

AN ANALYSIS OF HIGHER ORDER THINKING SKILL IN READING SKILL AT ENGLISH DEPARTMENT 2018

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ABSTRACT

The objective of this research was obtain empirical evidence from the distribution of Higher order thinking skills based on the revised edition of Bloom's Taxonomy on multiple choices questions in reading test items in reading skill at English department 2018. This research was conducting by using content analysis method, because the researcher identifies the specific characters of the material in reading multiple choices questions in reading test items. This research uses qualitative data because the data is in the form of words. The object of this research was the reading multiple choices in reading test items at English department 2018. The data was collected through several instruments, namely the exercises sheet of reading test items, interview, checklist table and Bloom's taxonomy guidelines. The result of this research showed that, the higher order thinking skills in reading skill at English department obtained 11 out of 25 questions in reading multiple choices (44%) while the lower order thinking questions obtained 14 of 25 reading multiple choices questions (56%). The result of the distribution of higher order thinking skills were : analyze skills get the highest distribution, 6 of 25 multiple choices questions in reading test items (24%), evaluating skills get 4 out of 25 questions in reading test items (16%), create skills get 1 out of 25 questions in reading test items (4%). Overall, it concluded that the distribution of the higher order thinking skills is lower than lower order thinking skills.

Keywords: Reading skill, Content Analysis, Higher-Order Thinking Skills

INTRODUCTION

In Indonesia, education also makes English as a compulsory subject in school. English is learned by students started from junior high school until university. Based on the curriculum for English, teaching English is a subject that consists of four skills such as listening, speaking, reading, and writing. Nan (2018) states, speaking, listening, reading and writing are interrelated and independent in real communication. And every single of skill has variants difficulties. Reading is one of four language skills which important to be mastered by students. Because, low reading skills will affect other language skills such as listening, speaking, and writing. Reading helps someone to get written information in public places. Reading makes it easy for the users to get important information through technology, such as TV, mobile phone, and others. Harmer (2007) claims that even reading skills is difficult for people who use English as their mother language because of the many complex skills in reading skills. 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 it.

PISA (2018) show that Indonesia ranks 73 out of 78 country participants in literary. Many factors that can influence with students ability in reading, some of them are motivation, interest, emotion, and intelligence. UNESCO figures showed that the percentages of children who enjoy reading is only 0.01%. That says, just 1 out of Indonesia's 10,000 children likes reading. It

means that, Indonesian students still have low motivation and interest in reading and they should change their mindset. Teacher and parents can facilitated the students to motivate them in the important of reading.

According to Linse (2006), Reading involves higher-order thinking skills. It is much more complex than merely decoding specific words. Teaching the students to derive meaning as well as analyze and synthesize what they have read is an essential part of the reading process. Therefore, teaching and training students to have higher-order thinking skills 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.

Higher-order thinking skill consists of the top three domains in the cognitive skills from Bloom's taxonomy, analysis, synthesis, and evaluation. Bloom's taxonomy itself is one of the most famous taxonomies in the educational matter which is introduced by Benjamin S. Bloom. Musial et.al (2009) claim that "This taxonomy has been extremely influential in education for the past 50 years. Hence, Bloom's taxonomy is still considered as a helpful teaching tool today. In the development of the taxonomy of educational goals prepared by Bloom was revised by Anderson and Krathwohl (2002) that classified cognitive processes into six categories, that is remembering, understanding, applying, analyzing, evaluating, and creating. Taxonomy in the cognitive realm in education it's used to determine the extent of the ability to solve a problem identify students' abilities from a low level to high levels. Level remembering, understanding, and applying categorized in collections and processing of lower-order thinking skills (lots), while analyzing, evaluating, are listed within creative thinking is higher-order thinking skill (hots).

Krathwhol (2002) claims that this revised edition of Bloom's taxonomy was developed in much the same manner 45 years later. This revised edition is an updated version of the original Bloom's taxonomy. Thus, the researcher hopes that by employing the revised edition of Bloom's taxonomy, this study will give a broader insight into the higher-order thinking skill based on the revised edition of Bloom's taxonomy.

Thus, the students need to have higher-order thinking skills because Paul and Elder (2002) also highlight that, "No matter what your circumstance or goals, no matter where you are, or what problems you face, you are better off if your thinking is skilled. As a professional, shopper, employee, citizen, lover, friend, parent, and in every realm and situation of your life, good thinking pays off." It means that the higher-order thinking skill is not only necessary in academic matters but also in every part of our life to present our opinion and make a logical decision of whoever and wherever we are.

In Borneo University Especially in English department, Reading is a compulsory subject which must be taken by the third semester students of English Education Department of Borneo University of Tarakan. This subject aims to develop students' competence in interpretive and affective reading of academic texts at pre-intermediate level, develop strategies to produce appropriate and relevant notes from academic and non- academic texts, adopt various approaches for dealing with new or unknown vocabulary by practicing effective use of dictionaries, explain, and write summary from various sources of information. In Borneo University especially in the English Department, in the reading learning process, the Students are taught higher-order thinking skills, especially in reading courses. As for the ability of

students in the reading, the class can be said to be less good, it is strengthened by the lecture in reading course, the result can be seen from the value of the quiz in reading course, where the average score obtained by class A is 46,3 and class B is 48,3.

Additionally, the focus in college life is on the higher-order thinking for being active to evaluate the ideas and information. For this reason, higher-order thinking skill plays a vital role throughout the learning process because it can improve students' ability in critical thinking skill to evaluate information.

One of the research deals with students ability to solved higher order- thinking skills is from Faradina 'Ilma entitles "An Analysis of Reading Exercises in Bright Course Book for the Seventh Grade of Junior High School of 2013 Curriculum, Published by Erlangga in the Year of 2016) the researcher use Qualitative, and the result of the distribution of higher-order thinking only obtain 8 out of 33 questions are analyze level, and reading exercises shows that all the type of reading exercises are covered in Bright and the most dominant exercises are short-answer questions.

Based on that study, the researcher wants to analyzed the distribution of higher-order thinking skills in reading skill at English department 2018. The analysis of higher order thinking skills in reading skill is important because it can add students' critical thinking skills to reading skills and can help students to survive in an English communication environment.

METHOD

In this research, the research used content analysis method, and the data was qualitative because the data is in the form of words. The population of this study was the Lecturer of Reading courses in English Department 2018. Sampling techniques used in this research was Total Purposive Sampling techniques or the sample is Exercises sheet of reading skill in English Department 2018.

FINDINGS

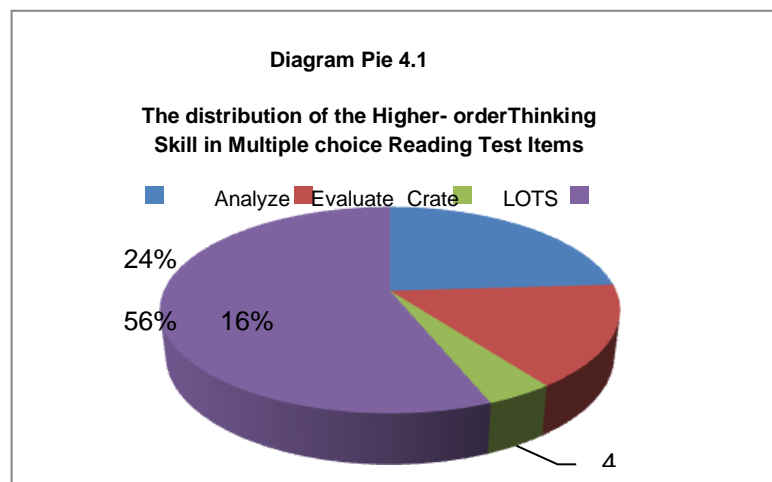
In this research, the researcher only focus in reading skill and analyzed reading exercises in multiple choices in reading skill at 2018 English department. The author of Reading test items from one of the lecture English Department in Borneo University. The researcher stated all the findings the researcher discusses those findings and support it with some theories related with the findings. According to Bloom that "most of the work in developing this curriculum has taken place". Therefore this research was focus on Bloom's taxonomy process. It was concern about the distribution of the higher-order thinking skills in reading. The objective of this research was obtained empirical evidence of the distribution of higher-order thinking skills based on the revised edition of Bloom's taxonomy in reading test item. In answering the research objective, the researcher used interview with the lecturer to support the data. After that, the researcher analyzed the questions of reading test item from the lecturer used checklists table according to the cognitive level of Bloom's taxonomy were remember, understand, apply, analyze, evaluate and create. The total questions of reading test item was 25 multiple choice questions. According to Musial at al (2009) that "Multiple choices questions are most effective at assessing complex learning and higher order thinking skills" it is suitable to check the distribution of higher-order thinking skill in multiple choices reading exercises, And from the

data the researcher classified the test item in lower order thinking skills and the higher-order thinking skills.

In this research specifically analyzed the distribution of higher-order thinking skills in reading questions used cognitive level of Bloom's revised taxonomy. In the research the HOTS in reading was analyzed, evaluate and create. The total of the reading test item is 25 multiple choice question items. From the data, the researcher classified the reading test item is the questions in Lots Order Thinking skills or Higher-order thinking skills categories.

The distribution of cognitive domains in the reading test item which gets 25 questions about reading multiple choice. Where lower order thinking skills get 14 questions about reading multiple choice, namely remember or C1 gets 8 items, understand or C2 gets 6 items, and apply or C3 get 0 item. While higher-order thinking skills get 11 questions about reading multiple choice is analyze or C4 gets 6 items, evaluate or C5 gets 4 items and create or C6 get 1 item.

Furthermore, the diagram below explains the percentage and distribution of reading multiple choices in analyzed higher-order thinking skills in the reading test item.



The diagram above showed that there were 6 out of 25 multiple choice questions about reading skills analysis or 24%, and secondly create skill got 4 out 25 multiple choice or 16%, while evaluating skills got 1 multiple choice reading questions or 4%. And for the low higher-order thinking skills got 56% from 25 multiple choice questions in reading test items. According to the result, the distribution of higher- order thinking skills in reading exercises in reading course at English Department 2018 dominated of level analyzed (C4).

DISCUSSION

The result of the characteristic of higher order thinking skills, the researcher put the six levels into lower order thinking (remember, understand, apply) and the higher order thinking (analyze, evaluate, create), the result showed the higher order thinking skills level obtain 44% while lower order thinking skills level is 56%. It means that the lower order thinking skills more dominated than the higher order thinking skills. All of the questions of reading test items, the researcher

found that there were 14 questions of lower order thinking skills. While the higher order thinking skills is 11 questions. Based on the result, that the questions higher order thinking categories 11 questions, so it has the percentage 44%.

Additionally, from 25 questions there were 11 questions of higher order thinking skills in reading test items. It is in number questions 1, 11, 12, 17, 21, 22. From that questions all of these were analyze skill, which is the analyze skill is important to train students in analyzing some ideas and information. The evaluate skill it is in number questions 3, 13, 14, 15. The evaluate skill is make judgments about the value of ideas or materials based on the criteria.

The last level in higher order thinking skills is create, and it is in number question 6. The categories of create just 1 questions it might happen because Daeik and Anter claim that the synthesis questions or create had difficulty answering.

CONCLUSION

Based on the result of the research the researcher only focus in reading skill and analyze reading exercises in multiple choices in reading skill at 2018 English department to find the empirical evidence of the distribution of higher order thinking skills in reading multiple choices.

After analyzing used checklist table and according to Bloom's taxonomy to collect the data, the researcher concluded that the distribution of higher order thinking skills in the questions of reading multiple choice only obtained 44% out of 25 questions in reading test item, while the distribution of lower order thinking skills obtained 56% out of 25 questions in reading test item. It can be seen the result of analyzed of the distribution of higher order thinking skills were follows:

- a. Analyze skills, obtained the highest distribution result, obtained 6 of 25 questions and the percentages is 24%.
- b. Evaluate skills, obtained the distribution result 4 out of 25 questions and the percentages is 16%.
- c. Create skills obtain the distribution result out of 25 questions and the percentages is 4%.

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