

Applying of English Teaching Materials based on HOTS to Support Students' Understanding Concepts: Indonesia

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ABSTRACT: *This research aims to apply English teaching materials to improve students' understanding of concepts in the learning process at SMA Negeri 10 Pandeglang in English subjects. Students feel bored more quickly and are dissatisfied with conventional delivery of material or assignments. By applying English teaching materials based on Higher Order Thinking Skills (HOTS), students can improve their language skills from the material provided by the teacher. This research used qualitative methods with the type of research used namely a qualitative descriptive approach. The research was conducted at SMA Negeri 10 Pandenglang. The research subject is Class X. The data collection technique used triangulation techniques (observation, interviews and documentation). From the results of research that researcher has conducted, it shows that students are more enthusiastic about implementing HOTS-based English teaching materials. They also do not feel that the learning provided will feel monotonous. And students also want HOTS-based teaching materials to be applied to English subjects so that students don't feel bored when teachers provide materials that still use conventional methods and hope they can improve language skills in higher thinking processes.*

KEYWORDS: Education, Teaching Materials, English Language, HOTS

INTRODUCTION

In accordance with the National Education System Law no. 20 of 2003, education is a business. The aim is to form an environmental and pedagogical approach that empowers students to actively increase their potential in various fields such as religious and spiritual strength, self-control, personality, intelligence, noble morals, as well as public speaking abilities and skills (Susanto et al., 2023) In contrast to (Sulaiman & Salamah, 2023) education answers a person's needs, aspirations and capacity for social and personal survival, not just teaching knowledge

and developing skills. Education is a planned development process (Simatupang & Yuhertiana, 2021). Through education (Omeri, 2015) children can be better prepared to face the life they will live in the future and the life they live supported by language skills.

English currently plays an important role. Because English is a language skill (Alsowat, 2017) to increase students' competence in four language skills. Meanwhile (Ahmad, 2014) English is a connecting language between countries, therefore English is a mandatory content at the Middle School Level. The aim of implementing teaching materials is to introduce students and teachers that HOTS-based teaching materials can be used in the classroom learning process. Apart from that, this research is based on research (Hikmah & Wibowo, 2020) which has conducted research on the development of HOTS-based English learning modules for Class VII with the research results that HOTS-based learning modules are still very much needed and hope to be expanded. So, he recommended looking at how to apply HOTS-based teaching materials in learning. The aim of this research is to see how HOTS-based English teaching materials are implemented in Pandeglang Regency State High School in class X3. The characteristics of this school are that there are few English teachers in a large number of groups, advanced age is an obstacle to innovation, the teaching materials used cannot explore students' potential further. So that HOTS-based English teaching materials are applied to class X3 students at Pandeglang Regency Public High School.

METHOD

In this research, the researcher used qualitative research. According to (phrasasti revelation nuraeni, n.d.) qualitative research is a method for exploring and understanding social problems that involves participants, analyzing data and interpreting the meaning of the data. According to (Yudi Juniardi, 2016) qualitative research is research that focuses on contextual and aims to interpret actual phenomena, and is carried out using various methods in qualitative research including observation, interviews and documentation (Munawaroh, 2019) The type of research used is Qualitative descriptive research shows the data as it is without manipulation or other processing. The aim of this research is to provide an overview of the event to get an idea of the phenomenon that occurred. This research also interprets and presents information on conditions and situations (Njie & Asimiran, 2014).

This research was conducted at SMA Negeri 10 Pandenglang. The research subjects were Class X3 students. The data collection techniques used were observation, interviews and documentation. The observation process was carried out directly on users of HOTS-based teaching materials in English Subjects with descriptive text material for Class X. Interviews were conducted in a structured and unstructured manner for Class X3 students. Next, the data collection process was carried out using documentation techniques, where the data had not been obtained during the observation and interview process.

FINDINGS AND DISCUSSION

English Teaching Materials

Teaching materials are learning resource tools used by a teacher in delivering the material to be delivered (Anggelina & Sylvia, 2021). Teaching materials are all forms of information, tools, or texts that are created coherently but do not reduce the complete figure of the competencies that students will master to be used in the learning process based on the planning objectives that have been made and studying the implementation of learning (Mukhlis et al., 2020).

Then teaching materials are information, tools and texts used by teachers to design and implement learning. Teaching materials must be designed and written based on instructional rules (Novita, 2020). Teaching materials are the basis for a set of learning in improving quality and developing student quality (Meilana & Aslam, 2022). Teaching materials can also be printed and electronic teaching materials that have been tested and then it can be seen how interesting the teaching materials are for students (Azizah & Alnashr, 2022).

HOTS-based teaching materials are a reference for implementing the learning process (Lastuti, 2018) which are created based on certain steps based on a thinking process that involves the reasoning function. In other words, HOTS-based teaching materials aim to evaluate students' reasoning abilities, especially language skills.

Understanding the HOTS Concept

Based on Bloom's taxonomy, understanding is a student's thinking process that prioritizes the ability to think at a higher level in the cognitive domain (Pramesti et al., 2018) An individual's perspective on a topic or a type of knowledge is called understanding (Hasbullah et al., 2019). Meanwhile, conceptual understanding is an understanding that needs to be improved regarding factual knowledge or examples to understand the relationship between concepts. Higher Order Thinking Skill shows understanding data and thinking, not just remembering data. Apart from teachers testing students' memory through reasoning, students are also expected to provide data to answer questions, thereby showing that students understand the problem through the ideas obtained educator.

Indicator of Understanding the HOTS Concept

Indicators for measuring high-level thinking abilities include: Analyzing, evaluating and creating. (Benjamin, S, 1983).



Picture: The Thinking Concept
Anderson dan Krathwohl Tahun 2001

First, analyze the incoming information and divide or structure the information into smaller parts to recognize patterns or relationships. In this case, students are asked to understand the content of the reading and analyze related descriptive text material, starting from the structure of the text to the use of tense according to the questions given to distinguishing descriptive text from other texts.

Second, evaluate, provide solutions to the ideas presented. In this case, a discussion occurs between students giving each other opinions on the answers given orally and the teacher provides solutions to the statements in accordance with the assessment guidelines so that the benefits are obtained.

Third, create, generalize an idea or way of looking at something. In this case, students make generalizations about the evaluations obtained previously. So that from the results of the evaluation students can create descriptive texts that match the expected flow and criteria.

Applying of English Teaching Materials Based on HOTS to Support Students' Understanding Concepts

The learning methods and teaching materials used at SMAN 10 Pandeglang are still conventional. This makes the teacher not distribute knowledge but rather repeat the material that has been delivered. The use of inappropriate teaching materials causes a less than optimal impact on students' thinking abilities. The results of the research found that thirty-five class X3 students at SMAN 10 Pandeglang were the research objects and random interviews were conducted. And it has been asked whether HOTS-based English teaching materials can support

students' understanding of concepts? In general, students answered that the English learning process was getting better and more focused, students were stimulated and motivated to express opinions and ideas on questions. Based on this, it can be seen that HOTS-based teaching materials are very appropriate when applied in English language learning. It can be seen that students are very enthusiastic about implementing HOTS-based teaching materials. In line with research (Pinta et al., 2023) which states that students' response to HOTS-based teaching materials is an average of 98%, this is very practical and appropriate for use at the high school level.

CONCLUSION

Based on the explanation above, it can be concluded that teaching materials are information, tools and texts used by teachers to design and implement learning. Teaching materials are also learning media that can be used to increase student enthusiasm. HOTS-based teaching materials are learning resources that use students' critical thinking concepts in the English learning process. The results of this research have resulted that students are more enthusiastic about implementing HOTS-based teaching materials. As a teacher, the learning process is not just about eliminating obligations, but teachers should be more creative in making teaching materials and creating a more conducive learning atmosphere. That way, students don't just accept the material for granted but have to go through a deeper thinking process in exploring information, namely through the HOTS thinking concept. Apart from that, this concept can also help students in digging up information and answering problems in English subjects. So that educators do not run out of ideas in compiling teaching materials and exploring students' language skills. HOTS-based teaching materials can also be an alternative for ongoing learning. So that the concept of learning is fun and not monotonous, making students participate in the learning process.

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