

CHAPTER I

INTRODUCTION

This chapter will present the background of the research, problem identification, the limitation of the research, research question, the objective of the research, and the significance of the research.

1.1. Research Background

Learning activity in the 21st century in Indonesia is currently using curriculum 2013 also known as K13, which aims to adapt to the present time. In addition, in the 21st century, learning is also growing. The 2013 curriculum, reflects several things, including communication, collaboration, critical thinking and problem solving and creativity and innovation. Curriculum 2013 should be able to change the learning behavior in school that was from teacher-centred to student centered. Ariesta, (2018) states that, in order to achieve this learning activity, both material and learning activity should give the students to acquire high critical thinking skills or High Order Thinking Skills as known as “HOTS”. HOTS are a process of thinking of students in a higher cognitive level after it is developed with various concepts and methods. HOTS also is a part of the thinking concept that is based on Bloom’s Taxonomy. There are six levels of learning based on taxonomy from the lowest level to the highest level. These levels of learning are knowledge, comprehension, application, analysis, synthesis, and evaluation. Anderson and Krathwohl (2001) in Mrah, (2017) mentioned that these levels of learning were the revised version of the original taxonomy, due to the focus on better learning and assessment objectives in students’ learning. The revised version is divided into two categories, they are

Low Order Thinking Skills or LOTS which contain the cognitive levels C1 (Remembering), C2 (Understanding), and C3 (Applying) and High Order Thinking Skills, known as HOTS which have the cognitive levels C4 (Analysing), C5 (Evaluating), and C6 (Creating). According to Yuliati & Lestari, (2018), HOTS aims to develop students' cognitive thinking skills to a higher level. This should increase students' creativity and become more innovative (Margana & Widyantoro, 2017).

In addition, teacher has an important role in implementing HOTS in learning activity, since the teacher is a facilitator and guide the students during the learning process. (Thamrin et al., 2019) states that, Higher Order Thinking Skills (HOTS) play an important role in developing student learning materials. Learning activities are designed to make students understand, and be able to apply this learning in their daily lives. According to Sani, (2019), teacher should provide learning activity that engaging students' critical thinking in order to solving problems. Student centered is an effective way in to gain and explore more information and knowledge. Before students know and learn more deeply what the HOTS are, the teacher must first to know and learn. Teachers need to be given training from the government so that the application of HOTS to students are able to be realized as expected. According to Fogarty (2009) in Ahmad et al., (2017), there are four roles that the teacher needs to consider in a way to develop HOTS in students' learning activity. The first role is '*teaching for thinking*', it refers to how the teacher create the learning situation in order to the students to think. The second role is '*teaching of thinking*' it is to provide questions that makes students to combine the new situation with their gained knowledge. The third role is '*teaching with thinking*' it is to involve the activities in a form of discussion or involving the students to think deeper. The fourth role is '*teaching about thinking*' it is where the teacher guides students to be more conscious in a process of developing thinking skills. These roles should be able to make teachers to implementing HOTS with the learning activity and the students more effective.

Integrating HOTS or High Order Thinking Skills in the teaching activity and learning process gives a significant impact. According to Maidinsah et al., (2019) students who have HOTS skills have the ability to think logically,

critically, reflective, met cognitive, and creative, and the ability to apply knowledge, skills and values in reasoning, reflection, problem-solving, decision making, innovating and creating something new. The studies from previous researchers have conducted studies regarding the Integration of HOTS-based supplementary books in English learning activities. Previous researchers have a similar object which focuses on the development of HOTS-based supplementary books in English learning activities whether it was relevant or not to curriculum 2013. Moreover, the study in developing textbooks with the integration of HOTS at the junior high school level is still low. Students that already mastering HOTS skills could maintain their skills in gathering and analyzing information in present day, since technology and information are advancing increasingly. Hence, based on the situation above, the researcher is aimed to develop an English supplementary book for junior high school, especially for eighth grade second semester, containing learning activities which are integrating with HOTS and include all four English language basic skills. Following the development of four basic skills of the English language, Junior High School Students especially eighth grade students could affect the learning activity with a good implementation of HOTS skills.

1.2. Problem Identification

In teaching and learning, in junior high school students, especially for English subject, it needs to consider more, since English subject is one of the crucial things in modern days. Teachers have various ways of teaching. Before starting learning, teachers must prepare the materials to be taught, considering the instrument as the guideline, which method is suitable for teaching, and which media will be used, such as books, videos, slides or images as supplementary material which supports the learning process. In order to get an appropriate way to give those elements to students in the learning process, the teacher should need to create a learning activity which gives students meaningful learning and improves students' skills in English, so the teacher should be able to adapt the learning activity. This learning activity also has to be related to nowadays situation, which is requiring the students to have High Order Thinking Skill or HOTS. Teachers also need to develop the learning

activities that integrate with HOTS, since nowadays students need to think more critically and could conduct problem solving . In this situation, the researcher wants to raise this problem by developing and integrating HOTS in English learning activities by the teacher in one of the Junior High Schools in Singaraja, Buleleng District.

1.3. Research Limitation

The limitation of the research is focusing only on eighth-grade Junior High School students, especially in the second semester. The reason for conducting this research at this level is because the students still need improvement in learning Basic English Skills after the first semester. Besides that, this semester, the students are beginning to transform their behavior from their habits in junior high school to become more critically. Therefore, the researcher wants to develop learning activities that are integrated with HOTS to develop and improve their English Skills and guide the students to transform their habits to become more critically creative students, and most importantly they are able to use English properly in real life. Moreover, the researcher conducted this research in one of the Junior High Schools in the Buleleng District, especially in Singaraja.

1.4. Research Question

1. How to develop English supplementary book that integrated with HOTS for eighth grade in the second semester of Junior High School students?
2. What is the quality of the supplementary book that integrated with HOTS?

1.5. Research Objective

1.5.1. General Objective

The general objective of this research is expecting this research is able to show how to design and develop supplementary book in English learning activity integrated with HOTS.

1.5.2. Specific Objective

The specific objective of this research is to perceive and testing the quality of the supplementary book integrated with HOTS in junior high school, especially in eighth-grade second semester students in SMP Negeri 3 Singaraja.

1.6. The Specification of the Product

The Specification of the product is formulated as follows:

1. The product is a worksheet in the form of English supplementary book that integrated with HOTS and it designed as a learning media in teaching and learning process for the teacher and eighth grade second semester of Junior High School students.
2. The learning activity that will develop in this supplementary book referring to HOTS-based learning in each activity of four basic skills in English language learning.

1.7. Research Significance

1.7.1. Theoretical Significance

This study will contribute to the design and development of HOTS-based English learning activities for eighth-grade second semester students in Junior High school.

1.7.2. Practical Significance

a. For Teacher

This study is expected to give the teacher to learn more about HOTS. Teachers are able to design, develop HOTS-based English learning and apply it to students through questions to measure student competency.

b. For Students

The study is the students are expected to have good skills, knowledge and attitudes. It is expected that students could have a high level of thinking ability in solving problems.

c. For Readers

This study is expected to give the reader could find out what HOTS is, theories that develop and how it is designed and developed of the supplementary book in HOTS-based English learning for Junior High School Students

d. For Indonesia Government

The government is able to use the results of this study as reference to develop a learning material and more active in giving training to teacher on HOTS.

1.8. Assumption and the Limitation of the Development of Product

As this research is in the form of developing an English supplementary book that integrated with HOTS-based learning activity. Moreover, this supplementary book will be used as the learning material for teacher and students in the teaching-learning process. However, there are some assumption and limitation about the product in the development process.

1. This supplementary book only developed specifically for students in the grade eight of Junior High School in the second semester.
2. The book will be designed and developed referring to the curriculum and syllabus used by the teacher, and the characteristics of eighth grade Junior High School students.

1.9. Definition of Key Terms

There are key terms that focusing in this study to avoid the misconceptions of the terms used. Those are deal with the definition of high order thinking skills (HOTS), supplementary book, and Junior High School students. The definition as follows:

1. High Order Thinking Skills (HOTS)

HOTS or High Order Thinking Skills is a process of thinking which involving the students to solve problems. According Margana & Widyanoro, (2017), HOTS involving high thinking level that could increase students' creativity and become more innovative (Margana & Widyanoro, 2017).

2. Supplementary Book

(Kodriyah et al., 2018) states that, textbook or supplementary book is a media that currently use in learning process as media for acquiring knowledge and information.

3. Junior High School Students

According to Curtain and Dahlberg, (2004) in Siswanto, (2017), Junior High School is categorized as Young Learner. Which means they are still have curiosity and become advantage to acquiring knowledge and information.

