

CHAPTER I

INTRODUCTION

1.1 Background of Study

Indonesia's English learning prioritizes developing four language skills: speaking, reading, writing, and listening skills. According to BSNP (2013) Each Individual required to learned and mastered those skills. By reading, someone can communicate with thoughts or feelings, gain information and make students improve their intelligence and their creativity. Reading is one of the receptive skills, which is the most necessary skill to learn by students and gain knowledge from various letters and words. Reading is the strategy of word understanding and combining the word's meaning in the sentences and the reading recitation structure. According to Mikulecky (2011:5), reading is the mind that is consciously complicated or unconscious which the readers use with different strategies.

Alderson (2005, P.144) Reading has a deep interaction between a reader and the text which is created fluency in reading naturally. According to Grabe (2010), the ability to read is a critical language skill of a student as a foreign language (EFL) in English or (ESL) second language in the context of academics. Nuary (2015) believes that for many students in the EFL context, the cultivation of good readability can involve extensive combat; it is crucial for anyone who has a low understanding level. That situation will lead significantly to a loss of interest that will produce a lower level of fluency and understanding. Reading builds knowledge and enables us to be the inquiring searchers of knowledge that we should be. Not only does it greatly help students when they need to study for exams, but that also helps improve their writing ability. Reading enables one to spend a little time figuring out the words, speed and concentration are continued to increase. With frequent breaks in between reading and by avoiding regression, you can improve your concentration.

According to Cunningham's paper entitled "What Reading Does for the mind (2011) found that reading can make individual get more knowledge. There is still so much knowledge that we still don't know certainly yet. We can gain much knowledge and sharpen our knowledge by reading diligently. Studies by Cunningham have shown that reading improves general knowledge and, more importantly, can spot patterns faster. The capacity to comprehend text content is defined as reading comprehension through the use of critical thinking and critical reading (Alqatanani, 2017; Sultan et al., 2017; Tent & Tent. 2013; Tsai et al., 2013). Miller D (2013) claims that reading comprehension is interpreted as a process of understanding summarized by the reader in the reading text. Furthermore, Khoiriyah (2010:1) believes reading comprehension is defined as the thinking process of readers that makes them aware of thought, comprehend the aspects of their experiential background, and describe it in connection with their purpose and necessity.

Reading Comprehension includes many abilities, such as making predictions, questioning, inference making, making a conclusion, synthesizing information, recognizing the passage of main text idea, summary, and analysis of the text. The same perception according to (Grabe & Stoller 2011) Reading comprehension is defined as a skill for comprehend textual information and define the text correctly. In recent years, the task of reading comprehension, where systems have to comprehend a single passage of text quite enough to answer subjective questions about it,

has seen considerable progress, so that the most common databases available for this task have been solved.

In Indonesia, the government states that HOTS is intended for students' learning process (Munawati, Nursamsu, 2019). In the revised curriculum 2013, students would be required in four integrated dimensions keys: collaborative, communicative, critical thinking, and creative and HOTS, including a lesson program, literacy, and character development.

According to Ariyana, Bestary, & Mohandas (2018), The purpose of learning HOTS is to ensure all students able to evaluate, analyze or develop their understanding. There are four prior skills in English study that necessary for students to be achieved. That skill is Listening, Writing, Speaking, and Reading. The reading learning purpose is to recognize the text as set out in the general structure of National Curriculum Competence 2013. It implies that students have to be able to understand the text significantly integrates their ability to comprehend. (Sulaiman et al., 2017) stated that High Order Thinking Skills (HOTS) also relates to the ability to adjust reasoning, reflection, values, skills, and knowledge, decision making, problem-solving, produce something new and innovate. Such an approach encourages higher-order thinking skills as good as study abilities.

According to Abduhzen (2018), HOTS is not a subject, nor is it an exam question. HOTS is the ultimate goal that is achieved through learning approaches, processes, and methods. Misunderstanding the HOTS term would result in increasingly inefficient and unproductive learning models. Wenglinsky (2002) claimed that "critical" or "strategic" thought is often referred to as HOTS. It is also defined as a skill for using the information to evaluate arguments, analyze arguments, and solve problems. Preparation Guide (2015), the Directorate of High School Development believes that the curriculum 2013 needs an international standard evaluation based on the international standard in curriculum 2013. Teachers should build student's HOTS. Who needed to think universally to find a new challenge (Heong et al. 2018) and respond in an uncommon or new situation. HOTS is the answer for people to adjust new information and knowledge.

The researchers decided to choose HOTS because it can improve student's logical thinking in brainstorming, interpretation, and text formation. The educators evaluate learning priorities to promote critical thinking (Limbach & Waugh, 2010). Also, Harvey & Goudvis (2017) state that to develop meaning, find answers, discover new information, problems solving, and question processes that require readers to ask questions themselves.

Ironically, according to the International Standard Preparation Guide (2015), the Directorate of High School Development believe that teacher's high school preferred to evaluate lower thinking skills only. Lower Order Thinking Skills (LOTS). It is not suitable to use in this curriculum because the teacher's targeted theories and contextual knowledge will not match the criteria of the 2013 curriculum.

That is why it is necessary to master reading comprehension. However, the problem is that students are unmotivated in reading comprehension to read text that tends to make them inferior in understanding reading. Kids can read, and they know every word, but it does not mean they completely understand the text that they read.

According to Dr. Linda Sillbert (2014), poor Reading Comprehension abilities Lead to poor academic performance and affect their skill to succeed in school. Reading Comprehension is necessary for all subjects, such as math and science. Tests also require a reading's understanding, which results in poor grades and poor exam results if a student did not understand reading comprehension well.

Several reasons might lead students to poor reading comprehension, including lack of interest and boredom, which tends to cause children to usually not pay attention to the text they read. The material or story that they read is easy for some children. They quickly get bored and disinterested. It does not relate to something they like or know, slows down, or prevents reading comprehension from decoding individual words. When too many words a child does not know were included in assigned content, they will concentrate on decoding rather than understanding. Others will give up on reading what is assigned.

Meanwhile, some students find complex text challenges. That is so frustrating for others that they give up. A story can be appropriate for the child's grade level but too tricky for an individual child.

The context can be unfamiliar or the story too complex, in addition to not knowing the vocabulary. Oral language deficiency is often linked to poor reading comprehension. Children with limited vocabulary and fluency in oral reading will have problems understanding written text. In fact, In Indonesia, reading comprehension tests still prepare all that activities in LOTS (lower-order thinking skills level). Many studies that have recorded HOTS use in teaching and learning have not done anything on the reading comprehension skills and evaluation.

There are some critical researches on reading comprehension related to the HOTS strategy. Samelian (2017) was performed. CAR (classroom action research) aims to examine whether the researcher can enhance the fifth-graders reading comprehension by using higher-order questioning and critical thinking research. The research showed that questioning of higher-order and information.

The findings stated that questioning higher-order and critical thinking could enhance students' comprehension of abilities to think critically and support students to participate with HOTS to improve their reading understanding. The researcher looked for several similar studies to support this research in order to verify this research.

Based on the background, this research concerned more with on finding the effect of the HOTS strategy to improve students' reading comprehension in the 8th grades junior high school students of SMPN 7 Medan, Sumatera Utara. The researchers found that SMPN 7 MEDAN students are still studying reading comprehension at Lower Order Thinking Skills (LOTS). Other than their school textbooks, students are hesitant to read English texts. Students ignore what they are reading. They do not establish the terms in the text relationship to found the word's meaning and will concentrate on the questions asked in the reading comprehension test to guide themselves towards reading comprehension. Such a problem persists because the students in junior high school have been in the phase of reading which prioritizes the meanings of a reading passage. Since they are not taught or deeply understand in reading activities that apply such strategies, students are unaware of the strategies that may help them read. The researcher also found the factors that caused the difficulty of many students in reading comprehension: most

students only read at a glance and were tricked into several repeated sentences. They misinterpreted the choice as an answer.

It's caused by Lack of grammars, vocabulary and word meaning understanding. This research needs to be done because if students continue to use LOTS (Lower Order Thinking Skill), the student's reading comprehension skills are still at a low level and experience difficulties. HOTS will contribute to student's improve their reading comprehension skill, evaluate the effects of the HOTS strategy of students in reading comprehension is the research aim, and teach them to use this strategy to improve their reading comprehension skill. The process of learning English is challenging and complex. In addition, English teacher's impression shows what they do not understand about how to teach the right strategies to understand reading comprehension texts, especially when teaching HOTS strategies. The English teacher strategy in selected junior high school. According to their research, HOTS applying for reading comprehension learning can help students improve their skills in reading comprehension.

Therefore, it is a brilliant idea of problem-solving through this study by applying HOTS in learning reading comprehension. Therefore, the idea comes up into research entitled "The Effect of HOTS In Reading Comprehension." Hence, the researcher has thought to investigate whether higher-order thinking skills are practical on reading comprehension.

1.2 Problem of Study

1. How is the HOTS strategy increase the 8th-grade students of SMPN 7 Medan Reading comprehension's skill?
2. Does HOTS strategy affect the 8th-grade students Reading Comprehension of SMPN 7 Medan?

1.3 Scope of Study

This research studied comprehension reading skills while using the HOTS strategy for SMPN 7 Medan's 8th-grade high school students. The discussion process consisted of pre-test and post-test activities, shown in the result.

1.4 Objectives of Study

The study aims is to know how to apply the Higher order thinking skill strategy to improve reading comprehension ability in 8th-grade students of SMPN 7 Medan and to know either Higher order thinking skill strategy affect students reading comprehension ability or