HIGHER ORDER THINKING SKILL IN READING EXERCISES

(An Analysis of Reading Exercises in *"Practice Your English Competence"* Course Book for the 7th Grade of Junior High School of 2013 Curriculum, Publish by Erlangga in 2016)

THESIS

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ABSTRACT

The rapid flow of information in the current era of globalization requires people to be able to think critically. In this era for learning a language, especially English, students need to think critically. One of the learning sources in the teaching and learning process at school is a textbook that plays an important role to master the material. Critical thinking can be practiced from exercises, especially in reading exercises. The process of reading will indirectly train readers' critical thinking skills. Besides, critical thinking patterns are very important to form human resources who are intelligent in thinking, wise in making decisions, and critical in solving problems. In addition, since the Indonesian curriculum has been changed to 2013 Curriculum, the government through the Education and Culture Ministry requires the teachers to assist students to emphasize their critical thinking. One of the textbooks that provides exercises and curriculum 2013 is *"Practice Your English Competence"* Course Book for the 7th Grade of Junior High School of 2013 Edited Curriculum Revision, Published by Erlangga in 2016.

The purpose of this study was to determine the types of reading exercises and obtain empirical evidence from the distribution of higher order thinking skills based on the revised edition of Bloom's taxonomy on the questions in the reading exercises in *"Practice Your English Competence"* Course Book for the 7th Grade of Junior High School of 2013 Edited Curriculum Revision, Published by Erlangga in 2016. This study is a content analysis study that used a qualitative method as an approach. The research data were collected through documentary analysis. Data analysis was done by perusing process, marking in the checklist, classifying, coding, tabulating, and interpreting.

The results of this study get two points. First, the types of reading exercises. There were 156 exercises is multiple choice and 9 exercises is completion test. Second, the higher order thinking skills in the course book obtained 15 out of 165 on reading exercises (9%) while the lower order thinking skills obtained 150 of 165 reading exercises (91%). The results of the distribution of higher order thinking skills are: *Analyze* skill gets the highest distribution, 14 of 165 questions (8%), *Evaluating* skill gets 1 out of 165 questions (1%), and *Create* skill do not get a higher order thinking skill distribution (0%). It can be concluded that the distribution of higher order thinking skills is lower than lower order thinking skills.

Keywords: critical thinking, reading exercises, lower-order thinking, and higher-order thinking.

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CHAPTER I
INTRODUCTION

A. Background of Study

The rapid flow of information in the current era of globalization requires people to be able to think critically. Critical thinking can be interpreted as being able to make logical, reasoned, and accountable judgments. In critical thinking, a person is demanded not only to accept arguments and conclusions, also can make different arguments and conclusions. Currently in Indonesia, the level of critical thinking is still quite low, this statement is evidenced by the circulation of hoax news that is spread and simply believed by our society. Reading activity is a language skill that aims to understand the main ideas in certain reading material.

According to Nunan (2003: 68) reading is a fluent process wherein building the meaning, readers should combine information from the text with their own background knowledge. The process of reading requires knowledge, thoughts, and high concentration power to be able to understand the contents of the reading. After understanding the contents of the reading, the reader will be able to retrieve the messages contained therein. Of course, if the text read well it will be able to influence people to be able to think critically. The process of reading will indirectly train readers' critical thinking skills. Besides, critical thinking patterns are very important to form human resources who are intelligent in thinking, wise in making decisions, and critical in solving problems.

One of the learning sources in the teaching and learning process at school is a textbook that plays an important role to master the material. In teaching and learning process, teachers' need some books as the guidance tool for the material that teacher needs to deliver. Based on Daryanto (2014: 2), learning is the process of interaction among student to student, student with learning resources, and student with educators. In English textbook there are four skills that must be learned by students, they are: reading, listening, speaking, and writing. As a skill, reading is clearly one of important language

skill that where students have to read English material for their subject. In this case, textbooks should follow the curriculum that is used by the government.

Since the Indonesian curriculum has been changed to 2013 Curriculum, the government through the Education and Culture Ministry requires the teachers to assist students to emphasize their critical thinking. It includes analyzing, evaluating, and creating which is usually called HOT (Higher Order Thinking). One of the ways in improving higher order thinking skill is by applying it in teaching learning process. Classroom activity consists of three main elements, namely teachers, students, and textbooks. In this process, a textbook as a sources that has a big influence as a media to stimulate HOTS for students.

Ansary and Babaii (2002: 1-2) added that textbook is not the only tool for the teaching and learning process, it is still of a significant impact for achieving the language learning objectives. Since teachers find it difficult to develop their own classroom materials, have limited time and lie under external pressure that restricts their ability, it gives more emphasis on the use and utility of the textbook to compensate the loss of authentic materials. Textbook can be useful for accomplishing comprehensions about materials through tasks and exercise. According to Assaly and Igbaria (2014), a textbook is an essential source which provides the framework for activities to develop students' thinking, and contains activities; not only does it transmit knowledge and information, but it also promotes and encourages higher thinking processes. Moreover, most teachers teaching activities are oriented towards exams, so they neglect what is excluded from the exam. In this concern, it can't build productive generation based on individuals' ability to analyze, to discuss, to judge, and to evaluate real problem.

Previously, a lot of previous research (Solichatun, 2011; Pratiwi, 2014; Zaiturrahmi, 2017; Ilma, 2018) related to this discussed about higher order thinking skills in reading exercises. One of the textbooks published for Junior High School students in Indonesia is "*Practice Your English Competence*" Course book for 7th grade of Junior High School. It is published

by Erlangga in 2016 which is based on 2013 Curriculum new Revision. "*Practice Your English Competence*" covers the skills of listening, writing, reading, grammar, vocabulary, and speaking. It provides students with all those skills integrated into every activity and enables the students to practice the language. The sections in every unit in the textbook are a lot of reading exercises, listening and speaking activities, written activities, and etc. "*Practice Your English Competence*" is one of the books that are widely used in school. However, there is no research examining this book. According to this reason, the researcher intends to conduct research under the title "Higher Order Thinking Skills in Reading Exercises (An Analysis of Reading Exercises in *"Practice Your English Competence"* Course Book for the 7th Grade of Junior High School of 2013 Edited Curriculum Revision, Published by Erlangga in 2016)". This research will analyzed HOTS in the English textbook entitle **"HIGHER ORDER THINKING SKILL IN READING EXERCISES (An Analysis of Reading Exercises in "Practice Your English Competence" Course Book for the 7th Grade of Junior High School of 2013 Curriculum, Publish by Erlangga in 2016)".**

B. Research Questions

In accordance with the background of the research, the research question of this study is 'How is the compatibility of reading exercises in *"Practice your English Competence"* course book for 7th grade in Junior High School referring to Higher Order Thinking Skill based on Bloom's Taxonomy theory revision?'

C. Objectives and Significances of the Research

1. The objectives of the research

In relation to the research questions, the research attempts to analyze the compatibility Higher Order Thinking Skill of reading exercises in "Practice your English Competence" course book for 7th grade in Junior High School based on revised Bloom's Taxonomy.

2. The Significances of the research

This research will be expected to provide significant contribution both theoretically and practically.

a. Theoretical Significances

Theoretically, this research is expected to give contribution to the English teaching which hopefully could provide alternatives for teaching and learning development, especially to help the teacher improve students' critical thinking through exercises or reading test. The researcher hopes that through this research, there will be a renewal of the study of related discussion to this research.

b. Practical Significance

First, for the teachers. This research is hoped to inspire teachers to be more innovative and creative in improving and developing students reading skill through exercises based on higher order thinking skill. This research is expected to give some benefits to English teachers, because the teachers could get information on HOTS and on how to create good exercises to stimulate students' critical thinking.

Second, for other researchers. This research is hoped to give general knowledge of how to evaluate textbooks or other forms of English instructional materials. Therefore, this research could be a reference to them and hoped to develop their research results better.

D. Operational Definition

To avoid misunderstandings and to equate perceptions or views regarding the meaning of the title in the research, the researcher gives limits and affirmation of the following terms:

1. Higher Order Thinking Skill

One of the most well- known taxonomies in education is Bloom's. Anderson, Krathwohl and some colleagues then published a revision of the Bloom's taxonomy in 2001. Bloom's revised taxonomy focuses on six levels of thinking that students practice while learning or acquiring knowledge;

remember, understand, apply, analyze, evaluate, and create (Anderson & Krathwohl, 2001). According to Pickard (2007:21), Bloom's taxonomy contains three overlapping domains: the cognitive, affective and psychomotor. The taxonomy is a means to express qualitatively the different kinds of intellectual skills and abilities. The cognitive and affective domains provided a way to organize thinking skills into six levels, from the most basic to levels that are more complex. From the cognitive domain of Bloom's revised taxonomy above, three up levels are named higher order thinking skills (HOTS).

In summary, HOTS are intellectual processes where students have to activate their minds in order to understand the hidden meaning from the information, realize the relations among ideas, draw principles and rules, analyze and classify, generate and combine new ideas, evaluate and judge. Therefore, it is aimed to build citizens who are capable of thinking critically; solving problems, planning, analyzing, and making decisions.

2. Reading Exercises

The definition of reading exercise has defined by some experts. Miller (2002: 8) reports that reading comprehension is the ability to understand or to get meaning from any type of written material. It is the reason for reading and the critical component of all content learning. Reading Exercises is an interactive skill in which the reader interacts with the text and employs his experience and previous knowledge to get the intended meaning. The process of reading requires knowledge, thoughts, and high concentration power to be able to understand the contents of the reading. Teaching and learning process, a textbook or Course Book as a sources that has a big influenceas a mediato stimulation for students. Brown (2001: 141) said that textbooks are one type of texts, a book for use in an educational curriculum. Exercise in the textbook takes prominent role in the English learning process because it helps the students to practice their ability and get good outcomes in the teaching and learning process.

3. Textbook

Textbooks are very helpful for the teacher in delivering the material during the teaching and learning process in class. According to Mudzakir (2014) explained that the textbook is complete with assignments, lessons, and student teaching materials used by the school. Where understanding this textbook must be in accordance with students' abilities.

According to Cunningsworth (2009), the published textbooks have passed the qualification test from the publisher in guiding education before being released to the public. And according to Gebhard (2013) that the minimum training in EFL / ESL textbooks is carried out by publishing companies, government agencies, curriculum development teams on school labels, and classroom teachers.

From the explanation above, we can conclude that the textbook is one source of learning and is a guide for students and teachers in supporting teaching and learning activities in the classroom based on the curriculum and in accordance with the needs of students in learning.

E. Review of Relevant Studies

Based on the research about sources such as scientific papers/journal/thesis that have relevance with this research topic, the following are the results of some research that relate with this research.

First, a research conducted by Sholichatun (2011). This study used qualitative approach, and discourse analysis as the technique. The result of this research showed of the reading texts have quiet lexical densities, it means that, the text are not difficult to be understood. The similarity between her research and the researcher's is object of the research. The differences are course book and the researcher's focus on HOTS in reading exercises.

Second, a research was written by Pratiwi (2014), the objective of this study is to get empirical evidence of the distribution of the higher order thinking skill based on the revised edition of Bloom's Taxonomy in the essay question of the reading exercises in *Pathway to English* textbook which is

prepared for the 11th grade of senior high school student. The similarity of this research and researcher's study is about HOTS in reading exercises. The differences of this research, the researcher's using English textbook for seventh grade in Junior High School students and the research of Pratiwi using English textbook for eleventh grade in Senior High School.

Third, a research conducted by Zaiturrahmi (2017). This study is aimed to analyze the extent of instructional questions for listening, reading, speaking, and writing activities in the course book *Bahasa Inggris SMA/MA/SMK/MAK Kelas 1 Semester 1* emphasizing HOTS (Higher Order Thinking Skills) or LOTS (Low Order Thinking Skills); and to investigate the most dominant cognitive dimension of the instructional questions in textbook. The similarity of this research and the researcher's study are analysis textbook about HOTS and using qualitative research. The differences of this research, the researcher's using English textbook for Junior High School and focus on reading exercises. The research of Zaiturrahmi are using English textbook for Senior High School and analyze four skills.

Fourth, a research was written by Ilma (2018). This study is aimed to get empirical evidence of the distribution of thee higher order thinking skill based on the revised edition of Bloom's Taxonomy in the question of reading exercises and analysis of reading exercises in "*BRIGHT*" in term of type of reading exercises, aim of exercises, presence of examples and relevancy with 2013 curriculum. The similarity of this research and the researcher's study is about the HOTS in reading exercises. The differences of this research, the researcher's using English textbook entitled "Practice Your English Competence" and the research of Ilma using *Bright* course book.

Based on the explanation above, it can be concluded that the similarity of this study is some of study above analyzing reading exercises in a textbook and also using qualitative method. While the difference of the research are course book and kind of curriculum.

F. Research Methodology

1. Research Design

    The design of this research is descriptive research. Brown and Rodgers (2002) state that in some studies, descriptive methods are used to characterize an occurrence or circumstance in numerical terms. In their reading exercises, they used content analysis to define problems. The analysis of content is a basic research method for the analysis of books, documents, and so on. The source of data is the course book entitled "Practice Your English Competence" for grade VII Junior High School students. This book was published by Erlangga in 2016 and the author's name is Nur Zaida. The editors of the book are E. Tiyas Utami and Dwi Wahyu Priyanto. The book is already appropriate with the 2013 curriculum because there is a logo on the right top of the book cover, so it can be used in the new curriculum. In this research, the researcher used human as the instrument. It means the researcher in qualitative research is a planner, implementer, data collector and analysis, interpreting data and reporting research result. It will be helped the documentation sheet and checklist table evaluation criteria proposed by Cunningsworth (2004). The researcher identified what kind of thinking level contained in each reading questions. That analysis was created by combining and collecting the understanding about six levels of cognitive domain from the revised edition of Bloom's Taxonomy. It was adapted from Anderson & Krathwohl (2001) and (Pohl, 2000).

    The researcher collected and listed all reading exercises from each chapter and every practice. After collecting the data, the researcher used the checklist table to analyze the level of thinking skills based on Revised Bloom's taxonomy. Then, the researcher counted the total of every cognitive skill from the reading questions and calculated the percentage of each thinking levels to know the distribution of the higher order thinking skill level in this course book. Lastly, the researcher interprets the result of the data analysis by descriptive analysis. The Researcher analyzed the

content of the course book, particularly in reading exercises of "Practice your English Competence" English course book for the 7th grade of Junior High School students. Furthermore, the collected data are qualitative; the researcher organized the questions of reading exercises from English course book and interprets the data used qualitatively.

2. Data Collection Technique

The data collection technique in this research is documentation. Based on Hardiyansyah (2014:143) documentation is a way that can be done by qualitative researchers to get a picture from the point of view of the subject through a written media and other documents written or made directly by the subject in question. The main instrument is the researcher herself as this research applied a qualitative design. The researcher as a human instrument has the functions to determine the focus of the study, select informant as sources of data, collect the data, assess the data quality, analyze the data, interpret the data and make conclusions on its finding based on Sugiyono (2016). The theoretical framework is used as the tool of this research to support the researcher by dividing the data into categories and criteria that are used.

The data collection process in this research, firstly the researcher read all the content of the course book. Then, the researcher collected and listed all of the reading questions from reading exercises. After this, all the data were divided based on J.B Heaton's theory. The theory consists of matching test, true/false: multiple choices and completion test, and short or long answer question. The codes used for Heaton's theory are:

Matching Test   : MT

Multiple Choices   : MC

Completion Test   : CT

Short Answer Question   : SAQ

Long Answer Question   : LAQ

The table can be seen below:

Table 1.1
The example of types of reading exercises coding

Data	Code
11. Complete the blanks with subject and object pronouns. My name is Aldo. I have two brothers. (1)_____ are both older than (2)_____. Sometimes they take me to the park and (3)_____ play football together. I like playing football with (4)_____ because they are very good. We are going to the park today. Would you like to come with (5)_____? (6)_____ can all play together. After that, (7)_____ can come to my house if (8)_____ want to. I think (9)_____ will like my dad. He is very funny and (10)_____ makes great fried bananas. Do (11)_____ like fried bananas?	11/CH.2/Pr.1/P.13/CT

Note:

19   = number of the data

CH.1   = number of chapter

Pr.3   = number of practice

P.7   = number of page

CT   = code of the type of reading exercises

After the researcher divided the data based on the type of reading exercises, then the data also divided into Revised Bloom's taxonomy to found out the level of cognitive domain in each question. The theory of cognitive domain consists of six categories, those are: remember (C1), understand (C2), apply (C3), analyze (C4), evaluate (C5), and create (C6). The higher-order thinking skills in the revised edition of Bloom's Taxonomy are analyze, evaluate, and create. Meanwhile, the lower order thinking skills are remember, understand, and apply. Here an example of the table of cognitive domain:

Table 1.2
The example of cognitive domain checklistable

Data	Code	Cognitive Domain					
		LOTS (Lower Order Thinking Skills)			HOTS (Higher Order Thinking Skills)		
		C 1	C 2	C 3	C 4	C 5	C 6
11. Complete the blanks with subject and object pronouns. My name is Aldo. I have two brothers. (1)_____ are both older than (2)_____. Sometimes they take me to the park and (3)_____ play football together. I like playing football with (4)_____ because they are very good. We are going to the park today. Would you like to come with (5)_____? (6)_____ can all play together. After that, (7)_____ can come to my house if (8)_____ want to. I think (9)_____ will like my dad. He is very funny and (10)_____ makes great fried bananas. Do (11)_____ like fried bananas?	11/CH.2/ Pr.1/P.13/ CT			V			

3. Data Analysis Technique

   After collecting the data, the next step is analyzing the data. In analyzing the data there are six major steps:

a. Perusing

   In this first step, the researcher read all the content of the course book carefully. The researcher was focus in exercises especially in reading exercises. From the contents of the book, the researcher distinguished which ones were included in reading exercises and those which were not included in reading exercises.

b. Marking in The Checklist

   After finding the reading exercises, the second step is the researcher marking and listing the data of reading exercises, so that it can be seen which data will be analyzed.

c. Classifying

   After giving a checklist, then the researcher grouped the reading exercises in to the types of reading exercises and identified which the reading question is included in the HOT (Higher Order Thinking).

d. Coding

   In this step, the researcher has been grouped the data of reading exercises which included of type of the reading exercises. Then the data is coded according to number of data, the number of chapter, number of practice, number of page, and code of the type of reading exercises including matching test, multiple choice, completion, short answer question and long answer question. This coding is done so that the reader understands the perceptions the researcher means.

e. Tabulating

   After the researcher coded the data, the next step is tabulated. Tabulation is a creation of a table that containing the data has been coded according to the analysis carried out. The tabulation process is to divide the data code in to LOTS and HOTS based on revised Bloom's Taxonomy's theory. Checklist used as a sign to identified the cognitive domain of the data.

f. Interpreting

   Interpreting is the last step of data analysis technique. This interpretation found the results of the analysis in the form of a percentage at the level of conformity related to HOTS. These results were found to answer research questions related to the most dominant of HOTS in reading exercises. For this stage, the calculation of data as explained in Chapter 4 later was used as the basis of conclusion. The researcher used table form to analyze the distribution of the higher order thinking skill

and clustered the reading questions into the type of reading exercises. The researcher formed the reading exercises into patterns in term of type of reading exercises, aim of exercises, presence of example, relevance with the distribution of the higher order thinking skill; analyze, evaluate, create. The reading questions are grouped based on their skill in order to know how the type of higher order thinking questions from each skill is. Finally, the researcher interprets the result of the data analysis by describing qualitatively.

G. Graduating Paper Outline

The researcher discusses the research into the structure as below:

Chapter I presents the introduction, which consists of background of the problem, research questions, objectives and significance of the research, operational definitions, review of relevant studies, research method which consists of type of research, sources of data, technique of collecting data and technique of analyzing data, and graduating paper online.

Chapter II presents the theoretical basis of the analysis of reading exercises which is divided into several sub chapters. First, the definition of reading exercises which is also consist of subs topics including: definition of reading exercises, type of text, group of reading exercises, and type of reading exercises. Second, the definition of textbook, the role of textbook, and function of textbook. Third, higher order thinking skills that included the definition of HOTS based on Blooms taxonomy revision, six levels of cognitive domain and types of higher order thinking skill.

Chapter III presents the profile of the book include identity of the book and structure of the book.

Chapter IV contains the finding and discussion of data which includes; general description of English text book "Practice Your English Competence" course book for 7th grades of Junior High School, the type of reading exercises in the course book and HOTS in reading exercises in English course book

"Practice Your English Competence" course book for 7th grades of Junior High School.

Chapter V contains conclusion and suggestion.

CHAPTER V
CONCLUSION AND SUGGESTION

In the previous chapters, the researcher had discussed about the introduction of the research, the review of related literature, the method of the research, the analysis, and the result. In this final chapter, it is presented that conclusions and suggestions were derived from analyses and discussions which had been conducted in the previous chapter of the research.

A. Conclusion

Based on the result of the data analysis of type of the reading exercises and cognitive domain in the *"Practice Your English Competence"* course book for 7th grade of Junior High School published by Erlangga, in this course book the total of reading exercises is 165 from 410 exercise. From those reading exercises, there are 15 reading questions that included in higher order thinking skill and 150 reading questions are included in lower order thinking skill. The higher order thinking skills obtains 15 reading questions. For the *Analyze* level there are 14 (fourteen) questions, for the *Evaluate* level there is only 1 (one) question, and for the *Create* level there is 0 (null) question. The lower order thinking skill obtains 150 questions. For the *Remember* level there are 73 (seventy three) questions, for the *Understand* level there are 36 (thirty six) questions, and for the *Apply* level 41 (forty one) questions. Additionally, the composition of higher order thinking skill looks like:

1. The *Analyze* level (C4) gets the highest number by obtaining 14 of 165 questions or 8.5%.

2. The *Evaluate* level (C5) obtains 1 of 165 questions or 0.6%, and

3. The *Create* level (C6) obtains null composition.

The data showed the composition of the higher order thinking skill is lower than the distribution of lower order thinking skill. It can be concluded that the important of the higher order thinking skill is not properly treated and practiced by the reading exercises in the *"Practice Your English Competence"* course book for 7th grade of Junior High School published by Erlangga, particularly by the creating skill which is not exist in the reading

exercises. In the types of reading exercises, the researcher found that from 165 reading exercises there are 157 exercises in Matching Item Tests and 8 exercises in Completion Item Tests. From this result, it can be concluded that all the type of reading exercises are covered in *"Practice Your English Competence"* most dominant exercises is multiple choices.

B. Suggestion

In this occasion, the researcher would like to give some suggestions that might be useful for the teachers, students, and everyone who read this study:

1. The English teachers need to evaluate the content of the course book whether or not the materials and the exercises in the course book are appropriate for the students' need and level.

2. The English teachers should not too rely on and take for granted the content of the course book. It is better to adapt rather than to adopt the material because the one who knows the best for the students is the teacher himself.

3. The author of the course book and the English teacher needs to be generating a more complete range of educational objectives which involve cognitive processes that go beyond the lower order thinking skill by enriching some exercises which could train the students to have the higher order thinking skill.

4. The teachers should also encourage the students to train their higher order thinking skill outside the school so that their critical thinking skill could be better.

5. The teacher must encourage students to practice their thinking to be more critical and logical.

6. The readers of this study are hoped to get some references or perspectives about the course book selection, about the reading problem, and the importance of the higher order thinking skill in the educational or the social life.

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