

# STUDENTS' HIGH ORDER THINKING SKILLS ON NARRATIVE ESSAY WRITING

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## Abstrack

The purpose of this study was to know how high order thinking skills on narrative essay writing constructed by the students'. This research used qualitative method which focused on content analysis. The researcher use students final document of narrative essay written by students of 2018-B class as a the research data. The total of narrative essay are 20 essay but the researcher only found eleven essay which are written purely narrative essay in fiction, romance, horror and mystery genre which is analyzed using indicator based on Revised Bloom's Taxonomy theory. The findings of the research showed that, almost all of the students narrative essay use HOTS in their writing indicates by three different stage of HOTS there are analyzing evaluating and creating

Key Word : High Order Thinking Skills, Narrative Essay Writing.

Writing has the main purpose to give the information and opinion for the reader in line with Mayer (2005) who mention that the aim of writing is to deliver some information, express idea, feeling, opinions, and experiences by writing it down, and so on. In conclusion writing is one of important thing in communication because not all the information can be delivered in spoken language. Writing is included into important skills for students to support their education and future. Writing skill also include in difficult in learning process because writing is complex activity and need more attention and more practice. The government focus on students' center and became the one application of High Order Thinking Skills in higher education.

High order thinking skills (HOTS) is students ability to think in high level not only about academic issues but also about their experience in everyday life which develop students logical knowledge and result for students Grammar. Paul & Elder (2002:26) highlight that better for students have ability in thinking skill, no matter the goals or the circumstance, and the problem in daily life good thinking skills will helpful in all situation not only in education context but also as a professional, shopper, employee, citizen, lover, friends, and situation in your life. It means that high order thinking is not only about academic issues but also in every part of life to present our opinion and make logical decision. High order thinking skills are include analyzing, evaluating, and creating that focus on critical thinking, logical thinking, reflective thinking, metacognitive,

and creative thinking (Krathwol & Anderson, 2002).It means that HOTS are skills that can help students able to analyze, to combine, to discuss, to judge, and to evaluate.

This research is conducted to investigate the higher order thinking skill on students writing final product of writing narrative essay towards students in English education at STKIP PGRI Jombang using theory revised Bloom's Taxonomy. The purpose of this research is to know how High Order Thinking Skills on narrative essay constructed by the students . The researcher hopes that this research give many advantages for education especially for students in higher education at STKIP PGRI Jombang and help the students to know well about High Order Thinking Skill in writing.

### **Methodology of the research**

The researcher applied content of analysis, because this research analyzed students' higher order thinking skill (HOTS) on narrative essay writing document. The data collection are qualitative data from students writing essay narrative text to know the distribution of higher order thinking skill level in students writing process and writing product to interprets data qualitatively. The subject in this researcher are the students of STKIP PGRI Jombang in English Department 2018 B class , with the total number around twenty students who active in essay writing class and have experienced in writing narrative essay. The Subject of the research is chosen by using purposive sampling, Because not all of the subject have same experience towards in narrative essay writing text.

The researcher conducted the research in the STKIP PGRI Jombang especially in students English department 2018- B class in third semester academic year 2019. This research used source data from students narrative essay writing in third semester 2018 B class in narrative essay final product that include in romance, horror , mystery and fiction genre at English education STKIP PGRI Jombang. There are five students narrative essay in fiction genre, three students narrative in horror genre, and two students narrative essay in romance genre and one student that write narrative essay in mystery genre , the total of the students that analyzed in this research is eleven students.

In this research have two step for data collection techniques they are: 1) Collecting the data of students written narrative essay from the documentation of students narrative writing in 2018 B class,2) Classifying the data from student's final product narrative essay writing based on revised bloom's taxonomy's using criteria of higher order thinking skills. Furthermore , in this research have four step in data analysis , they are;1) Identifying the data based on the research problem,2) Selecting and classifying the students writing narrative essay who use higher order thinking skill using HOTS category and write in romance, fiction, horror and mystery genre,3) Analyzing the result of selecting and classify student narrative essay writing using table criteria of HOTS and match with the students questionnaire,4) Drawing conclusion based on the result on the analysis.

### Criteria of Higher Order Thinking Skills

No	Criteria of HOTS	Indicator
1.	Analyze : Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose. (differentiating , organizing , attributing )	1. The students rewrite a story that already exist 2. The students re organize the story using their own word ,but still in the same line with original story
2.	Evaluate : Making judgments based on criteria and standards. ( checking and critiquing )	1.The students analyze the story that already exist, than make a conclusion and critiques about the story. Than the students write a story with the same theme but have some differentiate with original story.
3.	Create : Putting elements together to form a novel, coherent whole or make an original product ( generating and producing )	1. The students create/produce their original story based on their creativity.

the researcher use investigator triangulation to checking the validity and give open ended questionnaire for eleven students that already match with the research criteria to make sure that the students narrative essay is original from the students.

#### Findings

The statement of the problem is how is high order thinking skills on narrative essay writing constructed by the students ? The researcher analyzes students' final documents in the narrative essay which was followed with an open-ended questionnaire to check that the students' narrative essay writing already reflected HOTS. The theory for identifying students HOTS in essay narrative writing final product is based on revised Bloom's taxonomy by Karthwol & Anderson (2002).

#### 1. The Used of Higher Order Thinking Skills (HOTS) in Essay Narrative Writing

The result of narrative essay writing showed that the students already reflected HOTS in writing in fiction, horror , romance and mystery genre .

No	The Title of the story	Criteria of HOTS			Indicator
		Analyze	Evaluate	Create	
1.	There was Invisible Man That I Met			√	The creating indicator has shown that the students purely develop the story based on imagination, event though there is similarity the use of word, sentence, or the name of the character in the story. In line with students statement she develop the story based on her own idea. Another side that make this story different is in the end of the story the students added moral value for the reader that related with the story.

2.	Hayabusa		√		The evaluating indicator already shown in students story in narrative essay, because the story have the same storyline with an existing , but the students make some differentiate with original story and change ending of the story based on her own thinking. The students also make differentiate in the last paragraph , which is in the end of the paragraph the students give critique and suggestion for the character in the story that become moral value for the reader.
3.	The Truth			√	The students narrative essay already used creating stage , it is visible in the original story from students event tough the students story have the same title with other story, but the story line is quiet different. The students take different story line and theme with the other story that already exist.
4	Frustrated with an Arranged Marriage	√			The students narrative essay already reflected in analyzing stage , it is shown in the students story have the same theme and story line with other story with out any differentiate . The students only change the name of main character in the story. It is also same with the students statement, she got inspired from another story
5	Sadness in The stars			√	The students narrative essay reflected in creating stage , because the students able to create original story, event though there is another genre of story that use the same title, but the story is truly different. The creating indicator shown in the students genre and story line that different with other story.
6.	The Accident of Old House			√	The students narrative essay used create category to develop the story . It shown in the story the students develop based on personal experience that develop become story in horror genre with real conflict that have relation with daily live.
7.	Murder of School Girl			√	The students already create or produce original story without any plagiarism with other story, even tough the theme is generally take in horror genre the students able to develop original story. The conflict that happen in the story is realy from the students own idea, based on students statement event tough his story have the same theme with another story, he make a different storyline.
8.	Scary Night at Jum'at Kliwon			√	The students narrative essay writing show in creating stage , because the students story is original from students thinking without any similarity with other story and develop from students imagination combined with the students experience. From the students statement the story is develop from her experience and imagination event tough there is same story that have the same title.

9.	Gloria Japan Disaster		√		The students narrative essay already shown in evaluating stage . The students before write the story already make judgment other story that have the same story line, than from the judgment the students make a better story that different with original story which change the conflict and ending of the story.
10.	Tao and Luhan Were Frienship		√		The students narrative essay used HOTS in evaluating stage , because The students write the story got the idea from Korean drama. The students narrative essay have the same theme and story line with Korean drama, but the students write the story with different in conflict and ending of the story.
11	The Creepy Night			√	The students narrative essay already reflected HOTS in creating stage .Is shown that the students write the story based on experience that develop become a interesting story in horror genre, it make the story have no similarity with other story. The conflict that happen in the story also reflected with the daily life especially college.

## 2. The Process of High Order Thinking Skills on Narrative Essay Writing Constructed by the Students'

The students narrative essay already reflected HOTS in three stage there are analyzing, evaluating and creating stage. There are some indicator and process that the student's used to applied HOTS in their narrative essay writing.

### a. Analyzing Stage

The indicator of analyzing stage is the students only re write and re organize the story that already exist using their own word with out any differentiate . The process of the students writing reflected in analyzing stage are :

1. The students read the story that already exist.
2. Than, The students re write and re organize the story that already exist using their own word with out any differentiate with original story start from fist paragraph until the end of paragraph.
3. The students change the name of the character and background of the story.

### b. Evaluating stage

The indicator of evaluating stage is the students analyze the story that already exist, than make a conclusion and critiques about the story. The students write a story with the same theme but have some differentiate with original story. The students process reflected in evaluating stage are:

1. The students read and analyze the story that already exist.

2. After that, the students make a judgement including check and critiques about the story that become a point to make different story.
3. Than, The students write the same story, but make some differentiate with original story, for example change the conflict and ending of the story that make story more complete.
4. In the end of the paragraph the students added moral value about the story and also give some critique about the story.

c. Creating Stage

The indicator in creating stage is when the students able to create or produce their original story based on their own thinking and imagination without any plagiarism with other story. The students process reflected in creating stage are :

1. The students prepare the story that want to write.
2. Than, the students start to write and develop their own story. In creating stage the students feel free to develop their imagination and creativity.
3. In the end of paragraph the students added moral value for the reader to complete the story.

## Discussion

The researcher applies Revised Bloom's Taxonomy theory to analyze students' final products in narrative essay writing. From the data findings, the research found that the students' narrative essay writing already reflected in evaluating and create category HOTS in their narrative essay writing, from eleven students that already analyzed there are 6 students in creating stage,4 students in evaluating stage, and 1 student in analyzing stage .

In the evaluating stage when developing the story the students got the idea for the theme, storyline, and title from another story than make some judgment and critique about the story, then the students write their own story and make a different story with the original story, with added some new idea that makes the story more complete. Furthermore in creating stage the students able to create or produce their own story without any similarity with other story and in analyzing stage the students only reorganize the story that already exists using their own word without making any difference with original story. The researcher did not analyze all students' final products in narrative essay writing because only eleven students write a narrative essay writing in romance, fiction, horror, and mystery genre that include the criteria in this research.

## Conclusion

After analyzing the data about how is the students' Higher Order Thinking skills reflected in narrative essay writing on students final 2018- B at STKIP PGRI Jombang, then the research can conclude that the students narrative essay writing already reflected HOTS in analyzing , evaluating and creating stage . Analyzing stage shown when the students only re organize the story with out any differentiate with original story. In evaluating stage students HOTS seen when the students start writing the stories after making judgment from the other story that inspired them,

so in evaluating stage the students story still have the same with other story even though the students already write and modified the story based on their own language and imagination. Furthermore in creating stage students HOTS seen when students final product original from students own thinking and imagination without any plagiarism with other story, it means that in creating stage the students able produce and construct their own story.

From eleven students, only one student that indicate in analyzing stage because the student only reorganize the story without make differentiate with original story, four students reflected in evaluating stage because even though the students story have the same theme/title/story line with another story the students still make a differentiate and change some part of the story that make different with original story and six students in analyzing stage because the students create and produce their own story without any plagiarism from another story. Based on the findings of this research the researcher hope that the lecturer more pay attention to develop students HOTS in writing, and made sure to give the students motivation and chance to improve their imagination and critical thinking in order to make the students at the create category, For the future researcher who will identify in the same focus, they should be investigate HOTS in writing other genre of text than make a comparison how the students reflected HOTS in each genre of text. In addition the next researcher should get in depth analyzing about the students reason in reflected HOTS in writing.

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