

CHAPTER I

INTRODUCTION

This chapter describes some points including the background of the study, statements of the problem, the objectives of the study, and the significance of the study.

1.1. Background of the Study

English is quite important to be taught in school for the future of students. It is because English is one of the skills needed in this globalization era. English learning is divided into four skills; writing, speaking, listening, and reading. These skills need to be mastered by students to make them capable of using the English language to face competition in the future. One of the abilities discussed in this study is the ability to read, especially reading comprehension.

Based on the 2013 curriculum, students are required not only to be able to read English text correctly and in accordance with the rules of pronunciation but also can be expected to be able to understand, analyze, conclude, and gain new knowledge about the world they live in through reading activities. This is applied to highlight the fact that reading activities not only improve reading skills but also help students to find out the actual social and cultural issues in society. 2013 curriculum has the purpose of developing passive learning into critical learning, including reading activity. This reading activity is targeted to help students to be critical to what they read and this is mitered through comprehension of what they read.

By comprehension it is expected that students may improve their competence of understanding the reading text. This competency is not only useful for learning English but also useful for other sciences. So, reading comprehension skills are expected to make students think thoroughly, and continuously, and integrate with other sciences. In the end, this increased ability can be useful in other fields especially those that have a relationship with their lives, not just in English. In short, this ability is trained with critical thinking as the goal.

Critical thinking is one of the important skills expected to be obtained through reading comprehension learning. In reading comprehension, critical thinking skills involve analyzing, synthesizing, recognizing, concluding, and evaluating or assessing.

On the other hand, this skill can be trained through reading. The reading comprehension sessions undertaken by students always involve critical thinking, which students need to analyze and infer the text being studied. In addition, critical thinking can be obtained and honed with exercises to analyze and conclude text which is usually done during the reading comprehension session. That is, critical thinking is considered important and becomes part of the skills and intelligence criteria needed by students. Critical thinking has a close relationship and is inseparable from reading comprehension and implicitly also becomes a part of national education goals. This is reflected in Article 1 of Law No. 20 of 2003 concerning the national education system, namely (Education is a conscious and planned effort to create a learning atmosphere and learning

process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that needed himself, society, nation and state).

But in reality, students in Indonesia lack this skill. Based on research that has been done by Victor Medina-Conesa (1970), around 69% of students in Indonesia wanted to start their own business after finishing their studies, and 62% of them wanted to be entrepreneurs in technology. But in reality, students in Indonesia are characterized by a low level of critical thinking. Even though, critical thinking, creativity, and innovation are the main drive for entrepreneurship.

The program for International Student Assessment (PISA) 2015 has results of tests which is used to monitor the ability of 15-year-old students to extrapolate what they have learned in the context of inside and outside of school. In the field of science, more than 50% of students are categorized at level 1 from 6 levels. It means that more than half of 15-year-old children in Indonesia cannot conclude from simple data sets using basic general knowledge. Whereas in the field of mathematics, 2/3 is considered unable to extract the essence from one source and make a literal interpretation of these results. In terms of reading, 55% cannot recognize the main idea of reading, understand links and links, or interpret the meaning of reading if the meaning is not prominent. It means that more than half of 15-year-old students in Indonesia do not have the basic ability to think critically.

Many factors can cause the low level of the student's critical thinking skill in reading comprehension: the student's IQ, the student's interest in reading, the learning strategy used by the teacher, and so on. The low level of critical thinking also actually affects the lack of students' reading interest, because critical thinking can be improved through reading. Indonesia ranks 60th out of 61 countries in terms of reading interest. Based on a study by Central Connecticut State University from the US, Indonesia is below Thailand in 59th and above Botswana in 61st position. The students have low reading interest because they often feel bored in reading sessions or reading learning and that is because of the strategy in learning reading. Through this study, researcher try to use the class action research by implementing HOTS strategies to increase students' critical thinking skill in reading comprehension. Based on the description above, the title of research study conduct is "The implementation of HOTS strategies in reading comprehension to EFL learners" SMA 5 KUPANG in Academic Year 2023/2024".

1.2. Research problem

Based on the background above, the research problems of this study are:

1. How can high-order thinking skill strategies improve the reading comprehension and do high-order thinking skill strategies improve students' ability to think critically of student at SMA 5 KUPANG?

1.3. The objective of the study

The objective of this study is to know;

1. To know how high-order thinking skill strategies is able to improve the reading comprehension and to know if high-order thinking skill strategies may improve students' ability to think critically of student at SMA 5 KUPANG.

1.4. The significance of the study

1. The researcher expects this study can motivate teachers in their attempt to develop their students' implementation of thinking skills, especially in critical reading.

This study is expected to give some benefits as follows: Theoretical Significance.

This research can be useful to enrich knowledge in learning critical reading especially related to critical thinking.

2. Practical Significances

- a. For teachers, the result of this research can be useful for teachers to improve the quality of teaching reading comprehension and critical reading.
- b. For students, the result of this research can help the students to improve critical thinking skills in reading comprehension and make the students active in the learning process.
- c. For another researcher, the result of this research can be used to conduct the same research with the various variables.

1.5. Definition of Key Terms

To make this research clearer, the writer will explain the definition of keyterms that might help readers understand this research.

1. HOTS strategies

HOTS strategies usually required for those who want to develop their thinking skills. Therefore, good readers need higher order thinking strategies to think of, and direct their perception before, during and after reading the passages. Beneath all, students need to acquire the HOTS strategy to improve their abilities in thinking process instead of thinking simply of the passage they read. Upon even strategies of HOTS, here is a detail information on how the strategies of HOTS is applied according to as the following:

- a. Giving high questions during reading activity
- b. Making inference question; (why, how, to what extend, what does ‘.....’ mean)

Critical question; (what is the idea of the text, what is the relationship between, what would happen.)

2. Reading Comprehension

Reading critically means reading analytically and with judgment.

Furthermore, Tarigan (2008: 92) argues that critical reading is a kind of reading that is done wisely, considerately, deeply, evaluatively, and analytically, and not just looking for faults.