

**DEVELOPING READING COMPREHENSION QUESTIONS OF
PROCEDURE TEXT USING HIGHER ORDER THINKING SKILL IN
ENGLISH TEXTBOOK OF GRADE ELEVEN AT SMA YAYASAN NURUL
ISLAM INDONESIA BARU MEDAN**

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ABSTRACT

The development of HOTS-based text questions is considered very important to be developed for high school students. based on the objectives of the 2013 Curriculum education unit which states that "The management and implementation of education aims to build a foundation for the development of the potential of students to become human ... knowledgeable, competent, critical, creative, and innovative ..." (PP No. 17 of 2010), then Therefore, it is necessary to develop HOTS-based text questions in order to achieve this goal. HOTS (Higher Order Thinking Skill) is a high-level thinking ability that must be achieved by students. This study aims to develop HOTS-based test questions proposed by Bloom's revisions C4 (analyze), C5 (evaluate), C6 (create). This study uses the type of research and development proposed by Borg and Gall (1985). The first stage in the preliminary study obtained data from interviews and documentation studies. In the second stage, the question development process is carried out together with the teacher. Phase three, revising and validating it to match the learning indicators.

Keywords: *English textbook, questions, teachers, students, HOTS, Bloom's taxonomy*

INTRODUCTION

Background of the Study

Textbook is a tool of teaching and learning process to help teachers to run the class well. A textbook plays an important role in teaching and learning although some of the teachers use textbooks as an additional material. Textbook is really helpful for the teacher in preparing the lesson plan. Since many teachers use textbook as the source of any activities for students, they should be more selective in choosing textbook to students. Therefore, it is expected that English textbooks provide some exercises with HOTS questions. (Usman and Muslem, 2019, p. 4).

The term Higher Order Thinking (HOT) refers to “thinking on a level that is higher than memorizing facts or telling something back to someone”. Moreover, “HOT takes thinking to higher levels than restating the facts and requires students to do something”. In addition, the traditional paradigm often confronted the consciousness of the importance of building a learning process that emphasizes on HOTs in 21st century. They still focus on aspects of knowledge and material mastery. However, as a consequence, the learning process that occurs will rather focus on LOTS (Lower Order Thinking Skill) and the learning activities will rely on teachers in the classroom that makes the learners become inactive recipients of information.

For the level of higher education, students not only have low thinking skills (LOT), but also must have high-level thinking skills (HOTS) so that they need to be in every learning activity today (Kusuma, Rosidin, Abdurrahman, & Suyatna, 2017; Sulaiman, Muniyan, Madhvan, Hasan, & Rahim, 2017).

Since the Indonesian curriculum has been changed to be the Curriculum 2013, the government through Educational Quality Insurance Institution (LPMP) requires the teachers to assist students to emphasize their critical thinking. It includes analyzing, evaluating, and creating which is usually called HOT (Higher Order Thinking). The government expects that the students will be more critical and analytical in their thinking so they can solve the problems they face in their daily lives. (Usman and Muslem, 2019).

Because of these reasons, all parts of stakeholder in education need to improve students' higher order thinking skills. One of the ways in improving higher order thinking skill is by applying it in teaching learning process. As we know that classroom activity consists of three main elements, namely teachers, students, and textbooks. In this process, a teacher as a facilitator has a big portion to encourage students to operate their HOTS. Teachers are suggested to give some HOTS questions for students directly or they can choose some tasks or activities from textbooks which provide HOTS questions. It can be concluded that a textbook should present valuable supplies of tasks and activities for both teachers and students. Furthermore, a textbook should be able to assist a teacher in producing questions in HOTS level which develop students' thinking.

REVIEW OF LITERATURE

1. Higher Order Thinking Skill

Language learners especially English learners are expected to have higher order thinking skills. It assists them to complete their tasks in reading comprehension test and open their mind toward the issues happened in the world. (Usman and Muslem, 2019, p. 2)

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Successful application of Higher Order Thinking Skill requires, among other things, knowledge of the subject matter, experience in the area in question, and good judgement. Teachers should therefore pick a subject in which to teach Higher Order Thinking Skills and then also apply the skills to real world problems that will be face by learners in this time.

Most essential in terms of one's utilisation of Higher Order Thinking Skills is how they apply to an understanding of the material read, the thoughts expressed verbally and in writing and the actions displayed. Language learners especially English learners are expected to have higher order thinking skills. It assists them to complete their tasks in reading comprehension test and open their mind toward the issues happened in the world.

2. The Differences between LOTS and HOTS

Bloom's taxonomy is a concept in education that deals with classifying educational objectives in order to promote Higher Order thinking skills and progress from Lower Order Thinking Skills. The following is the Blooms' hierarchy of progression in the cognitive domain, which is the domain of knowledge and development of intellectual skills.

3. Procedure Text

Procedure text is a text that tells the readers about how to make/do something. Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. Communicative purpose of this text is to describe how something is made through a sequence of actions or steps. There are three generic structures in procedure text. The first is goals or purposes. The second is materials or tools. The third and the last are steps or methods. To know the text that we read is procedure or not is so simple. You can read the title if the title is started with ‘how to make...’ or ‘how to use...’ it can be certainly that the text is procedure text.

4. Reading Comprehension

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes, he is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

5. Characteristic of Good Question

5.1 Validity

The first important characteristic of a good test is validity. The test must really measure what it has been designed to measure. Validity is often assessed by exploring how the test scores correspond to some criteria, that is same

behaviour, personal accomplishment or characteristic that reflects the attribute that the test designed to gauge.

5.2 Reliability

A good test should be highly reliable. This means that the test should give similar results even though different testers administrate it, different people scores in different forms of the test are given and the same person takes that test at two or more different times. Reliability is usually checked by comparing different sets of scores.

5.3 Objectivity

By objectivity of a measuring instrument is meant for the degree to which equally competent users get the same results. This presupposes subjective factor. A test is objective when it makes for the elimination of the scorer's personal opinion bias judgment. The recognition of the quality objectivity in a test has been largely responsible for the development of an arised and objective type tests.

5.4 Norms

In addition to reliability and validity good test needs norms. Norms are sets of score obtained by whom the test is intended. The scores obtained by these groups provide a basic for interpreting any individual score.

6. ESP (English for Specific Purposes)

Analysis for General English and English for Specific Purpose is the question will be the same but the answer will be different. Nevertheless, for the time being the tradition persists of GE that the learners cannot be specified and as a result no attempt is usually made to discover learner's true needs. Thus, if we had to state in practical terms the irreducible minimum of an ESP approach to course, it would be need analysis, since it is the awareness of a target situation, that distinguish the ESP learners from the learners of GE.

Research Methodology

This research is a development research. The product that will be developed is a textbook question changed into HOTS. Borg and Gall (1985), educational research and development is a process used to develop and validate educational product. Research and development (R&D) aims to create new technology or information that can improve the effectiveness of products or make the production of products more efficient.

Data and Source of Data

The data were collected by the researcher by doing an observation with interviewing the English teacher at SMA Yayasan Nurul Islam Indonesia Baru Medan. The researcher also did share the questionnaire to get more information on how and what are the things that need to be developed. Plus, the researcher analyzed the textbook to find some questions in LOTS level so that it can be changed into HOTS level.

Techniques of Collecting Data

The data will be collected as follows:

1. The textbook would be observed by the researcher. It was aimed at knowing if the textbook question meets the standard of Bloom's taxonomy.
2. The researcher would be given the questionnaires to the students. It was aimed at finding the information of students' interest and problems in learning English, especially in reading procedure text.
3. The English teacher would be interviewed by the researcher to find the students' problem in learning English and to get the information of the students' average score in the existing materials.

FINDINGS

1) Target Needs

Target needs are related to some terms such as necessities, lacks, and wants. The specific information of the target needs is presented as follows.

a) Necessities

Necessities is observing what situation the learner will need to function in and then analyzing constituent parts of them. Based on the students' answer on the questionnaire sheet, the researcher would like to know the students' needs in learning procedure text to improve their reading comprehension using HOTS (Higher Order Thinking Skill). The specific result could be seen in the following Table

Table 4.1 Learners' Necessities in Learning Procedure Text

No	Question	Items	N	F	Percentages (%)
1.	Do you think that English language is important?	a. Very agree	35	25	71,4%
		b. Agree		10	28,6%
		c. Disagree		-	-
		d. Totally disagree		-	-
		d. Others		-	-
3.	I really love English language because I think it is important and cool.	a. Very agree	35	15	42,9%
		b. Agree		14	40%
		c. Disagree		4	11,4%
		d. Totally disagree		-	-

		e. Others		2	5,7%
5.	In my opinion, English reading skill is really required to increase the knowledge and is beneficial in our daily life.	a. Very agree	35	19	54,3%
		b. Agree		16	45,7%
		c. Disagree		-	-
		d. Totally disagree		-	-
		e. Others		-	-
11.	High level of questions task make my way of thinking be more critical.	a. Very agree	35	17	48,6%
		b. Agree		13	37,1%
		c. Disagree		4	11,4%
		d. Totally disagree		1	2,9%
		e. Others		-	-
19.	I think that when we often read books it can help us to boost up my critical thinking.	a. Very agree	35	13	37,1%
		b. Agree		20	57,1%
		c. Disagree		2	5,7%
		d. Totally disagree		-	-
		e. Others		-	-
20.	Reading can somehow enhance the data analyzing skills, and reflect the information which at the same time can train the critical thinking	a. Very agree	35	14	40%
		b. Agree		19	54,3%
		c. Disagree		1	2,9%
		d. Totally disagree		1	2,9%
		e. Others		-	-

Based on Table 4.1, students think they very agree that English language is crucial (71,4%) and is cool (42,9%). Students also think they very agree that reading skill is really needed to widen and deepen the knowledge and is very beneficial in daily life (54,3%). Students very agree that questions in the textbook to be in a hard level that can make their way of thinking be more critical (48,6%). Plus, students think they agree that reading can also improve their critical thinking (57,1%). In addition, students agree that reading can improve the data analyzing skills, and reflect the information which at the same time can train their critical thinking (54,3%).

DISCUSSION

The purpose of this research is to develop reading comprehension questions of procedure text using higher order thinking skill in English textbook of grade eleven at SMA Yayasan Nurul Islam Indonesia Baru Medan. After doing needs analysis, it is found that the students still have the difficulties in learning procedure text. Table 4.4 showed that there are students that still lacks in knowing the meaning of the procedure text itself. They do not understand the meaning of procedure text and the content of the text itself. Table 4.2 showed that the students think that hard questions and reading comprehension can enhance their critical thinking. Table 4.3 showed that the students have an interest in English language and think that they love reading books at home. In addition, table 4.5 showed the learning needs of students, that the students love doing task with a picture in it. they love comparing two or more information given from the text. They love doing task in a form of multiple choice and essay.

Based on the information about students' needs, it was concluded that implementing textbook question using HOTS oriented is really recommended, knowing

that the teacher also had never implemented or tried giving the students some HOTS questions. The students' needs showed that they love questions in HOTS oriented, because they love doing task that the questions are on hard level.

The developed textbook question has been validated by the experts and the score for the language aspects is 93,3%, content aspects is 90%, material aspects is 92,5%, format aspects is 93,3%. The average score is 92,2% which is categorized as very good and it is suggested to use in English textbook especially in reading comprehension of procedure text.

CONCLUSION

By following the six steps of research and development such as gathering data and information, need analysis, question design, validating by experts, revision, and final product; the recommend textbook question is developed for the eleventh grade students in reading procedure text. The average score of validation in terms of language aspects is 93,3%, content aspects is 90%, material aspects is 92,5%, format aspects is 93,3%. The average score is 92,2% which is categorized as very good and it is suggested to use in English textbook especially in reading comprehension of procedure text. Based on the percentages, it can be concluded that the developing students textbook question for reading comprehension using HOTS oriented are appropriate for the eleventh grade students of SMA Yayasan Nurul Islam Indonesia Baru Medan.

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