

Building Students' Creativity in Writing through HOTS Learning

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In learning English, there are many ways to build students' creativity in writing. Teachers out there have their own authority in designing methods and materials which are commonly used to provoke it. Besides teachers can also use Higher Order Thinking (HOTS) learning design as a way to build students' creativity in writing. Higher Order Thinking Skills include analysis, synthesis, evaluation and require mastery of previous levels, such as applying routine rules to familiar or common problems (Keshta, 2013). The implementation of it in the learning process surely will be in line with the learning target. Nowadays, *HOTS (Higher Order Thinking Skills)* becoming more popular because it was clearly stated and used in last year National Exam. Thus, through this paper I will discuss some HOTS activities in learning which can be used to build students' creativity especially in writing.

Keywords: HOTS Learning, Writing.

A. INTRODUCTION

The low writing ability of students may influenced by the phenomenon of teaching for the test. Start from the age of elementary, middle, to higher education, students are used to face situations where the teacher's teaching style is based on what will be tested. This causes the portion of writing activities in learning is very less. In each subject, there are rarely intense writing activities. Mostly assigns students to make short sentences. Then, students find it difficult to compile sentences in preparing proposals and reports. (Aquariza, 2016) Sometimes I found students' writing as an unfinished sentence, and it seems that they are in a doubt of how to continue their writing. Basically, writing is not only the way of sharing thoughts and feelings, but also the expression of ideas, knowledge and life experiences of someone into a written form. Thus, writing is a simple activity, it does not need to be studied, but rather mastered. (Saddhono, 2012)

There are many benefits of writing for students, therefore in order to develop their writing skill, students must have a good cooperation with the teacher. In this case, the teacher is able to facilitate writing activities for students in the form of a learning process. Nowadays the teachers are able to bring HOTS in the learning, especially for teaching writing; to build students' creativity.

HOTS are intellectual processes where students have to activate their minds in order to understand the hidden meaning from the information introduced to them, realize the relations among ideas, figure out principles, rules, analyze, classify, generate, combine new ideas, evaluate and judge.(Keshta, 2013). Thus, this article will discuss the way HOTS used in learning especially in teaching writing which aimed to build students; creativity.

B. DISCUSSION

There are some researches related to HOTS and writing. One of them conducted by Singh in 2018. This research aimed to develop module to support HOTS learning in teaching writing. Based on Tanujaya's statement in Singh, It is important to conduct research in order develop an instrument that can be used for measuring the students' HOTS. Furthermore, the teachers are unable to be creative and apply new techniques to teach writing and implementing higher order thinking skills into teaching writing becomes more difficult (Singh, 2018). Teachers requested new materials to enable them to teach well by higher order thinking skills. Teachers are already considering adopting new types of questions with more analytical and creative values to avoid students from expressing their anxiety and less confidence in accomplishing tasks. (Singh, 2018).

The module developed from this research is based on one of the instructional designs called the ADDIE model. This model is commonly used as a framework in developing educational instruments. In this case, the ADDIE model was used as assistance in developing the HOTS module. Five steps are included in this research design. The five steps which are represented by the acronym "ADDIE" which stands for Analyze, Design, Develop, Implement, and Evaluate.

Based on the above explanation, I suggest some types of HOTS learning material which able to provoke students' creativity in writing.

1. *The example of HOTS learning material to promote students' creativity in writing using the Reading Text:*

What a Price to Pay for Bending the Rules? A Painful One!

Tom and Jack were cycling in the park on one bright morning. The air was very fresh, the birds were chirping in trees and all the flowers were in full bloom in the park. "We should come here more often. This is a really nice park." Tom said happily.

Jack nodded his head with a smile and then they continued cycling. After a few minutes, Tom suddenly exclaimed, "Look, there's a playground at the other side! Let's race there and lay on the swing!"

With that in mind, the two boys cycled as fast as they could and soon they reached the playground. But just as Tom was about to jump on a swing, Jack noticed a sign that said, "No child above the age of five is allowed on the swings." "Tom, see that sign? I think that we had better not play on the swings. They are not meant for big boys like us. "Never mind. Don't be a spoilsport, Jack. Come on, it'll be fun."

Jack started to walk away but Tom continued to swing himself. Initially, Tom started to swing slowly. When he gained speed, he started swinging as high as the sky. Suddenly, he was flung off the swing into a bushy and muddy area. He laid there flat unable to move. Jack saw what happened to Tom and rushed to help him. He quickly called an ambulance, which rushed Tom safely to the hospital.

Tom was hospitalized for a week, for a broken arm. He had learnt a painful lesson from this accident and swore to Jack that from that day onwards he dared not disobey any signs in the park again. (*Adopted from: Creative English: an English Workbook .p.12*)

Answer the following questions:

1. In what ways are Tom and Jack different? (3.1)
2. Do you think Jack has done the right thing? Why? (3.2)
3. Compose a letter of praise from Tom to Jack. (4.2)

- b. You are to assist to create an awareness of the danger of drug taking. Create a poster with a message to show the bad effect of drug taking and appeal to the public to avoid taking drug. Make sure your statement is meaningful, appealing, and able to persuade the public to agree with your statement. Use the right picture to support your problem. (4.1)
- c. Compose a poster which involved your sympathy to the underage user of drug abuse. (4.3)

In the reading text assesment for an analysis basic competencies I used a kind of essay assesment, it is to measure their understanding about the text and also to give them a change to build their creativity to figure out the possible answer. It is automatically give them a chance to share their opinion too.

Then, in mini project assesment which is mostly to measure their writing skills, I give them an opportunity to work in group or pair to make the use of language functions there and also to share their creativity in arranging words for poster.

Thus, HOTS learning can be meaningful for both students and the teacher. For the students to build their creativity; for the teacher it is so much helpful to provoke the role of teacher as a facilitator.

C. CONCLUSION

HOTS learning can be used as a way to build students' creativity in writing. The thing to do is, the teacher have to prepare the learning material which promote students' creativity. The suitable material is necessary in obtaining a sufficient HOTS learning.

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