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## CRITICAL THINKING MODULE IN THE TEACHING OF SHORT STORY

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### Abstract

*The teaching of Literature does not merely contribute to language learning alone. It is also capable of developing one's higher order thinking skills (henceforth HOTs) through literary texts studied. Alas, at present the subject is taught for merely "exam purposes in contrary to understanding and appreciating it" (Marzilah & Sharifah Nadia, 2010). Hence, change has to take place immediately. The latest transformation in Malaysian education system, The Malaysia Education Blueprint 2013 – 2025, stresses on the mastery of HOTs. However, its teaching is faced with hiccups. The research carried out found several contributing factors. They are the teachers' disinclination towards Literature, teachers' readiness and willingness to teach HOTs, time issue and exam oriented culture. Thus, the researchers are proposing alternative in-class and follow up activities via Critical Thinking Module (henceforth CTM) that teachers can use in assisting the students to put their HOTs into practice through Literature classes. The medium used is a short story written by a local writer. The result of the research showed evidence of HOTs in the students' answers. This research proposes that the CTM be used as an introductory module to assist the teachers in incorporating HOTs in their Literature classes.*

**Keywords:** Literature, higher order thinking skills, teachers, students.

### INTRODUCTION

In ensuring the competitiveness of our country in the 21<sup>st</sup> century, young Malaysians not only need to be knowledgeable but they also need to master essential soft skills such as thinking skills and leadership skills. These skills provide a myriad of opportunities and advantages for them in the future. Realizing this fact, the Ministry of Education introduced *Pelan Pembangunan Pendidikan Malaysia* (henceforth PPPM). Similar to earlier reforms in the education system PPPM emphasize on thinking skills. Hence what better place to teach and practice thinking skills if not in literature classes?

Literature in Malaysia is not new. It was first introduced in 1990 through a project called the Class Reader Programme (CRP). CRP was introduced with the objectives to expose students to materials written in English, to motivate students to read and inculcate reading habit, to help students develop their language proficiency through teaching materials that could enrich and consolidate learning and to introduce elements of literature into language teaching (Raj & Hunt, 1990). In secondary schools, the students were offered Literature in English Programme (LEP) as an elective subject. However, these programmes came to a halt. In 2000, the Ministry of Education reintroduced Literature as one of the components in the English syllabus. This refined syllabus, according to *Surat Pekeliling Ikhtisas Bil 4/2000*, aims to:

- inculcate reading habit among the students
- enhance the students' proficiency in the English Language through the study of a set of prescribed literary texts
- contribute to personal development and character building
- broaden students' outlook through reading about other cultures and world views.

## REVIEW OF LITERATURE

### The Relationship between the Teaching of Literature and HOTS

Rosenblatt's reader response theory (1982) asserts that a literary text is merely a text with words until the readers bring in their prior and current experience, attitudes, values and cultural roles into their reading that the text exhibits meaning to them. This encourages personal and genuine engagement of the text which aids to develop the students' HOTS as a text could be interpreted in different ways when it transacts with different individuals or even the same individuals who read the text under different circumstances and time.

Assuming the role as facilitators, the teachers should guide and encouraged the students to participate in class discussion by sharing their thoughts and opinions. Meaningful discussion enables the students to continually evaluate and assess their opinions of the issues at hand without the pressure of getting the right or wrong answers. Once the learners start to ask 'why' they will be able to understand the literary text much better. They will develop their objectivity, intuition and eagerness to dig out the truth. Hence, this is the start of HOTS. Laskar (2007) said,

"In the proper environment of tolerance and freedom of expression, literature exposes people to ambiguity and new situations that encourages judgment and discovery – essentially aiding in the creation of a self apart from the group. Individuality is fostered and freedom of expression is encouraged, all furthering the development of critical thinking" (Laskar, 2007).

Discussion on literary elements such as plot, characters, setting, themes, moral values and characters give the teachers a wide opportunity to develop the students' HOTS through activities such as predicting and changing the ending, imagining themselves as the characters in the text read and justifying the decision made. When the activities are carried out in a minimal-threatening setting it could reduce the students' affective filter. Therefore, even the weak students could try these exercises and benefit from it.

### The Benefits of Using Literature

The undeniable merit of literature is its contribution to language learning. The usage of authentic and genuine language in multifarious situations and contexts helps in aiding the students to acquire the target language better (Mohammad Khatib, *et al*, 2011a). Mohammad Khatib, *et al*. (2011b) explained:

"Authenticity can especially be envisaged in drama and novel. In drama we have conversations, expressions of feelings, functional phrases and contextualized expressions. Similarly in novels, descriptive writing along with other types of writing, adds to the imaginative nature of human and hence language is easily etched on our mind" (Mohammad Khatib, *et al.*, 2011b).

The students are exposed to more difficult structures, style of writing and vocabulary through literary texts they read (McKay, 2001, in Mohammad Khatib, *et al.*, 2011a). Accustoming one with various styles of writing, structures and writing would be beneficial in making sense of "denotative as well as connotative meanings, idiomatic expressions, proverbs, slangs and colloquialism" (Stern, 2001, in Mohammad Khatib, *et al*, 2011a). Most importantly, the students could develop their HOTS when they are required to identify clues and hints available in the texts to arrive at the most suitable assumptions (Gurnam Kaur Sidhu, *et al.*, 2010). This gives the students the chance to practice their analysing and synthesizing skill.

Literature too gives the teachers and students opportunities to have a genuine conversation in class. The issues discussed in literary texts are very much life related hence this provides the

students with the window to share their thoughts and opinions more freely based on their schemata of the issues discussed. According to Mohamad Kamarul Kabilan (2013) reading literary texts encourages and challenges the students to go beyond literal understanding, as it involves both intellect and the emotions in a manner that reflects life. Eventually it will provoke their cognitive ability and slowly develop their HOTS. Hence, the degree of passivity among the students could be reduced when the students are comfortable in class.

Literature texts are good life model to its readers. A good piece of literary text is able to make the readers feels connected to the story and characters. Thus, the issues and dilemma faced by the characters and the way the characters explicate their problem would give the learners an insight as how to manage the problems they might be facing in the real life. The empowerment they gain from the literary texts would guide the students to perceive the world in a different light and to find the most reasonable solution to their own problem. The learners are given the liberty to view an issue through the characters' eyes hence it helps to broaden their perspective and ability to solve their own social problem – should it exist (Hurley & Hurley, 2010; Muhammad Khatib, *et al.*, 2011b & Beck, 1989, in Nagappan, 2001).

### **The Teachers and Students' Dilemma**

Despite the advantages that Literature offers, both teachers and learners are plagued with dire dilemma. To demonstrate, the 110 Form Five subjects in Siti Norliana's (2008) study were found to prefer variety of activities, group works and the usage of audio visual in class. They like their opinions and thoughts to be heard. Therefore, the students placed teachers' explanation in the fifth ranked of preferred learning styles. In another study conducted by Zubaidah Awang and Shaidatul Akma Adi Kasuma (2010) on 60 Form Four female students from St George's Girls School Penang it is discovered that due to lack of enjoyable activities employed in classes the students' participation is rather poor. 85% of the students said that they prefer to study in a lively classroom in which they are provided with interesting and fun activities while 34% enjoy group work activities Students indicate negative attitudes towards activities that require them to memorize facts, answered multiple-choice questions, read aloud, drilling and teacher-centred classes where interpretations are provided only by the teacher.

However, according to Fauziah Ahmad (2008) teachers are quick to use teacher centred teaching approach unless if they are teaching good classes. This is because the weak students are usually quitter, less responsive and moderately motivated. However research findings describe above show that teacher-centred learning is not preferred. Aside from that, the teaching of critical thinking requires persistence, long duration of time and extra effort because thinking skills cannot be taught in a day (Mayfield, 1977, in Habsah Hussin, 2002). This is what the teachers do not have. This is because the teachers do not only have to teach in school but they are also shouldering various non-teaching related responsibilities and they are required to carry out numerous tasks in school (Krishnan, 1995, as cited in Habsah Hussin, 2002). Boone (1995) adds that,

“All these demands on a teacher's time can be energy snapping, and makes it so easy for a teacher to just follow the masses, to fall into routine, to use the same tried and tested techniques over and over again, to recycle the same materials year after year and not to see things from other perspectives” (Boone, 1995, in Habsah Hussin, 2002).

Though, the Education Philosophy aims to produce holistic and balance students. However, at the end of the day, the obvious emphasis is always on the result produced during public examinations. Some schools are expected to produce 100% passes and straight As. Sharifah Afifah Syed Abbas, principal of SMK (P) St. George, Pulau Pinang confirms the contradicting expectation required out of the educators. She said,

“The Ministry says that we need to produce holistic students... then why are school still ranked by how many straight-A scorers they produce, and not by how holistic they are? I would rather have my students be well-rounded and productive individuals, even if it means that their grades will dip slightly” (Tan & Kulasagaran, 2011).

As a result teachers are left with little to no choice but to accelerate their teaching in order to meet the exam season. They pick and choose the topics that have the highest probability of being tested in the exams.

In Singapore, similar dilemma haunts the teaching community. A Singaporean teacher shared her view, "... there will always be the pressure for teachers to teach what is needed for the students to do well in exam. The pressure comes from the school, parents as well as the students themselves. Hence, teachers do not dare to 'waste' time on what will not be tested as to risk their students doing badly" (Baieldon & Sim, 2009).

### **Purpose of the Study**

The research is undertaken with an aim to describe how the students respond to teaching using the CTM. The module provides the teachers with a step-by-step procedure and the activities proposed are simple and of everyday activities. In addition, this case study will also unfold how the CTM helps to assist teachers to promote HOTs among the students.

## **METHODOLOGY**

### **Research Design**

This research employs the method of descriptive case study. The researcher decides on a case study as it allows her to study the case within its natural context (Yin, 1994). The researcher believes that a case study would give her the opportunity to explore the situation better rather than merely answering the 'how' and 'why' questions. Its qualitative nature provides a huge window with extremely rich information and data that could be derived from multiple angles (Thomas, 2011). The data are collected in its natural environment therefore the situation can be explained in its natural existence as nothing is manipulated.

### **Sample**

The subjects for this case study are chosen based on purposive sampling. This method of sampling allows the researcher to use her 'personal judgment' and 'knowledge of the population' (Fraenkel & Wallen, 2008; Gay & Airasian, 2003) to ensure that the samples chosen will be able to provide her with the necessary data. Gay and Airasian (2003) also add that in choosing and determining the subjects for a study it is essential to ensure that they are equated in every sense. Thus, the researcher chooses 9 Form 4 Malay subjects who are studying in the same school. They come from middle income family, they speak Bahasa Melayu as their first language and has moderate to good English proficiency.

### **Research Instruments**

The main instrument of the research is the CTM. It consists of a short story, lesson plans, in-class teaching ideas and follow up activities. The short story that is going to be used is *Mariah* by Che Husna Azhari. The lesson plans propose in the CTM utilize activities that geared towards promoting HOTs. There are 5 lesson plans. They are as follow:

Lesson plan 1 : Plot

Lesson plan 2 : Setting

Lesson plan 3 : Characters

Lesson plan 4 : Themes

Lesson plan 5 : Moral values

However, for the purpose of this paper, only Lesson plan 1 which is on plot will be discussed.

The activities develop in the CTM take into consideration Bloom taxonomy. Bloom's taxonomy is divided into three major groups which are cognitive domain, psychomotor domain and affective domain (Bloom, *et. al.*, 1956). The activities infuse in the CTM focus on developing the subjects' cognitive domain. In the cognitive domain there are six sub categories. They are knowledge (the lowest rank), comprehension, application, analysis, synthesis and evaluation (the highest rank). Among the activities that are associated with analysis skills are inferring, classifying, explaining, comparing and contrasting. The activities that are synonymous to synthesizing skills are integrating, speculating, anticipating, creating and collaborating. While activities that are related to evaluation skills are assessing, convincing, deciding, concluding, judging and criticizing.

## Data Analysis and Procedures

In collecting the necessary data, the researcher gave the subjects one week to read the short story. On the second week, the class started. All of the classes were video recorded from the beginning of the lesson until the end. After each class, the video tapes were played repeatedly for the purpose of transcribing the students' conversation. Each transcription was marked with the date of the class, the lesson taught, the venue and time of the class. The students' discussions and attempts at answering the assigned questions are transcribed verbatim.

## FINDINGS AND DISCUSSION

### Class Observation on the Teaching of Plot

In Excerpt A, Subjects 1 and 3 were talking and the teacher joined in to listen to their discussion. They were talking about men and women.

Excerpt A: Discussion between Subject 1 and 3 from the low intermediate group.

- 1 Teacher : *What is it Subject 3? You want Tuk Imam to what?*
- 2 Subject 3 : *I said if Imam and Mariah got married, they'll be sweet, sweet love.*
- 3 Teacher : *Well it's not wrong isn't it for an Imam to ... you know*
- 4 Subject 3 : *[Inaudible]. Women have to compete for the men.*
- 5 Teacher : *So a woman has to compete for a man?*
- 6 Subject 3 : *Yes.*
- 7 Teacher : *What do you mean compete?*
- 8 Subject 3 : *Men now are in smaller number... [inaudible]*
- 9 Teacher : *So the women have to compete?*
- 10 Subject 1 : *I rather don't marry than get marry.*
- 11 Subject 3 : *So I fight with her.*
- 12 Teacher : *So if you have to compete, how will that make you feel?*
- 13 Subject 1 : *I feel like why I have to compete for this man. He doesn't care about me why should I care about him.*
- 14 Subject 3 : *Sometimes you have to compete.*
- 15 Teacher : *Yes, sometimes.*
- 16 Subject 1 : *Yes maybe I will compete...*
- 17 Subject 3 : *If you don't compete, your love one gone*
- 18 Teacher : *Ya, in a way ya.*
- 19 Subject 1 : *But marry is not wajib.*
- 20 Subject 3 : *But it's sunnah.*
- 21 Teacher : *But marriage is not wajib according to her. If you don't get married it's not sinful, isn't it?*
- 22 Subject 1 : *Yes.*
- 23 Subject 3 : *But polygamy is not haram.*
- 24 Subject 1 : *But if I couldn't accept and then I say I say bad thing back of them I will get sin, too. It's better if I don't marry.*

In the above excerpt, it can be seen that Subject 3 started the discussion by saying that women had to compete for the men they loved as according to him women have outnumbered men (line 8). Subject 1 countered his argument by voicing her personal preference of not getting married if she had to fight for a man (line 10) as she felt it was not worth it (line 13). The strong emotion and opinion subject 1 portrayed could either indicate that she felt sorry for the main character, Cik Yam, who was forced to accept a co-wife or she had experienced or possibly someone close to her experienced the same situation making her form such an opinion. She further justified her reason for not getting married by falling back on her religious knowledge that marriage in Islam is not compulsory. Interestingly, Subject 3 countered argued her point by rationalizing Subject 1 with the fact that Islam does not illegalized polygamy. The argument and the counter argument shows HOTS when the students were trying to convince one another of their stand.

In Excerpt B, in their groups, the students are assigned to reconstruct an event from the short story and to rewrite the event from a point of view of a young educated woman/man. The scene chosen is when Tuk Imam asks for Cik Yam's permission to remarry.

Excerpt B: High intermediate group's in-class presentation.

- 1 Teacher : You kill Cik Yam? Why?
- 2 Subject 9 : We want a sharper climax. To us love is full of lust instead of real feelings. In the end only true love can tore a frozen heart. We also want to show that some people nowadays do not appreciate true love around them.
- 3 Teacher : What was your first point just now Subject 9?
- 4 Subject 9 : love can turn out to be full of lust.
- 5 Teacher : Ya... love can be camouflaged by lust. What is lust?
- 6 Some of the girls : Nafsu
- 7 Teacher : Is that what Tuk Imam is facing? Is it love 'love' towards Mariah or is it lust?
- 8 The subjects : Lust
- 9 Teacher : Why?
- 10 Subject 8 : Because when we read the part when he flash back of his younger age when he fell in love with Mariah [Syeikh's daughter] he didn't fell in love with her grace or attitude but fell in love with her fairness, her skin, her complexion instead of knowing who she really is. She can be a Syeikh's daughter but she can be a tutttt [censored] act like aah... you know...
- 11 Teacher : Are you saying that Tuk Imam can't control his lust?
- 12 Subject 9 : Probably.
- 13 Teacher : But he's an Imam.
- 14 Subject 8 : But he's a human being teacher.

Excerpt B illustrates how the students showed their understanding of human nature in their justification of the group's reconstructed plot. Reading the part when Tuk Imam first fell in love with Mariah, Subject 9 managed to infer that it was not love that Tuk Imam was feeling (line 12). The group concluded that it was lust (line 8) and that though he was an Imam yet at the end of the day he was merely a man (line 14). This shows the students' maturity. The inferencing skill and the students' justification and explanation of their opinions and point of view are evidence of HOTS.

Excerpt C: A class discussion during the lesson's set induction about event/events that make the students angry.

- 1 Teacher : Any events that make you angry?
- 2 Subject 8 : When he asks for polygamy and Cik Yam cried and cursed herself. I feel so sorry for her.
- 3 Subject 6 : When Cik Gu Nab gossip.
- 4 Teacher : Going back to the issue, polygamy is allowed in Islam isn't it?
- 5 The subjects : Yes.
- 6 Teacher : So why are we angry?
- 7 Subject 1 : Because woman ... as a woman we don't want to share the husband.
- 8 Teacher : We do not want to share husband because...
- 9 Subject 1 : He's mine [laughter from the class]
- 10 Teacher : Why are we angry when something is allowed in Islam?
- 11 Subject 7 : Because human being actually not everything can be shared especially love.
- 12 Teacher : Cik Gu Nab stabbing people's back. Do we do that sometimes?
- 13 The students : Yes.
- 14 Teacher : So why are we angry?
- 15 Subject 4 : Jealous.
- 16 Subject 5 : Human nature, teacher.
- 17 Subject 3 : It's a culture.
- 18 Subject 6 : It happens in real life.
- 19 Teacher : What can we conclude from this?

- 20 Subject 8 : *This is a text about human nature.*  
21 Teacher : *What other conclusion can we make from this? Something that is allowed in Islam, something that is allowed by Allah Ta'ala yet we are not happy with it? We are mad when other people are talking behind our back but when we talked on somebody's back, is it okay?*  
22 Subject 2 : *Nobody's perfect.*

The above excerpt shows again how the students were able to put themselves in the character's shoes. For instance, in line 2, Subject 8 felt sorry for Cik Yam when she cried and cursed herself after Tuk Imam told her about his plan to marry Mariah. She probably could anticipate the heart break and the pain Cik Yam was feeling hence the crying and the cursing. Similarly, in line 7 Subject 1 said 'as a woman we don't want to share the husband'. The phrase 'as a woman' indicated that she felt and understood how Cik Yam must have been feeling. Subject 7 justified subject 1's point of view by explaining that this is one of the things that women do not share (line 11). What she has been reading, heard, saw or experienced must have given her this notion hence the connection was made in this context. When asked why we are angry when people talk behind our back whereas we do it too subject 5 concluded that it was human nature (line 16) to behave in such a manner. Whereas Subject 3 associated the habit to culture (line 17). This shows how observant she was of the characteristic of her culture to she associated the action of talking behind somebody's back as a pattern of behaviour in the society. Subject 8's conclusion of the discussion was too board when she summed it up to human nature (line 20). However, Subject 2 managed to listen and make connections between the teacher's prompts and her overall comprehension of the text and concluded that no one is perfect (line 22). In the above extract, the students showed their HOTS ability when they were able to anticipate the characters' feelings and relate the discussion to human nature and the way the society works in reality.

#### **Class Observation of Follow Up Lesson on Plot**

Excerpt D: High intermediate group's discussion on the title widow.

- 1 Teacher : *Let's talk about that...what's wrong with the title widow?*  
2 Subject 3 : *In our culture our so... apa [the class: society] ... our society widow is the bad woman. [This receives a huge mixed reaction from the other subjects]*  
3 Subject 7 : *I do not agree because actually nowadays men find widow... widow ... widow woman. Like drama men love widow women.*  
4 Teacher : *So they hunt for these women, ya? They don't go for single women anymore [the class laugh]. Why do you think so?*  
5 Subject 7 : *In my opinion, widow women have experience.*  
6 Teacher : *What experience are you talking about? [The class laugh]*  
7 Subject 7 : *In marriage... so maybe she can take the moral value and be someone better. So the man will get a perfect wife.*  
8 Subject 8 : *Teacher I agree that widow are now like hot fritters but looking back at how time flows back then the widows are things like ... not bundle ... it's not bundle actually but second hand thing. It's like... you know it's a bit weird for ... during at that time for a couple to macan separate. Like we can see in the text even for the barren issue the men put the fault at the woman. It could actually be the Tuk Imam's fault that he is the one who is barren. He is the one who does not have quality ... quality of a man. In the now context, they might find widow because if the widow have children it is like variety and assurance they can have children too. I think that's why they want widow nowadays. Widow maybe they are a bit mature handle marriage problems.*  
9 Teacher : *Let me ask you, a divorce man and a divorce woman, who do you look negatively more?*  
10 Subject 8 : *I give you a situation. A woman is being touched... touched fleshly but a man being touched by a woman. Do you realize that people will call that woman cheap and then the men who had been touched are not getting labelled by anything? They should be called cheap man too.*

In the above excerpt, the subjects were discussing the topic of widow calmly. Their maturity and understanding of the situation is evidence when Subject 7 disagreed with Subject 3 who stated that the society labelled widows as a bad woman (line2). Instead she justified her disagreement by indicating that men prefer widows as they have more marriage life experience which in turn will make them a better wife (line 7). On the other hand, Subject 8 justified her points of men preferring widows using comparison and she made the connection to the short story Mariah. She illustrated how in the short story Tuk Imam blames Cik Yam for not being able to conceive. But Subject 8 managed to question that probably it is Tuk Imam who is infertile. This indicates maturity and her knowledge of the reproduction system that she might have learnt in her Biology class. She made an assumption that men like Tuk Imam might prefer widows who have children as the children are proof that the widows are able to conceive. Subject 8 second opinion on divorced man and woman again shows her maturity. She questioned why women who have been touched by men are stigmatized as cheap while the man is not getting labelled as well (line 10). In both arguments Subject 8's arguments were just and relevant. It was well argued and justified. HOTS can be seen in this extract when the students were able to associate, criticize, compare and contrast logically. The students were even able to support their argument with appropriate textual evidence.

Excerpt E: General discussion in relation to the students' statement that love is blind.

- 1 Teacher : *Let's imagine ok. Let's imagine that you are a widow. Your husband's dead. You have 3 children. And you know, you don't have any ...*
- 2 Subject 3 : *Work...*
- 3 Teacher : *you don't have a husband to depend on. And let's say a man wishes to marry you because he sympathise ...sorry for you. He wants to help you. Will you say yes?*
- 4 Subject 7 : *At first no.*
- 5 Subject 1 : *No, I'll think twice.*
- 6 Teacher : *Even after being ngorated.*
- 7 Subject 7 : *not ngorated but pujuked. Ok...maybe I will accept it.*
- 8 Teacher : *Why the first time no?*
- 9 Subject 3 : *Malu [everyone laughs]. Shy shy cat.*
- 10 Subject 7 : *Because I don't want to be a burden to him.*
- 11 Subject 8 : *If me I will say no.*
- 12 Teacher : *Why?*
- 13 Subject 8 : *Because if it's on sympathised you can actually have many other options to get help... Baitulmal and other things like biasiswa and everything. It actually help single mother by giving money to help those children to survive if they do not have enough money to pay their yuran. So actually, getting married to get help is like a bit ... it's not unlogic but you can have another option that can come first rather than getting married.*
- 14 Subject 2 : *But Subject 8, we need man to share our story. When we are poor...sad so we need to share our sad story with him. And we need... if we share our story to our friends, example, it makes we feel something like relief. Our burden is now at ease.*
- 15 Subject 3 : *Teacher... teacher...teacher. Baitulmal can help single mother but the Baitulmal cannot give love [everyone seems to agree]. Everyone needs love in their life.*
- 16 Subject 8 : *I have a point here. Did you realize that every year the Ibu Mithali is given to single mothers?*
- 17 Teacher : *Probably there's a category for single mothers?*
- 18 Subject 8 : *No Teacher, because actually love doesn't mean that you have to have a husband to love. When you love your husband even if he is dead you need not to replace him. But actually show that you love him by raising your daughter or son to become a good person and pray for him so that he can always like sejuk perut aku dalam kubur ni ha.*
- 19 Subject 7 : *But sympathising someone is part of love.*

Excerpt E shows how the disagreement over dependence on man and marriage was carried out maturely. In relation to the assigned question, Subject 7's answers showed how she was thinking and



behaving like a woman whereby she indicated that she would say no to the man's proposal in the first place (line 4) as she did not want to be a burden to the man (line 10). However, after being persuaded and coax (line 7) she might accept the proposal. However, Subject 8 strongly stated that she would say no to the proposal (line 11) as there are other logical options (line 13) to solve the widow's financial problems, for instance. Her empathy towards widows and their problems could be felt but she was portraying a strong independent character who is probably the type of person she is in real life. Her response in line 18 shows how she perceived love. She believed that love does not necessarily materialized in physical form but the feeling of responsibility is also a sign of love. This could either be her real self or this belief could be the result of probably books or movies read and watched. However, Subject 7 argument that sympathizing with someone is part of love (line 19) also shows her understanding of the abstract concept of love. The subjects' ability to put themselves in the shoes of the single mothers and being able to emphasise show how they were able to analyse and connect to the assigned task. Their explanation and justification are relevant. This is evidence of HOTS.

## CONCLUSION

The evidences provided show that the CTM has the potential in assisting the case study subjects in their higher order thinking. The transcripts demonstrated how the subjects were able to identify the issue and questions raised correctly. In their attempt to answer the assigned questions, they illustrate the ability to examine, analyse, compare and contrast, criticize, justified, convince, conclude and evaluate necessary information in sharing their thoughts and ideas showed that they were practicing HOTS throughout the lessons carried out. In paper shows that higher order thinking is teachable and that students are capable of thinking on the higher level when they feel safe, when they are encouraged and when they are given the opportunity to do so.

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