

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

**(Undergraduate Thesis)**

**By**

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UNIVERSITY OF LAMPUNG**

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## ABSTRACT

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

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**Nurul Walikhtira Pratiwi**

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.*

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**By**

**Nurul Walikhtira Pratiwi**

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**Submitted in a Partial Fulfillment  
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**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
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Research Title : **HIGHER-ORDER THINKING SKILLS (HOTS) BASED READING EXERCISES IN AN EFL TEXTBOOK FOR THE SECOND-GRADE STUDENTS OF SENIOR HIGH SCHOOL**

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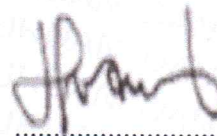
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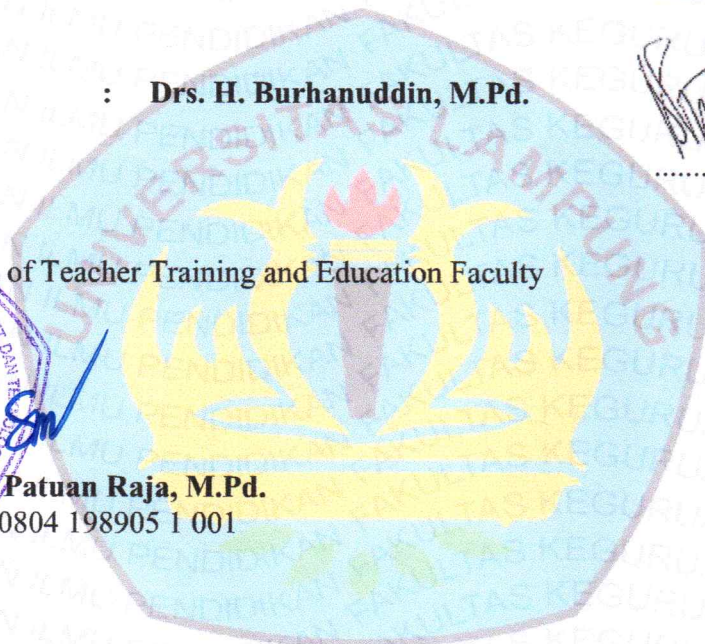


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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya akan menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**

The writer of this study is Nurul Walikhтира Pratiwi. She was born in Bandar Lampung on May 28<sup>th</sup> 1999. She is the second child and the only daughter of a happy couple, Dwi Yana, S.Pd.SD and Hermiati. She has an elder brother named Bima Walikhтира Utama and a younger brother named Najib Walikhтира.

Her educational background started at TK Satria in 2004. A year later, she continued her study at MIN 5 Bandar Lampung and graduated in 2011. Then, she went to SMP Negeri 4 Bandar Lampung. After three years, she registered in SMA Negeri 2 Bandar Lampung and graduated in 2017. In the same year, she started her college life in University of Lampung as an English Education Study Program student.

During her college days, she joined Paduan Suara Mahasiswa (PSM) Unila and AIESEC in Unila to improve her skills and to expand her social circle by meeting new people in order to gain new experiences. From January to February 2020, she dedicated her Student Study Service (KKN) program to Aji Murni Jaya village in Tulang Bawang district. She also fulfilled her Pre-Service Teacher Program (PPL) at SMK Negeri 3 Bandar Lampung from August to October 2020. To finish her college life, she decided to conduct her research in SMA Negeri 2 Bandar Lampung.

## MOTTO

*“Be like a flower that gives its fragrance even to the hand that crushed it.”*

(Ali ibn Abi Talib)

*“Every flower blooms in its own time.”*

(Ken Petti)



## DEDICATION

*By the name of Allah Subhanahu wa Ta'ala who blesses my life, this script is  
proudly dedicated to:*

The treasure of my life, my beloved parents, Dwi Yana and Hermiati.

My eternal best friends and brothers, Bima Walikhtira Utama and Najib Waliktira.

The honorable lecturers at English Education Study Program.

My amazing friends, English Department 2017.

My alma mater, University of Lampung.

You.

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It is impossible for the writer to finish this script without any supports, helps, and encouragement from great-hearted people around her. Thus, the writer would like to express her sincere gratitude and deep respect to:

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May Allah SWT bless them all and pay for all of their kindness, aamiin. Last, this thesis is still far from being perfect but it is expected that this thesis will be useful not only for the researcher but also the readers as well.

Bandar Lampung, 26 July 2021

The writer

Nurul Walikhtira Pratiwi

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## **CHAPTER I**

### **INTRODUCTION**

This chapter is divided into some parts. They are; background of the research, research questions, objectives of the research, uses of the research, scope of the research, and definition of key terms.

#### **1.1 Background of the Research**

Education becomes an essential part of human beings since it brings a lot of advantages. It gives us knowledge of what is happening around us and changes it into something better. According to Muhammad (2016), education is a simple process of learning and knowing. Having educational experiences helps people to feel, think, and behave which can contribute to someone's success and improve satisfaction in a community. It is also expected that people can learn and explore the world freely. In brief, education can come from anywhere as long as it helps us to learn more about living as human beings.

Education is one of the most important things people should have for a living. In the area of education, it involves the activity of teaching and learning based on the curriculum provided. Mulenga (2018) states that a curriculum is a set of subjects that is taught in schools. In line with the previous statement, Curriculum 2013 was arranged by the Minister of Education and Culture of Indonesia to support the teaching and learning process. The curriculum can be applied in every subject taught in schools,

including English. As stated by Kemendikbud (2013), English is one of the main subjects which students have to master.

English is a foreign language that many students find not easy to learn but they are required to master the English four basic skills, including listening, speaking, writing, and reading. Among those skills that students have to master, reading is considered difficult because students are required to combine their own prior knowledge with the information from the context (Anderson, 2008). Additionally, as stated by Pang et. al. (2003), reading consists of two major processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to spoken language and comprehension refers to the process of being able to understand words, sentences, and paragraphs.

To overcome the difficulties in reading, there should be learning media to support the teaching and learning process. One of the learning media that can help students to learn is by using textbooks. A textbook is one of the tools that is generally used in the teaching and learning process. O’Keeffe (2013) states that textbooks are widely accepted as the common feature in the classrooms and are important vehicles for the promotion of specific types of curricula. O’Keeffe (2013) also added that not only do textbooks help the students and their learning process, but they also help teachers and their teaching activity by providing frameworks, texts, and tasks. Furthermore, Assaly and Igharia (2014) claim that textbooks are one of the important aspects in developing students’ higher-level thinking processes.

The characteristics of a textbook should be designed from lower to higher-order thinking skills (Sukmawijaya et al., 2020). Suparman et al. (2020) also support this by stating reading comprehension involves critical thinking. There is no reading comprehension without using critical thinking (Suparman et al., 2020). Therefore, reading exercises of textbooks should involve students' higher thinking skills when answering questions.

As introduced in Bloom's taxonomy, Higher-Order-Thinking-Skills (HOTS) are reflected by three cognitive domains in Bloom's taxonomy: analysis, synthesis, and evaluation which have been revised by Anderson and Krathwohl (2001) with a focused look at analyzing, evaluating, and creating.

The Ministry of Education and Culture of Indonesia introduced HOTS-based questions for the first time in 2018 during the High School National Examination. Ariyana et al. (2018) claim that introducing HOTS is the government's effort to improve the quality of learning and the quality of graduates. Moreover, by applying HOTS-oriented questions in the National Examination, the government hopes that the students will succeed in achieving various competencies, such as critical thinking, creative and innovative, communication skills, collaboration skills, and self-confidence (Ariyana et al., 2018).

As time goes by, the implementation of higher-order thinking skills based questions started to be applied in various subjects in school to improve the quality of education in Indonesia. Along with it, the use of higher-order

thinking skills based questions began to be applied in the schools mid-term and final examination. Furthermore, the teachers are obligated to understand and know more about Higher-Order Thinking Skills (HOTS) and their categories so they will not have any struggle in teaching the students with HOTS-based teaching and learning process.

Therefore, it means that today's book exercise should be based on HOTS, however, it is reported that not all exercises in textbooks are in accordance with the HOTS context. This is suggested by Anasy (2016) that English textbooks should be continuously monitored and checked as one of continuous improvement. Several elements in the textbook need to be evaluated such as textbook instructions and teaching materials whether or not they are matched with the indicators of HOTS since HOTS requires the students to think critically than LOTS does.

## **1.2 Research Questions**

Based on the background above, the researcher formulated the problems as follows:

1. Are the reading exercises in an EFL textbook for the second-grade students of senior high school in accordance with HOTS indicators?
2. What difficulties are encountered by EFL teachers when implementing HOTS-based learning using an EFL textbook during the pandemic?

### **1.3 Objectives of the Research**

Relating to the formulated research problems, the objectives of the research were:

1. 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.
2. To describe difficulties that are encountered by EFL teachers when implementing HOTS-based learning using an EFL textbook during the pandemic.

### **1.4 Uses of the Research**

The research hopefully would be useful both theoretically and practically:

#### **1. Theoretically**

The result of this research is expected to verify the previous theory and to give broader knowledge regarding the analysis of Higher-Order Thinking Skills based on reading exercises of textbooks.

#### **2. Practically**

The result of the research is expected to be used as a reference for teachers and students in choosing an appropriate textbook for learning sources.



## **1.5 Scope of the Research**

This research was carried out on analysis of an English textbook for second-grade of senior high school. The researcher focused on analyzing essay questions on reading exercises provided in *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI* textbook whether the questions fulfill HOTS indicators. This study used HOTS indicators formulated by the revised version of Bloom's taxonomy as a reference to adjust the data which were divided into several categories: knowledge, comprehension, application, analysis, evaluation, and creation. This research was also aimed to find out teachers' difficulties in carrying out HOTS-based learning activities especially in teaching online classes during this pandemic era.

## **1.6 Definition of Key Terms**

In order to focus on analyzing HOTS-based reading exercises of the textbook and to avoid misunderstanding as well, the researcher explained the used terms in this research as follows:

### **1. Reading**

Reading is a skill, which involves making sense and deriving meaning from the printed words (Linse & Nunan, 2005).

### **2. Textbook**

Textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning (Graves, 2000).

### 3. Higher-Order Thinking Skills

Higher-order thinking skills (HOTS) are activities that involve mentality with ideas, objects, and situations through analog, elaborative, inductive, deductive, and transformative ways that show an orientation towards complex, generative, evidence-seeking, and reflective knowledge (Schraw and Robinson, 2011).

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter attempts to explain the literature review used in this study, they are divided into several topics: review of the previous research, textbook, reading, and Higher-Order Thinking Skills (HOTS).

#### **2.1 Review of the Previous Research**

Ilma (2017) conducted research on analyzing HOTS-based reading exercises of “Bright” course book for the seventh grade of junior high school and adopted a content analysis method. The book which she analyzed was published by Erlangga in 2016. She stated that there were 70 reading questions in the book and only 11 questions of them which are higher-order thinking skill based. 11 items out of 70 questions show that only around 14% of the reading questions are HOTS-based reading questions. Thus, the book is not fulfilling HOTS indicators.

Febrina et al. (2019) did research on analyzing HOTS-based reading exercises of the “BAHASA INGGRIS for SMA/MA/SMK/MAK Grade XI Semester I” textbook. They claimed that they used a descriptive study to analyze questions and the analysis was done by all researchers separately to prove the reliability of the data. Furthermore, the researchers found that among 45 reading questions in the book, they found 30 questions, or around

66.8% are HOTS-based questions. Hence, it proves that the book provides adequate questions with higher levels of questions.

Apriani (2019) conducted research on analyzing HOTS-based reading exercises of an EFL textbook “PATHWAY TO ENGLISH” for the tenth grade of senior high school and used a content analysis method. She stated that the object of her study was the reading essay exercise in the Pathway to English textbook for the tenth grade of senior high school students. She found that the textbook only has 3 items out of 72 questions or around 4.16% for the higher-level questions. It means the Pathway to English textbook is not fulfilling the HOTS-oriented standard.

Damanik and Zainil (2019) conducted research on analyzing HOTS-based reading exercises of the textbook which is used by the first-grade students of SMAN 2 Padang with descriptive research as its method. After analyzing the reading exercises of the textbook, they found that from 172 questions, there were only 36 questions or around 9.7% that belong to HOTS-based questions. Thus, it means that the reading exercise of the English textbook which is used by the first-grade students and teachers of SMAN 2 Padang does not fulfill the higher-order thinking skill indicators.

Zainil et al. (2020) did a research on analyzing HOTS-based reading comprehension questions of English textbooks that are used by SMAN Kota Padang. They claimed that the data were coming from the reading comprehension questions in English textbooks at grades X, XI, and XII used in SMA Negeri Kota Padang. There were about ten English textbooks that

the school used. In addition, they stated that they used a checklist table and an indicator form to analyze and compare the distribution of higher-order thinking skills in the reading exercises of English textbooks for grades X, XI, XII. From a total of 1,841 questions found in the textbooks, they only have 425 HOTS-based questions or around 23.09%. Thus, the findings indicate that the textbooks which SMAN Kota Padang uses are not fulfilling the HOTS indicators.

Daniati and Fitrawati (2020) carried out research on analyzing HOTS-based reading exercises in “Bright an English” course book for the grade IX of junior high school and by adopting a descriptive qualitative research. The book which they analyzed was published by Erlangga in 2018. Furthermore, in Bright an English course book grade IX, it is found that lower order thinking skill (LOTS) questions is more dominant than higher-order thinking skill (HOTS) questions. The total number of HOTS questions is 78 questions or around 18.9% from 412 reading questions. Hence, it proves that the Bright an English book does not meet the HOTS standard.

Fahmi (2020) carried out research on analyzing HOTS-based reading exercises of the “WHEN ENGLISH RINGS A BELL” textbook for the eighth grade of junior high school and adopted a descriptive research method. She claimed that after the analysis was done, the finding of the research showed that there are 69 high order thinking questions from 171 reading questions or about only 24% of the questions referring to HOTS-based questions. This research also shows that the “WHEN ENGLISH RINGS A BELL” textbook does not fulfill HOTS indicators.

To sum up, from the seven studies above, there is only one study that shows that the textbook the school uses for teaching and learning sources is an appropriate textbook. As the Ministry of Education and Culture of Indonesia implemented higher-order thinking skills based questions, the textbook should fulfill the HOTS standard. A good textbook should emphasize more on HOTS that the book must contain more HOTS questions in order to prepare the students to think critically and make the solutions to some problems (Febrina et al., 2019).

## **2.2 Textbook**

This part will be divided into some parts as follows: the definition of textbook, the advantages of using textbook, the important role of textbook, and the textbook evaluation.

### **2.2.1 The Definition of Textbook**

Textbook is one of the learning resources which teachers and students use in daily educational matter. It is a resource that could achieve the students' learning outcome in the teaching and learning process. Gak (2011) states that textbook plays an important role in teaching and learning. It represents a useful resource for both teachers as course designers and learners as persons who are acquiring knowledge, especially in the English language.

Amerian and Khaivar (2014) claim that textbooks are the central core of a variety of language learning and teaching programs and they have several advantages for both teachers and students. Textbooks are of

great significance for teaching and learning. Teaching and learning are tasks carried out by teachers and students. Hence, that is why they need textbooks.

Mithans and Grmek (2020) define the textbook as just one of the tools that help teachers achieve their educational goals. Teachers use teaching aids autonomously and plan individually when and how they will use them. In addition, teachers no longer have to follow the guidelines of one textbook, as several different textbooks are available for individual subjects.

Based on the definitions above, textbook is one of the core learning resources for both teachers and students. It has many advantages in using textbooks in the teaching and learning process. For example, for the students, as learning sources, textbooks can help students to improve their learning outcome. However, for the teachers, textbook is only one of their teaching materials resources since they have their own teaching aids. Moreover, textbook generally is really useful for supporting teachers and students in their teaching and learning activity.

### **2.2.2 The Important Role of Textbook**

In the teaching-learning process, textbook assumes a huge job managing the material which will be conveyed to the learners. Cunningsworth (1995) states there are some roles of materials in the textbook in language teaching. These include the following:

- a. A resource for presentation materials (spoken and written),



- b. A source of activities for learner practice and communicative interaction,
- c. A reference source for learners on grammar, vocabulary, pronunciation, and so on,
- d. A source of stimulation and ideas for classroom activities,
- e. A syllabus (where they reflect learning objectives that have already been determined), and
- f. A support for less experienced teachers who have yet to gain confidence.

### **2.2.3 The Advantages of Using Textbook**

Richards (2001) claims that textbooks are a key component in most language programs. Then, he adds that the use of commercial textbooks in teaching has both advantages and disadvantages, depending on how they are used and the contexts for their use. According to Richards (2001), the advantages of using textbooks in a language program are:

1. They provide structure and a syllabus for a program.

Without textbooks a program may have no central core and learners may not receive a syllabus that has been systematically planned and developed.

2. They help standardize instruction.

The use of a textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.

3. They maintain quality.

If a well-developed textbook is used students are exposed to materials that have been tried and tested, that are based on sound learning principles, and that are paced appropriately.

4. They provide a variety of learning resources.

Textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.

5. They are efficient.

They save teacher's time, enabling teachers to devote time to teaching rather than materials production.

6. They can provide effective language models and input.

Textbooks can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.

7. They can train teachers.

If teachers have limited teaching experience, a textbook together with the teacher's manual can serve as a medium of initial teacher training.

8. They are visually appealing.

Commercial textbooks usually have high standards of design and production and hence are appealing to learners and teachers.

In summary, textbooks as the teaching and learning resources provide so many advantages. The advantages are not only for the students, but also for the teachers. Textbooks help the teaching and learning process become more efficient. At the same time, they train the teachers with more teaching experience and show the students appealing designs and productions.

#### **2.2.4 The Textbook Evaluation**

Alongside many advantages mentioned above, there are some critics of the use of textbook which claim that the quality of the textbook is not comparable to it ought to be. Reed et al. (1998) state that textbooks sum up enormous amounts of information and often make it too broad and superficial, consequently discouraging conceptual thinking, critical analysis, and evaluation. Hence, the textbook needs to be evaluated by the teachers.

Moreover, Harmer (1996) points out that teachers who rely too heavily on the textbook will often not encourage providing enough roughly-tuned input or output practice. Textbook likewise will in general follow a similar format from one unit to the other. The textbook could create a classroom culture that restricts the interactions not only between the students and the students, but also between the teachers and the students.

Further, Richards (2001) claims that no commercial textbook will actually be an ideal fit for a language program. It implies that there is no best textbook that the teachers can use as guidance in the teaching and learning process but the teacher can choose the textbook by distinguishing the most reasonable content of the textbook with the course objective.

In addition, Cunningsworth (1995) states that the textbook evaluation could be useful for suitability. It includes coordinating the book against a particular necessity including the students' targets, the learners' background, the resource available, etc.

Having the option to evaluate the textbook for suitability should be a teacher's main aptitude. To sum up, the teachers have to do the evaluation of the textbook usage because the textbook could impact the learning result in the teaching and learning process. Along these lines, the textbook evaluation is significant and the teachers need to do it before the students utilizing the textbook to learn.

Thus, according to Harmer (2007), there are four alternatives that have to be considered if we decide that part of a textbook is not appropriate. The four alternatives are, as follows:

- a. The teachers may just choose to exclude the lesson.
- b. Another option is to replace the textbook lesson with one of the teacher's own. The teacher's own material likely could be more fitting for the students.

- c. The third is to add to what in particular is in the book if the lesson is rather boring, too controlled, or if it gives no chance for students to utilize what they are learning in an individual sort of way.
- d. The last choice is for the teachers to adjust to what is in the book. If reading a text is managed in a boring or uncreative, they can adjust the lesson by modifying, replacing some of the activities, re-requesting exercises, or diminishing the number of exercises in the sequence.

By looking at those statements, it tends to be seen that the textbook need an evaluation because as expressed before that occasionally the textbook is excessively broad and boring in term of the lessons. Then again, the four standards for evaluating the textbook which is proposed by Cunningsworth (1995) are as follows:

1. Evaluating the textbook ought to compare to learners' needs. It should coordinate the points and targets of the language learning program.
2. Evaluating the textbook ought to reflect the utilizations (present or future) that students will make of the language, textbook should be picked that will assist the learners with utilizing language effectively for their own motivations.
3. Evaluating the textbook should assess students' needs as learners and ought to encourage their learning processes.

4. Evaluating the textbook should have a clear role as a support for learning. Like teachers, they mediate between the objective language and the learner.

Hence, the textbook evaluation is necessary for a better result in the teaching and learning process in the classroom. One thing must be remembered by the teachers that there is no best textbook for a group of students. Thus, the teachers need at least not to rely much on the textbook but create other interesting materials with the teachers' own skills.

## **2.3 Reading**

This part will be divided into some parts as follows: the definition of reading, reading comprehension, the objectives of reading, the types of reading skill, and the types of reading exercises.

### **2.3.1 The Definition of Reading**

According to Bojovic (2010), he states that reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop. Reading is rapid, which means that readers should maintain flow of information at a sufficient rate to make connections and inferences vital to comprehension. The reader has a purpose for reading, whether it is for entertainment, information, or research.

Kozak (2011) claims that reading is a skill which enables us to get a message, recognizing the written words (written symbols), getting (understanding) the meaning, used to teach pronunciation, grasping

information from texts. Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension.

Ari (2017) argues that reading is a crucial skill that takes us to choose wisely from piles of information presented in several forms in an information society, using other information acquired by utilizing different types of literacy (visual, media, academic, graphical, financial, cultural, etc. literacy) when learning new information and producing information based on the reading is based on association (word groups, sentences, inter-sentence relationships, inter-paragraph connections, comparison between the whole text and preliminary knowledge, etc.) and meaning-making as well as the perception of visual elements (recognition of letters and forms, and words).

In conclusion, reading is a skill that relates to a message or text and the readers need to comprehend the written words to get information. Reading involves perception and thought to connect one idea with another idea.

### **2.3.2 Reading Comprehension**

Grabe (2008) clarifies that reading is a central of comprehending process. We read to understand what the author expecting to convey in writing, though we also do more. Comprehension happens when the reader interprets the meaning of the text and combines it with the reader's background knowledge.

Linse (2006) adds that reading comprehension refers to reading for meaning, understanding, and entertainment. It clearly said that reading comprehension is not only reading for meaning and understanding, but moreover for entertainment.

Additionally, Grellet (1981) points out that reading comprehension implies extracting the required information from it as efficiently as possible. It means that when comprehending the text, the reader has to extract the information that they got from the text as proper as possible.

According to those explanations, reading comprehension is really more complex than commonly expected. It focuses on thinking and presenting the meaning of the text. It involves the interaction between the written form of the text with the reader's eyes and mind.

### **2.3.3 The Objectives of Reading**

Students may be inquired to examine a lot with different aims (Murcia et al., 2014). Hence, different readers may have diverse purposes and those purposes are varied. People usually read something because they have a desire to do so and some purpose to achieve. Furthermore, they generally have some expectations about what they are going to read before they actually read the text. It means that the varied purposes of reading may come from the desire before the reading activity.

Additionally, Harmer (2007) points out that the reader might read to get the common picture of the text, to extract the specific information of the text, to perform the text, or to confirm the expectation they have



about the text. In line with that statement, the writer thinks that the reader may have different aims because they have different expectations in reading.

On the other hand, Crawley and Merritt (1996) think that the main purpose of reading is to understand or comprehend the communication between the author and the reader. Moreover, according to Carbo (2007), he states the ultimate goal of all reading instruction is text comprehension. From these two explanations, it clearly tells that mostly the aim of reading is for understanding or comprehending the text.

Moreover, Linse (2006) points out the two fundamental purposes that people read are for pleasure and for information. While reading for pleasure provides enjoyment and entertainment, reading for information can be as simple as reading a menu at a restaurant. Reading for pleasure can be a bedtime story before going to bed or read a novel that you liked.

Besides, McDonough and Shaw (2012) explain that the purposes of reading are for getting information because the readers are curious about some topics, getting instruction on how to perform some tasks, knowing what is happening, and getting enjoyment or excitement. It means that the purposes of reading are not only for getting pleasure and information from the text, but also for getting instruction.

Further, Grabe and Stoller (2019) add that there are 7 purposes of reading as follows:

1. Reading to search for simple information,
2. Reading to skim quickly,
3. Reading to learn from texts,
4. Reading to integrate information,
5. Reading to write,
6. Reading to critique texts, and
7. Reading for general comprehension.

Therefore, the writer considers that the main aim of reading is to comprehend the meaning of the text. In reading, the reader needs to know the writer's purpose in writing the text. If the reader comprehends the text, whatever their expectation in reading, they would know it and they would be successful in the reading activity.

#### **2.3.4 Types of Reading Skill**

According to the book titled *The Practice of English Language Teaching* by Jeremy Harmer (2007), there are five specialist skills in reading that the students ought to have to be great readers. The explanations of those skills are as follows:

1. Predictive ability implies the method of understanding the text to see how the following plot of the content is.
2. Extracting particular information or scanning means the skill that ought to discover the particular information in the reading text.

3. Getting the general picture or skimming implies the ability which uses when the reader wants to get the main idea of the text without being concerned about the detailed information.
4. Extracting detailed information usually inquired the reader to find the writers' point of view and answer such kind of detailed information.
5. Deducing meaning from context means that the reader should know how to infer the meaning of new words from the text.

On the other hand, Harmer (2007) explains the qualification between the extensive and intensive reading as the types of reading skill in his other book. He explains that the term extensive reading refers to reading which students do often away from the classroom. Extensive reading is a kind of reading for pleasure. Students have an opportunity to choose what they want to read.

Further, Harmer (2007) clarifies that the term intensive reading, other than, refers to the detailed focus on the development of reading text which takes place usually in the classroom. Intensive reading is usually accompanied by study activities. Teachers may test students to check the detailed meaning of the text, to identify the particular use of grammar, and after that to utilize the information of the text to their other learning activities.

In addition, McDonough and Shaw (2012) point out types of reading skills are scanning to find particular information in a text and

skimming to extract general information from it. Those skills are mostly practiced in learning the reading skill. Thus, students need to learn those kinds of specific reading skill in order to be a good reader.

The explanations above mostly clarify about two kinds of reading skills which involve intensive reading and extensive reading. Whereas intensive reading refers to reading for pleasure, extensive reading refers to reading for detailed information.

### **2.3.5 Types of Reading Exercise**

There are many kinds of reading exercises that are usually found in the textbook or reading test. The types of those exercises are identifying details or facts, recognizing main ideas, identify cause and effect, making inferences, and critical reading (Crawley and Merrit, 1996). The following are the explanations of those reading exercises:

a. Identifying for details or facts

Identifying for details or facts is an exercise to identify the small or specific parts of selection.

b. Recognizing the main idea

It may be expressed as the central thought or meaning of a passage or selection. If main ideas are directly stated, they are at the literal level of comprehension, if not, they must be inferred.

c. Making inference

Making inferences means the process of reaching a conclusion based on facts or premises. During inferential comprehension,

students must make hypotheses by combining what the author has written in the text with their own background information.

d. Identifying cause-effect relationship

It may be directly stated or implied. It is the interrelationship among different reactions, motives, feelings, or actions; anything that creates a result voluntarily or involuntarily.

e. Critical reading

Critical reading means the process of making evaluations or judgments when reading and it is the highest level of reading exercise. During the critical reading, readers may be asked to judge whether events or characters are real or fictitious.

Moreover, Burgess and Head (2005) claim that reading texts are accompanied by a variety of tasks, each of which is designed to test a particular combination of reading skills. They describe the most common reading exercises as follows:

a. Multiple choice

Multiple choice exercises consist of a text, which can be any form of type and genre, accompanied by one or more multiple choice items (e.g. a, b, c, d). These may be in the form of a series of statements, a question plus answers, or an incomplete statement with a choice of phrases or words with which to complete it. There are usually three or four options, only one of which is correct.

b. True/false

True or false exercises ask the readers to determine whether the statements are correct or incorrect, according to the text. Sometimes a third option is included ('not given' or 'not known'), for cases where the text does not give the reader enough information to determine whether a statement is true or false.

c. Matching

In matching exercises, the readers are obligated to choose a list of prompts. The prompts may be headings, statements, or question completions. The readers might be asked to match a description to the appropriate paragraph of a text, or to match words and phrases to their meanings.

d. Gapped texts

Gapped texts exercises involve texts from which single words, phrases, sentences, or paragraphs have been removed. In some tasks, it is the readers who have to decide what should fill the gap, while in others they must choose from a series of alternatives which only one is correct. In some cases, the readers have to write the words that are missing from the main texts.

e. Proofreading

Proofreading tasks involve finding deliberate error of various kinds on the text provided. The readers are required to read the text and mark lines, locate the extra words, or correct the spelling and punctuation errors.

Those all are the types of reading exercises that might be found in the different kinds of reading tests. The students have to know those kinds of reading exercises so that they may discover the perfect way to answer them.

## **2.4 Higher-Order Thinking Skills (HOTS)**

This part will explain the content into some parts as follows: the understanding of higher-order thinking skills, the advantages of higher-order thinking skills, higher-order thinking skills (HOTS) in Bloom's taxonomy, and higher-order thinking skills reading exercise.

### **2.4.1 The Understanding of Higher-Order Thinking Skills**

Brookhart (2010) claims that there are three categories about the definition of higher-order thinking: (1) those that define higher-order thinking in terms of transfer, (2) those that define it in terms of critical thinking, and (3) those that define it in terms of problem-solving.

The first category is the higher-order thinking as transfer. Brookhart (2010) states that the teaching goal behind any of the cognitive taxonomies is equipping students to be able to do the transfer. By this, the higher-order thinking has conceived the students to be able to relate their learning to other elements they have learned before. Many teachers hope that from their job, they could plan their students to go into the world and ready to do their own thinking without depending on the teachers to provide them any task to do since life outside of

school is way better to give students the opportunities in applying the knowledge they got from the school.

The next category is the higher-order thinking as critical thinking. Brookhart (2010) defines that in this case, the students should be able to think so that they can apply wise judgment or produce a reasoned critique. One of the characteristics of educated people is that they reason, reflect, and make decisions on their own without any help from the teachers or assignments. Moreover, judgment is one of the particularly important in higher-order thinking tasks like judging the credibility of a source.

The last category is the higher-order thinking as problem-solving. Brookhart (2010) expresses that a problem is a goal that cannot be met with a memorized solution. People have many different ways to solve their problems depending on the values and assumptions they bring to the task. However, lower-order thinking which forces the students to recall may not help the students in solving the problems. Further, problem-solving is necessary for critical thinking and effective communication. In this case, the students should be able to think so they can solve problems on their own and work creatively.

In summary, the higher-order thinking skills is the ability of students to think in a complex process which is useful for transferring the knowledge to daily life, thinking critically, and solving problems. The



students with higher-order thinking skills should be able to examine assumptions and values, assess proofs, and deliver the conclusions.

#### **2.4.2 The Advantages of Higher-Order Thinking Skills**

There are many advantages that the students will get when the teachers use the higher-order thinking skills in the teaching and learning process. Hence, teaching the higher-order thinking skills to the students is important when teachers hope for the better outcomes.

Mayer (2002) states some of the advantages of using the higher-order thinking skills in his writing. He claims that higher-order thinking skills is giving a broader vision of learning that includes not only acquiring knowledge but also being able to utilize information in a variety of new situations, promoting meaningful learning, and actively engaging the students in the process of constructing meaning. It implies that the higher-order thinking skills are valuable in creating the meaning of learning in the teaching and learning process.

Additionally, Brookhart (2010) defines that the higher-order thinking skills not only can help the students improving their thinking skills but also their whole performance. It can happen because they learn to construct meaning and incorporate new context into their background knowledge which will improve their knowledge and understanding.

Further, Russel and Airaisan (2008) express that the advantage of the higher-order thinking skills is to promote deeper processing. It means when learning and improving the higher-order thinking skills, the

teachers will let the students activate their thoughts and ideas. Those processes for promoting thinking and reasoning the ideas which lead to a deeper processing of information in the learning process.

To conclude, the advantages of higher-order thinking skills are helping students to learn something in a meaningful process and improve the students' whole performance.

### **2.4.3 Higher-Order Thinking Skills in Bloom's Taxonomy**

Many experts in the educational field have their own taxonomies. One of them and the most famous one is Bloom's taxonomy. Bloom's taxonomy explains the way of thinking. In Bloom's taxonomy, there are three domains of objectives that are useful for assessing students' behavior in the teaching and learning process, they are cognitive, affective, and psychomotor. However, Airasian and Russel (2008) claim that the most commonly taught and assessed educational objectives are those in the cognitive domains. Further, the cognitive domain is familiar with the teachers' knowledge because it is the most commonly taught and assessed for accomplishing the educational objectives.

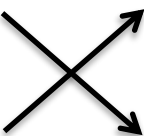
In addition, Bloom (1956) believes that cognitive is the domain in which most of the work in curriculum development has taken place. Thus, this study will only focus on the cognitive process of Bloom's taxonomy. The following table is the table that explains the types of cognitive processes identified in Bloom's taxonomy.

**Table 2.1 The Categories of Cognitive Processes Identified in Bloom's  
Taxonomy**

<b>Taxonomy Level</b>	<b>Related Verbs</b>	<b>General Description</b>
<i>1. Knowledge</i>	Remember, recall, identify, recognize	Memorizing facts
<i>2. Comprehension</i>	Translate, rephrase, restate, interpret, describe, explain	Explaining in one's own words
<i>3. Application</i>	Apply, execute, solve, implement	Solving new problems
<i>4. Analysis</i>	Break down, categorize, distinguish, compare	Breaking into parts and identifying relationship
<i>5. Synthesis</i>	Integrate, organize, relate, combine, construct, design	Combining elements into a whole
<i>6. Evaluation</i>	Judge, assess, value, appraise	Judging quality or worth

Nevertheless, a revision of the Bloom handbook was published by Anderson and Krathwohl with a group of colleagues in 2001, they have some changes of the original taxonomy in it. In fact, the cognitive process dimension seems very much like the original Bloom's taxonomy except for the order of the last two categories which are reversed or slightly rearranged. The last two orders are reversed from synthesis and evaluation into evaluate and create. The meaning is the same but the order got a little rearranged. The differences between the original taxonomy and the revised taxonomy can be seen below:

**Table 2.2 The Difference between Original Taxonomy and Revised Taxonomy**

Original Taxonomy	Revised Taxonomy
Knowledge →	<i>Remember</i> – retrieve relevant knowledge from long-term memory (recognize, recall)
Comprehension →	<i>Understand</i> – determine the meaning of instructional messages (interpret, classify, summarize, infer, compare)
Application →	<i>Apply</i> – use a procedure in a given situation (execute, implement)
Analysis →	<i>Analyze</i> – break material into parts and see how they related (differentiate, organize, attribute)
Synthesis 	<i>Evaluate</i> – make judgments based on criteria and standards (check, critique)
Evaluation	<i>Create</i> – put elements together to form coherent whole or make an original product (generate, produce)

The table above draws that the meaning of every domain is the same between the original taxonomy and the revised taxonomy. The differences are only showed in the word-used and the rearrangement of the last two categories; synthesis and evaluation which changed into evaluate and create. Those two skills are rearranged because it is

considered that the students need to be able to critique and check an idea before they produce and generate some results.

Moreover, Musial et.al. (2009) clarify that the six categories are reworded with verbs to represent what a thinker is doing within that category. It means that the word form in original Bloom's Taxonomy is changed from noun form to the verb form in the revised of Bloom's taxonomy.

Besides, if using the revised taxonomy, this study will turn to ways to assess students' abilities in the higher-order thinking skills to analyze, evaluate, and create. However, Brookhart (2010) shows that those taxonomies of cognitive processes clearly have in common that as the thinking level gets more complex and more complicated thinking among them.

Furthermore, Airasian and Russel (2008) define that any cognitive behavior which involves more than rote memorization or recall is generally considered to be higher-level cognitive behavior. Hence, the rest level of taxonomies that ask the students to conduct thinking and reasoning processes more complex than memorization are included in the higher-order thinking level of cognitive domains in Bloom's taxonomy. The higher-order thinking skills in the revised Bloom's taxonomy can be described as follows:

1. Analyze level means breaking apart the information into smaller ideas and determining the relation of those ideas.

2. Evaluate level includes checking and critiquing the value of material based on criteria.
3. Create level involves generating, planning, and producing the new structure from the disparate elements.

From the explanations above about higher-order thinking skills in the revised edition of Bloom's Taxonomy, it can be seen that all of the higher-order thinking skills or the three top-end skills of Bloom's taxonomy; analyze, evaluate, and create need students' critical thinking.

#### **2.4.4 Higher-Order Thinking Skills Reading Exercise**

There is a growing pressure on teaching and assessing the students' higher-order level thinking. Airasian and Russel (2008) claim that many people believe the only way to test students' higher-level thinking skills is with essay items. Therefore, the writer will only analyze the essay items of the reading exercises to see the presence of the higher-order thinking level in the reading tasks. The essay question that the writer means here is the question which usually starts with WH (What, Who, Why, Where, When, and How).

Essay questions provide an important tool to assess higher-level thinking (Airasian and Russel, 2008). It implies that the essay items allow the students to develop a unique response that gives more understanding into their thinking and learning since in answering essay questions, the students have to use their own words.

Musial et al. (2009) describe that essay questions are most effective at evaluating complex learning and higher-order thinking skills. Hence, checking the distribution of the higher-order thinking skills in the essay reading exercises is appropriate. In evaluating higher-order thinking levels in reading exercises, essay items require the students to link their understanding of a subject within the content, make up their thinking, and show it through written text. The essay items are useful in checking understanding and allowing the students to utilize their thinking critically, mainly in the reading exercises.

Moreover, the questions can be classified into the lower or the higher levels of students' thinking. While the lower-level requires the students to recall, the higher one requires the students to perform in a more complex process. It means that the higher-order thinking skills in the reading exercises involve the students' thinking skills in a more complex process. The lower-order thinking questions are easy to find in the exercise because they are familiar, the easiest to answer by the students, and much easier to make by the teachers, whereas the higher-level questions may be rarely found because they frequently require the teachers to wait longer for the students to answer the questions.

From the explanations above about the higher-order thinking in reading exercises, the writer thinks that in the reading exercises, the questions that involve the higher-order thinking level are usually the essay questions that contain the analyze, evaluate, and create skills.

Those questions generally contain words like: distinguish, determine, relate, solve, and so on, which involving students' critical thinking to answer the questions.



## **CHAPTER III**

### **METHODOLOGY**

This chapter will describe the method of the research that is used in this study: the research design, object and subject of the research, the data collecting technique, and the data analysis technique.

#### **3.1 The Research Design**

This study adopted qualitative descriptive research as the data were taken from an EFL textbook. The content analysis method is the method which the researcher used because the researcher analyzed the content of a textbook with focus on the reading comprehension exercises in the textbook for the second-grade of senior high school students. Ary et al. (2010) state that content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents (Ary et al., 2010).

Further, the data was collected based on the steps of using qualitative content analysis according to White and Marsh (2006). The steps are formulating research questions, choosing data source, collecting data from the data source, analyzing the data, making the patterns, and giving conclusion based on the result of analysis. The writer also used a simple

statistical calculation to determine the distribution of each level of Bloom's taxonomy which is the higher-order thinking level.

### **3.2 Object and Subject of the Research**

The object of this research is the reading comprehension essay questions which usually show after the reading material in the *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI* published by Kemendikbud in 2018. The essay questions are usually found after the reading text in every chapter of the textbook. Further, the subject of this research is the English teachers of SMA Negeri 2 Bandar Lampung who teach the second-grade, they are Ms. Fajar who teaches for science classes and Ms. Vrenti who teaches for social classes. Additionally, there are three teachers who teach English for the second-grade at the school, but one of them is a retired teacher and she thinks that she is ineligible to get interviewed so the researcher only interviewed two teachers.

### **3.3 The Data Collecting Technique**

To acquire the relevant and valid data, the researcher used two kinds of data collection techniques such as:

#### **a. Interview**

Esterberg (2002) describes interview as a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic. In this research, the researcher uses the interview as one of the data collection. In-depth interview is the interview technique that

the researcher applied for this research. The technique talked about methods, strategies, and the teacher's understanding of higher-order thinking skills and its implementation that the school has been used along with the application of the Curriculum 2013. The interview was done with a guideline interview as a data collection instrument. The research instrument has been validated by some experts and has been revised based on their suggestions.

b. Checklist table

In this research, the researcher uses a checklist table for collecting the data. The researcher collected and listed all of the essay questions of the reading exercises that come after reading the text. The researcher divided all the reading exercises based on the chapter in the textbook. The checklist table is used to put all of the essay questions from the reading exercises. In the checklist table, the researcher added the six cognitive domains in order to check the distribution of every reading question based on those six cognitive domains. Then the researcher checked the questions whether each of them is included in the higher-order thinking skills indicator or still in the low-order thinking skills type. The researcher used the revised Bloom's taxonomy as the guidance to judge the questions. The indicators of the lower-order thinking level and higher-order thinking level can be seen in the table below:

**Table 3.1 Schraw (2001) Classified of Bloom's Taxonomy**

CATEGORY	KEYWORDS	
<i>Remembering</i> : can the student recall or remember the information?	mentioning the definition, imitating the pronunciation, stating the structure, pronounce, repeating	<b>LOTS</b> <b>(Lower-Order Thinking Skill)</b>
<i>Understanding</i> : can the student explain the concept, principle, law, or procedure?	classifying, describing, explaining the identification, placing, reporting, explaining, translating, paraphrasing	
<i>Applying</i> : can students apply their understanding in a new situation?	choosing, demonstrating, acting, using, illustrating, interpreting, arranging the schedule, making the sketch, solving the problem, writing	
<i>Analyzing</i> : can students classify the sections based on their difference and similarity?	examining, comparing, contrasting, distinguish, doing discrimination, separating, test, doing the experiment, asking	<b>HOTS</b> <b>(Higher-Order Thinking Skill)</b>
<i>Evaluating</i> : can students state either good or bad towards a phenomenon or certain object?	giving argumentation, defending, stating, choosing, giving support, giving the assessment, doing an evaluation	
<i>Creating</i> : can students create a thing or opinion?	assembling, changing, building, creating, designing, establishing, formulating, writing	

### **3.4 The Data Analysis Technique**

According to Sugiyono (2017), he defines data analysis as an attempt to give an interpretation against the incoming data then arrange it in a particular sentence theory. Data analysis is the process of finding and compiling systematic data obtained from field notes, interviews and documentation, by way of organizing the data into categories, lays out into units, doing the synthesis, compiling into pattern, choose which ones are important and made a conclusion so it can be easily understood (Sugiyono, 2017). The techniques of data analysis that researcher used are as follows:

#### **a. Identification**

Identification is an activity where searching, collecting, researching, recording data and information. Identifying data means summarizing, choosing things that are focused, focusing on something important, and getting rid of unnecessary things. The data that has been identified will provide a clear overview of conducting further data collection.

#### **b. Classification and calculation**

The data can be classified into several sections where the checking is done through a checklist table system. After being classified, the data would be calculated to fill the indicators that have been set.

#### **c. Exploratory Data Analysis**

Exploratory Data Analysis is an ability to explore data by knowing data distribution patterns, summarizing data, describing data in a variety of

plots, graphs, charts, and tables before inference analysis data is carried out.

d. Drawing Conclusion

Withdrawal of conclusions and verification, the initial conclusions raised are still temporary and will change if the evidence was not strong enough to support the next stage of collection of data. However, if the conclusions have been supported by valid evidence and the data obtained are consistent, the conclusions put forward are conclusions that can be trusted.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher attempts to present the conclusion and suggestion based on the result of the data analysis.

#### 5.1 Conclusions

After doing the content analysis by using the checklist table as an instrument for essay reading questions, the researcher concludes that the distribution of the higher-order thinking skills is higher than the distribution of the lower-order thinking skill. It is proven by the result of the data which shows that the distribution of the higher-order thinking skills reaches 63 items out of 94 questions or 67% out of 100%. Meanwhile, the distribution of the lower-order thinking skill obtained 31 items out of 94 questions or about 33% out of 100%.

Furthermore, as the focus of this research, the distribution of the higher-order thinking skills looks like:

- The evaluating skill gets the highest score by obtains 34 questions out of 94 questions or 36%.
- The creating skill gets the second-highest score by obtains 23 questions out of 94 questions or 24%.
- The analyzing skill gets the lowest score by only obtains 6 questions out of 94 questions or 7%.

Based on the data above, it can be concluded that the essay reading exercises of *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI* textbook are mostly included in the higher-order thinking level category since the result of the data shows that the higher-order thinking level obtains 67%, meanwhile, the lower-order thinking level obtains 33%. It means the textbook is adequate to use in the teaching and learning process.

Furthermore, based on the interview that the researcher has done, English teachers are having struggles in implementing HOTS-based teaching and learning process. The difficulties are not only they find it hard to arrange material based on the indicators that they have to achieve, but also to implement materials that involve HOTS, whether or not it is possible to be applied virtually. Therefore, the researcher can conclude that implementing HOTS-based learning during the pandemic era is more challenging, not only for the teachers but also for the students.

## **5.2 Suggestions**

The researcher hopes that this thesis could be useful for the teacher, the students, and the other researcher. Here are some suggestions that the researcher wants to deliver:

1. For the teachers
  - a. Teachers need to be able to use the textbook optimally during teaching and learning process especially in teaching reading because it provides adequate HOTS-based essay reading questions that can help the students in practice their English.



- b. Because 31 items out of 94 questions are still in lower-order thinking skills, teachers should learn and practice how to modify the questions to be in higher-order thinking skills type so the students can get 100% HOTS-based questions in their learning process.
- c. Teachers should encourage the students to train their critical thinking or higher-order thinking skills even outside the school so that they can learn how to solve their own problems.
- d. Teachers also have to be more creative during teaching in a short time because of the new rules of online teaching and learning process so the students can achieve the basic competencies well.

2. For the government

The researcher hopes that the government will provide workshops and training about HOTS for teachers to train their skills in making HOTS-based questions. Further, there are still many teachers who do not really understand HOTS so the researcher hopes the government can help them.

3. For the future researchers

This research still lacks of a lot of important information so it still has many weaknesses. One of them is the writer only focused on analyzing the essay reading questions and found what difficulties the teachers encounter in implementing HOTS-based learning. During conducting the research, the writer found out that not all of the teachers understand HOTS well and know how to make HOTS-based questions. So, the researcher hopes the future researchers can tell and explain the deeper

definition of HOTS also include the criteria of good HOTS-based questions and how to make good HOTS-based questions.

4. For the readers

The readers of this research are hoped to get some references or perspectives about the textbook selection, the reading problem, and the importance of higher-order thinking skills in educational or social life. The researcher also hopes the readers could understand more about questions based on higher-order thinking skills by the indicator from Bloom's taxonomy.

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