

**PROMOTING HIGHER-ORDER THINKING SKILLS
THROUGH QUESTION-ANSWER RELATIONSHIP
STRATEGY IN EFL SECONDARY STUDENTS**

THESIS

Submitted in Partial Fulfilment of the Requirements
for Gaining the Bachelor Degree in English Language Education



By:

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ABSTRACT

Title : Promoting Higher-Order Thinking Skills Through Question-Answer Relationship Strategy in EFL Secondary Students
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Higher-Order Thinking Skills (HOTS) are essential in the language classroom, but both teachers and students often face challenges in applying these skills. This study analyzed the implementation of the Question-Answer Relationship (QAR) strategy for promoting HOTS along with its benefits and challenges in EFL secondary students. A qualitative case study was employed as a research design involving one EFL teacher and one tenth-grade language class selected through convenience sampling at MA Salafiyah As-Syafi'iyah Simorejo. Data were collected through systematic classroom observations and semi-structured interviews with validity ensured through member checking and triangulation. Data was then analyzed through procedures of data condensation, data display, and conclusion drawing. The findings showed that the teacher implemented the QAR strategy through six steps, namely explicit explanation, modeling, guided practice, coaching, independent application, and self-assessment. This structured approach benefited the teacher by providing a clear framework to guide students in developing analytical and creative thinking. However, the main challenge lay in students' vocabulary limitations, which hindered their ability to express ideas in English and required additional scaffolding from the teacher. The study concluded that the QAR strategy is effective in promoting HOTS but requires further linguistic support to address the challenges faced in EFL contexts.

Keywords: *EFL Secondary Students, Higher-order Thinking Skills (HOTS), Questions-answer Relationship Strategy (QARs)*

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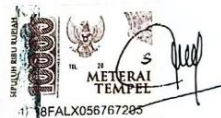
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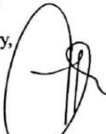
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Assalamu 'alaikum, wr.wb.

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Title : **Promoting Higher-Order Thinking Skills Through Question-Answer Relationship Strategy in EFL Secondary Students**

Name of Student : Syella Haqiqi Khoiriyah

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I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu 'alaikum Wr. Wb.

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After a long and challenging process, the researcher has completed the thesis entitled "Promoting Higher-Order Thinking Skills Through Question-Answer Relationship Strategy in EFL Secondary Students." This thesis is submitted in partial fulfilment of the requirements for gaining a Bachelor's Degree in English Language Education.

The researcher realizes that the completion of this thesis would not have been possible without the help, advice, motivation, guidance, and support of many individuals. Therefore, the researcher extends her deepest gratitude and heartfelt appreciation to:

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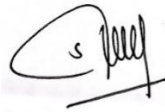
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Finally, the researcher realizes that this thesis is less perfect. Therefore, the researcher hopes to receive criticism and suggestions that can make this thesis better. The researcher hopes that this research can be useful for all who read it, especially for

future researchers who need references related to this research topic.

Semarang, 9 Desember 2024

The Researcher

A handwritten signature in black ink, consisting of a large, stylized initial 'S' followed by the name 'Haqiqi Khoiriyah' written in a cursive script. A horizontal line is drawn below the signature.

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DEDICATION

1. My beloved family, especially my father Sulyono, my mother Siti Khusnul Khotimah, and my brother Fajar Khoiruddin. Many thanks for always guiding, supporting, and praying the best for the researcher every time.
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MOTTO

"Allah does not charge a soul except [with that within] its
capacity."

(Al-Baqarah: 286)

“Do your best so you won’t have regrets”

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CHAPTER I

INTRODUCTION

This chapter provides an introduction to the research. It describes the researcher's rationale for choosing this topic. This includes the background of the research, research question, research objective, research significance, and research scope.

A. Background of the Research

Higher-Order Thinking Skills (HOTS) represent a critical pedagogical approach to language learning that enables students to move beyond basic comprehension and engage in more complex cognitive processes. HOTS enables students to think critically and creatively, which are essential for dealing with the complex problems and challenges they may face in their future lives (Saraswati et al., 2023; Susanti & Lailiyah, 2022). Therefore, educators must prioritize students' abilities to analyze, evaluate, and create by equipping them with the cognitive tools to effectively address complex problems (Setyarini, 2019; Setyarini & Ling, 2019; Whalen & Paez, 2021).

Nevertheless, the implementation of HOTS in language learning still faces challenges. Some students struggle when asked to think critically, and teachers also struggle when implementing and integrating HOTS-based strategies. For example, the research findings by Pasutri & Yeni (2022) stated

that the students are too comfortable with their native language, which makes them less comfortable with the English language. They feel anxious about expressing their ideas in English class because they struggle with vocabulary and sentence structure. Moreover, limited resources make students passive in the teaching and learning process. As a result, the teacher simply delivers all the material without encouraging HOTS.

Besides that, the research by Kusumastuti et al (2019) and Setyarini (2019) highlighted that some teachers face challenges in implementing HOTS in their classrooms. These challenges include a lack of knowledge and experience in HOTS implementation, difficulty in finding suitable strategies that align with students' needs, and a tendency to use conventional approaches to teaching. This indicates that the successful integration of HOTS into classroom learning practices relies heavily on teacher initiative, creativity and appropriate training. Therefore, studying HOTS is crucial for both teachers and students, as it can significantly enhance critical thinking abilities, including focus, reasoning, drawing conclusions, clarity, and overall perspective (Syarifah et al., 2019).

Previous research has used various methods to promote HOTS, such as teacher feedback, storytelling, and mind mapping. Among these methods, the study by Ariska et al

(2021) specifically demonstrates the importance of providing feedback to stimulate students' HOTS. Their findings suggest effective feedback that promotes HOTS involves providing students with challenges rather than direct suggestions for improvement. In addition, the research highlights several techniques that teachers can use to promote HOTS through feedback, such as engaging students in argumentation discussions, providing scaffolded feedback, providing feedback that includes praise and "what" questions, and turning suggestions for improvement into challenges. While this study provides valuable insights into feedback strategies, more research using different approaches to promoting HOTS is needed to develop a comprehensive understanding of effective strategies for promoting HOTS.

Therefore, one of the strategies to promote HOTS is by implementing the Question-Answer Relationship (QAR) strategy. According to Raphael & Au (2005), this strategy is designed to guide students in understanding texts at various levels of complexity, from literal comprehension to higher-order critical thinking. By encouraging students to connect their prior knowledge with textual information, the QAR strategy promotes deep engagement with content, which is well aligned with HOTS. Previous research by Untailawan (2020) has shown that QAR can significantly improve students' critical thinking and reading comprehension, but

there is still limited exploration of how it can specifically support the development of HOTS in EFL secondary students.

This recent study aims to provide insight into the implementation of QAR in promoting HOTS as well as valuable insights into both the benefits and challenges faced by the teacher. This research is guided by the theoretical framework of the revised Bloom's Taxonomy, which provides a comprehensive and structured approach to categorizing and analyzing questions based on different levels of cognitive complexity, such as analyzing, evaluating, and creating.

B. Research Question

This study aims to address the following questions:

1. How does the EFL teacher align and implement QARs to promote HOTS in EFL secondary students?
2. What are the benefits and challenges encountered by the EFL teacher during the implementation of QARs to promote HOTS?

C. Research Objective

Aligned with the research question, the purpose of the study is:

1. To analyze the EFL teacher's alignment and implementation of QARs in promoting HOTS in EFL secondary students.

2. To investigate the benefits and challenges encountered by the EFL teacher during the implementation of QARs to promote HOTS.

D. Research Significance

The findings of this research are expected to contribute positively both in theory and practice:

1. Theoretical Significance

The theoretical significance of this research lies in its potential to provide insights into the teacher's experience in implementing QARs to promote HOTS among EFL secondary students. This study aims to explore the strategy, benefits, and challenges associated with the use of QAR in promoting HOTS from the teacher's point of view, which are crucial for understanding how to effectively integrate HOTS in EFL classrooms.

2. Practical Significance

a. For the teacher

This study aims to provide practical recommendations for implementing the QARs to promote HOTS in EFL classrooms based on real teacher experiences. The findings will help other EFL teachers understand the challenges and benefits of this approach, and potentially improve how they implement strategies to promote HOTS.

b. For the students

By experiencing the QARs, students will have the opportunity to develop their higher-order thinking skills, leading to improved language proficiency and critical social awareness.

c. For future researchers

This study aims to offer valuable insights into the benefits and challenges of promoting HOTS through the QAR strategy in EFL contexts. These findings can serve as a basis for future research to address specific challenges or expand on successful aspects of the approach.

E. Research Scope

The research is limited to one English teacher who teaches the language class for 10th-grade students at MA Salafiyah As-Syafi'iyah Simorejo, Kanor, Bojonegoro. The study explores the teacher's implementation strategies, benefits, and challenges encountered during the process. This research does not address quantitative measurements of HOTS improvement, comprehensive student experiences, or solutions to overcome the challenges, which could be explored in future studies.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains previous research, literature review, and conceptual framework to make this research more understandable.

A. Previous Research

Although there is no prior research that directly addresses the combination of Question-Answer Relationship (QAR) and Higher-Order Thinking Skills (HOTS) at the same time, there are several studies that focus on HOTS and QAR separately that are still relevant to this research.

1. Higher-Order Thinking Skills (HOTS)

- a. The first previous research was conducted by Ariska et al (2021) entitled “Promoting Students’ Higher-Order Thinking Skills Through Teacher’s Feedback in an EFL Classroom”.

This research study focused on how a teacher provides HOTS-based feedback to Junior High School students in an English as a Foreign Language (EFL) classroom. Using a case study design and qualitative approach, the study involved one teacher and 31 seventh-grade students. Data were collected through classroom observation and semi-structured interviews with the teacher, which were then triangulated. The

research aimed to fill the gap in studies focusing on HOTS-based feedback provision to younger students. The findings indicated that the teacher provided feedback to promote students' higher-order thinking skills by discussing students' reasoning, providing scaffolding feedback, giving feedback on students' responses followed by "what" questions, and offering suggestions for improvement through challenges.

- b. The second previous research was conducted by Setyarini (2019) entitled "Higher Order Thinking Skills in Storytelling for Teaching English to Junior High School Students: A Shortcut to fulfill learning objectives of the 21st Century".

This research focused on the implementation of HOTS in storytelling as a method for teaching English to junior high school students. Employing an ethnographic research design, data were collected through classroom observations, interviews with teachers and students, and document analysis conducted in three schools in Northern Bandung, West Java, Indonesia. The research aimed to explore the strategies used to promote HOTS in storytelling, the benefits, and the challenges encountered by teachers in applying this approach. The findings revealed that teachers employed various strategies in different learning phases, such as

brainstorming, mind-mapping, role-playing, and group discussions, to stimulate students' critical thinking and engagement. Students reported being excited and motivated to learn English through HOTs in storytelling, indicating positive impacts on their cognitive and affective skills. The study addressed the gap in research by providing insights into the practical application of HOTs in English teaching, highlighting the benefits for students and the strategies used by teachers to promote higher-order thinking skills in the classroom.

- c. The third previous research was conducted by Susanti & Lailiyah (2022) entitled "Improving EFL Students' Higher Order Thinking Skills Using Reading Strategies".

The purpose of this study was to examine the impact of reading strategies, specifically mind mapping and visualization, on enhancing EFL students' higher-order thinking skills. The research used an experimental design with two groups: an experimental group that was treated with mind mapping and visualization strategies, and a control group. The participants were EFL students and the study focused on assessing their higher-order thinking skills through post-test scores. Data collection involved comparing the post-test scores of the

experimental group with those of the control group to determine the effectiveness of the strategies.

The results indicated a significant improvement in the post-test scores of the experimental group, suggesting that the use of mind mapping and visualization strategies in reading can effectively enhance students' higher-order thinking skills. The study highlights the importance of incorporating reading strategies such as graphic organizers, mind mapping, and visualization to aid students in improving their understanding of reading comprehension. It also emphasizes the need for further research to explore additional reading tactics that can benefit students in developing their higher-order thinking skills through reading.

2. Question-Answer Relationship Strategy (QARs)

- a. The first previous research was conducted by Untailawan (2020) entitled “Improving Students’ Reading Comprehension and Critical Thinking Skills through the Implementation of QAR Strategy at SMA PGRI Dobo”.

The research aimed to enhance students' reading comprehension and critical thinking skills at SMA PGRI Dobo by implementing the Question-Answer Relationship (QAR) strategy. The study conducted two

cycles with four meetings each, utilizing a mix of qualitative and quantitative methods to collect data. The QAR strategy was found to significantly improve students' reading comprehension and critical thinking skills, specifically at the analyzing level in Bloom's taxonomy. The strategy involved activating prior knowledge, making predictions, summarizing, clarifying, and analyzing information in the text. Students responded positively to the strategy, expressing eagerness to participate in the learning process.

The study suggests using authentic materials, considering students' English competencies, and providing extra time to enhance critical thinking skills. Overall, the QAR strategy was deemed effective in enhancing students' reading comprehension and critical thinking skills in an EFL context, with positive impacts on the quality of English teaching and learning. The strategy can be considered as an alternative teaching method to improve students' abilities to understand and analyze English texts, ultimately leading to improved critical thinking skills.

- b. The second previous research was conducted by Yahya & Kareem (2021) entitled "Developing EFL Students'

Metacognition by Using Question–Answer Relationship (QAR) Strategy”.

This research study focused on developing EFL students' metacognition through the Question-Answer Relationship (QAR) strategy in reading comprehension. The study used a non-randomized pretest/posttest design with an experimental group taught using QAR and a control group taught using a conventional method. The participants were 50 students from the fifth preparatory grade at Al Dour Preparatory School for Boys. Data was collected through an achievement test assessing reading comprehension.

The study aimed to fill the gap in research on the effectiveness of QAR in improving metacognitive processes and reading comprehension skills in EFL students. The research highlighted the benefits of using the QAR framework for schools, teachers, and students, providing opportunities for improved reading comprehension instruction and higher-level thinking with text. Furthermore, the study emphasized the importance of metacognitive processes in enhancing reading comprehension skills and the effectiveness of strategies like QAR in developing these skills among EFL students.

- c. The third previous research was conducted by Annury et al (2023)entitled “The Impact of Reading Strategy Instruction Based on QAR with Visually-Oriented Learners”.

This research employed a descriptive-quantitative design with an experimental approach to investigate the effectiveness of Question-Answer Relationship (QAR) as a metacognitive strategy for improving reading comprehension among visually-oriented EFL learners. The research involved fifteen first-semester students from UIN Walisongo Semarang in the 2021/2022 academic year, identified as having visual learning style characteristics. Using pre-tests, post-tests, and questionnaires, the researchers measured reading comprehension proficiency, learning styles, and metacognitive strategy awareness.

The results showed a significant improvement in students' reading comprehension scores, with an average increase of 24% from pre-test to post-test. Visual learners demonstrated a high level of metacognitive strategy use, particularly in problem-solving strategies. The study concludes that QAR-based metacognitive strategy instruction is effective for enhancing reading comprehension among visually-oriented EFL learners. The researchers emphasize the

importance of considering students' learning styles when implementing reading strategies and suggest that teachers should become more aware of potential difficulties in academic text comprehension. They also highlight the value of metacognitive strategy training in developing students' reading skills and preparing them for academic success.

The previous research shares similarities with the current study in promoting HOTS in EFL classrooms. However, the current study also has several differences that contribute to its novelty. First, the target population is specifically 10th-grade EFL secondary students, which is different from some studies that have focused on different age groups. Second, the research method is a qualitative case study design, contrasting with experimental or quantitative approaches used previously. In addition, the current study examines teachers' strategies for promoting HOTS through Question-Answer Relationship (QAR) and investigates the benefits and challenges encountered during implementation. While this study focuses on the QAR strategy, previous research has explored various other strategies such as teacher feedback, mind mapping, storytelling, and others to promote HOTS in EFL classrooms. This diversity of approaches highlights the uniqueness of the current study's focus on QAR in the context of HOTS development.

B. Literature Review

1. Higher-Order Thinking Skills (HOTS)

a. The Concept of Higher-Order Thinking Skills (HOTS)

The concept of higher-order thinking skills (HOTS) is rooted in the revised Bloom's Taxonomy, which was proposed by Anderson & Krathwohl (2001) as an extension of the original Bloom's Taxonomy developed in 1956. The original taxonomy focused primarily on the acquisition of knowledge, while the revised version emphasizes the development of cognitive processes and skills. The research by Krathwohl (2002) explains that the revised Bloom's Taxonomy offers a systematic framework for categorizing questions based on cognitive complexity.

This taxonomy comprises six levels, ranging from basic cognitive processes (Remembering) to advanced ones (Creating). By understanding the differences between Lower-Order Thinking Skills (LOTS) and HOTS, educators can tailor their instructional strategies to effectively engage students in higher-order thinking processes. Specifically, LOTS encompasses skills such as remembering (C1), understanding (C2), and applying (C3), whereas HOTS

involves skills like analyzing (C4), evaluating (C5), and creating (C6).

According to Anderson & Krathwohl (2001), HOTS is essential for students to develop critical thinking, problem-solving abilities, and the capacity to apply knowledge in diverse situations. The revised taxonomy provides a framework for educators to design instructional strategies and assessments that promote higher-order cognitive processes, equipping students to meet the demands of the 21st century (Ulum, 2020).

In recent years, the integration of HOTS in EFL education has gained considerable attention. Educational reforms underscore the importance of improving teaching methods to enhance student learning outcomes. Incorporating HOTS into teaching strategies enables students to engage more deeply with content and share knowledge collaboratively. According to Köksal et al (2023), the revised Bloom's Taxonomy serves as a valuable framework for EFL learners to develop higher-order thinking skills when reading and analyzing English texts.

While HOTS is crucial for EFL education, implementing it effectively among young English learners presents its own set of challenges. This is particularly true when the teachers themselves lack

proficiency in both pedagogical and academic skills needed to foster higher-order thinking.

According to Setyarini et al (2018), this underscores the importance of teachers having an in-depth understanding of their students' diverse learning styles and adapting teaching to their learning styles. By creating an inclusive learning environment that caters to individual needs, teachers can better promote the development of HOTS among their students. To achieve this, teachers should consider not only cognitive factors but also social cognition, recognizing that cognitive density alone is insufficient for nurturing HOTS. A comprehensive approach that addresses both cognitive and social factors is essential for developing instructional strategies that truly foster higher-order thinking abilities in young EFL learners.

b. Levels of Higher-Order Thinking Skills (HOTS)

The revised Bloom's Taxonomy identifies three distinct levels of HOTS: analyzing, evaluating, and creating (Anderson & Krathwohl, 2001). Each of these levels represents a unique cognitive process that students must develop to demonstrate proficiency in HOTS. The first is analyzing, which entails breaking down complex information or concepts into smaller components and identifying the relationships, patterns,

or fundamental principles that define their structure (Forehand, 2010). This skill requires students to critically examine information, distinguish between relevant and irrelevant details, and identify the organizational principles that hold the information together (Marzano & Kendal, 2006).

The second is evaluating, which involves making judgments or decisions based on specific criteria and standards (Anderson & Krathwohl, 2001). Students must use their critical thinking skills to evaluate the validity, reliability, or effectiveness of ideas, solutions, or processes (Whalen & Paez, 2021). This skill requires students to develop a deep comprehension of the subject matter and the ability to apply appropriate criteria to evaluate the quality or value of information or products.

The third is creating, which involves combining elements to form a cohesive or functional whole, as well as generating new ideas, products, or perspectives (Anderson & Krathwohl, 2001). Students must draw on their knowledge, skills, and creativity to produce original work, design solutions, or develop new perspectives. This skill requires students to synthesize information from multiple sources, think divergently, and apply their understanding in novel contexts.

2. Question-Answer Relationship Strategy (QARs)

a. The Concept of Question-Answer Relationship Strategy (QARs)

According to Rahim (2020), the Question-Answer Relationship (QAR) strategy is a reading comprehension technique that aligns with Bloom's Taxonomy, particularly in the reading comprehension domain. This method helps students understand texts, inferentially, and critically by applying, analyzing, and evaluating the text. By providing a framework for comprehension strategy education, QAR can be used in the classroom to enhance students' understanding and test-taking abilities. Teachers can assist students in understanding the connections between reading and listening comprehension methods by structuring the course using QAR categories.

Additionally, by encouraging students to use QARs independently, this technique can help them develop a critical evaluation mindset. To help students demonstrate high levels of literacy in both fiction and nonfiction reading, teachers can guide them in reflecting deeply on and writing responses to questions that address themes, story structures, and multiple perspectives using QAR to guide their comprehension.

According to Raphael & Au (2005), The QAR method includes various types of questions that enhance reading comprehension, such as "Right There," "Think and Search," "Author and Me," and "On My Own" questions. "Think and Search" questions focus on inferential comprehension, while "Right There" questions emphasize literal comprehension. "On My Own," questions ask readers to connect the book to their personal experiences, and "Author and Me" questions ask them to consider the author's message. The QAR technique is effective in enhancing students' reading comprehension and critical thinking abilities. It provides a structure for teaching comprehension strategies and helps students understand the connections between the strategies they are learning. QAR can also be used to support students' independence in applying QARs and reading methods by helping them cultivate a critical evaluation mindset.

b. Benefits of Question-Answer Relationship Strategy (QARs)

The QAR strategy offers numerous benefits for enhancing reading comprehension, critical thinking, and metacognitive skills (Yahya & Kareem, 2021). By explicitly teaching students to recognize and respond to different question types, QAR helps them develop

strategies for locating and integrating information, making inferences, and drawing upon prior knowledge (Rahim, 2020). One significant benefit of QAR is its ability to promote active engagement with texts. By requiring students to identify the relationship between questions and answers, QAR encourages them to read more attentively and monitor their comprehension processes (Raphael & Au, 2005). This active engagement fosters deeper understanding and retention of the text's content.

Additionally, QAR supports the development of metacognitive skills, as students learn to reflect on their thought processes and monitor their understanding (Yahya & Kareem, 2021). By recognizing when they need to search for information within the text or draw upon their prior knowledge, students develop self-awareness and the ability to regulate their learning. Furthermore, QAR provides a structured framework for scaffolding reading comprehension instruction. By gradually progressing from literal comprehension ("Right There" questions) to higher-order thinking skills ("Author and Me" and "On My Own" questions), teachers can systematically support students in developing more advanced cognitive processes (Rahim, 2020).

C. Conceptual Framework

The alignment of QAR strategy with HOTS based on the revised bloom's taxonomy involves a systematic mapping of cognitive processes (Krathwohl, 2002) and question characteristics (Raphael & Au, 2005). This alignment helps educators strategically design questions that progressively develop students' thinking skills from basic recall to complex knowledge creation.

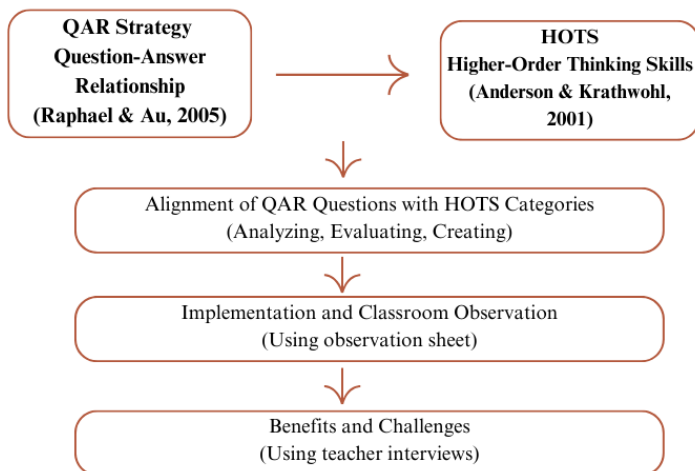
Table 1 Aligning QARs with HOTS based on revised bloom's taxonomy

QAR types	Revised bloom's taxonomy level	Cognitive process	Question characteristics
Right there	Remember - understand	Recognizing, recalling, classifying	The answer is typically found within a single sentence and is easy to locate.
Think and search	Apply-analyze	Differentiating, organizing, implementing	The answer is found across multiple parts of the text and must be combined to

			respond to the question.
Author and me	Analyze-evaluate	Critiquing, connecting personal experiences	Answering the question requires the reader to engage with the text, drawing on prior knowledge and personal experience.
On my own	Evaluate-create	Generating, planning, constructing new ideas	The reader must rely on their own ideas and opinions to provide an answer.

After understanding the systematic alignment of QAR strategy with HOTS through the Revised Bloom's Taxonomy, the conceptual framework will further elaborate on the research design.

CONCEPTUAL FRAMEWORK : QAR STRATEGY IMPLEMENTATION FOR PROMOTING HOTS



Based on the conceptual framework illustrated in the image, this research aims to explore how the Question-Answer Relationship (QAR) strategy is implemented to promote Higher-Order Thinking Skills (HOTS) in EFL secondary students and to investigate the benefits and challenges associated with the strategy. The research process begins by aligning the various types of QAR questions with the categories of HOTS based on the revised Bloom's taxonomy. This involves identifying which questions fall under the analyzing, evaluating, and creating levels of thinking. This categorization ensures that the QAR strategy effectively targets the development of higher-order cognitive skills.

Following this alignment, the teacher will implement QAR-based learning strategies in the classroom. During this implementation phase, observations will be conducted using a prepared observation sheet. This step is crucial for directly assessing how the QAR strategy is applied in developing students' HOTS. After the implementation and observation stages, the researcher will conduct in-depth interviews with teachers. These interviews aim to explore the teachers' experiences with implementing the QAR approach for HOTS development. Through these discussions, the study seeks to identify the benefits perceived by the teacher, as well as the challenges encountered during the implementation process.

CHAPTER III

RESEARCH METHOD

This chapter explains the research method, including the research design, setting, participants, data collection techniques, data analysis techniques, and trustworthiness.

A. Research Design

This study employed a qualitative case study design to investigate how QARs promote HOTS among EFL secondary students. This approach is suitable for exploring "how" and "what" questions in natural classroom contexts, facilitating deep engagement and insights into pedagogical strategies like QAR. The focus is on one English teacher and her 10th-grade students at MA Salafiyah As-Syafi'iyah Simorejo, Kanor, Bojonegoro. This aligns with Yin's (2017) recommendation for clear boundaries in case studies, enabling in-depth exploration of the complexities involved. The research aims to understand processes, meanings, and experiences rather than seeking broad generalizations.

The research process involves two primary methods of data collection. First, classroom observations were conducted as non-participant observations, allowing the researcher to document the implementation of QAR strategy, teacher-student interactions, and the development of HOTS through various QAR activities. Second, semi-structured interviews

with the teacher were conducted to gather detailed insights about the strategy's effectiveness, benefits, and challenges encountered during implementation. This combination of methods ensures a comprehensive understanding of how QAR strategy works in practice.

The study does not aim to generalize findings but to provide a detailed exploration of how QAR can promote HOTS in this specific setting. As Flyvbjerg (2006) notes, case studies are valuable for prioritizing depth and contextual understanding, making them ideal for uncovering intricate classroom dynamics. The findings will enhance understanding of effective QAR implementation in EFL classrooms.

B. Research Setting and Participant

The study was conducted at MA Salafiyah As-Syafi'iyah Simorejo, an Islamic secondary school in Bojonegoro, East Java. This setting was purposefully selected based on research feasibility, the researcher's familiarity with the school, and easy access to information (Bedilu & Degefu, 2024).

The study involved an EFL teacher who was chosen using convenience sampling, a non-probability technique where participants are selected based on availability and willingness (Etikan, 2016). The selection criteria for the teacher included having active involvement in English

language instruction and showing willingness to implement the QAR strategy in their teaching practice. This method is suitable for case study research, allowing the researcher to focus on a participant directly involved in the implementation of the QAR strategy to promote Higher-Order Thinking Skills (HOTS) in an EFL classroom.

The student participants in this study were drawn from a 10th-grade language class consisting of approximately 36 students aged 15-16 years. These students were specifically chosen from the language class due to their focus on language studies and their potential for engaging with advanced English learning strategies. According to Piaget's Theory of Cognitive Development, as cited in Santrock (2018). Students in this age range are typically in the formal operational stage. Developing the ability to think abstractly, form hypotheses, and reason logically, makes them well-suited for interventions aimed at promoting HOTS.

C. Data Collection Techniques

The data were collected using classroom observation and semi-structured interviews with the teacher. For the observational data, the researcher conducted systematic classroom observations focusing on how the EFL teacher implemented the QAR strategy. The observation sheet was adapted from Raphael et al (2006) according to a six-step

model for teaching QAR lessons, which includes: explicit explanation, modeling, guided practice, coaching, independent application, and self-assessment.

To gather detailed information about teacher's experience, semi-structured interviews were conducted with one EFL teacher. Following Cresswell & Poth (2016), interviews serve as a valuable tool for gathering comprehensive information from research participants, especially when they reveal perspectives on situations that were not previously discovered through observational methods. The semi-structured interviews explored how teachers implemented QARs, what benefits they found, and what challenges they faced when using QARs to promote HOTS. The semi-structured interview contained 4 questions, adapted from Setyarini et al (2023), that were appropriate to receive detailed responses on the implementation of QARs. The interviews were recorded using a tape recorder and photo camera to ensure accurate data collection and analysis.

D. Data Analysis Techniques

The data collected from classroom observations and semi-structured interviews were analyzed using a qualitative data analysis. According to Cohen et al (2018), qualitative data analysis focuses on comprehensive context-based rich subjective data and meanings from the research participants

where the researcher becomes the main research instrument. This approach was chosen as it aligns with the case study design and allows for an in-depth understanding of how the QAR strategy is implemented in the EFL classroom to promote HOTS (Hamilton & Corbett-Whittier, 2013).

The data analysis procedure followed Miles et al (2018) including three-step framework. The first step was data condensation, where raw data from classroom observations and interviews were carefully selected and categorized into themes related to teachers' experiences in implementing the QAR strategy to promote HOTS in secondary EFL classrooms. The themes focused on how teachers applied the strategy, what benefits they gained from using it, and what challenges they encountered during the implementation process.

In the data display step, the condenses data were systematically organized to identify patterns and relationships between different aspects of teachers' QAR implementation experiences. The final step involved conclusion drawing and verification, where the researcher synthesized findings about teachers' experiences, benefits, and challenges in using QAR strategy to promote HOTS, followed by cross-referencing with the original data to ensure accuracy.

Through this systematic analysis process, the researcher was able to gain comprehensive insights into teacher's

experiences in using the QAR strategy as a tool for promoting higher-order thinking skills in secondary EFL classrooms.

E. Trustworthiness

To ensure the trustworthiness of the research analysis, a comprehensive validation approach was employed through multiple systematic strategies. The first step involved member checking, where the participant verified the accuracy of interview transcripts and interpretations to ensure their voices and experiences were accurately represented in the study (Merriam & Tisdell, 2015). This collaborative verification process enhanced the credibility of the research findings by incorporating participant perspectives into the final analysis.

The second step employed data triangulation through the comparison of teacher interviews and classroom observations to identify patterns, similarities, and differences in experiences. This triangulation process strengthened the confidence in the findings and facilitated a detailed understanding of how the QAR strategy was implemented in promoting HOTS within the EFL classroom context.

CHAPTER IV

FINDING AND DISCUSSION

This chapter details the research findings, where the collected data was analyzed to address the research question. The results are briefly elaborated in the discussion section.

A. Finding

1. The Alignment and Implementation of QAR Strategy For Promoting HOTS In EFL Secondary Students.

This research was conducted at MA Salafiyah As-Syafi'iyah Simorejo, Bojonegoro, during the academic year 2024/2025. It involved one EFL teacher and 36 tenth-grade language class students. Before the study began, the researcher collaborated with the teacher to implement the QAR strategy to promote higher-order thinking skills (HOTS) in the classroom. Narrative texts were used as learning materials, but the lessons focused on applying the QAR strategy for content analysis rather than exploring text structure, which had been addressed in earlier sessions.

Before starting the implementation in the classroom, the teacher began by aligning the questions with the QAR levels and relating them to the corresponding HOTS levels. This step ensured that the questions were appropriately designed to encourage critical thinking and cognitive engagement.

Table 2 Alignment of QAR Questions with HOTS Categories

QAR type	Questions	HOTS level
Right there	What is Malin Kundang's family situation?	Remembering
Think and search	How does the story of Malin Kundang convey its moral lesson?	Analyzing
Author and me	Do you think Malin's action to reject his mother was right?	Evaluating
On my own	If you were Malin, how would you have handled the situation differently?	Creating

Based on the analysis of classroom observations and teacher interviews, the implementation of QAR strategy followed a systematic six-step process: explicit explanation, modeling, guided practice, coaching, independent application, and self-assessment.

In the explicit explanation step, the teacher began by activating students' prior knowledge of narrative texts. For example, she asked, "What are some common characteristics of a narrative text?" and "Can you recall the purpose of a

narrative text?" After the students responded, the teacher introduced the QAR strategy and its four question types, explaining their purpose and how each type engages different levels of thinking. She clarified, "The 'Right There' questions will ask you to find direct answers in the text, while 'On My Own' questions require you to think creatively and connect ideas beyond the text." This explanation ensured students understood how the strategy connects to the skills needed for HOTS.

In the modeling step, the teacher demonstrated the QAR strategy using the Malin Kundang story. She read a section aloud and asked a "Think and Search" question: "How does the story of Malin Kundang convey its moral lesson?" She then guided students to analyze how the sequence of events and Malin's actions illustrated the consequences of disrespect and disobedience. To illustrate a creative response, the teacher posed an "On My Own" question: "If you were Malin, how would you have handled the situation differently?" This provided a concrete example of how to approach higher-level thinking questions.

During guided practice, students worked in pairs on another narrative text, *The Legend of Roro Jonggrang*. They were tasked with identifying and classifying questions into QAR types, such as "What is the main conflict in the story?" for "Right There," and "Why did Roro Jonggrang agree to

marry Bandung Bondowoso?" for "Think and Search." The teacher moved around the class, providing feedback and ensuring students' justifications were aligned with the correct QAR type.

In the coaching step, students were divided into groups and assigned a task to create their own questions for each QAR type. For example, one group created an "Author and Me" question: "Do you think Roro Jonggrang's actions were justified? Why or why not?" The teacher monitored group discussions, offering support when students struggled to frame their questions clearly or align them with the expected HOTS level. This phase fostered collaboration and critical thinking.

Independent application required groups to exchange their questions with another group. Each group answered the questions they received and provided constructive feedback on their peers' question quality and alignment with QAR types. For instance, one group evaluated another's "On My Own" question and suggested, "This question could be improved by asking for more specific predictions about the character's future." The teacher acted as a facilitator, ensuring that the peer feedback process was productive and constructive.

Finally, in the self-assessment step, the teacher conducted a reflective discussion where students shared their

experiences and challenges. One student noted, "I found 'On My Own' questions the hardest because they required me to use my imagination and connect ideas beyond the story." The teacher also used Quizizz to review the material and gauge students' understanding of the QAR strategy. The activity allowed students to identify their strengths and areas for improvement.

Each of these steps included activities explicitly designed to promote HOTS, such as analyzing the relationship between text details, evaluating characters' decisions, and creating alternative scenarios. The teacher's structured yet adaptive approach demonstrated how the QAR strategy could effectively engage students with narrative texts while fostering higher-order cognitive skills in an EFL context.

Table 3 Steps, Activities, and Cognitive Level in QAR Implementation

Steps	Activity Description	Cognitive Level
Explicit Explanation	Explaining all four QAR levels: "Right There" (recall), "Think and Search" (analyze relationships), "Author and Me" (evaluate actions), and "On My	LOTS (Understanding) to HOTS (Analyzing, Evaluating, Creating).

	Own" (create new ideas).	
Modeling	Demonstrating QAR with the Malin Kundang story, posing questions for each QAR type, and showing how to answer them.	LOTS (Understanding) to HOTS (Analyzing, Evaluating, Creating).
Guided Practice	Students identify and classify pre-prepared questions into QAR levels using another narrative text (The Legend of Roro Jonggrang).	HOTS (Analyzing)
Coaching	Students create four questions (one for each QAR type) collaboratively and justify their cognitive alignment.	HOTS (Creating)
Independent Application	Groups exchange questions, evaluate	HOTS (Evaluating)

	their peers' work, and collaboratively construct answers with reflections.	
Self-Assessment	Facilitating reflective discussions about challenges, successes, and areas for improvement, using tools like Quizizz.	HOTS (Metacognition)

This systematic approach ensured that students progressively developed their cognitive skills, transitioning from lower-order thinking (LOTS) in the explicit explanation phase to higher-order thinking (HOTS) in the later stages of the lesson. By aligning activities with cognitive levels, the teacher effectively promoted HOTS and engaged students in meaningful learning.

2. Benefits and Challenge of Implementing QAR Strategy to Promote HOTS

The implementation of the QAR strategy in the classroom revealed two benefits and one main challenge, reflecting its impact on students learning and engagement. The strategy demonstrated its potential in fostering higher-order thinking skills (HOTS) by encouraging students to analyze, evaluate,

and create based on the narrative text of Malin Kundang. However, some challenges emerged, particularly related to students' language proficiency. This section explores these benefits and challenges by incorporating classroom observations, examples of student interactions, and feedback from the teacher.

Aspect	Descriptions
Benefits	<p>Promoting analytical thinking: Students developed the ability to connect ideas within the text, particularly during the "Think and Search" phase, where they analyzed Malin Kundang's moral story. For example, students discussed, "How does the story of Malin Kundang convey its moral lesson?"</p>
	<p>Promoting creative thinking: Students practiced creating "On My Own" questions, such as, "If you were Malin, how would you have handled the situation differently?" These activities encouraged them to generate unique perspectives and explore alternative scenarios.</p>
Challenge	<p>Vocabulary limitation: Some students struggled to articulate their ideas in English, particularly during "Author and Me" and</p>

	<p>"On My Own" tasks. For instance, when asked, "Do you think Malin's action to reject his mother was right? Why?", students hesitated and relied heavily on dictionaries or teacher assistance to express their thoughts.</p>
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In conclusion, the QAR strategy proved to be an effective tool for promoting higher-order thinking skills, particularly in terms of analytical and creative thinking. The challenge of vocabulary limitations highlighted the need for additional support to optimize the strategy's implementation in an EFL context. By integrating vocabulary-building activities and peer collaboration, the teacher successfully mitigated some of these challenges, ensuring that students could engage meaningfully with the text and the QAR tasks.

B. Discussion

1. The Alignment and Implementation of QAR Strategy For Promoting HOTS In EFL Secondary Students.

Based on the research findings, the implementation of QAR strategy effectively promotes HOTS in EFL secondary students through its systematic six-step approach that enables the progression from basic comprehension to complex cognitive tasks. This finding aligns with Untailawan's (2020) research, which also found that QAR strategy significantly

improved students' critical thinking, particularly at the analyzing level of Bloom's Taxonomy. Both studies demonstrate how QAR serves as an effective framework for developing complex cognitive skills in EFL contexts.

The success of QAR implementation in promoting HOTS can be attributed to several key factors, particularly the teacher's strategic approach to using familiar texts during the modeling step. This finding aligns with the study of Setyarini, (2019), which also found that using familiar content through storytelling helped to promote HOTS in the EFL context. Both studies highlight the importance of using contextually relevant materials to scaffold students' higher-order thinking development.

Moreover, the systematic alignment between QAR levels and HOTS development observed in this study provides practical validation of Anderson & Krathwohl's (2001) revised Bloom's Taxonomy framework. The progression from analysis through "Think and Search" questions to evaluation through "Author and Me" questions, and ultimately to creation through "On My Own" questions, demonstrates how theoretical cognitive hierarchies can be effectively operationalized in classroom practice.

The findings about QAR's implementation effectiveness also support Annury et al (2023) research emphasizing the importance of considering students' learning styles in reading

strategy implementation. The success of this approach in developing HOTS demonstrates that QAR can be adapted to meet diverse student needs while maintaining a focus on higher-order thinking skills development.

2. Benefits and Challenge of Implementing QAR Strategy to Promote HOTS

The findings reveal that QAR strategy significantly benefits students' higher-order thinking abilities through its systematic alignment with HOTS levels. This research aligned with the study by Raphael & Au (2005), which established that QAR provides a structured framework that promotes higher-order thinking skills by helping students integrate ideas, draw inferences, and evaluate texts. The systematic approach supports students, particularly those from diverse backgrounds, in developing essential higher-order thinking abilities.

The benefits of QAR strategy are demonstrated through the progression of question types, such as “think and search” questions, which develop students' analytical skills by requiring them to connect and analyze information from different parts of the text. Then “author and me” questions, promote evaluative thinking by asking students to evaluate and assess text information based on their personal knowledge and experiences. Finally, “on my own” questions, promote

creative thinking by encouraging students to generate unique perspectives and create new understanding beyond the text.

The finding presented above extends the study of Yahya & Kareem (2021) who found that QAR improved metacognitive processes and reading comprehension skills in EFL secondary students. However, while their study focused primarily on metacognitive development, the current research demonstrates the specific effectiveness QAR strategy in promoting each level of HOTS.

However, alongside these benefits, the study also identified notable challenge in implementing the QAR strategy. The main challenge faced by the teacher was the limited vocabulary of the students. This was aligned with Abdul Baqi's (2019) research, which highlighted that poor vocabulary skills significantly impede reading comprehension and strategy implementation.

These vocabulary limitations create a significant educational barrier, limiting students' ability to express their thoughts. This language problem is especially evident in complex question types such as “Author and Me” and “On My Own,” where students understand the material deeply but can't explain their ideas clearly. As a result, language learning becomes a frustrating experience that prevents students from reaching their true intellectual potential.

The challenge of vocabulary limitation resonates with research by Lokot et al (2022), which identified similar language barriers. The study shows that students face significant vocabulary limitations that hinder their reading comprehension. Many struggle to understand text, resulting in low scores. They often look up unfamiliar words without memorizing them, allowing their vocabulary problems to persist and affect their overall reading performance.

These overall findings have important implications for EFL classrooms, supporting and extending previous research while providing new insights into how QAR can be specifically implemented to promote HOTS. The study shows that although the QAR strategy presents certain challenges in EFL contexts, its systematic implementation can effectively promote HOTS when properly scaffolded and supported. This conclusion both validates and extends previous research findings while offering new perspectives on the specific relationship between QAR levels and HOTS development in EFL contexts.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestions of the study based on the findings and discussion in the previous chapter.

A. Conclusion

The research explored the implementation of the Question-Answer Relationship (QAR) strategy in promoting Higher-Order Thinking Skills (HOTS) among EFL secondary students. Through a comprehensive investigation involving classroom observations and teacher interviews, the study uncovered critical insights into the strategy's potential, benefits, and challenges in enhancing students' cognitive and linguistic abilities.

1. The implementation of the QAR strategy revealed a systematic approach to developing higher-order thinking skills in EFL classrooms. The teacher employed a carefully structured six-step process that methodically guided students from basic comprehension to complex cognitive engagement. By using familiar texts and progressively challenging question types, the strategy demonstrated an effective framework for supporting students' intellectual growth.

2. The QAR strategy effectively promoted students' analytical and creative thinking by helping them to connect textual information, evaluate content and generate original ideas. This approach promoted deeper understanding and critical thinking beyond surface-level comprehension. Despite these significant benefits, the main challenge faced by the teacher was the limited vocabulary of the students. This linguistic barrier was evident when students struggled to express complex thoughts in English, particularly in tasks that required creative expression. While the students demonstrated strong cognitive skills, their limited language skills restricted their ability to communicate ideas effectively, highlighting the close relationship between thinking skills and language skills.

B. Suggestion

These suggestions are designed to address the identified challenges and build upon the research findings to support comprehensive learning and development.

1. For the teacher

Teachers must develop comprehensive scaffolding approaches that simultaneously enhance students' language proficiency and cognitive skills. By utilizing familiar and contextually relevant texts, educators can

create engaging learning environments that promote deeper comprehension and critical thinking, providing extensive guided practice to help students navigate the complexities of generating higher-order thinking questions.

2. For the students

Students are encouraged to actively embrace the QAR strategy as a transformative approach to language and cognitive development. By consistently practicing question generation across different cognitive levels and developing parallel language and critical thinking skills, students can progressively improve their ability to analyze, evaluate, and create new understanding.

3. For future researchers

Future research should focus on developing targeted approaches to language learning and higher-order thinking skill development. Researchers should explore comprehensive language support strategies within the QAR framework and design sophisticated assessment techniques to evaluate HOTS in EFL contexts, potentially through longitudinal studies following the long-term effects of the strategy.

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APPENDICES

Appendix 1 : Observation sheet

- Classroom Observation Guide "Promoting Higher-Order Thinking Skills Through Question-Answer Relationship Strategy in EFL Secondary Students "
- Date/day of observation :
- Time :
- Classroom observed :

The observation focuses on how the teacher implements the Question-Answer Relationship (QAR) strategy, based on (Raphael et al., 2006) six-step model:

Steps	Indicators	Description of indicator	Observation notes
1.	Explicit explanation	Teacher provides a detailed explanation of the purpose and steps of the QAR strategy.	
2.	Modeling	Teacher demonstrates using the QAR strategy by thinking aloud	

		while reading a text.	
3.	Guided practice	Teacher guides students in practicing the QAR strategy by providing sample questions and feedback.	
4.	Coaching	Teacher facilitates student work in pairs/groups and offers guidance on using the QAR strategy.	
5.	Independent application	Teacher allows students to independently apply the QAR strategy and monitors their progress.	
6.	Self-assessment	Teacher supports students in	

		evaluating their understanding and setting learning goals.	
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Appendix 2 : Observation transcribe meeting 1

- Classroom Observation Guide "Promoting Higher-Order Thinking Skills Through Question-Answer Relationship Strategy in EFL Secondary Students "
- Date/day of observation : Saturday, 9 November 2024
- Time : 08.20 – 10.20
- Classroom observed : X Bahasa

The observation focuses on how the teacher implements the Question-Answer Relationship (QAR) strategy, based on (Raphael et al., 2006) six-step model:

No.	Steps	Observation notes
1.	Explicit explanation	The teacher began the class by greeting students and checking attendance. The teacher then reviewed the previous narrative text material. After that, the teacher explained the learning objectives and introduced the QAR strategy concept comprehensively. The teacher

		explained the strategy's benefits, read the explanation, and asked students to re-read and interpret. The teacher detailed the QAR levels and described the characteristics of "in the book and in my head" questions.
2.	Modeling	The teacher used the Malin Kundang text as a concrete example. The teacher guided students in identifying questions based on QAR level classification. Then, the teacher demonstrated how to connect QAR with Higher-Order Thinking Skills (HOTS) through question analysis and classification.
3.	Guided practice	The teacher distributed Worksheet 1 for pair work. Students were instructed to analyze questions based on QAR levels and provide classification reasons. The teacher moving around the classroom to check understanding and assist students. The teacher then randomly selected some groups to present and

		facilitated a discussion about their answers.
4.	Coaching	-
5.	Independent application	-
6.	Self-assessment	-

Appendix 3 : Observation transcribe meeting 2

- Classroom Observation Guide "Promoting Higher-Order Thinking Skills Through Question-Answer Relationship Strategy in EFL Secondary Students "
- Date/day of observation : Saturday, 16 November 2024
- Time : 08.20 – 10.20
- Classroom observed : X Bahasa

The observation focuses on how the teacher implements the Question-Answer Relationship (QAR) strategy, based on (Raphael et al., 2006) six-step model:

Steps	Indicators	Observation notes
1.	Explicit explanation	The teacher began the lesson by checking student attendance and reviewing the material from the previous meeting. After briefly recapping the previous session's

		QAR strategy concepts, the teacher explained the learning objectives for the current session.
2.	Modeling	-
3.	Guided practice	-
4.	Coaching	The teacher divided students into 6 groups of 5-6 students. The teacher provided specific instructions to each group to create 4 questions (one for each QAR level), analyze question levels, and prepare classification reasons. During group work, the teacher was ready to help and answer students' difficulties.
5.	Independent application	Groups were given the opportunity to create and analyze their questions independently. Students then exchanged worksheets between groups, worked on questions from other groups, and presented their results. The teacher monitored the activity process and

		provided support as needed without excessive intervention.
6.	Self-assessment	The teacher conducted a review through Quizizz to explore students' understanding of QAR levels. The quiz was designed to assess students' comprehension and identify their performance across different question levels. Following the review, the teacher initiated a reflective discussion, specifically asking students to reflect on the difficulties of each level and their reasons. The discussion revealed that most students found 'author and me' and 'on my own' levels to be the most challenging questions, because these require deeper thinking and personal imagination in connecting text with personal experiences.

Appendix 4 : Interview guidelines

- Interview guide to the teacher “Promoting Higher-Order Thinking Skills Through Question-Answer Relationship Strategy in EFL Secondary Students”.
- Date/day of interview :
- Time :
- Interviewer’s name (initial) :
- Objectives : The objective of this interview is to gather qualitative data on the implementation of QARs to promote HOTS in EFL secondary students, focusing on the teacher's experiences, perceived benefits, and challenges encountered.

Indicators	Interview Question
QAR Implementation Process	How do you implement the QAR strategy for promoting HOTS in your classroom?
	How do you evaluate students' understanding of this QAR strategy implementation?
Benefits of QAR Implementation	From your teaching experience, what potential benefits do you see in integrating QAR strategy to promote HOTS?
Challenges during QAR implementation	What challenges have you faced in using the QAR strategy to promote HOTS?

Adapted from (Setyarini et al., 2023)

Appendix 5 : Interview transcribe

- Date/day of interview : Monday, 18th November 2024
- Time : 08.30 – 09.15
- Respondent (pseudonym) : Teacher (Miss Amber)
- Interviewer : Syella Haqiqi Khoiriyah

The following is a list of the responses to the interview questions:

Interviewer	:	Good morning, Miss. My name is Syella Haqiqi Khoiriyah, and I am the student conducting this research. Thank you very much for your willingness to participate in this interview. How are you today?
Teacher	:	Good morning. Alhamdulillah, I am fine today, how about you?
Interviewer	:	I am fine too, Miss. Are you ready for the interview today?
Teacher	:	Yes, of course.
Interviewer	:	Alright, let me explain the interview procedure first. This is a semi-structured interview, where the questions I have prepared before. If any questions are unclear, feel free to ask for clarification
Teacher	:	Okey, I got it.

Interviewer	:	<p>Okay, let's begin with the first question. How do you implement the QAR strategy for promoting HOTS in your classroom?</p>
Teacher	:	<p>In the first meeting, I started by giving trigger questions to students about narrative text material they had previously learned. I asked them to recall the types of stories usually used in narrative texts. Then I used the Malin Kundang story as an example to discuss in more depth.</p> <p>Next, I introduced students to the Question Answer Relationship (QAR) strategy and its relationship with story texts. I explained in detail about the QAR strategy, its types, and the differences between them. I also aligned the explanation of QAR strategy levels with higher order thinking skills, including the cognitive processes required when answering questions.</p> <p>After they understood the QAR concept, I taught students how to classify questions based on QAR strategy levels and giving justification for these classifications. I used the Malin Kundang story text because it was already familiar, making it easier for</p>

		<p>students to understand the explanations. I also guided students to observe the characteristics of each question, the differences between Right there, Think and Search, Author and Me, and On My Own questions.</p>
Interviewer	:	<p>How do you evaluate students' understanding of this QAR strategy implementation?</p>
Teacher	:	<p>To understand students' comprehension, I provided several exercises for them. For the first I gave a worksheet to students in pairs to practice with the 'The Legend of Roro Jonggrang' text. Students were asked to analyze the existing questions into QAR strategy levels and provide justification for their classifications. During the working process, I walked around the classroom to facilitate discussions and avoid misunderstandings.</p> <p>After that, I randomly selected students to demonstrate their discussion results in front of the class. I also asked other students if they had the same answers, and then we discussed them together.</p>

		<p>In the second meeting, I gave the second worksheet after a brief review of the QAR strategy and its relationship with HOTS. I divided students into 6 groups of 5-6 people per group. I divided the groups by paying attention to balancing their abilities. I guided them to create questions for each QAR level, classify the types of questions, and explain the reasons for their classification. During this process, I walked around to ensure students could work easily. In the final stage, I asked them to exchange QAR questions with other groups to develop HOTS skills in creating and answering questions. At the end of the meeting, I used Quizizz to review the material and reflect on the learning by asking about the difficulties they encountered and their feedback on the QAR strategy learning.</p>
Interviewer	:	<p>From your teaching experience, what potential benefits do you see in integrating QAR strategy to promote HOTS?</p>
Teacher	:	<p>Through implementing QAR strategy, I observed several significant benefits in developing students' higher-order thinking</p>

	<p>skills. The strategy effectively engaged students in deeper analytical thinking, particularly when working with Think and Search questions where they had to connect information from different parts of the text. Students also showed improvement in their evaluative thinking skills when answering Author and Me questions, as they learned to combine textual evidence with their personal knowledge to form reasoned judgments.</p> <p>A particularly notable benefit was how the On My Own questions encouraged students to think creatively and critically. They began generating unique perspectives and alternative scenarios, demonstrating their ability to move beyond surface-level comprehension to more sophisticated thinking. The structured nature of QAR helped students recognize different levels of thinking required for different types of questions, making them more conscious of their own thinking processes.</p>
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Interviewer	:	What challenges have you faced in using the QAR strategy to promote Higher-Order Thinking Skills (HOTS)?
Teacher	:	The significant challenge was related to students' vocabulary limitations. While students often had many creative ideas and responses, especially for Author and Me and On My Own questions, they frequently struggled to express these thoughts in English. They would sometimes have complex answers in mind but feel frustrated when unable to articulate them fully in English. Even when using dictionaries, students often needed additional vocabulary support to fully express their higher-order thinking responses, leading them to frequently ask for help in finding the right words to convey their ideas.
Interviewer	:	Okay, that's all the questions. Thank you for answering all the questions. Have a great day!
Teacher	:	Anytime, you too.

Appendix 6 : Lesson plan

MODUL AJAR KURIKULUM MERDEKA
BAHASA INGGRES FASE F KELAS X

INFORMASI UMUM	
A. IDENTITAS MODUL	
Penyusun	: Fifi Sofia Amalinda, S.Pd.
Instansi	: MA Salafiyah Asy-syafi'iyah
Tahun Penyusunan	: Tahun 2024
Jenjang Sekolah	: MA
Mata Pelajaran	: Bahasa Inggris
Fase / Kelas / Semester	: F / X (Sepuluh) / I (Ganjil)
Alokasi Waktu	: 2 X 2 JP (@55 Menit)
B. KOMPETENSI AWAL	
Siswa telah memiliki pengetahuan dasar tentang narrative text.	
C. PROFIL PELAJAR PANCASILA	
1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. 2. Kebhinekaan global 3. Mandiri 4. Bergotongroyong 5. Kreatif	
D. SARANA, PRASARANA, DAN MEDIA PEMBELAJARAN	
<ul style="list-style-type: none">▪ PPT▪ LKPD▪ Papan Tulis▪ Quizziz	
E. TARGET PESERTA DIDIK	
<ul style="list-style-type: none">▪ Peserta didik kelas X	
F. JUMLAH PESERTA DIDIK	
<ul style="list-style-type: none">▪ 36 Peserta didik	

G. MODEL PEMBELAJARAN
<ul style="list-style-type: none"> ▪ Pembelajaran aktif dengan pendekatan Question-answer relationship
KOMPONEN INTI
A. TUJUAN KEGIATAN PEMBELAJARAN
<ul style="list-style-type: none"> ▪ Siswa memahami konsep QAR dan hubungannya dengan HOTS ▪ Siswa dapat menganalisis jenis-jenis pertanyaan berdasarkan level QAR ▪ Siswa dapat memberikan justifikasi atas analisis yang dilakukan ▪ Siswa dapat membuat pertanyaan sesuai level QAR ▪ Siswa dapat menjelaskan karakteristik setiap level pertanyaan ▪ Siswa dapat menjawab pertanyaan sesuai tuntutan level QAR
D. KEGIATAN PEMBELAJARAN
KEGIATAN PEMBELAJARAN DI KELAS
PERTEMUAN 1
<ol style="list-style-type: none"> 1. Pendahuluan (15 menit) <ul style="list-style-type: none"> • Guru membuka kegiatan Pembelajaran dengan salam. • Guru mengecek kehadiran siswa. • Guru menyebutkan topik/materi Pembelajaran sekaligus tujuan Pembelajaran. 2. Kegiatan Inti (45 menit) <ul style="list-style-type: none"> • Guru mengajak siswa review materi narrative text. • Guru membagikan teks cerita Malin Kundang sebagai bahan ajar. • Guru menjelaskan konsep QAR strategy dan mengkaitkannya dengan HOTS untuk memahami dan menjawab pertanyaan dalam text. • Guru mengajak siswa mengidentifikasi contoh pertanyaan untuk setiap level QAR menggunakan teks Malin Kundang. • Guru menjelaskan hubungan setiap level QAR dengan HOTS 3. Praktik Analisis Pertanyaan (40 menit) <ul style="list-style-type: none"> • Siswa diberikan lembar kerja berisi teks cerita “The legend of Roro Jonggrang”. • Secara berpasangan, siswa diminta untuk menganalisis setiap pertanyaan berdasarkan level QAR dan memberikan alasan atas klasifikasi pertanyaan yang dibuat.

- Setelah siswa selesai mengerjakan tugas, guru meminta salah satu kelompok untuk demonstrasi hasil analisis.
- Guru memandu diskusi berdasarkan hasil analisis siswa.

4. Penutup (10 menit)

- Siswa dengan bimbingan guru mereview materi yang telah dipelajari dengan melakukan refleksi kegiatan Pembelajaran.
- Guru menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.
- Guru menutup Pembelajaran dengan salam.

PERTEMUAN 2

1. Pendahuluan

- Guru membuka kegiatan Pembelajaran dengan salam.
- Guru mengecek kehadiran siswa.
- Guru mengajak siswa review materi minggu sebelumnya.
- Guru menyebutkan topik/materi Pembelajaran sekaligus tujuan Pembelajaran hari ini.

2. Kegiatan Inti (50 menit)

- Guru membagi siswa menjadi 6 kelompok.
 - Setiap kelompok membuat 4 pertanyaan (untuk setiap level QAR)
 - Setiap kelompok menganalisis level setiap pertanyaan yang dibuat dan menyiapkan alasan atas klasifikasi pertanyaan yang telah mereka buat.
 - Setiap kelompok mendemonstrasikan hasil pertanyaan yang sudah mereka buat.
- Pertukaran dan Menjawab Pertanyaan (30 menit)
- Guru meminta siswa menukar pertanyaan yang telah mereka buat antar kelompok.
- Setiap kelompok menjawab pertanyaan dari kelompok lain
- Setelah selesai, setiap kelompok mempresentasikan jawaban dan diskusi
- Guru mempersilahkan siswa yang lain memberi feedback atas jawaban kelompok yang presentasi.

3. Penutup (20 menit)

- Guru mengajak siswa review materi yang telah dipelajari menggunakan Quizziz interaktif mencakup:
 - Identifikasi level QAR

- Menjawab pertanyaan berbagai level
- Justifikasi klasifikasi pertanyaan
- Guru menunjuk siswa secara individu atau kelompok untuk menjawab quiz.
- Guru bertanya kepada setiap siswa terkait apa saja yang menjadi tantangan dalam Pembelajaran ini sebagai bentuk refleksi
- Kegiatan pembelajara diakhiri dengan do'a dan motivasi yang diberikan oleh guru.
- Guru menutup Pembelajaran dengan salam.

E. ASESMEN

1. Assesmen Afektif

Assessment afektif dilakukan dengan Observasi selama kegiatan Pembelajaran berlangsung. Aspek penilaian berupa sikap spiritual dan sikap social.

a. Spiritual

No	Nama	Menjawab salam		Bersyukur		Kebiasaan berdo'a	
		B	PB	B	PB	B	PB
1.							
2.							

b. Social

No	Nama	Jujur		Disiplin		Tanggung jawab	
		B	PB	B	PB	B	PB
1.							
2.							

Keterangan :

B: Baik

PB: Perlu Bimbingan

2. Assesmen kognitif

Assesmen kognitif dilakukan berdasarkan hasil yang diperoleh siswa dalam mengerjakan soal latihan dalam lembar kerja.

No	Lembar kerja	Indicator	Jumlah dan indicator soal	Panduan penskoran
1.	LKPD 1	Menganalisis setiap pertanyaan berdasarkan level QAR dan memberikan alasan atas klasifikasi pertanyaan yang dibuat.	4 Pertanyaan soal	Nilai : jawaban benar X 25
2.	LKPD 2 (Bagian 1)	membuat 4 pertanyaan (untuk setiap level QAR) dan menyiapkan alasan atas klasifikasi pertanyaan yang telah mereka buat.	4 soal membuat pertanyaan	Nilai : jawaban benar X 25
3.	LKPD 2 (bagian 2)	menjawab pertanyaan dari kelompok lain dan mempresentasikan jawaban	4 soal essay	Nilai : jawaban benar X 25

c. Assesment psikomotorik

Assesmen psikomotorik dilakukan berdasarkan hasil yang diperoleh siswa dalam melafalkan teks.

No	Nama	Aspek												Rata-rata
		Ketepatan pelafalan				Intonasi				Kelancaran				
		1	2	3	4	1	2	3	4	1	2	3	4	
1.														

2.																			
3.																			

Nilai: $\frac{\text{Skor yang diperoleh}}{\text{Skor Maksimal}} \times 100$

Keterangan:

A. Ketepatan pelafalan

1. Sangat baik (4) : Melafalkan semua kata dengan sangat tepat
2. Baik (3) : Melafalkan sebagian besar kata dengan tepat
3. Cukup (2) : Melafalkan beberapa kata dengan tepat
4. Perlu perbaikan (1) : Banyak kesalahan dalam pelafalan

B. Intonasi

1. Sangat baik (4) : Intonasi sangat baik dan alami
2. Baik (3) : Intonasi cukup baik
3. Cukup (2) : Intonasi kurang tepat
4. Perlu perbaikan (1) : Intonasi monoton atau tidak tepat

C. Kelancaran

1. Sangat baik (4) : Pelafalan sangat lancar tanpa jeda yang tidak perlu
2. Baik (3) : Pelafalan cukup lancar dengan sedikit jeda
3. Cukup (2) : Pelafalan kurang lancar dengan beberapa jeda
4. Perlu perbaikan (1) : Pelafalan tidak lancar dengan banyak jeda

F. REFLEKSI

Refleksi Guru:

1. Bagaimanakah reaksi peserta didik dalam mengikuti pembelajaran pada unit ini?
2. Apakah yang menjadi kendala dalam pembelajaran pada unit ini?
3. Bagaimana pencapaian keberhasilan dalam pembelajaran unit ini?
4. Apa poin penting yang menjadi catatan dalam menyelesaikan permasalahan pembelajaran pada unit ini?
5. Satu kata atau kalimat yang menggambarkan pencapaian pembelajaran pada unit ini?

Refleksi Peserta Didik :

Siswa diminta untuk menjawab pertanyaan:

- a) Apa yang sudah kamu pelajari hari ini?
- b) Bagian mana yang masih sulit untukmu?
- c) Bagaimana perasaanmu setelah belajar tentang kebersihan diri dalam bahasa Inggris?

D. LAMPIRAN**1. Media pembelajaran**

Quizziz : [Start Playing - Quizizz](#)

Powerpoint: [Materi Riset QAR to promote HOTS - Presentation](#)

2. LKPD

Simorejo, 6 November 2024

Guru kelas X Bahasa Inggris

Fifin Sofia Amalinda

Worksheet 1

Name :

Class :

After reading the text below work with a partner to decide the question-answer relationship for each question. Explain why it fits that QAR category!!

The Legend of Roro Jonggrang

Roro Jonggrang was a beautiful princess who refused to marry the evil king Bandung Bondowoso. To avoid the marriage, she challenged him to build one thousand temples in just one night. With the help of evil spirits, Bandung Bondowoso almost finished the task, but Roro Jonggrang tricked him. She made the villagers start their daily activities, making Bandung Bondowoso think the sun had risen. Shocked, Bandung Bondowoso cursed Roro Jonggrang and turned her into the last stone statue of the temple. Even though she avoided the marriage, Roro Jonggrang's lies led to her own sad fate.

Example:

Question: How did Cassie feel about T.J.'s constant talking? The answer to this question is "right there" in the text.

Questions	Classify Questions	Reasons
1. Who was the evil king that Roro Jonggrang refused to marry?		
2. How did Roro Jonggrang trick the evil king into thinking the task was completed?		
3. Do you think Roro Jonggrang's trick to avoid the marriage was right?		
4. If you were Roro Jonggrang, how would you have responded to the evil king's offer to avoid the curse?		

Worksheet 2

Name :

Class :

Read the text and write your own QAR questions. Then share your QAR question with another group and see if they can find the answers. Present your results when you are finished!

Sleeping Beauty

In a magnificent kingdom, a king and queen celebrated the birth of their daughter, Princess Aurora, with a grand christening. They invited fairies from across the land to bless the child, but accidentally overlooked one dark fairy. During the celebration, the forgotten fairy appeared and cursed the princess, declaring that on her 16th birthday, she would prick her finger on a spinning wheel and fall into a deep, eternal sleep. One good fairy modified the curse, stating that true love's kiss could break the spell.

To protect Aurora, the king ordered all spinning wheels destroyed and sent the princess to live in a hidden cottage with three good fairies. On her 16th birthday, despite their precautions, Aurora accidentally discovered a spinning wheel and pricked her finger, falling into a deep sleep. The entire kingdom also fell into a deep slumber. Years later, a brave prince fought through thorny woods and found Aurora. Recognizing her as his true love, he kissed her, breaking the spell and awakening the entire kingdom.

Vocabularies:

- Magnificent - megah
- Christening - pembaptisan
- Invited - mengundang
- Fairies - peri
- Overlooked - diabaikan
- Appeared - muncul
- Cursed - mengutuk
- Prick - menusuk
- Spinning wheel - roda pemintal
- Eternal - abadi
- Spell - mantra
- Destroyed - dihancurkan
- Cottage - pondok
- Precautions - tindakan pencegahan
- Discovered - menemukan
- Slumber - tidur
- Fought - berjuang
- Thorny woods - hutan berduri

Worksheet 2

Name :

Class :

Read the text and write your own QAR questions. Then share your QAR question with another group and see if they can find the answers. Present your results when you are finished!

Snow White

In a faraway kingdom, there lived a beautiful princess named Snow White, who was known for her pure heart and kindness. Her stepmother, the queen, was extremely jealous of Snow White's beauty and constantly consulted her magic mirror about who was the most beautiful in the land. When the mirror declared Snow White more beautiful, the queen became enraged and ordered a huntsman to take Snow White into the forest and kill her. The huntsman, moved by Snow White's innocence, could not harm her and instead warned her to run away and never return.

Lost in the dense forest, Snow White discovered a small cottage belonging to seven dwarfs who worked in the nearby mines. They welcomed her and allowed her to stay in exchange for keeping their home clean and cooking their meals. However, the evil queen soon discovered that Snow White was still alive and disguised herself as an old woman, offering Snow White a poisoned apple. Despite the dwarfs' warnings, Snow White took a bite of the apple and fell into a deep, death-like sleep. The dwarfs, unable to revive her, placed her in a glass coffin. Eventually, a prince who had long admired Snow White found her and broke the spell with true love's kiss, awakening her and defeating the evil queen.

Vocabularies:

- Enraged - marah besar
- Declared - menyatakan
- Discovered - menemukan
- Huntsman - pemburu
- Revive - menghidupkan kembali
- Harm - membahayakan
- Innocence - kepolosan
- Kindness - kebaikan
- Warned - memperingatkan
- Constantly - terus-menerus
- Faraway - jauh
- Instead - sebagai gantinya
- Disguised - menyamar
- Cottage - pondok
- Spell - mantra

Worksheet 2

Name :

Class :

Read the text and write your own QAR questions. Then share your QAR question with another group and see if they can find the answers. Present your results when you are finished!

Cinderella

Once upon a time, there lived a beautiful young girl named Cinderella who lived with her cruel stepmother and two jealous stepsisters. Every day, she was forced to do all the household chores, cleaning the house, washing clothes, and cooking meals for her stepfamily. Despite her hardships, Cinderella remained kind and gentle, always dreaming of a better life. Her only friends were the little mice and birds that lived in the house, who would often help her with her chores. She would sing softly while working, keeping her spirits high even in the most difficult moments.

When the royal palace announced a grand ball where the prince would choose his bride, Cinderella's stepsisters were excited and prepared elaborate dresses. However, they forbade Cinderella from attending, giving her endless tasks to prevent her from going. On the night of the ball, just when Cinderella thought all hope was lost, her fairy godmother appeared and magically transformed her tattered dress into a beautiful gown. She provided Cinderella with glass slippers and a magnificent carriage, but warned her that the magic would end at midnight. At the ball, the prince was immediately captivated by Cinderella's beauty and grace, and they danced together the entire evening.

Vocabularies:

- | | | |
|---|----------------------------------|------------------------------|
| • Cruel - kejam | • Gentle - lembut | • Transformed - mengubah |
| • Forced - dipaksa | • Dreaming - bermimpi | • Tattered - compang-camping |
| • Hardship – kesulitan | • Elaborate - rumit/bertele-tele | • Magnificent - megah |
| • Despite – meskipun | • Forbade - melarang | • Captivated - terpesona |
| • Household chores - pekerjaan rumah tangga | • Endless - tak berujung | • Grace - keanggunan |

Questions	Classify Questions	Answer
1.		
2.		
3.		
4.		

The example of one answer from the first worksheet.

Name : Nadita dwi
 Class : XII Language 1

Worksheet 1

After reading the text below work with a partner to decide the question-answer relationship for each question. Explain why it fits that QAR category!!

The Legend of Roro Jonggrang

Roro Jonggrang was a beautiful princess who refused to marry the ¹evil king Bandung Bondowoso. To avoid the marriage, she challenged him to build one thousand temples in just one night. With the help of evil spirits, Bandung Bondowoso almost finished the task, but Roro Jonggrang tricked him. She made the villagers start their daily activities, making Bandung Bondowoso think the sun had risen. Shocked, Bandung Bondowoso cursed Roro Jonggrang and turned her into the last stone statue of the temple. Even though she avoided the marriage, Roro Jonggrang's lies led to her own sad fate.

Example:

Question. How did Cassie feel about T.J.'s constant talking? The answer to this question is "right there" in the text.

Questions	Classify Questions	Reasons
1. Who was the evil king that Roro Jonggrang refused to marry?	Right there	Because the answer there's in the text
2. How did Roro Jonggrang trick the evil king into thinking the task was completed?	think and search	Because we must reading all the texts and search
3. Do you think Roro Jonggrang's trick to avoid the marriage was right?	on my own	Because the answer there's not in the text so we must make the new idea
4. If you were Roro Jonggrang, how would you have responded to the evil king's offer to avoid the curse?	Author and me	Because we must find the new idea and make the new ending

The example of one answer from the second worksheet.

Kelompok 1

Worksheet 2

Name : Rara , Naimah , Tira , dian , zaskia and agita

Class : X D Bahasa 1

Read the text and write your own QAR questions. Then share your QAR question with another group and see if they can find the answers. Present your results when you are finished!

Cinderella

Once upon a time, there lived a beautiful young girl named Cinderella who lived with her cruel stepmother and two jealous stepsisters. Every day, she was forced to do all the household chores, cleaning the house, washing clothes, and cooking meals for her stepfamily. Despite her hardships, Cinderella remained kind and gentle, always dreaming of a better life. Her only friends were the little mice and birds that lived in the house, who would often help her with her chores. She would sing softly while working, keeping her spirits high even in the most difficult moments.

When the royal palace announced a grand ball where the prince would choose his bride, Cinderella's stepsisters were excited and prepared elaborate dresses. However, they forbade Cinderella from attending, giving her endless tasks to prevent her from going. On the night of the ball, just when Cinderella thought all hope was lost, her fairy godmother appeared and magically transformed her tattered dress into a beautiful gown. She provided Cinderella with glass slippers and a magnificent carriage, but warned her that the magic would end at midnight. At the ball, the prince was immediately captivated by Cinderella's beauty and grace, and they danced together the entire evening.

Vocabularies:

- | | | |
|---|----------------------------------|------------------------------|
| • Cruel - kejam | • Gentle - lembut | • Transformed - mengubah |
| • Forced - dipaksa | • Dreaming - bermimpi | • Tattered - compang-camping |
| • Hardship - kesulitan | • Elaborate - rumit/bertele-tele | • Magnificent - megah |
| • Despite - meskipun | • Forbade - melarang | • Captivated - terpesona |
| • Household chores - pekerjaan rumah tangga | • Endless - tak berujung | • Grace - keanggunan |

Questions	Classify Questions	Answer
1. with who cinderella lived?	Right there	She lived with her stepmother and two stepsisters
2. who is the real hero in cinderella's story?	think and search	Fairy godmother
3. Do you believe that kindness is always rewarded in real life? why or why not?	author and me	yes, because while kindness is important, it often needs to be combined with courage and self-advocacy to overcome challenges
4. How would you change the ending of cinderella if she didn't come to castle?	on my own	maybe i will still live in bad life with cruel family

Appendix 7 : Photos and Activity Documentation

Discussing QAR implementation materials with the teacher.



Introduction and observation permission with 10th-grade language students.



Teacher initiating the lesson and explaining today's learning materials.



The teacher explains the basic concept of the QAR strategy, providing examples, demonstrating how to determine its classification, and discussing its relationship with HOTS.



Teacher providing instructions for completing worksheet 1.



In pairs, students discuss to complete worksheet 1.







<p>Students demonstrating the results of worksheet 1.</p>	
<p>Teacher dividing students into several groups.</p>	
<p>Teacher providing instructions for group assignments.</p>	

Students collaborating on group assignments and having discussions.



The teacher moves around the classroom to keep checking on students work and help them when they need it.



	
<p>Students demonstrating the results of worksheet 2.</p>	
<p>Reviewing materials with Quizizz.</p>	
<p>The teacher closes the class by asking the students to reflect on the lessons they have learned.</p>	

Group photo with
36 students from
10th-grade
language class.



Teacher interview
about QAR
strategy
experience.



Appendix 8: Advisor Appointment Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 25 April 2024

Nomor : 0630/Un.10.3/J4/DA.04.09/04/2024
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Dr. Muhammad Nafi Annury, M.Pd.

Assalamu 'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Syella Haqiqi Khoiriyah
NIM : 2103046021
Judul : Promoting Higher Order Thinking Skills Through Question-Answer Relationship Strategy in EFL Secondary Students

Dan menunjuk saudara Dr. Muhammad Nafi Annury, M.Pd. sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.

a.n. Dekan
KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jurusan Pendidikan Bahasa Inggris
Dra. Nuhha Mustikawati Dewi, M.Pd.
NIP. 196506141992032001

Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

Appendix 9: Research Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fitk.walisongo.ac.id>

Nomor : 4533 / U.N.10.3 / F- / K.M. Do. II / H / 2024

Semarang, 4 November 2024

Lamp : -

Hal : Mohon Izin Riset

Kepada Yth.

Bapak Shofwan Syahrir, S.Pd. Kepala Sekolah MA Salafiyah As-syafi'iyah
di Simorejo

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir pada mahasiswa prodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Syella Haqiqi Khoiriyah
NIM : 2103046021
Alamat : Desa Nglarangan, Kecamatan Kanor
Judul Skripsi : Promoting Higher Order Thinking Skills Through Question-Answer Relationship Strategy in EFL Secondary Students
Dosen Pembimbing : Dr. Muhammad Nafi Annury, M.Pd.

untuk melakukan penelitian/riset di MA Salafiyah As-syafi'iyah yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul sebagaimana tersebut diatas selama kurang lebih 10 hari, mulai tanggal 7 Oktober sampai dengan tanggal 17 November 2024 .

Demikian atas perhatian dan terakabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alikum Wr.Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

Appendix 10: Participant agreement

Consent Form for Research Participation

Title : Promoting Higher-Order Thinking Skills Through Question-Answer Relationship Strategy in EFL Secondary Students
Researcher : Syella Haqiqi Khoiriyah
Institution : Universitas Islam Negeri Walisongo, Semarang
Student ID : 2103046021

To:
Mrs. Fifi Sofia Amalinda, S.Pd.
MA Salafiyah Asy-Syafiyah Simorejo Kanor

This research aims to explore the implementation of Question-Answer Relationship (QAR) strategy in promoting students' Higher-Order Thinking Skills in EFL classroom. Your participation as an English teacher will involve:

- Implementing QAR strategy in your English language teaching
- Allowing classroom observations during the implementation
- Participating in post-teaching interviews

Your participation is voluntary and confidential. All information will be used solely for research purposes.

By signing below, I hereby agree to participate in this research study as described above.

Simorejo, 09 November 2024



Fifi Sofia Amalinda, S.Pd.
English Teacher
MA Salafiyah Asy-Syafiyah

CURRICULUM VITAE

Personal Data :

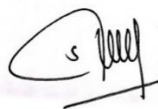
Name : Syella Haqiqi Khoiriyah
Place & Date of Birth : Bojonegoro, 15 April 2003
Student Number : 2103046021
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2. MTs Islamiyah At-tanwir Talun
3. MA Islamiyah At-tanwir Talun
4. English Language Education Department of Walisongo State Islamic University, Semarang

Semarang, 9 Desember 2024

The Researcher



Syella Haqiqi Khoiriyah

NIM. 2103046021