

## The Application of Higher Order Thinking Skills in Teaching Reading at SMAN 7 Kediri

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### ABSTRACT

*The teacher must refresh his understanding of incorporating HOTS into their teaching reading methods. When teaching reading in the classroom, the teacher always has challenges with the teaching process to students. The teacher has been working under very difficult situations with the student, limited teaching materials, and unanticipated student attendance. The purpose of this research are to describe the application of HOTS, identify the challenges faced by the teacher, and how does the teacher solve the challenges in the application of HOTS in teaching reading at SMAN 7 Kediri. In this research, the writer used the qualitative research design to collect data. The research was done in a day using observation by taking video and interview. The findings of this research are as follows: (1) the application of HOTS in teaching reading by starting from involvement of students in thinking or questioning with the teacher after the reading process. Then talk and share ideas with friends in a group discussion before writing. (2) the challenges faced by the teacher are limited vocabulary, time, materials, and lack of motivation by the student (3) the teacher should explore various resources such as textbooks, online platforms, or libraries. The writer suggests that the teacher should study about different method and other ways that can solve the problem in teaching reading. For that reason, it can be useful for every teacher after reading explanations about the application of HOTS and ways to solve the problem while teaching reading in the class.*

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### 1. INTRODUCTION

Teaching for successful implementation is the key to improving the future. It needs the participation of many people, one of which is the teacher. "The role of teachers is highly significant because they implement all education policies and regulations" (Retnawati et al., 2018). The teacher is the primary force behind the achievement of education in schools. As a result, the teacher is expected to be creative in order to devise effective strategies or methods of educating student.

Anderson & Krathwohl, 2010 explains that HOTS is defined as 1) formulating that involves the process of describing the problem and making choices or hypotheses that meet certain criteria; 2) planning which involves the process of planning a problem-solving method that fits the problem criteria making a plan to solve the problem; 3) producing involves the process of implementing the plan to solve the problem that meets certain specifications. solve problems that meet certain specifications. Anderson and Krathwohl (2010)

suggest how teachers can use Taxonomy Bloom's tables. First, the Taxonomy Bloom's table can help teachers better understand their learning objectives (objectives that they set themselves and objectives that have been provided by objectives); that is, Taxonomy Bloom's Tables help educators answer the question of what educators answer what so-called "learning questions". Second, with a fuller understanding of their learning objectives, teachers can use the learning objectives, teachers can use the Table to make better decisions about how to teach and assess students in terms of those learning objectives; that is, the Table to teach and assess students in terms of those learning objectives; that is, the Taxonomy Bloom's Table helps educators answer what is called the "questions about learning" and "assessment questions". Third, the Taxonomy Bloom's Tables can help them determine how well the objectives, assessments, and learning in an appropriate way i.e., the Taxonomy Bloom's Table helps educators answer what is called the "the question of the fit of all the components.

The teacher is held responsible for developing HOTS in their classrooms because his purpose is to convey knowledge to students. The teacher must refresh his understanding of incorporating HOTS into their teaching methods and adapt to the changes brought about by the growth of teaching systems. This study focuses on the application of HOTS in teaching reading process for senior high school of eleventh graders' students. Developing a concept of higher-order thinking in reading is a difficult task, and understanding reading is such an important task that students must acquire. Reading has focused on goals trait. Reached students employ methods to identify, choose, apply, adjust, and evaluation the methods to achieve reading objectives.

Higher Order Thinking Skill is a necessary concept in the process of teaching English especially reading, which is applied by teacher who can analyse problems more critically. One of the educational goals of HOTS is for students to be able to identify, evaluate, and construct their knowledge (Ariyana, Bestary, & Mohandas, 2018). HOTS, as stated by Seman, Yusoff, and Embong (2017), is a level of thinking that promotes the application of previously acquired knowledge, the examination of reflections, problem-solving, decision-making, and the creation of innovative things. Heong et al (2011) claim that teachers should help students build the higher-order thinking skills needed to solve an innovative topic. HOTS helps teacher to combine fresh ideas and evidence in order to respond in a different challenge.

Higher Order Thinking Skills (HOTS) is a way of thinking that puts forward the values of critical and creative thinking so that it is considered capable of providing solutions in facing the challenges of the times. To have high-level thinking skills (HOTS), teachers must be able to design HOTS-based learning to help students develop higher-order thinking skills. The ability in question is related to the ability to think critically, reflective, metacognitive, and creative thinking. Teaching reading process uses the scientific strategy at whilst teaching part. There are three parts of teaching process pre teaching (follow up), main teaching (whilst), and post teaching. In teaching reading, it consists of learning phases constructed from observing, questioning, collecting information experimenting, associating, and communicating (Ministry of Education and Culture, 2013d).

When teaching reading in the classroom, the teacher always has challenges with teaching process to students. The teacher has been working under very difficult situations, with too many students in classroom, limited teaching materials, and unanticipated student attendance. Moreover, lack of teacher has contributed to the problem, especially among regional school. The teacher feels overwhelmed since he needs to attend to more than one class. As consequence, it shows a challenge for him to notice and spend more time with students who have different reading problems in general. Then, the school failed to offer teacher with training in developing HOTS as a method that can apply by the teacher. So, the teacher will require some strategies to solve the challenges have faced in order to teach adopting HOTS. The teacher is applied Higher Order Thinking Skills (HOTS) in teaching reading to increase variety to the classroom. Also, primary purpose is to understand deeply the material of reading when teaching reading with the perfect strategy is the teacher's effort to gain the ability in himself to create a productive classroom situation.

There are several researchers that had proven the effectiveness of the Application of Higher Order Thinking Skill in Teaching Reading. One of them is research with the title "The Implementation of Higher Order Thinking Skill (HOTS) in Junior High School: Teaching Practice and Problems". The research conducted by Feronica, Apriani, and Edy (2021), they found that: (1) the application of HOTS in SMPN 1 Rejang Lebong is properly done per the Anderson Taxonomy: memorizing, comprehending, applying, analyzing, assessing, and producing Second, there were instructional issues in HOTS implementation, including (2) a lack of facilities, a lack of time, a lack of training, a lack of knowledge, a lack of connection, and a lack of desire.

Based on the explanation above the researcher would like to conduct this research which aimed to find out the teacher teaching at SMAN 7 Kediri. This study has only use one class as a sample to see how the application of Higher Order Thinking Skill (HOTS) method works to teach students' reading skill, to know challenges faced by teacher and how to solve it. As a result, the title of this research is "**The Application of Higher Order Thinking Skill in Teaching Reading at SMAN 7 Kediri**".

## 2. FINDINGS

### **Application of Higher Order Thinking Skill in Teaching Reading at SMAN 7 Kediri**

The results showed the implementation of this teaching reading through three steps, namely pre-teaching, whilst-teaching, and post-teaching. The teacher used is Scientific Approach with the learning model Discovery Learning which discusses the material namely Language features of analytical exposition text. For more detailed learning steps will be explained below: Pre – Teaching, Whilst-Teaching, and Post Teaching. In the opening stage of learning the teacher conducts with opening greetings such as Assalamu'alaikum Wr. Wb., Good Morning class and prayers to start learning. Furthermore, the teacher checked the attendance of the students as an attitude of discipline, and started the learning by asking "Are you ready class?" and the students answered loudly and enthusiastically "Yes Sir!". In the whilst teaching, the teacher applies the steps of the Scientific Approach, the first of which is literacy activities where it is also implemented stimulation that is focuses on the topic of material on the linguistic features of analytical exposition text by means of, the first is reading the text entitled "Earthquakes" in turn for each student. Then the teacher asks the students to identify what parts and difficult words are found. Guiding students in actively reading the explanation text. Problem Statement showed that it implements Critical Thinking which is the teacher applies in providing opportunities for the students to promote higher-order thinking skills by asking students to generate questions while reading the analytical exposition text. These questions should go beyond basic comprehension and encourage analysis, evaluation, and synthesis of the information. For example, asking questions about the material of the Language Features of analytical exposition text or what is not understood from what is observed or questions to get additional information about what is observed (starting from factual questions to problematic questions) to develop creativity, curiosity, ability to formulate questions to form critical thinking that can improve the students' reading skills. The questions such as "How is the language used in the text? And give examples in the text". "What are the characteristics that make an expository analytical text different from other texts?" "How to identify the contents of an analytical exposition text?". Questioning students to generate higher-order questions before, during, and after reading. These questions focus on analyzing the text, making connections, and evaluating the author's perspective. Model and scaffold the process of creating thought-provoking questions to guide students. Teach students to identify and analyze the main ideas, supporting details, and the author's purpose. Encourage them to delve deeper by identifying implicit messages, making inferences, and examining the author's use of language and literary devices. Engage students in comparing and contrasting different texts, characters, settings, or themes. This encourages them to think critically, make connections, and analyze the similarities and differences between texts. Last, students make a resume with the guidance of the teacher about the important points that arise in learning activities about the material of the Language Features of analytical exposition text that has just been done. Schedule homework for the subject matter of Language Features of analytical exposition text that has just been completed.

Teacher gives the problems related to the text and asks students to think critically to find solutions. This promotes analytical thinking, creativity, and application of knowledge gained from reading. Encourage students to participate in thoughtful discussions about the text. Ask open-ended questions that require them to justify their opinions, support their arguments with evidence from the text, and consider alternative perspectives. The teacher presents how to summarize key information from the text and synthesize multiple sources or viewpoints. This helps them develop their critical thinking skills and create a comprehensive understanding of the topic. And the end of the teaching process, set projects or assignments that require students to apply their reading skills in real-life contexts. For example, they can create presentations, debates, or multimedia projects based on the texts they have read. This promotes higher-order thinking and allows students to demonstrate their understanding in a meaningful way.

### **Challenges faced by Teacher in the Application of HOTS in Teaching Reading at SMAN 7 Kediri**

When facing challenges while teaching reading in the classroom, here are some strategies to help address and solve those problems. First, students lack interaction with others. Second, reading comprehension difficulties. If students struggle with comprehension, provide explicit instruction on reading strategies such as predicting, questioning, visualizing, and summarizing. Third, limited vocabulary and different reading levels. In a classroom with a wide range of reading abilities, implement small group or individualized instruction. Fourth, time constraints. When time is limited, prioritize key reading skills and focus on quality rather than quantity. Fifth, limited resources. If resources are scarce, explore alternative sources such as digital libraries, online articles, or community resources. Sixth, lack of motivation. To boost student motivation, provide choice and autonomy in reading materials. Offer a variety of texts across different genres and topics that cater to students' interests. Introduce reading challenges, book clubs, or reading competitions to create a sense of excitement and friendly competition. Last, language barriers, when teaching reading to students with limited English proficiency, incorporate strategies such as bilingual dictionaries, translated materials, and visual supports.

### **Teacher solve the Challenges in the Application of HOTS in Teaching Reading at SMAN 7 Kediri**

When applying HOTS in teaching reading, the teacher may encounter several challenges. There are some common problems and suggestions on how to address them. The teacher may not have received adequate training on how to integrate character education into reading instruction. For the solution, the teacher said he should contribute professional development workshops or training sessions specifically focused on incorporating character-building elements into reading lessons. Collaborate with other teachers or experts in character education to share strategies and best practices. According to the interview of the English teacher, he said, "Teachers may struggle to find appropriate reading materials that align with the character-building goals of the curriculum". And he should be explore various resources such as textbooks, online platforms, libraries, and community partnerships. Adapt existing reading materials by adding character-related questions, discussions, or activities. Encourage students to bring in books or articles that reflect positive character traits.

The limited time for explicit character-building activities within reading lessons. Integrate character education seamlessly into existing reading activities. For example, discuss the values portrayed by topics in the text, analyze ethical dilemmas, or have students reflect on how the topics' actions relate to real-life situations. Incorporate character-related questions during reading comprehension exercises. And assessing character development is often subjective and difficult to measure using traditional assessments. The key answer is to design alternative assessment methods that focus on observable behaviors and attitudes related to character development like aspects of HOTS to improve the ability of students. Use rubrics to assess students' participation, collaboration, empathy, and ethical decision-making during reading activities. Provide opportunities for self-reflection and student-led discussions about character growth.

Critical thinking can be applied in the Higher Order Thinking Skills (HOTS) application of teaching reading in the classroom through various activities and approaches. Motivate students to critically analyze texts by examining the author's purpose, identifying the main arguments or claims, and evaluating the evidence provided. Ask students to question the validity and reliability of the information presented and consider alternative viewpoints or counterarguments. In this material of reading is very interesting, because it talks about "Earthquakes". Integrate reading materials that present real-world problems or dilemmas. Engage students in critical thinking exercises where they analyze the problem, generate possible solutions, evaluate the pros and cons, and justify their chosen course of action based on evidence from the text. Bring up classroom discussions and debates that require students to critically analyze and evaluate different perspectives presented in the text. Encourage students to support their arguments with evidence, consider counterarguments, and engage in respectful dialogue.

Assign reflective writing tasks where students can critically reflect on the text, their own understanding, and any personal connections they make. Encourage students to think deeply about the implications of the text and their own beliefs, values, or experiences. Challenge students in collaborative projects that require critical thinking and problem-solving skills. For example, have students analyze a complex issue presented in the text, research different viewpoints, and present a well-reasoned argument or solution. Design assessments that go beyond rote comprehension questions and require students to apply critical thinking skills. Include tasks such as analyzing and evaluating the text, synthesizing information from multiple sources, or creating original responses that demonstrate critical thinking and understanding.

### **3. DISCUSSION AND CONCLUSION**

In accordance with the research finding which had been involved above, the application of Higher Order Thinking Skill in teaching reading at SMAN 7 Kota Kediri that is used as the title for this research bringing the discussion about three research questions which are asked about description the application of HOTS in teaching reading, the problems/challenges, and how to solve the problems by the English teacher in SMAN 7 Kota Kediri.

Conforming to the data collected, for the application of HOTS in teaching reading showed that the steps while the teaching process include: Begin by explaining the purpose of explanation texts, pre-reading activities that activate their prior knowledge related to the topic of the explanation text, teach them annotation techniques such as underlining key ideas, circling unfamiliar words, and writing margin notes. Then, promote higher-order thinking skills by asking students to generate questions while reading the explanation text, facilitate group or class discussions that encourage students to share their thoughts, insights, and questions about the explanation text. Last, teach them how to identify the main idea, key supporting details, and the logical progression of the content. Encourage them to connect the new information with their prior knowledge and make inferences or draw conclusions. This result is similar with Nani, Pratomo, and Margana (2019) who found the steps of HOTS strategy they were on the way of remembering, understanding, applying, analyzing, evaluating and creating (C1-C6 phase of HOTS) and critical reading they are predicting, summarizing, generating question and clarifying).



The overall result for challenges were shown that the teacher has difficulties in some situations like: students are not interested in reading the long text, especially the teacher has a limited time, and don't be too clear in English pronunciation while reading the text. When time is limited, prioritize key reading skills and focus on quality rather than quantity. English teacher Mr. Alief also said that, "limited resources. If resources are scarce, explore alternative sources such as digital libraries, online articles, or community resources". Also, when teaching reading to students with limited English proficiency. This is in line with Feronica, Apriani, and Edy (2021) who specified that the challenges faced by English teacher when teaching reading to the student in the class including a lack of facilities, a lack of time, a lack of training, a lack of knowledge, a lack of connection, and a lack of desire.

Following the challenges faced by the teacher while teaching reading above, there are solutions to solve those problems in the application of Higher Order Thinking School at SMAN 7 Kota Kediri. And here's a brief solution by the teacher as an educator should contribute professional development workshops or training sessions specifically focused on incorporating character-building elements into reading lessons. Collaborate with other teachers or experts in character education to share strategies and best practices.

According to the interview of the English teacher, he said, "Teachers may struggle to find appropriate reading materials that align with the character-building goals of the curriculum". And he should explore various resources such as textbooks, online platforms, libraries, and community partnerships. Adapt existing reading materials by adding character-related questions, discussions, or activities. Encourage students to bring in books or articles that reflect positive character traits. In general research findings, the difference finding between this research and the previous study have already been seen on the focus of this research. Researcher focused on how the application HOTS, challenges, and solve the challenges when teaching reading. Meanwhile previous research from Nani, Pratomo, and Margana (2019) and just focus on the steps of HOTS (C1-C6 phase of HOTS) strategy when teacher teaching, and Feronica, Apriani, and Edy (2021) focus on the specification the challenges faced by English teacher.

Based on the research finding and discussion in the previous chapter about the application of HOTS in teaching reading at SMAN 7 Kediri, the writer gets some conclusion as follows; The teacher supposed by applying HOTS theory in way the process of teaching reading to the students. Especially, critical thinking can help the teacher to manage the situation in the class because the teacher applied the HOTS steps of teaching reading and can make the student good at reading and easily get the point from the text. Reading a long text is material that can be boring and exhausting, so if the teacher can't boost the strategy in applying HOTS while teaching, the student will be uninterested in the class. In teaching reading the teacher practiced the HOTS theory to apply on the material of the subject, the teacher took on HOTS theory to direct the student to be critically and enjoy joining the lesson, and also can force the teacher quick to carry the material. Despite that, the teacher also had challenges to solve about the application HOTS while teaching reading, developed the limit material, or from the students who were not interested or bad on reading. application of HOTS requires the English teacher to think creatively and critically to create a comfortable and interactive teaching environment. Thus, the teacher must be able to deal with problems that arise during the teaching process, especially in teaching reading. The fact that the teacher was expected to follow the trend of student learning, such as attending seminars that discuss educational teaching and learning that does not make students depressed or bored. Next is that limited source or material (books) can be overcome by sharing with other teacher friends by another school or by searching interactive websites or videos on YouTube.

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