

CHAPTER I

INTRODUCTION

A. The Background of the Research

The goal of education is not only to acquire knowledge and a score but also to ensure that what students learn in school can be applied outside of the school. Good students can use their knowledge in their life. Students as a human can use their knowledge such as making a decision. In school, students get so much knowledge and experience from the teacher and school life. In learning process activities, teachers usually use student's worksheets as one of the exercise and learning sources. Student's teaching materials are chosen because of the advantages in developing the ability of students to learn about the fact and capable of general principles and abstract using realistic argument.

After receiving some information, the teacher gives the students some exercise or task. The exercise's purpose is to improve and deeper student's knowledge, and the exercise is known as the student's worksheet. The worksheet is a paper that consisted of many tasks to work on by students after received material from the teacher.

In reality, there are so many weaknesses of student's worksheets, especially in exercise. There are numerous criticisms regarding education's application. The material on the student's worksheet is limited, and the

exercises are routine. As a reason, before assigning worksheets to students, the teacher must evaluate their work. "On the public market, there are no optimally constructed student reference books," Cunningsworth stated.¹ So teachers should give good learning sources and exercises for students.

Before students and teachers use student worksheets for teaching and learning in class, the teacher should evaluate whether the contents of the student worksheets are appropriate for the teaching objectives, student quality, and student requirements. The teacher needs to discover alternative learning materials, such as textbooks, in addition to only using the students' worksheets. Other government-provided materials can be used to support the learning process.

Students can master the four basic languages to teach and learn English since four basic languages are the key component of English communication. One of the skills is reading. Reading skills are difficult, according to Harmer, since they are highly complex. However, the more students comprehend what they are reading, the more they will benefit from it.² Reading comprehension means learners not only know how to pronounce written words correctly but also understand what learners have read.³ In reading, we use both the eye and brain.

¹ Alan Cunningsworth, *Choosing Your Coursebook*, (Oxford: Macmillan Publisher, 1998), 5.

² Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1996), 191.

³ Caroline T. Linse, *Practical English language Teaching: Young Learners*, (New York: McGraw-Hill, 2006), 71.

Benjamin S. Bloom created a set of teaching tools called Bloom's taxonomy. As a result, Bloom's taxonomy is a good teaching tool. Bloom's taxonomy, analysis, synthesis, and evaluation are the top three domains of the cognitive skills known as higher-order thinking skills. Anderson and Krathwohl revised Bloom's taxonomy in 2001. They divided the cognitive skill into three higher-level too named analyzing, evaluating, and creating.⁴ The higher-order thinking skill theory, based on Krathwhol and Anderson's revised edition of Bloom's taxonomy, is used in this research. Bloom's original taxonomy has been revised in this revised edition. As a result, the writer thinks that using the revised Bloom's taxonomy will provide a more deep understanding of higher-order thinking skills.

In the reading process, higher-order thinking is important. Students' ability to comprehend the meaning of a text depends on their ability to think critically when reading. In addition to the capacity to read, higher-order thinking skills include the ability to analyze, reflect, evaluate, and create judgments. Students can expect and evaluate the text, reflect on their own lives, appraise, and make a judgment based on their own opinions and life experiences to develop higher-order thinking skills.⁵ Furthermore, "reading is linked to higher-order thinking skills," according to Linse. We will be

⁴ David R. Krathwohl, *A Revision of Bloom''s Taxonomy: An Overview*, (Taylor and Francis Group and JSTOR, Vol. 41, 2002), 212.

⁵ Cotrell. *Critical Thinking Skill: Developing Effective Analysis and Argument*. (New York: Palgrave Macmillan, 2005), 28.

able to comprehend the meaning of the text as well as analyze and synthesize what we have learned through reading.⁶

Cognitive psychology has raised concerns about the link between reading skills and critical thinking. Comprehension, according to Aloqaili, is a critical thinking process in itself.⁷ Comprehension, for example, can be characterized as a critical thinking process based on a schema theory description of reading. If it identifies some reading as automatic and essential, reading as a critical thinking activity becomes easier to handle. By providing higher-order thinking skills to solve reading problems, students' comprehension of the text can be increased.

Exercises in the student's reference book are crucial in the English learning process because they allow students to practice their skills and achieve good outcomes in the teaching and learning process while also developing critical thinking skills. "Practice is the activity by which linguistic skills and knowledge are consolidated and properly mastered," according to Penny Ur.⁸ It is considered that provides students with the opportunity to practice properly is the most crucial stage of learning activity.

⁶ Linse, *Practical*, 71.

⁷ Aloqaili, Abdulmohsen, *The Relationship between Reading Comprehension and Critical Thinking: A Theoretical Study*. Journal of King Saud University – Languages and Translation (2012)24, 38

⁸ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 2009), 20.

Higher-order thinking comes in useful not only in the classroom but also in everyday life. "Wherever we are, whatever our aims, and whatever difficulties we face, we will be better with intelligence or skill," Paul and Elder argued. The results of higher-order thinking skills are designed not only to solve educational problems but also to provide logical knowledge for daily life.⁹

The National Education System is governed by Law Number 20 of 2003, which includes a taxonomy of attitudes, knowledge, and skills formulations.¹⁰ One of the approaches used in an education system is a scientific approach. Higher-order thinking skills are included in the 2013 curriculum. According to the 2013 curriculum system, the scientific approach to learning is separated into five sections: teaching, observing, questioning, linking, experimenting, and networking.

The observing process, according to Suharyadi, allows students to connect what they have learned though with what they will study in the future. By questioning and associating, students can improve their critical thinking skills in logical and systematical thought processes. Experimenting may assist students in resolving problems they face in everyday life. The

⁹ Richard W. Paul and Linda Elder, *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*, (New Jersey: Prentice Hall, 2002), 26.

¹⁰ Permendikbud No. 65 Tahun 2013 *Tentang Standar Proses Pendidikan Dasar dan Menengah*, 4.

networking process then enables students to face a variety of changes and problems while learning together.¹¹

Analyzing the higher-order thinking skills in student's worksheets in reading exercises can make the writer sure because it is important for student's critical thinking. Critical thinking functions for students are to have better reading skills and have the ability to survive in an English communication environment. According to the previous study, teaching materials play a significant role in the development of higher-order thinking skills. One of the previous studies was conducted by Abdul Kareem Igbaria. *A Content Analysis of the WH-Questions in Horizon's EFL Textbook* is the title of his research. He is from Israel's Sakhnin Academic College for Teacher Education. His study analyzes the Horizon textbook for junior high school students from 9th grade. He uses the original Bloom's taxonomy rather than the revision. He found that the analysis level was 23%, synthesis 10%, and evaluation was 2%.¹²

MA Al-Khairiyah uses worksheets as a learning source. In the worksheets of eleventh-grade high school students, the researcher analyzes the distribution of higher-order thinking skills. The reason for this research is to make sure that the student's worksheets help and encourages students' ability in answering reading question essays. Teachers usually give multiple

¹¹ Suharyadi, *Exploring "Scientific Approach" in English Language Teaching*, (State University of Malang: English Department, 2014), 1350-1352.

¹² Abdul Kareem Igbaria, " *A Content Analysis of the WH-Questions in the EFL Textbook of Horizons* ", (Israel : Sakhnin Academic College for Teacher Education, 2013) 200.

assignments for assessing student's comprehension of materials, but it has a lot of weaknesses. When students choose the answer without thinking, a multiple-choice item does not stimulate their thinking. Students answering the question without thinking deeply, they sometimes choose the wrong answer. Students' thinking skills may suffer as a result of this. Another way to encourage higher-order thinking is to give essay questions. Students may be able to freely express themselves in essay questions.

Providing a good exercise for students is one strategy to stimulate their critical thinking, which is why the researcher chose this title. The importance of teacher knowledge, skills, and behavior in the implementation of HOTS among students needs to be addressed.¹³ Teachers can stimulate students' ability by using many ways. In giving materials teachers have to give good material that can build student's imagination and curiosity also can reflecting in student's life. The other way is teacher should analyze the worksheet before it is given to students. This is important because worksheets as learning sources have to be easy to use and not confusing.

The object of this research is the worksheet itself. Learning sources such as textbooks or worksheets are important for students. Worksheets provide several components such as materials, activities for students' practice, and syllabus (when reflected the objectives that have been

¹³ Rajendran Nagappan, *Language teaching and the enhancement of higher-order thinking skills*. Anthology Series-Seameo Regional Language Centre, 2001, 190-223.

determined).¹⁴ Furthermore, worksheets have components that help students in determining what is most appropriate for their classes. Teaching material such as worksheets is one of three main elements in the teaching process. The teacher plays an important role in this process by encouraging students to use their notes. Teaching material, according to Assaly and Igbaria, is a useful tool that provides a framework for activities that increase students' thinking and contains exercises; it not only delivers knowledge and information, but it also develops and stimulates higher thinking processes.¹⁵

The writer requires to know the distribution of higher-order thinking skills in the reading exercises of student's worksheets for the eleventh grade of senior high school in MA Al-Khairiyah Pipitan. The writer discovers all the essay questions and analyzes them. On each reading text, the writer analyzes the essay questions. The questions are also analyzed using Bloom's revised edition of the taxonomy, which is separated into three categories: analyzing, evaluating, and creating. This is essential because the reading exercise is crucial and can help students enhance their critical thinking skills. With more attention to problem-solving and higher-order cognitive processes, reading exercises can improve.¹⁶

¹⁴ Cunningsworth, *Choosing*, 71.

¹⁵ Assaly, I., & Igbaria, K. A. . *A content Analysis of the Reading and Listening Activities in the EFL Textbook of Master Class*. Educational Journal, (2014) 3(2). DOI: 10.11648/j.edu.20140302.11.

¹⁶ Arthea J S Reed, Verna E Bergemann, and Mary W. Olson, *In the Classroom: In Introduction to Education*, (Boston: McGraw-Hill, 1998),258.

The writer chooses to analyze the distribution of higher-order thinking skills in reading exercises in a student's worksheet for 11th-grade senior high school students to determine whether the worksheet has facilitated the students in developing their competence to survive in an English communication environment by providing higher-order thinking skills in reading exercises.

B. The Limitation of the Problem

Analyzing reading exercises in eleventh-grade students' worksheets at MA Al-Kahiriyah Pipitan is the focus of this research. Only essay questions from reading activities are of interest to a researcher since they can provide students with broader knowledge and help students improve higher-order thinking skills. The question of reading the analyzed essay is focused on the WH question in the practice of reading the worksheet for eleventh-grade senior high school students (What, Who, When, Where, Why, and How).

Each reading text's essay questions are analyzed by the researchers. Bloom's revised edition of the taxonomy, which was divided into analysis, evaluation, and creation, was used to analyze the questions.

C. The Research Question

How does the distribution of higher-order thinking skills in the reading exercises of student's worksheets for the eleventh grade of senior high school in MA Al-Khairiyah Pipitan look alike?

D. The Purpose of the Research

Identify the distribution of higher-order thinking skills based on Bloom's Taxonomy's revised edition in the essay question of the reading exercises in a student's worksheet for senior high students in the 11th grade is the aim of this research.

E. The Significance of the Research

This research also has benefits are as follows :

- a) Theoretically, based on the 2013 Curriculum theory, this research can support theories about the analysis of the worksheet to fit the basic skills of the 2013 Curriculum.
- b) Teachers will be benefited from the result of this research in practice. This research will help English subject teachers determine whether English worksheets are appropriate for their students.
- c) Curriculum developers. Curriculum developers can utilize this information to figure out how to teach English to students.
- d) The writer. This research has the potential to improve and provide me with new experiences. This can help us learn better.

F. Theoretical Framework

In a learning activity, after giving an explanation teaching usually giving an assignment to students. There are so many variants of assignments such as group discussion or task. The task is often given in a worksheet. The teacher gave a paper to students in class an activity in paper

shape named worksheets. By working on every task in the worksheet to improve and deeper their knowledge.

In the worksheet, there is an assignment for every language skill. Students have to do all tasks in the worksheet as proof they already got the knowledge. The worksheet consists of questions of any kind such as multiple choice and essay.

There are advantages and disadvantages of using worksheets as one of the learning sources. The teacher sometimes giving a worksheet without evaluating the content of the worksheet. The worksheet simply contains the question and a small amount of explanation, reducing the availability for a group of students.

The first thing that needs to be evaluated from the worksheet is the exercise. The worksheet consisted of too many multiple choices and a little bit of essay. The exercise function is for an assessment evaluation in the teaching and learning process. Students doing exercise can give advantages for teachers because the teacher could know if the students already got and understood particular materials. Exercise is particular kind test format could help student for being familiar with some kind test.

The four language skills are reading, writing, listening, and speaking. Reading is important since it is a language skill. Because there are so many readers who require it, reading is a difficult skill.

Furthermore, reading requires the reader to apply the higher-order thinking skills to analyze the text and it is difficult for Indonesian students. Indonesia uses English as a foreign language so they are not familiar with English since they were young. They got English lessons only at school.

Bloom's taxonomy's top three steps contain higher-order thinking skills. Its steps already got revision to become analyze, evaluate and create. Higher-order thinking skills and the 2013 curriculum have a connection. Observing, questioning, associating, experimenting, and networking are all scientific approaches included in the 2013 curriculum. Since problem-solving and critical thinking are both higher-order thinking skills, there is a link between the two approaches.

Higher-order thinking skills are essential in the teaching and learning process for developing better learning. A broader perspective on learning is provided by Higher-order thinking skills. Learning requires not only obtaining information but also the capacity to apply that information in a variety of new situations encountered in everyday life. Students can recall and comprehend what they have studied, as well as apply that knowledge in increasingly complicated ways in their daily lives.

Finally, the research aims to analyze the higher-order thinking skills of reading exercises in student worksheets for senior high school students in the eleventh grade. This research aims to discover how higher-order thinking skills are distributed in reading exercises.

G. The Methodology of the Research

This is qualitative research. This research uses the content analysis method because it will analyze the content of the worksheet, particularly the reading comprehension exercises in eleventh-grade senior high school student's worksheets.

H. The Systematic Discussion

After explaining the research's background, the researcher decided to write a paper titled” *Higher Order Thinking Skill in Reading Exercises (A Content Analysis of Reading Exercises in Student’s Worksheet For Eleventh Grade Senior High School Students Qualitative Research in MA Al-Khairiyah Pipitan)*”.

this research will analyze the distribution of higher-order thinking in student’s worksheets. This is a content analysis because it's used to see if there's any word-like text in a set of qualitative data.