

CHAPTER I

INTRODUCTION

A. Background

Education in the 21st century emphasizes the importance of critical and creative thinking skills, which are essential for addressing global issues. Unfortunately, many students continue to demonstrate low levels of Higher-Order Thinking Skills (HOTS), limiting their capacity to analyze and solve complicated situations. Developing HOTS is vital for students because it prepares them to address problems critically, creatively, rationally, and objectively. However, results from the Programme for International Student Assessment (PISA) show little improvement in these skills since 2009. This stalemate demonstrates a contradiction between Indonesian educational methods and the Ministry of Education's curricular goals, which promote HOTS. The PISA 2016 results emphasize Indonesian students' deficiencies in critical and creative problem-solving skills, emphasizing their difficulty using higher-order thinking.

Creativity and critical thinking are interwoven abilities necessary for innovation, and contrary to popular assumption, they can be taught and fostered in the classroom. Critical thinking enables pupils to analyze and solve problems on their own, frequently through exercises or problem-solving projects. At the same time, communication and teamwork are critical life skills that kids learn through frequent encounters and group

assignments. The "Four C's" of 21st-century learning creativity, critical thinking, communication, and collaboration help pupils navigate a quickly changing environment while cultivating curiosity, confidence, empathy, and teamwork (Sahril et al., 2022). Collaborative learning (CL) has emerged as a pivotal pedagogical strategy in enhancing students' Higher-Order Thinking Skills (HOTS). This approach emphasizes active participation and interaction among students, fostering critical and creative thinking capabilities essential for academic success and real-world problem-solving (Hamzah et al., 2024). According to (Abdul Rahman et al., 2022) the integration of collaborative techniques not only improves cognitive skills but also promotes social engagement and motivation among learners.

Collaborative learning (CL) plays a significant role in enhancing students' higher order thinking Skills (HOTS). This enhancement occurs as CL encourages students to actively engage in discussions, exchange ideas, share diverse perspectives, and work together to solve complex problems. In a collaborative setting, students are exposed to various viewpoints and alternative approaches that may not arise in traditional, individual-based learning environments. This interaction compels them to step beyond rote memorization or surface-level understanding, challenging them to think more critically and creatively. (Ofiaz, 2019) said the collaborative nature of learning fosters the development of several key cognitive skills. For

instance, students must analyze and evaluate different opinions presented by their peers, determining which ideas are relevant, valid, or applicable to the problem at hand. Moreover, the process of group problem-solving demands that students synthesize multiple sources of information to form coherent solutions. This active engagement in cognitive processes helps them develop a more profound and nuanced understanding of the subject matter.

Furthermore, research from Lopes et al., (2018) highlights that specific collaborative learning techniques, like Group Investigation, lead to significant improvements in students' critical thinking abilities compared to traditional teaching methods. These methods leverage peer interaction to create a more engaging and participatory learning environment, which is essential for fostering deeper cognitive skills. Group Investigation is a more complex technique that involves students working together in small groups to explore a specific topic in depth. In this approach, each group selects a subject of interest, conducts research, and presents their findings to the class. The use of structured collaborative techniques such as Think-Pair-Share and Group Investigation has demonstrated considerable benefits in enhancing students' critical thinking abilities. These methods create an environment where students feel empowered to express their ideas, receive timely feedback, and collaboratively solve problems. Given the increasing demand for graduates with strong critical thinking and problem-solving skills, it is crucial for

academic institutions to adopt and optimize such collaborative learning strategies to foster higher-order thinking and better prepare students for the complexities of the modern world.

The National Reading Panel (2000) in (Anggraeni, 2018), reading comprehension is a strategy for improving students' critical thinking skills as it involves naturally producing meanings from written texts or sources. And many research have carried out study on critical thinking such as (Dzakiah, 2020), this study investigates how employing higher-order thinking questions in reading comprehension tasks can improve students' critical thinking skills. Weimer (2012) in (Pamungkas, 2019), reading activities can help to develop Higher-Order Thinking Skills (HOTS).

So, the importance of fostering higher order thinking Skills (HOTS) in reading comprehension through collaborative learning is increasingly emphasized by the evolving demands of the 21st-century workforce. In today's global and dynamic environment, employers no longer prioritize only technical expertise or theoretical knowledge. Instead, they seek individuals who can think critically, adapt to changing circumstances, generate innovative solutions, and collaborate effectively in diverse teams (Hamzah et al., 2024). Skills such as problem-solving, creativity, adaptability, and communication have become essential to thrive in industries characterized by rapid technological advancements and unforeseen challenges. The workforce of the 21st century

places a premium on adaptability, as professionals are often required to work in fluid, unpredictable environments. Employees must not only respond to changing market conditions but also learn new tools and processes throughout their careers.

Based on the background, at the Universitas Islam Negeri Fatmawati Sukarno Bengkulu have problem that are sixth semester of Study Program of English Education students significant challenges in developing higher-order thinking skills (HOTS) in reading comprehension, which are essential for effective problem-solving in both academic and real-world contexts. HOTS encompass the ability to analyze, evaluate, and synthesize information, as well as to generate creative solutions beyond basic comprehension and memorization. Unfortunately, many students struggle to achieve these competencies, both individually and in collaborative group activities. The lack of proficiency in HOTS not only inhibits their ability to address complex academic tasks but also impairs their capacity to engage critically with course materials and construct well-reasoned arguments. Consequently, students tend to rely heavily on rote learning and conventional thinking methods, demonstrating a preference for surface-level understanding rather than deep, analytical engagement with content. This cognitive limitation becomes particularly evident during group work, where students often fail to collaborate effectively or contribute

meaningfully to discussions, resulting in poor teamwork dynamics and suboptimal outcomes.

Several factors contribute to this issue. Internally, many students show reluctance to explore new ideas or question existing perspectives, reflecting a lack of confidence in their analytical skills. Furthermore, they often struggle to articulate their thoughts clearly and logically during discussions, making it difficult to present or defend their viewpoints. Externally, the dominance of teacher-centered instructional methods limits opportunities for students to engage in critical thinking exercises. Traditional lecture-based approaches, which prioritize information delivery over inquiry-based learning, provide little room for students to develop independent thinking skills. Similarly, the types of assignments commonly given do not sufficiently challenge students to apply their knowledge to real-world problems or encourage them to think beyond textbook material. The absence of stimulating activities that foster intellectual curiosity further discourages students from developing the habit of critical reflection.

This challenge has far-reaching ramifications. The inability to develop HOTS has a negative impact on students' academic achievement and inhibits their capacity to adapt to the changing demands of the professional world, where critical thinking, problem-solving, and teamwork are highly prized. Graduates who do not receive proper HOTS development will struggle not just in

the workplace but will also contribute to the stagnation of innovation and advancement in society. Ultimately, fostering the HOTS in reading comprehension at sixth semester study program of english education Universitas Islam Negeri Fatmawati Sukarno Bengkulu will require coordinated efforts from both faculty and students. Faculty members must create learning environments that encourage students to question assumptions, explore multiple viewpoints, and develop creative solutions. At the same time, students need to take a more proactive role in their education by actively participating in discussions, seeking out additional learning resources, and reflecting critically on their experiences. Through these combined efforts, it is hoped that students will not only enhance their academic performance but also become more capable individuals who can contribute effectively to society and succeed in their future careers.

Based on the problem, the researcher have solution that is comprehensive approach that involves both pedagogical reform and enhanced student support. The researcher more active learning strategies, like collaborative problem-solving activities, which provide students with opportunities to apply their knowledge in meaningful contexts. These methods encourage deeper engagement with content and promote the development of analytical thinking. Additionally, regular feedback mechanisms are essential to help students improve their cognitive skills and build confidence in their ability to think critically.

Based on the background explanation above and the various problems that have been identified, the researcher intends to continue the research in more depth with the theme entitled **"The Effectiveness of Collaborative Learning Toward Fostering Higher-Order Thinking Skills in Reading Comprehension (One-Shot-Case Study at Sixth Semester Study Program of English Education Students Universitas Islam Negeri Fatmawati Sukarno Bengkulu)"**

B. Identification of the Problems

Based on the background of the problem as described above, the problems identification are as follows:

1. Many students struggle to achieve higher-order thinking capabilities, particularly in analyzing and evaluating information.
2. Limited utilization of effective methodologies aimed at fostering HOTS in reading comprehension, especially collaborative learning approaches.
3. Low levels of student interaction during the learning process negatively impacting their critical and creative thinking capacities.

C. Limitation of the Research

The limitation of this research concentrate on “how collaborative learning can fostering students' Higher-Order

Thinking Skills (HOTS) in reading comprehension, with a specific focus on sixth-semester students in the English Education Study Program at Universitas Islam Negeri Fatmawati Sukarno”. The study uses a one-shot case study design, with only one class and no control group. However, this strategy has the advantage of shortening the study period and allowing for a more intense therapy, potentially yielding more in-depth information about the case under consideration.

D. Research Question

The research question was formulated as follows: "Is there any significant effectiveness of using collaborative learning in fostering higher-order thinking skills in reading comprehension at sixth-semester Study Program of English Education students Universitas Islam Negeri Fatmawati Sukarno Bengkulu?".

E. The Objective of the Research

The research's objective, to find out the significant effectiveness of collaborative learning fostering higher-order thinking skills in reading comprehension at sixth-semester Study Program of English Education students Universitas Islam Negeri Fatmawati Sukarno Bengkulu.

F. Benefits of The Research

This research aims to describe the use of collaborative learning fostering higher-order thinking skills in reading

comprehension at sixth-semester Study Program of English Education students Universitas Islam Negeri Fatmawati Sukarno Bengkulu. The researcher hopes that after doing this research there will many benefits can be obtained, such as the following :

1. Theoretical Benefits

This study aims to determine the effectiveness of collaborative learning in fostering Higher Order Thinking Skills (HOTS) in reading comprehension, specifically in the context of English language learning among sixth-semester Department of English Education students at Universitas Islam Negeri Fatmawati Sukarno Bengkulu.

2. Practical Benefits

- a. For Teachers or Lectures

As strengthening instructors' professionalism in carrying out activities to learn how to teach, and as a novel learning technique to fostering HOTS in reading comprehension through collaborative learning.

- b. For Students

As a reference for supporting English language learning, always use collaborative learning, especially when encouraging HOTS in reading comprehension.

- c. For University

The study's findings can be expected to lead to innovation in schools and universities in order to improve the learning process and students' learning outcomes.

d. To Other Researcher

The findings of this study can be utilized to learn more about collaborative learning and how to do it effectively. Aside from that, this research might be utilized as a reference for future research on how to fostering HOTS student's in reading comprehension through collaborative learning.

G. Definition of Key Terms

Here are explanations for key terminology used in this study to ensure that all readers have the same understanding. These explanations also seek to avoid any misconceptions between readers and researchers. The terms are explained as follows:

1. Collaborative Learning: Collaborative learning is an instructional technique that emphasizes the value of students cooperating in small groups to achieve common academic goals. In this technique, students actively interact with one another, exchanging ideas, providing comments, and encouraging one another's growth. It is based on the premise that learning is a social process in which pupils benefit from their peers' various perspectives and strengths. Collaborative learning aims to move the emphasis from teacher-led instruction to learner-centered

activities, allowing students to take control of their educational path.

2. Higher-Order Thinking Skill (HOTS): Higher Order Thinking Skills (HOTS) are advanced cognitive processes that go beyond learning facts and recalling information. These abilities include analysis, synthesis, assessment, and production, all of which need learners to think at a higher level. HOTS requires students to interpret, compare, and analyze information from various perspectives in order to spot patterns, develop conclusions, and solve issues creatively.

3. Reading: Reading involves integrating textual information with prior knowledge to create meaning. Reading is one of four essential talents for all individuals. Reading is the process of obtaining information from a text in order to comprehend it. This type of reading can be described as reading comprehension.