

# CHAPTER I

## INTRODUCTION

This chapter, the researcher presents background of study, statement of the problem, purpose of the study, the significances of the study, scope and limitation, and definition of key terms.

### **1.1 Background of Study**

In the 21st century people are required to be able to master the skills that exist in this century in order to compete in global competition. Duncan (2009) defines the 21st century skills as the skills that progressively request creativity, persistence, and problem solving combined with performance as part of a team well. In this statement it can be seen that in this day and age skills in the 21st century are very important and need to be mastered by everyone.

In mastering these skills education is a top priority because education is a tool that contributes directly in creating people who are ready to face global challenges. National Education Association (2012) states that besides having strong content mastery, every student has to own "Four Cs Skills" which also has known as the 21st century skills including critical thinking, communication, collaboration, and creativity. In addition, Larson & Miller (2012) claim that students need to hold the 21st century skills to enter today's workforce. Therefore, at present students are required to master these skills to be able to compete in the world of work.

Recognizing the importance of 21st century skills, Indonesia's National Ministry of Education and Culture incorporated these skills into the application of

the latest curriculum, 2013 curriculum. In the policies made one of the important points was to apply HOTS or Higher-Order Thinking Skills. According to some experts, the definition of higher order thinking skills, one of them from Resnick (1987), is a complex thought process in breaking down material, making conclusions, building representations, analyzing, and building relationships by involving the most basic mental activities. This skill is also used to underline various high-level processes according to Bloom's taxonomic level. According to Bloom, skills are divided into two parts. First is lower-order thinking skills (LOTS) that are important in the learning process, namely remembering, understanding and applying, and second are those classified into higher-order thinking skills (HOTS) in the form of analysing skills, evaluating, and creating. Furthermore, Saavedra & Opfer (2012) claim that higher level thinking is included in 21st century skills in ways of thinking.

Through the application of HOTS, the government expects students to achieve various competencies. These competencies are critical, creative and innovative, communication skills, ability to work together, and confident. In its development, five things were delivered by the government sponsored by the character of students inherent in our evaluation system in the national examination. Therefore, teachers are expected to be able to prepare students for national examinations by applying higher-order thinking skills in their learning. One of the subjects on the national exam is English.

According to Collins English Dictionary teaching English (ELT) is the teaching of English to people whose first language is not English. In Indonesia,

English as a Foreign Language (EFL). HOTS integration in the teaching-learning process is related to several aspects such as national curriculum policy, textbook approval, teachers, and students' cognitive abilities. It is clear that the national curriculum requires the integration of HOTS in the learning process of EFL Subjects.

The role of the teacher is considered very important because the teacher is a person who deals directly with students in the distribution of knowledge and applies HOTS in the process of learning English. An English teacher must be able to make lesson plans that are integrated well between lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS). But in reality there are still many teachers who have not been able to apply the higher-order thinking skills (HOTS) found in previous studies. One of them was conducted by Ramadhana, Rozimela, and Fitrawati investigated HOTS, based on Bloom's taxonomy, represented on test items developed by English teachers from MGMP Bahasa Inggris SMA kota Padang, Indonesia. The test items analyzed were from grade XI in the academic year 2016/2017 was found that 33 % of HOTS-based questions were found in the Midterm test and 17 % of HOTS questions were found in the semester test. Furthermore, the higher-order thinking skills which were mostly used on the questions were deducting and creating. In other study in 2019 conducted by Utami, Nurkamto and Marmanto investigated the higher-order thinking skills represented on the test items designed by English teachers of Indonesia at the senior high school level. This study analyzed four sets of test items, gathered from a senior high school in Indonesia from 2016 to 2019, using

Bloom's revised taxonomy. It was found that most questions were dominated by lower-order thinking skills, specifically understanding level, with the total percentage of more than 50% each set of test items. However, the higher-order thinking skill found in the test items is the only skill of analyzing while the skills of evaluating or creating were not covered.

Based on this the researcher conducted a study entitled "The English Teachers' Problems In Implementing HOS In Their Teaching At Senior High School In Ponorogo"

### **1.2 Statement of the Problem**

Based on the problem and discussion above, the researcher formulated the problem as follows :

1. What are the problems faced by English teachers in the implementing HOTS in learning English at Senior High Schools?
2. How to solve the problems faced by English teachers in implementing HOTS in learning English at Senior High Schools?

### **1.3 Purpose of the Study**

1. To find out the problems faced by English teachers in the implementating HOTS in learning English at Senior High Schools.
2. To find out the solution to overcome the problems.

### **1.4 The significance of the Study**

Researcher hoped this research is useful for:

a. The teachers

The results of this study can contribute to finding out the problems in the application of HOTS in learning English and the solutions that can be taken to overcome these problems.

b. Researcher

Hopefully this research will be useful as reference for the next researchers.

### 1.5 Scope and Limitation

This research is a focus on English teacher's problem in implementing HOTS at Senior High School in Ponorogo.

### 1.6 Definition of Key Terms

This research uses some key terms to avoid misunderstanding and the definitions are as follows:

*21st century skill* : the skills that progressively request creativity, persistence, and problem solving combined with performance as part of a team well. Duncan (2009)

*Higher-Order Thinking Skills (HOTS)* : is a complex thought process in breaking down material, making conclusions, building representations, analyzing, and building relationships by involving the most basic mental activities. Resnick (1987)

*ELT (English Language Teaching)* : is the teaching of English to people whose first language is not English.  
(Collins English Dictionary)

