CHAPTER II

LITERATURE REVIEW

2.1 English Language Teaching

According to Brown (2000:7) Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Similarly, Oemar (2003; 44-55) in Cahyani (2019) states there are six definitions of teaching as follows:

1) Teaching is delivering the knowledge to the learners in the school.

2) Teaching is bequeathed the culture to the youth generation through school educational institutions.

3) Teaching is trying to organize the environment so that it will create a learning condition for the learners.

4) Teaching is giving learning guidance to learners.

5) Teaching is an activity to prepare the learners to be good citizens in accordance with the demands of the society.

6) Teaching is processed helping the learners to face society's everyday life.

In relation to English, according to Brown (1994) Language teaching is defined as creating a communicative and comfortable condition that will make the process of knowledge transfer work well and can improve students' ability in learning a second or foreign language.

From the above explanation it can be concluded that teaching English is guiding, facilitating, and setting conditions that support the process of transfer of knowledge of English to improve student abilities.

2.2 English Language Teaching in Indonesia

English is one of the languages most widely studied by people throughout the world. English becomes an international language which is a communication tool in various fields including economics, tourism, education, technology, etc. Therefore English is an important language for students to learn, including in Indonesia.

English in Indonesia is more likely to be taught and learned only as a foreign language. Harmer (2001:4) states that foreign languages do not have social functions and direct communication in the place where the language is studied and is mostly used for communication in certain places. This means that English is not used in daily communication and most of it occurs in the education process compared to daily communication. In Indonesia, English is a subject in junior high and senior high school. Where English itself becomes a compulsory subject and is available in national examinations.

English in Indonesia has developed along with the times. This is marked by a change in the curriculum applied, which was published by KTSP (Kurikulum Tingkat Satuan Pendidikan 2006) to 2013 Curriculum. According to the Ministry of Education and Culture (2014) the aim of the 2013 curriculum is to prepare Indonesians as individuals who are productive, innovative, effective and able to support their lives and also the country. This curriculum is a continuation of

curriculum development based on competencies which are further designed to include attitudes, knowledge, and skills. In the 2013 curriculum there are important aspects that are raised, one of which is the implementation of HOTS. The implementation of HOTS is expected to improve the quality of learning and produce learning that can compete in the world of work.

2.3 Higher Order Thinking Skills

According to Brookhart defines HOTS in 3 categories, namely transfer, critical thinking, and problem solving. The ability to think at a high level of transfer terms is that students are able to apply the knowledge and skills they can from the learning process and develop it with things outside of learning to produce new contexts. New here is not universally new but something that is unknown to students. The term critical thinking is that students can reason, reflect and make appropriate decisions or reasonable criticism without the encouragement of teachers or assignments. In terms of problem solving, it means that students can identify problems and make appropriate solutions to those problems. In making suitable solutions, high creativity is needed.

According to King, et al (2012) Higher-order thinking skills include critical, logical, reflective, metacognitive, and creative thinking that is activated when someone faces a new problem. 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.

2.3.1 Bloom's taxonomy

In understanding HOTS's position, Bloom's Taxonomy is the most popular taxonomy used to explain HOTS's position at the cognitive level. According to Widana (2019) there are 2 Taxonomies namely the original Bloom Taxonomy and the Bloom Taxonomy revised by Anderson & Krathwohl (2001) there are major differences between the original Bloom Taxonomy and the Bloom Taxonomy which was revised by Anderson & Krathwohl (2001). By Anderson & Krathwohl (2001) consists of two dimensions of the dimensions of knowledge and cognitive processes. The Knowledge Dimension classifies the types of knowledge that students acquire into four types, namely: the factual knowledge, the conceptual knowledge, the procedural knowledge, metacognitive knowledge.

While the dimensions of the cognitive process consist of six levels: (1) recall (remembering-C1), (2) understand (understanding-C2), (3) apply (aplying-C3), (4) analysis (analyze-C4), (5) evaluate (Evaluating-C5), (6) create (C6-creating). Where C1, C2, and C3 are Lower Order Thinking Skills (LOTS) while C4, C5, and C6 are Higher Order Thinking Skills. According to Mustika, Nurkamto, et al (2019) one of the main changes in taxonomy is to change some nouns into verbs for example, instead of knowledge (nouns), remembering words (verbs) are used. For more details, it will be explained in the following table:

	Bloom, Engelhart, Furst, Hill, & Krathwohl, (1956)	Anderson and Krathwohl (2001)
C1	Knowledge	Remember
C2	Comprehension	Understand
C3	Application	Apply
C4	Analysis	Analyze
C5	Synthesis	Evaluate
C6	Evaluation	Create

Further explained by Anderson and Krathwohl's (2001) in Ramadhana, Rozimela, Fitrawati (2018) revised Taxonomy of Bloom has two dimensions perspective for higher order thinking and classification of its operational verbs can be described as follows:

The knowledge dimension	The cognitive process dimension		
	C4 analyze	C5 Evaluate	C6 Create
Factual knowledge	Making structure, classifying	Comparing, correlating	Joining
Conceptual knowledge	Explain, analyze	Examine, interpret	planning
Proocedural knowledge	distinguish	Conclude, resume	Arrange, formulate
Metacognitive knowledge	Create, find	Make, assess	Realization

2.3.2 Indicators of Higher Order Thinking Skills

Krathwohl in Lewy, et al (2009) states that indicators for measuring higher order thinking skills include:

1) Analyze

- Analyze existing information to identify it into small parts so that patterns or relationships can be identified.

- Able to identify and distinguish the cause and effect of a complex problem.

- Identify / formulate questions

2) Evaluate

- Provide an assessment of ideas, methods, and solutions using existing criteria to determine their effectiveness and benefits.

- Generating hypotheses, criticizing and testing

- Accept or reject a statement based on predetermined criteria

3) Create

- Make general ideas or conclusions or perspectives about something

- Arrange elements or parts into new structures that have never existed before.

2.4 Implementation of HOTS in ELT in Indonesia

In Indonesia, HOTS began to be applied in the new curriculum, the 2013 curriculum. Indonesia's National Ministry of Education and Culture included HOTS in the 2013 curriculum to prepare students to master their abilities in 21st century skills.

The application of HOTS in Indonesia is more applied to subjects contained in national examinations. One of them is English. Mustika, et al (2019) state that most English teachers have positive perceptions about HOTS and they also believe that HOTS learning is compatible with 21st century learning.

Unlike the views of English teachers who show a positive outlook, the application of HOTS is still lacking. Evidenced by research conducted by Sada (2019) at the Higher Secondary School in Pontianak found that the understanding and application of teaching models and procedures for applying 21st century skills were not well designed and prepared. In other study conducted by Utami, Nurkamto, Marmanto (2019) 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 analyzing 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.