

CHAPTER I INTRODUCTION

1.1 Research Background

Higher-order thinking skills (HOTS) are mandatory and needed to train students' thinking skills. Providing thinking training to students will give them the habit of solving problems in any circumstances. With the ability to think to be expected, the students can continue developing to find new things that are gained in the information technology competition. The professional level of students is likely to increase with the development of thinking skills. It is hoped that students who have higher education levels will have enough thinking skills with Lower-order thinking skills (LOST) and must be able to increase it to HOTS. Improving students' thinking skills is the teacher's responsibility as an educator. The teachers have a significant role in the learning process. The important role that must be controlling by the teacher is to improve excellent preparation to support the student in thinking skills competent. Thinking skills are not only used in the classroom by students but will be useful in society. According to Anggraini et al. (2019), learning thinking skills will also be carried out to improve individual thoughts, leading them to the production of various alternatives, ideas, actions, solutions, and designs. Thinking skills must be a priority in the learning process, significantly higher order thinking skills. Because thinking skills that students have can be useful to increase the quality of the individual concerned, the quality of skills, and ability to solve owned problems is increasingly developing.

Training students' thinking skills also have an essential role in developing students' abilities in the learning process. The language learning process to practice thinking skills generally aims to develop students' abilities to understand, analyze, and synthesize factual information obtained in various variations (Singh et al., 2019). To achieve and train students' thinking skills, appropriate and appropriate planning is needed between teachers and students. Training the quality of students' thinking skills in the learning process can improve and encourage students to develop their ability to solve problems in academic and non-academic fields. According to Vijayaratnam (2012) quoted in Singh et al. (2019). the need for society in a country is graduates who can think to face the demands of the real world without stopping. Thinking skills strategies will be needed for students to develop their thinking skills to think about and direct their perceptions Thamrin et al. (2019). therefore, with higher thinking skills, students can control their goals and their desires to solve something or a problem.

Higher-order thinking skills have a higher level than a student activity that memorizes or recounts (Yuliati & Lestari, 2018). Thinking skills are an action that can make someone express what is in their thinking by connecting with the existing situation. According to Thomas & Thorne (2009) quoted in Yuliati & Lestari (2018). HOTS is an act of concluding, connecting with other facts and concepts, manipulating, categorizing, combining with new ones. Students' ability to implement their thinking skills requires strategies from teachers who can design the learning process. According to Nesari and Heidari (2014) quoted in Money (2020). lesson plans are the key to the learning process because lesson plans are

the teacher's way of determining the learning process in terms of strategies, methods, and assessment processes. It is a big challenge for teachers to improve the quality of education; therefore, teachers must be smart and have high innovation. Most of the learning process only focuses on abilities that train students at a low level of thinking skills that involve memorizing, understanding, or memorizing formulas. According to Yuliati & Lestari (2018), far students have only completed question exercises and learning materials that only involve the memorization process, which is associated with higher-order thinking skills that are more complex and tend to be considered problematic. Therefore, it needs to be emphasized again that practicing high-order thinking skills will significantly impact students.

There are several related studies conducted by previous researchers. Research conducted by Yuliati & Lestari (2018) Higher-Order Thinking Skills (HOTS) Analysis of Students in Solving HOTS Question in Higher Education. This study was conducted to determine students' high-order thinking skills in solving HOTS-oriented questions in the Instructional Evaluation course. This study used qualitative methods with data techniques using cognitive test instruments in the form of descriptions. The observation that the students' thinking ability level in answering HOTS practice questions still needs to be improved. Related research was also conducted by Arif (2019) Higher Order Thinking Skills (HOTS) Analysis on Teachers' Questions in the Final Examination of Indonesian Language and Literature at Senior High School 7 Medan, stating that thinking skills are important in the process of learning and making questions that will be

tested on students who have to achieve cognitive processes. The results obtained found that the teacher's questions did not include evaluating and creating cognitive processes. It can be seen from the two results of the research conducted that there is a lack of integration in the application of higher-order thinking that is carried out in the learning process.

Based on the phenomena that exist in education, many studies have been carried out related to the problem of higher order thinking skills, as in the results of the research presented earlier that many students experience difficulties in answering questions containing higher order thinking skills. In addition, in the research that has been done, many students find it difficult to accept learning that contains higher order thinking skills. From several phenomena it was also found that in some cases teachers still had difficulty applying Higher order thinking skills in the learning process. In addition to the lesson plans, many problems were also found regarding the error in making questions containing higher order thinking skills, sometimes creating some confusion. In fact, the government has tried to made and design technically and regulations to achieve the goals of education, especially improving students' thinking skills to be more creative and critical. From the large number of research data that shows problems related to higher order thinking skills, this research explored the understanding and ability of teachers to the importance of applying higher order thinking skills in lesson plans.

The difficulty of students to accept learning and answer questions that contain higher order thinking skills made researchers interested in conducting

research on lesson plans because lesson plans are the main reference for the learning process. There were several aspects of the implementation of higher order thinking skills that was conducted, namely 1) Basic competence 2) indicators 3) learning activity 4) assessment of the lesson plans made by teachers at SMK N 2 Singaraja. Through this research, it was expected to be able to solve these problems and to find out how the problems faced by teachers made it difficult to apply higher order thinking skills.

1.2 Research Identification

This study discusses HOTS which are important for students in the learning process to improve their thinking quality. Teachers' influence on how to enhance HOTS. Teachers have an important role in developing students' thinking skills. Teachers' strategies and methods in teaching will affect the quality of thinking skills. Therefore, they need to be prepared by teachers as educators. Therefore, this study focused about the profile of the ability of the English teachers in SMK N 2 Singaraja applying higher-order thinking skills in the lesson plans.

1.3 Research Limitation

This research was described using a qualitative descriptive research design. Researchers limit this research to find and explain the profile of the ability of the English teachers in SMK N 2 Singaraja applying higher-order thinking skills in the lesson plans and the constraints of the teacher applying higher order thinking skill.

1.4 Research Questions

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

1. How is the profile of the ability of the English teacher's in SMK N 2 Singaraja applying higher-order thinking skills in the lesson plans?
2. What are the constraints of the English teacher's in SMK N 2 Singaraja applying higher-order thinking skills in making lesson plans?

1.5 Research Objectives

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 profile of the ability of the English teacher's in SMK N 2 Singaraja applying higher-order thinking skills in the lesson plans.
2. To find out the constraints of the English teacher's in SMK N 2 Singaraja applying higher-order thinking skills in making lesson plans.

1.6 Research Significance

This study will be beneficial for two aspects as follows:

1. Theoretical Significance

Theoretically, this study provides several theories related to information and knowledge about understanding and the ability to apply for higher

orders thinking skills in lesson plans to class X teachers, especially at SMKN 2 Singaraja. Furthermore, this field of study is useful as a contribution to developing the quality of higher-order thinking skills.

2. Practical Significance

Practically, this research will be useful for several aspects. First, it is hoped that it can provide teachers with information to be more competent in designing lesson plans to improve thinking skills. Second, researchers hope to help educators understand the important role of lesson plans and higher-order thinking skills in education. The teachers can then further identify activities that can be arranged in the lesson plan to improve students' thinking skills. Third, to enhance lesson plans, learning processes, and materials, significantly improve thinking skills.

