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KEPUTUSAN
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TENTANG
DOSEN PEMBIMBING TESIS
PADA PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA
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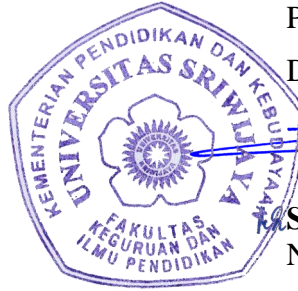
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**THE INTEGRATION OF HOTS IN TEACHING READING
COMPREHENSION: TEACHERS' BELIEFS AND PRACTICES**

A THESIS

by

Nyimas Larasati Utami

Student Number: 06012681923033

Master's Program in Language Education Study Program



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

2021



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**The Integration of HOTS in Teaching Reading Comprehension: Teacher's
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Certify that thesis entitled "*The Integration of HOTS in Teaching Reading Comprehension: Teacher's Beliefs And Practices*" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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To finally write this acknowledgement costs sweat and tears. This completion of my second degree in Master's Program of Language Education of Sriwijaya University could not have been possible without the help of Allah Swt. I can feel each and every help sent to me. Alhamdulillah, all praises to Allah the Almighty. I am writing this in tears recalling the impossibilities I thought turning into possibilities. I could not have done this without His permission and blessings.

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Palembang, July 2021



The writer,
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DEDICATION AND MOTTO

This thesis is dedicated to

ME

“I wanna thank **ME**. I wanna thank **ME** for believing in **ME**. I wanna thank **ME** for doing for doing all this hard work. I wanna thank **ME** for having no days off. I wanna thank **ME** for never quitting. I wanna thank **ME** for always being a giver and tryna give more. I wanna thank **ME** for doing more right to wrong. I wanna thank **ME** for just being **ME**.”

-Snoop Dogg-

Everything happens for a reason.
It'll all make sense at some points.

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THE INTEGRATION OF HOTS IN TEACHING READING COMPREHENSION: TEACHER'S BELIEFS AND PRACTICES

ABSTRACT

Higher order thinking skill (HOTS) is the demanded skill in 21st century that one needs to possess in order to be able to compete in the advanced era. Students need HOTS such as basic literacy, basic numeracy, and cross-cultural skills for reading, writing or computational knowledge and sensitivity. The aim of this case study is to investigate the teacher's belief in the integration of higher order thinking skills (HOTS) in teaching reading comprehension and how the beliefs are applied in the practices of teaching reading, as well as the challenges and factors influencing them by a qualitative study in a case-study design. A semi-structured interview and classroom observations were used to obtain data. The data were coded and categorized to obtain the themes regarding the beliefs and integration of HOTS in teaching reading comprehension. The result revealed that the teachers held strong beliefs about the concept of HOTS and the components of HOTS. In practice, the teachers did not fully reflect what they believe, especially about the question and assignment they addressed to students indicating LOTS. It was also found that students' poor prior HOTS experience, lack of motivation, varied skills, lack of reading interest and limited vocabulary mastery were encountered by teachers as their challenges in integrating HOTS and these challenges were influenced by several factors such as students-related factor, environment-related factor, and faculty-related factor. The findings of this study suggest that teachers need to advance their skills and knowledge to utilize technology in supporting their pedagogical practices.

Keywords: *Higher Order Thinking Skill, HOTS, Reading Comprehension, Teachers' Beliefs, Integration*

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CHAPTER I

INTRODUCTION

This chapter highlights (1) background of the study, (2) problems of the study, (3) objectives of the study, and (4) the significance of the study

1.1 Background

Reading is one of the skills which grants information to those who do it. Knowingly, reading is an activity which one can barely refrain from as in sets of circumstances, one ought to read many forms of text such as books, newspaper and articles in order to obtain information. The involvement of reading in everyday life creates that the requirements of being excellent include the ability to read well. As what Gallik (1999) puts forward that in order not to miss the chance for personal fulfillment and work success, the ability to read well needs to be possessed. Thus, improving the ability of the students in reading will certainly help their favor in learning.

By reading, students do not only get the knowledge and information but also they can develop their personal attitude, social, economic, and civic life by developing their autonomy and empathy through reading (Holden, 2004; Aliyeva, 2021). Reading allows students to learn about other people, about history and social studies, the language arts, sciences, mathematics, and the other content subjects that must be mastered in school since the success of their study depends to a greater part, on their ability to read (Lyon, 1997). If their reading performance is poor, they are very likely to fail in the study, or at least they will have difficulty in making progress. On the other hand, if they have a good reading performance, they will have a better chance to succeed in their study at school.

However, according to International Student Assessment Program (PISA, 2018), the score for Indonesian students' reading literacy is below average (OECD, 2020). This means that Indonesian students' reading ability is still categorized low. In fact, it is recalled that PISA questions require higher order thinking skills (HOTS). Countries that have achieved outstanding results in the International

Student Assessment Program (PISA) practice based on HOTS and how to use it in dealing with practical challenges in life (Schleicher, 2018). Meanwhile, since the beginning of 2017, Indonesian curriculum has started to incorporate HOTS in teaching and learning activities. This is questionable that in the middle of HOTS incorporation in Indonesian curriculum, the PISA score of Indonesian students' reading literacy did not get any better. Therefore, the education community must also plan to adapt to these adjustments, such as making students own HOTS and making sure its implementation at school is effective.

HOTS is the required skill one needs to possess in this 21st century (Brookhart, 2010). This era of challenges needs the relevance of HOTS to be involved in some aspects of living (Coffman, 2013; Yen & Halili, 2015). In education aspect, HOTS is considered the most relevant skill by teachers to be taught to students who are prepared to face the rapid development of technology and information (Yen & Halili, 2015). Preparing the students with HOTS earlier in their education aspect will benefit their future, especially in career aspect (Coffman, 2013). Without it, in a world that requires critical thinking and creativity in life, it is difficult for one to compete with others. HOTS is the highest level in the domain of cognitive processes. It helps students master the challenges of a lot of information with a short amount of processing time (Phillips, 2004). Seeing that, HOTS holds an important duty in students' reading achievement because this era, where students study more than reading, writing or computational knowledge and sensitivity, needs higher-order thinking skills such as basic literacy, basic numeracy, and cross-cultural skills (Forester, 2004).

HOTS is designated in terms of transfer, critical thinking and problem solving (Brookhart, 2010). In defining transfer, Brookhart (2010) points out that students obtain not only knowledge and skills, but also the ability to apply the knowledge and skills to new situations. In relation to reading, it is not the act of obtaining knowledge or new information alone. As Grabe (1991) states, reading is a dynamic mechanism involving diverse objectives and various system requiring distinct skills. Therefore, by the application of HOTS, reading will not only be the

activity in receiving the new information but also the point where the information can be applied in real-life situation. In line with this, Anderson (2006, as cited in Nourdad et al., 2018) comes up with the idea that the notion of reading comprehension has evolved from what has come to be called as a receptive process to what is currently called as an interactive process. This concept of reading comprehension skill makes clear between passive readers and active readers since the active ones will not only gain the information on the surface, but also interpret or predict by analyzing it according to the situation. This is supported by Sanders (2001) who revealed that in reading comprehension skills, the passive unskilled reader is separated from the active reader. This is very precise to HOTS. Consequently, those who apply HOTS in reading will comprehend the text better, especially for Indonesian students who are facing the curriculum with the policy of HOTS integrated in it. Over the last two decades, educators have found that certain students do not have HOTS automatically and that all HOTS can be learned specifically and clearly at specific stages during the term (Williams, 2015). Incorporating HOTS to learners in the teaching is really essential for the improvement of students' learning. As what is stated by Newman (1990), he addressed higher-level learning in the sense of social sciences, indicating that it is essential for all learners.

Regarding the educational system in Indonesia, Ministry of Education and Culture has revised the 2013 Curriculum (K-13) to integrate HOTS (Higher-Order Thinking Skill) as well in the teaching and learning process as in the revised curriculum (2017). This is why Indonesian students are supposed to have applied the HOTS already. The quality of application of HOTS rely upon the degree of students' independence and engagement (Hillocks, 1986). Teachers' lack of pedagogical expertise to develop their methods by incorporating HOTS into their lessons has also been discovered to be questionable. This is in line with what was found by Tyas et al. (2018) that EFL teacher's understanding of HOTS is very low. Most EFL teachers do not know much about the concept of HOTS (Retnawati et al., 2018; Tyas et al., 2019). They are not sure yet to recognize HOTS's ability and potential to overcome difficult problems. As a result, most EFL teachers always

misunderstood HOTS. Rajendran (2001) argued that teachers were confident in teaching content but were still not ready to include HOTS in their classroom based on short term courses on HOTS by the ministry. This corresponds with a study by Malini and Sarjit (2014) who argued that the difference between the knowledge of pedagogical content and the implementation of HOTS in the language classroom was caused by the resilience and incompetence of teachers to develop the activities in integrating HOTS in the instruction. As a result, the successful implementation of HOTS in the reading classroom is crucial. Samelian (2017) did classroom action research (CAR) to explore ways to improve fifth-grader reading comprehension by critical thought and higher-order questions and the results revealed that higher-order inquiry and critical thinking can enhance comprehension of critical thinking skills and enable students engage in high-level learning to increase their reading co-operation.

A similar previous study was conducted by Kusumastuti et al. (2019) revealed that teachers' personal beliefs toward HOTS differ from how HOTS should be implemented in the classroom. The difference between the previous study and the study researcher conducted was that researcher did the study in senior high school, while the previous study was done in junior high school. Additionally, another similar study conducted by Ansori et al. (2019) to investigate the beliefs and practices of a teacher in intergrating HOTS in teaching reading in East Java. However, the similar study has not been found conducted in Palembang or South Sumatra. Thus, this study is the first study regarding the integration of HOTS in teaching reading comprehension in Palembang. This study also involved two participants, unlike the previous study which only investigate a teacher. Moreover, the previous studies were conducted before Covid-19 pandemic. Meanwhile, this study was done during the pandemic which required online learning. In addition to this, the most recent study conducted in senior high school revealed that although the participants were aware that implementing HOTS is inextricably linked to English courses and curriculum, the results of the study showed that teachers' knowledge of HOTS was still lacking (Rachmawati et al., 2021). However, the data of the recent study were collected through interview and questionnaire and

conducted to investigate the HOTS integration in EFL classroom in general. Therefore, the different situation and data collection had led researchers to conduct further research which was more specific to the teachers' beliefs and practices of HOTS integration in teaching reading comprehension due to the importance of reading as mentioned before by also including observation as one of the ways to collect the data and also conducted in Palembang.

Based on the obligation to apply HOTS in the revised version of 2013 curriculum in 2017, it is really necessary to investigate teachers' beliefs in viewing HOTS and their practices in the classroom, especially in reading class. In order to improve students' HOTS, teachers' questions on HOTS may play a key role in classroom teaching. For hundreds of years, teachers' questions in the classroom have been used as a way to test students' abilities, encourage understanding and improve students' higher-level thinking skills (Tofade et al., 2013). In accordance, Fauziati (2015) reported that teachers' beliefs affect their preparation, objectives, strategies, aids, modes of engagement in the classroom, their responsibilities, their pupils, their evaluation of students and the school in which they operate. Seeing how in the previous study teacher's belief affected many layers of instruction, therefore, the researcher conducted this research which aimed to explore the teachers' beliefs in the integration of higher order thinking skill (HOTS) in teaching reading comprehension and how the beliefs are integrated in the practices of teaching reading comprehension as well as to find out the challenges and the factors affecting the integration.

1.2 The Problems of the Study

The problems of the study were formulated into the following questions:

1. How were teachers' beliefs of HOTS?
2. How did teachers integrate HOTS in the practice of teaching reading comprehension in the classroom?
3. What challenges were encountered by teachers and what factors affected the integration of HOTS in teaching reading comprehension?

1.3 The Objectives of the Study

The objectives of the study aim:

1. to explore the teachers' belief in the integration of higher order thinking skill (HOTS) in teaching reading comprehension.
2. to investigate the integration of HOTS in the practices of teaching reading reading comprehension.
3. To investigate the challenges in the integration of HOTS in teaching reading comprehension and factors affecting it.

1.4 The Significance of the Study

It is expected that the results of the study will be useful both for teacher and students in the teaching and learning reading with the implementation of HOTS. For teachers, the writer hopes that it gives the information about the strategy to develop HOTS in teaching reading. For students, the results are expected to help them increase their HOTS in reading so that they can enjoy reading in English and makes reading English a joyful activity to do. The result will also contribute to the school quality as what Ministry of Education and Culture prepares in 2021 to establish Minimum Competence Assessment or *Asesmen Kompetensi Minimal (AKM)* which will be the national assessment for the school to later improve the preparation for the students to the national examination. The AKM is the type of assessment which is based on HOTS especially in reading literacy and mathematics. Thus, the result of this study will help show the teachers' knowledge towards HOTS that they are integrating in their teaching and make the school know which parts need enhancement. Moreover, students are also expected to comprehend the reading texts better by the successful implementation of HOTS and be able to apply it in real-life situation.

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