An Analysis on HOTS of Reading Exercises in English Textbook

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Abstract

As one of the learning sources, textbooks play an important role in English teaching and learning process to facilitate students in knowing and obtaining teaching materials easily. Currently, the Ministry of Education and Culture of Indonesian revised the 2013 curriculum which is students are required to think deeply to develop their cognitive competence and to emphasize their critical thinking. The purpose of this study is to get a distribution of the Higher-order thinking skills on KTSP textbook that is still used as a reference many schools the book's title is Developing English Competencies for grade X. The study focuses on analysing the questions using question word based on the revised Bloom's Taxonomy. The researcher used content analysis research design. Moreover, the researcher used indicator references of cognitive higher-order thinking skills in the language classroom and the table checklist used. The result of the distribution on HOTS and LOTS are as follow. There are 7 questions from 64 questions word or 10,9% (HOTS) there are 57 questions from 64 question word or 89,1% (LOTS). Hence, the distribution of HOTS reading exercises is lower than the distribution of LOTS reading exercises in Developing English Competencies Textbook.

Keywords: *English textbook; HOTS (Higher Order Thinking Skill); Bloom's Taxonomy*

INTRODUCTION

As one of the learning sources, textbooks play an important role in English teaching and learning process to facilitate students in knowing and obtaining teaching materials easily. Damayanti (2019) states that English textbooks contain several material, instructions, and tasks to improve student's ability in English. From those explanations, it is very helpful both for students and teachers, specially to help teachers to give appropriate materials to students systematically. According to Anasy (2016), in Indonesia, textbooks are considered to be one of the primary teaching and learning tools

in most EFL classrooms. According to Thomson (2000) in Sholichatun (2011:10), "the textbook is a stimulus or instrument for teaching and learning". In another definition, Ur (2009) claims that "a course book provides a clear framework for the teacher and learners know where they are going and what is coming next, so that there is a sense of structure and progress". She adds that "the course book provides texts and learning tasks which are likely to be of an appropriate level for most of the class. This of course saves time for the teacher who would otherwise have to prepare his or her own" (Ur 2009). From those explanations, it has no doubt that textbooks greatly help for both the teachers and the students as one of the learning sources in the English teaching and learning process to provide from the materials, and assignment to help them when they conduct teaching and learning activities as well as to teach. Therefore, the textbook really needs to be evaluated and analyzed by a teacher before they are used as a source for classroom learning.

Futhermore, Cunningsworth (1998) says "any textbook designed for the general market will certainly not be ideal for your particular group of students,.." as a result, it is very clear that the teacher must first confirm and evaluate whether the content of the textbook to be used in the classroom, as the main source of learning objectives and needs of students and teachers during the lesson learning process. Add Ur (2009) states checking out the exercises in a textbook is very important because a good book is all about mastering the four basic language skills. The four basic language skills are listening, speaking, reading and writing. These skills need to be learned by students because they are an essential component of English communication.

The Indonesia Ministry of Education and Culture has recently the 2013 curriculum, known as the revised edition of the 2013 curriculum. In this new 2013 curriculum, students are required to think more deeply to develop their cognitive competencies and emphasize their critical thinking. It involves analyze, evaluation, and create, which is usually called higher-order thinking skills (HOTS). The government therefore expects students to be more critical thinking and analytical in their creation so that they can solve the problems they face in their daily lives.

Therefore, Linggasari (2015) states that the Indonesian government through the Minister of Education has decided to raise the analytical test or the issue of higher-order thinking to 10% each year. Based on the policy of the Directorate for Secondary Schools (2015), it is stated that teacher are expected to encourage students to be creative and to support their independence in solving problems. From the above explanation, the researcher believes that higher-order thinking reading skills are very important in reading, because in reading activities students must be able to answer reading question and students are more accustomed to them when dealing with problemss that accur so will create independence.

According to Thomas et.al (2009, higher-order thinking skills take thinking to a higher level than simply stating facts. It requires us to do something with the truth. We must understand them, connect them, categorize them, manipulate them, put them together in new or novel ways, apply them as we seek new solutions to new problems. Higher order thinking is a mental process, it cannot be observed directly, but some actions reflect thinking and this is called cognitive skill according to Ozgelen (2012). Thus, from the explanation above, HOTS from the reading exercise is the expected understanding of scientific concepts implemented in their daily lives. In every school in Indonesia, especially public high schools implemented a new revised version of the 2013 curriculum.

The researcher thinks that reading the HOTS distribution exercises in textbooks is very important, one of which must adhere to changes in the relevant curriculum. The Ministry of Education and Culture of Indonesia revised the 2013 curriculum, known as the 2013 revised curriculum to play an important role in building student's and textbooks related to reading complements according to Kestha et.al (2013). It is worth noting that curriculum and educational processes are responsible for building skills leaner and through habits. Marier (2002) claims that a student should be able to read in other to become an effective reader. Students who do not use HOTS usually have low reading comprehension.

Bloom's taxonomy was created in 1946 under the leadership of educational psychologist Benjamin. Highly influential in education for the last 50 years in the 1970, the Bloom's taxonomy was used as a tool for goal-based assessment and as a model for designing items that measure low-level skills versus high-level skills. In this study, the researcher uses Bloom's theory of taxonomy revised by Kratwhol and Anderson, which is devided into three skills; analyzing, evaluating, and creating. The researcher used the content analysis method to know how the reading would obtain an empirical distribution of higher-order thinking skill based on the revised edition of Bloom's Taxonomy in questions using question words. For this reason, the researcher choose to analyze of HOTS of reading exercises in English textbook. The book's title *Developing English Competencies grade X,* the researcher focuses only cosists of chapters 4 to 6 because this book chapter is used in the second semester and can provide a broader understanding of thinking so that readers can practice at a higher-order thinking skills.

METHOD

The researcher used content analysis because it analyze textbook content,in reading quesitions using question word in the *developing English competencies* textbook grade X. According to Ary et.al in Febriyani et.al (2020) "content or document analysis is a research method applied to written or visual documents with the aim of identifying specific characteristics of the material. The analyzed materials can be textboks,

newspapers, web pages, television programs, advertisments, musical compositions or any other type of documents". The researcher collected data in the form of categorizing into certain categories of HOTS and used analyzed the contents of the manual. In addition, this study used qualitative data because the objectives of this study are to analyze data in the form of words that are questions using question word reading exercises based on the English textbook distribution of each level of Bloom's revised taxonomy, especially the higher-order level of reflection, employing a very simple statistical calculation, thereafter, to interpret the data qualitatively.

Instruments

This object of this research were around the reading comprehension exercises in the Developing English Competencies textbook for grade X senior high school students that come after every reading text and the subject of the research is the reading exercises are limited only to the questions using question words that are mostly preceded by 5W1H questions (What, Who, When, Where, Why, and How).

The instruments of this research was a checklist table, which was adapted from Anasy (2016), and reference of cognitive higher-order thinking skills in the language classroom was adapted from Anderson & Krathwohl (2001). Both of these instruments were conducted using revised Bloom's Taxonomy.

Procedures

In this research, the researcher used the checklist in collecting procedures the data. The stage of collecting data have described as follows:

1) The data collected by using lists all of the essay questions of the reading exercises that come after every reading text.
2) The researcher divided all the reading exercises based on chapter four until chapter six in the textbook.
3) The researcher used a checklist table to put all of the questions using question words from reading exercises. In the checklist table, the researcher also wrote the six cognitive domains in order to check the distribution of every reading question based on those six cognitive domains.

Data Analysis

Therefore, after collecting the data, the researcher used the checklist table form to analyze and compare the higher-order thinking skill in the reading exercises of Developing English Competencies textbook. The checklist table form consists of the lists of essay questions from the reading exercises in chapter four until chapter six and give the columns cognitive skills from the revised version Bloom's Taxonomy.

The researcher counted the total of every cognitive skill from the questions using question words reading exercises and compared it to every level to found out included the amount of the higher-order thinking skills in the reading of the textbook. After that, the researcher also lists the questions using question words reading exercises which only

belong to the higher-order thinking skills and divided them based on their each skills in the higher-order thinking level there are analyzed, evaluated, and created. The reading exercises were groups based on their skills in order to know how the type of the higher order thinking exercises from each skill is.

The researcher only focused on the higher-order thinking level although it consisted of all cognitive skills of the revised edition of Bloom's taxonomy because it is the focus of this research. Finally, the researcher interprets the result of the data analysis qualitatively.

RESULTS AND DISCUSSION

The researcher's analysis of higher-order thinking skills in reading exercises textbook in the developing English competencies is followed with the checklist table form consists of the lists of questions using question words from the reading exercises in chapter four until chapter six and give the columns cognitive skills from the revised version Bloom's Taxonomy and used as a reference to decide what kind of cognitive domains contained in each questions using question words reading exercises.

In this case, discussed the results of a research that have been described above. The discussion included the result of reading exercises from chapter four until chapter six from table checklist the distribution of the cognitive domain in questions using question words reading exercises to answer the objective of the research "How is the distribution of higher-order thinking skills in reading exercises of textbook developing English competencies grade X of senior high".

In the textbook, there are 6 chapters with different themes and topics but the researcher only focuses on chapter IV,V,VI because the book chapter is used in the second semester and can provide a broader understanding of thinking so that readers can practice at a higher-order thinking skills. Reading exercises on questions using question words 5W1H such as what, when, where, why and how. The distribution of the questions using question words of developing English competencies textbook grade X which is found from chapter 4 until chapter 6 total is 108 exercises and 27 reading exercises such as questions using question words, true or false exercises, the match meanings or synonyms, short answers question, choose the correct answer and 9 questions using question words reading exercises as the object to a researcher in this research.

Chapter	No	Questions using Question Words	Cognitive Domain of Bloom's Taxonomy					
			Low Order Thinking			Higher Order Thinking		
			C1	C2	C3	C4	C5	C6

4	1.	What is the picture about ?		√				
	2.	Can you predict what the story is about?		√				
	3.	Do you have a favourite folklore ?	√					
	4.	What is the title of the folklore ? Tell the class about it !			√			
	5.	Who was half-man and half-monster ?	√					
	6.	Where the king and his men succeed in killing Grendel ?	√					
	7.	Why did Beowulf do to Grendel after he fought Beowulf ?		√				
	8.	What did Grendel's mother do when she find out about her son's death ?		√				
	9.	What did Beowulf use to kill Grendel's mother ?		√				
	10.	How long did Beowulf use to kill Grendel's mother ?	√					
	11.	How long did Beowulf become king ?	√					
	12.	What attacked the people in Beowulf's country ?		√				
	13.	What did Beowulf do about it ?		√				
	14.	Decide how the story ends based on following options:						√
	15.	a. Beowulf killed Grendal and took the treasure. b. Beowulf killed Grendel but he died. c. Grendel killed Beowulf killed escaped.						
	16.	Provide reasons why you choose the option as the ending of the story ?						√
	17.	How many characters are there in the story ?		√				
	18.	Where did the story probably take place?		√				
	19.	Why did the fox praise the voice of the crow ?		√				
	20.	Had the crow known the fox's plan of praising him ?		√				
	21.	Did the fox give up trying to persuade the crow to share his lunch ?		√				
	22.	What did the fox do in order that the crow shared his lunch ?		√				
	23.	Did the fox succeed in getting what he wanted ?		√				
		What is the moral of the story ?			√			
5	24.	Can you find a place like this in your village?	√					
	25.	What do people call this place ?	√					
	26.	Is it a kind of tourist resort ?	√					
	27.	What do you think of this place ?	√					
	28.	Where can you find this place ?			√			
	29.	Have you ever visited some tourist resorts in East Java ? Mention them.	√					
	30.	What do you call people who join Nyi Kamiyem and Ki Padmo in the cave ?	√					
	31.	Where is Gua Tabuhan located ?	√					
	32.	What can you see along the road to Gua Tabuhan?	√					
	33.	Where can you find peddlers selling souvenirs ?	√					
	34.	What is Nyi Kamiyem ?	√					
	35.	How old is Ki Kartowiryo ?	√					
	36.	What did Kertodiprojo find out inside the cave ?	√					
	37.	What do people need when they enter the cave ?	√					
	38.	What did Pangeran Diponogoro use as a prayer mat to perform prayer in the cave ?	√					

	No.	Question						
	39.	Can you see the stream inside the cave?	√					
	40.	What does the word "Aloha" mean and stand for according to the text ?		√				
	41.	What are the possible responses to the greeting "Aloha" ?		√				
	42.	How are the travellers aboard the Norwegian Cruise Line vessel greeted at breakfast ?		√				
	43.	How many kilograms of meat are consumed by the passengers a week ?	√					
	44.	When was Pride of Aloha built ?	√					
	45.	How much does a cabin with a sea view cost ?	√					
	46.	What are included in the price of the cabin ?	√					
	47.	Can you describe Honolulu on Oahu in a sentence ?		√				
	48.	How is the building in the seaside resort of waikiki ?						√
	49.	What is the reason for the crowds bustle along the shopping streets of Kalakaua and Kuhio avenues ?				√		
6	50.	Do you have the habit of reading any newspaper or magazine ?	√					
	51.	Which do you usually read: newspaper or magazine ?why?					√	
	52.	What kind of newspaper/magazine do you read ?	√					
	53.	Do you also read English newspaper/magazine ? why ?					√	
	54.	Of the tree kindof newspaper/magazine in the pictures, which one do you prefer to read ? why?					√	
	55.	Do you think a man or woman has been arrested ? why do you think so ?			√			
	56.	Which ministry has this person been working for?	√					
	57.	Where was the microphone found ?	√					
	58.	Have the authorities had their suspicions about this person for some time ?	√					
	59.	Who had been arrested?		√				
	60.	What is the person accused of ?		√				
	61.	What was told to the reporter of the news?		√				
	62.	When was the rumours confirmed ?		√				
	63.	What did the person know ?		√				
	64.	Whas was found in the meeting room ?		√				
Total			29	24	4	1	3	3
			57			7		
Score			57/64x100% = 89,07%			7/64x100% = 10,93%		

Table 1. The distribution of cognitive domains in reading exercise

The distribution of cognitive domains in reading exercises in the developing English competencies textbook grade X in chapter four, there are 23 questions using question words reading exercises. Where lower-order thinking skills (LOTS) gets 21 questions reading exercises. meanwhile higher-order thinking skills (HOTS) get 2

questions reading exercises there are analyze (C4) zero question, evaluate (C5) get zero question, and create (C6) get 2 questions. Therefore, in chapter 5, there are 28 questions using question words reading exercises. Where lower order thinking skills (LOTS) gots 26 questions reading exercises higher-order thinking skills (HOTS) gots 2 questions reading exercises there are analyze (C4) got 1 questions Evaluate (C5) zero question, and create (C6) got 1 questions. And the last in in chapter 6, there are 15 questions using question words reading exercises. Where lower order thinking skills (LOTS) gets 12 questions reading exercises meanwhile higher-order thinking skills (HOTS) gets 3 questions reading exercises there are analyze (C4) zero question, evaluate (C5) get 3 questions, and Create (C6) zero questions.

From result shows above that reading exercises questions using question words exercises categories HOTS , it can be described from the explanation along with the table below:

Chapter	No	List of Analyze Skill Reading Exercises
5	10	What is the reason for the crowds bustle along the shopping streets of Kalakaua and Kuhio avenues ?

Table 1. Result List of Skill in Reading Exercises

The table above it shows the question number 10 pages 120 chapter 5 it was categorized as analyzing (C4) because based on the indicator is a reference of cognitive higher-order thinking skills in the language classroom questions has been given organizing determine the fact and did the discrimination of each other as a transcription text so the question above just analyzing what has been understood beforehand why the incident happened.

Chapter	No	List of Evaluation Skill Reading Exercises
6	2.	Which do you usually read : newspaper or magazine ?why?
6	4.	Do you also read English newspaper/magazine ? why ?
6	5.	Of the tree kind of newspaper/magazine in the pictures, which one do you prefer to read ? why?

Table 2. Result List of Evaluation Skill Reading Exercises

The table above shows question number 12 pages 93 chapter 4 it was categorized as evaluation (C5) because based on the indicator is a reference of cognitive higher-order thinking skills in the language classroom questions has been given opinion and the support of their opinion appropriate the fact so represents making judgments about the value of ideas.

Chapter	No	List of Create Skill Reading Exercises
4	11.	Decide how the story ends based on following options: a. Beowulf killed Grendal and took the treasure. b. Beowulf killed Grendel but he died.

		c. Grendel killed Beowulf killed escaped.
4	12.	Provide reasons why you choose the option as the ending of the story ?
5	8.	Can you describe Honolulu on Oahu in a sentence ?

Table 3. Result List of Create Skill Reading Exercises

The table above shows question number 12 pages 93 chapter 4 it was categorized as create (C6) because based on the indicator is a reference of cognitive higher-order thinking skills in the language classroom questions has been given hypothesizing and designing, explain what the write about the problem, and build habitat for a specific purpose.

From the findings and results of the data above, the researcher concluded that this study is the same as Anasy's (2016) study which concluded that the distribution of high-level thinking is lower than that of lower-level thinking. The difference this researcher used textbooks that are in accordance with the curriculum recommended by the government, namely the k-13 curriculum. While this researcher used KTSP textbooks which are still used as a source of the learning process in the classroom k-13 curriculum. The same result that the textbook does not provide questions containing HOTS questions which should be in accordance with the applicable curriculum. Because in the question every chapter in textbook developing English competencies many LOTS question are questions that are easily answered by every student because they do not require critical thinking.
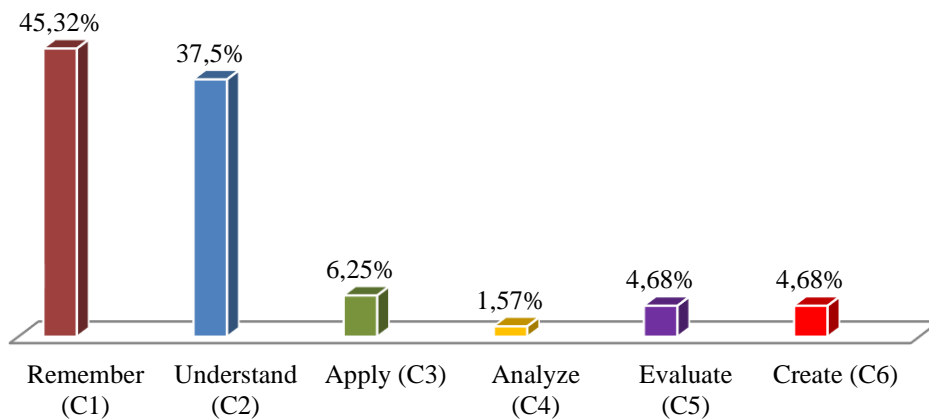

Figure 1. Percentage LOTS and HOTS Reading Questions using Question Words Exercises

So, it can be concluded that of the three skills above, the distribution of high-level skills is very unequal. Where the distribution analyze skills in questions using

question words reading exercises from chapter 4 until chapter 6 gets 1 question or 1,57% while the distribution evaluation gets 3 questions or 4,68% and the last the distribution create gets 3 questions or 4,68%.

So that teachers need to be consider in the selection of learning resource textbooks that will be used in the learning process because textbooks are one of the important things in-class activities to support the smooth learning process according to the expectations of the prevailing curriculum and to build students' abilities and thinking habits.

CONCLUSION

The question about the distribution of higher-order thinking skills in reading exercises of textbook developing English competencies are grade X. The result that the researcher can conclude the table about distribution cognitive domain in questions using question words reading exercises in the developing English competencies textbook from chapter four until chapter six above where higher-order thinking skills (HOTS) consist of analyzing get 1 reading questions using question words from 64 reading essay or 1,57%, evaluate gets 3 reading questions using question words from 64 reading questions using question words or 4,68%, and create gets 3 reading questions using question words from 64 reading questions using question words or 4,68%. Meanwhile, where lower-order thinking skills (LOTS) consist of remembering gets 28 reading an questions using question words from 64 reading questions using question words or 43,75%, understand gets 25 reading questions using question words from 64 reading questions using question words or 39,06%, and apply gets 4 reading questions using question words from 64 reading questions using question words or 6,25%.

Thus, the total list of higher-order thinking skills (HOTS) and lower higher order thinking skills (LOTS) questions using question words reading exercises in developing English competencies from chapter four until chapter six was 7 questions using question words from 64 questions using question words reading exercises or 10,9% (HOTS) and 57 questions using question words from 64 reading exercises or 89,1% (LOTS) Hence , HOTS reading exercises is lower than the distribution of lower order thinking skills.

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