

CHAPTER I

INTRODUCTION

This chapter preview several aspects that underline this research. Several aspects are including research background, problem identification, research limitation and there are several other. The explanation of each aspect is explained below:

1.1 Research Background

The development of the teaching and learning process is continuing to change in every era. The teaching and learning process in this 21st-century era expected the students to master 4C skills, and they are 1. Communication skills, 2. Critical Thinking skills, 3. Collaboration skills, and 4. Creativity and Innovation (Widodo & Wardani, 2020). The purpose of system learning and teaching in the 21st-century era is to improve students' abilities and increase students' skills needed in this 21st-century era (Miterianifa et al., 2021). In Indonesia, Implementing HOTS in the learning system has been implemented in the curriculum of 2013. Curriculum 2013 or K13 is the latest curriculum used for all levels of education in Indonesia. K13 is expected can help the students to achieve high-order thinking skills (Sofyatiningrum et al., 2018).

High Order Thinking Skill or HOTS is a skill that trains students' critical thinking skills in making decisions in solving problems. According to Dinni, (2018), implementation of HOTS will give the students capability to think creatively, think critically, argue, and make decisions. There are other thinking concepts besides HOTS, namely Low Order Thinking Skill, or called LOTS. LOTS has three levels of difficulty, including remembering (c1), understanding (c2), and applying (c3), while HOTS also has three higher levels, including Analyze (c4), Evaluate (c5), and create (c6) (Qasrawi & Beniabdelrahman, 2020).

Teachers and students need to have an understanding of HOTS. However, the truth of the teaching system in Indonesia is still not using HOTS in the learning process, which means teacher still does not understand HOTS. It can see from how the teacher develops the activity and how the teacher delivers the material. Because of the teacher's lack of understanding of the implementation of HOTS, and HOTS itself, the teacher must change the learning method that he usually uses in the classroom. If the teacher just applies only one method, that is will not effective in making the students easier to increase their knowledge. Emaliana (2017) believe that using Teacher-center to teaching students in all condition is not good for students, and it will not give the students chance to improve themselves.

The implementation of HOTS in Indonesia still has no problem. Most teacher in Indonesia is still using the monotone technique or method to teach students in the classroom. In fact, using one monotone method for teaching

students, it will make the students cannot improve their skills in learning. The method that is still used in Indonesia is Teacher centered method. The teacher-centered method is not bad, but if the teacher uses this method too often in the learning process, it can hinder students' critical thinking skills (HOTS), so, therefore, the teacher must determine appropriate learning methods that are able to make students improve their knowledge and design activities that can support the student in the learning process.

This research will be conducted at one school in Buleleng, Singaraja. The research is conducted on 11 December 2021. The research begins by interviewing the teacher of the second-semester ninth-grade. There is several information obtained by the researcher after the interview process. The information obtained by the researcher is 1. The teacher and the students only use one book as the learning medium, 2. The book is not covering HOTS but only LOTS, 3. There are 5 topics that were thought for second-semester ninth-grade students 4. The books used are based on K13. The information obtained by the researcher in the observation and interview process is really useful for this research. The information will help the process of developing the worksheet based on HOTS.

In the process of observation and interview, the other information gained by the researcher is even the curriculum used by the school is K13, but the book used is not covering HOTS. More activities in the book just only based on LOTS. Because the book was used just only covering LOTS, the students will not able to improve their high-order thinking skills.

From the information above, it can conclude that not all school in Buleleng especially at Singaraja has implemented HOTS in the learning and teaching process and not all the book used by the teacher and the students cover HOTS.

1.2 Problem Identification

The demands to master HOTS at this time are very large. Children have been prepared from an early age for the advancement of the era in an era where 4C and HOTS are very much needed at this time. Children have been prepared even from elementary school, but the teacher's understanding of HOTS is weak, and also its implementation is very lacking.

The implementation of critical thinking is still a problem that occurs in the education environment in Indonesia. Understanding the basic concepts of HOTS is also a problem for some teachers in Indonesia, and the low number of students who have critical thinking will affect the quality of students in Indonesia. This study aims to solve the HOTS problems that exist in most learning systems in Indonesia by creating a product in the form of a HOTS-based English handbook.

1.3 Research Limitation

Based on the identification of the problem, this study is limited to developing of Handbook based on HOTS for nine-grade students in the second semester. However, the aim of this study is to find out the quality of the learning process based on HOTS activity, especially for nine grade students of junior high school in the second semester.

1.4 Research Question

The research questions of this study are as follows:

1. How to develop a worksheet based on HOTS for the second semester of 9th grade of junior high school students?
2. What is the quality of students' worksheets promoting HOTS as a handbook for ninth-grade second-semester students?

1.5 Research Objectives

1. General objectives

The general objective of this study is to make a worksheet that can help students to improve their critical thinking (HOTS) and help the teacher to choose an appropriate activity to help the students.

2. Specific objective

The specific objective of this study is to know the effectiveness of the worksheet in promoting HOTS. Especially for second-semester of ninth-grade students.

1.6 The significance of the Research

Based on the research background, research problem, and research background, will underlie the study of the theory used in this study. This research has significance theoretically and practically in the implementation of this study.

1.6.1 Theoretical Significant

The theoretical significance of this study is expected can help students in the process of mastering, improving, and developing HOTS by the handbook based on HOTS.

1.6.2 Practical Significant

1. For teacher

The result of this study will help the second semester of nine grade Teachers to do practice and implement HOTS.

2. For the future research

This study has an interesting discussion and can be used as a reference for research on HOTS in grade 9 junior high school.

3. For Reader

This study is expected to give the reader the experience and understanding the importance of HOTS for students in Indonesia.

1.7 The Specification of the Product

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

the result of this study is making a handbook for the second semester of 9th-grade students. The function of the handbook for help the students in the process of improving HOTS. The book provides activities that can help students in the process of improving their critical thinking.

1.8 Assumption and Limitation of the Development of the Product

The content of this research is the development of an English language handbook based on HOTS for second-semester nine-grade students. This book is used to help second-semester ninth-graders develop HOTS. In this book, there are materials and activities that are arranged for ninth-grade students in the second semester. As for some assumptions and limitations regarding the product being developed:

1. This product is designed only for second-semester ninth-grade students.
2. The product developed will adapt the syllabus that is used by the teacher to teach in accordance with the curriculum 2013.

1.9 Definition of Key Term

There are three focus in the definition of key term that is important to explain to avoid misconceptions about the product that will be produced. There are three concepts, first is the definition of high order thinking skill (HOTS), the second is handbook, and the last is junior high school students. There are the definitions of the concept that the researcher used to arrange this research:

1. High Order Thinking Skill (HOTS)

High-order thinking skill or HOTS is one of the educational concepts from Bloom's taxonomy. High-order thinking skills are thinking skills that require students to develop ideas and think critically and creatively (Indriyana & Kuswandono, 2019).

2. Handbook

Handbook is a book that contains basic knowledge that is used for guidance in providing learning

3. Junior High School Students

According to Indriyana & Kuswandono (2019), Junior high school students are students who can be classified as teenagers and have unstable emotional control.

