CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Basis

1. Teacher

The teacher is someone who contributes to the world of education because the teacher is a person who gives knowledge. According to Nawawi (2015), Teachers are adults who are obliged to provide education to their students because of their role. That person may have the title of father or mother, teacher, *ustadz*, lecturer, scholar, etc. The teacher is an important element in learning activities. According to Djamarah (2015), a teacher provides knowledge to students or professionals who can make their students plan, analyze, and conclude the problems they face.

The teacher is a professional educator; the teacher is one of the main factors in creating the nation's next generation. According to Djamarah and Zain (2015), a teacher is someone who is experienced in his profession. With the knowledge he has, he can make students become intelligent people. Law Number 20 of 2003 Article 39 concerning the National Education System states that educators are professionals whose job is to plan and carry out the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service, especially for educators at tertiary institutions.

Based on the opinions of several experts, it can be concluded that a teacher is someone who is obliged to educate and impart the knowledge he has to others to make them intelligent. Educators plan and carry out the learning process, assess learning outcomes, and conduct mentoring and training.

a. Teacher Role

A teacher plays a crucial role in the world of education. According to Abel (2015), role is a dynamic aspect of position or status. If a person carries out his rights and obligations according to his position, he has carried out a role. Like teachers and students, teachers have a significant role in the world of education, especially during teaching and learning activities, because basically, students need the role of a teacher to help them in the process of self-development and optimizing their talents and abilities. Without guidance and direction from the teacher, a learner can not realize his life goals optimally because humans think of social beings who always need help from other people to meet all their needs.

The teacher has several roles that must appear during teaching and learning activities. According to Sofan Amri (2013), teachers have a role in learning activities, namely:

1) Corrector

   The teacher assesses and corrects all students' learning outcomes, attitudes, behavior, and actions at and outside the evaluator.

2) Inspirer

   The teacher inspires students with a good way of learning.

3) Informer

   The teacher provides excellent and practical information regarding the material that has been programmed and information on the development of science and technology.

4) Organizer

   The teacher's role is to manage various academic activities, both intra-curricular and extra-curricular, to achieve students' effectiveness and efficiency.

5) Motivators

   Teachers must always encourage their students to be highly motivated and active in learning.

6) Initiator

   The teacher is the originator of ideas for progress in education and teaching.

7) Facilitator

   Teachers should be able to provide facilities that enable students to learn optimally.

8) Advisor

Teachers guide their students in facing challenges and learning difficulties.

9) Demonstrators

Teachers are required to be able to demonstrate what is taught in a didactical manner so that students can understand the lesson optimally.

10) Class manager

Teachers should be able to manage the class well because the class is a place for teachers and students to gather.

11) Mediators

Teachers can act as media providers and intermediaries in the students' learning process.

12) Supervisors

Teachers should be able to help, improve, and critically assess the learning process carried out so that it can be optimal.

13) Evaluator

Teachers are required to be able to assess learning products and learning processes.

Every teacher must have the task of developing a learning material. In Government Regulation number 19 of 2005 Article 20, it is hinted that teachers are expected to create learning materials, which is then confirmed through the Regulation of the Minister of National

Education (Permendiknas) number 41 of 2007 concerning Process Standards, which among other things regulates the planning of the learning process which requires educators to education units to develop learning implementation plans (RPP). One of the elements in lesson plans is learning resources. Thus, teachers are expected to develop teaching materials as a source of learning.

2. Knowledge

Knowledge is information that a person has for a particular field. Knowledge is a complex competency and is a very important domain in shaping one's actions (Overt behavior) (Sutrisno, 2014: 207). Yuniarsih and Suwatno (2013) say that knowledge is information someone has, especially in a specific field.

Knowledge is a person's ability to influence the actions taken. Education does not influence knowledge because knowledge can also be obtained from experience. Still, the level of education also determines whether or not someone quickly absorbs and understands the information received which becomes understood (Albunsyary, 2020). Bagia (2015: 27) argues that knowledge (knowledge) is information that has meaning that someone has in a particular field of study. According to Maspriyadi (2019), knowledge is everything in our heads. We can know something based on the experiences we have.

Knowledge is an important factor for organizations to develop their capabilities and competitiveness. To optimally utilize knowledge, one must carry out optimal knowledge management. However, there are

indications of weakness, and many managers manage knowledge in organizations (Wibowo, 2016).

a. Factors that influence knowledge

According to Notoatmodjo (2010), factors that influence knowledge include:

1) Educational factor

The higher the level of one's knowledge, the easier it will be to receive information about objects or related knowledge. Knowledge can generally be obtained from information provided by parents, teachers, and the mass media. Education is closely related to knowledge; education is one of the primary human needs indispensable for self-development. The higher a person's level of education, the easier it will be to receive and develop knowledge and technology.

2) Work factor

One's job is very influential in accessing the information needed for an object.

3) Experience factor

Experience greatly influences knowledge; the more one experiences something, the more one's knowledge of it will increase. Measurement of knowledge can be done by interviews or questionnaires stating the material's content to be measured by the research subjects or respondents.

4) Belief

Beliefs acquired by a person can usually be passed down from generation to generation and cannot be proven in advance. Positive beliefs and negative beliefs can affect one's knowledge.

5) Socio-cultural

Culture and habits in the family can affect one's knowledge, perceptions, and attitudes towards something.

b. Knowledge Indicator

According to Sutoto (2004), knowledge clusters include analytical thinking (AT), conceptual thinking (CT), and technical/professional/managerial expertise (EXP) practices.

1) Analytical thinking (AT) is understanding a problem by breaking it down into small parts to see superficial relationships, identify cause-and-effect relationships, and analyze complex issues.
2) Conceptual thinking (CT) is the ability to conceptually understand a problem using the basic rules of logic and combining ideas and information to create a bigger picture to identify problems that arise in future or fundamentally complex issues.
3) Expertise (EXP) is work-related knowledge (such as the ability to work in a professional, technical, and managerial manner) and

knowledge in motivation to utilize, expand, and distribute knowledge about the job to others.

3. HOTS (*High Order Thinking Skills*)

HOTS (High Order Thinking Skills) was first put forward by a writer and Associate Professor from Dusquance University named M Brookhhart in his book, 'How to Assess Higher-order Thinking Skills in Your Classroom'. He defines this model as a method for knowledge transfer, critical thinking, and problem-solving. HOTS is not just a question model but also includes a teaching model. The teaching model must consist of thinking skills, examples, and the application of thoughts and be adapted to the needs of different students (Sofyan, 2019).

Meanwhile, according to the Teaching Knowledge Test Cambridge English, HOTS is a cognitive skill teachers can teach their students, such as analysis and evaluation. These skills include thinking about things and making decisions about things, solving problems, thinking creatively, and thinking about the advantages (positives) and disadvantages (negatives) of things.

With High Order Thinking Skills, students can distinguish ideas or ideas clearly, argue well, solve problems, construct explanations, hypothesize, and understand complex things more clearly. High-order thinking Skills will occur when a person associates new information with information already stored in his memory and associates or rearranges and develops this information to achieve a goal or solve a problematic situation (Miftakhul, 2020).

Based on the view above, it can be concluded that higher-order thinking skills or HOTS are thinking skills that are not just remembering, restating, and referring without re-processing but the ability to think critically, creatively, and solve problems.

Higher-order thinking skills are divided into four aspects: decision-making, problem-solving, critical thinking, and creative thinking (Meiriza, 2015). Dewanto (in Amalia) states that higher-order thinking skills are a capacity for the information provided, with a critical attitude to evaluate, metacognitive awareness, and problem-solving abilities (Novianti, 2014). High Order Thinking Skill aims to improve how equality in thinking of students at a higher level can be improved. The first is related to the ability to think critically in accepting various other types of knowledge, solving problems using their knowledge, and making decisions in complex and critical conditions. Based on some of the opinions of the experts above, it is concluded that higher-order thinking skills are thought processes that do not just memorize formulas and words but must be understood with good critical and creative concepts.

One way to improve students' higher-order thinking skills is when students are faced with a problem they have not encountered before, and this is where students' high-order thinking processes will be trained (Rahma, 2018). HOTS has important practices that students must own in the modern world. Higher-order thinking skills are related to cognitive

processes. Cognitive processes are categorized into two aspects, namely, aspects of critical thinking and aspects of creative thinking. Aspects of critical thinking is an aspect that is based on existing evidence. The cognitive aspects of critical thinking include analyzing (C4) and evaluating (C5). At the same time, creative thinking is the process of producing a new product or idea that has never existed. The cognitive process aspect of creative thinking is creating (C6).

1. HOTS indicator

In Bloom's taxonomy, there are three aspects or three crucial indicators from the cognitive domain that are part of higher-order thinking skills, namely, the aspect of analysis, the aspect of evaluation, and the aspect of creating. Indicators that claim to measure higher-order thinking skills (Miftakhul, 2020) include:

a. Analyze

The ability to analyze is breaking down a material or concept into parts and explaining the relationship between one part and another.

1) Analyze incoming information and share.
2) Structure information into smaller parts to recognize patterns or relationships.
3) Recognize and differentiate the causes and effects of a complex scenario.
4) Identify or formulate questions.

b. Evaluate

Evaluating is defined as making judgments based on criteria and standards. The criteria most often used are quality, effectiveness, efficiency, and consistency. The following are evaluation indicators:

1) Provide an assessment of solutions, ideas, and methodologies using suitable criteria or existing standards to ensure their effectiveness or benefits
2) Making hypotheses, criticizing, and testing.
3) Accept or reject a statement based on predetermined criteria.

c. Create

The ability to create involves putting elements together to form a coherent or functional whole. The purpose of the ability to create is for students to create new products by rearranging them. The processes involved in the ability to develop are generally coordinated with students' previous learning experiences. Here are some creating indicators:

1) Generalize an idea or perspective on something.
2) Devise a way to solve the problem.
3) Organize elements or parts into a new structure that has never existed before.

Furthermore, Resnick revealed that HOTS indicators include non-algorithmic, complex nature, multiple solutions (many solutions), involve variations in decision-making and interpretation, application of various criteria (many criteria), and are effortful (require a lot of effort). Meanwhile, Conklin states the characteristics of HOTS as follows: "characteristics of higher-order thinking skills: higher-order thinking skills encapsulate both critical thinking and creative thinking," which means that the attributes of higher-order thinking skills include critical thinking and creative thinking. Critical and creative thinking are two fundamental human abilities because both can encourage a person to always look at every problem they face critically and try to find answers creatively so that new things are obtained that are better and useful for their lives (Budiman, 2014)

2. HOTS Learning Models

Familiarizing HOTS with students cannot be done suddenly and instantly. Getting used to HOTS requires a holistic strategy from teachers. Teachers cannot charge students with HOTS-type measurements and assessments at the end of learning without doing HOTS learning first. HOTS must be carefully designed according to the context of students and teaching materials. Teachers should have a far-sighted view. The teacher already has an idea of what is

desired, what kind of assessment evidence must be met by students to obtain these results, and what the appropriate learning design is.

Higher Order Thinking Skills (HOTS) need to be improved by teachers through appropriate approaches and models that can stimulate students' thinking skills. Applying a scientific method and several learning models, such as problem-based, project-based, discovery, problem-solving, and cooperative learning, allows teachers to implement learning activities at the HOTS level.

B. Theoretical Framework

The theoretical framework is a conceptual model of how theory relates to various factors identified as important issues (Sugiyono, 2019). For more details, will show in the picture as follows:

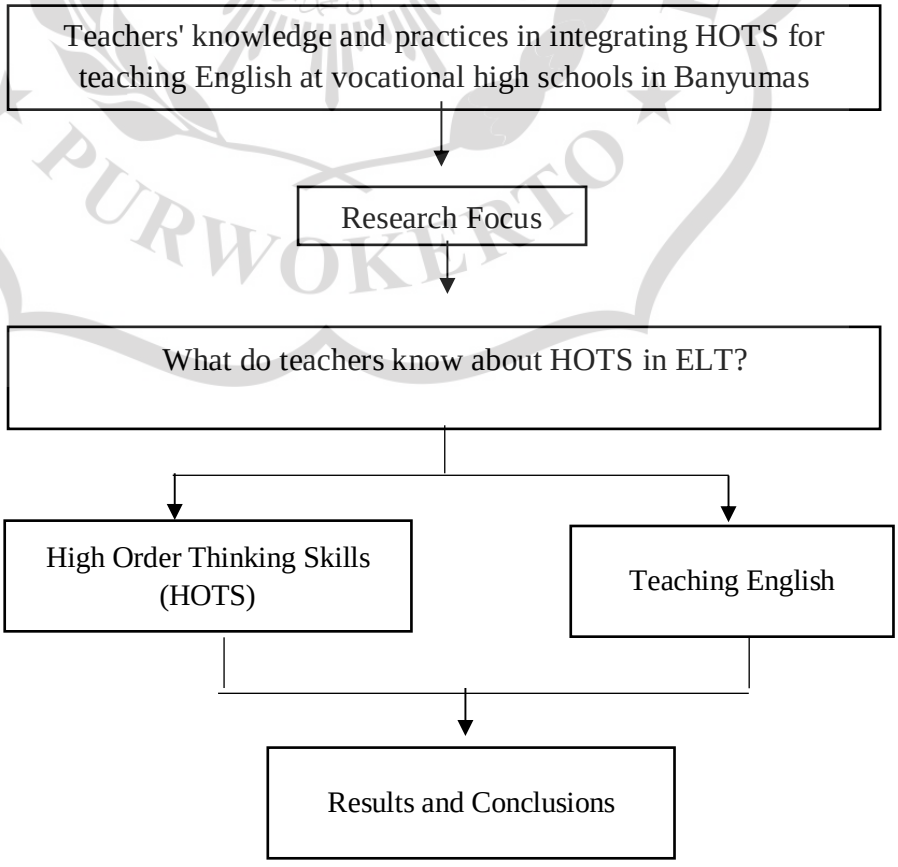

Figure 2.1 Theoretical Framework

C. Previous Study

Table 2.1 Literature Review

No	Researcher	Title	Results
1	Kadek Trisna Kusuma Dewi, Ganesha University of Education, Bali (2021)	Thinking Critically through Storytelling Technique: Enhancing Students' HOTS and English Speaking Skill	The finding showed that storytelling is to the use of storytelling, which positively affects students by enhancing their speaking skills and making them think critically (HOTS). Therefore, storytelling can be an effective solution for teachers in improving students' critical thinking (HOTS) and their speaking skills in language learning.
2	Yuniarta Ita Purnama, Fitri Nurdianingsih (2019)	The Impact of Higher Order Thinking Skills (HOTS) Instructions in Teaching EFL Speaking Skills from the Perspective of Students' Motivation	The results show that (1) HOTS instruction is more effective than LOTS instruction in teaching English for daily context to the first semester students at the English Education Department; (2) the students who have high motivation have better speaking skills than the students who have low

No	Researcher	Title	Results
			motivation; (3) there is an interaction between teaching strategies and motivation in teaching English for daily context. It can be concluded that HOTS instruction is an effective strategy for teaching English viewed from students' motivation. The effectiveness of the strategy is affected by students' motivation.
3	Nyimas Larasati Utami, Rita Inderawati, Eryansyah (2021)	Teachers' Voices towards HOTS Integration in Teaching Reading Comprehension	The results indicated that the teachers strongly believed in HOTS and its components. The concept includes how they defined HOTS. In addition, the components revealed how they comprehend analyzing (C4), evaluating (C5), and creating (C6). Practically, the teachers' beliefs were not fully reflected, particularly in the question and assignment they assigned to students that indicated LOTS. This

No	Researcher	Title	Results
			investigation suggests that more teachers' professional development is required to promote the success of HOTS incorporation in teaching reading comprehension, mainly during online learning due to the pandemic.
4	Khairunnisa, Dadang Sudana, & Rojab Siti Rodliyah (2020)	Vocational High School Teachers' Beliefs on Teaching English Skills in English as a Foreign Language	Findings unfolded English teachers' views on their roles, the students' positions, the effective teaching of English, the language used in the classroom, and the goals of teaching English. Based on the students' statements, the convergence of educators' beliefs to practices was observed in half of the teachers. The study results give teachers implications for constructing valid thoughts and provide an overview for stakeholders to decide on an efficient teaching strategy.

These relevant studies highlight the importance of integrating higher-order thinking Skills (HOTS) in ELT to enhance students' speaking skills and motivation. Analyzing these studies can provide valuable insights into the implications for pre-service teachers' knowledge and practices related to educational games for teaching English. Pre-service teachers can benefit from understanding the effectiveness of HOTS-based instructional approaches and incorporating innovative teaching strategies to promote critical thinking, speaking proficiency, and student motivation in ELT contexts.