

**DEVELOPING HOTS-BASED INDONESIAN NARRATIVE  
READING MATERIALS FOR THE TENTH GRADE STUDENTS**

**THESIS**

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2021**

## **CHAPTER I**

### **INTRODUCTION**

This chapter introduces the background of the study, the problems of the study, the objectives of the study, and the significance of the study.

#### **1.1 Background**

English is already well on its way to becoming a true lingua franca by the end of the twentieth century, a language commonly used for contact between people who do not speak the same first (or even) the second language. In particular, it is important for us to learn English as it is used as a means of communication between nations in the world. While English is not the largest native or first language of a speaker, it is commonly used as a second language by many people around the world (Harmer, 2001, p.1). In this modern age, it is, therefore, important for us to learn English. The four C's are the most common abilities of the 21st Century by far. These skills are also called learning skills. They are (1) Critical thinking: seeking answers to problems, (2) Creativity: outside the box thinking, (3) Collaboration: collaborating with others, and (4) Communication: talking to others. In addition, these skills are intended to help students keep up with the lightning pace of today's modern markets. Each skill is unique in how it benefits students, but all of them have one quality in common. More educators know about these skills because they are universal needs for any career. In terms of significance, they also differ, depending on the career ambitions of a person.

Globalization and internationalization are illustrated by education in the 21st century. Any technical development offers theoretical frameworks and practical perspectives for students and teachers to develop and enhance knowledge, skills, and attitudes (Abao, et al., 2015).

Furthermore, McCoog (2008) argues that students must be motivated to develop fresh ideas, assess and interpret the material presented, and apply the information to their previous learning experiences in order to gain 21st-century skills.

One of the 21<sup>st</sup> century learning skills is critical thinking. Critical thinking, both in education in general and especially in the field of world language teaching, has long been recognized as a valuable skill. Fisher (2001) explains that critical thinking gives a proper direction to think and work and helps in determining the relationship of something with another so that it can make the right decisions. Critical thinking has been described in recent years as one of the skills of the 21st century that students need in modern society to succeed (Partnership for 21st Century learning, 2015). In the digital disruption era, students can access a large amount of information whenever and wherever they want to. Students demand critical thinking skills both during their study and their life.

In addition, to provide a critical thinking atmosphere, Kim and Pollard (2017) suggest teachers serve as facilitators. In line with this, Hughes (2014) outlines some interesting practices in the language classroom to encourage critical thinking, including 1) fostering a critical mindset; 2) generating opinion and reason; 3) critical questioning; 4) understanding context; 5) establishing connections between subjects; 6) assessing the reliability of sources; 7) position; 8) identifying key arguments and supporting evidence; 9) identifying key arguments and supporting evidence; 12) reading between the lines; 13) incorrect conclusions; 14) writing headlines; 15) identifying the expression; 16) predicting the substance of the text; 17) learning the language to convey critical thinking; 18) planning a group discussion; 20) reviewing the presentation (Hughes, 2014, p.8-26).

Furthermore, Departemen Pendidikan Nasional (The National Education Department, 2003) states that teaching reading a foreign language (EFL reading) in

Indonesia aims at enabling students to read and comprehend texts and other materials written in English. It means that the learners should have a good comprehension at what they read in the texts.

The English subject in Curriculum 2013 is built on the reforms of education currently being undertaken in Indonesia, in which prominent emphasis has been placed on building competencies required for the 21th-century, through building the English language competencies of knowledge and skills as well as spiritual and social behavior competencies. The first two competencies are to be developed through direct teaching and the latter two are to be developed by using indirect teaching. Direct teaching refers to pedagogical practices that intended to directly teach and assess the knowledge and skills of English. Indirect teaching refers to using the statements about the required English knowledge and skills, to build spiritual and social competencies indirectly. The division of an English curriculum into four core competency areas, which are then developed into basic competencies of English, has underpinned the development of the documents required to implement the Curriculum 2013 (Source: <http://repositori.kemdikbud.go.id/7005/1/135-Rapid-Review-of-Curriculum-2013-Textbooks.pdf> ).

Reading is one of the language skills that can support students' success in learning. Reading can empower students with an extensive vocabulary, syntax, and other language expertise that will enrich their use in the target language (Guo, 2012). Furthermore, the teachers should provide students with relevant reading materials that cover the 2013 curriculum emphases and the 21<sup>st</sup>-century learning skills. In fact, based on the current released PISA report Tuesday, 3 December 2019, Indonesia's reading score is ranked 72 out of 77 countries.

Material is one of the important elements in the teaching and learning process. The teachers should select appropriate materials which fit on the students' need and are based on the instructional goals. Students can expand their knowledge, train their brains to think, and acquire new information and idea through reading.

Furthermore, Tomlinson (2012) reports that several researchers argue that authentic materials can provide meaningful exposure to the language as it is actually

used, motivate learners and help them develop a range of communicative competencies, and enhance positive attitudes towards language learning. Thomas (2014) states that authentic materials are produced for real communication and that the purpose of authentic materials is to communicate meaning and information rather than to teach language.

Based on the students' needs, the materials dealing with the Indonesian context presented in the narrative text can promote the students' learning. They can gain more understanding of the content since it is related to their daily life, develop and practice the students' skills related to their field of study. It will be used in the students' workplace later after graduating from that study program. So, it is needed to develop reading materials dealing with students' Indonesian context.

The genre of instructional reading materials that was developed was narrative text. It is one of the genres that is taught in the tenth grade based on the curriculum used. Moreover, the kind of text that is usually used by the English teachers, as well as the content teachers, is narrative text. The narrative text is also one of the texts commonly found in national examination questions. Besides, it is good for starting it since the beginning of class ten. There were some rationales why tenth graders of SMAN 19 Palembang were selected in this research. First, the English textbooks used in SMAN 19 Palembang are also provided by the Indonesian government, the reading materials lack of HOTS-based activities. Next, the syllabus of grade ten encompasses the narrative text. The pictures below provide the narrative text and the activities.

## THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Taken with adaptation from: <http://understandgtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html>

Picture 1.1 Narrative Text entitled 'Malin Kundang' from English Textbook

### COMPREHENSION QUESTIONS

1. Why did Malin Kundang and his mother have to live hard?
2. Give an example that Malin Kundang was a healthy, diligent, and strong boy!
3. How did the merchant allow Malin Kundang to join him in the sail?
4. What happened many years after Malin Kundang join the sail?
5. How did the local people react when they saw Malin Kundang landing on the coast?
6. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast?
7. What made Malin Kundang's mother sad and angry?
8. What did she do when Malin Kundang denied that she was his mother?
9. How did the curse happen?
10. What is the moral of the story?

### POINTS TO PONDER

- How should children behave to parents?
- Is there any religious teaching regarding this?



### VOCABULARY EXERCISE

Complete the sentence using the words from the box. You may need to use more than one word for one sentence.

live hard

raided

pirate

betray

defect

wealthy

Picture 1.2 The activities of Narrative Text entitled 'Malin Kundang' from English Textbook

However, selecting suitable reading materials related to reading texts and reading tests is difficult. Teachers frequently face difficulty finding appropriate texts for the students although when following publishers' guidelines and the result can be a frustration for the students and teachers alike (Murphy, 2013). Therefore, the availability of appropriate reading materials that match the field of the students and their interest is necessary. If the materials do not meet the students' needs, teachers should develop the materials. Thus, the writer developed HOTS-Based

narrative reading materials in the Indonesian context. The research is entitled *“Developing HOTS-Based Narrative Reading Material in the Indonesian Context for the Tenth Grade Students.”*

### **1.2 The Problems of the Study**

Based on the background of the study, the problems of the study were formulated into the following questions:

1. Was the developed HOTS-Based narrative reading material in Indonesian context for the tenth grade students of SMAN 19 Palembang valid?
2. Was the developed HOTS-Based narrative reading material in Indonesian context for the tenth grade students of SMAN 19 Palembang practical?
3. Did the developed HOTS-Based narrative reading material in Indonesian context for the tenth grade students of SMAN 19 Palembang have potential effect?

### **1.3 The Objectives of the Study**

In accordance with the above problems of the study, the objectives of this study are:

1. to find out the validity of the developed HOTS-Based narrative reading material in Indonesian context for the tenth grade students of SMAN 19 Palembang.
2. to find out the practicality of the developed HOTS-Based narrative reading material in Indonesian context for the tenth grade students of SMAN 19 Palembang.
3. to find out the potential effect of the developed HOTS-Based narrative reading material in Indonesian context for the tenth grade students of SMAN 19 Palembang.

### **1.4 The Significance of the Study**

It is expected that the result of the study would give a contribution to the education field especially to the following parties:



1. For the students, the result of the study is expected to be able to promote students' knowledge about HOTS-based narrative reading materials. It is also hoped that the reading materials developed in this study can improve students' motivation and competence in reading skills and learning English.
2. For English teachers, HOTS-based narrative reading materials in the Indonesian context can be used as supplementary materials in teaching English in order to encourage the students to read. In addition, the result of the study is expected to be a reference for them to develop their own teaching materials.
3. For schools, the result of the study is expected to be prominent as a kind of evaluation that schools should provide the textbooks which are appropriate for the student's ability and reading level.
4. For future researchers, it is hoped that this study will be beneficial as a reference for conducting another design research especially in developing reading materials.

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