of the 5.0 industrial revolution. Moreover, Heong et al. (2011:121) stated that the teacher should develop students' higher-order thinking skills required to think broadly to discover a new challenge. It means the teacher must be able to direct the students to think critically, analytically, and also to provide problem-solving. They expect to be more active and innovative in delivering teaching materials so that students can practice their critical thinking skills.

Being able to think critically means that students can apply the skills and knowledge they develop while learning new topics. Limbach & Waugh (2010) stated that there are five steps to develop the ability to think critically. There are determining the learning objectives of reading class, teaching through questioning, ordering students to practice, reviewing, refining, and improving understanding, and practicing feedback & assessing learning. It must integrate these five steps to optimize critical thinking in students.

Currently, reading ability is the most important language skill for students who use English as a foreign language or a second language in an academic context (Grabe & Stoller, 2010). According to Nuary (2015), cultivating good readability can involve extensive struggles for many students in the EFL context, especially for those who are still at a low level of understanding. It can contribute to a lack of enjoyment and a lack of learning, which will reduce comprehension and fluency. Students' first successful experience in extensive reading leads to a discovery, which is

both fun and useful in the second language (Day & Bamford, 2002:30). Therefore, reading comprehension, fluency growth, and pleasure in reading must go hand in hand and must be built together through training.

The relationship between reading skills and critical thinking has been highlighted by cognitive psychology. According to Aloqaili (2012: 38), comprehension itself has been seen as a critical thinking process. For instance, from a schema theory description of reading, they can be conceptualize comprehension as a critical thinking activity. Reading as an activity of critical thinking becomes easier to manage if it recognizes some reading as automatic and essential (Aloqaili, 2012:39). Introducing of higher-order thinking skills to solve reading problems can facilitate students to develop their comprehension of the text.

There are five strategies for improving reading using higher-order thinking skills, according to research conducted by Marina et al. (2015). Those are asking a divergent question, informing learning aim, group discussion, giving feedback, and giving motivation. Teachers can bring interesting reading based on students' interests and language ability. Teachers can prepare their students to read and develop their thinking by showing attractive visual aids related to the topic, modeling predictions, asking questions, and encouraging their discussion. However, the problem comes when many students don't understand the content of the reading because students only translate it word for word without understanding the meaning of the text. Many teachers ask students to read the text and answer

questions without understanding the text first. Finally, students get low grades and consider incapable of reading comprehension.

Based on the 2013 curriculum, a teacher must be able to develop students' higher-order thinking skills. The interview on May 13, 2019, with the Deputy Principal of SMP Al-Islam 1 Surakarta, Supardi S.Pd, has shown that some teachers have implemented higher-order thinking skills in learning and making test questions. One form of implementation is the exam questions and the daily test questions that have implemented higher-order thinking skills. Besides, the assessment method has also developed higher-order thinking skills assessment instruments.

From the observation on August 28, 2019, in the reading activity, the teacher used media such as LCD to play video. The teacher also gives time for students to analyze an object or place, provides time for time to discuss it with their pairs, and then create a paragraph from it. This way can train students to think creatively and dare to express their thoughts. Below is the example:

T : Okay, bagi yang sudah, try to describe barang-barang yang ada di dalam tas mu dan tas teman sebangku ya. Dibuat paragraph ya. Dikerjakan sama teman sebangku ya.

From the sentence above, the teacher uses a group discussion strategy. The teacher instructs students to analyze the objects found in their bags first, then ask students to describe the thing they found with pairs. Implementing group discussion can help improve students' critical thinking. Also, the

researcher interviewed one students in Mrs. Eni's class. According to the students, her teaching is more interactive and exciting. It does not give students homework. Students only got tasks to do while in class.

The researcher chooses a teacher as the subject of the research. Educating students with Higher Order Thinking Skills (HOTS) means making them able to think. Students can think if they can apply their knowledge and develop their skills in a new context. From this, the role of the teacher is massive in helping students think critically.

There are several relevant studies related to the teacher's strategies to enhance students' Higher Order Thinking Skills in teaching reading. Samelian (2017) conducted a qualitative research to investigate how to increase fifth graders' reading comprehension through the use of critical thinking and higher-order questioning. The results of this research showed that higher-order questioning and critical thinking can improve understanding of critical thinking skills and help students engage in high-level thinking to strengthen their reading comprehension.

Hanina's (2018) conducted qualitative research to identify the techniques used by the teacher to develop higher-order thinking skills (HOTS) in teaching reading to the seventh-grade students at SMP 1 Surakarta. The result of the study showed the technique used by the teacher to develop Higher Order Thinking Skills were picture technique, think-pair-share, and question.

Jannah's (2018) conducted a qualitative case study research to investigate the teachers' beliefs in teaching reading to achieve Higher Order Thinking Skills at SMA ABBS Surakarta. The result showed that some components of the teachers' teaching reading to achieve Higher Order Thinking Skills consistent with theory. They are classroom techniques, students' roles, and assessment.

Thamrin & Margana (2019) conducted a qualitative study that discussed the phenomenon of reading comprehension enhancement through the Higher Order Thinking Skills strategy at Kuningan University. It also describe how the Higher Order Thinking Skills strategy develops the students' skills in comprehending the academic reading text. The study discussed the phenomenon of reading comprehension enhancement through the HOTS strategy in Kuningan University and describes how the HOTS strategy develops the students' skill in comprehending the academic reading text. As a result, the author gets the strategy Higher Order Thinking Skills on reading comprehension seen from the C1-C6 phase of Higher Order Thinking Skills strategy. This showed that most students have higher-order thinking skills in comprehending text.

Meanwhile, Ima K et al., (2019) conducted a qualitative research aimed to reveal two junior high school English teachers' beliefs about HOTS and how the two teachers apply their beliefs in teaching practices. The result showed that the teachers' beliefs brought a significant influence in shaping teachers' work in their classroom practices.

The differences of this research with others are the setting of this research and the object of this research. The setting place of this research in SMP Al-Islam 1 Surakarta. The object of this research is to investigate the strategies used by the teacher to develop students' HOTS in teaching reading and the problem faced by the teacher.

Based on the background above, the researcher is interested in knowing the teacher's strategy using HOTS, especially in reading. Therefore, the researcher conducting a research entitled **"Teacher's Strategies to Enhance Students' Higher Order Thinking Skills in Teaching Reading to The Seventh Grade Students of SMP Al-Islam 1 Surakarta".**

B. Limitation of The Problem

Based on the background of the study above, the researcher made a limitation of this study. The researcher only focuses on the teacher's strategies used to enhance Higher Order Thinking Skills in teaching reading to the seventh-grade students of SMP Al-Islam 1 Surakarta and the challenges faced by the teacher.

C. Formulation of The Problem

The researcher stated the problem:

1. What are the teacher's strategies to enhance students' Higher Order Thinking Skills in teaching reading?

2. What are the challenges faced by the teacher to enhance student's Higher Order Thinking Skills in teaching reading?

D. Objectives of The Study

1. To describe the strategies used by the teacher to enhance students' Higher Order Thinking Skills in teaching reading.

2. To describe the challenges faced by the teacher to enhance students' Higher Order Thinking Skills in teaching reading.

E. Significant of The Study

The researcher hopes the result will have some benefit in the teaching and learning process, both theoretically and practically.

1. Theoretical Benefit

   a. The result will have excellent information related to strategies used by the teacher on teaching reading to enhance students' higher-order thinking skills for junior high school.

   b. The result can use for other teachers to use the strategies that result in their reading teaching and learning process.

   c. The result can use as a reference for those who want to research English teaching and learning process in reading.

2. Practical Benefit

    a. For the English teacher, this research can improve teaching English quality by choosing the right strategies that appropriate to students and to carry out high-order thinking skills in teaching reading.

    b. For the students, the researcher hopes they will be more understanding about reading and can improve their ability in solving high order thinking skills' questions.

    c. For the readers, they can use this study as a reference and information to develop further research.

F. Definition of Key Terms

a. Higher Order Thinking Skills (HOTS)

    Higher-order thinking skills are a level of thinking that the process has done more than just repeating information or facts. It is a concept of education reform based on Bloom's Revised Taxonomy. In Bloom's taxonomy revised by Anderson & Krathwohl (Moore & Stanley, 2010). It specifies Higher Order Thinking Skills is specified in three-dimensional thinking consisting of analyzing, evaluating, and creating.

b. Reading Skill

    According to Brown (2001:298), reading skill is the ability of communication between the reader and the writer to get knowledge and information. It will be developed best in association with writing,

listening, and speaking activities. Reading skills lead a person to interact and gain meaning from written language.

c. Teaching Strategy

According to Dafid (2011:5), a strategy is a shared means of purpose a length to reach. Strategies in learning can make learning can be active. It consists of components such as teacher, student, and facilities. Each component has its respective role. Like teachers who have compiled lesson plans, teachers must also prepare tricks to create effective teaching and learning activities. That trick called a teaching strategy.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Description

1. Higher-Order Thinking Skill

Educating students with HOTS means making them think. According to Thomas & Thorne (2009), HOTS is a higher way of thinking than just memorizing facts, finding facts, or applying rules, formulas, and produces. HOTS make us do things based on facts by categorizing them, manipulating them, placing them in a new context, and being able to apply when looking for solutions to a problem. These skills are used to underline various higher-order thinking process according to Bloom's Taxonomy.

Bloom et al. (1965) divided learning objectives into three domains, namely, Cognitive domain, related to mental skills (knowledge); Affective domain, related to emotional side (attitude and feelings); and Psychomotor domain, related to physical abilities. From the explanation above, it hopes that after undergoing a certain learning process, students can adopt new skills, knowledge, or attitudes.

According to Taubah (2019:199), the level of thinking ability, which is divided into two levels, namely low and high levels, is part of the domain of learning objectives put forward by Bloom, namely the cognitive domain. Meanwhile, the other two domains (affective and

psychomotor) have their own levels. Nugroho (2018:19) explains that the category of a cognitive domain includes (1) knowledge, (2) understanding, (3) application, (4) analysis, (5) synthesis, and (6) evaluation. These categories start from the lowest (C1; C: Cognitive) to the highest (C6).

Anderson & Krathwohl et al. (2001:66-88) then revised this cognitive domain and transformed it into (1) remembering, (2) understanding, (3) applying, (4) analyzing, (5) evaluating, and (6) creating. *Remember* means to retrieve relevant knowledge from long-term memory. Anderson & Krathwohl defined *understanding* as constructing the meaning of instructional messages, including oral, written, and graphic communication. *Apply* means carrying out or using a procedure in a situation. *Analyze* is breaking material into its constituent parts and determining how the parts are related to one another as well as to an overall structure or purpose. *Evaluate* means making judgments based on criteria and/or standards. Finally, *Create* is putting elements together to form a novel, coherent whole, or to make an original product. Levels 1 to 3, according to the initial concept, are included as Low-Level Thinking Skills (LOTS). Meanwhile, items 4 to

6 are categorized as Higher-Order Thinking Skills (HOTS). The changes in the cognitive level of Bloom's Taxonomy can be seen in Figure 1.
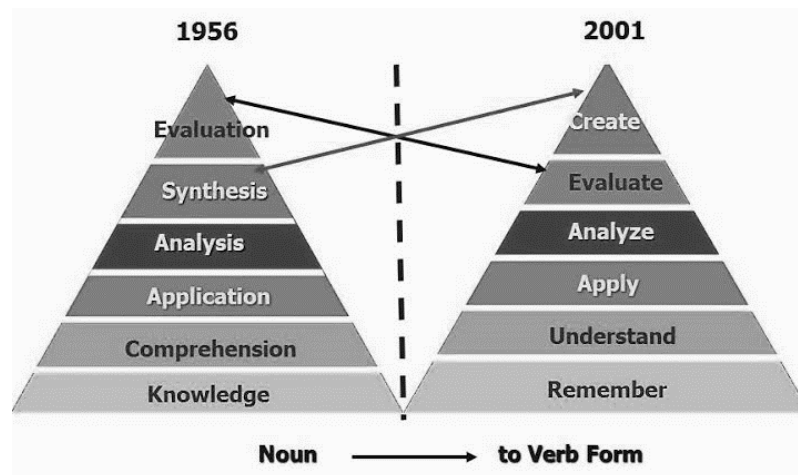
Figure 1. Changes in the Level of Cognition in Bloom Taxonomy

According to the Teaching Knowledge Test Cambridge English, The University of Cambridge (in Nugroho, 2018:17), HOTS is a cognitive skill such as analysis and evaluation teacher can teach that to their students. These skills include thinking about something and making decisions about something, solving problems, thinking creatively, and thinking about the advantages (positive things) and disadvantages (negative things) of something. Whereas, LOTS is a skill such as remembering information and understanding information. This level is often used in class to check, understand, and review learning, which usually involves closed questions.

Taubah (2019:199) says that learning that applies HOTS is characterized by knowledge transfer, critical and creative thinking, and problem-solving. The things that are learned by students in the learning

process includes the fact, concepts, procedures, and metacognitive. Furthermore, Brookhart (2010:3) describes HOTS types based on classroom learning objectives, which consist of three categories, such as; (1) HOTS as a *transfer*, (2) HOTS as *critical thinking*, and (3) HOTS as a *problem-solving*.

HOTS as *transfer* defined as a skill to apply the knowledge and skills that have been developed in learning in a new context. Students expect to relate their learning to other elements beyond those taught to associate with it. It includes the skills of analyzing, evaluating, and creating. HOTS as *critical thinking* defined as a skill in giving wise judgments and criticizing something using logical and scientific reasons. It can guide students to express arguments, show, and make the right decisions without support from other people. HOTS as *problem-solving* defined as a skill of identifying and solving a problem using a non-automatic strategy. It will help students in resolving their problems, can work more creatively, includes solving problems that set for them, and solving new obstacles that they define themselves, creating something new as the solution.

It can concluded that in HOTS learning, the level of thinking given to students is no longer Low-Order Thinking Skills (LOTS) such as remembering (C1), understanding (C2), and applying (C3). But what it uses is Higher Order Thinking Skills such as analyzing (C4), evaluate (C5), and create (C6).

From the explanation above, it concluded that higher-order thinking skills are a higher way of thinking than just memorizing facts. Higher-order thinking skills ask students critically to evaluate information, make a conclusion, and make generalizations, making reasoning and reflection in solving problems, making decisions, and being able to create something innovatively. It is useful for creating meaningful training in the teaching and learning process because it gives a broader comprehension of learning, not only gaining knowledge but also being able to use the knowledge in situations in students' everyday life. It is an essential aspect of the educational process. Therefore, higher-order thinking skills must be taught and learned by all students because they can help and support the students in improving their ability in higher-order thinking skills.

2. **Reading Ability**

As stated by Ahuja and Ahuja (2001:5), reading is both a sensory and mental process. It involves use of eye and mind. The eyes receive messages and the brain has to work out the significance of this message. It requires the students to read for the meaning so that they not only read the text but also they can understand the meaning of written text being read. It is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language (Patel and Jain, 2008:114). Thus, it is very essential to develop

reading skills because it can help improve other language skills as well as the understanding of the foreign culture.

Ability means having the potential to do something. It is defined as an individual's capacity to perform various tasks in a particular job. Currently, reading ability is the most important language skill for students who use English as foreign language or a second language in an academic context (Grabe & Stoller, 2010). According to Brown (2001:298), reading skill is the ability of communication between the reader and the writer to get knowledge and information. It will be developed best in association with writing, listening, and speaking activities. Reading skills lead a person to interact and gain meaning from written language.

Gillet and Temple (2000:134) stated that there are four level of reading ability, namely; (1) the independent level, (2) the instructional level, (3) the frustration level, and (4) the listening level.

At the independent level, students can read text easily and without assistance. Reading comprehension is generally very good, and silent reading at this level is rapid because nearly all words are recognize and understood. Students should rarely stop and analyze new words.

In the instructional level, students are challenged and will benefit greatly from teaching. This level is characterized by silent reading speeds already fast enough, through usually still slower than the independent level. Word analysis is required in some parts, but most of

the words are already recognized by students. Besides, oral reading is already fluent and accurate and does not cause a loss of meaning.

Third is the frustration level. In this level, the material and vocabulary are too difficult to understand. This level is identified by the students' poor understanding ability, with main ideas being forgotten or misunderstood. Whether reading orally or silently, students are usually slow and sometimes stop to analyze unknown words. Differences in oral reading occur frequently and often cause readers to lose an understanding of what is being read. Because of this difficulty, it is frustrating for students to try to read such material for a long time.

Last is the listening level. At this level, most readers have not yet reached their full potential as readers. However, students can listen to and understand the texts read to them. The listening level is usually higher than the instructional level. This level indicates how much students' reading is expected to progress.

3. **Teaching Reading**

Teaching reading is one way to transferring knowledge from teachers to students by using certain techniques, strategy, and materials to master reading itself. According to Harmer (2007:23), in teaching reading, teaching activities and managing the environment in the best conditions can be used to provide opportunities for students in the learning process to achieve goals by selecting or creating appropriate

texts, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create supportive environment for practicing reading.

Anderson (1991) explained that there are several principles of teaching reading, namely: First, exploit the reader's background knowledge. Second, build a strong vocabulary base. Third, teach for comprehension. Fourth, work on increasing reading rate. Fifth, teach reading strategies. Sixth, build assessment and evaluation into your teaching. Last, strive for continuous improvement as a reading teacher.

4. **Teaching Strategy**

According to David (2011:5), strategy is a shared means of purpose a length to reach. Strategies in learning can make a process of learning can be active. It consist of components such as, teacher, student, and facilities. Each component has its respective role. Like teachers who have compiled lesson plans, teachers must also prepare tricks to create effective and efficient teaching and learning activities. This trick is what is called a teaching strategy.

5. **Strategies for Improving HOTS in Teaching Reading**

Higher-order thinking skills are the ability to build, understand, and transform the knowledge and experience that acquire to find decisions and solve problems in new situations. Marina et al., (2015) stated that HOTS is linked to an increased understanding of reading for junior high

school students. Therefore, teacher should integrate and develop the skills to enable students to think at a learning level.

According to Marina et al., (2015:207), there are five strategies to develop HOTS in teaching reading. It will be explain below:

a. Informing learning objectives

Learning objectives are very crucial in the academic curriculum, and they are measurable, observable, and clearly defined in the school syllabus. Limbach & Waugh (2010:3) stated that to make higher-level thinking happen, these learning objectives, as well as the activities and assessment, must require students to perform and demonstrate higher-level thinking. Moreover, Indrayana & Kuswandono (2019:207) stated that the purpose of informing learning objective is students can appreciate the technique used by the teacher. At the beginning of the class, teachers inform learning objectives to apply HOTS in teaching the reading skill to develop their critical thinking in brainstorming, analyzing, and creating the text.

Thus, a well-written lesson plan should target a specific behavior, introduce and practice the craved behavior, and end with the learner exhibition of the behavioral response. That's why a well-written goal should include behavior that is appropriate for the chosen level of thinking. Critical thinking may happen if these learning objectives, activities, and assessments have to match to the

higher-levels of Bloom's Taxonomy. According to Limbach & Waugh (2010:3), the progressive levels of Bloom's Revised Taxonomy include Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Students who interact in the upper three levels are practicing higher-level thinking. It means that teachers must determine learning objectives for enhanced critical thinking before starting the class.

b. Divergent questions

Questions are essential in the classroom setting. It is a powerful way to test students' understanding of particular subjects and to strengthen the relationship between the teacher and students. According to Harvey & Goudvis (2000:80), the process of questioning requires the readers to ask themselves questions to develop meaning, increasing understanding, find answers, solve problems, find information and discover new information. Teachers used questions to review, examine learning, and challenge students to do critical thinking. Also, Samelian (2017:89) stated that HOTS can improve students' understanding of critical thinking skills and help them engage in higher-order thinking to strengthen their knowledge of reading comprehension skills. Moreover, Duron *et al.* (2006:162) have mentioned, to encourage students' participation more effectively, teachers must become good questioners. Questions

must be short and clear. Teachers should provide feedback and support without repeating the answers.

Question is categorize in various ways. Duron *et al.* (2006:162) have mentioned two types of questions, namely convergent and divergent questions. Convergent questions seek one or more very particular correct answers, while divergent questions seek a variety of correct answers. Theijsmeijer in Limbach & Waugh (2010:4) mentioned that divergent questions concern to Bloom's higher levels of *Analyzing, Evaluating,* and *Creating*. Divergent questions allow students to analyze and create. It means that teaching through question can develop students' critical thinking.

c. Group Discussion

Active learning is encouraged by the teacher in the classroom. To make learning more active, teachers need to add experiential learning and opportunities for reflective dialog. According to Burt & Adams (2003), group discussion will further develop students' thinking by exchanging ideas and giving opinions to each other new things students receive in classroom.

Teacher used discussion to train students to carry out text analysis with their peers. Samelian (2017) state that discussion technique is used by students made discussion with their pairs. Moreover, Nuary (2015) stated that the process of discussion are pre-discussion activities, while discussion activities, and post

discussion activities. The kinds of discussion are clarified into three components; (1) discussion-based teaching, (2) small discussion, and (3) classroom discussion. Also, the aim of group discussions by teacher to students or students with students can improve students to take part more actively, have more confidence, and increase their motivation to take reading class (Siswanti et al., 2012).

d. Giving feedback

To encourage students to develop their critical thinking skills, teachers need to refine their subjects and contents from time to time to make sure that students get most of the stated goals when the lesson ends. According to Limbach & Waugh (2010:6), teachers should strive to continually refine their courses to ensure that their instruction techniques are helping students develop higher-level thinking skills. To accomplish this, teachers should check the classroom activities very closely. To pursue student participation, a teaching diary can be kept that identifies the students that participated, describes the main class activities, and provides an assessment of their success.

Student feedback is also a great tool to be used in the improvement of a course. Duron (2006:163) also mentioned that students' feedback is another essential element through which teachers review to address within-class issues and find useful solutions to them. Moreover, teaching and learning tend to be better

if teachers can discuss the responses with the students at the right place and time. This practice usually leads students to realize what they expect to be by their classroom teachers and learn that group discussion is essential, thus forcing students to think critically in the assigned tasks. Another example, teachers can ask students to identify the most important points they have learned by writing them down in a piece of paper. Then, the teacher can check the comments and use them in future classes to emphasize the issues identified. These activities have a positive benefit for the students because students will become better at monitoring their learning.

e. Giving motivation

Motivation is the general desire or willingness of someone to do something. Giving motivation to the students is needed. It is because motivation is the main important factor that stimulates critical thinking and creativity (Bhushan, 2014:11). Moreover, according to Hung et al. (2011) in Indriyana & Kuswando (2019:207), critical thinking activities can empower students who are motivated to learn persistence when faced with a task.

Highly motivated students are usually actively and spontaneously involved in activities and find the process of learning enjoyable without expecting any external rewards (Skinner & Belmont, 1993). According to Crowl et al. (1997:273), the successful teacher conveys the message that making mistakes is

okay; in fact, it is an important part of learning. The role of teachers in increasing student motivation is necessary.

One way to increase student motivation is to provide feedback. Offering feedback is so helpful in increasing student's motivation. Limbach & Waugh (2010:7) states students should be provided with constructive and relevant feedback by the teacher and peers, as well as assessing their performance. Also, according to Hung et al (2011), critical thinking can empower students to be motivated to learn more persistently when faced with a task. Therefore, providing challenges can motivate students to learn how to get more involved.

It concluded that critical thinking is a very crucial skill that must be owned by everyone. Critical thinking helps someone in dealing with all kinds of problems more effectively, both obstacles in the classroom and outside the classroom. Therefore, it is very crucial to include these skills into the academic curriculum. It can do by applying the five-step framework based on Bloom's Taxonomy.

6. Challenges in Teaching Higher-Order Thinking

According to Seman et.al (2017: 534-545), Higher-order thinking can be taught, and there is a paradigm (infusion and separate subject) to guide the proper approach to teach HOT effectively. However, there are

some challenges to teach HOT that are still felt by teachers. The following are the explanations about the challenges in teaching HOT.

a. Time

  Seman et al. (2017: 539) stated that time was a challenge to the teachers in teaching and learning of HOTS because all teachers felt that they did not have much time to teach HOTS. It can happen because teaching and learning are still exam-oriented. In line with that, Sparapani in Yen & Halili (2015:43) stated that the cultivation of Higher-order thinking is an internal process that develops over time. It is a time-consuming effort where students need to reflect, to articulate, to justify, to interact with, to discuss, to question, and so on all in a one-time frame.

  Hence, Limbach & Waugh (2010:3) mentioned that, due to the tight schedule for each subject, teachers may have difficulty planning HOT-filled lessons to be completed in one or two class periods. It shows that time was very influential on the effectiveness of the teaching and learning process of HOTS in the classroom.

b. Pupil Learning Ability

  According to Seman, et al. (2017:541), the ability of pupils in learning of thinking, learning about thinking, and learning for thinking were the greatest challenges for teachers especially among poor pupils, not only in terms of cognitive, but also psychomotor and affective. Students are very dependent on the teacher in all

aspects. Teachers were struggling to ensure that students were able to think of how to solve the problem in their daily life.

Besides, to ensure that students can achieve the specified learning goals, the teacher must simplify many things in terms of subject content skills or thinking skills. The teacher also needs to ensure that students have learned all syllabuses and skills before the examination. Because if not, for students who have low cognitive levels, there is no time for them to learn skills. The teaching and learning process is not done thoroughly due to limitations in terms of their cognitive abilities.

c. Pupils' Mastery

Pupils' mastery of basic skills is closely related to student learning ability. According to Seman, et al. (2017:541), students with different levels of cognitive ability have different levels of proficiency. It has an impact on teaching and learning for HOTS because teaching and learning design cannot implement properly due to students who have not mastered the basic skills need more special attention, the teacher needs to explain them repeatedly.

d. Planning Domain

Seman, et al. (2017:539) said that teachers planned their teaching and learning of HOTS carefully concerning content, the length of time spent on teaching and learning, and the pupil's abilities. If the teacher fails to design, it will have a negative impact.

Similarly, when the syllabus has not yet been completed, this means the domain is relevant thinking skills have not been taught and learned. So, it is difficult to master the concepts and skills that have continuity. This problem is often experienced by teachers who teach poor pupils. According to Seman, et al. (2017:539), the design of all domains of thinking skills must be planned in detail and systematic because failing to plan means to fail. Therefore, the curriculum is the starting point for teachers to act wisely and creatively in designing the teaching and learning of HOTS in the classroom.

e. Teachers' Perception

According to Yen & Halili (2015:44), some teachers have a perception that Mathematics and Science teachers are most probably better oriented to teach HOT. Meanwhile, language teachers generally have more confidence in teaching language arts than teaching HOT. Seman, et al. (2017:536) said that in the context of perception, the teacher interprets the challenges in teaching HOTS with a variety of tastes that are marked by teaching and learning in the classroom. Incorporating HOTS elements into teaching and learning in primary schools can disrupt the teaching and learning process because more time is needed to ensure that all students master the skills.

It is troublesome for old teachers, especially teachers who are already in the comfort zone with conventional teaching and learning methods. However, the perceptions of young teachers are more advanced. Young teachers are more open-minded and far-sighted than the old ones. They like to change the culture and work practices, strive and committed, and willing to make challenges. Seman, et al. (2017:536) stated that the teacher also expresses a big concern of how to teach the necessary while the allocation time is limited. However, based on lifelong learning, teachers are still trying to continue their struggle to educate students. Teachers admit that the importance of teaching for HOTS will help improve students' academic achievement also to help students to attain success in their daily lives.

f. Teachers' Knowledge

The biggest challenge faced by teachers in the context of teaching and learning for HOTS is their understanding and knowledge about HOTS. Yen & Halili (2015:43) mentioned that teachers are sometimes confused over the definitions of thinking skills, and sometimes they find it difficult to distinguish the levels of thinking. This lack of knowledge of HOT may eventually lead to teachers' inability to assess students' HOT. Meanwhile, Seman, et al. (2017:537) stated that teachers have several misconceptions about the key components of HOTS. Most of the teachers only listed

the sub-skills of HOTS. The misconception also occurred in terms of questioning techniques.

According to Rajendran & Sparapani in Yen & Halili (2015:44), as teachers confuse, they sometimes thought that they are teaching HOT when in reality, they could be just inducing lower-order thinking among their students. Teachers are not always sure of how to teach HOT. The consequences of not having correct understanding and knowledge of HOTS lead to the inability to master the skills of higher-order thinking and inability to design and implement effective instructions during teaching and learning sessions. In conclusion, some teachers lack the proper pedagogical knowledge to teach HOT.

g. Teachers' Skills

The aspect of teacher skills involved teacher competences in HOTS and their skills in designing teaching and learning for HOTS. According to Seman, et al. (2017: 537), in the context of skills of teaching for HOTS, teachers faced the challenges of how to plan and deliver a lesson that was effective in achieving both objectives for subject matter and HOTS. A lot of them also faced challenges in completing the syllabus, identifying, selecting, and determining the most effective approach for teaching and learning for HOTS.

h. Classroom Environment

The classroom environment also has an impact on HOT teaching HOT. Seman, et al. (2017:540) stated that the classroom environment is an important medium for teaching and learning, which provides a boost to the minds of students to respond to their learning. Teachers thought that creating a classroom environment conducive to learning and enhancing students' HOTS was challenging.

Sparapani in Yen & Halili (2015:45) mentioned that now teachers need to provide scaffolding for the transition from this type of passive learning to active learning. According to Seman, et al. (2017:537), teachers need more knowledge and skills in pedagogy to enable them to deal with these challenges. It is because teachers' efficiency in mastering knowledge of HOTS and its pedagogical skills are the professional strengths needed to structure and improve higher order thinking knowledge and skills.

7. Previous Related Study

In this study, the researcher carries out some previous study to get the significant development and improvement done by other researchers who had examined about reading comprehension.

1. The first research has done by Samelin (2017) entitled "How Higher Order Questioning and Critical Thinking Affect Reading

Comprehension. The research investigate how to increase fifth graders' reading comprehension through the use of critical thinking and higher-order questioning. The research used a qualitative classroom action research. The data were obtained from open-ended questions, interview, observational, and audio-visual data. The data analyzed through organizing and preparing data, reading through data, coding data, finding themes and descriptions, and interpreting and finding meaning in the data. The results of this research showed that higher-order questioning and critical thinking can improve understanding of critical thinking skills and help students engage in high-level thinking to strengthen their reading comprehension. The similarities between her research and the writer's in the research method is used a descriptive qualitative method, while the differences is in the research aspect. Samelian analyzed the storybook, meanwhile, the researcher analyzed the strategy used by the teacher to enhance HOTS in teaching reading.

2. The second research has done by Hanina (2018) entitled "Technique Used by The Teacher to Develop Higher Order Thinking Skill (HOTS) in Teaching Reading to The Seventh Grade students at SMP N 1 Surakarta in 2017/2018 Academic Year". The research identify the techniques used by the teacher to develop higher order thinking skill (HOTS) in teaching reading to the seventh grade students at SMP 1 Surakarta. The research used a descriptive qualitative research. The data were obtained from field notes and interview scripts, then analyzed

through data reduction, display of the data, and making conclusion. The results of this research showed that techniques used by the teacher to develop HOTS in teaching reading were varied. The techniques used were picture technique, think-pair-share, and question. The similarities between her research and the writer's in the research method is used a descriptive qualitative method, while the differences is in the research aspect. Hanina analyzed the technique used to develop HOTS in teaching reading. Meanwhile, the writer analyzed the strategy used by the teacher to enhance HOTS in teaching reading comprehension.

3. The third research was done by Jannah (2018) entitled "Teachers' Beliefs in Teaching Reading to Achieve Higher Order Thinking Skills at SMA ABBS Surakarta. The research was conducted to investigate the teachers' beliefs and practices on teaching reading to achieve Higher Order Thinking Skills and investigate factors that contributed to the teachers' beliefs. The research used qualitative case study. The result showed that some components of the teachers' on teaching reading to achieve Higher Order Thinking Skills which are consistent with theory, namely, classroom techniques, students' role, and assessment. The similarity between this researches with the writer's research is the research take the same theme, namely how to achieve Higher Order Thinking Skills. While the difference is in the object of the study.

4. The fourth was an international journal entitled "Developing Higher Order Thinking Skills (HOTS) For Reading Comprehension Enhancement" by Nani R. Thamrin, Pratomo W, and Margana (2019). The study discussed the phenomenon of reading comprehension enhancement through the HOTS strategy in Kuningan University and describes how the HOTS strategy develops the students' skill in comprehending the academic reading text. The study analyzed qualitatively and the data collected by using a classroom observation in mobile and interviews between students. The results of this study indicated that most students have higher-order thinking skills in comprehending the text. The similarities between the journal with the writer's is in analyzing Higher Order Thinking Skill in reading comprehension. The difference is in the object analysis where this journal analyzed the development of HOTS for reading comprehension enhancement reading. Meanwhile, the writer analyzed the strategy used by the teacher to enhance HOTS in teaching reading comprehension.

5. The fifth was an international journal by Ima K., Endang F., and Sri Marmanto (2019) entitled "Revealing Teachers' Belief of HOTS in Teaching Reading at Junior High School". The research aimed to reveal two junior high school English teachers' beliefs about HOTS and reveals how the two teachers apply their beliefs in teaching practices. The study used the qualitative method and the data collected using interviews, observations, events, and questionnaires. The result of this

study indicated that the teachers' beliefs brought a great influence in shaping teachers' work in their classroom practices. The similarities between the International journals above with this research is that both of them are researching about Higher Order Thinking Skill in teaching reading. The difference in the research object where this journal analyzed teachers' belief of HOTS in teaching reading. Meanwhile, the researcher analyzed the strategy used by the teacher to enhance HOTS in teaching reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This research uses qualitative methods. The researcher applies a set of procedures used for problem-solving based on the factual data. According to Creswell (2014:8), the qualitative method is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. As stated by Miles and Huberman (2013:5), qualitative research is conducted through intense and/or prolonged contact with participants in a naturalistic setting to investigate every day and/or exceptional lives of individuals, groups, societies, and organizations. Meanwhile, Sugiyono (2011:15) stated that the qualitative research method is a research method that is used to examine the condition of the natural object. Where the researcher is the key instrument, sampling is done by purposive data, collection technique by triangulation, data analysis is inductive or qualitative with the results emphasizing on significance and purpose rather than generalization.

In this research, the researcher analysis teacher's strategies to enhance students' Higher Order Thinking Skill (HOTS) in teaching reading to the seventh-grade students of SMP Al-Islam 1 Surakarta. In line with this statement, the researcher applied the descriptive qualitative method because the data to be investigated are strategies used by the teacher when teaching

reading. The data is a recording of the teaching-learning process when the teacher teaches reading material in the classroom. The research aims to describe the factual data supported by the theories which are proposed by several experts.

B. Research Setting

This research takes place in SMP Al-Islam 1 Surakarta, located in Jl. Moh. Yamin No. 125, Tipes, Serengan, Surakarta, Central Java, 57154. The data of this research is the teacher's strategies used that can enhance Higher Order Thinking Skill (HOTS) in teaching reading. The researcher obtains the data from the teaching-learning process when the teacher teaches reading material in the classroom. The researcher started with the pre-observation, writing the research proposal, developing the research instrument, collecting the data, discussing the data, analyzing the data, and writing the research report. The detailed research schedule is in the following table:

No	Activities	Aug	Oct	Nov	Feb	Sept	Oct
1.	Pre-observation	■					
2.	Proposal	■	■				
3.	Developing research instrument		■				
4.	Collecting the data		■	■			
5.	Analyzing the data writing tinal report				■	■	■

Table 3.1 The Research Schedule

C. Subject of the Study

The subject of this research is one English teacher at SMP Al-Islam 1 Surakarta. The researcher applied the research at VII H, which consists of 28 students and VII I classes, which consists of 27 students. The English teacher of both classes was Mrs. Eni Kusrinni, S.Pd. The researcher took this class because of the teacher's allowance.

D. Data and Source of Data

1. Data of the research

Data is a fact that has meaning and can be arranged in such a way that it can be a form and used for various purposes. According to Moleong (2013:11), sources of data may come from interviews, field notes, photos, videotapes, private documents, memos, etc., as long as the data gives the information to the research. The data of this research are the recording of the teaching-learning process when the teacher teaches reading material in the classroom. The researcher obtained the data from recording the teaching-learning process when the teacher teaches reading material in the classroom by one English teacher named Eni Kusrinni, S.Pd at class VII H and class VII I in SMP Al-Islam 1 Surakarta.

2. Data Source

As stated by Arikunto (2006:129), the source of data is the subject to which the data can be gotten. The major data source in qualitative

research is words and actions. The rest is extra data, such as documents and others. The researcher took the data source from one English teacher that taught in two classes at SMP Al-Islam 1 Surakarta. To get the data, the researcher recorder the teaching and learning activities. Furthermore, the recording was noted using note-taking technique.

E. Technique of Collecting the Data

The technique of collecting the data is a technique used to obtain the required data from sources with a lot of time. In qualitative research, the research instrument in collecting the data is the researcher herself with or without the help of others. However, to conducting this research, the researcher needed several supporting instruments such as recordings, field notes, and documentation.

In order to collecting the data, the researcher applied some methods. The methods are observation and interview. According to Creswell (2014: 266), Gay (2009: 413-123), data collection attempts to limit the research, gathering information through observation, and interviews both structured or unstructured, documentation, visual material, and efforts to design a protocol for recording, and take note. The technique of collecting the data is the most strategic step in research because the main objective of the study is to obtain data. The technique of collecting the data used in this research are observation and interview which will be explained below.

1. Observation

   As stated by Creswell (2014:239), qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. It is a process that researchers conceal role as participants. In this research, the researcher used direct observation and used passive participatory observation types. Passive participation means that the researcher comes to the places of the activity of the person being observed, but not involved in the activity. With that, the researcher make observations to find data that will later become the one of the data source, which is later can be processed into material for analysis.

   In this research, the researcher observed the teaching and learning activities carried out by the teacher when teaching reading. To get the data, the researcher recorder the teaching and learning activities. Furthermore, the recording was noted using note-taking technique. The researcher has done the observation as follows;

   a. The researcher prepared the materials to conduct the observation, such as a pen, paper, and a recorder.

   b. The researcher joined in the classroom to observe the process of teaching and learning processes given by the English teacher. This technique used to get information about the teacher's strategies to enhance students' Higher Order Thinking Skills in

teaching reading to the seventh-grade students of SMP Al-Islam 1 Surakarta.

2. Interview

Ary, Jacobs, and Sorensen (2010:217) stated that a qualitative interview occurs when the researcher asks one or more participants general, open-ended questions and record their answers. An interview is a conversation between two or more people and takes place between an interviewee and interviewer that aims to get the right information from trusted sources.

In this research, the researcher interviewed one English teachers in the seventh-grade of SMP Al-Islam 1 Surakarta. The interview was done after the teacher finished the teaching and learning process to gain a spoken response from the participant. The interview was conducted to get verbal responses from the participant. From these interview, the researcher managed to get the data and information needed about the challenges faced by the teacher when using teaching strategies that can enhance student's HOTS in teaching reading. Besides, the purpose of the interview in this study was to cross-check the data obtained from the observations during the teaching and learning process. In addition, interviews are also used to ensure that the data obtained were very valid.

The researcher used the technique above in the transcript formation. Then, the transcript is used as the data in this research. The data collection process applied in this research were divided into some steps that will be explained below:

a. The researcher prepared the materials to conduct the observation, such as a pen, paper, and a recorder.

b. The researcher joined in the classroom to record the teaching and learning processes given by the English teacher using video camera or video recorder.

c. The researcher making the transcript of the dialogue from the recording.

d. The researcher selecting the collected data.

e. The researcher recording the data into data sheet.

f. The researcher classifying the data.

F. Data Coding

After the researcher took several steps when collecting data, the last step the researcher needed to take was coding the data. To classify the data for analysis, the researcher provided a code for each data. The code used is:

Note:

D01/01-10-19/XX/Z

DOI : Number of data

01-10-19 : Date of data collection

XX　　　　**:** Kinds of strategies for improving HOTS in teaching reading

Z　　　　**:** Subject

Strategies for improving Reading Using HOTS

LO　　　　**:** Learning Objectives

DQ　　　　**:** Divergent Questions

GD　　　　**:** Group Discussion

FD　　　　**:** Giving Feedback

MO　　　　**:** Giving Motivation

Subject will be written:

TH　　　　**:** Teacher in Class VII H

TI　　　　: Teacher in class VII I

G. Technique of Analyzing the Data

Data analysis, according to Ary, Jacobs, and Sorensen (2010: 481), is a process whereby researchers systematically search and arrange their data to increase their understanding of the data and to enable them to present what they learned to others. Data analysis is the final activity in a research which consists of analyzing and interpreting the data that has been collected and presenting the results. The analysis technique used in this study is technique of analysis data analysis suggested by Miles and Huberman

(2013:8). There are three types of qualitative data analysis activities according to him:

1. Data Reduction

   The first step to do when analyzing data is data reduction. According to Miles and Huberman (2013:10), data reduction refers to selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. This stage by summarizing, retrieving important data, making categorization, and looking for themes and patterns.

   The researcher made notes, summarized, and coded the data sources, and focused on collecting the data needed when conducting the research. Then, the researcher determines the parts of the teacher's speech or behavior in the teaching and learning process. Then, the researcher deleted some activities that do not relate to the research, such as the conversation between the teacher and students which not related to the material. The research only focused on the data about strategies used by the teacher in teaching reading to enhance Higher-Order Thinking Skills of the seventh-grade students of SMP Al-Islam 1 Surakarta. To make it easier to analyze the data, the researcher presented it in the table below:

No.	Code	Data	Context	Strategies in Teaching Reading Comprehension					Note
				LO	DQ	GD	FD	MO	
1.	**D01/17-10-19/GD/TH**								

Table 3.2 Datasheet of the Data Findings of the Strategies to Enhance Students' HOTS in Teaching Reading

The data coding above stated that the number of data 01, the date of collecting the data on October 17th 2019, and the strategies used is Group Discussion performed by teacher in class VII H.

2. Data Display

The second thing that is done from the analysis activity is the display of data. Miles and Huberman (2013:8) stated that display is an organized, compressed assembly of information that allows conclusion drawing and action. Data display helps understand what's happening and analyze further work. Through the presence of data, the researcher could arrange the data in a relationship pattern so it will be easier to understand.

The researcher formed the form of the data displays in narrative text, matrix, graphics, network, and draft. This research use table and descriptions to explain the finding of the research. The table will be

filled by the transcript data from the teacher's speech or behavior in the teaching and learning process.

3. Conclusion Drawing / Verifying

The last step in the process of analysis is the conclusion and verification. Miles and Huberman (2013:11) stated that from the start of the data collection, the qualitative study deciding what things mean is noting regulations, patterns, explanation, configurations, causal flows, and preposition. The conclusion of the expected qualitative research is a new finding that had not been there. The conclusions could be a description or picture of an object that previously were not clear, so that after the investigation became clear. In this step, the researcher could get the result and conclusion of the research. The result of the research becomes the description of the analysis of the teacher's strategies in enhance students' Higher-Order Thinking Skills in teaching reading of the seventh-grade students of SMP Al-Islam 1 Surakarta.
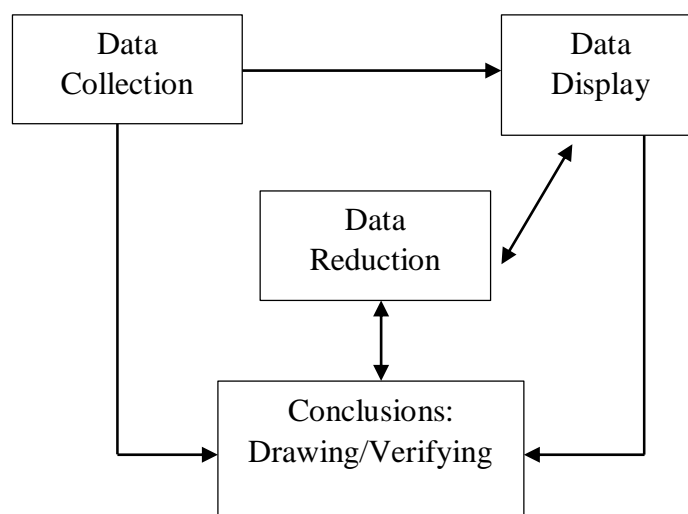
Table 3.3 Miles and Huberman Interactive Models (2013:33)

H. The Trustworthiness of the Data

To prove the trustworthiness of the data, the researcher uses the triangulation technique. Ary, Jacobs, and Sorensen (2010:259) stated that triangulation is corroborating evidence from different individuals (principal and student), type of data (observational, field note, and interview), or method data collection (documents and interview) in descriptions and theme in qualitative research.

Norman K. Denkin, quoted by Mudjia Rahardjo (2012), defines triangulation as a combination of various methods used to study interrelated phenomena from different points of view and perspectives. According to him, triangulation includes four things, namely; (1) method triangulation, (2) inter-researcher triangulation (if the research conducted in groups), (3) triangulation of data source, and (4) theory triangulation.

In this study, the researcher used data validity checking techniques with triangulation of data source and method triangulation. According to Patton (in Moleong, 2012:330), triangulation of data source means comparing and checking the validity of information obtained through different time and tools in qualitative research. Meanwhile method triangulation, according to Patton (in Moleong, 2012:330), there are two strategies namely (1) checking the trustworthiness of the data in the findings of research on several data collection techniques, and (2) checking the trustworthiness of several data sources using the same method.

With the data source triangulation, the researcher compared the results of the interviews got from the source or research informant as a comparison to check the validity of the information obtained. Besides, the researcher also checked the trustworthiness of the data through the triangulation method, namely checking the results of research with different data collection, namely interviews, observation, and documentation, so that the validity of the data obtained is valid.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter would discuss about the research findings and discussion. The purpose of the research findings is to answer the problem statements in the first chapter. This research had analyzed two points; what strategies used by the teacher to enhance HOTS in teaching reading comprehension and challenges faced by the teacher towards the strategies used to develop HOTS in teaching reading comprehension.

A. Research Findings

1. The teaching strategies used by the teacher to enhance students' HOTS in teaching reading.

Implementing HOTS in the teaching and learning process of reading skills is needed. Teachers should have several strategies in the teaching and learning process, specifically when teachers apply HOTS. This data findings are related to the teaching strategies used by teacher to enhance students' HOTS in teaching reading. Marina et al (2015:207) classified it into five strategies. That are informing learning objectives, teach through divergent questions, group discussion, giving feedback and giving motivation. Based on the observation in SMP Al-Islam 1 Surakarta, type of strategies used by teacher to develop HOTS in teaching reading, the

researcher found five types of teaching strategies by teacher according to Marina et al (2015).

The researcher have finished observations and interviewing the teacher to find out some strategies in developing HOTS. According to the findings of this study, the strategy to develop HOTS found from six observation are informing learning objectives 12 data, divergent questions 31 data, group discussion 3 data, giving feedback 13 data, and giving motivation 12 data.
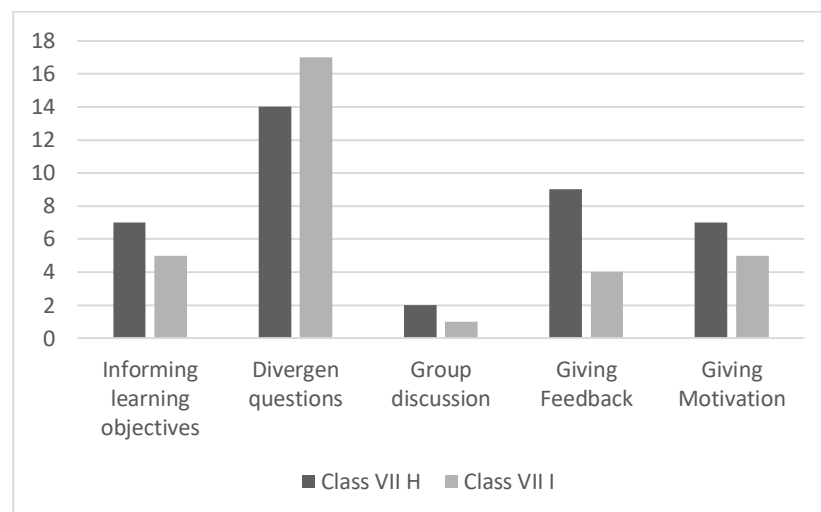
Figure 4.1. Teacher Strategies to Enhance HOTS in Teaching Reading Skill

In this part, the researcher analyzed the teacher's strategy in developing HOTS in teaching reading skills. The teacher planned the teacher's strategy to teach students in the classroom, especially in teaching and learning reading skills. Based on the diagram above, the teacher used several steps in teaching reading skills, such as informing learning objectives, asking divergent questions, group discussion, giving feedback,

and giving motivation. The researcher clarified the details of the strategy below.

a. Informing learning objectives

Learning objectives help to inform learning objectives to students. Therefore, a teacher in planning learning is required to be able to formulate learning objectives clearly and firmly. From the research that has been done, the research found 12 data about strategy to inform learning objectives. One of the data will be explained below. Meanwhile, the total amount of data obtained can be seen in the table below:

Class	Types of Strategy	Frequency
VII H	Informing learning objectives	7
VII I		5

Table 4.1

Result of the data obtained from the strategy informing learning objectives

One of the data showed below:

> *Teacher :Hari ini kita mempelajari tentang descriptive text. Descriptive text itu adalah teks yang digunakan untuk menjelaskan sesuatu. Temanya tentang benda-benda yang ada di kelas ini.*
> **(D11/15-11-19/LO/TH)**

From the observation above, the teacher explained about the descriptive text. The teacher discussed the purpose of the descriptive text is to describe something. The teacher also explained that the

students would have discussions with their peers. Besides, students will also create their descriptive text.

After that, the teacher explained that the students would have discussions and presentations with their friends in teaching reading skills. Apart from that, they would also create a description text. It can be seen below:

> Teacher :Nanti kita akan berdiskusi dengan teman sebangku untuk mempelajari descriptive text tentang benda-benda yang ada di kelas. Di akhir kalian akan membuat teks deskriptif dari benda yang ada di sekitar kalian ya. Setelah itu jika waktunya masih cukup, salah satu presentasi. Understand?
> **(D13/15-11-19/LO/TH)**

The teacher informed the purpose of the learning in the teaching and learning process at the beginning of the class. The topic was descriptive text about the objects in the classroom. The teacher informed about the discussions conducted between the students, and in the end, students have to make descriptive text. The teacher used this strategy to apply HOTS in teaching the reading skill to develop student's critical thinking to brainstorm, analyze, and create descriptive text in the classroom. The purpose of informing the learning objectives is that students can appreciate the descriptive text and also appreciate the technique used by the teacher. This finding is in line with theory by Limbach & Waugh (2010:3) that teachers must determine learning objectives for enhanced critical thinking before starting the class.

b. Teach through divergent question

The process of questioning requires the readers to ask themselves questions to develop meaning, increasing understanding, find answers, solve problems, find information and discover new information. (Harvey & Goudvis, 2000:80). Based on the observations, the teacher used divergent questions in the teaching strategy.

From the research that has been done, the research found there were total 31 data about strategy of teach through divergent question. One of the data will be explained below. Meanwhile, the total amount of data obtained can be seen in the table below:

Class	Types of Strategy	Frequency
VII H	teach through divergent question	14
VII I		17

Table 4.2

Result of the data obtained from the strategy teach through divergent question

Divergent questions are types of questions on finding the correct answers by making students analyze and create. Teachers used questions to review, examine learning, and challenge students to do critical thinking. These questions can improve students' skills in analyzing the descriptive text delivered by the teacher. After being analyzed, then the created their descriptive text.

1) Analyzing

In analyzing the descriptive text, the teacher invites students to analyze the material about descriptive text listed in the textbook first. After that, the teacher invites students to analyze the items in the students' bag. It could be seen in the teaching and learning process as follow:

> Teacher : *Look at your bag! What thing do you find in your bag? Ayo coba dikeluarkan...Then, identify the things that you bring in your bag.* **(D16/15-11-19/DQ/TH)**

In the script above, the teacher ordered students to analyze the material about descriptive text listed in the textbook. They were the name of the things that students often have in their bags. After that, the teacher invited the students to analyze the items in the bag.

2) Creating

After analyzing things in students' bags, the teacher ordered the students to make descriptive text based on the things they found in bag. The script is as follow:

> Teacher : *Okay, bagi yang sudah, try to describe the thing that you and your friend's have. Sama teman sebangku ya. Dibuat paragraph. For example..."* **(D18/15-11-19/GD/TH)**

Based to the script above, after explaining, the teacher invited the student to identify the items in the students' bag and

then asked them to make descriptive text after analyzing the items in the students' bag. The teacher allowed students to work together with their classmates. The statement above also strengthened by the interviews conducted with the teacher about the implementation of the practice.

> *Researcher* : *Oke, nomer dua. Bagaimana pengaplikasian dari strategi yang ibu berikan kepada peserta didik di setiap pembelajaran?*
> *Teacher* : *Saya memberi tugas tentang daily activity. Anak saya suruh mengumpulkan informasi, lalu membuat teks ... Setelah itu dipresentasikan ... Jika ada waktu akan diberikan kesempatan pada satu dua anak untuk membacakan teksnya, sekalian untuk cross-check pronounciation.*
> **(Interview, 27th Dec 2019)**

According to the teacher's statement from the interview above, teacher often trains students to make their texts as a practice. She explained the importance of practice done as a way to cross-check the student's pronunciation as a part of testing the students' reading skills. And when this done, the teacher always gives examples in advance so that students can better understand.

The process of questioning required the reader to ask themselves with critical questions to enhance understanding, build meaning, solve problems, find answers, discover extra information, and search for information. Teachers used questions to review, examine learning, and challenge students

to do critical thinking. Teacher also asked them to link the materials to their own life. High-level questions can improve students' skills in analyzing and practice writing descriptive text by themselves.

According to Samelian (2017:89), HOTS can improve students' understanding of critical thinking skills and help them engage in higher-order thinking to strengthen their knowledge of reading comprehension skills. The findings of Samelian (2017) and the findings of this study also showed the same similarities. The difference is that Samelian (2017) used storybooks, while this research used descriptive text. This finding is also supported by Limbach & Waugh (2010:4) theory, which stated that teaching through questions can improve students' critical thinking.

c. **Using Group Discussion**

The teacher encouraged active learning in the classroom. Students can develop and be more active in the teaching and learning process by doing or creating something the teacher ordered. From the research that has been done, the research found 3 data about strategy of group discussion. One of the data will be explained below. Meanwhile, the total amount of data obtained can be seen in the table below:

Class	Types of Strategy	Frequency
VII H	Using group discussion	2
VII I		1

Table 4.3

Result of the data obtained from the strategy of using group discussion

In the previous statement, after the teacher explained, the teacher asked students to identify the material by themselves. Then teacher instructed students to make a descriptive text together with their peers. Then, if students complete the assignment, the teacher directs students to make a presentation in front of the class. An example of student-teacher dialogues is shown below.

Teacher : Okay, bagi yang sudah, try to describe the thing that you and your friend's have. Sama teman sebangku ya. Dibuat paragraph. For example, "I have blab blab.."
Student : Ooh, dibuat anu tho bu, paragraph?
Teacher : Iya. Contohnya, "I have two rubbers and fildan have one rubber" understand?
Student : Yes.
(After doing the assignment)
Teacher : Ini karena waktunya sudah habis, yang sudah bisa dikumpulkan ke depan ya. Presentasi nya pertemuan minggu depan, oke?

(D18/15-11-19/GD/TH)

Based on the observation result above, after students have understood the explanation from the teacher, the teacher asked them to make a descriptive text. After completing the assignment, students

must present their work in front of the class. However, because of insufficient time, the teacher decided that the students should collect their work first and would make presentations at the next meeting.

From the above dialogue, it can be seen that the teacher used discussion to train students to carry out text analysis procedures with their peers. After students have finished working on the assignment given by teacher, students must present their work. It is the same as previous finding from Samelian (2017), who also used discussion strategy where students had discussions with peers. Besides, according to Burt & Adams, 2003; Van Duzer, 1999), group discussion will further develop students' thinking by exchanging ideas and giving opinions to each other new things students receive in classroom. Group discussions by teacher to students or students with students can improve students to take part more actively, have more confidence, and increase their motivation to take reading class (Siswanti et al., 2012).

d. Giving Feedback

After the learning process is complete, the teacher used remain time to provide feedback and assess learning to students. From the research that has been done, the research found 13 data about strategy of giving feedback. One of the data will be explained below.

Meanwhile, the total amount of data obtained can be seen in the table below:

Class	Types of Strategy	Frequency
VII H	Giving feedback	9
VII I		4

Table 4.4

Result of the data obtained from the strategy of giving feedback

Provide feedback aims to invite students to start reviewing, refining and improving understanding of the material that has learned. Before the lesson is over, the teacher asked the students to review, refine, and improve understanding regarding the material learned that day. It could be seen below:

1) Review

One of the most powerful ways to find out if learning is like what the teacher expected is to include time to review what has learned. Reviews make it easier for students to consider information and accelerate students to store memories in their brains. This strategy challenges students to recall each lesson subject that has been studied.

> Teacher : *For our lesson today, hari ini kita sudah belajar tentang apa*?
> Student : *Tentang Descriptive Text bu.*
> Teacher : *Descriptive text. Iya benar. Good job.*
> **(D19/15-11-19/FD/TH)**

From the observation above, it concluded that the teacher reviews the lessons learned that day before the class finished. It aimed to find out whether students are focused on the learning process or not.

2) Refine

Refine helps students to broaden the understanding of a concept and deepen it. It also helps to apply thinking skills and application of knowledge.

> *Teacher* : ... *Apa itu Descriptive Text? Masih ingat?*
> *Student* : *Teks untuk mendskripsikan sesuatu bu.*
> *Teacher* : *Iya benar. Tadi kita sudah mendeskripsikan barang-barang yang ada di tas kalian ya. Coba tadi ada apa saja?*
> *Student* : *Pencil, Rubber!*
> *Teacher* : *Iya betul ya. Hayo bacanya yang bener itu Rubber!*
> **(D21/18-11-19/ FD/TH)**

From the observation above, it concluded that the teacher always refines the lessons learned that day. When refining the students' understanding, teacher asked students what descriptive. Also, teacher gave correct pronunciation for students who still mispronounce. This is done before the class finished. It aimed to find out whether students focused on the learning process.

3) Improve understanding

Helping students develop metacognitive skills is critical for learning. Studies have shown that students believe they learn less during active lessons like projects as opposed to passive subjects like lectures.

> Teacher : *Descriptive text tentang apa tadi? Anybody know?*
> Student : *Tentang barang di tas miss.*
> Teacher : *Yes, correct. Tentang barang-barang yang ada di tas kalian, dijelasin satu-satu, trus tadi dibuat list setelah itu dibuat paragraph. Sudah paham berarti?*
> Student : *Sudah miss.*
> **(D22/18-11-19/ FD/TH)**

According to the observation above, teacher asked about what descriptive text to improve students understanding so that students would not be confused later on. Then the teacher explained again what has been learned that day and ask whether the students really understand it or not.

Based on the observation result above, the teacher provides feedback to students and invited students to review, refine, and improve understanding before learning is over. The teacher review the material with students so that students become more active. After reviewing the material, the teacher develop the material with students. It aims to help students to improve their skills in criticizing by

ensuring that students have fully understood with the material. Then, teacher assessed students during the review, refine, and improvement stages. All these things were done to know whether students really understand the material or not. This is also done to determine the ability of students about how successful the strategy is for students. These findings are in line with Limbach & Waugh (2010:6) theory of reviewing, refining, increasing understanding, training feedback, and assessing learning to think critically. The teacher should provide students with useful feedback through frequent opportunities to practice whatever the teacher expected the students to do at the time of the assessment.

e. **Giving Motivation**

Motivation is an important thing that teacher must give to their students. Motivation plays an important role for students because it can foster student enthusiasm when the learning process takes place. From the research that has been done, the research found 12 data about strategy of giving motivation. One of the data will be explained below. Meanwhile, the total amount of data obtained can be seen in the table below:

Class	Types of Strategy	Frequency
VII H	Giving motivation	7
VII I		5

Table 4.5

Result of the data obtained from the strategy of giving motivation

Motivation can be used to make students always focus when studying. In connection with this, the teacher always motivates students when teaching in class. This can be seen from the interview below:

Researcher : *Apakah ibu merasa pemberian motivasi itu sangat penting?*

Teacher : *Iya sangat penting ya, karena disini banyak sekali mata pelajaran ... apalagi mapel Bahasa Inggris itu kadang di jam terakhir, siswa udah mulai ngantuk dan sebagainya, jadi tetap harus ada motivasi.*

Researcher : *Motivasi apa yang ibu berikan kepada siswa di setiap pembelajaran?*

Teacher : *... sebelum masuk dikasih ice breaking atau game sebentar, atau nyanyi, yang sesuai dengan materinya lah ... Terus juga ditambah dengan point juga. Jadi anak bisa menjawab akan mendapat point, atau anak bisa menjawab akan bisa bebas remidi itu sudah membuat anak senang ... Itu sudah memotivasi anak untuk berusaha keras dalam menjawab pertanyaan.*
(Interview, 27th Dec 2019)

From the interview above with Mrs. Eni, she said that motivating students was great. Teachers motivate in several ways. She sometimes gives ice breaking or games that have the same theme as the subject lesson. Also, she provides rewards such as providing added

points for students who can answer questions correctly. In the observation, teacher motivated the students in the teaching and learning process:

> Teacher : ... *Coba ada yang paham apa maksudnya nggak? Angkat tangan coba, nanti dapat poin yang bisa jawab.*
> Student : *Saya bu.*
> Teacher : *Iya siapa itu? Naila ya?*
> Student : *Iya Naila bu.*
> Teacher : *Oke. Silahkan.*
> **(D07/18-10-19/MO/TI)**

From the observation above, teacher gave a challenges to students. Students who can answer the questions from the teacher will get additional points. With this, it increased students' motivation to answer the questions, as well as motivate students to think critically about the material they have learned.

According to Bhushan (2014:11), motivation is the main important factor that stimulates critical thinking and creativity. The teacher motivated students to think critically by asking questions about the material that has been studied. If the students can answer correctly, they will get praise and additional points. Sometimes even the teacher will gave other prizes that can be used by students to study. This is in line with Hung et al (2011) which stated that critical thinking can empower students to be motivated to learn more persistently when faced with a task. Therefore, providing challenges can motivate

students to learn how to get more involved. With this strategy, it can foster critical thinking in students when learning how to read.

2. The challenges faced by teacher to enhance HOTS in teaching reading

Based on the interviews that have been conducted by researchers with the teacher concerned, there are several challenges faced by teachers when teaching reading comprehension that can improve HOTS. According to Seman, Shamilati & Wan Yusoff, Wan Mazwati & Embong, Rahimah (2017: 534-545), Higher-order thinking can be taught, and there is a paradigm (infusion and separate subject) to guide the proper approach to teach HOT effectively. However, there are some challenges to teach HOT that are still felt by teachers. The following are the explanations about the challenge of teaching HOT.

a. Time

Time is a great challenge to the teacher in teaching and learning of HOTS. It is all because teachers felt that they did not have enough time to teach HOTS. According to Limbach & Waugh in Sparapani (1998), the cultivation of HOT is a time-consuming effort. However, because of the tight schedule for each subject, the teacher may have difficulties planning HOT-filled lessons to be complete in one or two class periods.

The interview below will discuss the time that became a challenging factor for teachers when teaching using HOTS.

> Researcher : *Apakah ada tantangan dalam menggunakan strategi yang ibu pakai?*
> Teacher : *Ya, ada. Dalam satu pertemuan itu ada dua atau tiga strategi paling tidak, lalu dilanjutkan ke pertemuan berikutnya. Kendalanya ada di waktu target untuk menyelesaikan materi. Di satu pertemuan itu akhirnya lima strategi jalan semua ... jadinya terburu-buru.*
> **(Interview, 27th Dec 2019)**

From the interview above, time has indeed become an essential point in the learning process, especially HOTS-based learning. From the interviews conducted, the teacher said that time was the most difficult challenge. She said that to teach critical-based teaching requires a lot of time. Meanwhile, it would be exhausting if the material gives in one meeting. Therefore the teacher divides into several parts. In one meeting, the teacher using two or three strategies only. Thus, it's not surprising if time becomes one of the challenging factors for teachers when implementing HOTS learning.

b. **Pupil Learning Ability**

The ability of pupils in learning of thinking, learning about thinking, and learning for thinking was an extensive challenge for teachers, especially among poor pupils. Not only in terms of cognitive but also in psychomotor and affection.

> *Researcher* : *Apakah ada hambatan dalam mengerjakan materi?*
>
> *Teacher* : *Ya ada, terutama vocab. Vocab yang anak ketahui itu biasanya vocab baru. Jadi sebelum dibahas, kita menggaris bawahi kata-kata sulit itu, terus anak disuruh mencari di kamus tentang arti atau maksud dari kata tersebut. Setelah itu baru kita bahas bersama ... Terus nanti kita bahas bareng-bareng, saling tukar informasi ... Itu menghindari kejenuhan.*

(Interview, 27th Dec 2019)

Based on the interview above, pupils learning ability is very essential because this determines how students can learn comfortably in class. The vocabulary known to students is limited because most are newly learned vocab. So the solution, before starting to discuss the material, sometimes they will underline difficult words. Then, students asked to look for the meaning of these words. Some students already know the definition of those words, but some don't know. The teacher must be active in helping to align students' learning abilities in class so that there is no class gap in learning.

c. **Pupils' Mastery**

The teacher also explained another difficulty from the students' side, namely the difference in basic knowledge obtained from the previous school. Pupils with different levels of cognitive ability have different levels of proficiency. It has a lot of impact on teaching and learning for HOTS because the teaching and learning designed cannot be implemented because pupils who have not yet mastered the primary

skills need special attention. After all, teachers need to explain it repeatedly. The statement of the interview with Mrs. Eni will be displayed below.

> *Researcher* : *Bagaimana kemampuan membaca peserta didik kelas 7, khususnya 7 H dan 7 I?*
> *Teacher* : *Kurang karena dari SD yang berbeda-beda dan ada yang belum dikenalkan dengan Bahasa Inggris ... Kalau membaca satu-satu terbentur dengan waktu lagi juga ... Penyelesaiannya dengan membaca bersama-sama, disendirikan laki-laki perempuan dulu agar mengcross-check nya lebih mudah.*
> **(Interview, 27th Dec 2019)**

From the interview above, the pupils' mastery is one of the essential keys that can support the success of HOTS learning. Based from the interview, the pupil's mastery is still lack due to different in several elementary schools that have not to introduce to English material. So, the teacher must work very hard. If each pupil's mastery is still different, this can be a burden on the teacher in delivering distant material. It is why this factor is one of the challenging element in HOTS learning.

d. **Planning Domain**

Teachers planned their teaching and learning of HOTS carefully concerning curriculum content, the length of time spent on teaching and learning, and the pupil's abilities. If the syllabus has not yet complete, this means the domain is relevant thinking skills have not been taught and learned. So, it is hard to master the concepts and skills

that have continuity. This problem often experiences by teachers who teach poor pupils.

In this observation and interview, it found that the teacher's domain planning was still incomplete due to some students having a low cognitive ability. The result of the interview with the Mrs. Eni shown below.

> *Researcher*   *: Apa yang ibu ketahui tentang HOTS?*
> *Teacher*   *: ... setahu saya HOTS itu juga ada tiga tipe ya, HOTS rendah, sedang, dan tinggi. Jadi untuk kelas 7 ini saya memakai nya HOTS yang rendah dulu. Karena setahu saya, modelnya itu adalah pertanyaan-pertanyaan yang jawabannya tersirat, tetapi anak mudah untuk mencari jawabannya...*
> **(Interview, 27th Dec 2019)**

According to the teacher's statement from the interview above, she explained about the planning domain she used in the classroom. However, the plan cannot implement because there are still students who have low cognitive abilities. Therefore, a lot of adaptation is needed before planning can proceed as planned.

B. Discussion

This section presents a discussion of the research findings. It present the data got by the researcher from the observation and interview. As mentioned in the previous chapter, there are two problem statements proposed in this research. This study aims to know the teaching strategies used by the teacher to enhance students' HOTS in teaching reading and the challenges faced by the teacher to enhance students' HOTS in teaching reading. According to the results of the observation and interview which was conducted in SMP Al-Islam 1 Surakarta especially in seventh grade with one English teacher about the strategies to enhance students' HOTS in teaching reading, it could be summarized that there are several strategies and challenges on enhance students' HOTS in teaching reading.

1. The teaching strategies used by the teacher to enhance HOTS in teaching reading.

In the previous chapter, there were five strategies used to develop critical thinking skills, according to Marina et al (2015:207). The strategies were (1) informing learning objectives to students, (2) teaching through a divergent question, (3) using discussion, (4) provide feedback to review, refine, and improve understanding and (5) motivating students. Those five strategies were used by the teacher in SMP Al-Islam 1 Surakarta to develop student's critical thinking in reading skills.

The researcher have finished observations and interviewing the teacher to find out some strategies in developing HOTS. According to the

findings of this study, the strategy to develop HOTS found from six observation are informing learning objectives 12 data, divergent questions 31 data, group discussion 3 data, giving feedback 13 data, and giving motivation 12 data.

First, the teacher informed the learning objectives to students in teaching and learning activities. From the observation, the teacher explained the purpose of the learning at the beginning of the class. The teacher used this strategy to apply HOTS in teaching reading skills to develop critical thinking so that students can start to brainstorm, analyze, and even create descriptive text. The purpose of informing the learning objectives is students can appreciate the descriptive text and also to appreciate the strategy used by the teacher. This finding is in line with Limbach & Waugh (2010:3) about teachers who inform learning objectives early in the learning process to help improve students' critical thinking skills.

The second strategy is to teach through a divergent question. The divergent question uses to help student to improve their skills to analyze the descriptive text delivered by the teacher. After students analyze, then they finally can make their descriptive text. This statement is in line with the statement by Harvey & Goudvis (2017) about the questioning process that requires students to ask themselves with critical questions to enhance understanding, construct meaning, solve problems, find answers, discover new information, and find information. Also, according to Samelian

(2017:89), HOTS can improve students' understanding of critical thinking skills and help them engage in higher-order thinking to strengthen their knowledge of reading comprehension skills. The findings also relate to the theory of Limbach & Waugh (2010:4) about teaching through divergent questions could improve students' critical thinking.

The third strategy used is group discussion. In the previous statement, the teacher used discussion to train students to carry out text analysis procedures with their peers. After students have finished working on the assignment given by teacher, students must present their work. It is the same as previous finding from Samelian (2017), who also used discussion strategy where students had discussions with peers. Besides, according to Burt & Adams, 2003; Van Duzer, 1999), group discussion will further develop students' thinking by exchanging ideas and giving opinions to each other new things students receive in classroom. Group discussions by teacher to students or students with students can improve students to take part more actively, have more confidence, and increase their motivation to take reading class (Siswanti et al., 2012).

The next strategy is giving feedback to review, refine, and improve understanding. To encourage students to develop their critical thinking skills, teachers need to refine their subjects and contents from time to time to make sure that students get most of the stated goals when the lesson ends. From the observation, the teacher always reviews and refines the lessons learned that day. That done before the class is finished. This is

aimed to find out whether students are focused during the learning process. Besides, it also focuses for teacher on cross-checking the material learned that day. For example, the teacher justifies the pronunciation of the student. According to Limbach & Waugh (2010:6), teachers should strive to continually refine their courses to ensure that their instruction techniques are helping students develop higher-level thinking skills. Student feedback is also a great tool to be used in the improvement of a course. Duron (2006:163) also mentioned that students' feedback is another essential element through which teachers review to address within-class issues and find useful solutions to them. Moreover, teaching and learning tend to be better if teachers can discuss the responses with the students at the right place and time.

The last strategy is giving motivation to students. Motivation is an important thing that teachers must provide to their students. From the observation, teacher gave a challenges to students. Students who can answer the questions from the teacher will get additional points. With this, it increased students' motivation to answer the questions, as well as motivate students to think critically about the material they have learned. According to Bhushan (2014:11), motivation is the main important factor that stimulates critical thinking and creativity. The teacher motivated students to think critically by asking questions about the material that has been studied. If the students can answer correctly, they will get praise and additional points. Sometimes even the teacher will gave other prizes that

can be used by students to study. This is in line with Hung et al (2011) which stated that critical thinking can empower students to be motivated to learn more persistently when faced with a task. Therefore, providing challenges can motivate students to learn how to get more involved. With this strategy, it can foster critical thinking in students when learning how to read.

2. **The challenges faced by teacher on teaching reading comprehension to enhance HOTS**

Based on the interviews that have been conducted by researchers with the teacher concerned, there are several challenges faced by teachers when teaching reading comprehension that can improve HOTS. According to Seman, Shamilati & Wan Yusoff, Wan Mazwati & Embong, Rahimah (2017: 534-545), Higher-order thinking can be taught, and there is a paradigm (infusion and separate subject) to guide the proper approach to teach HOT effectively. However, there are some challenges to teach HOT that are still felt by teachers.

The first challenge is time. Time is a great challenge to the teacher in teaching and learning of HOTS. This is because teachers felt that they did not have enough time to teach HOTS. From the interviews conducted, the teacher said that time was the most difficult challenge. She said that to teach critical-based teaching requires a lot of time. Meanwhile, the fact that if one material gives in one meeting will be very burdensome for both

teacher and students. Therefore the teacher divides into several parts. That is related to the theory by Sparapani in Yen & Halili (2015:43) that the cultivation of HOT is an internal process that develops over time. It is a time-consuming effort where students need to reflect, to articulate, to justify, to interact with, to discuss, to question, and all in a one-time frame. Also, according to Limbach & Waugh (2010:3), because of the tight schedule for each subject, the teacher may have difficulties planning HOT-filled lessons to be complete in one or two class periods. From the interview, the time has indeed become an essential point in the learning process, especially HOTS-based learning. Thus, it's not surprising if time becomes one of the challenging factors for teachers when implementing HOTS learning.

Pupil learning ability is the next challenge faced by the teacher. From the interview conducted, the teacher said that one of the problems of pupil learning ability is vocabulary. The vocabulary known to students is limited, and most are newly learned vocab. So the solution, before starting to discuss the material, sometimes they will underline difficult words. Then, students asked to look for the meaning of these words. That is done because there are some students already know the definition of those words, and some don't know. The teacher must be active in helping to align students' learning abilities in class so that there is no class gap in learning. This is related to the statement from Seman, Shamilati & Wan Yusoff, Wan Mazwati & Embong, Rahimah (2017:541) that the ability of pupils

in learning of thinking, learning about thinking, and learning for thinking were the greatest challenges for teachers especially among poor pupils, not only in terms of cognitive, but also psychomotor and affective. To ensure that students can achieve the specified learning goals, the teacher must simplify many things in terms of subject content skills or thinking skills. Because if not, for students who have low cognitive levels, there is no time for them to learn skills. The teaching and learning process is not done thoroughly due to limitations in terms of their cognitive abilities.

The next challenge is the pupils' mastery. Pupils' mastery of primary skills is closely related to student learning ability. From the interview, the pupil's mastery is still not much, due to different elementary schools and some elementary schools that have not introduce English material. The teacher must work very hard when teaching reading. The students need assistance. If each pupil's mastery is still different, this can be a burden on the teacher in delivering further material. The solution used by the teacher is to keep reading together, but it will be separated by the male student first or female students first. At this rate, the teacher makes it easier to cross-check the student's reading ability. The statement above is related to the theory by Seman, Shamilati & Wan Yusoff, Wan Mazwati & Embong, Rahimah (2017:541) that students with different levels of cognitive ability have different levels of proficiency. This has an impact on teaching and learning for HOTS because teaching and learning designed cannot implement properly due to students who have not mastered the primary

skills need more special attention, and also the teacher needs to explain them repeatedly. Thus, pupils' mastery becomes one of the challenging factors for teachers when implementing HOTS learning.

The last challenge is the planning domain. Teachers planned their teaching and learning of HOTS carefully concerning to curriculum content, the length of time spent on teaching and learning, and the pupil's abilities. If the teacher fails to design, it will have a negative impact. According to Seman, Shamilati & Wan Yusoff, Wan Mazwati & Embong, Rahimah (2017:539), the design of all domains of thinking skills must be planned in detail and systematic because failing to plan means to fail. Therefore, the curriculum is the starting point for teachers to act wisely and creatively in designing the teaching and learning of HOTS in the classroom. From the research, the teacher has made HOTS-based teaching planning, but even so, there are still obstacles in its plan. According to the teacher's statement from the interview, she explained the planning domain she used in the classroom. However, the plan cannot carry out perfectly because there are still students who have low cognitive abilities. Therefore, a lot of adaptation is needed before planning can proceed as planned.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

This chapter presents the conclusion of this research. After describing and analyzing the data, the researcher draws a conclusion based on the result of the observation of the teaching process related to the teacher strategy for enhancing students' higher-order thinking skill in teaching reading to the seventh-grade students of SMP Al-Islam 1 Surakarta.

First is about the strategy used by the teacher to enhance students' HOTS in the teaching-learning process. Based on the observation, the researcher found that the teacher used five strategies to develop higher-order thinking skills. The strategies were (1) informing learning objectives; (2) divergent question; (3) group discussion; (4) giving feedback; and (5) giving motivation. Among the five strategies, divergent question is the most dominant used by the teacher that occurs 31 of 71 data. The strategy was mostly occurred because the teacher in teaching and learning process often give questions to train the students to critical thinking in classroom. It is followed by informing learning objectives with 12 data, group discussion with 3 data, giving feedback with 13 data, and giving motivation with 12 data. Meanwhile, group discussion is the least prominent with only 3 data founded. It happened because the teacher rarely used group discussion in class. The five strategies taken by the teacher in SMP Al-Islam 1 Surakarta

aims to increase the ability of students to think critically to enhance in HOTS in teaching reading in the class.

Second is about the challenges faced by the teacher on teaching reading to enhance students' HOTS. The researcher found several challenges faced by the teacher when teaching reading to enhance HOTS. From the observation and interview that has been done, the researcher found that there are four challenges faced by the teacher in teaching reading to enhance HOTS. Among others are (1) time; (2) pupil learning ability; (3) pupil's mastery; and (4) planning domain. It happened because students still lack understanding of Higher Order Thinking Skills. Because of the limited time the researcher had, the conclusion in this study are still preliminary. Other reseearchers can used this to develop diverse research relevant to this research.

B. Suggestion

Based on the conclusion of the teaching strategies to enhance HOTS in teaching reading in SMP Al-Islam 1 Surakarta, the researcher would like to suggest as follows:

1. For the teacher

   a. The teacher should explain the purpose of the learning on that day at the beginning of the class.

   b. The teacher should plan to use divergent questions to help students practice their skills in analysis and create something.

c. The teacher must facilitate students to continue practicing to master any skills.

d. The teacher should give good feedback to their students through frequent opportunities to practice whatever they expect to do at assessment time.

e. The teacher must encourage active learning and always motivate students.

2. For the other researcher

The researcher realized that the result of this research is still far from being perfect. This research is limited to the teacher's strategies to enhance students' HOTS in teaching reading. There are some weaknesses in the technique used, such as the implementation and in arranging interview questions that may felt to be insufficient in depth. The researcher expects that there will be other researchers who will investigate other aspects relating to the teacher's strategies to enhance students' HOTS in teaching reading. Hopefully, this study can be used as a reference and information to develop further research. Moreover, it can be used by other researcher who carry out and expand a similar research.

Bibliorgaphy

Aloqaili, Abdulmohsen, S. 2012. *The Relationship between Reading Comprehension and Critical Thinking: A Theoretical Study*. Journal of King Saud University – Languages and Translation (2012)24, 33-41.

Ahuja, G. C., and Ahuja, Pramila. 2001. *How to Increase Reading Speed*. New Delhi: Sterling Publishers Pvt. Ltd 4th Edition.

Anderson, Neil J. 1991. *Individual Differences in Strategy Use in Second Language Reading and Testing.* The Modern Language Journal, 75(4), 460-472. Doi: 10.2307/329495.

Anderson, Lorin W., & Krathwohl, David R. 2001. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* United States: Addison Wesley Longman, Inc.

Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktek.* Jakarta: PT. Rineka Cipta.

Ariyana, Y., Pudjiastuti, A., & Bestary, R. 2018. *Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berfikir Tingkat Tinggi: Program Peningkatan Kompetensi Pembelajaran Berbasis Zonasi.* Kementrian Pendidikan dan Kebudayaan.

Ary, Donald., Jacobs, L. C., & Sorensen, Christine. 2010. *Introductio to Research in Education.* Canada: Wadsworth Cengage Learning.

Bhushan, R. 2014. *Developing Learner's Critical Thinking and Motivation.* International Journal on Studies in English Language and Literature, 2(6). Retrieved from www.arejournals.org.

Bloom, B.S., Englehart, M. D., Furst, E. J., Hill, W.H., & Krathwohl, D. R. 1956. *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain.* New York, NY: Longman.

Brookhart, Susan M. 2010. *How to Assess Higher-Order Thinking Skills in Your Classroom*. USA: ASCD.

Brown, Douglas H. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition. San Fransisco: Longman.

Burt, M., Peyton, J. K., Linguistics, A., States U., & Adams, R. J. 2003. *Reading and Adult English Language Learners: A Review of the Research*. Washington, DC: Center for Applied Linguistics.

Creswell, John W. 1994. *Research Design: Qualitative and Quantitative Approche*s. California: SAGE Publications Inc.

Crowl, T. K., Kaminsky, S., & Podell, D., M. 1997. *Educational Psychology: Windows on Teaching.* Madison, WI: Brown and Benchmark.

Day, R. R. and Bamford, J. 1998. *Extensive Reading in the Second Language Classroom.* Cambridge: Cambridge University Press.

David, F. R. 2011. *Strategic Management Manajemen Strategi Konsep Edisi 12.* Jakarta: Salemba Empat.

Duron, R. et al. 2006. *Critical Thinking Framework for Any Discipline.* International Journal of Teaching and Learning in Higher Education, 17(2), 160-166.

Gillet, Jean., and Temple, Charles. 2000. *Understanding Reading Problems: Assesment and Instruction, 5ᵗʰ Edition*. Pearson.

Grabe, William, and Stroller, Fredericka L.L. 2019. *Teaching and Researching Reading*. London: Pearson Education Longman.

Hanina, Aqmarina Z. 2018. *Technique Used by the Teacher to Develop Higher Order Thinking Skill (HOTS) in Teaching Reading to the Seventh Grade Students at SMP N 1 Surakarta 2017/2018 Academic Year.* Muhammadiyah University of Surakarta.

Harmer, Jeremy.2007. *The Practice of English Language Teaching*. Cambridge, UK: Longman

Harvey, Stephanie, and Anne Goudvis. 2000. *Strategies that works: Teaching Comprehension to Enhance Understanding*. Portland, Maine: Sten House.

Heong, et al. 2011. *The Level of Marzano Higher Order Thinking Skills among Technical Education Students*. International Journal of Social Science and Humanity, 1(2), 121-125.

Hung, S. Durciknova, A., Lai, H., & Lin, W. 2011. *The Influence of Intrinsic and Extrinsic Motivation on Individuals' Knowledge Sharing Behavior.* Journal of Human Computer Studies, 69(6), 415-427. Retrieved from https://doi.org/10.1016/j.ijhcs.2011.02.004.

Indriyana, Bernadeta S, and Kuswandono, Paulus. 2019. *Developing Students' Higher Order Thinking Skills (HOTS) in Reading: English Teachers' Strategies in Selected Junior High Schools.* Journal of English Teaching, 3(3), 204-216.

Jannah, Sylvia M. 2018. *Teachers' Beliefs on Teaching Reading to Achieve Higher Order Thinking Skills (HOTs): A Case Study at SMA ABBS Surakarta*. Muhammadiyah University of Surakarta.

King, FJ., Goodson, L., & Rohani. 2006. *Higher Order Thinking Skills.* Center for Advancement of Learning and Assessment.

Kusumastuti, Ima., Fauziati, Endang., & Marmanto, Sri. 2019. *Revealing Teachers' Beliefs of Higher Order Thinking Skills in Teaching Reading at Junior High School.* English Language and Literature International Conference (ELLiC) Proceedings, (3)2019, 155-162.

Limbach, B., & Waugh, W. 2010. *Developinh Higher Level Thinking*. Journal of Instructional Pedagogies, 3. http://www.aabri.com/manuscripts/09423.pdf.

Marina et al. 2015. *Reading Strategy to Develop Higher Order Thinking Skills for Reading Comprehension.* Profile Issues in Teachers Professional Development, 12(1), 107-123.

Miles, M.B. & Huberman, M.A. 2014. *Qualitative Data Analysis: A Methods Sourcesbooks 3th Ed.* Thousand Oaks: SAGE Publications Inc.

Moleong, Lexy J. 2006. *Metode Penelitian Kualitatif.* Bandung: PT Remaja Rosdakarya.

Nuary, C. 2015. *The Implementation of Discussion in Teaching Reading at Seventh Grade of SMP Murni 1 Surakarta.* Muhammadiyah Surakarta University.

Nugroho, R. Arifim., 2018. *HOTS Kemampuan Berfikir Tingkat Tinggi: Konsep, Pembelajaran, Penilaian, dan Soal-soal.* Jakarta: Grasindo.

Patel, M.F & Jain, Praveen. 2008. *English Language Teaching (Methods, Tools & Techniques).* Jaipur: Sunrise Publishers & Distributors.

Retnawati, et al. 2018. *Teachers' Knowledge about Higher-Order Thinking Skills and Its Learning Strategy.* Problems of Education in the 21st Century, (76)2, 215-230.

Samelian, L.A. 2017. *How Higher Order Questioning and Critical Thinking Affects Reading Comprehension.* Hamline University. Retrieved Sept. 11, 2020, from http://digitalcommons.hamline.edu/hse_all.

Scott, L. A. 2017. *21st Century Skills Early Learning Framework.* Partnership for 21st Century Skill (P21). Retrieved from http://www.p21.org/documents/EarlyLearning_Framework/P21_ELF_Framework_Final.pdf.

Seman, Shamilati Che., Yusoff, Wan., Embong, Rahimah. 2017. *Teacher's Challenges in Teaching and Learning for Higher Order Thinking Skills (HOTS) in Primary School.* International Journal of Asian Social Science, (7)7, 534-545.

Siswanti, F., & Setyaningsih, N. 2012. *The Use of Small-Group Discussion to Improve Students' Reading Comprehension.* English Education, 2(2), 216-232.

Skinner, Ellen and Belmont, Michael. 1993. *Motivation in the Classroom: Reciprocal Effect of Teacher Behavior and Student Engagement across the School Year.* Journal of Educational Psychology. 85. 571-581. Doi: 10.1037/0022-0663.85.4.571.

Sugiyono. 2011. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D).* Bandung: Alfabeta.

Thamrin, Nani R, and Margana, Pratomo W. 2019. *Developing Higher Order Thinking Skills (HOTS) for Reading Comprehension Enhancement*. Journal of Physics: Conf. Series 1179(2019), 1-6.

Thomas, A., and Thorne, G., 2009. *How to Increase Higher Order Thinking*. Metarie, LA: Center for Development and Learning. Retrieved Sept. 10, 2020, from http://www.cdl.org/resource-library/articles/HOT.php?type=subject&id=18.

Wright, Lesley. 1987. *Physical Education and Moral Development.* Journal of Philosophy of Education, 2(1). Retrieved from https://doi.org/10.1111/j.1467-9752.1987.tb00146.x.

Yen, T. S., & Halili, S. H. 2015. *Effective Teaching of Higher-Order Thinking (HOT) in Education.* The Online Journal of Distance Education and e-Learning, (2)3, 41-47.

APPENDIX

APPENDIX 1

TRASNCRIPT OBSERVATION

TRANSCRIPT

OBSERVATION 1

Title   : **Observation of the learning process**
Date   : **Friday, October 18th, 2019**
Informant   : **Miss E.K**
Place   : **Classroom VII I**
Time   : **07.40 - 08.20 a.m**

T : Assalamu'alaikum wr.wb
S : Wa'alaikumsalam wr.wb
T : Good morning everybody
S : Good morning
T : How are you doing?
S : I'm fine, and you?
T : Not bad.
     Okay we may continue the last meeting that we have learned about.
     Tentang apa kemarin?
S : Jadwal.
T : Iya, schedule ya. **Hari ini kita belajar descriptive text tentang schedule ya.**
     Masih pada inget apa itu descriptive text kan?
S : Masih bu.
T : Apa coba descriptive text itu?
S : Tentang mendeskripsikan sesuatu bu.
T : Iya bagus. **Masih pada inget ya. Descriptive text itu adalah teks yang digunakan untuk menjelaskan sesuatu**. Nah tema kita hari ini apa tadi?
S : Schedule bu.
T : **Iya kita akan belajar cara membuat descriptive text tentang schedule.** And then? Schedule nya isinya apa?
S : Hari bu
T : Hari iya, what is hari in English?
S : Day!
T : And then?
S : Time
T : Terus, any others?
S : Mata pelajaran
T : Time, day, subject. Any others? Come on?
S : Numbers?
T : Okay numbers. First.

88

S : Second.

T : Second time, third time.

S : Fourth time.

T : Terus? After four?

S : Five.

T : Five apa fifth?

S : Fifth.

T : And then?

S : Sixth. Seventh. Nine

T : Nine or Ninth?

S : Ninth.

T : And then?

S : Tenth.

T : The last time that you have learn, in what time? In eight or ninth time? Kalau terakhir belajar mu itu sampek jam berapa?

S : Jam setengah lima.

T : Jam ke Sembilan atau jam ke sepuluh?

S : Sampai jam ke sepuluh bu.

T : Sampai jam ke sepuluh ya. Okay. Next, look at the schedule on Monday. Kemarin sudah ditulis tho.

S : Baik bu.

T : What subject will you learn on Monday? What subject?

S : English. Social Study. Math.

T : Math okay. Next.

S : Citizenship.

T : Citizenship, okay.

S : Arabian.

T : Arabian. Any others?

S : Sports.

T : Is there any Sports on Monday?

S : No. on Tuesday.

T : Okay. How about Tuesday. What lesson will you study?

S : Art religion. (Pelafalan salah)

T : Bukan religion. Region ya yang benar. Art region.

S : Art Region. (With correct pronounciation)

T : Art Region, okay. And then?

S : Sports.

T : Sport.

S : Aqidah Akhlak.

T : Aqidah Akhlak.

S : Indonesian.

T : Indonesian.

S : Crafts.

T : Crafts.

S : Syari'ah.

T : Oh selasa lho. On Tuesday lho. What else?

S : Sport theory.

T : Sport theory. Any others??

S : Al-Qur'an.

T : Al-Qur'an. And then?

S : Arabian.

T : Arabian, iya?

S : Iya bu.

T : And then?

S : Science.

T : Science.

S : SKI.

T : SKI.

S : Crafts.

T : Crafts.

S : Al-Qur'an.

T : Al-Qur'an. Okay next.
   On Thursday, what is that?

S : Javanese Language.

T : Javanese Language. Javanese.

S : Art.

T : Art.

S : Tahfidul Qur'an.

T : Tahfidul Qur'an.

S : Sosial Study.

T : Sosial Study.

S : Indonesian.

T : Indonesian.

S : Citizenship.

T : Citizenship.

S : On Friday.

T : On Friday. What subject?

S : English.

T : English. Next?

S : Al-Qur'an.

T : Al-Qur'an. Okay next?

S : Hadits.

T : Hadits.

S : Khitobah.

T : Religion Speech ya.

S : Science.

T : Science. The last is science ya.
Terus on Saturday?

S : Arabian.

T : Arabian.

S : Social Study.

T : Social Study. And then?

S : Math.

T : Math.

S : Scouth.

T : Apa?

S : Scouth bu.

T : Oh ya, pramuka.

S : Bu, mau tanya, khitobah tadi Bahasa Inggrisnya apa?

T : Religion Speech.

S : Ok. Makasih bu.

T : Iya. Okay look at here. Let's read it together. Yang cewek dulu, baru yang cowok ya.
"On Friday I will learn English at seventh forty until nine o'clock.
Then, I will learn Hadiths at nine o'clock to nine forty.
After that I will have break lunch at nine forty to ten o'clock.
Next, I will learn Hadiths again until ten forty.
After that I will have Religion Speech. I pray 'Friday Praying'.
Next I will learn Science at twelve fifty to two fifty.
Finally, we finish learning for today and continue to do Ashar praying."

S : Yeess miss.

[S & T membaca bersama-sama]

T : Nah, sekarang ibu mau tanya. Coba ada yang paham apa maksudnya nggak? Angkat tangan coba, nanti dapat poin yang bisa jawab.

S : uhmmm.

T : Ayo, yang bisa angkat tangannya.

S : Saya bu.

T : Iya, siapa itu? Naila ya?

S : Iya Naila bu.

T : Oke. Silahkan.

S : Tentang jadwal pada hari jumat miss.

T : Oke. Jadwal apa hayo?

S : Aaa, jadwal pelajaran miss.

T : In English?

S : Schedule miss.

T : Nah benar. Good job Naila.

Yang kita baca bersama tadi adalah rangkaian dari jadwal pelajaran pada hari jumat ya. Tadi ibu sudah tanya-tanya kan pas hari jumat jadwal pelajarannya apa saja.

S : Ohhh iya sudah bu.

T : Nah jadwal pelajarannya tadi dijadiin satu terus dibuat paragraph seperti contoh tadi. Sampai sini paham?

S : Paham miss.

T : Okay. Kalau sudah paham, now, I want to ask you one-by-one, to tell about the schedule on that day. For example, on Monday I have blab blab blab (what subject). Then I have blab blab blab at. Understand?

S : Satu satu miss?

T : Kaya contoh tadi lho. Yang kita baca bareng-bareng tadi. Dibuat seperti paragraph. Contoh, hari senin pas jam ini belajar pelajaran apa, trus habis itu apa, dll. In

S : Ohh baik miss.

T : Wis paham tenan tho?

S : Paham miss.

T : Nah ayo dikerjakan sekarang. You may write for about ten minutes.

After that I will ask you to tell it to your friends. Got it?

S : Yes, miss.

T : The day that you want to tell is free.

You may choose Monday and other day except Friday.

Friday sudah dikerjakan bu Eni ya.

So you may choose Monday is okay. After Monday?

S : Tuesday.

T : Tuesday is okay. Wednesday is okay.

S : Sunday bu, Sunday.

T : Sunday? Is it okay? What will you learn on Sunday?

S : Sleep, main hape, makan.

T : Ya okay. Sunday tidak termasuk ya. Do it now.

S : Sabtu boleh bu?

T : Saturday is okay ya. Kecuali untuk hari Friday and Sunday.

S : Baik bu.

T : Understand?

S : Yes bu.

T : Di kerjain di kertas ya.

S : Yes bu.

[siswa sedang mengerjakan]

T : Are you finish?

S : Yes bu.

T : Okay, we will check on the next day okay.

S : Baik bu.

T : Sebelum saya tutup. Tadi kita sudah belajar tentang apa anak-anak?

S : Descriptive text bu.

T : Iya benar. Descriptive text tentang apa tadi?

S : Tentang schedule bu.

T : Good job. Pinter semua.
    Okay that's for today. Thank you for your attention. Wassalamu'alaikum wr wb.

S : Wa'alaikumsalam wr wb.

TRABSCRIPT

OBSERVATION 2

Title   **: Observation of the learning process**
Date   **: Friday, October 18th, 2019**
Informant   **: Miss E.K**
Place   **: Classroom VII H**
Time   **: 10.20 – 11.30 a.m**

T : Assalamu'alaikum wr.wb

S : Wa'alaikumsalam wr.wb

T : Good morning everybody?

S : Good morning.

T : How are you doing?

S : I'm fine thank you, and you?

T : Not bad. Open your book for the last that we have discussed about.
   The last meeting kita belajar tentang apa?

S : Ulang Tahun bu.

T : Iya, my birthday ya. **Okay now, kita akan belajar tentang days.**
   How many days in a week?

S : Seven.

T : What days are they?

S : Sunday.

T : Sunday.

S : Monday.

T : Monday.

S : Tuesday.

T : Tuesday.

S : Wednesday.

T : Wednesday.

S : Thursday.

T : Thursday

S : Friday.

T : Friday.

S : Saturday.

T : Saturday. Okay now repeat again. How many days in a week?

S : Seven.

T : Seven, alright. What days are they?

S : Monday.

T : Monday.

S : Tuesday.

T : Tuesday.

S : Wednesday.

T : Wednesday.

S : Thursday.

T : Thursday

S : Friday.

T : Friday.

S : Saturday.

T : Saturday.

S : Sunday.

S : Sunday.

T : Okay, kamu A'am. What is the first day?

S : First day is Monday bu.

T : Okay betul ya. What is the first day?

S : Sunday.

T : Sunday. Ada yang Sunday ada yang Monday.

  Kalau di Indonesia, first day nya Monday. Next, what is the second day?

S : Tuesday.

T : Tuesday, alright. What is the fifth day?

S : Friday.

T : Friday, right. What is the fourth day?

S : Thursday.

T : Thursday. What is the seventh day?

S : Sunday.

T : Sunday, right. What is the third day?

S : Wednesday.

T : Wednesday. Alright.

[The teacher keep repeat the days until the students understand]

T : Okay, what is the day after tomorrow?

S : Tomorrow itu?

T : Tomorrow is besok. So, the day after tomorrow is?

S : Sunday

T : Sunday, right. What was yesterday?

S : Saturday.

T : Yesterday lho.

S : Anu bu, Thursday.

T : Thursday. Next, what day before yesterday?

S : Anu, Wednesday.

T : Wednesday. Okay, understand?

S : Understand bu.

T : What is next week?

S : Sunday.

T : Next week!

S : Saturday.

T : Minggu depan lagi hari apa?

S : Tuesday.

T : Bukan, minggu depannya hari ini apa?

S : oh, iya Friday bu.

T : Friday. Ini kan hari Jum'at.
     What was the last week?

S : Sunday.

T : Last week!

S : Sunday.

T : Minggu kemarin hari apa?

S : Friday.

T : Iya betul. Minggu kemarin ya Friday.

[Teacher used LCD and opened a video about days of the week]

T : Okay all, look at here.

 [Repeat after me] Together, "Days of the week."

S : Days of the week.

T : Now, repeat after this video. Understand?

S : Yes.

[The video showed Monday]

S : Monday.

T : Repeat again.

S : Monday.

[The video showed Tuesday]

S : Tuesday. (Siswa salah pelafalan)

T : Repeat after me, Tuesday.

S : Tuesday. (With a better pronounciation)

[The video showed Wednesday]

S : Wednesday

 [The video showed Thursday]

S : Thursday (Siswa salah pelafalan)

T : Thursday (With a better pronounciation)

S : Thursday (With a better pronounciation)

T : Tuesday (With a better pronounciation)

   Thursday (With a better pronounciation)

   Kelihatan bedanya tho?

S : Iya bu.

[The video showed Friday]

S : Friday

T : Repeat again!

S : Friday (Siswa salah pelafalan)

T : Repeat again!

S : Friday (Siswa masih salah pelafalan)

T : Friday (With a better pronounciation)

[The video showed Saturday]

S : Saturday

T : Saturday, okay.

[The video showed Sunday]

S : Sunday

(The teacher repeat the video again)

T : Okay, now. I have a question. My question is, what is your favorite day?

S : Sunday.

T : Okay. Sunday is your favorite day. Why?

S : Bisa bermain. Playing.

T : Playing, bermain ya. What do you play?

S : Hand phone.

S : Foodball.

S : Badminton.

T : Okay, you, Aam. What do you do on Sunday?

S : On Sunday I play Hand phone, bu.

T : Alright. Now, open page fifty-four.

S : Fifty-four bu?

T : Iya. Repeat after Bu Eni. "Today is Friday"

S : "Today is Friday"

T : "Tomorrow is Saturday"

S : "Tomorrow is Saturday"

T : "Yesterday was Thursday"

S : "Yesterday was Thursday"

T : "Saturday is after Friday"

S : "Saturday is after Friday"

T : "After Monday is Tuesday"

S : "After Monday is Tuesday"

T : "Wednesday is before Thursday"

S : "Wednesday is before Thursday"

T : "Before Tuesday is Monday"

S : "Before Tuesday is Monday"

T : "Today is Monday"

S : "Today is Monday"

T : "Tomorrow is Tuesday"

S : "Tomorrow is Tuesday"

T : "Yesterday was Sunday"

S : "Yesterday was Sunday"

T : Okay, next. Open page fifty-five.

S : Baik bu.

T : We will say the sentences loudly, clearly, and correctly.

   Okay, we have schedule here (in page 55). How many days of the schedule?

S : Five.

T : Five days. Correct.

   What are they? What are the day?

S : Monday

T : Monday

S : Tuesday

T : Tuesday

S : Wednesday

T : Wednesday

S : Thursday

T : Thursday

S : Friday

T : Friday. Alright. So, how many days that they go to school?

   Berarti berapa hari mereka ke Sekolah?

S : Five.

T : Five days.

Okay, now. We have this schedule. Do you see Monday?

S : Yes bu.

T : Alright. What subjects does it have?

Mata pelajarannya apa aja itu?

S : English.

T : English.

S : Math.

T : Math

S : Arts.

T : Arts.

S : Religion.

T : Religion.

How about on Tuesday?

S : Indonesian.

T : Indonesian.

S : Science.

T : Science.

S : Citizenship.

T : Citizenship.

S : Arts.

T : Arts.

And, how about Wednesday?

S : Social Study.

T : Social Study.

S : Sports.

T : Sports.

S : Religion.

T : Religion.

S : Arts.

T : Arts.

How about on Thursday?

S : Math, English, Science, Indonesian.

T : The last. Friday. What subject on Friday?

S : Science and Indonesian.

T : Science and Indonesian.

Alright. How about you? What Subject do you have on Monday?

S : Math, SKI, IPS.

T : IPS. IPS tadi bahasa Inggris nya apa?

S : Social Study.

T : Iya benar. Terus?

S : Arab.

T : Arabic.

S : English.

T : English. Now time for you to make a schedule.

Okay, what is your first subject on Monday?

S : Math.

T : Jam 7 sampai jam berapa?

S : Jam 8 bu.

[Guru menjelaskan cara membuat schedule dalam bentuk tabel]

T : Understand?

S : Yes bu.

T : Now, make the schedule.

Ini untuk nilai keterampilan, jadi kalian buatnya di asturo ya.

Dikasih jam nya juga. Understand?

S : Yes bu.

T : Okay, do it now. Dikerjakan sekarang. Dibuat jadwalnya dulu.

Dibuat dari Monday sampai Saturday ya.

S : Baik bu.

[Siswa mengerjakan tugas]

T : Okay, listen. Ini kan jadwalnya sudah dibuat.

Nanti dirumah tinggal ditulis di kertas asturo, terus dikumpulkan.

Yang paling pertama mengumpulkan nanti ibu kasih nilai 90.

S : Baik bu.

T : Hari ini sampai disini dulu. Tadi kita sudah belajar tentang apa saja?

S : Days of the week bu.

**T : Iya benar. Tadi kita sudah belajar tentang Days of the week dan
Cara membuat schedule. Jangan lupa tugasnya dikerjain ya.
Yang paling pertama mengumpulkan akan dapat nilai tinggi.**

S : Siap bu.

T : Okay, hari ini sampai disini dulu. Wassalamu'alaikum wr.wb

S : Wa'alaikumsalam wr.wb

TRABSCRIPT

OBSERVATION 3

Title   : **Observation of the learning process**
Date   : **Friday, November 15th, 2019**
Informant   : **Miss E.K**
Place   : **Classroom VII I**
Time   : **07.40 – 09.20 a.m**

T : Assalamu'alaikum wr.wb

S : Wa'alaikumsalam wr.wb

T : Page 63. Is that right?

S : Yes miss.

T : **Hari ini kita akan belajar tentang things in my bag sama bagian-bagian rumah dan barang-barang yang ada disana. Understand?**

S : Understand miss.

T : Yes, alright. Do you all have an eraser?

S : Yes miss.

T : Kalau rubber?

S : (Siswa yang punya rubber mengancungkan jari mereka)

T : Oke, ada, ada. Ada 2 tok. Oke one, two three, four.
     (Guru menunjuk siswa-siswa yang punya rubber)
     Okey, who have pencil? Pencil in your bag?

S : (Siswa yang punya pencil mengancungkan jari mereka)

T : Pencil, pencil (guru menunjuk siswa-siswa yang punya pencil)
     Okay. Who has dictionary? English dictionary in your bag.

S : Apa bu?

T : English dictionary!

S : Saya

T : Okay one. (Guru menunjuk siswa yang punya English dictionary)
     In your bag. Is there?

S : Kamus tho bu?

103

T : Iya, bahasa Inggris kamus. Ada nggak yang ada di tasnya? Ada ndak?

S : Ada bu

T : Okay. Who find sharpener in your bag? Sharpener!

S : (Siswa yang punya sharpener mengancungkan jari mereka)

T : Ya, satu. Sharpener, what is sharpener?

S : Rautan bu

T : Ya next.Who has a lunch box in the bag?

S : No, not yet.

T : Lunch box! Yang bawa bekal.

S : Akuu. (Siswa yang bawa lunch box mengancungkan jari mereka)

T : One, two, three, four, five, (Guru menunjuk siswa yang bawa lunch box).
Okay next, who has scissor? A pair of scissor in your bag.

S : No.

T : No, okay. Is there a bottle of water in your bag?

S : Yes

S : Akuu. (siswa yang bawa bottle mengancungkan jari mereka)

T : Yes, okay. Now, look at here. I have this bottle, whose bottle is it?

[Students is chattering]

T : Whose! Botolnya siapa ini?

S : (All students) Bilaaa.

T : **Can you describe what the bottle is like? What is the color of this bottle?**

S : Orange!

T : Orange. And what color do you find again?

S : Blue!

T : Okay, blue. So, biru and orange. Is it tall or short?

S : Tall, eh…short.

T : Or medium?

S : Tall

S : Small!

T : Small?

S : Big

T : Big? It is not big. It is small. **Okay, what is it for? What is the bottle function?**

Botolnya ini untuk apa?

S : Buat minum! For drinking!

T : Yes, for drinking. Next, how about this one. What we call it?

S : Desgrep!

T : Desgrep or satunya desgrep apa?

S : Pencil case.

T : Pencil case, alright.

What is the color of this pencil case?

S : Grey and black!

S : Anu bu, abu-abu!

S : Pink and grey.

T : Grey, black, green, and blue. Alright, okay.

And then, what is it for? Gunanya untuk apa?

S : Untuk menyimpan pensil!

S : Untuk pencil case bu.

T : Lha iya berarti apa, to keep, menyimpan?

S : Pensil!

T : Pencil…

S : Bolpen!

T : Bolpen…

S : Ruler!

T : Ruler…

S : Rubber!

T : Rubber…

S : Sharpener!

T : Sharpener…

Okay, can we keep money here? Can you keep your pocket money here?

S : **(Students chattering.)**

T : Can you keep your pocket money. Pocket money? Uang saku.

    Bisa ndak nyimpen uang saku disini?

S : Yess! Bisaa!

T : Ya, alright, next.

    Okay now open your book page 66.

S : 66 bu?

T : Iyaa. Kemarin ini udah?

S : Udah bu.

T : Can you describe this, kemarin juga sudah?

S : Sudah bu.

T : Ya, okay. Now, we have here

S : Halaman berapa bu?

T : Sixty six sudah ya.

S : Sudah bu

T : What building do you find on the picture?

    Kemairn yang direction juga sudah?

S : Sudah juga bu.

T : Okay now page 70. Look at the picture!

    What is the place? Where is the place? Tempat apa ini?

S : Ruang tamu

T : In English!

    Ayo, ruang tamu bahasa Inggris nya apa?

S : Bedroom.

S : Living room

T : Iya yang bener living room.

    Can you mention the room in your house? Ruangan apa aja yang ada

    di rumah mu?

S : Ruang tamu, ruang makan, ruang dapur, kitchen, kamar mandi,

bedroom, garasi, ruang keluarga.

T : Listen to me!

    How many living room do you have?

S : One.

T : Kitchen?

S : One.

T : Bathroom?

S : Two

T : Bedroom?

S : 2/3/4/5/6

T : Family room?

S : One

T : Garage?

S : One

T : **What thing can you find in the living room? What thing?**

   Benda apa saja yang bisa kamu lihat di living room?

S : Sofa/table/picture/carpet/flower/telephone/lamp/television.

T : How about kitchen?

S : Pan/gas/knife/stove/sink/oven/fry pan/magic jar/refrigerator.

T : And then how about bathroom?

S : Shampoo/soap/water/dipper/toothpaste/toilet/shower.

T : Bedroom?

S : Pillow/lamp/wardrobe/blanket/chair/bed/table

T : Family room?

S : TV/sofa/carpet/lamp

T : Garage?

S : Car/motorcycle/bicycle/pump/

T : Sink itu sama dengan wastafel ya.

S : Oooh.

T : Dining room belum kurang satu nok.

   Dining room itu ruang apa?

S : Ruang makan!

T : Ada apa aja disana?

S : Bowl/plate/spoon/chair/fork/bottle/

T : Okay, now. Open page 77.

Find in my bedroom! A buster case itu sarung guling.

Kalau pillow case itu apa?

S : Sarung bantal bu.

T : Okay in the bathroom? Scope itu sama dengan dipper.

Nah kalau ember itu apa bahasa inggrisnya?

S : Bathtub bu

T : **Salah, yang benar bucket ya.**

And the last part is yard.

Kamu masih punya halaman rumah tidak?

S : **Iyaa punya.**

T : **Apa yang kamu temukan in the yard?**

S : **Bench/sunflower/birdcage/tree/watering tank/**

T : **Okay now, tell about your own house. How many room do you have?**

S : **Ada banyak bu.**

T : **Ada berapa? 5?**

S : **Ada 8 bu.**

T : **Wah ada yang punya 8 ruangan. Ada yang bisa menyebutkan ruangan apa saja yang kamu punya dirumah? Angkat tangan yok.**

S : **Aku bu.**

T : **Oke kamu farrel.**

S : **Ada ruang tamu, ruang makan, kamar tidur, kamar mandi, dapur,..**

T : **Terus apa lagi? Baru 5 lho ini. Katanya tadi ada 8.**

S : **Apa ya bu hehe.**

T : **Kamar tidur nya ada berapa? Mosok cuma satu?**

S : **Oh iya bu kamar tidurnya ada 3 hehehe**

T : **nah berarti sudah pas 8 ya. Okay attention!**

Tadi farrel cerita kalau dirumahnya ada 8 ruangan. Ada ruang tamu, ruang makan, 3 kamar tidur, kamar mandi, terus apa lagi tadi?

S : **Dapur bu.**

T : **Iya sama dapur ya. Jadi total pas ada 8 ruangan.**

    Okay, sekarang ayo lihat contoh ini yang sudah ibu tulis di papan tadi.

S : Baik bu.

T : Ayok kita baca sama-sama sek.

    "I have 5 room in my house. They are living room, kitchen, bedroom, bathroom and garage. In the living room there are sofa, carpet, and television. In the kitchen there are stove, refrigerator, plate, and etc. In the bedroom there are bed, table, chair, book, and a lamp."

[T & S membaca bersama]

T : Nah sudah paham opo belum ya, maksud e?

S : Tentang rumah bu.

T : Iya rumah. Kira-kira tadi njelasin tentang apa nya rumah? Ada yang bisa njawab ndak?

S : Anu bu, tentang...

T : Hooh kamu. Tadi yang ngacung sopo ya? Faiz ya?

S : Iya mis akuu.

T : Oke coba diulang. Tadi yang kita baca bersama tentang apa?

S : Tentang ruangan di rumah bu.

T : Nah bener. Tadi kan ibu udah tanya di rumah e kalian ada berapa ruangan tho. Nah kalo yang kita baca bareng tadi pas digabungin jadi satu gitu. Paham opo paham?

S : Paham bu.

T : Apa coba? Sasa, paham nggak maksud e?

S : Dibuat ke paragraph bu.

T : Iya bener. Uda paham semua ya berarti.

S : Iya bu.

T : Oke sekarang tugasnya adalah, tell about your own house and what thing do you find there. Ini nanti disebutkan apa aja ya di semua ruangan. Contohnya, in the living room there are sofa, table, picture, carpet, and lamp. Understand?

S : Yeess!

T : Do it now! Ditulis yo nggak pake lama.

Menceritakan rumahnya sendiri-sendiri.

S : Baik bu.

T : Nanti kalau sudah selesai, salah satu ibu tunjuk terus hasil pekerjaannya tadi di bacakan di depan teman-temannya ya.

S : Yaah bu.

T : Wis penting dikerjakan dulu. Nanti kalau waktunya nggak cukup, dikumpulkan ke ibu aja.

S : Yes, baik bu.

[10 minutes later]

T : Sudah selesai semua? Karena waktunya sudah habis ini, yang sudah ayo dikumpulkan.

S : (Siswa mengumpulkan tugas)

T : Oke, tadi kita sudah belajar tentang apa?

S : Ruangan di rumah bu.

T : Iya, betul. Good job. Tadi kita sudah belajar tentang ruangan di rumah kalian sama benda-benda yang ada disana.

T : Okay. Karena waktune sudah habis, let's closed this class.

S : Di tempat duduk siap grak, berdo'a mulai.

T : Assalamu'alaikum wr.wb

S : Wa'alaikumsalam wr.wb

TRABSCRIPT

OBSERVATION 4

Title   **: Observation of the learning process**
Date   **: Friday, November15th, 2019**
Informant   **: Miss E.K**
Place   **: Classroom VII H**
Time   **: 10.00 – 11.20 a.m**

T : Assalamu'alaikum wr.wb

S : Wa'alaikum wr.wb bu

T : Yang piket hari ini siapa ya? Yang tidak piket hari ini bayar Rp.5.000 semua

S : Yaaah.

T : Okay, good morning everybody.

S : Good morning miss.

T : How are you today?

S : I'm fine thank you, and you

T : Okay, open your book page 60.
    This book page 60. Sudah?

S : Belum bu

T : Open your book page 60.

S : Sudah bu

T : Dah yok. Look at the picture.
    What do you see on that picture?

T : Look at here please. Where is it? Look at this picture!

S : Where is it?

T : Where, dimana? Do you said that it is at school?

S : In the classroom.

T : Okay, what do you find in this classroom? What do you see?

S : AC, board, table, globe, ball, window, chair, wall, door

T : Ya bagus. Ada wall, table, board, chair, window, nah. That was in this picture.
    How about this classroom? What do you find?

S : White board, kipas angin.

T : Fan. Ayo apalagi?

S : Lamp, wall, calendar, door, sapu

T : Sapu itu broom. Ayo apalagi?

S : Pen, table, chair,

T : Window iya, and so on. Next! Page 62. Open it!

Okay, hari ini kita akan belajar tentang descriptive text.

Tapi sebelum itu, ada yang tahu apa itu descriptive text?

S : Belum tahu bu.

T : Oke. Descriptive text itu adalah teks yang digunakan untuk menjelaskan

sesuatu. Bisa tempat, orang, hewan, atau benda. Sampai sini paham?

S : Paham bu.

T : Oke. Hari ini kita mempelajari tentang descriptive text.

Tema kita hari ini tentang benda-benda yang ada di kelas ini.

Nanti kita akan berdiskusi dengan teman sebangku untuk mempelajari

Descriptive text tentang benda-benda yang ada di kelas.

Nanti di akhir kalian akan membuat teks deskriptif dari benda yang

ada di sekitar kalian ya. Setelah itu nanti jika masih ada waktu.

Salah satu maju mempresentasikan.

Jika waktu habis dikumpulkan saja. Understand?

S : Iya bu.

T : Okay. So, Okay, here we have. What is that?

S : A pencil, a ruler, a globe, a rubber, a bottle, a lunch box, a sharpener..

T : The last one? Apa lagi?

S : A pair of scrissor.

T : Nah yok. We have here. Do you find this one in your bag? Is that or not?

Yes or not? Disitu ada two pencil, a ruler, a glue, a rubber, some book, a bottle, a lunchbox, a sharpener, and a pair of scrissor, that maybe you can find all of them in your bag.

Okay, now open your bag! Look at your bag! What thing do you find in your bag? Benda-benda yang ada di tas mu itu apa aja keluarno.

S : Semua bu?

T : Iyaa! Then, identify the things that you bring in your bag.

S : Ditulis bu?

T : Ditulis ya.

S : Dibuat table juga bu?

T : Iya dibuat table ya.

Kamu punya apa berapa, punya apa berapa-berapa di dalam tas mu.

S : Berarti table nya kaya gini bu (buku)

T : Iyaa. Based on your benda-benda yang ada di tas mu.

S : Kayak gini bu?

T : Iyaa itu bisa.

S : Kalau cuma buku aja gimana bu?

T : Terserah, isine tas mu opo wae tulisen!

S : Okee bu.

T : Udah yok. Only 5 minute. Cuma 5 menit.

S : Five minute bu?

T : Iya 5 menit.

S : Bu eni, ini harus lima tho bu?

T : Lha di tas mu enek e opo wae? Yang bilang harus lima siapa?

S : Hehe.

T : Are you finished?

S : Belum buuu

T : Ayo segera dikerjakan

S : Bu, bahasa Inggris nya desgrep apa?

T : Desgrep bisa pencil case bisa.
Pencil c-a-s-e tulisane.

S : Oke makasih bu

T : Ayo gek ndang dikerjakan, koncone wis do rampung lho.
Itu yang belakang sudah selesai?

S : Belum bu.

T : Ayo cepet, koncone wis do rampung lhoo.
**Okay, bagi yang sudah, try to describe the thing that you and your friend's have. Sama teman sebangku ya. Dibuat paragraf.
For example, itu membandingkan tho itu. Nah contohnya... look at me.
Disitu contohnya "I have "**

S : **Ooh, dibuat anu tho bu, paragraph tho bu?**

T : **Iyaa, contoh nya "I have two rubbers and fildan has one rubber."
Cara menggerjakannya, the way to do it, look at.
Dilihat itu yang sudah kamu buat. Understand?**

S : **Yeess.**

T : **Another example, "I have one ruler and Fridan has six rulers."
Understand?**

S : **Yeess.**

T : **Do it! Di bawahnya dikerjakan.**

S : Bu, temennya harus sama?

T : Temennya berarti yang kamu buat satu orang atau banyak?

S : Satu aja bu

T : Yaudah satu aja

S : Bu, kalau temene nggak punya gimana?

T : Yo enggak no, kalau temene nggak punya berarti gimana?

Contohnya, "I have two rubbers but Fridan doesn't have."

S : Doesn't itu apa bu?

T : Doesn't itu does + not.
Halo halo, penggunaan does itu untuk satu orang.
Seperti he, she it dan nama orang satu tok, pake nya does.
Tapi kalau I, you, we, they, pakenya Do + not.

S : Kalau temennya beda-beda bu?

T : Kalau kamu nggak punya tapi temen kamu punya berarti jadinya
"I do not have rubber but Fridan has three rubbers." Understand?

S : Yees bu.

T : Do it! At least five sentences.
Lima di antara itu yang kamu buat, jadi nggak usah banyak-banyak.

S : Buat lima tok bu?

T : Iya, ndang cepet. Ra nggango suwe. No chatting!

S : Bu, dikumpulin?

T : Ngumpulinnya besok senin.
Tak liat pekerjaan kalian dari Bab 1 sampai Bab 4.

S : Yang mana bu?

T : Buku tulisnya dikumpulin.

S : Ini lima tok tho bu?

T : Iya lima aja. Only five. Ayok buat lima saja.

S : Bu kalau perempuan apa?

T : She. Nama boleh, she boleh.

T : Ini karena waktunya sudah habis, yang sudah bisa dikumpulkan ke depan

ya. Presentasi nya pertemuan minggu depan, oke?

S : Baik bu.

T : Ayo yang belum mana ini?

S : Sebentar bu, belum selesai.

T : **Okay, sebelum pulang, ayo berdo'a dulu.**

[Berdo'a bersama]

T : **For our lesson today, hari ini kita sudah belajar tentang apa?**

S : **Tentang descriptive text bu**

T : **Descriptive text. Iya benar. Good job.**

Descriptive tentang apa tadi? Anybody know?

S : **Tentang barang di tas miss.**

T : Yes, correct. Tentang barang-barang yang ada di tas kalian, dijelasin satu-satu, trus tadi di buat list setelah itu dibuat paragraph. Sudah paham berarti?

S : Sudah miss.

T : Okay. That enough for today, thanks for your attention. Wassalamu'alaikum wr.wb

S : Wa'alaikumsalam wr.wb

TRABSCRIPT

OBSERVATION 5

Title   **: Observation of the learning process**
Date   **: November 18th, 2019**
Informant **: Miss E.K**
Place   **: Classroom VII I**
Time   **: 07.00 - 08.20 a.m**

T : Assalamu'alaikum wr.wb

S : Wa'alaikumsalam wr.wb

T : Good morning everybody

S : Good morning!

T : How are you doing?

S : I'm fine, and you?

T : Not bad. Okay open your book please. Page one sixty six.

S : Sixty bu?

T : Iya, sixty six.

S : Baik bu.

T : Sudah semua. **Today, kita akan belajar mengenai public places. Look at this! What do you see?**

S : Maps

T : Right, maps.
  Now, what place do you find in this box?

S : Di dalam box?

T : Iya. Ada apa aja?

S : Restaurant

T : Restaurant

S : Bank

T : Bank

S : Zoo

T : Zoo

S : Library

T : Library

S : Police station.

T : Police station.
  Okay, now look at here. Do you find Bank?

S : Yes, find find

T : Where is the Bank?

S : In . . .

T : The bank is.... on... the....... on the corner...on main street and first street. And then do you find zoo here?

S : Yes!

T : Alright. Where is the zoo?

S : The zoo is....

T : The zoo is across to atau opposite to post office on First Street.

T : Do you find Restaurant?

S : Iyaaa!

T : Where is the Restaurant?

S : The Restaurant is...

T : The Restaurant is beside, disamping kemarin apa?

S : Beside

T : Beside okay. Beside to School on Central Avenue.

T : Okay. Do you find Hospital?

S : Yes!

T : Where is the Hospital?

S : The Hospital is on the

T : The Hospital is on the second street.
   Ben angger gelem nirokne mesti iso. Angger e ra gelem nirokne yo raiso. Ngko mesti kakean takok nek ra kakean takok jawaban e mesti ngawur.

T : Okay, next. Do you find Shopping Mall?

S : NO.

T : Do you find Police Station?

S : Yess!

T : Where is the Police Station?

S : The Police Station is...

T : The Police Station...is...between... the Bank... and Shopping Mall... on?

S : On Main Street

T : Okay, understand?

S : Yes!

T : Describe this place di buku. Buku nya belum dikumpulkan tho?

S : Sudah bu.

T : Sudah tho. Kirain belum.

S : Tak ambilke ya bu.

T : Sudah nggak usah. A piece of paper aja lah. Di selembar kertas.

S : Di mana bu?

T : Di selembar kertas aja lah.

S : Baik bu.

T : Okay. Make a sentence using this direction.
   Describe the place. Where is the place? What is it for?

S : Yang ini bu?

T : Iyaa. Oh dan ditambahi, "What is the place for?"

S : Apa bu?

T : What is the place for? Tempat itu untuk apa.

S : Ini bu?

T : Iya. Contoh nya, number one.
   Bank is for saving money. It is on... Gunanya dulu. Nah gitu ngerjainnya.

S : School itu apa bu?

T : Sekolah itu untuk apa?

S : Sekolah. Belajar.

T : Iyaa. Studying

S : Berarti kegunaannya?

T : Iya kegunaannya dulu, baru tempatnya itu buat apa.

S : Dikumpulkan tho bu?

T : Iya dikumpulkan.

S : Bu, Bank itu untuk apa?

T : Bank itu untuk saving money.

S : Bu, untuk itu apa?

T : For. For.

S : Pakai "The" nggak bu?

T : Enggak dong. Nih contohnya seperti ini.
   For example: "The Bank is for saving money.
   It is on the corner between of Main Street and First Street".

S : Bu, ditulis seperti itu?

T : Iyaa. Contoh nya seperti ini tinggal buat sembilan lagi.

S : Bu itu ditulis boleh?

T : Iya boleh, itu ditulis terus buat lagi Sembilan.

(Siswa mengerjakan tugas)

T : Iya betul. Ayo segera dikerjakan.

S : Baik bu.

T : Sudah selesai semua? Yang sudah ayo dikumpulkan.

S : (Siswa mengumpulkan tugas)

T : Okay. Let's closed this class.

S : Di tempat duduk siap grak, berdo'a mulai.

T : Assalamu'alaikum wr.wb

S : Wa'alaikumsalam wr.wb

Title   **: Observation of the learning process**
Date   **: November 18th, 2019**
Informant   **: Miss E.K**
Place   **: Classroom VII H**
Time   **: 13.00 - 14.20 a.m**

T : Assalamu'alaikum wr.wb
S : Wa'alaikumsalam wr.wb
T : Good afternoon everybody
S : Good afternoon!
T : How are you doing?
S : I'm fine, and you?
T : Not bad. Okay open your book please.
     Kemarin terakhir halaman sixty five ya? Okay now open page sixty seven!
(siswa rame)
T : Hei, hei hei. Look at here please!
     Ayo dibuka buku nya!
S : Baik bu.
T : Sudah semua kan. So, today we will learn how to tell locations of the public
     buildings. Understand?
S : Yes miss.
T : Okay, now look at this picture. What building do you find in this picture?
S : Bank!
T : And then?
S : Post office
T : Iya post office.
S : School
T : School
S : Hospital
T : Hospital, and then?
S : Police station.
T : Trus last one, disitu ada tax office ya.
T : Okay, now repeat after me that we are father and son. Come on!
     "Do you see this building on the left?"

S : "Do you see this building on the left?"
T : "Dad, what is this building?"
S : "Dad, what is this building?"
T : "This is a Bank."
S : "This is a Bank."
T : "I see. This building on the left is a Bank."
S : "I see. This building on the left is a Bank."
T : "what about that building next to the Bank?"
S : "what about that building next to the Bank?"
T : "That is post office"
S : "That is post office"
T : "I see. That building next to the Bank is Post Office"
S : "I see. That building next to the Bank is Post Office"
T : "Right. The Bank and Post Office are next to each other."
S : "Right. The Bank and Post Office are next to each other."
T : "And do you know that building on the right?"
S : "And do you know that building on the right?"
T : "Across from the Bank and the Post Office?"
S : "Across from the Bank and the Post Office?"
T : "That building is a Tax Office."
S : "That building is a Tax Office."
T : "I know. That building on the right is a Tax office."
S : "I know. That building on the right is a Tax office."
T : "Remember. The Tax Office is across from the Bank and the Post Office"
S : "Remember. The Tax Office is across from the Bank and the Post Office"
T : "And what about that building in front of us?"
S : "And what about that building in front of us?"
T : "That is a Hospital"
S : "That is a Hospital"
T : "Oh yeah? That building is a Hospital?"
S : "Oh yeah? That building is a Hospital?"
T : "Right. That building in front of us is a Hospital"
S : "Right. That building in front of us is a Hospital"
T : "And what building next to the Post Office?"
S : "And what building next to the Post Office?"
T : "That is School."
S : "That is School."
T : "I see. So, the School is next to the Tax office?"
S : "I see. So, the School is next to the Tax office?"
T : "Yes, it is to the right of the Tax Office"

S : "Yes, it is to the right of the Tax Office"

T : "And what about that building across from the school on the corner?"

S : "And what about that building across from the school on the corner?"

T : "That building is a Police Station"

S : "That building is a Police Station"

T : "I see. So the Police Station is across from the School?"

S : "I see. So the Police Station is across from the School?"

T : "Right. It is on the corner. Across from the hospital too."

T : Okay. Now do you see Bank? Where is it?
    Hayoo Bank nya tadi dimana hayoo?

S : In the right of Tax Office.

T : And where is the School?

S : Across of Police Station.

T : Correct, across to the Police Station.
    Where is the Hospital?

S : Disamping nya

T : Disamping apa in English? Next to.

S : Oh next to

T : Alright. Next yok, look at this picture. Page seventy.
    Oh iya, yang tadi, accros to, in front of itu tentang asking to direction.
    Across to berarti apa?

S : Berseberangan.

T : Next to atau beside. Near itu dekat.
    Between, between artinya apa?

S : Diantara.

T : Oke good. Pinter kabeh. So, tadi where is the bank?

S : The Bank is next to the Tax Office.

T : Where is the Hospital?

S : The Hospital is across to the Police Station.

T : And, where is the Post Office?

S : The Post Office is beside the School.

T : Beside itu artinya disamping ya. Okay understand?

S : Understand bu.

T : Okay, now open your book page one hundred twelve.

S : Halaman berapa bu?

T : One hundred twelve. Sudah?

S : Sudah bu.

T : Now, look at here. What building we find in this box?
    Building nya apa aja di box ini?

S : School, zoo, Bank, Post Office, Hospital, Tax Office, Cinema

T : Okay. What is school for? School itu apa?

S : Sekolah.

T : For? Sekolah untuk apa?

S : Untuk belajar.

T : Belajar itu apa in English?

S : Studying.

T : Okay, jadi The School is for studying. Where is it?

S : It's across of the zoo.

T : The school is across of the zoo. Understand?

S : Yess!

T : Where is the restaurant?

S : Besides school.

T : And what it is for?

S : Untuk makan bu.

T : Okay, The restaurant is for eating. Where is it?

S : Besides school.

T : Yes, The Restaurant is beside the School. Got it?

S : Yes!

T : Bagus. Sudah paham semua ya.

T : Oke. Tadi kita sudah menyebutkan dimana letak Bank, School, Hospital, dan lainnya. Sekarang lihat contoh di papan tulis ini.

S : Baik bu.

T : Oke I want you to make it to a paragraph. Tadi kan sudah disebutin kan, tinggal dibikin jadi paragraph, paham?

S : Paham bu.

T : Now, do it now! Dikerjakan sekarang. Diskusi sama teman sebangku ya. Kalo ada yang belum paham tanya bu guru.

S : Ditulis di selembar kertas bu?

T : Bukan, di buku tugas. Got it?

S : Yes bu.

T : Bahasa nya 'melihat' apa?

S : See

T : Berarti apa?

S : Seeing.

T : Iya betul. Ayo segera dikerjakan.

S : Baik bu.

[10 menit]

T : Sudah selesai semua? Yang sudah ayo dikumpulkan.

(Siswa mengumpulkan tugas)

T : Oke, tadi kita sudah belajar tentang apa aja?

S : **Buildings bu.**

T : **Iya pinter, tentang building ya. Ada yang bisa menyebutkan, building apa saja tadi?**

S : **School, bu.**

T : **Trus yang lain lagi? Ada yang tau? Yes kamu?**

S : **Bank, Hospital.**

T : **Iya bener ya. Ada School, Bank, Hospital, trus apa lagi?**

S : **Restaurant bu, restaurant belum.**

T : **Iya sama ada restaurant juga. Trus tadi kita belajar apalagi tentang building tadi? Ada yang tau?**

S : **Tentang fungsinya bu.**

T : **Yes, correct. Good job. Tadi kita udah belajar tentang lokasinya dimana, sama fungsinya untuk apa. Berarti wis paham kabeh ya.**
      Okay. Let's closed this class.

S : Di tempat duduk siap grak, berdo'a mulai.

T : Assalamu'alaikum wr.wb

S : Wa'alaikumsalam wr.wb

APPENDIX 2

DATA SHEET

The Data Sheet of the Data Findings of the Strategies to Enhance Students' HOTS in Teaching Reading

Performed by Teacher

Note:

D01/01-10-19/XX/Z

DOI   **:** Number of data

01-10-19   **:** Date of data collection

XX   **:** Kinds of strategies for improving HOTS in teaching reading

Z   **:** Subject

Strategies for improving Reading Using HOTS   **Subject will be written:**

LO   **:** Learning Objectives   **TH**   : Teacher in Class VII H

DQ   **:** Divergent Questions   **TI**   : Teacher in class VII I

GD   **:** Group Discussion

FD   **:** Giving Feedback

MO   **:** Giving Motivation

DATA ANALYSIS TEACHER IN CLASS VII H

No.	Code	Data	Context	Strategies to Improve HOTS in Teaching Reading					Note	Types of Strategies to Improve HOTS in Teaching Reading	
				LO	DQ	GD	FD	MO		Valid	Invalid
1.	D01/18-10-19/LO/TH	TH: Okay, now kita akan belajar tentang days.	The teacher informing today's learning material.	√						√	
2.	D02/18-10-19/DQ/TH	TH: How many days in a week? What days are they?	Teacher asked students about today's material.		√					√	

3.	D03/18-10-19/DQ/TH	TH: Okay, now. I have a question. My question is, what is your favorite day?	Teachers asked students about their favorite day.		√						√	
4.	D04/18-10-19/DQ/TH	TH: Okay. Sunday is your favorite day. Why?	Teacher train students to state their opinion.		√						√	
5.	D05/18-10-19/DQ/TH	TH: Now time for you to make a schedule. Okay, what is your first subject on Monday?	Teacher asked students to make their daily schedule		√						√	
6.	D06/18-10-19/DQ/TH	TH: Now, make the schedule. Ini untuk nilai keterampilan, jadi kalian buatnya di asturo ya. Dikasih jam nya juga. Understand?	Teacher explained about the task.		√						√	

7.	D07/18-10-19/MO/TH	TH: Yang paling pertama mengumpulkan nanti ibu kasih nilai 90.	Teacher motivated students to immediately work on the assignment					√		√	
8.	D08/18-10-19/FD/TH	TH: Hari ini sampai disini dulu. Tadi kita sudah belajar tentang apa saja?	Teacher asked the student to review today's lesson.				√			√	
9.	D09/18-10-19/FD/TH	TH: Iya benar. Tadi kita sudah belajar tentang Days of the week dan cara membuat schedule.	Teacher improve students understanding after asked them to review today's material.				√			√	

10.	D10/18-10-19/MO/TH	TH: Yang paling pertama mengumpulkan akan dapat nilai tinggi.	Teacher motivated students to immediately work on the assignment					√		√	
11.	D11/15-11-19/LO/TH	TH: Okay, hari ini kita akan belajar tentang descriptive text.	The teacher informing the learning objectives.	√						√	
12.	D12/15-11-19/LO/TH	TH: Descriptive text itu adalah teks yang digunakan untuk menjelaskan sesuatu. Bisa tempat, orang, hewan, atau benda. Sampai sini paham?	The teacher explain about today's learning material.	√						√	

13.	D13/15-11-19/LO/TH	TH: Nanti kita akan berdiskusi dengan teman sebangku untuk mempelajari descriptive text tentang benda-benda yang ada di sekitar.	Teacher involved the students in learning activity.	√						√	
14.	D14/15-11-19/LO/TH	TH: Nanti diakhir kalian akan membuat descriptive text dari benda yang ada.	Teacher informed to the student that they have to make descriptive text later.	√						√	
15.	D15/15-11-19/LO/TH	TH: Nanti kalo masih ada waktu, salah satu maju kedepan untuk mempresentasikan ya. Jika waktunya habis dikumpulkan saja. Understand?	Teacher asked the students to present their work.	√						√	

16.	D16/15-11-19/DQ/TH	TH: We have here. Okay, now open your bag! Look at your bag. What thing do you find in your bag? Coba dikeluarkan	Teacher asked the students to analyze the student's bag.		√					√	
17.	D17/15-11-19/DQ/TH	TH: Then, identify the things that you bring in your bag. Ditulis ya.	Teacher asked the students to make a list about the things in their bag.		√					√	
18.	D18/15-11-19/GD/TH	TH: Okay, bagi yang sudah, try to describe the thing that you have found. Sama teman sebangku ya.	Teacher involved the students in learning;s activity with pairs.			√				√	

19.	D19/15-11-19/FDTH	TH: For our lesson today, hari ini kita sudah belajar tentang apa?	Teacher asked the student to review today's lesson.				√			√	
20.	D20/18-11-19/ MO/TH	TH: Iya benar. Good job.	Teacher praise student since students understood.					√		√	
21.	D21/18-11-19/ FD/TH	TH: Descriptive tentang apa tadi? Anybody know?	Teacher asked the student to refine today's lesson.				√			√	
22.	D22/18-11-19/ FD/TH	TH: Yes, correct. Tentang barang-barang yang ada di tas kalian, dijelasin satu-satu, trus tadi dibuat list	Teacher improve students understanding after asked them to				√			√	

		setelah itu dibuat paragraph.	review and refine today's material.									
23.	D23/18-11-19/ LO/TH	TH: So, today we will learn how to tell locations of the public buildings.	The teacher explain about today's learning material.	√							√	
24.	D24/18-11-19/DQ/TH	TH: What building do you find in this picture?	Teacher asked the students to analyze the picture from textbook.		√						√	
25.	D25/18-11-19/DQ/TH	TH: Now, do you see the Bank? Where is it?	Teacher asked students the material being studied.		√						√	

No.	Code	Utterance	Description							
26.	D26/18-11-19/MO/TH	TH: Oke good. Pinter kabeh.	Teacher gave compliment to students.				√		√	
27.	D27/18-11-19/DQ/TH	TH: Now look at here. What buildings we find in this box? Building nya apa saja di box itu?	Teacher asked the students to analyze the picture in textbook.	√					√	
28.	D28/18-11-19/DQ/TH	TH: What is school for? School itu untuk apa?	Teacher trains students' understanding.	√					√	
29.	D29/18-11-19/DQ/TH	TH: Okay, jadi The School is for studying. Where is it?	Teacher asked students the material being studied.	√					√	

30.	D30/18-11-19/DQ/TH	TH: Where is the restaurant? And what is it for?	Teacher trains students' understanding.		√					√	
31.	D31/18-11-19/MO/TH	TH: Bagus. Sudah paham semua ya.	Teacher praise student because they already understand.					√		√	
32.	D32/18-11-19/DQ/TH	TH: Oke I want you to make it paragraph. Tadi kan sudah disebutin kan, tinggal dibikin jadi paragraph, paham?	Teacher asked the students to make a paragraph based on the example gave by teacher.		√					√	
33.	D33/18-11-19/GD/TH	TH: Diskusi sama teman sebangku ya.	Teacher involved the students in			√				√	

				learning;s activity with pairs.								
34.	D34/18-11-19/FD/TH	TH: Oke, tadi kita sudah belajar tentang apa aja?	Teacher asked the student to review today's lesson.					√			√	
35.	D35/18-11-19/MO/TH	TH: Iya, pinter. Tentang building ya.	Teacher praise student since students understood.						√		√	
36.	D36/18-11-19/FD/TH	TH: Ada yang bisa menyebutkan, building apa saja tadi?	Teacher asked the student to refine today's lesson.					√			√	
37.	D37/18-11-19/FD/TH	TH: Trus tadi kita belajar apalagi tentang building tadi? Ada yang tau?	Teacher asked the student to refine today's lesson.					√				

38.	D38/18-11-19/MO/TH	TH: Yes, correct. Good job.	Teacher praise student since students understood.					√		√	
39.	D39/18-11-19/FD/TH	TH: Tadi kita udah belajar tentang lokasinya dimana, sama fungsinya untuk apa.	Teacher improve students understanding after askes them to review and refine today's material.				√			√	

DATA ANALYSIS TEACHER IN CLASS VII I

No.	Code	Data	Context	Strategies to Improve HOTS in Teaching Reading					Note	Types of Strategies to Improve HOTS in Teaching Reading	
				LO	DQ	GD	FD	MO		Valid	Invalid
1.	D01/18-10-19/LO/TI	TI: Hari ini kita akan belajar tentang descriptive text tentang schedule ya.	Teacher informing the learning objectives.	√						√	
2.	D02/18-10-19/LO/TI	TI: Descriptive text itu adalah teks yang digunakan untuk menjelaskan sesuatu.	Teacher explain about today's learning material.	√						√	
3.	D03/18-10-19/LO/TI	TI: Iya kita akan belajar cara membuat	Teacher informed today's material.	√						√	

139

No.	Code											
		descriptive text tentang schedule.										
4.	D04/18-10-19/DQ/TI	TI: Next, look at the schedule on Monday. What subject will you learn on Monday? What subject?	Teacher asked the students about their lesson schedule.		√						√	
5.	D05/18-10-19/GD/TI	TI: Okay look at here. Let's read it together. Yang cewek dulu, baru yang cowok ya.	Teacher asked the students to read the example of descriptive text together.			√					√	
6.	D06/18-10-19/DQ/TI	TI: Nah, sekarang ibu mau tanya. Coba ada yang paham maksudnya nggak?	Teacher asked the students to explain about the reading		√						√	

			text they've read before.									
7.	D07/18-10-19/MO/TI	TI: Angkat tangan coba, nanti dapat poin yang bisa jawab.	Teacher encouraged the students to answer her question.					√		√	
8.	D08/18-10-19/MO/TI	TI: Nah benar. Good job Naila.	Teacher praised the student after she answer it correctly.					√	-	√	
9.	D09/18-10-19/DQ/TI	TI: Now I want to ask you one-by-one, to tell about the subject on that day. For example, on Monday I have ...,	Teacher asked the students to make the description of their schedule.		√					√	

No.	Code	Utterance	Description								
		then I have... Understand?									
10.	D10/18-10-19/FD/TI	TI: Sebelum saya tutup. Tadi kita sudah belajar tentang apa anak-anak?	Teacher asked the student to review today's lesson.				√			√	
11.	D11/18-10-19/FD/TI	TI: Iya benar. Descriptive text tentang apa tadi?	Teacher asked the students to refine today's material.				√			√	
12.	D12/18-10-19/MO/TI	TI: Good job. Pinter semua.	Teacher praised the students for their focus during learning process.					√		√	

| 13. | D13/18-10-19/LO/TI | TI: Hari ini kita akan belajar tentang things in my bag sama bagian-bagian rumah dan barang-barang yang ada di sana. Understand? | Teacher informing today's learning material. | √ | | | | | | √ | |
| 14. | D14/18-10-19/DQ/TI | TI: Can you describe what the bottle is like? What is the color of this bottle? | Teacher asked students to observing the thing, then make them describe it. | | √ | | | | | √ | |

15.	D15/18-10-19/DQ/TI	TI: Oaky, what is it for? What is the bottle function? Botolnya ini untuk apa?	Teacher asked students to observing the thing.		√						√	
16.	D16/18-10-19/DQ/TI	TI: And then, what is it for? Gunanya untuk apa?	Teacher asked students about the function of the thing.		√						√	
17.	D17/18-10-19/DQ/TI	TI: Okay, can we keep money here? Can you keep your pocket money here?	Teacher trains students' understanding.		√						√	
18.	D18/18-10-19/DQ/TI	TI: Look at the picture. What is the place? Where is the place? Tempat apa ini?	Teacher asked the students to analyze		√						√	

			the picture in textbook.									
19.	D19/18-10-19/DQ/TI	TI: In English! Ayo ruang tamu bahasa Inggris nya apa?	Teacher check students' vocabulary.		√						√	
20.	D20/18-10-19/DQ/TI	TI: Can you mention the room in your house? Ruangan apa saja yang ada di rumah mu?	Teacher asked students to observing their house.		√						√	
21.	D21/18-10-19/DQ/TI	TI: What thing can you find in the living room? What thing? Benda apa saja yang bisa kamu lihat di living room?	Teacher asked students to observing things in their house.		√						√	

22.	D22/18-10-19/DQ/TI	TI: Okay now, tell about your own house. How many room do you have?	Teacher asked students to observing their house.		√						√	
23.	D23/18-10-19/MO/TI	TI: Ada yang bisa menyebutkan ruangan apa saja yang kamu punya dirumah? Angkat tangan yok.	Teacher gave motivation to students.					√			√	
24.	D24/18-10-19/DQ/TI	TI: Kira-kira tadi njelasin tentang apa nya rumah? Ada yang bisa njawab ndak?	Teacher trains students' understanding.		√						√	
25.	D25/18-10-19/DQ/TI	TI: Oke sekarang tugasnya adalah, tell about your own house and what thing do you	Teacher asked students to tell about their house.		√						√	

No.	Code		Analysis								
		find there. Ini nanti disebutkan apa aja ya di semua ruangan.									
26.	D26/18-10-19/FD/TI	TI: Oke, tadi kita sudah belajar tentang apa?	Teacher asked the students to review today's material.				√			√	
27.	D27/18-10-19/MO/TI	TI: Iya, betul. Good job	Teacher complimented the students.					√		√	
28.	D28/18-10-19/FD/TI	TI: Tadi kita sudah belajar tentang ruangan di rumah kalian sama benda-benda yang ada disana.	Teacher improve students understanding after askes them to review and refine today's material.				√			√	

29.	D29/18-11-19/LO/TI	TI: Today, kita akan belajar mengenai public places.	Teacher informing today's learning material.	√							√	
30.	D30/18-11-19/DQ/TI	TI: Now, what place do you find in this box?	Teacher asked students to observing the picture in textbook.		√						√	
31.	D31/18-11-19/DQ/TI	TI: Okay. Make a sentence using this direction. Describe the place. Where is the place? What is it for?	Teacher trained students to make description text of a public place.		√						√	
32.	D32/18-11-19/DQ/TI	TI: What is the place for? Tempat itu untuk apa?	Teacher trained student's knowledge about									

			the function of public place.								

APPENDIX 3

TRANSCRIPT INTERVIEW

INTERVIEW

Date : **Friday, December 27th 2019**

Time : **11.07–11.35 am.**

Place : **VII D Classroom**

Interviewer : **Hanifah Maulidina (Researcher)**

Interviewee : **Eni Kusrini S.Pd.**

Researcher : Yang pertama tentang strategi. Strategi apa yang ibu gunakan dalam pembelaajran Bahasa Inggris khususnya dalam reading?

Miss Eni : Karena dari pemerintah itu kan Kurtilas ya berarti saya menggunakannya strateginya scientific approach.

Researcher : Oke, nomer dua. Bagaimana pengaplikasian dari strategi yang ibu berikan kepada peserta didik di setiap pembelajaran?

Miss Eni : Dari strateginya scientific approach tadi ada pendekatan-pendekatannya yaitu satu, observasi. Observasi itu saya biasanya memberikan dulu teks bacaan, baik dalam bentuk slide maupun teks ke tiap-tiap anak, jadi tergantung mana yang lebih menarik. Setelah itu, dari slide itu saya pancing siswa untuk bertanya tentang menyimpulkan atau mencari jenis teks reading nya itu apa, saya suruh nebak, ataupun nanti anak yang tanya ke saya. Biasanya gurunya dulu yang memulai, kalau gurunya tidak memulai anak biasanya tidak mau. Itu menanya, jadi menanya itu dari guru ke anak terus anak ke guru, dan jika mungkin juga nanti anak ke anak. Jadi

saya suruh in pairs itu, anak ke anak saya suruh nanya apa yang dia lihat dari observasi tadi. Dari situ anak mendapatkan, terus mengumpulkan informasi dari teks tadi, teks nya itu tentang apa saja tho, Jadi mencari informasi yang ada di teks. Terus, dari teks itu, karena mengumpulkan informasi. Jadi, semisalkan saya memberi tugas judul teksnya itu daily activity. Dari daily activity itu saya suruh mencari informasinya misalnya tentang apa, bagaimana, kapan, dimana, dll. Nah itu anak mengumpulkan informasi itu, nanti terus anak membuat sebuah teks, paling tidak membuat teks yang tidak jauh dari teks saya. Jadi selalu saya beri contoh dahulu karena masih kelas 7. Setelah itu baru dipresentasikan. Presentasi disini mungkin hanya menulis. Anak saya suruh membuat teks tentang kegiatan mereka sendiri lalu dipresentasikan baik dikumpulkan ke saya tanpa maju jika tidak ada waktu, tapi jika masih punya waktu biasanya diberikan kesempatan kepada satu atau dua anak mewakili untuk membacakan teksnya juga sekalian untuk cross-check pronounciation nya.

Researcher   : Yang nomer tiga, apakah ada hambatan dalam menggunakan strategi yang ibu pakai?

Miss Eni   : Ya, sebetulnya ada. Kalau scientific approach itu dijalankan dalam satu pertemuan itu seperti di oyak-oyak. Jadi sebetulnya itu kita bagi. Jadi satu pertemuan itu dua atau tiga metode paling tidak, terus dilajutkan ke pertemuan berikutnya. Cuma disini kendalanya itu kan

di waktu target untuk penyelesaian materi. Jadi kayak di satu pertemuan itu akhirnya lima jalan semua ya kayak system kebut gitu lah mbak, jadinya kesusu.

Researcher : Bagaimana kemampuan membaca peserta didik kelas 7, khususnya 7 H dan 7 I?

Miss Eni : Kalau untuk kelas 7 itu masih kurang banyak sekali dikarenakan dari SD yang berbeda-beda dan beberapa SD ada yang belum dikenalkan dengan Bahasa Inggris. Jadi untuk ngajari membaca itu ya guru harus kerja keras sekali. Jadi betul-betul butuh pendampingan. Jadi membaca satu-satu ya terbentur dengan waktu lagi juga, kalau membaca bareng-bareng juga kurang cross-check ke anak juga. Jadi penyelesaiannya ditengah disini ya membaca bersama-sama, disendirikan laki-laki dulu atau perempuan dulu, atau beberapa kelompok dulu. Jadi untuk mengcross-check anaknya lebih mudah.

Researcher : Selanjutnya pertanyaan nomer lima, bagaimana minat peserta didik selama mengikuti proses pembelajaran yang ibu laksanakan?

Miss Eni : Biasanya anaknya antusias dan semangat. Karena disini tadi menggunakan scientific approach yang cara pembelajarannya juga tidak individual tapi berkelompok, dan biasanya juga dikasih video atau apa itu untuk memberikan semangat untuk yang pertama kali tu.

Researcher : Jadi biasanya ibu memakai LCD untuk memutarkan video atau gambar?

Miss Eni : Iya, biasanya tentang materinya apa itu untuk membuat anak itu tertarik dulu dalam belajar Bahasa Inggris.

Researcher : Bagaimana interaksi ibu dengan peserta didik dalam menyampaikan materi pembelajaran?

Miss Eni : Enjoy, santai, serius, tapi tidak jenuh. Jadi enjoyable dalam pembelajaran disini, jadi anak senang. Terkadang juga disisipi lagu jika anak sudah terlihat bosan itu. Jadi kalau anak sudah terlihat jenuh itu diberikan atau sebatas ice breaking di sela-sela pelajaran.

Researcher : Apakah ada hambatan dalam mnegajarkan materi reading tersebut?

Miss Eni : Ya ada banyak sekali, terutama vocab. Vocab yang anak ketahui itu biasanya vocab baru semua. Jadi sebelum dibahas itupun kadang kita menggaris bawahi kata-kata sulit itu, terus anak disuruh mencari di kamus tentang arti atau maksud dari kata tersebut. Setelah itu baru kita bahas bersama. Jadi karena tiap anak ada yang tau ini dan ada yang tidak. Jadi anak disuruh untuk mencari kata mana yang tidak tahu artinya digaris bawahi, setelah itu dicari artinya. Yang artinya sudah tahu tidak usah dicari. Semisalkan, di teks reading itu ada dua paragraph, anak hanya tidak tahu satu, yasudah nyarinya satu saja. Terus nanti kita bahas bareng-bareng, saling tukar informasi. Jadi yang nggak tahu jadi tahu. Kalau nggak gitu yaa yang banyak mana

yang nggak tau itu, terus ada yang hanya sedikit itu disuruh untuk bertanya ke temennya yang lain. Jadi juga biar anak tidak jenuh, anak pun juga yang tadi Cuma nyari satu akhirnya jadi disibukkan dengan pertanyaan temennya. Itu menghindari kejenuhan.

Researcher : Jadi anak juga jadi tambah aktif juga ya bu?

Miss Eni : Iya mbak, jadi tambak aktif juga.

Researcher : Apa yang ibu ketahui tentang HOTS?

Miss Eni : HOTS atau High Order Thinking Skill. Jadi sebetulnya disini itu Cuma modelnya itu di menganalisanya. Jadi setahu saya HOTS itu juga ada tiga tipe ya, HOTS rendah, sedang, dan tinggi. Jadi untuk kelas 7 ini saya memakai nya HOTS yang rendah dulu. Karena setahu saya, modelnya itu adalah pertanyaan-pertanyaan yang jawabannya tersirat, tetapi anak mudah untuk mencari jawabannya. Karena kembali lagi ke awal kalau kelas 7 itu tidak semua anak mendapatkan pelajaran Bahasa Inggris ketika di SD, seperti anak yang dari Aceh itu. Jadi dia kayak shock gitu, disuruh apa nggak tahu, dia mau apa juga nggak tahu. Adaptasinya banyak itu, apalagi dalam pelajaran Bahasa Inggris butuh pendampingan yang lebih. Jadi untuk mempermudah anak itu memasukkan HOTS ya saya pakai HOTS yang level rendah dulu.

Researcher : Apakah ibu sudah mulai mengimplementasikan HOTS dalam pembelajaran ibu di kelas?

Miss Eni : Iya, sudah saya sisipi satu atau dua saja, tetapi anak tidak tahu itu tipe HOTS. Jadi anak saya suruh untuk menganalisis sesuatu dan jawabanya tidak ada di teks, anak itu berusaha keras untuk mecari maksud dari pertanyaan tersebut. Saya kira itu jenis pertanyaan HOTS itu.

Researcher : Jadi ini hanya memakai analisa saja bu?

Miss Eni : Ndak, kan ini anak dibawa ke pemikiran, sebetulnya satu titik langsung ketemu tapi ini dibawa muter dulu. Sebetulnya sudah tahu jawabannya tapi diajak untuk muter dulu agar ide kreatifitas anak itu muncul. Itu yang dinamakna dengan HOTS. Dibutuhkan pemikiran yang lebih agar ide-ide kreatif itu muncul.

Researcher : Apakah ibu merasa pemberian motivasi itu sangat penting?

Miss Eni : Iya sangat penting ya, karena disini banyak sekali mata pelajaran. Kebetulan di SMP Al-Islam 1 Surakarta ini ada 18 mapel dalam seminggu itu. Jadi habis mapel lain ganti mapel lain lagi, apalagi maple Bahasa Inggris itu kadang di jam terakhir, siswa udah mulai ngantuk dan sebagainya, jadi tetap harus ada motivasi.

Researcher : Motivasi apa yang ibu berikan kepada siswa di setiap pembelajaran?

Miss Eni : Biasanya itu sebelum masuk kadang dikasih ice breaking atau game sebentar, atau nyanyi, yang penting yang sesuai dengan materinya lah, itu terus anak on, baru mulai masuk ke pelajarannya. Terus juga ditambah dengan point juga. Jadi anak bisa menjawab akan

mendapat point, atau anak bisa menjawab akan bisa bebas remidi itu sudah membuat anak senang. Padahal nanti bakal ada waktu lain buat remidi lagi. Jadi anak itu berfikirnya ah tidak ada remidi, paling tidak satu ulangan itu dia bisa bebas remidi. Itu sudah memotivasi anak untuk berusaha keras dalam menjawab pertanyya.

Researcher : Sekian interview yang saya lakukan dengan ibu Eni Kusrinni, S.Pd, guru Bahasa Inggris di SMP Al-Islam 1 Surakarta. Terimakasih banyak atas informasinya miss.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 05)

Sekolah	:	SMP Al-Islam 1 Surakarta
Mata Pelajaran	:	Bahasa Inggris
Kelas/ Semester	:	VII/Satu
Materi Pokok	**:**	Teks lisan dan tulis yang menyatakan dan menanyakan jumlah Benda**, *binatang*,** dan nama bangunan umum
Alokasi Waktu	**:**	4 x 40 menit

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
	3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untukmenyatakan dan menanyakan nama dan **jumlah binatang**, benda, dan bangunanpublik yang dekat dengan kehidupan siswa sehari-hari	3.5.1 Mengidentifikasi fungsi sosial tentang jumlah binatang. 3.5.2 Mengidentifikasi struktur teks tentang jumlah binatang. 3.5.3 Mengidentifikasi unsur kebahasaan pada nama binatang dilingkungan rumah dan sekolah siswa. 3.5.4 Mengidentifikasi unsur kebahasaan kata Tanya What? Which one? How many? 3.5.5 Mengidentifikasi unsur kebahasaan pada penyebutan kata benda singular dengan a dan the, dan plural 3.5.6 Mengidentifikasi unsur kebahasaan pada ungkapan there is/are, are there…? 3.5.7 Melafalkan nama binatang dengan benar.
	4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama	4.6.1 Menuliskan nama dan jumlah binatang 4.6.2 Membuat kalimat dengan pola there is…, / there are …

	binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.6.3 Mendiskripsikan binatang.

C. Tujuan Pembelajaran

Peserta didik:

3.5.1.1 mengidentifikasi fungsi sosial tentang nama dan jumlah binatang.

3.5.2.1 mengidentifikasi struktur teks tentang jumlah binatang;

3.5.3.1 mengidentifikasi unsur kebahasaan pada nama binatang di lingkungan rumah dan sekolah siswa.

3.5.4.1 mengidentifikasi; unsur kebahasaan kata Tanya What? Which one? How many?

3.5.5.1 mengidentifikasi unsur kebahasaan pada penyebutan kata benda singular a dan the,dan plural.

3.5.6.1 mengidentifikasi unsur kebahasaan pada ungkapan there is/are, are there…?

3.5.71 melafalkan nama binatang dengan benar.

4.6.1.1 menuliskan nama dan jumlah binatang.

4.6.2.1 mendiskripsikan binatang Membuat kalimat dengan pola there is…, there are…

4.6.3.1 mendiskripsikan binatang.

D. Materi Pembelajaran

1. **Fungsi Sosial pada teks untuk menyatakan dan menanyakan nama-nama dan jumlah binatang.**

   a. Menanyakan dan menyebut nama-nama binatang.

   b. Menyebutkan jumlah benda

2. **Struktur Teks**

   a. Kalimat simple present

   there is.... / there are .....

   b. penggunaan has / have

   I have ..... / Doni has ......

3. **Unsur Kebahasaan dari nama binatang, yaitu:**

   a. Nama binatang di lingkungan rumah dan sekolah siswa: *hen*, *chicks*, *house lizard*, *dragon fly*, *cockroaches*, *mosquitoes*, dll.

   b. Kata tanya *What?Which one? How many?*

   c. Penyebutan kata benda singular dengan *a* dan *the*, dan plural *(-s)*

   d. Kata ganti it, *they*, *this*, *that*, *those*, *these*.

   e. Ungkapan *There is/are..., Are there ...?*

   f. Ucapan, tekanan kata, Intonasi.

   g. Ejaan dan tanda baca

   h. Tulisan tangan.

E. Metode Pembelajaran

1. Pendekatan Saintifik

2. Pendekatan Komunikatif

F. Media, Alat, dan Sumber Pembelajaran

1. Media

   a. Video.

   b. Gambar.

2. Alat/Bahan

   a. Komputer & LCD

   b. Gambar

3. SumberBelajar

   a. KementerianPendidikandanKebudayaan.2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VII. Jakarta: KementerianPendidikandanKebudayaan.

   b. Erlangga.2013.Bahasa inggris BRIGHT An English Course for Junior High School for SMP / MTs Grade VII. Nur Zaida

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan ke 1-2

   a. Pendahuluan (10 menit)

   1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

   2) Guru menayangkan gambar-gambar binatang untuk membangkitkan motivasi belajar Bahasa Inggris.

   3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.

4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. **Inti (60 menit)**

1) **Mengamati**

a) Peserta didik mendengar dan menyaksikan guru dan warga sekolah lain meyebutkan **nama dan jumlah binatang** dalam bahasa Inggris.

b) Peserta didik meyebutkan dan menanyakan **nama dan jumlah binatang** dalam bahasa Inggris dan bahasa lainnya.

2) **Menanya**

a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan.

b) Dengan bimbingan guru merumuskan pertanyaan tentang perbedaan antara cara menyebutkan dan menanyakan **nama dan jumlah binatang** dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain akibat jika tidak melakukan.

3) **Mencoba/Mengumpulkan Data atau Informasi**

a) Peserta didik mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang dalam bahasa Inggris dari film, kaset, buku teks, dsb.

b) Peserta didik menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi , dan sikap yang benar.

c) Dengan bimbingan guru dan arahan guru, peserta didik mengidentifikasi cirip-ciri(fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan nama dan jumlah binatang.

d) Secara kolaboratif, peserta didik berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang dalam konteks pembelajaran, simulasi, *role play*, dan kegiatan lain yang berstruktur.

4) **Mengasosiasi/Menganalisis Data atau Informasi**

a) Dalam kelompok yang terdiri dari tiga pasangan (6 peserta didik), dengan data yang dimiliki saat bekerja berpasangan, peserta didik menjawab pertanyaan-pertanyaan yang telah mereka rumuskan.

b) Peserta didik meminta bantuan guru bila memerlukannya.

5) **Mengomunikasikan**

a) Peserta didik menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan **nama dan jumlah binatang** di dalam dan di luar kelas.

b) Peserta didik berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.

c) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

c. **Penutup (10 Menit)**

1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

3) Guru memberikan tugas kepada peserta didik untuk mendiskripsikan binatang dalam bentuk tulisan.

4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. Penilaian

1. Kompetensi Pengetahuan

a. Teknik Penilaian :TesTertulis

b. Bentuk Instrumen: Pilihan Ganda, Menjodohkan, dan Melengkapi.

c. Kisi-kisi :

o.	Indikator	Jumlah Soal	Nomor Soal
1	Disajikan teks bacaan siswa menjawab dengan memilih jawaban yang benar.	5	I.1-5
2	Disajikan teks nama binatang dan diskripsi binatang , siswa diminta untuk menjodohkan.	5	II.1-5

3	Disajikan 5 gambar binatang, siswa menulis nama dan jumlah binatang.	5	III.1-5
	JUMLAH	15	

2. Keterampilan

    a. TeknikPenilaian :Tes Tertulis dan Praktik

    b. Bentuk Instrumen : Pilihan Ganda (Tes Tertulis Keterampilan Mendengarkan), Kartu situasi

    c. Tes Praktik Keterampilan Berbicara), dan Rubrik Penilaian Tes Praktik

    d. Kisi-kisi:

       1) Tes Tertulis

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Diperdengarkan teks tentang binatang peserta didik dapat menjawab pertanyaan	5	1-5
2	Ditampilkan teks gambar , peserta didik dapat menjawab pertanyaan tentang informasi tertentu (unsur kebahasaan) pada teks tersebut dengan benar.	5	6-10
	JUMLAH	10	

2) Tes Praktik

No.	Indikator	Jumlah Butir Soal
1	Disajikan gambar - gambar binatang, kemudian peserta didik diminta memilih secara acak dan mendiskripsikan binatang tersebut secara lesan.	1

e. Instrumen: lihat *Lampiran 5A* dan *Lampiran 5B*.

f. Petunjuk Penentuan Skor: lihat *Lampiran 5C*.

Surakarta, 18 Juli 2017

Mengetahui

Kepala Sekolah   Guru Mata Pelajaran

Supardi, S.Pd.   Eni Kusrinni S.Pd