

CHAPTER I

INTRODUCTION

1.1 Background of the study

In the 21st century, rapid changes have given rise to new demands in human resource competency. These competencies, collectively known as the 4Cs skills, are essential for human resources professionals. Among the 4Cs, critical thinking stands out as a crucial skill, as proposed by Trilling & Fadel (2009). Thinking skills serve as a cornerstone for student development in education. In this era, students must master both intellectual abilities to thrive and the capacity to think critically, alongside developing life skills (Glaze, 2018; Lindsey et al., 2014; Mohamed Nor & Sihes, 2021). Strong critical thinking skills across all subjects empower students to reason effectively and make objective decisions (Chew & Shashipriya, 2014). Consequently, English as a Foreign Language (EFL), being one of the disciplines, should actively engage students in critical thinking while they learn the language—a trend aligned with the demands of the 21st century (Sun, 2014).

High Order Thinking Skill's definition is divided into 3 categories (Brookhart, 2010a). They are transfer of knowledge, critical thinking, and problem solving. In transfer of knowledge, students are required to remember, understand, and apply the knowledge that they have learned (meaningful learning). In critical thinking, students must be able to make judgement wisely and provide reasonable criticism. In problem solving, students must be able to recognize and solve problems both in the academic and daily life. Furthermore, asserted that HOTS align with the highest levels of Revised Bloom's Taxonomy, which include the abilities to analyze, evaluate, and create. In the context of 21st-century education, the application of Higher Order Thinking Skills (HOTS) is crucial. It contributes to preparing a competent workforce for the global industry (Kaur et al., 2020). Human thinking skills are divided into two primary categories in the revised Bloom's Taxonomy (Anderson et al., 2001): lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS). The first three of the Revised Bloom's Taxonomy six cognitive levels are called LOTS and include remembering, understanding, and applying. The further three cognitive levels are called HOTS and include analyzing, evaluating, and creating.

The enhancement of students HOTS has long been a national education goal in Indonesia. Developing students' capacity to become knowledgeable, capable, creative, independent, and responsible citizens is one of the goals of national education, according to Law of the Republic of Indonesia Number 20 of 2003 on the National Education System (Kemendikbud, 2003). Knowledge is acquired by "remembering, understanding, applying, analyzing, evaluating, and creating," according to Regulation Number 22 of the Indonesian Ministry of Education and Culture for the Process Standard for Elementary and Secondary Education (Kemendikbud, 2016a).

According to Permendikbud Nomor 59 Tahun 2014, EFL teachers should help their students to use "English" as a tool to develop themselves not only to communicate. Teachers have to guide students to see that through language learning process, learners can also learn to improve the ability to think, argue, and present, etc. These expected competencies can be achieved by designing HOTS EFL learning following the Revised Bloom's Taxonomy. According to Permendikbud Nomor 22 Tahun 2016, there are 3 learning models that are recommended to build students' HOTS. They are discovery or inquiry learning, Problem-based Learning/PBL, Project-based Learning/PJBL.

Vocational school is a specialized education that takes place in educational institutions (secondary and postsecondary) and is designed to prepare students to enter into or advancement in the workforce (Weinrich, 1974). According to Instruksi Presiden Nomor 9 Tahun 2016 about the revitalization of vocational school, vocational high school in Indonesia have to provide learning innovation that build students 21st century competencies. Revitalization must be carried out to welcome Indonesia's 100-year golden generation in 2045. The expected human resources include creative, critical, curious level high, and culturally literate. Vocational high schools must be able to produce students that have competencies needed in the industry (Subikshu, 2022). These regulations must be implemented by vocational schools especially with nation's priority major. One of them is vocational school majoring in tourism.

The choice of tourism as the focus for this research is primarily driven by the increasing importance of integrating Higher Order Thinking Skills (HOTS) in

the lesson plans of English as a Foreign Language (EFL) teachers, particularly in vocational education settings. Tourism is a significant industry in many regions, including Bali, where SMK Negeri 3 Denpasar is located. By examining HOTS in lesson plans, this research aims to enhance the quality of English instruction for students pursuing careers in tourism, which is crucial for their professional development and the overall competitiveness of the tourism sector. Additionally, tourism-related vacations often require advanced problem-solving, critical thinking, and analytical skills, which are components of HOTS (Luo & He, 2024; Stone et al., 2017; Wang, 2024) Therefore, analyzing how these skills are incorporated into the lesson plans can provide valuable insights into the effectiveness of current educational practices and help in developing strategies to better prepare students for the demands of the tourism industry.

SMK Negeri 3 Denpasar is a vocational school majoring in tourism, fashion design, and beauty. This school is located in the tourism are, specifically Sanur. This school uses 2 curriculums which are Merdeka Curriculum for 10th & 11th grade students and K-13 for the 12th grade students. SMK Negeri 3 Denpasar has integrated HOTS in the EFL class. In tourism major, students are encouraged to fluent in English as well as having the quality of high order thinking as demand of 21st century competency. Therefore, designing HOTS in EFL is a right way for students to master both language and critical thinking. The implementation of HOTS in this school is motivated by the schools' curriculum and the revitalization of Vocational School. The seriousness of SMK Negeri 3 Denpasar towards the importance of HOTS can be seen through the effort made by the school itself. On 14th-17th October 2019, SMK Negeri 3 Denpasar held a workshop discussing about "Designing HOTS-based lesson plan and instrument". This workshop is attended by 30 teachers of SMK Negeri 3 Denpasar. This workshop is held as an effort to improve teachers' competency in teaching and learning management especially for HOTS-involved activities.

In order to succeed the implementation of HOTS learning, teachers need to prepare lesson plan. The Regulation of the Minister of Education and Culture Number 103 of 2014 concerning Learning in Primary and Secondary Education stated that teacher is mandatory to prepare lesson plan as guidance for teachers.

Kavit (2023) stated that an effective teaching activity require well-crafted lesson plan as its essential part. Educators play a crucial role in creating an environment that supports student growth and achievement. Therefore, in fostering students' critical thinking skills, teachers have to prepare lesson plan that pay attention to strategies that equip students with the ability to analyze complex issues, make sound judgments, and develop innovative solutions to real-world problems. These strategies need to be implemented start from compelling opening to sequencing activities design (Kavit, 2023). Nadiem (2021) said that learning process can be occurred when teachers can translate the curriculum. It can be done through interpretation, reflection, independent thinking by teachers in making a great lesson plan.

Incorporating HOTS into lesson plans can significantly enhance students' critical thinking and problem-solving abilities, which are crucial for navigating complex tasks in their future professions (García-Pérez et al., 2021). This approach not only improves academic performance by fostering deeper understanding and application of knowledge but also boosts job readiness and employability by aligning students' skills with industry demands. Furthermore, HOTS cultivates a mindset of lifelong learning and adaptability, essential for career advancement and continuous personal and professional growth in a dynamic job market. Through the development of HOTS, students are better prepared for diverse work environments, making them more competitive and successful in their future careers.

Several studies have explored the implementation of Higher Order Thinking Skills (HOTS) in English as a Foreign Language (EFL) contexts. Kusumastuti et al., (2019), discovered an inconsistency between teachers' beliefs and their actual teaching practices regarding HOTS in reading instruction at the junior high school level. Yulia & Budiharti (2019) studied about HOTS in teacher classroom interaction found that was limited questioning to push the students to think critically. A study conducted Pratiwi et al., (2019) about the reflection of HOTS in EFL teachers' summative assessment found the teacher's performance on the assessment and their knowledge did not match up. Hemas et al., (2021) studied on analysis of HOTS in English lesson plans at SMK Negeri 3 Singaraja found that the aspects of HOTS are only integrated in basic competencies and indicators.

Wahyuningsih et al., (2023) studied about lesson Plan for elementary school learning based on Higher Order Thinking Skills found that lesson plans prepared by elementary school teachers are still need to be improved, particularly when it comes to using HOTS verbs.

Even though the EFL teachers stated that SMK Negeri 3 Denpasar has applied HOTS in the EFL Lesson Plan, there is no any research that confirms it yet. Therefore, this research is conducted to analyze HOTS in the EFL teachers' lesson plan at SMK Negeri 3 Denpasar. Based on the brief observation done by the researcher, HOTS is found in the EFL lesson plan used in SMK Negeri 3 Denpasar specifically in its learning objective, learning steps, and assessment.

The aforementioned research conducted in the Indonesian context represent comparatively few studies, considering the abundance of vocational schools specializing to the tourism industry in Indonesia. Moreover, the studies that have been undertaken have some differences from the present studies either in terms of the focus and subject of the study. There has been no previous study that analyzed the reflection of HOTS in lesson plan used by vocational school majoring in Tourism. Therefore, the researcher is interested to analyze HOTS in the EFL teachers' lesson plan at SMK Negeri 3 Denpasar.

1.2 Identification of the Problem

HOTS that are integrated in the lesson plan's component was the concern investigated in this research. The high order thinking skill that should be achieved by students as demand of 21st century competency and revitalization of vocational school are becoming one of the main issues for vocational school teachers in Indonesia. Based on the above background, the problems can be identified as below:

- 1.2.1 EFL Teachers are still not fully understand the concept of HOTS (Rasyid, 2021), students' interaction in the classroom is dominated with lower order thinking involvement (Yulia & Budiharti, 2019a, 2019b), EFL teachers need further training in implementing HOTS whether in the assessment or in the lesson plan (Agustina Wahyuningsih et al., 2023; Pratiwi et al., 2019)

1.2.2 Based on the brief observation of 2 from 6 lesson plans, HOTS has been integrated the several lesson plans' components. Further analysis is needed to find how HOTS is integrated in all the lesson plan collected.

1.3 Limitation of Problem

In order to make the research more concentrated and to give precise information about the problem being studied. The problems that are examined in this research have to be narrowed. Researcher limits this research in finding the existence of high-order skills and in what level are the high-order thinking skills are integrated in the lesson plan made by each EFL teacher of SMK Negeri 3 Denpasar.

1.4 Research Question

Based on the problem identification described above, they can be formulated as follows:

- 1.4.1 How HOTS are integrated in the lesson plan made by the EFL teachers at SMK Negeri 3 Denpasar?
- 1.4.2 What are the levels of HOTS integrated in the lesson plan made by the EFL teachers at SMK Negeri 3 Denpasar?

1.5 Objectives of the Study

Based on the problems that have been formulated, the objectives of this research are as follows:

- 1.5.1 This research is conducted to find out how the EFL teachers integrated HOTS in their lesson plan.
- 1.5.2 This research is conducted to find out in what level HOTS have been integrated in the EFL teacher's lesson plan.

1.6 Significance of the Study

1.6.1 Theoretical Significance

The theoretical significance of this study to make a valuable contribution to the realm of English Language Education. Besides, by conducting this research, it is able to influence the production of more interactive and fascinating EFL classes, improve students' engagement in the class, enhance students' critical thinking that can be implemented when they

encounter difficulties in a daily basis. This research can be a guidance to plan an EFL Class than involves HOTS by Anderson & Krathwohl (2001). So, The Regulation of the Indonesian Minister of Education and Culture Number 22 the Year 2016 on the Process Standard for Elementary and Secondary Education that states that knowledge is attained by “remembering, understanding, applying, analyzing, evaluating and creating” can be fulfilled.

1.6.2 Practical Significance

1. For teachers

The results of this research can provide teachers an example of designing correct HOTS learning steps based on the model recommended in Permendikbud Nomor 22 Tahun 2016 and choosing the right learning content to support the HOTS learning model. Designing HOTS learning in lesson plans, helps teachers to carry out learning activities in the classroom that are more effective, structured, students-centered, and prevent confusion in facilitating activities in the middle of the learning process.

2. For students

HOTS have some advantages for students in vocational school, such as: transfer of knowledge from a concept to another concept, improve students' critical and creative thinking, help students to solve problems, equip students with 21st century competencies that enable them to compete globally.

3. For other researchers

This research is expected to be able to provide a guidance for other researchers that want to conduct similar researches to enhance students' HOTS in EFL.