

## ABSTRACT

### HIGHER-ORDER THINKING SKILLS (HOTS) BASED READING EXERCISES IN AN EFL TEXTBOOK FOR THE SECOND-GRADE STUDENTS OF SENIOR HIGH SCHOOL

By

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The objectives of this research were to find out whether reading exercises in an EFL textbook for the second-grade students of senior high school are in accordance with HOTS indicators and to describe difficulties that are encountered by EFL teachers when implementing HOTS-based learning using an EFL textbook during the pandemic. This research adopted qualitative descriptive research and content analysis method. The object of this research was the reading comprehension essay questions in the *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI* textbook published by the Ministry of Education and Culture in 2018. The items of the essay reading questions were analyzed using the cognitive levels of the revised Bloom's taxonomy.

As the result, it found that the questions categorized as HOTS level obtain 63 out of 94 questions (67%). Meanwhile, 31 out of 94 questions (33%) were categorized as LOTS level. It indicated that this textbook concentrated more on higher-level thinking questions since the most dominant level in the textbook was higher order thinking skills (HOTS). Moreover, the English teachers also face some difficulties in implementing HOTS-based learning during the pandemic. The difficulties are they find it hard to arrange materials based on the indicators that they have to achieve and to implement materials that involve HOTS whether it is possible to be applied virtually. HOTS-based learning during the pandemic era is more challenging for both teachers and students.

**Keywords:** *higher-order thinking skills (HOTS), lower-order thinking skills (LOTS), textbook, reading comprehension.*