


STUDENTS' QUESTION STRATEGY AND THEIR HIGHER ORDER THINKING SKILL IN LEARNING ENGLISH

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: August 20, 2022 Revised: September 25, 2022 Accepted: January 25 2023 Published: August 15, 2024</p> <p>Keywords: Higher Order Thinking Skills Question Strategy English Learning</p>	<p>The objective of this research is to find out the Students' Question Strategies and their Higher Order Thinking Skills in Learning English. The method of this research is descriptive qualitative research. This research used two instruments; questionnaires and interviews. The subjects of this research were 10 students from grade IX namely 5 students from grade IX.4 and IX.5 of SMP Negeri 2 Sungguminasa. This research uses purposive sampling technique. The sample of this study consisted of 10 students with a population of 47 students from each class IX.4 and IX.5. The result of this research shows that learning oriented to higher order thinking skills or HOTS, can influence original thinking and according to the perspective of students to solve a problem in classroom especially in learning English. Therefore, the best way to see students' higher order thinking skills is to investigate a question strategy consisting of four; inferential questions, interpretation questions, transfer questions and hypothetic questions. Based on the result, student believe that by asking questions they will be able to explore English cognitively, and this can influence their higher order thinking skills.</p> <p>This is an open access article under the CC BY-SA license.</p> 
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INTRODUCTION

Higher order thinking, has a close definition with higher order thinking skills (HOTS), which is a form of education related to the taxonomy of learning (such as Bloom's taxonomy). Basically it covers a person's cognitive, and it has a myriad of benefits in learning. Investigating Bloom's taxonomy, it is divided into several divisions, including; analysis, evaluation, and synthesis and these are categorized as higher thinking processes, where such learning processes must reveal facts and concepts.

HOTS investigates the learning of complex in solving a problem skills such as critical thinking and solving a problem in certain situations. HOTS are found to be more difficult

and not easy to apply or study because it tends to arise in or spontaneously under certain conditions (i.e., unexpected situations).

Several definitions were successfully interpreted by researcher to support the research process in the integration of HOTS. Actions related to the quality of education are always based on the 21st century which is full of competition and challenges for the better. And this creates three frameworks that are quite crucial for skills in the 21st century: 1) skills in learning and more, 2) skills in living and building a career, and 3) skills in mastering information, media, and technology (Joynes 2017).). Finding skills include skills in communicating, collaborating, using reason for critical thinking, and creativity in doing things (4CS). In addition, Bialik (2015) concludes several problems with four main problems: insight, ability, character, and metacognition. The teacher uses various types of questions as a tool to measure student understanding and to ensure that the learning process of certain subjects has taken place Kerry (2002). In addition, Kerry (2002) also states that the types of questions used in class play an important role in the teaching and learning process because they affect student achievement and also the level of involvement. It is Jariah Mohd Jan and Rosli Talif (2005), Ribowo (2006). Effective questioning by combining higher-order thinking skills (HOTS) is believed to be more helpful in developing students' critical thinking levels. Vijayaratnam (2012). Studying HOTS is one of the right ways for someone to be able to solve a new problem in the 21st century Brookhart (2010), Moseley et al (2005) Thompson (2008). These skills also have the benefit of connecting, or modifying prior knowledge to effectively solve new problems Thomas & Thorne (2009). Regarding Bloom's revised taxonomy, the HOTS is categorized as the basis between the top three ability levels in the cognitive domain (analyzing, evaluating, creating), and the three levels of knowledge space (conceptual, procedural, metacognitive) Anderson & Krathwohl (2001), Thompson (2008) . It can be concluded that, this skill can be calculated by investigating aspects of analyzing, evaluating, and creating conceptual and procedural knowledge, or metacognition. So in this way students with HOTS are important to take on roles to solve new problems, adapt to new situations, and make decisions about certain problems.

Some things that become gaps include the integration of HOTS in schools so that the problem that is be faced by researcher is the application of HOTS itself. As a supporter of this opinion based on experts, researcher take examples in the implementation of learning about HOTS. The problem is HOTS capability cannot be directly applied. In this case that students must be triggered first to express their skills, by providing learning activities that support their improvement. Such as allowing them to be more active in the learning process. Akyol & Garrison (2011), Limbach & Waugh (2010). Active learning and student-centered learning such as problem-based learning (PBL) Mokhtar, Tarmizi, Job, & Nawawi (2013), project-based learning (PjBL) Vidergor & Krupnik-Gottlieb (2015), learning discovery, and inquiry learning Orlich, Harder, Callahan, Trevisan, & Brown (2010), or other forms of learning styles that use contextual forms include some examples of techniques to train students in HOTS. on the

other hand, Protheroe Goethals, (2013) and Miri, David, and Uri (2007) stated that the implementation of group discussions and solving complex and interdisciplinary problems related to learning were crucial activities to train HOTS for the students themselves..

The results of developing HOTS for students have been found through the active role of the teacher as a medium for evaluating learning based on HOTS. To apply this, the teacher must master, strategies or techniques in the use of these strategies Bartell (2012). However, some research results indicate that it is not that easy for teachers to implement this, especially when provoking students to use HOTS. And that problem is because it's a new capability and it's rarely implemented anywhere even though it's very important Jailani & Retnawati (2016), Retnawati, Munadi, Arlinwibowo, Wulandari, & Sulistyaningsih (2017), Thompson (2008). Related to previous research, in this study we is take all the actions that are very disturbing in the integration of higher order thinking skills (HOTS) that is be carried out and study their validity before after the previous research which is then used as a reference in previous research. Used as a reference better. Therefore, after seeing the results of previous research related to the title of this study, in the future this research is be conducted to determine the knowledge and development of students on integrating HOTS (Higher Level Thinking Skills) questions during English language learning. And then this integration is triggered by their English teachers in the teaching and learning process in English. To support the researcher's statement referring to the research conducted by Milawati et al. (2019) with the research title "EFL Teacher Oral Questions and Answers: Are Questions and Strategies Effective?" This study examines the question strategy, the taxonomy of question types, and their application by teachers in advanced prose classes, to design student learning.

Therefore, this research aims to investigate students' Higher Order Thinking Skills by letting students give several questions strategies related to the material given by the teacher so that they can further explore the material according to their perceptions. The discussion is including questions from students that are used in the classroom which play an important role in the teaching and learning process because it influence student achievement.

RESEARCH METHOD

This research uses qualitative research methods with the phenomena that occur in SMP Negeri 2 Sungguminasa.

Descriptive research has overlaps with other essentially qualitative approaches including ethnography, hermeneutics and symbolic interactionism. Pure phenomenological research seeks essentially to describe rather than explain, and to start from a perspective free from hypotheses or preconceptions Husserl (1970). And according to Sugiyono (2017) purposive sampling is a data sampling technique based on certain considerations.

RESULT AND DISCUSSION

Types of question strategy used by students

Based on the results of the study, the average student chooses the type of inferential question strategy and this covers 65%. Then the results of students who choose an interpretation question strategy include 22.5%. Followed by students who chose the transfer question strategy which covered at 7.5%. And finally, students who choose a hypothetical question strategy that covers a very low number, which is only 5%.

From the data above, it proves that students are more likely to use the inferential question strategy type when compared to the interpretation question strategy, transfer question and hypothetical question strategy at SMP Negeri 2 Sungguminasa.

Table. Types of question strategy

Question Strategy	Percentage
Inferential Question	65%
Interpretation Question	22,5%
Transfer Question	7,5%
Hypothetic Question	5%

It can be seen from the data. The researcher found that 10 students from class IX.4 and IX.5 who became the sample had a tendency to choose inferential questions and the percentage was at 65%, the use of interpretation question strategies was at 22.5%, transfer questions was at 7.5% and finally the hypothetic question which is at the lowest number, which only reaches 5%.

The researcher can explain the dominance of the inferential question which reaches 65% as a result; the students relate more to this question because the form of this question is more concise and tends to be used when students ask spontaneous questions in class. While interpretation questions are at 22.5%. Where this type of question is also quite often used when providing material such as additional material that is still unclear and learning material that students want to explore more deeply about the completeness of points that have been missed in the material provided by the teacher. Followed transfer question strategy which is at 7.5%. To explain the reason why students rarely use this question, the researcher can see that this question is indeed quite complex compared to others because this question refers to how students distinguish one thing from another and it is felt that junior high school students have not been able to provide an explanation about different from one thing because of the theory that they have not covered in junior high school, there are some who use this question but not as much as the inferential question and interpretation question that more simpler. And the last is hypothetical question that has the lowest score, which only covers 5% of the other three question strategies. In accordance with the theory, this type of question is also quite complicated because to give this question,

students must know about hypotheses, generalizations, and conclusions. For students it is quite time consuming because they have to know how to assemble hypotheses, generalize and conclude everything before asking questions regarding the material given, plus the form of this question is quite long compared to other types of questions..

Based on data, the researcher found that on average students who chose inferential questions felt more involved in the teaching and learning process in English class when asking questions and the effect they felt was that this was quite influential on their HOTS investigation with the question strategy they chose; Therefore the question investigation strategy is quite effective in influencing students' HOTS at SMP Negeri 2 Sungguminasa.

The question strategy used by student that influenced their higher order thinking skills

Based on the data. The researcher found that on average students felt more involved in the teaching and learning process in English class when asking questions and the influence they felt was that this was quite influential on their HOTS investigation; therefore the investigation of the question strategy was quite effective in influenced students' HOTS.

From the data obtained in IX.4. The researcher can see that the role of the question strategy is very influential in influence students' HOTS with the enthusiasm of students who believe that after asking students feel more confident in their ability to learn English and from the data it also shows that by using a questioning strategy to influencee their HOTS in English, these students feel more able to explore their English language skills. While the data obtained in IX.5 it also has positive feedback, where the researcher can also see that the role of the question strategy is very influential in HOTS investigation for these students. For the students, they feels that the influence of the question strategy for HOTS investigation has influenced them to learn English more deeply and as a result, these students feels better than before when they were not giving a questions.

CONCLUSION

Based on the findings and discussion in previous chapter, the researcher concludes that students' question strategy and their higher order thinking skills is effective for English Learning. In investigating the question strategy to see students' HOTS, it can influence students to think more broadly to explore English according to their perception. This is evidenced by the results of the data showing that students who choose the question strategy feel more involved in learning and it can make them able to practice their thinking skills to explore the material given, especially in learning English.

There is a significant difference between strategy inferential questions, interpretation questions, transfer questions and hypothetical questions. This is evidenced

by the percentage results where inferential dominates about 65%, interpretation questions about 22.5%, transfer questions 7.5% and the lowest is a hypothetical question 5%..

In teaching learning process, it can be concluded that the question strategy and higher order thinking skills can influence students in learning English. Students feel more involved and active while learning. The results of the investigation the question strategy and students' HOTS were very effective in influencing students' English learning at SMP Negeri 2 Sungguminasa..

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