

INTRODUCTION

This chapter describes an overview of the study which consists of background of the study, research question, aim of the study, significances of the study, clarification of related terms, and organization of the paper.

1.1 Background of the Study

Reading known as one of four English language skills that expect to be acquired by students, especially in Indonesia since English itself as a foreign language (EFL). Reading skill is considered important since it will be the base for productive skills such as writing and speaking. As said by Brown (2001), reading activity will give the students model for them when they need to produce the language (in written or spoken). Moreover, the mastery of reading skill could help ESL/EFL learners achieve success not only in English learning but also in other content-based classes where English reading proficiency was required (Anderson, 2003).

In this modern era, reading skill is not as simple as to understand—reading comprehension, but also to find out the series of information behind the text. As one of the 21st century skills presented by National Education Association (NEA) in America, critical thinking has been written as one of educational purposes as stated in Government Regulation Number 17 Year 2010. This is also supported by Ministry of Education and Culture (2013) as stated in 2013 Curriculum which has purpose to develop passive learning into critical learning. Schools have begun to embrace the need to instil Higher-order Thinking Skill (HOT's) to prepare the 21st century workforce.

Therefore, students are expected to have an ability to read and think critically. By then they can evaluate quality and reliability of the information they had (Baker and Beitman, 2015). In this context, critical reading is needed to be implemented. Thus, it is the way someone read critically— a critical reader. It focuses on how someone improves their critical thinking while reading. In other word, by reading critically, the reader will be open-minded, as Lestari (2015) cited from Kress (2003)

suggest that nowadays the change from book to page to screen and the change from the traditional print-based media to the new information and communication technologies intensify the needs of potential and communicational action by their users (in this regards the reader). Based on the statement below, distinctively reading critically would enhance readers' perception of information they read.

As one of the ways to foster students' higher-order thinking, critical reading has become a topic that interest numerous researchers to be analysed (Albeckay, 2014, Nasrollahi, et.al. 2015, Talebi 2015). Many researchers had been conducted studies about critical reading, amongst other are; the effect of teaching critical reading strategies, developing reading skills through critical reading, and the implementation of teaching critical reading model. It would be best if critical reading strategies being promoted in senior high school. Therefore, students graduating from school are lacking to read critically (Acott, 1985). This critical reading strategy would engage their higher-order thinking skills either based on their prior knowledge or experiences. Undeniable, they should start to read critically. Almost everyone agrees that one of the main goals of education, at whatever level, is to help students develop general thinking skills, especially critical thinking skills (Gelder, 2005).

Nonetheless, senior high school students should be guided by their teacher to read critically. Looked out to National Reading Panel (2000) as cited in Hernández-Laboy (2009), students who have effective reading strategies can engage in higher-order thinking skills about texts and their relations to those texts. However, the implementation of critical reading strategies in reading literary text especially song lyrics in Senior High School Students in Indonesian EFL (English as a Foreign Language) classroom is still less practiced. This study sought to fill in the gap in this research area.

Considering the importance of critical reading implementation in order to improve students' higher-order thinking skills, this study is aimed to investigate how critical reading strategies help students' to improve their higher-order thinking skills in reading song lyrics. Therefore, this research is entitled *Reading "Song Lyrics" in Senior High School: A HOT's Framework*.

1.2 Research Question

Based on the background of this research, the purpose of the study is intended to answer these questions:

How can critical reading strategies improve students' higher-order thinking skills?

1.3 Aims of the Study

As stated in the research question above, the study is aimed to reach the purpose of the research. It is to investigate how critical reading strategies affects students' higher-order thinking skills in reading song lyrics.

1.4 Scope of the Study

Given the research question and the aim of the study, this study will focus on the promoting of critical reading strategies to improve students' higher order thinking skills. This study was conducted at Senior High School Students; more significantly in the tenth grade.

1.5 Significance of the Study

This study is expected to contribute theoretically and practically to the development of research, teachers, students, or other researcher. Theoretically, the findings of this research hopefully enrich the existing theories in the area of critical reading, especially in the use of critical reading strategy to enhance students' higher-order thinking skills. Furthermore for practically, the result of this study will provide teachers with a valuable insight on how to bring out critical reading by implementing guiding questions strategies in the teaching of reading, which in order to develop students' higher-order thinking skills. Moreover, for other researchers, especially those who are interested in conducting research on the same area may take the result of this study for the further research.

1.6 Clarification of Terms

The terms below will be frequently used in this study. Therefore, to avoid misconception and misunderstanding, below are the clarifications of the terms used in the study:

1) Critical Reading

Critical reading is aggressive reading (Acott, 1985); hence it would create readers' perspective rather than just enhance the skill of reading, they will use specific skills and methods to evaluate and analyse a text (Baker and Beitman, 2015). Furthermore, it defines the readers react to the text and writer, whether text can be accepted or not based on their background knowledge.

2) Higher-order Thinking

HOT's or higher order thinking is a higher thinking process include understanding of facts, concepts, principles, and procedures (Haladyna, 1997); analysis, evaluation, and creating (Anderson, 2001). It can be said that HOT's in line with critical, logical, reflective, metacognitive, and creative thinking. Readers who can use HOT's framework not only show knowledge and understanding of the text, but they can put the information in new context and form relations between ideas. Moreover, King et al. (2009) argued that HOT's will involve the learning of complex judgmental skills such as critical thinking and problem solving.

1.7 Organization of the Paper

This paper organized as follows.

Chapter I Introduction: It provides background knowledge of the study. This chapter discusses the focus of the study and the reason how promoting Critical Reading can improve students' Higher-order Thinking. The chapter also states the statements of the problem, significance of the study, scope of the study, and organization of the paper.

Chapter II Literature Review: This chapter discusses the underlying frameworks or theories of the study. It goes through the literature of critical reading, higher-

order thinking, and song lyrics. In addition, the discussion in this chapter also covers the related previous study in the similar field.

Chapter III Research Methodology: It gives clear explanation of how this study is carried out. It clarifies why action research is used to conduct the study. Moreover, how the data is collected and analyzed in this study are elaborated more in this chapter.

Chapter IV Findings and Discussion: This chapter presents the findings and discussion of data analysis results. The discussion presents how critical reading strategies with HOTS framework improve students' higher-order thinking skills in reading song lyrics.

Chapter V Conclusion and Recommendation: This chapter reveals the conclusion and several suggestions based on the analysis elaborated in chapter IV. The conclusion states the answer of the research questions. Furthermore, there are several recommendations for related to promote critical reading strategies in senior high school students' to improve their higher-order thinking.

