
**STUDENTS' NEED ON ENGLISH TEACHING MATERIALS ORIENTED
TO HIGH ORDER THINKING SKILLS**

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ABSTRACT

There are many English teaching materials that available for English teaching, but English teaching materials oriented to High Order Thinking Skills (HOTS) are the important thing that must be provided in the classroom to fulfill students' needs in this 4.0 era. HOTS can stimulate students to apply, analyze, evaluate, and think creatively in and outside the classroom. This study is the analysis of the student's need for English teaching materials oriented to High Order Thinking Skills in STKIP Adzkie. This research was conducted on the first-year students of STKIP Adzkie in the year 2019/2020. The sample of this study was 40 students from 147 students who were chosen randomly. The instrument in this research was a questionnaire. The questionnaire was designed to get information about the learners' need for English materials integrated into high order thinking skills. The data were analyzed by using the descriptive method. The findings suggest that students of STKIP Adzkie need English teaching materials that are oriented to High Order Thinking Skills (HOTS).

Key Words: Student's Need; English Teaching Materials; and High Order Thinking Skills (HOTS)

A. Introduction

In the industrial revolution era 4.0, many facilities make us easy to do anything that we want to do. However, it is a big challenge for our students. The students must be provided with many skills in facing this digital world. They must have skills for communication and high order thinking skills such as critical thinking skills, creative

thinking skills, problem-solving skills, and decision-making skills. Our students must be provided with those skills to make they are struggling in facing this life. Skills for the 21st century are a high order of thinking skills (HOTS) such abilities contribute to the use of a high level of thought, synthesizing, analyzing, and developing them. These abilities are concerned with handling productive tasks. (Margana & Widyantoro, 2017). These skills also enable learners in and outside the classroom to submit, assess, evaluate and think creatively. (Ganapathy, Malini and Kaur, 2014)

About the above issues, the teachers must have the competence to integrate those skills into their courses such as in their curriculum, their syllabus, lesson plan, teaching method, and also in their teaching materials, so are in English class. The teaching material is one of the essential components used both by students and teachers to make effective the teaching and learning process. Also, in this 21st century, English teaching materials oriented to high order thinking skills is one of the important things that must exist in the classroom. These materials are as the guide for the students and teachers to be actively involved in the classroom. It implies that HOTS components, such as the ability to evaluate, assess and construct, should be incorporated in the production of English materials used by university students. It is also the crucial factor that determines the success of the teaching and learning process.

In fact, in Indonesia, some English materials for students of universities are still not integrated by HOTS. This phenomenon occurred, for example, the English materials used are produced on the basis of LOTS ignoring HOTS in Senior High and Vocational High Schools (SVHSs) in Indonesia because the tasks of the English materials are controlled by understanding and memorizing language systems such as grammar or structure, vocabulary, pronunciation, etc. (Margana & Widyantoro, 2017). This condition is also found in STKIP Adzka in which the English material is still not integrated into HOTS. This article tries to analyze the students' needs for English materials oriented to High Order Thinking Skills.

B. Literature Review

Learning materials are the necessary instruments for the language teaching and learning process because without those materials it will not achieve its goal.. (Gultom, 2016). Materials are what an instructor uses, and how she uses them are the strategies and

activities (Graves, 2000). For teaching designing courses, materials development is the process of creating, choosing and adapting, and organizing materials and activities in order the objectives of the course can be achieved by the learners (Graves :2000).

Nowadays, the teachers must integrate the high order thinking skills into their materials or in the other words High Order Thinking Skills are the skills that should be manifested in the language course. According to (Margana & Widyanoro, 2017) HOTS address the use of high-level thought such as synthesizing, analyzing, and developing in which the management of the effective activity is concerned with those skills. In line with the concept above, (Ganapathy, Malini, and Kaur, 2014) state that HOT skills can stimulus students to apply, analyze, evaluate and think creatively in and outside the classroom.

Regarding the development of High Orders Thinking Skills in a language classroom, teachers do not only need to know the subject matter, but they also have to know what HOTS consists of and how it can be integrated into the curriculum including into the textbooks or the materials that the teacher and student used in the course (Daud, 2017)

In designing the English teaching materials for STKIP Adzkiya students oriented to High Order Thinking, it is important to the teachers to do need analysis into English teaching materials. Brindley (1984, in Richards, 2001:54) defines the word *needs* as wants, desires, demands, expectations, motivation, lacks, constraints, and requirements. However, Richards (2001:55) has contrast ide, he defines needs as the language skills needed to survive in an English-dominant society.

Needs can be divided into two. They are needs into target needs (i.e. what the learner needs to do in the target situation) and learning needs (i.e. what the learner needs to do to learn). Hutchinson and Waters (1987 in Nation and Macalister, 2010:24-25). The analysis of target needs can look at:

1. Do necessities mean what necessary for the learners' use of language is? for example: "do the learners have to write answers to exam questions?".
2. Do lacks mean what the learners lack? for example, are there aspects of writing that were not practiced in their previous learning (L1, L2)
3. Wants to mean what the learners wish to learn.

Nation and Macalister (2010) propose that to collect the information about objective needs by questionnaire, personal interviews, data collection, for example, gathering exam papers or textbook and analyzing them, observation, informal consultation with teachers and learners self-assessment using lists and scales, and questionnaires and interviews.

Teaching materials are very important in the language teaching and learning process because without these materials, it will not achieve their objective (Gultom: 2016). It means that teaching materials can give a chance for students to study effectively and teachers to teach efficiently to reach all competencies expected based on what has been stated in the curriculum (Hustarna & Melati, 2019). These are also regarded as a key factor in the language program, and they must be relevant to students' needs. The availability of materials is one of the important elements that must occur at every level of education in the teaching and learning phase, since it acts as a reference for students and their teachers to effectively participate in the classroom.

C. Method

This research belongs to descriptive method intended to describe the need analysis of the students to English Materials using high order thinking skills (HOTS). In this way, the data collected are the students' perceptions about their need for English materials that are integrated into HOTS by using a questionnaire. This research was conducted on the first-year students of STKIP Adzki in the year 2019/2020. The sample of this study was 40 students from 147 students who were chosen randomly. Then, the gathered data were analyzed with the use of the descriptive method.

D. Results

The questionnaire provided multiple-choice questions to assist in assessing the existing and future areas of language use. The following provides some conclusions about the study of need. These findings divide into 3 categories. They are goals, target needs; what the learner needs to do in the target situation, and learning needs; what the learner needs to do to learn. The first category is goals. Goals are to find out the students' expectation toward the learning English. The questions related to this area and the responses are presented below: *Question 1*: Why do you need to study English? The intended purpose of this question was to discover the students' perception of their reasons for studying English as an important language in this era. The majority of the students think that English is an important language in this era as their reason for studying English.

Tabel 1. the Reason for Studying English

Students' Goals	
important language in this industry era 4.0	80%
Communicate orally in daily life	77.5%
Get knowledge from English literature	62.5%

Data shows that 80% of students believe that English is very important in this industry era 4.0. Then, 77.5 % of students learn English to enable them to communicate orally in daily life. The last, 62.5% of students want to use English to get knowledge from English literature.

The second category is target needs or what the learners need to do in the target situation. The target needs divide into three categories. They are necessities, lacks, and wants. Below is the detailed description of the findings: *Question 2*: This question investigated the students' necessities. Necessities are necessary for the learners' use of language. It is to find out the students' needs in terms of the target situation. The finding showed that around 85% of students believe that their English skills must be at an advanced level if they want to be a success in their future and exist in this revolution industry era 4.0. The skill that they need in this 4.0 era is speaking. This skill is in the highest percentage in this data. 92.5% of students agree that speaking skill is the most important skill in this era.

Table 2: The important skill in this 4.0 era

English skills must be in advanced level	85%
Speaking	92.5%
Listening	60%
Reading	57.5%
Writing	45%

From the data in this research, it is found that the 4 skills in English are very important for them in developing their future career, looking for information, and existing in this 4.0 era. *Question 3*: At what level are your English Skill now? This question investigated the lack of students. It is to find out the gap between students' existing

knowledge and required knowledge level. From the data is found that the English skills of STKIP Adzkia students are at the beginner level (85%). So, the students need to develop their skills to be intermediate and advanced level.

Question 4 focused on what students' wants related to the materials. Wants are what the learners wish to learn. It is to find the students' wants related to the materials. From the data, it is found that 77.5 % of Students want to able to use simple English to communicate orally in daily life. Next, 70% of students agree that they study English to be able to use English vocabulary related to their field. Therefore, they can get any information or knowledge from many sources that can support their professionalism.

Table 3: Students' wants

able to use simple English to communicate orally in daily life.	77.5 %
Able to use English vocabulary related to educational words	70%
Able to use English grammar	50%
Able to speech such as greeting, ending the conversation, introducing oneself and others, and describing things or people.	47.5%
Able to express formal and informal expressions used in daily life.	42.5%

The third category is learning needs or what the learner needs to do to learn. In this finding, it will be discussed about input, procedure, setting, teacher's and students' role. A detailed description of these findings will be discussed below. *Question 4*: This question investigated the content that should be carried out in designed tasks. There are 4 types of input; input for listening, speaking, listening, and writing materials.

Table 4: Input

Listening	
a. Monologues and dialogues with new vocabularies	47 %
b. Authentic materials	45 %
c. Monologues and dialogues with new pictures	40 %
Speaking	
a. Monologues and dialogues with new vocabularies	40 %
b. many expressions	32.5 %
c. monologues and dialogues with pictures	25 %
d. Authentic materials	17.5 %
Reading	
a. authentic texts	67.5%

b. simple reading texts	55 %
c. reading texts with pictures	42,5 %
d. the explanations of difficult vocabularies in the text.	27.5 %

Writing

a. students need the vocabularies related to the text will be written are available in the English teaching materials	62.5 %
b. students need the example of the texts or text model	55 %
c. students need the structures of the sentences in the text that will be written	42.5 %
d. Students need formal letters related to the work field such as application letters, memos, etc.	27.5%

About the data above, it is showed that the students need the input monologues and dialogues with new vocabularies. Also, the interesting fact that also found in the evidence above is the students like the authentic materials in reading and listening, even though it is not significantly showed in speaking skills. It means that the students like the authentic materials closed to their daily life or the real world. Therefore, the learning process becomes interesting because the problem or the issue discussed in their classroom is very close to their real world. It will be easy for the students to give comments, solve the problem and the students will become active and more creative in solving many problems in their life. Furthermore, the students will be stimulated to apply, analyze, evaluate and think creatively in their classroom. As the result, they will have skills for communication and high order thinking skills such as critical thinking skills, creative thinking skills, problem-solving skills, and decision-making skills. These skills are very crucial skills for the students in facing their future obsession.

Question 5: It examined the procedure in learning English. The procedures are to find out what the students should do with the tasks.

Table 5: procedures

Conversation	60 %
Reading and listening activities	40 %
Listening activities	40 %
Writing activities	32,5 %

From the data findings, it is shown that conversation is the favorite activity in English class. Most of them like this activity. Then, some of them also like reading and listening activities. The last, 32.5% of students like writing activity.

Question 6: This question intended how the students enriched their vocabularies.

Table 6: how the Students Enrich their vocabularies

Matching the English words or expressions with their provided meaning	55%
Finding the meanings of sentences or paragraphs by using words provided before	37,5 %
Imitating the teacher in pronouncing words correctly	30%
like the activity identifying a group of words in a text	22,5%

From the data above, most of the students prefer the activity such as matching the English words or expressions with their provided meaning and then, finding the meanings of sentences or paragraphs by using words provided before.

Question 7: How the students learn grammar

Table 7: how the Students learn Grammar

the students prefer the activities such as writing sentences based on the structures learned before	60%
do exercises of grammar	60%
like to memorize the structure of language	17,5%

From the table above, it seems that the students prefer the activities such as writing sentences based on the structures learned before and do exercises of grammar.

Question 8: This question investigated the preference for classroom interaction patterns.

Table 8: Preference for Doing Learning Activities in the Class

Preference for Working in Pairs or Groups	52,5 %
Preference for Working alone	37,5%

It is found that 52.5% of students preferred pair and group work interaction patterns as compared to working alone. This procedure is effective to encourage the student's communicative skills through giving comments and ideas for the problem or issue that is discussed in the classroom. Therefore, an atmosphere for students to be active in solving problems and doing the assignments will be created.

Question 9: The question is to find out the teacher's role in the classroom.

Table 9: Pattern of Preference for the Role of Teacher

The lecturer as a motivator for the students in doing the task	57.5%
The lecturer can create an atmosphere for students to be active in solving problems and doing the assignments.	55%
The lecturer gives a suggestion, correction, and comment to students' works.	47.5%
The lecturer can encourage and direct them to use their creativity	42.5%

The data shows that most of the students agree that the lecturer as a motivator for students in doing the task. Then, the good lecturer is he/she can create an atmosphere for students to be active in solving the problems and doing the assignments, and the lecturer can encourage and direct them to use their creativity.

Question 10: This question examined the Learner's role in the classroom.

Table 10: the students' Role in the Classroom

Students are an as responsive participant	62.5%
Students are as a listener and also as doers	52.5%
Students are active participants in communicating in class.	35%

From the table above, it can be found that the students tend to be an as responsive participants. They like to involve in classroom activities. It means that they want to actively give comments, give many ideas, and give the solution for many problems that they had facing in the class discussion.

Question 11: This question examined the Learner's activities in the teaching and learning process.

Table 11: Preference for doing activities in teaching and Learning Process

Preference to be guided in each work assignments/exercises from the lecturer	57.5%
Preference to discuss and be active in investigations to solve the problems	40%
Preference to use their creativity in doing work	32.5%
Preference to ask the questions and their opinions	22.5%

Similar the question 10, from question 11, the data showed that the students like to discuss and be active in investigations to solve the problem and like to use their creativity in doing the work. Even though, percentage of the students who prefer to be guided in each work assignment from the lecturer showed the highest score. It can be concluded that the students of STKIP Adzkie like the activity that can stimulate students to apply, analyze, evaluate and think creatively in the classroom.

This is the role that students want in learning English. This is the expected role in this era. Students are expected to be able to construct their knowledge with High Order Thinking Skills (HOTS) or have critical and creative thinking skills in solving the problems they face in learning.

E. Discussion

This study examined the students' needs toward English teaching materials oriented to High Order Thinking Skills (HOTS). These needs are found from the analysis

of students' goals, target needs, and learning needs of the students of STKIP Adzkie. As what (Margana & Widyantoro, 2017) say that HOTS deal with the application of high level thinking such as synthesizing, evaluating, and creating in which those skills are concerned with handling the productive task. In line with the above idea, (Ganapathy, Malini and Kaur, 2014) state that HOT skills can stimulus students to apply, analyze, evaluate and think creatively in and outside the classroom. So, there are 4 HOTS indicators; apply, analyze, evaluate and think creatively.

The goals of students of STKIP Adzkie in learning English are to exist in this revolution industry 4.0 era, to be a success in their future career, and to get knowledge from much English literature. From these goals, it is found that the students want to apply their English skills to make them survive in this life and to achieve their future ambition.

The target needs are divided into three; necessities want and lack. Based on the results of need analysis, students mainly needed the materials that enable them to communicate in their daily life, and also to help them understand the texts that relate to their field (educational field). The students realize that English is a language that must be mastered at this time. So, they must be mastered of four skills of English, they are listening skills, speaking skills, listening skills, and writing skills. Most students agree that speaking is a crucial skill that must be mastered among the others skill of English.

In the needs analysis result, learning needs were found in the input, procedure/ activities, setting, and teacher and students' role. The student needs appropriate input and activities in learning English. Those of the input and activities are needed to motivate them to learn English better and more creative. So, they can construct their knowledge, solve the problem in learning and think critically. Those are the skills that students need in this era, and those skills are High order thinking skills (HOTS). The lecturer must able to stimulate their students to apply, analyze, evaluate and think creatively in and outside the classroom as Ganapathy and Kaur said above. The lecturer is just a facilitator and a motivator in the teaching and learning process. He/she is also the creator of the learning for students to stimulate them to be more active in solving problems and doing the assignments. One tool that can help a lecturer achieve his/her learning goals is teaching materials.

In the language teaching and learning process, teaching materials are very necessary because, without learning materials, they can not achieve their goal. (Gultom, 2016). This ensures that teaching materials can allow students to learn effectively and teachers can teach effectively to achieve all the expected competencies based on what has

been specified in the curriculum. (Hustarna & Melati, 2019). These are also regarded as a key factor in the language program, and they must be relevant to students' needs. In the process of teaching and learning, the availability of materials is one of the crucial components that must exist to engage students and teachers actively. The findings suggest that students of STKIP Adzkie need English teaching materials that are oriented to Higher Order Thinking Skills (HOTS).

F. Conclusion

Based on the analysis of the students' goals, target needs, and learning needs, it can be found that students of STKIP Adzkie need English teaching materials that are oriented to high order thinking skills (HOTS). This teaching material is needed to construct students' knowledge (by applying, analyzing, evaluating), more creative, think critically, and can solve their problems in learning. Developing English teaching materials oriented High Order Thinking Skills (HOTS) can fulfill all of the students' needs and their goals in learning English.

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