CHAPTER I
INTRODUCTION

A. Background of the Study

English is very important because it becomes a global or international language that is used by people around the world to communicate each other. English is implemented as a first or second language around the world. It means that English is the main language in communication. It can solve the problem in conversation with other people who have different background of cultures and language surround in the world. English can be implemented in science, business, technology, and education.

In Indonesia, many strategies are applied by teachers to teach reading English materials. In SMK Muhammadiyah 1 Sukoharjo, the students have some difficulties to learn English. The achievement from the students from year to year is not stable. Teachers always try to find how to facilitate students to learn the material given by teacher and increase their motivation in learning English. Reading is one of the skills taught at SMK Muhammadiyah 1 Sukoharjo. The objective of teaching reading in this school is to help students analyze, and creating some texts in reading. Due to the purpose of vocational high school students after graduation is working, and in the world of work is now required to be able to speak English in order to compete in the world of work.

The curriculum used now in teaching English is the 2013 curriculum, and it is also used in SMK Muhammadiyah 1 Sukoharjo curriculum 2013. Based on the 2013 curriculum teacher should develop students' higher order thinking skill.

Applying Higher Order Thinking Skill in the 2013 curriculum aims to improve the students ability to think critically in the class. According to Heong, *et al.* (2011) based on the 2013 curriculum teacher should develop higher order thinking is used to think broadly to find new challenge. Higher order thinking demands someone to apply new information or knowledge that he has got and manipulate the information to reach possibility of answer in new situation.

Brokhart (2010: 5) stated that higher-order thinking conceived of as the top end of Bloom's cognitive taxonomy. The teaching goal behind the cognitive taxonomies is furnishing students to be able to do transfer. Being able to think means students can apply the knowlege and skills they developed during their learning the new topic.

Based on description and the problem that researcher has described, the reseacher is interested in conducting research entitled **"TEACHER'S STRATEGY FOR DEVELOPING HIGHER ORDER THINKING SKILLS IN TEACHING READING TO THE ELEVENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 1 SUKOHARJO IN 2018/2019 ACADEMIC YEAR"**.

B. Limitation of the Study

The discussion of the study needs to be limited. In this research, the researcher limits the study to the teachers way with steps in strategy to develop HOTS in teaching Reading to 11th Grade Students in SMK Muhammadiyah 1 Sukoharjo and the student responses toward the strategies used by the teacher.

C. Problem Statement

Based on the explanation above, the writer proposed the following problems:

1. What strategies are used by the teacher to develop HOTS in teaching Reading at the 11th grade of SMK Muhammadiyah 1 Sukoharjo in 2018/2019 academic year?

2. What are the student responses toward the strategies used by the teacher to develop HOTS in teaching reading to the 11th grade students of SMK Muhammadiyah 1 Sukoharjo in 2018/2019 academic year?

D. Objectives of the Study

The objectives of this study are as follows:

1. To describe the strategies used by the teacher to develop HOTS in teaching reading to the 11th grade students of SMK Muhammadiyah 1 Sukoharjo in 2018/2019 academic year?

2. To identify the students response of the teacher strategies in teaching reading to develop HOTS to the 11th grade students of SMK Muhammadiyah 1 Sukoharjo in 2018/2019 academic year?

E. Sigificance of the Study

The result of the study is expected to give contribution to the teaching and learning process of learning and teaching reading with Higher Order Thinking Skill (HOTS).

1. Theoretical Significance

   a. This research could use as a reference for another researcher to conduct new study.

   b. This research could useful to the english teacher to teaching English especially in teaching reading.

2. Practical Significance

   a. For the English teacher

      The researcher hopes that this research can show how the teachers' strategy to develop HOTS to teaching reading in the class and have to help teacher better in teaching in the class than before.

   b. For the Students

      This research study can be used to help students in learning especially in learning reading, because this research finds to how the teacher strategy to develop HOTS, if any some weakness or mistakes from teacher to student with the the strategy, the student can say that thing.

c. For other researchers

This study can be useful as the reference for other researchers who want to conduct a research in the same topic and purpose. It can be used to show that what strategy used by the teacher to develop HOTS in the class when teaching reading.

F. Research Paper Organization

This research is divided into five chapters. The research paper organization is as follows:

Chapter I is divided into background of the study, limitation of the study, prolem statement, objective of the study, significance of the study, and research paper organization.

Chapter II consist of previous studies and underlying theories, previous studies which is as content about previous research from some method but there are different some aspects such as participant, place to conduct reasearch and others. Then, the underlying theory consisted of some theories which were used as a basic to explain related methods.

Chapter III is divided into type of the study, object of the study, setting of the study, subject of the study, object of te study, data and data source, method of collecting the data, technique for analyzing data, and credibility of data.

Chapter IV presents the findings and discussion, and then this chapter revealed the process of teachers strategy to develop HOTS.

Chapter V is about conclusion. Coclusion is explaining related the research question. This chapter also gave a suggestion to the other reasearcher which would be conducted new research on the future.