

CHAPTER I

INTRODCUTION

This chapter will present about the background of the research, problem identification, the limitation of the research, research question, the objective of the research, the significance of the research, the specification of the product, assumption and the limitation of the development of product, and definition of key terms

1.1 Background of the Research

The development of today's technology and science are very experiencing very rapid development which affects various sectors. By this, people will be confronted with even more tough situations and challenges in the future. Especially in the field of education, it must also be prepared in order to be able to deal with it. This can be done by promoting students' thinking skills critically. Since the education in Indonesia is currently implemented the 2013 curriculum or well-known as K13, it used as the guidelines for the educator to develop their learning activities. As one of vision of Indonesian education which expects students who are capable of critical thinking, independent, creative, superior, and based on 'Pancasila', (Kemendikbud, 2021). It is also related to the aims of the 2013 curriculum which prepares competent, innovative, and creative Indonesian human resources to be able to contribute to the nations and world civilizations, (Mendikbud, 2013). Therefore, the implementation of K13 can be able to change the paradigm of learning in Indonesia that were once more to the teacher centered to student centered. In

order to realize it, according to Ariesta (2018) both of the learning material or activities should be empowering students to have high critical thinking skills or Higher Order Thinking Skills (HOTS). By implemented the 2013 curriculum that integrated with HOTS it also faced what the learning in 21st century looking forward in this field.

The 21st century learning, direct and encourage people to become more qualified in many aspects. Especially in the English language learning, the 21st century learning influence to the way of thinking that more critically. It is because, critical thinking has been designated as one of the most important 21st century abilities, (Daud, 2017). Therefore, English language learning for Junior High School level are taught since in the seventh grade until ninth grade. In addition, learning English in junior high school is intended for students able to achieve the functional level, in terms of problem-solving and communicating critically orally and in writing, (Siswandi, 2018). This also in line with the nature of English which stand as the language that is use in the international scope. Thus, it is necessary for Indonesian students to grasp English as soon as feasible. Learning English is difficult since it is a communication language that is used to communicate information, thoughts, and knowledge orally and in writing. Hence, critical thinking abilities are required for pupils to comprehend, build their competencies. Therefore, the human resources become more qualified and have integrity.

In general, the level of thinking are divided into two part. The first level is called LOTS (Low Order Thinking Skill), the basic thinking skills that need to be required before having a higher skill. It is consisting of three level, namely C1 or Remembering, C2 or Understanding, and C3 or Applying. Meanwhile,

the second level is HOTS (High Order Thinking Skill). This level are also consisting of three stages of thinking, such as; C4 or Analyzing, C5 or Analyzing, and C6 or Creating. Regarding to the 2013 curriculum and 21st century learning, students are expected to have a higher level of thinking. According to Driana et al. (2021) promoting student's HOTS will prepare them able to handle more difficult and complex situations in the future. Hence, it must be trained to them from an early age, especially at the junior high school level. This is supported by the period of students' cognitive development which is still fresh to sharpen and develop their thinking skills. By having HOTS, it also influences students to be able to understand the concept of lesson in depth and broadly.

HOTS or Higher Order Thinking Skills is part of the thinking concept that derived from the Bloom's Taxonomy. The level of learning in the taxonomy are divided into six stages that sorted from the lowest to the highest level. The initial those level of learning as follows: *knowledge, comprehension, application, analysis, synthesis, and evaluation*. However, Mrah, (2017) stated that the original taxonomy being revised due to the interest of educators in assessing student learning. Therefore, the revised of cognitive levels in the Bloom Taxonomy becomes: (C1) *remember* – recognizing; recalling relevant knowledge from long-term memory, (C2) *understand* – construct the meaning from instructional message both oral or written, (C3) *apply* – executing or carry out a procedure in a given situation or problem, (C4) *analyze* – organizing or attributing a material into constituent parts and determine the relationship of each other, (C5) *evaluate* – make a judgements according to criteria given, and (C6) *create* – combine all the elements into a coherent or

functional to producing new ideas. According to Anderson & Krathwohl (2001), the reason for revising categories in the taxonomy is to make learning and assessment objectives clearer and more focused. The cognitive levels C1, C2, and C3 are categorized as the Low Order Thinking Skills (LOTS), while the C4, C5, and C6 levels defined as the Higher Order Thinking Skills (HOTS). In the learning activity, the purpose of HOTS defines to improve student's cognitive thinking skills into a higher level, (Yuliati & Lestari, 2018). Moreover, Margana & Widyantoro, (2017) stated that HOTS aims to triggers the development of students' critical thinking skills that directs them to became more creatively and innovatively.

In the implementation of HOTS in the teaching and learning, teacher take an important role as the major implementer. It is because, teacher take place as the facilitator for students to develop their thinking skills through the learning activities and others supporting materials. According to Sani (2019), teachers need to provide the learning task or activity that direct students to establish their critical thinking in solving the problem. Also, she mentions that, in the teaching activity, the teacher need to avoid using teacher-centered, yet tend to the student-centered in order to give them opportunities to further explore the knowledge they learn. Moreover, Ahmad et al., (2017) explained that, the teachers in the Malaysian school, they need to emphasis the development of critical thinking knowledge and problem solving skill of the students, rather than traditional contexts. According Ahmad et al. (2017), in integrating HOTS-based learning to students, there are four roles that teacher need to consider. First is *'teaching for thinking'* which refers to the way of teacher creating the learning situation that direct students to think. Second is

'teaching of thinking' where the role of teacher to provide question that makes students combine the new situation with their prior knowledge. Third is *'teaching with thinking'* refers to implicate the activities in the form of discussion or dialogues that directs students to think deeper. Last is *'teaching about thinking'* where the teacher guides students to be more aware in their process of developing thinking skills. In consequence, by paying close attention to the four points above, the teacher will be able to integrate HOTS into learning and students optimally.

Integrating HOTS-based learning (Higher Order Thinking Skills) in the teaching learning process, give a big influence to the students in many aspects. Zahroh, (2017) stated that implementing HOTS-based learning to students, it can direct them to think referring to various perspective not easily making interpretation directly. Moreover, having higher skills in thinking will help students overcome their problems in lives without burdening others. This statement stated by Setyarini & Ling (2019) as one of the impact of developing student's HOTS in the learning activity. Besides that, especially for the seventh grade students, the development of their four basic skills in English (reading, listening, speaking, and writing) also affected by the good implementation of HOTS in the learning activity. HOTS-based learning on junior high school student's reading comprehension through cooperative work and analyzing to a related given text, can increase their critical thinking, (Indriyana & Kuswandono, (2019). Furthermore, Zahroh (2017), implementing HOTS-based learning in writing skills help students to express and elaborate their thought or ideas in the written contexts. Also, she mentioned that it affects on students' speaking ability, through the discussion

and open-ended activity based on HOTS can train them to think more critically in sharing the opinion, comments, or answer. Lastly, HOTS-based learning that carry out in the listening activity influence students to be more critical in receiving to the information they heard. In order to ensure the results of implementing HOTS-based learning for students are effective, teachers need to pay attention to the appropriate strategies and methods that can motivate students to study harder.

There are many media can provide students to train their High Order Thinking Skills. One of them is through supplementary book activity. According to Soleha et al. (2017) the supplementary book in which contains learning material or basic concepts based on a certain approach that can be used for students. Supplementary book books are part of the textbook that serves as a complement to the components that are lacking from the main book. The contents are displayed in this book in the form of additional activities or worksheet that can help students understanding in learning concept. Therefore, supplementary book should be inserted with high order thinking skills or HOTS. However, there are still some weaknesses found in the current English textbook. According to Febriyani et al. (2020), many textbooks have currently labeled their activities based on HOTS-based learning. However, further analysis shows that the exercises included in the book still frequently fall under the LOTS (lower-order thinking skills) category. For example, the task of answering multiple-choice questions and translating word for word. Thus, it might be quite challenging to cultivate students' critical thinking skills when those monotonous tasks are repeated repeatedly.

In addition, Anasy (2016) mentioned there are some factors that caused the HOTS-based textbook still problematic in promoting higher order thinking skill. The design of the textbook (illustration, picture, etc.), textbook instructions, learning activities, and teaching materials that are still unclear and less interesting can highly affect the motivation of students to develop the target skill. Whereas, the more content or activities in the book that emphasizes HOTS-based learning, the more probable it is for students to be trained and develop their HOTS, (Pratama, G. S. & Retnawati, 2018). Therefore, HOTS-based supplementary books need to be developed and updated by focusing more on the learning achievement targets through the activities evolved in the book.

There are some previous studies about the implementation of HOTS-based learning that are integrated into English textbooks. However, the research was only focused on analyzing the composition of the HOTS in the task of the book. Therefore, there are still few regarding the research development of developing English books based on HOTS. Therefore, the researcher chooses to conduct the study of developing an English supplementary book for the seventh grade first semester of junior high school that covers its activities based on higher-order thinking skills development of both teachers and students in the learning process.

1.2 Problem Identification

The teaching and learning activities in the Junior High School level especially for English subject become one of the crucial things to pay attention. The important things which including within it are the instrument

used as the guideline, the way or method teacher uses to teach, and the supplementary material in the form of books, students' worksheets, power point, videos, etc. that helps the learning process. Therefore, to make those elements appropriate deliver to the students, the teacher need to design and develop it in the correct way. The correct way here means that, the teacher need to be able to harmonize it, so the learning material will be meaningful implemented for the improvement of students in leaning English. Besides of design the learning material become meaningful, teachers also need to relate it to today's learning situation, where it requires students to have high order thinking skills or HOTS. However, in designing it most of the teachers often faced many difficulties in developing the learning activities that based on HOTS. It is due to the lack of information teachers have and inappropriate activities contained in the supplementary book used. By this situation, the researcher is interested to raise this problem and wants to know more on how to develop the English learning activity for seventh grade in the first semester of Junior High School based on HOTS.

The information of this study is gathered from one of the Junior High School located in Buleleng regency. In the school that has been chosen, the researcher conducted an interview session with the teacher who teaches English for seventh grade and observation related to the learning activities and supporting material. From those two initial steps, the researcher found some issues that occurs.

Start with the interview sessions with the teacher which divided into two part of topic discussion; the implementation of learning activities and perception about the book used. Related to the learning activity, the teacher

revealed that she relied on the 2013 curriculum in the syllabus as the guideline to conduct the teaching-learning process. Moreover, another supporting material used are in the form text book (*Buku Paket*), and supplementary book (*LKS*) from 'MGMP'. As the students only get English subject 2 times in a week with amount of time 2 hours. Yet, during this online learning situation the English subject only taught once a week in 1 hours. The teachers stated that the method or strategies to teach the students are different to the offline situation. In the offline learning situation, the teacher usually elaborates the learning activity like giving the brainstorming, provide discussion activity, and group work which its HOTS-based. Yet, in the online situation, she tends to conduct the learning trough *WhatsApp Group* and *Google Classroom* to deliver directly the task and material on the book or other sources. In addition, she mentioned that the activities based on HOTS are not well executed, since she cannot intensively monitor the cognitive development of each student. Furthermore, the researcher asks about the teacher's knowledge about HOTS. From the answer given, the researcher can conclude that teacher that being interviewed already know and familiar to the notion of HOTS and its implementation, due to she had attended to the related trainings and seminars.

Moreover, the researcher interviewed about teacher's perception of the book that is used. Generally, the teacher points out that the text book (*Buku Paket*), and supplementary book (*LKS*) are already integrated with HOTS. However, in its application of that textbook used is not fully well-implemented because it depends on the students' comprehension that different from each other which still needs help from the teacher (teacher-centered). In addition, the teacher also revealed the shortcomings contained in the book,

such as visuals that are less attractive and the material presented has not fully emerged from the material in the syllabus.

The researcher did not only fixate on the results of interviews with teachers, but also conduct direct observations on the syllabus and the books used in terms of its contents. There are some LOTS (Low Order Thinking Skills) level that is found within the syllabus and text book used. The learning objective and activity presented are still in the form of C2 - Understanding (*“translating, commenting, classifying, etc”*) and C3 - Applying (*implementing*). However, the rest of the activities are already present the level of C4, C5, and C6. Therefore, based on that both information obtained, the researcher can conclude that HOTS-based learning in the English teaching-learning activities are not enough well implemented.

1.3 The Limitation of the Research

The limitation of the research is focusing only for seventh grade Junior High School students, especially in the first semester. The reason of conducting this research in this level is because seen from the transformation stages of students from Elementary level to High School level that quite risky due to the material level and the level of language. Besides that, in this early stages of the High School level, the students still bring their learning habits while in the Elementary School. Therefore, the researcher wants to develop learning activities in the form of supplementary book that integrated on HOTS-based learning to change their habits become more critically, creative students, and the most importantly they can able use English properly. Moreover, the researcher conducted this research in one of the Junior High

Schools in Buleleng Regency, especially in Buleleng District. The researcher looking for the teacher who only teaches in the seventh grade. The limitation of this research raised due to the data that researcher found after interviewing the teachers and collect some learning materials that is used in teaching. The learning materials that become the data of the research are in the form of syllabus, lesson plan, and hand-book used as a guideline to do teaching and learning activity. Comparing the findings from interview and observation the learning material to the concept of HOTS, the researcher found that the relationship between the activity conducted and learning material not quite enough integrated with HOTS. Consequently, the researcher decides to develop a supplementary book based HOTS learning that appropriate for seventh grade students in the first semester of Junior High School.

1.4 Research Question

Based on the background of the research explained above, there are two research questions that can be formulated, as follows:

1. How to develop English supplementary book HOTS-based learning for seventh grade first semester students of junior high school?
2. What is the quality of English supplementary book HOTS-based learning for seventh grade first semester students of junior high school?

1.5 The Objective of the Research

1.5.1 General Objective

The general objective of this research is expected to show how to design and develop an English supplementary book HOTS-based learning and suitable for 7th grade students.

1.5.2 Specific Objectives

The specific objective of this research is to find out and testing the quality of an English supplementary book HOTS-based learning especially for 7th grade students.

1.6 The Significance of the Research

The result of this research is expected will give beneficial impact for:

1.6.1 Theoretical Significance

This study is expected able to give a new innovation of English supplementary book HOTS-based learning activity that can help students to develop their critical thinking.

1.6.2 Practical Significance

1.6.1.1 For the Teacher

This research is expected to add the knowledge of the teacher about HOTS. Also, teachers are able to conduct or develop the learning activities especially in English context that integrated with HOTS concepts to the students.

1.6.1.2 For the Students

This research is expecting the students to be able to develop their skills in many aspects, as follows; have high critical thinking skills, creative, innovative, enough knowledge and good attitudes.

1.6.1.3 For the Readers

The result of the research will give the readers additional information about HOTS and its application in the English language learning. Besides that, they know how to design and develop the supplementary book based HOTS that suitable for 7th grade Junior High School students.

1.6.1.4 For Indonesia Government

The result of this research can be used as the reference for the government to develop the learning material or supplementary that contains HOTS.

1.7 The Specification of the Product

The specification of the product of this research are as follows:

1. The product is in the form of English supplementary book HOTS-based learning and it designed in order to used as the learning media for the teacher and 7th grade of Junior High Scholl students in the first semester in the teaching and learning process.
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 (reading, listening, speaking, and writing).

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 7 of Junior High School in the first semester.
2. The book will be design and develop referring to the curriculum and syllabus used by the teacher, and the characteristics of 7th grade Junior High School students.

3. The activity in the book is designing in order to be able to develop their 4 basic skills in English that based on Higher Order Thinking Skills (HOTS) learning.

1.9 Definition of Key Terms

There are two main focus of key terms that will be explained in order to avoid the misconceptions of the terms used in this study. Those are deal with high order thinking skills (HOTS) and supplementary book. All the terms used will be define through two different ways, namely conceptual and operational definitions, as follows:

1.9.1 Conceptual Definition

Conceptual definition can be interpreted as the definition derived from theoretical studies made by experts on the variables studied. The conceptual definition of the two key terms used are as follows:

1.9.1.1 High Order Thinking Skills (HOTS)

Today's learning situations are required students being able to have higher thinking skills level or HOTS. It should be developed and integrated since they are in the early stages of learning. According to Mrah, (2017) stated that, HOTS stands as the level of thinking that refers to the skills of using the knowledge to solve and manage problems, examine arguments, or make inferences. Thus, in line with the part of HOTS that is analyze, evaluate, and create. On the other hand, having higher thinking skills are will help to meet the need of 21st-century learning which demands students to fulfill the competencies such as collaboration, digital literacy, critical thinking, and problem-solving. Therefore, Setyarini & Ling (2019) mentioned, in the scope of secondary school or Junior High School level, HOTS have been

highlighted as one of the abilities that students have to establish and stand as an important tool in the education and social lives. Since Indonesian junior high school students' critical thinking skills are still in an inadequate level, (Atayeva et al., 2019).

1.9.1.2 Supplementary Book

In the teaching and learning process, the existence of supplementary books or textbooks are cannot be separated and stand as a main component. Supplementary books are additional material books that supplement the main sourcebooks used by students and teachers, (Febriyani et al., 2020) Since textbook include the material, learning activity in the form of students' worksheet, and instruction, it takes an important role as a teachers' guidelines and students' learning reference in the educational process, (Damayanti, 2019). A good supplementary book, can give a positive impact both for teacher and students. In line with that textbook or supplementary book must be adapted to the current curriculum and needs of students. Therefore, it can work well and in particular and able to develop students' knowledge optimally.

1.9.2 Operational Definition

Operational definition is defined as a set of procedures regarding to the variables that have been defined conceptually. The operational definition of the two key terms used are as follows:

1.9.2.1 High Order Thinking Skills (HOTS)

Higher Order Thinking Skills (HOTS) is the level of thinking that take place in the higher phases, due its direct students to have to have an analyze, evaluate, and create abilities. Within this study, in order to implement the

higher order thinking skills, it will be carried out and adjusted based on the learning topic that develop and the characteristic of 7th grade junior high school students.

1.9.2.2 Supplementary Book

Supplementary book is the additional learning sources that help students to develop their learning process. Reflecting to the purpose of this study is to develop an English supplementary book HOTS-based learning, the content within it will be designing and adjusting according to the learning skills that expected the students can achieve in the learning process.

