

CHAPTER I

INTRODUCTION

This chapter explains the background of the research, the research question, the purpose of the research, the importance of the research, the scope of the research, the definition of key terms, and the systematics of writing.

1.1 Background of the Research

Education is one of the important things for human civilization, nation, and state. Education is a process that influences students to be able to acclimate to their environment as well as possible, resulting in changes that enable them to engage competently in society as a whole. Through education, individuals acquire the knowledge necessary for the formation of their personalities. The three structured levels of education are primary education, secondary education, and tertiary education. Regarding instructional personnel, curricula, and other factors, every level of education is unquestionably distinct from the next. Education strives to realize the national ideals and the individual ideals of each student. As a formal educational institution, the school systematically designs a variety of environments, namely educational environments that allow students to engage in a variety of learning activities. According to researcher, a school is an official educational institution in which teachers and students engage in a learning process. The educator is the human component of education (Tamba et al., 2022).

The teacher is a central human figure who holds a position and performs a crucial role in education. When everyone discusses the issues of education, the figure of the educator must be on the agenda, particularly when discussing the issue of formal education in institutions. This is indisputable because formal educational institutions are the teachers' living environment. The remainder of the teacher's time is spent at home and in society. The responsibilities and functions of teachers as professional educators are actually quite complex, extending well beyond what is commonly referred to as the teaching and learning process (Tamba et al., 2022).

Currently, in Indonesia, two curriculums are being implemented, namely the Merdeka Curriculum and the 2013 Curriculum. The majority of educational institutions in Indonesia have

already adopted the Merdeka curriculum, but the Curriculum 2013 continues to be applied in the school site of this research. In this curriculum, teachers are required to use authentic assessments based on HOTS (Higher Order Thinking Skills) that focus not only on products but also progress. According to Decree No. 23 of 2016, issued by the Minister of Education and Culture, appropriate evaluation of students should take place in terms of both the procedures they go through and the results they produce. Teachers are able to determine what students have accomplished and what students have not achieved with the use of this type of assessment, which allows for students to be regarded as the next step in the teaching and learning process. Furthermore, in this case, the assessment is feedback given to students so that students know what things still need to be improved (Wiyaka et al, 2020).

Higher order thinking skills (HOTS) have been a prominent focus in education, particularly for adult learners, as they are regarded as crucial for living in an information-rich global context. This is particularly the case for online education. In all learning activities, including those pertaining to the English language, students are urged to make use of their capacities for critical thinking in order to locate answers to the challenges they face in their daily lives, and instructors are supposed to help this process by presenting students with tasks that are based on higher order thinking. As a result, many initiatives efforts have been made to incorporate HOTS into all curriculum areas (Resnick, 1987), and due to its increasing demand and significance, this theme has begun to be integrated in English language learning over the past decade (Setyarini et al., 2018).

As explained earlier, HOTS is one of the things contained in the curriculum 2013 (Setyarini, 2019). HOTS is important in learning, especially in English learning, because HOTS is also the basis when a student wants to make a creative idea. This student-focused learning strategy requires not only the ability to recall and comprehend, but also the ability to analyse, evaluate, and even create using what has been remembered and comprehended. This strategy seeks to incorporate higher-order reasoning into education by analysing and assessing instructional behaviour through students' emotional, affective, and psychomotor skills (Feronica et al, 2021).

The Ministry of Education and Culture of the Republic of Indonesia (2017) emphasized that the teaching and learning process must involve activities that foster critical thinking, creativity, analytical reasoning, and problem resolution. To prepare students for the millennium era and the 4.0 Industrial Revolution, teachers must be able to direct students to use critical thinking and analytical skills when solving problems or drawing conclusions. In accordance with government regulations, and particularly for the English language learning process, teachers should truly implement a learning process that introduces or promotes HOTS skills through four language skills. The four language abilities include listening and speaking for oral communication competencies, as well as reading and writing for competencies in written communication. One of the scopes of Junior High English in the 2013 curriculum is the study of brief functional texts (SFT) (Darmayanti & Lisa, 2019).

The short form text, also known as SFT, is a sort of writing that is designed to assist the reader in fast absorbing information and is useful in day-to-day life. In most cases, statements that are easy to understand, uncomplicated, and brief are the ones that are used in brief functional texts. The incorporation of specific pictures or symbols, as well as individual words or letters, is done with the goal of facilitating a speedier interpretation of the text. In addition, brief functional texts include things like instructions, commands, prohibitions, notifications, warnings, announcements, greeting cards, short messages, shopping lists, invites, and so on. These are all things that are usually employed in everyday communication and have meaning. As a result of the fact that writing is a process that is related with the learning of new abilities, it is not only a task that involves assessment. As a direct result of this, the ways in which writing is taught and practiced inside the classroom can be differ. In point of fact, one of the most common challenges that students face, particularly those who are majoring in English teaching, is the difficulty of writing in the English language. When asked to write even the simplest of documents, such as a brief paragraph, a significant number of students continue to have difficulty doing so (Amalia et al, 2021).

Reading is taught to students in junior high school using a variety of different resources, such as SFT and simple short essays that are set in the context of everyday life. A SFT is a piece of

writing with the purpose of informing or warning the reader about the significance of something to know. It is also possible to point out that SFT includes greetings, urges, offers, and other types of communication that are utilized on a daily basis. In the meanwhile, students will study a variety of text genres inside a basic short essay. These text genres include descriptive, narrative, report, and recount text, amongst others. The distinction lies in the punishment that was given. A simple short essay has a longer text structure than a short functional text, which has a shorter text structure (Wiyaka et al, 2019).

Research by Hanifah et al (2022), Setiarini (2019), Setyawati & Setyarini (2020), Ariska et al (2021), Anugerahwati (2019), and Feronica et al (2021) are some examples of earlier studies that studied the instruction of teachers utilizing HOT in English learning. Other studies include Anugerahwati (2019) and Feronica as al (2021). This study, which is based on a number of other studies, attempts to apply how teachers promote HOTS in English language acquisition through the use of short functional texts. Researcher choose short functional text materials because SFT is a basic short phrase that is utilized in everyday life; hence, the subject matter is highly significant for junior high school students; consequently, students' vocabulary and grammatical abilities also improve as a result of their exposure to the material.

1.2 Research Questions

The researcher formulated the following research queries based on the background information described previously:

1. How does junior high school teacher promote HOTS in English learning on short functional text material?
2. What are the challenges faced by teachers and how to overcome them?

1.3 The Objectives of the Research

Based on the research questions that have been prepared, the purpose of this study is to:

1. Find out how junior high school teachers promote HOTS in English learning on short functional text material.
2. Find out what challenges teachers face when promoting HOTS in English learning in short functional text materials and how to overcome these challenges.

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1.4 The Significance of the Research

This study was carried out to provide answers to research questions about the implementation of HOTS in SFT education for junior high school students. As a result, it is anticipated that the following will profit from the findings of this study:

1. It is anticipated that the findings of this research serve as a valuable supplementary reference for those who wish to do research in the field of education, specifically High Order Thinking skills (HOTS) in the context of learning English using Short Functional Text (SFT) material.
2. It may assist students enhance their learning accomplishment as well as their vocabulary and grammatical abilities, which ultimately allow students to comprehend the meaning of English phrases with greater facility.
3. It is anticipated that it may be utilized as a reference resource for teachers, particularly English teachers, to employ various learning techniques, which result in a growth in both their professional competence and their professional competence.

1.5 The Scope of the Research

This study focuses on promoting HOTS in SFT learning in junior high school students. In addition, this study also identifies any challenges in promoting HOTS on SFT.

This study was conducted on Junior High School students because the SFT material contained in the 2013 curriculum which is one scope of English language learning in junior high school.

1.6 Clarification of Key Terms

In order to prevent ambiguities regarding the interpretation of certain keywords, the following explanations of these phrases have been provided:

1. Higher Order Thinking Skills, often known as HOTS

Students who take part in HOTS are able to enhance not only their thinking, remembering, and comprehending skills, but also their capacity to integrate what they have already recalled and comprehended in order to assess, evaluate, and even make judgments about what to do with the information. This is due to the fact that HOTS is an activity that is concentrated on the learner. According to Ferronica et al. (2021), the goal

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of this technique is to include higher-order thinking into education by assessing and monitoring instructional behavior based on the emotional, affective, and psychomotor capacities of students. This is accomplished through the use of student-centered learning environments. In this research HOTS become an important benchmark in assessing students' understanding of English lesson. Furthermore, the importance of HOTS in this English lesson research lies in its ability to foster critical thinking, creativity, problem-solving, and effective communication skills. These are not only fundamental for success in English class but also for students' personal development and future endeavors. Moreover, they contribute to a well-rounded education that prepares students to be informed, engaged, and adaptable citizens in an increasingly complex world.

2. The SFT, also known as the Short Functional Text

According to Amalia (2021), the term "short functional text" (SFT) refers to a type of information text that enables the recipient of the information to quickly comprehend the information and that may be utilized in day-to-day life. In this research the text that delivered by the teacher and studied by the students based on lesson plan is a short functional text material. SFT is crucial in language learning for several reasons; first is by its relevance, students are mirroring their real-life communication and SFT is practical for learners, for second reason is because SFT can be found in everyday use students encounter the text frequently in daily life, and for last reason is the significance from contextual learning; SFT can provide context language usage and enhancing students' comprehension in English learning.

1.7 Organization of the Paper

In the first chapter of this research, a discussion is had on an overview of why this research has to be done. This discussion is backed by a brief description and some research that was done in the past. This chapter is broken up into seven different sections. These components include the history of the research, research questions, research aims, research relevance, research scope, research categorization of word definitions, and research writing systematics.

The hypotheses and prior studies that are pertinent to this research are presented in Chapter Two of this study. In addition, the procedures that were carried out in chapter four in order to analyze the data are presented in this chapter as well.

In this study's third chapter, the topic of discussion is the research methodology, which includes a description of the research design that was utilized, as well as procedures for data collecting and analysis.

The findings and a discussion of the outcomes of the promotion of HOTS on SFT materials carried out by teachers are presented in the fourth chapter of this research study. In addition to this, it discusses the difficulties that teachers have, as well as the solutions to these issues, while presenting HOTS on SFT materials to junior high school students.

In the fifth chapter, we draw our conclusions based on the findings of the research, discuss the ramifications of those findings, provide recommendations to future researcher, and discuss the limits of the study.