

**INTEGRATING HIGHER ORDER THINKING SKILL (HOTS) FOR
TEACHING ENGLISH: TEACHERS' KNOWLEDGE AND PRACTICES
AT VOCATIONAL HIGH SCHOOLS IN BANYUMAS REGENCY**

A Thesis



**Presented to the Boards of Examiners in partial fulfillment of the
Requirements for the Master Degree in English Education**

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Purwokerto, 15 Januari 2024



Amelia Widi Astuti

DEDICATION

To my beloved parents,

my family

and all who love me in joy and sorrow



MOTTO

"If you are nice to me, I will be nicer to you, and so the other way round."



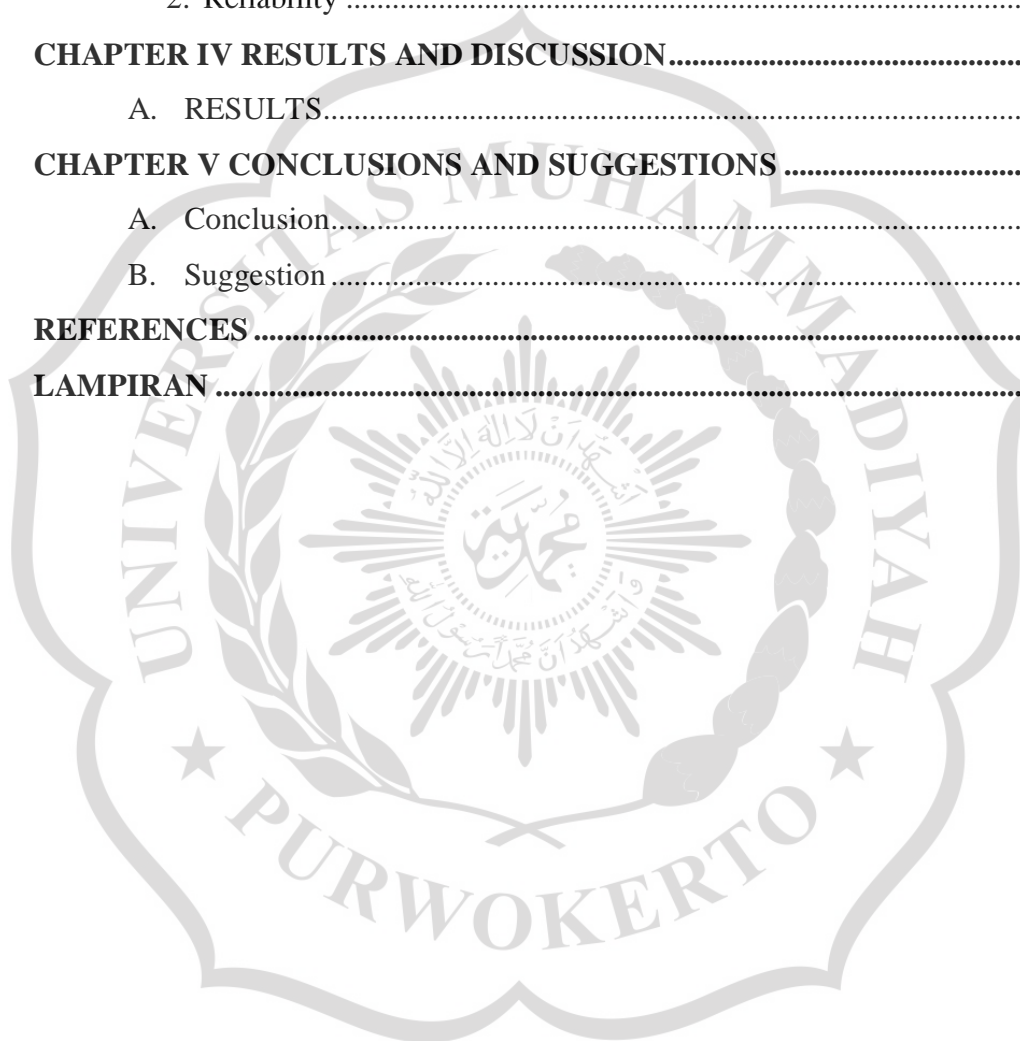
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ABSTRACT

Applying HOTS helps students argue, solve problems, communicate, understand complex things, increase creativity, increase vocabulary, and emphasize moral values used in everyday life. This research measures teachers' knowledge about integrating HOTS in teaching English and describes the teachers' practices. This research design is a mixed method, where the researcher will present data in numerical and descriptive form. The total number of respondents in this study is 86 people. A questionnaire with a Likert scale and interview were used in this research. Then, the results of the questionnaire items answered by respondents had a higher scale value, namely with the answer "Agree" from question items 1 to item 24. Most teachers already knew the concept of higher-order thinking skills, with a percentage of 69.8%. Apart from that, teachers usually use stimuli from the interview results to encourage students' HOTS. Teachers often use group discussions and increase the number of essay questions to improve students' collaboration and creativity abilities. The obstacles teachers often face in implementing HOTS are limited time and differences in student characteristics in learning.

Keywords: HOTS, Teaching English, Teachers' Knowledge