TATIK MUFLIHAH, NAILUL AUTHAR
Implication of English Vocabulary Instruction through Pictures for Elementary Students

NOVI RAHMANIA AQUARIZA, SYAFI'UL ANAM, PRATIWI RETNANINGDYAH
10 Minutes Extensive Reading and Its Effect for Learnerss' Writing and Speaking Skill

ROSI ANJARWATI, IMA CHUSNUL CHOTIMAH, LAILATUS SA'ADAH
Students' Order Thinking Skill in Learning English

DANIAR SOFENY
Self Assessment in Writing Skill of Introverted Students

KHUSNUL KHOTIMAH
A Study of Language Styles Used in the Queen Movie

LAILI MAHBUBAH, FATIH AL FAUZI, DIHLIZA BASYA
Examining Guided Note Taking Method to Assist Listening Skill at Madrasah Aliyah Arrisalah Curah Kates Ajung

MUHAMMAD MUJTABA MITRA
Origami: An Alternative Media to Teach Procedure Text in Speaking

STUDENTS' ORDER THINKING SKILL IN LEARNING ENGLISH

Rosi Anjarwati, Ima Chusnul Chotimah, Lailatus Sa'adah
rosi.stkipjb@gmail.com, imachus.stkipjb@gmail.com, lailaamilud.stkipjb@gmail.com
Pendidikan Bahasa Inggris, STKIP PGRI Jombang

ABSTRACT
This research aims to know the students order thinking skill from their written answer in reading skills. By knowing their order thinking skill, it is used as basic for the teachers to design the learning process which fit to improve students higher order thinking. This research used qualitative design, content analysis, which is analyzed students answer document in reading skill. The data is the students answer in reading skill by using herringbone technique. The data shows that 18 students are in Low Order Thinking Skill (LOTS) in which in making several questions based on WH- Questions they only do the repetition and imitation from the information given, 11 students are in Middle Order Thinking Skill (MOTS) in which they are able to think in different domain, and only 1 student is in Higher Order Thinking Skill (HOTS) in which he can improve and create an idea from the information given.

Key words: *HOTS, Order Thinking, Reading*

INTRODUCTION

Reading is considered as a relaxing activity for some people if it is done because of interest for pleasure. Conversely, reading can be quite a strenuous activity if it is done to understand the reading content because it requires sufficient thinking ability to be able to achieve it. Pujiono (2012) revealed that reading activities are language skills that aim to understand ideas, thought, and messages in the text that the author wishes to convey through words or written language. The process carried out in an integrated manner in reading includes several activities, such as recognizing letters and words, linking them with sounds and their meanings, and drawing conclusions about the purpose of reading (Harsono, et al., 2012). By reading, someone will understand the text being read and grasp the meaning of the contents of the text.

Basically, reading is a complicated process because it involves several activities, including visual, thinking, and meta cognitive activities. Visual activities are carried out by translating written symbols into words. The thought process in reading includes word recognition, literal understanding, interpretation, critical reading, and creative understanding. Reading is an activity to get meaning from what is written in the text. For this purpose, besides the needs to master the language used, a reader needs to also activate various mental processes in his cognitive system (Sandy, 2013). Furthermore, thinking processes that involve their own cognitive processes are included in meta cognitive skills (Rosyida, et al., 2016).

When a reader involves the process of thinking to gain understanding and grasp the meaning of a text, then it can also be seen the level of thinking ability (order of thinking) it does. A person's level of thinking ability can be started from low, medium, to high or better known as High Order Thinking Skill (HOTS). Gunawan in Fanani(2013) defines High Order Thinking Skills (HOTS) as students' thinking

processes which require students to manipulate existing information and ideas in certain ways that give them new understanding and implications. In addition, Rosnawati(2012) states that High Order Thinking Skills (HOTS) can occur when someone associates newly received information with information already stored in his memory, then relates it and / or rearranges and develops the information so that the purpose or completion of a difficult situation to solve.

At a high level (HOT), a person thinks not only to memorize or restate facts or tell someone exactly what someone else is saying. HOT asks someone to do something while understanding, inferring from facts, linking them with other facts and concepts, categorizing, manipulating and expressing them in other ways, applying them to find new solutions to problems that are also new. In fact, it is quite difficult to achieve HOT when seen from the results of the majority of the National Examination for English subjects.

One effort that teachers can do to improve students' thinking skills is the Herringbone technique (MckNight, 2010); (Ningrum & Widyawati, n.d.). Herringbone technique is a fish bone-like graph that contains questions (5W + 1H). Several previous studies have shown positive results related to the use of the Herringbone technique; among them are research conducted by Mardiyani(2014) who uses the Herringbone technique to improve students' reading skills in understanding narrative texts. The next study was conducted by Nurlinda(2017) in which the researcher applied the Herringbone technique using an experimental research design. By using the Herringbone technique students are stimulated to think and improve their thinking skills when reading.

Based on the elaboration above, this study intended to analyze order thinking of junior high school student in learning English. The result will be beneficial for teacher since teacher's task is not only teach and deliver material but also optimize students' potential which can be initiated by understanding students' thinking skill.

Students' Order Thinking Skill

There are several areas of concern, namely cognitive, affective, and psychomotor. The success of an educational process is often based on students' cognitive domain; this is caused by the perception of the community that often considers the value of knowledge is the most important thing. Drever in Sujono(2011) states that cognitive is all model of understanding that includes perception, imagination, the capture of meaning, judgment, and reasoning. This cognitive ability or thinking ability according to Piaget will be played actively by the child (students) in compiling the knowledge gained through his experience. Thus, the child not only modifies the process of thinking and conceptualizing reality through experiences gained in the surrounding environment but will also construct the information obtained.

The ability to think in the field of education in Indonesia has adapted several concepts; ranging from the concept of problem solving Krulik& Rudnick, Bloom's cognitive taxonomy to Bloom's taxonomy which was revised by Anderson &Krathwohl in 2001 (2018). Anderson &Krathwohl grouped cognitive taxonomy into several levels as shown in the following table:

HOTS	Creating	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. Creating requires users to put parts together in a new way, or synthesize parts into something new and different creating a new form or product. This process is the most difficult mental function in the new taxonomy.
	Evaluating	Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy,evaluatingcomes before creating as it is often a necessary part of the precursory behavior before one creates something.
	Analyzing	Breaking materials or concepts into parts, determining how the parts relate to one another or how they interrelate, or how the parts relate to an overall structure or purpose. Mental actionsincluded in this function aredifferentiating, organizing, and attributing, as well as being able to distinguish between the components or parts. When one is analyzing, he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.
MOTS	Applying	Carrying out or using a procedure through executing, or implementing.Applying relates to or refers to situations where learned material is used through products like models, presentations, interviews or simulations.
	Understanding	Constructing meaning from different types of functions be they written or graphic messages or activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, or explaining.
LOTS	Remembering	Recognizing or recalling knowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information.

The concept developed by Anderson &Krathwohl based on Bloom's taxonomy concept is more focused on how to make the cognitive realm more lively and can be applied more easily by educators so that the learning process can be designed and implemented more efficiently. The level of high-level thinking skills often referred to as HOTS (High Order Thinking Skill) has become very popular in the field of education lately. This is certainly inseparable from the times that require reliable and competitive human resources, one of which is being able to think critically, creatively, and be able to make the right decisions which are indicators of HOTS.

King, et al. (n.d.) classifies HOTS as follows: a) critical thinking and logical thinking, b) reflective thinking, c) metacognitive thinking, and d) creative thinking. While Bagarukayo, et al (2012)

explain that HOTS includes: a) making decisions, b) solving problems, c) thinking critically, d) analyzing, e) synthesizing, and f) interpreting. Some of the HOTS indicators above should be owned by students to prepare a reliable next generation. The teacher is one of the agents who can make it happen because HOTS is a high-level thinking skill that can be practiced to students (Widodo & Kadarwati, 2013). By having HOTS, students will be able to learn more deeply because they understand the concept better.

Teaching English in Junior High School

English is one of the foreign languages that must be mastered by students at the junior high school level in Indonesia. With some basic language skills ranging from listening, speaking, reading, to writing, there are challenges that are not

easily faced by teachers in teaching English in class. Reading skills are often a top priority in teaching with regard to the importance of the National Examination which emphasizes tests on reading skills. Curriculum development since the beginning of the independence period until the current 2013 Curriculum has always placed English as a compulsory subject at the junior high school level (Mutiara, 2013). Based on the English content standards for 2013 SMP / MTs Curriculum, the main objective of teaching English is enable students to reach functional levels, namely communicating verbally and in writing to solve everyday problems. The learning syntax in the 2013 curriculum implies that students have higher-order thinking skills (HOTS); but in practice, the focus of teaching English especially on reading skills by teachers is still practicing low-level thinking skills (LOTS) even though evaluations in the national exams are based on HOTS.

In terms of knowledge, the HOTS problem generally does not only measure factual, conceptual, or procedural dimensions, but emphasizes more on the metacognitive dimension. Metacognitive dimensions often describe the ability to connect several different concepts, interpret. solving problems, choosing problem solving strategies, finding new methods, arguing, and making the right decisions. This phenomenon is reinforced by the statement of the Ministry of Education and Culture (Kemendikbud, 2017) which explains that HOTS-characterized questions are measurement instruments used to measure the ability to think at a higher level, namely the ability to think that is not merely recalling, restating, or referring without doing processing (recite).

Learning models that do not reflect HOTS's habit in the process will be difficult to realize the achievement of learning objectives in the 2013 curriculum. Therefore, learning that is able to make

students sharpen HOTS is highly desirable. By having HOTS thinking ability, students will become independent thinkers who can demonstrate the quality of the students' abilities.

Herringbone Teaching Technique

In the learning process at classroom, a teacher must do the maximum preparation related to the learning material and also the teaching methods or techniques. There are various kinds of teaching techniques in English cashew lessons that can be used by a teacher or teaching staff, one of which is the Herringbone technique.

Based on Tierney's opinion in Nurlinda(2017) the Herringbone technique is a structured design procedure designed to help students remember important information from the text using a fish spine visualization format consisting of six basic questions 5W + 1H. These types of questions can be modified as needed. Meanwhile, according to Jones in Kurniawan&Indrawati(2016), the Herringbone technique is a graphic strategy in reading to arrange the main ideas and ideas related to learning containing six questions that can lead the reader to find the topic of reading.

The following are several benefits or advantages of Herringbone technique (Chykasuriani & Jufri, 2013):
1. Students will become more active in class, especially in reading.
2. Herringbone technique also makes students enthusiastic in reading texts by answering a few basic questions that are simple.
3. Herringbone technique can eliminate students' boredom in reading.
4. Herringbone technique helps students more easily understand the main ideas of reading.

METHOD

This research uses a qualitative approach which is often referred to as

naturalistic research because it aims to study something in a natural setting. Specifically, content analysis will be used in this study because it is in line with the statement of Drisko & Maschi (2016) who defines content analysis as a research technique that is able to draw conclusions from texts and other forms of communication in a systematic, credible and valid way. The researcher considers that content analysis is appropriate to be applied in examining students' writing results in English language related to thinking skills.

Data in qualitative research is in the form of words, language in the form of text that is broad and can also be moving objects (Miles, Huberman, & Saldana, 2014). The results of the 8th grade students' answers in MTsN 3 Jombang in the form of writing in answering reading questions using the Herringbone technique will be the data in this study.The core instruments in qualitative research are the researchers themselves, so researchers as human instruments will collect data in the form of written documents, analyze data, and make conclusions.

Data collection is carried out by collecting students' answers in written form (documents) in the teaching process of Recount text using the Herringbone technique. The process of data analysis in this qualitative research is based on Miles & Huberman in Sugiyono(2011), namely:

(1) Data reduction; at this stage the researcher selects students' answers that truly reflect the statement of both positive and negative sentences (refutation). After that, researchers analyzed students' answers based on the ability to think formulated by Anderson &Krathwohl (28) ; (2) Presentation of data; the results of the analysis will be presented in the form of a narrative that is equipped with a table; (3) Decision making; his process will be carried out after the data analysis process is complete.

DISCUSSION

Students' Level of Thinking

The implementation of Herringbone in teaching Reading is started by giving one sentence "Dina won the match" as a clue in which the title of the text to be discussed. Furthermore, students participate to answer as many as 6 questions (WHO?, WHERE?, WHAT?, HOW?, WHEN?, and WHY?) using Herringbone. The data which is taken from the students' answer when they do the exercises conducted during the learning activities shows that students' thinking abilities are varied. Based on the data that total participants, 30 students of grade 8 MTsN 3 Jombang, the students' level of thinking skills mostly still at the low-level thinking skill.

Table 1 The Total number of students based on their level of thinking skills.

Students' Level of Thinking Skills	Total Student	Percentage
HOTS (high order thinking skill)	1 student	3.3 %
MOTS (middle order thinking skill)	11 students	36.6 %
LOTS (low order thinking skill)	18 students	60 %

Based on the table above, the majority of students (60%) are still included as students who have low level thinking skills. This finding is not surprising because it refers to the results of the National Examination held by the government which are still not satisfactory. From (36.6%) students were better by having medium or intermediate level thinking skills. Unfortunately, only one (3.3%) student is capable of having high-level thinking skills.

Picture 1. The result of student's exercise at the medium level thinking skill using Herringbone
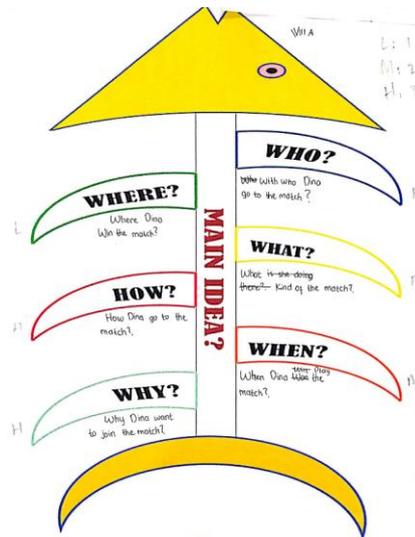
From the data collected, only one (1) student is able to reach a high level of thinking skill. Can be seen from the majority of students' answer who have reached the ability to think at a high level (HOTS). Although out of the six (6) questions, there are still one (1) question that are in the lower level thinking skill (LOTS) and two other questions that are in the medium level thinking skill (MOTS).

The achievement of higher order thinking skills can be seen in the "HOW" question. The student makes the question "How Dina go the match?" by developing from the information received that "Dina won the match". He does not repeat the information about "won" instead of trying to formulate a question asking about information that is usually contained in the language structure of recount text that is orientation, using the word "go". Even though there are errors in grammar, however, the idea of using the word "go" to get other information from the existing information is included in higher-order thinking skills.

In line with this question is a question about "WHO". From this question other information will be obtained related to the involvement of the people accompanying Dina. Using this question, information will be obtained that besides Dina, there are also other figures involved so that "Dina won the match".

The last question made was "Why Dina want to join the match?."A question will make the story coherent, from one event to another so that in the end "Dina won the match". The essence of this question will invite people to analyze Dina's reasons as a recount text must describe the linguistic elements in the form of series of events.

Picture 2. The Result of Student's Exercise at the Medium Level Thinking Skill Using Herringbone
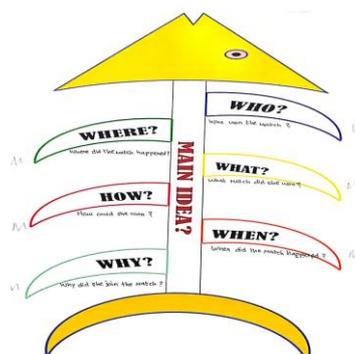
A total of 11 students are included in groups that have moderate thinking ability (MOTS). Most of these students can already use information in different domains, for example in the question "HOW", students write "How could she won?". By repeating the word "she won" derived from the information "Dina won the match" the student adds the word "could" so that he is able to use information in a different domain.

On the questions "WHEN?" and "WHERE?" the majority of students who have moderate thinking ability (MOTS) slightly modify it by writing "When did the match happened?" or "Where did the match happened?". The word "happened" refers to events according to the instructions "Dina won the match". The information is almost certainly found in the text because these two questions are part of the text structure that forms recount text.

Students belong to moderate thinking ability (MOTS) on some questions have a variety starting from HOTS and LOTS. However, they are still grouped into students who have moderate thinking ability because most (at least 3 out of 6 questions) are included in the MOTS group. There is a diversity that leads to HOTS (1 or 2 questions), some are more inclined in the LOTS group (1 or 2 questions).

Picture 3. The Result of Student's Exercise at the Low Level Thinking Skill Using Herringbone
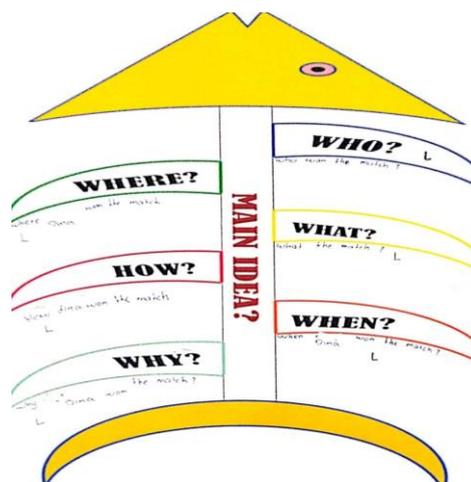
Most (18 students) are still included in groups who have low-level thinking skills. Learners repeat and mimic the sentence "Dina won the match" by adding "Where, When, How, and Why" to "Where Dina won the match?", "When Dina won the match?", How Dina won the match?", and "Why Dina won the match?". Repetition shows clearly that students are still in the group with low-level thinking skills.

CONCLUSION

There are eighteen students are in Low Order Thingking Skill (LOTS) level, in which in making several questions based on WH- Question they are able to repeat and imitate based on the accepted information only. Otherwise the eleven students are in Middle Order Thinking Skill (MOTS) in which they are able to think in different domain. And only one of the whole students has Higher Order Thingking Skill (HOTS) in which they are able to improve and creat an idea from the information given.

REFERENCES

Bagarukayo, E. (2012). The impact of learning driven constructs on

perceived higher order cognitive skills improvement: Multimedia vs text. *International Journal of Education and Development Using Information and Communication Technology*, *8*, 120–130.

Chykasuriani, &Jufri. (2013). Teaching reading by using herringbone technique at junior high school. *Journal of English Language Teaching*, *A*.

Dinni, H. N. (2018). HOTS (High Order Thinking Skills) dan kaitannya dengan kemampuan literasi matematika. *Prisma, Prosiding Seminar Nasional Matematika*, *1*, 170–176. Semarang: UniversitasNegeri Semarang.

Drisko, J. W., &Maschi, T. (2016). *Content analysis (Pocket guides to social work research methods)*. Oxford United States of Amerika: University Press.

Fanani, M. Z. (2013). Strategi pengembangan soal High Order Thinking Skill (HOTS) dalam kurikulum 2013. *Edudeena*, *II*, 57–76.

Harsono, et al. (2012). *PengaruhStrategi Know Want To Learn (Kwl) dan minat membaca terhadap kemampuan membaca siswa*.

Kemendikbud.(2017). *Modul Penyusunan Soal Higher Order Thinking Skill (HOTS).* Modul Penyusunan Soal Higher Order Thinking Skill (HOTS).

King, F. J., Goodson, L., &Rohani, F. (n.d.). Higher order thinking skills. Retrieved from http://www.cala.fsu.edu/files/higher_order_thinking_skills

Kurniawan, A. Y., &Indrawati. (2016). The Effectiveness of Herringbone Technique To Teach Reading Of Narrative Text. *Journal of English Language Teaching, (Journal of English Language Teaching)*, *5*.

Mardiyani. (2014). *Improving students's reading comprehension on narrative text thought Herringbone Technique*. Pontianak: UNTAN.

MckNight, K. S. (2010). *The teacher's big book of graphic organizer that helpkids with reading ,riting, and the content areas.* San Fransisco: Jossey-Bass.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook.* (Third). USA: Sage Publications.

Mutiara, M. O. (2013). Analisisstandarisi Bahasa Inggris SMP dan SMA. *JurnalPendidikan Dan Kebudayaan*, *9*, 140–155.

Ningrum, A. S. B., &Widyawati, E. (n.d.). Improving student's reading comprehension skill using Herringbone Technique at MTs Al-Fattah Badas. Retrieved from http://inferensi.iainsalatiga.ac.id.

Nurlinda, S. (2017). *The Influence of using Herringbone technique toward students' reading comprehension in recount text at the first semester of the eight grade at SMPN 17 Bandar Lampung in the academic year of 2017/2018.* [Skripsi]. Lampung: Tarbiyah and Teacher Training Faculty RadenIntan Lampung State University.

Pujiono, S. (2012). Berpikir kritis dalam literasi membaca dan menulis untuk memperkuat jati diri bangsa. *Prosiding PIBSI XXXIV*, 778–783. Angkasa.

Rosnawati, R. (2012). *Enam tahap aktivitas dalam pembelajaran matematika untuk memberdayagunakan berpikir*

tingkat tinggi siswa. Yogyakarta: UniversitasNegeri Yogyakarta.

Rosyida, et al. (2016). Keterampilan meta kognitif dan hasil belajar kognitif siswa dengan pembelajaran reading Concept Map-Timed Pair Share (Remap-TmPs. *Jurnal Pendidikan: Teori, Penelitian Dan Pengembangan,1*, 622–627.

Sandy, F. (2013). Penerapan metode cooperative integrated reading and composition (circ) untuk meningkatkan kemampuan menemukan gagasan utama sebuah teks pada siswa kelas VII di SMP Negeri 3 Batu tahun ajaran 2008/2009. *Jurnal Artikulasi*, 7.

Sugiyono. (2011). *Metode penelitian kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

Sujono, Y. N. (2011). *Metode pengembangan kognitif*. Jakarta: Universitas Terbuka.

Widodo, T., &Kadarwati, S. (2013). Higher order thinking berbasis pemecahan masalah untuk meningkatkan hasil belajar berorientasi pembentukkan karaktersiswa. *Cakrawala Pendidikan*, *1*, 161–171