

CHAPTER I

INTRODUCTION

A. Background of Study

One of the main components that influences the national vision is education. Educational success is the key to a better future. This requires help from many people, and teachers are one of them. Because of their responsibility to implement all educational policies and regulations, the role of teachers is very important. Retnawati, Djidu, Kartianom, Apino, and Anazifa (2018, p. 215). Teachers are the key to successful education in schools. Therefore, teachers must be creative when looking for good ways to teach their students. Every creative process must be created and observed by the teacher.

The fight to increase educational quality cannot be divorced from the demands of complicated competitiveness and difficulties in the twenty-first century. Scott (2017, p. 21) identifies three major frameworks that influence modern skills. Learning and innovation skills, life and career skills, and technology, information, and media skills are all examples of basic skills. Communication, teamwork, critical thinking, and creativity are examples of learning and innovation skills. Social and cross-cultural skills, initiative and self-direction, productivity and accountability, leadership, and responsibility are all examples of life and professional skills. However, technology, information and

media depend on information and media literacy. There are two main components of century skills: abstract skills and concrete skills. Abstract skills include thinking abilities, such as critical and creative thinking, and concrete skills include the ability to communicate and collaborate. Helping students radiate, radiate, and generate new ideas is the goal of creative and critical thinking skills, also known as higher order thinking skills (HOTS).

Higher order thinking abilities (HOTS) are an important component of a person's ability to solve new problems in the 21st century. According to Thomas & Thorne (2009), HOTS is very important in applying, connecting, or manipulating previously learned knowledge to solve new problems. The ability to collect and explain information during the learning process is known as HOTS. This helps students apply the knowledge and skills they have learned to better solve new problems.

However, Anderson and Krathwohl (2001) define HOTS as a combination of three levels of main cognitive abilities (analyzing, evaluating, and creating) in a revision of Bloom's taxonomy. Therefore, tasks that include conceptual and procedural knowledge generation as well as analysis and evaluation are used to measure HOTS. It is very important for students to be involved in HOTS activities because it can help them prepare themselves to solve existing problems, adapt to new environments, and decide certain problems, especially in the rapidly developing modern era. In Al-Quran Surah Al-Ghasiyah verse 17-20, Allah Swt. tell us the important of critical thinking:

أَفَلَا يَنْظُرُونَ إِلَى الْإِبِلِ كَيْفَ خُلِقَتْ (17)
 وَإِلَى السَّمَاءِ كَيْفَ رُفِعَتْ (18) وَإِلَى الْجِبَالِ
 كَيْفَ نُصِبَتْ (19) وَإِلَى الْأَرْضِ كَيْفَ سُطِحَتْ (20)

The Indonesian government hopes that learning in schools will change significantly when the 2013 Curriculum is implemented. Teachers must teach critical thinking skills to their students to prepare them to face the industrial revolution 5.0. According to Nugroho (2018, p. 4), this means they must teach their students critical thinking, analytical thinking and problem solving. To help students learn to think critically, they are expected to be more active and creative in presenting lesson material.

Students who have critical thinking skills have the ability to apply the skills and knowledge they have learned when they learn new topics. Critical thinking skills can be learned in five steps, according to Limbach and Waugh (2010). In other words, determining reading class learning goals, using questions to teach, motivating students to practice, review, refine, and improve their understanding, and practicing feedback and assessment of learning. To improve students' ability to think critically, these five steps must be combined.

Based on 2012 PISA data from the Organization for Economic Co-Operation and Development, quoted by Kusuma, Rosidin, Abdurrahman, and Suyatna (2017, p. 26), Indonesian students are ranked 64th out of 65 countries for HOTS thinking abilities. This shows that Indonesian students need to do something to improve their thinking skills. The 2013 curriculum must teach Higher Order Thinking Skills (HOTS) from elementary school to college. The difference from

the previous 2013 Curriculum policy and the revision in 2017 is that the thinking skills competency target is divided into four skills: facts, concepts, procedures and cognitive. Thus, elementary school students can only continue learning if they are able to understand the material. It's just a lack of conceptual thinking. Therefore, the government wants to educate creative students—not only high school students but also elementary and middle school students (Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, 2016).

Based on the 2013 curriculum, a teacher must be able to develop students' higher-order thinking skills. Al Mumtaz Junior High School is located in Banjarmasin. The school provide English learning including teaching reading. The researcher has been interview on August 03, 2023, with one of teacher at Junior High School of Al Mumtaza, it shown that some teachers have implemented higher-order thinking skills in learning and making test questions including the English teacher. In addition, this school is one of school in Banjarmasin that applied HOTS in their teaching learning process. Thus, the researcher interest to conduct the research about teacher strategies in implementing HOTS in Teaching Reading.

B. Definition of Key Terms

1. Higher Order Thinking Skills (HOTS)

When someone has higher order thinking skills, they have the capacity to think at a level that includes more than simply recalling facts or information. Bloom's Revised Taxonomy—revised by Anderson and Krathwohl—is the basis of this idea of educational reform (Moore & Stanley, 2010). Analysis includes examining, comparing, contrasting,

differentiating, discriminating, separating, testing, experimenting, asking, and evaluating. On the other hand, evaluation includes providing arguments, defining, stating, selecting, supporting, assessing, and carrying out evaluations. And creating includes all processes such as assembling, changing, building, creating, designing, specifying, planning and writing.

2. Teacher Strategies

Learning strategies can make learning active, according to Dafid (2011, P.5). Additionally, strategy is a series of planned tactics consisting of elements such as teachers, students, and facilities. Each component has a specific function. In addition, as a teacher's behavior, teachers must prepare effective teaching strategies, create effective teaching and learning activities, provide appropriate stimuli for timely responses, train responses, increase responses through additional activities, and so on. In this study teaching strategies is a big component that correlate for each other to create the effective teaching learning. Teacher strategies in implementing HOTS can using divergent question, group discussion or giving feedback.

3. Teaching Reading

One definition of reading comprehension is the level of understanding of a passage or text. McCaonnaughay (2008) also said that reading comprehension is a process in which readers make meaning from text by interacting with the information contained in it, their previous knowledge and experiences, and the attitudes they have about the subject. Teaching reading is a process where teacher gives students a knowledge how to read and

understanding a text correctly. In Islamic Junior High School Al-Mumtaz, the English teacher teaches reading skills to students.

C. Research Question

Based on the background of the study, the research questions are divided into two research questions, they are:

1. What strategies do the teacher use in implementing Higher Order Thinking Skills (HOTS) in Teaching Reading?
2. What challenges do the English teacher get in implementing higher-order thinking skills in Teaching Reading?

D. Objectives of The Study

Based on the research questions, there are two objectives in this research:

1. To describe the Teacher's strategies in implementing Higher Order Thinking Skill (HOTS) in Teaching Reading.
2. To find out the challenges that the English teacher gets in implementing Higher Order Thinking Skills (HOTS) in Teaching Reading.

E. Significances of The Study

The researcher hope that this study can help education theoretically and practically.

1. Theoretical
 - a. A. The results will provide excellent information about how teachers use higher-order thinking skills to teach English to high school students.
 - b. The results can be used by other teachers to use this resulting approach in the process of teaching English, especially teaching reading.

- c. In addition, the results can be used as a reference for those who want to research the English teaching and learning process.

2. Practical Benefit

- a. For English teachers, this research can improve the quality of English teaching by choosing the right approach for students and applying higher order thinking skills.
- b. For the students, the researcher hopes that they will gain a better understanding of English subjects and can improve their ability to solve problems that involve higher order thinking skills.
- c. For readers, this research can be considered as additional information for another research in the same field.