

ABSTRACT

Dame Rotua Huta Julu (01101180024)

FOSTERING HIGHER ORDER THINKING THROUGH TEACHERS' QUESTIONING

(x + 24 pages: 3 tables; 3 appendices)

Teacher's questioning is one of the strategies that can be used to foster higher order thinking in the class (HOTS). Based on the teaching practicum done by the writer, it is found that the students did not get asked the same level of question to foster HOTS in the class. The purpose of the paper writing is to find out to what extent a teacher has fostered HOTS, the barriers in fostering HOTS, and what type of suitable question that can foster HOTS to students. The research method used is descriptive qualitative using literature review from various sources. The data is gathered during online teaching practicum in one private school in Curug. The result showed that the teacher has fostered HOTS in the teaching preparation, assessment, and the activities that the teacher does. The barriers in fostering HOTS are limited time, language barrier, and the class setting. It is concluded that divergent question is the suitable question to use in fostering HOTS because it triggers students to think in a complex way in constructing their answers. Christian teachers act as a facilitator and a guide in fostering HOTS as so students will have a cleared and right perspective of thinking. There are recommendations suggested for teachers, schools, and future researchers regarding the writing of this paper.

Key words: Divergent Question, HOTS Implementation, Teacher's Role, Teacher's Questioning

References: 50 (1993-2021).