

## **CHAPTER I**

### **INTRODUCTION**

This part presents background of the problem, research focus and sub-focus, problem formulation, research objectives, and significance of the study.

#### **1.1. BACKGROUND OF THE PROBLEM**

English, being the lingua franca of our interconnected world, holds immense importance for students today. According to Sri et al., (2021), its status as a global language transcends borders, facilitating communication across diverse cultures, industries, and regions. Proficiency in English is not merely a skill; it is a gateway to limitless opportunities. As students prepare for a future that is increasingly interconnected, mastering English opens doors to international academic resources, global job markets, and cross-cultural understanding.

English has become an integral foundation in the modern education world for several substantial reasons. As a global language, mastering English provides individuals with the ability to communicate across borders and cultures (Gunantar, 2016). This not only facilitates the exchange of ideas and international collaboration but also opens doors to more diverse and global learning experiences. Furthermore, English serves as a key to access critical educational resources. Most scholarly literature, journals, and leading learning materials are presented in English. Therefore, the

ability to read, understand, and interpret information in this language is crucial to gaining access to the latest knowledge and keeping up with developments in various fields.

In the digital era, English also plays a central role in online communication. Being the official language on many online platforms, emails, and international social media, mastering English facilitates interaction and collaboration in the virtual world. This skill is essential in building networks, sharing ideas, and engaging in global discussions.

The importance of English is also reflected in career and economic aspects. Many global companies use English as their official medium, and a strong command of this language is a significant advantage in seeking international employment I. P. Sari et al., (2018). Furthermore, involvement in global business and international trade often requires fluent communication in English. In the context of higher education, English is the medium of instruction in many renowned institutions worldwide. This provides an incentive for students to master English to pursue their studies at a higher level abroad. Additionally, learning English can enrich students' experiences by introducing them to cultural diversity and global perspectives.

Learning English also has a positive impact on the development of critical thinking skills. Understanding and analyzing complex texts in English helps build critical thinking, logic, and the ability to construct strong arguments. Moreover, mastering this language opens the door to

understanding literature, philosophy, and other intellectual concepts. Thus, English is not just a linguistic skill but also a key to unlocking opportunities in education, career, and global interaction in the modern era.

In the realm of education, English acts as a conduit to a vast repository of knowledge. Many leading academic publications, research papers, and educational materials are predominantly available in English. By acquiring fluency in this language, students gain unhindered access to a wealth of information and diverse perspectives that can enrich their learning experiences. Moreover, it equips them with the ability engage in cross-cultural dialogues, foster a deeper understanding of global issues and diverse viewpoints.

Proficiency in English is not solely confined to academic or professional pursuits; it extends to embracing the richness of global cultures. Through English literature, movies, music, and digital media, students can immerse themselves in various cultures and broaden their horizons. This linguistic competence enhances their adaptability and social skills, enabling them to connect effortlessly with individuals from different backgrounds (Silitonga & Haratikka, 2023). Proficiency in English holds paramount significance across various facets of life, influencing academic, career, and global interactions. In the realm of academia, a high level of proficiency in English is indispensable.

Students possessing advanced English skills can navigate academic literature, actively participate in class discussions, and articulate their

ideas with precision in written assignments and papers. This proficiency not only contributes to academic success but also enhances students' effectiveness as contributors to the academic environment.

In the global workforce, proficiency in English stands out as a competitive advantage. Many multinational corporations adopt English as their official communication language, thus individuals with a command of the language have greater opportunities for advancement in global careers. Proficiency in English serves as a gateway to international job prospects, enabling individuals to thrive in diverse professional settings.

Beyond mere linguistic competence, proficiency in English fosters effective intercultural communication. It involves not only the ability to speak or write but also an understanding of cultural nuances embedded in the language. A high level of proficiency empowers individuals to navigate cross-cultural communication barriers and respond appropriately in various social and professional situations.

Additionally, proficiency in English grants individuals access to a wealth of global information. English serves as the primary medium for scientific research, news dissemination, and updates across various fields. Those proficient in English can easily keep abreast of technological developments, scientific advancements, and global trends, contributing to their well-rounded knowledge base.

Furthermore, the process of learning English often involves the development of other crucial skills such as critical thinking, analysis, and

information synthesis. This multifaceted approach to language learning contributes to the enhancement of cognitive abilities, further underscoring the broader benefits of English proficiency. Mastery of the English language not only facilitates academic achievements and career progression but also enables more effective engagement in a global context. Proficiency in English emerges as a key factor in achieving success, both personally and professionally, in an interconnected and linguistically diverse world. Developing English teaching materials is crucial in facilitating effective learning outcomes for students.(Andika et al., 2023). According to (Yukamana, 2024) stated the beliefs that teachers hold may guide the way they approach their teaching tasks, such as the choice of instructional design, learning method, and student outcomes.

Furthermore, the professional landscape today heavily values bilingualism or multilingualism, with English often being a prerequisite in many industries. Companies seek employees who can communicate effectively on a global scale, positioning English fluency as a valuable asset. Beyond securing better career prospects, mastering English empowers students to contribute meaningfully to a globally connected society, fostering collaboration, innovation, and understanding across borders.

In essence, learning English transcends the boundaries of language; it opens doors to a world of possibilities. It equips students with the tools

needed to navigate the complexities of our interconnected world, fostering personal growth, professional success, and global citizenship.

The implementation of Higher Order Thinking Skills (HOTS) in English language learning plays a crucial role in developing students' higher-order thinking abilities N. F. Sari, (2020). The primary objective of this learning approach is to guide students to be able to analyze texts deeply and synthesize information from various sources. Through various activities, such as analyzing the structure of news texts and summarizing multiple related articles, students are given the opportunity to enhance their analytical and synthesis skills. Such activities not only improve their understanding of the material but also enrich their communication skills in English.

According to Silalahi et al., (2022), HOTS is also applied in the context of evaluating arguments and selecting evidence. Students are engaged in debates or group discussions on contemporary issues, where they must not only evaluate arguments but also choose relevant and strong evidence. This not only hones their speaking skills but also shapes critical analysis skills necessary to face global challenges. This learning approach also provides students with the opportunity to broaden their insights into the world and develop contextual thinking skills.

Creativity in conveying ideas is also a focus in English language learning with the HOTS approach (Khaeruddin et al., 2023). Students are encouraged to express ideas creatively through various media forms, such

as creating videos, podcasts, poems, short stories, or film scenarios. In this way, they not only learn to communicate effectively in English but also develop aesthetic sensitivity and creativity in conveying their messages to others.

The application of HOTS also leads to problem-solving based on language, where students must use English to solve real-world problems. These activities create simulations of situations in which students must plan trips or overcome communication problems in an international context (Febriyani et al., 2020). Thus, they not only learn English as a means of communication but also as a tool to address real-world challenges, building adaptive skills and honing strategic thinking abilities.

HOTS encourages self-reflection and improvement of language skills. Students are prompted to create journals or blogs in English, reflecting on their learning experiences and setting improvement goals. Through peer feedback sessions, students not only provide and receive constructive criticism but also enhance their ability to identify and address language errors. Therefore, the implementation of HOTS in English language learning not only creates a linguistically adequate learning environment but also stimulates the development of critical, creative, and reflective thinking skills essential in facing increasingly complex global challenges (Indriyana & Kuswandono, 2019).

According to Fitriani and Kirana, (2022), accessing high-quality English books significantly contributes to the development of Higher Order

Thinking Skills (HOTS) among students for several compelling reasons. Firstly, these books often present complex texts that demand deep analysis. Through reading, analyzing, and comprehending intricate texts, students are introduced to critical thinking, evaluation, and problem-solving skills, all of which are integral components of HOTS.

Secondly, excellent English books frequently feature stories, poems, or articles that stimulate imagination and creativity. These narratives create opportunities for students to develop new ideas, express themselves creatively, and expand their perspectives on the world around them, fostering an environment conducive to enhancing creative thinking.

Furthermore, these books expose students to various ideas, both supporting and contradictory, enhancing their ability to comprehend multiple viewpoints and construct strong arguments. Engaging in discussions and analysis nurtures their skill in articulating opinions with substantial and logical evidence, contributing to their capability to formulate well-reasoned arguments (Kristian, 2022).

According to Lutfi and Dima, (2021), high-quality English books offer a rich vocabulary and deeper understanding of language structure. This expansion of vocabulary and nuanced understanding of language nuances support the development of more complex thinking skills.

Moreover, these books often introduce students to diverse cultural contexts, historical perspectives, and philosophical thoughts. By studying literature from various authors and eras, students gain profound insights



into different aspects of life, fostering a broader and deeper understanding of the world.

Lastly, mastering high-quality English books isn't just about understanding texts; it's about laying a foundation of knowledge and critical thinking skills that will benefit students throughout their lives. The ability to read, analyze, and comprehend texts critically remains an invaluable skill in every facet of their lives.

According to Sukmawijaya et al., (2020), utilizing rich and high-quality English books not only enriches students' language skills but also serves as an effective means to cultivate higher-order thinking abilities that are crucial in education and everyday life.

Analyzing the Reading Exercises Questions in English textbook X is essential due to several potential issues. These include concerns about the quality of learning materials, where the questions may not match the expected difficulty level or fail to stimulate critical thinking among students. Analysis helps identify these weaknesses and improve the overall quality of learning. Additionally, there might be discrepancies in alignment with the curriculum, where the questions presented may not adhere to the curriculum requirements or cover essential topics adequately. Analysis ensures that the material taught aligns with curriculum needs. Furthermore, questions may not adequately cater to students' readiness levels, being either too easy or too challenging, hindering their skill development. Through analysis, adjustments can be made to match the

difficulty level with students' abilities effectively. Evaluation needs may also arise, where existing questions may not adequately measure students' understanding of certain topics. Analysis helps identify assessment shortcomings and suggests necessary changes. Lastly, understanding how these questions are designed and directed enables educators to enhance their teaching quality by devising more effective teaching strategies. By analyzing the Reading Exercises Questions in English textbook X, we can pinpoint existing issues and take steps to enhance the quality of learning and students' achievements.

Based on the theory above, it can be concluded that the importance of English books that enrich students' HOTS is highly demanded. Books with diverse and complex content substantially broaden students' scope of thinking, providing the necessary stimulus to develop deep analytical, critical evaluation, and complex problem-solving skills. Therefore, the presence of high-quality English books becomes crucial in enriching students' higher-order thinking abilities, leading them to a more profound and relevant learning experience in line with the demands of the era.

Therefore, the researcher found interest in analyzing the English textbook designed for tenth-grade students, published by the Ministry of Research, Technology, and Higher Education (kemenristek dikti) under the title "Work in Progress". The decision to conduct this analysis stemmed from recognizing the pivotal role of instructional materials in enriching

students' abilities to comprehend, interpret, and apply English, particularly within the context of HOTS.

The researcher is interested in investigating this topic to explore how textbooks can serve as crucial tools in enhancing students' higher-order thinking skills, broadening their perspectives, and deepening their understanding of the English language. By examining how educational materials impact students' academic development, the researcher aims to identify effective methods for supporting English language comprehension and mastery, as well as to provide insights that could improve the quality of education and innovation in teaching materials. This study is expected to offer valuable recommendations for enhancing the role of textbooks in the learning process and contributing to students' academic achievements.

**“An Analysis of English Materials Inserted in English Textbook Oriented to Hots for The Tenth Grade Students of SMKN 1 Penukal Utara”**

## **1.2. RESEARCH FOCUS AND SUB-FOCUS**

The primary focus of this study is to analyze the reading questions in the tenth-grade English textbook published by the Ministry of Research, Technology, and Higher Education (KEMENRISTEK DIKTI) in 2022, entitled "English Work in Progress." The sub-focus of this research is to analyze the fulfillment of HOTS requirements in reading questions.

### **1.3. PROBLEM FORMULATION**

The problems formulated in this manner are as follows:

1. How many HOTS (Higher Order Thinking Skills) reading questions are there in the "English Work in Progress" English textbook for tenth-grade students at SMKN 1 Penukal Utara?
2. How HOTS reading questions develop in the "English Work in Progress" English textbook for tenth-grade students at SMKN 1 Penukal Utara?

### **1.4. RESEARCH OBJECTIVES**

The objectives of this research are to know and describe ;

1. How many HOTS (Higher Order Thinking Skills) reading questions are there in the "English Work in Progress" English textbook for tenth-grade students at SMKN 1 Penukal Utara
2. How are the develop HOTS (Higher Order Thinking Skills) reading questions in the "English Work in Progress" English textbook for tenth-grade students at SMKN 1 Penukal Utara

## **1.5. SIGNIFICANCE OF THE STUDY**

### **1. For Teacher**

Deepened Understanding: Providing educators with a deeper insight into the effectiveness of instructional materials, enabling them to craft more refined teaching strategies tailored to students' needs. Enhanced Teaching: Allowing teachers to tailor teaching methods more effectively toward fostering higher-order thinking skills, thereby elevating the quality of classroom instruction. Learning Material Development: Offering a foundation for more effective enhancement or creation of teaching materials to better assist students in acquiring Higher Order Thinking Skills (HOTS).

### **2. For Students**

Development of HOTS : Enables students to benefit from tailored instruction aimed at enhancing critical, analytical, and creative thinking abilities. More Relevant Learning Experience: Provides students with a more relevant learning experience by considering their needs in facing academic and practical challenges. Improved Academic Achievement: By cultivating HOTS abilities, students can elevate their academic performance and readiness to tackle future challenges.

### **3. For Future Researchers**

Foundation for Future Research: Provides a groundwork for subsequent research related to enhancing classroom learning and teaching methodologies. Opportunity for In-Depth Analysis: Offers the chance to conduct more profound analyses regarding the utilization of instructional materials in enhancing students' HOTS abilities. Contribution to Academic Literature: Adds to the academic literature, enhancing the understanding of the correlation between instructional materials and the development of HOTS.

