

THESIS

**THE IMPLEMENTATION OF HIGH ORDER THINKING SKILL
STRATEGIES IN TEACHING READING COMPREHENSION TO EFL
LEARNERS**



BY

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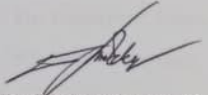
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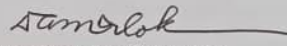
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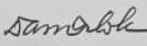
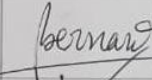

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"THE IMPLEMENTATION OF HIGH-ORDER THINKING SKILL STRATEGIES IN TEACHING READING COMPREHENSION TO EFL LEARNERS" adalah benar-benar karya saya sendiri. Apabila dikemudian hari ditemukan penyimpangan, maka saya bersedia dituntut secara hukum.

Kupang, juli 2024

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MOTTO

"Nobody's perfect. Everyone learns from mistakes."

“tidak ada yang sempurna, dan setiap orang belajar dari kesalahannya.”

DEDICATION

I dedicated this ungraduated thesis to the most important people in my life:

1. This thesis is dedicated to the loving memory of my dear grandparents who have passed away, [Thomas Leu Uwa] and [Yustina Wodho]. I would like to express my heartfelt gratitude to them who have raised me with love, care, and unwavering support throughout my life. Your sacrifices and dedication to my upbringing have been a source of strength and inspiration. Though you are no longer with us, your unwavering love, wisdom, and support continue to inspire me every day. Your guidance has shaped my values and aspirations. I am deeply thankful for the values you instilled in me and the lessons you taught me through your actions and words. Your unconditional love and encouragement have fueled my ambitions and guided me through life's challenges. This thesis is a testament to your profound influence on my journey of learning and growth. I dedicate this achievement to you both, with immense love and gratitude.
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Furthermore, the writer also realize she did not walk and work by herself. There were many people who with the love of God, had already participated and supported her in her learning process for over these past four years until she could conduct and write this thesis, without their presence and role, this scientific writing might not have been accomplished as planned.

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Finally, this thesis might have been imperfect. There might still have many

mistakes and lacks somewhere in regarding to the content, grammatical and technical aspects. So the constructive criticisms are well received and appreciated.

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The Writer

ABSTRACT

Penelitian ini menyelidiki integrasi keterampilan berpikir tingkat tinggi (HOTS) dalam pengajaran pemahaman bacaan kepada pembelajar EFL. Dalam konteks pendidikan bahasa, pengembangan HOTS sangat penting untuk mengembangkan kemampuan berpikir kritis pembelajar, yang menjadi kunci untuk pemahaman yang lebih mendalam dan analisis teks. Penelitian ini menggunakan pendekatan campuran, menggabungkan observasi kualitatif di kelas dan analisis kuantitatif terhadap hasil tes pra dan pasca untuk menilai dampak strategi berbasis HOTS terhadap kemampuan pemahaman bacaan siswa.

Temuan penelitian menyoroti efektivitas integrasi HOTS, seperti analisis, evaluasi, dan sintesis, dalam praktik pengajaran yang bertujuan untuk meningkatkan kemampuan pemahaman pembelajar EFL. Implikasi pedagogis menekankan pentingnya pengajaran eksplisit HOTS melalui kegiatan berjenjang dan instruksi yang berbeda untuk menyesuaikan dengan tingkat kemahiran yang beragam. Secara keseluruhan, penelitian ini berkontribusi dalam wacana mengenai metodologi pengajaran bahasa yang efektif dengan menekankan peran berpikir kritis dalam meningkatkan kemahiran pemahaman bacaan di kalangan pembelajar EFL.

Kata kunci: HOTS Strategi, pemahaman membaca, pengajaran

ABSTRACT

This thesis investigates the integration of high-order thinking skills (HOTS) in the teaching of reading comprehension to EFL learners. In the context of language education, fostering HOTS is crucial for developing learners' critical thinking abilities, which are essential for deeper comprehension and analysis of texts. The study employs a quantitative and CAR methods approach, combining classroom action research observations and analysis of pre- and post-test results to assess the impact of HOTS-based strategies on students' reading comprehension abilities.

The findings highlight the effectiveness of integrating HOTS, such as analysis, evaluation, and synthesis, into instructional practices aimed at enhancing EFL learners' comprehension skills. Pedagogical implications underscore the importance of explicit teaching of HOTS through scaffolded activities and differentiated instruction to accommodate varying proficiency levels. Ultimately, this research contributes to the discourse on effective language teaching methodologies by emphasizing the role of critical thinking in enhancing reading proficiency among EFL learners

Keywords: HOTS strategies, reading comprehension, teaching

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