

CHAPTER I

INTRODUCTION

1.1 Research Background

The curriculum in education which always changing is often be the subject of criticism by educational actors. Yusran in Pora (2007: 24) says that currently the school curriculum is a form of imposition and a fairly heavy emphasis on its implementation. The previous curriculum was the 2016 curriculum or KTSP, which has been replaced with the 2013 curriculum and is still ongoing nowadays. In the 2016 curriculum or KTSP, the preparation is required to be creative from the schools and teachers, so that bring a lot of confusion for the teachers. While, the 2013 curriculum is no longer too dependent on teachers, but rather emphasizes the students to be more creative than the teachers. This current education is quite different from the previous one. What we now know is that we are now using curriculum 13. In this curriculum it needed a change in the learning system, in which it can be a tools to change the students' mindset. Students are required to be more active than their teachers, but it seems that students are still not used to it. And now the higher order thinking skill is needed to change from teacher centered to students centered. However, since the first the learning process has rarely been a concern, the most eagerly awaited is the learning result. Education is given to students so that students can achieve their goals. As M.J. Langeveld said, that the education aims to guide a person to become an adult, so that one day he can become a person who is useful for himself and others. The knowledge given will

be a provision for his future. School is the place to learn to study, to be educated and guided.

Although in the curriculum 13 students are needed to be more active, this does not mean that the teacher loses his role. This is called as the teacher's role is to guide students to make the process well. In learning, it is always accompanied by an evaluation, to what extent have students understood the lessons that have been given. Evaluation is very important to do, because so we can measure and find out students' abilities. As teachers, they must also carry out evaluations and assessments in a transparent, objective and systematic manner, in accordance with school policies and regulations that have been made. As explained above, it is the same as what Bloom's Taxonomy said that learning in the 2013 curriculum pays attention to 3 aspects. The first is Cognitive (knowledge), the second is Affective (attitudes and feelings), and the third is Psychomotor (skills). Of the three aspects in the 2013 curriculum, it can lead to higher order thinking skills and also make students think more critically (critical thinking). Ganapathy & Kaur, 2014 said that to make students more creative and innovative, Higher Order Thinking Skills are one of the most important things for students in learning. According to Rofiah et al (2013: 17), that Higher Order Thinking Skills are such a high-level thinking skills that do not only rely on memorization in thinking, but how students is package or mix and connect any knowledge that they get. Solving problem skills, argue a creative thinking, a critical thinking, the ability to a reason, and the ability to make some decisions, are include in higher order thinking skill.

According to Saputra (2016), higher order thinking skill can be said the thinking proses which develop from the various concepts and methods of

cognitive and taxonomy in higher cognitive level. Saputra (2016) also stated that, higher order thinking skill aims to improve the students' thinking skill to the higher level, so the students will also be able to think critically in receiving the information and to solve their problems. According to Khan & Inamullah (2011), in Bloom Taxonomy there are two skills divided in thinking namely Low Order Thinking Skill and High Order Thinking Skill. Before revised by Anderson which publicized in 2001, there are six skills in thinking. Those are, knowledge, understand, application, analysis, synthesis and evaluation, which publicized by Bloom Taxonomy in 1956. After revised by Anderson, there two domains used, the first is knowledge domain and the second is cognitive process domain. Higher order thinking skill is not only about cognitive process domain, but analyzing (C4), evaluation (C5), and create (C6) are the parts of the domain as what said by Krathwohl (2002) in A revision of Blooms Taxonomy also as the indicator of higher order thinking skill.

Kusuma (2017: 6) stated, the questions used as a cognitive assessment instrument tend to aim to test more on the memory aspect, because there are not enough questions to train students' higher order thinking skills. The students who have low-level thinking skills without higher-order thinking exercises cause the student learning process to not be achieved perfectly. Therefore, an instrument is needed to support students to become accustomed to higher order thinking. The instrument is a test which in its completion requires higher-order thinking skills or what we are more familiar with is the HOTS-based test. According to Lewis & Smith (in Hidayati, 2017: 147), when someone taking some information and put it in their memorization to make a relation, then to

reach the purpose or its goal in the perplexing situations in higher order thinking skill it will rearrange and broaden the information to get the answer or in its hard situation. By obtaining the new information, in other ways higher order thinking skills can be useful to expand knowledge about the information obtained.

When teaching the students, it is a must to preparing all of the needed things. The domain of high order thinking skill should include in the lesson plan. As what explained above, Blooms Taxonomy categorized various levels of thinking, there are knowledge (C1), understanding (C2), application (C3), analysis (C4), synthesis (C5) and evaluation (C6), from the lowest to the highest. It seems more difficult for the students about this domain of high order thinking skill which include the analysis (C4), the synthesis (C5) and the evaluation (C6). And also for the teacher to preparing all of it into the lesson plans as one of the conditions for teaching.

As we know these days, what is happening now is that students are more active than their teachers (student center). So that is why students must have the ability to think critically because students will explore themselves in a wider direction. Likewise, Aslan 2018 said, that critical thinking can make someone think rationally so that when there is a debate in a problem, they can find a solution without using emotion, but the ideas obtained according to the facts. As a good teacher, it should be able to guide students and teach good knowledge through how the teacher packages existing material to be taught to students. (Bailey & Mentz, 2015) also said that by teaching students the ability to think critically can make students process their thoughts better, such as analyzing the problems they get and increasing their concentration in digesting their knowledge.

The ability to think critically is incomplete if it is not supported by the teacher concerned, such as the provision of learning materials. (Shen, Poppink, Cui, & Fan, 2007) argue about the importance of making lesson plans to support the learning process such in the classroom so that students can follow the instructions given by the teacher through the lesson plans. And the teacher has to categorize well the cognitive domain in higher order thinking skill to put in the lesson plans. So that, later on the material and learning strategies will be applied through the lesson plan which to guide in a learning process, we can design what learning will take place and can achieve the desired goals in the learning process.

There are several related studies conducted by previous researchers. Research conducted by Tomy Kartika Putra, Debiga Fikky Abdullah (2019) which talk about Higher-Order Thinking Skill (Hots) Questions in National English Examination In Indonesia. This research was conducted to determine the skill of learners' in thinking which essential to pass the challenge of 21st century in HOTS and LOTS-oriented questions on the 2013-2018 English National Exam. This study used a qualitative method according to the aspects of HOTS in Bloom's Taxonomy through content analysis. The observation result shows that the level of students' thinking ability in answering HOTS practice questions still needs to be improved. And also there is strong evidence for encouraging the test developers to maintain adequate portions of HOTS-based items in English National Examination. Related research was also conducted by Bernadeta Siska Indriyana (2019) about Developing Students' Higher Order Thinking Skills (HOTS) in Reading: English Teachers' Strategies in Selected Junior High Schools. This study has purpose to describe that the strategies of teaching reading skill the when

developing Higher Order Thinking Skill. The researcher in this research used a mixed-method, as it is relevant to the methodology needed in this study. The findings showed that the strategies by the teachers to expand HOTS were as follows: (1) asking divergent questions to the students, (2) using group discussions, (3) informing learning objectives to the students, (3) giving feedback to invite the students to review, refine, and improve understanding about learning materials, and (5) giving motivation to the students to think critically. Related research was also conducted by N P Anggraini, Budiyono and H Pratiwi (2019) about Analysis of Higher Order Thinking Skills Students at Junior High School in Surakarta. This research has purpose to analyze the results of test HOTS of students in 3 school categories, namely high, medium and low category schools. This research study is used descriptive with quantitative approach using 95 students for the sample from three schools. Then the last for the results are: 1) students in high school categories has best result in HOTS problems, 2) in middle and low school categories, students have the highest scores on attributing that is indicators at domain C4, and 3) students at three school levels are still having difficulty taking a conclusion.

Based on the above phenomena and the importance of integrating higher order thinking skills in the classroom for students, as purposes of this study is to explore the domain of higher order thinking skills in the eleventh grade English lesson plans at SMK Negeri 1 Singaraja, and also the most dominant cognitive domain.

1.2 Identification of the Problem

This study will discuss about higher order thinking skills (HOTS) which are important for students in the learning process to improve the quality of student thinking and the influence of teachers in how to improve higher order thinking skills (HOTS). The teachers have an important role in developing students' thinking skills. The strategies and methods of teachers in teaching will affect the quality of the development of thinking skills therefore that they need to be prepared by teachers as educators. To find out how the improving thinking skills in the learning process. Therefore, this research will focus on investigating the identification of Higher Order Thinking Skill Domain in the eleventh grade English Lesson Plan at SMK N 1 Singaraja.

1.3 Limitation of the Problem

This research is described using a qualitative descriptive research design. Researchers limit this research in finding and explaining the identification of Higher Order Thinking Skill Domain in the eleventh grade English Lesson Plan at SMK N 1 Singaraja.

1.4 Statements of the Problem

Based on the research background above, some research problems that can be formulated are:

1. What are the cognitive domains of Higher Order Thinking Skills that appear in the four English Lesson Plans in eleventh grade?
2. What is the most dominant cognitive domain of Higher Order Thinking Skill used in the four English lesson plans in eleventh grade?

1.5 Purposes of the Study

Based on the statements of problem that has been mentioned, the purpose of this study can be seen as follow:

1. To find out the cognitive domains in Higher Order Thinking Skill which appear in the English Lesson Plan in grade eleventh.
2. To find out the most dominant cognitive domain of Higher Order Thinking Skill used in English lesson plan.

1.6 Significances of the Study

This study will be beneficial for two aspects as follows:

1.6.1 Theoretical

In theoretically, this study provides several theories related to information and knowledge about the identification of Higher Order Thinking Skill Domain in the eleventh grade English Lesson Plan at SMK N 1 Singaraja. Furthermore, the result of this study is useful to give contribution to the quality of the lesson plan because there is the existence of the higher order thinking skills domain in at SMK N 1 Singaraja. Furthermore, the result of this study is useful to give contribution to the quality of the lesson plan because there is the existence of the higher order thinking skills domain in it.

1.6.2 Practical

In practically, this research will be beneficial for several aspects. First, it is hoped that they can provide information to teachers to become more competent in designing lesson plans to improve the students' thinking skills. Second, researchers hope to help educators understand the important role of lesson plans and thinking skills in education. Then the teacher is able to better identify the activities that can be prepared in the lesson plan to improve students' thinking skills. Third, to improve the quality of lesson plans, learning processes and materials in particular are improving thinking skills.

