

**THE CORRELATION BETWEEN STUDENTS'
PERCEPTIONS AND THEIR LEVEL OF HIGHER ORDER
THINKING SKILLS AT SMA SRIJAYA NEGARA
PALEMBANG**

A THESIS BY

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**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
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DEDICATIONS

This thesis is dedicated to:

- Tata (Andi Firdaus), mama (Nuraidah), my little sister (Andi Nabilla Octa Ramadhani), and my little brothers (Andi Fadhil Zahran and Andi Afdhal Habib) – who are always by my side for supporting me, giving motivation, inspiration and always prays me the whole time.

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Palembang, July 2022

The Writer,



Andi Firanda Rahmatia Aprina

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ABSTRACT

The aims of this study were to find out: (1) students' perceptions of HOTS concept, (2) students' level in answering HOTS question, (3) whether or not there was a significant correlation between students' perception of HOTS concept and their level of HOTS question in English subject. Ninty-seven (97) students of SMA Srijaya Negara Palembang of each grade level were chosen as the sample. A questionnaire about students' perceptions of HOTS concept and English HOTS-type questions were used to collect data. The data analysis techniques used correlational analysis and were tested using the SPSS 25.0 program. According to the results, it showed that students' perception is categorized as moderate (2.61) and their level of HOTS-type questions is categorized as good (4.65). Using Pearson Product-Moment at the significance level of 0.05 in two-tailed testing, the r-obtained (-0.026) is lower than the significance level, indicating that there is no significant correlation between students' perceptions and their levels of HOTS at SMA Srijaya Negara Palembang.

Keywords: *correlation, perception, level, higher order thinking skills*

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Higher order thinking skills (HOTS) are the ability to think at a higher level than memorizing facts and relaying information that is known to students. HOTS requires students to critically analyze and evaluate information using logical and scientific reasons. Dewi, Sitinjak, and Hambali (2022) stated that education is enough to provide knowledge and a simple thought process. Students are intended to become critical, optimally productive, and independent individuals. In addition, several aspects must be considered based on the preparation of critical thinking about HOTS. One of the most important aspects of critical thinking with HOTS questions is evaluation analysis and creation. It uses new context stimuli and differentiates levels of difficulty and complexity of thinking processes.

According to Newman and Wehlage in Widodo (2013), through HOTS students will be able to convey their arguments well, solve problems, and be able to understand complex things in something clearer. However, even though students are supposed to master this skill, what is problematic in practice is often that the teacher makes questions that lead to HOTS, but in implementing learning a teacher places less emphasis on learning by using higher-order thinking skills, especially in English lessons (Hambali, Mirizon, & Heryana, 2021). In the 21st century, teachers are pressed to become 'knowledge workers' to face up effectively to the growing pressures of a quickly changing environment (Malik, 2018). Teaching is no longer about listening to the teacher talking but it is about students mastering the learning process by themselves. Students must be able to gain new knowledge as questions arise. The world has changed. To take students to make their part in the 21st-century world, teachers are the part of things that need to be considered when determining how teaching can look in schools and classrooms (Jaya, Wijaya, & Kurniawan, 2019).

Students may not master 21st-century skills without the support of teachers who are well trained and supported in this type of instruction. 21st-century professional development opportunities prepare educators to integrate 21st-century skills into learning standards and classroom instruction. To best prepare students to succeed, 21st-century teaching models, standards, assessments, programs, education, business development, and learning environments must all be aligned. To increase students' ability they need to be completed with skills to handle the complexity of the modern world where education plays a key role in daily life (Malik, 2018).

Regarding the education in 21st-century, the curriculum also has an important role in education. The curriculum is generally defined as all student activities that occur during the educational process. This term frequently refers specifically to the planned series of education or a view of students' experiences in terms of the school's educational goals. In Oxford Dictionary (2021), the curriculum is defined as an issue that is included in a course of study or taught in a school, college, etc.

Concerning the curriculum application, in the Indonesian context, different stakeholders in different government eras may produce a different curriculum (Ekawati, 2016). The curriculum always changes every decade in Indonesia because it follows the era that is increasingly advancing with technology. The updated curriculum is the 2013 curriculum which is filled with character building. As mentioned in the Government Regulation of the Ministry of Education and Culture in number 69, the year 2013, the 2013 Curriculum aims to prepare the Indonesians to have the ability to live as individual and citizen that is faithful, productive, innovative, effective, and able to contribute to the social life, nation, country, and the world civilization. The major aspect of the 2013 curriculum mostly focuses on HOTS where students are the learning center that requires them to think critically.

HOTS is an important aspect of a 21st Century science education. HOTS has the characteristics in which there are different skill levels categorized under educational objectives in 1956 which were first introduced by Benjamin S. Bloom

which framework is known as Bloom's Taxonomy and revised by Lorin W. Anderson and David R. Krathwohl in 2001 and in his book entitled *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Krathwol and David (2001) saw that knowledge as a container for education skills. Bloom's Taxonomy has categorized into two thinking-level skills. They are Low Order Thinking Skills (LOTS) and High Order Thinking Skills (HOTS). In the revised version of Bloom's Taxonomy, Low Order Thinking Skills consist of Remembering, Understanding, and Applying. While the emphasis on higher order thinking skills of this classification includes Analyzing, Evaluating, and Creating. Bloom's Taxonomy can be used as an educational tool to improve balance judgment and critical questions in the course, assignments, and textbooks to make sure all orders of thought are practiced in students' learning, including aspects of information searching.

Establishing 21st-century generations with a complex era is not easy. Many skills must be mastered by the current generation. Moreover, English is one of the international languages that must be mastered in this century to advance human resources. In addition, the phenomenon of the current millennial generation, which mostly uses English, can be a positive motivation to implement English as a communicative language for EFL students (Mirizon, Diem, & Vianty, 2018). On the other hand, to achieve skills requires stimulation of thinking for students. one of them is to trigger them to solve problems or problems that require higher order thinking skills. HOTS questions test whether students can critically examine ideas and information, transfer one concept to another, and use the information to solve problems. To answer the HOTS problem, it is not enough to just memorize definitions and formulas, but also it requires a deep understanding of the concept. "By doing HOTS questions, students can give suitable answers based on their thinking ability, so that teachers know how good the students thinking ability is" (Kusuma, Rosidin, Abdurrahman & Suyatna, 2017, p. 31).

Two previous studies can be the cornerstone of this study. The first study is entitled "The Implementation of Teaching LOTS and HOTS in English

Teaching-Learning Process in Senior High School” written by Ahmad (2018). He concluded that the way teacher teaches lower-order thinking skills and higher-order thinking skills in the implementation of the teaching and learning process in senior high school is not in sequence because the teacher does create skills in the first meeting. As well as proficiency levels in the bloom taxonomy revised, it should be to start from LOTS to HOTS to reach the goals of the learning process. The second study is entitled “Higher-Order Thinking Skills (HOTS) Analysis of Students In Solving HOTS Question in Higher Education” by Yuliati and Lestari (2018). The study aimed to explain students' high-level thinking skills in solving HOTS-oriented questions in Instructional Evaluation courses. The result of this study showed that students have not understood enough in answering HOTS-oriented questions. Although they know that answering an analysis question should be in a long answer but they still answer it in a short answer. They still need improvement in answering HOTS questions type.

SMA Srijaya Negara Palembang has implemented the 2013 curriculum by facilitating students to lead students thinking abilities to a higher level through learning English. This research is conducted to determine whether or not there is a correlation between students' perceptions and their levels of higher order thinking skills in English learning that has been applied by teachers at school. Through teacher direction in the learning activity, students are expected to be able to apply and improve/increase higher order thinking skills as desired in the 2013 Curriculum.

Based on the background described above, the researcher considers that this is appropriate to examine the extent to which students' perceptions and their level of HOTS. Therefore, this study entitles “The Correlation between Students’ Perceptions and Their Level of Higher Order Thinking Skills at SMA Srijaya Negara Palembang.”

1.2 The Problems of the Study

The problems of the study are formulated into the following questions:

1. What are the students' perceptions of the HOTS concept in learning English at SMA Srijaya Negara Palembang?
2. What is the students' level in answering HOTS questions at SMA Srijaya Negara Palembang?
3. Is there any significant correlation between students' perceptions and their level of HOTS at SMA Srijaya Negara Palembang?

1.3 The Objectives of the Study

Based on the problems mentioned above, the objectives of the study are:

1. To find out the students' perceptions of the HOTS concept in learning English at SMA Srijaya Negara Palembang
2. To find out the students' level in answering HOTS questions at SMA Srijaya Negara Palembang
3. To find out whether or not there is a significant correlation between students' perceptions and their level of HOTS at SMA Srijaya Negara Palembang.

1.4 The Significance of the Study

Hopefully, the result of the study would be beneficial for students, English teachers, and other researchers. For students, it is expected that students know and understand the concept of higher order thinking skills (HOTS) so that they can apply it in answering the HOTS questions and they can build their critical thinking to face Industrial Revolution 4.0 challenges.

It is also hoped that this research will give beneficial information for teachers so they can help students in improving their abilities in answering higher order thinking skills questions which can have a significant effect on student academic and social outcomes. Furthermore, it is believed that this study would provide useful information to schools or other educational institutions to improve student quality and educational outcomes.

Finally, this research is intended to be useful to the researcher and future researchers so that they can expand their knowledge and understanding in

implementing higher order thinking skills (HOTS) in English learning.
Furthermore, this research can serve as a source of data for future studies.

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