

## Tenth Graders' Reading Comprehension in Understanding Announcement Text Through the Implementation of Higher-order Thinking Skills

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### Abstrak

Saat membaca teks dalam Bahasa Inggris, sebagian besar siswa mengalami kesulitan dalam menerapkan Keterampilan Berpikir Tingkat Tinggi (HOTS) mereka karena itu adalah tingkat pemikiran lanjut yang membutuhkan kemampuan menerapkan dan mengevaluasi teks dalam Bahasa Inggris. Selain itu, siswa perlu fokus pada berpikir kritis, berpikir logis, berpikir reflektif, metakognitif, dan berpikir kreatif. Oleh karena itu, peneliti bertujuan untuk meneliti penerapan Keterampilan Berpikir Tingkat Tinggi oleh siswa kelas sepuluh dalam memahami teks pengumuman. Penelitian ini menggunakan penelitian kualitatif deskriptif untuk menggambarkan siswa kelas sepuluh menerapkan keterampilan berpikir tingkat tinggi (HOTS) untuk memahami teks pengumuman dan kemampuan membaca siswa kelas sepuluh dalam memahami teks pengumuman melalui penerapan keterampilan berpikir tingkat tinggi. Selanjutnya, penelitian ini dilakukan di salah satu kelas pemasaran siswa kelas sepuluh Sekolah Menengah Kejuruan di Surabaya. Objek penelitian ini adalah 40 siswa dan seorang guru Bahasa Inggris. Peneliti menggunakan observasi dan tugas pemahaman membaca siswa. Setelah mengumpulkan data, peneliti menganalisis data dengan menggambarkan informasi dari catatan lapangan dan tugas-tugas pemahaman membaca siswa. Berdasarkan data, penerapan Keterampilan Berpikir Tingkat Tinggi oleh siswa kelas sepuluh dalam memahami teks pengumuman, sejalan dengan taksonomi pembelajaran (Bloom, 1956) yang telah direvisi oleh Anderson & Krathwohl (2001). Selanjutnya, berdasarkan pada tugas siswa, sebagian besar siswa menjawab pertanyaan yang membutuhkan keterampilan menganalisis mereka dengan benar. Namun, beberapa siswa masih menjawab pertanyaan evaluasi dengan jawaban yang tidak tepat.

**Kata Kunci :** *pemahaman membaca, teks pengumuman, keterampilan berpikir tingkat tinggi*

### Abstract

While reading text in English, most of students have difficulties in implementing their Higher Order Thinking Skills (HOTS) because it is the advance level of thinking that requires the ability of applying and evaluating text in English. In addition, the students need to focus on critical thinking, logical thinking, reflective thinking, metacognitive, and creative thinking. Therefore, the researcher aimed to investigate the implementation of Higher Order Thinking Skills by tenth graders in understanding announcement text. This research used descriptive qualitative research to describe tenth graders' implement higher-order thinking skills (HOTS) to understand announcement text and tenth graders' reading ability in understanding announcement text through the implementation of higher-order thinking skills. Further, this research was conducted in one of tenth graders marketing class of Vocational High School in Surabaya. The object of this study were 40 students and an English teacher. The researcher used observation and students' reading comprehension tasks. After collecting the data, the researcher analyzed the data by describing the information from the field note and students' reading comprehension tasks. Based on data, the implementation of Higher Order Thinking Skills by the tenth graders in understanding announcement text was in line with the learning taxonomy (Bloom, 1956) that had been revised by Anderson & Krathwohl (2001). Furthermore, based on the students' task, most of the students answered the questions requiring their analyzing skills correctly. However, some students still answered the evaluating questions incorrectly.

**Keywords:** *reading comprehension, announcement text, Higher Order Thinking Skills*

## INTRODUCTION

Reading skill helps the students form their opinions, develop their ideas to others, build a meaningful conversation, and show their comprehension of reading passages through the tasks given, and step up to the other skills (Ratnaningtyas, 2011). Besides, reading also provides vocabulary, grammar, punctuation, and the way the students construct sentences, paragraphs and texts (Hammer 1998).

Moreover, announcement text helps the marketing students in Vocational High School to engage their main major to English that will help them to get better job after they are graduated. Announcement text can be designed as the business related texts that are prioritized in order to prepare the students to compete in the business world through their English skills.

Besides, 2013 Curriculum demands lower-order thinking skills (LOTS) and higher-order thinking skills (HOTS). Lower-order thinking skill (LOTS) is the basic skill that focuses on remembering, understanding, and applying (Bloom, 1956). After reaching those components, students also need to figure out how to comprehend the higher-order thinking skills (HOTS). Based on Bloom Taxonomy revised by Anderson and Krathwohl (2001), higher-order thinking skill (HOTS) includes three stages of analyzing, evaluating, and creating that focuses on critical thinking, logical thinking, reflective thinking, metacognitive, and creative thinking. Additionally, the higher-order thinking also requires the capability of applying knowledge, skills, and values in reasoning, reflection, problem-solving, decision making, innovating and creating something new (Anderson and Krathwohl, 2001).

The use of higher-order thinking skill (HOTS) is supposed to be implemented appropriately in order to enhance the students reading comprehension. It is believed that students need to comprehend both lower-order thinking and higher-order thinking skills. Based on the background of the study, the researcher states some research questions as substantial things to elaborate.

1. How do the tenth graders implement higher-order thinking skills (HOTS) to understand announcement text?
2. How is the tenth graders' reading comprehension in understanding announcement text through the implementation of higher-order thinking skills?

## RESEARCH METHOD

Qualitative approach and descriptive as the research design will be used. According to Ary

(2010), qualitative research provides detailed explanation through intuition, complex reasoning, possible research question, schematic framework, alternative design, and strategies for collecting data. Therefore, the data and result will be presented in the form of narrative words and picture encompassing description and explanation rather than numbers and statistics (Ary, 2010). In addition, the data of this research is the descriptive data in how the students implement their higher-order thinking skill in enhancing their reading comprehension to understand the announcement text. So, all the data are descriptive data and analyzed descriptively.

In addition, Bogdan & Biklen (1992) had stated that there are five characteristics of qualitative research. First, the data and the setting are natural. There is no intervention by the researcher while conducting the research. Thus, the data that the researcher gets will be an unmodified data. Second, the data that the researcher gets is in the form of words, phrases, or sentences. Third, the sample is taken with the specific purpose, not from random sampling. Fourth, the data analysis is done while collecting and interpreting the data. Last, the content focuses on the qualitative approach. Based on the explanation above, it is clear that this study meets those five characteristics and is categorized as qualitative research.

In this study, the researcher read and re-read field notes that will be written during the observation how students implement the higher-order thinking skill in understanding announcement text. The purpose is to make the researcher familiar with the data that ease the understanding of the data. After that, the researcher organized the data. Then it is continued to the second stage.

### *Coding and Reducing*

After familiarizing and organizing, the researcher did coding and reducing. The aim of coding is to develop the concept of the raw data. In this stage, the researcher read and re-read all the data, then shorted it. Then, some unimportant data that is not related to the research will be reduced.

### *Interpreting and Representing*

In the last stage, the researcher interpreted the data conducted from the previous stages. The implementation of higher-order thinking skills in understanding text was described. Then the researcher presented the result of the study.

To answer the second research question, the researcher analyzed the students reading comprehension. The result of six students reading comprehension were analyzed based on the objectives of learning announcement text in the syllabus. The result of students reading

comprehension described their comprehension in understanding announcement text through the implementation of higher-order thinking skill.

## RESULT AND DISCUSSION

### **The Tenth Graders' Implementation of Higher-Order Thinking Skill (HOTS) to Understand Announcement Text**

The researcher conducted the first observation on Monday, November 5<sup>th</sup> 2018. The English class was started at 10:45 a.m. The researcher sat at the back of the class. When the teacher was talking to the students, the researcher was preparing the instrument of observation. The field notes were prepared to help the researcher to answer the first research question about how tenth graders implement higher-order thinking skill (HOTS) to understand announcement text. The student began observing the text as the first stage of scientific approach. The students were asked what they knew about announcement. Then, the students opened their books and have a look at the examples of announcement text given. Some students were reading the examples of announcement loudly while the teacher and some of their classmates corrected pronunciation, intonation and word stress. This stage only involved the Lower Order Thinking Skills of the students.

Then, the students analyzed the text in their books and identify the characteristics of the announcement text. The student classified the social functions, structure, and language features of announcement text. The students discovered the social function, structure, and language features of announcement text with the guidance from the teacher. This stage involves the Higher Order Thinking Skills.

After that the students associated the announcement text with another text in English. The students implemented the next scientific approach questioning. The teacher guided the students and gave the students bait statements and question to activate students' Higher Order Thinking Skills. The students also compared the announcement text with another text. It encouraged the students questioning about the announcement text and another text in English. This stage also involves the students' Higher Order Thinking Skills.

The second meeting and observation was on Monday, November 12, 2018. As the same as the previous meeting, the English lesson started at 10:45. The students reviewed the discussion on the last meeting. It was about the characteristic, generic structures, and language features of announcement text. Then, the students discussed the last task to bring the other examples of announcement text.

Two students that brought the other examples of announcement text.

After that, students opened their books. After reading some examples in their books, the students implemented exploring as the next stage of scientific approach by asking the students to explore more examples of announcement text that they might find. The students also related the announcement text to the workplace and marketing field in order to link the students' interest and department to the material. Then, one of the students wrote down the copy of examples of announcement texts, which their classmates already found, on the whiteboard.

After the other groups presenting their work, the teacher gave the students some reading comprehension. The researcher also used this for the instrument to answer the second research question about students' comprehension in understanding announcement text through the implementation of higher-order thinking skills. The observation did not continue until the third meeting since the third meeting was about writing and speaking announcement text.

### **Tenth Graders' Reading Comprehension in Understanding Announcement Text Through The Implementation of Higher-Order Thinking Skills**

The students were given a worksheet with fifteen multiple choices questions. Multiple choices were given to examine how the students implement their Higher Order Thinking Skills not only for texting their English, but it also to prepare the students for the national examination.

Eight questions require the Higher Order Thinking Skills of the students and seven questions only require Lower Order Thinking Skills. The questions that involve Higher Order Thinking Skills are questions 1, 2, 5, 9, 11, 13, and 15. In this study, the questions with Higher Order Thinking Skills become the focus in order to answer the second research question.

There are six students as sample, two students as the representative of each category: excellent, average, and poor ability of reading comprehension (Yin, 2002). Their categories are known from their score from reading descriptive text in the previous text that they learnt. The list of the students' reading comprehension in descriptive text is presented in

They were given the same level of reading comprehension to assess their comprehension in understanding announcement text through the implementation Higher Order Thinking skills. The questions are classified into three stages of Higher Order Thinking Skills: analyzing and evaluating, since the main focus of this study is students'



reading comprehension. The table below represents the questions, HOTS aspects, and the relation of the question to 2013 curriculum.

Table 4.2 Presents the HOT Stages of the Question

No	Question	HOTS Stages
1	What is the announcement about?	Analyze the social function of announcement text. (Analyzing)
2	After reading the announcement, what will the customers probably do to get Sergio's Pizza?	Estimate the further action from the implicit and explicit information from the announcement text. (Evaluating)
5	What is benefit of Sergio's Pizza Millersville renovation for the customers?	Analyze the implicit information from the announcement text by identifying motives and causes. (Analyzing)
9	After reading the announcement, what will the scout's members probably do?	Estimate the further action from the implicit information from the announcement text (Evaluating)
11	What is the announcement about?	Analyze the social function of announcement text. (Analyzing)
13	Why is it a must for all employees to come to the meeting?	Evaluate the motive and action by combining implicit and explicit information from the announcement text. (Evaluating)

Based on the table above, it is known that Question 1, Question 5, and Question 11 require the students to analyze the announcement texts. Then, Question 2, Question 9, and Question 13 require the students to evaluate the announcement texts.

Analyzing is the first stage of Higher Order Thinking Skill. In this stage, tenth graders needed to involve their cognitive process such as differentiating, organizing and distributing. In Question 1, the tenth graders needed to analyze the social function of announcement text. Most of students answered the question correctly. Student 24, Student 2, Student 20, and Student 23 answered Question 1 correctly. Only Student 38 that answered it incorrectly. Next, in Question 5, the tenth graders needed to analyze the implicit information from the announcement text by identifying motives and causes. There were four students that answered correctly. They were

Student 24, Student 35, Student 20, and Student 23. However, Student 2 and Student 38 chose the wrong answer. Lastly, Question 11 asked the social function of announcement text, similar to Question 1. The result is also similar to Question 1, there were five students that succeed to answer Question 5 correctly. Only Student 23 that still failed in choosing the answer.

The next step of Higher Order Thinking Skills are evaluating. To evaluate the announcement text, it requires cognitive processes that are involved. They are checking and criticizing. In Question 2 and 9, some students succeeded to answer the questions correctly. Student 24, Student 35, Student 2 and Student 20 succeed to estimate the further action from the implicit and explicit information from the announcement text. However the students that classified into poor group, Student 23 and Student 38 failed to estimate the further action from the implicit and explicit information from the announcement text. Further, the common result also appeared in Question 13. Student 24, Student 35, Student 2 and Student 20 succeed to evaluate the motive and action by combining implicit and explicit information from the announcement text.

From the explanation above, it is known that the tenth graders got various scores in answering Higher Order Thinking Skills questions. Students 35, from excellent group, got the highest score, with 6/6 correct answers. With this circumstance, Students 35 succeed answering 3 questions in analyzing stage and 3 questions in evaluating stage. Then, another student from excellent group, Student 24 answered 6 questions correctly from 6 questions given. Student 24 succeed analyzing three questions and evaluating three questions. Further, Student 20 from average group answered 6 question correctly from 6 question given. Student were able to analyze 3 questions and evaluate 3 questions. Next, Student 2 got 5 correct answers from 6 questions given. Student 2 were able to analyze 2 questions and evaluate three questions. From the poor group, Student 23 answered 2 questions correctly from 6 questions given. Both question Student 23 answered correctly were in analyzing stage. Lastly, Student 28 did 1 question of analyzing correctly from 6 questions given.

To sum up, the result shows that most of students were already able to analyze the announcement texts. However, only some students were able to evaluate the announcement text. In addition, two students were able to create the detail information by modifying the sentence of announcement text given.

### Discussion

Higher Order Thinking Skills (HOTS) are the level of thinking that include three stages of

analyzing, evaluating, and creating that focuses on critical thinking, logical thinking, reflective thinking, metacognitive, and creative thinking (Bloom, 1956, revised by Anderson, 2001). The Higher Order Thinking Skills can occur in every stage of scientific approach as long as the activity involves at least one of three aspects of HOTS: critical thinking, creative thinking and problem solving (Arifin, 2010). In the revised version of 2013 Curriculum, the government adds HOTS as a part of lesson plans and activities (Paparan Pemdikbud cited in Kusuma, 2018).

Regarding the circumstance, the students, especially English learners in Indonesia try to make themselves accustom with the texts with Higher Order Thinking Skills. It is hoped that by acquiring the Higher Order Thinking Skills in reading comprehension, they will get higher score in National Examination. Besides, the Higher Order Thinking Skills also help the students to get the better understanding to the texts written in English as the target language. In the Vocational High School chosen by the researcher, most students are already familiar with Higher Order Thinking Skills. The researcher did the observation in two meetings, while the teaching and learning process of reading announcement text was conducted. However, based on the teacher's lesson plan, the teaching and learning process of announcement text was conducted in three meetings. Since the last meeting was about speaking and writing, the research was done only in two meetings.

Reading functional text contains of three main stages (Abbot et al, 1981). The first stage is pre-reading, while the students are stimulated about what they are going to read and learn in the next stage. This stage requires the Lower Order Thinking Skills of the student. The second stage is while-reading. In this stage, the students begins to activate their Higher Order Thinking Skills when the students analyze and evaluate the reading passage. From the first meeting, it is known that the teacher has a vital role in guiding the students to implement their Higher Order Thinking Skills. The teacher tried to activate the Higher Order Thinking Skills by asking and triggering the students to discover the characteristics including social function, generic structure, and language features of announcement text. The students were also able to discover what is necessary to form an announcement text, for instance the detail information that supports the announcement text.

The teacher did not just give the material but let the students think and discover by their own. When the students got the difficulties while implementing their Higher Order Thinking Skills to discover the characteristics of Higher Order Thinking Skills, the teacher tried to guide and provide the students with more questions and

statements that could trigger the students to solve the problem. The students could still be independence English learners since the teacher did not provide all the answer directly to the students. Even though most of students could use their Higher Order Thinking Skills and follow the guidance of the teacher in discovering the characteristics of Higher Order Thinking Skills well, however, there were some students that did not give any response during the teaching and learning process. They sat at the back and sometime they were busy talking or drawing something in their books pretending to take note of the lesson.

Further, when the students compared the announcement text with recount text, some students already recognized the differences characteristics and purpose between announcement and recount text. However, they still needed the help from the teacher to recall what they already learnt about recount text. Even though some students were still confused and chose to wait the explanation from the teacher instead of involving themselves in the discussion, some students already succeed to make meaningful question that led them to discover a new language feature. It means that most of students could implement their Higher Order Thinking Skills. But again, some students were still confused with the discussion.

In the second meeting, some students bring a copy of announcement text that they found on internet or other sources. Not all students were required to bring the announcement texts to explore, since it was not must. Before exploring the announcement text that they bring, the students tried to analyze the social function, generic structure, and language feature from the announcement text in their textbook. They did not find it hard and succeed to analyze it together with their classroom. Further, the students gave the positive responses when they tried to associate the announcement text with their major of learning. They were able to evaluate the announcement texts that are related to the marketing field and workplace by implementing their Higher Order Thinking Skills.

At that day, the teacher had a good chance to improve the teaching and learning process when there was an unintentional intervention of announcement from another teacher. It was a spoken announcement in Indonesian. Teacher set it as a chance to improve the material and bring the authentic example to the class by first adapted it English. Further, the students analyzed and evaluated it as a spoken example of announcement text. The teacher tried to trigger their critical thinking and gain their attention in the middle of teaching and learning process. Also, the students

improved their vocabulary since the word 'rehearsal' was a new word for some students.

When some of their classmates presented their reading discussion, the students gave positive feedback and completed the work done by their classmates. Moreover, some students could understand and find the synonym of words, in the announcement from other sources.

In conclusion, the Higher Order Thinking Skills were implemented well by most of students in the process of reading understanding the announcement text. Some students were still passive during the discussion, especially the ones who sat at the back. But generally, the tenth grader of one of Vocational High School in Surabaya succeed in implementing their Higher Order Thinking Skills in understanding announcement text.

The comprehension in understanding announcement text through the implementation of Higher Order Thinking text means transferring information through the interaction of readers' advance thought to analyze, evaluate, and create the announcement text. In order to examine the ten graders' comprehension in implementing their advance thinking, the reading tasks with HOTS type of questions were given. The questions are also the indicator whether the learning goal already accomplished by the tenth graders or not. In the task, there were three kinds of announcement text with five questions in each passage. So there were fifteen numbers of question in total, and eight of them are required tenth graders' advance thinking. The questions were also in line with the goal set by the government in the revised 2013 curriculum.

In this discussion the researcher classifies the questions based on three stages of Higher Order Thinking Skills according to the newest revision of Bloom's taxonomy of reading: analyzing and evaluating (Anderson & Krathwohl, 2001) that are discussed genuinely below.

According to Anderson & Krathwohl (2015), while analyzing text, students implement a procedure to separate the data into smaller part and analyze it to see the connection between each part and the entire pieces of the structure. In this stage, tenth graders were separating, arranging and crediting. Those 3 activities can be widening into comparing, organizing, deconstructing, attributing, outlining, finding, structuring, and integrating. In this study, the tenth graders actualize their analyzing skill by analyzing the social function of announcement text in Question 1 and Question 11, and analyzing the implicit information from the announcement text by identifying motives and causes.

### Question 1

In Question 1, students need to use their Higher Order Thinking Skills in analyzing the social function of announcement text. From the result in the previous section, it is known that Student 24, Student 35, Student 2, Student 20, and Student 23 answered the question correctly. Only Student 38 that chose the incorrect answer. Student 35 answered that the announcement text was about the closing of Sergio's Pizza Millersville, Lewisburg and Southcenter Mall, instead of the temporary closing of Sergio's Pizza Millersville. In the announcement passage, it is mentioned that Sergio's Pizza Millersville would be closed from December 1 through December 31 2018, but there would be other outlets available which are in Lewisburg and Southcenter Mall.

From the explanation above, it can be concluded that five of six students already have the comprehension to analyze the social function of announcement text in the figure 4.1 above. Only one student from the poor scoring sample failed to implement the Higher Order Thinking Skills in analyzing the passage.

### Question 5

Question 5 requires tenth graders to analyze the implicit information from the announcement text by identifying motives and causes by implementing their Higher Order Thinking Skills. In this type of question, four students answered it correctly. In the passage, it is stated that Sergio's Pizza Millersville would install additional customer seating. Student 24, Student 35, Student 20, and Student 23 already had the comprehension to analyze the implicit information from the passage by identifying motives and causes.

In contrast, the rest of the students answer it incorrectly. They still failed to answer what benefit of Sergio's Pizza Millersville renovation for the customers is. Their answers were the customers will get the additional topping for their pizza. It is assumed that the students caught the word "additional" as the clue in answering the question.

### Question 11

Identical to Question 1, Question 11 is testing how the tenth graders analyze the social function of announcement text given in the worksheet. However, the passage given for Question 11 has little in common compared to the passage given for Question 1. The passage given for Question 11 is the announcement text written to marketing department employees. Beneficially, the text tends to acknowledge the tenth graders to their learning major in the Vocational High School. It gives them a slight working place atmosphere and vibe that helps them to engage their main department and learning field to their EFL learning process. In



addition the students were not only analyzing the text, but they also familiarizing themselves for what they may face in the future at the same time.

In question 11, five of six students answered the question correctly as they were asked to analyze the social function of the announcement text. In the passage it is stated that there will be an urgent meeting this afternoon, March 7th 2018 at 1 p.m. in the meeting room. That being said, the multiple choices given were not stated clearly as the passage. With this circumstance, the students need to involve their Higher Order Thinking Skills for answering the text.

Student 24, Student 35, Student 2, Student 20, and Student 38 answer that the text is about the impromptu meeting this afternoon. In this case, the succeeded to involve their Higher Order Thinking Skills well in analyzing the text. Nevertheless, Student 23 still needed to improve the advance thinking more since the answer did not meet the expectation yet since his/her answer for this question was the impact of the customers' complaint.

With this circumstance, it can be concluded that most of students already had the basic comprehension of Higher Order Thinking Skills to analyze announcement texts given. In addition, most of the students were able to analyze the social function of the text and the implicit information from the announcement text by identifying motives and causes.

According to Anderson & Krathwohl (2001), Evaluating is a procedure of settling on choice or judgment dependent on top to bottom reflection, criticism, and assessment by utilizing criteria and principles. To evaluate the passage, tenth graders are required to settle on a choice or judgment about a strategy, item, material, and thoughts by checking and examining the text. The instances of the operational action word that can be utilized in this procedure are checking, hypothesizing, investigating, testing, judging, testing, recognizing, and observing.

In the tenth graders' worksheet, there were four question that involve tenth graders' evaluating skill. Question 2 and Question 9 requires the students to estimate the further action from the implicit information from the announcement text. Further, Question obliges the students to decide the solution by compiling information together in a different way by combining information from the announcement text. Lastly, the students needed to evaluate the motive and action by combining implicit and explicit information from the announcement text in Question 13. This section represents the discussion of tenth graders abilities to evaluate Question 2, Question 9, and Question 13.

## Question 2

In Question 2, the tenth graders needed to evaluate the announcement text by estimating the further action from the implicit information from the announcement text. In addition, the text given for answering Question 2 was integrated to English for Marketing which was related to their main major in Vocational High School.

Students were required to evaluate the text and find out what the customers would probably do to get Sergio's Pizza after reading the announcement text. In the passage given, it was stated, "Sergio's Pizza still operates in the following nearby available pizzerias: Sergio's Pizza Lewisburg, and Sergio's Pizza Southcenter Mall." Student 24, Student 35, Student 2, and Student 20 answered, "The customers will go to the other branches of Sergio's Pizza." In this circumstances, they were able to evaluate implicit information given since it the answer was not clearly stated in the passage.

Otherwise, two students did not reach the expectation since they answered the question incorrectly. Student 23 answered that the customers would install Sergio's Pizza application in their phone. In the text, it was stated that 'additional customer seating can be installed'. The word 'installed' in the text became a mistaken hint for Student 23 that let him/her chose the wrong answered that has the same word on the sentence. Further, Student 38 chose 'The customers will go to Sergio's Pizza Millersville,' as the answer. This indicates that Student 38 still did not have the comprehension evaluate the announcement text given to answer this question since the passage was about the closing of Sergio's Pizza Millersville.

## Question 9

In Question 9, the tenth graders had to estimate the further action from the implicit information from the announcement text. Before choosing the correct answer, the students needed to evaluate the whole announcement text and estimate what the scouts probably would do. In the text, it was written that the camping would last for three days. From that statement, the scouts would probably prepare the equipment needed for three days.

Student 24, Student 35, Student 2, and Student 20 chose the correct answer in Question 9. On the flip side, Student 23 and Student 38 answered that the scouts would probably enroll themselves to Mr. Dedi. In the passage, there was no statement that the scouts needed to enroll themselves to Mr. Dedi. This circumstance indicates that Student 23 and Student 38 misunderstood the statement "For Further information, please contact Mr. Dedi," as written in the text.

**Question 13**

Question 13 required the tenth graders to evaluate the motive and action by combining implicit and explicit information from the announcement text. The announcement text given in this question was related to the work space. The announcement text was written to the marketing employee. It was about an urgent meeting to discuss customers' complain. By evaluating this text, the students got the chance to relate their major learning field to English.

In this question, the tenth graders had to evaluate why the meeting was crucial and all the employees were required to come. In the passage it was only stated, "Since the topic is very important, presence is a must." Student 24, Student 35, Student 2, and Student 20 answered that the meeting all employees had to come so they could discuss the important topic effectively. This occurrence indicates that they were already able to evaluate the motive and action by combining implicit and explicit information from the announcement text. On the contrary, Student 23 answered that the employees had to come so they would not forget to bring the document needed. The statement "so they would not forget to bring the document needed" may be related to the statement "Don't forget to bring documents needed," written in the passage. It indicates that Student 23 still relied on the Lower Order Thinking Skills. In line with Student 23, Student 38 also chose the incorrect answer. Student 38 answered that the employees had to come to the meeting so they would not get any complain from the customers. Instead, the customers' complain was the main topic of the topic. From the answer it is known that Student 38 was not able to evaluate the announcement text given properly.

Based on the discussion above, it can be concluded that the students from the excellent and average group already had the comprehension to evaluate the announcement texts. Otherwise, the students from poor group still found the struggle to evaluate the implicit and explicit detail information given in the announcement text.

**CONCLUSION**

From the observation, the researcher can conclude that the implementation of Higher Order Thinking Skills by the tenth graders in understanding announcement text was in line with the learning taxonomy (Bloom, 1956) that had been revised by Anderson & Krathwohl (2001). In the teaching and learning process, the tenth graders applied the Lower Order Thinking Skills. With the guide of the teacher, the students passed the remembering, understanding, and applying in the first meeting. Further, in the second meeting, they started analyzing, evaluating, and creating the

announcement texts which are the stages of Higher Order Thinking Skills. In analyzing stage, the students identify the characteristics and associate the social function, structure, and language feature of the announcement texts. Then, the students explore and discuss the announcement from other sources and present the announcement with the correct language component, in analyzing stage.

Furthermore, based on the students' task, most of the students answered the questions requiring their analyzing skills correctly. However, some students still answered the evaluating questions incorrectly.

**SUGGESTIONS**

After undertaking the research, the researcher would like to give some suggestions for the teacher, the students and the future researchers

1. For the teacher, they should give the students tasks which represent the implementation of Higher Order Thinking Skills. Moreover teaching Vocational High School needs creativity to engage the major learning of students and English, and at the same time
2. For the students, they need to understand that English is a skill not a science. With this circumstance, the students should be active while applying Higher Order Thinking Skills in understanding text in English in order to master the target language.
3. For the future researchers, as if they want to continue the study of Higher-Order Thinking Skills in the reading class, they should improve the research design.

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