

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Humans have several levels of thinking processes. This stage can also be classified into two stages: low-order thinking skills and higher-order thinking skills. As is well known, low order thinking skills are a process of thinking at a primary stage; usually, the activity of thinking is memorizing. This is because today's human abilities still rely on brain memory. However, in higher-order thinking skills, the ability to think is already at a better stage. The definition of higher-order thinking skills is the human ability to think actively and creatively. Higher-order thinking skills can also help students absorb the knowledge they learn well.

Bloom's taxonomy is usually created using a pyramid to determine the correct arrangement at the aspect level. Then, like taxonomy in general, the purpose of being a pyramid or tiered is to determine the success of learning. The point is that learning at a higher level will require the completion of the lower level first, or in other words, to reach the top, the student must understand the level from the lowest one first, then it can be said that learning is successful. Alternatively, in other words, in learning, both the process and the results must go through a level from the lowest to be able to continue to a higher level. This is because students can understand the lesson easily. Then, when entering the higher-order thinking skills stage, higher-order thinking skills (HOTS) are cognitive abilities to evaluate,

analyze, and create. Therefore, in the early learning process, students must be able to remember, understand, and apply in order to go to the next stage (Rosli and Maarof, 2016:120)

According to researchers, Bloom's Taxonomy has long been applied in education, and the present taxonomy is still used in many curricula and teaching material (Brookhart, 2010:39; Schrawand Robinson, 2011:158-159). Benjamin Bloom, in early 1956 has also made a theory about human thinking skills which is formed in a book (Krathwohl, 2002). After that, several authors or researchers revised the theory of thinking of Benjamin bloom, namely Anderson and Krathwohl. Anderson and Krathwohl stated that there are six levels of thinking: remembering, understanding, applying, analyzing, evaluating, and creating. This is determined based on two aspects, namely material and description.

Anderson and Krathwohl (2001) state that the different types and levels of knowledge are factual, conceptual, procedural, and metacognitive. They are activated when the individual faces an unknown problem (King et al., 1998, p.2). The point is, children can activate thought processes and a good knowledge by dealing with problems they do not know. It can also be said that in the learning process, students are required to think well. That way, students can use their knowledge or expand their thinking and find something new. Alternatively, in other words, from previously unknown problems, and finally knowing from the learning and thinking process. So it can be said that Higher-order thinking is envisaged as students being able

to relate their learning to other elements beyond those they were taught to associate with it.

The curriculum as an educational design has a strategic position or position in all aspects of education (Absari Ibrahim and Abdullah Mayawi, 2015). Alternatively, in other words, the curriculum is an essential aspect of education in Indonesia. In general, the curriculum serves as a guideline for the implementation of education, either directly or indirectly. The aim is that the implementation of education in Indonesia can run well and regularly. Apart from being a guideline, the function of the curriculum for students is adjustment, integration, differentiation, preparation, selection, and diagnostic functions.

At this time, children are required to think critically, as stated in the demands of the 21st century, which requires thinking skills, called higher-order thinking skills (HOTS). In this sense, students who learn with critical thinking skills often perform well in their education (Tam & Linh, 2017:119). It is related to education in Indonesia that uses the 2013 curriculum. This 2013 curriculum is a curriculum revised from the previous curriculum, namely the 2006 curriculum or what is commonly called KTSP. The emphasis of the 2013 curriculum is for students to be better at observing, asking questions, reasoning, and presenting what is obtained (Soufan Amri: 2013). In the 2013 curriculum, students are asked to be active by the teacher. Alternatively, in other words, the teacher only provides material, and students must analyze or learn on their own; then, this can also be done by providing exercises and questions in higher-order thinking skills.

This is expected so that students become more active in class and think critically and creatively in order to improve students' cognitive competence.

Previous research said that at SMAN 3 Sungai Penuh, the HOTS system had been implemented. However, there were still many obstacles, such as the lack of students' English language skills, lack of facilities, and many others. Therefore, in this study, researchers will look at it from another perspective, namely from the student's point of view. It is hoped that the research results can be used as a reference so that the application of HOTS at SMAN 3 Sungai Penuh can be even better.

In 1990, higher-order thinking skills were introduced and related to the educational setting in Indonesia (Nurhayati, 2014:82). Higher-order thinking skills are still been a hot topic in the world of education in Indonesia since its appearance on the 2017-2018 national exam questions. The achievement of the HOTS test items is far from satisfactory (Retnawati, Kartowagiran, Arlinwibowo, & Sulistyaningsih, 2017). This is discussed because there are still many students who are not familiar with these types of questions.

In addition, the researcher collected some information about the use of higher-order thinking skills at SMAN 3 SUNGAI PENUH. Therefore, based on the description, this research attempted to explain a broad knowledge of the students' Perception of higher-order thinking skills (HOTS) and their problems with the implementation of higher-order thinking skills.

1.2 Research Questions

Based on the research stated above, the researcher formulates the research question: How do the Students of SMAN 3 Sungai Penuh perception on the implementation of higher-order thinking skills (HOTS) questions and What are the students of SMAN 3 Sungai Penuh problem of higher-order thinking skills (HOTS).

1.3 The objective of the Research

Based on the research question, this research will conduct with the aims to investigate: Students of SMAN 3 Sungai Penuh perception about higher-order thinking skills (HOTS) questions and Students of SMAN 3 Sungai Penuh problem of higher-order thinking skills (HOTS).

1.4 Significance of the Research

For teachers: this research is helpful as a guide in making higher-order thinking skills-based questions in order to make questions according to students' abilities. Moreover, the research results can be used as information that can increase teacher knowledge on higher-order thinking skills or HOTS.

For students: this research can be used as a reference in learning to understand better questions in the form of higher-order thinking skills and to be able to implement these questions quickly. Furthermore, add information and understanding about higher-order thinking skills or HOTS.

For researcher: This research can increase the researchers' knowledge about the implementation of HOTS, and the results of this research can be helpful for the researcher when he becomes a teacher. Hopefully, the researcher can implement HOTS effectively in English teaching and learning.

For other researchers: this research can be used as additional information for future researchers. If anything is missing from this research, it can be corrected and completed by the next researcher.

1.5 Limitation of the Research

The participants of this research are a minimum of five students of SMAN 3 SUNGAI PENUH. This research was conducted using a qualitative approach and focused on the students' Perception on the implementation of higher-order thinking skills (HOTS) at SMAN 3 Sungai Penuh. The researcher limits this research to students' Perceptions on the implementation of higher-order thinking skills (HOTS) questions and problems and obstacles on the implementation of higher-order thinking skills (HOTS) questions.

1.6 Definitions of Key Terms

Higher-order thinking skills are a learning model created or developed by Bloom's taxonomy. Higher-Order of Thinking Skill (HOTS) is the ability to think critically, logically, reflectively, metacognitively, and think creatively, which has higher-order thinking skills. Alternatively, in

other words, higher-order thinking skills (HOTS) are cognitive abilities to evaluate, analyze, and create. Therefore, in the early learning process, students must be able to remember, understand, and apply in order to go to the next stage (Rosli and Maarof, 2016).

Perception is a point of view or someone's assessment of something. Perception can also be said to be the act of compiling, recognizing, and interpreting sensory information to provide an overview and understanding of the environment. Perception is defined by Longman Dictionary (2017) of Contemporary English as the way you think about something and your idea of what it is like, the way that you notice things with your senses of sight, hearing, etc., the natural ability to understand or notice things quickly. So from that, it can be said that Perception is a thought, point of view, and opinion of a person. This is related to higher-order thinking skills that prioritize critical thinking.