

CHAPTER I

INTRODUCTION

This chapter contained the explanation related with the background of the study, problem identification, limitation of the study, statement of the problem, purposes of the study and significances of the study.

1.1 Background of the Study

Education is important for every people due to develop knowledge and technology. Education helps the people had a better chance for receiving a better life. Education can be formal and informal, the formal one that we receive in the institution like school or college. While the informal one the people receive from the daily life or environments. Formal education is a systematic designed system where the educators already prepared all the necessary needs like curriculum, rules, norm, exam and other that happen in formal education like school. The learning strategies that are used by the teacher also could be various during the learning process. English is significant language that should be mastered by the students in order to competes with others nowadays as Rao (2019) states that English has big role for the global status since it became the international language. English must be taught by the teacher during the early age of the students in order to prepare the children with the age of globalization. Rao (2019) mentions that by learning English since early age, the children would have more time to learn English from the beginning. In teaching English for young learners, the teacher has a significant effect to help them learning English. Giving the students more activities in the

learning process is beneficial to explore the students' creativity and critical thinking skills. During the learning English in the classroom, the teacher sometimes forgets to give the students a chance to involve during the study, the teacher only focuses on explaining or the teacher is the subject and the students is the object. As Antika (2014) refers the learning focus on the teacher or teacher centred learning. Teacher centred learning means that the teacher as the instructor. The approach is the teacher becomes the source of information where explains the material without thinking the students' potential. Emaliana (2017) says that teacher centred viewed the students as passive participants, this situation can lead the students to be more individual, less opportunity to interact with other students and only think about the score that is given by teacher. The activities only focus to the teacher and less to students. The other approach that is can be used by the teacher in teaching English is students' centred learning. Student-centred learning is scientific approach that help the learner to be centre of learning. It means that all the activities focus on the students and the teacher only as the facilitator.

In Indonesia, English learning process still used the teacher centred as Antika (2014) states that in the reality during the learning process, teacher centred is no more appropriate with the students' different characteristic due the development of technology and learning strategies. Teacher centred learning was less effective for teaching interactive learning environment, changing the teacher-centred learning, a new method could be used by the teachers or educators namely students' centred learning. Students' centred learning focus on the student's activity and the teacher as the facilitator. Supporting the students' centred learning could be achieved through 21st century learning.

21st century learning prepared the students to master the 4C skills which is needed for the globalization. In an era of globalization and new technologies, international competition encourages students' acquisition of knowledge and skills. 21st Century learning demand the students to acquire the critical thinking skills, communication, collaboration and creativity. Sugiyarti et al., (2018) mentions that the critical thinking skills deal with analysing the phenomenon and seeing the phenomenon from the other point of view. Critical thinking skills also the capacities for active investigative thinking as one of the three basic skills that were essential for success in learning. Critical thinking is also an essential skill that can be used outside the formal education. Communication defined that the students can communicate fluently with other students using the appropriate words. Communication can express thoughts clearly and persuasively both verbally and in writing, articulating opinions, communicating coherent instructions and motivating others through speech, etc. Communication skills are essential for speaking politely. Collaboration is teamwork in the twenty-first century. It will be developed within schools and experiences outside of school. The students learned together as they work together on authentic project-based assignments and develop skills by teaching their peers in groups. The collaboration deals with the students that can work together, helping each other and responsible with themselves and other students. The last was creativity which was the students are able to create something new during the learning process. The teacher also demand to involve the multimedia and technology that should be integrated with the learning process as (Astuti et al., 2019).

Moreover the 21st century learning used scientific approach namely discovery learning which focus student to find new information in learning process, project-based learning that give the students a project that is need to be finished and problem-based learning that focus on problem solving during the learning process. Conducting the critical thinking skills and creative thinking, the teacher could integrate higher order thinking skills with the learning process. The education in the 21st century, provided several skills that could emphasizing higher-order thinking skills (HOTS).

Education in the 21st century emphasizes *higher-order thinking skills or (HOTS)*, which was resulted from deeper learning and complex communication skills. 21st-century skills towards higher-order thinking skills were essential to support students in developing the competencies and meta-cognitive skills from the early stages of formal education. As a result of the continued use of digital and cellular technology, these skills can be put to good use to help them solve problems; technology is very supportive of student self-directed and inquiry-based learning and allows for instantaneous and reflective learning.

Higher Order Thinking Skills (HOTS) have become necessary for anyone to play a more role in this globalized world. King (2002) then defines HOTS as a cognitive process that concludes, synthesizes ideas, collects hypotheses, compares and differentiates, analyses, and tries alternatives. Nachiappan et al. (2018) states that HOTS could apply knowledge, skills, and values that make sense and reflect solving problems, making decisions, innovating, and creating things. Besides, to achieve this, all parties must support each other and play their part. Teachers in particular need to equip themselves with new knowledge and skills, as well as

teaching and learning practices that are relevant to the development and needs of the 21st century, thinking skills in all disciplines in children should be given priority. The thinking skills of teachers and students, especially in the HOTS context, are a priority in determining the success of the educational transformation. Therefore, it is necessary to have an activity based on higher-order thinking (HOTS) (Suyanta, 2020).

HOTS-based English learning activities for elementary school students are critical to helping students train their thinking skills with higher-order thinking patterns. Furthermore, the teacher must design an activity based on HOTS. Current condition elementary school students need a HOTS-based learning activity that helped them to practice the critical thinking skills. So far, learning English in elementary schools has not prioritized and trained the 4C skills. The teacher only taught the material in the book without training and providing more stimulation to students. The purpose of this study was to develop an attractive English learning activity, meaningful and providing contextual examples. Therefore the students can practice their English language skills to communicate in everyday life as well as their ability to think with a higher-order thinking skill.

One of the schools in Bali especially in Buleleng regency which was SDN 1 Banyuasri had not implement high order thinking skills in learning process. The researcher conducted a preliminary observation to the school and obtaining that the school used KTSP curriculum. Besides the curriculum, the teacher also had not implement the higher order thinking skills throughout the learning process with the students. Moreover, the preliminary observation found that there were four main topic that was used by the teacher to teach English for sixth-grade elementary

school namely “asking and giving instruction”, “asking and offering help”, “describing people and thing” and “greeting cards”. Those topics were taught by the teacher in first semester. The topics were not containing the higher order thinking materials after the researcher asked the teacher, the teacher had limited sources such as book and worksheet. This affected the learning process of the students, the students become bored and less attractive in learning English. The preliminary observation consisted with 10 questions, the researcher asked the questions and took the notes based on the teacher answer.

Regarding the background of the study due to the importance of higher order thinking skills in demand of 21st century learning education, this study is conducted to develop the use of higher order thinking skills' worksheet for sixth-grade elementary school students based on KTSP curriculum.

1.2 Problem Identification

Learning is a systematic effort by the teacher to realize the learning process runs effectively and efficiently, starting from designing a material to be taught. Teachers must design innovative and creative materials to attract students to want to learn. The problem that is often encountered in learning is that teachers cannot develop material such as activities. Material design that is less innovative and creative, especially in higher-order thinking-based learning in activities used by elementary school teachers to teach. Many factors can influence why teachers are less capable or have difficulty developing learning activities based on higher-order thinking, especially in English subjects. Because of the problems faced by the teacher, the researcher wanted to do this research to find out more about how to develop higher thinking-based learning activities. So that in this study, it can be

helpful for teachers to know how to develop HOTS learning activities, especially for sixth-grade students in the first semester.

The researcher tried to find information from two different elementary schools in the Buleleng district. Each of the interviewed teachers differed according to the school. At school A, the teacher provides information that English lessons are not a required subject. The teacher at school A said that she relies on textbooks and syllabus if she teaches English lessons. Learning English is applied once a week for two hours of lessons or about 70 minutes. During teaching practice, the teacher only uses game activities so that students are interested in learning English. So that in school A, learning English using the HOTS-based method could not be applied. In addition, the English teachers at school A did not understand how to develop HOTS-based English learning materials. The researcher concluded that learning English using the HOTS-based method had not been implemented in school A because not all teachers knew HOTS-based learning, so that learning English using the HOTS-based method could not be implemented at that school.

1.3 Limitation of Study

The limitation of the study focused on developing students' worksheet based on higher order thinking skill (HOTS) for teaching first semester of sixth-grade elementary students.

1.4 Research Problem

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

1. How to develop and design a HOTS worksheet for grade sixth in the first semester?
2. What worksheet quality designed based on HOTS for sixth-grade elementary school in the first semester?

1.5 Research Objectives

There were two objectives of this research that were divided into general objectives and specific objectives as follows:

1. General Objective

The general objective was to develop and design an interesting and effective learning media in the form of student worksheets created based on HOTS, which aimed to improve students' critical thinking.

2. Specific Objective

- 1) To design and develop a worksheet based on HOTS for sixth-grade students of elementary school students.
- 2) To evaluate the quality of the worksheet based on HOTS for sixth-grade students of elementary school students.

1.6 Significance of the Study

The researcher was generally expected to give positive and beneficial contributions for teachers and students, especially for the sixth-grade in the first-semester elementary students. The worksheet based on higher-order thinking skills (HOTS) was essential to be introduced and developed as learning media that allow students to be more motivated in critical thinking.

1.6.1 Theoretical Significance

This study was expected to contribute to English as a Foreign Language learning theory, namely the development of student worksheets based on higher-order thinking skills. They used student worksheets based on higher-order thinking skills, especially for sixth-grade in the first-semester elementary school students. Through student worksheets, students were expected by the researcher to understand the teaching material through activities in student worksheets. Furthermore, providing insight and input as various academic information, especially in students' higher-order thinking skills.

1.6.2 Practical Significance

- a) For English teachers of elementary school

This study is expected to be a significant source of information for teachers because this research will produce worksheets designed based on higher-order thinking skills. In addition, it can help improve students' critical thinking and student creativity because the worksheets contain more challenging activities using bloom's taxonomy (HOTS).

- b) For the students of elementary school

This study is expected to have a high level of thinking ability such as critical thinking, solving problems, and creativity. They also will be motivated to learn English through worksheets based on higher-order thinking skills in the learning process.

- c) For further researcher

This study is expected to be useful for other researchers by providing a literature review. In addition, the result of this study can be a consideration to be used in future research.

