IREELL
Indonesian Review of English Education, Linguistics, and Literature
P-ISSN: 3025-2369 **I** E-ISSN: 3021-8101
https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/ireel/index

Student's Critical Thinking Towards Reading Comprehension using Revised Bloom's Taxonomy

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ABSTRACT

Critical thinking skills are one of the aims of teaching-learning activities proposed by the Ministry of Education through the implemented curriculum in Indonesia called the 2013 curriculum. It is a student's ability of cognitive skill divided into two stages of thinking, specifically Low Order Thinking Skill and High Order Thinking Skill. The Critical thinking scheme used in this research, was revised from Bloom's taxonomy proposed by Anderson (2001). This study used a qualitative descriptive design. The data collected through observations. The instrument of this research used an observation sheet written from the breakdown of the class activities. F, the descriptive qualitative method used to analyze the data. The researcher connected the existing data with the theoretical framework in Revised Bloom's Taxonomy to interpret the findings in the research data and conclude the final results of the study. Data analysis on teachers' questioning activities in the classroom shows that the implementation of critical thinking divided into three stages of high-order thinking skills based on Revised Bloom's Taxonomy. The most used in the teachers' questioning activities based on the data shows that ten questions frequently used as the question process included the highest stage of thinking or create stage or C6. On the other hand, the second higher places by analyzing staged or C4 showed six questions. In addition, the other five questions are placed by evaluate stage or C5 based on the Revised Bloom's Taxonomy.

Keywords: Critical Thinking, Reading Comprehension, Revised Bloom's Taxonomy

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Introduction

In Indonesia education field, critical thinking skill was the most important thing to be hold. The critical thinking skill cannot be sundered towards language teaching learning activities. It is regularly exposed to different types of information from what they have to see and read that require them to be able to investigate, as well as critical thinking skills simultaneously. Critical thinking skills cannot be developed naturally and automatically. The critical thinking skill must be performed to increase students' engagement to have the potential effect. They should be taught, learned, and practiced (Darling-Hammond et al., 2020; Ghanizadeh et al., 2020; Trinidad et al., 2020). The practice of critical thinking should be integrated in classrooms through questioning and reasoning. The students should be encouraged to question all information they got and they must also have reasons for their beliefs and actions. Based on Pnevmatikos et al., (2019) that students' critical thinking skills must be promoted in the classroom.

On the other hand, reading is an important skill in higher education since it is a key to academic success for all students (Tavakoli, 2014). There are many kinds of reading, the most important thing to be hold by the student. The one reading skill to be hold is reading comprehension. There are some previous studies related to the topic. The first previous conducted by Oktaviah et al., (2021) discussed about the implementation of critical thinking skill using inquiry based teaching. In this research the researcher said that the steps of engagement, exploration, explanation, elaboration, and evaluation provide students to think deeply through critical thinking on reading comprehension activity. Next study conducted by Marmita (2021), revealed that reading comprehension and critical thinking was improved. The data showed in both pre-liminary test post-test have been increased on the capabilities of students learning activities through reading comprehension and critical thinking activities.

Kivunja (2015) characterized critical thinking skill as a singular's capacity to utilize a number of their overall intellectual handling abilities which fall into high-order thinking levels of dissecting, assessing and building groundbreaking thoughts or making and which empowers students to think profoundly to tackle non-recognizable issues in various ways. In another term, critical thinking is a process that provokes a person to utilize reflective, sensible,

levelheaded thinking to accumulate, decipher and assess data in order to infer a judgment. While applying critical thinking and problem solving, students should have the option to settle on fitting choices and decisions utilizing what they have realized or read, utilize inductive and insightful thinking as suitable to the situation, and break down complex systems and decide how parts of an entire communicate with each other.

Reading comprehension is the process of constructing meaning by coordinating a number of difficult processes that consist of word reading, word and world knowledge, and fluency (Klingner et al.,2007). Reading comprehension is the process of building a connection between what the reader knows and what the reader does not knows, between the new or old. In the end reading is an important skill in higher education since it is a key to academic success for all students (Tavakoli, 2014).

Bloom's Taxonomy of cognitive domain concerned with cognitive skill such as critical thinking, problem-solving, and knowledge acquisition (Krathwohl et al., 1956). The cognitive hierarchy is tremendous, from essential retention to making something new in view of recently educated data. The six categories that represent the cognitive domain are knowledge, comprehension, application, analysis, synthesis, and evaluation. Meanwhile Revised Bloom's Taxonomy simply categorized six categories cognitive domain into two big classes of cognitive domain of learning called Low Order Thinking and High Order Thinking (Anderson et al., 2001). Since they are comprised of various degrees of thinking, the cognitive domain is also known as the cognitive process or cognitive level. There are six different levels of thinking in the cognitive process. Low Order Thinking and High Order Thinking are two of these cognitive levels. The best three degrees of higher-order thinking abilities are alluded to as higher-order thinking abilities (Analyzing, Evaluating, and Creating). This suggests that the Low Order Thinking Skill has a place with the Revised Bloom's Taxonomy's three least levels (Remembering, Understanding, and Applying).

Teacher perception of teaching EFL on 2013 curriculum especially on implementation the one of 21st century skill or called critical thinking is the significant thing to ensure students' achievement based on the aim of the curriculum. In these cases, English teachers at SMA Negeri 8 Kediri proposes speaking ability as the most important thing to hold by the

students. Furthermore, they have pushed the students to be more active on the speaking skill to provide their capabilities to face out the society era 5.0. Hence, the teacher's action on teaching EFL based on 2013 curriculum by implementing critical thinking skill is the essential thing to inspect especially at SMAN 8 Kota Kediri. As a result, the researcher wants to identify the implementation of critical thinking questions proposed by the English teacher based on the revised Bloom's Taxonomy towards reading comprehension.

Methods

In this research, the researcher uses the descriptive qualitative method because this research is focused on a certain phenomenon in the school environment. In this case, the phenomenon is the activities of critical thinking towards reading comprehension at SMAN 8 Kota Kediri. It is focused in describes the implementation of critical thinking words on the teaching learning activities through reading comprehension based on the revised Bloom's taxonomy criteria at SMAN 8 Kediri. The researcher uses a descriptive and qualitative design to make it logically easy to understand and efficient to the study's view.

The setting of this study will be at SMA Negeri 8 Kota Kediri. The subject of the study of this research are the teacher who taught *Bahasa Inggris Lintas Minat* at SMAN 8 Kota Kediri in eleventh grade on the academic year of 2021/2022. The instrument was observation. To get the data as stated above, the writer had arranged the instruments properly. Observation endeavor to get a thorough image of a circumstance and the product of those observations was noted or account. In this research, observation focuses on English teacher's questions activities of critical thinking towards reading comprehension that was done in the teaching learning process based on indicator of critical thinking based revised Bloom's taxonomy. According to Gorman & Clayton (2004), observation is a study process that records a phenomenon or behavior observed in the natural environment.

This research uses qualitative data analysis techniques. Data analysis is the process of processing data to find useful information that can be used as a basis for decision-making for the solution of a problem. According to Miles et al., (2014) suggest that qualitative data processing techniques can be carried out through three stages, namely data reduction, data

display, and conclusion drawing/verification.

Result and Discussion

The data are presented based on participant observation in the classroom which was interpreted on the observation sheet. The data in this section were collected from the English teachers' activities of eleventh grade which each teacher 2 meetings of three different classes. Based on the data observation the researcher gained 31 questions word related to the activities of reading comprehension. The data have been coding to know the class of question word on the revised bloom's taxonomy.

Table 1. Classification of Data Finding

CATEGORIES OF HOTS	INDICATOR	QUESTIONS
ANALYZE STAGE OR C4	• Distinguish the fact from opinion • Organizing conclusion with supporting statement • Attributing the author point of view	4. What do you think about the song? 5. What is the title means of the song? 13. What was the problem shown on the lyric? 16. How is the lyric similar to family lives? 18. What is the conclusion of the song? 28. What is the conclusion of the song?
EVALUATE STAGE OR C5	• Checking the evidence of true or false based on the present material • Critiquing or judging whether the solutions is good or not to the problem served • Generating the possible solution to solve the problem in specific criteria • Planning the solution method of the problem • Producing new statement in specific criteria • Generating the possible solution to solve the	7. How can you say that? 14. How do you feel if it you as the main character of the song? 17. What is the pros and cons of being over loved by our family? 22. How can you say it? 25. How can you say the person in the song is a child? 10. What is your motivation to say that? 11. What is the motive of the mother in those song? 19. Can you proposed the moral value based on your own understanding about this song? 20. From the whole song can you proposed the other way when you

CREATE STAGE OR C6	problem in specific criteria • Planning the solution method of the problem • Producing new statement in specific criteria	faced the same condition as the main character of the song? 21. Can you see what the problem of the song? 24. What would be happen if the writer doesn't want the main character grow up? 26. What is your opinion of the whole song? 29. What is your motivation to say that? 30. What is the motive of the mother in those song? 31. What choice would you have made if you faced the same problems as the child in those song?

Based on the results of the observation at SMAN 8 Kediri, the teachers of *Bahasa Inggris Lintas Minat* have been successful implemented the critical thinking skill towards reading comprehension activities. The analysis of critical thinking in this study focused on the critical thinking skill of cognitive domain that proposed in revised Bloom's taxonomy. According to the Anderson et al (2001) the critical thinking skill have 6 stage of thinking process, and classify into 2 big class of think capabilities. The first classes called low order think skill, and the secon d one is high order thinking skill who consist of analyze, evaluate and create. Based on the finding above the researcher have been analysis the critical thinking categorized into 3 stages regarding to the Revised Bloom's Taxonomy.

a. Analyze Stage

Analyze stage or C4 is the stage of thinking proposed by bloom's that means the students could be broken down a whole material into component part. The analyze stage could be arranged as the questioning in the classroom. Looked at the data below.

(4) What do you think about the song?

(5) What is the title means of the song?

(13) What was the problem shown on the lyric?

(16) How is the lyric similar to family lives?

(18) What is the conclusion of the song?

(28) What is the conclusion of the song?

Questions data (4) and (5) was shown off that the teachers pursue the students to organize the content of song. The data (13) and (16) used by the teacher to see students could differentiate context of the song with fallen into the problems in the real environment. Meanwhile the data (18) and (28) showed that the teachers would like to know how students attributing the song based on their self.

From the data observation and the analysis of the criteria of critical thinking proposed by Anderson the research found out the 6 questions categorized into the analyze stage of cognitive domain based on the revised bloom's taxonomy. The analyze stage showed into questions number (4), (5), (16), (13), (18), and (28) arranged by the English teachers' in the situation to check students analysis of the material that have been thought.

Firstly, the questions (16) showed the teachers' asked the students to be able to distinguish the fact from the opinion. The opinion means the lyric of the song could be the reality or not, the student's will be able to predict weather the lyrics was reality nor only the opinion of the writer. Through those questions the teachers also pushed the student's mastery on differentiate or determine the fact of learning. Moreover, the teachers could use other word questions to differentiate the fact of the reality like *"what the evidence can you find from the song into our reality of live?",* provided that the teachers could use the example word questions above to make interactive teaching learning activities towards reading comprehension activities. Through the activities happened, the teachers had possible way to grow the teaching learning activities.

Then the questions number (18) and (28) showed that the questions stated students will be able to organizing the conclusion with the supporting statement. In the teaching learning activities typically questions like this showed the students activeness on the seeking the best supporting word related to their statement and it will come from their daily routine. However, the teachers could propose other word question related to the situation into the questions like *"what is the problem with the writer of the song" or "what is the relationship between the song with our situation right now"*. Thus, the activities of building critical thinking skill based

on the revised bloom's taxonomy through questioning section towards reading comprehension activities could be applied into various questions word. It also builds the learning situation in the classroom did not monotonous.

On the other hand, the questions number (4), (5), and (13) showed up student's capability of attributing the author point of view. The teacher also chose the questions to make sure students' participation regarding to reading comprehension activities. Alternatively, the teachers could be asked the other questions likes *"what was the turning point of the title?" or "what is the theme of the song?"*. Thus, questions would increase students critical thinking to break down the material for getting the answers. The questions also reflected that by the teacher pushed the students to think deeply on the break down the material into constituent part. In the end it's reflected the analyze stage had been implemented well into the teaching learning activities and the students were able to analyze the situation based on the problems stated. Students would take the advantages which could be implemented too in the society to analyze many kinds of the problems and find out the essential point of the problems.

In term of the typically questions that have been asked by the teacher on the class situation was same as the statement conducted by Kivunja (2015). It would be good methodological of teaching learning process throughout the activities of reading. The activities of reading have been taken place as the prior activities on the learning process. Related to (Klingner et al., 2007) the activities that conducted the teachers' was similar with the context of highly complex process that involves many interactions between readers and what readers bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

b. Evaluate Stage

Evaluate stage or C5 is the second part of the high order thinking skill that stimulate the student to think deeply on making the judgment about merit ideas, material, or phenomenon based on the criteria needed. The evaluate stage of cognitive domain could be implemented into the classroom such as:

(7) How can you say that?

(14) How do you feel if it you as the main character of the song?

(17) What is the pros and cons of being over loved by our family?

(22) How can you say it?

(25) What would be happen if the writer doesn't want the main character grow up?

The data question number (7) and (22) represented checking or arguing about the statement of students, it's proposed by the teacher to know how far their thinking process to counter their statement. Meanwhile for the data questions number (14), (17), (25) it showed the students' judgment about the expected way to solve the problem.

For the evaluate stage of cognitive domain or also known as C5 showed into the questions number (7), (14), (17), (22), (25). In case of the questions number (7) and (22) represented teachers' arguments to check student's point of view on the evidence of true or false the served material. Checking took the essential apart in the teaching learning activities especially in the evaluate stage. From the checking method the teachers could be assessed student's understanding towards reading comprehension activities that have been conducted before. Moreover, there were various questions related to the situation for evaluate stage. For the example, the teachers could use *"is there better possible opinion that could be proposed?"* or *"what the alternative that could you proposed?" and soon.* Therefore, there will be a good building up critical thinking in the classroom activities through reading comprehension. Moreover, the teachers would have evaluated students understanding and thinking process on the framing the material learnt. Furthermore, the questions used by the teacher stimulate the students stand on their opinion and made the teachers' strain along to their opinion.

In addition, questions number (14), (17), (25) expressed the students critical thinking to making the judgments into the problems served through the reading comprehension activities. The teachers' arranged the question through the condition that needed the solving problem stated by the students. In addition, the teachers could use other questions word to presume students' judgment such as *"what would you recommended the solving…"*, *"why was that statement better than…?"*. From the example that had explained before the teachers could have huge answers and the large point on the students perceptive. The situation would be the best for the teachers to evaluate critical thinking skill that have been held by the

students.

The process of critical thinking that have been provoked by the teacher is based on McNamara's (2007) statement. The process performs the critical thinking going out from the reading comprehension activities. The activity of reading comprehension impacted into cognitive domain of learning in the second stage of thinking called high order thinking skill or critical thinking as proposed by Anderson et al., (2001). In addition, the situation of thinking process by students have been used to transmitted the addition information into their capabilities of delivering the statement as stated by Brookhart (2010).

c. Create Stage

Create stage or also known as C6 is the highest stage of thinking process in Bloom's taxonomy that have been stimulate the students to put the new idea together into a new form and interpret it in different ways of thinking. Generally, this last stage of cognitive domain used as the imperative sentences for making a product of learning, but it's could be implemented to in the class conversation to create student construct new idea of learning as the example below.

(10) What is your motivation to say that?

(11) What is the motive of the mother in those song?

(19) Can you propose the moral value based on your own understanding about this song?

(20) Can you propose the other way when you faced the same condition as the main character of the song?

(21) Can you see what the problem of the song?

(24) What would be happen if the writer doesn't want the main character grow up?

(26) What is your opinion of the whole song?

(29) What is your motivation to say that?

(30) What is the motive of the mother in those song?

(31) What choice would you have made if you faced the same problems as the child in those song?

The questions data (10), (11), (26), (29), (30) showed the teachers stimulate the students to make the hypothesis of the problems stated on the song lyrics that have been learnt. Question data (19) and (20) have a similarity on the aim of asking, in this case the teachers' aim was focused on the compiling student's point of view on the basic knowledge served and the new knowledge into the new construction of their understanding. For the data (21) and (26) represented the modifying ideas of the lyric that have been read by the students. It stimulates students to make a different construction of sentences and makes the sentences simply to understand. While the data (24) and (31) represented composing the problems solving from the same problems faced on their own lives.

The last and the highest stage of cognitive domain in revised bloom's taxonomy stated up the students must master on putting the ideas together to form a new and different whole thinking way. From the data analysis on the table 3, the researcher found out there were 10 questions proposed by the teachers on the implementation of this stage into the teaching learning process through reading comprehension activities before. For the create stage of cognitive domain or also known C6 showed into the questions number (10), (11), (20), (21), (24) (26), (29), (30), (31).

First, the questions number (10), (11), (21), (26), (29), (30) reflected teachers' action on pushing students to drawing hypothesis of the problems stated on the lyric or generating the solutions based on the criteria served. The questions asked by the teacher made up the pressure on the students to offer the answers that might be appropriate to answer the question or in simply word means hypothesis the answers. The situation affected students to answer about the problems. To illustrate it, the teachers could expresse by asking the questions like *"what the alternative can you propose….?", "what changes would you make to solve…?", or soon*. The questions refer to the reflected of how students formed a hypothesis regarding a problem that occurred. That would create an enormous number of questions at create level that teachers could use in reading comprehension activity to enhance the student's critical thinking process.

As for questions number (20), (24), (31) inside that question contains the goal of the teacher wanted to achieve. The purpose may be dulled by the question posed by the teacher

is to gather the students' views of the knowledge they learned previously with the knowledge they just learned. The way of how students' process to construct their knowledge so they can gain a common understanding. Instead of proposed other questions to the students such as *"how can you invent……to…..?", or "what was the action you had done to solve…?", or soon.* The example word questions could be used by the teachers to gain students critical thinking in create stage, and make sure that the students could be easily adopted the knowledge into the new form of learning.

In addition, the question number (19) represented students' way to think on producing new statement in the specific criteria proposed by the teacher. The question reflected teachers' curiosity about how far students thinking stage to face the problems or the questions related to the material learnt. How over, the teachers could propose other questions to build up producing method through the questions likes *"how can you invent the moral value of the song?', or "how would you adapt the lyrics of the song to create different moral value?".* From the other example of the questions the teachers would be able to see students producing their idea into the spoken or written based on the specific criteria proposed in the problems. This condition would be good to increase both of students critical thinking and creativity on arranging their idea into the good pattern to present in front of their circumstance.

The situation of learning process showed up Jacovina et al., (2015) statement as the goals of the problems given by the teacher. Presumed about the problems give many kind of benefit though student skill of critical thinking based on the Anderson et al., (2001) classified. The fallen of critical thinking made up the student deeply thinking about the material of learning and also the way they developed the thinking skill on faced up the problems on their daily activities.

The discussion showed that the English teachers of *Bahasa Inggris Lintas Minat* at SMAN 8 Kediri have implemented the critical thinking towards reading comprehension. The critical thinking analysis with the indicator of critical thinking proposed by Anderson as the re-newest the learning taxonomy called revised Bloom's Taxonomy. In the taxonomy, the critical thinking process have been categorize into three highest stage of learning. In the table showed off

that the teachers' implementation of the last stage of thinking called create or C6 was the highest implemented. It's reflected the aim of learning as the curriculum said that the teaching learning process constructed students preparation to face the society era 5.0 (Komaria, 2011).

In addition to clearly explain the aim of thinking process that have been observed by the researcher, here the explanation. First stage of thinking process called analyze or also known as C4 pushed the student to think deeply on the break down the material of learning into the constituent part and also pushed the students to have been mastery on differentiated or determine the fact of learning. The second stage of thinking process called evaluate or also known as C5 was the stage of thinking process that contributed someone to make the decision based on the criteria explained. The last stage of thinking process called create or also known as C6 was the stage of thinking process that have been managed to rethinking about execution new idea into the new product of knowledge.

Based on the finding above the analyze stage of cognitive domain have been implemented into the teaching learning process. In this stage the teachers used the questions word to make sure students understand or not with the material, through the reading comprehension activities. Reading comprehension in this studied had a role as the media to assess and develop students understanding. In a same way the aim of reading comprehension was to achieved new knowledge with combining the ideas though in the mind (Caldwell, 2008). In addition the process of reading comprehension had the aim to understand the written material into new understanding (Klingner et al., 2007). The aim of reading comprehension had similarly process of thinking. It's interpreted that students' awareness about the meaning of lyrics have been improved, the teachers just reassure it going on the rules of learning.

From the data and the explanation concluded that the activities of learning that have been implemented well the learning instruction of critical thinking based on the learning process especially through the reading comprehension activities. The teachers proposed the questions on the learning process as same as the indicator of revised bloom's taxonomy to reassure students' critical thinking was improved and significance applied into the learning process. Based on the observation conducted before shown that the highest stage of thinking

called create have been pushed up by the teachers in the teaching learning process. Reading comprehension in this study had a position as the media of learning. In addition, reading comprehension was the activity that involve the complex thinking process as Caldwell (2008) stated. In the process of reading comprehension had a purposed to combine the ideas in thought or the knowledge that have been learnt before with the new idea or new knowledge. In conclusion, the purpose of reading comprehension is a reconstruct of the learning material and a new understanding. The last stage of thinking process proposed by Anderson et al., (2001) and Krathwohl et al., (1956) is implemented well in the classroom through questions and answers activities made the circumstance of learning process and the goal of the curriculum.

The data above suggested significant differences with previous research. In research compiled by Tangsakul et al., (2017), it suggests that questions presented on the text books grade 9 English O-NET Tests academic years 2013-2016 and Team Up in English 1-3 concluded into the remembering stage or C1 and understanding or C2 based on the analysis using the Revised Bloom's taxonomy although it's also found out the highest level of thinking called.

Create or C6 it's really rare to use in the questioning process. In contrary, in this research the researcher found that the 3 highest level of thinking called critical thinking skill based on the revised Bloom's taxonomy have been implemented well in the classroom questioning activities, especially for the highest level of thinking called create stage or C6. By thus observation through the teaching learning process the highest order thinking skill or HOTS could be implemented not only or the written task of questioning but it would be implemented well into the teaching learning process.

Besides that the previous studied conducted by Horváthová and Naďová, (2021) showed the developing of critical thinking based on the revised Bloom's taxonomy have been improved well in all the six stage of learning by applied new method of teaching learning activities. The treatment used on the improving students' critical thinking skill would show the good result to all the six level of cognitive domain in revised bloom's taxonomy. Otherwise, in the study the researcher found out the teachers implemented the highest class of thinking

skill called critical thinking or HOTS without any special treatment. The students could be improved their critical thinking skill through the teachers' action on proposed questions that suitable with the criteria of critical thinking skill based on revised bloom's taxonomy.

Conclusion

The developing student's critical thinking abilities on the teaching learning activities was difficult to be implemented especially in the reading comprehension. In fact, the realization of developing the critical thinking skill based on the revised Bloom's taxonomy on the high school had essential place to prepare students capabilities on faced the society era 5.0. The research on the implementation of critical thinking skill based on revised Bloom's Taxonomy towards reading comprehension had a pivotal stage on being evaluate teachers' ability as the curriculum state.

This finding used descriptive qualitative approach throughout observation the activities that have been done by the teachers in the reading comprehension activities conducted in the classroom. Reading comprehension as the tools of reforming the students' image of material and faced the questioning time on behalf of teaching learning process. The whole research showed that through the reading comprehension activities, the teachers' competent to propose questions word based on the criteria of critical thinking in Revised Bloom's taxonomy.

The researcher arranged the data that both analyze stage and evaluate stage had same position on teaching learning process. On the other hand, a large scale of thinking process had been placed by create stage of learning.

The purposed of high order thinking on the revised bloom's taxonomy categorized into first stage called analyze stage or C4 pushed the students to think deeply on the breakdown the material into constituent part and also pushed students to have been mastery on differentiate or determine the fact of learning. Next stage called evaluate or C5 used by the teachers to evaluate students understanding and thinking process on the framing the material learnt. In the activities on the class the evaluate stage had second places of action of learning. The evaluate stage reflected teachers' point to reassure where the stage of learning and

thinking of the students. It's a good way of categorized learning that make sure students were able to make decision on the problem related to the song.

The last stage called create or C6 used by the teacher to gain students thinking about the main point of learning and produce their thought into the new form of knowledge. Furthermore, in this study the researcher finds the used of create stage was commonly used in the teaching learning process. The commonly used of the highest stage of learning involved students' capability to resolve the problem faced on both the learning process and reality of live.

Thus, the critical thinking deficiencies in the learning process are crucial to be implemented. The main reason of developing critical thinking is make Indonesia person have a good capability to compete with other people all around the world. It is similar to the aim of Indonesia educational curriculum proposed by the minister of education. Although there are many kinds of problem faced on the implementation of critical thinking skill especially based on the criteria of revised bloom's taxonomy. However, it will be a good way to implement it into our teaching learning process.

In this study the writer would like to suggest other researchers to conduct further studies on this topic. Future research may investigate the same topic, but with different data, for example: future researcher might investigate the implementation of critical thinking on the assessment of teaching, so that the result will be more valid. In addition, it will be interesting to compare the critical thinking skill proposed by other expert theory to make a large scale of study. Moreover, further investigation into other part of critical thinking is strongly recommended to establish teachers' capability.

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