

## A Need of HOTS-Based English Book for Ninth Grade Students

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### ABSTRACT

A learning process is supported by essential aspects such as syllabus, learning material, lesson plan, and textbook. The educator lately found that the handbook used still not fulfilled some of the criteria of a good quality handbook. Therefore, the research aims to develop the English Handbook for the second semester of ninth-grade students in junior high school. The current research is D&D research. The instrument used were an observation sheet, interview guide, syllabus, and expert judgment. The participants were the English teacher of SMP Negeri 3 Singaraja. The data gathered were analyzed qualitatively and quantitatively. The need analysis results found that the teacher and students did not understand the whole concept of HOTS. The supporting media also still not be varied as required to implement the HOTS in the learning process. Therefore, the results implied supporting the learning process with a good learning activity, media, and content based on HOTS.

**Keywords:** *English Handbook, High Order Thinking Skills, Need Analysis*

### INTRODUCTION

In education, educators have a crucial role in guiding the students in their learning. The learning process cannot be separated from the help of some media. The learning method is also supported and run effectively by fulfilling aspects such as syllabus, lesson plan, learning materials, and textbook (Gunawan et al., 2022). One of the media used in the learning process is a textbook. The composition of the learning material is well-written, organized, and condensed (Mithans & Grmek, 2020). A book is crucial to improving the quality of education. A textbook also has the primary role of supporting and being the reference for the teacher in motivating the students in learning. In obtaining an education, students are not only required to be able to master school materials. However, students must understand and adapt to current educational developments in the development of 21st-century education, where students must be able to compete with the global world (Rahmayanti et al., 2020). In this case, students must have the four basic skills in education in the 21st century. These skills include communication, collaboration, critical thinking and problem solving, creativity, and innovation (Farida et al., 2019). These four skills must be adapted and inserted in Bloom Revised Taxonomy.

In its practice, the school is currently implementing the 2013 curriculum where students explore their abilities and knowledge more through student-centered (Gunawan, 2017). Many schools have begun implementing learning based on HOTS or High Order Thinking Skills. However, the previous study found that the teacher and students did not know the whole concept of HOTS (Yuliati & Lestari, 2018). The teacher and students did not have the reference and only used

the paper-based, which they could take from the internet. Thus, it does not deny that the role of teachers in the development of students in schools is significant. It can be revealed that using texts in learning is a primary agent that conveys the knowledge to the students, especially in implementing HOTS. In line with the regulation of the Minister of Education that four skills in the 21st century can be inserted through textbooks as a teacher's handle in carrying out the learning process to achieve goals following applicable procedures (Gunawan et al., 2022)

Therefore, several studies have been carried out related to the development, use, review, and analysis of textbooks in learning. Santosa et al. (2014) developed the English contextual text to create an active environment for the students in grade twelve of junior high school. The result showed that the developing book had fulfilled the validity and reliability criteria. The book is worth using to improve students' motivation in learning revealed from the students' achievements. The previous study reviewed that some of the textbooks that have been developed still lack content, language use, and design. Meliawati and Hamied (2020) conducted a study to evaluate the content of an English textbook for grade ten. The result found that the book fulfilled 67% of the criteria of a good quality textbook seen from the seven criteria. The seventh criteria were the purpose, design, language content, skill, topic, methodology, practical consideration, and instruction. Also, it found some deficiencies, such as no interaction with the environment and the individual exercise. The use of the textbook also has its pros and cons. Kodriyah et al. (2018) found that the book dramatically contributes to teaching. However, the teacher should be selective in choosing an excellent textbook to ensure it is appropriate for the student's needs.

Based on preliminary observations that have been made and adjusted to the needs of students. Researchers were encouraged to create an illustrated English-based student handbook as a companion to English learning. Especially for students in the 9th grade of junior high school. To ensure the students' and teachers' needs in English learning. Therefore, the researcher studied developing the English handbook based on the HOTS for second-semester nine-grade students. Further, this article aims to inform the study's need analysis results. The current study is different from the previous study regarding the students' grades, handbook content, and semester. This current study focuses on the process of development of textbooks based on HOTS for the second semester of 9<sup>th</sup> grade of junior high school students and the quality of students' books promoting HOTS as a handbook for ninth-grade second-semester students.

## **METHOD**

This current research applied a design and development research (D&D). the design and development research will develop and produce a particular product (Richey & Klein, 2007). However, the outcome of this research has passed several stages, such as analysis, design, development, implementation, and evaluation. The stages are also well known as the ADDIE model. In the analysis stage, the researcher observed and interviewed the junior high school teacher in Buleleng to convey the difficulties and issues in teaching English. The second stage is analysis. After analyzing the problem collected, the researcher designed the following step to develop a book based on HOTS. It also provides the activity and material that help the teacher conduct the learning process. Then, it continued to a development process. The design based on the issue will be developed and

judged by the expert. It aimed to determine the computability between the case and the expectation of the product. Thus, the development stage continued to implementation. In implementing the product, the research should be carried out by the teacher and students. Yet, it was not done due to the pandemic. The last step is evaluation. It evaluated the product which has been passed the previous stages. It is also done to measure the quality of the product.

The participants of this current research were the ninth-grade English teachers of SMP Negeri 3 Singaraja. The teachers have already taught English for several years. However, the teachers still use the handbook, which was not varied based on the demand of 21<sup>st</sup>-century education. The teachers were also unfamiliar with the book, which covered the HOTs in the learning activity. It also revealed that the teacher rarely implemented HOTs in the learning process.

This research used several instruments to collect the information related to the topic. Those instruments were observation sheets, interview guide, syllabus, and expert judgment. Each instrument had the role of collecting the data. The observation sheet was used earlier during this research. It ensures the students are active in the classroom, such as interaction, question and answer section, and the learning activity, whether implementing HOTs or not. It also checks the compatibility between the learning process and the syllabus. The interview guide was used right after the observation was done. It is also used to gain in-depth information during the learning process. The interview was done by using open-ended questions. It covers the teacher's in-depth explanation of the HOTs implementation in the learning process. The other is the syllabus. It was done by analyzing the document, the syllabus, and the lesson plan used in the English learning process. It aimed to determine the relevance between the HOTs implementation and the analyzed documents. The last was expert judgment. Expert judgment is used to check the quality of the finished product. After some major and minor revisions, it is also done to produce a high-quality product.

In this current research, the data were analyzed qualitatively and quantitatively. The measurement of the expert judgment was based on five criteria. The fifth criteria are *excellent, good, average, below average, and poor*. The qualitative analysis was done for the first research question, which ensures the steps of the textbook development based on HOTs. The data analyzed qualitatively resulted from observation, interview, document analysis, and expert judgment. However, the data analyzed quantitatively was the result of the measurement of expert review and the questionnaire result.

## **FINDINGS & DISCUSSIONS**

This research mainly focuses on developing English textbooks for ninth-grade students in junior high school. This research aimed to produce a good-quality book that can be used for teaching English based on HOTs in the learning process. In general, the researcher found some related issues related to the development of the English textbook. It found that the teachers did not specifically understand the implementation of HOTs. This research also saw the importance of developing the book based on HOTs for ninth-grade students.

The learning process during a pandemic differed from the learning process before. The teacher found that some issues have impacted the learning process. The teacher explains, in general, the situation and conditions that influence the learning process in online learning. Before the pandemic, the teacher used to

implement and design the learning process as the previous system, such as planning, implementation, and evaluation. However, only some competency can be developed during the pandemic based on the Bloom Revised Taxonomy. Thus, in the performance, the teacher mainly explained the low-order thinking skills implemented in the learning activity, the media that support the learning process, and the evaluation used at the end of the learning process.

The learning process, which was conducted online, made the students and teachers adapt to new circumstances and systems. The new system enabled the students and teachers to become familiar with online learning using tools and media that provide online education. However, this situation and condition caused some challenges for the students and teachers while conducting the learning process. It caused some new issues caused by some factors. Therefore, the teacher said:

*“Honestly, it is quite challenging to implement the activity based on the Bloom Revised Taxonomy because of the limited signal, students’ motivation, and the internet quota. The factor is not only from the students. Sometimes, it comes from the teachers. However, the teachers have tried to help the students get the achievement based on the material. The teachers try to help the students complete and implement how to identify and understand the material based on the requirements.”*

The explanation above found that the problem came from teachers and students who should adapt to online learning. The limited access and facilities mainly became the challenges for the students. It is because not all the students have the support facilities such as the phone and internet quota. Besides, the students’ location also impacted the efficiency of online learning. Then, the teacher explained the learning activity and the media used to support the learning process. However, the teacher’s explanation did not show that the HOTS was implemented well. The teacher explained that:

*“In the learning process, the English teachers used to play a video related to the material. The teacher used some videos to engage students’ motivation in online learning. We search the video, or sometimes we create the video to engage students’ motivation in learning. The video is simple. We provide the students with different videos to enable them to analyze and identify differences. It is an example of the procedure text. The activity is still in the stage of identifying the differences. It is also because of the students’ capability.”*

Further, the teacher also informed that the learning process was supported by the English Book provided by the school. The book consists of the learning activity and evaluation. The learning activity ultimately starts from the more accessible to the hardest. It helped the students to understand the material well. However, the book also has some deficiencies, such as the design that is not enough to be understood, the language that is hard for the students, and the use of QR that not all students understand. The teacher explained that:

*“We also use the book to support the learning process. The book is an Interactive English Book. It is a new book. The book is good from the content. The learning activity is quite a detail for the students and*

*teacher. Yet, we found some lack in the teacher in that book. The language used in the book is quite hard for junior high school students. The design, which consists of some pictures also good, but probably it is better to complete with the explanation. Because so far, it is only providing the QR we need to scan it. Then, not all of the students understand to use it. The book is also not fully based on the HOTS.”*

The last explanation was about the HOTS implementation in all stages of the learning process. The teacher perceived that they were familiar with the HOTS. The learning process which supported by the activity and media. Therefore, the teacher used some strategies in the evaluation to measure students' understanding. The teacher explained that:

*“We are familiar with the High Order Thinking Skill. As far as I know, the HOTS covered the C3 until C6. We ask the students to think critically during the learning process. Then, to measure the students' understanding and improvement, we use the google form in the evaluation. We give the test that asks the students to analyze and answer it. So far, the student's achievement was good because it is done online. The students can analyze it well. However, as teachers, we do not fully trust the students because it is done at home. We never know who did it”*

From the explanation, it was found that the teacher knows and understands the HOTS briefly. However, they did not explain the understanding in detail. The teacher also informed me that they got the workshop which discussed the implementation of HOTS in the learning process. The teacher also asked the students to answer questions during the learning process. Even though the students were lack of motivation because they trembled, it can be concluded that some issues became the reference and fundamental in developing the English textbook for the ninth-grade junior high school students. The problems found include language use, content, and design that should be close to the students' level and needs.

Based on the findings, there is three main focuses on developing the English textbook. In the learning process, the teacher and the students are supported by the book that uses and consist of the English material. However, the observation and interview results found that the implementation and insertion of HOTS in the learning activity and media did not insert and implemented well. Therefore, it needs analysis to determine the issues and the solution to produce a good quality product. Need research is gathering the data and information to develop an English textbook based on HOTS (Hariyadi & Yanti, 2019). In developing the reader, some essential parts should be considered. An excellent English book should have standard and quality in purpose, design, language content, skill, topic, methodology, practical consideration, and instruction (Meliawati & Hamied, 2020). A good quality textbook will help and support the learning process, primarily based on HOTS implementation. However, choosing the appropriate material for the book is challenging for the designer (Nuriya Axmedovna et al., 2019). Many teachers need a material that provides them with everything to minimize the preparation and spend less time. The material that should match the students' needs and capabilities challenges the designer to widen the idea.

A textbook should be compatible with the cover and content (Behnke, 2018). It is also supported by Locher et al., (2019), that suggested the criteria used to design a good quality textbook based on the compatibility between content and curriculum. Therefore, the compatibility between its content needs to follow the students' and teachers' needs, and it's crucial for them (Kodriyah et al., 2018). Besides, it should be suitable for the curriculum, enabling the students to be more active in the student-centered learning process. In this case, students become more critical and independent in solving the problem in the learning process (Widyastuti, 2022). The students must develop their ideas during the learning process by following the activity and skill development in the textbook. Moreover, in 21<sup>st</sup>-century learning, the skills that should be adopted are communication, collaboration, critical thinking and problem solving, and creativity and innovation (Afifah & Retnawati, 2019). Therefore, higher education students must have higher-order thinking skills besides the lower-order thinking skills in the learning activity (Yuliati & Lestari, 2018). The textbook should provide the action which contains the movement that proposed the students to analyze something.

Realizing the urgency of the HOTs, the teacher and students should understand the whole concept that supports the language use and design to make their learning more accessible. In developing the English textbook, the grammar use should be customized with the criteria such as the level of the learners, put in a small scope that is easier for the learner, and balanced between the language use and usage. It is also supported by the design that considers the layout understandable for students and teachers. The English textbook that must be developed should provide individual and group activities. Therefore, it is in line with the needs revealed from the interview that informed the students and teachers need to have a guidebook covering the HOTs. Besides, the instruction and activity should be clear enough to guide the teacher and students in learning. Thus, the current English handbook should be fulfilled all the criteria to fulfill students' and teachers' needs.

## **CONCLUSION**

It can be concluded that an English handbook has a significant impact and contribution to the learning process. The handbook can help the teacher guide the students in achieving the learning goal. However, in developing the handbook, some criteria should be fulfilled. The requirements are purpose, design, language content, skill, topic, methodology, practical consideration, and instruction. The teacher should select and utilize the handbook effectively.

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