

**THE IMPLEMENTATION OF HIGHER ORDER THINKING SKILLS
IN ENGLISH LANGUAGE TEACHING: THE CASE OF
ISLAMIC HIGH SCHOOL EFL TEACHER**

A Thesis

*Submitted to the English Language Education of Postgraduate Program of State
Islamic Institute of Palopo to Conduct Thesis to Completing Master Level Studies*



IAIN PALOPO

Written by

NIESYA ULUL AZMI
2205040010

**ENGLISH LANGUAGE EDUCATION
POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE OF PALOPO
2024**

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HALAMAN PENGESAHAN

Tesis berjudul "The Implementation of Higher Order Thinking Skills in English Language Teaching: The Case of Islamic High School EFL Teacher" yang ditulis oleh "Niesya Ulul Azmi" NIM "2205040010", mahasiswa Program Studi Tadris Bahasa Inggris Pascasarjana Institut Agama Islam Negeri Palopo, yang dimunaqasyahkan pada hari Rabu, 28 Agustus 2024 bertepatan dengan 23 Safar 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji dan diterima sebagai syarat meraih gelar magister dalam bidang Ilmu Tadris Bahasa Inggris (M.Pd.)

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ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى

آلِهِ وَصَحْبِهِ أَجْمَعِينَ (أَمَّا بَعْدُ)

The author wishes to thank Allah SWT, who always bestows His kindness and affection, for allowing him to finish writing this thesis with the title "The Implementation of Higher Order Thinking Skills (HOTS) in English Language Teaching: The Case of Islamic High School EFL Teacher " after going through a fairly long process. Shalawat and greetings are always welcome to the Prophet Muhammad SAW, his family, friends, and Muslims. This thesis was written as part of the requirements for obtaining a master's degree in English Language Education, Postgraduate Program from the State Islamic Institute (IAIN) Palopo. Although this thesis is far from ideal, it was done with assistance from numerous parties, direction, and inspiration. As a result, the author extends immeasurable appreciation, full sincere and sincere, to:

1. Dr. Abbas Langaji, M.Ag. as a Rektor of IAIN Palopo, Dr. Munir Yusuf, M. Ag as a vice Rektor I, Dr. Masruddin, M. Hum. as a vice Rektor II, and Dr. Mustaming. S. Ag., M. HI. as a vice Rektor III.
2. Prof. Dr. Muhaemin, M.A. As director of the IAIN Palopo Postgraduate Program, Dr. Helmi Kamal, M.H. As a vice of director of Postgraduate Studies at IAIN Palopo.

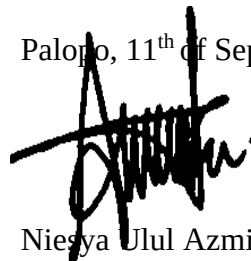
3. Dr. Wisran, S.S., M.Pd. as Head of English Language Education Postgraduate Program at IAIN Palopo, Dewi Furwana, S.Pd., M.Pd. as Secretary of English Language Education Postgraduate Program at IAIN Palopo, along with Mentari Umar M.M. as staff of English Language Education Postgraduate Program at IAIN Palopo who have provided a lot of help and guidance in completing the thesis.
4. Dr. Masruddin, S.S., M. Hum. and Dr. Jufriadi, S.S., M.Pd. as supervisor I and supervisor II, who have spent a lot of time providing guidance, input and direction in order to complete the thesis.
5. Prof. Dr. Drs. H. Rustan Santaria, M.Hum and Dr. Magfirah Thayyib, S.S., M.Hum as examiner I and examiner II, who give me guidance, questions, and direction in order to complete the thesis.
6. All lecturers and staff of IAIN Palopo who have educated the author while at IAIN Palopo and provided assistance in compiling this thesis.
7. Dra. Hj.Jumrah, M.Pd.I, as a Headmaster, all teachers, and all students of Class XII MAN Kota Palopo who have provided opportunities and cooperation to the author in this research.
8. Bebet Rusmasari Kundolini, S.Pd. as the English Teacher of Class XII MAN Kota Palopo who has given the opportunity and cooperation to the author in this research. gave the opportunity and cooperation to the author.
9. Especially to my extended family, my beloved grandparents Bantilang, S.Pd.I and Hatia, my beloved mother Hasralwati and my beloved aunt Try Ayu Patmawati, S.Kep, Ns, M.Kep who always provide encouragement

and prayers to remain consistent in completing college assignments, my brothers and sisters thank you for always encouraging me.

10. Idil Saptaputra, S.Pd., M.Pd, Elpira Rahmati Sari Cand. S.Pd, and Hasnia, S.P.d thank you for your help so far for accompanying and helping researchers complete this thesis without knowing time.
11. To all my friends in arms, students of the English Department of Postgraduate Study IAIN Palopo batch 2022 (especially the TBI class) who have provided a lot of enthusiasm and solid togetherness in preparing the thesis.

Hoppefully what we do is worthyof worship in the sight of Allah Swt, and all the effortswe make will be made easier by him, Aamiin.

Palopo, 11th of September 2024



Niesya Ulul Azmi

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ABSTRACT

NIESYA ULUL AZMI, 2024. “*The Implementation of Higher Order Thinking Skills in English Language Teaching: The Case of Islamic High School EFL Teacher.*” The thesis of English Language Education of Postgraduate Program of State Islamic Institute of Palopo. Supervised by Masruddin as the first consultant and Jufriadi as the second consultant

This thesis discusses the implementation of higher order thinking skills (HOTS) in English language learning in Madrasah Aliyah, particularly in MAN Palopo. This study aims to analyze the implementation of HOTS in English learning and identify the obstacles faced by teachers in implementing HOTS-based learning. The method used was qualitative with a case study design, and data were obtained through observation sheets, semi-structured interviews, and document analysis in the form of learning modules. The results revealed that the implementation of HOTS in English learning at MAN Palopo has not been fully optimized. The learning module, especially in the formulation of learning objectives and outcomes, has not fully integrated HOTS, with some objectives still included in the category of low-level thinking skills. Learning activities that support HOTS include project tasks, dialogue narration creation, video presentation, argument evaluation, and character analysis in short stories. The assessment section involves various English skills, but not all questions are designed based on HOTS. The main obstacles in implementing HOTS include students' limited mastery of grammar, limited learning time, low motivation, and limited teaching materials that support the development of higher order thinking skills. In addition, the integration of Islamic values in learning materials is a challenge, and the lack of teacher training is also one of the inhibiting factors in the implementation of HOTS.

Key Words: *Implementation of HOTS, English Language Teaching, Islamic High School*

ABSTRAK

NIESYA ULUL AZMI, 2024. “Implementasi Higher Order Thinking Skills dalam Pengajaran Bahasa Inggris: Guru Bahasa Inggris Islamic High School.” Tesis Program Studi Pendidikan Bahasa Inggris Program Pascasarjana Institut Agama Islam Negeri Palopo. Dibimbing oleh Masruddin sebagai Pembimbing I dan Jufriadi Pembimbing II.

Tesis ini membahas tentang implementasi keterampilan berpikir tingkat tinggi (HOTS) dalam pembelajaran bahasa Inggris di Madrasah Aliyah, khususnya di MAN Palopo. Penelitian ini bertujuan untuk menganalisis implementasi HOTS dalam pembelajaran bahasa Inggris dan mengidentifikasi kendala yang dihadapi oleh guru dalam mengimplementasikan pembelajaran berbasis HOTS. Metode yang digunakan adalah kualitatif dengan desain studi kasus, dan data diperoleh melalui lembar observasi, wawancara semi-terstruktur, dan analisis dokumen berupa modul pembelajaran. Hasil penelitian mengungkapkan bahwa implementasi HOTS dalam pembelajaran bahasa Inggris di MAN Palopo belum sepenuhnya optimal. Modul pembelajaran, terutama dalam perumusan tujuan dan capaian pembelajaran, belum sepenuhnya mengintegrasikan HOTS, dengan beberapa tujuan yang masih termasuk dalam kategori keterampilan berpikir tingkat rendah. Kegiatan pembelajaran yang mendukung HOTS antara lain tugas proyek, pembuatan narasi dialog, presentasi video, evaluasi argumen, dan analisis karakter dalam cerita pendek. Bagian penilaian melibatkan berbagai keterampilan bahasa Inggris, namun tidak semua soal dirancang berdasarkan HOTS. Kendala utama dalam penerapan HOTS antara lain penguasaan tata bahasa siswa yang masih terbatas, waktu belajar yang terbatas, motivasi yang rendah, dan terbatasnya bahan ajar yang mendukung pengembangan kemampuan berpikir tingkat tinggi. Selain itu, integrasi nilai-nilai Islam dalam materi pembelajaran menjadi tantangan tersendiri, dan kurangnya pelatihan guru juga menjadi salah satu faktor penghambat implementasi HOTS.

Kata Kunci: *Implementasi HOTS, Pengajaran Bahasa Inggris, Islamic High School*

CHAPTER I

INTRODUCTION

A. Background

The 21st-century learning is an approach designed to meet the needs of learners in facing the demands of today's rapidly developing world. In 21st-century learning, education focuses on the transfer of knowledge and facts as well as the development of relevant skills and competencies. This certainly impacts learning activities, and teachers must be able to adapt to changes related to the design of 21st-century learning plans.¹ Education in Indonesia needs to prepare students to face diverse global challenges.² The education system has adapted the curriculum from a conventional teaching focus that emphasizes Low-Level Thinking Skills (LOTS) to teaching that emphasizes Higher-Order Thinking Skills (HOTS).³ Therefore, learners in the 21st century must develop knowledge of the 4C high-level skills (critical thinking, communication, collaboration, and creativity).⁴ This includes the Higher Order Thinking Skill (HOTS).

¹ Mhd Lutfi and Brilian Dima, "ISSN 2303 – 3037 (Print) ISSN 2503 – 2291 (Online) The Implementation of Higher Order Thinking Skills (HOTS) in English Language Teaching : The Case of Indonesian Senior High School EFL Teachers ISSN 2303 – 3037 (Print) ISSN 2503 – 2291 (Online)" 8, no. 2 (n.d.): 255–68.

² Mei Ardaning Tyas et al., "Developing Higher Order Thinking Skills (HOTS) – Based Questions: Indonesian EFL Teachers' Challenges" 2, no. 1 (2019): 52–63, <https://doi.org/10.17501/26307413.2019.2106>.

³ Sheng Wang and Sirinthorn Seepho, "Facilitating Chinese EFL Learners' Critical Thinking Skills: The Contributions of Teaching Strategies," *SAGE Open* 7, no. 3 (2017): 1–9, <https://doi.org/10.1177/2158244017734024>.

⁴ Heri Retnawati et al., "Teachers' Knowledge about Higher-Order Thinking Skills and Its Learning Strategy," *Problems of Education in the 21st Century* 76, no. 2 (2018): 215–30, <https://doi.org/10.33225/pec/18.76.215>.

Higher-order thinking skills are a scheme of how education builds critical thinking in students. According to Cavin T.L. Brown, several aspects, such as improved teaching and learning and school or student accountability, can affect students' thinking skills.⁵ Higher-order thinking skills (HOTS) are the ability to think critically, logically, reflectively, metacognitively, and creatively. HOTS is basic when a student wants to create creative ideas. Demonstrating higher-order reasoning skills is not just remembering.⁶ In other words, higher-order thinking Skills (HOTS) involve students' ability to relate their learning to other experiences, knowledge, and contexts beyond the material formally taught. This demonstrates the importance of expanding the scope of student learning beyond the classroom and emphasizes integrating learning with real life and the surrounding environment.

Meanwhile, applying HOTS in English learning is crucial to training students to think critically, innovatively⁷, and cognitively to solve problems⁸ and can train students to conclude appropriately.⁹ In addition, applying HOTS in the learning process also encourages students to relate the meaning of the material learned to real-life situations so that they can more deeply understand the concepts

⁵ Brown, H. D. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education. 2004.

⁶ FJ King et al., "Higher Order Thinking Skills, Definition, Teaching Strategies, Assessment A Publication of the Educational Services Program, Now Known as the Center for Advancement of Learning and Assessment," *Voices from the Middle* 88, no. 18 (1998): 495–96.

⁷ Jihannita Jihannita, Zuhdan Kun Prasetyo, and Insih Wilujeng, "How to Prepare HOTS to Face the 21st Century?," *Jurnal Penelitian Pendidikan IPA* 9, no. 8 (2023): 486–92, <https://doi.org/10.29303/jppipa.v9i8.2847>.

⁸ Charanjit Kaur, Swaran Singh, and Pavalaarasi Marappan, "A Review of Research on the Importance of Higher Order Thinking Skills (Hots) in Teaching English Language," *Journal of Critical Reviews* 7, no. 08 (2020), <https://doi.org/10.31838/jcr.07.08.161>.

⁹ E. Handayani Tyas and Lamhot Naibaho, "Hots Learning Model Improves the Quality of Education," *International Journal of Research -GRANTHAALAYAH* 9, no. 1 (2021): 176–82, <https://doi.org/10.29121/granthaalayah.v9.i1.2021.3100>.

taught.¹⁰ Therefore, teachers need to build a positive awareness¹¹ of the importance of HOTS in designing tasks to improve the quality of the learning process, especially in English language learning.

In implementing HOTS, of course, there are obstacles to its application in learning. Most previous research examined teachers' difficulties in implementing HOTS, such as Rani Ayu Veronica's need for more school facilities and time management.¹² Samsul Sulistiawati (2023) needs more teacher knowledge, understanding of the HOTS concept, and teacher ability and skills in preparing HOTS-based questions.¹³ Meanwhile, Annisa Astrid et al. (2022) found that teachers need help providing HOTS-based learning resources and choosing effective teaching strategies to bring out students' HOTS.¹⁴ Mhd Lutfi Brilian Dima et al. (2021) found that the difficulties lay in students' low English language skills, limited supporting facilities such as internet access to learning media and

¹⁰ Muhammad Wildan Hakim and Dina Merris Maya Sari, "Practicing Contextual Teaching and Learning Approach to Enhance Students' Higher Order Thinking Skill on Writing Ability," *Elsya: Journal of English Language Studies* 4, no. 3 (2022): 298–308, <https://doi.org/10.31849/elsya.v4i3.11541>.

¹¹ Aprilia Arnis Ginting and Paulus Kuswandono, "Challenges Faced by English Teachers: Implementation of Higher Order Thinking Skills (HOTS) in Designing Assignments in East Indonesia," *Pedagogy: Journal of English Language Teaching* 8, no. 1 (2020): 13, <https://doi.org/10.32332/pedagogy.v8i1.1688>.

¹² Rani Ayu Feronica, Eka Apriani, and Sarwo Edy, "The Implementation of Higher Order Thinking Skill (HOTS) in Junior High School: Teaching Practice and Problems," *ENGLISH FRANCA: Academic Journal of English Language and Education* 5, no. 2 (2021): 185, <https://doi.org/10.29240/ef.v5i2.2589>.

¹³ Samsul Susilawati et al., "Training on Preparation of Islamic Integrated HOTS-Based Questions and Their Application in Online Learning in Elementary Schools," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 4 (2023): 867–77, <https://doi.org/10.31538/munaddhomah.v4i4.459>.

¹⁴ Annisa Astrid, Amalia Hasanah, and Syafryadin, "Integrating Higher Order Thinking Skills (HOTS) Into English Language Teaching for Elementary School Students: Teachers' Perspectives and Challenges," *3L: Language, Linguistics, Literature* 28, no. 3 (2022): 217–30, <https://doi.org/10.17576/3L-2022-2803-14>.

learning resources,¹⁵ poor argumentation, and lack of knowledge about the material.¹⁶ Based on previous research conducted in several public schools, there are still limitations in research explicitly exploring the implementation strategy of higher-order thinking Skills (HOTS) in English language learning at Islamic senior high schools. However, so far, in-depth studies on applying HOTS in the Islamic education environment still need to be completed. Thus, the researcher is interested in examining whether implementing HOTS (Higher-order thinking Skills) in Islamic senior high schools has different HOTS application patterns, especially in learning English.

Based on the preobservation conducted by the researcher in one of the Islamic senior high schools in Palopo, namely MAN Palopo, the researcher found that the school implements HOTS. Still, there are some obstacles experienced by teachers in the school, such as inadequate time allocation, learning media, and students' lack of competence in HOTS-based English learning. Therefore, the researcher is interested in conducting a study to investigate how higher-order thinking Skills (HOTS) are implemented in English language learning in Islamic senior high schools, especially in MAN Palopo, by considering the cultural and religious context, including Islamic values, teaching traditions, as well as the challenges and special needs faced by teachers and students in implementing HOTS. This research aims to significantly contribute to the development of

¹⁵ Mhd Lutfi Brilian Dima, Daflizar Daflizar, and Ahmadi Ahmadi, "The Implementation of Higher Order Thinking Skills (HOTS) in English Language Teaching: The Case of Indonesian Senior High School EFL Teachers," *Journal of English Language Teaching* 8, no. 2 (2021): 255–68.

¹⁶ Astrid, Hasanah, and Syafryadin, "Integrating Higher Order Thinking Skills (HOTS) Into English Language Teaching for Elementary School Students: Teachers' Perspectives and Challenges."

Islamic education by exploring how HOTS can be integrated more effectively into English language learning in MAN Palopo. The research method used is qualitative data collection and case study design. In addition, the researcher also adopted Bloom's taxonomy theory to analyze the application of higher-order thinking skills (HOTS).

B. Research Questions

The problems of the research are:

1. How is HOTS (Higher Order Thinking Skills) implemented in teaching English?
2. How do teachers encounter obstacles in implementing HOTS (Higher Order Thinking Skill)?

C. Research Objectives

The objectives of the research are:

1. To determine the implementation of HOTS (Higher Order Thinking Skills) in the English learning process.
2. To analyze teachers' obstacles in implementing HOTS (higher-order thinking Skills).

D. Scope of the Research

There are limitations to the problems in this study, such as avoiding a widening and deviation of the subject matter and avoiding things that are not wanted, of course, so that the results to be achieved from this research can get the results as intended. Achieved from this research can get the results it should, there are several limitations to the problems in this study as follows:

1. Regarding the implementation of HOTS in English language learning.
2. The object of research is specifically on teachers and students of class XII at Islamic High School.
3. The information concerns HOTS-based English learning, including 4C (critical thinking, communication, collaboration, creativity).

E. Significances of the Research

This study emphasizes the importance of applying higher-order thinking Skills (HOTS) in English language teaching, especially in an Islamic high school setting. This research is significant because it demonstrates an attempt to improve the English learning process by encouraging students to think critically, solve problems, and develop creativity. By focusing on the Islamic high school context, this research provides valuable insights into how English teachers in such settings can integrate HOTS into their teaching, which is culturally appropriate and curriculum-relevant. This can enhance students' learning experience and contribute to developing a more well-rounded and context-appropriate education in Islamic high schools.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Research Findings

The researcher found some researchers who are closely related to this research.

The first previous study was "The Implementation of Higher Order Thinking Skill (HOTS) in Junior High School: Teaching Practice and Problems" by Rani Ayu Veronica (2021). This research aims to learn about teaching practices and issues that arise when using HOTS. This is a descriptive qualitative study. This study focused on four English teachers at SMPN 1 Rejang Lebong. The data for this study was gathered using a questionnaire and an interview. Qualitative analysis was used to analyze the data. The findings of this study are as follows: (1) the application of HOTS in SMPN 1 Rejang Lebong is properly made per the Anderson Taxonomy: memorizing, comprehending, applying, analyzing, assessing, and producing. Second, there were instructional issues in HOTS implementation, including (2) a lack of facilities, a lack of time, a lack of training, a lack of knowledge, a lack of connection, and a lack of desire. This discovery is intended to be utilized to understand more about junior high school teaching and learning processes by applying HOTS.¹⁷

¹⁷ Feronica, Apriani, and Edy, "The Implementation of Higher Order Thinking Skill (HOTS) in Junior High School: Teaching Practice and Problems."

The second previous research was “Training on Preparation of Islamic Integrated HOTS-Based Questions and their Application in Online Learning in Elementary Schools” by Samsul Sulistiawati et al. (2022). This research uses qualitative research and finds that student learning outcomes so far are still good Lower Order Thinking Skills (LOTS) levels. This is caused by a lack of knowledge and teachers' understanding of the HOTS concept and a lack of teacher abilities and skills in preparing HOTS-based questions.¹⁸

The third previous study was "Integrating Higher Order Thinking Skills (HOTS) Into English Language Teaching for Elementary School Students: Teachers' Perspectives and Challenges” by Annisa Astrid (2022). This study aims to identify teachers' perspectives on incorporating HOTS into EFL classes for primary school students and discover the challenges teachers face during implementing HOTS. This study utilized a mixed technique. The statistical study revealed that firstly, Teachers expressed their positive experiences in implementing HOTS-based learning in EFL classes for primary school students. Secondly, there are five barriers faced by the teachers faced by instructors when implementing HOTS-based learning for elementary school students: 1) time constraints; 2) equipping HOTS-based learning resources; 3) choosing effective teaching strategies to raise students' HOTS; 4) choosing effective teaching strategies to raise students' HOTS; and 5) choosing effective teaching strategies to

¹⁸ Susilawati et al., “Training on Preparation of Islamic Integrated HOTS-Based Questions and Their Application in Online Learning in Elementary Schools.”

raise students' HOTS. Effective teaching strategies to raise students' HOTS; 5) students' diverse abilities and 6) large class size.¹⁹

The fourth previous research was "Students' Perspective and Problems in Implementing Higher Order Thinking Skills (HOTS) in Speaking for Presentation Class" by Dian Eka Chandra Wardhana (2022). This research aims to discover students' perceptions and problems applying higher-order thinking Skills (HOTs) in speaking classes. This research uses mixed methods with instruments like questionnaires and interview guides. The results show that most students perceive the application of HOTs in speaking positively because they think HOTS will train them to think critically, creatively, and innovatively. In addition, some students experience difficulties applying it, such as bad arguments, lack of vocabulary and grammar, lack of knowledge of the material, nervousness, and not knowing what to ask. In short, students have implemented HOTS, but not all students can use C6 or analyze HOTS.²⁰

The fifth previous research was "The Implementation of Higher Order Thinking Skills (HOTS) in English Language Teaching: A Case of Indonesian Senior High School EFL Teachers" by Mhd Lutfi Brilian Dima et al. (2021). This research explores the perceptions of EFL teachers in Indonesia regarding the implementation of higher-level thinking skills (HOTS) in the English classroom. Specifically, he tries to explore 1) teacher understanding of HOTS, (2) teacher

¹⁹ Astrid, Hasanah, and Syafryadin, "Integrating Higher Order Thinking Skills (HOTS) Into English Language Teaching for Elementary School Students: Teachers' Perspectives and Challenges."

²⁰ Dian Eka Chandra Wardhana and Agus Rofi, "JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES Students' Perspective and Problems in Implementing Higher Order Thinking Skill (HOTS) in Speaking for Presentation Class," *Journal of Language and Linguistic Studies* 18, no. 1 (2022): 477–87, <https://doi.org/10.52462/jlls.196>.

perception of HOTS implementation HOTS in their EFL classes, and (3) the obstacles teachers feel in implementing them from HOT. This research uses a qualitative approach with a case study design. The results show that all participants have a good understanding of the HOTS concept, where the definition of HOTS given by all participants is related to the sub-skills of Bloom's Taxonomy. All participants also admitted to implementing HOTS in English teaching and learning. However, its implementation still needs to be improved due to several obstacles, including students' low English language skills, lack of teacher competence, limited supporting facilities such as internet access, learning media, and Resources.²¹

Based on previous research, this study has some similarities and differences. The similarities with previous studies include aspects relevant to applying higher-order thinking Skills (HOTS) in English language learning at various levels of education. However, the main difference between this study and previous research is its focus on exploring the application of HOTS in English language learning at Madrasah Aliyah Negeri Palopo, taking into account cultural and religious contexts, as well as highlighting the specific challenges faced by teachers and students in its application. While the previous research provides valuable insights into the application of HOTS in educational contexts, this study adds a more in-depth understanding of the implementation of HOTS in an Islamic educational setting, especially in MAN, focusing on English language learning.

²¹ Dima, Daflizar, and Ahmadi, "The Implementation of Higher Order Thinking Skills (HOTS) in English Language Teaching: The Case of Indonesian Senior High School EFL Teachers."

B. Some pertinent ideas

1. Higher Order Thinking Skills in Learning

Higher-order thinking skills encompass more complex and in-depth thinking abilities than recalling information or repeating facts. HOTS includes the development of cognitive, affective, and psychomotor domains involving the ability to analyze, evaluate, and create new solutions, respond emotionally, and develop physical skills. The teacher is a facilitator who assesses students' ability to apply knowledge innovatively rather than simply recalling information. HOTS aims to form smart, creative, and solution-minded students ready to face challenges in academia and everyday life.²² HOTS is often associated with the cognitive domain, but the affective and psychomotor domains also play important roles in developing more complex and deep thinking skills. The cognitive and affective domains contribute significantly to holistic learning.

HOTS implementation in the cognitive domain encourages students to think critically by analyzing, evaluating, and creating. Analysis involves breaking down information into parts and understanding its structure. Evaluation involves making judgments about the value or credibility of information or methods. Creation involves generating new ideas, solutions, or products by combining information in novel ways.²³

²² Desy Nur Fakhomah and Melati Sri Utami, "Pre-Service English Teacher Perception About Higher Order Thinking Skills (Hots) in the 21St Century Learning," *IJIET (International Journal of Indonesian Education and Teaching)* 3, no. 1 (2019): 41–49, <https://doi.org/10.24071/ijiet.v3i1.1676>.

²³ AB. Dimas Ghimby, "Pengaruh Self Regulated Learning Terhadap Kemampuan Berpikir Kritis Dan Hasil Belajar," *JOEL Journal of Educational and Language Research* 1, no. 12 (2022): 2096–97, <https://doi.org/https://doi.org/10.53625/joel.v1i12.3014>.

Applying HOTS in the cognitive domain to English language learning encourages students to think critically through analysis, evaluation, and creation activities. In the analysis, students are asked to break down the text or information into smaller parts and understand its structure. For example, when analyzing a *narrative text*, students might break down the story into plot, characters, settings, and themes to understand how each element contributes to the story. Evaluation in English language learning involves students judging the value or credibility of information or methods.²⁴ For example, when evaluating an argumentative text, students need to assess the strength of the argument, the effectiveness of the evidence used, and the reliability of the sources of information that support the argument.

Meanwhile, creation invites students to produce new ideas, solutions, or products by combining information innovatively.²⁵ In English language learning, this could mean asking students to write an original hortatory or discussion text, where they must combine the ideas they have learned to build a convincing argument or structure a balanced discussion on a particular topic. Thus, implementing HOTS in the cognitive domain helps students understand English learning material in depth and encourages them to apply this knowledge in creative and critical ways.

²⁴ Musarwan Musarwan and Idi Warsah, "Evaluasi Pembelajaran (Konsep, Fungsi Dan Tujuan) Sebuah Tinjauan Teoritis," *Jurnal Kajian Pendidikan Islam* 1, no. 2 (August 8, 2022): 186–99, <https://doi.org/10.58561/jkpi.v1i2.35>.

²⁵ Dewi Amaliah Nafiati, "Revisi Taksonomi Bloom: Kognitif, Afektif, Dan Psikomotorik," *Humanika* 21, no. 2 (2021): 151–72, <https://doi.org/10.21831/hum.v21i2.29252>.

HOTS implementation in the affective domain focuses on internalizing values and attitudes toward the information learned. Students might be asked to internalize values and reflect. Internalizing values involves developing a personal commitment to ethical principles or values. Reflecting involves considering and critically engaging with one's emotions, attitudes, and biases about what one is learning.²⁶

Internalizing values in English learning can mean that students develop a personal commitment to ethical principles and the values that emerge from the texts they learn. For example, when reading a narrative text that contains a moral or social message, students may be encouraged to reflect on values such as fairness, honesty, or courage conveyed by the story and adopt them as part of their personal beliefs. Reflection in English learning involves students considering and critically relating their emotions, attitudes, and biases toward their learning. For example, after reading and discussing a discussion text that discusses controversial issues, students can be invited to reflect on how their views may be influenced by their cultural background or personal experiences and how they can develop a more open and empathetic attitude towards different points of view. Thus, applying HOTS in the affective domain helps students intellectually understand English learning material and develop positive attitudes and values and reflect on their attitudes and emotions toward learning critically.

²⁶ Nurul fadilah and Amin, "Konsep Dasar Evaluasi Pembelajaran Bahasa Arab," *Jurnal Matluba: Jurnal Pendidikan Bahasa Dan Sastra Arab* 1, no. 1 (2023): 65–76, <https://ejournal.iainh.ac.id/index.php/matluba>.

HOTS implementation in the psychomotor domain connects theoretical understanding with practical skills. HOTS in this domain involves the application of knowledge to perform complex tasks that require precision, coordination, and technique. For example, skill mastery and innovation. Skill Mastery involves refining and perfecting skills through practice and critical self-assessment. Innovation involves creating or adapting physical techniques or performances based on theoretical understanding.

Applying HOTS in the psychomotor domain to English learning links theoretical understanding with practical skills. In this domain, HOTS involves applying knowledge to perform complex tasks that require precision, coordination, and technique.²⁷ For example, this can be applied to the mastery of skills and innovation in the use of language.

Skill Mastery in learning English includes refining and consolidating language skills through critical practice and self-assessment. For example, when students practice pronunciation or intonation in speaking, they not only imitate sounds, but also make repeated adjustments and improvements to achieve clarity and precision in pronunciation. This process involves a critical self-assessment of how they pronounce their words and whether they successfully convey the message. Innovation in English learning involves creating or adapting physical or performance techniques based on theoretical understanding. For example, in role-play or drama activities, students can develop new techniques to convey facial

²⁷ Fara Diba Fauzet, "Taksonomi Bloom-Revisi: Ranah Kognitif Serta Penerapannya Dalam Pembelajaran Bahasa Arab," in *Prosiding Konferensi Nasional Bahasa Arab II* (Malang, 2016), 436–44, <https://prosiding.arab-um.com/index.php/konasbara/article/view/90>.

expressions, gestures, and tone of voice appropriate to a specific character or context. They apply the knowledge of body language and emotional expression that they have learned theoretically to more dynamic and creative performances. Thus, applying HOTS in the psychomotor domain helps students connect what they learn theoretically with real practical skills, allowing them to understand the English learning and apply it effectively in situations that require expertise and innovation.

In this context, the traditional paradigm often recognizes the importance of building a learning process that emphasizes HOTS to face the challenges of the 21st century. Along with the development of technology and increasingly complex global developments, many aspects of education today emphasize the importance of HOTS development as a crucial skill to face future developments where the advancement of Information and Communication Technology (ICT) is growing so fast and has a significant influence on various aspects of human life.

Higher-order thinking Skills (HOTS) play an important role in English language learning in the 21st century and are the foundation for students who want to generate creative ideas.²⁸ According to Etty Softyaningrum, learning characteristics in the 21st century must at least include four main aspects known as 4C: 1) critical thinking, 2) Communication, 3) collaboration, and 4) Creativity and Innovation.²⁹ Meanwhile, Wayan Widana divides the competencies needed in the 21st century into three broad groups: a) Having good characters,

²⁸ Feronica, Apriani, and Edy, "The Implementation of Higher Order Thinking Skill (HOTS) in Junior High School: Teaching Practice and Problems."

²⁹ Etty Sofyatiningrum et al., *Muatan HOTS Pada Pembelajaran Kurikulum 2013 Pendidikan Dasar*, 2018.

such as faith and devotion, curiosity, perseverance, social and cultural sensitivity, adaptability, and high competitiveness; b) Having several competencies, including critical and creative thinking, problem-solving, collaboration, and communication; c) Mastering literacy, which involves the ability to think using various sources of knowledge in print, visual, digital, and auditory forms.³⁰ These student-centered learning strategies are thinking skills that are more than just remembering and understanding, but also the ability to combine what is already remembered and understood to analyse, evaluate and even create.³¹ This approach sought to incorporate higher-order thinking in education by analyzing and measuring instructional behavior through students' emotional, affective, and psychomotor abilities.

Teaching HOTS in EFL class Teachers should stimulate critical thinking to teach English utilizing HOTS. Argumentation, decision-making, and problem-solving are all related to critical thinking.³² Teachers might use open-ended questions to elicit critical thinking from students or problem-solving activities that require students to examine problems as they complete the tasks. Students' open-ended questions may prompt them to create comparisons, offer rationale, or conduct research based on prior knowledge.

³⁰ Wayan Widana, Made Suarta, and Wayan Citrawan, "International Journal of Social Sciences and Humanities Work Motivation and Creativity on Teacher Ability to Develop HOTS-Based Assessments," *International Journal of Social Sciences and Humanities* 3, no. 3 (2019): 188–200.

³¹ Soo Kum Yoke and Hazwati Hashim, "The Challenges of Implementing Higher Order Thinking Skills in Online Distance Learning," *Proceeding of the 5th INACELT (International Conference on English Language Teaching)* 4432, no. November 2021 (2021): 161–71.

³² Astrid, Hasanah, and Syafryadin, "Integrating Higher Order Thinking Skills (HOTS) Into English Language Teaching for Elementary School Students: Teachers' Perspectives and Challenges."

The HOTS indicators proposed by Anderson and Krathwohl show complexity by adding dimensions of knowledge: factual knowledge, which is oriented towards an essential element that students must know when introduced to a discipline to solve a problem. This factual knowledge is divided into two types: terminology and knowledge in the form of events, places, sources of information, etc. Then, the next dimension is conceptual knowledge, which includes a scheme, model, and theory. This conceptual knowledge is divided into three types, namely classification knowledge.³³ Anderson and Krathwohl's HOTS indicators highlight the complexity of understanding knowledge, which is essential for students in solving problems. HOTS development is crucial in education, preparing students for success in a dynamic era requiring flexible, critical, and creative thinking skills. Focusing on HOTS development also enables students to overcome complex challenges, explore new ideas, and positively contribute to individual and societal growth.

2. The Components of Higher Order Thinking Skills (HOTS)

Anderson and Krathwohl (2001) described Bloom's new taxonomy as consisting of 6 components:

Category	Bloom's Taxonomy	Operational Verbs
Higher Order Thinking Skills	Creating	Blogging, Building, Animating, Adapting, Collaborating, Composing, Directing, Devising, Podcasting, Writing, Filming, Programming, Simulating, Role Playing, Solving, Mixing, Facilitating, Managing, Negotiating, Leading.

³³ Cecep Gaos, "Panduan Penulisan Soal HOTS yang Perlu Guru Ketahui (higher order thinkingskills)", EduNews, February 16, 2020, <https://www.cecepgaos.com/2020/02/panduanpenulisan-hots-yang-perlu.html?m=1>.

	Evaluating	Arguing, Validating, Testing, Scoring, Assessing, Criticizing, Commenting, Debating, Defending, Detecting, Experimenting, Grading, Hypothesizing, Measuring, Moderating, Posting, Predicting, Rating, Reflecting, Reviewing, Editorializing.
	Analyzing	Calculating, Categorizing, Breaking Down, Correlating, Deconstructing, Linking, Mashing, Mind-Mapping, Organizing, Appraising, Advertising, Dividing, Deducing, Distinguishing, Illustrating, Questioning, Structuring, Integrating, Attributing, Estimating, Explaining.
Lower Order Thinking Skills	Applying	Acting out, Articulate, Reenact, Loading, Choosing, Determining, Displaying, Judging, Executing, Examining, Implementing, Sketching, Experimenting, Hacking, Interviewing, Painting, Preparing, Playing, Integrating, Presenting, Charting
	Understanding	Annotating, Tweeting, Associating, Tagging, Summarizing, Relating, Categorizing, Paraphrasing, Predicting, Comparing, Contrasting, Commenting, Journaling, Interpreting, Grouping, Inferring, Estimating, Extending, Gathering, Exemplifying, Expressing
	Remembering	Copying, Defining, Finding, Locating, Quoting, Listening, Googling, Repeating, Retrieving, Outlining, Highlighting, Memorizing, Networking, Searching, Identifying, Selecting, Tabulating, Duplicating, Matching, Bookmarking, Bullet-pointing

The concepts of higher-order thinking Skills (HOTS) and Lower-Order Thinking Skills (LOTS) originated from Bloom's Taxonomy, first formulated by Benjamin S. Bloom and his colleagues in 1956. This taxonomy was developed as a framework for classifying educational goals and the level of cognitive understanding in education.

Benjamin S. Bloom, an educational psychologist from the United States, and his team introduced this taxonomy in a book titled *"Taxonomy of Educational Objectives: The Classification of Educational Goals."* Bloom's taxonomy was initially divided into six cognitive levels: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Bloom's taxonomy was revised

by a group of psychologists and education experts led by Lorin W. Anderson and David R. Krathwohl. The cognitive level in the revision becomes Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. The revision also classifies the difference between LOTS (lower-order thinking skills) and HOTS (higher-order thinking skills) in the context of learning and assessment.

a. Higher Order Thinking Skills (HOTS)

HOTS refers to higher-order thinking skills that involve complex cognitive processes. In the Bloom Taxonomy, HOTS includes three highest levels, that is:

1) Analyzing

The ability to break down information into smaller parts or elements to understand the relationships between them involves identifying patterns, causal relationships, or components in the information presented. When a person performs analysis, they may illustrate this mental process by creating spreadsheets, surveys, charts, diagrams, or graphical representations.³⁴ This analytical process involves separation, organization, attribution, and distinguishing between components or parts. a) Discernment is the ability to determine and identify essential parts. b) Organization is the ability to determine how an element relates to other elements and the function of the element as a whole. c) Attribution is the ability to see from different perspectives and values.

Operational verbs at the level of Bloom's taxonomic analysis are: calculating, categorizing, breaking down, correlating, deconstructing, linking,

³⁴ Supriyadi Supriyadi et al., "Implementation of HOTS-Oriented Problem Based Learning on Science Literacy Ability," *Jurnal Pendidikan Progresif* 12, no. 3 (2022): 1492–99, <https://doi.org/10.23960/jpp.v12.i3.202236>.

mashing, mind-mapping, organizing, appraising, advertising, dividing, deducing, distinguishing, illustrating, questioning, structuring, integrating, attributing, estimating, and explaining.

2) Evaluating

Evaluating use criteria and standards to make judgments. Critiques, recommendations, and reports are examples of products that can be created to demonstrate the evaluation process. In the revised taxonomy, evaluation is prioritized before creation as it is often an essential stage before the creation process begins.³⁵ The evaluation process involves checking and critiquing. a) Checking is checking for consistency between process and outcome. b) Critiquing is finding discrepancies between outcomes and external criteria.

Operational verbs for evaluation in Bloom's taxonomy are arguing, validating, testing, scoring, assessing, criticizing, commenting, debating, defending, detecting, experimenting, grading, hypothesizing, measuring, moderating, posting, predicting, rating, reflecting, reviewing, and editorializing.

3) Creating

Combining elements to form a coherent or functional whole; organizing elements into new patterns or structures. This process is the most challenging stage in the revised taxonomy as it requires users to integrate parts into new ways or synthesize them into something new and different.³⁶ The process of creation

³⁵ Eka Chandra Wardhana and Rofi, "JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES Students' Perspective and Problems in Implementing Higher Order Thinking Skill (HOTS) in Speaking for Presentation Class."

³⁶ A. Rahayu, A. Syah, and A. Najib, "Higher Order Thinking Skills Students in Mathematical Statistics Course Base on Revised Bloom Taxonomy in Factual and Conceptual

involves making, planning, and producing. a) Generating is the ability to produce alternative hypotheses based on criteria. b) Planning is the ability to design procedures to achieve specific goals. c) Production is the ability to create a product or something new. Therefore, teachers must use this indicator to measure students' higher-order thinking skills.

Operational verbs for the level of creating in Bloom's taxonomy are blogging, building, animating, adapting, collaborating, composing, directing, devising, podcasting, writing, filming, programming, simulating, role-playing, solving, mixing, facilitating, managing, negotiating, and leading.

b. Lower Order Thinking Skill (LOTS)

LOTS refers to low-level thinking skills that involve basic cognitive processes. In the Bloom Taxonomy, LOTS includes three lower levels, namely:

1) Remembering

It involves recalling previously learned information without significant modification or interpretation. This includes recalling facts, concepts, definitions, or procedures that have been learned.³⁷ Operational verbs for the level of remembering in Bloom's taxonomy are copying, defining, finding, locating, quoting, listening, googling, repeating, retrieving, outlining, highlighting, memorizing, networking, searching, identifying, selecting, tabulating, duplicating, matching, bookmarking, and bullet-pointing

Knowledge Dimension,” *Journal of Physics: Conference Series* 1918, no. 4 (2021), <https://doi.org/10.1088/1742-6596/1918/4/042076>.

³⁷ S Rejeki, ... *Study: Students' Higher Order Thinking Skills (HOTS) in Answering Reading Comprehension Questions at MA Ummatan Wasathan Pesantren Teknologi Riau*, 2021.

2) Understanding

The ability to understand the meaning of the information presented. This involves explaining, interpreting, or summarising information in one's own words to demonstrate deep understanding.³⁸ Operational verbs for the level of understanding in Bloom's taxonomy are annotating, tweeting, associating, tagging, summarizing, relating, categorizing, paraphrasing, predicting, comparing, contrasting, commenting, journaling, interpreting, grouping, inferring, estimating, extending, gathering, exemplifying, and expressing.

3) Applying

The ability to use knowledge or concepts in different situations or contexts. This includes applying learned knowledge to solve problems, complete tasks, or make decisions.³⁹ Operational verbs for the level of Applying in Bloom's taxonomy are acting out, articulate, reenact, loading, choosing, determining, displaying, judging, executing, examining, implementing, sketching, experimenting, hacking, interviewing, painting, preparing, playing, integrating, presenting, and charting.

³⁸ Written By and Farhah Utami, "The Effect of Higher-Order Thinking Skills (Hots)-Based Assessment on the Development of Students' Critical and Creative Thinking Skills At Sma Al-Azhar Mandiri Palu," 2021.

³⁹ Rejeki, ... *Study: Students' Higher Order Thinking Skills (HOTS) in Answering Reading Comprehension Questions at MA Ummatan Wasathan Pesantren Teknologi Riau.*

3. **The 4C Skills (Critical Thinking and Problem Solving, Communication, Collaboration, Creativity)**

Skills are often understood as an individual's ability to change and improve something from ordinary to more significant by using intellect, creativity, and ideas⁴⁰. In addition, skills are defined as the ability to apply knowledge to field practice to achieve the expected goals. Skills also have the potential to improve an individual's understanding of a job, which is obtained through experience and practice to complete work efficiently.

Conceptually, skills can be divided into two types: 1) Generic life skills, which consist of two categories, namely personal and social skills. Personal skills include self-awareness and thinking skills. Meanwhile, social skills include communication skills and collaboration skills. 2) Specific life skills are needed to handle certain jobs or problems.⁴¹ These specific life skills include academic skills and vocational skills. Academic skills are related to the specific field of work being studied, while vocational skills are related to technical aspects.

a. **Critical Thinking**

Critical thinking skills are the ability of learners to analyze problems logically. This high-level thinking ability falls into the Higher Order Thinking Skills (HOTS) category. These skills include creative thinking, problem-solving, and reflective thinking. Critical thinking skills are identifying and formulating

⁴⁰ Dwita Triana, Yustinus Ulung Anggraito, and Saiful Ridlo, "Effectiveness of Environmental Change Learning Tools Based on STEM-PjBL Towards 4C Skills of Students," *Jise* 9, no. 2 (2020): 181–87.

⁴¹ Untung Setyo Aji, "Analisis Higher Order Thinking Skill (Hots) Siswa Madrasah Ibtidaiyah Dalam Menyelesaikan Soal Bahasa Indonesia," *ELEMENTARY: Islamic Teacher Journal* 8, no. 2 (2020): 377, <https://doi.org/10.21043/elementary.v8i2.7440>.

problems logically and applying appropriate methods. The benefits of critical thinking for learners include the ability to adjust mindsets and make informed decisions.⁴² Critical thinking skills are essential in solving tasks and problems accurately. Learners must adapt their mindset to the problem to develop a valid solution. Critical thinking involves analyzing, problem-solving, scientific research, and expressing opinions systematically and structured. The goal of critical thinking is to develop a comprehensive understanding.

b. Communication

Communication is creating a correlation between two or more individuals, which is sending or receiving messages between two or more individuals to understand each other. Communicative skills are a person's expertise in interacting according to the topic and subject matter, involving the similarity of language accents to bring out effective language behavior. These skills enable learners to convey ideas, ideas, and arguments effectively, both in oral and written form; communication skills are measured by two leading indicators: the ability to present data or opinions and the ability to convey ideas and opinions.⁴³ The definition concludes that communication skills are a person's ability to convey ideas, ideas, or opinions to others, both orally and in writing so that the message can be understood and influence the communicant. Communication involves five main elements: communicator, message, media, communicant, and effect. Communication skills include mastery of grammar and vocabulary, the rules of

⁴² Anthony Torres, "Improving Critical Thinking Skills Through Higher Order Thinking Skills (HOTS)-Based Science" 14, no. 3 (2021): 463–80.

⁴³ Triana, Anggraito, and Ridlo, "Effectiveness of Environmental Change Learning Tools Based on STEM-PjBL Towards 4C Skills of Students."

communication, understanding responses in communication, and the proper use of language.

c. Collaboration

Collaboration skills, also known as teamwork skills, include the ability to adjust to each other, work productively, show empathy, have tolerance for others, and be flexible in achieving a common goal.⁴⁴ It also involves working together, integrating different opinions and ideas, and solving problems. These skills are essential to instill in learners from an early age so that they can practice a spirit of cooperation and avoid individualistic behavior. Collaboration skills include:

- 1) Linking different skills together.
- 2) Showing proficiency in working with groups.
- 3) Adjusting to the environment and group mates.
- 4) Working consequently and productively.⁴⁵

By developing these skills, learners can increase their concern for others, work together, and be responsible, becoming individuals who benefit the surrounding environment.

d. Creativity

Creativity is the result of creative thinking activities closely related to creative thinking. Creativity is inherent in individuals' character, manner, and results and can be interpreted as a drive from an environmental or individual

⁴⁴ Ahmad Kamal Sudrajat, Herawati Susilo, and Fatchur Rohman, "Student Perspective on the Importance of Developing Critical Thinking and Collaboration Skills for Prospective Teacher Students," *AIP Conference Proceedings* 2215, no. April (2020), <https://doi.org/10.1063/5.0000558>.

⁴⁵ A. M. Santoso et al., "Improving Student Collaboration and Critical Thinking Skills through ASICC Model Learning," *Journal of Physics: Conference Series* 1806, no. 1 (2021), <https://doi.org/10.1088/1742-6596/1806/1/012174>.

perspective. Creativity can be classified into four types: individual, drive, process, and result. Creative ability is a special ability that produces distinctive, unique, pure, and valuable breakthroughs. Creativity skills are not formed spontaneously but through practice in solving creative problems.⁴⁶ Five creative activities can trigger the emergence of creativity skills: fluency, flexibility, elaboration, originality, and sensitivity. Thus, creative skills are the ability of learners to produce new and unique works and create new solutions to specific problems or conditions.

4. Higher Order Thinking Skills in English Language Teaching

a. The HOTS in English Language Teaching

Higher Order Thinking Skills (HOTS) in English language learning refers to the effort to enrich students' thinking ability to a higher level during the learning process, which includes various thinking abilities such as analysis, synthesis, evaluation, and creativity. In English language learning, HOTS is utilized to enhance students' understanding of English concepts and encourage them to apply this knowledge in real-life situations. HOTS is an educational pattern that creates students' critical thinking⁴⁷, which requires students to be creative and find solutions. Teaching English (ELT) with HOTS is not the same as providing material directly but thinking critically in solving an interrelated problem to create effective, active, and fun, which can encourage students' ideas to think at a higher level.

⁴⁶ Kardoyo et al., "Problem-Based Learning Strategy: Its Impact on Students' Critical and Creative Thinking Skills," *European Journal of Educational Research* 9, no. 3 (2020): 1141–50, <https://doi.org/10.12973/EU-JER.9.3.1141>.

⁴⁷ Inesti Cahya Malina, "An Analysis of the Implementation of Higher Order," 2020.

Higher-order thinking Skills (HOTS) play an important role in English language teaching as they foster more profound understanding, critical thinking, and effective communication in English. The application of HOTS involves the ability to analyze various aspects of English, where students can analyze the context of words and phrases to understand their meaning and use them more deeply. They are also encouraged to evaluate texts critically, identify underlying themes, and express their opinions effectively through speaking and writing.⁴⁸

HOTS encourages students to think critically about language structures, such as grammar and syntax, so that they can manipulate language effectively. Through problem-solving activities, students can apply language skills to solve linguistic puzzles or face language challenges in the real world. In evaluation, students learn to critically evaluate information presented in English, including arguments, opinions, and evidence.⁴⁹ They develop the ability to assess sources' credibility, validity, and reliability, thus forming reasoned judgments and opinions. In synthesis, HOTS emphasizes the integration of information from multiple sources to create new insights or perspectives. Students integrate reading, listening, and research knowledge to produce an original composition, analysis, or presentation in English.⁵⁰ Creativity is also emphasized in HOTS, where students are encouraged to think creatively and innovatively about using English. This

⁴⁸ Dima, Daflizar, and Ahmadi, "The Implementation of Higher Order Thinking Skills (HOTS) in English Language Teaching: The Case of Indonesian Senior High School EFL Teachers."

⁴⁹ Sumardi and Rizki Indra Guci, "HOTS-Based Language Assessment Literacy: Challenges and Prospects in English Language Teaching," *Indonesian Journal of Applied Linguistics* 12, no. 3 (2023): 818–27, <https://doi.org/10.17509/ijal.v12i3.44261>.

⁵⁰ Torres, "Improving Critical Thinking Skills Through Higher Order Thinking Skills (HOTS)-Based Science."

includes generating original ideas, connecting different concepts, and expressing themselves uniquely and imaginatively.

Implementing HOTS in English language learning involves designing learning and assessment activities to improve higher-order thinking skills. Teachers use a variety of teaching strategies, including inquiry-based learning, problem-based learning, and collaborative tasks, to activate students' participation in the learning process.⁵¹ By implementing HOTS, English language students improve their language competence and develop critical skills essential for academic success and professional development.

b. HOTS Learning Principles

According to Ahmad Yani, the principle of HOTS learning was initially based on cognitive learning theory, which explains the concept of “disequilibrium” (cognitive disequilibrium) experienced by a person when receiving new information to be stored in their brain memory. Suppose the information does not undergo a process of “denial,” such as strangeness or uniqueness, or does not make someone question it again. In that case, the information will be easily assimilated or replaced.⁵²

However, sometimes new information requires an “accommodation” process because it is considered illogical and cannot be accepted by common sense. After going through the accommodation process, new information can

⁵¹ Putu Yoga Sathya Pratama, Ni Nyoman Padmadewi, and I Gusti Ayu Lokita Purnamika Utami, “Lateral Thinking Practice on ELT Situation: Innovative Strategy to Promote HOTS,” *Premise: Journal of English Education* 11, no. 1 (2022): 50, <https://doi.org/10.24127/pj.v11i1.4430>.

⁵² Ahmad Yani, “Cara Mudah Menulis Soal HOTS Suatu Pendekatan ‘Jarak Nalar’ Yang Dilengkapi Dengan Pembelajaran Berorientasi Keterampilan Berpikir Tingkat Tinggi” (Refika Bandung, 2019).Hlm 82.

change, replace, shift, or improve, strengthen, and validate old information or obsolete concepts through debate and exchange of ideas. Learners experience disequilibrium (cognitive shock) during this accommodation process, which requires the teacher's role.

Generally, the teacher's role in HOTS-based learning consists of two things. First, the teacher asks questions that can trigger learners to experience “cognitive disequilibrium” by creating confusion, dilemmas, paradoxes, problems, obstacles, or discrepancies between old and new concepts or information. Second, teachers allow learners to answer the problem and assist them in solving it.

c. HOTS Learning Strategies

According to Anderson & Krathwohl, for HOTS (Higher Order Thinking Skills) learning to be realized in the classroom, a teacher needs to be able to implement learning with various strategies or methods. In English language learning, teachers must integrate various learning models that can encourage the creation of HOTS.⁵³ These learning models include concept mapping, which helps students understand and organize linguistic information such as grammar and vocabulary. Higher-order questioning in English language learning can involve analyzing literary texts or articles, where students are challenged to evaluate arguments, identify key themes, and understand the implications of a text. Collaboration between students is essential in language learning, as through group

⁵³ Iorin W. Anderson and others, *A Taxonomy for Learning, Teaching, and Assessing: A Revision Of Bloom's Taxonomy of Educational Objectives* (New York: Addison Wesley Longman, Inc., 2001).hlm. 63.

discussions, debates, and collaborative projects, students can develop communication and cooperation skills.

Using analogies in English learning is also effective, for example, comparing sentence structures in English with students' native language, thus helping them understand the differences and similarities between languages. These hands-on activities provide opportunities for students to apply theory in real situations, thus improving their understanding and skills practically. By implementing these various learning models, English teachers can create a learning environment that supports the development of students' higher-order thinking skills by the HOTS principles proposed by Anderson & Krathwohl. This will help students not only master English technically but also develop their analytical, evaluative, and creative abilities in language use. Meanwhile, according to Ahmad Yani, HOTS learning strategies include all learning strategies specifically designed to improve higher-order thinking skills in learners. In English language learning, this strategy can be applied through several approaches.⁵⁴

A scientific approach to English learning can involve cooperative learning, where students work in groups to complete language-based tasks, such as analyzing texts or developing projects together. Meaningful learning can be implemented by linking English materials to relevant contexts for students to

⁵⁴ Yani, "Cara Mudah Menulis Soal HOTS Suatu Pendekatan 'Jarak Nalar' Yang Dilengkapi Dengan Pembelajaran Berorientasi Keterampilan Berpikir Tingkat Tinggi."Hlm 84.

understand the importance and practical application of what they are learning.⁵⁵ Contextual Teaching and Learning (CTL) in English can involve using real-life situations as teaching materials, such as case studies, role plays, or simulations. Problem-based learning (PBL) can be applied by asking students to solve problems encountered in English, such as understanding complex texts or constructing arguments in debates. Project Based Learning (PBL) in English learning can involve projects such as creating a class magazine, writing and performing a drama, or compiling a research report. An inquiry approach can be implemented by encouraging students to ask critical questions about the text or topic they are studying and then seek answers through research and discussion.⁵⁶

The main focus of learning that emphasizes higher-order thinking skills involves learners discovering the problem to be studied and planning and implementing learning to find a solution or solutions to the problem. In English language learning, this can take the form of activities such as literature analysis, debates, critical essay writing, and collaborative projects that require students to use English creatively and analytically. Thus, the implementation of HOTS learning strategies will help students not only master the English language but also develop critical thinking and problem-solving skills.

⁵⁵ Ahmad Yani and Mamat Ruhimat, 'Teori Dan Implementasi Pembelajaran Saintifik Kurikulum 2013', (Bandung: Refika Aditama, 2018). Hlm. 39.

⁵⁶ Yoki Ariyana, Reisky Bestary, and R Mohandas, "Buku Pegangan Pembelajaran Berorientasi Pada Keterampilan Berpikir Tingkat Tinggi," *Direktorat Jenderal Guru Dan Tenaga Kependidikan Kementerian Pendidikan Dan Kebudayaan Hak*, 2018. Hlm. 42.

d. Preparation of HOTS-based Learning Plan

Educational institutions carry out learning planning to improve efficiency and effectiveness in achieving graduate competencies. This planning is organized in the form of a syllabus and teaching modules. A syllabus is a guide to compile a learning framework for each subject. At the same time, the Teaching Module is a learning device that is systematically and structured and contains subject matter, methods, media, and evaluation designed to assist students in achieving specific learning objectives independently or with minimal assistance from the teacher. In preparing Teaching modules, teachers play an essential role and are expected to be able to prepare syllabuses and Teaching Modules that contain several specified components.

1) Syllabus based on HOTS

Ela Yuliawati in Helmawati explains that a syllabus is a plan that regulates learning activities, classroom management, and assessment of learning outcomes to achieve specific competencies.⁵⁷ Salim in Helmawati defines the syllabus as an outline or summary containing the main contents of a subject matter. The syllabus is a learning plan that includes core competencies, essential competencies, primary learning materials, learning activities, indicators of competency achievement for assessment, time allocation, and learning resources.⁵⁸ The syllabus consists of several components: syllabus identity, core competencies, essential competencies, indicators, learning materials, assessment, time allocation,

⁵⁷ Helmawati, 'Pembelajaran Dan Penilaian Berbasis HOTS', (Bandung: PT Remaja Rosdakarya, 2019), hlm. 160.

⁵⁸ Helmawati, 'Pembelajaran Dan Penilaian Berbasis HOTS', (Bandung: PT Remaja Rosdakarya, 2019), hlm. 161.

and learning resources. In addition, the syllabus is also used to develop Teaching modules in the classroom using principles such as scientific, systematic, relevant, consistent, adequate, flexible, actual, contextual, and comprehensive.

2) Teaching Module

Teaching modules are an essential element in the educational process. They include systematic steps to formulate learning objectives, methods to achieve them, and ways to assess whether they have been achieved. The educator compiles the learning plan as a flexible, transparent, straightforward document.⁵⁹ First, it is flexible, not bound to a particular format or form. This allows educators to adapt planning to specific learning contexts and needs. Second, the planning document must be clear so that it is easily understood by all parties involved in the learning process. Lastly, it should be simple, containing the primary information needed for learning implementation without unnecessary complexity. With good Teaching modulening and proper documentation, the learning process can run more efficiently and effectively, thus helping students achieve learning objectives better.

Teaching modules are prepared based on Basic Competencies (KD) or subthemes that are carried out for each meeting or more. Each educator in the education unit must compile teaching modules thoroughly and systematically so that the learning process occurs in an interactive, inspiring, fun, challenging, and

⁵⁹ Pemerintah Indonesia, *Peraturan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi Nomor 16 Tahun 2022 Tentang Standar Proses Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah* (Jakarta: Sekretariat negara, 2022). Hlm. 4.

efficient manner and can motivate students to participate actively. Teaching modules must also provide sufficient space for learners' initiative, creativity, and independence by their talents, interests, and physical and psychological development.



Figure 1. Tabel of Learning Implementation

Although the preparation of teaching modules can be summarised on one page only, the learning plan based on higher-order thinking skills (HOTS) still needs to be compiled in detail and comprehensively. This teaching module should contain sufficient detail in a separate appendix to the one-page module.

3) Evaluation and Assessment of HOTS-Based Learning

In general, evaluation activities are often equated with assessment because evaluation includes measuring and assessing activities. Both assessment and evaluation involve assessing or determining the value of something and serve as tools for collecting data. Assessment means deciding or giving value to something measured using predetermined criteria or scales. Meanwhile, learning evaluation aims to find information about students' abilities. Learning evaluation is critical to

determine whether the learning system implemented by educators is effective.⁶⁰ In learning assessments focusing on higher order thinking skills and Knowledge or Cognitive Aspects. Assessment in this aspect can use a form of test adapted to the characteristics of HOTS through several stages, namely preparing a research plan, developing research instruments, carrying out assessments, utilizing assessment results, and reporting research results in numbers on a scale of 1-100. Knowledge assessment is carried out using written, oral, and assignment tests. Written tests can be in the form of multiple choice or descriptions. In preparing HOTS questions, several things need to be prepared: (1) exciting and contextual stimulus; (2) writing items by the rules; and (3) preparing scoring guidelines or answer keys.

5. **HOTS in Islamic High School**

Implementing higher-order thinking Skills (HOTS) in Islamic secondary schools is an educational approach that integrates Islamic principles with developing students' higher-order thinking skills. In this context, HOTS aims to improve students' academic abilities and shape character and morality through Islamic teachings.⁶¹ Integrating HOTS in the Islamic secondary school curriculum involves learning that encourages students to think critically, analytically, creatively, and reflectively while still considering Islamic values in decision-making and solutions to problems encountered. In addition, it also aims to help

⁶⁰Raida Namira Aulia, Risma Rahmawati, and Dede Permana, "Peranan Penting Evaluasi Pembelajaran Bahasa Di Sekolah Dasar," *Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan)* 2, no. 1 (2020): 1–9.

⁶¹ Suryana Agus, Noviansyah Indra, and Tamara Farah, "EduInovasi : Journal of Basic Educational Studies EduInovasi : Journal of Basic Educational Studies," *Journal of Basic Educational Studies* 2, no. 1 (2022): 85–97.

students understand and apply Islamic teachings in the context of everyday life.⁶² This includes a deeper understanding of the values of ethics, morality, and leadership taught in Islam and the application of those principles in students' social, academic, and professional lives.

The application of higher-order thinking Skills (HOTS) in Islamic high schools has shown significant progress, although the progress may vary in each educational institution. Many Islamic secondary schools have started integrating HOTS principles into their curriculum, aiming to improve students' academic achievement and shape character according to Islamic teachings. The implementation of higher-order thinking Skills (HOTS) in the Islamic high school curriculum has the main objective of broadening students' understanding of how Islamic teachings relate to global issues; by integrating HOTS into the curriculum,⁶³ Schools can help students develop a deeper understanding of Islamic values and applied in responding to the complex issues faced in modern society.

Some steps that have been taken in implementing HOTS in Islamic secondary schools include developing a HOTS-based curriculum with teaching and assessment strategies that emphasize the development of higher-order thinking skills, such as analysis, evaluation, synthesis, and creativity. Then, provide training to teachers in integrating HOTS into teaching including training

⁶² Ghulam Nurul Wildan, "Development of Islamic Religion Education (IRE) Curriculum Based on Higher-Order Thinking Skills (HOTS) at SMA Islam Sabilillah Malang" 1, no. 2 (2022): 86–97.

⁶³ O. Wulansari and Y. Lestari, "English Teacher Agency in Implementing of HOTSBased Learning: A Case Study at a State Islamic High School in Mataram," *International Journal of Multicultural and Multireligious Understanding* 11, no. 2 (2024): 397–401

on HOTS-based teaching strategies, appropriate evaluation, and how to facilitate critical thinking learning.⁶⁴ In addition, it is establishing a Learning Environment that supports the development of higher order thinking skills, including supporting resources, collaborative classroom settings, and encouraging discussions that promote critical thinking. Implementing HOTS in Islamic secondary schools also includes integrating Islamic values in higher order thinking learning. Teachers and school staff strive to ensure that HOTS learning also reflects Islamic ethical and moral values, as well as the application of Islamic teachings in solving problems.

C. Theoretical Framework

Related to research on HOTS-based Islamic education, history learning, of course, must have more appropriate tactics or ways to achieve the expected goals optimally and by the objectives. English learning in Islamic high schools must improve learning strategies towards progress through HOTS (high-order thinking skills) so that English learning is varied. So that it becomes a separate success for the teacher. Based on the explanation of the main point of the framework, several concepts have been crossed out, which will later become a reference or continuous guidance in the research results for researchers in implementing and exploring this research. The concept as a complement to this research that researchers will apply is the steps in observing and understanding well HOTS-based English language learning or high-level thinking, which will then be seen about the success of the implementation if applied in the English language learning process and as follow:

⁶⁴ Wildan, "Development of Islamic Religion Education (IRE) Curriculum Based on Higher-Order Thinking Skills (HOTS) at SMA Islam Sabilillah Malang."

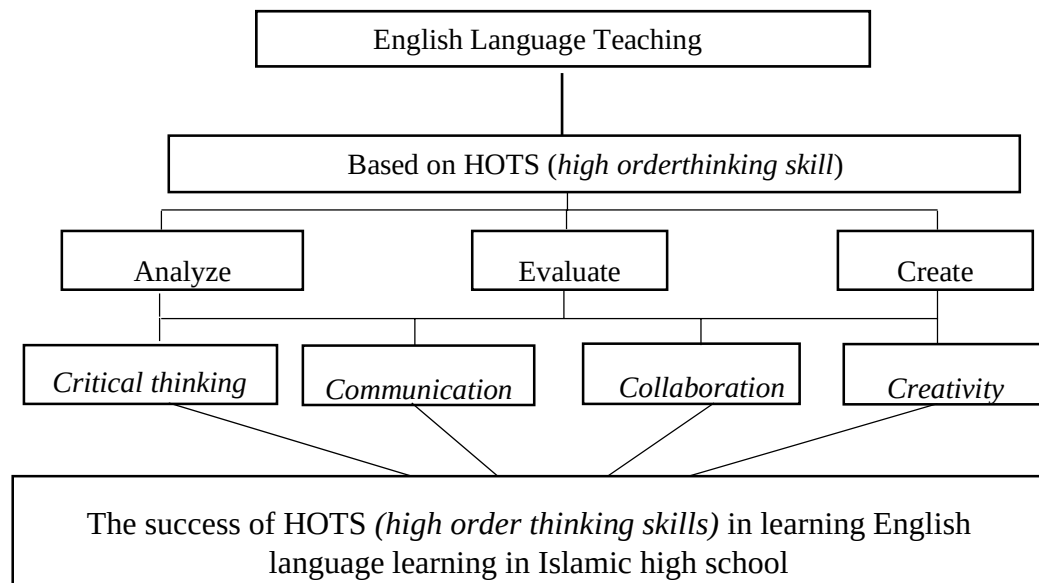


Figure 2. Conceptual framework for implementation of HOTS in English language teaching

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research uses a case study approach to describe people's behavior and phenomena. This type of qualitative research is based on field research conducted in a location or social sphere, and in collecting data by observing and interacting directly with the subject under study. According to the facts, qualitative research emphasizes natural objects more. In addition, qualitative research is also more flexible, making it easier for researchers to conduct research. This research method is used to analyze the implementation of High-Level Thinking Skills (HOTS)-oriented English learning for students in Islamic high schools. The analysis will focus on the implementation of HOTS-based English learning and what are the obstacles experienced by teachers in implementing HOTS.⁶⁵

B. Research Subject

This research involved subjects who participated directly and provided relevant information. The selection of research subjects was conducted using purposive sampling technique, where the researcher chose individuals who were considered to have in-depth understanding of the data needed, especially related to the implementation of HOTS-oriented English learning in Madrasah Ibtidaiyah. The subjects of this research consisted of 1 (one) English subject teacher who acts as the implementer of HOTS-based English learning in MAN Palopo.

⁶⁵ Sugiyono. (2014). *Memahami Penelitian Kualitatif* . Bandung: Alfabeta.

C. Research Instrument

The research instrument in qualitative research or research tool is the researcher himself. In this case, the researcher becomes a human instrument that functions to determine the focus of the research, select and determine sources as a place to obtain data or information, collect data, assess the quality of the data produced, analyze the data, interpret the data, and make conclusions on the research results. According to Creswell in Sri Wahyuningsih's book, in compiling questions and sub-questions through issues in the themes explored. The research instruments used by researchers are clearly as follows:

1. Observation sheet

The researcher used an observation sheet to monitor the implementation of HOTS in English learning from the beginning to the end of the observation. The first step taken was to determine the number of meetings, which was 2 (two) times, then set the observation objectives which included monitoring how teachers implemented HOTS-based questions, encouraged students to think critically, and the strategies used by teachers to stimulate high-level thinking. After the observation objectives were determined, the researcher prepared an observation instrument in the form of an observation sheet containing indicators related to the implementation of HOTS in English learning. This instrument was designed to help researchers focus on important aspects and collect relevant data. Furthermore, the researcher chose the participatory observation method, which involved direct interaction with teachers and students during the learning process, and then conducted careful observations.

2. Interview

The researcher created and selected an interview guideline as an instrument by asking several questions related to the research topic, which the respondent would answer according to the respondent's knowledge and heart. This interview aims to get in-depth information about how EFL teachers in the school deal with and apply the HOTS concept in English language learning. Then, the researcher arranged an agreed schedule, and the interview was conducted at the school, where the researcher guided the interview process using a semi-structured question guide. The researcher then asked the EFL teachers to share their experiences and teaching practices related to HOTS implementation, thus providing an in-depth understanding of the challenges, strategies, and outcomes of HOTS implementation in learning.

D. Data Collection Technique

Data collection techniques are carried out so that the data obtained is organized systematically based on natural situations, primary data, or even a lot of data. The data collection techniques used in the study are as follows:

1. Observation

Observation is conducted as participatory observation, where the researcher is present in the place or classroom that will be the subject of the research, focusing on learning activities between teachers and students, especially in English language learning. Specific steps will be taken to gain an in-depth understanding of the EFL teacher's teaching practice. The researcher prepares herself by designing an observation guideline that covers the main aspects of

HOTS implementation in English language learning. Next, the researcher selected the class that would be the focus of the study and arranged the observation schedule according to the teaching schedule of the EFL teachers involved. During the observation, the researcher closely observed the interaction between the teacher and the students, the types of questions asked by the teacher, the student's responses, and the teaching strategies used. The researcher systematically recorded all relevant findings during the observation process, noting essential details such as teaching techniques, student responses, and general classroom dynamics.

2. Interview

In this interview, the researcher used semi-structured interviews, where the researcher planned and developed a semi-structured interview guide relevant to the research topic. Then, the researcher arranged an interview schedule with the EFL teachers selected as research subjects. The researcher provided a comfortable and supportive interview environment to facilitate open and honest conversations. The interview questions focused on the teachers' experiences, understandings, and teaching practices related to applying HOTS in English language learning. The researcher listened carefully to the teachers' answers, recorded relevant information, and occasionally asked follow-up questions.

3. Documentation

Collecting and analyzing written documents will strengthen the research results with documentary support. The researcher took specific steps to gather information from various documents related to English language teaching. First,

the researcher identified relevant documents, such as curriculum, Teaching modules, lesson materials, and teaching notes. Then, the researcher gained access to these documents and analyzed their contents. This analysis identifies how HOTS concepts will be integrated into the curriculum and how teaching strategies will stimulate higher-order thinking. The researcher also looked for written evidence of EFL teachers' teaching practices regarding HOTS, such as using HOTS-based questions or tasks that encourage critical thinking.

E. Data Analysis Technique

In qualitative research, data analysis is a crucial stage facilitating a deep understanding of the collected data. Miles and Huberman Theory Miles and Huberman's theory suggests three stages in providing a robust framework for analysing data with a systematic and structured approach.⁶⁶, namely:

1. Data Reduction

The first stage in data analysis is data reduction, where researchers collect all relevant data from various sources, such as observation results, interviews, and document analysis. Furthermore, researchers re-read the data to identify. The collected data are then grouped and categorised based on similarity or relevance. During this process, the researcher looks for crucial information that has significance in the research context and deletes irrelevant data.

⁶⁶Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabet Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabet

a. Reduction of Interview Results Data

The data from the interview results that have been obtained from the research location in the form of recordings of resource persons are then reduced, through several data reduction activities, namely:

- 1) Transcription of the recording of the interview results of the interviewee into the form of text
- 2) Elimination of data that is not relevant to the research objectives
- 3) Grouping data by category or theme

b. Reduction of Observation Data

The data from the observation of United Kingdom language learning was obtained from the Research Location, and then data reduction was carried out, namely:

- 1) Rewrite the observation notes in more detail
- 2) Identify frequent events or behaviours
- 3) Eliminate details that are not important or not directly related to the focus of the research

2. Data Display

After the data has been reduced, the next step is data presentation. In the first step, the researcher used tables to describe the main findings from the data analysis, summarising observation data, interview results, or conclusions from document analysis arranged systematically to facilitate interpretation. In addition, the researcher also used direct quotes or excerpts from primary data, such as

interview transcripts or observation notes, to provide a candid picture of how the findings emerged in a more tangible context.

a. Interview Result Data Display

The reduced data is then displayed. The interview results are displayed by presenting direct quotes from participants relevant to the theme to provide a more in-depth picture. The presentation of the interview results data is then described to find out the meaning of the interview results with the participants.

b. Observation Data Display

The data of the interview results are displayed through tabulation. The table is used to make it easier to display the observation data. Then, a timeline is created to sequence the changes during the observation period.

3. Conclusion Drawing

The final stage was drawing and verifying the conclusion. In the first step, the researcher thoroughly reviewed all the data analysis results, including observations, interviews, and document analysis findings. Next, we drew conclusions based on the findings, highlighting essential aspects of implementing HOTS in English language teaching in Islamic high schools. During this process, the researcher also described the findings about relevant theories or concepts in the literature.

a. Drawing Conclusions from Interview Results

The interview results were concluded by identifying the main themes from various interviews and then interpreting the meaning in the research context. After that, verify by triangulation with other data sources, such as documents or observation results, to ensure the validity of the conclusions.

b. Drawing Conclusions from Observation Results

Conclusions were drawn through the identification of behaviours seen from the observation results. The observation results are then verified by comparing the results of interviews or other data sources to strengthen the conclusion to answer the question or formulation of the research problem.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Implementation of Higher Order Thinking Skill (HOTS) in The Teaching Process of Learning English

Higher order thinking skills in English language learning in class XII MAN Palopo are only implemented in the “Superior” class. In a superior class, students successfully obtain high learning outcomes from other students. This is as stated by the English teacher of class XII MAN Palopo:

“There happens to be one class that we manage as a superior class, and we apply HOTS there because HOTS is critical thinking-oriented learning, requiring critical reasoning analysis. This is very suitable because the material there is no longer taken from the curriculum, so we use English literacy that is used in tests to enter higher-level universities.” (Interviewed on 26 June 2024)

Implementing higher-order thinking skills is carried out in superior classes because teachers assume that superior classes are places where students with critical thinking skills are put together. This is considered in line with HOTS learning, which leads to higher-order thinking learning, including critical thinking. Research conducted also explained that high-level thinking skills include critical thinking skills, creative thinking skills, and problem-solving skills.⁶⁷ Through learning with the HOTS approach, it will improve critical thinking skills.

⁶⁷ Weni Febrianti, Zulyusri Zulyusri, and Lufri Lufri, “Meta Analisis: Pengembangan Soal Hots Untuk Meningkatkan Kemampuan Berpikir Kritis Peserta Didik,” *Bioilmi: Jurnal Pendidikan* 7, no. 1 (2021): 39–45, <https://doi.org/10.19109/bioilmi.v7i1.9506>.

Learning activities with the HOTS approach in English learning in class XII MAN Palopo, one of which is providing teaching materials sourced from higher education levels, which teachers feel can improve students' critical thinking skills. Planning, implementation, and assessment in learning are learning management and organization activities that need to be carried out. This study will focus on applying HOTS through the arrangement of the three learning managements in English learning.⁶⁸ The following will present the results and discussion of the research found in the field:

1. **Analysis of Higher Order Thinking Skills (HOTS) in English Language Teaching Modules**

Teaching module is a process of preparing subject matter, using learning media, evaluating teaching methods and approaches, and assessing in an allocated time period to achieve the desired learning objectives.⁶⁹ Making learning plans that are systematically arranged by setting learning objectives will positively impact learning activities and help achieve national education goals. Learning objectives in learning planning are contained in the syllabus, Teaching modules, or teaching modules made or referred to by the teacher.

The research observation was conducted to analyse the higher-order thinking Skill (HOTS) in English teaching module in Class XII MAN Palopo. As stated in learning planning, it is necessary to set learning objectives and determine

⁶⁸ Sri Wahyu Pujaningtyas, Berliana Kartakusumah, and Zahra Khusnul Lathifah, "Penerapan Model Experiential Learning Pada Sekolah Alam Untuk Menciptakan Pembelajaran Yang Menyenangkan," *Tadbir Muwahhid* 3, no. 1 (2019): 40, <https://doi.org/10.30997/jtm.v3i1.1653>.

⁶⁹ Febrianti, Zulyusri, and Lufri, "Meta Analisis: Pengembangan Soal Hots Untuk Meningkatkan Kemampuan Berpikir Kritis Peserta Didik."

higher-order thinking (HOTS) by analysing the learning outcomes and goals in the English Teaching Module class XII MAN Palopo.

The results of the observations that have been made show that the learning outcomes and learning objectives in the English teaching module Class XII MAN Palopo have yet to specifically lead to the development of higher-order thinking Skills (HOTS). The learning outcomes and objectives only apply operational verbs of Bloom's taxonomy related to HOTS. The observation also shows that not all learning outcomes and goals lead to developing higher-order thinking skills. Some learning outcomes and objectives fall into the category of lower-order thinking skills based on Bloom's taxonomy of operational verbs. The following is a more detailed analysis of the learning outcomes and objectives in the English Teaching Module for Grade XII MAN Palopo for the 2023/2024 academic year.

The research will analyse the planning of higher-order thinking Skills (HOTS) in English Teaching modulening in Class XII MAN Palopo. As stated in learning planning, it is necessary to set learning objectives and determine higher-order thinking (HOTS) learning planning by analysing the learning outcomes and goals in the English Teaching Module class XII MAN Palopo. The following will present the results of the analysis of learning outcomes and learning objectives in the English Teaching Module for Grade XII MAN Palopo for the 2023/2024 academic year.

The English teaching module for grade XII MAN Palopo in 2023/2024 was analysed by identifying learning outcomes and objectives on the themes of Narrative Text, Argumentative Text, and Hortatory Exposition. The analysis used

a checklist system to determine the categories of learning outcomes and objectives. Learning outcomes and learning objectives that fall into the Higher Order Thinking (HOTS) category are marked by ticking (✓) in column H. Learning outcomes, and those that do not fall into the Higher Order Thinking (HOTS) category or fall into the Lower Order Thinking category are marked by ticking (✓) in column L. The results of the analysis are then displayed in the following tabulation format.

Table 4. 1 Teaching module learning outcome analysis

No	Learning Outcomes	HOTS	LOTS	Information
1	Become the primary reference in learning English in this phase.		✓	Operational verbs are found in Bloom's Taxonomy at C1 (Remembering): Learning.
2	Use English language skills to explore various texts in various contextual topics.		✓	Operational verbs are found in Bloom's Taxonomy at the C3 (Applying) level: Use, explore
3	Learning something and getting information and fun		✓	Operational verbs are found in Bloom's Taxonomy at the level of C2 (Understanding): Study, get information.
4	Understand information and the ability to evaluate narrative texts in English.	✓		Operational verbs are found in Bloom's Taxonomy at C5 (Evaluating): Evaluating.
5	Producing oral and written texts and visuals in English	✓		Operational verbs are found in Bloom's Taxonomy at the level of C6 (Creating): Producing.
6	Producing a variety of written texts and fictional visuals with awareness of the reader's goals and targets	✓		Operational verbs are found in Bloom's Taxonomy at the level of C6 (Creating): Producing.

Table 4.1 shows 6 learning outcomes on Narrative Text, Argumentative Text, and Hortatory Exposition themes in English learning in Class XII MAN Palopo. Four learning outcomes are included in the Higher Order Thinking Skill (HOTS) category, and two learning outcomes are not included in the HOTS category.

Learning outcomes included in the HOTS category are learning outcome 2, learning outcome 4, learning outcome 5, and learning outcome 6. Learning outcomes that are not included in HOTS are learning outcome 1 and learning outcome 3. Learning outcome 1 is not included in the HOTS category because it is at the C1 or remembering level. Learning outcome 3 is also not included in the HOTS category because it is at the C3 or Applying level. Learning Outcome 2 is included in the HOTS category. It is at the C4 or analysis level, as well as learning outcome 5 and learning outcome 6 which are included in the HOTS category because they are at the C6 or creating level.

Based on the results of this analysis, the learning outcomes in the English teaching module for class XII MAN Palopo in the 2023/2024 school year are dominated by learning outcomes included in the higher-order thinking skill (HOTS) category.

Table 4.2. Analysis of the Learning Objectives of the Teaching Modules on the Theme of Narrative Texts

Learning Objectives	HOTS	LOTS	Information
12.1.1 Identify the communicative purposes and the schematic structures of		✓	Operational verbs are found in Bloom's Taxonomy at the level of C2 (Understanding): Identity.

narrative text.		
12.1.2 Identify some of the linguistic features of narrative text: the past tenses and action verbs.	✓	Operational verbs are found in Bloom's Taxonomy at the level of C2 (Understanding): Identity.
12.1.3 State explicit and implicit information (main ideas and detailed information) from narrative text	✓	Operational verbs are found in Bloom's Taxonomy at the level of C2 (Understanding): State main ideas.
12.1.4 Write a narrative text with appropriate schematic structures and linguistic features	✓	Operational verbs are found in Bloom's Taxonomy at the C6 (Creating) level: Write a narrative text.
12.1.5 Retell a narrative text in focus	✓	Operational verbs are found in Bloom's Taxonomy at the C3 (Applying) level: Retell a.

Table 4.2 shows 5 learning objectives on the theme of Narrative Text in English language learning in Class XII MAN Palopo. Only 2 learning objectives are included in the Higher Order Thinking Skill (HOTS) category, and the other 3 are not included in the HOTS category. The learning objectives included in the HOTS category are 12.1.3 and 12.1.4. The learning objectives not categorized as HOTS are Learning Objective 12.1.1, Learning Objective 12.1.2, and Learning Objective 12.1.3.

They are learning objective 12.1.1 and learning objective 12.1.2. are not categorized as HOTS because they are at the C1 or remembering level. Learning objective 12.1.5. is also not included in HOTS because it is at the C3 or applying level. Learning objective 12.1.3. is at the C4 or analyzing level and learning objective 12.1.4. It is at the C6 or creating level and is included in the HOTS category.

Based on the results of this analysis, the learning objectives of English class XII MAN Palopo on the theme of narrative text in the 2023/2024 academic year are dominated by learning objectives that are not included in the Higher Order Thinking (HOTS) category but in the Low Order Thinking Skill category.

Table 4.3. Analysis of the Learning Objectives of the Teaching Modules on the Theme of Argumentative Texts

Learning Objectives	HOTS	LOTS	Information
12.2.1 Identify the communicative purposes and schematic structures of an argumentative text.		✓	Operational verbs are found in Bloom's Taxonomy at the C2 (Understanding) level: Identity.
12.2.2 Identify the language features of argumentative text: the expressions of asking and giving opinions.		✓	Operational verbs are found in Bloom's Taxonomy at the C2 (Understanding) level: Identity.
12.2.3 State explicit and implicit information (main ideas and detailed information) from an argumentative text		✓	Operational verbs are found in Bloom's Taxonomy at the level of C2 (Understanding): State main ideas.
12.2.4 Write an argumentative text with appropriate schematic structures and language features	✓		Operational verbs are found in Bloom's Taxonomy at the level of C6 (Creating): Write Appropriate schematic structures.
12.2.5 Perform an argumentative text in the form of a preferred media using the expressions of asking and giving opinions in focus	✓		Operational verbs are found in Bloom's Taxonomy at the level of C3 (Applying): Perform.

Table 4.3 shows 5 learning objectives on the Argumentative Text theme in the English teaching module of Class XII MAN Palopo. Three learning objectives are in the Higher Order Thinking Skill (HOTS) category, and two other learning objectives are not included in the HOTS category. The learning objectives included in the HOTS category are Learning Objective 12.2.3, Learning Objective 12.2.4, and Learning Objective 12.2.5. Learning objectives that are not categorized as HOTS are Learning Objective 12.2.1 and Learning Objective 12.2.2.

Learning objectives 12.2.1 and 12.2.2 are not categorized as HOTS because they are at the C1 or remembering level. Learning objective 12.2.3 is at the C4 or analyzing level, learning objective 12.2.4 is at the C6 or creating level, and learning objective 12.2.5 is at the C5 or evaluation level and is included in the HOTS category.

Based on the results of this analysis, the learning objectives of English class XII MAN Palopo on the theme of argumentative text in are dominated by learning objectives included in the higher-order thinking (HOTS) category.

Table 4.4 Analysis of the Learning Objectives of the Teaching Modules on the Theme of Hortatory Exposition

Learning Objectives		HOTS	LOTS	Information
12.3.1	Identify the communicative purposes and the schematic structures of hortatory exposition text.		✓	Operational verbs are found in Bloom's Taxonomy at the C2 (Understanding) level: Identity.
12.3.2	Identify some of the language features of hortatory exposition text: present tense and		✓	Operational verbs are found in Bloom's Taxonomy at the level of C2 (Understanding): Identity.

dynamic phrases.		
12.3.3	State explicit and implicit information (main ideas and detailed information) from hortatory exposition text.	✓ Operational verbs are found in Bloom's Taxonomy at the level of C2 (Understanding): State main ideas.
12.3.4	Categorize facts and opinions on hortatory exposition text.	✓ Operational verbs are found in Bloom's Taxonomy at the level of C4 (Analyzing): Categorize.
12.3.5	Write a hortatory exposition text with appropriate schematic structures and linguistic features.	✓ Operational verbs are found in Bloom's Taxonomy at the level of C6 (Creating): Write Appropriate schematic structures.
12.3.6	Do a group presentation that focuses on hortatory exposition text.	✓ Operational verbs are found in Bloom's Taxonomy at the C3 (Applying) level: Do group presentation.

Based on Table 4.4, there are 6 learning objectives on the theme of Hortatory Exposition in the English teaching module for Class XII MAN Palopo in the 2023/2024 academic year. There are 4 learning objectives included in the Higher Order Thinking Skill (HOTS) category, and 2 other learning objectives are not included in the HOTS category. The learning objectives included in the HOTS category are Learning Objective 12.3.3, Learning Objective 12.3.4, Learning Objective 12.3.5, and Learning Objective 12.3.6. Learning objectives that do not include HOTS are Learning Objective 12.3.1 and Learning Objective 12.3.2.

They are learning objective 12.3.1 and learning objective 12.3.2. are not categorized as HOTS because they are at the C2 or understanding level. They are learning objective 12.3.3. and learning objective 13.3.4 are at the C4 or analysis

level. Learning Objective 12.3.5 and Learning Objective 12.3.6 are at the C6 or creating level, so they are included in the HOTS category. Based on the results of this analysis, the learning objectives of English class XII MAN Palopo in the 2023/2024 academic year on the theme of Hortatory Exposition are dominated by learning objectives included in the Higher Order Thinking (HOTS) category.

Table 4.5 Analysis of the Learning Objectives of the Teaching Modules on the Theme of Discussion Text

Learning Objectives	HOTS	LOTS	Information
12.4.1. Identify the discussion text's communicative purposes and schematic structures.		✓	Operational verbs are found in Bloom's Taxonomy at the level of C2 (Understanding): Identity.
12.4.2 Identify some of the linguistic features of discussion text: generic participants, simple present, thinking verb, modality, contrastive conjunction, and passive voice.		✓	Operational verbs are found in Bloom's Taxonomy at the level of C2 (Understanding): Identity.
12.4.3. State explicit and implicit information, main ideas, and detailed information from the discussion text.		✓	Operational verbs are found in Bloom's Taxonomy at the level of C2 (Understanding): State main ideas.
12.4.4 Categorize facts and opinions based on the discussion text given.	✓		Operational verbs are found in Bloom's Taxonomy at the level of C4 (Analyzing): Categorize.
12.4.5 Write a discussion text with the appropriate schematic structures and language features.	✓		Operational verbs are found in Bloom's Taxonomy at the level of C6 (Creating): Write Appropriate schematic structures.
12.4.6. Do a group		✓	Operational verbs are found

presentation that focuses on the discussion text.	in Bloom's Taxonomy at the C3 (Applying) level: <i>Do group presentation.</i>
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Based on Table 4.5, there are 6 learning objectives on the theme of the Discussion Text in the English teaching module of Class XII MAN Palopo. Four learning objectives are included in the Higher Order Thinking Skill (HOTS) category, and two other learning objectives are not included in the HOTS category. The learning objectives included in the HOTS category are Learning Objective 12.4.3, Learning Objective 12.4.4, Learning Objective 12.4.5, and Learning Objective 12.4.6. Learning objectives not included in HOTS are Learning Objective 12.4.1 and Learning Objective 12.4.2.

Learning objective 12.4.1 is not categorized as HOTS because it is at the C1 or remembering level. Learning objective 12.4.2 is also not categorized as HOTS because it is at the C2 or understanding level. Learning Objective 12.4.3 and Learning Objective 12.4.4 are at the C4 or analysis level. Learning objective 12.4.5, which is at the C6 or creating level, and learning objective 12.4.6, which is at the C5 or evaluation level and is included in the HOTS category.

Based on the results of this analysis, the learning objectives of English class XII MAN Palopo on the theme of Discussion Text in the 2023/2024 academic year are dominated by learning objectives included in the Higher Order Thinking (HOTS) category.

Learning outcomes and objectives are two critical elements in education that are interrelated and mutually supportive to achieve optimal educational outcomes. Both elements are essential in improving higher-order thinking Skills (HOTS).

Educators can design effective learning processes and activities to develop HOTS in students by understanding the relationship between learning outcomes and objectives.

Learning outcomes refer to the expected outcomes of the educational process, including the skills, knowledge, and attitudes that students are expected to acquire after completing a program or course. Learning outcomes provide a clear picture of what students should know and be able to do. Learning objectives contain specific statements of what students will learn in a lesson or unit. Learning objectives help in directing the teaching process to achieve the learning outcomes that have been set.

HOTS-oriented learning outcomes help students to be better prepared for the demands of the real world. Students will face situations requiring critical thinking, problem-solving, and complex decision-making outside the school environment. Educators can ensure that students are well-equipped to face future challenges by setting learning outcomes that include these skills.

Learning outcomes that include HOTS can also help students to develop critical information literacy skills. Finding, evaluating, and using information effectively is essential in this digital era. Educators can help students become critical and thoughtful information consumers by setting learning objectives that include these skills.

Learning outcomes and objectives focusing on HOTS can also help students be better prepared for standardized tests and assessments that test analytical and critical skills. Many exams today assess students' ability to analyze and evaluate

information, not just memorize facts. By setting learning objectives that include these skills, educators can help students to be more prepared and confident for exams.

Learning outcomes and objectives that focus on HOTS include the development of metacognitive skills. Metacognition involves the awareness and control of independent thought processes. When learning objectives include metacognitive reflection, students will learn to monitor and assess their understanding and strategies. This is very important for the development of HOTS.

The critical relationship between learning outcomes and learning objectives is that learning objectives provide a detailed framework for achieving learning outcomes. By setting clear and specific learning objectives, educators can design learning activities that directly support the achievement of students' higher-order thinking skills. Learning outcomes and objectives must be designed to challenge and encourage students to analyze, evaluate, and create, which are the main components of higher-order thinking skills (HOTS).

Well-designed learning objectives can facilitate the achievement of HOTS by providing structured and purposeful steps. For example, learning objectives may include complex text analysis, non-routine mathematical problem-solving, or research projects requiring critical evaluation of multiple sources. Such activities encourage students to go beyond basic memorization and application and develop deeper analytical and evaluative skills.

HOTS-focused learning objectives can also help create a more challenging and engaging learning environment for students. When students are allowed to engage in activities that require them to think critically and creatively, they are more likely to feel challenged and motivated to learn. This motivation is essential to encourage active engagement and success in achieving higher learning outcomes.

HOTS-focused learning objectives will support differentiation in teaching. Each student has different needs and abilities. By setting objectives that cover a range of cognitive skill levels, educators can provide tasks matching individual students' abilities while encouraging them to progress to higher skill levels. This helps to create an inclusive and supportive learning environment.

HOTS-oriented learning objectives can help students develop creativity. Creativity is an essential aspect of HOTS that involves generating new and innovative ideas. Educators can help students develop highly valued skills in various work and life areas by setting learning objectives encouraging students to think creatively.

The importance of learning outcomes and learning objectives that focus on HOTS will develop students' social and emotional skills. Higher-order thinking processes often involve collaboration and communication. When students work together to analyze problems or evaluate arguments, they learn to listen, respect the views of others, and work towards solutions together. This not only develops students' academic skills but also critical social skills.

HOTS-focused learning objectives can also allow students to learn from their mistakes. Higher-order thinking processes often involve experimentation and reflection, which can lead to mistakes. However, by setting goals that encourage reflection and improvement, educators can help students see mistakes as an essential part of the learning process and develop resilience in the face of challenges.

HOTS-oriented learning objectives can help students to develop greater self-confidence. Students can feel proud of their achievements When completing challenging tasks and developing higher-order thinking skills. This can boost their confidence and encourage them to continue taking on more significant challenges in their learning process.

HOTS-focused learning objectives also support the development of practical problem-solving skills. Solving problems is one of the most essential skills in today's workforce. By setting objectives that encourage students to analyze problems, evaluate different solutions, and create innovative solutions, educators can help students develop these skills.

The link between learning outcomes and HOTS-focused learning objectives also includes the development of practical communication skills. Communicating ideas clearly and persuasively is an essential skill that can be developed through learning objectives, including presentations, discussions, and debates. This helps students understand the material and convey their understanding to others clearly and convincingly.

The relationship between learning outcomes and HOTS-focused learning objectives also includes the importance of cross-disciplinary learning. Higher-order thinking processes often involve the integration of knowledge from different subject areas. By setting objectives encouraging this integration, educators can help students see the connections between different concepts and develop a more holistic understanding.

Finally, the importance of HOTS-focused learning outcomes and objectives lies in their ability to help students become lifelong learners. When students are taught to think critically, creatively, and reflectively, they develop attitudes and skills that will help them to continue learning and developing throughout their lives. This is one of the most important goals of education, and HOTS-focused learning outcomes and learning objectives can play a crucial role in achieving this goal.

2. Higher Order Thinking Skills (HOTS) in English Learning Activities

Higher-order thinking Skills (HOTS) in the English learning process are implemented by teachers through several efforts. The most essential step is to introduce HOTS to students. The most complex step is implementing learning strategies from the lowest to the highest level and various learning activities based on higher-order thinking skills (HOTS).

Teachers introduce HOTS in English learning by giving questions or readings to students that can make students think critically. The results of the interview conducted with the English teacher of MAN Palopo said that:

“Yes, I apply it because why do you have to introduce it to them so that later they will not be surprised when they are in the world of lectures? In that way, I increase the text. So I balance it with the ability of the students as well. So, I deal with my text with questions like how to play the idea. What information is in the reading questions, so that's what mami. Sometimes, I also give overlapping reading assignments, and the point is that I still give questions that train students to think critically.” (Interviewed on 9 July 2024)

The implementation of HOTS in English language learning at MAN Palopo has been implemented. The most straightforward HOTS implementation step is providing readings or information that can make students think critically. The implementation of HOTS is an effort so that students have critical thinking skills, which are believed to be useful for students later when they want to continue their education at a higher level.

Applying higher order thinking skills (HOTS) in the English learning process in Class XII MAN Palopo is also done by applying learning strategies from the lowest to the highest level. Based on the results of the interview with the English Teacher of MAN Palopo, she said:

“Then, usually in every lesson, son, there is an explanation of the material by the HOTS steps starting from C1-C6. At the end of the lesson, we give an exercise question so that the first thing in the class is to make observations, and for example, we map oh, this part is part A. After that, we discuss the exercise questions. Later, one week after the meeting, we do a tryout. After another tryout, we map again from the tryout results that the child has reached this stage.” (Interviewed on 9 July 2024)

The implementation of higher-order thinking skills (HOTS) in the learning process of English class XII MAN Palopo, one of which is by presenting material by HOTS steps ranging from C1 (remembering) to C6 (creating). These steps are implemented through several learning activities at the beginning and end of

learning. The teacher's initial step in implementing HOTS approach learning is through pre-test and initial observation of students to determine the level of basic understanding and advanced understanding of students.

Implementing HOTS-based English learning activities at MAN Palopo has reached the C6 (Creating) category. An interview conducted with an English teacher at MAN Palopo stated that:

“The application of HOTS here has also reached C6, which is creating, especially when entering the material part of the procedural text, the children are very excited to make videos, let alone procedural texts to make food, they are very excited. If the type of text that explains uhh already mi dizzy mi..if the text they like is like narrative, descriptive, recount, report text. Usually, some complain that missing is difficult, but not all are happy if given challenges to think critically.” (Interviewed on 09 July 2024)

Implementing HOTS-based learning can excite students to learn about some activity themes, such as Procedure text videos. However, other HOTS-based learning activities, such as making narrative, recount, and report text videos can make students feel dizzy. The solution to overcome this is for teachers to encourage students while encouraging students to develop their abilities.

Observations that have been made show that higher-order thinking skills (HOTS) are implemented in learning with several learning strategies and techniques. The strategies applied are analyzing characters and persuasive texts—learning techniques for argumentative text themes through evaluation and reconstructing arguments from interlocutors. The learning method for the discussion text theme with the podcast method is from the results of the text made by students. In detail, the results of observations of higher-order thinking skills can be seen through learning activities.

HOTS-based English learning activities implemented by MAN Palopo teachers can be seen in the teaching module. The following table will present the results of the analysis of the English teaching module of class XII MAN Palopo regarding learning activities that apply higher-order thinking skills.

Tabel 4.6. The Application of HOTS in English Learning Activities

High Order Thinking Skills (HOTS)	Taxonomists Bloom	Learning Activities
	C6 (Creating)	a. The teacher assigns project-based tasks. b. Create a narration of a conversational dialogue. c. Make a video presentation of the summarised findings of analysing a trending issue.
	C5 (Evaluation)	a. Students are asked to identify and evaluate the arguments in the text, determine whether they are strong or weak, and provide reasons underlying their judgement.
	C4 (Analysis)	a. Students are asked to read an argumentative essay and then critically analyse the arguments presented. b. Students are given a short story then asked to analyse the characters in the short story.
	C3 (Applying)	a. Students are asked to write a short story based on a given theme. b. Make a speech with a certain topic then present it in front of the class.

Low Order Thinking Skills (LOTS)	C2 (Understanding)	a. The teacher asks the students to read a text (short story) and write a summary. b. The teacher gives a theme or topic related to English learning then students are divided into groups to discuss with this can improve students' understanding through collaboration and exchange of ideas.
	C1 (Remembering)	a. The teacher gives a short multiple-choice quiz or test on vocabulary and grammar to measure the extent to which the students can recall and recognise the information learned. b. Students compile a list of new vocabulary words and their meanings from the reading or lesson material given.

(Sumber: Modul Ajar Bahasa Inggris Kelas XII MAN Palopo Tahun Ajaran 2023/2024)

Based on Table 4.6, the English learning process of Class XII MAN Palopo in the academic year 2023/2024 implemented several activities that were included in the higher-order thinking skill (HOTS) category and the lower higher-order thinking category. Learning activities that apply the higher order thinking skills (HOTS), namely:

- a. Teachers give project-based assignments

Project-based learning models can develop students' higher-order thinking skills (HOTS), solidifying their learning abilities and making the learning process

more meaningful.⁷⁰ The following are the results of interviews with English teachers at MAN Palopo:

"The form of assignments that I give is, of course, project-based, then I divide them into groups according to the level of ability of the students, the time I give is 2 weeks, the form of the task is to make a video, I only give them the keywords, the theme is about this then they determine the title of the conversation themselves about what, so later I will read the script they made and see the results of the video conversation". (Interviewed on 9 July 2024)

The period given to students for project-based learning is 2 weeks. The time is included in the project's planning, making, and results. The project is to make a video based on the learning theme, the title of the project is based on the students' agreement in each group. Other interview results show the benefits, preferences, and themes of the projects given by the teacher. The following is the result of the interview with the English teacher of MAN Palopo:

"Project-based assignments help students understand and use English in real contexts, as well as enhance their research, cooperation, and presentation skills. I usually assign PBL for certain materials such as narrative text, descriptive text, and report text, where students create an interesting video based on the material. PBL is conducted 1-2 times per semester because it requires a lot of time and sometimes costs money, although it is beneficial as students produce direct products." (Interviewed on 9 July 2024)

Teachers believe that project-based assignments are efficient in helping students better understand and use English in authentic contexts. Project-based learning can encourage the development of other essential skills in students, such

⁷⁰ Rena Maftu Hatul Khoiriyah et al., "Pengaruh Model Project Based Learning Dalam Pembelajaran Teori Kinetik Gas Terhadap Keterampilan Berpikir Tingkat Tinggi Siswa Di Sman 5 Jember," *Jurnal Pembelajaran Fisika* 12, no. 1 (2023): 1, <https://doi.org/10.19184/jpf.v12i1.36283>.

as research, cooperation, and presentation skills. Project-based learning is applied to theme materials such as narrative, descriptive, and report texts.

Project-based learning in English in class XII MAN Palopo is implemented by making an interesting video based on the material assigned to students. PBL assignments are done in groups with a preference for implementation 1-2 times in one semester of the school year. Although project-based learning is perfect for students because they can produce products, PBL has a disadvantage because it takes much time to produce products and brings additional costs for which students do not have income.

b. Students make a Conversation Dialogue Narrative

When students are directed to create a dialogue narrative, students will collect new information and then manage their minds to write the appropriate narrative. Muhammad Rivki explains that higher-order thinking is students' thinking skills to collect new information stored in their memory, then connect and transmit it to solve problems.⁷¹ The researcher asked about the process of making dialog narratives to the English teacher of MAN Palopo. Did the students themselves make the dialog? The teacher then explained that:

“Yes, all of them, I also don't look at the grammar first because they are tough to build motivation here, especially when we correct their writing. They lack the basics of grammar, but the speaking is good.” (Interviewed on 9 July 2024)

Each student creates English dialog narratives. The dialog narratives produced by students still need to improve. The most obvious area for improvement is grammar. Students' dialog narratives generally show that they still

⁷¹ Muhammad Rivki et al., *Media Pembelajaran*, n.d.

need to improve their understanding of the basics of grammar. Nevertheless, dialog narratives were created to foster students' learning motivation. In addition, from the process, it is also known that students' speaking ability tends to be good.

The teacher designed the creation of dialog narratives by students based on the teacher's interest in creating an interactive learning approach. This is the result of the interview that has been conducted. MAN Palopo's English teacher said:

“I am very interested in interactive learning methods, one of my efforts to create interactive learning methods is by implementing conversational dialogue narratives. Usually, to create conversational dialogue narratives, I ask students to make dialogues about their future, their vacation experiences, or the atmosphere in a memorable place. After the conversation narration script is finished, they are then directed to make a podcast so that the learning that is carried out is truly interactive and meaningful for students.” (Interviewed on 10 July 2024)

The learning process that directs students to create a dialog narrative then directed to carry out the podcast, can be an innovative approach to learning English class XII. In addition, it will create interactive and meaningful learning for students. Some relevant and exciting topics that can be applied to such learning approaches and methods are:

1) Future Plans

Students are asked to create a dialogue about what they plan to do. This motivates students to think about their goals and allows them to use English personally and meaningfully.

2) Vacation Experience

Students are invited to share stories about vacation experiences. This topic tends to be interesting because it involves real experiences full of details and emotions, which can make the dialogue more lively and authentic. Sharing

vacation experiences will teach students about the tourist attraction and the experience felt after visiting the tourist attraction.

3) Atmosphere in Memorable Places

Students are asked to describe the atmosphere in a place with a memorable impression. The atmosphere described includes visual, sensory, and emotional descriptions, which can enrich students' use of English. Creating a dialogue narrative of the atmosphere in a memorable place means that students reflect on the understanding gained from the visual, sensory, and emotional utilization that students have gone through.

a. Students Make a Video Percentage Summary of Current Issue Analysis

The assignment is to make a percentage video given to students by examining current issues that are currently hot, such as a summary of the implementation of the independent learning curriculum as felt by students. The assignment to make a video presentation summary of current issue analysis in English learning is closely related to improving students' high-level thinking (HOTS). Making a presentation video will require students to conduct in-depth analysis, think critically, and present information creatively and effectively. This is as stated by the English teacher at MAN Palopo:

“This project is part of English learning in class XII MAN Palopo deck. I ask students to choose actual issues that are relevant or that are currently booming. After that, I ask the students to analyze its relationship with the studied material. To test their understanding and analysis skills, I asked them to make a video presentation of the results of their analysis related to the actual issues. Usually, these actual issues are viral news or problems in the world of education.” (Interviewed on 10 July 2024)

The researcher wanted to know why the teacher told the students to make a video presentation summarizing the analysis of actual issues. The English teacher of MAN Palopo, who was interviewed then said:

Teachers want to create English learning that does not only direct students to acquire knowledge and understanding through textbooks. The teacher wants to develop students' skills more broadly through a research, analysis, and presentation-based approach. Suggesting students make a video presentation of the results of analyzing actual issues will be a learning approach to developing these skills. Examining and analyzing actual issues allows students' awareness of the reality of life around them so that it can be a source of knowledge to live life.

b. Students Identify and Evaluate Arguments

Students are asked to identify and evaluate several arguments in texts or essays, then determine whether the arguments are solid or weak and provide reasons for the assessment. Exploration of high-level thinking skills in educational contexts often emphasizes students' ability to analyze, evaluate, and create.

The results of interviews conducted with English teachers MAN Palopo show that one of the efforts in improving students' higher-order thinking skills is by asking students to identify and evaluate arguments. The English teacher of MAN Palopo said:

“I usually ask students to understand the structure of the argument and identify the main and supporting meanings. After that, I evaluate the strengths and weaknesses of the argument. I ask my students to do this so that they can think critically. Later on, once they understand how arguments are constructed and evaluated, they will become better readers and writers. They will learn to argue effectively and construct convincing arguments in various contexts.” (Interviewed on 10 July 2024)

Identifying and evaluating arguments given by teachers to students is closely related to the development of HOTS. Students are taught to understand how an argument is constructed, including identifying its main and supporting claims. It requires analytical thinking to break down information into smaller parts and see how they are interconnected. Through evaluation activities, students will not only accept information at face value but will also evaluate the validity and strength of the arguments given.

The English teacher at MAN Palopo said that students who can identify and evaluate arguments have a good chance of succeeding in higher education. This is as the results of the interview conducted, namely:

"These skills are essential for success in college and the workforce. The ability to think critically, construct strong arguments, and evaluate information objectively are highly sought-after skills. Students who master these skills will be better prepared to debate, write reports, and make evidence-based decisions." (Interviewed on 09 July 2024)

Good skills in identifying and evaluating arguments are needed at higher education levels after students complete their education at MAN Palopo. Teachers assume that when students can construct solid arguments and evaluate information objectively, it has become a skill for students.

c. Students Analyze Characters in Short Stories

English learning activities in class XII MAN Palopo through another HOTS approach, namely, students are given a short story and then asked to analyze the characters in the short story. Research conducted by Nugraheni Dwi Agustin explains that values and messages through reading short stories will form analytical, synthetic, and evaluative thinking patterns and even the ability to

create and express.⁷² The results of interviews conducted with English teachers said that:

"I usually ask students to read a short story and then analyze the characters in the short story. What you have to identify is the character's nature, motivation in the short story, changes experienced by the character throughout the story, and the relationship between one character and another, so usually. I also ask the students to evaluate the actions and decisions made by the characters in the short story." (Interviewed on 09 July 2024)

Based on the results of these interviews, the implementation of the learning strategy, where the teacher asks students to analyze the characters in short stories, the first step is to ask students to read short stories. The next step is to ask students to identify several things related to the characters in the short stories read, including:

- 1) Identifying the nature or personality of each character in the story.
- 2) The motivation behind the actions and decisions taken by the characters.
- 3) Observing changes experienced by the characters throughout the story, such as developments or transformations.
- 4) Analyze the relationships between one character and another and how these relationships affect the storyline.
- 5) Evaluate the actions and decisions taken by the characters in the short story.

⁷² Nugraheni Dwi Agustin, "Peran Dan Teknik Soal Berbasis HOTS Pada Kompetensi Dasar Meneladani Nilai Kehidupan Dalam Cerita Pendek," *Prosiding Seminar Nasional Pendidikan Bahasa Dan Sastra Indonesia I Unimed-2018*, 2018, 35–45.

3. **Higher Order Thinking Skills (HOTS) in the Assessment of English Learning**

Assessment and evaluation have similarities. Both mean assessing or determining the value of something. Assessment is used in a narrower context and is usually carried out internally by people who are part of or involved in the system, such as teachers assessing student learning outcomes or supervisors assessing teachers.

The assessment that teachers prefer is project-based assessment, such as direct speaking, compared to writing-based assessment. This is due to problems such as cheating and difficulties in assessing writing accurately. This is as conveyed by the English Teacher of class XII MAN Palopo:

"I am more inclined to take the score, but I prefer direct assessment because I usually speak directly, and I score directly. Why do children, when writing, usually like to cheat? Well, mostly, if one is wrong, everything is wrong. Related to the rubric, I still use the assessment first."
(Interviewed on 09 July 2024)

Project-based assessments, such as oral presentations or projects, can be more effective in measuring critical and creative thinking skills than writing-based assessments, which can often lead to problems such as cheating. However, the need for teaching media that support these projects remains, as students need appropriate resources to complete such tasks. This research will analyze learning evaluation in the narrower context of learning assessment.

Observations have found that higher-order thinking skills (HOTS) are used to evaluate and assess students' listening, reading, speaking, and writing skills in English in English learning assessment class XII MAN Palopo.

Analyzing questions or assessment questions in English class XII MAN Palopo also helps identify higher-order thinking skills in learning assessments. The following are the results of analyzing the assessment questions of English class XII MAN Palopo.

Tabel 4.7. HOTS Assessment in English Learning

Tema	Skills	Questions	HOTS	LOTS	Keterangan
Narrative Text	Listening	1. What was Jihan Dan Ilyas talking about?		✓	C1 (Remembering): <i>what we're talking about...</i> This question asks students to recall specific information from the dialog.
		2. Based on the dialogue, how vital is electricity? Power in a human's life?	✓		C4 (Analysis): <i>How important is..</i> This question requires students to analyze the information from the specified dialogue.
		3. What kinds	✓		C4

	of loss can people face if a power fails?		(Analysis): What kinds of loss people can face... This question requires students to analyze the different types of losses in the passage.
Reading	1. What is the writer's communicative purpose?	✓	C2 (Understanding): <i>What is the writer's communicative purpose?</i> This question requires students to understand the communicative purpose of the writer.
	2. The phrase, 'Yet, he was persistent to stay on track, ' in the first paragraph, means.	✓	C2 (Understanding): <i>means</i> This question asks students to understand the meaning of a phrase in context.
	3. Mention two reasons	✓	C1 (Remembering)

Killion wanted his village to have a solar power plant. Explain!		g): <i>mention</i> . This question requires the student to recall and state the reason.
4. Could the following statements represent what is told in the story? Click Yes or No for each statement.	✓	C2 (understanding): <i>Could the following statements represent</i> . This question asks students to understand and identify whether the statement fits the story.
5. What do you think about Killion's hope in the last paragraph? Please explain your answer by comparing your attitude to the story.	✓	C5 (Evaluation): <i>what do you think, explain, comparing</i> . This question asks students to evaluate, give a personal opinion, and compare their attitude with the reading provided.
6. According to the text, mention two	✓	C1 (Remembering): <i>According</i>

		supporting sentences that Killion was 'the true light' of Amdul village. Explain.		<i>to the text, mention</i> This question directs students to recall and name the supporting sentences.
Argumentative Text	Listening	1. Explain what is happening in the two pictures	✓	C2 (Understanding): <i>Explain.</i> This question focuses students on explaining what is happening in the two pictures and requires them to understand the visual information.
		2. Do you prefer to use cash or electronic money for purchasing? Why?	✓	C5 (Evaluasi): <i>Do you prefer why.</i> This question focuses students on evaluating an opinion in the passage.
	Speaking	1. In your opinion. Why did La Ode	✓	C5 (evaluasi): <i>In your opinion, why...</i>

invite Sri to his podcast?		This question asks students to give their opinion about a statement in a text.
2. How do you feel about Sri's idea that money will remain a governing force in humans' lives?	✓	C5 (Evaluasi): <i>How do you feel...</i> This question focuses students on evaluating and expressing their opinions on the passage's idea and requires personal analysis and reflection.
3. Do you agree with Sri's opinion 'So, to me, it is like living in a world where you get all the benefits of spending, without the pain of paying'? Explain your reasons.	✓	C5 (Evaluasi): <i>Do you agree?</i> <i>Explain your reasons.</i> This question asks students to give their opinion on whether they agree with the opinion of the passage and provide an explanation.
4. What is your view on those who want to	✓	C5 (Evaluasi): <i>What is your view..</i>

	make social media influencers a profession?		This question focuses on students to ignite and provide their views on the profession of social media influencer.
	5. Due to the pandemic, the use of cashless methods has become rapid. What are your thoughts on that?	✓	C5 (evaluation): <i>What are your thoughts?</i> This question focuses students on giving their opinions about the reading.
Reading	1. What is the writer's communicative purpose?	✓	C2 (understanding): <i>What is the writer's communicative purpose?</i> This question focuses students on understanding the author's communicative purpose.
	2. Why does the writer believe that e-money	✓	C2 (understanding): <i>why does the writer</i>

providers are friendly users?		<i>believe?</i> This question focuses students on understanding the reasons behind the author's beliefs in a text.
3. Do you agree with the writer's opinion at the end of the paragraph? Please explain your answer by comparing your attitude to the text	✓	C5 (Evaluasi): <i>Do you agree, Explain your answer by comparing.</i> This question focuses more on students analyzing and then evaluating a text.
4. Could the following statements represent why people want to shift to using E-payment?	✓	C2 (Understanding): <i>Could the following statements represent</i> This question focuses students on understanding and identifying.
5. If you are offered the option of using an e-	✓	C5 (Evaluation): <i>what will be your</i>

		payment or debit card, what will be your decision? Using e-payment, debit card, or both? Explain your answer according to the text.		<i>decision?</i> <i>Explain!</i> This question asks students to decide and explain their reasons based on a text requiring critical evaluation and judgment.
	Writing	1. Create a piece of writing with a predetermined theme: the challenges of e-money, the benefits of e-money, the development of e-money and its impacts on social life, and E-money as a lifestyle.	✓	C6 (Creating): <i>Creat</i> This question asks students to create a piece of writing that requires the ability to plan, develop, and write creatively.
Hortatory Exposition	Listening	1. Are you familiar with any social media platforms?	✓	C1 (Remembering): <i>Are you familiar with.</i> This question

		focuses on students to remember whether they are familiar with social media platforms.
2. Which do you think is the most popular among teenagers?	✓	C3 (Applying): <i>Which do you think is the most popular</i> This question focuses students on applying knowledge about the popularity of social media platforms among teenagers.
3. Do you get 'likes' or 'dislikes' when posting on social media?	✓	C1 (Remembering): <i>Do you get 'likes' or 'dislikes'</i> This question focuses students on remembering their personal experiences.
4. How do you know that?	✓	C2 (Understanding): <i>How do you know?</i> This question

			asks students to understand and explain how they know something.
	5. The phrase 'spill the tea' in the dialogue means ... you may choose multiple correct answers.	✓	C2 (Understanding): <i>This means you may choose</i> This question asks students to understand the meaning of phrases in the context of the dialogue.
Speaking	1. What do you think about the picture?	✓	C5 (Evaluasi): <i>What do you think..</i> This question focuses students on evaluating and giving their opinions about a picture which requires critical thinking.
	2. Are you familiar with the signs?	✓	C1 (Remembering): <i>Are you familiar with.</i> This question

			focuses on remembering whether they recognize the signs in a picture.
	3. Where do you usually find the signs?	✓	C1 (Remembering): <i>Where do you usually find?</i> This question focuses students on the remembering stage.
	4. Have you ever commented on someone's posting? If yes, on what occasion do you usually post these comments?	✓	C2 (Understanding): <i>Have you ever commented? If yes, on what occasion?</i> This question focuses students on remembering and understanding the contents of a reading.
Reading	1. What is the communicative purpose of the text?	✓	C2 (Understanding): <i>What is the communicative purpose of the text?</i>

		<i>ve purpose</i> This question focuses students on understanding the communication purpose of the text.
2. The third paragraph talks about?	✓	C2 (Understanding): <i>Talks about..</i> This question focuses students on understanding and summarising the contents of the reading.
3. Why does hate speech on social media platforms lead to violence?	✓	C4 (Analyzing): <i>why does</i> This question focuses students on analysing the reasons in the reading.
4. To make a better internet environment, the author	✓	C2 (Understanding): <i>the author suggests that.</i>

		suggests that.		This question asks students to understand the advice given by the author.
	Writing	1. Create a writing piece explaining the key points of the incomplete sentences in a table.	✓	C6 (Creating): <i>Creat</i> This question focuses on students to create a writing that explains the main point of the sentence. Requires the ability to plan, develop, and write creatively.
Discussion Text	Reading	1. What is the communicative purpose of the text?	✓	C2 (Understanding): <i>What is the communicative purpose</i> This question focuses students only on understanding the text's communication purpose.
		2. The statement which supports the writer's position is.	✓	C4 (Analyzing): <i>The statement which supports</i> This question

			asks students to identify statements that support the author's position and analyze the text's content.
	3. What is the generic participant?	✓	C2 (Understanding): <i>What is a generic participant</i> This question asks students to understand the concept of generic participants in a particular text or context.
Listening	1. If you were that student, would you do the same?	✓	C5 (Evaluation): <i>If you were, would you do the same</i> This question asks students to evaluate their actions based on the situation and requires judgment and comparison with personal perspectives.
	2. Are the illustrations above familiar to you?	✓	C1 (Remembering): <i>Are Familiar</i> This question focuses

			students on remembering and recognizing the illustration.
Speaking	1. Formulate your opinion on the theme of what actions can be taken to reduce the carbon footprint and present it to the class.	✓	C6 (Creating): <i>formulate, present.</i> This question focuses students on formulating their opinions about the actions that can be concluded.
Writing	1. create a discussion text with the theme that has been determined.	✓	C6 (Creating): <i>Creat</i> This question asks students to create a discussion text with a predetermine d theme.

The table above displays various assessment questions used to evaluate students' abilities in learning English through Narrative Text, Argumentative Text, Hortatory Exposition, and Discussion Text. Each question is categorized based on the skills tested (Listening, Reading, Speaking, and Writing) and the thinking

skills level based on Bloom's Taxonomy (C1 to C6). Next, we will explain the assessment of listening, reading, speaking, and writing skills, which are included in higher-order thinking skills (HOTS) statements.

a. Listening Assessment

Listening assessment questions included in the HOTS category on the narrative listening text theme are: “*How important is electricity?*” and “*What kind of people can face if there is power failure?*”. Assessment questions on the argumentative text theme that include HOTS are “*Do you prefer to use cash or electronic money for purchasing? Why?*”. No assessment questions on the hortatory exposition theme are included in HOTS. Assessment questions on the discussion text theme are: “*If you were that student, would you do the same?*”.

b. Reading Assessment

Reading assessment questions included in the HOTS category on the narrative listening text theme is “*What do you think about Killion’s hope in the last paragraph? Please explain your answer by comparing your attitude to the story!*”. Assessment questions on the argumentative text theme that include HOTS are “*Do you agree with the writer’s opinion at the end of the paragraph? Please explain your answer by comparing your attitude to the text!*” and “*If you are given an offer of using e-payment or debit card, what will be your decision? Using e-payment, debit card, or using both. Explain your answer according to the text!*”. Assessment questions on the hortatory exposition theme include HOTS: “*Why does hate speech on social media platforms lead to violence?*”. Assessment

questions on the discussion text theme are *“The statement supporting the writer's position is..?”*.

d. Speaking Assessment

No speaking assessment questions fall into the HOTS category on the narrative text theme. Assessment questions on the argumentative text theme that fall into HOTS are *“In your opinion. Why did La Ode invite Sri to his podcast?”*, *“How do you feel about Sri's idea that money will remain a governing force in the lives of humans?”* *“Do you agree with Si's opinion ‘? So, to me, it Explains living in a world where you get all the benefits of spending without the pain of paying’? Explain your reasons”* *“What is your view on those who want to make social media influencers as a profession?”* and *“Due to the pandemic, the use of cashless methods has become rapid. What are your thoughts on that?”*. Assessment questions on the hortatory exposition theme that include HOTS are *“What do you think about the picture?”*. Assessment questions on the discussion text theme are *“Formulate your opinion on the theme of what actions can be taken to reduce the carbon footprint”*.

e. Writing Assessment

No writing assessment questions fall into the HOTS category on the narrative text theme. Assessment questions on the argumentative text theme that fall into HOTS are *“Create a piece of writing with a predetermined theme: the challenges of e-money, the benefits of e-money, the development of e-money and its impacts on social life, E-money as a lifestyle.”* Assessment questions on the hortatory exposition theme include HOTS: *“Create a piece of writing that*

explains the key points of the incomplete sentences in a table?''. Assessment questions on the discussion text theme are *“create a discussion text with the theme that has been determined.”*

Based on the researchers' analysis of several questions from the four themes contained in the teaching module, it was found that there were 43 types of questions that had been analyzed. Researchers found that for listening skills there were 4 HOTS-based questions and 8 LOTS-based questions. In reading skills, there are 5 HOTS-based questions and 13 LOTS-based questions, for writing skills, 3 HOTS-based questions were found, while for speaking skills there are 7 HOTS-based questions and 3 LOTS-based questions.

B. Obstacles in Implementing Higher Order Thinking Skill (HOTS) in Learning English

Implementing higher-order thinking skills (HOTS) in English language learning in Class XII MAN Palopo encountered several obstacles. Based on the observation, the obstacles encountered in implementing higher order thinking skills (HOTS) in English learning are faced by teachers and students. The obstacles teachers face are limited time in Teaching modulening, limited media and teaching materials, and limited HOTS-based assessment. Students face difficulties analyzing oral and written texts, lack of confidence and practice using English in everyday life, and difficulties making English narrative texts. Based on interviews that have been conducted, some of the obstacles encountered in the implementation of HOTS in English language learning in Class XII MAN Palopo, namely:

1. Limited Grammar Mastery of Students

Class XII MAN Palopo students need to improve in learning English, especially in mastering grammar in English. Based on the results of interviews conducted with English teachers, MAN Palopo conveyed:

"This is my weakness; this research class lacks grammar basics, but it's good for speaking skills. I use high-level questions to train students to think critically, but I see that my achievement is declining, perhaps because the difficulty of the questions increases each year. So, what about HOTS? I still provide questions like the main idea and information in the reading, as well as reading assignments that require critical thinking." (Interviewed on 26 June 2024)

Mastery of grammar is still considered lacking among students. Mastery of grammar is essential in learning English because it helps students develop practical, accurate, and contextual communication skills. Mastery of grammar can help students understand the sentence structure in the English texts they read, making it easier for students to grasp the meaning of HOTS-based questions made by teachers.

Teachers observed that students' achievement levels in HOTS questions decreased yearly. This indicates that students may struggle to master the critical and analytical thinking skills required by HOTS questions. Although the teacher's goal is for students to be able to think critically, the results show that students still need to achieve these abilities optimally. Teachers realized that increasingly difficult HOTS questions made it difficult for students, and their results were often low or even zero.

These difficulties are caused by several factors, such as lack of basic understanding, lack of practice in critical thinking, fear of failure that makes

students reluctant to try more challenging questions, and students' mastery of grammar. Mastery of grammar and HOTS development in English learning are interrelated and mutually supportive. Grammar provides a strong foundation for students to understand, analyze, evaluate, and create texts in English. By integrating grammar and HOTS, students can develop more profound language skills and critical thinking, essential for academic and professional success. Teachers expect external support to improve students' mastery of English, one of which is by involving students in course activities outside of school. This is as per the results of an interview with an English teacher at MAN Palopo:

"So if they take courses outside, little by little we teachers are helped, not like this from ZERO, even though this is already high school if you want to think about it. The children's ability varies and still lacks knowledge of the English language". (Interviewed on 09 July 2024)

Teachers revealed that students who take additional courses outside of school help teachers in the learning process because these students already have basic knowledge. On the other hand, teaching students from scratch (from ZERO) is a big challenge because high school students should already have basic knowledge. Teachers realize that students' abilities in English vary greatly. Some students have minimal knowledge, while others may be more advanced. Teachers feel that many students need to have adequate basic knowledge of English even though they are already in high school. This makes implementing HOTS more challenging because students need a solid basic understanding to think critically and analytically. Teachers try to overcome these difficulties by adjusting how questions are presented, such as using questions that lead to the text's central idea or essential information in the reading. With this approach, teachers try to make it

easier for students to identify important information and think critically in a more focused and less intimidating way. This activity can be an excellent first step in gradually building students' critical thinking skills.

Teachers also give incomplete reading assignments (omitting some parts of the text) to train students to think critically. This assignment requires students to fill in the missing parts with relevant information, which in turn encourages students to understand the context of the reading more deeply and think analytically.

2. Learning Time Allocation

Implementing Higher Order Thinking Skills (HOTS) in English learning in madrasahs often faces various obstacles. One of the obstacles to implementing higher-order thinking skills in English learning at MAN Palopo is the limited allocation of learning time. This is as per the results of an interview with an English teacher at MAN Palopo, namely:

"I used to change my methods and strategies (the HOTS approach) but was constrained by time. I needed more time to be given to me. So it's like I still need to do something. It's different from the past when the time was 4/3 times a week so it's good that now it's no longer just 1 time a week how efficient the learning is. If the problem of fulfilling my achievements is not fulfilled, I don't think so because of the constraints in the narrow time allocation." (Interviewed on 09 July 2024)

Teachers stated that the time available for teaching needs to be increased to implement the HOTS approach effectively. When teachers try new methods and strategies, the time runs out before students can understand and apply the necessary skills. Teachers had 4-3 meetings a week in the past, so there was more time to teach and deepen the material. However, the number of meetings has been

reduced to only once a week, making it challenging to achieve learning efficiency. This makes it difficult to design lessons that can meet the needs of all students in a limited time.

3. Student's Motivation

Implementing higher-order thinking Skills (HOTS) in English learning highly depends on various factors, including student learning motivation. High learning motivation can increase the effectiveness of HOTS implementation and support achieving optimal learning outcomes. However, the obstacle encountered in implementing HOTS in English learning in class XII MAN Palopo is the need for students' motivation to learn English.

"It's tough to build motivation, let alone when we correct the writing."
(Interviewed on 09 July 2024)

Teachers revealed that building student motivation in English learning that applies HOTS is very difficult. Student motivation is an essential factor in learning. Students who are not motivated are less enthusiastic about engaging in learning activities that require high-level thinking skills. Various factors, such as lack of interest in the material, high frustration with complex tasks, or lack of self-confidence, cause difficulty in building motivation.

The lack of motivation to learn English that arises due to students' lack of self-confidence is seen when the teacher corrects students' writing. Students feel afraid or uncomfortable. Fear or anxiety when receiving feedback occurs because students feel that their work does not meet the expectations or standards set. This fear can reduce students' desire to try and improve their work, which hurts

learning motivation. This discomfort affects the level of student participation in HOTS activities that require in-depth reflection and evaluation.

4. Teaching Materials Media

Teaching media is vital in implementing higher-order thinking Skills (HOTS) in English learning. However, one of the obstacles encountered in implementing HOTS in English learning in class XII MAN Palopo is the need for teaching media. This is the result of an interview with an English teacher:

"There are so many obstacles faced, one of which is that the teaching material media is still lacking. There is a book that I use that I was told to buy, but the book in it is more often practical."

One of the main obstacles faced is the need for adequate teaching media. The books used often only focus on practice and do not sufficiently support the development of higher-order thinking skills. Limited teaching media can hinder the implementation of HOTS because students may need to get the various perspectives and learning methods needed to understand and apply higher-order thinking skills. The availability of rich and varied teaching media is essential to support HOTS teaching comprehensively and engagingly.

5. Integration of Islamic Values

Teachers must ensure that each topic teaches critical, analytical, and creative thinking skills and relates them to Islamic teachings. This requires a deep understanding from teachers about how Islamic values can be implemented in high-level thinking processes. This is as conveyed by an English teacher:

"The obstacle faced in implementing HOTS is if we want to integrate Islamic values for high-level thinking. In Islamic teachings, there are several teachings where belief is more important than thinking. Like supernatural things, that is not the realm of thinking, but we must believe as Muslims

about the existence of Angels, Jinns, Satan and so on." (Interviewed on 15 August 2024)

Based on the interview results, it can be understood that in Islamic teachings, there are several aspects where belief is considered more important than rational thought or analysis. Examples given are supernatural things such as the existence of Angels, Jinns, and Satan. According to Islamic teachings, Muslims are taught to believe in these things without questioning or analyzing them critically. Students are encouraged to think critically, analytically and creatively while still respecting and maintaining dogmatic religious beliefs. In this case, there is a concern that encouraging students to think too critically about things that should be believed without a doubt could be contrary to religious teachings.

The resource person indicated that there are limitations in the application of critical thinking in Islamic education. Things that are beyond human ability to think or understand, such as supernatural things, should not be made the object of high-level thinking because it can shake the beliefs that have been taught in religion. There are challenges in implementing HOTS in Islamic-based schools, namely how to balance teaching that encourages critical and analytical thinking with religious teachings that emphasize absolute belief in certain things that are not meant to be analyzed rationally.

6. Differences in Interpretation of Islamic Values

Differences in interpretation of Islamic values among teachers, students, and parents can have an impact on the application of HOTS in English learning. Differences in views among teachers, students, and parents on how English

material containing Islamic values into HOTS learning and create challenges.

Based on the results of interviews with English teachers at MAN Palopo:

“An obstacle is also the difference in students' views on English reading material containing Islamic values in it. often becomes an obstacle in applying critical thinking. Collaboration on critical discussion assignments can be difficult when students interpret Islamic values differently. Discussions that are supposed to promote HOTS can turn into unproductive debates, where the focus shifts from critical analysis to defending personal beliefs. In discussion groups on the application of Islamic principles in modern life, students may argue not about the topic but how the teachings should be interpreted. This can hinder the critical thinking process expected in the application of HOTS. " (Interview on August 15, 2024)

Differences in interpretation of Islamic values by students often become obstacles in the application of critical thinking. Students' differing understandings of how Islamic values should be interpreted can make it difficult for them to work together on assignments that require critical discussion. When discussions are supposed to encourage HOTS, such as critical analysis and deep thinking, differences in interpretation can turn discussions into unproductive debates. The focus of the discussion shifts from critical analysis to defending each student's personal beliefs. In situations where students are discussing the application of Islamic principles to modern life, they may argue more about how the teachings should be interpreted than about the main topic. This hinders the critical thinking process that is expected in the application of HOTS. Students' differing interpretations of Islamic values can interfere with the collaboration and discussion that should support the development of HOTS. Rather than encouraging critical thinking, discussions can become a forum for defending personal beliefs, which ultimately hinders the learning objectives.

7. Lack of Teacher Training.

In implementing HOTS, one of the obstacles faced by teachers is the lack of adequate training to improve their understanding and skills in implementing HOTS in the classroom. Based on an interview with an English teacher, it was stated that:

“The obstacle that we also experience is the lack of training given to teachers. The training actually exists, but because of this training sometimes we teachers have to take turns or queue first before we can attend the training, and it takes quite a long time and usually there are teachers who do not get their turn to attend this training.”

Limited training means teachers have less opportunity to develop the latest skills and knowledge needed to effectively implement HOTS. As a result, many teachers feel underprepared to design and implement learning activities that stimulate students' critical and creative thinking skills. In addition, uncertainty about training opportunities makes some teachers feel less motivated or struggle to adapt HOTS-based learning approaches well, as they do not have a deep enough understanding of the principles and methods that should be applied. This certainly has an impact on the quality of learning delivered, as well as the achievement of learning objectives expected in the curriculum.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In the context of 21st-century education, teachers need to adapt to rapid changes in the design of lesson plans. This adaptation prepares students to face increasingly complex and dynamic global challenges. Education in Indonesia, therefore, must integrate Higher Order Thinking Skills (HOTS) which include critical, logical, reflective, metacognitive and creative thinking. Applying HOTS in the English learning process is very important as it trains learners to think critically and innovatively and solve problems effectively and infer information appropriately.

Applying HOTS aims to help learners relate the material learned to real life situations. This allows them to understand concepts in a deeper and more applicable manner, which in turn enriches the learning process and improves students' ability to apply knowledge in different contexts. Although the application of HOTS in the Indonesian educational context is very important, an in-depth study of its application in Islamic education is still needed. This study aims to explore effective ways to integrate HOTS in English language learning at MAN Palopo, as well as to adopt Bloom's taxonomy theory as an analytical tool to evaluate the application of higher order thinking skills.

In class XII of MAN Palopo, especially in the superior class, the application of HOTS skills such as critical thinking, creativity, and problem solving is intensive. The superior class was chosen because the students are expected to

have better critical thinking skills than other classes. To support the development of these skills, teachers develop teaching materials from higher education and design systematic and HOTS-oriented lesson plans. Observations showed that although some of the learning outcomes in the English teaching module were HOTS-oriented, not all outcomes and objectives successfully developed higher-order thinking skills. Some learning outcomes are still at the lower level of thinking according to Bloom's taxonomy, which indicates that not all aspects of learning meet the expected HOTS standards.

In practice, implementing HOTS at MAN Palopo involves various learning methods and activities designed to stimulate critical and creative thinking, such as HOTS-based projects that include video and podcast creation. However, this implementation process faces some significant obstacles. The limited time available often limits the space for optimal HOTS implementation. In addition, students' lack of grammar mastery can hinder their ability to think critically and creatively. Adequate learning media is also needed to support the implementation of HOTS, but resource constraints are often a problem. Student motivation also plays an important role in the effectiveness of HOTS implementation; low motivation can affect student engagement in activities that demand higher order thinking skills.

Additional challenges also arise from the integration of Islamic values in learning. Different interpretations of religious values may hinder the application of critical and analytical thinking, as there may be differences in the way the values are interpreted and applied in the learning context. Overall, although the

application of HOTS in English language learning at MAN Palopo has been done with various methods and efforts, there are still many challenges that need to be overcome to ensure that all students can reach their full potential in higher order thinking skills. Continuous efforts are needed to overcome the existing obstacles and improve the effectiveness of HOTS implementation, so that learners can make the most of these skills in the learning process and in facing challenges in the real world.

B. Suggestion

The research that has been conducted found several facts in the field that the implementation of HOTS in MAN Palopo is only carried out in superior classes, not evenly distributed to all students, without exception for students in ordinary classes. The design of teachers' learning objectives on several material themes has yet to lead to the design of HOTS-based learning objectives. Various obstacles are also encountered in the implementation of HOTS at MAN Palopo. Therefore, the suggestions of this research are:

1. To the Head of MAN Palopo: Principals have an important role in driving improvements in the quality of education by ensuring that teachers are equipped with the necessary skills and knowledge to effectively implement HOTS. This can be done through regular training that focuses on HOTS-based teaching strategies, as well as through the provision of supportive facilities and resources. In addition, adequate infrastructure and learning media should also be provided to strengthen the implementation of HOTS throughout the classroom. With these measures,

principals can ensure that every student, whether in excellent or ordinary classes, has equal opportunities to develop higher order thinking skills.

2. To the English Teacher: The English teacher has the responsibility to direct the learning process towards the development of HOTS in all themes taught. This includes planning learning objectives that focus not only on content mastery, but also on students' ability to analyze, evaluate and create new ideas based on the material learned. By integrating HOTS into every aspect of learning, teachers can help students to not only understand the material deeply, but also to apply the knowledge in more complex and challenging situations, which will ultimately improve the quality of learning throughout the classroom.

3. To Future Researchers: This research paves the way for further studies that can deepen the understanding of the implementation of HOTS in English language learning, as well as explore solutions to the obstacles faced. Future researchers are expected to develop a more comprehensive and practical approach, both in the context of MAN Palopo and in other educational settings. This follow-up study can extend the application of HOTS to various schools with different conditions, providing broader insights and more applicable guidelines for educators in integrating higher order thinking skills into their curriculum.

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A P P E N D I C E S

Instrumen Interview

Indikator HOTS

- Analyzing
- Evaluating
- Creating

Instrumen Wawancara:

1. Bagaimana pemahaman Anda tentang Keterampilan Berpikir Tingkat Tinggi (HOTS)?
2. Apa perbedaan antara berpikir tingkat tinggi (HOTS) dan berpikir tingkat rendah (LOTS) dalam konteks pembelajaran?
3. Bagaimana Anda mendefinisikan HOTS dalam konteks pendidikan?
4. Apa peran IOTS dalam proses belajar dan mengajar?
5. Bagaimana Anda mendefinisikan konsep "analisis" dalam konteks pembelajaran HOTS?
6. Dapatkah Anda memberikan contoh konkret kegiatan atau proyek yang telah Anda lakukan di kelas untuk mengembangkan HOTS siswa?
7. Bagaimana Anda menilai kemampuan siswa untuk menerapkan HOTS dalam pembelajaran?
8. Bagaimana Anda menilai apakah siswa telah berhasil mencapai kompetensi HOTS melalui hasil evaluasi?
9. Bagaimana Bapak/Ibu memberikan kesempatan kepada siswa untuk mengembangkan dan menuangkan ide-ide kreatifnya dalam pembelajaran sehari-hari?
10. Bagaimana Bapak/Ibu memastikan bahwa kegiatan yang Bapak/Ibu rancang benar-benar memacu siswa untuk berpikir kritis dan analitis?
11. Bagaimana Bapak/Ibu memilih materi pelajaran atau topik yang sesuai untuk pengembangan kemampuan analisis tingkat tinggi pada siswa?
12. Kegiatan atau tugas seperti apa yang Bapak/Ibu berikan kepada siswa untuk melatih kemampuan analitis mereka?
13. Bagaimana cara Anda mengidentifikasi dan mengenali indikator HOTS dalam rencana pembelajaran Anda?
14. Strategi atau metode apa yang Anda gunakan untuk merangsang pemikiran kritis, analitis, dan kreatif siswa di kelas?
15. Bagaimana Anda mengukur keberhasilan siswa dalam mencapai kompetensi HOTS?
16. Bagaimana cara merencanakan pembelajaran yang merangsang HOTS siswa?

Variabel	Pertanyaan	Jawaban
Creating	1. Bagaimana penerapan Hots dalam proses pengajaran pembelajaran bahasa Inggris? 2. Dalam pengimplementasian HOTS apakah ada kendala yang dihadapi oleh pendidik? 3. Bagaimana guru menghadapi kendala dalam penerapan HOTS dan solusinya? 4. Bagaimana guru menggunakan metode pembelajaran yang mendukung pengembangan HOTS? (Metode seperti apa yang digunakan) 5. Bagaimana guru menilai keterampilan creat siswa? 6. Bagaimana pendidik memfasilitasi kegiatan yang memungkinkan siswa untuk mengembangkan dan menerapkan strategi kreatif dalam belajar bahasa Inggris. 7. Bagaimana pendidik memfasilitasi kegiatan yang memungkinkan siswa untuk mengembangkan dan menerapkan strategi kreatif dalam belajar bahasa Inggris. 8. Apakah ada kesempatan bagi siswa untuk menunjukkan kreativitas mereka melalui penggunaan teknologi, seperti pembuatan blog, podcast, atau media sosial dalam bahasa Inggris. 9. Bagaimana jenis tugas atau proyek yang dapat diberikan kepada siswa untuk menilai kemampuan mereka dalam menciptakan konten bahasa Inggris. 10. Apa saja contoh aktivitas sederhana yang dapat digunakan untuk melatih kemampuan siswa dalam menciptakan teks atau produk bahasa Inggris. 11. Bagaimana siswa dapat bekerja sama dalam kelompok untuk	

	menciptakan proyek bahasa Inggris, dan apa peran pendidik dalam proses tersebut.	
Evaluate	1. Bagaimana pendidik menilai kemampuan siswa dalam mengevaluasi argumen dalam proses pembelajaran bahasa Inggris. 2. Bagaimana model tugas yang diberikan untuk mengevaluasi validitas sumber informasi dalam bahasa Inggris. 3. Apakah ada rubrik untuk menilai kemampuan evaluatif siswa dalam proses pembelajaran. 4. Bagaimana pendidik memastikan bahwa siswa menggunakan kriteria evaluatif yang tepat dalam proses pembelajaran. 5. Bagaimana evaluasi dalam bahasa Inggris melibatkan keterampilan berpikir tingkat tinggi. 6. Bagaimana siswa dapat dilatih untuk menggunakan kriteria evaluatif yang tepat, seperti kejelasan, logika, dan bukti, saat menilai teks bahasa Inggris. 7. Bagaimana siswa dapat menggunakan teknik analisis untuk mengevaluasi kekuatan dan kelemahan dalam teks bahasa Inggris, dan bagaimana ini berkontribusi pada keterampilan HOTS.	
Analysis	1. Bagaimana guru menggunakan metode pembelajaran yang mendukung pengembangan HOTS? (Metode seperti apa yang digunakan) 2. Bagaimana guru menilai keterampilan analitis siswa? 3. Bagaimana materi pembelajaran yang digunakan oleh guru apakah mencakup konten yang merangsang siswa untuk berfikir kritis?	

	4. Bagaimana pendidikan mengukur keberhasilan implementasi HOTS dalam pembelajaran bahasa inggris? 5. Bagaimana pendidik menggunakan teknologi dalam pengimplementasian HOTS dalam pembelajaran. 6. Bagaimana siswa dapat diperkenalkan pada teknik analisis yang lebih kompleks? (analisis retorika dalam pembelajaran bahasa inggris) 7. Bagaimana caranya mengintegrasikan kegiatan yang berbasis proyek dalam pembelajaran kurikulum bahasa inggris.	
Applying	1. Bagaimana pendidik dapat memastikan bahwa siswa dapat menerapkan kosakata dan struktur grammar yang telah diajarkan dalam situasi yang sangat terstruktur dan terarah. 2. Bagaimana pengukuran kemampuan siswa dalam menerapkan pengetahuan bahasa Inggris pada tingkat dasar dapat dilakukan secara objektif, dan apa kriteria yang digunakan untuk penilaian tersebut. 3.	
Understanding	1. Bagaimana pendidik dapat menilai sejauh mana siswa benar-benar memahami teks bahasa Inggris, bukan hanya mengidentifikasi informasi, tetapi juga menghubungkan dan menjelaskan maknanya. 2. Dalam konteks HOTS, bagaimana pendidik dapat mendesain aktivitas yang menuntut siswa untuk menunjukkan pemahaman mendalam tentang konsep-konsep bahasa Inggris. 3. Bagaimana pendidik dapat	

	mengidentifikasi dan menangani kesalahpahaman atau konsep yang tidak dipahami dengan benar oleh siswa dalam pembelajaran bahasa Inggris. 4. Bagaimana dampak dari penggunaan strategi pembelajaran berbasis proyek atau studi kasus terhadap kemampuan siswa untuk memahami dan menerapkan konsep bahasa Inggris dalam konteks yang lebih kompleks	
Remem bering	1. Bagaimana teknik atau strategi yang digunakan untuk membantu siswa dalam mengingat vocab dll. 2. Bagaimana pendidik dapat memanfaatkan teori kognitif, seperti model memori kerja jangka panjang untuk merancang kegiatan yang mendukung proses mengingat dalam pembelajaran bahasa Inggris. 3. Dalam konteks HOTS, bagaimana mengingat informasi mempengaruhi kemampuan siswa untuk beralih dari pemahaman dasar ke analisis dan sintesis informasi dalam bahasa Inggris. 4. Bagaimana pendidik dapat mengintegrasikan teknik pengulangan terdistribusi (spaced repetition) dalam pembelajaran bahasa Inggris untuk memperkuat ingatan siswa. 5. Dalam konteks HOTS, bagaimana pendidik dapat memastikan bahwa proses mengingat tidak hanya mengandalkan hafalan tetapi juga memahami dan menghubungkan informasi bahasa Inggris. 6. Bagaimana keterampilan "remembering" yang kuat dalam bahasa Inggris dapat mempengaruhi kemampuan siswa untuk terlibat dalam aktivitas	

	berpikir tingkat tinggi. 7. Apa dampak dari penerapan pembelajaran berbasis masalah atau pembelajaran berbasis proyek terhadap proses mengingat informasi bahasa Inggris, dan bagaimana ini mendukung keterampilan HOTS siswa.	
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A. PENILAIAN TERHADAP KONSTRUKSI PEDOMAN WAWANCARA

Istilah tabel berikut dengan memberikan tanda centang pada kolom yang disediakan

5: Sangat Baik

4: Baik

3: Cukup Baik

2: Kurang Baik

1: Tidak Baik

No	Kriteria Penilaian	Skala Penilaian					Saran/ Perbaikan
		1	2	3	4	5	
1	Pedoman wawancara dirumuskan dengan jelas					✓	
2	Pedoman wawancara mencakup aspek: a. Pengajaran Bahasa di Islamic high school b. Pengimplementasian HOTS dalam pembelajaran Bahasa Inggris.				✓		
						✓	
3	Batasan pedoman wawancara dapat menjawab tujuan peneliti					✓	

B. PENILAIAN TERHADAP PENGGUNAAN BAHASA

Istilah tabel berikut dengan memberikan tanda centang pada kolom yang disediakan

5: Sangat Baik

4: Baik

3: Cukup Baik

2: Kurang Baik

1: Tidak Baik

No	Kriteria Penilaian	Skala Penilaian					Saran/ Perbaikan
		1	2	3	4	5	
1	Pedoman wawancara menggunakan bahasa Indonesia yang sesuai dengan kaidah bahasa yang baik dan benar					✓	
2	Pedoman wawancara menggunakan bahasa yang mudah dipahami dan dimengerti					✓	
3	Pedoman wawancara menggunakan bahasa yang komunikatif					✓	
4	Pedoman wawancara bebas dari pernyataan yang dapat menimbulkan penafsiran ganda					✓	

C. PENILAIAN TERHADAP MATERI PEDOMAN WAWANCARA

Istilah tabel berikut dengan memberikan tanda centang pada kolom yang disediakan

5: Sangat Baik

4: Baik

3: Cukup Baik

2: Kurang Baik

1: Tidak Baik

No	Kriteria Penilaian	Skala Penilaian					Saran/ Perbaikan
		1	2	3	4	5	
1	Pedoman wawancara yang digunakan dapat menggali aspek-aspek yang berhubungan dengan pengajaran bahasa di Islamic high school.				✓		
2	Pedoman wawancara yang digunakan dapat menggali informasi mengenai implementasi HOTS dalam pembelajaran bahasa inggris di islamic high school.					✓	

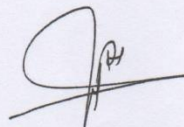
Secara umum pedoman wawancara ini:

(mohon berikan tanda centang sesuai penilaian Bapak/Ibu)

LD : Layak Digunakan	✓
LDR : Layak Digunakan dengan Revisi	
TD : Tidak Layak Digunakan	

Palopo, Juni 2024

Penilai Ketayakan



Dewi Furwana, M.Pd

OBERVATION SHEET

Research Tittle : *The Implementation of Higher Order Thinking Skill (HOTS) in English Language Teaching: The Cases of Islamic High School EFL Teacher*

Nama Sekolah : Madrasah Aliyah Negeri (MAN) Palopo

Hari/Tanggal : Selasa/ 25 Juni 2024

No	Aspect	Indicator	Observation	Description
1.	Implementation HOTS in The Teaching Procces of Learning English	a. Perencanaan Pembelajaran	1) Capaian Pembelajaran	Capaian Pembelajaran belum spesifik mengembangkan HOTS
			2) Tujuan Pembelajaran	Tujuan Pembelajaran belum Spesifik untuk Mengembangkan HOTS.
		b. Pelaksanaan Pembelajaran	1) Narrative Text	Strategi menganalisis karakter
			2) Agumentative Text	Teknik mengevaluasi dan membangun argumen
			3) Hortatory Text	Strategi pengembangan teks persuasif
			4) Discussion Text	Menerapkan Metode Podcast
		c. Evaluasi Pembelajaran	1) Penilaian Listening	Evaluasi pemahaman mendengarkan. (aspek penilaiannya : general understanding, specific details, inference, speaker's purpose, listener's response.
			2) Penilaian Reading	Evaluasi pemahaman membaca. (Aspek penilainya: General Understanding, specific details, inference, author's purpose, interpretation, critical evaluation.

			3) Penilaian Speaking	Evaluasi keterampilan berbicara. (Aspek penilaiannya: Clarity, fluency, coherence dan cohesion, vocabullary, grammar, interaction.
			4) Penilaian Writing	Evaluasi keterampilan menulis. (Aspek penilaiannya: prganization, coherence and cohesion, creativity dan originality, vocabullary, grammar, spelling dan punctuation.
2.	Kendala dalam Implementasi Higher Order Thinking Skill (HOTS) in Learning English	a. Kendala Guru	1) Perencanaan Pembelajaran	Keterbatasan waktu dalam perencanaan
			2) Pelaksanaan Pembelajaran	Keterbatasan Media dan Bahan Ajar
			3) Evaluasi Pembelajaran	Keterbatasan dalam penilaian HOTS
		b. Kendala Siswa	1) Penguasaan Listening	Kesulitan dalam menganalisis teks lisan
			2) Penguasaan Reading	Kesulitan dalam analisis teks tertulis
			3) Penguasaan Speaking	Kurang percaya diri dan kurang latihan berbicara bahasa inggris
			4) Penguasaan Writing	Kesulitan dalam membuat teks narrative berbahasa inggris

LEMBAR VALIDASI
LEMBAR OBSERVASI

Petunjuk:

Isilah tabel berikut dengan memberikan tanda centang pada kolom yang disesuaiakan

- 5: Sangat Baik
4: Baik
3: Cukup Baik
2: Kurang Baik
1: Tidak Baik

No	Aspek yang Diamati	Kriteria	Skala Penilaian					Saran/Perbaikan
			1	2	3	4	5	
1	Kejelasan Instruksi	Instruksi mudah dipahami dan jelas dalam memberikan panduan kepada pengamat					✓	
2	Keselarasan Butir Soal	Setiap butir observasi sesuai dengan tujuan penelitian					✓	
3	Kejelasan Butir Observasi	Setiap butir observasi dinyatakan dengan jelas dan tidak ambigu					✓	

4	Kesesuaian Format	Format lembar observasi konsisten dan memudahkan dalam pengisian						✓	
5	Kesesuaian Bahasa	Bahasa yang digunakan sesuai dengan subjek penelitian						✓	
6	Kelengkapan Instrumen	Semua aspek yang ingin diobservasi telah tercantum dengan lengkap					✓		
7	Validitas Isi	Isi dari instrumen sudah mencakup semua aspek yang relevan dengan penelitian						✓	
8	Reliabilitas	Instrumen dapat memberikan hasil yang konsisten jika digunakan oleh pengamat yang berbeda atau pada waktu yang berbeda					✓		
9	Kesesuaian Waktu	Waktu yang disediakan untuk pengisian lembar observasi cukup						✓	
10	Kesesuaian dengan Subjek	Instrumen sesuai dengan karakteristik subjek yang diobservasi						✓	

Secara umum pedoman wawancara ini:
(mohon berikan tanda centang sesuai penilaian Bapak/Ibu)

LD : Layak Digunakan	☒
LDR : Layak Digunakan dengan Revisi	☐
TD : Tidak Layak Digunakan	☐

Palopo, Juni 2024
Dosen Ahli,


(Dewi Furwana, M.Pd.)

TRANSKRIP WAWANCARA GURU

Peneliti : Bagaimana bentuk tugas yang diberikan ke siswa?

Narasum: bentuk tugas yang saya berikan itu tentunya berbasis proyek kemudian saya bagi mereka menjadi beberapa kelompok sesuai dengan tingkat kemampuan siswanya, waktu yang saya berikan itu 2 minggu, bentuk tugasnya yaitu membuat video, saya cuman berikan mereka keywordsnya temanya tentang in kemudian mereka tentukan sendiri judul percakapannya tentang apa, jadi nanti saya sisa membaca script yang mereka buat dan melihat hasil video percakapannya.

Peneliti: dia juga sendiri yang buat dialognya bu?

Narasum: iya dia semua saya juga tidak terlalu anu juga maksudnya saya tidak melihat dari segi tata bahasanya dlu karna mereka di sini membangun motivasinya saja susah sekali apa lagi kalau misalnya kita koreksi mi hasil tulisannya langsung mi ketakutan itu. Itu kelemahan anu ku betul kelas riset ini tetapi kurang sekali pi dari dasar-dasar grammarnya tapi klu untuk speakingnya sudah bagus.

Narasum: apa lagi kalau misalnya koreksiannya kita itu kayak langsung di to the pointkan bih nak nd begini hasilnya wih langsung mi itu begini bagaimana ji ple ustadzah.

Peneliti: kalau untuk menghadapi kasus seperti itu ustadzah ada tidak trik-trik yang kita gunakan seperti kayak tadi kurang grammarnya seperti metode atau strategi yang kita gunakan di ubah atau ada acara tersendiri ta yang khusus?

Narusum: pernah ada begitu yang saya gunakan saya ubah metode dan strategi ku tetapi saya terkendala di waktu tidak cukup waktu yang diberikan ke saya, Jadi kayak belum pi apa-apa langsung mi habis. Tidak sama seperti dulu yang waktunya itu 4/3 kali dalam seminggu jadi enak ki sekarang tidak lagi cuman 1 kali mija dalam seminggu bagaimana mau efisien pembelajarannya itu. Jadi andaikan mereka kursus di luar yah sedikit demi sedikit kita guru terbantuan lah bukan kayak ini dari NOL betul padahal kan ini kalau sudah mau di fikir sdh SMA. Terus terang kalau masalah terpenuhi tidak pencapaian saya itu saya rasa tidak karna itu tadi kendalanya di alokasi waktu yang sempit dan kemampuan anaknya sendiri itu bervariasi dan masih kurang pengetahuannya tentang bahas inggris. Materi penggunaan to benya sja masih kurang skli. Jadi waktu kelas 10 itu saya itu kemarin saya bangun motivasi saja yang masuk ksian di sini bukan yang sleksi prestasi tapi yang masuk di sini betul-betul kami asah btul sampai mereka bisa.makanya kami itu di sni klu baru awal kami tidak patah semangat begitu pun dengan siswa nya kami mulai dasar nya

itu dengan membangun motivasinya dlu anak-anak meskipun menggunakan proses yang panjang.

Peneliti: kalau untuk kelas reset ini bu maksudnya dari segi menganalisis suatu soal atau bacaannya bagaimana hasil pengamatan ta?

Narasum: Jadi begini kalau saya pada saat membuat suatu soal atau bacaan paastinya kita sesuaikan dengan kemampuan siswanya toh. Hehe mau jawaban yang jujurnya atau yang tidak ini hehehe..

Peneliti: jawaban realnya aja bu.

Narasum: terus terang saja macam ini kelas 11 riset mi kalau untuk speakingnya itu sudah oke mi, tapi untuk dari segi tata bahasanya itu masih kurang tapi tidak rendah sekali juga. Terkait dengan soal atau bacaan pastinya saya gunakan yang tinggi karna kenapa dari segi itu juga saya terapkan HOTS agar anak-anak bisa berfikir kritis, tetapi yang saya liat sekarang semakin kesni tingkat pencapaiannya saya itu kok kurang. Apalagi terkait kesulitan soal yang saya buat semakin tahun ke tahun saya rsa kurang atau turun karna kenapa pasti nanti hasilnya nol. Jadi bagaimana dengan HOTS tadi, jadi saya siasati dengan teks saya inikan pertanyaan dengan seperti main ideanya bagaimna. Informasi apa yang ada dalam bacaan soal, jadi bgtu-begitunya mami. Kadang juga sya kasih tugas bacaan yang yang rumpang intinya tetap saya kasih soal yang melatih siswa untuk berfikir kritis. Rainse the cumbrel paragraf.

Peneliti: tapi kalau dalam pembelajaran bu siswa nya aktif ji bu?

Narasum: oh aktif kalau dari segi itunya kasian siswanya aktif skli cuman itu ji tadi terkendala di alokasi waktu karna kapan tagihan kosa kata di implementasikan baru berapa orang yang bsa langsung habis belum lagi kita msuk di bagian pembelajarannya yang misalnya coba buat kalimat ini di atas baru ji 2 orng naik habis mi. tapi saya tidak kalah dari itu saya coba lagi ubah metodenya ubah strategi ku. Sama kalau misalnya saya liat sudah ada yang bisa yang bagi merka ke beberapa kelompok untuk jadi tutor nya temannya dia yang hendel temannya biar kenapa secara tidak langsung di latih juga kepercayaan dirinya temannya dan biasanya juga anak-anak klau temannya mi yang ajar kan mungkin krna nyaman ii atau bagaimna biasa cepat mengerti. Supaya ada feedback dan ada kesannya.

Peneliti : berarti in HOTS diterapkan bu?

Narasum: iye ku terapkan ji dek karna kenapa harus ka memang juga perkenalkan di mereka biar nanti merka tidak kaget kalau nantinya sudah di dunia perkuliahan. Dengan cara yang itu tadi soal teks yang ku perbanyak. Jadi ku imbangi mi sja dengan kemampuan siswanya juga.

Peneliti : ada tidak pola-pola khusus yang di gunakan dalam pembelajaran bahasa inggris seperti mengintegrasikan unsur-unsur keislaman di dalamnya karna backgroundnya sekolah kan sekolah islam bgtu bu ataukah sama saja dengan sekolah umum bgtu bu?

Narasum : oh kalau itu saya tidak terlalu ke situ dek karna motivasi awal ku itu bagaimana membangun motivasi belajar mereka, tema-tema nya pun masih berbasis umum, kalau dia mengarah ke islaman itu biasa ke diskusisi lepas saja, baru vocabnya itu ada sebagian. Dan keterkaitannya mereka untuk belajar.

Peneliti: kendalanya di sini bu berarti ke siswanya?

Narasum: Iye lebih ke siswa dan alokasi waktu nya dek bru. Betul SMA tapi memang harus ki berangkat dari nol. Penerapan HOTS nya juga di sini sudah sampai ke C6 yang creating apalahi kalau masuk di bagian materi teks prosedur uhh itu anak-anak semangat sekali untuk buat video apa lagi teks prosedur untuk membuat makanan mereka itu semangat sekali. Kalau jenis teks yang explanation uhh sudah mi pusing mi.. kalau teks yang mereka senangi itu seperti teks narative, deskriptif, recount, report teks. Biasa saya bilang ayo di kembangkan lagi ini ini semua.. biasanya ada yang mengeluh aduh ustadzah susah tetapi tidak semua juga ada yang malah senang kalau mereka di kasih tantangan untuk berfikir kritis.

Narasum: banyak sekali kendala yang di hadapi salah satunya juga itu media bahan ajar masih kurang.. ada buku yang di gunakan saya suruh beli tapi buku itu di dalamnya lebih sering praktek. Saya lebih cenderung kalau untuk pengambilan nilainya lebih suka ka langsung yang berbasis karnaprojek biasa saya suruh speaking langsung saya yang nilai langsung kenapa biasanya anak-anak kalau tulis biasanya suka menyontek nah kebanyakan kalau satu salah smuanya sama salahnya bgtu nak.. terkait untuk rubrik yang saya gunakan saya masih gunakan yang penilaian dulu.

TRANSKRIP WAWANCARA GURU

Peneliti: tanggapan tentang HOTS dan bagaimana dalam konteks pendidikan?

Narasum: kebetulan nak saya mengajar di kelas 3 kebetulan ada salah satu kelas yang kita kelola kelas unggulan dan disitu memang kami terapkan HOTS d situ karena hots itu pembelajaran berorientasi ke pemikiran kritis jadi di situ di butuhkan analisis bernalar kritis yang seperti itu cocok sekali karena materi di situ bukan lagi kita ambil dari kurikulum jdai kita pakainya literasi bahasa inggris itu di gunakan dalam tes untuk masuk ke guruan tingkat tinggi.

Peneliti : bagaimana cara penilaian ustadzah bahwa oh ini anak mampu dalam tingkat C5 atau C6.

Narasum: kalau begitu biasanya dalam setiap pembelajaran nak ada pemaparan materi sesuai dengan langkah HOTS mulai dri c1- C6 biasanya di akhir pembelajaran itu kita berikan soal latihan jadi kelihatan pertama di kelas itu melakukan pengamatan misalnya kita petakan oh bagian sini bagian A setelah itu kita bahas soal latihan itu nanti satu pekan pertemuan kita lakukan tryout setelah tryout lagi kita petakan lagi dari hasil tryoutnya bahwa sih anak in tahapannya sampai pada tahapan ini.

Peneliti: kalau untuk strategi pembelajaran yang kita gunakan ustadzah apakah ad strategi khususnya?

Narasum : kalau yang ini kan in sudah kelas 3 yah kan di kejar waktu jadi paling kalau strategi kita pakai drilling latihan-latihan soal ada ceramah tapi sedikit yah cuman di pemaparan materi dan ada ice breaking paling sedikit karna kita tidak bisa mendominasi bahwa kamu harus tertarik bahasa inggris. Karna klau di sini lebih ke bersifat kewajibannya siswa ke pengerjaan soal-soal yang berbasis hots.

Peneliti: kalau di sini usradza ada kah misalnya pola-pola tertentu yang berkaitan dengan backgroun sklhnya.

Narasum: kalau untuk pembelajaran bahasa inggris iya tetap saya masukkan nilai keislaman seperti misalnya ada tema tentang kebersihan, nah di situ saya masukkan tata cara berwuduh dalam bahasa inggris. Karna kalau di kelas 3 itu sudah di kejar sama target materinya jadi kita harus slesaikan itu, makanya sekarang saya merasa sulit lagi untuk msukkan materi keagaman di situ agak ribet karna waktunya terbatas skli.

Variabel	Pertanyaan	Jawaban
Creating	12. Bagaimana penerapan Hots dalam proses pengajaran pembelajaran bahasa inggris? 13. Dalam pengimplementasian HOTS apakah ada kendala yang dihadapi oleh pendidik? 14. Bagaimana guru menghadapi kendala dalam penerapan HOTS dan solusinya? 15. Bagaimana guru menggunakan metode pembelajaran yang mendukung pengembangan HOTS? (Metode seperti apa yang digunakan) 16. Bagaimana guru menilai keterampilan creat siswa? 17. Bagaimana pendidik memfasilitasi kegiatan yang memungkinkan siswa untuk mengembangkan dan menerapkan strategi kreatif dalam belajar bahasa Inggris. 18. Bagaimana pendidik memfasilitasi kegiatan yang memungkinkan siswa untuk mengembangkan dan menerapkan strategi kreatif dalam belajar bahasa Inggris. 19. Apakah ada kesempatan bagi siswa untuk menunjukkan kreativitas mereka melalui penggunaan teknologi, seperti pembuatan blog, podcast, atau media sosial dalam bahasa Inggris. 20. Bagaimana jenis tugas atau proyek yang dapat diberikan kepada siswa untuk menilai kemampuan mereka dalam menciptakan konten bahasa inggris. 21. Apa saja contoh aktivitas sederhana yang dapat digunakan untuk melatih kemampuan siswa dalam menciptakan teks atau produk bahasa Inggris. 22. Bagaimana siswa dapat bekerja sama dalam kelompok untuk menciptakan proyek bahasa	1. guru meminta siswa untuk menjawab pertanyaan pemantik; who is your favorite teacher, why do you like him/her, how does she/he look like. Siswa diarahkan untuk menjawab pertanyaan yang dimaksud secara individu. Kemudian guru meminta siswa untuk saling mengamati teman yang ada disebelahnya. Kemudian siswa mencatat vocabulary penampilan temannya dan menuliskan kedalam paragraf dan menterjemahkan ke dalam bahasa inggris. Dari dua kegiatan diawal sudah termasuk dalam kategori HOTS yaitu mengamati (C4) dan mengkreasikan kedalam short paragraph (C6). 2. Terkadang ada kendala atau keterbatasan sarana pembelajaran disekolah dan dari siswa yang tidak bisa kita hindari. 3. Bertindak kreatif dan inovatif untuk mencari solusi sesuai kendala yang dihadapi. 4. Menggunakan metode listening, speaking, reading, writing, juga presenting. 5. Melihat kemampuan mereka dalam memahami dan

	Inggris, dan apa peran pendidik dalam proses tersebut.	mengerjakan tugas yang diberikan serta melihat solusi kreatif yang mereka tunjukkan. 6. Menyediakan sarana yang dibutuhkan, menggunakan metode belajar yang menyenangkan, serta mengajukan pertanyaan pemantik untuk membangkitkan semangat belajar siswa. 7. Menyediakan sarana yang dibutuhkan, menggunakan metode belajar yang menyenangkan, serta mengajukan pertanyaan pemantik untuk membangkitkan semangat belajar siswa. 8. Ya. Ada. 9. Menggunakan tema yang 'relate' dengan kehidupan siswa dan menggunakan media belajar yang modern. 10. Memilih tema belajar yang disukai oleh siswa dan membuat games sederhana untuk mengajak siswa menulis teks bahasa Inggris. 11. Siswa dibagi ke dalam beberapa kelompok lalu diberi proyek untuk mereka kerjakan. Guru bertugas sebagai fasilitator sementara siswa dapat berdiskusi dan berkreativitas untuk menyelesaikan proyek.
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Evaluate	8. Bagaimana pendidik menilai kemampuan siswa dalam mengevaluasi argumen dalam proses pembelajaran bahasa Inggris. 9. Bagaimana model tugas yang diberikan untuk mengevaluasi validitas sumber informasi dalam bahasa Inggris. 10. Apakah ada rubrik untuk menilai kemampuan evaluatif siswa dalam proses pembelajaran. 11. Bagaimana pendidik memastikan bahwa siswa menggunakan kriteria evaluatif yang tepat dalam proses pembelajaran. 12. Bagaimana evaluasi dalam bahasa Inggris melibatkan keterampilan berpikir tingkat tinggi. 13. Bagaimana siswa dapat dilatih untuk menggunakan kriteria evaluatif yang tepat, seperti kejelasan, logika, dan bukti, saat menilai teks bahasa Inggris. 14. Bagaimana siswa dapat menggunakan teknik analisis untuk mengevaluasi kekuatan dan kelemahan dalam teks bahasa Inggris, dan bagaimana ini berkontribusi pada keterampilan HOTS.	1. Melihat pemahaman mereka terkait topik argumen yang diberikan, lalu melihat kesimpulan yang bisa mereka dapatkan setelah mengevaluasi argumen tersebut. 2. Siswa diminta untuk membedakan manayang hoaks dan mana yang bukan hoaks, mana yang berasal dari sumber terpercaya dan mana sumber yang harus dihindari karena tidak valid. 3. Ya. Ada. 4. Melihat hasil belajar dan kemampuan setiap siswa. Apabila ada peningkatan, maka kriteria sudah tepat. Bila tidak, maka kriteria harus diganti dengan kriteria yang lebih tepat. 5. Memanfaatkan kemampuan listening, speaking, reading, dan writing serta memberikan masalah yang harus diselesaikan dengan menggunakan pemikiran kritis dan analisis. 6. Memberi banyak latihan teks serta memberi pertanyaan untuk melatih skill evaluasi siswa, setelah itu guru akan mengevaluasi bagaimana cara meningkatkan skill tersebut.
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		7. Teknik analisis digunakan untuk membedakan mana kekuatan dan kelemahan dalam sebuah teks setelah siswa membaca teks secara menyeluruh dan memahaminya.
Analysis	8. Bagaimana guru menggunakan metode pembelajaran yang mendukung pengembangan HOTS? (Metode seperti apa yang digunakan) 9. Bagaimana guru menilai keterampilan analitis siswa? 10. Bagaimana materi pembelajran yang digunkan oleh guru apakah mencakup konten yang merangsang siswa untuk berfikir kritis? 11. Bagaimana pendidikan mengukur keberhasilan implementasi HOTS dalam pembelajaran bahasa inggris? 12. Bagaimana pendidik menggunakan teknologi dalam pengimplementasian HOTS dalam pembelajaran. 13. Bagaimana siswa dapat diperkenalkan pada teknik analisis yang lebih kompleks? (analisis retorika dalam pembelajaran bahasa inggris) 14. Bagaimana caranya mengintegrasikan kegiatan yang berbasis proyek dalam pembelajaran kurikulum bahasa inggris.	1. Menggunakan teknik analisis dan kriteria evaluatif untuk memacu nalar kritis siswa. 2. Melihat bagaimana mereka menyelesaikan masalah dengan kemampuan analitis. 3. Ya. Mencakup. 4. Melihat peningkatan kemampuan siswa dalam menganalisis, mengevaluasi, dan mencipta sesuatu dari materi yang telah dipelajari. 5. Menggunakan konsep TPACK yang mencakup 3 aspek pembelajaran, yaitu Teknologi, Pedagogik, dan Konten. Teknologi digunakan untuk membantu guru menjalankan strategi pembelajaran tertentu, terutama dalam pengimplementasian HOTS. 6. Memperbanyak bacaan siswa, menunjukkan bahan bacaan yang lebih kompleks, memperkenalkan siswa pada teknik analisis retorika. Pada analisis tersebut, siswa akan

		dituntun untuk merefleksikan niat dan tujuan berkomunikasi dari penulis teks dengan memperhatikan struktur serta kekuatan dan kelemahan teks. 7. Membuat kegiatan berbasis proyek yang dapat melatih soft skills siswa, yaitu critical thinking and problem solving, collaboration, public speaking, communication, time management, leadership, dan creativity, terutama dalam pembelajaran bahasa Inggris.
g Applyin	4. Bagaimana pendidik dapat memastikan bahwa siswa dapat menerapkan kosakata dan struktur grammar yang telah diajarkan dalam situasi yang sangat terstruktur dan terarah. 5. Bagaimana pengukuran kemampuan siswa dalam menerapkan pengetahuan bahasa Inggris pada tingkat dasar dapat dilakukan secara objektif, dan apa kriteria yang digunakan untuk penilaian tersebut. 6.	1. Memberikan ujian atau evaluasi untuk menguji kemampuan siswa dalam menerapkan kosakata dan struktur grammar yang telah diajarkan. 2. Kriteria utama yang digunakan adalah menguji kemampuan listening, speaking, reading, dan writing. Kemampuan tersebut dapat diuji dengan memberikan tugas atau memberikan proyek yang sesuai.
Understanding	5. Bagaimana pendidik dapat menilai sejauh mana siswa benar-benar memahami teks bahasa Inggris, bukan hanya mengidentifikasi informasi, tetapi juga menghubungkan dan menjelaskan maknanya. 6. Dalam konteks HOTS, bagaimana pendidik dapat mendesain	1. Menguji siswa dengan memberikan sebuah teks lalu meminta mereka untuk menghubungkan dan menjelaskan maknanya. 2. Membuat aktivitas yang melatih nalar siswa sekaligus menguji

	aktivitas yang menuntut siswa untuk menunjukkan pemahaman mendalam tentang konsep-konsep bahasa Inggris. 7. Bagaimana pendidik dapat mengidentifikasi dan menangani kesalahpahaman atau konsep yang tidak dipahami dengan benar oleh siswa dalam pembelajaran bahasa Inggris. 8. Bagaimana dampak dari penggunaan strategi pembelajaran berbasis proyek atau studi kasus terhadap kemampuan siswa untuk memahami dan menerapkan konsep bahasa Inggris dalam konteks yang lebih kompleks	sejauh mana pemahaman mereka tentang konsep mendasar dalam bahasa Inggris. Misal, aktivitas speech untuk menguji kemampuan speaking, atau aktivitas menulis teks untuk menguji kemampuan writing. 3. Mengidentifikasi letak kesalahan konsep yang tidak dipahami lalu menjelaskan ulang pada siswa tentang konsep yang benar. 4. Siswa lebih memahami dan lebih mudah menerapkan konsep karena telah mempraktikkannya dalam proyek atau studi kasus yang diberikan.
Remembering	8. Bagaimana teknik atau strategi yang digunakan untuk membantu siswa dalam mengingat vocab dll. 9. Bagaimana pendidik dapat memanfaatkan teori kognitif, seperti model memori kerja jangka panjang untuk merancang kegiatan yang mendukung proses mengingat dalam pembelajaran bahasa Inggris. 10. Dalam konteks HOTS, bagaimana mengingat informasi mempengaruhi kemampuan siswa untuk beralih dari pemahaman dasar ke analisis dan sintesis informasi dalam bahasa Inggris. 11. Bagaimana pendidik dapat mengintegrasikan teknik pengulangan terdistribusi (spaced repetition) dalam pembelajaran bahasa Inggris untuk memperkuat ingatan siswa.	1. Memaparkan siswa pada kata yang sama berkali-kali agar kata tersebut tertanam di benak siswa, memberikan definisi kata dan meminta siswa menulis kalimat berdasarkan kata tersebut, memanfaatkan teknologi dan sarana yang tersedia, banyak menggunakan vocabulary yang perlu dihafal selama pembelajaran. 2. Menggunakan pendekatan berbasis masalah, metode diskusi dan tanya-jawab, keterampilan berpikir, memakai media interaktif,

	12. Dalam konteks HOTS, bagaimana pendidik dapat memastikan bahwa proses mengingat tidak hanya mengandalkan hafalan tetapi juga memahami dan menghubungkan informasi bahasa Inggris. 13. Bagaimana keterampilan "remembering" yang kuat dalam bahasa Inggris dapat mempengaruhi kemampuan siswa untuk terlibat dalam aktivitas berpikir tingkat tinggi. 14. Apa dampak dari penerapan pembelajaran berbasis masalah atau pembelajaran berbasis proyek terhadap proses mengingat informasi bahasa Inggris, dan bagaimana ini mendukung keterampilan HOTS siswa.	memberi tantangan, memberi umpan balik konstruktif, juga menerapkan metode pembelajaran kolaboratif. Pendekatan-pendekatan tersebut dapat mendukung proses mengingat siswa dalam pembelajaran. 3. Dengan mengingat informasi, siswa sudah menguasai pemahaman yang diperlukan untuk lanjut ke tahap analisis dan sintesis informasi. 4. Teknik spaced repetition digunakan dengan berfokus pada pengulangan materi dan memberi jarak waktu belajar. Adanya jeda antara sesi satu dengan sesi yang lainnya dapat membuat siswa mengingat lebih banyak materi. 5. Guru dapat memberikan pertanyaan pemantik yang membutuhkan analisis, untuk memastikan bahwa siswa tidak hanya mengandalkan hafalan, tapi juga memahami informasi yang diberikan. 6. Dengan keterampilan remembering yang kuat, siswa dapat menguasai konsep dasar dengan lebih mudah. Maka akan lebih mudah bagi siswa untuk berpindah ke aktivitas
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		berpikir yang lebih tinggi. 7. Keterampilan HOTS siswa akan lebih mudah ditingkatkan karena siswa merasakan langsung bagaimana cara menerapkan konsep yang telah mereka pahami untuk menyelesaikan masalah dalam pembelajaran berbasis proyek.
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MODUL AJAR KURIKULUM MERDEKA
UNIT 1 NARRATIVE TEXT: THE STORY OF A FRIENDLY FUTURE
THEME RENEWABLE ENERGY

INFORMASI UMUM	
A. IDENTITAS MODUL	
Penyusun	: Bebet Rusmasari Kundolini, S.Pd.
Institusi	: MAN Kota Palopo
Tahun Penyusunan	: Tahun 2024
Jenjang Sekolah	: Madrasah
Mata Pelajaran	: Bahasa Inggris
Fase F, Kelas/Semester	: XII (Dua Belas)/I (Ganjil)
Alokasi Waktu	: 12 JP (6 x Pertemuan (2 x 45 menit))
B. KOMPETENSI AWAL	
Capaian Pembelajaran Bahasa Inggris Fase F, yaitu: Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Jenis teks narasi cerita pendek menjadi rujukan utama dalam mempelajari bahasa Inggris pada fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual termasuk isu energi terbarukan dan konteks budaya. Mereka membaca teks tulisan untuk mempelajari sesuatu dan mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi dan kemampuan evaluasi teks narasi dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.	
Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks. <i>By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use</i>	

	<i>English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use non-verbal elements such as gestures, speed and pitch to be understood in most contexts.</i>	
	Elemen Membaca – Memirsa	
	Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks. <i>By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use non-verbal elements such as gestures, speed and pitch to be understood in most contexts.</i>	
	Elemen Menulis – Mempresentasikan	
	Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital. <i>By the end of Phase F, students independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation, capitalization and tenses. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They</i>	

<i>include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.</i>	
C. PROFIL PELAJAR PANCASILA	
Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global.	
D. SARANA DAN PRASARANA	
1. Gawai	4. Buku Teks
2. Laptop/Komputer PC	5. Papan Tulis/White Board
3. Akses Internet	6. Referensi yang Mendukung
7. Handout Materi	8. Infokus/Proyektor/Pointer
	9. Lembar Kerja
E. TARGET PESERTA DIDIK	
▪ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.	
F. MODEL PEMBELAJARAN	
▪ Tatap Muka.	
KOMPONEN INTI	
A. TUJUAN KEGIATAN PEMBELAJARAN	
Learning Goals: By the end of this unit, you are expected to be able to: 12.1.1. Identify the communicative purposes and the schematic structures of narrative text 12.1.2. Identify some of the linguistic features of narrative text: the past tenses and action verbs. 12.1.3. State explicit and implicit information (main ideas and detailed information) from narrative text 12.1.4. Write a narrative text with appropriate schematic structures and linguistic features 12.1.5. Retell a narrative text in focus	
B. PEMAHAMAN BERMAKNA	
Teks naratif melalui kegiatan mendengarkan, berbicara, membaca, memirsa, menulis, dan melakukan presentasi tentang topik-topik terkait konteks peserta didik dan isu-isu penting lainnya, seperti: energi terbarukan, pengorbanan, dan gotong royong.	
C. PERTANYAAN PEMANTIK	
▪ Mengapa harus energi terbarukan? ▪ Apakah gas termasuk energi terbarukan? ▪ Energi Terbarukan ada apa saja?	
D. KEGIATAN PEMBELAJARAN	
a. Kegiatan Pendahuluan ▪ Selalu memulai pembelajaran dengan guru meminta salah satu peserta didik untuk memimpin doa, mengecek kehadiran peserta didik di kelas dan mengecek kebersihan kelas, serta kesiapan belajar peserta didik. ▪ Untuk mengecek kesiapan belajar peserta didik maka guru sebaiknya memberikan tes awal (<i>diagnostic test</i>) tentang pemahaman teks naratif. Tes awal dapat berbentuk pilihan ganda, esai, pertanyaan lisan, atau bentuk tes lainnya yang menanyakan pemahaman peserta didik tentang <i>schematic structures</i> atau <i>language features</i> dari	

teks naratif (guru dapat merujuk pada bagian *scope and sequence*). Soal atau pertanyaan tes awal diserahkan pada kreatifitas masing-masing guru.

- Terkait pembelajaran berdiferensiasi (konten, proses dan produk) sudah terintegrasi dalam kegiatan pembelajaran.
Terutama pada saat pemilihan topik, proses menulis dan produk dari teks naratif pada kegiatan *writing-presenting*.
- Untuk memenuhi penerapan dalam kurikulum merdeka terutama pada kepemimpinan peserta didik; suara peserta didik; pilihan peserta didik; dan kepemilikan peserta didik. Kegiatan dapat terlihat dari kegiatan kelompok pada saat pembelajaran dimana guru memberikan tugas pada setiap kelompok peserta didik untuk menentukan ketua kelompok dan memberikan kepercayaan pada ketua kelompok untuk memberikan peran pada masing-masing anggota kelompok agar peserta didik mandiri dan memiliki rasa tanggung jawab terhadap kelompok dan penyelesaian tugas kelompok. Selain itu, guru memberikan kesempatan pada semua peserta didik untuk memberikan pendapatnya pada kegiatan pembelajaran *listening-speaking, reading-viewing* dan pemilihan topik pada kegiatan *writingpresenting* dan juga adanya variasi rubrik penilaian teks naratif yang disesuaikan dengan produk menulis.
- Guru dan peserta didik berdiskusi dan menyepakati kesepakatan kelas untuk mencapai tujuan pembelajaran di unit ini.
- Untuk memastikan keselamatan peserta didik pada saat menggunakan tautan kegiatan pembelajaran, sebaiknya guru mengecek tautan kegiatan pembelajaran sebelum tautan kegiatan pembelajaran digunakan oleh peserta didik. Kegiatan permainan (*games, ice breaking, dsb*) yang dilakukan di dalam kelas, guru harus memastikan bahwa lingkungan kelas aman untuk digunakan sebagai tempat permainan (*games, ice breaking, dsb*).
- Untuk memfasilitasi peserta didik yang berkebutuhan khusus, seperti pembelajar cepat (*fast learner*), guru dapat memberikan instruksi pada peserta didik untuk mengerjakan kegiatan pengayaan (*Enrichment*) atau guru dapat memberikan sumber bacaan lain terkait teks naratif dengan CEFR level diatas B2 yaitu C1 atau C2. Sedangkan, untuk memfasilitasi peserta didik berkebutuhan khusus lainnya, seperti pembelajar lambat (*slow learner*), guru dapat memberikan instruksi ulang (*remedial*) pada kegiatan *assessment* atau guru memberikan bentuk tugas lain sesuai dengan kemampuan peserta didik pembelajar lambat (*slow learner*).

b. Kegiatan Inti

Listening

Activity 1 dan Activity 2

- a. Alokasi waktu 45 menit atau disesuaikan dengan konteks dan kebutuhan belajar peserta didik.
- b. Tujuan:
Membimbing dan mengarahkan peserta didik menuju tema Unit 1: *Narrative Text: The Story of a Friendly Future*.
Peserta didik diajak untuk mengidentifikasi secara umum ilustrasi yang terdapat di dalam buku paket. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis dan mandiri sesuai dengan gambar dan pertanyaan yang diberikan.
- c. Petunjuk pembelajaran:
 1. Guru meminta salah satu peserta didik untuk membaca petunjuk di *Activity 2* secara

lantang.

2. Guru membuka pendapat kepada seluruh peserta didik untuk aktif menerka tentang ilustrasi yang diberikan di *Activity 1*.
3. Guru dapat memulai dengan bertanya tentang benda=benda umum yang dapat mereka temukan di dalam ilustrasi, seperti: telepon genggam, kabel pengisi daya, laptop, lampu, sofa, seorang perempuan paruh baya, seorang lelaki paruh baya, seorang gadis remaja, dan lain sebagainya.
4. Peserta didik dapat mengategorikan beberapa alat yang membutuhkan tenaga listrik dan tanpa menggunakan tenaga listrik.
5. Peserta didik dapat mengasosiasikan dengan kehidupan mereka mana saja alat yang mereka miliki dan menggunakan listrik sebagai daya utamanya.
6. Peserta didik dapat mengeksplorasi alat mana yang sering mereka gunakan dan seberapa sering dalam sehari mereka mengisi daya.
7. Guru dapat bertanya lebih dalam tentang sebuah hipotesis, sebagai contoh: ketika daya pada alat yang mereka gunakan hampir habis terjadi pemadaman listrik, sedangkan mereka sangat memerlukan gawai tersebut, bagaimana perasaan mereka?
8. Guru menghubungkan pertanyaan-pertanyaan tersebut untuk masuk ke aktivitas kedua.
9. Sebelum melaksanakan kegiatan mendengarkan, peserta didik diajak untuk mengumpulkan informasi perihal pengertian/definisi dari beberapa kata atau frasa di dalam lingkaran yang disediakan di aktivitas kedua. (mandiri) Daftar kata dan arti dari kata-kata tersebut adalah:

Adequate (Adj): Sufficient, enough

Indispensable (Adj) : Important, crucial

Power outages (NP) : Blackout, shutdown

Devastating (Adj) : Destructive

10. Setelah peserta didik menemukan definisi dari kata atau frasa yang disediakan, guru memberikan konfirmasi dan apresiasi atas usaha mereka.
11. Guru menjelaskan bahwa kegiatan selanjutnya yaitu mendengarkan. Peserta didik mengisi frasa yang dipelajari sebelumnya ke dalam isian kosong yang disediakan (*fill in the blank*).
12. Guru dapat memperdengarkan audio dua hingga tiga kali jika perlu selama kebutuhan peserta didik di dalam kegiatan ini terpenuhi dengan maksimal.

Listening transcript (dialogue):

Jihan and Ilyas are high school students in South Tangerang, Banten. They are waiting for the English class after the brunch break.

Ilyas: Hi, Jihan? How is your essay?

Jihan: Thank God, I made it in time.

Ilyas: Last night's blackout took such a long time. It was more than two hours.

Jihan: Did you finish writing it then?
Ilyas: Unfortunately no. I was in the hospital because my grandfather had an operation.
Jihan: I am so sorry to hear that. What happened?
Ilyas: It was a long story. But you know what, now, I understand that electrical power has become an (1) indispensable part of our life. Our activities depend on supply of electrical power.
Jihan: How was the surgery then?
Ilyas: He could survive with some devices. After two hours of blackout, finally he had his surgery. It went well.

Jihan: That's a relief. From the news I watched this morning, (2) power outages can be disastrous in places like hospitals.
Ilyas: Yeah. That's bad, isn't it? How many people will suffer because of this problem?
Jihan: Therefore, it is important to know about the possible causes of power failure in order to better protect ourselves from its (3) devastating effects, right?
Ilyas: I couldn't agree more. Once we have identified all that can possibly go wrong, it is easier to ensure that (4) adequate safety precautions are taken.

Adapted from: *generatorsource*

13. Guru bersama peserta didik mengidentifikasi secara umum ide pokok dari cerita yang mereka sudah dengar.
14. Sebagai tambahan, guru dapat mengeksplorasi lebih dalam tentang informasi lain yang terdapat di dalam cerita tersebut. (bernalar kritis)
15. Guru memberikan konfirmasi dan apresiasi atas usaha mereka.

Activity 3

- a. Alokasi waktu 45 menit atau disesuaikan dengan konteks dan kebutuhan belajar peserta didik.
- b. Tujuan:
Membimbing dan mengarahkan peserta didik untuk mengidentifikasi tiga informasi utama di dalam cerita.
Kegiatan ini dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis sesuai dengan pertanyaan yang diberikan.
- c. Petunjuk pembelajaran:
 1. Guru meminta salah satu peserta didik untuk membaca petunjuk di dalam buku paket pada *Activity 2* secara lantang.
 2. Guru bertanya kepada peserta didik sebagai bentuk konfirmasi bahwa mereka memahami kegiatan yang akan dilakukan di dalam aktivitas kedua.
 3. Guru meminta peserta didik untuk mengidentifikasi dialog berdasarkan beberapa pertanyaan (berpikir kritis):



1) What were Jihan and Ilyas talking about?

Jawaban: *Jihan and Ilyas were talking about the disastrous effect of blackout.*

2) Based on the dialogue, how important is electricity power in a human's life?

Jawaban: *Electrical power is an essential part of our life because our activities depend on supply of electrical power.*

3) What kinds of loss people can face if there is power failure?

Jawaban: *People can lose their loved ones (die) due to power failure.*

4. Guru memberikan konfirmasi dan apresiasi atas usaha mereka.

Speaking

Activity 1

a. Alokasi waktu 20 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing peserta didik untuk memahami beberapa kata yang dianggap sulit sebelum membaca dan menceritakan kembali sebuah komik pendek mengenai *renewable energy*.

Kegiatan ini dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis dan mandiri sesuai dengan pertanyaan yang diberikan.

c. Petunjuk pembelajaran:

Secara individu, guru meminta peserta didik untuk memahami beberapa frasa yang terdapat di dalam komik dengan cara menjodohkan frasa di kolom A dengan arti yang tepat di kolom B. Peserta didik dapat menggunakan kamus apabila diperlukan.

Jawaban:

1 Local power company:

g *A local utility company supplies electricity to buildings connected to the power grid.*

2 To urge:

c *Persistently to persuade (someone) to do something.*

3 To conserve:

e *To protect (something, especially an environmentally or culturally important place or thing) from harm or destruction.*

4 Blackout:

a *A period of darkness caused by a failure of electrical power.*

5 Selfish:

b

A person or an action lacking consideration for others.

6 Guarantee:

d

To provide a formal assurance or promise, especially that certain conditions shall be fulfilled relating to a product, service, or transaction.

7 To eat all the chunky monkeys:

f

To eat a huge amount of food & drinks.

Activity 2

a. Alokasi waktu 25 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing peserta didik untuk memahami sebuah komik pendek mengenai *renewable energy*. Kegiatan ini dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis dan mandiri sesuai dengan gambar dan pertanyaan yang diberikan.

c. Petunjuk pembelajaran:

Setelah peserta didik selesai menjodohkan frasa dengan artinya yang tepat, guru meminta peserta didik untuk membaca komik pendek mengenai *renewable energy*. Setelah membaca, peserta didik diminta untuk menjawab dua pertanyaan: menceritakan kembali komik tersebut dengan menggunakan kalimatnya sendiri dengan cara menjawab beberapa pertanyaan: *What is the boy doing? Is he doing it right or wrong? Why? What might the boy do at the end of the story?* (bernalar kritis dan mandiri)

Jawaban dari kegiatan ini adalah:

Seorang anak yang tinggal di sebuah kota yang panas merasa tidak senang/khawatir ketika melihat iklan di TV bahwa masyarakat harus melakukan gerakan hemat energi listrik untuk menghindari pemadaman listrik. Karena kekhawatirannya akan pemadaman listrik, anak tersebut justru malah berniat untuk menyalakan semua alat elektronik yang ada di rumahnya sebagai persiapan pemadaman listrik. Apa yang dilakukan anak tersebut tidaklah benar. Hal tersebut justru menunjukkan perilaku yang egois. Dengan melakukan hal tersebut, pemadaman listrik justru akan terjadi lebih cepat.

Activity 3

a. Alokasi waktu 45 menit disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing peserta didik untuk membuat dialog pendek mengenai *renewable energy* dengan menggunakan ungkapan-ungkapan yang sudah dipelajari. Kegiatan ini dilakukan

untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang kreatif dan mandiri sesuai dengan pertanyaan yang diberikan.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk memilih salah satu petunjuk dialog (mandiri).
2. Secara berpasangan, peserta didik diminta untuk membuat dialog pendek mengenai *renewable energy* berdasarkan petunjuk yang sudah tersedia (kreatif).
3. Guru mengecek hasil dialog yang dibuat oleh peserta didik.
4. Peserta didik mempraktikkan dialog yang sudah mereka buat di depan kelas.

Jawaban dapat bervariasi, misalnya:

Situation 1

Student A meets student B in front of a shopping center. They plan to go to a bookstore on the second floor. Student A wants to use the elevator, while student B prefers to walk instead.

Adi: Hi, Indah. Where are you going?

Indah: Hello, Adi. I am going to the bookstore to buy the Geography book for our final project.

Adi: Me too. Let's go this way to use the elevator.

Indah: Let's use the stairs, Adi. The bookstore is on the second floor.

Adi: Why should we use the stairs if an elevator is available?

Indah: Walking is not only healthy, it is also good for the environment because it lessens energy consumption.

Adi: Alright, buddy. Let's walk then.

Situation 2

Student A uses a pencil when doing his/her assignment, while student B uses a mechanical pencil to save more trees in order to conserve energy.

Ryan: Can I borrow your pencil?

Fida: Sure, here it is.

Ryan: Thanks. It's a mechanical one, right?

Fida: Yes. I prefer to use a mechanical pencil since it is environmentally friendly.

Ryan: Why?

Fida: A mechanical pencil isn't made from wood, so it can save more trees.

Ryan: I see. I agree with you.

Situation 3

Student A usually uses his/her motorbike to school, while student B usually uses his/her bicycle to school to reduce pollution in order to conserve energy.

Keisha: Let's go to school. We don't have much time.

Tomy: Wait, my motorbike is running out of gas.

Keisha: Why don't we just use a bicycle?

Tomy: Using a motorbike is faster.

Keisha: I know, but using a bicycle makes us healthy. It also can reduce pollution to conserve energy.

Tomy: Alright. Let's use our bicycles then.

Reading

Activity 1

a. Alokasi waktu 20 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

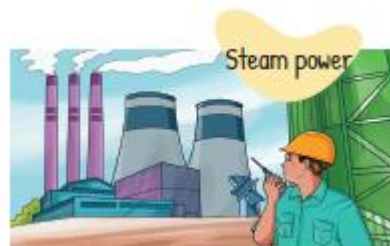
b. Tujuan

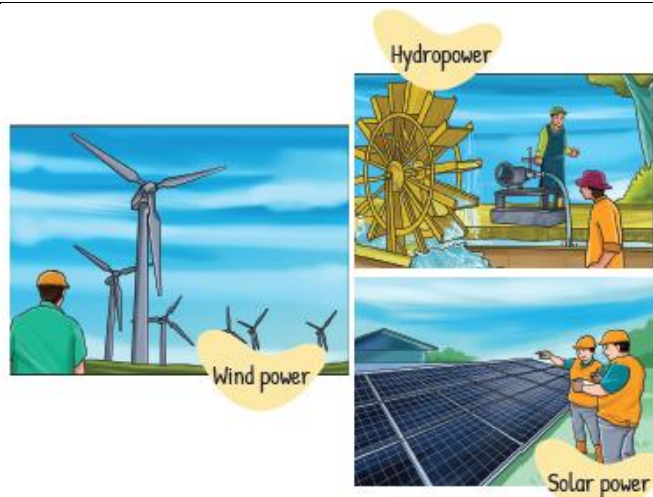
Menggali pengetahuan dan wawasan peserta didik tentang gambar dan frasa yang berkaitan dengan topik *narrative text* yang akan dipelajari. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang mandiri.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk membaca instruksi yang ada pada *Activity 1*. Guru menanyakan apakah mereka memahami instruksi tersebut.
2. Guru meminta peserta didik untuk mengamati gambar dan menghubungkan dengan frasa yang sesuai.
3. Guru menginstruksikan peserta didik untuk menjawab pertanyaan berkaitan dengan wawasan dan pengetahuan peserta didik (mandiri).

Jawaban:





1. *Do you know what the pictures are for?*

Kemungkinan jawaban: *They are for producing electricity.*

2. *Have you ever seen them?*

Kemungkinan jawaban: *Yes, I have.*

3. *Electricity is an essential part of people's lives nowadays. Does your area have its property? Any areas in your country which do not have one?*

Kemungkinan jawaban: *Yes, it does. Yes, in some remote areas.*

4. *Do you know about renewable energy? What is it?*

Kemungkinan jawaban: *Yes, a little bit. It is about energy which can be renewed.*

Activity 2

a. Alokasi waktu 25 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan

Membimbing, mengarahkan, dan memberikan pengetahuan beberapa kosakata yang berkaitan dengan *narrative text* yang akan dibaca peserta didik. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang mandiri.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk membaca instruksi yang ada pada *Activity 2*. Guru menanyakan apakah mereka memahami instruksi tersebut.
2. Guru meminta peserta didik untuk menjodohkan kata dengan definisi yang sesuai.
3. Guru menjelaskan bahwa kata-kata tersebut diambil dari *narrative text* yang ada di *Activity 3*.
4. Guru meminta peserta didik mengerjakan kegiatan ini secara individu (mandiri).
5. Guru membimbing peserta didik untuk dapat memahami makna kata dari kosakata yang disajikan dalam *Activity*
2. Apabila ada kesulitan, persilakan peserta didik untuk membuka kamus (cetak atau

digital). Berikan mereka tips mencari makna kata dalam kamus yang benar dan sesuai.

- Selain mencari makna kata bahasa Inggris dalam bahasa Indonesia, persilahkan peserta didik untuk mencari kata yang dicetak tebal dalam teks cerita dalam bahasa Inggris (kamus Inggris-Inggris).
- Jika ada beberapa makna atau definisi kata yang ditemukan, pilihlah yang sesuai dengan konteks.

Jawaban:

1 District (Noun)

f

A form of energy resulting from the existence of charged particles (such as electrons or protons) either statistically as an accumulation of charge or dynamically as a current

2 Limitation (Noun)

d

The quality or state of being limited or restraint

3 Ditch (Noun)

e

A narrow channel dug in the ground, typically used for drainage alongside a road or the edge of a field

4 Hydropower (Noun)

g

Renewable source of energy that generates power by using a dam or diversion structure to alter the natural flow of a river or other body of water

5 Electricity (Noun)

a

A form of energy resulting from the existence of charged particles (such as electrons or protons) either statistically as an accumulation of charge or dynamically as a current

6 Tarpaulin (Noun)

b

Heavy-duty waterproof cloth, originally of tarred canvas

7 Fist (Noun)

c

A person's hand when the fingers are bent in toward the palm and held there tightly

Activity 3

- Alokasi waktu 30 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- Tujuan

Mengembangkan daya nalar peserta didik untuk mengembangkan keterampilan membaca terutama menemukan ide pokok cerita, tujuan komunikatif dari teks yang

dibaca, informasi tersurat/tersirat, makna kata dan sinonimnya, acuan kata (*reference*), dan informasi rinci dalam *narrative text*. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk membaca instruksi yang ada pada *Activity 2*. Guru menanyakan apakah mereka memahami instruksi tersebut.
2. Guru menginstruksikan peserta didik untuk menjawab pertanyaan berdasarkan pemahaman teks yang mereka baca (bernalar kritis).
3. Guru memberi kesempatan pada peserta didik untuk berdiskusi tentang jawaban dari pertanyaan yang diberikan.

Jawaban:



1. What is the story about?

- d. *The story of Micro Hydro Power Plant building in Gurung Mali*

2. The purpose of the text is....

- b. *to amuse the readers with a lesson story from Gurung Mali*

3. Could the following statements represent what is told in the story? Click **Yes** or **No** for **each** statement.

Could this statement represent what is told in the story?	Yes	No
The material owners fully supported Nayau and her friends	✓	
The building of micro hydropower plant was finally completed	✓	
No one opposed the idea of Micro Hydro Power Plant building		✓
Nayau whole-heartedly cared of his enchanting village of Gurung Mali	✓	
Villagers were not more enthusiastic about protecting the forest		✓

4. What kind of person is Nayau?

- a. *persistent*

5. The phrase 'smiled broadly' in 'Nayau smiled broadly and was proud of his friends' (paragraph 7) means...

- a. *grin*

6. The main idea of the last paragraph is....
 - a. *After three months, the Micro Hydro Power Plant was finally completed.*
7. "If we don't try to change our condition, who else will change it for us?" (p.5) The word 'it' refers to....
 - e. *condition*
8. The main idea of the first paragraph is....
 - b. *The night in the village of Gurung Mali in Sintang district of West Kalimantan was colder and darker*

Rubrik Penilaian

Item No.	Rincian	Skor
1.	Jawaban sesuai	10
2.	Jawaban sesuai	10
3.	6 skor per sub-item (5x6)	30
4.	Jawaban sesuai	10
5.	Jawaban sesuai	10
6.	Jawaban sesuai	10
7.	Jawaban sesuai	10
8.	Jawaban sesuai	10
Skor Total		100

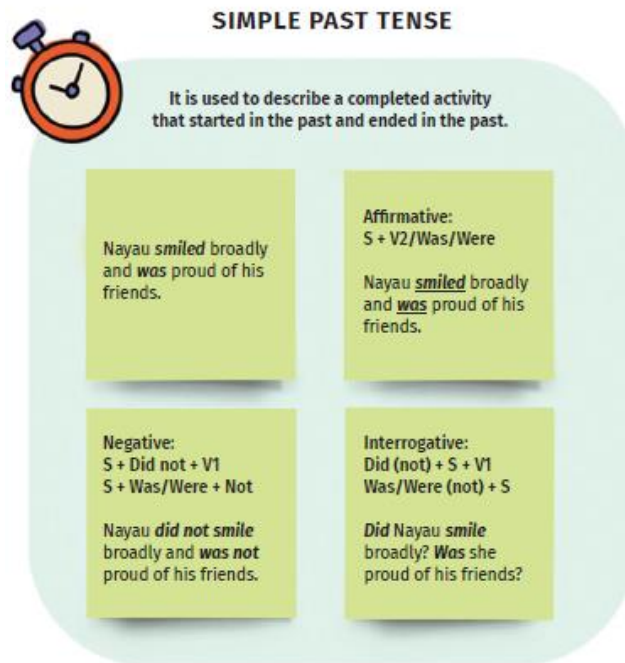
Activity 4 dan Activity 5

- a. Alokasi waktu 30 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- b. Tujuan

Membimbing dan mengarahkan peserta didik untuk mengeksplorasi struktur dan **tata** bahasa yang digunakan dalam *narrative text*. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis dan mandiri dalam mengeksplorasi dan mengidentifikasi struktur dan tata bahasa yang digunakan dalam *narrative text* yang diberikan.
- c. Petunjuk pembelajaran:
 1. Guru meminta peserta didik mengeksplorasi struktur dan tata bahasa *narrative text* yang ada di *Activity 4* (mandiri).
 2. Guru mempersilahkan peserta didik untuk bertanya jika ada yang belum dipahami
 3. Guru meminta peserta didik untuk mengeksplorasi dan mengidentifikasi penerapan struktur dan tata bahasa *narrative text* yang berjudul "*The Breakers of Limitation from Gurung Mali*" sesuai dengan panduan yang ada dalam tabel yang diberikan (bernalair kritis).
 4. Guru memberi kesempatan pada peserta didik untuk bertanya jika ada yang kurang

paham dalam melakukan kegiatan mengidentifikasi struktur dan tata bahasa *narrative text*.

5. Jika diperlukan, guru dapat menjelaskan lebih lanjut tentang *simple past tense* yang banyak digunakan dalam *narrative text*.



source: <https://www.grammar-monster.com/>

Activity 6

- Alokasi waktu 30 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- Tujuan
Mengelaborasi pemahaman peserta didik terhadap isi cerita dan memberi kesempatan pada peserta didik untuk mengungkapkan pendapat mereka terkait *narrative text* yang telah mereka baca. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: kolaboratif.
- Petunjuk pembelajaran:
 - Guru meminta peserta didik untuk berkelompok 3-4 orang (kolaboratif).
 - Guru mempersilahkan peserta didik untuk mengelaborasi isi cerita lebih rinci terutama tentang apa yang ditanyakan dalam pertanyaan yang diberikan. Guru mempersilahkan peserta didik untuk bertanya jika ada yang belum dipahami.

Jawaban:



1. Who are the characters?
Nayau and friends.
 2. When did the story take place?
Some time in the past.
 3. Where did the story take place?
The village of Gurung Mali in Sintang district of West Kalimantan.
 4. What happened to the characters?
The inexistence of electricity in his village.
 5. What challenges did the characters encounter in the story?
Some people did not agree with the characters' idea to build micro hydropower for their village.
 6. How did the characters solve the problem?
He convinced others to support his idea for their village's goodness.
 7. How was the ending of the story?
It ended in a happy ending when the village enjoyed the electricity.
-
8. What do you learn from the story?
I learned that togetherness can break through limitations that we have.

Viewing

Activity 1

- a. Alokasi waktu 10 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- b. Tujuan
Membantu peserta didik untuk mempersiapkan diri dalam memahami video yang akan mereka saksikan. Kegiatan ini melatih peserta didik untuk mengembangkan profil pelajar Pancasila yaitu bergotong royong dan kreatif.
- c. Petunjuk pembelajaran:
 1. Guru membagi peserta didik ke dalam enam (6) kelompok sebelum pertemuan di kelas (bergotong royong).
 2. Guru meminta masing-masing kelompok untuk mempersiapkan *flash card* berisi gambaran dari kata-kata sulit yang akan muncul pada video yang akan mereka saksikan tentang *Transforming Indonesia's Sumba into an Iconic Green Energy Island* (kreatif).
 3. Guru memberikan alternatif *flash card* yang mereka persiapkan di rumah yaitu dengan cara menggambar sendiri, mencari gambar di internet, atau cara yang mereka sepakati (kreatif)

4. *Vocabulary* yang dipersiapkan yaitu:

- *kerosene*
- *abundant*
- *scaling up*
- *vast majority*
- *biomass resources*
- *green energy*

Activity 2

a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing dan mengarahkan peserta didik agar memiliki pemahaman yang sama terhadap kata-kata atau frasa sehubungan dengan video yang mereka saksikan. Kegiatan ini melatih peserta didik untuk mengembangkan profil pelajar Pancasila yaitu bernalar kritis.

c. Petunjuk pembelajaran:

1. Guru memandu peserta didik dalam memahami katakata atau frasa yang akan muncul pada video yang akan mereka saksikan (bernalar kritis).
2. Guru menekankan pada interaksi yang terjadi antara guru dengan peserta didik atau sesama peserta didik terhadap kata-kata atau frasa yang didiskusikan (bernalar kritis)
3. Guru memastikan peserta didik memahami kata-kata atau frasa yang didiskusikan sebagai bekal dalam memahami video yang disaksikan (bernalar kritis).

Activity 3

a. Alokasi waktu 20 menit disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing dan mengarahkan peserta didik dalam memahami video yang mereka saksikan. Kegiatan ini melatih peserta didik untuk mengembangkan profil pelajar Pancasila yaitu kreatif, bernalar kritis, dan bergotong royong.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik menonton dan mengobservasi video yang berjudul *Transforming Indonesia's Sumba into an Iconic Green Energy Island* (bernalar kritis).
2. Guru meminta peserta didik mendiskusikan pertanyaan seputar video yang mereka saksikan bersama pasangannya (kreatif).
3. Guru berdiskusi bersama peserta didik pertanyaan-pertanyaan umum tentang video yang ditayangkan (kreatif).



1. What benefits could people gain from renewable energy used in Sumba?

Kemungkinan jawaban: *Making their lives better in terms of energy supply, night activities, low-cost production.*

2. What do you think you could do to help people in Sumba empower their renewable energy for lives?

Kemungkinan jawaban: *By empowering them to increase their quality of life by using renewable energy effectively.*

3. How could the government support their energy diversification?

Kemungkinan jawaban: *By trying to find other sources of renewable energy, switching energy forms, and funding the renewable energy production.*

Transkrip Video:

Transforming Indonesia's Sumba into an Iconic Green Energy Island

The island of Sumba in eastern Indonesia is culturally distinct from the rest of the country with unique burial traditions, animist religions and its own unique language.

But it shares many of the same problems as other isolated regions: poverty, high infant mortality and diseases like malaria, common. Access to power for the 650,000 islanders is a huge problem. Nearly half have no access to electricity and use kerosene and wood fires for lighting and cooking. It's expensive, unsafe and unhealthy. Meanwhile, the island has an abundance of renewable energy with plentiful solar and biomass resources and significant potential for hydropower and wind. To harness this green energy for Sumba, the Dutch NGO Hevos began working with the government. They set an ambitious goal to extend electricity to the vast majority of Sumba's population using 100 percent renewable energy.

(interview)

This initiative to turn Sumba into an iconic island of clean energy has since attracted additional support from other development partners, the private sector and most recently the ADB. Progress has already been made in rolling out renewable energy. The village of We Potendo benefits from a government-sponsored small-scale solar project. It brings power to 36 houses for a small monthly fee, much lower than the household kerosene bill. For village headman, Lede Dauga, having electricity at home has changed his life.

(interview)

And for the rest of the village, it means the chance to work and study after dark and access to things like television for the first time. ADB joined the initiative in 2013 with a technical assistance grant worth one million dollars. It's aimed at scaling up renewable energy access in Sumba and in other areas of eastern Indonesia. This was later increased to two million dollars with a grant from the government of Norway.

ADB's involvement can help leverage this model across other geographies within Indonesia and outside of Indonesia by supporting the overall development of the program and the subsequent implementation that can provide a model that can be replicated elsewhere.

This ambitious energy experiment on Sumba is important. If it's a success on the island, it could enable Indonesia to widen cost-effective energy access across many other poor isolated communities.

Video 2

Transkrip Video

Imagine a world without fossil fuels. None at all.

Imagine a world where you never need to smell the fumes of a passing car, bus or truck and where traffic noise is massively reduced.

Imagine a world powered by something you can't touch, which will be abundant for billions of years.

Imagine a world where every single home has electricity, no matter how far it is from the grid.

That's the future beyond fossil fuels.

Imagine governments no longer needing to subsidize fossil-fuel production or spend fortunes protecting their underground fuel sources, pipes and transmission lines.

Trillions of taxpayer dollars are freed up.

Smog and greenhouse gasses plummet. Public health improves. This healthy future is closer than you think. Our energy system is undergoing an unstoppable transformation. The coal-fired power industry that took a

century to build is being rapidly replaced by sun and wind power, forces of nature which cannot be dug out of the ground or sold on commodity markets.

In this totally fossil-fuel-free world, electricity belongs to everyone. It's home-grown in the true sense, bringing power to the 1.3 billion people who are currently inexcusably without it.

© BBC

source: learnenglish.britishcouncil.org

A. Vocabulary

Guru memberikan penjelasan dan pengetahuan terkait kosakata dalam video dan meminta peserta didik untuk menjodohkan frasa kata dengan maknanya secara digital dengan menekan tautan atau memindai kode batang (bernalar kritis)

Jawaban:

1. to subsidize (Verb)

f

To pay part of the cost of something

2. a side effect (Noun)

h

Something unplanned and usually unpleasant that happens in addition to the main effects of that situation

3. the grid (Noun)

i *A network of cables or pipes for distributing power, especially high-voltage transmission lines for electricity*

4. fossil fuels (Noun)

i *A natural fuel such as coal or gas, formed in the geological past from the remains of living organisms*

5. a commodity market (Noun)

b *Buying, selling, or trading a raw product, such as oil, gold, or coffee.*

6. to plummet (Verb)

j *A steep and rapid fall or drop*

7. abundant (Adjective)

a *Existing or available in large quantities; plentiful*

8. greenhouse gasses (Noun)

c *A gas that contributes to the greenhouse effect by absorbing infrared radiation, e.g., carbon dioxide and chlorofluorocarbons*

9. fumes (Noun)

d *Gas, smoke, or vapor that smells strongly or is dangerous to inhale.*

10. to bend the curve of emissions (Verb)

f *To flatten the upward trajectory of human-caused warming trends*

B. Discussion Questions

Guru memberikan instruksi pada peserta didik untuk bekerja secara berpasangan dan mendiskusikan pertanyaan terkait hasil memirsakan video (bergotong royong).

Jawaban

1. What are the two conditions of a world without fossil fuels like?

Ada beberapa jawaban: (a) *You never need to smell the fumes of a passing car, bus or truck and where traffic noise is massively reduced;* (2) *The world is powered by something you can't touch; and* (3) *Every single home has electricity, no matter how far it is from the grid.*

2. What kind of industry will be replaced by fossil fuels soon?

Jawaban: *The coal-fired power industry.*

3. What should people do to welcome 'the new world'?

Jawaban: *To harness the power of the sun and work at the speed of light.*

Writing

Sebelum *Activity 1*,

a. Alokasi waktu disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing peserta didik untuk mengerjakan proyek menulis teks cerita pendek naratif terkait *renewable energy* dengan harapan peserta didik dapat menulis sebuah cerita pendek dengan memperhatikan tujuan komunikatif, struktur teks, dan ciri-ciri kebahasaan secara benar dan sesuai konteks.

c. Petunjuk pembelajaran:

1. Guru memberikan penjelasan terkait proyek menulis dengan mengarahkan peserta didik untuk dapat menghasilkan cerita pendek *narrative text* dalam bentuk tertulis atau visual (cerita bergambar, foto bercerita, komik digital, atau video digital).
2. Guru menjelaskan rubrik penilaian cerita pendek *narrative text* untuk makna setiap unsur atau elemen penilaian dengan jelas. Teks tertulis menggunakan rubrik penilaian *peer-feedback*. Cerita bergambar, foto bercerita, dan komik digital menggunakan rubrik penilaian digital pictures. Video digital menggunakan rubrik digital video atau guru dapat menggunakan rubrik penilaian teks naratif lain yang disesuaikan dengan kebutuhan peserta didik.
3. Guru menjelaskan dengan semua produk cerita *narrative text* (teks tertulis, cerita bergambar, foto bercerita, komik digital, dan video digital) harus disertai dengan bukti tagihan *story mapping*, *storyboard*, dan produk akhir *narrative text*.

Rubrik Penilaian Menulis (*peer feedback*)

Yes= 1

No= 0

No.	Schematic Structures	Yes	No
1.	The story has Title		
2.	The story has Orientation		
	A. Characters		
	B. Setting		
3.	The story has Complication		

4.	The story has Evaluation		
5.	The story has Resolution		
6.	The story has Coda (optional)		
No.	Linguistic Features	Yes	No
1.	The story uses past tense		
2.	The story uses action verb		
3.	The story uses saying verb		
4.	The story uses direct speech		
5.	The story uses time conjunction		
6.	The story uses pronouns		
7.	The story is cohesively and coherently described		
Total Score		15	

Jika narrative text memenuhi semua kriteria rubrik penilaian, nilai total adalah $15 \times 10 = 150$ kemudian $150 : 15 = 100$. Sehingga total nilai adalah 100. Jika semua kriteria tidak terpenuhi, total nilai akhir adalah 0 atau guru menggunakan rubrik penilaian teks naratif yang lain sesuai dengan kebutuhan peserta didik.

Rubrik penilaian gambar digital (cerita bergambar, foto bercerita, dan komik digital)

Students' group:

Reg. No:

	Excellent (5)	Good (4)	Fair (3)	Marginal (2)	Inadequate (1)	Point(s)
Written content	The picture includes all narrative structures relevant to the topic. The picture is creative, clear, complete and concise	The picture includes most of the relevant narrative structures; however, it could have been better organized and could be more creative.	The picture does not have all of the relevant narrative structures. The story is presented in an unorganized narrative structures.	The picture is lacking in narrative structures required. There are many gaps in structures presented.	The picture is lacking in narrative structures required. There are many gaps in structures presented. Some or all of the story elements are plagiarized.	

	Excellent (5)	Good (4)	Fair (3)	Marginal (2)	Inadequate (1)	Point(s)
Visuals: Relevance	All visuals are related to the topic and make the picture easier to read and understand.	Almost all visuals are related to the topic, and most make it easier to read and understand.	Some visuals are related to the topic and make it easier to understand.	Few visuals relate to the topic.	No visuals relate to the topic.	
Attractive-ness	The picture is exceptionally attractive in terms of design, layout, and neatness.	The picture is attractive in terms of design, layout, and neatness.	The picture is attractive but a bit messy.	The picture is poorly designed and very messy.	The picture is distractingly messy and unattractive.	

	Excellent (5)	Good (4)	Fair (3)	Marginal (2)	Inadequate (1)	Point(s)
Grammar	Grammar and usage are correct and contribute to clarity and style.	Grammar and usage are typically correct, and errors did not detract from the presentation.	Grammar and usage are typically correct, but some errors detracted from presentation.	There are several errors in grammar and usage that detracted from the presentation.	Repeated errors in grammar and usage detracted greatly from the presentation.	
Mechanics	Capitalization and punctuation are correct throughout the story.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are 3 errors in capitalization or punctuation.	There are more than 4 errors in capitalization or punctuation.	

	Excellent (5)	Good (4)	Fair (3)	Marginal (2)	Inadequate (1)	Point(s)
Presentation	Student presents the story clearly and displays a complete understanding of the story. It is evident that the student is well prepared.	Student presents the story fairly clearly and displays a reasonable understanding of the story.	The story presented is fairly displayed throughout the project.	The story presented is not clearly displayed throughout the project.	Not enough preparation was done for the presentation, it therefore lacks many elements of what is expected.	
Independent Learning	Student consistently follows instructions and expectation; requires little or no teacher support	Student usually follows instructions and expectation; requires minimal teacher support	Student sometimes follows instructions and expectation; requires occasional teacher support	Student rarely follows instructions and expectation; requires teacher support	Student does not follow instructions and expectation; requires teacher support	

	Excellent (5)	Good (4)	Fair (3)	Marginal (2)	Inadequate (1)	Point(s)
Creativity	Student produces original ideas with no guidance and encouragement.	Student produces original ideas, with minimal guidance and encouragement	Students produces original ideas with some guidance and encouragement	Student produces original ideas with extensive guidance	Student does not produce original ideas	
					Total	.../40

Jika semua kriteria terpenuhi, total nilai adalah $5 \times 8 = 40$. Jadi $40 : 40 = 1$ dan $1 \times 100 = 100$. Jadi nilai akhir adalah 100. Jika semua kriteria tidak terpenuhi, total nilai akhir adalah $1 \times 8 = 8$. Jadi $8 : 40 = 0,2$ dan $0,2 \times 100 = 20$ atau guru menggunakan rubrik penilaian teks naratif lain yang sesuai dengan kebutuhan peserta didik.

Rubrik penilaian video digital

	Outstanding (5)	Good (4)	Satisfactory (3)	Marginal (2)	Failed (1)	Score
Organization and content	Able to present story in a clearly organized and creative/original way, using effective signposting with an attention-grabbing opening, an effectively organized body which clearly follows scientific conventions, and a memorable conclusion/ending	Able to present story in an organized and somewhat creative/original way, using appropriate signposting, with a clear opening, a clear body which follows scientific conventions, and a clear conclusion/ending	Able to present story in a moderately organized and moderately creative/original way, using appropriate signposting, with a brief opening, a moderately organized body which mostly follows scientific conventions, and a short conclusion	Little evidence that the student is able to present story in an adequately organized and creative/original way, with a brief opening, a moderately organized body which may not follow scientific conventions, and a short conclusion	Unable to present story in an adequately organized and creative/original way, with a brief opening, a body which may follow scientific conventions, and a short conclusion. The body of the presentation is poorly organized	

	Outstanding (5)	Good (4)	Satisfactory (3)	Marginal (2)	Failed (1)	Score
Multimedia and visual effects	Able to design creative and interesting visuals which effectively and appropriately support the project and utilize an appropriate variety of multimedia and visual effects, e.g. video clips, pictures, objects, graphs, diagrams, tables.	Able to design visuals which appropriately support the project and utilize an appropriate variety of multimedia and visual effects.	Able to design visuals which are moderately appropriate, support the project and utilize a somewhat limited and/or somewhat appropriate range of multimedia and visual effects.	Little evidence that the student is able to design visuals which are mostly appropriate, support the project most of the time and utilize a range of visual aids. The visuals may be very wordy and/or inappropriate.	Unable to design appropriate visuals which support the presentation and utilize a range of visual aids. The visuals are very wordy and/or inappropriate.	

	Outstanding (5)	Good (4)	Satisfactory (3)	Marginal (2)	Failed (1)	Score
Language	Able to express ideas in fluent, accurate English with few errors (of grammar, vocabulary pronunciation), using appropriate language for the context.	Able to express ideas in fluent, accurate English with some errors, using mostly appropriate language for the context.	Able to express ideas in mostly fluent, accurate English with some errors, using mostly appropriate language for the context.	Little evidence that the student is able to express ideas in mostly fluent, accurate English with some errors, using mostly appropriate language for the context.	The project is difficult to understand because of the language issues.	
Independent	Student consistently follows instructions and expectation; requires little or no teacher support	Student usually follows instructions and expectation; requires minimal teacher support	Student sometimes follows instructions and expectation; requires occasional teacher support	Student follows rarely instructions and expectation; requires teacher support	Student does not follow instructions and expectation; requires teacher support	

	Outstanding (5)	Good (4)	Satisfactory (3)	Marginal (2)	Failed (1)	Score
Creativity	Student produces original ideas with no guidance and encouragement.	Student produces original ideas, with minimal guidance and encouragement	Students produces original ideas with some guidance and encouragement	Student produces original ideas with extensive guidance	Student do not produce original ideas	
Total						.../25

Jika semua kriteria terpenuhi, total nilai adalah $5 \times 5 = 25$. Jadi $25 : 25 = 1$ dan $1 \times 100 = 100$. Jadi nilai akhir adalah 100. Jika semua kriteria tidak terpenuhi, total nilai akhir adalah $1 \times 5 = 5$. Jadi $5 : 25 = 0,2$ dan $0,2 \times 100 = 20$ atau guru menggunakan rubrik penilaian teks naratif lain yang sesuai dengan kebutuhan peserta didik.

Activity 1: Plan

- Alokasi waktu 30 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- Tujuan:
Membimbing peserta didik dalam kelompok dan individu untuk membuat rencana cerita pendek naratif berdasarkan story mapping. Kegiatan ini mengembangkan profil pelajar Pancasila, yaitu peserta didik yang berpikir kritis, kreatif, mandiri, dan gotong royong.
- Petunjuk pembelajaran:
 - Guru menginstruksikan peserta didik untuk membuat kelompok proyek menulis yang terdiri dari 2 sampai dengan 4 orang anggota. (gotong royong)
 - Guru membimbing peserta didik untuk saling bertukar pikiran dengan mengisi tabel rencana panduan menulis cerita pendek narrative text (story mapping) dengan memperhatikan tanda baca, huruf besar, dan tenses. (Guru memberikan pilihan pengerjaan pada peserta didik dengan menulisnya di buku atau kertas atau mengetik secara online menggunakan Google Docs atau aplikasi dokumen lain). (bernalar kritis, kreatif, mandiri, gotong royong)

Topic/Title		
Character Map		
What does the character look like? <i>Mendeskripsikan karakter dari tokoh cerita</i>	How do the characters act? <i>Mendeskripsikan sikap dan tindakan dari tokoh cerita</i>	How do other characters react to this character? <i>Mendeskripsikan pandangan tokoh cerita lain terhadap tokoh utama</i>

Setting Map		
Where does the story take place? <i>Mendeskripsikan tempat kejadian cerita</i>	When does the story take place? <i>Mendeskripsikan waktu kejadian cerita</i>	Description of the settings? <i>Mendeskripsikan latar belakang cerita</i>
Conflict Map		
The conflict <i>Mendeskripsikan masalah</i>	Why does it occurs? <i>Mendeskripsikan alasan mengapa masalah terjadi</i>	How could it be resolved? <i>Mendeskripsikan bagaimana masalah diselesaikan</i>
Resolution Map		
The resolution <i>Mendeskripsikan solusi tindakan dari penyelesaian masalah</i>		

Activity 2: Writing Plan

a. Alokasi waktu 30 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing peserta didik dalam secara individu untuk menuliskan ide dalam story mapping menjadi paragraf narrative text. Kegiatan ini mengembangkan profil pelajar Pancasila, yaitu peserta didik yang berpikir kritis, kreatif, mandiri, dan gotong royong.

c. Petunjuk pembelajaran:

1. Guru menginstruksikan peserta didik untuk menuliskan ide dalam story mapping menjadi paragraf teks naratif dengan mengisi tabel struktur teks naratif dan memperhatikan penggunaan keterangan waktu, kata penghubung, dan kata ganti orang atau benda untuk menghubungkan atau membedakan kalimat-kalimat antarparagraf. (bernalar kritis, kreatif, mandiri)

Title	Judul
Orientation (introduces the characters and settings)	Perkenalan tokoh dan setting cerita
Complication (the problem)	Masalah
Evaluation (suspense which makes the reader want to find out what will happen)	Evaluasi (ketegangan/ klimaks yang membuat pembaca ingin mengetahui apa yang akan terjadi)
Resolution (problem is solved)	Penyelesaian masalah
Coda (optional, conclude a story with a short comment on what happened)	Kesimpulan cerita/nilai moral/pendapat

Activity 3: Text Review

a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing peserta didik dalam kelompok dan individu untuk saling membaca dan

menilai teks naratif. Kegiatan ini mengembangkan profil pelajar Pancasila, yaitu peserta didik yang bernalar kritis, kreatif, mandiri, dan gotong royong.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik yang bekerja dalam kelompok dan peserta didik yang bekerja individu untuk saling bertukar hasil tulisan cerita pendek narrative text. (bernalar kritis, kreatif, mandiri, dan gotong royong)
2. Guru mengarahkan peserta didik untuk membaca hasil tulisan cerita pendek narrative text kelompok lain. (bernalar kritis, kreatif, mandiri, dan gotong royong)
3. Guru membimbing peserta didik untuk menilai hasil tulisan cerita pendek narrative text kelompok lain dengan memberikan tanda centang pada tabel elemen struktur teks dan ciri kebahasaan narrative text. (bernalar kritis, mandiri, dan gotong royong)

Schematic Structures	Yes/No	Linguistic Features	Yes/No
Title		Past tense	
Orientation		Action verb	
Complication		Saying verb	
Evaluation		Direct speech	
Resolution		Time conjunction	
Coda (optional)		Pronoun	

Activity 4: Text Redraft

a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing peserta didik untuk secara mandiri dalam kelompok melakukan perbaikan tulisan jika kelompok lain memberikan komentar dan saran. Kegiatan ini mengembangkan profil pelajar Pancasila, yaitu peserta didik yang bernalar kritis, kreatif, dan mandiri.

c. Petunjuk pembelajaran:

1. Guru memberikan kesempatan peserta didik untuk melakukan revisi tulisan cerita pendek dengan menulis ulang kembali cerita pendek berdasarkan ulasan kelompok lain secara mandiri. (bernalar kritis, kreatif, dan mandiri)
2. Guru mengarahkan peserta didik untuk menyerahkan tulisan hasil perbaikan akhir. (mandiri)

Presenting

a. Alokasi waktu 60 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Kegiatan ini melatih peserta didik untuk mengembangkan rasa percaya diri dan komunikasi dalam bahasa Inggris dalam menyampaikan hasil proyek menulis cerita pendek naratif.

c. Petunjuk pembelajaran:

1. Guru mengarahkan peserta didik untuk menyiapkan rencana presentasi dengan membuat pertanyaan 5W+1H (Siapa, Apa, Kapan, Dimana, Mengapa, dan Bagaimana).
2. Guru mengarahkan peserta didik untuk menyiapkan presentasi seperti menyiapkan catatan pribadi, template, dan kertas.

3. Guru mengarahkan peserta didik untuk melakukan latihan presentasi.
4. Guru mengarahkan peserta didik untuk melakukan presentasi di depan kelas.
5. Guru membimbing peserta didik untuk mampu menjawab pertanyaan peserta lain saat presentasi, seperti mengucapkan terima kasih pada penanya, mengulangi pertanyaan, menjawab pertanyaan, menanyakan pada penanya apakah mereka puas dengan jawaban, sampai mengulangi ucapan terima kasih.

Rubrik Penilaian Presenting

Penilaian dapat dilihat dari:

1. *Planning the presentation* (mengajukan pertanyaan 5W+1H kepada diri sendiri);
2. *Preparing the presentation* (catatan pribadi, perlengkapan presentasi visual, selebaran (opsional));
3. *Delivering the presentation*; dan
4. *Dealing with questions* (Teknik TRACT: Thank the questioner, Repeat the question, Answer the question, Check with the questioner if they are satisfied, Thank them again).

Jika presentasi produk tulisan dan visual teks naratif mengikuti 4 tahapan presentasi, yang terlihat dari materi PowerPoint dan kemampuan kelompok dalam menyampaikan presentasi serta menjawab pertanyaan dengan baik, nilai yang didapat adalah 100 atau guru menggunakan rubrik penilaian presentasi teks naratif lain yang sesuai dengan kebutuhan peserta didik.

c. Kegiatan Penutup

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

F. ASESMEN

Assessment

- a. Alokasi waktu disesuaikan dengan konteks dan kebutuhan peserta didik secara mandiri.
- b. Tujuan:
Kegiatan ini memberikan kesempatan pada peserta didik untuk mengetahui kemampuan mereka dalam pemahaman membaca teks naratif.
- c. Petunjuk pengerjaan:
 1. Guru memberikan instruksi pada peserta didik untuk pengerjaan soal asesmen. Peserta didik dapat menjawab soal dengan menulis jawaban dalam selembar kertas atau guru menyiapkan tautan dokumen Google atau aplikasi dokumen lain secara digital agar peserta didik dapat menjawab soal langsung secara daring.
 2. Guru mempersilakan peserta didik mengerjakan soal asesmen dengan cermat dan teliti.

MODUL AJAR KURIKULUM MERDEKA
UNIT 2 ARGUMENTATIVE TEXT: E-MONEY
THEME DIGITAL MONEY

INFORMASI UMUM	
A. IDENTITAS MODUL	
Penyusun	: Bebet Rusmasari Kundolini, S.Pd.
Institusi	: MAN Kota Palopo
Tahun Penyusunan	: Tahun 2024
Jenjang Sekolah	: Madrasah
Mata Pelajaran	: Bahasa Inggris
Fase F, Kelas/Semester	: XII (Dua Belas)/I (Ganjil)
Alokasi Waktu	: 12 JP (6 x Pertemuan (2 x 45 menit))
B. KOMPETENSI AWAL	
Capaian Pembelajaran Bahasa Inggris Fase F, yaitu: Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Jenis teks narasi cerita pendek menjadi rujukan utama dalam mempelajari bahasa Inggris pada fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual termasuk isu energi terbarukan dan konteks budaya. Mereka membaca teks tulisan untuk mempelajari sesuatu dan mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi dan kemampuan evaluasi teks narasi dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.	
Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks. <i>By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use</i>	

	<i>English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use non-verbal elements such as gestures, speed and pitch to be understood in most contexts.</i>	
	Elemen Membaca – Memirsa	
	Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks. <i>By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use non-verbal elements such as gestures, speed and pitch to be understood in most contexts.</i>	
	Elemen Menulis – Mempresentasikan	
	Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital. <i>By the end of Phase F, students independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation, capitalization and tenses. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They</i>	

<i>include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.</i>	
C. PROFIL PELAJAR PANCASILA	
Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;	
D. SARANA DAN PRASARANA	
1. Gawai	4. Buku Teks
2. Laptop/Komputer PC	5. Papan Tulis/White Board
3. Akses Internet	6. Referensi yang Mendukung
7. Handout Materi	8. Infokus/Proyektor/Pointer
	9. Lembar Kerja
E. TARGET PESERTA DIDIK	
▪ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.	
F. MODEL PEMBELAJARAN	
▪ Tatap Muka.	
KOMPONEN INTI	
A. TUJUAN KEGIATAN PEMBELAJARAN	
Learning Goals: By the end of this unit, you are expected to be able to: 12.2.1. Identify the communicative purposes and schematic structures of an argumentative text 12.2.2. Identify the language features of argumentative text: the expressions of asking and giving opinions 12.2.3. State explicit and implicit information (main ideas and detailed information) from an argumentative text 12.2.4. Write an argumentative text with appropriate schematic structures and language features 12.2.5. Perform an argumentative text in a form of a preferred media using the expressions of asking and giving opinions in focus	
B. PEMAHAMAN BERMAKNA	
Teks argumentatif (teks autentik) melalui kegiatan mendengarkan, berbicara, membaca, memirsa, menulis, dan mempresentasikan tentang topik-topik terkait konteks peserta didik dan isu-isu penting lainnya, seperti: literasi finansial, tanggung jawab, dan kemandirian.	
C. PERTANYAAN PEMANTIK	
▪ Uang digital disebut apa? ▪ Adakah perbedaan antara e-money dengan uang elektronik?	
D. KEGIATAN PEMBELAJARAN	
a. Kegiatan Pendahuluan ▪ Selalu memulai pembelajaran dengan guru meminta salah satu peserta didik untuk memimpin doa, mengecek kehadiran peserta didik di kelas dan mengecek kebersihan kelas, serta kesiapan belajar peserta didik. ▪ Untuk mengecek kesiapan belajar peserta didik maka guru sebaiknya memberikan tes awal (<i>diagnostic test</i>) tentang pemahaman teks naratif. Tes awal dapat berbentuk	

pilihan ganda, esai, pertanyaan lisan, atau bentuk tes lainnya yang menanyakan pemahaman peserta didik tentang *schematic structures* atau *language features* dari teks argumentatif (guru dapat merujuk pada bagian *scope and sequence*). Soal atau pertanyaan tes awal diserahkan pada kreatifitas masing-masing guru.

- Terkait pembelajaran berdiferensiasi (konten, proses dan produk) sudah terintegrasi dalam kegiatan pembelajaran.
Terutama pada saat pemilihan topik, proses menulis dan produk dari teks argumentatif pada kegiatan *writing-presenting*.
- Untuk memenuhi penerapan dalam kurikulum merdeka terutama pada kepemimpinan peserta didik; suara peserta didik; pilihan peserta didik; dan kepemilikan peserta didik. Kegiatan dapat terlihat dari kegiatan kelompok pada saat pembelajaran dimana guru memberikan tugas pada setiap kelompok peserta didik untuk menentukan ketua kelompok dan memberikan kepercayaan pada ketua kelompok untuk memberikan peran pada masing-masing anggota kelompok agar peserta didik mandiri dan memiliki rasa tanggung jawab terhadap kelompok dan penyelesaian tugas kelompok. Selain itu, guru memberikan kesempatan pada semua peserta didik untuk memberikan pendapatnya pada kegiatan pembelajaran *listening-speaking, reading-viewing* dan pemilihan topik pada kegiatan *writing-presenting* dan juga adanya variasi rubrik penilaian teks argumentatif yang disesuaikan dengan produk menulis.
- Guru dan peserta didik berdiskusi dan menyepakati kesepakatan kelas untuk mencapai tujuan pembelajaran di unit ini.
- Untuk memastikan keselamatan peserta didik pada saat menggunakan tautan kegiatan pembelajaran, sebaiknya guru mengecek tautan kegiatan pembelajaran sebelum tautan kegiatan pembelajaran digunakan oleh peserta didik. Kegiatan permainan (*games, ice breaking, dsb*) yang dilakukan di dalam kelas, guru harus memastikan bahwa lingkungan kelas aman untuk digunakan sebagai tempat permainan (*games, ice breaking, dsb*).
- Untuk memfasilitasi peserta didik yang berkebutuhan khusus, seperti pembelajar cepat (*fast learner*), guru dapat memberikan instruksi pada peserta didik untuk mengerjakan kegiatan pengayaan (*Enrichment*) atau guru dapat memberikan sumber bacaan lain terkait teks naratif dengan CEFR level diatas B2 yaitu C1 atau C2. Sedangkan, untuk memfasilitasi peserta didik berkebutuhan khusus lainnya, seperti pembelajar lambat (*slow learner*), guru dapat memberikan instruksi ulang (remedial) pada kegiatan *assessment* atau guru memberikan bentuk tugas lain sesuai dengan kemampuan peserta didik pembelajar lambat (*slow learner*).

Did You Know?

- Guru meminta peserta didik untuk membacakan teks pendek yang tersedia guna mengarahkan mereka pada topik yang akan dipelajari.

b. Kegiatan Inti

Listening

Activity 1

- a. Alokasi waktu 10 menit atau disesuaikan dengan konteks dan kebutuhan belajar peserta didik.
- b. Tujuan:
Membimbing peserta didik untuk mengamati gambar agar peserta didik dapat mengidentifikasi dan memberikan pendapat terkait gambar. Kegiatan ini mengembangkan profil pelajar Pancasila, yaitu peserta didik yang berkebinekaan global, berpikir kritis, kreatif, mandiri, dan gotong royong.

c. Petunjuk pembelajaran:

1. Guru meminta semua peserta didik mengamati dua gambar tentang belanja menggunakan uang elektronik dan belanja menggunakan uang tunai. (berkebinekaan global dan berpikir kritis)
2. Guru meminta peserta didik secara berpasangan mendiskusikan pertanyaan. Guru memberikan peserta didik waktu yang cukup untuk memahami pertanyaan dan berdiskusi. (berkebinekaan global, berpikir kritis, kreatif, dan gotong royong)
3. Guru meminta peserta didik secara berpasangan mengungkapkan pendapatnya dengan menjawab pertanyaan. Guru memberikan kesempatan pada semua peserta didik untuk berpendapat. (berkebinekaan global, berpikir kritis, kreatif, mandiri, dan gotong royong)

Jawaban:

Guru menerima semua jawaban yang mungkin dan masuk akal sesuai dengan konteks gambar, misalnya:



1. Explain what is happening in the two pictures.

Kemungkinan jawaban: *In the two pictures we can see that there are two different conditions. The first picture shows students who are buying books using physical money in a bookstore. The second picture shows students who are buying books using electronic money in a school canteen.*

2. Do you prefer to use cash or electronic money for purchasing? Why?

No. 2 menerima semua jawaban yang mungkin dan logis sesuai konteks gambar, keadaan, dan pengalaman peserta didik.

Activity 2

a. Alokasi waktu 10 menit atau disesuaikan dengan konteks dan kebutuhan belajar peserta didik.

b. Tujuan:

Membimbing peserta didik untuk memahami kosa kata tentang *e-money* sebelum kegiatan mendengarkan. Kegiatan ini bertujuan untuk mengembangkan pemahaman literasi finansial dan digital. Kegiatan ini juga mengembangkan profil pelajar Pancasila, yaitu peserta didik yang berkebinekaan global, berpikir kritis, dan mandiri.

c. Petunjuk pembelajaran:

1. Sebelum mendengarkan audio rekaman, guru memperkenalkan beberapa kosakata yang akan didengar oleh peserta didik dengan meminta peserta didik mengerjakan latihan kosakata, yaitu menjodohkan frasa dengan maknanya secara tertulis atau peserta didik mengerjakan latihan secara daring melalui aplikasi daring. (berkebinekaan global, berpikir kritis, dan mandiri)
2. Guru memberitahukan cara mengerjakan latihan secara daring jika peserta didik memilih mengerjakan latihan secara daring dengan cara menekan tautan atau memindai kode batang (berkebinekaan global, berpikir kritis, dan mandiri)

Jawaban

- C** 1. QR code (Noun)
a machine-readable code consisting of an array of black and white squares, typically used for storing URLs or other information for reading by the camera on a smartphone.
- K** 2. deduct (Verb)
subtract or take away (an amount or part) from a total
- A** 3. e-wallet (Noun)
a type of electronic card which is used for transactions made online through a computer or a smartphone
- I** 4. fumbling (Noun)
doing something awkwardly, especially when using your hands
- G** 5. e-payments (Noun)
electronic payments for transactions made on the Internet.
- H** 6. siphoned off (Verb)
to dishonestly take money from an organization or other supply, and use it for a purpose for which it was not intended
- L** 7. e-commerce platforms (Verb)
the buying and selling of goods and services, or the transmitting of funds or data, over an electronic network
- D** 8. flinch (Verb)
make a quick, nervous movement as an instinctive reaction to fear, pain, or surprise
- F** 9. cash-based (Noun)
used to describe investments, financial products, etc. that involve money rather than shares, bonds, etc
- E** 10. cashless (Adjective)
using or operating with credit and debit cards and electronic systems, not money in the form of coins or notes
- B** 11. shun (Verb)
to avoid something
- J** 12. lagging (noun)
moving or making progress so slowly that you are behind other people or things

Activity 3

- a. Alokasi waktu 5 menit atau disesuaikan dengan konteks dan kebutuhan belajar peserta didik.

b. Tujuan:

Membimbing peserta didik dalam menyimak percakapan tentang *e-money* dalam bentuk sinar (*podcast*). Kegiatan ini juga mengembangkan profil pelajar Pancasila, yaitu peserta didik yang berkebinekaan global, berpikir kritis, dan mandiri.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik menyimak sinar tentang uang elektronik sebagai alat jual beli daring. Guru memberikan waktu yang cukup untuk peserta didik dalam memahami sinar dengan baik. (berkebinekaan global, berpikir kritis, dan mandiri)

Transkrip dialog:

One morning, in a Library Cafe, La Ode is interviewing Sri, a social media influencer.

La Ode: "Hello, guys. This is La-Ode, greeting you again from our podcast studio. Today is so special because I am interviewing a young famous social media influencer. Let's meet our guest: Sri."

(some audiences in the studio are clapping)

La Ode: "Hi, Sri, How are you doing?"

Sri: "Hi, bro, I am good."

La Ode: "I heard your social account has reached more than 700K."

Sri: "Thanks."

La Ode: "I feel happy for you."

Sri: "Thank you again. It's a blessing in disguise since it was pandemic two years ago. People have bought things online. My social media account was nearly just for my personal needs."

La Ode: "Okay, you are invited to share your experience dealing with e-commerce platforms. Can you tell us how you came up with the idea of selling products online using your social media account and shifting from cash-based to cashless society?"

Sri: "Well, let me start from the reason why I decided to start my online shop. When I was a little girl back then, I remember saving my pocket money by

placing it in a special rooster piggy bank, the silver rupiah coins collected into a pile full of coins. Did you know?" (giggling)

La Ode: "Yeahhh. I used to place coins in it." (laughing)

Sri: "Then, I got my first debit card when I was 20. Later, I saved up money for a gap year, by working as a sales promotion girl in a supermarket, and I put the money into a savings account."

La Ode: "So how did you make up your mind by starting your online shop?"

Sri: "Let me go on. Fast forward to 2019, I resigned as a sales promotion girl and tried my luck to sell things online as I started to have many followers in my social media account."

La Ode: "I see."

Sri: "As far as I know, at that moment, some people were familiar with going cashless. Sometimes, they use smartphones for payment with a QR code."

La Ode: "Do you know how QR codes work?"

Sri: "Yes, I do. I learned it from a friend who works in a bank. He told me that once the QR codes are scanned, the online system would immediately deduct the exact amount owed from the payer's e-wallet. No fumbling for cash and waiting for change. No swipe of a plastic card either. The transaction would take seconds."

La Ode: "So, what do you think about their habits?"

Sri: "Frankly speaking, I was tempted. But there were a couple of reasons why I kept using physical money and avoided getting into e-payments and e-wallets."

La Ode: "What are the reasons?"

Sri: "Firstly, I felt it was safer. I wasn't really aware of how electronic money would work on my smartphone and I feared it would somehow get easily siphoned off. Having physical cash just felt safer."

La Ode: "You think so huh? (confirming) I flinched once the e-money got siphoned off."

Sri: "It did?!" (astonished)

La Ode: "Yes, it even took me more time to get back using the e-wallet."

Sri: "That's horrible."

La Ode: "Okay, tell me more about the story."

Sri: "I feared that by moving to electronic payments and losing the greater friction of paying with cash, I would end up spending more."

La Ode: "Yes, absolutely. It feels like we are losing physical transactions."

Sri: "It's weird, huh?! (giggling) Do you think these fears are justified? As more and more people across the world shun cash, these are essential issues to consider."

La Ode: "Yes, they are. Yet, if we keep using cash, it seems that we are lagging behind."

Sri: "That's the point. For people who live in these increasingly cashless societies, the benefits of electronic payment are obvious."

La Ode: "What do you mean?"

Activity 4

- a. Alokasi waktu 10 menit atau disesuaikan dengan konteks dan kebutuhan belajar peserta didik.
- b. Tujuan:
Membimbing peserta didik untuk menggunakan kosakata tentang uang elektronik dalam kalimat yang didengar dari sinar. Kegiatan ini juga mengembangkan profil pelajar Pancasila, yaitu peserta didik yang berkebinekaan global, berpikir kritis, kreatif dan mandiri.
- c. Petunjuk pembelajaran:
 1. Guru meminta peserta didik mendengarkan kembali audio sinar dengan saksama. Kemudian, meminta peserta didik untuk mengisi kalimat rumpang dengan kosakata yang didengar. (berkebinekaan global, berpikir kritis, dan mandiri)
 2. Guru membahas jawaban kosakata dengan peserta didik. (kegiatan ini memberikan kesempatan pada guru untuk memfasilitasi murid dengan pengucapan kosakata yang baik dan benar)

Jawaban



- | | | |
|--------------------------|---------------|----------------|
| 1. e-commerce platforms. | 4. fumbling | 8. shun |
| 2. deduct | 5. e-payments | 9. lagging |
| 3. e-wallet | 6. siphoned | 10. cash-based |
| | 7. flinched | |

Activity 5

- a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan belajar peserta didik.
- b. Tujuan:

Membimbing peserta didik memahami teks menyimak tentang *e-money*. Kegiatan ini juga bertujuan agar peserta didik dapat mengidentifikasi topik dan tujuan teks menyimak, mengidentifikasi ungkapan-ungkapan menanyakan dan memberikan pendapat tentang *e-money*, serta memahami informasi secara tersurat dan tersirat (ide pokok dan informasi detail) dari teks lisan sinilar (*podcast*) tentang *e-money*. Selain itu, kegiatan ini juga mengembangkan profil pelajar Pancasila, yaitu peserta didik yang berkebinekaan global, berpikir kritis, kreatif, mandiri, dan gotong royong.
- c. Petunjuk pembelajaran:
 1. Guru meminta peserta didik secara berpasangan menjawab pertanyaan berdasarkan sinilar yang didengar dengan berdiskusi dan mengungkapkan pendapat masing-masing. (berkebinekaan global, berpikir kritis, kreatif, mandiri, dan gotong royong)

Jawaban:



1. What are La Ode and Sri talking about?
La Ode and Sri are talking about Sri who uses e-money as a means for online purchasing.
2. What is Sri's profession?
Sri's profession is an influencer
3. Mention some reasons why Sri started her online shop.
Contoh jawaban: *She knew some people were familiar with cashless. Sometimes, they use smartphones for payment with a QR code.*
4. Can the following information be inferred from the podcast? answer Yes or No for each statement.

Can this information be inferred from the podcast?	Yes	No
Sri is still saving her pocket money by placing it in a special rooster piggy bank		✓
La Ode ever illegally took some money from online purchasing		✓
Sri had two logical reasons why she kept using physical money	✓	
The increasing number of people use electronic money had made Sri started her online shop	✓	

5. Fill in the table by using the expressions of opinions from the podcast

Asking opinions	Giving opinions
"So, what do you think about their habits?"	Frankly speaking, I was tempted; Firstly, I felt it was safer; As far as I know, at that moment, some people were familiar with cashless
Do you think these fears are justified?	; I feared that by moving to electronic payments and losing the greater friction of paying with cash, I would end up spending more
What do you mean?	Yes, they are. Yet, if we keep using cash, it seems that we are lagging behind.

Speaking

Activity 1

a. Alokasi waktu 45 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing peserta didik untuk mengidentifikasi secara umum mengenai ungkapan menanyakan dan memberikan pendapat (*Asking for and Giving Opinion*) dari kegiatan mendengarkan sebelumnya. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis dan mandiri sesuai dengan gambar dan pertanyaan yang diberikan.

c. Petunjuk pembelajaran:

1. Guru meminta salah satu peserta didik untuk membaca petunjuk di dalam buku paket di *Activity 1* secara lantang.
2. Guru meminta peserta didik untuk memperhatikan beberapa ungkapan *Asking for and Giving Opinion* lainnya di dalam contoh di *Activity 1*.
3. Guru meminta salah satu peserta didik untuk membaca kembali petunjuk lanjutan di *Activity 1* secara lantang.
4. Guru meminta peserta didik untuk menjawab secara lisan lima pertanyaan yang tersedia di dalam soal, berdasarkan transkrip *listening* sebelumnya. (mandiri, bernalar kritis)

Jawaban:



(1) In your opinion, why did La Ode invite Sri to his podcast?

Contoh jawaban: *In my point of view, Sri is a successful entrepreneur who would inspire the listeners positively.*

**Jawaban logis lain dapat diterima*

(2) How do you feel about Sri's idea that money will remain a governing force in the lives of humans?

Contoh jawaban: *I believe that money is what people regularly use when purchasing or selling goods and services. Money has taken many forms through the ages, but money consistently has three functions: store of value, unit of account, and medium of exchange. Therefore, as long as many people do economic transactions with money, it will remain a governing force in the lives of humans.*

**Jawaban logis lain dapat diterima*

(3) Do you agree with Sri's opinion 'So, to me, It is like living in a world where you get all the benefits of spending, without the pain of paying'? Explain your reasons.

Contoh jawaban: *I do agree with Sri since the cashless effect describes our tendency to be more willing to pay when there is no physical money involved in a transaction. It means that we are more likely to purchase something on a credit card than if we have to pay for it with cash.*

**Jawaban logis lain dapat diterima*

(4) What is your view on those who want to make social media influencers as a profession?

Contoh jawaban: *I am sure that everyone has their own option of what is best for them. Personally, I think I am not ready to be a social media influencer since I may always be in the spotlight. This makes me a celebrity, as people call it Celebgram. However, I envy those professions because they can manage to stay fit and charming for their fans. I can't imagine myself living up to people's expectations.*

**Jawaban logis lain dapat diterima*

(5) Due to the pandemic, the use of cashless methods has become rapid. What are your thoughts on that?

Contoh jawaban: *As far as I am concerned, most people were not mobile during the covid-19, they tend to use cashless methods to make purchases, like in an online shopping. This means that the phenomena accelerated the use of digital and contactless payments.*

**Jawaban logis lain dapat diterima*

5. Guru memperhatikan pelafalan dan diharapkan dapat memberikan timbal balik positif dengan mengoreksi cara pelafalannya dengan benar.

6. Guru memberikan konfirmasi dan apresiasi terhadap respons peserta didik.

Activity 2

a. Alokasi waktu 45 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing peserta didik untuk mampu mengungkapkan secara lisan mengenai ungkapan menanyakan dan memberikan pendapat (*Asking for and Giving Opinion*).

Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis dan mandiri sesuai dengan gambar dan pertanyaan yang diberikan.

c. Petunjuk pembelajaran:

1. Guru meminta salah satu peserta didik untuk membaca petunjuk di dalam buku paket di *Activity 2* secara lantang.

2. Guru meminta peserta didik untuk menyebutkan secara lisan benda atau hal yang bisa mereka identifikasi di dalam gambar yang disediakan di dalam buku paket.

3. Guru memberikan konfirmasi dan apresiasi terhadap respons peserta didik.

4. Guru meminta salah satu peserta didik untuk membaca petunjuk lanjutan di dalam buku paket di *Activity 2* secara lantang.

5. Guru meminta salah satu peserta didik untuk menjelaskan kegiatan yang akan

dilaksanakan di dalam sesi ini sesuai dengan petunjuk yang dibacakan sebelumnya. Guru diharapkan memberikan penjelasan ulang tentang kegiatan ini agar semua peserta didik dapat terlibat di dalam permainan *Pick a Card*.

6. Guru meminta peserta didik secara acak atau sukarela untuk memilih satu kartu dengan nomor tertentu sesuai dengan nomor yang mereka mau, lalu guru memberikan pertanyaan sesuai dengan gambar yang terdapat di dalam buku paket. Peserta didik diharapkan memberikan respons dengan menggunakan ungkapan *Giving Opinion* (memberikan pendapat), lalu guru dapat meminta peserta didik lainnya, boleh dipilih oleh guru atau peserta didik yang sudah memilih kartu boleh memilih peserta didik lainnya untuk mendapatkan giliran, untuk memberikan pendapat sesuai dengan pertanyaan dari nomor yang dipilih. Pertanyaan yang terlampir dapat disesuaikan atau dapat disusun kembali dengan kebutuhan guru dan lingkungan belajar. (mandiri, bernalar kritis).



1. What are the two men in the first picture doing?

Kemungkinan jawaban: *I think the two men are trading their crops. The first man is trading his bananas to another man's crop, the palm sugar.*

*Jawaban logis lain dapat diterima

2. What does the second man do? What is the difference with the first picture?

Kemungkinan jawaban: *If I may say, the man in the second picture is selling his work online. It's contradictory to the first picture of two men trading their crops offline - a traditional kind of transaction.*

*Jawaban logis lain dapat diterima

3. Why do you think the people of Baduy Dalam don't use digital payment?

Kemungkinan jawaban: *I assume that they are still tied to tradition or there is no internet connection.*

**Jawaban logis lain dapat diterima*

4. Is it possible that in the future, people of Baduy Dalam will be a digital society where they use cashless payment?

Kemungkinan jawaban: *I am not sure but I will say that there is a possibility. People change and should adapt so that they will survive. Maybe it will take sometimes but who knows, right?*

**Jawaban logis lain dapat diterima*

5. Do you know any tribe/community/place which still uses primal methods of transaction, like trading stuff or barter? Can you give us an example?

Kemungkinan jawaban: *Yes, I do. From the article I read on <https://www.deccanherald.com/> in Assam, India, people from the hills and plains get together once a year and buy and sell their commodities—barter trade without any monetary transaction. It has been celebrated in the form of a fair called Jonbeel Mela for more than five centuries now.*

**Jawaban logis lain dapat diterima*

7. Guru diharapkan selalu memberikan umpan balik positif serta apresiasi kepada setiap peserta didik yang sudah berpartisipasi dan memberikan dorongan kepada peserta didik yang belum sepenuhnya aktif di dalam kelas.
8. Guru meminta peserta didik untuk mengulas materi dengan meminta peserta didik mengategorikan ungkapan *Asking for and Giving Opinion* serta memberikan contoh sederhana secara lisan.

Reading

Activity 1

- a. Alokasi waktu 30 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- b. Tujuan

Membantu peserta didik untuk mempersiapkan diri dan mengembangkan daya nalar mereka dalam membaca sebuah teks yang berjudul: "*Cashless society: What do we gain and lose when cash is no longer king?*" Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis dan kreatif sesuai dengan gambar dan pertanyaan yang diberikan.

- c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk menjawab pertanyaan mengenai konsep *e-money* (bernalar kritis).
2. Guru meminta peserta didik menjelaskan contoh-contoh *e-money* selain kartu kredit dan kartu debit (kreatif).
3. Setelah menjawab kedua pertanyaan terkait pengalaman mereka dalam menggunakan *e-money*, peserta didik kemudian diminta untuk memahami arti kata-kata di dalam kotak dengan cara berdiskusi dengan temannya atau dengan cara membuka kamus jika dibutuhkan.

Jawaban: (Jawaban dapat bervariasi)



1. What do you know about e-money?.

E-money is a type of money which is stored in a user's account which can be accessed using a card or an electronic device, such as a mobile phone.

2. Beside debit and credit cards, what other examples of e-money that you know?

Ovo, Gopay, Dana, etc.

Jawaban untuk bagian tabel:

No	Words	Meaning	Word Class	Example Sentences
1	Cashless	Tanpa uang	Adjective	In Indonesia, cashless payment tolling had been started since 2019
2	Bill	Tagihan	Noun	She has paid the electric and water bill this week.
3	Gambling	Judi	Noun	Gambling had brought about his ruin.
4	Account	Tabungan	Noun	My account has Rp10,000,000 in it.
5	Charity	Kegiatan Amal	Noun	We will run a local charity that gives books to children.
6	Transaction	Transaksi	Noun	The bank charges a fixed rate for each transaction .

Activity 2

a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan

Membantu peserta didik untuk mempersiapkan diri dan mengembangkan daya nalar mereka dalam memahami ide utama (*reading for gists*) sebuah text berjudul: "*Cashless society: What do we gain and lose when cash is no longer king?*" Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis dan mandiri sesuai dengan pertanyaan yang diberikan.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk membaca teks yang disajikan (mandiri).
2. Guru meminta peserta menyimpulkan ide utama dari sebuah teks yang disajikan (bernalar kritis).

Jawaban:

The text is about the phenomenon of using e-money in society (cashless society).

Activity 3

a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan

Membantu peserta didik untuk mempersiapkan diri dan mengembangkan daya nalar mereka dalam mencari informasi spesifik mengenai kelebihan dan kekurangan dari penggunaan *e-money* dari sebuah teks berjudul: "*Cashless society: What do we gain and lose when cash is no longer king?*" Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis dan mandiri sesuai dengan pertanyaan yang diberikan.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk membaca kembali teks yang disajikan (mandiri).
2. Guru meminta peserta didik untuk mengelompokkan pernyataan yang disajikan, apakah termasuk keuntungan (*benefit*) atau kekurangan (*weakness*) dari penggunaan *e-money* (bernalar kritis).

Jawaban:



NO	SENTENCES	BENEFITS	WEAKNESSES
1	Lower crime rates	✓	
2	Digital transaction sacrifice privacy		✓
3	Easier international payment	✓	
4	Easier transaction tracking	✓	
5	Hacking risks		✓
6	Technology problems when accessing funds		✓
7	Economic inequality barrier		✓
8	Increase payment fee		✓
9	Cash management cost money	✓	
10	Effect of negative interest to consumers		✓

Activity 4 dan Activity 5

- Alokasi waktu 10 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- Tujuan
Membimbing, mengarahkan, dan memberikan pengetahuan terkait struktur *argumentative text*.
- Petunjuk pembelajaran:
 - Guru meminta peserta didik untuk membaca instruksi yang ada pada *Activity 4*. Guru menanyakan apakah mereka memahami instruksi tersebut.
 - Guru meminta peserta didik untuk membaca penjelasan *the schematic structures of an argumentative text* secara bergiliran dengan suara lantang.
 - Guru bertanya jika ada kata-kata atau frasa yang masih belum dipahami. Guru memberikan konfirmasi atas pertanyaan peserta didik. Siklus berlanjut hingga poin terakhir.
 - Guru meminta peserta didik untuk menyesuaikan *the schematic structures of an argumentative text* dengan teks tentang "*Cashless society: What do we gain and lose when cash is no longer king? - Are the structures of the argumentative text in*

line with the text you have read? Which one is the thesis? Why is it called a thesis? Do they have the arguments? What is elaborated in the arguments? Does it have a conclusion? What is the conclusion made by the author regarding the issues?

5. Guru memberikan konfirmasi dari jawaban peserta didik dan memberikan apresiasi atas usaha mereka.
6. Guru menjelaskan pada peserta untuk membaca instruksi yang ada pada *Activity 5*. Dengan bantuan guru, peserta didik dapat membuat kesimpulan tentang:

(a) What is an argumentative text?

- Argumentative text is a text that is used to persuade someone to do or not do something. Argumentative text expresses the reasons for an opinion, an idea, or a belief.

(b) What is the structure of an exposition text?

- Thesis
- Arguments
- Conclusion/Reiterations

(c) What is presented in the thesis?

- It introduces the issue and the writers' point of view about the issue of the topic.

(d) What is elaborated in the arguments?

- They elaborate and provide several reasons to the readers about the writers' arguments in order to support the writers' point of view about the issue on the thesis statement.

(e) What is presented in the conclusion?

- It presents the summary of all the arguments which have been elaborated before.

Viewing

Activity 1

a. Alokasi waktu 10 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan

Membantu peserta didik untuk mempersiapkan diri dan mengembangkan daya nalar mereka dalam memahami Video 1 yang akan mereka saksikan. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis.

c. Petunjuk pembelajaran:

1. Guru mempersilakan peserta didik untuk bertanya tentang instruksi pada *Activity 1* jika ada yang belum mereka pahami.
2. Guru meminta peserta didik menghubungkan satu kata atau frasa yang ada dengan gambar yang sesuai (bernalair kritis). Guru memastikan peserta didik memahami kata atau frasa yang ada dalam daftar.
3. Guru menjelaskan bahwa kata atau frasa tersebut akan muncul pada video yang akan mereka saksikan yang berjudul "*Homemade Banking: E-money Services Emerge in Indonesia*" pada *Activity 2*.

Jawaban



1. Bills (Noun)
2. Bank account (Noun phrase)
3. Physical cash (Noun phrase)
4. Mobile money platform (Noun phrase)
5. Receipt (Noun)



Activity 2

a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Mengembangkan daya nalar kritis dan pemahaman peserta didik tentang isu *e-money* yang ada dalam Video 1. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis dan kolaboratif.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik menyaksikan dan memahami informasi dalam video pada tautan atau memindai kode batang yang telah disediakan dengan saksama (kritis).
2. Guru memberi kesempatan pada peserta didik untuk berdiskusi tentang jawaban-jawaban yang mungkin dari pertanyaan-pertanyaan yang diberikan secara berpasangan (kolaboratif).

Jawaban yang mungkin:

1. How popular is e-money in your community?

E-money is quite popular in my community nowadays.

2. When do you usually use e-money?

I use e-money when I shop at the supermarket.

3. What are the attitudes of the people you know towards e-money?

I guess people are more comfortable with e-money.

4. Do you have a bank account yourself?
What is it commonly for?

Yes, I do. I use a bank account to save my money.

5. How could branchless banking support e-money usage among the locals?

Branchless banking supports e-money usage among the locals by enhancing bank service in local areas.

Activity 3

a. Alokasi waktu 20 menit disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Mengembangkan daya nalar dan kemampuan peserta didik mengelaborasi penggunaan pembayaran digital dalam kehidupan sehari-hari. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang kolaboratif.

c. Petunjuk pembelajaran:

1. Guru mempersilakan peserta didik untuk menyaksikan Video 2 yang berjudul “24 Hours with Digital Payment” pada tautan atau memindai kode batang yang telah disediakan dengan saksama.
2. Guru meminta peserta didik untuk berpasangan dan berdiskusi tentang pernyataan yang ada dalam tabel dengan contoh kegunaan pembayaran digital yang ditampilkan dalam video (kolaboratif).
3. Guru mempersilakan peserta didik untuk bertanya jika ada yang kurang dipahami.

Jawaban



No.	Could this phrase represent the uses of digital payment displayed in the video?	Yes	No
1.	Order food	✓	
2.	Book a car mechanic		✓
3.	Order groceries	✓	
4.	Book a ride	✓	
5.	Book a travel package		✓
6.	Shop at e-commerce	✓	
7.	Top up e-money	✓	
8.	Scan for online donation	✓	
9.	Book appointment for rapid test	✓	
10.	Book cleaning service		✓
11.	Expand movie subscription	✓	
12.	Pay for online concert	✓	
13.	Pay for music subscription		✓
14.	Split bills with friends	✓	
15.	Book the hotel		✓

Writing

Activity 1

a. Alokasi waktu disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing peserta didik untuk mengerjakan proyek menulis *podcast* berupa *talk show* teks argumentatif terkait dengan *e-money* dengan harapan peserta didik dapat menulis sebuah *talk show* dengan memperhatikan tujuan komunikatif, struktur teks, dan ciri-ciri kebahasaan secara benar dan sesuai konteks. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang mandiri, bergotong royong, dan kreatif.

c. Petunjuk pembelajaran:

1. Guru memberikan penjelasan terkait proyek menulis dengan mengarahkan peserta didik untuk dapat menghasilkan *podcast* berupa *talk show* teks argumentatif terkait *e-money* dalam bentuk tertulis atau multimodal (*podcast*). (mandiri)
2. Guru meminta peserta didik memilih salah satu topik yang ditawarkan (kreatif) yaitu:
 - *The challenges of e-money*
 - *The benefits of e-money*
 - *The development of e-money and its impacts on social life*
 - *E-money as a lifestyle*
3. Peserta didik berbagi peran. Satu berperan sebagai panelis yang menanyakan

pendapat sementara yang lain berperan sebagai panelis yang memberikan opininya tentang *e-money*. (bergotong royong)

4. Guru menjelaskan rubrik penilaian teks argumentatif untuk makna setiap unsur atau elemen penilaian dengan jelas. Teks tertulis atau naskah menggunakan rubrik penilaian *group-feedback*. *Podcast* atau *talk show* menggunakan rubrik penilaian writing atau guru dapat menggunakan rubrik penilaian menulis lain yang disesuaikan dengan kebutuhan peserta didik. (kreatif)
5. Peserta didik menuliskannya pada Google Docs atau aplikasi dokumen lainnya atau di kertas/buku dalam bentuk teks transaksional tertulis atau *talk show* dengan memperhatikan penggunaan ungkapan menanyakan atau memberikan pendapat. (bergotong royong)

Activity 2

- a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- b. Tujuan:
Membimbing peserta didik dalam kelompok untuk memahami rubrik penilaian dalam menulis sebuah *podcast* tentang *e-money*. Kegiatan ini melatih peserta didik untuk mengembangkan pola pikir bernalar kritis.
- c. Petunjuk pembelajaran:
Guru memberikan dan mendiskusikan rubrik penilaian menulis *podcast* tentang *e-money*. (bernalar kritis)

Rubrik Penilaian Menulis (Group Feedback)

4 Strong	3 Developing	2 Emerging	1 Beginning	Score
Ideas	Establishes a clear focus Uses descriptive language Provides relevant information Communicates creative ideas	Develops a focus Uses some descriptive language Details support idea Communicates original ideas	Attempts focus Ideas not fully developed	Lacks focus and development
Organization	Establishes a strong beginning, middle, and end Demonstrates an orderly flow of ideas	Attempts an adequate introduction and ending Evidence of logical sequencing	Some evidence of a beginning, middle, and end Sequencing is attempted	Little or no organization Relies on single idea

4 Strong	3 Developing	2 Emerging	1 Beginning	Score
Expression	Uses effective language Uses high-level vocabulary Use of sentence variety	Diverse word choice Uses descriptive words Sentence variety	Limited word choice Basic sentence structure	No sense of sentence structure
Conventions	Few or no errors in: grammar, spelling, capitalization, punctuation	Some errors in: grammar, spelling, capitalization, punctuation	Has some difficulty in: grammar, spelling, capitalization, punctuation	Little or no evidence of correct grammar, spelling, capitalization or punctuation

Activity 3

a. Alokasi waktu 25 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing peserta didik dalam kelompok untuk mendiskusikan pertanyaan arahan yang berhubungan dengan *e-money* dan *podcast*. Kegiatan ini mengembangkan profil pelajar Pancasila: mengembangkan daya berpikir kritis dan bergotong royong.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk menulis dalam kelompok dan memperhatikan kesesuaian ide, organisasi, ungkapan, dan konvensi. (bergotong royong)
2. Guru meminta peserta didik untuk bekerja menulis dalam kelompok dengan memperhatikan bahwa *talk show* yang ditulis tidak menyinggung isu negatif, berita palsu, persekusi, dan ujaran kebencian.
3. Guru membimbing peserta didik untuk melakukan reviu kelompok dengan saling bertukar naskah tertulis.
4. Guru meminta peserta didik untuk melakukan *group review* dengan cara saling memberikan skripnya. (bergotong royong)
5. Guru meminta peserta didik untuk fokus pada ide dan ungkapan meminta dan memberikan pendapat. (bernalar kritis)
6. Peserta didik merevisi skripnya berdasar *feedback* dari kelompok lain. (bernalar kritis)

Components	Yes (1)	No (0)	Score
Idea			
Organization			

- Thesis			
- Arguments			
- Recommendation			
Expressions			
- Asking for Opinion			
	Scan for online donation		
Giving Opinion			
			Total Score :

Activity 4

- Alokasi waktu 20 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- Tujuan:

Membimbing peserta didik dalam kelompok untuk menuliskan *podcast* berupa *talk show* tentang *e-money*.

Kegiatan ini mengembangkan profil pelajar Pancasila yaitu daya berpikir kritis.
- Petunjuk pembelajaran:

Guru meminta peserta didik untuk menulis skrip akhir *podcast*-nya (bernalar kritis).

Presenting

Activity 1

- Alokasi waktu 60 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- Tujuan:

Kegiatan ini melatih peserta didik untuk mengembangkan rasa percaya diri dan komunikasi dalam bahasa Inggris dalam menyampaikan *podcast* berupa *talk show* tentang *e-money*. Kegiatan ini juga bertujuan untuk mengembangkan profil pelajar Pancasila yaitu mandiri dan kreatif.
- Petunjuk pembelajaran:
 - Guru meminta peserta didik untuk merekam *podcast*-nya menggunakan telepon pintar atau alat perekam lainnya. (kreatif)
 - Guru meminta peserta didik untuk mengulang rekamannya untuk hasil terbaik. (mandiri)

Activity 2

- Alokasi waktu 30 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- Tujuan:

Melatih peserta didik untuk berani memublikasikan *podcast* yang dibuat dalam bentuk *talk show* tentang *e-money*.

Kegiatan ini juga mengembangkan profil pelajar Pancasila yaitu kreatif dan bernalar kritis.
- Petunjuk pembelajaran:
 - Guru meminta peserta didik untuk memublikasikan *podcast* yang dibuat di media sosial. (kreatif)

2. Guru meminta peserta didik untuk membagikan dan menandai gurunya serta meminta teman-temannya memberikan komentar. (bernalar kritis)

c. Kegiatan Penutup

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

F. ASESMEN

Assessment

- a. Alokasi waktu disesuaikan dengan konteks dan kebutuhan peserta didik secara mandiri.

b. Tujuan:

Memfasilitasi peserta didik dalam pemahaman lanjutan tentang *argumentative text* (teks autentik). Kegiatan ini juga bertujuan mengembangkan profil pelajar Pancasila, yaitu peserta didik yang berpikir kritis, kreatif, dan mandiri. Selain itu, kegiatan ini bertujuan untuk mengukur kemampuan peserta didik dalam mengidentifikasi tujuan komunikatif dari teks argumentatif tentang *e-payment* dan memahami informasi secara tersurat dan tersirat (ide pokok dan informasi detail) dari teks tertulis, acara bercakap-cakap (*talk show*), atau sinar (*podcast*) tentang *e-payment*.

c. Petunjuk pengerjaan:

1. Guru meminta peserta didik untuk membaca teks dengan saksama. (berpikir kritis dan mandiri)
2. Guru meminta peserta didik menjawab soal assessment dengan baik dan benar. (berpikir kritis, kreatif, dan mandiri).

MODUL AJAR KURIKULUM MERDEKA
UNIT 3 HORTATORY EXPOSITION: NETIQUETTE
THEME NETIQUETTE

INFORMASI UMUM	
A. IDENTITAS MODUL	
Penyusun	: Bebet Rusmasari Kundolini, S.Pd.
Institusi	: MAN Kota Palopo
Tahun Penyusunan	: Tahun 2024
Jenjang Sekolah	: Madrasah
Mata Pelajaran	: Bahasa Inggris
Fase F, Kelas/Semester	: XII (Dua Belas)/II (Genap)
Alokasi Waktu	: 12 JP (6 x Pertemuan (2 x 45 menit))
B. KOMPETENSI AWAL	
Capaian Pembelajaran Bahasa Inggris Fase F, yaitu: Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Jenis teks hortatory exposition menjadi rujukan utama dalam mempelajari bahasa Inggris pada fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual termasuk isu etika berinternet dan konteks budaya. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi teks argumentatif (teks autentik) dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual opini dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.	
Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks. <i>By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use</i>	

<i>English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use non-verbal elements such as gestures, speed and pitch to be understood in most contexts.</i>
Elemen Membaca – Memirsa
Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks. <i>By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use non-verbal elements such as gestures, speed and pitch to be understood in most contexts.</i>
Elemen Menulis – Mempresentasikan
Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital. <i>By the end of Phase F, students independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation, capitalization and tenses. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They</i>

<i>include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.</i>	
C. PROFIL PELAJAR PANCASILA	
Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;	
D. SARANA DAN PRASARANA	
1. Gawai	4. Buku Teks
2. Laptop/Komputer PC	5. Papan Tulis/White Board
3. Akses Internet	6. Referensi yang Mendukung
7. Handout Materi	8. Infokus/Proyektor/Pointer
	9. Lembar Kerja
E. TARGET PESERTA DIDIK	
▪ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.	
F. MODEL PEMBELAJARAN	
▪ Tatap Muka.	
KOMPONEN INTI	
A. TUJUAN KEGIATAN PEMBELAJARAN	
Learning Goals: By the end of this unit, you are expected to be able to: 12.3.1. Identify the communicative purposes and the schematic structures of hortatory exposition text. 12.3.2. Identify some of the language features of hortatory exposition text: present tense and emotive phrases. 12.3.3. State explicit and implicit information (main ideas and detailed information) from hortatory exposition text. 12.3.4. Categorize facts and opinions on hortatory exposition text. 12.3.5. Write a hortatory exposition text with appropriate schematic structures and linguistic features. 12.3.6. Do a group presentation that focuses on hortatory exposition text.	
B. PEMAHAMAN BERMAKNA	
Teks <i>hortatory exposition</i> melalui kegiatan mendengarkan, berbicara, membaca, memirsa, menulis, dan mempresentasikan topik-topik terkait konteks peserta didik dan isu-isu penting lainnya, seperti: kejujuran, tanggung jawab, dan keamanan digital.	
C. PERTANYAAN PEMANTIK	
▪ Mengapa diperlukan netiquette etiket dalam berinternet? ▪ Apa saja yang termasuk netiquette? ▪ Apa yang sebaiknya dilakukan dalam berinteraksi berkomunikasi berperilaku dalam kehidupan sehari-hari? ▪ Apa yang anda ketahui tentang netiquette?	
D. KEGIATAN PEMBELAJARAN	
a. Kegiatan Pendahuluan ▪ Selalu memulai pembelajaran dengan guru meminta salah satu peserta didik untuk memimpin doa, mengecek kehadiran peserta didik di kelas dan mengecek kebersihan	

kelas, serta kesiapan belajar peserta didik.

- Untuk mengecek kesiapan belajar peserta didik maka guru sebaiknya memberikan tes awal (*diagnostic test*) tentang pemahaman teks naratif. Tes awal dapat berbentuk pilihan ganda, esai, pertanyaan lisan, atau bentuk tes lainnya yang menanyakan pemahaman peserta didik tentang *schematic structures* atau *language features* dari teks argumentatif (guru dapat merujuk pada bagian *scope and sequence*). Soal atau pertanyaan tes awal diserahkan pada kreatifitas masing-masing guru.
- Terkait pembelajaran berdiferensiasi (konten, proses dan produk) sudah terintegrasi dalam kegiatan pembelajaran.
Terutama pada saat pemilihan topik, proses menulis dan produk dari teks argumentatif pada kegiatan *writing-presenting*.
- Untuk memenuhi penerapan dalam kurikulum merdeka terutama pada kepemimpinan peserta didik; suara peserta didik; pilihan peserta didik; dan kepemilikan peserta didik. Kegiatan dapat terlihat dari kegiatan kelompok pada saat pembelajaran dimana guru memberikan tugas pada setiap kelompok peserta didik untuk menentukan ketua kelompok dan memberikan kepercayaan pada ketua kelompok untuk memberikan peran pada masing-masing anggota kelompok agar peserta didik mandiri dan memiliki rasa tanggung jawab terhadap kelompok dan penyelesaian tugas kelompok. Selain itu, guru memberikan kesempatan pada semua peserta didik untuk memberikan pendapatnya pada kegiatan pembelajaran *listening-speaking, reading-viewing* dan pemilihan topik pada kegiatan *writing-presenting* dan juga adanya variasi rubrik penilaian teks argumentatif yang disesuaikan dengan produk menulis.
- Guru dan peserta didik berdiskusi dan menyepakati kesepakatan kelas untuk mencapai tujuan pembelajaran di unit ini.
- Untuk memastikan keselamatan peserta didik pada saat menggunakan tautan kegiatan pembelajaran, sebaiknya guru mengecek tautan kegiatan pembelajaran sebelum tautan kegiatan pembelajaran digunakan oleh peserta didik. Kegiatan permainan (*games, ice breaking, dsb*) yang dilakukan di dalam kelas, guru harus memastikan bahwa lingkungan kelas aman untuk digunakan sebagai tempat permainan (*games, ice breaking, dsb*).
- Untuk memfasilitasi peserta didik yang berkebutuhan khusus, seperti pembelajar cepat (*fast learner*), guru dapat memberikan instruksi pada peserta didik untuk mengerjakan kegiatan pengayaan (*Enrichment*) atau guru dapat memberikan sumber bacaan lain terkait teks naratif dengan CEFR level diatas B2 yaitu C1 atau C2. Sedangkan, untuk memfasilitasi peserta didik berkebutuhan khusus lainnya, seperti pembelajar lambat (*slow learner*), guru dapat memberikan instruksi ulang (remedial) pada kegiatan *assessment* atau guru memberikan bentuk tugas lain sesuai dengan kemampuan peserta didik pembelajar lambat (*slow learner*).

Did You Know?

- Guru meminta peserta didik untuk membacakan teks pendek yang tersedia guna mengarahkan mereka pada topik yang akan dipelajari.

b. Kegiatan Inti

Listening

Activity 1

- a. Alokasi waktu 10 menit atau disesuaikan dengan konteks dan kebutuhan belajar peserta didik.

- b. Tujuan:

Membimbing dan mengarahkan peserta didik dalam menjawab pertanyaan-pertanyaan

umum tentang media sosial/teks *hortatory exposition*. Kegiatan ini juga dilakukan juga untuk mengembangkan dimensi profil pelajar Pancasila yaitu bernalar kritis.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk menjawab pertanyaan lisan yang diajukan guru terkait media sosial masing-masing. (bernalar kritis)
2. Guru menggali jawaban-jawaban peserta didik yang akan mengarahkan peserta didik pada teks yang akan diperdengarkan. (bernalar kritis)

Jawaban



1. Are you familiar with any social media platforms?
Yes, I am atau *No, I'm not.*
2. Which do you think is the most popular among teenagers?
Jawaban bervariasi (Instagram, Twitter, Facebook, dsb.)
3. Do you get 'likes' or 'dislikes' when posting something on social media?
Yes, I do atau *No, I don't.*

Jika jawaban *No*, bisa diarahkan untuk memiliki sosial media atau menuliskan postingannya di buku.

4. How do you respond to them?
Jawaban bisa bervariasi, misalnya:
If I get 'likes', I will say thank you or give positive emoticons.
If I get 'dislikes', I will try to evaluate my post or edit it.

Activity 2

a. Alokasi waktu 20 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing dan mengarahkan peserta didik dalam memahami kata-kata sulit yang muncul pada dialog berdasarkan konteks yang dibaca dan dipahami tentang teks *hortatory exposition* dalam menggunakan internet, sosial media, dan keamanan digital. Kegiatan ini juga dilakukan juga untuk mengembangkan dimensi profil pelajar Pancasila yaitu bergotong royong dan bernalar kritis.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk membaca kata-kata sulit yang akan muncul pada dialog yang diperdengarkan. (bergotong royong)
2. Guru meminta peserta didik untuk mendiskusikan arti dari kata-kata tersebut berdasarkan konteks. (bernalar kritis).
3. Guru menggali makna dari jawaban peserta didik yang akan mengarahkan peserta didik pada teks yang akan diperdengarkan. (bernalar kritis)

Kata/Frasa	Arti
nailed	sukses atau berhasil melakukan sesuatu
beauty pageant	kontes kecantikan
mind-blowing	mengagumkan
alarmed	memperingatkan
spill the tea	menceritakan secara rinci sesuatu yang masih rahasia atau gosip
hate speech	ujaran kebencian
recruitment	proses seleksi
upset	marah
mean	jahat, tanpa perasaan
invisible	tak terlihat

Activity 3

- Alokasi waktu 10 menit atau disesuaikan dengan konteks dan kebutuhan belajar peserta didik.
- Tujuan:
Membimbing dan mengarahkan peserta didik dalam memahami dan mendapatkan gambaran tentang pengaruh media sosial/teks *hortatory exposition* berupa dialog dalam menggunakan internet, sosial media, dan keamanan digital secara berpasangan. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila yaitu mengembangkan cara berpikir kritis.
- Petunjuk pembelajaran:
Guru meminta peserta didik bersama pasangannya untuk mendengarkan dialog yang dibacakan guru atau guru meminta murid untuk bermain peran dengan membacakan dialog di depan kelas.

Skrip Dialog

Muthia: Hey, Arifin, do you know something new about the "Postparty"?

Arifin: I haven't been around on social media, so what's new?

Muthia: They have the newest guitarist in the band.

Arifin: Was he good?

Muthia: He? It's a she. She totally nailed it. You are going to love her. Let me show you the newest post.

Muthia showed the post on Instagram to Arifin.

Arifin: Wow. She is mind-blowing. Look at that. She's a pro.

Muthia: I know that now you are a fan. In a second, you will follow her Instagram account.

Arifin: She is so pretty. I mean, not the beauty pageant kind, but a rock star.

Muthia: She is locked by the way. (Muthia alarmed him since Arifin was trying to follow her account)

Arifin: Ah.. You know... She is a star now, so she is not supposed to lock her account.

Muthia: You don't know what happened before this, do you?

Arifin: Spill the tea, sister.

Muthia: There were lots of hate speech comments on her posting after the Postparty announced her recruitment. That's why she locks it now.

Arifin: What a poor girl. She must be really upset.

Muthia: As Postparty fans, we are mad as well. People should never do that. I have no idea why they were so mean.

Arifin: Now, I can only be her invisible fan for a while.

Activity 4

a. Alokasi waktu 20 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing dan mengarahkan peserta didik dalam menentukan apakah pernyataan-pernyataan yang dibaca pada dialog *hortatory exposition* dalam menggunakan internet, sosial media dan keamanan digital yang diperdengarkan dapat dikategorikan pada ungkapan yang baik atau kurang baik.

Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila yaitu bernalar kritis.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk mendengarkan kembali dialog bersama temannya. (bernalar kritis)
2. Guru meminta peserta didik untuk menentukan apakah pernyataan-pernyataan tertentu ada atau tidak pada dialog yang diperdengarkan. (bernalar kritis).

Jawaban



Statement	Yes	No
"Postparty" has new guitarists.		✓
Arifin is a stalker who wants to know everything about his idol.		✓
The new guitarist got many bad comments at the beginning.	✓	
She decides to block her account for new followers.	✓	
Arifin is one of her fans now.	✓	

Activity 5

a. Alokasi waktu 30 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing dan mengarahkan peserta didik dalam memahami dan menjawab pertanyaan tentang pengaruh media sosial/teks *hortatory exposition* secara berpasangan.

Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila yaitu bergotong royong dan bernalar kritis.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk mendengarkan kembali dialog pada *Activity 3* bersama temannya. (bernalar kritis)
2. Guru meminta peserta didik untuk menjawab 5 (lima) pertanyaan yang berkaitan dengan media sosial. (bergotong royong)
3. Guru bersama peserta didik melakukan konfirmasi dan mendiskusikan jawaban peserta didik. (bernalar kritis)

Jawaban



1. What are the two speakers discussing about?
They are talking about a band called Postparty and its new guitarist.
2. Does Arifin update himself with social media?
No, he doesn't.
3. How do you know that?
Because he said, "I haven't been around on social media." He also thinks that the guitarist is a boy while in fact, it's a girl.

4. The phrase 'spill the tea' in the dialog means You may choose more than one correct answer.

A. Arifin wants to know more about the new guitarist.

C. He is eager to know her deeply.

Speaking

Activity 1

a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing dan mengarahkan peserta didik dengan mengamati gambar terkait isu sosial ujaran kebencian (*hate speech*) agar peserta didik dapat menyampaikan opini terhadap isu ujaran kebencian (*hate speech*), perilaku, dan nilai-nilai konteks budaya *online safety* yang dekat dengan kehidupan mereka. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila yaitu beriman dan bertakwa kepada Tuhan YME dan berakhlak mulia, bernalar kritis, dan berkebinekaan global.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk mengamati gambar sebelum menjawab pertanyaan. (beriman dan bertakwa kepada Tuhan YME dan berakhlak mulia, bernalar kritis, dan berkebinekaan global)
2. Guru memberikan konfirmasi dan apresiasi atas usaha peserta didik. (bertakwa kepada Tuhan YME dan berakhlak mulia, bernalar kritis, dan berkebinekaan global)
3. Murid menjawab pertanyaan terkait gambar. Guru memberikan kesempatan pada semua peserta didik untuk menjawab pertanyaan. (bertakwa kepada Tuhan YME dan berakhlak mulia, bernalar kritis, dan berkebinekaan global)

Jawaban:

Menerima banyak jawaban yang memungkinkan. Jawaban harus konsisten dengan gambar. Bisa juga meminta perbandingan antara gambar dengan pengalaman/opini pribadi.

4. Guru memberikan konfirmasi untuk setiap jawaban peserta didik dan mengapresiasi setiap jawaban peserta didik. Guru mengaitkan jawaban peserta didik dengan dimensi profil pelajar Pancasila yang tersirat dari jawaban peserta didik. (bertakwa kepada Tuhan YME dan berakhlak mulia, bernalar kritis, dan berkebinekaan global)

Activity 2

a. Alokasi waktu 10 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing, mengarahkan, dan memberikan pengetahuan beberapa kosakata yang berkaitan dengan ujaran kebencian (*hate speech*) yang akan dibaca dan dipelajari oleh peserta didik. Kegiatan ini dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu peserta didik yang berkebinekaan global, mandiri, dan bernalar kritis.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk membaca dan memahami makna kosakata sebelum melakukan *Activity 3*. (berkebinekaan global, mandiri, dan bernalar kritis)
2. Guru memberikan konfirmasi dan apresiasi atas usaha mereka dengan mengaitkan pemahaman peserta didik dengan dimensi profil pelajar Pancasila yang tersirat dari pemahaman kosakata bahasa Inggris. (berkebinekaan global, mandiri, dan bernalar kritis)

Activity 3

a. Alokasi waktu 15 menit disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing dan mengarahkan peserta didik dalam membaca teks dialog berkaitan dengan pengalaman beberapa remaja melakukan ujaran kebencian (*hate speech*) di media sosial. Kegiatan ini dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu peserta didik yang beriman dan bertakwa kepada Tuhan YME dan berakhlak mulia, bernalar kritis, dan berkebinekaan global.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk menjawab pertanyaan singkat sebelum membaca teks dialog. (beriman dan bertakwa kepada Tuhan YME dan berakhlak mulia, bernalar kritis, dan berkebinekaan global)

Jawaban:

Menerima semua jawaban yang memungkinkan. Jawaban harus konsisten dengan gagasan mengemosi komentar yang memuat ujaran kebencian, juga menerima jawaban berdasarkan pengalaman/opini pribadi.

2. Setelah siswa menjawab pertanyaan, guru mengarahkan siswa untuk mendengarkan kembali dialog dalam bentuk audio. (beriman dan bertakwa kepada Tuhan YME dan berakhlak mulia, bernalar kritis, dan berkebinekaan global)
2. Guru memberikan konfirmasi dan apresiasi jawaban peserta didik dengan menerima semua jawaban yang memungkinkan dan logis. (beriman dan bertakwa kepada Tuhan YME dan berakhlak mulia, bernalar kritis, dan berkebinekaan global)
3. Peserta didik membaca dialog tentang pengalaman beberapa remaja melakukan ujaran kebencian (*hate speech*) dalam media sosial. (beriman dan bertakwa kepada Tuhan YME dan berakhlak mulia, bernalar kritis, dan berkebinekaan global)
4. Guru memberikan konfirmasi dan apresiasi atas usaha peserta didik membaca teks dialog. (beriman dan bertakwa kepada Tuhan YME dan berakhlak mulia, bernalar kritis, dan berkebinekaan global)
5. Guru memfasilitasi peserta didik yang bertanya tentang makna kata atau kalimat dalam teks dialog. (beriman dan bertakwa kepada Tuhan YME dan berakhlak mulia, bernalar kritis, dan berkebinekaan global)

Activity 4

a. Alokasi waktu 50 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing, mengarahkan, dan memberikan pengetahuan yang berkaitan isu sosial ujaran kebencian (*hate speech*) agar peserta didik dapat menyampaikan opini terhadap isu ujaran kebencian (*hate speech*), perilaku, dan nilai-nilai konteks budaya *online safety* yang dekat dengan kehidupan mereka.

Peserta didik juga dapat memberikan dan mempertahankan pendapatnya, membuat perbandingan, dan mengevaluasi perspektifnya. Kegiatan ini dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu beriman dan bertakwa kepada Tuhan YME dan berakhlak mulia, bernalar kritis, dan berkebinekaan global.

c. Petunjuk pembelajaran:

1. Guru meminta murid menjawab pertanyaan dengan mengategorikan pernyataan dengan orang yang menyatakan dalam dialog. Guru memberikan konfirmasi dan apresiasi atas usaha peserta didik menjawab pertanyaan dengan mengevaluasi perspektif mereka. (beriman dan bertakwa kepada Tuhan YME dan berakhlak mulia,

bernalar kritis, dan berkebinekaan global)

Jawaban:

Statements	Nana	Carmela	Dean
1. Feeling ashamed that he posted mean comments online when he was younger	✓		
2. Posted comments about people that he knew in real life and strangers	✓		
3. Feeling Ok about all of the comments he has posted			✓
4. Telling someone that their art wasn't good		✓	
5. Often posted private jokes or comments about school	✓		
6. Feeling guilty, when hearing someone's feeling had hurt		✓	
7. Sometimes things happen online that you don't expect			✓

2. Murid memasukkan pernyataan yang terdapat dalam dialog ke dalam kelompok yang benar. Guru memberikan konfirmasi dan apresiasi atas usaha peserta didik menjawab pertanyaan dengan membuat perbandingan dan mengevaluasi perspektif mereka. (beriman dan bertakwa kepada Tuhan YME dan berakhlak mulia, bernalar kritis, dan berkebinekaan global)

Reading

Activity 1

- a. Alokasi waktu 10 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- b. Tujuan

Membimbing, mengarahkan, dan memberikan pengetahuan beberapa kosakata yang berkaitan dengan teks *hortatory exposition* bertemakan penggunaan internet, sosial media, serta melek keamanan digital. Kegiatan ini dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis sesuai dengan gambar dan pertanyaan yang diberikan.

- c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk menerka ilustrasi sebelum melakukan kegiatan di *Activity 1*.
2. Guru memberikan konfirmasi dan apresiasi atas usaha mereka.
3. Guru meminta peserta didik untuk membaca instruksi yang ada pada *Activity 1*. Guru menanyakan apakah mereka memahami instruksi tersebut.
4. Guru memberikan konfirmasi tentang kegiatan di *Activity 1*. Guru menentukan aktivitas yang tepat sesuai dengan kondisi peserta didik dan lingkungan sekolah. Ada beberapa opsi di dalam *Activity 1*, di antaranya:

(a) Quizizz

- Guru meminta peserta didik untuk membuka tautan dengan gawai yang mereka

miliki atau meminta mereka membuka www.quizizz.com dan memasukkan kode **1177837**.

- Guru memberikan waktu kepada peserta didik untuk mencoba menebak sinonim dari kata-kata yang disediakan.
- Guru memberikan konfirmasi dari jawaban peserta didik.
- Jika masih memungkinkan, guru meminta peserta didik untuk membuat kalimat sederhana dari setiap kata yang ditanyakan.
- Guru memberikan konfirmasi dan apresiasi atas usaha mereka.

(b) *Writing on the board*

- Guru menuliskan **secara acak** kosakata yang ditanyakan di dalam *Activity 1* di papan tulis: **deception, encourage, fanfare, fraudster, impersonation, phenomenon, phishing, suspicious, threat, dan violence**.
- Guru mengizinkan peserta didik untuk mencari arti yang sesuai dengan padanan katanya.
- Peserta didik menuliskan kosakata yang dituliskan oleh guru di papan tulis dengan arti yang tersedia di dalam kotak.
- Jika masih memungkinkan, guru meminta peserta didik untuk membuat kalimat sederhana dari setiap kata yang ditanyakan.
- Guru memberikan konfirmasi dari jawaban peserta didik dengan menjelaskan arti dari setiap kata yang tersedia. Disarankan untuk memberikan contoh lainnya dengan menggunakan konteks dalam sebuah kalimat, sebagai contoh: '*I can't believe what you did to me. I can't trust you anymore.*' (bernalar kritis)

Activity 2

a. Alokasi waktu 50 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan

Membimbing, mengarahkan, dan memberikan pengetahuan terkait teks *hortatory exposition* bertemakan penggunaan internet, sosial media, serta melek keamanan digital. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu peserta didik yang mandiri sesuai dengan gambar dan pertanyaan yang diberikan.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk menerka isi teks jika hanya dilihat dari judulnya saja.
2. Guru menjelaskan pada peserta didik bahwa mereka akan membaca secara bergiliran dengan suara lantang. Setiap satu paragraf selesai dibaca, guru akan meminta peserta didik untuk menentukan ide pokok. Jika peserta didik kesulitan, di paragraf pertama, guru dapat memberikan contoh cara menentukan ide pokok yang efektif. Guru dapat mencoba membaca tips menentukan ide pokok yang efektif, seperti pada tautan berikut: <https://www.thoughtco.com/how-to-find-the-mainidea-3212047>
3. Guru meminta peserta didik untuk membaca dengan lantang setiap kalimat secara bergiliran.
4. Guru bertanya jika ada kata-kata atau frasa yang masih belum dipahami. Guru memberikan konfirmasi atas pertanyaan peserta didik. Siklus berlanjut hingga kalimat terakhir.
5. Guru meminta peserta didik untuk mengerjakan soal yang tersedia secara mandiri dengan durasi waktu yang ditentukan. (mandiri)

6. Guru memberikan konfirmasi dari jawaban peserta didik dan memberikan apresiasi atas usaha mereka.

Activity 3 dan Activity 4

- a. Alokasi waktu 10 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- b. Tujuan
Membimbing, mengarahkan, dan memberikan pengetahuan terkait struktur teks *hortatory exposition*.
- c. Petunjuk pembelajaran:
 1. Guru meminta peserta didik untuk membaca instruksi yang ada pada *Activity 3*. Guru menanyakan apakah mereka memahami instruksi tersebut.
 2. Guru meminta peserta didik untuk membaca penjelasan *the schematic structures of hortatory exposition text* secara bergiliran dengan suara lantang.
 3. Guru bertanya jika ada kata-kata atau frasa yang masih belum dipahami. Guru memberikan konfirmasi atas pertanyaan peserta didik. Siklus berlanjut hingga poin terakhir.
 4. Guru meminta siswa untuk menyesuaikan *the schematic structures of hortatory exposition text* dengan teks tentang "Are Social Media Safe?" - *Are the structures of hortatory exposition text in line with the text you have read? Which one is the thesis? Why is it called a thesis? Do they have the arguments? What is elaborated in the arguments? Does it have recommendations? What is recommended by the author regarding the issues?*
 5. Guru memberikan konfirmasi dari jawaban peserta didik dan memberikan apresiasi atas usaha mereka.
 6. Guru menjelaskan pada peserta untuk membaca instruksi yang ada pada *Activity 4*. Setelah pembahasan di *Activity 3*, dengan bantuan guru, peserta didik dapat membuat kesimpulan tentang:
 - (a) *What is a hortatory exposition text?*
 - *Hortatory exposition is a type of spoken or written text that is intended to explain to the listeners or readers that something should or should not happen or be done. Hortatory expositions are popular among science, academic community and educated people. It means that the text asserts something to the readers by giving a supporting statement and evidence to convince it. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.*
 - (b) *What are the structures of exposition text?*
 - *Thesis*
 - *Arguments*
 - *Recommendation*
 - (c) *What is presented in the thesis?*
 - *It presents the announcement of the issue.*
 - (d) *What is elaborated in the arguments?*
 - *It elaborates reasons for concern, leading to recommendation.*
 - (e) *Do they consist of facts or arguments?*
 - *They consist of both facts and arguments/opinions.*
 - (f) *What is advised in the recommendation?*
 - *It is a statement of what ought or ought to happen regarding the presented issue.*
 - (g) *What is an example of the phrase to express an advice/recommendation?*

- *By all means, to reduce the negative effects of social media, the government must formulate better regulations for the digital community.*

Activity 5

a. Alokasi waktu 20 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan

Membimbing, mengarahkan, dan memberikan pengetahuan terkait perbedaan pernyataan fakta dan opini yang muncul di dalam teks *hortatory exposition*. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis, bergotong royong, dan mandiri sesuai dengan gambar dan pertanyaan yang diberikan.

c. Petunjuk pembelajaran:

1. Guru meminta salah satu peserta didik untuk membaca instruksi yang ada pada *Activity 5*. Guru menanyakan apakah mereka memahami instruksi tersebut.
2. Guru meminta salah satu peserta didik untuk membacakan *quote* yang tersaji di *Activity 5*. Guru meminta peserta didik lainnya untuk mengutarakan maksud dari *quote* tersebut.

Quote:

I do not like to state an opinion on a matter unless I know the precise facts.

Means:

A fact is a statement that can be proven true or false. An opinion is an expression of a person's feelings that cannot be proven. Opinions can be based on facts or emotions and sometimes they are meant to deliberately mislead others.

Therefore, it is important to be aware of the author's purpose and choice of language.

3. Guru bertanya jika mereka setuju atau tidak setuju dengan pernyataan tersebut.
4. Guru memberikan konfirmasi dari jawaban peserta didik dan memberikan apresiasi atas usaha mereka.
5. Guru meminta salah satu peserta didik untuk membaca instruksi lanjutan yang ada pada *Activity 5*. Guru menanyakan apakah mereka memahami instruksi tersebut.
6. Secara berkelompok, peserta didik mengategorikan beberapa frasa yang tersaji untuk membedakan fakta dan opini beserta contohnya ke dalam kotak yang disediakan. (Bergotong royong)

No	Statement	Fact/Opinion
1	They might have different perspectives.	Opinions
2	They can be backed up with evidence.	Facts
3	They are true.	Facts
4	They are something you feel.	Opinions
5	They rely on observation or research.	Facts
6	They are assumptions.	Opinions

7. Guru memberikan konfirmasi dari jawaban peserta didik dan memberikan apresiasi atas usaha mereka.

8. Guru menjelaskan secara detail perbedaan antara fakta dan opini dari konteks kalimat dengan beberapa petunjuk, di antaranya:

Facts	Opinions
• It uses present tense (is). In addition, it presents a truth known by actual experience or observation; something known to be true. • It was something true or supposed to have happened in the past; a historical event. • A fact is a statement that is verifiably real. • A fact is different from an opinion because facts can be proven, while opinions reflect personal feelings. • Fact is different from the truth because truth takes into account personal thoughts, which are not indisputable. • Writers use facts to support their arguments, make their writing credible, and provide readers with other sources of information. • Writers should always fact-check their information to ensure their writing is trustworthy.	• It presents the author's perspective (pronoun "I") - that opinion is one's own. • Modal verbs can signal an opinion in a form of advice. For example, the modal verb of must presents an opinion of what needs to be done to overcome the problem based on the writer's point of view. Modal verbs can signal an opinion by indicating different degrees of truth probability like adverbs. Perhaps the most useful is may, suggesting a 50% probability. Alternatives are should showing 90% (but only usable with opinions about the future), may well showing 70%, might 30%, and could 10%. As an illustration, sentence (g) "could have" may well accelerate instead of it seems that...will accelerate. • Various adverbs are commonly added to statements
	to mark them as opinions. One major group indicates different degrees of probability. In decreasing order they include in all likelihood, most likely, probably, possibly, perhaps and conceivably. A famous beer advertisement, for example, speaks of "probably the best lager in the world".

Pahamkan kepada peserta didik bahwa:

- *It is important for students to understand too that things are not always as they appear to be. At times, writers, whether consciously or not, will frame opinion as fact and vice versa. This is why it is important that students develop a clear understanding of what constitutes fact and opinion and are afforded ample opportunities to practice distinguishing between the two. To become the critical readers that our students aspire to become begins with the formation of clear definitions of the terms in the students' minds. These*

definitions must be supported by examples and illustrations to achieve this. Student understanding must be further underpinned by practice in the classroom and at home. The activities above serve as a good starting point, but they are not sufficient on their own. It will be necessary to further support students to gain a deeper understanding of fact and opinion (and related concepts such as bias) by making regular reference to these concepts when engaged with students in lessons with other explicit objectives that are seemingly unrelated to fact and opinion. Reinforcement should be persistent to ensure students develop firm skills in this area.

- *The word fact and the word truth are often used interchangeably, but they actually have different meanings. Facts are things that have an actual, real form. This means that the word fact cannot be used to refer to people's beliefs and feelings about the world.*
- *The word truth refers to things that are in accordance with facts, but it can also be used to refer to people's feelings. For example, take people who practice a particular religion. They believe the teachings of that religion to be the truth. However, those teachings cannot be fact, as there is no indisputable evidence that they are real.*

Sumber: <https://www.studysmarter.co.uk>

9. Guru meminta salah satu peserta didik untuk membaca instruksi lanjutan yang ada pada Activity 5. Guru menanyakan, apakah mereka memahami instruksi tersebut.
10. Secara mandiri, peserta didik mengategorikan beberapa frasa yang tersaji di dalam teks "Are Social Media Platforms Safe?" untuk membedakan fakta dan opini ke dalam kotak yang disediakan. (Bernalar kritis, mandiri)
 - 1) "*Hate speech is a form of intolerance of other groups of people* (p.2)" merupakan **fact** karena menggunakan *present tense* (*is*). Selain itu, kalimat ini menunjukkan kebenaran yang diketahui dengan pengalaman nyata atau pengamatan, sesuatu yang dianggap benar.
 - 2) "*As far as I know, this issue is getting more serious when many cases of violence are caused by provocations via social media* (p.2)" merupakan **opinion** karena menunjukkan perspektif si penulis (pronoun "I").
 - 3) "*In 2015, the burning of the Tolikara mosque in Papua caused widespread fanfare because of the information confusion on social media* (p.2)" merupakan **fact** karena merupakan sesuatu yang benar atau benar-benar terjadi di masa lalu, sebuah kejadian dalam sejarah.
 - 4) "*By all means, to reduce the negative effects of social media, the government must formulate better regulations for the digital community* (p.4)" merupakan **opinion** karena modal verbs dapat menjadi tanda opini seperti dengan penggunaan *can* dan *may*, tetapi juga mengindikasikan saran. Dalam hal ini, modal verb '*must*' menunjukkan opini tentang apa yang harus dilakukan untuk menyelesaikan masalah berdasarkan sudut pandang penulis.
 - 5) "*Digital literacy enables people to access, sort and understand different types of information which can be used to improve their quality of life* (p.4)" merupakan **fact** karena menggunakan *present tense* (*is*). Selain itu, kalimat ini menunjukkan kebenaran yang diketahui dari pengalaman nyata atau observasi, atau sesuatu yang memang dianggap benar terjadi.
11. Guru memberikan konfirmasi dengan menjelaskan secara spesifik dari jawaban

peserta didik dan memberikan apresiasi atas usaha mereka.

Viewing

Activity 1

a. Alokasi waktu 10 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan

Membimbing dan mengarahkan peserta didik dalam memahami topik *netiquette* (etika dalam berinternet) dalam bentuk teks infografik. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis dan kreatif.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk membaca sebuah teks yang disajikan.
2. Guru menanyakan kepada peserta didik mengenai jenis teks yang disajikan (kreatif).
3. Guru menanyakan kepada peserta didik mengenai topik yang dibahas dalam teks tersebut (bernalur kritis).

Jawaban: (Jawaban bisa bervariasi)



1. Are you familiar with this kind of text?
Yes atau No. Apabila jawaban No, dapat ditanyakan alasannya kepada peserta didik tersebut.
2. Where do you usually find it?
In magazines, newspapers, public places, and many more.
3. Which part of the text do you think is the most interesting part?
The illustrations, colors and photographs.
4. What do you call for this kind of text?
This type of text is called infographic.

Activity 2

a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing dan mengarahkan peserta didik dalam memahami informasi spesifik dalam infografik mengenai *netiquette* (etika dalam berinternet). Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis dan mandiri.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk membaca kembali sebuah infografik mengenai *netiquette* (etika dalam berinternet) yang ada di *Activity 1*. (mandiri)
2. Guru meminta peserta didik untuk mengelompokkan pernyataan yang tertulis di *Activity 2*, apakah termasuk pernyataan yang benar (T - *true*), salah (F - *false*), atau tidak disebutkan (NM - *not mentioned*). (bernalur kritis)

Jawaban:



NO	STATEMENT	T	F	NM
1	The topic of the infographic is about the acceptable way of communicating on the internet.	✓		
2	Cyberbullying seldom happens among young people.		✓	
3	One of the netiquettes is not sending threatening text messages and emails.	✓		
4	Displaying offensive pictures is recommended.		✓	
5	Maintaining our privacy when online is essential.	✓		
6	Every image we post on the internet is significant.	✓		
7	Inappropriate behavior on the internet must be addressed in the same way.		✓	
8	When using the internet, it is not necessary to respect others.		✓	
9	We must respect the copyright of others by not copying and pasting without credit.	✓		
10	In senior high school levels, much bullying can be stopped if the teachers intervene.			✓

Activity 3

- Alokasi waktu 10 menit disesuaikan dengan konteks dan kebutuhan peserta didik.
- Tujuan:

Membimbing dan mengarahkan peserta didik mengenai topik *netiquette* (etika dalam berinternet) dalam bentuk infografik dan elemen-elemen yang terkandung di dalamnya.

Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis dan mandiri.
- Petunjuk pembelajaran:

Guru menjelaskan definisi infografik, tujuan, serta elemen-elemen yang terkandung dalam sebuah infografik. Guru pun menjelaskan mengenai *generic structure* sebuah teks *hortatory* dalam bentuk infografik.

Activity 4

- Alokasi waktu: 10 menit.
- Tujuan:

Membimbing dan mengarahkan peserta didik mengenai topik *netiquette* (etika dalam berinternet) dalam bentuk infografik dan elemen-elemen yang terkandung di dalamnya.

Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis dan mandiri.

d. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk membaca kembali infografik yang tertulis di aktivitas. (mandiri)
2. Kemudian peserta didik diminta untuk mengidentifikasi judul, target pembaca, serta elemen-elemen yang terdapat pada infografik tersebut. (bernalar kritis)
3. Peserta didik menuliskan jawaban mereka di kolom yang tersedia.

Jawaban: (Jawaban bisa bervariasi)



NO	ELEMENTS	YOUR ANSWERS
1	What is the title of the infographic?	<i>Netiquette</i>
2	Who are the possible target readers of the infographic?	<i>Teenagers, social media users, students, etc.</i>
3	Is there any data presented in the infographic?	<i>Yes. There is some data presented in the infographic.</i>

4	Which data show about the cyber bullying experienced by young people?	<i>About 50% of young people have experienced some form of cyberbullying (Mishna, 2010).</i>
5	Which data show about the time when cyber bullying stops?	<i>57% of the time bullying stops within 10 seconds when a bystander steps in (Hawkins, 2001).</i>
6	What is included in the design of the infographic?	<i>Numbers, headers, color, pictures are included in the infographic</i>
7	How is the story presented in the infographic?	<i>The story is presented well in the infographic. It is provided with facts and exciting graphics along the way.</i>
8	How is the shareability of the infographic?	<i>The infographic can be shared easily through any media since it is concise and interesting.</i>

Writing

Activity 1: Plan

a. Alokasi waktu 20 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing peserta didik dalam kelompok untuk membuat rencana teks *hortatory*

exposition berdasarkan *writing mapping* yang diberikan. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang kolaboratif dan mandiri.

c. Petunjuk pembelajaran:

1. Guru menginstruksikan peserta didik untuk membuat kelompok proyek menulis yang terdiri dari 2 sampai dengan 4 orang anggota. (kolaborasi)
2. Guru meminta peserta didik untuk saling bertukar pikiran dengan mengisi tabel rencana panduan menulis teks *hortatory exposition*. (mandiri)
3. Guru menjelaskan bahwa peserta didik boleh menuliskan poin-poin penting atau berupa kalimat-kalimat yang belum utuh di tabel ini.
4. Guru memberikan pilihan pengerjaan pada peserta didik dengan menulisnya di buku atau kertas atau mengerjakan secara daring menggunakan Google Docs atau aplikasi dokumen lain).

Topic/Title	
Thesis	
What issue do you want to expose?	What is your point of view concerning the exposed issue?
Isu apa yang ingin diekspos?	Apa pandangan kamu terkait dengan isu yang diekspos?
Arguments	
What are the reasons you want to elaborate to support your point?	What are the arguments you want to provide to support your thesis?
Alasan apa yang kamu ingin elaborasi untuk mendukung pandangan kamu?	Argumen apa yang kamu sediakan untuk mendukung pernyataan kamu?
Recommendation	
The point of view you want to present	Recommendation regarding the topic of the text
Pandangan yang ingin kamu presentasikan.	Rekomendasi terkait topik teks.

Activity 2: Writing Plan

- a. Alokasi waktu 20 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing peserta didik untuk menuliskan thesis, yaitu argumen dalam *writing mapping* menjadi paragraf teks *hortatory exposition*. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis, kreatif, kolaboratif, dan mandiri.

c. Petunjuk pembelajaran:

Guru menginstruksikan peserta didik dengan kelompoknya untuk menuliskan poin-poin ide atau kalimat-kalimat yang belum utuh dalam tabel di *Activity 1* menjadi paragraf teks *hortatory exposition* dengan mengisi tabel di *Activity 2*. (kritis, kreatif, mandiri, dan

kolaboratif)

Activity 3: Text Review

- a. Alokasi waktu 20 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- b. Tujuan:
Membimbing peserta didik dalam kelompok dan individu untuk saling membaca dan menilai teks *hortatory exposition*.
Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis dan kolaboratif.
- c. Petunjuk pembelajaran:
 1. Guru meminta peserta didik untuk saling bertukar hasil tulisan teks *hortatory exposition*. (kolaboratif)
 2. Guru mengarahkan peserta didik untuk membaca hasil tulisan teks *hortatory exposition* kelompok lain.
 3. Guru membimbing peserta didik untuk menilai dan memberi revisi terhadap hasil tulisan teks *hortatory exposition* kelompok lain dengan memberikan tanda centang pada tabel elemen struktur teks naratif dan ciri kebahasaan teks *hortatory exposition*. (bernalar kritis)

Rubrik Penilaian Menulis (*Peer Feedback*)

Yes = 1

No = 0

Jika *hortatory exposition* memenuhi semua kriteria rubrik penilaian, nilai total adalah 10 x 10 = 100. Sehingga total nilai adalah 100. Jika semua kriteria tidak terpenuhi, total nilai akhir adalah 0. Guru dapat menggunakan rubrik penilaian *hortatory exposition* lain yang sesuai dengan kebutuhan peserta didik.

Activity 4: Text Redraft

- a. Alokasi waktu 20 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- b. Tujuan:
Membimbing peserta didik untuk secara mandiri dalam kelompok melakukan perbaikan tulisan jika kelompok lain memberikan komentar dan saran. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang berakhlak mulia untuk bertanggung jawab pada pengerjaan tugas menulisnya dan mandiri.
- c. Petunjuk pembelajaran:
 1. Guru memberikan kesempatan peserta didik untuk melakukan revisi tulisan teks *hortatory exposition* dengan menulis ulang kembali teks *hortatory exposition* berdasarkan ulasan kelompok lain secara mandiri. (mandiri)
 2. Guru mengarahkan peserta didik untuk menyerahkan tulisan hasil perbaikan akhir dengan penuh tanggung jawab. (berakhlak mulia)

Presenting

- a. Alokasi waktu 80 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- b. Tujuan:
Kegiatan ini melatih peserta didik untuk mengembangkan rasa percaya diri dan komunikasi dalam bahasa Inggris dalam menyampaikan hasil proyek menulis teks *hortatory exposition*. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis, kreatif, kolaboratif, dan mandiri.
- c. Petunjuk pembelajaran:
 1. Guru mengarahkan peserta didik untuk menyiapkan rencana presentasi dengan membuat pertanyaan 5W+1H (*who, what, when, where, why, dan how*).

2. Guru mengarahkan peserta didik untuk menyiapkan presentasi seperti menyiapkan catatan pribadi, *template*, dan kertas. (mandiri)
3. Guru mengarahkan peserta didik untuk melakukan latihan presentasi dengan kelompoknya. (kolaboratif)
4. Guru mengarahkan peserta didik untuk melakukan presentasi di depan kelas. (kreatif dan mandiri)
5. Guru membimbing peserta didik untuk mampu menjawab pertanyaan peserta lain saat presentasi, seperti mengucapkan terima kasih pada penanya, mengulangi pertanyaan, menjawab pertanyaan, menanyakan pada penanya apakah mereka puas dengan jawaban, dan mengucapkan terima kasih kembali

Rubrik penilaian Presenting

Penilaian dapat dilihat dari:

1. *Planning presentation (Asking yourself about 5W+1H questions)*
2. *Preparing Presentation (Personal notes, Visual, Handout (optional))*
3. *Delivering Presentation*
4. *Dealing with Questions (TRACT Techniques: Thank the questioner, Repeat the question, Answer the question, Check with the questioner if they are satisfied, Thank them again)*

Jika presentasi produk tulisan teks *hortatory exposition* mengikuti 4 tahapan presentasi yang terlihat dari adanya penggunaan media yang mendukung presentasi dan kemampuan kelompok dalam menyampaikan presentasi dan menjawab pertanyaan dengan baik, nilainya 100 atau guru menggunakan rubrik penilaian presentasi teks *hortatory exposition* lain yang sesuai dengan kebutuhan peserta didik.

c. Kegiatan Penutup

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

F. ASESMEN

Assessment

- a. Alokasi waktu disesuaikan dengan konteks dan kebutuhan peserta didik secara mandiri.
- b. Tujuan:
Memfasilitasi peserta didik dalam pemahaman lanjutan tentang *hortatory exposition*. Kegiatan ini juga bertujuan mengembangkan profil pelajar Pancasila, yaitu peserta didik yang beriman dan bertakwa kepada Tuhan YME dan berakhlak mulia, berkebinekaan global, mandiri, dan bernalar kritis. Selain itu, kegiatan ini bertujuan untuk mengukur kemampuan peserta didik dalam mengidentifikasi tujuan komunikatif dari *hortatory exposition text* tentang *online safety* dan memahami informasi secara tersurat dan tersirat (ide pokok dan informasi detail) dari teks tertulis, dan mengategorikan pernyataan fakta dan opini.
- c. Petunjuk pengerjaan:
 1. Guru meminta peserta didik untuk membaca teks dengan saksama.
 2. Guru meminta peserta didik menjawab soal *assessment* dengan baik dan benar

MODUL AJAR KURIKULUM MERDEKA
UNIT 4 DISCUSSION TEXT: CARBON FOOTPRINTS
THEME CARBON FOOTPRINTS

INFORMASI UMUM	
A. IDENTITAS MODUL	
Penyusun	: Bebet Rusmasari Kundolini, S.Pd.
Institusi	: MAN Kota Palopo
Tahun Penyusunan	: Tahun 2024
Jenjang Sekolah	: Madrasah
Mata Pelajaran	: Bahasa Inggris
Fase F, Kelas/Semester	: XII (Dua Belas)/II (Genap)
Alokasi Waktu	: 12 JP (6 x Pertemuan (2 x 45 menit))
B. KOMPETENSI AWAL	
Capaian Pembelajaran Bahasa Inggris Fase F, yaitu: Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan, dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Jenis teks <i>discussion</i> menjadi rujukan utama dalam mempelajari bahasa Inggris pada fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/ perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual termasuk isu jejak karbon dan konteks budaya. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi teks argumentatif (teks autentik) dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual opini dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.	
Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks. <i>By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use</i>	

	<i>English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use non-verbal elements such as gestures, speed and pitch to be understood in most contexts.</i>	
	Elemen Membaca – Memirsa	
	Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non- verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks. <i>By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use non-verbal elements such as gestures, speed and pitch to be understood in most contexts.</i>	
	Elemen Menulis – Mempresentasikan	
	Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital. <i>By the end of Phase F, students independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation, capitalization and tenses. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They</i>	

<i>include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.</i>	
C. PROFIL PELAJAR PANCASILA	
Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, mandiri, bernalar, kreatif, bergotong royong, dan berkebinekaan global;	
D. SARANA DAN PRASARANA	
1. Gawai	4. Buku Teks
2. Laptop/Komputer PC	5. Papan Tulis/White Board
3. Akses Internet	6. Referensi yang Mendukung
7. Handout Materi	8. Infokus/Proyektor/Pointer
	9. Lembar Kerja
E. TARGET PESERTA DIDIK	
▪ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.	
F. MODEL PEMBELAJARAN	
▪ Tatap Muka.	
KOMPONEN INTI	
A. TUJUAN KEGIATAN PEMBELAJARAN	
Learning Goals: By the end of this unit, you are expected to be able to: 12.4.1. Identify the communicative purposes and the schematic structures of discussion text. 12.4.2. Identify some of the linguistic features of discussion text: generic participants, simple present, thinking verb, modality, contrastive conjunction, and passive voice. 12.4.3. State explicit and implicit information, main ideas and detailed information from discussion text. 12.4.4. Categorize facts and opinions based on discussion text given. 12.4.5. Write a discussion text with the appropriate schematic structures and language features. 12.4.6. Do a group presentation that focuses on discussion text.	
B. PEMAHAMAN BERMAKNA	
Teks diskusi melalui kegiatan mendengarkan, berbicara, membaca, memirsa, menulis, dan mempresentasikan topik-topik terkait konteks peserta didik dan isu-isu penting lainnya, seperti: berpikir kritis, tanggung jawab, dan mengurangi jejak karbon.	
C. PERTANYAAN PEMANTIK	
▪ Apa saja penyebab terbentuknya carbon footprint? ▪ Apakah jejak karbon dapat dihilangkan? ▪ Apa solusi yang dapat diterapkan dalam mengurangi jejak karbon?	
D. KEGIATAN PEMBELAJARAN	
a. Kegiatan Pendahuluan ▪ Selalu memulai pembelajaran dengan guru meminta salah satu peserta didik untuk memimpin doa, mengecek kehadiran peserta didik di kelas dan mengecek kebersihan kelas, serta kesiapan belajar peserta didik. ▪ Untuk mengecek kesiapan belajar peserta didik maka guru sebaiknya memberikan tes	

awal (*diagnostic test*) tentang pemahaman teks naratif. Tes awal dapat berbentuk pilihan ganda, esai, pertanyaan lisan, atau bentuk tes lainnya yang menanyakan pemahaman peserta didik tentang *schematic structures* atau *language features* dari teks argumentatif (guru dapat merujuk pada bagian *scope and sequence*). Soal atau pertanyaan tes awal diserahkan pada kreatifitas masing-masing guru.

- Terkait pembelajaran berdiferensiasi (konten, proses dan produk) sudah terintegrasi dalam kegiatan pembelajaran.
Terutama pada saat pemilihan topik, proses menulis dan produk dari teks argumentatif pada kegiatan *writing-presenting*.
- Untuk memenuhi penerapan dalam kurikulum merdeka terutama pada kepemimpinan peserta didik; suara peserta didik; pilihan peserta didik; dan kepemilikan peserta didik. Kegiatan dapat terlihat dari kegiatan kelompok pada saat pembelajaran dimana guru memberikan tugas pada setiap kelompok peserta didik untuk menentukan ketua kelompok dan memberikan kepercayaan pada ketua kelompok untuk memberikan peran pada masing-masing anggota kelompok agar peserta didik mandiri dan memiliki rasa tanggung jawab terhadap kelompok dan penyelesaian tugas kelompok. Selain itu, guru memberikan kesempatan pada semua peserta didik untuk memberikan pendapatnya pada kegiatan pembelajaran *listening-speaking*, *reading-viewing* dan pemilihan topik pada kegiatan *writing-presenting* dan juga adanya variasi rubrik penilaian teks argumentatif yang disesuaikan dengan produk menulis.
- Guru dan peserta didik berdiskusi dan menyepakati kesepakatan kelas untuk mencapai tujuan pembelajaran di unit ini.
- Untuk memastikan keselamatan peserta didik pada saat menggunakan tautan kegiatan pembelajaran, sebaiknya guru mengecek tautan kegiatan pembelajaran sebelum tautan kegiatan pembelajaran digunakan oleh peserta didik. Kegiatan permainan (games, ice breaking, dsb) yang dilakukan di dalam kelas, guru harus memastikan bahwa lingkungan kelas aman untuk digunakan sebagai tempat permainan (games, ice breaking, dsb).
- Untuk memfasilitasi peserta didik yang berkebutuhan khusus, seperti pembelajar cepat (fast learner), guru dapat memberikan instruksi pada peserta didik untuk mengerjakan kegiatan pengayaan (Enrichment) atau guru dapat memberikan sumber bacaan lain terkait teks naratif dengan CEFR level diatas B2 yaitu C1 atau C2. Sedangkan, untuk memfasilitasi peserta didik berkebutuhan khusus lainnya, seperti pembelajar lambat (slow learner), guru dapat memberikan instruksi ulang (remedial) pada kegiatan assessment atau guru memberikan bentuk tugas lain sesuai dengan kemampuan peserta didik pembelajar lambat (slow learner).

Did You Know?

- Guru meminta peserta didik untuk membacakan teks pendek yang tersedia guna mengarahkan mereka pada topik yang akan dipelajari.

b. Kegiatan Inti

Listening

Activity 1

- a. Alokasi waktu 10 menit atau disesuaikan dengan konteks dan kebutuhan belajar peserta didik.
- b. Tujuan:
Membimbing, mengarahkan, dan menggali pengetahuan awal yang dimiliki peserta didik mengenai topik yang akan dipelajari yaitu tentang *carbon footprint*. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang

kolaboratif.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk mengamati gambar yang ada pada *Activity 1*. Guru menanyakan apakah mereka pernah berbuat seperti pada gambar tersebut.
2. Peserta didik secara berpasangan saling mendiskusikan beberapa pertanyaan berkaitan dengan gambar dan mencoba mengaitkan dengan pengaruhnya terhadap iklim bumi. (kolaboratif)

1. Are the illustrations above familiar to you?

Yes atau No, tergantung pengalaman peserta didik. Minta peserta didik untuk menjelaskan alasan jawabannya, misalnya: *Yes, I sometimes do that at home*, atau *No, my parents will scold me if I do that*.

2. If you were that student, would you do the same?

Yes atau No, tergantung pengalaman peserta didik. Minta peserta didik untuk menjelaskan alasan jawabannya untuk kedua gambar tersebut, misalnya: *If I were that student, I would turn the light off*, dan *If I were that student, I would go to school on foot*.

Activity 2

a. Alokasi waktu 20 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing, mengarahkan, dan menggali pengetahuan awal kosakata yang dimiliki peserta didik berkaitan dengan dialog yang akan didengarkan. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang kolaboratif.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk menjodohkan kata atau frasa yang ada pada kolom A dengan definisinya pada kolom B di *Activity 2*.
2. Peserta didik mendiskusikan jawaban dengan teman sekelasnya. (kolaboratif)

Jawaban

- 1 ☐ g *Powerful desire for something*
- 2 ☐ a *Reasonably price*
- 3 ☐ j *Suggestion to the best action*
- 4 ☐ h *Appealing to*
- 5 ☐ i *An event or occurrence*
- 6 ☐ e *A person who does not eat any food derived from animals and who typically does not use other animal products.*
- 7 ☐ f *Give in order to help achieve or provide something.*
- 8 ☐ b *A person with particular interest in food*
- 9 ☐ c *Keep away from doing something*
- 10 ☐ d *A gradual increase in the overall temperature of the earth's atmosphere is generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, chlorofluorocarbons, and other pollutants.*

Activity 3

a. Alokasi waktu 45 menit atau disesuaikan dengan konteks dan kebutuhan belajar peserta didik.

b. Tujuan:

Membimbing dan mengarahkan peserta didik untuk mengidentifikasi informasi utama dan rinci di dalam dialog.

Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis.

c. Petunjuk pembelajaran:

1. Guru bertanya kepada peserta didik sebagai bentuk konfirmasi bahwa mereka memahami kegiatan yang akan dilakukan di dalam aktivitas ketiga.
2. Peserta didik dapat mendengarkan dialog.
3. Peserta didik menjawab pertanyaan berdasarkan dialog dengan saksama. (bernalar kritis)

Dialog

Listen to the dialogue between two students; Putra and Siti. Siti was in class during break time and saw Putra busy scrolling down his phone.

Siti: Hi, Putra? What are you doing?

Putra: I am looking for an affordable restaurant for my sister's birthday. Do you have any recommendations?

Siti: What kind of restaurant are you looking for?

Putra: A few days ago, she said that she was craving steak.

Siti: I know just the right place for you to go. It is the Dinosaur.

Putra: That sounds very carnivorous.

Siti: Yeah. All of the menus are meat-based. They serve only beef.

Putra: She said that she was enlightened by her favorite actress who looked so charming on her social media after becoming a vegan. In addition, eating meat is the number one contributor to the heat we have been experiencing lately: global warming.

Siti: So, she wants to help take care of the earth?

Putra: Yup, that was what she had been telling my mom and dad. I don't understand how eating meat contributes to global warming.

Siti: That behavior contributes, in fact.

Putra: You know?

Siti: Of course. It is not only eating meat but also the process before that: the farming and the production as well.

Putra: Is it that bad?

Siti: It is, frankly. That's why I changed my diet a bit. So, I put more vegetables or fruits on my plate rather than meat.

Putra: And that helps your digestion well? Perhaps, I can try your diet now.

Putra: That sounds tempting.

Siti: Why don't you check their Instagram. I think ... (Siti is checking her phone and opening her IG account) it is @eatingdinosaur.

Putra: Woah ... look at the portion! They serve huge plates.

Siti: The price is quite affordable but the taste is delicious. It's one of the trending restaurants at the moment in town.

Putra: It sounds interesting but I'm afraid my sister won't go there. She would rather have a vegan steak on her birthday.

Siti: Why did she decide to become a vegan?

Siti: Yeah, that will be great. So, by the way, actually, you were asking me about vegan steak from the very beginning?

Putra: I am sorry I forgot to tell you in detail. I was too tempted by the steak you've shown me.

Siti: I have one recommended restaurant you can try. They serve vegan food as well. It is the Dinner Table. It is located next to our city's park.

Putra: Ah, the one that has a sunflower gate?

Siti: Yes, that one.

Putra: Thank you very much. You are an informative foodie.

Siti: Sure. Just let me know if she succeeds in her vegan program. I have been thinking of becoming one since last year, but I am not too sure if I can avoid eating satay or fried chicken.

Putra: One more earth superhero is coming.

Siti: I wish your sister a nice birthday dinner.

Putra: Yes, she will. Thanks.

5	Putra decides to go to the Dinosaur.			✓
6	Eating meat is the number one contributor to the heat we have been experiencing lately: global warming.	✓		
7	Putra will book at the Dinner Table.			✓
8	The Dinner Table serves vegan steak.	✓		
9	Putra is a superhero of the earth today.		✓	
10	Public figures influence their followers' behavior a lot.	✓		

Activity 4

a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing dan mengarahkan peserta didik untuk melakukan perbuatan yang mengurangi *carbon footprint* dan mendukung keseimbangan iklim bumi kita. Kegiatan ini juga dilakukan untuk mengembangkan profil pelajar Pancasila, yaitu: peserta didik yang bernalar kritis dan berakhlak mulia. (peduli pada lingkungan dan alam semesta)

c. Petunjuk pembelajaran:

1. Guru bertanya kepada peserta didik sebagai bentuk konfirmasi bahwa mereka memahami kegiatan yang akan dilakukan di dalam aktivitas keempat.
2. Peserta didik menganalisis perbuatan yang dimaksud itu mendukung iklim bumi kita dan mengurangi *carbon footprint* atau tidak.
3. Peserta didik membubuhkan tanda ✓ di kolom **Yes** jika perbuatan itu mendukung iklim bumi kita dan mengurangi *carbon footprint* atau di kolom **No** jika perbuatan itu memengaruhi perubahan iklim bumi kita dan meningkatkan *carbon footprint*. (bernalar kritis)
4. Peserta didik mendiskusikan jawabannya. Peserta didik diharapkan dapat mengambil contoh perbuatan-perbuatan yang mendukung iklim bumi kita dan mengurangi *carbon footprint*, bukan yang sebaliknya. (berakhlak mulia)

Jawaban



No	Actions	Yes	No
1.	Switch car to public transport	✓	
2.	Recycle waste comprehensively	✓	
3.	Switch to canvas bags	✓	
4.	Vote for extra plastic bags		✓
5.	Buy only local food	✓	
6.	Waste no extra food	✓	
7.	Use electric cycle		✓
8.	Wash laundry in cold water	✓	
9.	Don't litter	✓	
10.	Eat vegan diet	✓	
11.	Live car free	✓	

12.	Upgrade fashion interest		✓
13.	Buy only unpackaged food	✓	
14.	Upgrade gadget		✓
15.	Upgrade to motorcycle hybrid	✓	

Speaking

Activity 1

a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing dan mengarahkan peserta didik dengan mengamati poster terkait *carbon footprint* agar peserta didik dapat memahami apa itu *carbon footprint* serta siklus kejadiannya. Kegiatan ini juga dilakukan untuk mengembangkan dimensi profil pelajar Pancasila yaitu bergotong royong dan bernalar kritis.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk bekerja dalam kelompok kecil. (bergotong royong)
2. Guru meminta peserta didik untuk mengamati poster sebelum berdiskusi lebih lanjut tentang apa itu *carbon footprint* dan bagaimana siklus kejadiannya.
3. Guru meminta peserta didik untuk mengamati lebih lanjut tentang penyebab terjadinya *carbon footprint*. (bernalar kritis)
4. Guru memberikan konfirmasi dan apresiasi atas usaha peserta didik.

Activity 2

a. Alokasi waktu 20 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing, mengarahkan, dan memberikan pengetahuan beberapa kosakata yang berkaitan dengan *carbon footprint* yang akan dipelajari oleh peserta didik. Kegiatan ini

dilakukan untuk mengembangkan dimensi profil pelajar Pancasila yaitu bergotong royong dan bernalar kritis.

Phrases dan artinya:

- *car-sharing* : melakukan perjalanan bersama dalam satu mobil
- *recycling* : proses daur ulang
- *energy efficiency* : efisiensi energi
- *vegan diet* : pola makan vegan
- *traditional energy sources* : sumber energi tradisional
- *food waste* : sisa makanan
- *emission* : gas emisi
- *home working* : bekerja dari rumah

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk bekerja dalam kelompok kecil. (bergotong royong)
2. Guru meminta peserta didik membaca dan memahami makna kosakata yang berhubungan dengan *carbon footprint*.
3. Guru memberikan konfirmasi dan apresiasi atas usaha mereka dengan mengaitkan pemahaman peserta didik dengan dimensi profil pelajar Pancasila yang tersirat dari pemahaman kosakata bahasa Inggris.

Activity 3

a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing dan mengarahkan peserta didik dalam mengklasifikasikan kosakata ke dalam 4 (empat) kategori *carbon footprint*. Kegiatan ini dilakukan untuk mengembangkan dimensi Profil Pelajar Pancasila yaitu bernalar kritis.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk bekerja berpasangan.
2. Guru meminta peserta didik untuk mengklasifikasikan kosakata yang sudah didiskusikan pada aktivitas sebelumnya ke dalam 4 (empat) kategori terjadinya *carbon footprint*. (bernalar kritis)
3. Peserta didik melengkapi tabel dan menuliskan empat klasifikasi kategori terjadinya *carbon footprint*.
4. Guru memberikan konfirmasi dan apresiasi jawaban peserta didik dengan menerima jawaban yang memungkinkan dan logis.

No.	Words/phrases	Category
1	car-sharing	transportation
2	recycling	waste
3	energy efficiency	energy
4	vegan diet	food
5	traditional energy sources	energy
6	food waste	waste
7	emission	waste
8	home working	transportation

Activity 4

a. Alokasi waktu 30 menit disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing, mengarahkan, dan memberikan pengetahuan tentang cara

mengungkapkan pendapat yang disampaikan berkaitan dengan isu tentang *carbon footprint* yang dekat dengan kehidupan mereka. Peserta didik juga dapat memberikan sanggahan terhadap pendapat yang diberikan.

Kegiatan ini dilakukan untuk mengembangkan dimensi profil pelajar Pancasila yaitu bernalar kritis.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik bekerja berpasangan.
2. Peserta didik diminta memperhatikan chart yang dilengkapi dengan data tentang aksi nyata yang dapat dilakukan dalam mengurangi akibat dari *carbon footprint*.
3. Guru meminta peserta didik untuk menyampaikan pendapat tentang aksi yang dapat dilakukan untuk mengurangi akibat dari *carbon footprint*. (bernalar kritis)
4. Pasangannya bisa menyanggah pendapat temannya menggunakan data yang ada.
5. Peserta didik melakukan kegiatan ini dalam bentuk percakapan pendek.
6. Peserta didik melakukannya secara bergantian.
7. Guru memberikan apresiasi.

Kemungkinan jawaban:

Student A : In my opinion, conducting a vegan diet won't contribute much in reducing carbon footprint.

Student B : But, it reduces 0.8 tonnes CO2 per year.

Activity 5

a. Alokasi waktu 40 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing dan mengarahkan peserta didik dengan saling bertanya jawab tentang usaha yang dapat dilakukan dalam membatasi dan mengurangi akibat dari *carbon footprint*.

Kegiatan ini juga dilakukan untuk mengembangkan dimensi profil pelajar Pancasila yaitu bernalar kritis, mandiri, dan kreatif.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk bekerja dalam kelompok kecil yang terdiri dari 4 orang.
2. Guru meminta peserta didik untuk saling bertanya jawab tentang dua usaha yang dapat dilakukan dalam rangka mengurangi atau membatasi akibat dari *carbon footprint*.
3. Guru meminta peserta didik untuk menuliskan usaha atau aksi yang dilakukan temannya pada tabel yang disediakan.
4. Peserta didik melengkapi tabelnya dengan menuliskan nama teman yang ditanya atau diwawancarai.
5. Guru memberikan konfirmasi dan apresiasi atas usaha peserta didik.

Reading

Activity 1

a. Alokasi waktu 10 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan

Membimbing peserta didik dengan membangun pengetahuan atau latar belakang pengetahuan peserta didik terhadap topik yang akan dibaca, yaitu *carbon footprints*, dalam bentuk *discussion text*. Kegiatan ini dilakukan untuk mengembangkan profil pelajar Pancasila: beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, serta bernalar kritis mengetahui dampak konsumsi daging hewan terhadap jejak karbon.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik mengamati gambar tentang *Diet Emissions by Food Type*.
2. Guru meminta peserta didik menjawab pertanyaan yang dibacakan oleh guru secara lisan terkait gambar.

Jawaban: Jawaban dapat beragam, misalnya:

1. *The picture describes gas emissions produced by different types of food. It is shown that meat produces the largest emission, namely up to 56.6%.*
2. *The one has the most contribution to carbon footprints is meat, while the one with the least contribution is fruits.*
3. Guru mengarahkan peserta didik untuk melanjutkan membaca dan mempelajari kosakata yang akan ditemukan dalam teks bacaan selanjutnya. Guru menganjurkan peserta didik untuk menggunakan kamus jika peserta didik ingin mengetahui makna kata lebih lanjut setelah peserta didik berusaha memahami makna kata dari konteks kalimat. Pada tahapan ini, guru juga membangun budaya positif dari teks yang diajarkan, misalnya membiasakan diri untuk menghabiskan makanan yang kita makan karena makanan diambil dari sumber daya alam untuk mengurangi jejak karbon (*carbon footprints*).

Activity 2

- a. Alokasi waktu 20 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan

Membimbing, mengarahkan, dan memberikan pengetahuan kepada peserta didik terkait *discussion text* berjudul "*Do We Need to Stop Eating Meat?*". Guru membimbing murid dengan membangun pengetahuan atau latar belakang pengetahuan peserta didik terhadap teks diskusi "*Do We Need to Stop Eating Meat?*". Pada tahapan ini, guru juga membangun konteks budaya dari teks yang diajarkan. Kegiatan ini dilakukan untuk mengembangkan profil pelajar Pancasila: beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia yaitu akhlak manusia terhadap alam, berkebinekaan global, mandiri, dan bernalar kritis dengan mengetahui perbedaan pandangan antara *meat-eater* dan *nonmeat-eater* serta dampak konsumsi daging hewan terhadap jejak karbon.

c. Petunjuk pembelajaran:

1. Guru membimbing peserta didik saat membaca *discussion text* "*Do We Need to Stop Eating Meat?*" dengan meminta peserta didik untuk menerka isi teks jika hanya melihat teks dari judulnya saja. (beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia yaitu akhlak manusia terhadap alam, dan berkebinekaan global)
2. Guru mengarahkan peserta didik secara bergiliran untuk membaca secara lantang setiap paragraf secara bergiliran. (berkebinekaan global, mandiri, dan bernalar kritis)
3. Guru bertanya jika ada kata-kata atau frasa yang masih belum dipahami. Guru memberikan konfirmasi atas pertanyaan peserta didik dan pada saat yang sama juga guru mengajarkan konteks budaya yang dibangun secara tersirat dari *discussion text*. (beriman, bertakwa pada Tuhan YME, dan berakhlak mulia yaitu akhlak manusia terhadap alam, berkebinekaan global, mandiri, dan bernalar kritis)

Activity 3

- a. Alokasi waktu 30 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan

Membimbing, mengarahkan, dan memberikan pengetahuan kepada peserta didik terkait *discussion text* berjudul "*Do We Need to Stop Eating Meat?*". Guru membimbing

murid dengan membangun pengetahuan peserta didik terhadap *discussion text* “Do We Need to Stop Eating Meat?”. Kegiatan ini dilakukan untuk mengembangkan profil pelajar Pancasila: beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia yaitu akhlak manusia terhadap alam, berkebinekaan global, mandiri, dan bernalar kritis dengan menjawab pertanyaan bacaan.

c. Petunjuk pembelajaran:

1. Guru meminta peserta didik untuk mengerjakan soal yang tersedia secara mandiri dengan durasi waktu yang ditentukan. (mandiri dan bernalar kritis)

Jawaban:



1. What is the communicative purpose of the text?
D. *To present two different points of view about the effect of being vegetarians and meat eaters.*
2. The statement which supports the writer's position is ...
C. *Beef produces the most greenhouse gas emissions, which include methane, which also leads to carbon footprints.*

Activity 4

- a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan belajar peserta didik.
- b. Tujuan:
Membimbing, mengarahkan, dan memberikan pengetahuan terkait struktur teks dan ciri kebahasaan *discussion text*.
Guru memberikan model/contoh *discussion text* sebagai acuan bagi peserta didik dalam menghasilkan karya, baik secara lisan maupun tulisan. Kegiatan ini dilakukan untuk mengembangkan profil pelajar Pancasila: beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, berkebinekaan global, mandiri, dan bernalar kritis.
- c. Petunjuk pembelajaran:
 1. Guru membimbing dan mengarahkan peserta didik untuk membaca dan mempelajari tujuan, struktur teks, dan ciri kebahasaan *discussion text*. (berkebinekaan global, mandiri, dan bernalar kritis)
 2. Guru memberikan bantuan konfirmasi jawaban terkait pemahaman peserta didik terhadap struktur dan ciri kebahasaan *discussion text* jika peserta didik bertanya. (berkebinekaan global, mandiri, dan bernalar kritis)

Activity 5

- a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan belajar peserta didik.
- b. Tujuan:
Membimbing, mengarahkan, dan memberikan pengetahuan terkait struktur teks dan ciri kebahasaan *discussion text*.
Guru memberikan model/contoh *discussion text* sebagai acuan bagi peserta didik dalam menghasilkan karya, baik secara lisan maupun tulisan. Kegiatan ini dilakukan untuk mengembangkan profil pelajar Pancasila: berkebinekaan global, mandiri, dan bernalar kritis.
- c. Petunjuk pembelajaran:

1. Guru mengarahkan peserta didik untuk membaca kembali dan mempelajari struktur teks dan ciri kebahasaan *discussion text* dengan judul “*Do We Need to Stop Eating Meat?*” dengan mengetahui informasi dari berbagai pendapat terkait pro dan kontra atas konsumsi daging, (berkebinekaan global, mandiri, dan bernalar kritis)
2. Guru memberikan bantuan konfirmasi jawaban terkait pemahaman peserta didik terhadap *discussion text* jika peserta didik bertanya. (mandiri dan bernalar kritis)

Activity 6

- a. Alokasi waktu 30 menit atau disesuaikan dengan konteks dan kebutuhan belajar peserta didik.
- b. Tujuan:
Membimbing, mengarahkan, dan memberikan pengetahuan terkait struktur teks dan ciri kebahasaan *discussion text*.
Kegiatan ini dilakukan untuk mengembangkan profil pelajar Pancasila: beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, berkebinekaan global, bergotong royong, dan bernalar kritis.
- c. Petunjuk pembelajaran:
 1. Guru membimbing dan mengarahkan peserta didik bersama kelompoknya untuk mendiskusikan pertanyaan-pertanyaan tentang struktur teks dan ciri kebahasaan *discussion text*. (beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, berkebinekaan global, bergotong royong, dan bernalar kritis).

Viewing

Activity 1

- a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.
- b. Tujuan
Membimbing peserta didik untuk mengidentifikasi secara umum mengenai teks diskusi dari kegiatan membaca sebelumnya. Kegiatan ini dilakukan untuk mengembangkan kemampuan peserta didik mengembangkan sikap bernalar kritis peserta didik tentang perubahan iklim akibat aktivitas seluruh makhluk yang ada di bumi, terutama manusia dan makanannya.
- c. Petunjuk pembelajaran:
 1. Guru meminta salah satu peserta didik untuk membaca petunjuk di dalam buku paket di *Activity 1* secara lantang.
 2. Guru meminta peserta didik untuk menyaksikan video dari tautan yang diberikan. Guru disarankan untuk memutar video secara sentral di depan kelas sebanyak dua kali.

Tautan video **The Carbon Footprint:**

https://www.youtube.com/watch?v=8q7_aV8eLUE

Skrip video:

This is you. You've probably been hearing a lot about climate change and how you should reduce your carbon footprint. But what is that exactly? Just like an actual footprint, it's a mark you leave upon the environment. No, not with your shoes, but with every action that releases "carbons". Those are the harmful gasses, such as CO₂, which are pumped out by burning fossil fuels, like oil or gas. The more fuel you use, the bigger your footprint will be. You may think that by driving your car, the only carbons you release come from the engine, but no.

Consider the carbons that are emitted just to get fuel into the tank: from the energy needed to extract the oil from underground, the pollution caused by transportation

and refinement, to the final delivery to your local petrol station. Not to mention the CO₂ released by manufacturing your car in the first place. More than you thought, huh?

So, unless you live in a cave; you and everything you own has its own carbon footprint: read a book—printing and distributing—it uses energy. Brush your teeth and your utensils will have a history in a factory. Even something as basic as an apple could have traveled hundreds or even thousands of polluting miles to end up in your local supermarket. You see, it's pretty much impossible to leave no carbon footprint behind. But that's no reason to stop trying. Think about your actions and choices, and you'll be able to reduce your personal mark after all. That's how you really put the boot into climate change.

3. Guru meminta peserta didik untuk menceritakan apa saja hal menarik yang mereka temui dari hasil memirsanya.
4. Guru meminta peserta didik untuk menjawab soal yang tersaji di *Activity 1* berdasarkan video yang disaksikan (bernalar kritis), di antaranya:
5. Guru memberikan konfirmasi dari jawaban peserta didik dan memberikan apresiasi atas usaha mereka.

Activity 2

a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan peserta didik.

b. Tujuan:

Membimbing peserta didik untuk mengidentifikasi secara umum mengenai teks diskusi dari kegiatan membaca sebelumnya. Kegiatan ini mengembangkan profil pelajar Pancasila, yaitu bernalar kritis.

c. Petunjuk pembelajaran:

1. Guru meminta salah satu peserta didik untuk membaca petunjuk di dalam buku paket di *Activity 2* secara lantang.
2. Guru meminta peserta didik untuk menyaksikan video dari tautan yang diberikan. Guru disarankan untuk memutar video secara sentral di depan kelas sebanyak dua kali.

Tautan video *Can healthy food save the planet?*

<https://www.youtube.com/watch?v=Plc42oIU0Ik>

Skrip video:

You know the saying, "You are what you eat." But the way we currently eat is in fact ruining our health, the health of others and that of the planet. Unhealthy food is now deadlier than alcohol, drug and tobacco use combined.

2.1 billion people are overweight yet we eat more sugar, fat and red meat than ever. Still, 821 million go to bed hungry every night. On top of that our food is the main cause behind species extinction and a third of all global greenhouse gas emissions. So, can we feed a growing population without destroying the planet and ourselves?

Science had no clear answer to this question. That's why EAT gathered 37 of the world's best scientists to determine what a healthy and sustainable diet is and how to get there. The result is the EAT-Lancet commission—a scientific blueprint for a healthy and sustainable future.

If we change the way we produce, consume, transport and waste food, we can feed everyone a healthy diet while improving the health of our planet. What does this look like?

Meat can stay on our plate, but plants need to be the new main course. We should eat a huge variety of fruits and vegetables, and a low amount of meat, dairy and seafood. We should choose unsaturated fats and stay away from refined grains, highly processed foods and added sugars. And: we have no food to waste.

It will take huge changes, but following this plan will lower our risk of cancer, strokes and diabetes—it could help avoid 11 million adult deaths per year. In fact, consuming and producing food more efficiently and mindfully will help to keep our planet flourishing. We have an answer now: we know the right course for a bright future. It's on us to actually take that step. Our food can be the key to solving the biggest challenges we face—food really can fix it.

3. Guru meminta peserta didik untuk menceritakan apa saja hal menarik yang mereka temui dari hasil memirsanya.
4. Guru meminta peserta didik untuk menjawab soal yang tersaji di *Activity 2* berdasarkan video yang disaksikan, di antaranya:

1) What does the video tell you about?

Jawaban: *How human foods contribute to climate change.*

2) What activities do contribute to climate change?

Jawaban: *All foods that humans consume.*

5. Guru memberikan konfirmasi dari jawaban peserta didik dan memberikan apresiasi atas usaha mereka.

Activity 3

- a. Alokasi waktu 15 menit disesuaikan dengan konteks dan kebutuhan peserta didik.
- b. Tujuan:
Membimbing peserta didik untuk mengidentifikasi secara umum mengenai teks diskusi dari kegiatan membaca sebelumnya. Kegiatan ini mengembangkan profil pelajar Pancasila, yaitu kolaborasi dan bernalar kritis.
- c. Petunjuk pembelajaran:
 1. Guru meminta salah satu peserta didik untuk membaca petunjuk di dalam buku paket di *Activity 3* secara lantang.
 2. Guru meminta peserta didik untuk berkolaborasi di *Activity 3*. (kolaborasi)

Activity 4

- a. Alokasi waktu 15 menit atau disesuaikan dengan konteks dan kebutuhan belajar peserta didik.
- b. Tujuan:
Membimbing peserta didik untuk mengidentifikasi secara umum mengenai teks diskusi dari kegiatan membaca sebelumnya. Kegiatan ini mengembangkan profil pelajar Pancasila, yaitu kreatif dan bernalar kritis.
- d. Petunjuk pembelajaran:
 1. Guru meminta salah satu peserta didik untuk membaca petunjuk di dalam buku paket di *Activity 4* secara lantang.
 2. Guru meminta peserta didik untuk mewarnai sesuai dengan instruksi yang ada di dalam kotak tersaji. (kreatif)
 3. Guru meminta peserta didik untuk menunjukkan hasil survei.
 4. Guru meminta peserta didik untuk menyimpulkan kegiatan di *Activity 4*. (bernalar kritis)
 5. Guru memberikan konfirmasi dari jawaban peserta didik dan memberikan apresiasi

atas usaha mereka.

Writing

- a. Alokasi waktu disesuaikan dengan konteks dan kebutuhan peserta didik.
- b. Tujuan:
Membimbing peserta didik untuk mengerjakan proyek menulis teks diskusi terkait dengan topik *Carbon Footprints* dengan harapan peserta didik dapat menulis sebuah teks diskusi dengan memperhatikan tujuan komunikatif, struktur teks, dan ciri-ciri kebahasaan secara benar dan sesuai konteks.
- c. Petunjuk pembelajaran:
 1. Guru memberikan penjelasan terkait proyek menulis dengan mengarahkan peserta didik untuk dapat menghasilkan sebuah teks diskusi yang berkaitan dengan topik *Carbon Footprints*.
 2. Guru menjelaskan rubrik penilaian teks diskusi untuk makna setiap unsur atau elemen penilaian dengan jelas. Teks tertulis menggunakan rubrik penilaian *peerfeedback*.
 3. Guru menjelaskan dengan langkah-langkah menulis teks diskusi melalui mapping agar peserta didik dapat menulis teks diskusi dengan lebih mudah.

Rubrik Penilaian Menulis (*Peer Feedback*)

Yes = 1

No = 0

No.	Schematic Structure	Yes	No
1	The text has a title.		
2	The writer states the problem/issue to be discussed.		
3	The writer presents the arguments which support the problem/issue.		
4	The writer presents the arguments which disagree with the supporting arguments.		
5	The writer states his/her position towards the problem.		
6	The writer gives recommendations towards the problem.		

Activity 1: Plan

- a. Alokasi waktu disesuaikan dengan konteks dan kebutuhan peserta didik.
- b. Tujuan:
Membimbing peserta didik dalam kelompok dan individu untuk membuat rencana teks diskusi menggunakan mapping.
Kegiatan ini mengembangkan daya berpikir kritis dan kreatif dari peserta didik selain melatih kemandirian dan kolaborasi.
- c. Petunjuk pembelajaran:
 1. Guru menginstruksikan peserta didik untuk membuat kelompok proyek menulis yang terdiri dari 2 sampai dengan 4 orang anggota atau guru memberikan kesempatan

bagi peserta didik yang merasa lebih nyaman jika mereka bekerja sendiri.

2. Guru membimbing peserta didik untuk saling bertukar pikiran dengan mengisi tabel rencana panduan menulis teks diskusi dengan memperhatikan tanda baca, huruf besar, dan *tenses*.

Topic/Title:

1. What is the topic of your text?
2. What is the possible title for your text?

(Menulis topik teks diskusi yang akan ditulis & kemungkinan redaksi judul dari teks diskusi tersebut)

Activity 2: Writing Plan

- a. Alokasi waktu disesuaikan dengan konteks dan kebutuhan peserta didik.

- b. Tujuan:

Membimbing peserta didik dalam kelompok dan individu untuk menuliskan ide dalam *mapping* menjadi paragraf teks diskusi. Kegiatan ini melatih peserta didik untuk mengembangkan pola berpikir kritis dan kreatif serta sikap mandiri dan kolaborasi.

- c. Petunjuk pembelajaran:

Guru menginstruksikan peserta didik untuk menuliskan ide dalam *mapping* menjadi paragraf teks diskusi dengan mengisi tabel struktur teks diskusi dan memperhatikan penggunaan keterangan waktu, kata penghubung, dan kata ganti orang atau benda untuk menghubungkan atau membedakan kalimat-kalimat antarparagraf.

Topic/ Title:	Judul teks diskusi
Statement of Issue	Pernyataan permasalahan/isu yang akan dibahas
Arguments for	Menuliskan argumen yang mendukung permasalahan/isu yang akan dibahas.
Arguments against	Menuliskan argumen yang menyangkal argumen yang mendukung permasalahan/isu yang akan dibahas.
Recommendation	Menegaskan posisi penulis & saran terhadap permasalahan/isu yang akan dibahas.

Activity 3: Text Review

- a. Alokasi waktu disesuaikan dengan konteks dan kebutuhan peserta didik.

- b. Tujuan:

Membimbing peserta didik dalam kelompok dan individu untuk saling membaca dan menilai teks diskusi.

- c. Petunjuk pembelajaran:

1. Guru meminta peserta didik yang bekerja dalam kelompok dan peserta didik yang bekerja individu untuk saling bertukar hasil tulisan teks diskusi.
2. Guru mengarahkan peserta didik untuk membaca hasil tulisan teks diskusi kelompok lain.
3. Guru membimbing peserta didik untuk menilai hasil tulisan teks diskusi kelompok lain dengan memberikan tanda centang pada tabel elemen struktur dan ciri

kebahasan teks diskusi.

Activity 4: Text Redraft

- a. Alokasi waktu disesuaikan dengan konteks dan kebutuhan peserta didik.
- b. Tujuan:
Membimbing peserta didik untuk secara mandiri dalam kelompok melakukan perbaikan tulisan jika kelompok lain memberikan komentar dan saran. Kegiatan ini melatih sikap tanggung jawab, refleksi diri, dan kemandirian peserta didik dalam mengerjakan proyek menulis.
- c. Petunjuk pembelajaran:
 1. Guru memberikan kesempatan peserta didik untuk melakukan revisi tulisan teks diskusi dengan menulis ulang kembali teks diskusi berdasarkan ulasan kelompok lain secara mandiri.
 2. Guru mengarahkan peserta didik untuk menyerahkan tulisan hasil perbaikan akhir.

Presenting

- a. Alokasi waktu disesuaikan dengan konteks dan kebutuhan peserta didik.
- b. Tujuan:
Kegiatan ini melatih peserta didik untuk mengembangkan rasa percaya diri dan komunikasi dalam bahasa Inggris dalam menyampaikan hasil proyek menulis teks diskusi.
- c. Petunjuk pembelajaran:
 1. Guru mengarahkan peserta didik untuk menyiapkan rencana presentasi dengan membuat pertanyaan 5W+1H (*who, what, when, where, why, dan how*).
 2. Guru mengarahkan peserta didik untuk menyiapkan presentasi seperti menyiapkan catatan pribadi, *template*, dan kertas.
 3. Guru mengarahkan peserta didik untuk melakukan latihan presentasi.
 4. Guru mengarahkan peserta didik untuk melakukan presentasi di depan kelas.
 5. Guru membimbing peserta didik untuk mampu menjawab pertanyaan peserta lain saat presentasi, seperti mengucapkan terima kasih pada penanya, mengulangi pertanyaan, menjawab pertanyaan, menanyakan pada penanya apakah mereka puas dengan jawaban, dan mengucapkan terima kasih kembali).

Rubrik penilaian Presenting

Penilaian dapat dilihat dari:

1. *Planning presentation (Asking yourself about 5W+1H questions)*
2. *Preparing Presentation (Personal notes, Visual, Handout (optional))*
3. *Delivering Presentation*
4. *Dealing with Questions (TRACT Techniques: Thank the questioner, Repeat the question, Answer the question, Check with the questioner if they are satisfied, Thank them again)*

Jika presentasi produk tulisan dan visual teks diskusi mengikuti 4 tahapan presentasi, yang terlihat dari adanya berkas PowerPoint dan kemampuan kelompok dalam menyampaikan presentasi dan menjawab pertanyaan dengan baik, nilainya 100 atau guru menggunakan rubrik penilaian presentasi teks diskusi lain yang sesuai dengan kebutuhan peserta didik.

c. Kegiatan Penutup

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.

- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

F. ASESMEN

Assessment

a. Alokasi waktu disesuaikan dengan konteks dan kebutuhan peserta didik secara mandiri.

b. Tujuan:

Memfasilitasi peserta didik dalam pemahaman lanjutan tentang teks *discussion*. Kegiatan ini juga bertujuan mengembangkan kemampuan peserta didik dalam dimensi profil pelajar Pancasila yaitu mandiri dan bernalar kritis.

Selain itu, kegiatan ini bertujuan untuk mengukur kemampuan peserta didik dalam mengidentifikasi informasi tertentu dari teks *discussion* tentang *carbon footprint* dan memahami informasi secara tersurat dan tersirat (ide pokok dan informasi detail) dari teks tertulis, serta menentukan pernyataan dan mengorelasikan sebab dan akibat dari *carbon footprint*.

c. Petunjuk pengerjaan:

1. Guru meminta peserta didik untuk membaca teks dengan saksama secara individu.
2. Guru meminta peserta didik menjawab soal *assessment* dengan baik dan benar.

Read the following text and answer the questions individually.

OBSERVATION AND INTERVIEW

A. Observation Class



B. Interview





KEMENTERIAN AGAMA REPUBLIK INDONESIA
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PASCASARJANA

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Nomor : **B-338.1/In.19/DP/PP.00.9/04/2024**

Palopo, 17 April 2024

Lamp. : 1 (satu) Exp. Proposal

Perihal : *Permohonan Izin Penelitian*

Kepada Yth:
Kepala MAN Palopo

Di-
Kota Palopo

Assalamu 'Alaikum Wr. Wb

Disampaikan dengan hormat, bersama ini kami mohon kepada Bapak/Ibu kiranya dapat memberi izin bagi mahasiswa yang tersebut di bawah ini:

Nama : Niesya Ulul Azmi
Tempat/Tanggal Lahir : Palopo, 24 April 2000
NIM : 2205040010
Semester : IV (Empat)
Tahun Akademik : 2023/2024
Alamat : Salutete, Kel.Pentojangan,Kec. Telluwanua
Kota Palopo

untuk mengadakan penelitian Ilmiah dalam rangka penulisan tesis untuk Program Magister (S-2) dengan Judul Penelitian **"The Implementation of Higher Order Thinking Skills (Host) in English Language Teaching: The Case of Islamic High School EFL Teacher"**.

Sehubungan dengan hal tersebut di atas, dimohon kiranya dapat diizinkan melakukan penelitian guna kelancaran pengumpulan data penelitian tersebut.

Demikian permohonan kami, atas perhatian dan perkenan Bapak/Ibu dihaturkan terima kasih.

Wassalamu 'Alaikum Wr. Wb.





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Palopo

SURAT KETERANGAN PENELITIAN

Nomor : 621 /Ma.21.14.01/TL.00/VIII/2024

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Dengan ini merangkan bahwa :

Nama : Niesya Ulul Azmi
Tempat/TanggalLahir: Palopo, 24 April 2000
NIM : 2205040010
Jenis Kelamin : Perempuan
Alamat : Salutete, Kel. Pentojongan, Kec. Telluwanua
Pekerjaan : Mahasiswa

Bahwa yang bersangkutan telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Tesis untuk program Magister (S-2) yang berjudul **"The Implementation of Higher Order Thinking Skills (Host) in English Language Teaching : The Case of Islamic High School EFL Teacher"**.

Demikian keterangan ini digunakan sebagaimana mestinya.

Palopo, 20 Agustus 2024

Kepala Madrasah,



Dra. Hj. Jumrah, M.Pd.I
NIP. 196612311994032009



TIM UJI PLAGIASI PASCASARJANA INSTITUT AGAMA ISLAM NEGERI PALOPO

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SURAT KETERANGAN

No. 176/UJI-PLAGIASI/VIII/2024

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Menerangkan bahwa naskah tesis berikut ini:

Nama : Niesya Ulul Azmi
NIM : 2205040010
Program Studi : Tadris Bahasa Inggris
Judul : "The Implementation of Higher Order Thinkinh Skills in
English Language Teaching: The Case of Islamic High School
EFL Teacher"

Telah melalui pemeriksaan cek plagiasi (turnitin) dengan hasil 23% dan dinyatakan memenuhi ketentuan batas minimal plagiasi ($\leq 25\%$). Adapun hasil cek plagiasi terlampir.

Demikian surat pernyataan ini dibuat untuk dipergunakan sebagaimana mestinya.



Palopo, 23 Agustus 2024
Hormat Kami,


Dewi Furwana, S.Pd.I., M.Pd.
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AUTHOR BIOGRAPHY



Niesya Ulul Azmi, Born in Palopo on April 24, 2000. The researcher is the first child, a father Bantilang S.Pd.I and a mother Hatia. The researcher grew up in Salutete, Kel. Pentojangan, Kec. Telluwanua, Palopo City. The researcher basic education was completed in 2011 at SDN 486 Salutete which is currently renamed SDN 52 Salutete.

Then in the same year, the researcher studied at SMPN 8 Palopo until 2014. In the same year, the researcher continued his education at SMAN 2 Palopo and graduated in 2017. The author continued his education at the State Islamic Institute (IAIN) Palopo and took the Faculty of Tarbiyah in the English Language Education Study Program (S-1) at IAIN Palopo and graduated in 2021. Until now, the author has not stopped to gain knowledge and continue his education in the English Tadris Study Program at the IAIN Palopo Postgraduate Masters Program. In the last study, the author successfully wrote a thesis and was examined in the Munaqasyah examination with the thesis title **“The Implementation of Higher Order Thinking Skills in English Language Teaching: The Case Of Islamic High School EFL Teacher”**.