

CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the study, identification of the problem, research problem, research questions, purpose of the study, scope of the study, and significant of the study.

1.1 Background of the study

In the 21st century, people are demanded to be creative and critical thinkers (Central, 2010). Therefore, the major of educational goals over this the decades are to develop and to enhance students' high order thinking skills (HOTS) (Fisher, 1999; Marzano, 1993; Supon, n.d.; Zohar & Schwarter, 2005). In addition, high order thinking skills also becomes the one of daily needs especially for the future life such as the competence in the work place. Critical, logical, reflective, metacognitive, and creative thinking are the aspects in high order thinking skills (Prasad, 2012, p. 6). To expose those demands, the government in Indonesia elaborated 2006 curriculum becomes 2013 curriculum which facilitate high order thinking skills. Since 2014, the implementation of high order thinking skills has already been applied by the government in 2013 curriculum.

In 2013 curriculum, students are required to have creative and critical thinking skills (as the demands of 21st century). As stated in Law no 20/2013, 2013 curriculum should promotes productive, creative, innovative, affective

through strengthening attitudes integratedly. Therefore, it is importance that teachers deliver the teaching learning activities in the form of meaningful learning activities. Activity is a work to achieve an aim (Cambridge Dictionary, 2008). Brown (2001) defined activity as virtually anything that learners do in the classroom. Thus, learning activities are activities designed by teacher as the guide in a classroom to create a condition of learning. Observing, questioning, associating, experimenting, and creating networking communicating implementing are the basic steps of teaching learning activities (TLAs) that occur in 2013 Curriculum (Kemendikbud, 2014). There are three activities that are ruled in the teaching and learning process of the 2013 curriculum; they are introductory activities, core activities, and closing activities (Kemendikbud, 2013a).

Ministry of Education and culture reviewed that teaching English as a foreign language in Indonesia was intended to equip students to read textbooks and references in English, to participate in classes and examinations that involved foreign lecturers and students, and to introduce Indonesian culture in International arenas (Taridi, 2016, pp. 1-2). Therefore, teachers should take the strenuous efforts to bring out and apply HOTS in English Foreign Language (EFL) learning activities.

Originating from Bloom's taxonomy of learning, high order thinking skills (HOTS) is referring to the three upper levels of cognitive skills, those are: analysis, evaluation, and creating. Analysis refers to the ability of learners to deconstruct the structure of knowledge and categorize them into their

respective groups as well as identify the relationship among the components of the knowledge structure (Marzano & Kendall, 2007, p. 10). The cognitive skill of evaluation requires learners to justify the value of piece information for its relevancy and consistency.

According to Chinedu (2015) HOTS concentrates on developing students' abilities to analyze effectively, evaluate the existing information and creating something new. As the students are able to create and integrate these skills in their learning activities, then such student has been able to demonstrate HOTS. Moreover, (Yee, Md Yunos, Otham, Hassan,, Tee,, & Mohammad,, 2012) argue that HOTS are teachable and learnable, and all students have the right to learn and apply this thinking skills to solving problems. Thus, the development of high order thinking skills is not just desirable for developing high cognitive capacities, but also responsible for the development of an all-round individual.

The knowledge dimensions are also connected to High Order Thinking skills (Krathwohl, 2002, p. 214). There are Factual Knowledge and Conceptual Knowledge, Procedural. Whereas, Metacognitive Knowledge belongs to Higher-Order Thinking skill. Thus, it is important to find out the Higher Order Thinking skills in teaching learning activities for English foreign language learners regarding to the knowledge dimensions.

In order to fulfill the 21st century demands, some educators acknowledge the importance of high order thinking in the educational curriculum but most are discouraged because of the difficulty of implementing

high order thinking skills in activities in the classroom due to time constraint (Ganaphaty, 2017, p. 21), student factor, teacher factor, assessment, and learning environment (Yen & Hajar, 2015, pp. 43-44) . It has the same situation in Indonesia senior high school, teacher and student factor still in unstable condition. Thus, it is expected to the teacher to be more understand to teach higher order thinking skills in order to achieve HOTS in EFL learning activities.

These problems leads some researchers to conduct a study High Order Thinking skills in learning activities in different area and levels. First, the study of “Active Learning: Using Bloom's Taxonomy to Support Critical Pedagogy” which have been conducted by Sirous Tabrizi, Glenn Rideout (2017). Then, the study of Strategies for Improving Higher Order Thinking Skills in Teaching and Learning of Design and Technology Education, have been conducted by Chinedu, C.C in 2015. The last is the “study of Effective Teaching of Higher-Order Thinking (HOT) in Education” have been conducted by Tan Shin Yen in 2015.

These previous study are used teacher’s perception, library research, interview, and questionnaire to investigate higher-order thinking skills in learning activities. Thus, this research use Bloom’s Revised Taxonomy to investigate the learning activities that applied higher-order thinking skills by focusing on cognitive level domains.

Therefore, this study is aimed to obtain the English Foreign Language (EFL) learning activities which align with the goals of the 2013 curriculum

(i.e. High Order Thinking Skills) by observing the English language teaching-learning activities at SMAN 72 Jakarta and analyzing the exploration of high order thinking skills in EFL learning activities.

Based on the justification above this descriptive qualitative study focused on answering these following questions:

1.2 Research Questions

1.2.1 Do English Foreign Language Learning Activities at SMAN 72 Jakarta promote students' Higher Order Thinking skills?

1.2.1.1 What level of cognitive process is the most prevalent in EFL learning activities

1.3 Purpose of the study

The purpose of this study is to obtain the English Foreign Language (EFL) learning activities which align with the goals of the 2013 curriculum (i.e. High Order Thinking Skills) by observing the English language teaching-learning activities at SMAN 72 Jakarta and analyzing the exploration of high order thinking skills in EFL learning activities.

1.4 Scope of the study

This study focused on how English Foreign Language learning activities promote students' high order thinking skills. So, this study will not

discuss any field of activities. The activities applied by students in learning process were intended to achieve Higher Order Thinking skills.

1.5 Significance of the study

For teachers, the results of this study are expected to be used in promoting students' high order thinking skills (HOTS) in teaching learning activities (TLAs) so that teaching learning activities are more active.

For the researchers and English Department's students the results of this study are expected to be used as reference for English Language teaching learning activities in the future as the English teacher so that they could develop their creativity in creating teaching learning activities which are promote their students' high order thinking skills.