

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is an important aspect that needs to be considered. Because education is one of the keys to bringing Indonesia to a brilliant future. Achieving success in education requires many contributions from education personnel, especially teachers. The role of the teacher influences education because, with a teacher's support, the education process in schools can be implemented. A teacher is expected to have innovative strategies, methods, and developed learning materials according to students. Then, the teacher's principle in teaching should provide a creative process that refers to getting students' interests (Fitriani, 2021). Higher-order thinking skills are fundamental skills for improving and making learning interesting.

Efforts to improve the quality of education are carried out by adapting to the challenges of the 21st century, which requires that educational institutions move from a teacher-centered approach to a student-centered approach to learning as a result of the education transformation. Communication, cooperation, critical thinking, problem-solving, and creativity and innovation (4C) are the cognitive abilities that will be used in the 21st century (Fitriani, 2021). Therefore, English teachers are required to use HOTS during the teaching process. This

regulation has been implemented since the 2013 curriculum where eachers use HOTS to teach English and encourage students' thinking skills about knowledge. This activity should involve analyzing, evaluating, and creating.

Higher-order thinking skills, often known as HOTS, refer to the capacity to gather and elaborate knowledge throughout the learning process. It enables students to memorize information and apply it to issues in the real world by utilizing fresh information and "manipulating" information to arrive at potential responses to the circumstances (Khoiriah et al., 2018). It is crucial for using, relating, or modifying past information to solve problems. The purpose of HOTS is to assist students in discussing and comprehending contemporary concerns. Indonesian students place 64th out of 65 countries on HOTS thinking abilities. Indonesian students, therefore, need something to develop their critical thinking skills (Kusuma et al., 2017). It is believed that students may create and lead, as well as provide information or understanding in a logical, critical, creative, and innovative manner in the process of expressing one's opinions, and then equip themselves with the necessary skills to analyze and deal with complex problems.

One of the most important components for teachers to solve the problem, especially in learning, was the use of higher-order thinking skills (HOTS), especially in learning. The three top levels of HOTS based on taxonomy bloom are analyzing, evaluating, and creating. Dewayani et al.

(2020) discuss that there are three definitions of higher-order thinking skills: Higher-Order Thinking as transfer, Higher-Order Thinking as critical Thinking, and Higher-Order Thinking as problem-solving. Higher-order thinking means students can do it through reading comprehension. One of the characteristics of "educated" people is that they reason, reflect, and make the right decisions.

Most Indonesian students have not reached activities where reading is a basic need and is essential to do. Their abilities are still lacking, which are influenced by the environment and intellect from elementary schools that little introduce about reading, especially in the field of English. Therefore, when they read it, is not necessarily they can understand it. Then the interest of students who are lacking in reading or literacy will greatly affect their high-grade level. The habit of people who think reading is just a waste of time shows that reading activities are rarely done (Rahman, 2017). From the problem above, using HOTS need to apply by the English teacher in learning, and the teachers' strategy of higher-order thinking skills will help students understand every reading activity given by the teacher and help the teacher to make pre, while, and post-activity more useful. Therefore, Students need to have critical thinking where they can get the information well, like the following verse

Allah said in Surah Ali 'Imran verse 190

لَا إِلَهَ إِلَّا اللَّهُ وَالنَّهَارُ لِلَّيْلِ وَالاخْتِلافِ وَالْأَرْضِ السَّمَوَاتِ خَلْقٍ فِي إِنَّ
الْأَلْبَابِ لِأُولَى ا

The verse explains that in the creation of heavens, earth, and the alternation of night and day, there are signs of Allah's power for ulul albab. Namely, people who have a reason, people who want to think, and people who want to pay attention to nature, namely critical people. Therefore, as servants of Allah, we should use our minds for positive things and try to think critically in learning something, especially to retain knowledge.

Sari et al. (2020) discuss that "by reading, people can get a lot of information from books, magazines, newspapers, and also the internet. Especially for students, reading activities play an important role in developing students' ability to speak English" (p.75). Through reading, they can know about the meaning and also what the text is about. In other words, reading can increase their knowledge by getting information. Roma and Barella (2022) emphasized that "Reading comprehension is the process of understanding and understanding the text being read. This will provide opportunities for students to absorb a lot of useful knowledge for their lives so that they can develop students' thinking skills creatively, critically, analytically and imaginatively" (p. 199). Students can develop memory abilities through reading by being able to remember, recognize,

imagine, use, and communicate ideas and facts. In other words, reading comprehension refers to a student's ability to gather information from written texts and evaluate it effectively without the teacher's assistance. The information was taken from the pre-, core-, and post-reading stages, which is essential if it relates to improving students' abilities in reading comprehension.

In the process of learning English, especially reading comprehension. A Teacher needs strategy and challenges in teaching reading comprehension using higher-order thinking skills before, during, and after reading (Ronsani and Thamrin et al. 2019). Therefore, using the HOTS in learning is very important in improving one's reading comprehension by asking students to make their questions while reading is also a way that can accelerate student understanding through analysis, evaluate, and create. The process of developing higher-order thinking skills is determining learning objectives, practicing before assessment, teaching through questioning, review, refine, improve, provide assesment and feedback (Limbach and Waugh, 2010). In the process of developing HOTS, the teacher can use some of these strategies in reading comprehension.

Three stages in teaching reading comprehension that teachers can apply using HOTS such as pre, while, post activity (Fernandez and Solano, 2017). These activities are in activating prior knowledge, visualization, making predictions, scanning, making inferences, skimming,

literal question, and inferential question summarizing and questioning. Furthermore, the challenges of the teacher such as problems from the students' learning ability, students' mastery, problems of teacher and students planning domain and classroom environment (Seman et al. (2017).

Based on the phenomena of the researcher several years earlier, there were many discussions regarding reading in EFL. Higher-order thinking skills are basic knowledge to develop students' critical thinking. Then, without HOTS the teacher is difficult to give reading comprehension material because it is not about reading and the students can understand information. But students must understand, memorize and collaborate the information in the text they have read with their background knowledge. Therefore, the researcher is interested in this study to find the teacher's strategy and describe the challenges of using Higher-order thinking skills in teaching reading comprehension because reading comprehension can learn information and improve students' understanding of information properly. In this research, the advantages that can be obtained are teacher strategies in students' reading comprehension using higher-order thinking in learning processes can be applied by analyzing, evaluating, and creating. Therefore, this research support previous research as a complement to previous studies related to the teachers' strategy of using higher-order thinking skills in teaching reading comprehension. This study was conducted with participants three English teachers at SMAN 1

Sungai Loban for two months. The result of this research uses a case study with techniques of data collection observation, and interview. Hopefully can provide maximum results for improving students' reading comprehension using higher-order thinking skills.

B. Definition of Key Terms

To avoid misunderstanding in this study, the researcher gives several definitions of key terms that are important to understand as follows:

1. Higher Order Thinking Skills

Higher Order Thinking skills are the process of critical thinking, in terms of transfer and in terms of problem-solving with analysis, evaluation, and create. It refers to finding the teacher strategy and describing the challenges when using Higher Order Thinking Skills in learning for eleven grade at Senior high school for two months.

2. The Strategy in Reading Comprehension

The strategy of reading can make students understand the meaning and interpret what they get from the information and combine the background knowledge of a reader with information from a text. It refers to teachers' activity in pre, while, and post when teaching reading comprehension at SMAN 1 Sungai Loban using Higher order thinking skills.

3. Teacher Challenges

It refers to teachers' difficulties and efforts to improve students' Reading Comprehension through Higher Order Thinking Skills of eleven grade SMAN 1 Sungai Loban.

C. Research Questions

Based on the background of the study above, the question that will be discussed are as follows :

1. What the strategy of using Higher-Order Thinking Skills do the teachers use in teaching reading comprehension?
2. What are the challenges of using Higher-Order Thinking Skills in teaching reading comprehension?

D. Objectives of Study

Based on the research questions of the study above, the objectives that would be stated as follows :

1. To find out the teacher's strategy when using Higher-Order Thinking Skills in teaching reading comprehension
2. To describe the teachers' challenges of using Higher-Order Thinking Skills in teaching reading comprehension.

E. Significance of Study

1. For English Teacher

Teachers can determine the appropriate strategy based on the "HOTs" criteria in teaching reading comprehension, how the teachers

design the reading comprehension, and the challenges in teaching reading comprehension.

2. For the Researcher

This research is important for the researcher as a prospective teacher and reader. Therefore, this research is expected to positively contribute to the teaching and learning process.

3. For a Further Researcher

This study can help as a reference for using Higher order thinking skills, especially in teaching reading comprehension.