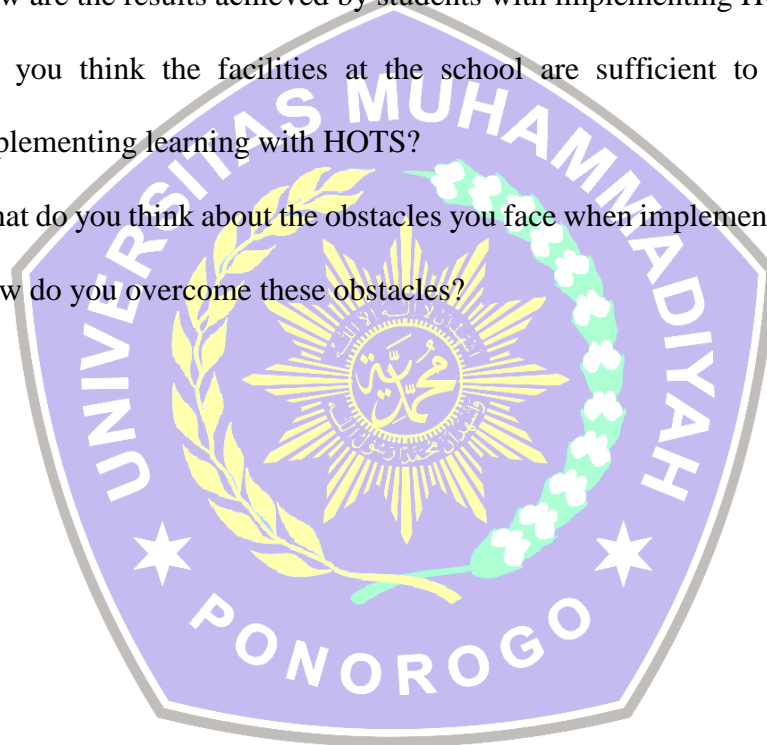




LIST OF INTERVIEW QUESTIONS

1. What do you think about the meaning of HOTS?
2. What do you know about the HOTS learning model?
3. What do you know about HOTS learning strategies?
4. In your opinion, what learning evaluation is suitable for HOTS?
5. What do you think of student responses related to learning with HOTS?
6. How are the results achieved by students with implementing HOTS?
7. Do you think the facilities at the school are sufficient to be used in implementing learning with HOTS?
8. What do you think about the obstacles you face when implementing HOTS?
9. How do you overcome these obstacles?



Interview Transcript of Teacher

Informant : Mrs. Umi Fitrawati

School : SMAN 1 Kauman

Interviewer : What do you think about the meaning of HOTS?

Interviewee : HOTS is a concept to make a question that include synthesizing, analyzing, reasoning, comprehending, application, and evaluation.

Interviewer : What do you know about the HOTS learning model?

Interviewee : The HOTS learning model is learning activity which popular in American and it is good to improve a critical thinking skills of students.

Interviewer : What do you know about HOTS learning strategies?

Interviewee : HOTS learning strategies is the higher order thinking take thinking to a whole new level.

Interviewer : In your opinion, what learning evaluation is suitable for HOTS?

Interviewee : I think HOTS is suitable for learning evaluation. It make a student more interesting in learning something.

Interviewer : What do you think of student responses related to learning with HOTS?

Interviewee : They give a good responses because they are free to express their opinion.

Interviewer : How are the results achieved by students with implementing HOTS?

Interviewee : The students are more creative in giving answering.

Interviewer : Do you think the facilities at the school are sufficient to be used in implementing learning with HOTS?

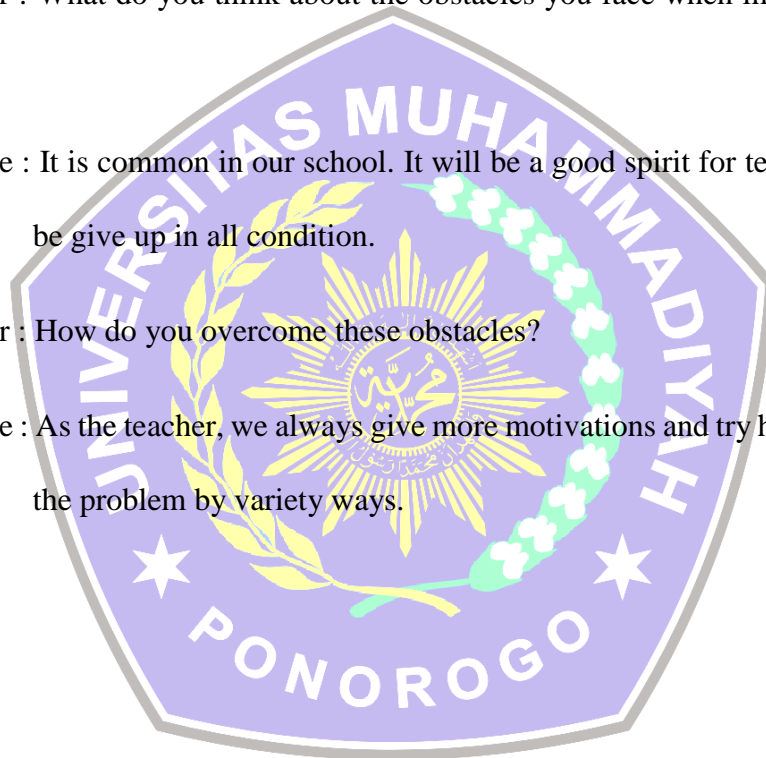
Interviewee : Good enough although there is some difficulties.

Interviewer : What do you think about the obstacles you face when implementing HOTS?

Interviewee : It is common in our school. It will be a good spirit for teacher to not be give up in all condition.

Interviewer : How do you overcome these obstacles?

Interviewee : As the teacher, we always give more motivations and try hard to solve the problem by variety ways.



Interview Transcript of Teacher

Informant : Mr. Sutadi

School : SMAN 1 Ponorogo

Interviewer : What do you think about the meaning of HOTS?

Interviewee : Meaning of HOTS: Higher Order of Thinking Skills. Based on Bloom taxonomy high-level skills are analyzing, integrating and creating.

Interviewer : What do you know about the HOTS learning model?

Interviewee : HOTS learning model : discovery, inquiry, project based learning, problem based learning.

Interviewer : What do you know about HOTS learning strategies?

Interviewee : HOTS learning strategies is, Help determine what HOTS is, Connect concept, Teach students to infer, Encourage questioning, Use graphic organizers, Tech problem solving strategies, Encourage creative thinking, Use, Teach, Teach QARS (Question)

Interviewer : In your opinion, what learning evaluation is suitable for HOTS?

Interviewee : Multiple choice, essay.

Interviewer : What do you think of student responses related to learning with HOTS?

Interviewee : Interested.

Interviewer : How are the results achieved by students with implementing HOTS?

Interviewee : Better achivement.

Interviewer : Do you think the facilities at the school are sufficient to be used in implementing learning with HOTS?

Interviewee : Yes, of course

Interviewer : What do you think about the obstacles you face when implementing HOTS?

Interviewee : It takes more time to apply HOTS.

Interviewer : How do you overcome these obstacles?

Interviewee : Learning and learning



Interview Transcript of Teacher

Informant : Mrs. Rustiani

School : SMAN 1 Badegan

Interviewer : What do you think about the meaning of HOTS?

Interviewee : High order thinking skill it is the level of cognitive and psychomotor aspect in teaching. So as we know that there are levels in cognitive and psychomotor in indicator of teaching. The HOTS level in cognitive aspect it is from C4 cognitive or C4, 5, and 6. Started from analyzing evaluating and creating in psychomotoric aspect this is in high level so that my opinion about HOTS. Okay its the level of cognitive and psychomotor indicator.

Interviewer : What do you know about the HOTS learning model?

Interviewee : There are many HOTS learning model we know project based and then problem based, inquiry, and so on. So in that model we can make the activities, the step, the syntax of model. As I stated before about project based and so on, in that the syntax make the student do the activities the level of indicator is HOTS. For example in project based of course HOTS because there is create something and it is the higher level of HOTS and also before that communicate that is also high level of thinking step and also in inquiry there is a step in inquiry itself that make student evaluate and also analyze something and after that the student will make their own conclusion and of course they also

communicate that is the high level so that is the example. And not only that actually problem based and also there are many I think the most important that the level of thinking must be in minimally level C4 , 5, and 6.

Interviewer : What do you know about HOTS learning strategies?

Interviewee : I used mind mapping in my learning strategies to make my in reading for example when I give my student reading text and after that I ask my students to analyze the text by using mind mapping so in the way in the level of thinking they will use mind map for example in a determine the generic structure of the text they will evaluate okay the first paragraph is about for example we must know first what kind of text for example analytical exposition and then using mind mapping they will know okay this is introduction, this is argument and also this is conclusion and okay in the argument they will make the writer idea is one two three and so on.

Interviewer : In your opinion, what learning evaluation is suitable for HOTS?

Interviewee : Okay about the learning evaluation in HOTS, as I stated before in the process we use the HOTS indicator or step of course in evaluation I must also use HOTS for example when I evaluate my student I will give kind of test to my students for example to evaluate so from the text in reading for example from cognitive aspect I ask my students to evaluate the the meaning of text and so on, and also maybe I ask

beyond the text and relate the text in real life so that the student will have higher level not only understanding the text but more than understanding they will evaluate also choose or answer the question beyond the text relate to their life. It is in cognitive and in psychomotor the student will create something. I ask students to make a composition for example it is a higher level also not only know that is from understand they will not only understanding the text but also they will create, create the text after know okay the step and the part of the text they understand in cognitive aspect and then they will to in psychomotoric aspect by creating okay that is evaluation. Of course I will give the exact evaluation for example criteria of scoring rubric. It is very important because when I give the scoring rubric my student, the student will understand and also will focus on that aspect for example when I ask my students to write something I will give the criteria of scoring for example I will give score to the organization language and also I will give the score so organization language and then generic structure, content, and so on. And after that when I evaluate my students in psychomotor I will also give exact and also clear evaluation rubric, scoring rubric for example performance, fluency, and then how they the content they will share that content and also in performing. In psychomotor aspect there is also pronunciation.

Interviewer : What do you think of student responses related to learning with HOTS?

Interviewee : Okay and then what do you see on student respons with the HOTS, I think the students response positive because the teacher insequence step by step using the procedure the right procedure. It is impossible for the teacher to use directly in high level without passing the step in previous step for example understanding so higher thinking, HOTS teaching it is not merely in higher level but we must also do the step by step and if the teacher do that procedure in good way the students will understand will okay they will be happy they will enjoy okay and I understand, I know my step and that is the students respons.

Interviewer : How are the results achieved by students with implementing HOTS?

Interviewee : When the teacher make very good planning they manage so they prepare everything very well they make the planning in teaching they prepare how to evaluate they prepare how is the method will be use in teaching how they will use media and so on. Everything will have a good result also so it depends on the preparation itself.

Interviewer : Do you think the facilities at the school are sufficient to be used in implementing learning with HOTS?

Interviewee : So although we have no support or facilities the teacher must be creative in creating the media in teaching based on the situation so no matter about facilities of the teacher when they, how they will be creative in creating from limited condition is no problem so and here

in SMA Badegan of course everything support this it depend on the teacher actually to create the facilities, an media, and so on. So no problem it is.

Interviewer : What do you think about the obstacles you face when implementing HOTS?

Interviewee : What do you think about the obstacles face with implementing HOTS, why and I think this is you're point in this research because you want to know about the obstacles. Well first I want to say that the first obstacles is about students itself we know that the level of student understanding the level of students skills, the level of student ability there is strong one and another student want student maybe they can learn very fast but so another student they have limited for example vocabulary and so on. So they can't follow the lesson fast as their friend. I think it is obstacle for the teacher because teacher must teach the enrichmen for example for the student because we have the level already and the student ability is the level so the teacher try to make enrichmen of the student so they have the same level. Okay this is the first obstacle. And after that the student obstacles is when the student have no motivation in learning English not all student like studying English for student who don't like English whatever the teacher way to prepare to plan something yeah, they have no good respon but it is the obstacle how to make student to follow this. That is the second obstacle. And then after that we must prepare everything very well the

HOTS teaching and we need time so I think the next obstacle about the teacher must prepare spesific time to have HOTS because without the good preparation the result will not good. So the next is the time the teacher must provide enough time enough preparation to do all that. Okay I think thats all and also already I stated before about the students ability.

Interviewer : How do you overcome these obstacles?

Interviewee : The first is about my obstacles is about so the varied of students ability how I overcome this I overcome this by using enrichment sometimes if the condition is normal I divide class into group so there are students who has good ability enough medium for example and low ability they will help each other to overcome their problems so the students who has good ability they will help the students who has low ability and so on. And then beside that we the teacher can do enrichment from that for the students who has low ability and after that the second problem is about the students don't like English what the students dont like English and I have try many ways to solve. For the students that it is no matter you like or dont like English but the matter that you need English it is not chosen subject for you but it is must you must master it you need it in the future the students will face English and right now English become very very important for you for your future and you will do many activity many thing related to English like test in university and so on. So I make sure that students need English so that

they will understand they will okay admit that. Okay I need English no matter about I like English or no but I need that they have that and after that I also make so there is a motivation intrinsic and extrinsic motivation I give beside intrinsic and I also give extrinsic motivation, motivation that come outside from the teacher so for example I give point, score, good point for students who do best in everything so if you get the best score in this test for example I will give you good point for example if you can make this text very good for example I will give something prize so that is ekstrinsik and intrinsik so that I just stated before. I construct their understanding that oh it is must I need it its that a way and the last is about how I solve the problem the last thing is about time management, I must as teacher we must good preparation so I must manage my time to make the planning in teaching that the most important in teacher itself is how I can manage my time because we need a lot of time, we need more time prepare, we must manage and we must make sure that if I do the planning very good the results will be very good so I have motivation we will spend extra time about that but we will very happy if the result is good so that is.

Interview Transcript of Teachers

Informant : Mrs. Ririn

School : SMAN 1 Ponorogo

Interviewer : What do you think about the meaning of HOTS?

Interviewee : HOTS means Higher Order of Thinking Skill it means that the skills a teacher implements in the process of learning also in evaluation to be in part of higher order of thinking skill which include C4 analyzing and then C5 integrating and C6 creating.

Interviewer : What do you know about the HOTS learning model?

Interviewee : The HOTS learning model is the model of learning that teaching critically, logically, and also creatively you can apply in some model of learning for example PBL and also PJBL, discovery and inquiry.

Interviewer : What do you know about HOTS learning strategies?

Interviewee : Well HOTS learning strategies can be understand syntax of each model. include, discovery, inquiry, PBL and also PJBL maybe it can also the strategies we implement those on learning in classroom in the process of learning we should involve C4, 5, and 6 levels of Bloom and Anderson taxonomy.

Interviewer : In your opinion, what learning evaluation is suitable for HOTS?

Interviewee : Actually there are many learning evaluations in English and all kind of that learning evaluations is suitable for HOTS for example for essay and then true false and multiple choice and the most suitable learning evaluation for HOTS is usually essay because in essay we can achieve the ability of students of thinking the I think creatively and then critically and also logically. And the most important of evaluation of essay or maybe multiple choice, true false and so on. Most important we should include the ability of remembering understanding and also applying on the evaluation.

Interviewer : What do you think of student responses related to learning with HOTS?

Interviewee : I think requires higher order of thinking skills it means that it is difficult to responded it depend some students in get the excelent score before we evaluation we test and including the HOTS. At first on the students complain because they must study by themself they use to study deductively the teacher explain the lesson and then the students listen to the teacher pay attention to the teacher information and then they do exercises given by the teacher but in HOTS because it implement lets say self students centered model of learning it feel rise difficult by should study English materials by ourself of pronounce and they work in group and they feel I must study I must study I want the teacher to explain the lesson to me so that I can understand the lesson easily more easily and then the teacher encourage them there is

model in 2013 curriculum student centered learning it means that students must study more rather than deductive learning the teacher centered learning and then when they find difficult this they may ask the teacher to explain the material that they can't understand they think difficult.

Interviewer : How are the results achieved by students with implementing HOTS?

Interviewee : Well some the result of the students are quite satisfying I mean when I have the test for students like what I did last week for the second grade, I give the quiz for the students about you know during the pandemic we just have class your working on the worksheet google form so I just keep the evaluation for the students in multiple choices questions and then we are discuss this week and then the result were find the students got the highest score is 95 but some students who got under passing graduate so its satisfying.

Interviewer : Do you think the facilities at the school are sufficient to be used in implementing learning with HOTS?

Interviewee : Yes I think the school have a good or sufficiency infrastructure to be use in implementing learning with HOTS so yes. The school supported fully supported a method teaching learning for the teachers and students to do with hots evaluation so it can because the all classes are supported with wifi and we have a library and many books in the library and I guess it would help students and teachers to create we

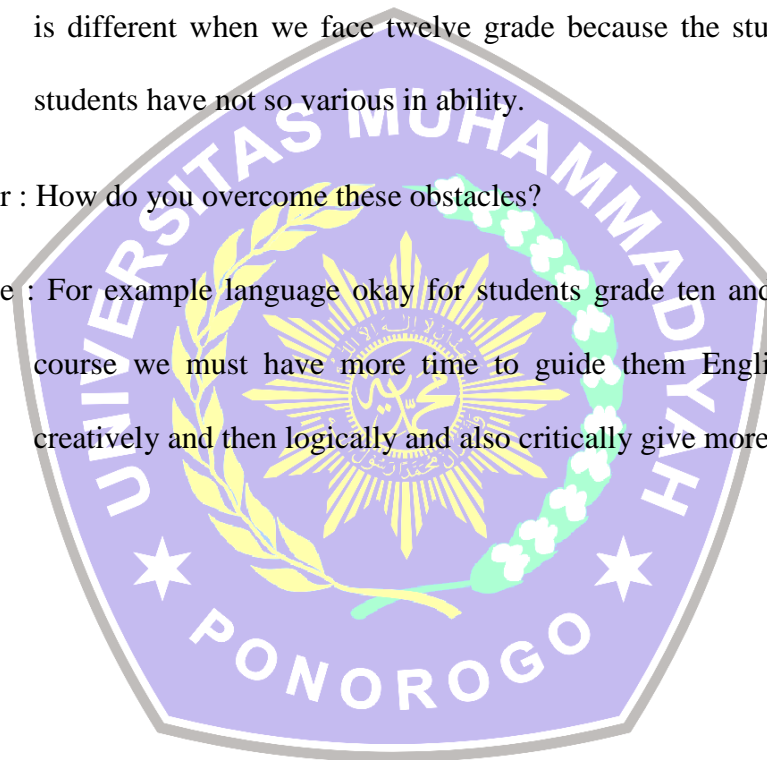
call a hots for teaching learning and also hots for the evalutaion so the school is fully supported.

Interviewer : What do you think about the obstacles you face when implementing HOTS?

Interviewee : I think some obstacles it is different from grade to grade for example grade ten and eleven because of zonasi so we have bigger problem it is different when we face twelve grade because the students is the students have not so various in ability.

Interviewer : How do you overcome these obstacles?

Interviewee : For example language okay for students grade ten and eleven the course we must have more time to guide them English to think creatively and then logically and also critically give more exercises.



Interview Transcript of Teachers

Informant : Mrs. Dian Eko P.

School : SMAN 1 Ponorogo

Interviewer : What do you think about the meaning of HOTS?

Interviewee : HOTS means that a higher level of thinking skills includes analyzing C4 and then integrating C5 and C6 creating.

Interviewer : What do you know about the HOTS learning model?

Interviewee : When we talking about HOTS learning model we use teaching learning like simple one thing that we have to remember HOTS learning model is not always in difficult ways for the students but how we can stimulate students should think critically and logically so we may use there is simple material. I mean the teaching learning model like discovery learning maybe inquiry learning with the simple material but the higher order thinking skills for students.

Interviewer : What do you know about HOTS learning strategies?

Interviewee : The HOTS learning strategy can be understood as a learning concept that exists in every learning model. As I know what that a means of this difficult questions although it is requires higher order of thinking skills but it can be implemented for lets say essay materials that can help students to do studying it.

Interviewer : In your opinion, what learning evaluation is suitable for HOTS?

Interviewee : The evaluation strategy it would include spoken or written evaluations for spoken so we may ask the students maybe to retell story to recall or share ideas report the teacher plan or something and then for the written assesment written evaluation yes like bu dian eko said that we can use some quiz maybe to language short answer question and then also multiple choice and then of course how we know the students well ability maybe was by writing exposition of essay it take long time for the teacher to check their students work there are still the one way yes one way one of the way we know that students ability well how deep they master it how deep they master the English material.

Interviewer : What do you think of student responses related to learning with HOTS?

Interviewee : Students respond well because the teacher stimulates students by working on HOTS questions and explains if there are difficulties in working on these questions.

Interviewer : How are the results achieved by students with implementing HOTS?

Interviewee : Okay and then the information about I can give, I can add information globally about teacher I think the result achieve of the implementing of hots in sma 1 obviously achieve a good result it is prove by there are 379 students accepted in PTN so I think it is one of approve by applying the HOTS it is also give the impressive achieve. The eleven grade sample I teach also get excelent for the students and there is no

students who must take remedial test but in the form the test there are few ya very few students who must take remedial test. It applies in the written test also in a psychomotor skills speaking and then portfolio also good even some students get excellent score.

Interviewer : Do you think the facilities at the school are sufficient to be used in implementing learning with HOTS?

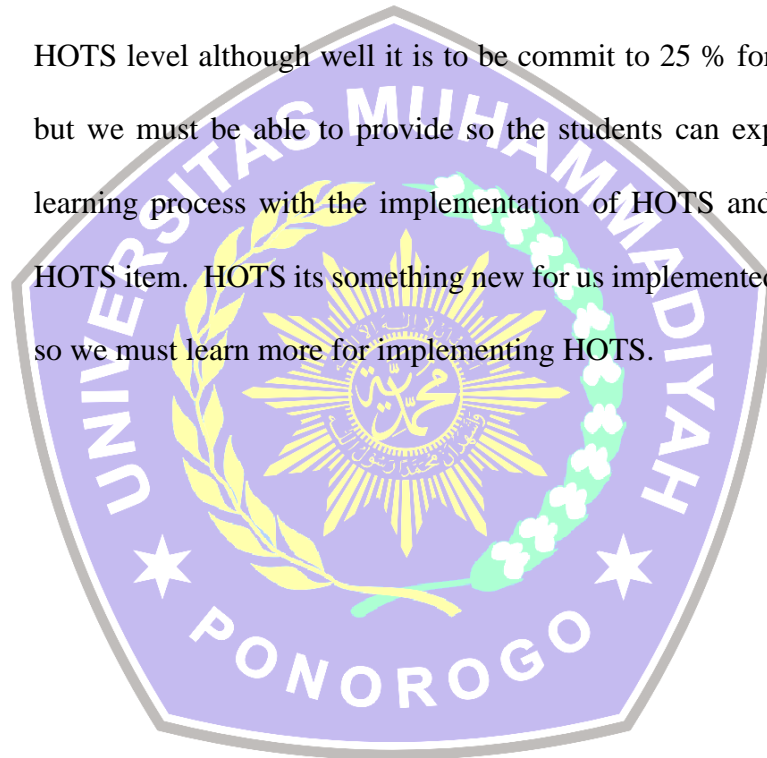
Interviewee : Yeah the facility is good and sufficient even though very good ya maybe the best in town every class is provided with the LCD and then hotspot but sometimes had problem, hotspot area and then during COVID-19 pandemic and the students give them pulsa gratis free for their cellular phone to access online. Yes I think very good ya the facility.

Interviewer : What do you think about the obstacles you face when implementing HOTS?

Interviewee : The obstacles or maybe from the teacher and also from the students and we are having problem for ten and eleven grade heterogeneous ability like zonasi and other so students not having a various ability so we need more time more exercise so the students custom with the HOTS evaluation and the teachers we may need more times analyze for each questions it is suitable questions it is for HOTS guides like something so yeah we did it slow, slow learner.

Interviewer : How do you overcome these obstacles?

Interviewee : For the students its okay, its alright, the problem for a slow learner we must be patients to guide them to make them a custom to higher order of thinking skills in the process of learning and also in answering HOTS questions and the teachers must understand the concept of HOTS itself also we must be able to identify the material in good which the material applys HOTS and then its necessary we must design the material with HOTS by ourself we must behave our own test with HOTS level although well it is to be commit to 25 % for HOTS test but we must be able to provide so the students can experience the learning process with the implementation of HOTS and then to do HOTS item. HOTS its something new for us implemented in learning so we must learn more for implementing HOTS.





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Nomor : 224 /IV.3/PN/ 2020
Hal : Ijin Penelitian

7 Muharram 1442 H
26 Agustus 2020 M

Yth. Kepala Sekolah SMAN 1 BADEGAN
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Tempat

Asalamu'alaikum wr. wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Muhammadiyah Ponorogo,
menerangkan :

Nama : Ira Yustin Hanifah
NIM : 16331935
Angkatan : 2016
Program Studi : Pendidikan Bahasa Inggris

Dalam rangka menyusun skripsi yang berjudul :

"The English Teachers' Problems In Implementing HOIS In Their Teaching at Senior High School In Ponorogo"

Yang bersangkutan memerlukan data – data yang berhubungan dengan judul tersebut, kami mohon kesediaannya memberikan ijin kepada yang bersangkutan untuk melakukan penelitian di SMAN 1 Badegan Ponorogo.

Demikian surat ijin ini disampaikan, atas perhatian dan bantuannya kami mengucapkan terima kasih.
Wasalamu'alaikum wr. wb.



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Dekan

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