

CHAPTER I

INTRODUCTION

A. Background of the Study

In learning process, schools must apply the curriculum so that the teaching process runs well. Wortham (2006) a curriculum is a planned set of course that is presented to teachers to arrange teaching and learning in certain level of ages. There are some curriculums that have ever been applied in Indonesia, one of them is the curriculum 2013 new revision. The curriculum 2013 new revision is focused on improving the relationship between core competencies and basic competencies. The lesson plans in the curriculum 2013 new revision include four things there are integration of strengthening a character education, literacy, HOTS, and 4C.

The strengthening of character education movement requires to integrated, deepen, expand, and simultaneously align the several character education programs and activities that have been implemented up to now. Integration can be; integration of class activities, outside the classroom at school, and outside school (community / community); the integration of intra-curricular, co-curricular, and extracurricular activities; the simultaneous connection of school, family, and community residents. In learning process there are five strengthened characters namely religious, nationalist, independent, mutual cooperation, and integrity. In addition to learning, literacy needs to be integrated that is the capability to access, understand, and use something intelligently through many activities such as reading, seeing, listening, writing, and / or speaking.

The curriculum 2013 new revision also requires 21st century skills or called 4C (Communication, Collaboration, Critical Thinking and Problem Solving, and Creativity and Innovation). The mastery of 4C is very important because the soft skill type in everyday a implementation is more useful than hard skill. The curriculum 2013 new revision also requires students to have critical thinking, logical, reflective, metacognitive, and creative thinking

skills that are high level thinking skills. HOTS require the creativity of teachers in learning process in order to create an atmosphere of interest to students. The 2013 curriculum also needs learning materials up to metacognitive that require learners to be able to predict, design, and estimate.

Curriculum 2013 new revision has been in effect since July 2017 and its implementation is done in stages. At present, not all schools apply curriculum 2013 new revision due to unpreparedness of teachers and students. Curriculum 2013 new revision makes a strong and has good character for students in the future. This curriculum has been implemented at schools in Surakarta, one of them is SMP N 1 Surakarta that uses curriculum 2013 new revision.

The researcher is interested in conducting research at SMP N 1 Surakarta because this is one of favorite junior high schools in Surakarta that have implemented curriculum 2013 new revision and applied Higher Order Thinking Skill (HOTS) in teaching English. The school is located on MT Haryono street no. 4 Manahan, Surakarta, Central Java. Relating to develop higher order thinking, so the researcher wants to know the technique used by the teacher in teaching reading.

In learning English there are four language skills, namely speaking, writing, listening, and reading. Reading skill is also important in teaching English. Harmer (2005: 68) in Fauziati (2015: 113) “reading text also provide opportunities for students to learn vocabulary, grammar, pronunciation, and even good models for English writing - the way sentences, paragraphs, or texts are constructed. Last but not the least, reading texts can introduce interesting topics and stimulate discussion.”

Teaching reading is a process used to transfer knowledge from the teacher to the students by using certain techniques and materials. Teaching reading requires skill in reading comprehension. Students are required to be able to read in order to understand and capture the contents of the passage. Especially in SMP N 1 Surakarta is applied teaching reading. The purpose of

teaching reading in SMP N 1 Surakarta is to develop the students to think critically and explore knowledge.

Based on descriptions and problems that researcher have described above this is the reason researcher will carry out research entitled **TECHNIQUE USED BY THE TEACHER TO DEVELOP HIGHER ORDER THINKING SKILL (HOTS) IN TEACHING READING TO THE SEVENTH GRADE STUDENTS AT SMP N 1 SURAKARTA IN 2017/2018 ACADEMIC YEAR.**

B. Limitation of the Study

In this study, the writer limits the problem to the technique used by the teacher to develop HOTS in teaching reading to the seventh grade students at SMP N 1 Surakarta. In this research the researcher using theory by Anderson and Krathwohl (2001).

C. Problem of the Study

Based on the background above, the problems are focused on the following:

1. What is the technique used by the teacher to develop Higher Order Thinking Skills in teaching reading to the seventh grade students at SMP N 1 Surakarta?
2. What are the students' responses to the technique used by the teacher to develop Higher Order Thinking Skills in teaching reading to the seventh grade students at SMP N 1 Surakarta?

D. Objective of the Study

Relation to the problem in this research, the objectives of this study are to describe:

1. To classify the technique used by the teacher to develop Higher Thinking Skill in teaching reading to the seventh grade students at SMP N 1 Surakarta.
2. To describe the students' responses to the technique used by the teacher to develop Higher Order Thinking Skills in teaching reading to the seventh grade students at SMP N 1 Surakarta.

E. Significance of the Study

The significance of the study is divided into two:

1. Theoretical Benefit

The results of this study to give reference for teachers in determining techniques used to develop higher-order thinking skills in teaching reading.

2. Practical Benefit

This study is expected to give some benefits:

- a. For the students, improving students' creativity and activeness in learning and fostering the creativity of students to think critically and think high level independently.
- b. For the teacher, improving the learning of a variety and innovative and creating a fun learning environment.
- c. For the researcher, they can use this study as one of the references regarding technique used by the teacher to develop HOTS in teaching reading.

F. Research Paper Organization

This study is divided this research paper into five chapters to make this research is more systematic, namely:

Chapter I is the introduction explain about background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II review of related literature which explains about previous study and position of the study. Review of related literature is technique, higher order thinking skill, question strategy, and students' responses.

Chapter II research method which consists of type of research, setting of research, subject of research, object of research, data and data source, techniques of collecting data, credibility of data, techniques for analyzing data.

Chapter IV research finding and discussion.

Chapter V is conclusion, implication, and suggestions.