

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

Nowadays, people faced an era where competition happens in almost every sector. The current era of global competition required people to overcome the challenges in it. The thing that directly contributes to people's readiness in facing global challenges in education. Education is an important aspect that can develop human resources. But this can not be achieved without the contribution of the various part involves in the systems. The government as the policymakers and the teachers as the leader in the class take important roles in the education systems. In addition, another thing that should be noticed in the education system is the quality of its implementation. The effort to improve the quality of education is connected with the need of the 21st century. The competitiveness in 21st requires people to have good competencies and skills. Realizing this matter, the Indonesian Ministry of Education and Culture tried to integrate HOTS in the new curriculum which is 2013 curriculum.

Higher Order Thinking Skills (HOTS) is the part of Bloom's taxonomy proposed by Benjamin Blooms in 1956. Blooms proposed a taxonomy about thinking levels from the lower until the upper level. Bloom's Taxonomy is divided into two categories; Low Order Thinking Skill (LOTS) and High Order Thinking Skill (HOTS). Low Order Thinking Skills (LOTS) consists of three levels of thinking; remembering, understanding, and applying. At these levels, students are still trying to understand the basic concepts of information and

knowledge. Meanwhile, HOTS consists of three levels of thinking; analyzing, evaluating, and creating. These three upper levels train the students for the higher thinking levels. Therefore, the implementation of HOTS through the teaching-learning process will help students to reach their potential because they will be introduced to two important skills that are creative thinking and critical thinking. These two skills will help them to face the challenge in the 21st century.

According to Bookhart (2010), HOTS can be defined into three terms called transfer, critical thinking, and problem-solving. In the terms of transfer, students are not only expected to learn the skills but also expected to be able to practice the skills in the real life. For critical thinking, students are expected to have wise thoughts when facing new situations. While in problem-solving, students are expected to be able to discover a solution that can not be solved only by memorizing.

HOTS relates to the complexity of thinking to solve problems and to map the description of a case. According to Thomas and Throne (2009), HOTS is about the act of drawing conclusions, connecting them with the facts and concepts, manipulating, categorizing, combining with new ways, and applying them to find new solutions for new problems. The application of HOTS may give students many benefits because they will learn how to think critically and creatively. One way to help students learn HOTS is through questions. HOTS-Based question is a type of question that raises different cognitive answers according to the students' thinking level. In addition, there are some previous

studies proved that the implementation of HOTS-Based questions give a big impact on students' improvement while writing types of text.

Students in senior high school will learn some types of text such as; recount, narrative, explanation, procedure text, and analytical exposition text. Analytical exposition text challenges students to share ideas, opinions, or arguments on one topic creatively. According to Syaifei (2018), analytical exposition is a text which discusses something that happened in society. Dahler and Toruan (2007) stated that the purpose of analytical exposition text is to persuade the readers or listeners by presenting the arguments which tell the fundamental reasons why something is the case. While proposing arguments, students need to compose their ideas and knowledge well. Thus, implementing HOTS questions may help students in arranging a good analytical exposition text. It also improves students' critical thinking in responding or giving arguments in a phenomenon. Therefore, how the teachers construct HOTS questions in analytical exposition need to be explore through a research.

Based on the explanation above, the writer would like to conduct research about the implementation of HOTS or HOTS-based questions in teaching-learning analytical exposition text. The researcher will conduct the study at Madrasah Aliyah Negeri (MAN) 2 Jember. It is because MAN 2 Jember became one of the most excellent schools in Jember. In addition, the writer has experienced a training program in the school. Thus, the writer would like to identify HOTS-based questions in teaching analytical exposition text developed by the English teacher at MAN 2 Jember.

## **1.2 Problem of the Research**

Based on the background research above, the problem of the thesis is  
*“How do the teachers at MAN 2 Jember constructed High Order Thinking Skills (HOTS) based questions on analytical exposition text?”*

## **1.3 Objectives of the Research**

The objective of this research is to describe High Order Thinking Skills (HOTS) based-questions constructed by english teachers at Madrasah Aliyah Negeri 2 Jember.

## **1.4 Operational Definition of the Term**

To avoid any kind of misinterpretation or misunderstanding between the writer and the reader, here are the explanation of the terms used in this study :

1. High Order Thinking Skills (HOTS) is the ability to think that involves solving problems, combining information using all previous knowledge in evaluating or making a judgment.
2. Analytical exposition text is a text that elaborates the writer’s idea about the phenomenon surrounding.

## **1.5 Significances of the Research**

This research is expected to give significant contributions to these following parts:

## 1. Theoretical Significance

This research hopefully gives more information about High Order Thinking Skills (HOTS). Because the information also included the application of HOTS and how this term affects students' knowledge.

## 2. Practical Significances

### a. For writer

The writer can improve her skills in writing and reading ability which the writer got while studying at the English Department. It also increases her knowledge in teaching writing which will be useful for her future.

### b. For teacher

The result of this research hopefully gives a contribution in understanding the application of High Order Thinking Skill (HOTS) based questions on teaching learning process especially in analytical exposition text.

### c. For the students

The research can be referenced for English Department students' who will conduct the same topic.

## 1.6 Scope of the Research

The writer focuses on the application of High Order Thinking Skills (HOTS) based questions on analytical exposition text.