

CHAPTER I

INTRODUCTION

A. Background of the Research

Since 2013, Indonesian schools have been using the 2013 curriculum. This curriculum places a strong emphasis on character development and student accomplishment.¹ However, several studies show that teachers and institutions implementing the 2013 curriculum still face many problems, such as poor teacher quality, inadequate infrastructure and a non-standard curriculum. Another thing that needs to be improved is that teachers have not been able to implement the 2013 Curriculum in their learning and evaluation.

In today's era of worldwide competition, there is a growing need for education of high quality. This is essential to equip students with the skills and abilities necessary to confront the various challenges posed by the global landscape. Therefore, it is hoped that the introduction of HOTS into the 2013 curriculum will be able to answer national education problems and encourage improvements in the education system to create the character of the next generation who understand their own identity, national identity, and create children who are able to compete internationally.²

¹ Y. N. Ekawati, “*The Implementation of Curriculum 2013: A Case Study of English Teachers’ Experience at Sma Lab School in Indonesia*,” *Elld Journal* 7 (2016): 84–90.

² Ramadhan Prasetya Wibawa and Dinna Ririn Agustina, “*The Role of Education Based on Higher Order Thinking Skills (Hots) at the Junior High School Level in the Era of Society 5.0 As a Determinant of the Advancement of the Indonesian Nation*,” *Jurnal Ilmiah Ekonomi dan Pembelajarannya* 7 (July 2019): 1–5.

The goal of evaluating learning outcomes is to help students build their Higher Order Thinking Skills (HOTS). As a result, students in demonstrate HOTS are valued in K-13. As a result, educators must be capable of providing a long-term assessment that encompasses HOTS.³ HOTS is required for English acquisition. It is also essential when a student want to create a creative thought. This student-centered learning method needs more than just remembering and knowing; it necessitates the ability to combine what has previously been remembered and understood in order to analyses, evaluate, and even create. By examining and monitoring instructional behavior utilizing students' emotional, affective, and psychomotor skills, this strategy tried to incorporate higher-order cognition into education.

The two phases of thinking of humans divided into 2 levels, low-order thinking abilities and higher-order thinking skills. As is generally known, low-order thinking involves thinking in the elementary stage, and the typical activity is memorization. This may be due to the continued dependence of modern human capacities on the brain. Higher-order thinking capabilities, however, already have better-developed thinking abilities. The capacity for active and creative thought is the definition of higher-order cognitive abilities. Higher-order thinking abilities can also aid pupils in effectively assimilation of the material they study.⁴

³ Paramartha A. Y. Pratiwi, N. W., Dewi, N. S., “*The Reflection of HOTS in EFL Teachers’ Summative Assessment*,” *Journal education* (2019): 127–133.

⁴ F. A Sofyan, “Implementasi Hots Pada Kurikulum 2013” (2019): 1–9.

Teachers are required under the 2013 Curriculum to include High Order Thinking Skills into the teaching-learning process and to assess students' progress. HOTS is described as thinking beyond memorizing facts or dealing with someone.⁵ This competence assesses students' critical thinking during the learning and evaluation process. Teachers use the HOTS Assessment to measure students' cognitive skills through a series of questions. When pupils are presented with an unexpected difficulty, an ambiguous question, or a question that raises a query, this talent is triggered. To satisfy the standards of this curriculum, instructors must include this skill into the process teaching and learning.

In fact, based on the result of interview in preliminary research conducted by researcher with one of English teacher of MAN 1 Cilegon, he reveals in detail about students' problems in completing English reading text. Based on result of interview with the teacher, the problem was found They would become confused and waste a lot of time completing reading comprehension tasks since they do not know the proper approach in reading skills. Furthermore, because of new vocabulary and queries that need higher order thinking abilities, the majority of them struggle to grasp the content. As a result, many of them receive poor grades in English topics, particularly those who have little interest in English.

Reading, along with listening, speaking, and writing, is one of the most crucial abilities to master. Reading is the process of

⁵ S. U. Nur, D. F. & Melati, *Pre-Service English Teacher Perception about Higher Order Thinking Skills (HOTS) in the 21st Century Learning. International Journal of Indonesian Education and Teaching*, International Journal of Indonesian Education and Teaching (2019): 41–49.

understanding and comprehending a paragraph or text. It is also characterized as an interactive cognitive process in which the content and author's perspective impact the readers.⁶ Readers gain fresh knowledge and vital information from the book via reading. The goal of reading is understanding, and decoding is useless if comprehension is not the final outcome. The three ultimate purposes of reading are to obtain meaning, absorb new knowledge, and have fun. None of the goals are achieved without comprehension.⁷

In this research, the main skill discussed and focused on is the reading skill used in the evaluation test, which refers to the curriculum used. This study aimed to provide a comprehensive understanding of students' perspectives on higher-order thinking skills (HOTS) and the incorporation of these skills in educational settings, as we know that student perceptions are needed in teaching and learning activities, questions made by teachers will be done by students, which hopefully can help teachers in determining the making of questions based on HOTS.

B. Identification of Research

Based on the background of the research above, the identification of problems follows:

1. Students still confused in completing English reading text because lack vocabularies

⁶ B. S Mikulecky, *A Short Course in Teaching Reading: Practical Technique for Building Reading Power*. (United States: Pearson Longman, 2011).

⁷ A. Klingner, J. K., Vaughn, S., & Broadman, *Teaching Reading Comprehension to Students with Learning Difficulties* (Newyork: The Guilford Press, 2007).

2. Students take a lot of time in completing question that need higher order thinking abilities
3. Students' perception needs to be known on the basis that students are learning process object.

C. Limitation of Research

Due to the researcher has many limitations and encounters some difficulties in carrying out this study. So, the main focus of this study is important on on the perceptions of MAN 1 Cilegon students regarding the application of Higher Order Thinking Skills (HOTS) in reading tests.

D. Research Question

Building upon the outlined research, the researcher formulates the following research question: "How is the students at MAN 1 Cilegon perception towards the practice of Higher Order Thinking Skills (HOTS) in reading tests"

E. Objective of the Research

In alignment with the research question, the primary objective of this study is to investigate the perceptions of students at MAN 1 Cilegon regarding the implementation of Higher Order Thinking Skills (HOTS) in reading tests.

F. Significance of the Research

For students can use this research as a reference to better understand higher-order thinking abilities and quickly respond to these questions. It also provides knowledge and insight into higher-order thinking skills (HOTS).

For the researcher, this study contributes to a deeper understanding of HOTS implementation. The findings are valuable for the researcher's future role as a teacher, enabling successful integration of HOTS in English teaching and learning.

For future researchers, this study can serve as a supplement to previous research. It offers an opportunity to address any gaps and refine the understanding of HOTS, allowing subsequent researchers to correct and build upon the current study.

G. Organization of Writing

This paper is organized into five chapters, each comprising various points that elucidate the content of the respective chapter.

In Chapter 1, titled Introduction, the content includes the Background of Research, Identification of the Problem, Limitations of the Problem, Formulation of the Problem, Objectives of the Study, Significance of the Study, and Organization of Writing.

Moving on to Chapter II, known as Theoretical Foundation, it covers the Definition of Perception, Types of Perception, Indicators of Perception, Factors That Influence Perception, The Definition of HOTS (Higher Order Thinking Skills), Blooms' Taxonomy, Categories of Higher Order Thinking Skills (HOTS), and a Review of Previous Studies.

Chapter III, labeled Method of Research, encompasses Research Methodology, Location and Timing of the Research, Population and Sample, Research Instruments, Data Collection, and Data Analysis.

In Chapter IV, Findings and Discussion, the focus is on Research Findings, Data Analysis, and Discussion of the Research.

Lastly, Chapter V, titled Conclusion and Suggestion, includes the Conclusion and Recommendations for further research.