



Teachers' Instruction Simulation through Hots in English Writing

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ABSTRACT

This research aims to explore how teachers simulate instruction through Higher Order Thinking Skills (HOTS) in English writing, with a focus on English teachers at SMP Negeri 3 Panca Rijang. Using a qualitative research method, the study investigates the strategies teachers use to stimulate students through HOTS in English classes and evaluates the impact and effectiveness of these strategies on students' writing abilities. The findings reveal that teachers encourage students to regularly use English in daily activities and expand their vocabulary through reading. These strategies effectively foster critical thinking, enabling students to analyze problems and approach English writing more systematically. The implementation of HOTS in teaching has a significant positive impact on students' learning outcomes, particularly in enhancing their analytical and creative thinking skills. The research concludes that the use of HOTS greatly improves the English learning process, contributing to the development of students' cognitive and problem-solving skills.

INTRODUCTION

In the 21st century, the educational landscape is increasingly emphasizing the importance of critical thinking, problem-solving, and creativity in student learning. Higher Order Thinking Skills (HOTS) have become a key element in fostering these abilities, as educators are encouraged to integrate these skills into classroom instruction across various subjects, including English writing. The development of HOTS is critical in preparing students to face complex challenges in their future academic and professional careers. Writing in English, especially for students in non-English speaking countries like Indonesia, presents unique challenges. Many students are still focused on memorization and mechanical writing, which limits their ability to engage in deeper levels of thinking. HOTS encourages students to go beyond basic recall of information and apply higher-level cognitive processes such as analysis, synthesis, and evaluation. Through the application of HOTS, students can improve their ability to construct arguments, solve problems, and express their thoughts more creatively and effectively in writing.

Teachers play a crucial role in implementing HOTS in classroom instruction. However, not all teachers are well-equipped with strategies to integrate these skills into their teaching practices. This is particularly evident in English writing instruction, where the traditional methods of teaching focus more on grammar and structure rather than critical thinking and creativity. Therefore, understanding how teachers can effectively simulate instruction through HOTS in English writing becomes essential to improve students' overall writing skills and cognitive development. The growing demand for 21st-century skills has led to a shift in education toward fostering critical thinking, creativity, and problem-solving abilities. In Indonesia, the government has integrated HOTS into the curriculum, especially in subjects like English, to equip students with the necessary skills to navigate the complexities of modern life and work. English writing, a fundamental aspect of language learning, provides an excellent platform for developing these skills. However, many students struggle with English writing because they lack the higher-order thinking skills required to analyze, evaluate, and create content.

Teachers are instrumental in addressing this gap. The way teachers design their instruction and engage students in writing activities can significantly influence students' ability to think critically and creatively. This research focuses on how teachers simulate instruction using HOTS in English writing classes at SMP Negeri 3 Panca Rijang, with the goal of identifying effective strategies and assessing the impact of these strategies on students' writing abilities. What strategies do teachers use to stimulate students' higher-order thinking skills (HOTS) in English writing classes? How effective are these strategies in improving students' English writing skills through the use of HOTS? The objectives of this research are: To explore the strategies teachers use to engage students in higher-order thinking through HOTS in English writing. To assess the impact and effectiveness of these strategies on students' writing performance. This research is expected to provide insights into the practical application of HOTS in English writing instruction. The findings will

benefit teachers by offering evidence-based strategies to improve their teaching practices and enhance student engagement in critical thinking. Additionally, this research contributes to the broader educational discourse on the importance of HOTS in language learning and the overall development of cognitive skills in students. This study focuses on English teachers at SMP Negeri 3 Panca Rijang and their use of HOTS in English writing instruction. The research investigates the strategies employed by teachers to stimulate students' higher-order thinking skills and evaluates the effectiveness of these strategies in improving students' writing abilities.

LITERATURE REVIEW

This chapter reviews the relevant literature to provide a theoretical foundation for the research on teachers' instruction simulation through Higher Order Thinking Skills (HOTS) in English writing. It will cover the definition of HOTS, its importance in education, teacher instruction strategies, and the role of HOTS in enhancing English writing skills. Higher Order Thinking Skills (HOTS) refer to the cognitive processes that go beyond mere memorization or recall of facts. HOTS, as described in Bloom's Taxonomy, include the higher levels of cognitive functioning such as analysis, evaluation, and creation. These skills are essential for developing critical and creative thinking, allowing students to apply their knowledge in new and complex situations. HOTS are often associated with problem-solving, decision-making, and the ability to process information in innovative ways. According to Brookhart (2010), HOTS enable learners to "transfer knowledge, solve problems, think critically, and generate creative solutions. In the context of education, HOTS has become a focal point in preparing students for the demands of the 21st century, where the ability to analyze information and think critically is more valuable than rote memorization.

In English writing, HOTS encourages students to go beyond simple sentence construction and grammatical accuracy. Instead, it pushes them to engage in deeper thought processes, such as analyzing themes, synthesizing ideas from different texts, and evaluating arguments, thereby improving the quality of their writing. Teacher instruction is a critical component in the development of students' HOTS. Effective teaching strategies can help students progress from basic understanding to higher-order thinking. According to Driscoll (2005), instruction is an interactive process where teachers guide students in comprehending and applying knowledge. Simulation of instruction refers to the methods teachers use to replicate real-life problem-solving situations within the classroom. This is particularly useful in HOTS-focused teaching, where students must be actively engaged in critical thinking tasks. According to Piaget (1972), learning is most effective when students are actively involved in the process of discovery. Instructional strategies that foster HOTS, such as inquiry-based learning, problem-based learning (PBL), and project-based learning (PjBL), have proven to be effective in stimulating student engagement and developing critical thinking skills.

Problem-based learning, for example, encourages students to solve real-world problems by applying their knowledge, which enhances their ability to analyze, evaluate, and create solutions. Similarly, inquiry-based learning promotes questioning and investigation, which are key components of HOTS. Writing is a complex cognitive process that requires students to express their ideas clearly and logically. According to Flower and Hayes (1981), writing involves a recursive process of planning, drafting, and revising, which aligns with the higher levels of Bloom's Taxonomy. HOTS plays a vital role in improving writing skills because it encourages students to think critically about their content, structure their arguments coherently, and express themselves creatively. Incorporating HOTS into English writing instruction can lead to significant improvements in students' writing abilities. When students are asked to analyze literary texts, evaluate different perspectives, and synthesize information from multiple sources, they are engaging

METHODOLOGY

This chapter describes the research methodology used in this study, including the research design, informants, research instruments, data collection techniques, and data analysis procedures. The aim of this chapter is to provide a clear understanding of how the research was conducted to achieve the objectives of the study. This study employs a qualitative research design to explore the strategies used by teachers in simulating instruction through HOTS in English writing classes. Qualitative research is suitable for this study because it allows for an in-depth exploration of teachers' instructional strategies and the impact of HOTS on students' writing skills. According to Creswell (2014), qualitative research focuses on understanding participants' experiences, behaviors, and perspectives in a natural setting. The research focuses on gathering detailed information through interviews and observations of English teachers at SMP Negeri 3 Panca Rijang. By using a descriptive approach, the study aims to describe the implementation of HOTS in classroom settings and analyze how it affects students' writing performance.

The informants in this study consist of English teachers at SMP Negeri 3 Panca Rijang who apply HOTS in their teaching methods. Supporting Informants: Students from the classes where HOTS are implemented, providing insights into the effectiveness of HOTS-based instruction from the learner's perspective. The sampling method used in this research is purposive sampling, which allows the researcher to select individuals who have specific characteristics relevant to the study. The criteria for selecting teachers include their experience in teaching English and their use of HOTS strategies in the classroom. The main research instruments used for data collection are: Interviews: Semi-structured interviews with English teachers were conducted to explore their strategies for implementing HOTS in English writing. The semi-structured format allows for flexibility, enabling the researcher to ask follow-up questions based on participants' responses. Observation: Classroom observations were carried out to examine how teachers simulate instruction through HOTS during English writing lessons. The observation focuses on the interaction between teachers and

students, the use of HOTS-related tasks, and students' responses to these activities. Document Analysis: The researcher analyzed lesson plans, teaching materials, and students' written work to assess the integration of HOTS in the English writing curriculum and its impact on students' writing abilities.

The data collection process involves the following steps. The researcher conducted interviews with the teachers to gather data on their strategies for integrating HOTS in English writing instruction. The interviews were audio-recorded and transcribed for analysis. Direct observations were made in the classrooms where HOTS-based instruction was implemented. Field notes were taken during the observation sessions to capture teachers' instructional techniques and student engagement. The researcher collected relevant documents, including lesson plans, worksheets, and examples of students' writing, to evaluate how HOTS is embedded in the learning materials and activities. The data collected were analyzed using Miles and Huberman's interactive model, which consists of three key components: data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 1994). The data obtained from interviews, observations, and document analysis were organized and simplified by categorizing them into themes related to HOTS instruction, strategies, and student outcomes. The categorized data were then presented in a clear and organized manner, using tables and narrative descriptions to display key findings on how HOTS is implemented in the classroom. After analyzing the data, the researcher identified patterns and drew conclusions about the effectiveness of HOTS in improving students' writing skills. The findings were then verified through triangulation, comparing data from interviews, observations, and document analysis to ensure consistency and validity.

To ensure the validity of the research findings, the study uses triangulation by cross-verifying data from multiple sources—interviews, observations, and documents. Triangulation helps enhance the credibility and accuracy of the research conclusions. Additionally, member checking was conducted by sharing the interview transcripts with the participants to confirm the accuracy of the data. Reliability was ensured by maintaining detailed records of all interviews, observations, and document analysis. The research procedures were documented clearly to allow for replication by future researchers. This research adheres to ethical standards, ensuring that participants' confidentiality and anonymity are maintained. Before conducting interviews and observations, the researcher obtained informed consent from all participants. The purpose of the research was explained to the teachers and students, and their participation was voluntary. No personal information was disclosed, and the data collected were used solely for research purposes.

RESEARCH RESULT AND DISCUSSION

This chapter presents the findings of the research and discusses the results in relation to the research objectives, which were to explore teachers' strategies in simulating instruction through Higher Order Thinking Skills

(HOTS) in English writing and to evaluate the effectiveness of these strategies on students' writing abilities.

Based on the data collected from interviews and classroom observations at SMP Negeri 3 Panca Rijang, the findings indicate that English teachers employed several strategies to stimulate students' use of HOTS in writing. The following strategies were commonly used Teachers motivated students to practice English regularly, both inside and outside the classroom. This included speaking English during class discussions and using English in daily activities to improve their vocabulary and writing fluency. Task-Based Learning: Teachers implemented task-based learning activities where students were given complex tasks that required them to analyze, evaluate, and create content. Examples included writing essays that required students to express critical opinions on social issues or creating stories based on personal experiences. Problem-Based Writing Assignments: Teachers designed assignments that required students to solve real-world problems through writing. For example, students were asked to write argumentative essays on environmental issues, where they had to present solutions based on research and logical reasoning. Reading and Writing Integration: Teachers encouraged students to read extensively, which helped students develop analytical skills by evaluating the texts they read. This practice was integrated into writing activities, where students had to write essays that synthesized ideas from different texts. Feedback and Reflection: Teachers provided detailed feedback on students' written work, focusing not only on grammatical correctness but also on the structure and depth of argumentation. Teachers also encouraged students to reflect on their writing and make revisions to improve their critical thinking and expression.

These strategies helped students engage in higher-order thinking during the writing process, allowing them to analyze, evaluate, and create new ideas in their written work. The findings also suggest that the application of HOTS in English writing had a positive impact on students' writing abilities. From the document analysis and student writing samples, several improvements were observed: Improved Critical Thinking in Writing: Students demonstrated enhanced ability to analyze topics critically and express their ideas in a structured manner. For instance, in argumentative essays, students were able to evaluate different perspectives and construct well-reasoned arguments supported by evidence. Increased Creativity: Through activities that involved creating stories or personal narratives, students showed increased creativity in their writing. They were able to apply their knowledge in innovative ways, incorporating various stylistic elements such as metaphors and descriptive language. Stronger Analytical Skills: Students displayed better analytical skills, particularly in essays that required them to compare and contrast different ideas or sources. Their ability to synthesize information from multiple texts improved, making their essays more coherent and logical. Enhanced Writing Structure: Students' ability to organize their writing improved significantly. Their essays followed clearer structures, with logical progression of ideas, well-constructed paragraphs, and appropriate use of transitions between sections. However, the research also identified some challenges in the

implementation of HOTS, particularly related to students' initial struggles with critical thinking tasks. Some students found it difficult to shift from basic recall-based writing to more analytical and evaluative writing. This indicates the need for continuous practice and support from teachers to fully develop students' HOTS in writing.

The results of this study align with previous research that highlights the importance of HOTS in enhancing students' writing abilities. The findings confirm that integrating HOTS in English writing instruction can significantly improve students' critical thinking, creativity, and overall writing performance. The strategies employed by teachers at SMP Negeri 3 Panca Rijang—such as task-based learning, problem-solving assignments, and integrating reading and writing—proved to be effective in stimulating students' use of HOTS. According to Driscoll (2005), instruction that actively engages students in problem-solving and inquiry fosters higher-order thinking, as seen in this study. The use of real-world writing tasks, such as argumentative essays on societal issues, helped students apply critical thinking skills, as they were required to evaluate different viewpoints and present reasoned solutions. This approach is supported by Brookhart (2010), who emphasized that HOTS promotes deeper understanding and the ability to apply knowledge in diverse contexts.

The positive impact of HOTS on students' writing abilities is evident in the improved critical thinking, creativity, and analytical skills observed in their writing. This aligns with the findings of Flower and Hayes (1981), who noted that writing is a complex cognitive process that involves planning, drafting, and revising, all of which require higher-order thinking. Students' increased ability to structure their essays logically and coherently is a direct result of engaging in HOTS activities. As supported by Bloom's Taxonomy, the stages of analysis, evaluation, and creation are critical for improving writing skills. By moving beyond simple memorization and reproduction of knowledge, students were able to engage in more sophisticated writing tasks that demonstrated their ability to think critically and creatively. Despite the positive outcomes, challenges remain in fully integrating HOTS into the classroom. Some students initially struggled with the transition from lower-order thinking (e.g., memorization) to higher-order thinking (e.g., analysis and synthesis). These findings are consistent with the research of Vygotsky (1978), which suggests that students need scaffolding to move into their "zone of proximal development" where they can handle more complex cognitive tasks with appropriate support. Teachers also noted that it requires time and effort to consistently implement HOTS in every lesson. This highlights the importance of professional development for teachers, to equip them with the tools and techniques needed to integrate HOTS more effectively in their teaching. The findings from this study show that the integration of HOTS in English writing instruction has a significant positive impact on students' writing skills, particularly in terms of critical thinking, creativity, and organization. The strategies used by teachers, such as task-based learning and problem-solving assignments, were effective in promoting higher-order thinking. However, the

challenges faced in the initial implementation underscore the need for ongoing support and practice for both teachers and students.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research findings, several conclusions can be drawn regarding the simulation of teacher instruction through Higher Order Thinking Skills (HOTS) in English writing at SMP Negeri 3 Panca Rijang: Effective Strategies for Implementing HOTS: Teachers at SMP Negeri 3 Panca Rijang have employed various strategies to promote the use of HOTS in English writing, including task-based learning, problem-solving writing assignments, and integrating reading and writing activities. These strategies successfully stimulate students' critical thinking and creativity, enhancing their ability to analyze, evaluate, and create written content. Positive Impact of HOTS on Writing Skills: The implementation of HOTS has significantly improved students' writing abilities. Students demonstrated enhanced critical thinking, creativity, and analytical skills, leading to better-structured essays and more coherent arguments.

They were able to express their ideas more effectively, integrate information from multiple sources, and engage in deeper thought processes when tackling complex writing tasks. Challenges in HOTS Implementation: Despite the positive impact, the research revealed some challenges in the initial implementation of HOTS, particularly with students who were unaccustomed to higher-order thinking tasks. Many students found it difficult to transition from basic recall and memorization-based writing to more analytical and evaluative writing. This underscores the need for consistent practice and teacher support in developing these skills over time. The Role of Teacher Support: The findings suggest that teacher feedback and guidance play a crucial role in the successful application of HOTS in writing. Teachers who provided constructive feedback not only on grammar but also on the depth and structure of arguments helped students develop their higher-order thinking abilities more effectively. In conclusion, the integration of HOTS in English writing instruction has proven to be beneficial in enhancing students' writing skills and critical thinking. However, continuous effort is required from both teachers and students to fully realize the potential of HOTS in the classroom.

ADVANCED RESEARCH

This research still has limitations so further research needs to be done on the topic "Teachers' Instruction Simulation through Hots in English Writing."

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