CHAPTER II

LITERATURE REVIEW

A. Ability

The word ability is derived from adjective "able" which has the similar meaning as "can". Hasan says that ability is the skill or competence in doing something. Ability shows a performance that can be done right now, meanwhile talent needs practice education in order a performance can be done in future. Talent and ability determine the achievement of the students. A student may have talent in chemistry that is considered to obtain the achievement. So, the best achievement comes from the talent and ability of someone.[1]

Based on the definition above, the ability is the skill or competence. Skill is ability to do something well. Skill implies the prerequisites of having and accessing certain knowledge, processes, or sequences of behavior leading to a specific performance. However, for something to be considered a skill, it must contain an element of action.

---

[1] Chalijah Hasan, *Dimensi-Dimensi Psikologi Pendidikan*, (Surabaya: Al-Ikhlas, 1995), 63.

According to Crow and Crow "learning is an active process that needs to be stimulated and guided toward desirable outcomes. In addition learning is the acquisition of habits, knowledge, and attitudes.[2] Ally and Bacon states the ability is (potential) capacity or power (to do something, physical, mental) on special natural power to do something well.

B. Reading

1. Definition of Reading

Reading has always been different from writing. Writing prioritizes sound, as the spoken word must be transformed or deconstructed into representative sign. Reading, however, prioritizes meaning. The faculty of reading has, in fact, very little to do with the skill of writing. According to Linse, "Reading is a set of skills that involves making sense and deriving meaning from printed word."[3] It means the reader has to proceed the meaning of the word in the text so that the reader could get the comprehension from the text.

Additionally, According to Naf"an Tarihoran and Miftahul Rachmat in their book *Reading: Basic Reading Skills* is defined as "an individual" total inter-relationship with symbolic information. Reading

---

[2] Ki Fudyartanta, *Psikologi Umum*, (Yogyakarta: Pustaka Pelajar, 2001), 267.
[3] Caroline T. Linse, *Practical English language Teaching: Young Learners, (New York: McGraw-Hill, 2006), 69.*

is a communication process requiring a series of skills".[4] It means reading is one of skill that is not easy for students to master, especially when they are asked to understand a text.

Furthermore, Daiek claims that reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them.[5] Based on theory of Daiek, reading is a process that depends on the skill of author to explain or convey the meaning in a text by using the words and how the author delivers the opinion to create new word or meaning of sentence and then explore it to be sentences or paragraph.

In Addition, Andrew P. Johnson stats, "reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place".[6] It means reading is ability that has two keys namely creating and meaning, the reader have to create a meaning in the text that is read.

---

[4] Naf'an Tarihoran, Miftahul Rachmat, *Reading I: Basic Reading Skills*, (Serang: Loquen Press, 2012), 4.

[5] Anter Nancy, *Critical Reading for College and Beyond*, (New York: Mc Graw Hill, 2004), 5

[6] Andrew P. Johnson, *Teaching Reading and Writing,* (Maryland: Rowman, Littlefield Education, 2008), 3.

2. Kinds of Reading

a. Intensive Reading

The term intensive reading refers to the detailed focus on the construction of reading texts which take place usually (but not always) in classrooms. Teachers may ask students to look at extracts from magazines, poems, internet websites, novels, newspapers, plays and wide range of other text genres. The exact choice of genres and topics may be determined by the specific purposes that students are studying for (such as business, science or nursing.[7] In addition, according to Christine Nuttal "intensive reading involves approaching the text under the guidance of a teacher or a task which forces the students to focus on the text, the aim is to arrive at the understanding, not only of what the text means, but how the meaning is produce".[8]

b. Extensive Reading

The term extensive reading refers to reading which students do often (but not exclusively) away from the classroom. They may read novels, web pages, newspapers, magazines or any

---

[7] Jeremy Harmer, *How to Teach English*, (Harlow: Ocelot Publishing, 2010), 99-100.

[8] Christian Nuttal, *Teaching Reading Skill in a Foreign Language*, (London: Macmillan, 1996), 38.

other reference material. Where possible, extensive reading

should involve reading for pleasure – what Richard Day calls

joyful reading.[9] In addition, H. Douglas Brown stats that

"extensive reading related to somewhat longer texts than we have

been dealing with up to this point such as journal articles,

technical reports, longer essays, short stories and books that into

this category".[10]

3. Types of Reading Skill

a. Scanning

Scanning is defined as the ability to locate specific

information or facts as rapidly as possible. Glancing at a selection

for a specific piece of information and stopping when you find it.

Scanning is a technique used when locating a word in the

dictionary, when seeking a page number in the index or when

checking to see what television programs are offered in certain

times. Good scanning ability depends on knowing what you want

to find and knowing the organization of the material to be read. [11]

---

[9] Harmer, *How to Teach English*, 99.

[10] Brown, H. D. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2001), 212.

[11] Naf'an Tarihoran and Miftahul Rachmat, *Reading1: Intermediate Reading Skill,* (Serang: Loquen Press, 2010), 74.

In addition, scanning is reading rapidly to find specific piece of information. Extracting specific information or scanning means the skill that needed to find the specific information in the reading text.[12] Scanning can develop students" reading ability. By this skill, they can read many words effectively without taking any long time.

b. Skimming

Skimming is a technique used to find out how a news story, magazine article, or text book chapter is organized and is it generally about without having to read the entire selection. To skim correctly it is necessary to know the various organizational patterns of writing.[13] In addition, Skimming is the skill of reading rapidly for the main points. Getting the general picture or skimming means the skill which is used when reader wants to get the main idea of the text without being concerned to detail information.[14]

---

[12] *Reading Skill*, retrieved from http://esl.about.com/readinglessonplans/a/l_readtypes.htm on August 25th, 2020.

[13]Tarihoran,*Reading 1: Intermediate Reading ,* 74.
[14]*Reading Skill*, retrieved from http://esl.about.com/readinglessonplans/a/l_readtypes.htm on August 25th, 2020.

4. The Purposes of Reading

Students may be asked to read a lot with different aims. Thus, different readers may have different purposes and those purposes are varied. People usually read something because they have a desire to do so and some purpose to achieve. Furthermore, they generally have some expectations about what they are going to read before they actually read the text. It means that the varied purposes of reading may come from the desire before the reading activity.

On the other hand, Crawley and Merritt think that the main purpose of reading is to understand or comprehend the communication between the author and the reader.[15] Moreover, according to Greer, as citied by Carbo, "the ultimate goal of all reading instruction: text comprehension".[16] From those two explanations, it clearly tells that mostly the aim of reading is for understanding or comprehending the text.

In conclusion, the main aim of reading is to comprehend the meaning of the tet. In reading, the reader has to know the writer's purpose in writing text.

---

[15]Sharon J Crawley and King Merritt, *Remediating Reading Difficulties*, (New York:McGrawHill, 3rd Ed, 2000), 40

[16]Marie Carbo, *Becoming a Great Teacher of Reading*, (Thousand Oaks: Sage Publication Company, 2007), 39

5. The Types of Reading Question

There are many kinds of reading question that are usually found in the textbook or reading test. Crawley and Merrit point out that the types of those questions are identifying details or facts, recognizing main ideas, identify cause- effect, making inferences, and critical reading.[17] The following are the explanations of those reading exercises:

a. Identifying for details or facts.

Identifying for details or facts is an exercise to identify the small or specific parts of selection.

b. Recognizing main idea

It may be expressed of the central thought or meaning of a passage or selection. If main ideas are directly stated, they are at the literal level of comprehension, if not, they must be inferred.

c. Making inference

Making inferences means the process of reaching a conclusion based on facts or premises. During inferential comprehension, students must make hypothesis by combining what the author has written

---

[17]Sharon J Crawley and King Merritt, *Remediating Reading Difficulties*, (New York:McGraw- Hill,2000), Third Edition., 41.

in the text with their own background information.

d. Identifying cause-effect relationship

It may be directly stated or implied. It is the interrelationship among different reactions, motives, feelings, or actions; anything that creates a result voluntarily or involuntarily.

e. Critical reading

Critical reading means the process of making evaluations or judgment when reading and it is the highest level of reading exercise. During critical reading, readers may be asked to judge whether events or characters are real or fictitious.[18]

On the other hand, Grellet explains that there are about 4 kinds of reading exercise. Those kinds of reading exercise are inferring the meaning of unknown elements, understanding relations within the sentences, linking sentences and ideas, and predicting by guessing what is to come next.[19] Grellet adds that to develop many skills in the reading skill, several types of exercise can be used such as the question about the function of the passage, the general organization, the cohesive devices, the implied fact, the deduced meaning, and the

---

[18]Crawley and Merritt, *Remediating Reading Difficulties*, 45-60.

[19]Francoise Grellet, *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercises*, (Cambridge: Cambridge University Press, 1986), 14-17.

evaluation.[20]

Those all are the types of the reading exercises that could be easily found in the various kinds of reading test. The students have to know those kinds of reading exercises so that they could find the best way to answer it well.

C. Narrative Text

1. Definition of Narrative Text

Narrative text is one of genre which is taught at the eighth grade students. Anderson and Anderson stated that narratives are usually told by a story teller.[21] Another definition, Clouse defined the narrative text is a kind of story either fictive or real which contains a series of events in which how the story is told and how the context is presented as aspects of the story construction.[22] It should tell about an event or audience would find engaging. We might even think of our narrative as a movie in which the audience see people in action and hear them speak. Therefore, it should be detailed and clear, with event arranged in the order in some other effective way.

---

[20]Grellet, *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercises*, 5.

[21]Mark and Kathy Anderson, *Text Types in English 2*, (Melbourne: Macmillan, 1997), 6.

[22]Barbara Fine Clouse, *Patterns For a Purpose: A Rhetorical Reader 3rd edition*, (New York: The McGraw-Hill, 2003), 160.

Anderson and Anderson say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener[23]. Meanwhile, Percy in Permana and Zuhri[24] state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

From the definition above, it said that narrative text is a story tells us about something interesting that has purpose to amuse and to entertain for the readers or viewers. We used narrative when we tell a friend about something interesting that happen to us at work or at school and we tell someone a joke.

2. Generic Structure of Narrative Text

The generic structures of narrative text are orientation, complication, and sequence of events, resolution and coda. A more

---

[23]Mark and Kathy Anderson, *Text Types in English 2*, 8.

[24] Permana, Dwi dan Zuhri. *The Implementation of Picture Series as Media in Teaching Writing of A Narrative Text of the Tenth Graders of Senior High School*. (Retain, Volume 01 Nomor 01 Tahun 2013.), 2

detailed generic structure of a narrative text has been proposed by Anderson and Anderson who argue that a narrative text includes.[25]

    a. Orientation: the setting of the scene, where and when the story happened, introduce the participants of the story, and what is involved in the story.

    b. Complication: telling the beginning of the problem which leads to the crisis of the main participants.

    c. Sequence of events: telling how the characters react to the complication. It includes their feelings and what they do.

    d. Resolution: the problem (the crisis) resolved, either in a happy or sad ending.

    e. Coda: a closing remark to the story and it is optional. It is consisted of a moral lesson, advice or teaching from the writers.

3. **Language Features of Narrative Text**

According to Anderson, the language features of narrative text are.[26]

    a. Nouns that identify the specific characters and places in the story

---

[25]Mark and Kathy Anderson, *Text Types in English 2*, 8.

[26] Mark and Kathy Anderson, *Text Types in English 2,* 3.

b. Adjectives that provide accurate descriptions of the characters and settings

c. Verbs that show the actions that occur in the story

d. Time words that connect events to tell when they occur; the use of simple past tense and past continuous tense.

D. High Order Thinking Skill

1. Definition of High Order Thinking Skill

According to Brookhart there are three definitions about definition of the high order thinking, (1) those that define higher-order thinking in terms of *transfer*, (2) those that define it in terms of *critical thinking*, and (3) those that define it in term of *problem solving*.[27]

The first category is the higher-order thinking in terms of transfer. Brookhart believes that, "The teaching goal behind any of the cognitive taxonomies is equipping students to be able to do transfer."[28] Here, the higher- order thinking is conceived the students to be able to relate their learning to other elements they have learnt before. Most of the teachers wish that from their job, they could prepare their students to go into the world and ready to do their own thinking without depending on the

---

[27]Susan M. Brookhart, *How to Assess Higher-Order Thinking Skills In Your Classroom*, (Alexandria: ASDC, 2010), 3.

[28]Brookhart, *How to Assess Higher-Order Thinking Skills In Your Classroom*, 5.

teachers to give them a task to do because life outside of school is better to give students some opportunities in applying the knowledge they got from the school.

The second category is the higher order thinking as critical thinking. Brookhart explains that, "In this case, „being able to think‟ means students can apply wise judgment or produce a reasoned critique."[29] One of the characteristics of an educated people is that they are reasoning, reflecting, and making decisions on their own. Further, judgment is also particularly important in higher-order thinking tasks like judging the credibility of a source.

The third category is the higher order thinking as problem solving. Brookhart states that, "A problem is a goal that cannot be met with a memorized solution."[30] It means that lower order thinking which forces the students to recall may not help the students in solving the problem. Moreover, problem solving is necessary for critical thinking and effective communication. In this case, being able to think means the students can solve problems with their own solutions in their school work and in life.

---

[29]Brookhart, *How to Assess Higher-Order Thinking Skills In Your Classroom, 5.*
[30]Brookhart, *How to Assess Higher-Order Thinking Skills In Your Classroom*, 7.

In addition, Scriven and Paul, as citied by Philippot and Graves, highlight that, "….higher order thinking skills to the forefront of your thinking. In today's world, they are crucial."[31] It can be seen that the higher order thinking skill tends to be complex but very important in today's world.

In conclusion, higher order thinking skills are complex thinking skills that are useful for providing real-life knowledge, critical thinking, and problem solving. Students who already have higher order thinking skills should be able to examine assumptions and values, evaluate evidence, and present conclusions in their own words.

2. The Implication of High Order Thinking Skill

There are so many benefits from thinking of the higher order for learning process, Arthur Lewis and David Smith has several implication for classroom teachers: (1) learning to be effective in higher order thinking is important for everyone (2) …it is possible for a learner to achieve his or her purpose through the recall of information...(3) the teaching of basic higher order skills may be closely interwoven in the classroom, (4)…for a learner to achieve his or her purpose through

---

[31]Raymond Philipot and Michael F. Graves, *Fostering Comprehension in English Classes, Beyond the Basics*, (New York: The Guilford Press, 2009), 132.

the recall of information, etc.[32] Besides that, Brookhart also claims that the higher order thinking not only improve their thinking skills but also their overall performance.[33]

3. High Order Thinking Skill in Bloom's Taxonomy

Bloom's taxonomy explains the way of thinking. In Bloom's taxonomy itself, there are three domains of objectives that are useful for assessing students" behavior in the teaching and learning process. Those three domains are cognitive, affective, and psychomotor.

However, Airasian and Russel state that, "The most commonly taught and assessed educational objectives are those in the cognitive domains."[34] Moreover, Bloom claims that, "It is the domain in which most of the work in curriculum development has taken place…"[35] Hence, this study focuses only on the cognitive process of Bloom's taxonomy. The following table is the table to explain the types of cognitive processes identified in Bloom's taxonomy.

---

[32]Arthur Lewis and David Smith, *"Defining Higher Order Thinking", Theory Into Practice*, (London: Routledge, 2009), 136.

[33] Brookhart, *How to Assess Higher-Order Thinking Skills In Your Classroom,* 8.

[34]Peter W. Airasian and Michael K. Russell, *Classroom Assessment: Concepts and Applications,* (Boston: McGraw-Hill, 2008), 6th Ed., 67.

[35] Bloom, Benjamin S, *Taxonomy of Educational Objectives*, (Ann Arbor: David McKay Company Inc, 1956), 7.

Table 2.1

The Types of Cognitive Processes Identified in Bloom's Taxonomy[52]

Taxonomy Level	Related Verbs	General Description
1. Knowledge	Remember, recall, identify, Recognize	Memorizing facts
2. Comprehension	Translate, rephrase, restate, interpret, describe, explain	Explaining in one's own words
1. Application	Apply, execute, solve, implement	Solving new problems
4. Analysis	Break down, categorize, distinguish, compare	Breaking into parts and identifying relationship
5. Synthesis	Integrate, organize, relate, combine, construct, design	Combining elements into a whole
6. Evaluation	Judge, assess, value, appraise	Judging quality or worth

In addition, Anderson, a former student of Bloom, and Krathwohl with a group of colleagues published a revision of the Bloom handbook in 2001 and made some changes.[36] Actually, the cognitive process dimension looks very much like with the original Bloom's taxonomy except the order of the last two categories which is reversed or slightly rearranged. The last two order are reversed from synthesis and evaluation into evaluate and create. The meaning is the same but the order is slightly rearranged. The differences of the original taxonomy and the revised taxonomy can be seen as:

Table 2.2

The Difference between Original and Revised Taxonomy[37]

---
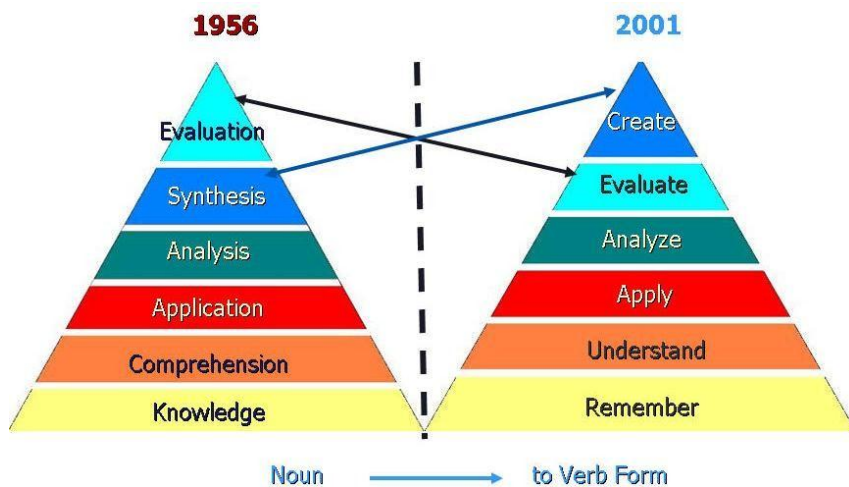
[36] Brookhart, *How to Assess Higher-Order Thinking Skills In Your Classroom,* 40.

[37]Leslie Owen Wilson, "Anderson and Krathwohl Bloom's Taxonomy Revised, Understanding the New Version of Bloom's Taxonomy", (2016), 4.

The table above draws that the meaning of every domain are the same between the original taxonomy and the revised taxonomy. The differences are only showed in the word-used and the rearrangement of the last two domains; synthesis and evaluation which change into evaluate and create. Those two skills are rearranged because it is considered that the students need to be able to critique and check an idea before they produce and generate some results.

Additionally, Airasian and Russsel highlight that, "In general, any cognitive behavior that involves more than rote memorization or recall is considered to be higher-level cognitive behavior."[38] Consequently, the rest level of taxonomies that ask the students to carry out thinking and reasoning process more complex than memorization are included in the higher order thinking level of cognitive domains in Bloom's taxonomy. The higher order thinking skill in the revised Bloom's taxonomy looks like:

    a. Analyze level means breaking apart the information into the smaller ideas and determining the relation of those ideas.

    b. Evaluate level includes checking and critiquing the value of material based on criteria.

---

[38]Airasian, Russell, *Classroom Assessment: Concepts and Applications,* 84.

c. Create level involves generating, planning, and producing the new structure from the disparate elements.[39]

a. The Higher Thinking Skill in Multiple Choice

The questions tested in the National Examination are objective tests in the form of multiple choices. A multiple-choice item consists of a stem, which presents the problem or question to the student, and a set of options, or choices, from which the student selects an answer.[40] Which have several advantages as stated by William and Irvin, multiple-choice questions only measure factual recall, but they can also measure the student's ability to reason, to exercise judgment, and to express correctly and effectively, the degree of difficulty can be controlled by changing the degree of homogeneity of responses, etc.[41]

Russel and Peter highlight that …higher-order thinking skills can be measured by a multiple-choice item.[42] It means the multiple choice also can used to asses in higher level of thinking.

In summary, from the explanation above, the writer thinks that the higher order thinking in multiple choice can be used to assess higher-level thinking involving skills of application, analysis, and synthesis.

---

[39]Brookhart, *How to Assess Higher-Order Thinking Skills In Your Classroom*, 41.

[40]Airasian and Russell, *Classroom Assessment: Concepts and Applications,* 164.
[41]William A. Mehrens and Irvin J. Lehmann, *Measurement and Evaluation in Education and Psychology,* (Belmont: Wadsworth/Thomson Learning, 1991), 4th Ed., 132.
[42]William and Irvin, *Measurement and Evaluation in Education and Psychology,* 65-66.

Because this format only choose among all choices, so, the skill of create it is impossible in this test.

E. **Previous Study**

In this study, the researcher uses three previous studies as consideration in making this study. The first previous study is a study entitled "***The Analysis of Reading Exercises in Developing English Competencies I, An English Coursebook for Junior High school Grade X, Published by Pusat Perbukuan Departemen Pendidikan Nasional***" This study used qualitative approach and used content analysis to collect the data. The main problem of this research is what kinds of reading exercises displayed on the course book and whether they are relevant or not with KTSP curriculum. The result showed that all exercises in the textbook are relevant with reading materials demanded in KTSP curriculum, while only two materials that are not in the textbook, they are passive voice and reported speech.

The second previous study is entitled ***"High Order Thinking Skill in Reading Exercise, An Analysis of Reading Exercises in Pathway to English Textbook for the Eleventh Grade of Senior High School Students"*** In this study, the writer uses the content analysis method because the writer identifies specified characteristics of the material in the textbook. Furthermore, the data collected are qualitative data because the data are

collected in the form of the words, which are the essay reading questions, rather than the numbers. The writer uses *Pathway to English* textbook and the analysis card as the data sources and the checklist table for collecting and analyzing the data to find the result of the study.

The third previous study is a study entitled ***"An Analysis of the Higher Order Thinking Skills (HOTS) In the National Examination of English on Junior High School Level"*** This study used descriptive document analysis method and use National Examination as object of the research. The major findings of this study demonstrate that they were only 7 and 15 out of 50 or 14% and 30% from two respective National Examinations can be categorized into the higher order thinking skills classified into C4 or analysis ability. Meanwhile, the lower order thinking skills can be found as many as 43 and 35 questions or 86% and 70% from respective each academic year. In conclusion, the writers conclude that the most questions National Examination in Junior High School Level can be categorized into the Lower Order Thinking Skills (LOTS). Besides, based on the data the improvement quality of questions was only 16% from two academic years.

The similarity between first previous research and the this research is focus on reading as one of variable, and the differences are in the object of analysis, the previous study focus on course book while this research focus

on students' ability. And the similarity between second previous research and this research, in analyzing high order thinking skill in reading exercises. The differences are in the previous study focus on course book while this research focus on students' ability as an object of the research. While the similarity between third previous research and this research in the method or approach is use qualitative and focus on reading as one of variable. The differences are in object of the research. The third previous research used the National Examination as an object, but in this research used students' ability as an object.