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Developing Students' Critical Thinking Through High Order Thinking (HOT)
Question In Reading Comprehension

Wawat Srinawati*, Meita Lesmiaty Khasyar**

*Wawat Srinawati, is an Lecturer of Faculty Member of STKIP
Muhammadiyah Bogor

E-Mail : wawatsrinawati@gmail.com

**Meita Lesmiaty Khasyar, is an Lecturer of Faculty Member of STKIP
Muhammadiyah Bogor

E-Mail : meitalessmiaty@yahoo.co.id

**Alvi Nurfuadi, is a student of Faculty Member of STKIP Muhammadiyah Bogor

Email : alvinurfuadi22@gmail.com

Abstract

The writers used qualitative research. It is a research studies that investigate the quality of relationship, activities, situations or materials are frequently. In doing this research, the writers took the data using triangulation technique by collecting the data from observation, questionnaire and interview. This technique was used because the writers wanted to examine the data credibility and also avoid the bias data in research. The overall attitude of respondents interest in English and reading is in the category of positive attitudes. The questionnaire were 20 statements and divided into 3 categories, those are interest; perception/critical thinking and HOTS understanding. This classroom observation showed that in skill gathering, evaluating information and ideas students got 60% with teacher's guide and 40% with students' initiation This is indicated by the total score of respondents which amounted to 393 and lies between a score of 300 (median) and 400 (quartile 3), which is the score limit in the positive attitude category. Each respondent's attitudes about students' interest in English, reading and text spread in the very positive attitude category 40%, positive attitude 50% and negative attitude 10%.

Keyword: *Critical thinking, high order thinking, reading comprehension*

INTRODUCTION

It is important for people to learn language especially English, since it is used as lingua franca of communicating among nation in the world. English is a language that must be learnt by people. It is one of lessons included in curriculum. The students of Senior High School are taught English language in the teaching and learning process in their schools. It is known that English needs a process in learning, students cannot use English immediately without learning process. There are some skills in English those are reading, speaking, listening and writing.

Reading is one of English skill should be mastered by the students or people who learn English. By reading new information will be got by the students. Besides, As the learners, reading comprehension is the important thing, because of the comprehension students can understand the meaning of the whole texts. Woolley said

that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than obtaining meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of text ideas during the reading process

In reading, students need ability and more concentration to comprehend the text. Reading comprehension is the biggest problem that almost students face when they study English. A large number of studies have shown that most students (80%) with learning disabilities manifest with difficulties in reading acquisition, particularly comprehension of written material. According to Reutzel, there are two stages of reading comprehension development. First, beginning with “lower processes” focus at the word level such as word recognition, fluency and vocabulary. Second, focuses on “higher-order thinking” relating prior knowledge to text content and consciously learning, selecting and controlling the use of several cognitive strategies for remembering and learning from text.

Based on the theory above, even reading being one of the problem in English skills, reading being a key of learning process also we cannot be far away from it, because reading comprehension has many benefits for the students. By reading, students will get many information and knowledge which perhaps not given by the teacher at class. Besides, reading also being an important thing to increase students opportunity to repair their life. In addition, reading is a need to survive besides other needs. Moreover, in this era reading activity will help students to develop their critical of thinking also face the world for the better future.

Besides reading comprehension, developing thinking skills in today’s world is necessary for the students to be effective and skillful thinkers. Thinking validates existing knowledge and enable individuals to create new knowledge to built ideas and make connection between them. Thinking apparently able to prepare the students thinking in many lessons also used to full the intellectual needs and depeloving students potential. Thinking entails reasoning and incuiury together with processing and evaluating information. If we want to read well in English, understanding the words and grammar is not enough but you must think in English as we read. Students need to be able to make logical connections between the ideas and information in reading, this means we need to think logically.

Vdonvina and Gaibisso states, critical thinking is associated with quality thinking and if sufficiently developed, provides learners with a more skillful way of communicating with other people, acquiring new knowledge, and dealing with ideas, beliefs and attitudes. Critical thinking is needed because it is the most important and necessary outcome in 2013 curriculum, it supports thinking flexibly and annalitically. Educators are not alone in recognizing the importance of critical thinking. The demands of employment in a global economy, the survival of a democratic way of life, and personal decision making in a complex and rapidly changing society require

people who can reason well and make a good judgements. Critical thinking also makes students less dependent on teacher and textbook.

The goal of learning process is not about the excellent National Exam score but the most crucial is developing students' critical thinking. For build a quality thinking, it should be supported by lesson, whole curriculum which creates continuity. Vdonvina & Gaibisso insists, critical thinking is knowingly hard and takes time to feel confident in it. If we think about consistent and continued development of critical thinking, we must understand it as a process. Lessons, units and a whole curriculum should include critical thinking objectives on systematic basis, which creates continuity.

Critical thinking deal with communicative skill both from teachers or others, because it required active and interactive learning. Interactive learning started with feedback. It stimulated students' thinking and learning and it also provided the teachers information about learning. Questioning is one of the steps used in scientific approach adopted in 2013 curriculum. Students ask more about the materials that have given in observing as the initial step to fulfill their curiosity and improve their critical thinking. Teacher gives some clues which can be questioned and discussed among students. Critical thinking requires a higher order thinking questions, because it offered learner many benefits.

Vdonvina & Gaibisso mention critical thinking can be done by relying on the students' previous experience, by asking question for clarification in order to make the issue clearer, more accurate and precise, by comparing opinions, by identifying the underlying factors, etc. All this has an effect on the quality of arguments and thinking, thus becoming personal practice in using a foreign language and thinking critically at the same time.

There are a lot of strategies to improve students' critical thinking. One of them is high order thinking question strategy. It means asking question is needed for clarifying students' achievement in learning process relate with their critical thinking. In this case, the writer observed the application of high order thinking questions in developing students' critical thinking in reading comprehension based on the assumption that high order thinking question is an effective reading comprehension strategy to help students critical thinking. When students were given questions with high order thinking, they began to get their crucial understanding and meaningful reading. Furthermore, this could be an alternative for the teacher to teach reading comprehension and made the students easier to understand and comprehend the text then developed their critical thinking.

RESEARCH METHOD

The sample or participants of this study were 20 students who are from different classes and 1 teacher to be interviewed become the source of the data who taught English in SMA Negeri 1 Cibungbulang. The writer chosen the sample of those students because of many aspects, it was about the recommendation from the teachers and school also chosen by the capability of the students who were relevant with the title of the research.

The research was conducted on 24th July at SMA Negeri 1 Cibungbulang and the sample were 16 samples. In doing this research, the writer took the data using triangulation technique by collecting the data from observation, questionnaire and interview. This technique was used because the writer wanted to examine the data credibility and also avoid the bias data in research.

First, the writer observed the learning process in the class. At class the writer analysed how the way teacher taught to the students. Besides, writer also saw about the environment and also how students learnt about the material which was given by the teacher using HOTS.

Second, other time writer gave the questionnaire to the students who were being respondents or samples for the research. The questionnaire were 20 statements and divided into 3 categories, those are interest; perception/critical thinking and HOTS understanding. 20 students who were being the sample answered the statements it was very vary.

The last is interviewing the sample of students and also 1 teacher of English subject. The writer ask about many things based on the purpose of the research also for strengthening between other instruments. Besides, the writer used focus group for being a technique of interviewing the respondents, because the writer thought that its technique is suitable to be used in this interview.

In addition, for analysing the data, the writer used a technique from miles and huberman which there are 3 steps. After collecting the data, writer used data reduction to summarize the data and take the main and important data. Next, used data display for showed the result of the research. Last, conclusion drawing or verification, in purpose to took the conclusion then described the result of the research.

The writer used qualitative research. According to Fraenkel, qualitative research is a research studies that investigate the quality of relationship, activities, situations or materials are frequently. Besides, a greater emphasis on holistic description that is on describing in detail all of what goes on in a particular activity than on comparing the effects of a particular treatment (as in experimental research). In addition, qualitative research also describing the attitudes or behaviors of people (as in survey research).

Research is carried out on objects that develop as they are, cannot manipulated and the presence of researchers does not affect the dynamics of the object under study. The qualitative instrument is a human instrument, the researcher himself. So the researcher must have the provision of broad theories and insights, so that they

are able to ask, analyze, photograph and develop the social situation under study so that it is more clear and meaningful. Researchers do not only examine what is seen or outside but more deeply to get more information. In addition, qualitative research refers to data in the form of words or images that do not emphasize numbers. In addition, this study looks more at the processes that occur than the product or outcome.

Based on explanation above, qualitative research was suitable with the study which be conducted by the writer. The critical thinking was seen when the process of the learning, not only just the result of the exam score. In this case, the writer wanted to observe the application of high order thinking questions in developing students' critical thinking in reading comprehension based on the assumption of the theory that high order thinking question was an effective reading comprehension strategy to help students critical thinking. When students were given the questions with high order thinking, they began to get their crucial understanding and meaningful reading. Furthermore, it could be an alternative for the teacher to teach reading comprehension and made the students easier to understand and comprehend the text then developed their critical thinking.

All students were capable to think, but most of them needed to be encouraged taught and assisted to thinking processes. Thinking skills were teachable and learnable. All students had a right to learn and apply thinking skill, just like other disciplines of knowledge. Because of students' critical thinking, they able to analyze information, solve the problem, get new knowledge also they can communicate with others. Thinking skill is an important aspect in teaching and learning, and it is fundamental in educational process.

Finally, by doing this study hopefully students had creative thinking for finding problem solving or answering new problem using their critical thinking. Generally, complex problem found in daily activities. Then, critical thinking needed for the students not only just answered the questions but also solved the problem in daily activity which was need critical thinking. Besides, critical thinking also needed in 2013 curriculum and would help students to do the learning activities. If school learning did not supply, the students not able to be competent in critical thinking, then school would create the graduate who were not ready to face any problems in real life.

The research was conducted on 24th July at SMA Negeri 1 Cibungbulang and the sample were 16 samples. In doing this research, the writer took the data using triangulation technique by collecting the data from observation, questionnaire and interview. This technique was used because the writer wanted to examine the data credibility and also avoid the bias data in research.

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In addition, for analysing the data, the writer used a technique from miles and huberman which there are 3 steps. After collecting the data, writer used data reduction to summarize the data and take the main and important data. Next, used data display for showed the result of the research. Last, conclusion drawing or verification, in purpose to took the conclusion then described the result of the research.

Data Analysis

Observation

Observation is the first step before the writer giving the questionnaire and interviewing the informant. The observation held on 24th July 2019 at twelve grade of language. By observation made the writer knew the objects, conditions and how HOTS learning process occured in the classroom. The writer joined the class and observed the teaching and learning process of that class. The teacher continued the material about "Cause and Effect" in this second meeting.

Before starting the class the writer made a conversation about the class. Got the information about the environment, attitude, habitual also the capability of the students. Next, the writer joined the class then made conversation also to the whole students of class to know about the students further. The writer saw that the students were actives when they were asked by the writer. Besides, students also gave their opinion to answer the writer's question.

At the time of learning the teacher explained the material where the students had been given the task to make sentences containing the material. After that, students are asked to analyze the language structure that is in the sentence so that students can find formulas that are usually used to arrange sentences that contain cause and effect.

Continuing on the final assignment in class, students were asked to first read the text that has been provided by the teacher about the news that is being widely discussed in Indonesia. Then, students were asked to analyze the causes and effects contained in the news and made it in one sentence cause and effect. The answers given

by students were very diverse, so the writer saw that there was a development in students' critical thinking by using HOTS model questions.

Table 1. The Observation in Classroom

Skill Observed	Teacher's Guide%	Students' initiation%
Gathering, generating, evaluating information and ideas	60%	40%
Analyzing, connecting, synthesizing information	55%	45%
Creative thinking, problem-solving	56%	44%

This classroom observation showed that in skill gathering, generating, evaluating information and ideas students got 60% with teacher's guide and 40% with students' initiation. Overall students reached the skill in gather and organize, evaluate evidence and arguments, consider multiple alternatives, draw conclusion and revise understanding based on new information.

Then, in the skill of analyzing, connecting, synthesizing information students got 55% with teacher's guide and 45% with students' initiation. Students reached skill of making logical connection, explain thinking peer, make prediction, break down large idea, synthesize ideas, uses models and simulation and practice visible thinking.

In the last skill of creative thinking, problem-solving students got 56% teacher guide and 44% students' initiation. Students able to be creative and develop their thinking to be more critical, finally solve the problem.

The percentage could be seen from the activity of the students who were given the assignment from the teacher. The writer saw that there is critical thinking development of the students after passed the learning process and given the HOTS questions. The writer realized that is the good beginning in developing their critical thinking. Some students just needed support in starting their own thinking. The writer suggested more practices and meetings in constructing their critical thinking.

Questionnaire

The questionnaire were 20 statements, divided into 3 category. Each category had own purpose, those are students' interest, perception or critical thinking and HOTS understanding. The statements took from many sources and also it was a result from the discussion with the expert. Then, the questionnaire had been endorsed by the expert to be exercised. The writer used linkert scale for the questionnaire, there are 5 Choices for the respondents. Those are, Strongly Agree (SA), Agree (A), Undecided (U), Disagree (DS) and Strongly Disagree (SD). Each choice has score, 5 score for Strongly Agree (SA), 4 score for Agree (A), 3 score for Undecided (U), 2 score for

Disagree (DS) and 1 score for Strongly Disagree (SD). The recapitulation of students' questionnaire answer will be showed in the table below.

Table 2. Recapitulation of Students' questionnaire answers

NO	STATEMENT	SCORE				
A.	INTERESTS	SA	A	U	DS	SD
		5	4	3	2	1
1.	English is interesting lesson to be learnt	13	5	2	-	-
2.	Reading really challenging to do	2	15	1	2	-
3.	I prefer thinking than memorizing	3	9	7	1	-
4.	Answering challenging questions in English makes me nervous	5	6	6	2	-
5.	When reading a text, usually I imagine about the plot of the story on the text	5	9	4	2	-
B.	PERCEPTIONS/CRITICAL THINKING	SA	A	U	DS	SD
		5	4	3	2	1
6.	I develop my ideas by gathering information	5	8	7	-	-
7.	I often give my own perception in a small group	-	15	4	1	-
8.	I think of possible results before I take action.	7	9	4	-	-
9.	When I have a task to do, I collaborate with other people to get ideas	6	8	5	1	-
10.	After reading the text, I get new ideas of thinking and share it to the class	2	11	7	-	-
11.	I often give the critique about something	-	14	6	-	-
C.	HOTS UNDERSTANDING	SA	A	U	DS	SD
		5	4	3	2	1
12.	When facing a problem, I identify options to solve it	9	8	3	-	-
13.	When someone ask me a difficult question which is need more to analyze, I struggle to find the answer	6	8	6	-	-
14.	I answer not only easy but challenging questions in English	3	10	6	1	-
15.	To get the problem solving, I often connect many aspects	4	11	5	-	-
16.	I combine many aspects to get the answer when someone asked the question that need more analysis.	5	6	8	1	-
17.	I have reasons when choose or decide something	9	9	2	-	-
18.	I often comparing information between one to another	3	12	5	-	-
19.	When I approach a problem, I try to think about where it is coming from	5	11	4	-	-
20.	I try to understand the whole concept rather than focusing on just getting the answer	3	14	3	-	-

From the table above, the students' answer of the questionnaire could be seen and very vary. Most of the students showed at number 4 where it was a statement of

agreement for what was conveyed by the writer. The description of each focus questionnaire taken by the writer will be explained in the table below.

Table.3. Students' questionnaire answers in interest category

No. Respondent	Statement					Total
	1	2	3	4	5	
1	5	4	5	3	5	22
2	5	4	4	4	5	22
3	5	4	4	4	5	22
4	5	4	4	5	5	23
5	4	4	3	3	3	17
6	5	4	3	5	4	21
7	5	4	4	5	4	22
8	5	5	5	4	4	23
9	5	4	3	3	4	19
10	4	3	4	2	2	15
11	5	4	3	4	4	20
12	5	4	3	4	4	20
13	5	4	2	3	4	18
14	4	5	5	5	5	24
15	5	2	4	3	3	17
16	5	2	4	3	3	17
17	3	4	4	5	4	20
18	4	4	3	3	3	17
19	3	4	4	4	4	19
20	4	4	3	2	2	15
TOTAL						393

The table above is recapitulation of students' answer in category 1, it talked about students' interest. The highest point is 24 while the total high point of this category is 25. Then the lowest point is 15 while the total low point is 5. From the data above, the writer find out how each respondent's attitude and it explained by the table below.

Table 4. Frequency Distribution

Attitude Category	Score Category	Frequency	Percentage (%)
Strongly positive	21-25	8	40%
Positive	16-20	10	50%
Negative	11-15	2	10%
Strongly negative	5-10	-	-
TOTAL		20	100%

Based on the table above, it appears each respondent's attitudes about students' interest in English, reading and text spread in the very positive attitude category 40%, positive attitude 50% and negative attitude 10%. This percentage means that students are interested in learning English even though they think that English is a

little difficult or challenging. Meanwhile, to see the overall attitude of respondents are as follows:



Figure. 4.1 Students' Percentage Scale

Figure 1. Students' Percentage Scale

Based on the figure above, the overall attitude of respondents interest in English and reading is in the category of positive attitudes. This is indicated by the total score of respondents which amounted to 393 and lies between a score of 300 (median) and 400 (quartile 3), which is the score limit in the positive attitude category. This means that respondents were interested in English and reading.

Table 5. Students' questionnaire answers in perception/critical thinking category

NO. RESPONDENT	STATEMENT						TOTAL
	6	7	8	9	10	11	
1	5	4	5	5	4	4	27
2	5	4	5	5	4	4	27
3	5	4	4	5	4	4	26
4	4	4	5	5	4	4	26
5	3	2	3	3	4	3	18
6	5	4	4	4	5	4	26
7	3	4	4	5	4	3	23
8	4	4	4	4	3	4	23
9	3	4	4	4	3	3	21
10	3	4	5	2	3	4	21
11	4	3	4	3	4	4	22
12	3	3	3	3	3	3	18
13	4	4	5	3	4	3	23
14	4	4	5	5	4	4	26
15	3	4	3	4	3	4	21
16	4	4	5	4	4	4	25
17	4	4	4	4	4	4	24
18	3	3	4	4	3	4	21
19	5	4	4	4	5	4	26
20	4	3	3	3	3	3	19
TOTAL							463

The table above is recapitulation of sttudents' answer in category 2, it talked about students' perceptions/critical thinking. The highest point was 27 while the total high point of this category was 30. Then the lowest point was 18 while the total low point was 6. From the data above, the writer find out how each respondent's attitude and it explained by the table below.

Tabel. 6 Distribusi Frekuensi

Attitude Category	Score Category	Frequency	Precentage (%)
Strongly positive	25 – 30	8	40%
Positive	19 – 24	10	50%
Negative	13 – 18	2	10%
Strongly negative	6 – 12	-	-
TOTAL		20	100%

In category 2, the writer wanted to know about students' perception/critical thinking. Then, the statements was full of planning, organizing informations, openness to different ideas and also critical thinking. Based on the table above, it appears that the attitudes of each respondent are spread in the very positive attitude 40%, positive attitude 50% and negative attitude 10%. These percentages meant that students were in a positive attitude towards being very positive in terms of their perceptions and also critical thinking.

Meanwhile, to see the overall attitude of respondents are as follows:

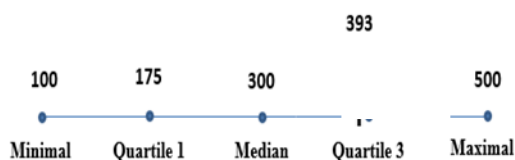


Figure. 4.1 Students' Percentage Scale

Figure.2 Students' Percentage Scale

Based on the figure above, the overall attitude of respondents critical thinking in category of positive attitudes. This is indicated by the total score of respondents which amounted to 463 between a score of 360 (median) and 480 (quartile 3), which is the score limit in the positive attitude category. This meant that respondents showed good response and they had base of their own skill related with critical thinking.

Table .7 Students' questionnaire answers in HOTS understanding category.

NO. RESPONDENT	STATEMENT									TOTAL
	12	13	14	15	16	17	18	19	20	
1	5	5	5	5	5	5	5	5	5	45
2	5	5	4	4	5	5	4	5	5	42
3	5	5	5	5	4	5	4	5	5	43
4	5	4	4	5	5	5	5	4	4	41
5	4	3	3	4	3	5	3	3	4	32
6	5	4	4	3	5	4	4	4	4	37
7	4	4	3	4	4	4	4	4	4	35
8	5	3	4	4	3	4	4	4	4	35
9	4	4	4	3	3	4	4	4	4	34
10	4	4	2	3	2	4	4	4	4	31
11	4	5	4	4	4	4	3	4	4	36
12	4	4	3	4	3	5	3	4	4	34
13	5	5	4	4	3	5	4	5	4	39
14	5	4	4	5	4	5	5	5	4	41
15	4	3	3	3	3	4	4	3	3	30
16	5	3	3	4	4	4	4	3	3	33
17	3	3	3	4	4	4	4	4	4	33
18	3	4	5	4	5	5	4	4	4	38
19	5	5	4	4	3	3	4	4	4	36
20	3	3	3	3	3	3	3	3	3	27
TOTAL										722

The table above is recapitulation of students' answer in category 3, it talked about students' high order thinking. The highest score was 45 while the total high score of this category also 45. Then the lowest score was 18 while the total lowest score in category 3 was 9. From the data above, the writer find out how each respondent's attitude and it explained by the table below.

Tabel 8. Distribusi Frequency

Attitude Category	Score Category	Frequency	Percentage (%)
Strongly positive	37 – 45	8	40%
Positive	28 – 36	11	55%
Negative	19 – 27	1	5%
Strongly negative	9 – 18	-	-
TOTAL		20	100%

Category 3 arranged to know about students' HOTS understanding. The statements did not ask about the meaning of HOTS but the contains of HOTS. This statement was made from the understanding and characteristics of HOTS. Based on the table above, it appeared that the attitudes of each respondent are spread in the very positive attitude 40%, positive attitude 55% and negative attitude 5%. These percentages meant that students were in a positive attitude towards being very positive in terms of HOTS understanding.

Based on the table above, the overall attitude of respondents HOTS understanding in category of very positive attitudes. This was indicated by the total score of respondents which amounted to 722 between a score of 720 (quartile 3) and 900 (maximal), which was the score limit in the positive attitude category. This meant respondents showed good response and used to found HOTS question.

In addition to assessing themselves, the writer had also analyzed from the writer's perspective about the abilities of students through classroom observation. Then, the conclusion of all statements in the questionnaire is that students showed a positive attitude towards very positive. It meant that students already had a basic related critical thinking to themselves, this can be seen from the results that have been summarized from the answers of students. In the end, HOTS can be a way for students to develop their critical thinking even further because one of the goals of HOTS is to improve students' critical thinking.

The teachers, as the main fasilitator at the classroom, have a big number of classroom role. They have to give more exercise to make students trained in answering the question. The teachers also have to make a questioning situation, where students were not ashamed to ask everything in developing their thinking. If all teachers do this well, the writer guest it will be good improvment in Indonesia education.

Interview

The interview used focus group technique which the writer gathered all the respondents then asked to them. This interview was conducted to complete the data so that there are comparisons of various data that ultimately find the desired results and the absence of data bias. Not only students but also English teachers become informants, this was done so that the data could be more completed and valid. The interview results would be presented as follows.

a. Students' Interview

1) Do you like English? Yes or no, and why?

In this question, 2 students were really love English, because they said that want to go abroad. Then, others said just like because of many factors. Students said because english is interesting, others said when she was child she likes english. In addition, other students said because English is easier than other language to be taught.

2) Do you like reading? When you read a text, you prefer to get the information you need or get all the information on the text? And when you are asked to analyse the implicit information, will you do it?

Some students like reading and some do not. However, when they read the text they will search for all informations contained in the text. Then, by getting all the information on it, students will also get implied information.

3) What skill do you like and not most in English?

The students answered this question, the writer found various answer from the students. Most of them like listening but did not like reading, there are 11 students said that. Why? because they said they love listening the music then they could learn from it. In the other hand, for about 8 students said like reading and did not like listening. They said that they have a trouble with their ears also they prefer to read than listen. The last, 1 students like speaking and did not like listening.

4) What is your motivation in learning English?

Most of students said, the reason or motivation why they learnt English because want to go abroad, then other reason is they want to increase English skill to get a good job.

5) How about teacher's teaching at class? Do you feel the difference regarding learning in this semester than the previous class?

Yes, there is a differences, the lesson requires more thought. So students are asked to further develop their thinking.

6) What do you do before deciding the choices?

Most of the students said that they do the analysis about the choices. Then students should think about a lot of effect, the possitive and negative effect of the choice. In addition, students also said they would like to think many times about the choices.

7) When you are faced in a problem what do you do?

The answer from the students were different. First student said he will read a holy qur'an to relax his mind and heart. Other students said that will solve the problem by looked for the reason how it could be, also they looked for what is the point of the problem, finally they found the solution and problem solving of it.

8) When you are at class, does the teacher ask students to give the ideas or opinion?

All students said teacher often asked to the students, indeed always do it. However, not all of the teacher do that, but for English lesson the teacher often asked to the students.

9) When you are asked the question which need more analyse, what do you do. Students answered that they will look for the answer even it little bit difficult. Besides, they also will develop their thinking to find how the answer is.

10) What is your opinion about this question "When u are a cinderella what will u do" is it difficult question? Is that question training your thinking?
Students said it is little bit difficult. However it train the students because they have to think, understand, imagine, analyse then finally made the text.
According to the result of students' interview, they have interest in learning English because of many reasons. When talking about critical thinking and HOTS writer saw that even HOTS is the new thing for students but they had been have their own critical

thinking and perception. Students starting to build their critical thinking and develop it until without realizing it they achieve the purpose of HOTS.

b. Teacher's Interview

1) Have you applied HOTS in learning process? How does it run?

Yes, all the subjects are using HOTS in learning process. Teachers are required to use it in teaching and learning activities and make HOTS questions for children. All students from grades X to XII already use HOTS. So far the response is good and sooner or later the children are able to follow and show improvement and development in their thinking.

2) What is your opinion about HOTS? Should HOTS be used in School?

Overall, HOTS is a higher level understanding, this can also be seen from the bloom's taxonomy of C4 to C6. HOTS needs to be used at school, because this can answer the challenges of the times to train students' critical thinking. When students are only given questions that are easily issued it will be difficult to think critically. When finding problems or things like this specifically in everyday life, then students are satisfied and not surprised or stuck.

3) Does HOTS give significant effects in learning process especially on their critical thinking when comprehend the text?

Yes, but something feels and doesn't. Basically students who are critical, becomes more critical. But because of the process, the lows can start to follow and their thinking ability increases because they are trained with HOTS questions. The effect that we can see in comprehend the text is students are used to concluding paragraphs, they are better trained. Students are also accustomed to reference and inference questions, where HOTS questions are inference questions which in the end students are asked to develop their minds and find answers implicit in inference type questions.

4) Do you have any special techniques for posing HOTS for students?

Usually when learning will be inserted in the material or teaching and learning activities. Then, HOTS is arranged in questions and it given to the students. Teacher asked to make HOTS questions easily understood and showing that HOTS is not a difficult question.

5) What skill is the most suitable for using HOTS?

In terms of language, for knowledge in listening and reading and for skills in speaking and writing skills. Then HOTS suitable for reading comprehension. From the data of interview above, the students give their opinion and almost of the question related with the result of observation and questionnaire. Besides, teacher also strengthen the data by giving her opinion about HOTS and students who learnt by using HOTS in teaching and learning process. Teacher said HOTS being a way to

make students more critical and able to face any problem in their real life. In addition, The goal of HOTS also to help increasing 2013 curriculum purpose in learning process.

CONCLUSION

To conclude the wirters wanted to deal with the question: “How can high order thinking question develop students’ critical thinking in reading comprehension?

Students already had their own critical thinking. They able to think, but most of them need to be encouraged taught and assisted to the thinking processes. Critical thinking deal with communicative skill both from teachers or others, because it requires active and interactive learning. Interactive learning starts with feedback it stimulates students’ thinking and learning. These thinking skills were teachable and learnable, when students given questions with high order thinking, they began to get their crucial understanding and meaningful reading. From explanation the result of observation, questionnaire and interview had related each other. It can be proved by the answer of students and teacher. the result of 3 kind of instruments gave the positive result and relate each other. According to Ridwan high order thinking skills is thinking skills possessed by someone who can apply new information or knowledge to manipulate information in an effort to find possible solutios or answer to new problems. Based on the theory above, the writer saw that students showed their skill in using high order thinking skill when learning process at class. Students unconscious had using their critical thinking through high order thinking question in learning process. They done the test which given by the teacher by themselves and correctly. Students must have this skill because it can help them to solve the problem they face, decide the decision they should choose or answering the question given to them. High order thinking skills would develop if the students face unfamiliar problem, challenging questions or uncertainty problem. Besides, high order thinking skills include the critical thinking, creative thinking, problem solving and decide the decision.

Finally, based on the result the writers concluded, students already had a potensial of thinking also the critical thinking. Learning and habituation by the teacher using high order thinking skills will continue to train and will gradually develop the potential which students have in themselves. So, learning to use HOTS is very necessary for students today who will help them in daily life.

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