CHAPTER I

INTRODUCTION

This chapter describes the background of the research, the formulation of the problems in this research, the focus of the research, the research objectives, the importance of the research, the scope of the research, and definitions of key terms.

1.1 Research background

Reading is an important thing, as a form of obtaining information from a particular text, reading can also open the horizons of knowledge. In reading to understand the nature of ideas that arise from texts, biological understanding is needed which is very useful for influencing cognitive abilities. In addition, the importance of students' ideas to capture the meaning of books, articles, and journals related to reading literacy poses a major problem to the achievement of reading skills, according to (Araújo & Costa, 2015) Literacy is a broad term that refers to how well students can understand what they read in the classroom. In the future students who have abilities in a general sense can understand what they have read before in the process of reading a particular text.

A deep understanding of reading in English has a very important role in developing students' language skills. Understanding English texts helps students improve their communication skills, vocabulary, and grammar. In addition, a good understanding also helps students develop analytical and interpretation skills that enable them to reflect on the deep messages contained in the text. Through reading, students can experience the diversity of cultures and worldviews, thereby helping them to become more open and well-informed individuals. In addition, the ability to understand English reading equips students with the tools for lifelong learning, broadening their horizons through global resources, and meeting the challenges of an increasingly connected world.

According to Ahmadi (Silalahi, Herman, et al., 2022) reading comprehension is the capacity of the brain to capture meaning in big problems to understand and explore social phenomena in reading texts. Meanwhile, according to Sirait (Belay Zerga, 2016) Sirait that reading comprehension is the process of understanding a text and exploring the meaning, purpose, and message conveyed in a text. Reading is not the same as other skills such as speaking, writing, and listening, but reading requires critical thinking skills to absorb new ideas and information in texts. Students need deep meaning to get valid information. Therefore, to teach these skills educators need to devise good strategies to improve their thinking skills in the reading process by using HOTS which will benefit both students and educators.

Based on preliminary interview research, according to (mr. imam baihaqi, 2023)at MA Sunan Ampel which researchers conducted on February 9, 2023. One of the obstacles in implementing HOTS is the difficulty of students understanding the HOTS stages where the ability to analyze, create and evaluate is still low because the ability to analyze, create and evaluate is still low. the activities carried out are inappropriate. expert. Apart from that, students only remember the material in the reading text. Students have difficulty identifying words. hence, when they read books or articles, they fail to understand certain information completely. Second, students tend to get confused when reading texts because they do not understand the gist of the reading caused by a lack of vocabulary mastery. So that the learning process becomes less active.

Seeing the reality above, there is an urgency to use strategies in the teaching and learning process that can help solve problems, the HOTS strategy is one of the many strategies that can be used in reading texts simultaneously and can support text analysis. The focus of reading achievement is not only understanding the context of the text but also being able to achieve new insights in the teaching and learning process. This skill is needed by students to achieve HOTS in students' reading comprehension. In applying HOTS, the English teacher makes use of the question items in the X-grade English textbooks that are used in learning. The teacher explains the function of HOTS questions in

the K-13 curriculum. The teacher tries to accustom students to using students who think critically so that students can be more critical and creative in reading/the questions given to them.

Bloom's Taxonomy, also known as Bloom's Taxonomy or Bloom's Taxonomy, is a framework used in education to describe the level of cognitive understanding and thinking abilities of students. Bloom's Taxonomy consists of six sequential levels of thinking, namely: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Each level represents a more complex type of cognitive activity than the previous level. This taxonomy guides teachers in designing learning objectives, compiling teaching materials, and designing assessments that are appropriate to students' level of understanding and thinking. Bloom's Taxonomy is a framework used in education to classify learning objectives based on the level of cognitive complexity, this framework helps teachers and educators in planning, teaching, and evaluating learning outcomes ((Marzano & Kendall, 2007). According to ((Narayanan & Adithan, 2015)Benjamin Bloom in 1956 proposed a Taxonomy of Cognitive Domain Learning Objectives. This work has been widely used and used as a reference by researchers, teachers, educators, curriculum planners, and examiners, at almost all levels of education in several scientific disciplines. (Wilson, 2016).

Based on the phenomenon above, the researcher wants to know the achievement of students' reading comprehension through HOTS in reading English for class X MA. caused by a lack of motivation, confusion in building ideas, and lack of vocabulary. Seeing this phenomenon, the researcher is interested in conducting research, "ANALYSIS OF STUDENT ACHIEVEMENT IN READING COMPREHENSION THROUGH HIGHER ORDER THINKING SKILLS (HOTS)"

1.2 Research focus

This study focuses on analyzing the achievement of reading comprehension for class X MA Sunan Ampel using the HOTS strategy. The subjects of this study were HOTS readings and questions contained in the Class X SMA English Handbook.

1.3 Definitions of Key Terms

Some of the words that are the keywords in this study are difficulty, reading, and achievement. To find out more and avoid misinterpretation of the terms used in this study, namely:

1.3.1 Difficulty

Difficulty is a situation that is difficult to do or understand caused by a problem. Researchers analyzed students' difficulties in reading comprehension and HOTS-based questions.

1.3.2 Reading

Reading is one's activity to find meaning in a text to understand and obtain information to increase knowledge.

1.3.3 Achievement

Achievement refers to the results or success achieved by a person in achieving goals, achieving achievements, or meeting certain expectations.

1.4 Problem Formulation

In this study, the formulation of the problem is formulated:

1. What is the process of applying HOTS learning to read comprehension in class X MA Sunan Ampel?
2. What are the obstacles and challenges in implementing reading comprehension in class X MA Sunan Ampel?
3. How is the reading comprehension achievement of class X MA Sunan Ampel students?

1.5 Research purposes

The goal to be achieved in this writing is to describe how:

1. To find out the process of implementing HOTS in teaching reading comprehension in class X MA Sunan Ampel.
2. To find out the constraints and challenges of implementing HOTS reading comprehension in class X MA Sunan Ampel.
3. To find out the reading achievement of class X MA Sunan Ampel students.

1.6 Research Significance

Research significance is a concept in research that refers to the importance of research results and their contribution to our knowledge and understanding of a particular topic. In an academic context, research significance is used to assess the value of research based on its impact on the literature, theory, or practice in the field being studied. Because research significance is considered an important factor in assessing the quality of a study. So in this study, the researchers wrote down several forms of research significance, including the following:

1. For Students

    This research is expected to help students in reading comprehension through Higher Order Thinking Skills (HOTS). HOTS refers to students' ability to solve problems, think critically, make conclusions, evaluate information, and draw conclusions from the reading they encounter.

2. For Teachers

    This can be considered and evaluated in choosing a reading comprehension strategy before using it in classroom learning.

1.7 Benefits for other Researchers.

The author provides insight and improves the ability to write scientific papers based on the experiences encountered during the research that has been carried out

1.8 Education

This research is related to education, namely how students can achieve better reading comprehension through HOTS. This can help teachers and students to improve reading skills and students' comprehension

1.9 other researchers

This research can provide and provide training in developing their knowledge or creating information in evaluating students' reading comprehension results using HOTS.