Analysis of Students' Ability In Answering Higher Order Thinking Skill Questions In Reading For Intermediate Textbook

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Keywords   :   Higher Order Thinking Skill Questions; Intermediate Textbook.
Abstract   :   This research has purpose to to investigate the students' ability in answering higher order thinking skill questions in Reading for Intermediate textbook. This research used descriptive study which tried to portrait the use of Taxonomy Blooms. the researcher took 27 students at second semester English Study Program of UMB academic year 2020/2021 as the subject of the research. The instrument of this research was reading test.The researcher will take five questions for each level of Higher Order Thinking Skill, 4 questions for analyzing, 4 questions for evaluating, and 4 questions for creating.The conclusion of the research is students' ability in answering higher order thinking skill questions in Reading for Intermediate textbook at second semester English Study Program of UMB was average for analyzing questions, good for evaluating questions, and excellent for creating questions.

1. INTRODUCTION

In learning Reading for Intermediate, the students use a specific textbook related to the reading comprehension for intermediate students. The reading material of an English textbook usually included some reading text which followed by some questions. Reading task is important to be presented following a reading text in a course book to help students develop their competences in comprehending the text. The reading task evaluated is only reading exercises in the textbook. The reading exercises presented in the textbook should guide the students to be able to critically comprehend a text as suggested by the English syllabus. The students who achieved the indicators were considered succeed to achieve the basic competence in learning English.

However, there are some criteria of a good course book that an instructor should consider. According to (Tsiplakides, 2011) a good course book must contain authentic and interesting material; it provides a sensible progression of language items, clearly showing what has to be learnt and in some cases, summarizing what has

been studied so that students can revise grammatical and functional points that they have been concentrating. Those criteria are useful to produce qualified students who can achieve the target in teaching plan.

The majority of teachers feel secure using a course book as a basis for their lesson plans. They consider it convenient to have a text-book as a teaching aid since the texts and tasks provide a sense of security about what should be taught in class. Textbook and instructional materials should aim at raising novice teachers' awareness of pedagogical issues. Less experienced teachers can use the course book as a framework of reference as they slowly become more attentive to individual student needs. With time they can introduce more variety in the materials they use and the techniques they employ.

Bloom's Taxonomy can be used in educational objective to select a criterion of good task in a course book (Junito, 2021) .The original Blooms' Taxonomy consists of six levels of thinking, includes knowledge, comprehension, application, analysis, synthesis and evaluation (Wilson, 2016). In the Revised

Blooms' Taxonomy also consists of six levels of thinking but knowledge changes into remembering, comprehension changes into understanding, synthesis changes into evaluating, and evaluation changes into creating.

There are some previous studies which related to this research; first a study from (Dewi, 2019) entitled "Students' Ability In Answering Higher OrderThinking Skill Test On English Subject". The results of the study generally indicate that the teacher has applied some Higher Order Thinking Skills test in english subject. The total of Higher Order Thinking Skills (HOTS) question was 15% and students' test result of Higher Order Thinking Skills (HOTS) was 58.2%. From these data, it can be concluded that ability of students to answer Higher Order Thinking Skills (HOTS) questions was low.

Second, s study by (Mahfuzah et al., 2019) entitled "An Analysis of Students' Ability to Answer Reading Questions with HOTS". The instrument used in this research was reading test. In the reading test, the researcher provided the sample students five analytical exposition test with forty five multiple choice questions which is surrounded by analyzing, evaluating and creating questions. The indicators of the test were adopted from Bloom (1956) and Anderson Taxonomy (2001). Based on the result of this research, it was found that the students' ability to answer reading questions with HOTS was fairly good. It was proved by the average score obtained by the students which are analyzing (75.78), evaluating (75.05) and creating (72.19). Furthermore, the most mistake made by the students was producing idea to solve problem.

Third, a study by (Dzakiah, 2020) entitled "The Use of Higher Order Thinking Questions in Reading Comprehension to improve the Students' Critical Thinking".The researcher found that the value of t-test (8.542) was greater than t-table (2.093) at the level of significances. It means that there is a significant difference between the result of the students' pre-test and post-test. Therefore, hypothesis H0 was rejected and H1 was accepted. Thus the researcher concludes that using higher order thinking questions in reading comprehension is effective in fostering critical thinking of the second year students of MA Ulul Albab Makassar.

All of the previous studies above analyzed about the students' ability in answering HOTS reading questions at senior high school students. However, this research will analyze the students' ability in answering HOTS reading questions at university level of students. The question is also sesifically taken from Reading for Intermediate textbook. Higher Order Thinking Skills (HOTS) has been widely recognized as a set of important devices of cognitive development (Atiullah et al., 2019).

As one of the four basic language skills, *Reading* is the *most* important *skill* among the four languages (World & Journal, 2017) (Yulianah, 2020) (Fadilah Nasution et al., 2018) , (Rombot et al., 2020). Reading is such a complex and difficult skill to learn. Reading is an ability to understand written English as it is presented in textbooks, newspaper, magazine (Ismail et al., 2017). Moreover, for the Indonesian students who learn English has a foreign language, the reading skill is very difficult. Harmer in (Ismail et al., 2017) claims that even the reading skill is difficult for people who use English as their mother language because of the many complex skills in reading skill. However, though the reading skill is a complex skill for students to learn, it is still useful for their language acquisition because the more they understand what they read, the better they get at it. Teaching the students to derive meaning as well as analyze and synthesize what they have read is essential part of the reading process. Therefore, teaching and training students to have the higher order thinking skill is important for students' improvement in the reading skill because in the reading activity, the students need to answer the reading questions at all levels of thinking.

The students should master all of the thinking skills in learning process. The three categories of Higher Order Thinking Skills the categories are transfer, critical thinking, and problem solving (Brookhart, 2010). Higher Order Thinking Skills relates to how the students can transfer one concept to another, processing and applying information, looking the connection of the different information, using information for problem solving, and examining idea and information critically.

Higher order thinking skill is the ability to think in the complex process which useful for transferring the knowledge in real life, thinking critically, and solving the problems. The students who already have the higher order thinking skills should be able to examine assumptions and values, evaluate evidence, and present the conclusions with their own words. It is also very crucial in today's world.

Ministry of education stated to measure of Higher Order Thinking Skills there are three levels require Higher Order Thinking Skills they are Analysing (C4), Evaluating (C5), and Creating (C6). Higher order thinking skill has purpose to produce critical students who are able to compete at the international arena (Shafeei et al., 2018). Higher Order Thinking Skills (HOTS) is pivotal to produce analytical thinkers among pupils in the classroom (Lim & Hong, 2020)

The researcher believes that an analysis of the higher order thinking skill in the reading exercise of the textbook is important because it may improve the students' critical thinking skill in the reading skill and may support the students to survive in the English communication environment.Therefore to know the students' ability in answering HOTS reading questions, the researcher conducted a research entitled "Analysis of Students' Ability In Answering Higher Order Thinking Skill Questions In Reading For Intermediate Textbook".

2. METHODS

This research used descriptive study which tried to portrait the use of Taxonomy Blooms. The researcher took 27 students at second semester English Study Program of UMB academic year 2020/2021 as the subject of the research. The instrument of this research was reading test.The researcher will take five questions for each level of Higher Order Thinking Skill, 4 questions for analyzing, 4 questions for evaluating, and 4 questions for creating. In analyzing the data, the researcher used some steps. They werehe researcher asked them to answer the HOTS reading questions,the researcher checked the students' answer of HOTS questions, the researcher tabulated the students' answer in a Microsoft Excel sheet, The researcher counted the score of correct

answer, and the last the researcher decided the level of students' ability.

3. RESULT AND DISCUSSION

This research aimed to investigate the students' ability in answering higher order thinking skill questions in Reading for Intermediate textbook. The finding of this research revealed that the students' ability in answering higher order thinking skill questions in Reading for Intermediate textbook at second semester English Study Program of UMB was average for analyzing questions, good for evaluating questions, and excellent for creating questions.

The detail information of the students' answers for each HOTS questions was as in the following Table 1.

Table 1. The Total of Correct and Incorrect Answer of HOTS Questions

No	HOTS Questions	Correct Answer	Percentage (%)
1	Analyzing	22	100%
2	Analyzing	4	18%
3	Analyzing	9	41%
4	Analyzing	13	59%
	Total		55% (Average)
5	Evaluating	13	59%
6	Evaluating	13	59%
7	Evaluating	16	73%
8	Evaluating	17	77%
	Total		67% (Good)
9	Creating	22	100%
10	Creating	21	95%
11	Creating	16	72%
12	Creating	20	91%
	Total		90% (Excellent)

Table 1 above showed that mostly the students answered the questions correctly for each HOTS questions. Regarding to table, there were 55% of students answered correctly of HOTS questions for analyzingor in the average category, then 67% of students or in the good category, the students answered evaluating questions, and there were 90% or excellent category of correct answer for creating. It can be concluded that the most dominant category which answered correctly by the students was creating with percentage 90% or excellent.

This research findings confirmed theory from experts. As this finding revealed that the students' ability in answering HOTS questions was good, it means that the students had good reading comprehension as (Zhang, 2018) stated that Reading comprehension is only a subset of an ill-defined larger set of knowledge that reflects the communicative interactions among the intentions of the reader/listener, the context/situation of the interaction. Moreover Brown in (Zhang, 2018) stated that reading comprehension is primarily a matter of developing appropriate efficient comprehension strategies. Thus, Harmer (2007) elaborated reading is an exercise dominated by the eyes and the brain. The ayes receive messages and the brain then has to work out the significance of these messages. Unlike a listening text, a reading text moves at the speed of the reader (except where the reader is trying to read an advertisement that flashes past a train window). In other words, it is up the reader to decide how fast he or she want to (or can) read a text, whereas listeners often have to do their best with a text whose speed is chosen by the speaker.

As the reading concerned in this research was Intermediate level, it confirmed that the students can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement. Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are non-complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary.

Furthermore, the finding also found that creating was the most dominant category of HOTS answered correctly by the students. Creating is the highest level among the other previous cognitive level. The process of creating usually requires high creativity and relating with the other five cognitive process. Creating means putting elements together to a

form and the whole form is coherent and functional (Anderson and Krathwohl, 2001). It can be also defined as making an original product. It means reorganized some elements into a particular pattern or structure that never exists before and requires creativities and in line with the previous learning experiences. Mayer (2002) divided this part into 3 sub-categories; (1) Generating, Describing problems and making choice or hypothesis which fulfil particular criteria or standard; (2) Planning, Practicing several steps to create real solution of problems or arranging systematic and suitable problem-solving method based on criteria of the problems itself; (3) Producing, Executing plans which fulfil certain specification to solve problems.

Then, the more specific cognitive process is analyzing. Analyzing involves breaking material into its constituent parts and determining how the parts are related to each other and to an overall structure (Mayer: 2002).

(Wilson, 2016) The process of analyzing involves skill to differentiate between the specific part and general concept. General concept must be comprehended before separating and relating the parts. There are 6 subcategories included into this category they are; (1) Remembering: Recognizing or recalling knowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information. (2) Understanding: meaning from different types of functions be they written or graphic messages or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining. (3) Applying: Carrying out or using a procedure through executing, or implementing. Applying relates to or refers to situations where learned material is used through products like models, presentations, interviews or simulates ions. (4) Analyzing: Breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actions included in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts. When one is analyzing, he/she can illustrate this mental function by

creating spreadsheets, surveys, charts, or diagrams, or graphic representations.(5) Evaluating: Making judgments based on criteria and standards through reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy, evaluating comes before creating as it is often a necessary part of the precursory behaviour before one creates something. (6) Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way, or synthesize parts into something new and different creating a new form or product. This process is the most difficult mental function in the new taxonomy.

4. CONCLUSIONS

Reagarding to the result of this study, it can be concluded that the students' ability in answering higher order thinking skill questions in Reading for Intermediate textbook at second semester English Study Program of UMB was average for analyzing questions, good for evaluating questions, and excellent for creating questions.

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