

HIGHER ORDER THINKING QUESTION FOR ENGLISH WRITING:

STUDENTS' CHALLENGE AND STRATEGY

THESIS

Submitted in partial fulfilment of the requirement for the degree of Sarjana

Pendidikan (S. Pd) in Teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

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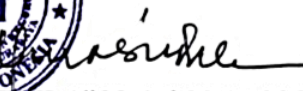
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difficulty in the use of tenses, preposition, article, word choice, and lack of English vocabulary. Since it is about HOTS the cognitive challenge becomes the major challenge for both LOT and HOT students comparing to linguistic challenge. However, in general LOT student 2 dealt with the most challenges comparing to the others. Apart from that, this study also discovered another finding which regarding the hardest question based on students' perspective. The result conveyed that the hardest HOT Question based on all participants' perspective is question number three that assesses analyzing ability not the question for creating ability as the highest thinking ability in HOTS. It means the difficulty level is not entirely determined by the ability that it aims to assessed, there is also another aspect that necessarily to be concerned.

2. Students' Strategy in Solving HOT Question for English Writing

Generally, as what occurred in the students' challenge result, also happened in the findings related with the students' strategy in solving HOT question for English writing. Students' strategy also cannot be determined totally depend by the thinking level. Based on the research finding related with students' strategies in solving HOT Question for English writing, the lower order thinking students performed more strategies than higher order thinking students. Overall the strategies includes the strategy before reading the HOT Question, while reading the question, while answering, and after answering the question. It is a

bit similar with writing strategy in general but more specific. The strategies before reading the questions is estimating the time Re-reading the question, translating, paraphrasing the question, pointing important keyword are the strategies to analyze the question easier. And strategies while generating idea are acquiring background knowledge from the episodic and semantic memory and asking peers for a help. Then, scratching raw idea as the previous step before writing the answer. Lastly strategy after finishing the whole questions are re-reading the answers and self-reflection whether the answer is satisfying enough or not. Moreover, of that the some of the participants also attempted to overcome their own challenges with the unexpected strategies. Such as LOT students' strategy in doing the translation for the problem of understanding the question and HOTS student strategy in rereading the question as stimulation for seizing the idea. HOTS student did that to solve the problem in organizing and expanding the idea. So actually implementing HOT Question for English writing in the instructional is perfect for pre-writing activity because of the existence of the lengthy HOT Question that can be used as idea elicitation.

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