

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem identification, research limitation, research question, research objectives, the product specification, research significance, assumption and the limitation of the development, definition, and key term.

1.1 Background of the Study

Curriculum 2013 is the foundation of education in the learning process in this 21st century. It is because the 2013 curriculum can respond to the development of the era. Curriculum 2013 is a scientific approach based on device-based learning (Gunawan, 2017). In the 21st-century, students are forcing to learn and having the 21st-century skills to face the rapid change in the globalization era (Pratiwi & Mustadi, 2021). Curriculum 2013 also contains the skills such as critical thinking, collaboration, communication, creativity, problem-solving, and innovation (Nofrion & Wijayanto, 2018). Erlin and Ernawati (in Pratiwi & Mustadi, 2021) state that formal education in Indonesia, which implemented curriculum 2013, should move from the teacher-centered to students-centered. It requires the students to have more knowledge and develop their way of thinking. Therefore, in the 21st-century, students are mandated to create High Order Thinking Skills (HOTS). HOTS is a process of thinking that lets the students gather the information critically and creatively to solve problems that are not simply memorizing (Pratiwi & Mustadi, 2021; Verdina et al., 2018).

Teachers' role is significant as a guide and facilitator for students in the learning process. Moreover, the teacher must connect students' prior knowledge to the current learning (Ahmad et al., 2017). Therefore, to make the lessons more meaningful in the 21st century, teachers must conduct some aspects required in the 21st century. Teachers should develop the activities based on students' level of thinking. Two kinds of thinking are divided into Low Order Thinking Skills (LOTS) and High Order Thinking Skills (HOTS) (Verdina et al., 2018). LOTS contain remembering, understanding, and applying skills. At the same time, HOTS include analyzing, evaluating, and creating abilities. However, in the implementation, teachers and students still misunderstood the HOTS concepts. Thus, it impacts the learning process, leading to misconceptions about understanding the HOTS material. Thamrin et al. (2019) stated that Higher Order Thinking Skills (HOTS) is integral in developing learning activities. HOTS are determined based on revised Bloom's Taxonomy which categorizes various thinking levels from the lowest to the highest level (Moore & Stanl in Verdina et al., 2018).

Margana and Widyantoro (2017) explained HOTS aims to develop students' thinking skills to a higher level. The skills relate to critical thinking ability in receiving lessons or information. Learning is a system or process of teaching students designed to be implemented and systematically evaluated to achieve the desired learning goals. In the 2013 curriculum learning, several paradigm changes were used by teachers aimed at adjusting to the demands of the times and preparing human resources to be ready to compete in the future (Pratiwi & Mustadi, 2021). Learning with the curriculum 2013 trains students

to find out not just being told but also emphasizes language skills as a means of communication and creativity. Before students know more deeply what HOTS are, the teacher must first understand and learn. Teachers need to be given training from the government so that the application of HOTS to students can be realized as expected. After the teacher knows and practices to find out what a HOTS is, the teacher explains to students and tries to students.

Some research has been conducted to investigate the importance of HOTS in the learning process. Singh et al. (2018) found that the high-order thinking module significantly promotes students' critical thinking. It happened by letting the students question, reason, compare, and contrast. Therefore, the students have a new insight into knowledge. Margana and Widyantoro (2017) also developed English textbooks oriented to HOTS. It found that the book is crucial to promoting students' creativity and self-regulation in language teaching. However, there is a challenge in implementing and developing for both students and teachers. The teachers still lack knowledge and capabilities to develop high-order thinking skills (Tyas et al., 2019).

It founds that so many teachers are still misconception and misunderstanding about the HOTS concept. Not all teachers know and understand HOTS. The teachers are not ready to understand its function and implement it in the classroom. It also impacted the students' learning process. Besides, the learning process of learning English also needs the HOTS skill to train and motivate students. However, the teacher is not ready to implement the learning strategy and the HOTS skills. Based on the preliminary observation, the teacher in SMP Negeri 3 Singaraja, who taught English, revealed that the

implementation of HOTS was not entirely successful. It is because of the lack of abilities of the teachers in developing the learning process. Therefore, some teachers use a teacher-centered strategy to explain to students the material. But sometimes, the teacher also provides training questions to students based on HOTS so that students know more challenging activities and the teacher can find out how far the abilities possessed by students.

Based on the problem, it needs guidance in the learning process to help students and teachers understand the HOTS. Therefore, the study aims to develop a book promoting HOTS for seventh-grade students to implement curriculum 2013 based on HOTS entirely.

1.2 Problem Identification

In teaching, the teacher must design the lesson and prepare the materials that will be given to students. Not all teachers can design lessons that interest students in the activity. The problem that usually appears in designing lessons is that teachers cannot develop activities, especially conducting HOTS. Many aspects can affect why teachers have difficulties developing learning activities conducting HOTS. Because of that problem, the researcher is interested to know more about how to develop learning activity conducting HOTS. So, this research can be useful for teachers to know how to develop learning activities conducting HOTS, especially for seventh-grade in second semesters junior high school students.

In this research, the researcher gains information from English teacher in SMP N 3 Singaraja. English course was applied twice a week in each class.

The teacher taught English using worksheet book that provided by the school. But the book contains more lower thinking skills rather than higher thinking activities. Moreover, the activity in the book not relate with syllabus used. It made the teacher difficult to applied higher thinking skills in teaching. Therefore, the researcher made a worksheet HOTS-based English that can provide various activities, and a worksheet based on syllabus. The worksheet also provided instruction that can guide teacher students in learning activity. By this research, the implementation of HOTS can applied well because teacher have appropriate learning material and students can learn HOTS-based English with various activities.

1.3 Research Limitation

The problem's limitation focuses on the seventh-grade in the second semester junior high school students. Because researchers consider that in the learning activities in seventh grade in Junior High School in second semester activities are very interesting, especially in the learning activities based on HOTS. The researcher conducted the research on one seventh-grade English teacher in SMP N 3 Singaraja. The teachers are ready to be interviewed by researcher and willing to give data in form of syllabus. The syllabus uses to be a reference in creating learning activities. From the interviews, the data in the filed does not match the learning activities in the syllabus. From the data, researchers will make the product in the form of development design students' book promoting HOTS based on, especially for seventh-grade in second semester junior high school students.

1.4 Research Question

Based on the background of the study above, there are research questions that can be formulated as follow:

1. How to develop a students' book promoting HOTS as a supplementary material for seventh grade second semester students?
2. What is the quality of students' book promoting HOTS as a supplementary material for seventh grade second semester students?

1.5 Research Objective

1.5.1 General Objectives

The general objectives of this research are that it is hoped that this research can show how to design and develop students' book promoting HOTS, especially for seventh-grade in second semester junior high school students.

1.5.2 Specific Objectives

To know and test the quality of students' book promoting HOTS in junior high school, especially in the second semester of seventh-grade.

1.6 The Significance of the Research

Further, the research results are expected to be theoretically and practically beneficial as follow:

1.6.1 Theoretical Significance

This study is expected to give new innovation of English students' book that promotes HOTS as supplementary book that can help students' critical thinking development.

1.6.2 Practical Significance

1.6.2.1 For Teachers

The research is expected to improve teachers' knowledge and capability to develop learning activities to promote students' HOTS learning English.

1.6.2.2 For Students

The research is hopefully beneficial for the students to guide them in learning English based on the HOTS standard required in the curriculum 2013 and 21st century.

1.6.2.3 For Readers

The research results are expected to inform the reader of the importance of HOTS in the learning activities. Besides, it teaches readers about developing a supplementary book integrating HOTS for junior high school.

1.6.2.4 For Indonesian Government

The results are highly expected to consider developing a supplementary book for promoting students' HOTS in Indonesian education. The government also can facilitate the development for better results in the future.

1.7 The Specification of the Product

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

1. The English students' book promoting HOTS for the seventh-grade junior high school students in the second semester was designed to be used by the teacher in junior high school.
2. The English students' book promoting HOTS for seventh-grade junior high school students in the second semester contained interesting and authentic learning activities.

1.8 Assumption and Limitation of the Product

Further, the form of this research is supplementary book that promoting HOTS based learning activity. The supplementary book will be used as learning material for teacher and students in 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 second 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 integrated with Higher Order Thinking Skills (HOTS).

1.9 Definition of Key Terms

1. HOTS

HOTS is a process of thinking which involves students at a high level of thinking to solve problems (Pratiwi & Mustadi, 2021; Verdina et al., 2018). Nowadays, HOTS is a necessary aspect of teaching that should include in preschool education until higher education. HOTS can improve the way individuals think. It makes individuals more creative and innovative. Conducting HOTS in learning activities can improve the learning process and improve graduate qualities.

2. Students' Characteristic

The teacher need to think about students' characteristics. Junior high school students are still categorized as young learners (Siswanto, 2017). Young learners learn easier through a different process. Young learners learn through experiences, social context, and getting knowledge from social interaction. So, the teacher need to make learning activity based on young learners' characteristics.

3. Supplementary Book

In the learning process, supplementary books will be used to support the learning process. The supplementary book is used by the teacher as a reference while teaching. It is because the supplementary book contains teaching material that enriches, adds, or deepens the curriculum content (Dodd et al., 2015). A good supplementary book can benefit teachers and students' learning and accordance with the applicable curriculum.