

CHAPTER 1

INTRODUCTION

1.1 THE BACKGROUND OF STUDY

English was very important for students to learn it as the foreign language in their subject at school and it was be an international language. English consisted of four skills that should be mastered by students, namely : listening, writing, reading and also speaking. Furthermore, nowadays reading was important of language skill that should be learned by students. Thus ,it was a learning process of presenting information and getting meaning of what the readers were reading . It was a process of understanding and comprehending passage or text. It also described as an interactive cognitive process in which the readers are influenced by the text and author's perspective (Mikulecky, 2011). Through reading, readers are gaining new knowledge and important information from the text. In learning English, there are four skills be mastered for students (reading, writing, speaking, and listening) to train the student's understanding to comprehend what they read. Reading process affirmed the reader's brain, emotions, and confidence which carried out into the reading (Weaver, 2009:10). Futhermore, the readers comprehended and applied the information in written form.

Reading processes were the ways for the next level in guessing, carrying and finding important points in reading, students should be taught in using their understanding of unknown elements like ideas or simple word. (Grellet, 2004:7). Reading gave many advantages for students, because they could practice their knowledge by giving the response, of what they need. Through reading, students Will be able to build, to create, and to construct the meaning of a text. Reading could not separate from comprehension. Thus, Comprehension was one of the reading purpose ,and a decoding process in gaining text information. They need comprehension in reading the text to gain more in constructing meaning, getting idea and information. They are reasonable and accurate by connecting what has been read to what readers already know and think. By knowing and understanding the meaning of printed word, readers need reading comprehensively. According to Sanchez (2010:5) stated that Reading comprehension was affirmed both of the author and the readers' skill to use their background skill of knowledge and thinking in comprehending the text .

Reading comprehension was a process of reading and gaining the information of text. According to Klingner (2007), there are 3 ultimate goals for reading, they are namely : gaining meaning, learning new information, and experiencing pleasure. Reading comprehension interpreted as a process of summarizing in the reading text by the reader. Reading comprehension needed many abilities , they are making predictions, asking questions, making conclusions, drawing conclusion, synthesizing information, identifying the main idea of the passage, summarizing and also analyzing.

Reading covered the understanding elements among symbols, letters, words, sentences and meaning. It was the goal to increase comprehension of making sense words, sentences, connected text, involved the readers in making inferences and reading questions. Thus, reading was a necessary medium for students in understanding the reading questions. Furthermore, reading texts usually completed by questions and become the important parts of reading purposes in guiding students to think critically. Reading comprehension questions had used HOTS in analyzing Category. It was one of the way to increase learners to attest and stimulate students to think critically by using reading comprehension questions. Students should have the critical and logically thinking skills which appropriated to their capability that they had. By using critical thinking, students had a skill to analyze the passage or text without checking dictionary to gain some difficult words. The Critically thinking was the rationally of intellectual skill in analysing and assessing information. (Anderson and Krathwol, 2001), critical thinking indicated a skill to divide the materials became each sections and also to comprehend the composition of text. Coherency it means to indicate a skill to rearrange the component parts into coherent and connected each other. Thus, evaluation indicated the assessing skill of specific purpose which usually directed in higher order thinking skill (HOTS). Moreover, Yousefi & Mohammadi (2016), mentioned an important interrelation both of reading comprehension and critical thinking skill. It was one of the important way to motivate and support students' critical thinking by applying questions of reading comprehension.

Based on curriculum revised in 2013, it showed that students have to increase the main important faetures in designing learning teaching, involved the constructing of character and literation. They consisted of 4C namely (critically thinking, communicatively, collaboratively and also creatively. Futhermore, Higher order thinking skill (HOTS) is now becoming vital in learning education in the world. Higher order thinking skill (HOTS) aimed in affirming students to gain skill in analysing, evaluating, and creating the ideas which connected to the Hots oriented problems. Higher order thinking skill applied the comprehensively thinking process to obtain extensive challenges. Futhermore, it claimed students to adjust new knowledge and information, in order to provide information in achieving the probability of the answer in new cases. They were able to gain the right answers in learning process. (Heong et al, 2011)

Thus, curriculum 2013 focused on student-centered learning rather than teacher-centered learning. Futhermore, it is the way to improve students' problem solving and HOTS ability as designed in curriculum 2013 which focused for students, even more do not for teachers and appropriated as one of the implementation of curriculum 2013 by using HOST. The cognitive level of junior high school was domain analyses. Thus, cognitive domains had 6 levels namely : Analysing, Understanding, Remembering, Evaluating and Creating levels in order to improve HOTS in analysing the reading questions by revised blooms' taxonomy in applying them in teaching learning processes. Classroom activity provided the important opportunities for teachers and studentst especially for students to increase students' hots, and the teacher as a facilitator for students by providing several questions which oriented in higher order thinking skill (HOTS) directly.

Futhermore, they could determine their reading activities that the teacher has given to them and they could know how to answer, criticize and relate them each other. Moreover, the higher order thinkinking skill (HOTS) had been a main subject in teaching learning education and considered

to the information of global era now, especially in English language. In learning activities students are encouraged to think critically. They have to think and to solve their own problems and the teachers facilitate students by providing higher order thinking skill with reading comprehension questions. HOTS is the influential aspects of learning and teaching especially in high education. It designed to help a successful learning process such as gain the knowledge and able to use the knowledge in circumstances real life of students.

There are some previous studies that have been made by some researchers who got same topics toward analysis of reading comprehension based on High Order Thinking Skill. The first study was "Thinking Order Skill of Reading Comprehension Questions in English Textbook for Eleventh Grade of Senior High School based on Bloom's Taxonomy" by Nurasiah Lubis (2016). The second study conducted by Muslem, et al (2018) "Analysis of Reading Questions by Using Revised Bloom's Taxonomy on Higher Order Thinking Skill (HOTS) ". SMA/MA/MK/MAK grade Eleventh semester 1. with title "An Analysis of Reading Exercises in Pathway to English Textbook for the Eleventh Grade of Senior High School Students ". (Pratiwi, 2014). Thus, this study aimed in analysing the cognitive domain levels on higher order thinking skill HOTS revised (2001), they are Analysing (C1), Understand (C2), Remembering (C3), Applying (C4), Evaluating (C5), and Creating (C6).

1.2 Problem Of Study

1. What were the cognitive domains of the questions in the reading comprehension on higher order thinking skill (HOTS) by using revised blooms' taxonomy ?
2. How do blooms' taxonomy can be related with the higher order thinking skill questions in the reading comprehension ?
3. How were in analysing the higher order thinking skill questions in the reading comprehension by using blooms' taxonomy ?

1.3 Scope Of Study

This study aimed to increase students' comprehending on higher order thinking skill (HOTS) in reading comprehension by using revised blooms' taxonomy. Thus, the study will be conducted on 8th grade junior high school students of SMP SWASTA TALITAKUM MEDAN.

1.4 Objective Of Study

The main objective of this research which analysed the case of reading comprehension questions on higher order thinking skill by using blooms' taxonomy revised of eighth grade junior high school.