

# READING “SONG LYRICS” IN SENIOR HIGH SCHOOL: A HOT’S FRAMEWORK

(A Classroom Action Research)

First Supervisor: Dr. Hj. Sri Setyarini, M.A.,Ling.

Co-Supervisor: Nicke Yunita Moechram, S.Pd., M.A.

## ABSTRACT

Ministry of Education and Culture (2013) proposed the need to instil Higher-order Thinking Skill (HOT’s) in school to prepare the 21<sup>st</sup> century workforce. This study was aimed to find out how critical reading strategies improve students’ higher-order thinking skills in reading song lyrics. This study employed action research as the methodology in tenth grade of senior high school which is divided into four phases namely *Planning, Acting, Assessing, and Reflecting* (as adapted from Kemmis & McTaggart, 1992). The data were gained through reading assessment, classroom observation and interview. According to *Cognitive Rigor Matrix* (CRM) in Hess (2009), the findings from 36 students’ writings, interview, and classroom observation exposed that the implementation of critical reading strategies based on the proposed Bloom’s Taxonomy in Anderson (2001) improved students’ higher-order thinking skills in the evaluating level.

**Keywords:** Critical Reading, Critical Reading Strategies, Higher-Order Thinking Skills