

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, objective of the study, theoretical framework, limitation and scope, significance of the study, definition of key terms, and organization of the proposal.

1.1 Background of the Study

Language is one of the most important tools of communication either spoken or written. In the international communication, people need to understand each other using a language that all the people got involved in the communication understand. It has been understood that English is the most important international language used across cultures. According to Brown (2001:118) as paraphrased by Asrini (2011), English has become a means of the international communication in the fields of transportation, commerce, banking, tourism, technology, diplomacy, scientific research, and other fields. Thus, being able to master English is one of the important skills required by people across cultures to survive in the new modern era.

The English language consists of four language skills namely: listening, reading, speaking, and writing, and three language components namely: grammar, pronunciation, and vocabulary. In the use of a language for communication, language skills and components are interrelated to make understandable discourse. Out of the four skills, reading plays an important role in the use of language for communication. Paul (2003:84) and Lucantony (2001:4) assure that reading is the important skill that should be mastered by a language learner in order to achieve good communication skills. Therefore, reading skill is crucial in a language learning. Besides, reading can also enhance learners' vocabulary mastery and extend the learners' knowledge of the world.

Jack Richards (2006) proposes the concept of communication as the delivery of information by a speaker which can be ideas, skills, or others, using media such as words, symbols, graphics, et cetera to strengthen information in order to be understood by a receiver. A successful speaker does not only need the four skills and three components but he/she should be able to manipulate good analytical thinking skills to convey the intended message. The expert stresses further that the goal of language learning is to develop fluency in

language use. Fluency can be described as a natural language use when a speaker get involved in meaningful interaction and keep comprehensible meaning for on going communication despite his limited communication ability. He adds that in the classroom setting “Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.”

In the English learning in Indonesia, the English syllabus in Curriculum 2013 or known as *K-13* is developed based the Communicative Language Teaching. This can be seen from the presentation of the basic competences which focus more on fluency over accuracy. These are the examples of two sets of Basic Competences in the English syllabus of Curriculum 2013 that presents fluency over accuracy.

Example 1:

3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapi, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan May I help you?, What can I do for you? What if...?)

4.1 menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan menawarkan jasa, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

3.1 applying social functions, text structures, and linguistic elements of spoken and written interpersonal interaction discourse that involves the act of offering services, and responding to them, according to the context of their use. (Notice the linguistic element May I help you? What I can do for you? What if...?)

4.1 composing simple oral and written interpersonal texts that involve the act of offering services, and respond to them by paying attention to social functions, social structures, text structures, and linguistic elements that are correct and in context.

Example 2:

3.7 menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK

4.7 menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/ SMK/MAK

3.7 interpreting social functions and linguistic elements of song lyrics related to the lives of teenagers in *SMA/MA/SMK/MAK*.

4.7 capturing contextual meaning related to social functions and linguistic elements of song lyrics related to the lives of teenagers in *SMA/MA/SMK/MAK*.

It can be seen that the focus of the two sets of basic competences is the communication skills of the learners. Basic competences 3.1 and 4.1 contain interpersonal interaction in the topic of communication: offering services. The language feature: the expressions of making offers is the supporting element of the basic competence. Basic Competences 3.7 and 4.7 include the contextual meaning of song lyrics. Thus, the focus is on the reading skill. The two sets of basic competences prove that the approach of this syllabus is the communicative language learning as proposed by Jack Richards (2006).

Richards (2006) stresses that in the communicative language learning, to develop fluency in communication, a learner must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. This means that a language learner should practice using his high-order thinking skills.

In relation to the above explanation, in order to measure students' achievement in the reading comprehension, teachers should use questions which can measure students' ability in using their high-order thinking skills. Commonly, teachers use questions provided in the textbooks to measure students' comprehension of the passages in the English class. However, if the questions available are mostly LOTS questions, students will not be able to practice their critical thinking, such as in negotiating meaning and avoiding communication breakdowns. This means that they do not practice manipulating their high-order thinking skills.

Researches have been conducted on reading comprehension questions in several English textbooks used in senior high schools. The results on the researches show that most of the questions require learners' use of more Lower-Order Thinking Skills (LOTS) rather than Higher-Order Thinking Skills (HOTS). Such questions require students' understanding of factual and literal comprehension of the texts rather than students' skills in negotiating meaning as needed when they manipulate their high-order thinking skills.

The research findings by Dina (2021) shows that the reading comprehension questions in the English textbook that she has analyzed are dominated by LOTS questions with percentage of 77%. Another research by Agustningsih (2016) shows that the reading comprehension questions in another English textbooks are dominated by LOTS questions

with the percentage of the 59.62%. In order for the English teachers to be able to help their students to achieve the basic competences in the syllabus which focuses on the communicative competence like what is proposed by Jack Richards covering the use of the skills in negotiating meaning, using communication strategies, correcting misunderstandings, and working to avoid communication breakdowns, teachers should be able to create and give reading comprehension questions that focus on Higher-Order Thinking Skills.

Bloom's Taxonomy represents six cognitive levels of human thinking skills covering the low-order thinking skills and high-order thinking skills. The revised Bloom's Taxonomy is divided into 6 (six) levels namely: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating (Lorin Anderson and Krathwohl, 2001). Remembering, Understanding, and Applying are categorized as Lower-Order Thinking Skills (LOTS). And for Analyzing, Evaluating, and Creating are categorized as Higher-Order Thinking Skills (HOTS). Lorin Anderson and Krathwohl (2001) propose action verb that can be used by teachers to make questions for reading comprehension. However, generally most teachers only use questions available in the English textbook.

As mentioned previously, the result of several researches show that there are more reading questions in the textbooks focusing on LOTS rather than HOTS. This fact does not support the national goal of Indonesian education which stresses on increasing the nation competitiveness in the global era in manipulating in Higher-Order Thinking Skills in the global communication. Therefore, in this research, the writer would like to propose the development of Higher-Order Thinking Skills reading comprehension questions for senior high school students.

1.2 The Objective of the Study

In line with the above background of the study, this research intends to develop Higher-Order Thinking Skills reading comprehension questions for the Senior High School students.

1.3 Theoretical Framework

The supporting theories of these research consist of: the importance of reading English language learning, HOTS, and test development.

Reading is an active process that consists of recognition and comprehension skill. In reading, we can get more knowledge from the that we have read. Another benefit is we can get an information from the reading. Reading is adaptable which means he or she can take a

time to look at it up the difficult words or sentences that he or she have not understood yet. According to Paul (2003:84) and Lucantony (2001:4) assure that reading is the important skill that should be mastered by a language learner in order to achieve good communication skills.

In creating a good reading comprehension questions focusing on Higher-Order Thinking Skills, Revised Bloom's Taxonomy is used. In this era, HOTS is the main criteria which is very much needed in the era of 21st century. To achieve this goal, the teacher should be given a module or material that contains HOTS in the reading test questions. According to Pajar Purnomo (2019:35) Higher-Order Thinking Skills are the thought of processes of thinking which requires learners in manipulating the information or idea that they have received in order to create their understanding better.

To pursue the goal of creating reading comprehension test questions which focus on Higher-Order Thinking Skills, the test should apply the basic of literature in the daily life of learners which includes the assessment of knowledge, skills, and attitudes in three aspect, namely: the basic literature, problem solving, and the quality of students to a dynamic environment, According to Safari (2019:417), there are several model of questions and it can be mixed to one another (multiple choice, essay, short answer, matching, and True or False). To measure their Higher-Order Thinking Skills, as a teacher should give some stimulus in order to measure their skills in solving a problem so that he/she will get used to think critically in their daily circumstances.

1.4 Limitation and Scope

The study focuses on developing reading comprehension questions for the senior high school students with reference to the English syllabus. The reading texts used for this research were selected based on the text genres included in the syllabus. There are six text genres: descriptive text, recount text, narrative text, analytical exposition, explanation text, and procedure text. In this research, analytical exposition and explanation texts are used. There are various types of reading comprehension questions such as essay open-ended, multiple-choice, matching, or true/false questions. In this developmental research, multiple-choice questions are chosen to be developed by the writer.

The Revised Bloom's Taxonomy by David Krathwohl and Lorrin Anderson (2001) is used as the basis for categorizing questions into low-order thinking skills and high-order thinking skills. In developing the reading comprehension questions, ADDIE (Analyzing, Designing, Developing, Implementing, and Evaluating) model of instructional design is

applied. In developing reading comprehension questions, the ADDIE (Analyzing, Designing, Developing, Implementing, and Evaluating) model of instructional design was applied.

1.5 Significance of the Study

This study provides reading comprehension questions of Higher-Order Thinking Skills. It is expected that the result of the study can give useful insights for English teachers to develop and use HOTS reading comprehension questions in order to train their students to manipulate their critical thinking.

1.6 Definition of Key Terms

- Reading

Reading is the cognitive process in which the reader's background knowledge is the main key in the creation meaning to build a conversation among the reader and the text which involve . (Tierney and Pearson, 1994)

- Reading Comprehension Questions

Is the nice-designed questions could assist student to interact with the text, produce and construct the meaning, and start to think critically and intelligently. (Day and Jeung Suk park, 2005)

- HOTS

Higher-Order Thinking Skills is a higher-level of thinking that stands at the top of Blooms' cognitive level which has an aim to equip the students to transfer their knowledge. Therefore, the students are able to apply knowledge and skills that they have developed during learning a new material. (Betha Kurnia S., Wardono, & Kartono, 2018).

1.7 Organization of the Proposal

This study consists of five chapters. Chapter I consists of the introduction of the study. It presents research background, objective of the study, theoretical framework, scope and limitation, significance of the study, definition of the key terms, and organization of the proposal. Chapter II consists of the supporting theories and review of related studies.. Chapter III consists of research design, the instrument, the test takers, and stages of the HOTS

questions development. Chapter IV consists of the result of the development of the HOTS reading comprehension questions through the stages of ADDIE (Analyzing, Designing, Developing, Implementing, and Evaluating) and conclusion of the Questions development. Chapter V consists of conclusions and suggestions.