

Best Practice “HOTS – Home Stay” Encouraging Students’ HOTS through Home Stay Activities

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ABSTRACT

There are a lot of model schools constructed by government and as well as by private. Those schools significantly contribute toward the quality progress of education in social's eyes. For English subject side students from model schools may achieve very good score but as phenomena that they can not prove their excellency in English for direct communication. This happened as the impact of teaching and learning only focused on LOTS (Lower Order Thinking) based. To overcome this problem that teaching and learning English must also focus on HOTS or Higher Order Thinking Skills.

This is the background of HOTS – Home Stay to encourage students' Higher Order Thinking Skills is executed. This activity is conducted in the form of English out door activity. This has been conducted since 2007 in several places. The activity focused on learning by doing with HOTS approached.

Finding from HOTS – Home Stay activity is that students grow in their interest and motivation for using English communication. Then their thinking quality is also increase especially for “analysis, synthesis and evaluation”. As these three words are part of taxonomy bloom for higher order thinking skills level. HOTS – Home stay activity is recommended for the English teachers of Junior High School and Senior High School to design the activity of HOTS – Home Stay for students.

Keyword: Home Stay, HOTS, Outdoor,

A. Background

Human Development Index (HDI) of Indonesia has never placed the above position as 20 best countries for education quality- such as Southern Korea, Japan, Singapore, Hongkong, Finland, UK, Canada, etc- as reported by The Social Progress Imperative (<http://www.socialprogressimperative.org>). The Indonesian citizen and government realize this condition and feel that education needs quick care and serious attention for quality improvement. This phenomena gives the lesson and challenge for government and also the citizen. Indonesian government should increase the quality of education to achieve a better Human Development Index (HDI). It has been known that education is the main factor to develop the quality of a country as slogan says that the successful or unsuccessful of a country is determined by its education quality. In general, all citizens expect higher quality of education in this country by having more innovations and breakthrough in any sectors such

curriculum, teachers, facilities and government policies which support education development.

As a member of world organisation, Indonesian government realizes the important of English as an international language that also influence Human Development Index (HDI). Therefore English has becomes the compulsory subject at school started from Junior High School up to university level. Government through the ministry of education has worked hard to increase the quality of teaching English at school in order to develop the quality of education in general and the quality of the country compare with other countries in the world.

West Sumatra gets the good position for his HDI, position 9 of 34 provinces in Indonesia (Central Bureau Statistics of Indonesia- 2010). The betterment of education section makes the positive impact for this province people. The local government and education stakeholder always think the breakthrough, such as, by establishing the model school. This also happened in Tanah Datar regency where, he established the model school- SMA Negeri 3 Batusangkar with excellent service program for local citizen (students). This school was established in 2005. It is assigned as the pioneering school by the government (the National Department Education of West Sumatra). All Junior High School graduates that enter SMAN 3 Batusangkar should follow the special requirements. They are required to attend the entrance test (Mathematic, Science, Bahasa Indonesia and English) and English interview. Only successful applicants will get the right to study at this school.

Preliminary data obtained from the administration office of this school- SMAN 3 Batusangkar-displayed that the average score of students' English at English National Examination academic year 2016/2017 was 8, 15. It means that the input of new students in English subject very good. Even though English National Examination score was high, possibly it did not reflect the students' total ability in using English. It was important to be considered whether that score was achieved for English as the usage- the theory of English-or as the practicing one.

From preliminary observation it was found that their English ability was considered very good. But as I (as the English teacher at this school) often invited foreigners to come inside the school in order they communicate and interact one another. Nevertheless, the students were shy to talk and got low self confident, they did not communicate a lot.

There is assumption that they must have problem in learning motivation and as well as speaking ability. These are all as the impact of teaching and learning quality- out of HOTS (Higher Order Thinking Skills). English teacher should know kinds of learning strategy to

implement the HOTS during teaching and learning process. Here are several strategies to encourage higher-order thinking skills in classroom and at school extra curricular activities, such as: Encourage Questioning, Connect Concepts, Teach Students to Infer, Use Graphic Organizers, Teach Problem-Solving Strategies, Encourage Creative Thinking, Use Mind Movies, Teach Students to Elaborate Their Answers, Teach QARs (Question-Answer-Relationships), Questioning Through Question Chart and conducting Home Stay Activity as school extra curricular activity.

The positive phenomena modern school why teaching and learning look happy and joyfull all the time, that because the teaching and learning instruction not only limited inside the class but taken out side in the form of out door class. The writer personal experience visiting modern high school in Indonesia, Australia, and USA that the school stake holder assign to conduct Home Stay Activity. Home stay activity does not mean the activity to sleep, static relaxed or to be in iddling but helping students to strengthen their thinking skill or it is called HOTS in relaxed condition. So based on the background above, the writer wants to write the paper in the title: Encouraging students' HOTS through Home stay activities.

B. HOTS (Higher Order Thinking Skills)

a). Definition of HOTS

Benjamin Bloom (in Bloom, B.S., Englhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (Eds.) (1956)) led a group of educational psychologists in classifying levels of intellectual behavior within learning environments. Known as Bloom's Taxonomy, this hierarchy identifies six levels within the cognitive domain. At the lowest level is simple recall or recognition of facts. There can be 2 terminologies of thinking skills,i.e; LOTS (Lower Order Thinking Skills) and HOTS (Higher Order Thinking Skills).

LOTS can be consist of levels "Knowledge-remembering previously learned materials, Comprehension-ability to grasp the meaning of material, and Application-ability to use abstractions in new and concrete situations". Meanwhile for HOTS, it consist of "Analysis-ability to break down material into its component parts so that its organizational structure may be understood, Synthesis-ability to put parts together to form a new whole, and Evaluation-ability to judge the value of material for a given purpose".

According to Heong, et al(2011) higher order thinking is using the thinking widely to find new challenge. Higher order thinking demands someone to apply new information or knowledge that he has got and manipulates the information to reach possibility of answer in new situation.

Brookhart (2010:5) states that higher-order thinking conceived of as the top end of the Bloom's cognitive taxonomy. The teaching goal behind any of the cognitive taxonomies is equipping students to be able to do transfer. "Being able to think" means students can apply the knowledge and skills they developed during their learning to new contexts. "New" here means applications that the student has not thought of before, not necessarily something uni-versally new. Higher-order thinking is conceived as students being able to relate their learning to other elements beyond those they were taught to associate with it. To develop the ability to think critically, there are five lessons that can be taken, namely: (1) determine the learning objectives, (2) teach through inquiry, (3) practice, (4) review, refine and improve understanding, and (5) practice feedback and assess learning (Limbach & Waugh, 2010). It needs an assessment to see the development of higher order thinking. According to minister education and culture's regulation (permendikbud) No 53, 2015, the assessment of study result by educator is information or data collecting process about student's achievements in attitude aspect, knowledge aspect, and skill aspect which is done systematically to observe the process, study progress, and study result improvement by giving an assignment and evaluation of study result.

b) Application of HOTS in Teaching and Learning Activity

Yusri Kamin (2014) states that higher order thinking skills should be an integral part of teaching and learning especially at the higher education level. Thinking skills lessons should be a part of the curriculum if students are to think and solve problems individually; cooperatively and creatively, teachers on the other hand must be conversant with relevant techniques needed in teaching higher order thinking.

Bloom, B.S., Englhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (Eds.) (1956) recommended how to apply HOTS in instructional activity, namely for student activities and instructor (teacher) activities. For analysis, student analyzes and take apart, explains each of the parts, discusses, uncovers, lists and dissects, the teacher probes, guides, observes, and acts as a resource. For synthesis, student puts parts together into a unified whole, creates plans and hypothesis for finding solutions, uses original creative thinking, and teacher reflects, extends, analyses, and evaluates. Then for evaluation, student makes a value judgment based on considerations, write editorials, discuss or debate, and the teacher clarifies, accepts, harmonizes, and guides.

The National Reading Panel (National Institute of Child Health and Human Development, 2000) looked at thousands of research papers and identified a range of effective reciprocal reading strategies- for reading comprehension, they are as follows:

- 1) Co-operative learning – where readers work together to learn strategies in the context of their reading.
- 2) Graphic organisers – such as mind maps or illustrations that allow the reader to represent graphically (write or draw) the meanings and relationships of the ideas that underlie the words in the text.
- 3) Story structure instruction – from which the reader learns to ask and answer who, what, where and why questions about the plot and, in some cases, maps out the time-line, characters and events in stories.
- 4) Questioning (both generating and answering) – the reader answers questions posed by the teacher and is given feedback on the correctness of their responses. The reader also asks themselves and their peers a range of what, when, where, why, how, who and predictive questions.
- 5) Summarisation – in which the reader attempts to identify and write or express the main or most important ideas that unite or integrate the other ideas contained in the text.
- 6) Multiple Strategy Teaching – in which the reader uses several of the above procedures for interaction with their teacher over a text. Multiple strategy teaching is effective when the procedures are used flexibly and appropriately by the reader or the teacher to elicit meaning from text.

HOTS is also can be applied in speaking class activities. Mei-Hui Chen (2016) writes about how to integrate higher-order thinking into L2 speaking. The framework integration consist of 3 part, namely: teacher questioning, group discussion and student question generation.

- 1) Teacher questioning.

Teacher questioning is applied as modeling. The teacher first poses a higher-order question, followed by a minimum 10-s post question wait time to enable learners to understand the question, form an idea, and determine the answer. Three possible types of response can occur after the wait time: a non-response, a restricted response, or an elaborated response. Nonresponse means that the student provides no answer. A restricted response is a response that answers the question but consists of a very short utterance and lacks sufficient explanation or logically reasoned evidence. An elaborated response refers to a response consisting of an explanation or logically reasoned evidence, and involves a longer utterance and higher cognition than does a restricted response.

2) Group discussion.

After modeling the discussion skills, students subsequently engage in the the group discussion. Students model the interaction pattern in group discussions by providing their own opinions, commenting on others' thoughts, or probing for further information (the students' probing techniques at this stage might not be fully cultivated and this skill is trained at the following stage). The discussion is interactive, which facilitates the use of more elaborated utterances and higher-order thinking. At this part, the teacher acts as a facilitator and scaffolds the discussion in groups.

3) Student question generation.

As students gradually develop their higher-order thinking, L2 speaking, and discussion skills by socially engaging in discussions, they can begin to practice question generation. Teachers can provide the students with several selected practice passages and instruct the students to apply the question stems to generate questions. Students can ask for clarification using lower-order questions and most importantly, probe for the related information such as the reason underpinning a statement or the solution to a problem using higher-order questions.

C. Out Door Learning

The outdoor learning connection provides a framework for students to experience guided, integrated learning across the curriculum in natural environments. Students have the opportunity to gain unique and specific benefits from outdoor learning. They develop skills and understandings while valuing a positive relationship with natural environments and promoting the sustainable use of these environments.

According to *Greenaway (2005)* Outdoor Learning is a broad term that includes: outdoor play in the early years, school grounds projects, environmental education, recreational and adventure activities, personal and social development programmes, expeditions, team building, leadership training, management development, education for sustainability, adventure therapy and more. Outdoor Learning does not have a clearly defined boundary but it does have a common core.

Outdoor Learning can provide a dramatic contrast to the indoor classroom. Direct experience outdoors is more motivating and has more impact and credibility. Through skilled teaching, interpretation or facilitation, outdoor experiences readily become a stimulating source of fascination, personal growth and breakthroughs in learning.

In Outdoor Learning participants learn through what they do, through what they encounter and through what they discover. Participants learn about the outdoors, themselves and each other, while also learning outdoor skills. Active learning readily develops the learning skills of enquiry, experiment, feedback, reflection, review and cooperative learning.

Not only does Outdoor Learning happen in the natural environments where participants can see, hear, touch and smell the real thing, it also happens in an arena where actions have real results and consequences. Outdoor Learning can help to bring many school subjects alive while also providing experiential opportunities for fulfilling the National Curriculum aim "to enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity." Source: DfES & QCA, The National Curriculum, 'Aims for the School Curriculum' 1999.

Many forms of Outdoor Learning are crossing traditional boundaries: recreation providers are paying more attention to personal and social development; development training providers are showing more interest in the environment and sustainability; field studies is becoming more active and developmental. Participants' experiences are enriched as providers develop a broader vision and more integrated practice.

D. Home stay to encourage students' HOTS

1) What is Home Stay

Generally, English Homestay is a fast and effective English Learning Programme. It is designed to help students improve their English in a very short time, by living and learning English with their own private individual Tutor, or English teacher. The benefits of English homestay and learning with your own private English Teacher are huge. The best bit is that the majority of our English Teachers are native English speakers which means that you will be taught English by a person who has spoken English their whole life. They understand about colloquial English; everyday English; Business English; English Conversation and so much more. We sometimes

also call this Homestay English – as the name exactly describes the English Programme.

In addition, what writer means by home stay in this paper is an English out door activity which is conducted by the teacher in the form of practicing English and as well encourage students Higher Order Thinking Skill by introducing them the problem question. They then apply the HOTS question, namely about; question to make, then evaluate, create, analyze and synthesize. Home stay is also an English performance test by taking students out of school to a certain area that has accomodation facility. As long as the program runs, all acitvities will be conducted in English and students will have some asingments in the form of writing, speaking, listening and rading skills.



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Home stay is a special school program at SMA 3 Batusangkar to develop students' ability to communicate in English and their curiosity. It is quite difficult for teacher to persuade and even force students speak English all the time at school because of situational environment such as students have to study different subjects everyday; math, physic, chemistry, art, history, etc.

English out door activity has been done since 2007. It is inspired by writer's experience when participating in "Best Practice" Institute East West Center Honolulu, Hawaii USA in September 16 to October 6, 2006. There were 11 teachers from Indonesia, 11 teachers from Thailand, and 11 teachers from America invited to have training about teaching foreign language teaching strategies. After having discussion about teaching strategies for a week at University of Hawaii, the writer was invited to the main land of United States to observe learning process at Metropolitan Learning Center in Connecticut USA for a week. Fortunately, the first day of the observation, the writer took part on school excursion together with 9 grade. Students were taken by their teacher out of the school for field trip to main building of Oceanic

Research Center in Connecticut. Students had to do several activities to learn more about science guided by the expert staff of Oceanic Research Center. The writer observed that students were active and full of joys to learn in a meaningful environment. After coming back from training in USA, the writer as English teacher at SMA 3 Batusangkar designed several programs to enhance students to communicate in English well. One of the program is called “Home Stay”.

Home stay program has become the annual program at SMA 3 Batusangkar since 2007. There several places have been chosen as the place to conduct Home stay program which support the natural environment for students to practice English:

- 2007 : Malalo Singkarak Tanah Datar
- 2008 : Maninjau Agam
- 2009 : Maninjau Agam
- 2010 : Twin Lake South Solok
- 2011 : Pekan Baru Riau province
- 2012 : Maninjau Agam
- 2013 : Payakumbuh
- 2014 : Bukit Tinggi
- 2015 : Harau 50 kota
- 2016 : Twin Lake South Solok
- 2017 : Mandeh Island South Pesisir



2) Home Stay and HOTS side by side

The main goal of learning and teaching English to students is to be able to communicate in oral or written form. Teachers guide students through many kinds of class room activities and teaching strategies to possess the four language skills; listening, speaking, reading and writing.

Home stay has become an alternative way to train students to be able to communicate in English with interesting and enjoyable activities. Here are 10 main activities conducted in English outdoor activity in the form of HOTS home stay:

1. Writing a letter (at school before leaving to Home stay spot)

In this activity, HOTS begins to happen. Students create a free essey in the form of letter directed to their English teacher by creating a big question in their mind about what the home stay will be like and what they expect the Home stay activity will go through. Since Home stay is the fisrt experience for them in high school, every students usually has different expectation. Some of them write that they want to see the beautiful scenery and enjoy the walk with friends in the fresh natural environment. Some of them really imagine to practice English with friend and foreinger who join the activity.



Writing is commonly difficult for students to in the class and it take much time much to do because of limited vocabulary, grammatical problem, and ideas to express. However, writing a letter in home stay become easy and interesting for them to do because they wants to tell about their personal expectation on the activity. Furthermore, students usually have great imagination to do together with their friend when they reach the home stay place which promoted as a tourism spot in West Sumatera. Especialy for these students who have never been in this place become a wonderful trip in their life and they spend two nights in a villa or home stay. These factor encourage them to express more ideas and produce good sentences in their letter.

Students write the letter in their English project book that will be submitted to teacher as assignment and the teacher will read it and give score for the first activity in Home stay. This activity reflects students' Higher Order Thinking Skill in written form. Students perform their language skill not in the bottom lever of to remember but this writing activity has train students to observe, analyze what will happen in out door program and create a language product which called personal letter.



2. School Bulletin Reporter “interview” (just arrive in Home stay spot)

After the students arrive in the location of Home stay, the first activity they should do is *English Waring up*. It means that teacher tries to set up or create special environment as English communication zone where all students have to use English to communicate each other. In addition, teachers always inform any kind information in English. If the students can not speak English fully or they do not know a certain vocabulary to express, they can check the dictionary or mix it with Indonesian word.



Teacher ask students to work in pair to have short interview by asking 10 questions. One of the students acts as School Bulletin Reporter who will ask some questions to the participant of Home stay program and the onther one acts as the student who participate in the program. Then students are provided several minutes to prepare some interview questions about anything they want to ask as School Bulletin reporter. They write the questions in their English project book and check the good sentences in the form of interogrative such as “ what do you think of ..., how did you prepare..., when did you tell..., do you enjoy..., why are you interested to..., etc.

Students stand up with their partner and start to interview participant of home stay which consists of 10 questions. The interview should be started as follow:

- Student A : Good afternoon Alisa
 Student B : Good afternoon, what can I do for you?
 Student A : Well, I am Tommy from English School Bulletin and I'd like to ask you about Home stay activity for up coming week Bulletin.
 Students B : Sure, I'd be glad to.
 Student A : (ask several questions and make good conversation)

After the students do interview activity, teacher asks some group to perform their interview in front of their friends. This encourage students to speak English well and learn how to make good utterances in the form of interview. The other students also learn from their friends because some of them are very fluent in English, some of them are still unconfident to communicate, or some of them still have problem in expressing their thought in spontaneous situation.



From this activity, all students have to communicate in English spontaneously and they try hard to express their feelings, thought, ideas. This needs good analysis from the students to respond it well whether in term of choice of words, appropriate grammar application, and also pronunciation. This activity performs Higher Order Thinking Skill of the students on how to make good sentence in interrogative form and the other one works hard to respond it well with good sentences. This activity also integrate writing, listening, and speaking skill. In fact, students usually enjoy the activity and they don't have any language boundaries to express ideas or thoughts even though they still have some problems in fluency and grammatical error.

3. English project report (speaking performance)

English project report is a prepared text provided by teacher which is handed to students a week before they follow Home stay program. These project texts are printed including the photo of the person described in the text for example the biography of Bill Gate, BJ Habibie, Khairul Tanjung, etc. So, every student will have different topic of projects to tell in a small group work.



The project

can be a film review text that describes about actors, theme, series of events and the great thing in the film. The films are selected well related to students; interest and also still current issues.

In this report activity, students are divided into a group consist of 6 or 7 persons to tell the report orally. They sit together in half circle position in a fresh and shady area around home stay spot. Each students explains the detail of the text in turn and they may also enrich the explanation with their own words or even summarize it well in order to make the report well understood by members of group. Each participants in the group has 5 to 7 seven minutes to speak tell more about the project.



While students are performing their project in the group, teacher will observe and take note for speaking performance score. In this activity, teacher also can evaluate the fuency of students speech as public speaking. Students usually feel anthusiastic to describe their project because they have the picture which helps them a lot to dercribe more about the project. None of students is unable to do this project since the project is about their favorite actor, idol or their best film ever whatched.this element also motivate students to have good willing to do speaking performance.

4. Film Review (evening project work)

After having dinner together at home stay, teacher devides students into five groups. The group selection based of boys and girl camp or room. Teacher has prepared 5 western films which has been selected the content and aslo the relevent of the story to young students. Each group should have a laptop and the teacher will copy the film that will be watched by all members of the group.

Teacher assigns students to learn English through watching western film in a group. Students should work together to understand the film and have to make the summary of the film itself. Of course students should have good listening ability to understand the story of the film. If there is a students who doesn't catch the idea of the film, he may discuss it with his friend in the group in order to achieve better understanding among them. This is also one of the positive impact of working in group. Then each member of the group should write the



summary of the film with their own words and they may have a look dictionary to help them to complete the report.

On the following day, the teacher will check students' report about the summary of the film they have watched. All student should have written the film review in their English project note book. Then students will have 20 minute to do rehearsal for their speaking performance in the form of film review report.



The next step, students will have a new group member that consist of 5 persons who have different film review project. On this occation, students should perform their speaking ability on how he explain the detail of the film in good

English. Each member of the group will perform in turn and the teacher observe them well and take note as English sepaking performanc. This activity shows how students apply Higher Order Thingking Skill to accomplish the assignment. Based on the writer experience, students do this activity with full of joys and none of them is reluctance to do the performance.

5. Role play

Short role play becomes interesting for students to perform in front of their friends especially in open spaces. Creating short drama in English is a fun activity for them in order to practice English. Furthermore, they should work hard together with their friends in the group to make an interesting dialogue. Teacher usually relates the topic of role play to the lesson they have discussed in the class such as expression of introducing someone, giving suggestion, offering help, thanks, complementing, etc.

Students work in group for about an hour to create spontaneous short family drama where at least consist of the characters of father, mother, and children. Each group usually has 5 to 7 members to do the role play. First they make the draft in working sheet and they

are free to create the topic of their role play and then perform it in front of all members of Home stay program. The performance can be done in door if there is facility of hall or it can be conducted in the open space that have shady place.



6. Song Melody Competition

English home stay is design to make the students happy to learn English. There are several English fun activities conducted in last day of home stay. It is started in the beginning of the last night of out door activity. After students perform all their individual and group assignments, they will also enjoy English for fun performance including music and games.

Gusessing songs based on English description is a fun competition among some groups in home stay activity. Students will sit in their group to listen the explanation from the teacher and also the melody plays by someone.

What is the title and the singer of this song?

The song describe that many disaster always happen in this counry. It can be in the form of flood, earthquake, and fire. This song was released by pop legent singer in Indonesia. It tells about as human being we should go back to the way of God and only to the God we ask for help. Here is the lyric

*Mungkin Tuhan mulai bosan, Melihat tingkah kita
Selalu salah dan bangga Dengan dosa-dosa*

Each group tries to be the first to guess the title of the song by rising hand or giving special sound. Teacher usually prepares 20 song for this game. The song could be hit western, Indonesian pop, Minangkabau, and also National song. The winner of the competition will get special door prize.



7. English games and outbond

English word games are very exciting to do in Home stay activity where students practice to communicate in English unconsciously while playing a certain game in a group work. Teacher have to create a special moment or environment of competition where all groups try to be the fastest and the correct one since the winner of the competition will get a special prize. This situation stimulates sense of willingness and quick response for students. Here are some word games which can be applied in Home stay;

1) **Jumbled words game** encourage students to think about a complete English sentence. F irst, teacher devides students into four or five groups which consist of eight members. Then each group will have an envelope that has several word cards. Every member of the group will run in turn and take a a paper card inside the envelope to achieve game line. After each members holds a word paper card, they should arrage the words into a corect order to form a meaningful sentence by standing in a line of a complete group. If the group thinks that it is a correct sentence, they will show it to the teacher and the teacher will say correct or not. The winner is the one that shows the correct arrangement and the fastest one.

Example :

HAVE	WILL	THE STUDENTS	CLASS
CLEANING	THEIR	AN EXAM	AFTER



2) **Chinese whisper** is a usefull activity to develop students speaking and listening ability. In this game, students form a line, and the first player comes up with a message and whispers it to the ear of the second person in the line. the second player repeats the message to the third player, and so on. When the

last player is reached, they announce the message they heard to the entire groups or teacher as adjudicator. The first person then compares the original message with the final person. Although the object is to pass around the message without it becoming garbled along the way, part of the enjoyment is that this usually ends up happening.



In this game, students should be able to pronounce the words correctly, so their friends can listen it well and retell it again to other members of the group. This activity stimulates students' comprehension on meaningful sentence or expression. The ability to analyze meaningful words and relate one word to another supports students' higher order thinking skills.

3) Scrabble is a word game in which two to four players score points by placing tiles bearing a single letter onto a board divided into 15 X 15 grid of squares. The tiles must form words that, in crossword fashion, read left to right in rows or downward in columns, and be included in standard dictionary or lexicon.



Practicing English doesn't have to be restricted to studying grammar and memorizing big words. In fact, playing Scrabble is a fun way to test the mind, expand vocabulary, and become better acquainted with the English language. This activity also encourages students' higher order thinking skills because students should analyze well what words can be formed based on the letters they have. Scrabble also needs students to quickly respond to achieve a correct word. Even though this game is not a simple activity for students but it makes students enjoy learning English words and expressions.

4) English Outbond

There are several kinds of outdoor activities which can be done in a home stay program but the most important thing here is all explanation about rules

of the outbond should be delivered in English. This make students enjoy the activity and they also learn English by listening the explanation from the teacher. This is one way to make students close with English and have fun with it.



E. Conclusion and recommendations

a. Conclusion

Education is the main factor to develop the quality of citizen, therefore, teachers are demanded to make a great impact of their teaching and learning quality by having more innovations, one of them is through implementing Higher Order Thinking Skills in the class process. Teaching English as a foreign language at school ,especially, is recommended to apply HOTS in instructional activity.

HOTS is also can be applied through out door learning activity which is called “home stay” where students are taken out from the school area and do many kinds of activities. Teaching English out of the class is such a great advanture and experience for studets to practice and communicate in English. Here, students enjoy the activities and learn English by performing their speaking, listening, and writing skill as an integrated part. Home stay in the form of out door activity provides students opporntnity to apply their knowledge and skills of English in a practical activities such writing letters, interviewing friends, watching English films, reporting movie review, and creating short role play in a small group. The students also enjoy English as fun acitivity through several games that forter their English communication ability.

b. Recommendations

Based on the explanation above and also experience to apply learning English to encourage students' HOTS through out door, it is recommended to:

1. All participants of ELTAR seminar to apply HOTS in teaching and learning learning process at school.
2. English teachers at High School and Junior High School in West Sumatera to design program of out door activity and integrate with HOTS activity.
3. Stake holder and education institute to be often to share the highlighting activity for English teachers.
4. School principle and English teachers collaborate with school committee to include Home stay program in school budget (RKAS) which is shown approval from students' parents as an agreement to conduct out door activity program.
5. English teachers to introduce home stay program to the students in the early semester when learning process is about to begin and conduct special meeting with students' parents to give socialisation on how home stay program will run and how it effects students higher order thinking skills.

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