THE ANALYSIS OF HOTS BASED ENGLISH TEACHING VIDEOS PROCESS IN JUNIOR HIGH SCHOOL

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Abstract

Higher-Order Thinking Skills (HOTS) is a scheme of how education builds critical thinking for students. The objective of the study is to describe how the English teachers apply higher-order thinking skills in the classroom in terms of stages of teaching, types of questions, and activities of students. The research design is a qualitative research in which data were obtained from comparing two videos available on YouTube. The results of this study demonstrated that the application of HOTS in the first video is better than the second video. In the first video, students are more active in the learning and the classroom condition is conducive. Students do not feel bored in learning, because teachers use interesting learning media. In addition, even though the teacher uses full English, students do not find it difficult to understand the material. While the second video, the teacher uses learning media in the form of PowerPoint. This media is often used by many teachers because it is simpler. This causes students to feel bored and less active in responding to the learning delivered by the teacher. The researcher sees the second video that the teacher has not been able to regulate the situation in the classroom properly, causing the condition of the class to not be conducive. Then there is only one question from the teacher that requires students to think critically. So, the application of HOTS learning has not been successfully implemented.

Keywords: Higher-Order Thinking Skill (HOTS), English Teaching-Learning Process, Video.

Abstrak

Keterampilan berpikir tingkat tinggi (HOTS) adalah skema bagaimana pendidikan membangun pemikiran kritis untuk siswa. Tujuan dari penelitian ini adalah untuk menggambarkan bagaimana para guru bahasa Inggris menerapkan keterampilan berpikir tingkat tinggi di kelas dalam hal tahapan pengajaran, jenis pertanyaan, dan kegiatan siswa. Desain penelitian adalah penelitian kualitatif. Sumber data diperoleh dari analisis video di YouTube. Hasil penelitian ini menunjukkan bahwa penerapan HOTS dalam video pertama lebih baik daripada video kedua. Dalam video pertama, siswa lebih aktif dalam pembelajaran dan keadaan kelas kondusif. Siswa tidak merasa bosan dalam pembelajaran, karena guru menggunakan media pembelajaran yang menarik. Selain itu, meskipun guru menggunakan full english, siswa tidak merasa kesulitan dalam memahami materi. Sedangkan video kedua, guru menggunakan media pembelajaran berupa powerpoint. Media ini sering digunakan oleh banyak pengajar karena lebih sederhana. Hal ini menyebabkan siswa merasa bosan dan kurang aktif dalam merespons pembelajaran yang disampaikan oleh guru. Peneliti melihat video kedua bahwa guru belum bisa mengatur situasi di dalam kelas dengan baik sehingga menyebabkan kondisi kelas tidak kondusif. Kemudian hanya ada satu pertanyaan dari guru

yang menuntut siswa untuk berpikir kritis. Jadi, penerapan pembelajaran HOTS belum berhasil diterapkan dengan baik.

Keywords: Keterampilan Berpikir Tingkat Tinggi (HOTS), Proses Belajar Mengajar Bahasa Inggris, Video

INTRODUCTION

In Indonesia, English is taught as a foreign language. It was developed with the aim of teaching students in Indonesia to be proficient in English. The reason is because English is known as an international language. To teach English it is recommended to use an approach that can achieve the goal of teaching language which is to communicate.

By responding to the current global challenges, there have been adjustments in the education curriculum in Indonesia. The implementation of the 2013 curriculum in the education system in Indonesia is now beginning to renew the direction of learning, one of which focuses on developing Higher-Order Thinking Skills (HOTS) (Ministry of Education and Culture, 2016, p. 39). According to the 2013 curriculum revision, students must be able to improve 4 main aspects in the learning plan, which consists of character building, literacy, 4C (creative, critical thinking, communicative, and collaborative), and higher-level thinking skills (HOTS). Early adaptations of the development of HOTS in the education system in Indonesia have shown that HOTS is urgent and relevant so that the need for meeting global challenges can be met at this time.

Higher-order thinking skills (HOTS) is a scheme of how education builds critical thinking for students, Gavin T. L. Brown (2004). According to Thomas and Throne (2009) higher order thinking skills require students to have the ability to think rather than remember facts and concepts. Students must understand, analyze, classify, create new ideas, and apply knowledge. In learning English, the development of higher-order thinking skills can not only help students to minimize "remembering" activities, but can also develop students 'knowledge to transfer concepts to other concepts, apply knowledge and solve problems or problems which will certainly improve students' ability to learn languages English (Thomas & Throne, 2009). Higher-order thinking skills or HOTS have become one of the higher forms and more complex thinking activities (King et al., 2010).

The objective of the study is to describe the implementation of Higher-Order Thinking Skills in the English teaching-learning process in terms of stages of teaching, types of questions, and activities of students.

METHOD

This is a qualitative research. The purpose of this research is to describe natural data that occur in the classroom. The data obtained will be analyzed. The analysis will be provided in descriptions.

The research data were derived from two videos implementing HOTS in teaching English at Junior High Schools which could be downloaded from you tube. The first video entitled "Video Pembelajaran HOTS Mapel Bahasa Inggris SMP" from http://youtu.be/V71FeqWVHAw. Meanwhile, the second video entitled " Pembelajaran Bahasa Inggris Berbasis HOTS dengan Metode Discovery Learning" from https://youtu.be/___N11B6BuE.

In this research, the researcher do analysis to collect the data of how the teacher conduct the teachinglearning process (remembering, understanding, applying, analizing, evaluating, and creating). Kothari (2004) suggest analysis is the technique that can be used for

qualitative reseach to collect the data. Analysis is set of information seeker, how the researcher does monitoring directly to what the researcher is interested in something without interfering the subject (Kothari, 2004).

Data for analysis was collected from HOTS learning videos available on youtube for junior high school level. HOTS learning through this video is based on Curriculum 2013. The data source is in the form of video, the method used to collect data is direct observation of the video on YouTube.

In this study, the direct observation method was carried out using two steps. First, refer to the criteria for determining the HOTS learning video that will be used for data analysis. Second, analyze the HOTS learning video then interpret the findings and state the conclusions.

FINDINGS AND DISCUSSION

The important points in learning activities analyzed in the video contained on YouTube. There are three important points to be analyzed, namely the stages of learning, the types of questions asked by teachers for students and student activities. There are two videos analyzed by researchers. This learning video is applied for ninth grade students in junior high school.

1) Stage of teaching

The first point is the learning stage to find out how the learning procedure runs so that learning objectives are achieved and learning runs smoothly and well.

Table 4.1
Comparison of learning first video and second video in Learning Stages

Category	First video	Second video
Pre-Teaching	Prepare lesson plans and	Prepare lesson plans and
	learning media well	learning media well
	Deliver learning objectives	Deliver learning objectives
	Delivering aspects of assessment in working on a worksheet	Delivering aspects of assessment in working on a worksheet
Whilst-Teaching	Provide worksheets for students	Provide worksheets for students
	Using the Discovery Learning model	Using the Discovery Learning model
	The learning media used are window shopping	The learning media used are visual by displaying powerpoints
	Learning media can train student creativity	Learning media can train students' accuracy in observing the powerpoint displayed by the teacher
Post-Teaching	Submission of teacher learning using full English	Submission of teacher learning using Indonesian and English
	The language used is easy for students to understand	The language used is difficult for students to understand
	Good pronounciation	Pronounciation is not good

	The material is delivered coherently	The material is delivered coherently

From the above table it can be concluded that there are five differences from the two videos. First, lies in the learning media. Where the first video uses window shopping media, while the second video uses PowerPoint media. Second, lies in the purpose of the learning media used. Where the first video aims to train student creativity, while the second video aims to train accuracy in observing the PowerPoint displayed by the teacher. Third lies in the language used in learning. Where the first video uses full English, while the second video uses Indonesian and English. Fourth, lies in the way it is delivered. Where the first video the teacher conveys learning in a language that is easily understood by students, while the second video the teacher conveys learning in a language that is difficult to understand by students. And the last is pronounciation. Where the first video the teacher has the ability to good pronounciation, while the second video the teacher lacks the ability to good pronounciation.

The impact of the differences above on students is that students tend to be more active in the first video. Because the teacher in the first video uses interesting learning media and can train students to develop HOTS. Besides that, the students in the first video were very enthusiastic and could understand what the teacher conveyed well. Because the teacher has the ability to convey the material well and has a good pronunciation.

2) Type of questions

The first video and the second video the teacher gives light questions to provoke students to express their thoughts. The types of questions teachers ask students can channel positive energy to be more creative. Then move on to weighted questions so students can hone higher-order or critical thinking skills. If there are no questions given by the teacher to students, students will feel bored and think hard. So, that question is very important in the process of learning success.

Students in the first video are more active in responding to questions given by the teacher, while students in the second video still need guidance in responding to questions. In the first video there were eleven questions asked by the teacher for students, while the second video contained only six questions. The teacher in the first video is better able to apply critical thinking so students can apply HOTS learning well. This means that the first video has successfully implemented HOTS learning.

3) Student activity

First video and second video activities carried out by students very much, this shows students are active in the learning process. Many student activities in class are done in groups. By grouping students can increase collaboration both individually and in groups. There is more student interaction in first video than in second video. In doing worksheets, students in first video are faster in completing, because students initially understand the material more than students in second video.

So, the first video implements more HOTS learning than the second video. Because students in the first video think a lot of critical while learning. This can be seen from the results of the analysis and discussion above. The most striking difference is that the first video student is more active than the student in the second video. Then the teacher and student interaction is done more in the first video learning than in the second video. Furthermore, the equation in this

learning video lies in the teacher's preparation before conducting the teaching and learning process and the Discovery Learning model.

CONCLUSION

From the research findings discussed in the previous chapter, the conclusions that can be drawn from the teacher's activities in the two HOTS learning videos both apply HOTS learning. In the first video, the way the teacher teaches higher-order thinking skills in the application of teaching and learning in junior high schools has been successfully implemented compared to the second video. Students are very active in responding to questions given by the teacher. This can foster student innovation and creativity in high-order thinking skills. The questions teachers ask for students vary. From easy or general questions to questions that lead to the application of HOTS. In addition, the teacher also implements full English learning, but students have no difficulty at all, because the language used by the teacher when learning is easy to understand. The condition of the classroom is very conducive, this makes students comfortable and enjoy the learning process.

In the second video, the way teachers learn higher-order thinking skills is less applied in teaching and learning in junior high schools. This is evidenced by the lack of active interaction between teachers and students. The questions given by the teacher do not make students able to think critically because the number of questions is small and does not lead to

HOTS learning. Apart from that, the class situation is very boring.

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