

**EXPLORING THE STRATEGIES OF ENGLISH TEACHERS FOR
IMPLEMENTING HIGHER ORDER THINKING SKILLS (HOTS) IN
INDONESIA**

THESIS



By:

Ignatius Hendra Sutikno

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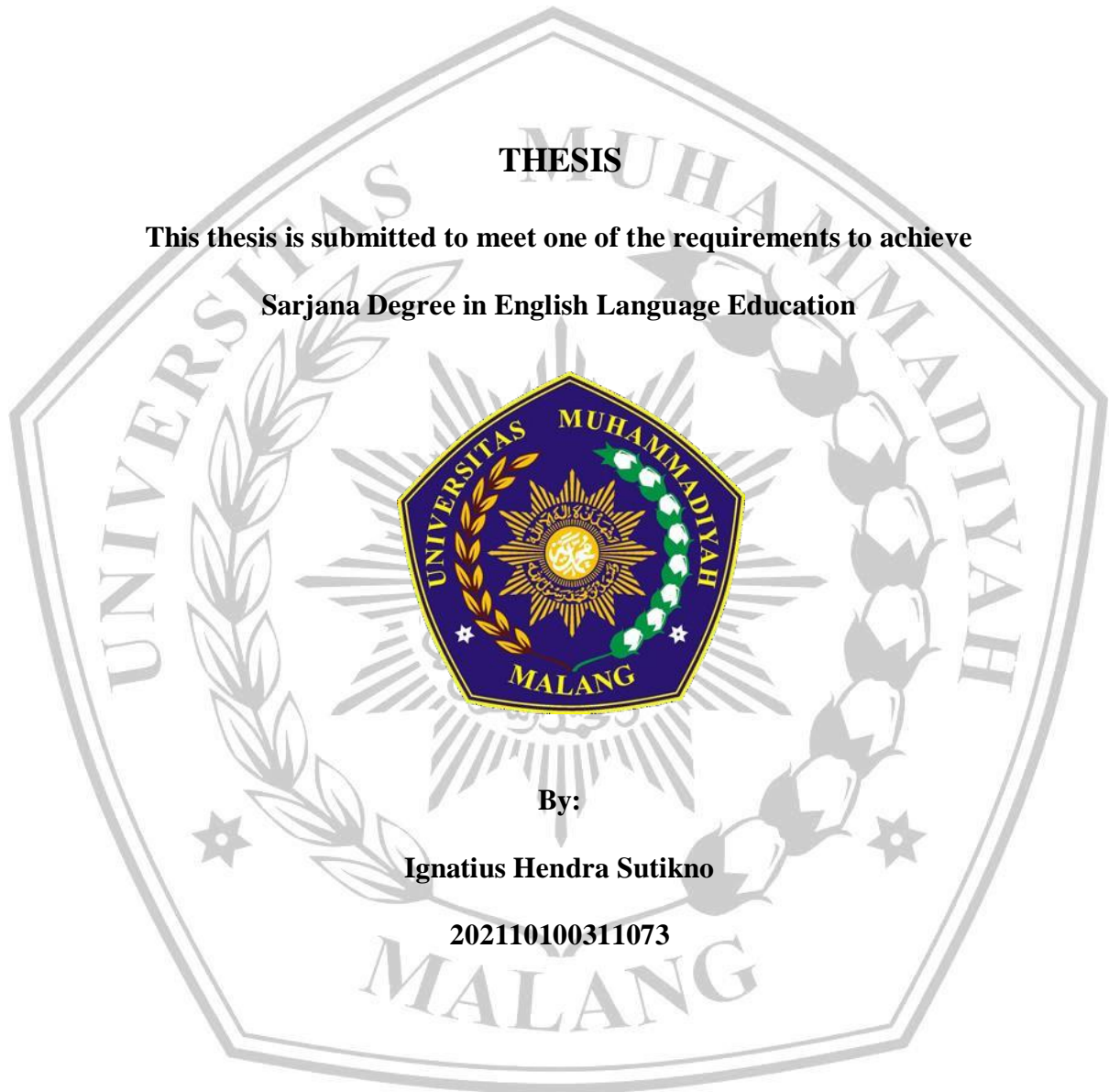
**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG**

2025

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**This thesis is submitted to meet one of the requirements to achieve
Sarjana Degree in English Language Education**



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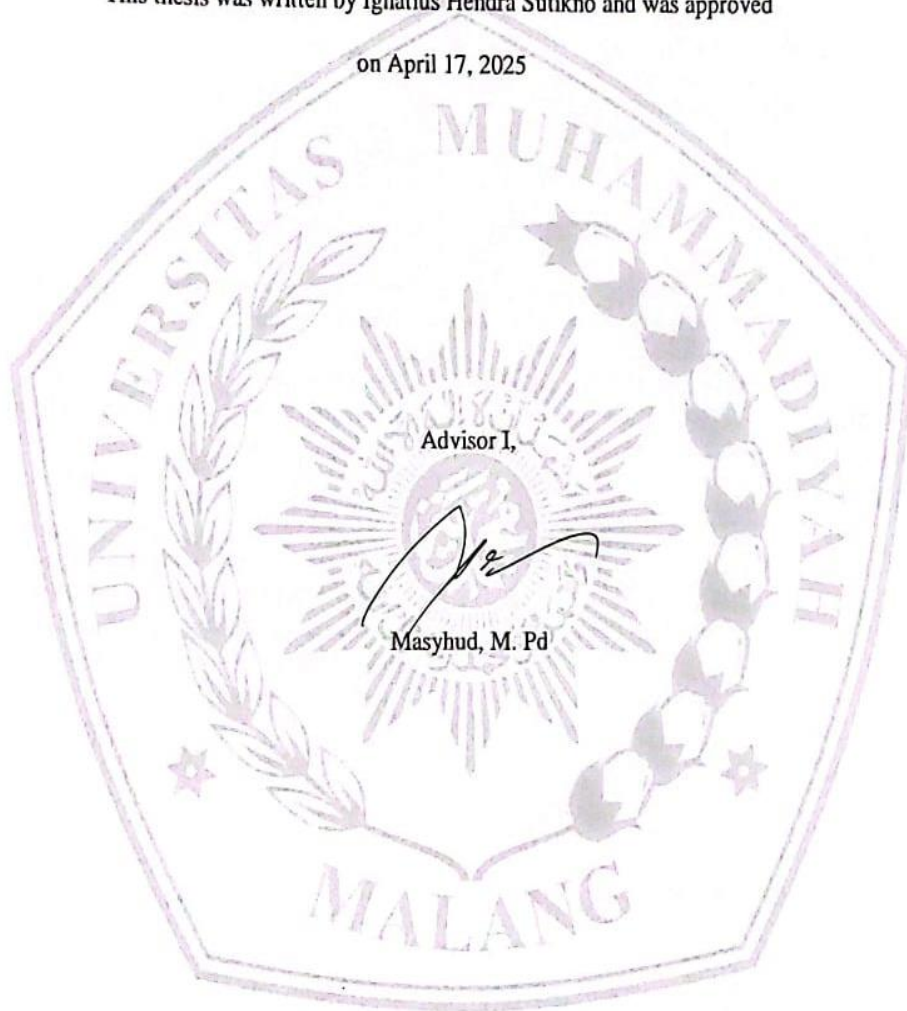
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2025

APPROVAL PAGE BEFORE DEFENSE

This thesis was written by Ignatius Hendra Sutikno and was approved
on April 17, 2025



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This thesis was defended in front of the examiners of the Faculty of Teacher Training and Education of University of Muhammadiyah Malang and accepted as one of the requirements to achieve Sarjana Degree in English Language Education on April 17, 2025

Approved by:

Faculty of Teacher Training and Education

University of Muhammadiyah Malang

Dean,



Prof. Dr. Trisakti Handayani, MM

Examiners and Advisor I:

Signatures:

Adityo, S.S., M.A.

.....

Agista Nidya Wardani, M.A.

.....

Masyhud, M. Pd

.....

MOTTO AND DEDICATIONS

Motto:

"Ora et Labora" – Praying and working are the keys to success.

Dedications:

To my beloved parents, Agustinus Sucto and Matilda Lasinem

To my teachers and lecturers

To my friends and companions

To the next generation of education



AUTHOR'S DECLARATION OF ORIGINALITY

I hereby declare that the intellectual content of this thesis is the product of my own work and has not been submitted to any other University or Institution.

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Malang, 17 April 2025



Ignatius Hendra Sutikno

ABSTRACT

The study intends to explore how English teachers in Indonesia conduct the implementation of Higher Order Thinking Skills (HOTS) and identify the challenges in the implementation. The study employed a narrative qualitative approach and selected three junior high school teachers from Malang through purposive sampling. The researcher collected data through semi-structured interviews and open-ended questionnaires and then analyzed it using the Miles and Huberman model.

The results found that teachers organized three main strategies: Problem-Based Learning (PBL), Project-Based Learning (PjBL), and Inquiry-Based Learning (IBL). These strategies allow for developing students' analytical, evaluative, and creative skills in real-world problem-solving, creative projects, and independent investigations.

However, the implementation of these strategies is hindered by differences in students' capabilities, time constraints, reduced levels of basic English skills, and a lack of access to technology. Consequently, teachers counter these obstacles by simplifying tasks, providing alternative media, and giving a gradual release of support to students.

Therefore, the researcher would like to provide several important things. The study implies the importance of teacher training, improving technological infrastructure, and implementing a more flexible curriculum to support the successful realization of HOTS. The study shows the potential for theoretical and practical contributions to the development of HOTS-relevant EFL learning.

Keywords: *Higher Order Thinking Skills (HOTS), teacher strategies.*

Advisor I,

The researcher



Masyhud, M. Pd



Ignatius Hendra Sutikno

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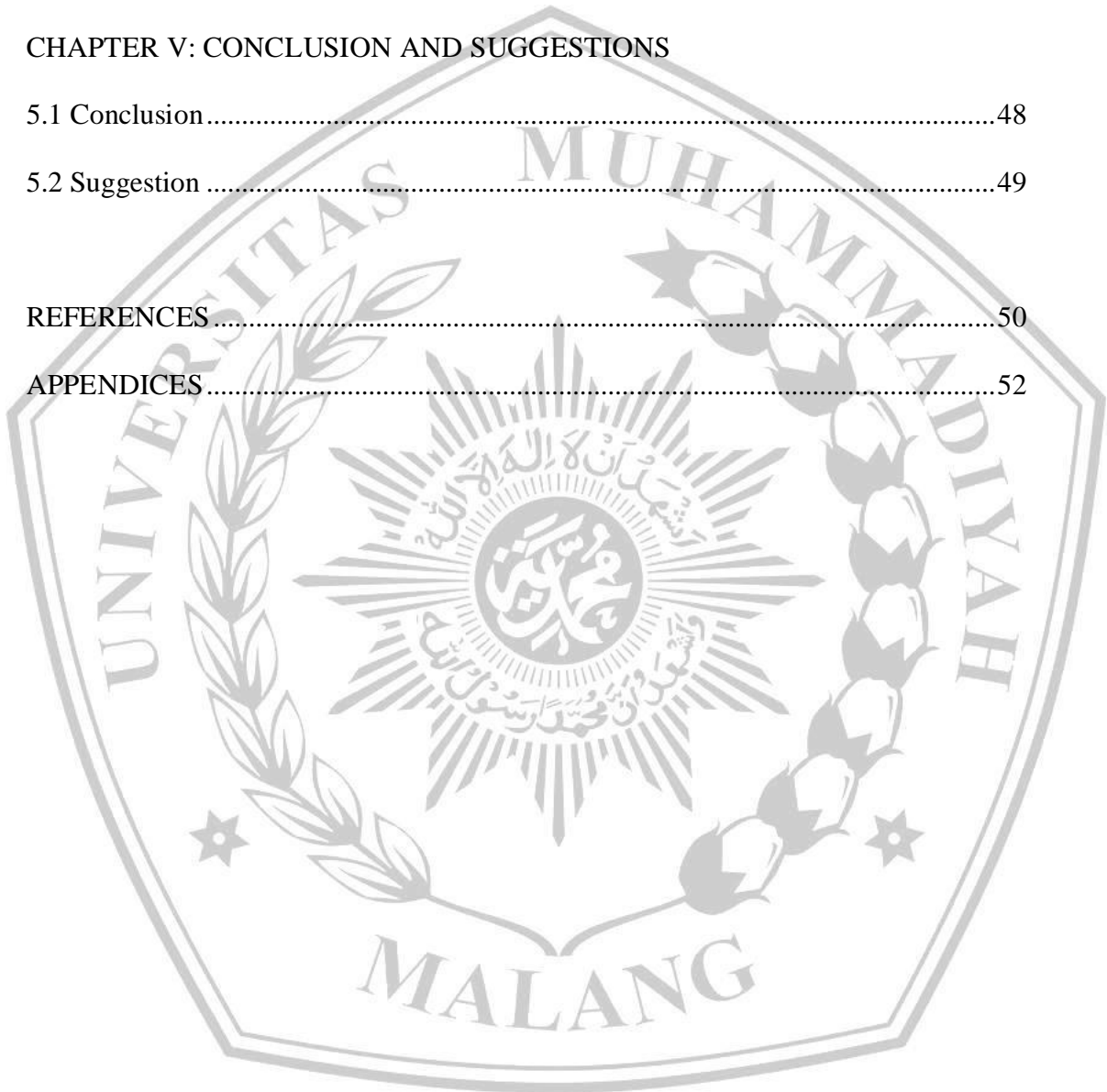
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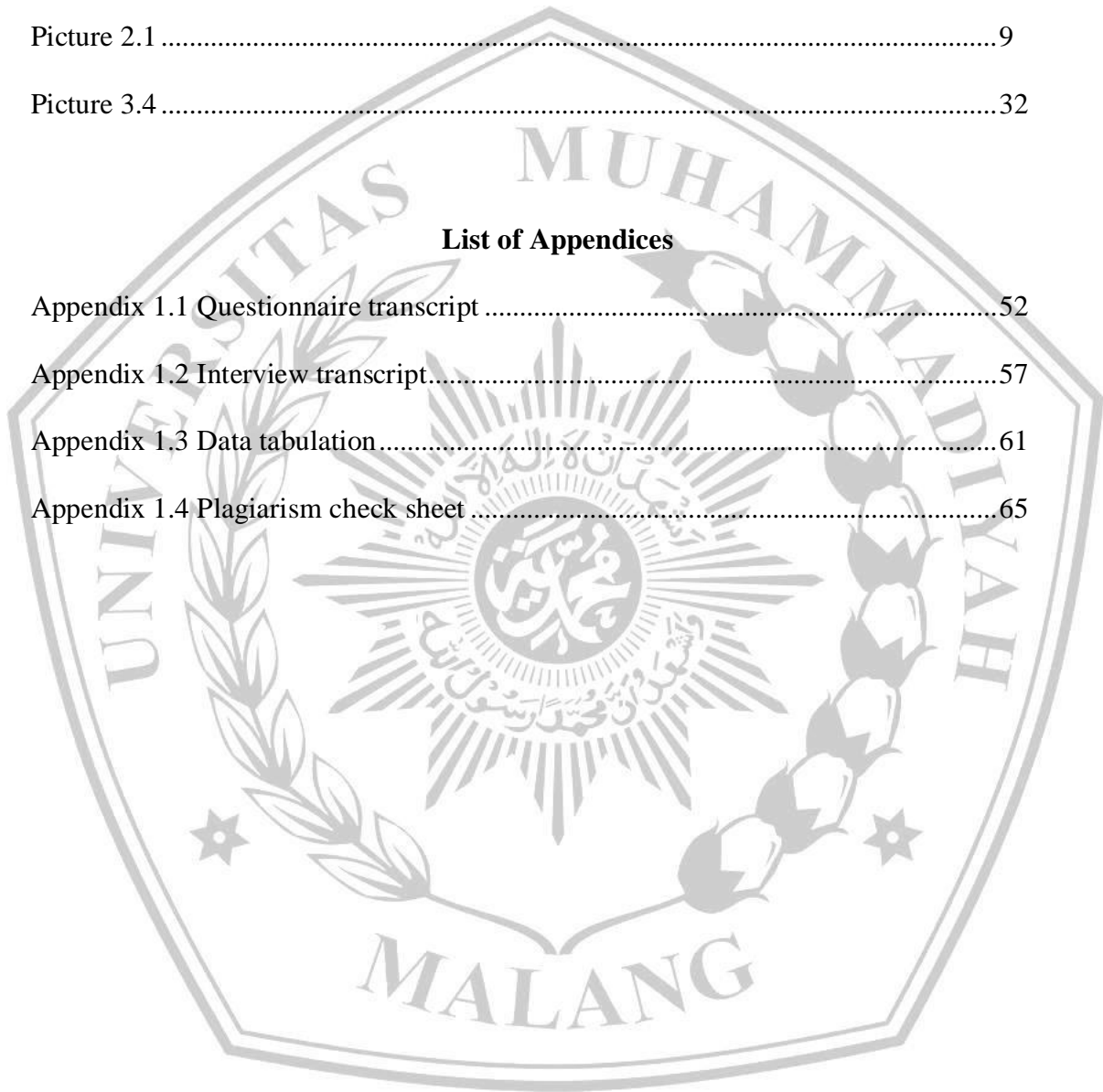


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