

CHAPTER I

INTRODUCTION

A. The Background of the Study

Students' worksheets are widely used as learning materials in the learning so that the students can interact with the materials provided. The usage of students' worksheet in learning is usually not independent or not as the main teaching material and not the only medium for learning material. Teachers usually combine the main material book with the use of the source of the book package to make it more complete. In the learning process it is also added with the use of interactive learning media so that the students can learn lessons by using students' worksheet easily and quickly understand what is taught.

The differences between common worksheets and interactive worksheets are: the common worksheets which designed by the teacher is the teacher just show the slideshow the picture then the teacher tell the students to describe the picture. While in interactive worksheets, there is any interaction between the students and their friends then, the teacher guide their students to do their worksheet and also train the student about their critical thinking

Based on the researcher's observation, the student's worksheet used in the classroom is not oriented towards the students to achieve *Higher Order Thinking Skills*.

Concerning about critical thinking, Anderson L. and Krathwol 2001 tells about cognitive aspect related to thinking ability. Cognitive aspect consists six aspects namely: knowledge or memory (c1), understanding (c2), application (c3), analysis (c4), evaluation (c5), and creation (c6). The ability to remember, to understand and to apply are included in LOTS (*Low Order Thinking Skills*) while ability to analyze, evaluate, create are included in HOTS (*Higher Order Thinking Skills*). So, this *Higher Order Thinking* is skill that is expected in the Curriculum 2013 to be achieved by the students.

Curriculum 2013 aims to create Indonesian students to possess excellent life skill and characters, for example in religion, creativity, productivity, innovation, and efficiency for a student's role both as an individual and a citizen and also able to contribute to the society, nation, state, and world civilization. Based on Curriculum 2013 teachers as educators are expected to be creative and innovative, so they can stimulate students to have critical and analytical thinking.

In Indonesian's education system there are four skills that must be mastered that recognized as the most difficult subject for students because they must firstly master the use of vocabulary, grammar, and punctuation. It is related to Oshima and Hogue (1999:3) who state that writing, particularly academic writing is not easy; it takes study and practice to develop this skill.

In English, kinds of text is needed to support learners in studying. And all of kinds of text in writing is called genres. Moreover, learning about genres is also

important in learning writing. Writing is also the most difficult skill to develop by some students. People who write are expected to write correctly. But in the real situations, the students are getting some problems in writing itself. In addition, writing skills are complex and sometime difficult to teach, requiring mastery not only of grammatical and theoretical device but also of conceptual and judgmental elements (Heaton 2001: 135).

In teaching writing the teachers are expected to be able to create an interesting way to teach writing. They can implement some strategies or methods to motivate and help the students to be more interested in writing so they can get ideas and express their mind in writing.

In Indonesia, English is taught as a foreign language and included as a compulsory subject for junior and high school level.

B. Identification of the Problem

From the background that had been stated, the problem can be identified as follows:

- a. In the learning process, there are some student have the difficulty to understanding about descriptive text
- b. They have lack of vocabulary to understanding the meaning of each words
- c. They have not think critically because their school has not been apply Higher

Order

Thinking

Skill

C. The Problem of the Study

Based on the background of the study above, the problem of this study is formulated as follows:

1. How to develop interactive students' worksheets for Descriptive Text for Junior High School students grade eight?

D. The Objective of the Study

Based on the problem above, this objective of this study is about to develop the students' worksheets to promote Higher Order Thinking Skill.

E. The Scope of the Study

The focus of this research is to develop students' worksheet in writing skill using scientific approach. The worksheet will develop for the eighth grade students at Madrasah Tsanawiyah Negeri 2 Medan which focus on Descriptive Text.

F. Significances of the Study

The findings of this study will expected to provide information which may have theoretical and practical contribution, as follows:

1. Theoretically, the findings of this study will expanded and enriched the reference which related the field on how to develop interactive writing

2. worksheet of descriptive text to promote HOTS for Junior High School students.
3. Partially, the finding of this study was useful for English teacher. As a source to develop the interactive writing worksheet to promote HOTS for eight grade student.



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