



NAME

1. Amalia Hanifah

AFFILIATION

UIN IMAM BONJOL PADANG

EMAIL

amalihanifahpadang@gmail.com

*corresponding author

AN ANALYSIS OF READING EXERCISES IN "PATHWAY TO ENGLISH TEXTBOOK" FOR THE TENTH GRADE OF SENIOR HIGH SCHOOL STUDENTS

(Higher Order Thinking Skill In Reading Exercise)

Abstract

Higher Order Thinking Skill (HOTS) is the ability to think in the complex process which useful for transferring the knowledge in real life, thinking critically, and solving the problems. Categories of HOTS level are analyzing, evaluating, and creating. To assess those abilities, HOTS can we find in reading exercises. This research is descriptive qualitative. Data was collected from "Pathway to English Textbook" for the tenth grade of senior high school. This study is using indicators in Revised Bloom's Taxonomy as instrument. From 15 chapters essay reading exercises, there are 158 essay questions that practice the reading skill in the Pathway to English textbook. The essay reading practice was analyzed using a checklist table to find out distribution of cognitive domains in each essay reading question. The result showed that the total of HOTS questions is 49 questions or 31% from 158 reading questions. The amount and percentage of each HOTS category are 22 questions or 13,9% for analyzing level, 24 questions or 15,1% for evaluating level, and 3 questions or 1,8% for creating level. Nevertheless, HOTS questions are not the dominant level in this textbook but this textbook suitable for use by teachers and students.

Keywords

Higher Order Thinking Skill, Reading Exercise, Revised Bloom's Taxonomy

A. INTRODUCTION

As a source of learning, the textbook plays an important role in the English teaching and learning process. From those explanations, it has no doubt that the textbook is very helpful for teachers and students as learning resource in English teaching and learning process to provide the framework, text, and tasks. Thus, the textbook should meet the needs of the people nowadays in addition to the current development in the world. To achieve this, the evaluation of textbook process is carried out upon the textbooks to find out the points of weaknesses and strengths as well. In addition, one aspect of the textbook is necessary to evaluate the exercise or assignment. Exercises in the textbook takes an important role in the process of learning English because it helps students to practice their skills and have good results in the learning process. Penny Ur (2009) states that it's important to check the exercises in textbooks as one of the characteristics of good textbooks are practicing four basic language skills properly. There are four skills in English, they are listening, reading, speaking, and writing. Those skills are important to be mastered without ignoring each other. For many students, reading is the important of the four skills in foreign language. As a skill, reading is clearly one of important language skill that students have to read English material for their subject. Students often thought to be easier to obtain information from written text by reading.

In this study researcher focused on the essay questions of reading exercises in "Pathway to English" textbook for the tenth grade student of Senior High School published by the Indonesian Ministry of Education and Culture. Those exercises are analyzed according to the levels of six cognitive domains from the revise edition of Bloom's Taxonomy that includes remembering, understanding, applying, analyzing, evaluating, and creating. Meanwhile, the limitation of the study is restricted to evaluating higher order thinking skills in reading exercises in "Pathway to English" textbook for the tenth grade of senior high school, which involves into the higher order thinking level that consists of analyze, evaluate, create level.

Textbook is one of teaching materials source for teachers and students during the learning process in the classroom. The book is designed to provide interlocking relationship between language teaching and learning process by providing direction of the specific activities to be practiced by teachers for students in the classroom. In addition, Graves (2000) mention that textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning. Airasian and Russel (2008) mention that textbooks can help teachers not only to make instruction and learning activities but also to create better outcomes in the learning process. According to Cunningsworth (2014), the book has a role as: material presentations (oral and written), the source for practice learning, reference source for students in grammar, vocabulary, pronunciation, etc., the source simulation and ideas for activities languages classes, syllabus where they reflect the learning objectives should have been set, the resources for independent study, supporting tool for less experienced teachers.

In fact, various definitions of the term higher order thinking skill were provided by several authors who are interested in the subject. Scriven and Paul as cited by Philippot and Graves (2009) state higher order thinking skills that are crucial nowadays. Higher order thinking skills requires a process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating. Students got many

advantages from the learning process when the teachers teach the students the higher order thinking skill. As states by Mayer that, higher order thinking skill gives a wider vision of learning that includes not only gaining knowledge but also being capable to apply knowledge in a variety of new situations, promotes the meaningful learning, and actively engages the students in the process of constructing meaning.

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, effective, and psychomotor. However, Pickard (2007) mentions that Bloom's Taxonomy contains three overlapping domains : the cognitive, effective and psychomotor. The Taxonomy is a way to express qualitatively the different forms of intellectual skills and abilities. The cognitive and effective domains provided a way to organize thinking skills into six levels, from the most basic to levels that are more complex.

The purpose of this research is to know how the distribution of higher order thinking skill in reading exercises of Pathway to English textbook for the 10th grade of senior high school. Furthermore, higher order thinking skills are related to scientific skills approaches in the 2013 curriculum; observing, questioning, associating, experimenting, and networking, because these approaches are also related to problem solving and critical thinking skills included in higher order thinking skill. As a result, the writer thinks that higher order thinking analysis reading exercise skills in Pathway to English Textbook for the tenth high school student grades are important because they can help and support students in improving their ability in higher order thinking skills, namely related to the 2013 curriculum.

From the explanations above related to the higher order thinking skills in the revised edition of Bloom's Taxonomy, we can ensure that all of the higher order thinking skills or the three top end skills of the Bloom's Taxonomy ; analyze, evaluate, and create, need students' critical thinking.

B. RESEARCH METHOD

Research design of this study is descriptive qualitative study. Descriptive qualitative is used to investigate the data source directly. The research method used by researcher is the content analysis method. It is because the researcher want to analyze the content of the textbook, especially reading exercises in Bahasa Inggris Textbook for the tenth grade of senior high school. Ary states that content or document analysis is a research method applied to identify specified characteristics of the material. The materials analyzed can be textbooks, newspaper, web pages, speeches, television programs, advertisement, musical composition, or any other types of documents. In this research, the researcher is as a key of instrument, Ary (2010).

Activities conducted by researchers are observing essay question of the reading exercises that come after reading text, counting the essay reading questions which belong to the higher order thinking level and discuss about the ideal framework of a reading exercise that fulfilled the higher order thinking levels inside to produce a theory. Eventually, the data presented is descriptive, especially in the form of words or picture instead of numbers. In collecting data, this research design tends to use observation through document analysis. Finally, the final results of this study emphasize the depth of information towards higher order thinking skill.

The object of study in this qualitative research is Bahasa Inggris English Textbook for the Tenth grade of Senior High School for second semester. English textbook entitled Bahasa Inggris is an English textbook published by the ministry of education. This book is organized as a student learning based on the 2013 curriculum. This book is given for free and automatically used by all senior high schools in Indonesia that has implemented the 2013 curriculum. Researcher will observe deeply about the distribution of higher order thinking skill in each reading exercises. The reading exercise is limited to the WH-word question such as : what, who, when, where, why, and how.

In qualitative research, the position of researcher here is as the key of the instrument. It means that who became the instrument or tool of research is the researcher itself. However, it is allowed if the researcher wants to develop supporting research instruments which are expected to help researcher in retrieving data. Those research instrument are used for collecting and analyzing the data to find the result of the study. The supporting instruments include the following : table distribution, analysis card, and content analysis checklist.

The first supporting instrument is distribution table. The researcher develop this instrument to facilitate the grouping of several questions in textbooks. This instrument used to collect and list all of the essay question of the reading exercises that come after reading text. The researcher divide all the reading exercises based on the chapter in the English textbook. The distribution table use to put all of the essay questions from the reading exercises. The distribution table is as follows :

No	Chapter	Theme	The Exercise in Every Chapter	The Reading Exercise	The essay reading exercise
1.					
2.					

Figure 3.1 Distribution Table

The second supporting instrument is the analysis card. The analysis card is used as a tool to decide what kind of higher order thinking skill contained in each essay reading question. This analysis card was adopted to Igbaria (2013). The analysis card is created by combining and collecting the understanding about cognitive domain from the revised edition Bloom's Taxonomy along with the example of the reading questions from various references that the writer got from the books and the journals. The analysis card is as follows:

Analysis	<p>It refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of parts, analysis of the relationship between parts, and recognition of organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension.</p> <p>.....</p> <p>Question Cues: Analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain infer</p>
Synthesis	It refers to the ability to put parts together to form a new

	<p>whole. This may involve the production of a unique communication, a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structure.</p> <p>.....</p> <p>Question Cues: Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite</p>
Evaluation	<p>It is concerned with the ability to judge the value of material for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria. Compare and discriminate between ideas, assess value of theories, presentations. Make choices based on reasoned argument</p> <p>.....</p> <p>Question Cues: Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize</p>

Figure 3.2 Analysis Card Adapted from Igbaria (2013)

The third supporting instrument is the content analysis checklist. The researcher develop this instrument to classify essay reading questions related to its' level of skill. This instrument used to check whether the reading questions of the textbook belongs to higher order thinking skill or not. Also, content analysis checklist use to count the exact amount of the distribution of the higher order thinking skill in the form the essay reading questions and compares it to every level. The content analysis checklist is as follows:

Chapter	No	Reading Question	Higher Order Thinking		
			Analyze	Evaluate	Create

Figure 3.3 Content Analysis Checklist

C. FINDING AND DISCUSSION

From 15 essay reading exercises, there are 158 essay questions that practice the reading skill in the Pathway to English textbook. The essay reading practice was analyzed using a checklist table to find out distribution of cognitive domains in each essay reading question. Related to the table in the thesis, the distribution of higher order thinking levels of analyzing, evaluation, and making just got 50 questions out of 158 essay reading questions. Analysis domain or C4 gets 22 items while C5 or evaluation domain gets 24 items and 3 questions for C6 or domain create. This also shows that the distribution of lower level thinking levels obtained 68,9% while the higher order thinking level only obtained 31%. That is, the ratio between the lower level of thinking and higher order thinking level is 31 : 68,9. Furthermore, the following table describe the percentage and distribution of each skill in higher order thinking skills in essays Pathway to English Textbook reading practice or exercises.

A textbook plays a great role for achieving the objective of teaching learning process. Therefore, an analysis of its needed to check the relevancy and accuracy to the curriculum need. In order to improve the students' critical thinking, the application of higher order thinking skill in evaluating the students ability is must. This study is focused on the reading skill that investigate the essay test provided in the reading exercises which applied the 2013 revised curriculum. The result of investigation infers that ratio of three cognitive domain in higher order thinking skills is quite far. The essay items has no direct attention on it. Most of the them were still in lower order thinking skills.

It's important to know how well the textbook practices is getting higher train students' thinking skills because as class X students who will soon become colleagues, should exercise their critical thinking so that they can easily follow the different atmosphere in the teaching and learning process in the more challenging university life.

In addition, comprehension skills obtained the highest distribution among the three lower thinking level skills even among the six cognitive revised of Bloom's Taxonomy while analyzing skills obtained the highest distribution only among the three higher order thinking skills in the classroom. It probably happened because Mayer claimed that largest category of transfer based educational goals emphasized in schools and colleges understand. Furthermore, this study also has the same results as the Iqbaria study, namely : 'concluded that the distribution of lower order thinking skills was higher than that of higher order thinking skills'. This may be because lower thinking level questions are familiar and often appear in lesson plans, are the easiest for students to answer, and easier for teachers to make. This finding also appears frequently in almost all studies discussed in the related literature review.

Previous studies related to this research are posed below. The first previous study conducted by Munir. The title of this research is "Evaluating of the Reading Comprehension textbook taught at the English Education Department of Islamic Higher Education in West Sumatera". The similarity is that the two studies are equally researching about reading comprehension evaluation. The differentiation between Munir's study and this research is that Munir's study explores the overall content of the book while this research is more focused on reading exercises essay.

The second conducted by Ott. The title of this research is "Creation and Analysis of Reading Comprehension Exercise Corpus : Toward Evaluating Meaning in Context". The similarity is the same focus in reading comprehension exercise/task which refers

more to the form of questions with the reading text. The differentiation between Ott et al's study and this study is Ott et al's study focuses more on evaluating meaning in context, while this research focuses more on evaluating higher order thinking skills.

D. CONCLUSION

The aim of this study is to know the distribution of higher order thinking skill in Pathway to English textbook revised by Bloom's Taxonomy levels. This is evidenced by the results of data showing that the distribution of higher order thinking skills in essay reading exercises from 15 chapters obtained only 49 out of 158 questions or 31% while the distribution of lower thinking level skills obtained 109 out of 158 questions or 68,9%. He means the ratio of higher order thinking skills to lower levels ability to think far enough, 3:7.

It can be concluded that for higher order thinking levels, textbook authors place more emphasis on analytical skills and evaluate skill even though when compared to the other six cognitive domains, they are considered to have a small distribution. Therefore, the author thinks that the distribution of higher order thinking level in the essay reading exercises is not balanced because the range of total scores and ratios is too far from the distribution of lower thinking level skill. Finally, it is concluded that higher order thinking skills are not true treated and practiced by essay reading exercises in Pathway to English textbooks, especially creative skills that are not present in essay reading exercises but this textbook suitable for use by teachers and students.

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