

INTERNET ADVERTISEMENT ANALYSIS: TASK-BASED LANGUAGE LEARNING TO PROMOTE HIGHER ORDER THINKING IN EFL TEACHING

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Abstract: Internet provides plentiful sources for language learning. However, advertisement in internet so far is just treated as commodity promotion. Therefore, students will look at the advertisement only if they are searching products to purchase. Anyway, advertisement in internet can be utilized to improve students' critical and creative thinking through the introduction of higher order thinking at English class. This article proposes a teaching procedure to improve students' critical and creative thinking by integrating the task-based language learning and the higher order thinking skills, using the product advertisement in internet as the resources.

Key words: *Task-Based Language Learning, HOTS, Critical Thinking*

Since the wide spread of internet in the 1990s, high expectation of its utility in English foreign language teaching has been addressed in Indonesia. Internet has provided plenty of learning resources comprising the materials, strategies, media, software, and teachers as well as learning mates from outer regions. In addition to its fruitful benefit, internet also causes challenges and threat to its users since large segment of users are exaggerating their awareness and do not realize that their online behavior is driven more by emotions than by critical thinking of primary resources (Plencner, 2014). Therefore, whether or not internet will be advantageous in EFL teaching and learning is much dependent on the users themselves. In other words, smart and critical users will get much more benefit from what is provided by the internet comparing to those who are not smart and critical. This fact emphasizes the need to teach the students be smart and critical in utilizing the internet for the purpose of EFL teaching and learning. This current study is intended to discuss and investigate how internet advertisement analysis is implemented to promote higher order thinking skills through task-based language learning in Writing Courses for university students.

Higher order thinking skills constitute the strategic and important skill to prepare the students of all levels of education for the 21st century. The American government's Partnership for 21st Century Skills (2009) emphasizes that the key skills needed for 21st century are "critical thinking, problem solving, communication, and collaboration". Those key skills must be implemented along with or integrated in core subjects taught at schools. The critical thinking and

problem solving skills are clearly defined as the competencies to employ deductive and inductive reasoning effectively, understand how a complex system operates, critically analyze and evaluate information and arguments, show definite stand against various information and arguments, and propose various alternative to solve the problems (Partnership for 21st Century Skills (2009).

From the perspective of Asian education, the American's education system is viewed contrastively to the Asian's education system in general. While American education is directed to achieve independent and critical thinking and critical reflection as dimension of learning (Dewey, 1916 in Lee, 2014), the Asian's education system is oriented to promote the social and religious norms to guide the students' behavior in a collective system of nurturing and teaching (Triandis, 1996 in Lee, 2014). The same philosophical values also apply to education system in Indonesian context. As far as my experience as a native Indonesian student concerns, teacher is considered the central figure whose main task is to transfer knowledge and cultural values to the students. As the result, the students seem to be replenished with idea to be more obedient to teachers and room for refutation to the teacher's explanation may not be accommodated. Today, with the introduction of Curriculum 2013 to elementary and secondary education, the Indonesian educational paradigm is shifted into the critical thinking learning process. Therefore, the possibility whether or not the concept of critical thinking or specifically higher order thinking skills are appropriate for Asian students as well as Indonesian students becomes a challenging discrepancy to reveal.

The different educational paradigm and culture between The United States of America and most of Asian countries raises further question whether higher order thinking skills or critical thinking skills can be fostered to Asian students in general and specifically to Indonesian students. To answer that question, Lee (2014) strongly proved that Asian students who were studying at American universities (1) were able to adjust themselves with the concept of critical thinking, (2) the difficulties in implementing the critical thinking were only because of the differences in language and learning orientation, (3) the ability to think critically was not influenced by cultural educational style, and (4) Asian students were able to meet the challenges of critically both individually and socially.

The finding above presents new argument that critical thinking is not culturally bound. It indicates that all students, regardless of their culture and nationalities, may be able to incorporate themselves with the concept of critical thinking. Further, the finding also confirms the need to investigate to what extent critical thinking as well as the higher order thinking varies across cultures, nationalities, and languages. However, Asian students may possess bigger possibility to employ the higher order thinking at their classes since according to Lee (2014) they are able solve the problems and challenges dealing with critical thinking individually and socially. In addition, the bigger possibility to embrace the critical thinking skill as well as the higher order thinking skills is due to the Asian students' characteristic of collectiveness and communality. That is why Chin (2001) convinced that Asian students, considering their collectiveness characteristics, can be successful in fostering the critical thinking

because promoting critical thinking through collaborative learning becomes a successful pedagogical tool especially when collaborative or team work are encouraged at the teaching learning process.

How critical thinking relates to the higher order thinking skills is well described by Surkes (2009) that critical thinking will be developed through the higher order thinking skills which include analysis, synthesis, explanation, and argumentation skills. In other words, critical thinking will be able to be achieved through the practice of higher order thinking skills. Besides, higher order thinking skills have also been precisely conceptualized as the process of thinking which involves high level of comprehension. The concept of higher order thinking skills are well attributed to Bloom's learning taxonomy and Marzano's dimensions of thinking (King, Goodson, and Rohani,.....). In Bloom's learning taxonomy, the higher order thinking skills encompass the ability to analyze, evaluate, and synthesize. Marzano's dimensions of thinking extend the thinking process into a concept encompassing concept and principle formation, comprehension, problem solving, decision making, scientific inquiry, composition, oral discourse, and relationships between processes and skills. More specific examples of higher order thinking skills may include activities such as formulating a research question, planning experiments, controlling variables, making inferences, making and justifying arguments, identifying assumption, and identifying reliable sources of information (Zohar, 2004).

The need to teach higher order thinking at schools has been recommended by Stenberg (1987 in Surkes, 2009) that thinking skills should not only be integrated into the curriculum as subject matter is being taught, but that explicit instruction in thinking skills should be provided at all level of education. As a matter of fact, in the United States of America the higher order thinking skills which are part of the critical thinking and problem solving have been nurtured in elementary and junior high school students who represent different abilities (Preus, 2012:60). In addition, Preus (2012:67) found out that the higher order thinking skills were performed in the form of open ended questions, short writing activities, metacognitive strategies, specific feedback, give examples or model of thinking, and critical pedagogy. At university level, promoting higher order thinking skills at the subject matters or courses is more vital since the students have been adult learners.

The importance of promoting the higher order thinking skills at college education is as insisted by Beaumont (2010) since this thinking process enable individuals to make reasoned judgment not only in the classroom but in everyday life. In addition, the importance of promoting higher order thinking at universities has been argued by Piergiovanni (2014). He insists that a college education is expected to improve students' critical thinking skills. For more specific reason, the EFL courses at universities must also reflect the achievement of critical thinking skills, one of which ways is through higher order thinking skills. Referring to the curriculum of EFL at Indonesian universities, implementing higher order thinking skills at four language skill classes, such as listening, speaking, reading, and writing, become the important concern. This study is trying to integrate the promotion of higher order thinking skills in

Argumentative Writing Courses at university level which employs internet advertisements analysis as the source of motions to be discussed.

Some previous studies shows that higher order thinking skills have been vastly implemented in internet-based English teaching and learning such as online discussion (McLoughlin and Mynard, 2009), WebQuest (Polly and Ausband, 2009), website (Roy, 2014), blogging (Zawilinski, 2009), and even in video games (Rice, 2007). The findings of those studies confirm that internet provides plenty sources which can be utilized to promote and practice the higher order thinking skills and that internet may become effective media to foster the higher order thinking skills. What has not been revealed is that to what extent advertisement of consumer products in the internet can be utilized to promote higher order thinking skills in Writing Courses at university. The advertisement of consumer products is selected based on the reason that advertisement is developed to persuade and convince the internet users to behave as what is expected by the developers. In response to the advertisement, the users are challenged to think critically and logically. Such challenges to think critically and logically can be rich sources for developing arguments in Argumentative Writing Course at university.

In English language instruction, Slifkin (2001) investigated occurrences and variances in higher order thinking within a reflective journal environment in writing class. He revealed that higher order thinking did occur naturally throughout high school students' reflective journal entries. Students' writing provided evidence of higher order thinking at all four original levels of Bloom's taxonomy: application, analysis, synthesis, and evaluation. In reading comprehension teaching Ghaith and El Malak (2004) examine the effect of cooperative Jigsaw II on improving literal and higher order reading comprehension in English as a foreign language. The study revealed a statistically significant difference in favor of the experimental group on the variable of higher order comprehension.

Integrating higher order thinking skills into task-based language teaching and learning is made possible by adapting Nunan's ideas of task-based language teaching (2004). Task is defined as the classroom work that involves the students in comprehending, manipulating, producing, or interacting in the target language to express meaning for communication (Nunan, 2004:4). It has been vivid that higher order thinking skills can be well integrated with the task-based language teaching and learning since it involves the process of comprehending information in the form of analyzing, synthesizing, evaluating, and applying the information. In addition, the task components employed in this study encompass the goals, inputs, procedures, and task types.

THE GOAL

Goal is defined as the outcomes which are intentionally achieved through a process of teaching and learning. Through a series of analysis of consumer advertisement in the internet, the students are expected to be able to think critically and logically which are shown from the ability to analyze and evaluate especially the linguistic and, can be extended to non-linguistics aspects of

consumer advertisement, and create and defend their own stand in the form of argumentative essays.

THE INPUT

The input is defined as the spoken, written, and visual data that the students work with in the course of completing the task (Nunan, 2004). In addition, the input of a task can also be audio visual data. The input of the task in this study is in the form of audio visual data which include the advertisement of some consumer products such as smartphone, watch, bag, shoes which have been accessed from the internet.

TEACHING PROCEDURES

Procedures refer step by step process which specifies what the students will actually do with the input in order that they are able achieve the goals. The followings are the suggested procedures in this study.

Collaborative Teamwork

Promoting the higher order thinking skills need collaboration or cooperation with other students. Working collaboratively will yield in positive interdependence, individual accountability, and face-to-face interaction among students in a supportive and stress-reduced environment (Ghaith and El-Malak, 2004).

Flexible grouping can be employed here. The teachers can place the students in different groups depending on the needs, for example low motivated students with the high motivated, low achievers with the high achievers or based on students' preference, for instance, due to psychological closeness or comfort.

Brainstorming

Brainstorming can be conducted in the form of open-ended questions or discussion. Teachers may initiate open-ended discussion by posing some questions. This activity is intended to help students construct their own meaning of what they see from the advertisements. Besides, the questions posed are intended to guide students in their critical thinking and to help them identify the problems, or a big idea. The brainstorming may also be conducted by the peer students or let it flow as the dynamicity of the collaborative teamwork.

In addition, the brainstorming can be used to build the students' prior learning and background knowledge. Teachers may ask questions about what the students have known, their believe and attitude toward product consumption, their behavior about making priority, and their life style in social contexts.

Outlining/Drafting

In the outlining or drafting stage, mind mapping or idea mapping or argument mapping may involve. To do so, the students must be able to come to the main idea of the message of the advertisement. To raise the main idea, the students may view the advertisement from various different angles or

perspectives. To draw the inspiration for the main idea, the students are suggested to link the advertisement they have watched to their life experience and their prior knowledge on that area. After that, the main idea decided can be branched into smaller parts of the supporting ideas. The supporting ideas are then also branched into smaller parts of details.

When the students have come out with the branches of ideas, they may sort out the arguments and their supporting ideas and details which seem to be strong to develop into an argumentative essay. With the application of mind mapping or idea mapping or argument mapping, it is expected that one of the biggest problems of 'do not know what to write' can be solved.

Developing Essay

In this stage, the students are recommended to freely write and develop the ideas or arguments without being bothered too much on grammatical aspects the language. Very often the students are stuck in this stage since they pay more attention on the rules of the language. It should be noticed that the essay resulted in this stage still constitutes the rough draft. Some tips are suggested here: (1) forget about word count and grammar, (2) do not worry if some points strayed off, (3) monitor writing such as rereading and backtracking can applied here, (4) use adaptive technique such as skipping words, highlighting sentences, and making substitution, and (5) make writing a regular 'menu' of the day.

Editing and Revising

The essay produced in the previous step may change a great deal in this stage. In the editing process, the students may check for repetition, clarity, spelling, punctuation, and grammatical inconveniences. In addition, peer proofreading and peer feedback are welcome. The revision of the essay can be done at word level, sentence level, and even composition level. In the process of revision, the students may add some ideas or make it more vivid and strong, rearrange the ideas to make sure that the flow of reasoning is developed properly and smoothly, remove unnecessary ideas which possibly weaken the argument or stand, and replace them with the more subtle arguments.

Final Work

After following the process, the students are expected to be accustomed to writing for enjoyment. The burden of 'do not know to write' is expected to be reduced after practicing the advertisement analysis and brainstorming to stimulate the higher order thinking and be guided to develop the arguments in the form of argument mapping. In addition, the students may not worry anymore on the burden of 'do not know how to write' since they recommend to freely write, edit, make revision, and involve their peers to give feedback and proofread.

Exhibition

Exhibition is used to display not only the students' best work but also the pieces of work starting from the consumer advertisement they have selected to be criticized, the minutes of their in-group brain storming, the idea or argument mapping, and the final project of their Argumentative Essays. Usually the work

displayed in the exhibition is only carefully selected work as the product of a long process of developing the work. If it is conducted such a way, the limitation is that, in displaying only the students' best work, they tend to leave out the process of how the students arrive at the product. Therefore, the piece of each process work is also exhibited. The exhibition can be done formally or informally, in group or individually depending on the class need and the time management.

Exhibiting all pieces of work starting from the advertisement analysis is intended to trace how the students develop their higher order thinking skills since the development can be portrayed from each process. Therefore, it is expected that the process of the development is not missing in the exhibition and it can be successfully illustrated.

TASK TYPES

Adapted from Richard (2001 in Nunan, 2004), there are at least three types of task identified in this study. They are (1) problem-solving task, (2) decision-making task, and (3) opinion or argument exchange task. In problem-solving task, the students are exposed to the consumer product advertisement and some problems related to consumption habit, persuasive advertisement, and priority making are raised. In response, the students must arrive at a solution and arguments why the solution is worth doing. As the follow up of the problem-solving task, in decision-making task, the students are expected to select the best one out of so many possible outcomes and solutions through negotiation, discussion, and argumentation. In this type of task the students are supposed to show the ability to communicate and convince other people both in spoken and written mode. The opinion exchange task is driven to engage the students in argument exchange with other students in the form of spoken and written. When the students are exposed to the same advertisement, they will have different various reasoning to react and behave toward the advertisement and the problems arisen after watching.

CONCLUSION

Considering the fast changing of the world, it is a need to foster critical thinking skills or specifically the higher order thinking skills at schools. Since the classroom today is borderless, the students may encounter various difficult situations in their life. Therefore, as suggested through this study, the teaching and learning English in Indonesia can be incorporated with the promotion of higher order thinking skills.

It goes without saying that the higher order thinking skills can be fostered through and along with the use of internet. Internet provides plenty various source of information. Teachers and students are not able to block and stop the influence of the information in their life. The only solution is that how to make the students 'the master' of the information by improving the capacity of their thinking critically, making responsible and logical judgment, showing their stands, and solving the problems.

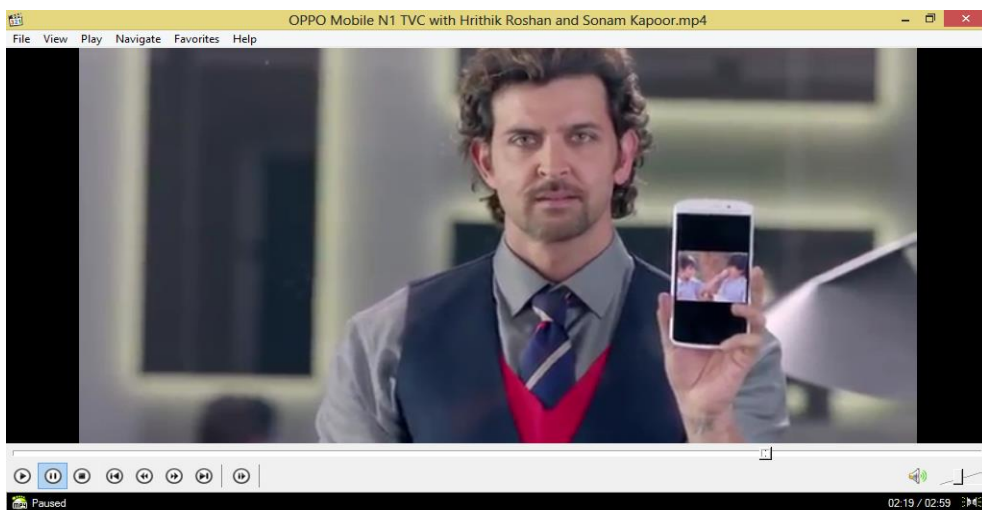
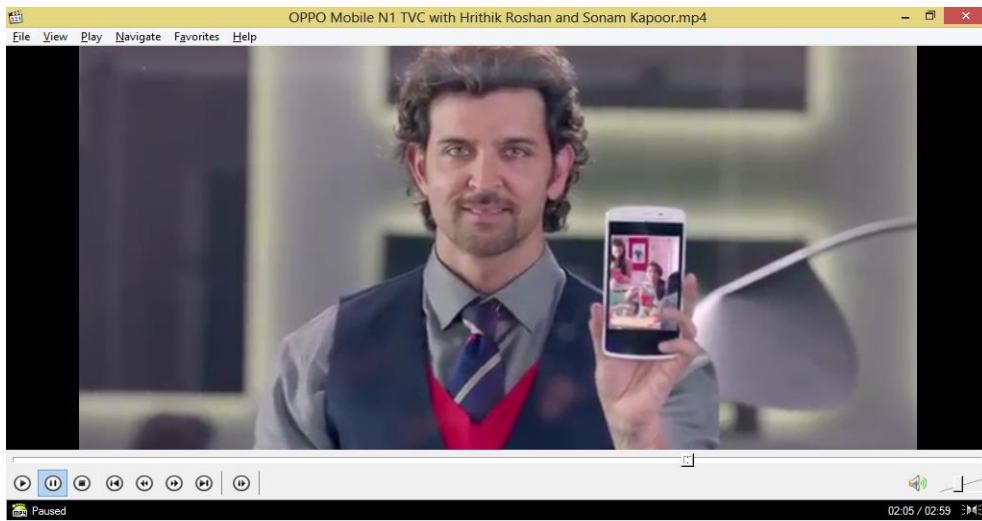
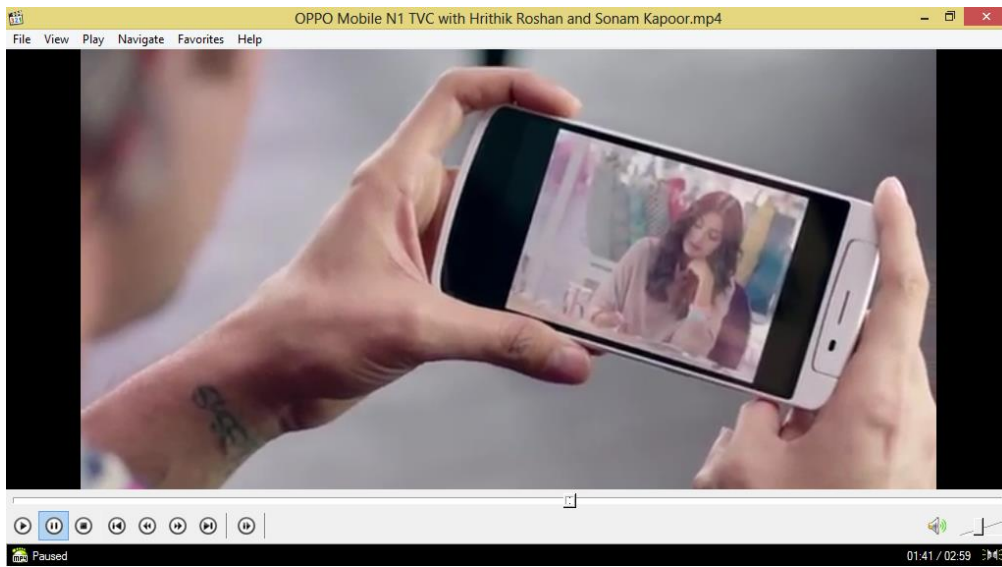
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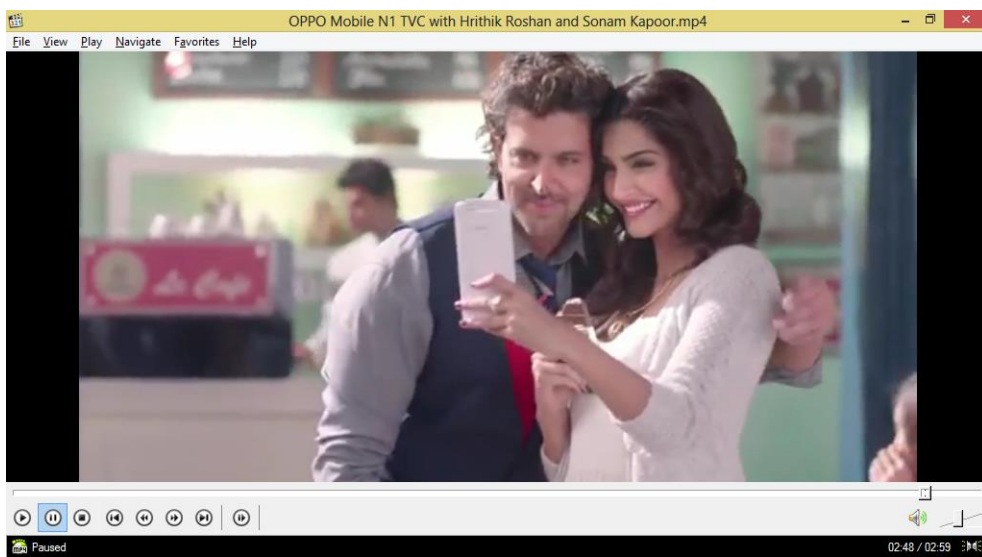
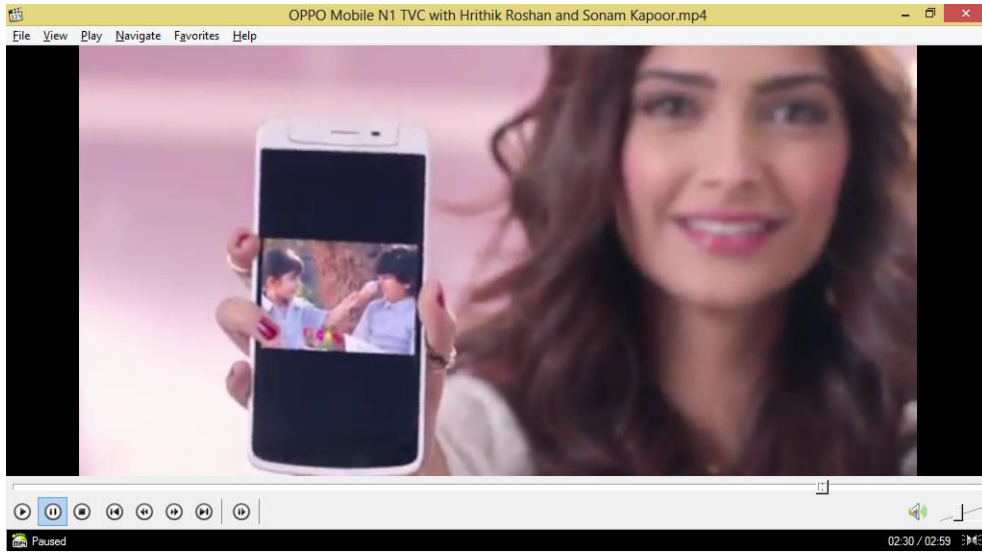
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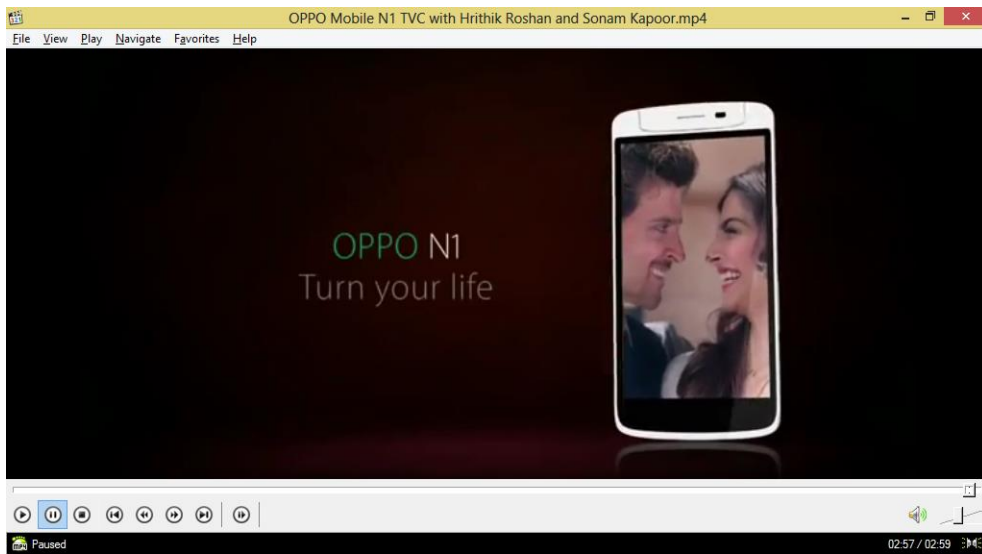
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APPENDIX I: SAMPLE OF SCREENSHOT ADVERTISEMENT OF CONSUMER PRODUCTS









APPENDIX II: THE EXAMPLES OF ARGUMENT MAPPING PICTURE

