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Incorporating Thinking Skills Theories in Indonesian EFL Classrooms

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Abstract

In responses to the demand of the twenty-first century learning, the Indonesian government stipulated the 2013 curriculum in order to prepare students to be more productive, creative, and innovative. The presence of English language subjects in secondary schools aims to develop students' communicative competence and instill the nation character's noble values in life to increase the country's competitiveness in a global society. It can be realized by implementing learning embodied with critical and creative thinking skills in various language learning environments. This study aims to explore how the teachers apply the thinking skills theories (LOTS and HOTS) in teaching English language at secondary school in West Lombok. This qualitative case study research garnered the data through semi-structured interviews involving ten purposively selected English language teachers. The data were analyzed using thematic analysis through the process of coding, categorizing, and thematizing the data. The findings showed that the teachers lacked knowledge mastery to implement thinking skills (LOTS and HOTS) in teaching and learning of English language at secondary school in West Lombok. Though HOTS was very challenging, the teachers recognize that it is essential to implement it to achieve many benefits in the future. This study encapsulates that thinking skills (LOTS and HOTS) have not been efficiently incorporated into the classrooms. Recommendation for future research are discussed.

Keywords: *English Language, LOTS and HOTS, Thinking Skills Theories*

INTRODUCTION

A country's education can be considered good if the government carefully designs the curriculum because the curriculum serves as a blueprint for education (Nurhalim, 2011). The curriculum, according to the explanation of Indonesian Legislation Number 20 of 2003 in article 19 about the national education system, is an assembly of arrangements and regulations in respect of the objectives, contents, learning components, and the approach used as the implementation instruction of learning activities to accomplish a particular educational goal. In the 21st century, the Indonesian government has created three curricula: the Competency-Based Curriculum (KBK) in 2004, the Education Unit Level Curriculum (KTSP) in 2006, and Curriculum 2013 in 2013 (Anwar, 2014). According to the explanation of ministerial regulation Number 35 of 2018, the Curriculum 2013 faces two challenges; the first is the internal challenge on demand for education which refers to the 8 National Education Standards. The second is the external challenges related to globalization and numerous issues associated with environmental problems, technological and information advancements, the growth of creative and cultural industries, and the improvement of education at the international level. Therefore, English language proficiency is essential in future job competitions to face the challenges in this 5.0 era (Yosintha, 2020).

It is widely acknowledged that English has become an essential foreign language in Indonesia (Setiawan, 2014). The most frequently cited reason is that it is a global or international language (Rao, 2019). The English language is determined to be the first foreign language that Indonesian students must learn from the age of ten or below to the university level of formal education (Yufrizal, 2017). The presence of English language subjects in secondary schools aims to develop the potential of students to have communicative competence as well as to instill the noble values of the nation's character in the context of life in order to increase the nation's competitiveness in a global society (Ministry of Education and Culture, 2014). This is in line with the aims of Curriculum 2013 to create productive, creative, and innovative students can be embodied through the teachers' plan in designing and implementing the teaching and learning activities by empowering the power of higher-order thinking skills (Surawati & Sudyana, 2019). Integration of Higher Order Thinking Skills in learning is a program developed as a policy of the Culture and Education Ministry to improve the quality of learning and graduates and to strengthen the education character (Ministry of Education and Culture, 2018).

Number of research discussed the topic on thinking skills implementation at senior secondary schools in Indonesia. Such as Ahmad (2018), who emphasized how the teachers perform teaching and learning activities by integrating the six cognitive processes in secondary school grade XI in Pontianak. The finding showed they were not applied in sequence. In addition, Sada (2019), explored how the teachers implement the teaching-learning process in developing Higher Order Thinking Skills based on the guideline of curriculum 2013 at a senior high school in Pontianak, Indonesia. The data revealed that teachers had insufficient knowledge of HOTS classroom integration.

Another research, Ginting and Kuswandono (2020) investigated the challenges encountered by English teachers in formulating HOTS assignments, in eastern Indonesia. They found that teachers lacked participation in special training of HOTS, they were inconsistence with the time management to prepare the HOTS classroom activities due to their students possessed limited ability to HOTS. Therefore, current research focused on exploring English language teachers at secondary school integrate thinking skills (LOTS and HOTS) in their classrooms. Furthermore, the research question formulated to this study is How do the teachers apply the thinking skills (LOTS and HOTS) in teaching English language at secondary school in West Lombok?

LITERATURE REVIEW

The Curriculum 2013 has been implemented for nine years in Indonesia for various reasons, including restoring the character of education, integrating character development into various subjects, enhancing students' creative thinking, and requiring them to be more active, creative, and innovative (Darsih, 2017). Furthermore, the Curriculum 2013 requires teachers to conduct a learner-centered learning process to encourage motivation, interest, creativity, initiative, inspiration, independence, and enthusiasm for learning of English language (Law number 103 of 2014). One of the learning approaches recommended to be performed in the Curriculum 2013 is the “Scientific Approach” (Gunawan & Daud, 2018) which encompasses five learning steps: observing, questioning, experimenting (collecting data/information), analyzing, communicating, and ‘creating’ as the sixth step suggested by Priyana (2014). By administering the scientific approach as a teaching method, the students are motivated to be curious about science and could improve oral communication and critical thinking (Fauziati, 2014).

Moreover, Hamers et al. (1999) asserted that critical thinking should be an integral element of the school curriculum. Johnson et al. (2010) proposed two reasons; the first is related to the purpose of education, the ability to think is considered a valuable trait for an educated individual. The second is related to pedagogical effectiveness; teaching thinking skills is an effective way of learning and comprehending diverse subjects. Through educational goals, students are expected to be transformed by the educational process, including their way of thinking, feelings, and actions resulting from the learning experience. These can be accomplished if time and effort are utilized optimally, and school work should be instructed by some plans (Bloom, 1956).

Developing thinking skills are essential for future learning, from core processes and professional structure systems to critical thinking (Demetriou, 2014). Thinking skills are particular ways people solve problems Li (2016), make decisions, and learn new concepts (Sternberg, 1986). Therefore, teachers also should be able to become powerful investigators of their thinking. They are expected to possess and demonstrate higher-order mental abilities to transfer to the students (Cruickshank, 1986). Thinking skills are categorized into cognitive processes (Kelly, 2011), which comprise six level of thinking illustrated by Anderson et al. (2000) in this order; remembering, understanding, and applying classified at the level of Low Order Thinking Skills (LOTS), analyzing, evaluating, and creating at the level of Higher Order Thinking Skill (HOTS). LOTS is a basic level of thinking which must be acquired before leading to HOTS (Tikhonova & Kudinova, 2015).

Additionally, HOTS is a method to transfer knowledge, critical thinking, and problem-solving (Brookhart, 2010). Chinedu et al. (2015) described HOTS as a component of creative and critical thinking that enables students to analyze, evaluate, and synthesize effectively in order to generate innovative ideas. Furthermore, Curriculum 2013 provides HOTS as the new concept of thinking to govern the teachers as facilitators (Sholihah et al., 2021). The following is a table of cognitive processes by Anderson et al. (2000):

Table 1
The Cognitive Process for Educational Objectives

Cognitive Process			Definition
C1	LOTS	Remembering	Retrieve relevant knowledge from long-term memory

C2		Understanding	Construct meaning from instructional messages, encompassing oral, written, and graphic communication
C3		Applying	Conduct or use a procedure in a provided situation
C4		Analyzing	Break material into its constituent parts and determine how the parts relate to one another and an overall structure or purpose
C5	HOTS	Evaluating	Propose a judgment based on criteria or standard
C6		Creating	Apply elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure

Some scholars conducted research about thinking skills implementation at senior secondary schools in Indonesia. For instance, Ahmad (2018) conducted qualitative research to identify whether the implementation of lower-order thinking and higher-order thinking skills were correctly implemented by English language teachers in Senior High School. The researcher emphasized how the teachers perform teaching and learning activities by integrating the six cognitive processes in secondary school grade XI. The researcher conducted the observation by administering field notes to record all of the teacher's activities in the classroom as evidence to create an analysis and interpretation of data. The result of this study unveiled that the implementations of lower-order thinking and higher-order thinking skills activities, including remembering, understanding, applying, analyzing, evaluating, and creating, were not in sequence. For instance, the teacher conducted "creating" skills in the first meeting, employed merely one or two action verbs in each level, and had not performed any evaluating skills yet. Furthermore, further research should be focused on how English language teachers design a lesson plan based on predefined conditions in lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS).

In addition, Sada (2019) explored how the teachers implement the teaching-learning process in developing Higher Order Thinking Skills based on the guideline of curriculum 2013. The data were obtained by distributing a questionnaire consisting of 21 items to 31 English language teachers at a senior high school in Pontianak, Indonesia. The study revealed that teachers were in the process of comprehending HOTS principles, but the procedures of thinking skills implementation were not well designed and prepared. Because their knowledge of integrating HOTS into the implementation curriculum 2013 is

insufficient. They were uncertain as to whether they had implemented HOTS principles. The majority of teachers are familiar with cognitive domains and have read about them, but they are unsure how to implement them in the classroom. Furthermore, the frequency of assigning tasks and teaching the learning process with the HOTS principles has not been consistently applied to classroom activities. Therefore, the teachers need more workshops on designing a syllabus, lesson plan, and material development. Besides, this study suggested further research to examine the improvement and development of curriculum 2013.

In another research, Ginting and Kuswandono (2020) conducted the research due to very limited research about teachers' perceptions in designing HOTS-based assignments. The objective of the study is to investigate the challenges encountered by English teachers in formulating HOTS assignments, particularly in eastern Indonesia. To obtain a more in-depth explanation, the researchers provided the questionnaire to twenty Senior High School English teachers and conducted class observation, Focus Group Discussion (FGD), and interviews. The result showed that around 40-60% of participants had the same views on the challenges of implementing design tasks based on HOTS. These challenges were categorized into three. First, teachers' knowledge did not fulfill the HOTS learning standards, because they lacked participation in some training and seminars organized by the local government. Second, teachers' preparation in designing HOTS assignments is associated with time management, because the teachers should prepare the appropriate activities which encourage students' way of thinking into the scope of creativity and problem-solving. Third, students were still weak and encountered difficulties in implementing HOTS assignments because the students possessed limited ability.

Among the three findings presented by Ginting and Kuswandono (2020) above, the knowledge of teachers was a complex challenge. They lacked HOTS information distributed from books and the internet because they were not adapted to embed technology in the teaching and learning process, so they did not understand whether they implemented HOTS or not. On the other hand, they did not acknowledge the method they designed the HOTS assignment, because they were informed by the headmaster and the student's parents that the students obtained a bad score. Furthermore, they argued that HOTS was not appropriate for their students. Meanwhile, the students require more information in enacting HOTS assignments in order the students are able to establish HOTS cognition in their future lives. In addition, the researcher recommended that the participants should participate in workshops or seminars concerning HOTS assignments design which is effectively

supervised and observed by the educational stakeholders such as a headmaster or a supervisor, with the result that teachers are expected to be proficient in implementing HOTS either inside or outside the classroom. In this study, the researcher did not elaborate on how the teacher administered HOTS by encompassing the process of analyzing, evaluating, and creating into the teaching and learning process. Therefore, the next researcher is expected to investigate how teachers integrate teaching and learning with thinking skills theory (LOTS and HOTS) involving Bloom's Taxonomy for educational objectives.

The previous studies presented above studied a similar topic conducted at the senior high school level in Java and East Nusa Tenggara. Meanwhile, the current researchers are interested in exploring teachers' implementation of thinking skills theories in English language classrooms at junior high schools in West Lombok, West Nusa Tenggara.

METHOD

The researcher explored, described, or explained people's subjective experiences through the process of making meaning and obtaining detailed information from a participant (Leavy, 2017), particularly in the context of West Lombok teachers' experience in teaching critical thinking in English language classrooms. The approach used in this research was a case study, which was appropriate research used in the context of present-day phenomena in real life (Yin, 2002). This study was conducted in junior high schools in West Lombok, West Nusa Tenggara, Indonesia. The participants were 10 English language teachers selected by using the purposive sampling technique (nonprobability) (Creswell & Creswell, 2018). The criteria of the participants were the civil servants and certified English language teachers who had experience of more than ten years in teaching the English language.

Data Collection Method and Analysis

The data were collected by interviewing the chosen English language teachers by using open-ended questions that have been validated by an expert at the faculty. Moreover, the researcher either recorded the answers verbatim or in a brief overview describing a participant's response (Kumar, 2010) which was transcribed. The data were analyzed using thematic analysis, the most common analytical method used in qualitative research and the most useful in capturing the complexity of meaning in textual data sets (Guest et al., 2011). Braun and Clarke (2006) also confirmed that thematic analysis is a very useful tool for qualitative data analysis due to its flexibility in interpreting the data and makes it easier to

approach large data sets by categorizing them into broad themes. In doing thematic analysis, Braun and Clarke (2006) suggested six stages to analyze the data; familiarization, coding, generating themes, reviewing themes, defining and naming themes, and producing the report. In order to check the data obtained was valid and data analysis process carried out in an appropriate way, the researcher used the trustworthiness theory introduced by Lincoln and Guba (1985), which consists of credibility, transferability, dependability, and confirmability.

FINDINGS AND DISCUSSION

This section discusses the findings found in this study and how they relate to the research questions and theories. The aim of this study was to explore how the teachers apply the thinking skills theories (LOTS and HOTS) in teaching English language at secondary school in West Lombok. To achieve this aim, ten English Language teachers were interviewed using open ended questions. The interview data were coded and categorized, and then broken down into five themes that will be discussed in the following section based on the participant's perspective.

Teachers' Knowledge Mastery and Learning Process of LOTS and HOTS

The interview revealed that the participants had heard of the term LOTS and HOTS but had never attended a seminar or training devoted to LOTS and HOTS. 7 of the 10 participants have not yet attended a seminar and 3 have attended a general seminar but not specifically training about LOTS and HOTS. Participant 1 stated, *"Thinking skills (LOTS and HOTS) are still relatively new term for us, its implementation has been proposed but not yet realized"*. Moreover, the participants have a different understanding of thinking skills, some of them revealed that thinking skills are the students' skills in solving the problem of life and demand the students to think critically (Participants 2 & 9).

The teachers understanding above was in line with the definition given by Brookhart (2010); HOTS is a method to transfer knowledge and critical thinking and solve problems. Some participants also viewed thinking skills as only distinguishing questions from low to a high level. Such as, participant 3 stated, *"For me, I use the simple answer about it, LOTS indicates the question with what while HOTS need elaboration or higher thinking to answer the questions given"*. Therefore, those responses indicated that the participants lacked knowledge on how to integrate thinking skills (LOTS and HOTS) into their teaching. This

is parallel with Retnawati et al. (2018) and Kusumastuti et al. (2019), who discovered that teachers' knowledge related to HOTS developed in teaching is still low.

Furthermore, although the term thinking skills have recently been heard, participants carried out the teaching and learning process using the approach they believed to be effective and appropriate for the class and students. The participants revealed that conventional methods are used in teaching and learning, such as lecturing, teachers-centered learning, three phases, and even indeterminate method. Participant 1 stated, *"I am not too concerned with the method. Importantly, students can easily understand what they need to comprehend. I only told them the difficulty level in the questions for LOTS and HOTS".* It means that the crucial matter is students can easily understand the subject matter presented. Furthermore, according to the teachers, the demand to produce students with critical thinking as directed in the 2013 curriculum is challenging for them. They assumed that English language subjects at the junior secondary level would be difficult if students did not have a basic knowledge beforehand.

The Implementation and Assessment of LOTS and HOTS

Rabak (1988) and Gul et al. (2014) said students should strengthen their reasoning through communication. Therefore, teachers should be great thinkers and demonstrate their high-level mental ability to students (Cruickshank, 1986). Besides, the teachers should design and implement the teaching and learning activities by using the ability to think critically and creatively by empowering the power of Higher-Order Thinking Skills (Surawati & Sudyana, 2019). As stated in the previous discussion, the participants still apply the old English language teaching and learning method. They are not sure whether they are applying LOTS or HOTS.

The participants realized that even though the conventional method is still applied, the teaching and learning activities they used in the classroom were somewhat similar to the six cognitive processes in Bloom's taxonomy, including remembering, understanding, applying, analyzing, evaluating, and creating, though not in sequence. For example, they applied only one or two levels of the cognitive process. As stated by Participant 5, *"Whether or not this term exists, we seem to have encountered and applied it unconsciously".* Participants 8 and 9 also added the same statement, *"The term is new for us. But if that is what LOTS and HOTS, it seems like this is what we do every day". It indicated* the

implementation of thinking skills at secondary school in West Lombok is not significantly efficient.

Moreover, some participants revealed that LOTS is more applicable for the students, for example, Participant 2 stated, *"Many teachers still use LOTS more than HOTS, we can see from the questions that teachers make"*. This is in line with the statement of participants 4 and 7 stated, *"The implementation of LOTS went smoothly because it is under my student's abilities. HOTS is also very good, but we need proper training for it".* In addition, this is supported by participant 6 stated, *"Actually, it will be very good if we apply it well, but we are lacking in both skills and reading more".* Therefore, training or workshops on thinking skills have a significant impact on increasing teacher knowledge in the implementation of LOTS and HOTS.

Accordingly, teaching and learning English goes on as usual. The participant attempts to convey the subject matter properly so that the students are easily comprehend and enthusiastic about learning. Such as stated by participant 5, *"I incorporate enjoyable learning activities so that students do not feel stressed."* This can be illustrated by using available and accessible media such as real objects, books, paper, pictures, games, the internet, laptop, video, and songs at a particular time. Besides, the teachers keep trying to improve the students' thinking skills by motivating students always to be enthusiastic about learning the English language.

In addition, teachers made some efforts to improve students' thinking skills, such as giving samples of LOTS and HOTS questions, recalling the previous material and vocabulary, increasing their vocabulary by memorizing activities, and instructing the students to make a video or create a text related to the material. For instance, participant 6 stated, *"In identifying appearance and adjectives, I use pictures and ask students to describe an object, person, or other things".* Some participants stated that guiding students to reach the HOTS level was more complicated. Such as, participant 8 said, *"HOTS is hard, especially if there are main idea questions".* This is in line with the participant 4 statement, *"HOTS may be easier to implement in cities than in rural schools like us".* It revealed that the participants are dominantly using LOTS rather than HOTS. It is also noted by participant 6, *"Students interactions in LOTS are more active and dominant than in HOTS".* As a consequence, according to participant 7 *"At the analyzing level of HOTS, the teacher*

conveys more while the students only listen; therefore, I do not believe that students are capable of thinking at the creating level".

Moreover, some activities that the teachers use to assess LOTS and HOTS are assignments, oral or writing tests, group projects, and conducting analyses and presentations. The interview result showed that participants 1, 2, and 6 stated, *"We recognize the students' thinking abilities through the responses they provide to the questions".* This is in line with the response of participant 8 *"If the assessment is written, I observe students while doing exercises. while for the oral assessment, I asked each student to come forward to recite the words".* Similarly, participant 9 stated that students were asked to read, memorize, and directly answer questions to assess the LOTS. HOTS assessment also includes questions, and students work in groups to complete a project that will be presented. This is in line with thinking skills activities conducted by teachers in the classroom found by Ahmad (2018). Hence, when the students are assigned to complete the HOTS task, the teachers combine the higher-level students with lower-level students into one group.

Although the application and assessment of thinking skills are not in line with cognitive processes described in Bloom's taxonomy, teachers keep trying to develop students' thinking skills by providing activities similar to the cognitive process displayed in table.1.

Students' Behavior toward LOTS and HOTS

During the interview, the participants described how thinking skills are applied in schools by expressing the classroom setting and the student's reactions when the teacher attempted to incorporate thinking skills (LOTS and HOTS) in an English language classroom. When LOTS is used, students' attitudes toward learning become more cheerful, and subject material becomes easier to understand. Besides, students have high motivation when using LOTS, as indicated by their enthusiasm and interest in learning, so the teaching and learning process is satisfying for both teachers and students. For instance, participant 4 stated, *"Almost 75% of learners can properly answer the LOTS questions, while the HOTS is only 20%, most of them claim it is difficult".*

Similarly, participants 1, 2, and 6 conveyed that by using LOTS, students can easily comprehend the subject and answer questions. Therefore, the teacher is satisfied because the class activities correspond to the lesson plan they arranged. Overall, the participants noted that 70-80% of students could answer questions about LOTS in the English language

classroom. However, LOTS is not enough for teaching and learning the English language, and there should be Higher-Order Thinking Skills (HOTS) in the process (Ahmad, 2018). Therefore, the participants revealed very differently what happened in the classroom when the students were guided to HOTS and given the example of HOTS questions.

According to participants' observations during the English language teaching, the teachers are more active, whereas the students seem to have difficulties, confused, and under pressure. In addition, when the students were asked questions requiring more critical thinking, they were rarely able to respond because they found the HOTS questions difficult. It is revealed by participant 7 *"Most students are confused regarding HOTS questions. For instance, when students are required to find answers through text analysis, they do not understand the text and the questions".* Hence, the participants concluded that 20-30% of students could respond and answer HOTS questions. Furthermore, Bloom (1956) stated that through educational goals, students are expected to be transformed by the educational process, including their way of thinking, feelings, and actions resulting from the learning experience. These can be accomplished if time and effort are utilized optimally, and school work should be instructed by some plans.

The Challenges in Teaching English Using Thinking Skills (LOTS and HOTS)

In terms of challenges, the interview data showed three main challenges in teaching English using thinking skills. The first challenge is that not all students are interested in learning the English language because they find it challenging to learn. For instance, participants 1 and 8 stated, *"The students are less enthusiastic in learning English", and participant 7 added, "The students do not understand what they read in English".* It is important to highlight that participants 3 and 4 stated, *"The students lack vocabulary and are slow in responding to oral or written questions".* Similarly, Ginting and Kuswandono (2020) in their research found that students were still weak and encountered difficulties in implementing HOTS assignments because the students possessed limited ability.

Furthermore, according to the response of participant 8, *"Students' lack of enthusiasm in studying could be caused by factors outside of school, such as family and social environment."* This is in line with the statement revealed by Participant 10 that the surrounding environment could be considered to influence student interactions. Also, some students received less concern and encouragement from their families. However, English is essential for Indonesia because it is a global or international language (Lauder, 2008). More

importantly, the government makes the English language compulsory in junior high schools, senior high schools, and vocational high schools (Article 14, Paragraph 2 of Presidential Decree No. 28 of 1990).

The second challenge is related to lesson hours. Students are motivated to learn only during specific times, such as morning lessons until break time. Meanwhile, the students seem sleepy, lazy, and bored at noon. Likewise, participant 7 said, *"In the morning, we find the students still excited. After the mid-morning break, around 11 a.m., students feel less motivated and bored to learn".* Nevertheless, the teachers are still eager to bring the subject matter, but the short time available makes it difficult to provide exercises that drive students to think more deeply to strengthen students thinking skills. The final and most challenging for the teacher is engaging students with the conditions described in the first and second challenges. Students' feelings of laziness and lack of motivation make it difficult to encourage them to think critically. So far, students have always relied on their teachers to help them overcome obstacles and solve problems.

Teachers' Awareness of the Importance of Implementing LOTS and HOTS

Though the application of thinking skills in schools has not been fully utilized, participants recognize that if applied correctly and maximally, there will be many benefits to both students and teachers. According to the interview, participant 9 stated, *"Both LOTS and HOTS should be used in schools, as they have a significant impact on education development. As educators, we must assist students to achieve HOTS".* This is in line with somewhat revealed by participant 1, *"It would be great if LOTS and HOTS were implemented optimally, as this is what education requires".* By applying thinking skills, it will be easier for the teachers to recognize students with lower and higher-order thinking skills. Furthermore, thinking skills can benefit students by improving their problem-solving abilities, teaching them to be more critical and active, maintaining their memory, and gaining more experience in learning.

Unfortunately, the participants revealed they are currently at the LOTS implementation stage. It works very well and appropriate for the present situation of students, instructors, and schools. Moreover, they intend to put HOTS into an action in the future. Hence, the participants hope for more workshops and training on the implementation

of thinking skills, particularly for English language teachers. Likewise, Sada (2019) revealed that the teachers need more workshops on designing a syllabus, lesson plan, and material development. Because, the frequency of assigning tasks and teaching the learning process with the HOTS principles has not been consistently applied to classroom activities.

CONCLUSION

This study aims to explore how English language teachers integrate thinking skills (LOTS and HOTS) in their teaching and learning process. Ten English language teachers were involved in the interview as a process of collecting the data. The study found that thinking skills (LOTS and HOTS) have not been utilized appropriately in West Lombok secondary schools due to teachers' inadequate knowledge of thinking skills and how to apply them in the teaching and learning process. More importantly, English language teachers have not attended special training on LOTS and HOTS. Even though, teachers are always enthusiastic about guiding, supervising, and teaching what students should achieve by implementing the teaching and learning process using conventional methods and combining the activities with six cognitive prosses described in Bloom's taxonomy to improve students' thinking skills.

Furthermore, training students to think critically requires a significant amount of effort. Because, Today's learners are challenging to be controlled, their consistency in learning is easily influenced by their social environment, interactions, or even gadgets. As a result, teachers are consistently attempting to make learning more enjoyable and easily accepted by students. Moreover, there will be lots of advantages for both teachers and students if the thinking skills are appropriately implemented. This research is limited to number of participants and only used interview to collect the data. Therefore, further research on this topic could be beneficial to examine the same topic using descriptive quantitative and broader context in order the findings could be generalized.

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