

IMPROVING WRITING SKILLS THROUGH HOTS INSTRUCTIONS

THESIS

Presented to in partial fulfillment of the requirement for Bachelor degree of English
Language Education



TEACHER TRAINING AND EDUCATION FACULTY

MUHAMMADIYAH UNIVERSITY OF PONOROGO

2026

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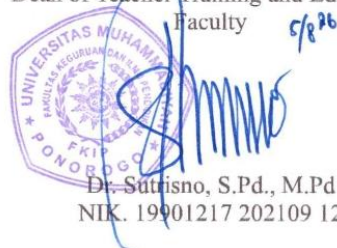


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THESIS STATEMENT

I am, the student with following identity:

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Certify that this thesis is entirely my own work. I am completely responsible for the content of my thesis. Other researchers' opinions or findings included in the final project are cited or quoted in accordance with ethical standard.

Ponorogo, 15 July 2026

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DEDICATION PAGE

This thesis is lovingly dedicated to:

1. My beloved parents and family, especially my parents, for their unconditional love, endless prayers, unwavering support, and countless sacrifices in making my dreams possible. Thank you for believing in me, standing by me through every challenge, and working tirelessly for my education and future. This achievement is as much yours as it is mine. I also extend my heartfelt gratitude to my beloved family for their constant encouragement and support throughout this journey.
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May Allah SWT bless them all. The writer realizes that this thesis still requires improvement. Therefore, the writer welcomes any criticism and suggestions for future research.

Ponorogo, 15th July 2026



Anisa Eka Yuliani

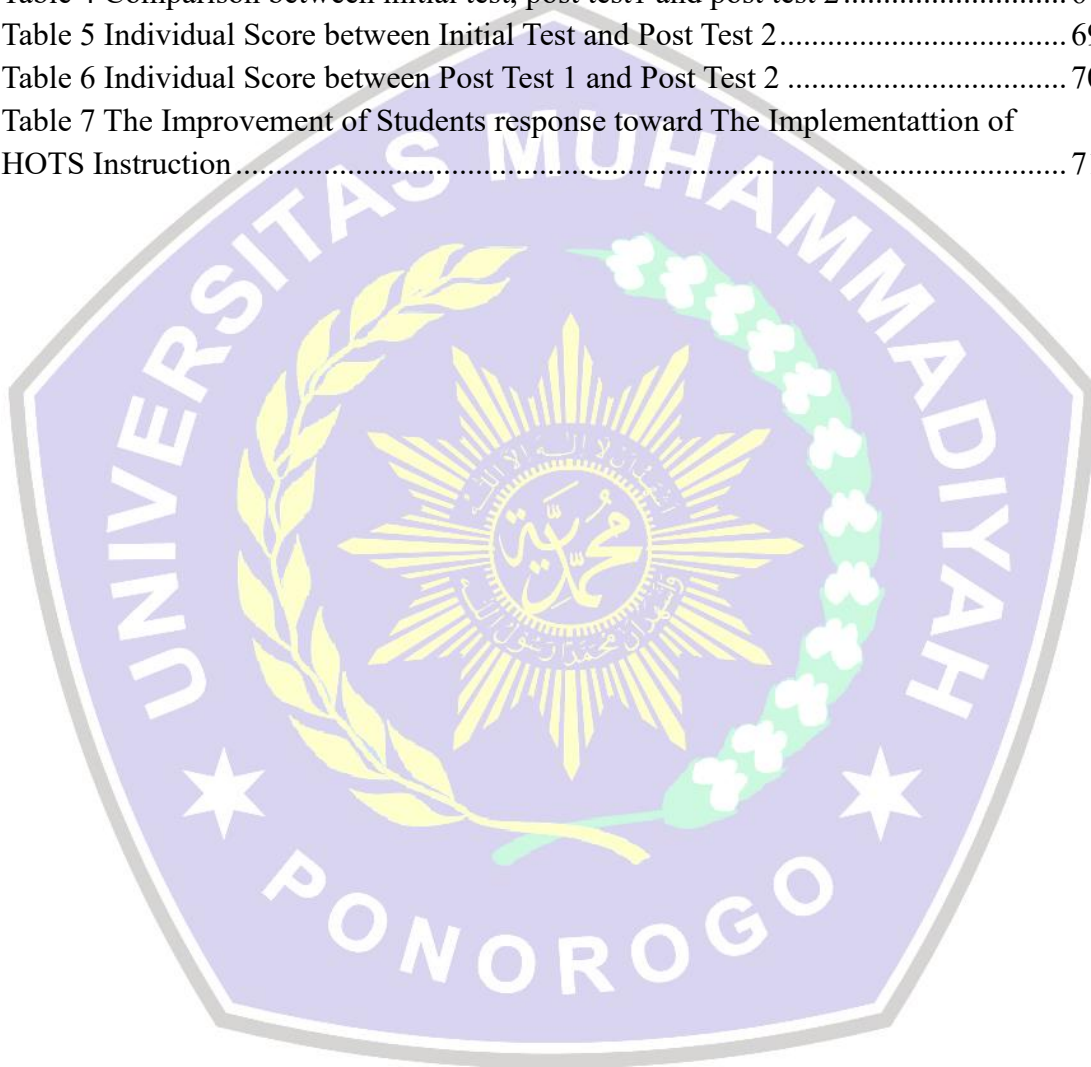
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ABSTRACT

Anisa Eka Yuliani. Improving Writing Skills Through HOTS Instructions. Thesis. English Education Department, Universitas Muhammadiyah Ponorogo. Advisor 1 Dr. Ana Maghfiroh, M.Pd., Advisor 2 Rohfin Andria Gestanti, S.Pd., M.Pd.

Writing is one of the important English language skills because it allows students to convey ideas while also demonstrating critical thinking abilities. However, many students still struggle with developing ideas, structuring texts coherently, and producing coherent writing. The issue is related to the learning process, which still focuses more on Lower Order Thinking Skills (LOTS) rather than Higher Order Thinking Skills (HOTS). Therefore, this research aims to improve students' writing skills through the application of HOTS-based learning by integrating guiding questions and Small Group Discussion (SGD).

This research uses the Classroom Action Research (CAR) method conducted at SMAN 1 Ponorogo with the subject being 10th-grade students for the 2025/2026 academic year. The research was conducted in two cycles, which can be continued if the success indicators have not been achieved.

Research data were collected through writing tests, classroom observations, documentation, and questionnaires. Students' writing skills were assessed using an analytical rubric that includes aspects of content, organization, word choice, sentence structure, and mechanics. Quantitative data were analyzed by comparing writing test results in each cycle, while qualitative data were analyzed through data condensation, categorization, interpretation, and triangulation. The implementation of HOTS-based learning is expected to improve students' writing skills through the development of critical thinking abilities, active participation, and collaborative learning. The results of this research are expected to contribute to English teachers in applying HOTS-based writing instruction and to serve as a reference for developing more effective writing teaching strategies in the context of English as a Foreign Language (EFL).

Keywords: HOTS Instructions, writing skills, guiding questions, Small Group Discussion (SGD).