

CHAPTER I

INTRODUCTION

1.1. Background of the research

The Indonesian government had stipulated that teachers had to train students in higher-order thinking skills (HOTS). The purpose of HOTS learning was to give students the ability to analyze, evaluate, and create what they knew. Having the ability to think critically and creatively was crucial in those days. Students' ability to evaluate and analyze information would help them think infrequently. As a result, the students were going to be able to develop individual solutions to the problems. Reading was the only method for pupils to acquire these thinking skills. However, very little research had been done on HOTS issues in English language learning, especially reading skills. Students would not have been able to understand the lesson if they could not read and understand the material. Students should have been educated to read critically, and reading techniques should have been given special attention. Students had to engage in higher-order cognitive processes to have a meaningful reading experience (Freahat & Smadi, 2014).

Higher order thinking skills, or HOTS, are the capacities of creative, rational, and metacognitive thought. The capacity to use information to solve problems, evaluate arguments, negotiate difficulties, or make predictions was defined as a higher order thinking capability. This required analyzing the

information, evaluating the assumptions and beliefs, and drawing conclusions (Munawati, 2019).

Bloom's cognitive taxonomy was thought to terminate at higher order thinking. All of the cognitive taxonomies have as their educational objective preparing pupils to do the transfer. "Being able to think" meant that pupils could use the abilities and information they gained from their education in different situations. Here, "new" refers to applications that the learner had not previously considered, not necessarily something that was novel in general. The idea behind higher order thinking was for pupils to be able to connect what they were learning to components other than what they were taught to identify it with (Brookhart, 2010).

According to Nurmaharani et al. (2022), Higher Order Thinking Skills (HOTS) were more than just "thinking"; they meant thinking in a broader context. HOTS were not designed to improve students' memory. Instead, they helped make sense of the ideas. Another goal of implementing HOTS was to make language relevant to students by allowing them to think in their own way (Alsowat, 2016). It was a more effective method for students to gain a better understanding of the meaning of words and how to use them in various contexts.

The highest level of cognitive process was found in HOTS questions. This was due to the fact that HOTS questions instructed students in problem-

solving techniques that included carefully digesting new information and fusing it with previously learned material to create pertinent information (Yee et al., 2015). In addition, HOTS questions helped students develop their critical and logical thinking abilities as well as reasoning abilities that were essential in daily life.

Higher-order thinking as a skill helped students employ critical thinking, and teachers were urged to ask such questions. After reading, each student responded to a few questions individually. They were more likely to repeat the answers if the text was specifically cited. They usually got the questions wrong on the reading exam if the answer was inferred rather than directly given (Merizka & Jufriзал, 2021). The problem with implementing HOTS in senior high schools was that most students had difficulty working on questions that required extraordinary thinking skills, especially during exams.

When solving issues, it was typical and expected for students to make mistakes. Mistakes could also be used to gauge how well a pupil had retained the information they had been taught. Students' learning outcomes were derived from the mistakes they committed. Analyzing mistakes was required in order to lessen them and potentially enhance learning outcomes.

Based on the interview with the teacher, the teacher said that due to limited English learning time, students often made mistakes in answering HOTS questions in reading, which led to their lack of vocabulary. As a result,

students had difficulty understanding the content of the text. From the teacher's point of view, one of the factors leading to students' poor learning outcomes when using the HOTS system was the challenge of making contact with them.

1.2. Identification of the research

1. The students make mistakes when answering higher-order thinking skills (HOTS) questions in reading.

1.3. Limitations of the research

In this research, the researcher discussed the mistakes in answering higher-order thinking skills in reading. The researcher aimed to analyze the mistakes made by students in answering reading questions with the criteria of higher-order thinking skills.

1.4. Research Question

Based on the research background, the research is interesting to analyze the mistakes of students SMAN 7 Batam in answering higher-order thinking skills questions in reading. For this problem, the researcher proposed the research question as follow: What are the most mistakes made by students in answering higher-order thinking skills (HOTS) questions in reading?

1.5. Purpose of the Research

Based on the formulation of the problem, the purpose of the research: To know the students' mistakes in answering higher-order thinking skills (HOTS) in reading.

1.6. Significance of the Research

1. Theoretical Benefit

This research was able to be used as a guide to help other researchers learn from their mistakes when answering higher-order thinking skills in reading.

2. Practical

a. Teacher

The benefits of this research for teachers included enhancing the teaching-learning process by identifying the causes of students' mistakes when answering higher-order thinking skills (HOTS) questions in reading.

b. Students

The results of this research might be reflected upon to enhance the process of teaching and learning.

c. Other researchers

This research was helpful as a reference for the next researcher for individuals who were interested.

1.7. Identification of Keys term

1. Higher Order Thinking Skills (HOTS)

HOTS were higher cognitive processes that students used to think creatively, solve problems, think critically, argue, and make decisions.

2. Students' Mistakes

The mistakes students made when answering questions were part of the learning process, and teachers often used these mistakes as feedback to help students improve their understanding and gain better comprehension.

3. Reading

Reading was a process that was done to convey and receive messages through word.

