

**HIGHER ORDER THINKING SKILL (HOTS) ON READING  
COMPREHENSION TASKS OF *DIKTAT BAHASA INGGRIS*  
*KELAS X SELURUH PROGRAM KEAHLIAN* USED BY  
SMK NEGERI 2 PURWOKERTO**



**THESIS**

**Submitted to Faculty of Tarbiya and Teaching Training of IAIN Purwokerto  
as a Partial Fulfillment of the Requirements of Achieving the Degree of  
*Sarjana Pendidikan (S.Pd)* in English Education**

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**APPROVAL SHEET**

This thesis, entitled:

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PURWOKERTO**

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*Wassalamu'alaikum Warahmatullahi Wabarakaatuh*

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## **MOTTO**

My goal is not to be better than anyone else, but to be better than I used to be.

-Dr. Wayne W. Dyer-



## **DEDICATION**

*This thesis is dedicated to:*

*My beloved parents (Kateni Sukatno and Sulastri)*

*My Almamater, IAIN Purwokerto*

*My beloved friends*

*All the readers of this thesis*



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*In the name of Allah, the beneficent and the merciful*

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This thesis presented as a partial fulfillment of the requirement for obtaining the undergraduate degree of education in Faculty of Tarbiya and Teacher Training of State Institute of Islamic Studies Purwokerto. In the process of completing this thesis, many parties have provided helps, motivations, supports, aids, and suggestions which are useful for the completion of this thesis. The deep gratitude and appreciation are expressed to:

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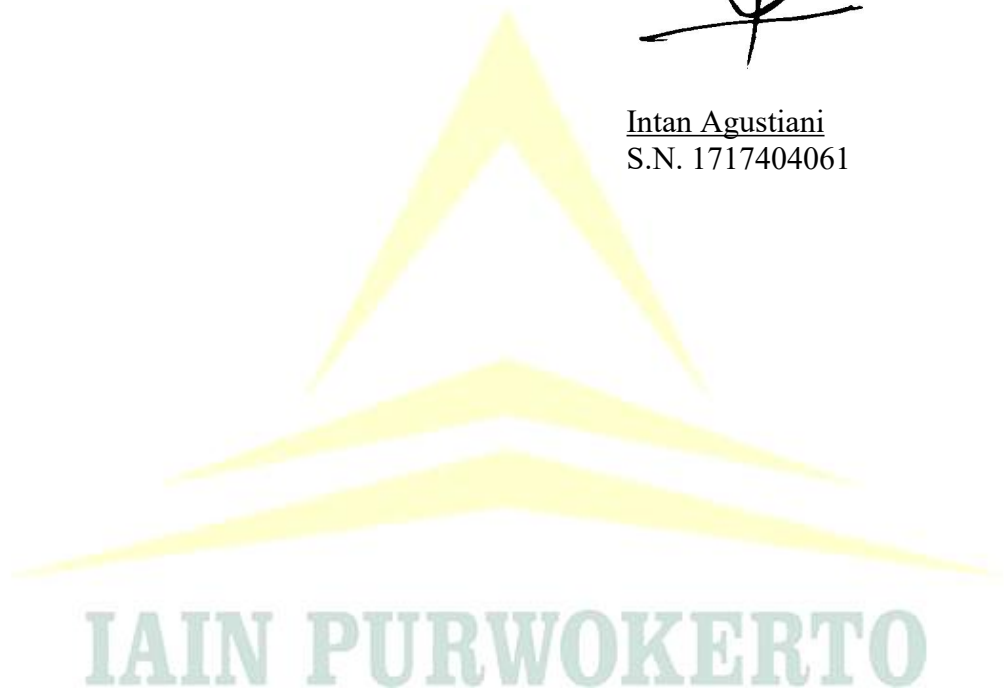


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Purwokerto, June 17, 2021



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# HIGHER ORDER THINKING SKILL (HOTS) ON READING COMPREHENSION TASKS OF *DIKTAT BAHASA INGGRIS KELAS X SELURUH PROGRAM KEAHLIAN* USED BY SMK NEGERI 2 PURWOKERTO

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## ABSTRACT

Indonesia is yet ranked the 72<sup>nd</sup> among the 77<sup>th</sup> OECD (the Organization for Economic Co-operation and Development) countries which obtains the lower reading score based on PISA (Programme for International Student Assessment) in 2019. A basic presumption is that higher-order thinking skill (HOTS) levels have become a major theme in educational objectives. Reading comprehension task based on HOTS levels is one of an essential effort to construct the student's grasp of the reading context besides the role of the subject teacher in utilizing teaching media. One of the teaching media that can be utilized by the subject teacher is diktat. Diktat is probably inconspicuous learning-teaching medium in the general public despite its renown among the teachers who want to obtain a promotion. Yet the subject teacher should check the distribution of reading comprehension tasks based on HOTS levels in the diktat to support the student's learning outcomes and educational objectives.

This research aims to identify and analyze the distribution of reading comprehension tasks based on HOTS levels (analyze (C4), evaluate (C5), create (C6)) in the diktat Bahasa Inggris. The researcher utilized the content analysis method and a qualitative data approach since the data formed of the words and diktat's activities. The data were collected from analysis cards and checklist tables which included compiling, disassembling, reassembling, interpreting, and conclusion processes. Yet this research is in agreement with the revised Bloom's Taxonomy by Anderson and Krathwohl.

The result presented that the distribution of reading comprehension tasks based on HOTS levels obtained 19 tasks (32,2%) out of 59 general reading tasks. The dominant HOTS levels are placed by analyze (C4) level (13 tasks or 22,03%), followed by evaluate (C5) level (5 tasks or 8,47%), and create (C6) level (1 task or 1,69%).

**Keywords:** Reading Comprehension Tasks, Diktat, Higher Order Thinking Skill Levels.

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## CHAPTER I INTRODUCTION

### A. Background of Study

Teaching medium defined as a tool to support the teaching-learning activities effectively and practically which is formed either the script or illustration<sup>1</sup>. Teaching media assist the teachers or instructors in implementing teaching-learning process. Teaching media become “the student’s ingredients” to achieve predetermined competency standards. Teaching media inserted not only what the materials needed are but also norms, motor-skill, and how the teachers took the subject’s facts, concepts, principles, procedures, and processes into them (teaching media) so that the students obtain the subject’s point of view. Furthermore, the arrangement of teaching media must recognize the student’s characteristics, requirements, social environment, cultures, geography, and developmental stages<sup>2</sup>. Frequently, the subject teacher utilizes a book as one of the printed teaching media which aims her/him to find both of the information and inspiration for each of implementing teaching-learning activities<sup>3</sup>. The printed teaching media include magazine, newspaper, handout, and modules (textbooks, diktat)<sup>4</sup>.

*Diktat* is one of the teaching media that has been using despite it’s inconspicuous. The diktat is the teaching medium prepared by the subject teacher at the level of *SD (Sekolah Dasar/ Elementary School)/ SMP (Sekolah Menengah Pertama/ Junior High School)/ SMA (Senior High School)/ SMK (Vocational High School)* by complying the scientific writing rules. The diktat is exactly a book compiled by applying knowledge without

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<sup>1</sup> Silvi Aisyah and Acep Haryudin, “Instructional Media Used in Teaching English”, *Professional Journal of English Education*, Vol. 3, No. 6, 2020, page 737.

<sup>2</sup> Suwanto, “Pedoman Penulisan Buku Ajar”, *paper*: Universitas Pendidikan Indonesia, *n.y.*, page 1-2. Publication at [fe.unj.ac.id](http://fe.unj.ac.id). Accessed on December 18, 2020, at 11:10 PM.

<sup>3</sup> Laureta Vavla, “Benefits of Using Newspaper, Magazine, and Books in Classroom”, *Article: LCPJ*, Vol. 2, No. 2, 2009, page 16.

<sup>4</sup> Rahmi Laila, et.al, “Pengembangan Bahan Ajar Fisika (Pengertian, Jenis-Jenis, Karakteristik Bahan Ajar Cetak)”, *paper*: Universitas Negeri Padang, 2019, page 2.

in-depth research that was similar to the definitely scientific writing definition. The diktat is systematically arranged under the curriculum encompassing the teaching-learning objectives. Yet the presentation of materials have to encompass cognitive, affective, and psychomotor aspects<sup>5</sup>. The diktat provides not only the student's learning sources but also stimulates the teachers to intensify the publication of personal's books for preferment<sup>6</sup>.

Mualim and Aziez's journal and Barlett's opinion argued that Indonesian students had to master the knowledge afterward, constructed the critical, analytical, synthetical, and systematic thinking, creative, and innovative in English subject. Completely, the students grasped not only the parts but also recognized how those parts worked simultaneously and created the patterns beside the parts' components<sup>7</sup>. As the skill for constructing students' English competency, reading comprehension skill has an exclusive part in the composition of the 2013 curriculum since its implementation was related to the student's low and high abilities<sup>8</sup>.

Reading comprehension supports the students to recall a unique set of experiences based on their short term memories (STM) and long term memories (LTM). Indirectly, STM and LTM served the students to do cognitive processing by training and transfer. Afterwards, reading comprehension develops the student's imaginations, description of people, places, things, and how a character feeling is. Furthermore, reading comprehension was thought to be the student's proponent since it taught the

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<sup>5</sup> Effendi Tri Bahtiar, "Penulisan Bahan Ajar", *conference paper*: Bogor Agricultural University, publication at: [researchgate.net](https://www.researchgate.net), DOI:10.13140/RG.2.1.1441.6083, 2015, page 7-8. Accessed on December 18, 2020, at 11:13PM.

<sup>6</sup> Anonymous, "Panduan Program Penulisan Bahan Ajar atau Buku Teks Universitas Airlangga", *article*: Univeritas Airlangga, 2016, page2. Organized by LP3 Universitas Airlangga, publication at [pips.unair.ac.id](https://pips.unair.ac.id). Accessed on December 22, 2020, at 4:38 PM.

<sup>7</sup> Anonymous, "Analytical Thinking vs Synthetical Thinking", *Pathways to Higher Education article (pdf)*, n.y, page 3-4. Publication at <https://www.pathways.cu.edu.eg>. Accessed on April 21, 2021, at 04:17 PM.

<sup>8</sup> Maulana Mualim and Feisal Aziez, "Reading Portfolio As Supplementary Activity To Leverage Students' Reading Competency", *Jurnal Bahasa dan Sastra Inggris*, Vol. 7, No. 2, 2020, page 245-246.

students about a relationship between the text and world around them<sup>9</sup>. The fact, reading comprehension inserts the Higher-Order Thinking Skill (HOTS) levels as the measurement of the reading comprehension tasks' levels. Specifically, the HOTS levels contain three hierarchies as (1) *analyzing (C4)*, (2) *synthesizing (C5)*, and (3) *evaluating (C6)*. Those are were Bloom's Taxonomy who acquainted the levels' of thinking<sup>10</sup>.

The insertion of HOTS levels into the English *diklat* is a part of the student's preliminaries to encounter the academic and life issues<sup>11</sup>. As stated by Karsono in Kristiyono's journal, HOTS levels in teaching media obtain a positive impact on students' motivation. Yet teaching media based on HOTS levels take the students to a highly inquisitive mind as to what the media are utilized by the subject teacher despite their (the subject teacher) creativity. Furthermore, teaching media based on HOTS levels stimulate the students' feelings of satisfaction since the instruction of the task enjoin not only the students to memorize what a prior material is or, seek an answer on the text then write on a column answer but also bring the students both of the discovery and inquiry learning processes. For instance, the subject teacher provides various creative materials as pictures, schematics or, "texting game". Besides, the subject teacher must focus on the implementation of HOTS levels in teaching materials, especially for reading comprehension tasks. The subject teacher must grasp what the categories of reading comprehension tasks are then they can be inserted in the teaching media since not all reading comprehensions are HOTS levels<sup>12</sup>.

In contrast, many critics and suggestions emanated about the issues of the teaching media's utilization. One of those wrote that teaching media

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<sup>9</sup> Anonymous, "10 Benefits of Reading", *article: Cam Everlands Primary School, n.y, n.p.* Publication at <https://www.cameverlands.org.uk>. Accessed on April 22, 2021, at 04:50 AM.

<sup>10</sup> Nina Apriani, "Evaluating The Higher Order Thinking Skills In Reading Exercises Of EFL Textbook "PATHWAY TO ENGLISH" For Tenth Grade Of Senior High School Students", *thesis: IAIN Bengkulu*, 2019, page 3.

<sup>11</sup> Tersia Yenusi, et.al, "Analisis Soal Latihan Pada Buku Paket Latihan Matematika SMA yang Bersesuaian dengan Higher Order Thinking Skill", *Journal of Honai Math*, Vol. 2, No. 1, 2019, page 55.

<sup>12</sup> Agus Kristiyono, "Urgensi dan Penerapan *Higher Order Thinking Skills* di Sekolah", *Jurnal Pendidikan Penabur*, Vol. 17, No. 31, page 41-45.

could be improved by having varied tasks, learning style, fluency in practicing the four basic language skills (reading, writing, speaking, listening), notably reading skill, and provided varied topics for the dissimilar students' levels of thinking, either for senior high school or vocational high school<sup>13</sup>. PISA (*Programme for International Student Assessment*) and the *Organization for Economic Co-operation and Development* (OECD) in *Bioeducation Journal* indicated the Indonesian students' HOTS ability were yet low. Indonesia has been consecutively in 72<sup>nd</sup> out of 77<sup>th</sup> OECD countries evaluated for the average reading score. Thus, the teachers need to check the existence of the varied tasks in the teaching materials<sup>14</sup>, in the diktat, for instance.

Hence, the researcher wanted to analyze the distribution of Higher-Order Thinking Skill (HOTS) in the “*Diktat Bahasa Inggris Kelas X* used by SMK Negeri 2 Purwokerto” for the reasons, *first*, the diktat has been using as the second teaching media at the tenth grade of SMK Negeri 2 Purwokerto. *Second*, this was the first English *diktat* for the entire majors neither in the level of the eleventh nor twelfth. *Third*, the researcher wanted to ensure that the diktat predominantly comprised of HOTS or LOWS (Lower Order Thinking Skill) based on the revised Bloom's Taxonomy since not all reading comprehensions are HOTS levels..

Through the three reasons above, the researcher chose to analyze the distribution of HOTS levels in the diktat's reading comprehension tasks. This research aimed to check the extent of HOTS that have been inserted into the reading activities of the diktat. By means of those reasons, the researcher intended to research under the title “**Higher Order Thinking Skill (HOTS) On Reading Comprehension Tasks Of *Diktat Bahasa Inggris Kelas X Seluruh Program Keahlian* Used By SMK Negeri 2 Purwokerto**”.

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<sup>13</sup> Zaharil Ansy, “HOTS (Higher Order Thinking Skill) In Reading Exercise”, *Journal of Education in Muslim Society*, Vol. 3, No. 1, 2016, page 53-54.

<sup>14</sup> Waliyyatu Azzahra and Heffi Alberida, “The Effect of Problem Solving Model Towards Higher Order Thinking Skills and Students Learning Activities”, *Bioeducation Journal*, Vol. 4, No. 1, 2020, page 22.

## **B. Research Questions**

1. How is Higher Order Thinking Skill (HOTS) implemented on reading comprehension tasks of *Diktat Bahasa Inggris Kelas X* used by SMK Negeri 2 Purwokerto?
2. What kinds of Higher Order Thinking Skill (HOTS) dominate on reading comprehension tasks of *Diktat Bahasa Inggris Kelas X* used by SMK Negeri 2 Purwokerto?

## **C. Objectives and Significances of the Research**

1. The objectives of this research were:
  - a. To check the extent to which Higher Order Thinking Skill (HOTS) was implemented on reading comprehension tasks of *Diktat Bahasa Inggris Kelas X* used by SMK Negeri 2 Purwokerto.
  - b. To elucidate the domination of Higher Order Thinking Skill's (HOTS) kind on reading comprehension tasks of *Diktat Bahasa Inggris Kelas X* used by SMK Negeri 2 Purwokerto.

### 2. The significances of this research

#### a. Theoretical significances

Theoretical significances of this research were:

- 1) The researcher expected this research could be the corroboration of theories for the English diktat in the 10<sup>th</sup> grade.
- 2) The researcher expected this research could provide considerable knowledge about diktat selection, reading comprehension, and HOTS by the revised Bloom's Taxonomy.
- 3) The researcher expected this research could contribute the references to the materials.

#### b. Practical significances

- 1) For English Teachers

The research provided the information for the teacher who had to analyze and evaluate the English diktat first. The two

should include a good quality. Hence, the teacher had to understand what the suitable material is.

2) For Researchers

The research provided me new knowledge, experiences, and information about what diktat is, how essential HOTS is, and how reading comprehension and HOTS are connected.

3) Curriculum Developers

This research could be the curriculum developers' consideration to recognize the students' needs.

#### D. Conceptual Definitions

The key terms were necessary to provide the direction about the researcher's perceptions so that the readers could prevent misconceptions of the research. There are four key terms as follow:

##### 1. *Diktat*

According to online *Kamus Besar Bahasa Indonesia (KBBI)*, *diktat* was a book made by the teacher<sup>15</sup>. *Diktat* was organized under the 2013 curriculum and syllabus that was yet distributed in a limited scope<sup>16</sup>. Generally, *diktat* was the subject teacher's notes to facilitate teaching-learning process. *Diktat* was arranged by complying the scientific writing rules. Yet *diktat* merely included the materials that were being learned by the students (currently). The fact, *diktat* was not similar to module that contained not only the materials, but also the application steps and evaluation sheets<sup>17</sup>.

##### 2. Higher-Order Thinking Skill (HOTS)

Higher-Order Thinking Skill (HOTS) was an instrument to measure the levels of thinking which involved not only remembering, concluding,

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<sup>15</sup> [kbbi.kemendikbud.go.id](http://kbbi.kemendikbud.go.id). Accessed on December 17, 2020, at 11:52 PM.

<sup>16</sup> Abdul Wajid, "Pengembangan Diktat Mata Pelajaran Menggunakan Alat Ukur Di SMK Muhammadiyah Prambanan Sleman", *thesis*: Universitas Negeri Yogyakarta, 2011, page 20.

<sup>17</sup> Fitri, "Perbedaan Buku Teks, Buku Ajar, dan Buku Diktat", *article:LLDIKTI*, uploaded on September 22, 2012, *n.p.* Publication at <https://lldikti12.ristekdikti.go.id>. Accessed on April 23, 2021, at 15:13 PM.

and rewriting without the author's name, but also managed the thoughts to analyze how the problems happened and how they could be solved. In the educational part, HOTS became one of three levels of thinking that were created by Benjamin Bloom. HOTS generally comprised of the meta-cognitive dimension. It inserted not only factual, conceptual, and procedural dimensions but also equipped interpretations, problem-solving strategies, new methods, arguments, and decisions<sup>18</sup>.

HOTS engaged the students to think critically in the learning process. Critical thinking was the process of conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered by observation, experience, or communication<sup>19</sup>. HOTS assisted the students to compare their notions, including the new things (problems or tasks) in the social environment around them. HOTS consciously conceived the thoughts of transforming the brainpower into the highest level.

### 3. Reading Comprehension

Reading comprehension was the active construction of meaning. Reading comprehension was affected more than general reading and listening comprehension. It provided the essential function in society. Reading comprehension implicated the deep-thoughts to investigate the background of the text and analyzed the target words through the cognitive and meta-cognitive process<sup>20</sup>. Reading comprehension provided not only the verbatim text, but also put the concepts and

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<sup>18</sup> I Wayan Widana, *Modul Penyusunan Soal Higher Order Thinking Skill (HOTS)*, Jakarta: Direktorat Pembinaan Sekolah Menengah Atas dan Direktorat Jenderal Pendidikan Dasar Dan Menengah Kementerian Pendidikan Dan Kebudayaan, 2017, page 3.

<sup>19</sup> Linda Elder, et.al, "Critical Thinking: When to Begin", *article: The Foundation For Critical Thinking*, 2019, n.p. Organized by non-profit organization of The Foundation For Critical Thinking, publication at <https://criticalthinking.org>. Accessed on April 23, 2021, at 16:34 PM.

<sup>20</sup> Istiana Sari Ayu, et.al, "The Development of Android-Based Smartphone Learning Application on Teaching Reading Comprehension". *AIP Conference Proceedings*, n.y, n.p. Organized by Doctorate Students, Professor of Educational Technology, and Lecturers of The 2<sup>nd</sup> International Conference on Science, Mathematics, Environment, and Education of Universitas Sebelas Maret, December 18, 2019, page 3.

references into the text<sup>21</sup>. Yet reading comprehension put the student's logic into a particular text, subsequently, engaged the students to represent the meaning based on their thoughts without eliminating the authentic meaning of the text.

#### E. Review of Relevant Studies

There were several journals and previous researches that were comparable with the topic of this research, those were:

1. Journal Of English Education And Teaching (JEET), Vol. 4, No. 2, 2020. The title was "*An Analysis Of Higher Order Thinking Skill (HOTS) In Compulsory English Textbook For The Twelfth Grade Of Indonesian Senior High Schools*" written by Rezita Ayu Febriyanti, Wisma Yunita, and Indah Darmayanti. This research investigated not only the composition of higher-order thinking skills (HOTS) in the tasks in English textbook "*Bahasa Inggris SMA/MA/SMK/MAK kelas XII Edisi revisi 2018*", but also analyzed a dominant cognitive in the textbook.

The results showed that the composition of Higher Order Thinking Skill (HOTS) were yet lower than the Lower Order Thinking Skill (LOTS). On the other hand, the *Remember (C1)* dimension was the dominant one about 41%. Yet *Remember (C1)* was definitely the Lower-Order Thinking Skill (LOTS), level of thinking from the revised Bloom's Taxonomy. The similarities of these researches were they discussed not only HOTS from the revised Bloom's Taxonomy, but also added the reading context. The discrepancies of these two were the utilization of method, the object of the research (*diktat* and textbook), and language skills selection (reading exercises and reading comprehension).

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<sup>21</sup> Febrina, et.al, "Analysis Of Reading Comprehension Questions By Using Revised Bloom's Taxonomy On Higher Order Thinking Skill (HOTS)", *English Education Journal (EEJ)*, 2019, Vol. 10, No. 1, page 7-8.



2. Journal Applied Of Linguistics And Literature (JOALL), Vol. 5, No. 2, 2020. The title was “*Analyzing Higher Order Thinking Skills On The Compulsory English Textbook For Tenth Grade Of Indonesian Senior High Schools*” written by Andi Sukmawijaya, Wisma Yunita, and Dedi Sofyan. This research aimed to ascertain the proportion of Higher Order Thinking Skills (HOTS) based on the revised Bloom’s Taxonomy in the tasks of the textbook “*Bahasa Inggris of Tenth Grade Employed in Senior, Vocational and Islamic High Schools*” published by the Ministry of Education and Culture.

The results presented that the proportion of HOTS in language skills was integrated well. The content of HOTS on the compulsory English textbook of “*Bahasa Inggris SMA/ MA/ SMK/MAK Kelas X Edisi Revisi 2017*” was relevant to the 2013 curriculum. It fulfilled the Decrees of the Ministry of Education and Culture standard.

These researches had resemblances, such as the limitation of problems, research data analysis procedures, and research type (qualitative data). Subsequently, the distinctions of the researches above were generalized HOTS on four language skills (reading, writing, speaking, and listening) whilst, the research of this proposal was more specific for reading comprehension, and the object of these researches (textbook and diktat).

3. A thesis project, English Education Study Program State Institute Of Islamic Studies: 2019, written by Nina Apriani, the title was “*Evaluating The Higher Order Thinking Skills In Reading Exercises Of EFL Textbook “PATHWAY TO ENGLISH” For Tenth Grade Of Senior High School Students*”. This research described the distribution of HOTS based on the revised Bloom's Taxonomy in essay of reading exercises in the *Pathway* English textbook used by the 10<sup>th</sup> grade of senior high school.

The results showed that the Higher Order Thinking Skills (HOTS) in the *Pathway* English textbook included 3 of 72 questions (4.16%) on

reading essay, whilst the Lower Order Thinking Skills (LOWS) obtained 69 of 72 questions (95.84%). Yet HOTS level was extremely lower than LOTS. The distribution of HOTS according to revised Bloom's Taxonomy were: *analyze* domain obtained the highest distribution, 2 of 72 questions in reading practice (2.78%), *create* dimension did not obtain the distribution of HOTS (0%), and *evaluating* dimension obtain 1 of 72 questions (1.38%). It could be concluded that the distribution of Higher Order Thinking Skills (HOTS) was truly lower than Lower Order Thinking Skills (LOTS).

The equations of these researches were both used Higher Order Thinking Skill (HOTS) based on the revised Bloom's Taxonomy which is supported by the qualitative research method (qualitative data) and the technique of data collection. These researches had the differences in the object of research, those were "*Diktat Bahasa Inggris Kelas X used by SMK Negeri 2 Purwokerto*" and "*English textbook Pathway To English SMA/ MA/ SMK/MAK*", and language skills (reading exercises and reading comprehension).

## **F. Literature Reviews**

### **1. Higher-Order Thinking Skill (HOTS)**

#### **a. Definition of Higher-Order Thinking Skill (HOTS)**

Brookhart stated,

*"Definitions that I find helpful fall into three categories: (1) those that define higher-order thinking in terms of the transfer, (2) those that define it in terms of critical thinking, and (3) those that define it in terms of problem-solving."*

The definitions described about: (1) HOTS in the terms of *retention* and *transfer* (indicate meaning in learning activities). *Retention* refers to the students remember what they have learned, whilst *transfer*, the students remember not only the subject materials, but also comprehend and apply what they have learned. (2) HOTS in the term of *critical*

*thinking* is an equitable thing. It focused on the notions that are believed. Critical thinking includes reasoning, investigation, correlation, and exploration of the student's point of view. (3) HOTS in the term of *problem-solving*. Problem-solving is, the students must think both critically and creatively to establish effective communication. HOTS as problem-solving refers to the students identify and solve their problems either in the scope of education or life based on their thoughts<sup>22</sup>.

b. Levels of Higher-Order Thinking Skill (HOTS) Based on the Revised Bloom's Taxonomy

- 1) *Remember (C1)*: regain the relevant knowledge from long-term memory.
- 2) *Understand (C2)*: develop the notion from instructional words, including oral, written, and graphic communication.
- 3) *Apply (C3)*: utilize a precise in a situation where the students must decide immediately.
- 4) *Analyze (C4)*: divide the materials according to the constituents part of which have the equal correlation structure.
- 5) *Evaluate (C5)*: render the judgmental process based on the criteria that already planned.
- 6) *Create (C6)*: construct the element of knowledge by combining with the new pattern to generate elements/ things to be functional<sup>23</sup>.

c. Higher-Order Thinking Skill (HOTS) in Reading Comprehension Tasks

The existence of HOTS was frequently aligned with reading comprehension tasks. Reading comprehension tasks probably put levels of thinking into the questions that entailed both the student's deep thoughts (critical thinking) and social life. Cottrell stated that,

*“Critical reading requires you to focus your attention much more closely on certain parts of a written text, holding other*

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<sup>22</sup> Susan M. Brookhart, *How To Assess Higher-Order Thinking Skills In Your Classroom*, United States of America: ASCD Alexandria, 2010, page 3-7.

<sup>23</sup> Lorin W. Anderson, et.al, *A Taxonomy for Learning, Teaching, and Assessing A Revision of Bloom's Taxonomy of Educational Objectives*, United States: Addison Wesley Longman, 2001, page 66-68.

*information in mind. As it involves analysis, reflection, evaluation, and making judgments, it usually involves slower reading than that used for recreational reading or for gaining general background information.<sup>24</sup>*

Rashid and Hashim believed that,

*“HOTS is part of Western culture that can be obtained by regulating an education system that is contextual understanding and adapting to the culture within itself. It helps Asian students to complete reading comprehension tasks and open their minds to world issues.<sup>25</sup>”*

d. Advantages of Higher-Order Thinking Skill (HOTS)

Several advantages of HOTS can be explained below:

- 1) Instructions to the students for exploring more their tendencies by asking something information and/or knowledge (unfamiliar, uncertainties, or dilemma) by applying 5W + 1H question<sup>26</sup>.
- 2) Training them to construct oral, writing, and communication skill in resolving the same tasks as well as the dissimilar ones.
- 3) Practicing them to utilize reference of other sources or a reference comes from a paragraph that corresponds to the text which has been learning as one of the ways the students will be proving and strengthen their statements.
- 4) Predicting what the text about which is supported with logical reasons and relating them (logical reasons) to the knowledge that the students have already gotten and/or new knowledge<sup>27</sup>.

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<sup>24</sup> Stella Cottrell, *Critical Thinking Skills: Developing Effective Analysis and Argument*, New York: Palgrave Macmillan, 2005, page 147.

<sup>25</sup> Randip Kaur Valdev Singh, et.al, “The Analysis of Higher Order Thinking Skills In English Reading Comprehension Tests In Malaysia”, *Malaysian Journal of Society and Space*, Vol. 15, No. 1, 2019, page 15.

<sup>26</sup> Benidiktus Tanujaya, et.al, “The Relationship Between Higher Order Thinking Skills and Academic Performance of Students On Mathematics Instruction”, *International Education Studies Journal*, Vol. 10, No. 11, 2017, page 78.

<sup>27</sup> Nani Rosmani Thamrin, et.al, “Developing Higher Order Thinking Skills (HOTS) For Reading Comprehension Enhancement”, *Journal of Physics: IOP Conference Series*, publication at [researchgate.net](https://www.researchgate.net), organized by Universitas Kuningan and Universitas Negeri Yogyakarta on July 11, 2019, page 5. Accessed on November 11, 2020, at 09:45 AM.

## 2. Reading Comprehension

### a. Definition of Reading Comprehension

Reading comprehension came from the Latin word *comprehendere*, it meant “to seize or take in the mind” which was the process of understanding the text<sup>28</sup>. Reading comprehension indicates reading activity, including meaning, understanding, and amusement. Those three present that reading comprehension entailed not only understanding process, but also defined a complex activity by decoding specific words<sup>29</sup>.

### b. Kinds of Question’s Reading Comprehension on Diktat

#### 1) Short Answer Questions (SAQs)

The characteristics of the short answer are:

- a) Using direct questions or commands.
- b) Questions are obvious and commanding.
- c) The questions’ extent are expected to be relative. It should underline that avoid using a similar word, phrase, or sentence of the books. Short answer clearly remember what the book material is, not exploring their notions to compile answers<sup>30</sup>.

#### 2) Long Answer Questions (LAQs)

This question type requires respondents to write detailed information in response open-ended questions. The questioner (person) can utilize multiple sentences, paragraph answer, or mathematical explanations and calculations.

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<sup>28</sup> Larry Ferlazzo and Keti Hull Sypniewski, *The ELL Teacher’s Toolbox*, San Francisco: Jossey-Bass, 2018, page 103.

<sup>29</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, New York: McGraw-Hill ESL/ELT, 2005, page 71.

<sup>30</sup> Siti Nurul Hapizah Damanik and Yett Zainil, “The Analysis of Reading Comprehension Textbook In English Textbook By Using Higher Order Thinking Skill At X Grade Of SMAN 2 Padang”, *Journal of English Language Teaching*, Vol. 8, No. 1, 2018, page 253-254.

### 3. English Diktat

#### a. Definition of Diktat

Linguistically, diktat came from *dictation*, which means command or instruction. Diktat interpreted as the teacher's notes about the instructions of a subject<sup>31</sup>, notably English subject.

#### b. Characteristics of Diktat

##### 1) Utilization of convenient language

The text should include the high extent of readability to be understood by the students. The structure has to insert both vocabularies and grammar rules, and yet they apply the convenient language so that the students understand what the sentences' point of view.

##### 2) Graphic

The graphic is part of the physical form (size of papers, cover, layout, font, color, illustrations so on). The physical form has a noteworthy role the students activities<sup>32</sup>.

#### c. The Purposes of the Diktat

1) Provide the teaching materials that are under the guidance of the 2013 curriculum and the student's needs which are following the characteristics and setting of environment.

2) Assist the students in obtaining the alternative of teaching materials.

3) Facilitate the teachers for implementing of teaching-learning activities and yet, as the reference for the subject in the learning process<sup>33</sup>.

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<sup>31</sup> Driyanda Litaimier, "Penggunaan Sumber Belajar *Diktat* Buatan Guru Pada Pembelajaran Seni Budaya Di MTs Padang Laweh Kabupaten Sijunjung", *E-Jurnal Sendratasik*, Vol. 7, No. 4, 2019, page 2.

<sup>32</sup> Effendi Tri Bahtiar, "Penulisan Bahan Ajar", *conference paper*: Bogor Agricultural University, 2015, page 5. Organized by Bogor Agricultural University, publication at [researchgate.net](https://www.researchgate.net), DOI:10.13140/RG.2.1.1441.6083. Accessed on December 29, 2020, at 9:18 PM.

<sup>33</sup> Prapti Yuniarsih, *Diktat Bahasa Inggris Kelas X SMK Negeri 2 Purwokerto Seluruh Program Keahlian*, Purwokerto: SMK Negeri 2 Purwokerto, 2020, page v (in a page of Tujuan Pembelajaran Diktat).

## **G. Research Methodology**

### **1. Research Design**

This research explained about Higher Order Thinking Skill (HOTS) on reading comprehension in the “*Diklat Bahasa Inggris Kelas X* used by SMK Negeri 2 Purwokerto”. The researcher utilized a qualitative data approach because the data of this research, including the words (reading comprehension of the diklat), statistical analysis, and quantitative methods that interpreted the allocation of Higher Order Thinking Skill (HOTS) based on the revised Bloom’s Taxonomy<sup>34</sup>. Yet the researcher did not implement the numeral (that was specified numbers) to conclude this research<sup>35</sup>.

Likewise, the researcher utilized the content analysis method because this research analyzed the content of the diklat “*Bahasa Inggris Kelas X* used by SMK Negeri 2 Purwokerto”. Given stated content analysis or *latent content* was the process of the implementation of research data into the equal category by classifying textual patterns and the relationship between variables and themes. Identifying this method was used to reduce data and comprehend them so that the researcher obtained the meaning of varied textual data, the interview transcripts, observation, questionnaire, speech, illustrated media, and video<sup>36</sup>.

### **2. Sources of Data**

#### **a. Primary source**

Primary source meant data source directly entailed in this research. The primary data source in this research was comprised of the *Diklat Bahasa Inggris Kelas X* used by SMK Negeri 2 Purwokerto and card analysis. This diklat was written by Mrs. Prapti Yuniarsih, S. Pd., who one of the English teachers of SMK Negeri 2 Purwokerto. The diklat

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<sup>34</sup> Donald Ary, et.al, *Introduction to Research in Education*, United States of America: Wadsworth, 2010, page 476.

<sup>35</sup> Louis Cohen, et.al, *Research Methods In Education Six Edition*, New York: Routledge, 2007, page 458.

<sup>36</sup> Lisa M. Given, *The SAGE Encyclopedia of Qualitative Research Methods Volumes 1&2*, United States of America: SAGE Publication, 2008, page 120.

was published on July 11, 2020, in Purwokerto. It had 70 pages with seven units (chapters).

b. Secondary source

Secondary source meant data source that indirectly supported both the researcher's notion and the research development. Secondary data source in this research was consisted of journals, articles, thesis, RPP (*Rencana Pelaksanaan Pembelajaran*), and syllabus.

### 3. Data Collection Techniques

In collecting the data, the researcher utilized the documents as the sources of data to complete this research. Documents were the records of past events which consisted of scripts, pictures, or other personal's monumental works<sup>37</sup>. The researcher sorted the data from the English diktat into general reading and reading comprehension (compiling), classified the data later according to HOTS dimensions and inserted the coding of several picture scan-data format (disassembling). The elucidation of the coding wrote in each of *footnotes* below. Afterward, the researcher elucidated how the allocation of HOTS on reading comprehension by analyzing the data through analysis card, checklist table (*Knowledge and Cognitive dimensions*), based on the revised Bloom's Taxonomy by Anderson and Krathwohl (reassembling and interpreting)<sup>38</sup>. Last, the researcher concluded the result data by involving numbers (%) to support the result's elucidation. Yet the researcher utilized syllabus and RPP to compare them into the result of this research (conclusion)<sup>39</sup>. Fact, those five techniques of data collection were adopted by combining the techniques both of Ying and Gwaltney's research and Chingos' research.

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<sup>37</sup> Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*, Bandung: Alfabeta, 2016, page 240.

<sup>38</sup> Robert K. Ying and Margaret K. Gwaltney, "Design Issues In Qualitative Research: The Case Of Knowledge Utilization Studies", *Journal ERIC: Document Resume*, TM 840 142 on August 1982, page 12-14. Organized by [files.eric.ed.gov](http://files.eric.ed.gov), accessed on November 26, 2020, at 10:38 PM.

<sup>39</sup> Matthew M. Chingos, et.al, "School Superintendents: Vital or Irrelevant?", Research of Brown Center on Education Policy at Brookings on September 2014, page 5-7. Organized by [brookings.edu](http://brookings.edu), accessed on November, 26, 2020 at 11:10 PM.



**Table 1.1**

**The Example of the Distribution of Reading Comprehension Tasks**

Unit	Theme	Reading Exercise (General Reading per Activity)	Reading Comprehension
2	Congratulation	Activity 1 : 1 tasks Activity 2 : 8 tasks Activity 3 : 6 tasks Activity 4 : -	Activity 1 : - Activity 2 : 8 tasks Activity 3 : - Activity 4 : -

**Table 1.2**

**The Example of Short/Long Answer Questions (SAQs/LAQs) Reading Types**

No.	Data
1	U.2/AC.2/P.13-14/T.8/CP <sup>40</sup>
2	U.4/AC.1/P.20/T.2/5W+1 <sup>41</sup>

**Table 1.3**

**The Example of HOTS *Cognitive Dimension***

No.	Data	<i>Cognitive Dimension</i>		
		C4	C5	C6
1	U.2/AC.2/P.13-14/T.8/CP <sup>42</sup>	v		
2	U.4/AC.1/P.20 <sup>43</sup> 4. What is the writer's purpose in writing the text above?	v		

<sup>40</sup> The coding meant that the data is in *Unit 2, Activity 2*, pages 13-14, and it is composed by 8 tasks in the form of Cloze Passage or Fill-in-the Blank typed task.

<sup>41</sup> The coding meant that the data is available on *Unit 4, Activity 2*, on the page 20. It inserted 2 tasks in the form of *what* and *how*-questions.

<sup>42</sup> The data is available on *Unit 2, Activity 2*, pages 13-14, and it is composed by 8 tasks in the form of Cloze Passage or Fill-in-the Blank typed task. This is picture scan-data format.

<sup>43</sup> The data is available on *Unit 4, Activity 2*, on the page 20. It inserted 2 tasks on the numbers of 4 and 5 out of five tasks.

Notes:

- a. *C4* : *Analyze* level
- b. *C5* : *Evaluate* level
- c. *C6* : *Create* level

Those three are the HOTS levels by the revised Bloom’s Taxonomy that were revised by Anderson and Krathwohl. The three others are exactly both LOTS (Lower Order Thinking Skill) and Middle Order Thinking Skill (MOTS) levels namely, (1) *Remember*, (2) *Understand*, and (3) *Apply*. The researcher utilized the coding which were made by the researcher as the symbol of a data in picture-scan format. As stated by Munjin, the researcher could build the personal’s coding without taking a coding’s type from a theory when the researcher could not insert the data clearly and the purpose was not relation with analysis data-process. For instance, analysis of diktat’s activities or, the information of each text in a whole. It was merely picture’ symbol that presented U.2 is Unit 1, AC.2 is Activity 2, P.13-14 is page 13-14, and CP is the reading comprehension task-type, cloze passage.

**Table 1.4**  
**The Example of the HOTS *Knowledge* Dimension**

Unit	Data	<i>Knowledge Dimension</i>			
		FK	CK	PK	MK
7	AC.1/P.58/N.8 <sup>44</sup>				
	a. What do you think about the song “ <i>Halo-Halo Bandung</i> ”?				v
	b. AC.2/P.58-59/PRe-arr <sup>45</sup>				v

<sup>44</sup> The data is available on *Activity 1*, page 58. The number data is 8 out of 10 tasks.

<sup>45</sup> The data is available on *Activity 2*, pages 58-59. The task is passage re-arrangement type and picture scan-data format.

Notes:

- a. *FK : Factual Knowledge*
- b. *CK : Conceptual Knowledge*
- c. *PK : Procedural Knowledge*
- d. *MK : Metacognitive Knowledge*

Anderson and Krathwohl revised not only the *Cognitive* dimension of Bloom's Taxonomy but also incorporated *Knowledge* dimension into HOTS levels. Each dimension added up to two, *Cognitive* and *Knowledge* dimensions.

#### 4. Data Analysis Techniques

Ary, et.al, wrote that,

*“Data analysis is the most complex and mysterious phase of qualitative research. Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interviews, transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted. The analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important”<sup>46</sup>.*

The researcher implemented the limitations of research to reduce the massive data. The researcher provided the research limitations since she (the researcher) considered the impact of research weaknesses. The researcher underlined the limitations such as (1) the research completely focused on the reading comprehension tasks. (2) the tasks involved not only the question-answer (Q and A), but also put the student's thoughts and social life into the answer (the answer was not obtained from the text). (3) the researcher merely inserted the reading comprehension tasks from the English diktat's activities (33 activities/ 7 units), not including *Enrichment* and *Competency Test* of the diktat.

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<sup>46</sup> Donald Ary, et.al, *Introduction to Research in Education 8<sup>th</sup> Edition*, USA: Wadsworth Publishing, 2010, page 481.

Furthermore, the researcher analyzed the data by undertaking these following steps:

- a. Reading the entire data.
- b. Scanning the data which comprised of general reading and reading comprehension .
- c. Arranging the data which comprised of HOTS and LOWS level based on the revised Bloom's Taxonomy.
- d. Identifying the words, clauses, phrases, and sentences of the student's tasks that consisted of HOTS level based on the revised Bloom's Taxonomy through analysis cards, a checklist table.
- e. Calculating the data on the checklist table (%).
- f. Validating the research findings by RPP (*Rencana Pelaksanaan Pembelajaran/* teacher's teaching plans) and syllabus.
- g. Interpreting the data based on the result. In this research the following formula will use:<sup>47</sup>

$$P = \frac{F}{N} \times 100 \%$$

Notes :

P: Percentage

F: Frequency

N: The sum of the frequency

## 5. Triangulation

To verify the research data, the researcher used triangulation technique to compare the data that were acquired not only the documentation, but also triangulation theory and the data sources by observing and reading repeatedly with the constant result. According to Burhan Bungin argued that, this technique was done by outlining the pattern and relationships. Yet it included

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<sup>47</sup> Aulia Putri Ardiana, "HOTS-Based Analysis On Reading Comprehension Assessment In Senior High School 2 Brebes", *Thesis: IAIN Purwokerto*, 2020, page 42.

not only the explanations of the researcher's logic, but also provided pros and cons data<sup>48</sup>.

## H. Structure of the Research

To make systematic research, it was necessary to classify the structure of this research. The structure of this research could be explained as follow:

Chapter I contained an introduction which consisted of the background of the study, conceptual definitions, research questions, objectives and significances of the research, review of relevant studies, literature review, research methods (research type, data sources, data collection techniques, data analysis techniques), and graduating paper online.

Chapter II contained the theories of Higher Order Thinking Skill (HOTS) on reading comprehension of *Diktat Bahasa Inggris Kelas X Seluruh Program Keahlian* used by SMK Negeri 2 Purwokerto, which were included three subsections, those were the English diktat, Higher Order Thinking Skill (HOTS), and reading comprehension which were divided into several sub-chapters.

Chapter III comprised of the profile of the English diktat, including the identity of the English diktat, the scope of the English diktat, genealogy of the English diktat, and structure of the English diktat.

Chapter IV presented the results of the research which comprised of the general description of English diktat for the 10<sup>th</sup> grade of SMK Negeri 2 Purwokerto, type of the reading tasks in the English diktat, the type of HOTS levels, and the percentage of the allocation of HOTS dimensions.

Chapter V presented the conclusion and suggestion of the research. In this chapter, the researcher embodied suggestions related to the research.

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<sup>48</sup> Arif Kristiyono, "Analisis Isi (*Content Analysis*) Pada Buku Teks Mata Pelajaran Pendidikan Kewarganegaraan Kelas VII SMP", *Thesis*: Universitas Negeri Padang, 2013, page 25-27.

## CHAPTER II

### LITERATURE REVIEW

#### A. Higher-Order Thinking Skill (HOTS)

##### 1. Definition of Higher-Order Thinking Skill (HOTS)

Higher-Order Thinking Skill (HOTS) is part of Bloom's Taxonomy (learning objective of cognitive domains)<sup>49</sup> in the form of operational verbs that consists of six categories: *basic knowledge*, *secondary comprehension*, *application*, *analysis*, *synthesis*, and *evaluation*<sup>50</sup> with the revised is, *analyze* (C4), explores carefully about an event as the enlightenment of the knowledge; *evaluate* (C5), assesses the knowledge based on the learning objectives; and *create* (C6), create an object (product) by applying the knowledge's diverse elements. Bloom's Taxonomy broadly classifies the levels of thinking to assess the students' abilities in the learning process. The taxonomy is beneficial for the test developers to construct question items in order to they understand what values should be inserted into the student's tasks. Bloom's Taxonomy contains the cognitive abilities that are composed of simple to complex and/or concrete to abstract mental abilities<sup>51</sup>.

The cognitive dimension is trusted as the considerable domain, among other domains since the actual transfer of information. Furthermore, the cognitive dimension is used also as a directive and perception of describing how one's thinking works. Yet HOTS indicates the cognitive operational process at the highest level. This pronouncement is represented by *analysis*, *synthesis*, and *evaluation*. Definitely, Bloom's Taxonomy assists the teachers to design the student's activities in compliance with the student's cognitive abilities, it is essential to ensure that the students have apprehended the skills

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<sup>49</sup> Moh. Zainal Fanani, "Strategi Pengembangan Soal *Higher Order Thinking Skill* (HOTS) dalam Kurikulum 2013", *EDUDEENA: Journal of Islamic Religious Education*, 2018, Vol. 2, No. 1, page 59.

<sup>50</sup> Ahrash N. Bissell and Paula P. Lemons, "A New Method for Assessing Critical Thinking in the Classroom", *Journal of BioScience*, 2006, Vol. 56, No. 1, page 67.

<sup>51</sup> Siti Zahroh, "Integrating Higher-Order Thinking Skills (HOTS) To Increase Students' Productive Skills", [zahrast65@gmail.com](mailto:zahrast65@gmail.com), Universitas Islam Malang on July 2019, page 4. Accessed on November 11, 2020, at 09:45 AM.

before daily assessment<sup>52</sup>. The HOTS levels encourage both the students and the teachers to engage *application, analysis, synthesis, and evaluation* afterward, compare with the LOTS levels in teaching-learning process<sup>53</sup>.

Brookhart stated,

*“Definitions that I find helpful fall into three categories: (1) those that define higher-order thinking in terms of the transfer, (2) those that define it in terms of critical thinking, and (3) those that define it in terms of problem-solving.”*

Brookhart’s three points can be defined as (1) HOTS is *retention and transfer* (indicate meaning in learning activities). *Retention* refers to the students must remember what they have learned, whilst *transfer*, the students remember not only what the material is, but also comprehend and apply what they have learned. (2) HOTS is *critical thinking*. It is an equitable thing that point to the notions to decide what must be believed in or undertake to. Critical thinking includes reasoning, investigation, correlation, and exploration of the student’s point of view. (3) HOTS is *problem-solving*. Problem-solving is necessary to think both critically and creatively, afterward establish communication effectively. HOTS as the problem-solving refers to the students identify and solve their problems either in the scope of education or life based on what their notions are<sup>54</sup>.

As stated by Heong et.al, higher-order thinking requires someone to adopt either a new information or knowledge which are obtained by the students in learning-teaching process, grasp the syntax (meaningful text), and enacts the worthy information as an answer of the questions based on a

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<sup>52</sup> Sowmya Narayanan, et.al, "Analysis Of Question Papers In Engineering Courses Concerning HOTS (Higher Order Thinking)", *American Journal of Engineering Education*, Vol. 6, No. 1, 2015, page 1-2.

<sup>53</sup> Tomy Kartika Putra and Debiga Fikky Abdullah, "Higher-Order Thinking Skill (HOTS) Question In English National Examination In Indonesia", *Jurnal Bahasa Lingua Scientia*, Vol. 11, No. 1, 2019, page 146-149. Organized by Sebelas Maret Surakarta University DOI: [dx.doi.org/10.21274/ls.2019.11.1.145-160](https://doi.org/10.21274/ls.2019.11.1.145-160), publication at [researchgate.com](https://www.researchgate.com) by Tomy Kartika on June 22, 2020.

<sup>54</sup> Susan M. Brookhart, *How To Assess Higher-Order Thinking Skills In Your Classroom*, United States of America: ASCD Alexandria, 2010, page 3-7.

particular situation<sup>55</sup>. Higher-order thinking contributes the students to connect their perceptions to other elements<sup>56</sup>.

Thus, HOTS is part of the *Cognitive* dimension of Bloom's Taxonomy and aims to train the student's mental skills. Bloom's Taxonomy was later revised by Lorin Anderson and David Krathwohl in 2001 as follows: *remember, understand, apply, analyze, evaluate, and create*. Levels 1 to 3 are categorized as LOTS (Lower Order Thinking Skill) whilst, levels 4 to 6 are categorized as HOTS (Higher Order Thinking Skill). Anderson and Krathwohl revised not only the *Cognitive* dimension, but also added *Knowledge* dimension into the HOTS levels of thinking. Hence, HOTS is the procedure to test someone can analyze, compare, calculate, and so on. Ergo, HOTS is not only a memory but also takes astonishing abilities.

## 2. Dimensions of Higher Order Thinking Skill (HOTS)

As have been elucidated above, they (the explications) pertain to Bloom's Taxonomy of which functions as a measure of one's abilities. Primarily, Bloom's Taxonomy is composed categorically of one dimension specifically, *the Knowledge dimension*. Subsequently, Anderson and Krathwohl revised this dimension into two dimensional structures, *Knowledge Dimension* and *Cognitive Process* which are equivalent to the noun and verb. In advance of the revision, the verb as part of the *Knowledge Dimension* necessitates students can remember or acknowledge the knowledge. This incongruity is metamorphosis into subsections specifically, the noun presents the basis for *Knowledge* and the verb constitutes the basis for *Cognitive Process*.

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<sup>55</sup> Yee Mei Heong, et.al, "The Needs Analysis of Learning Higher Order Thinking Skills for Generating Ideas", *Procedia-Social and Behavioral Sciences UKM Teaching and Learning Congress 2011 (59)*, 2012, page 197-198. Published by Elsevier Ltd. Selection, open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/) [doi:10.1016/j.sbspro.2012.09.265](https://doi.org/10.1016/j.sbspro.2012.09.265)

<sup>56</sup> Merta Dhewa Kusuma, et.al, "The Development of Higher Order Thinking Skill (Hots)", *IOSR Journal of Research & Method in Education (IOSR-JRME)*, Vol. 7, No. 1, 2017, page 26. Organized by Lampung University [DOI: 10.9790/7388-0701052632](https://doi.org/10.9790/7388-0701052632), publication at [www.iosrjournals.org](http://www.iosrjournals.org) and [researchgate.com](https://www.researchgate.com) by Abdurrahman Abdurrahman on November 28, 2017.



The dimensional aspects of HOTS by Bloom's Taxonomy and the revised Bloom's Taxonomy by Anderson and Krathwohl can be illustrated into three tables below:<sup>57</sup>

**Table 2.1**  
**Bloom's Cognitive Dimensional Aspects**

<b>Structure of the Original Taxonomy</b>	
<b>Dimensions</b>	<b>Subcategories</b>
a. Knowledge	1) Knowledge of circumstantial. <ul style="list-style-type: none"> <li>a) Knowledge of nomenclature.</li> <li>b) Knowledge of specific facts.</li> </ul> 2) Knowledge of constructions and implementations of department particularly; <ul style="list-style-type: none"> <li>a) Knowledge of pacts.</li> <li>b) Knowledge of dispositions and sequences</li> <li>c) Knowledge of classifications and categories.</li> <li>d) Knowledge of the canon.</li> <li>e) Knowledge of methodology.</li> </ul> 3) Knowledge of the universe and abstractions in a field. <ul style="list-style-type: none"> <li>a) Knowledge of tenets and generalities.</li> <li>b) Knowledge of theories and structures.</li> </ul>
b. Comprehension	1) Translation. 2) Construction. 3) Extrapolation.
c. Application	
d. Analysis	1) Analysis of the constituents. 2) Analysis of the liaisons. 3) Analysis of organizational principles.

<sup>57</sup> David R. Krathwohl, "A Revision of Bloom's Taxonomy: An Overview", *Theory Into Practice*, Vol. 41, No. 4, 2002, page 212-213. Published by College of Education, The Ohio State University.

e. Synthesis	1) Exhibition of a picturesque communication. 2) Production of a program of occupations. 3) The genesis of a set of notional nexuses.
f. Evaluation	1) Evaluation in terms of profound substantiations. 2) Deliberation in terms of external criteria.

*Table 1* is the original Taxonomy which is described as a composition of teacher's pronouncements (in the form of expectancy) toward the students' materials that have been studied. Bloom saw the original Taxonomy is not only a measurement tool, but also it could function as:

- a. Utilization of language as a convenient amenity in teaching activities.
- b. Tools of assurance what kind of teaching system (curriculum, activities, subjects, assessment, and so on) is worthy of the students and the educational purposes.

Those two are the restrictions of an educational institution in operating the education system. Those restrictions are used by the teachers not to expect to the students who have deficient abilities, for instance.

**Table 2.2**

***Knowledge Dimensional Aspects of The Revised Bloom's Taxonomy***

<b>Structure of the Knowledge Dimension of the Revised Bloom's Taxonomy</b>	
<b>Dimensions</b>	<b>Subcategories</b>
a. Factual Knowledge	1) Knowledge of terminology. 2) Knowledge of specific details and elements.
b. Conceptual Knowledge	1) Knowledge of classifications and categories. 2) Knowledge of principles and generalizations. 3) Knowledge of theories, designs, and structures.
c. Procedural Knowledge	1) Knowledge of subject-specific skills and algorithms.

	<ul style="list-style-type: none"> <li>2) Knowledge of subject-specific techniques and methods.</li> <li>3) Knowledge of criteria for specificity procedures.</li> </ul>
d. Metacognitive Knowledge	<ul style="list-style-type: none"> <li>1) Strategic knowledge.</li> <li>2) Knowledge about the cognitive roles which include prices contextual and conditional knowledge.</li> <li>3) Self-knowledge.</li> </ul>

Yet Bloom's *Knowledge* dimension was revised by disintegrating the category into the prevalent subcategories to agree with the new educational system. The discrepancy of both categories sited in *the Metacognitive* category. *Metacognitive* encompasses knowledge of generic cognition and consciousness of one's. They (generic cognition and consciousness) are prominent to adapt the way someone (student) thinks<sup>58</sup>.

The revised Bloom's Taxonomy revised not only *Cognitive* dimension, but also inserted *Knowledge* dimension both as the teacher's path to assess the student's learning process and level of knowledgeable information about. *Knowledge* dimension is processed of managerial information to assess the student's outcomes by combining the *Cognitive* and *Knowledge* processes.

(1) *Factual Knowledge* is the basic element of knowledge, including what the student must be learned about. (2) *Conceptual Knowledge* is what the correlations between one and other elements are, and which the equal elements can function concurrently with. (3) *Procedural Knowledge* is how the information/ materials/ elements are practiced by or with. It is about what the abilities must be applied for. (4) *Metacognitive Knowledge* is about the student's awareness. How the student understands what the personal's learning problem is, what the personal's deficiency and strength of, and what the problem-solving they utilize as. Those three were similar to Matlin's opinion,

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<sup>58</sup> David R. Krathwohl, ..... , Vol. 41, No. 4, 2002, page 214-215.

“metacognitive is knowledge and awareness about cognitive processes - or our thought about thinking. Thinking about thinking”<sup>59</sup>.

**Table 2.3**

**Cognitive Dimensional Aspects of The Revised Bloom’s Taxonomy**

<b>Structure of the Cognitive Process Dimension of the Revised Bloom’s Taxonomy</b>	
<b>Dimensions</b>	<b>Subcategories</b>
a. Remembering	1) Identifying. 2) Recalling.
b. Understand	1) Defining. 2) Exhibiting. 3) Characterizing. 4) Summarizing. 5) Concluding. 6) Contrasting. 7) Elucidating.
c. Apply	1) Implementing.
d. Analyze	1) Distinguishing. 2) Managing. 3) Associating.
e. Evaluate	1) Verifying. 2) Critiquing.
f. Create	1) Conducting. 2) Contriving. 3) Producing.

<sup>59</sup> Wiwik Setiawati, et.al, *Buku Penilaian Berorientasi Higher Order Thinking Skills (Program Pengembangan Berkelanjutan (PKB) Melalui Peningkatan Kompetensi Pembelajaran (PKP) Berbasis Zonasi*, Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan, 2019, page 16-17.

The six categories of the original Taxonomy were retained, yet some categories were varied. Three categories were renamed, one category was exchanged, likewise, the retained category of the original Taxonomy is modified into the verb in pursuance of the utilization. The original version, *Knowledge* dimension was substituted with *Remembering*. Subsequently, the *Comprehension* dimension is replaced by *Understand*, since *Understand* is pondered as the broader synonym of *Comprehension*. Afterward, *Application*, *Analysis*, and *Evaluation* are preserved, yet those three categories are converted into the verb form such as *Apply*, *Analyze*, and *Evaluate*. Moreover, *Synthesis* switched with *Evaluation* and renamed *Create*<sup>60</sup>.

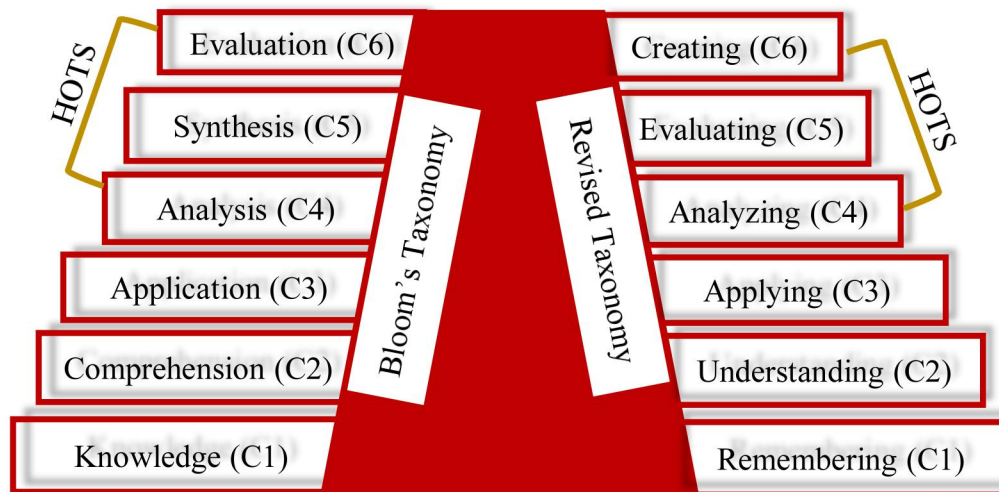
In conclusion, the revised Bloom's Taxonomy is a categorical level of the cognitive process. Though, Bloom's Taxonomy was complex than the revised one. For Instance, the category of *Comprehension dimension* is substituted by *Understand* which has a broader meaning. The cognitive processes are provided the subcategories as the delimitation for the teacher towards the student's score to cause the overlap. Eventuality, the revised Bloom's Taxonomy becomes the teachers' way to obtain empirical evidence of student's abilities.

The specification of Table 3 can be seen in Figure 1. The annotation of C1, C2, C3, C4, C5, and C6 are the symbols commonly used as an "alias" of each category of the *Cognitive* dimension.

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<sup>60</sup> David R. Krathwohl, ....., Vol. 41, No. 4, 2002, page 214-216.

**Figure 2.1**  
**Levels of Thinking of Bloom's Taxonomy and Revised Taxonomy by**  
**Anderson and Krathwohl**



*Bloom, 1958:18; Edwards and Briers, 2000:4*

The elucidations of Figure 2.1 are:

- a. *Remember (C1)*: regain the relevant knowledge from long-term memory.
- b. *Understand (C2)*: develop the notion from instructional words, including oral, written, and graphic communication.
- c. *Apply (C3)*: utilize a precise in a situation where the students must decide immediately.
- d. *Analyze (C4)*: divide the materials according to the constituents part of which have the equal correlation structure.
- e. *Evaluate (C5)*: render the judgmental process based on the criteria that already planned.

- f. *Create (C6)*: construct the element of knowledge by combining with the new pattern to generate elements/ things to be functional<sup>61</sup>.

In this study, the theory tends to the revised Bloom's Taxonomy by Anderson and Krathwohl that consists of LOTS (Lower Order Thinking Skill), MOTS (Middle Order Thinking Skill), and HOTS (Higher Order Thinking Skill) as below:

**Table 2.4**

**Levels of Thinking of The Revised Bloom's Taxonomy**

<b>Levels of Thinking</b>	<b>Categories of Level of Thinking by Revised Bloom's Taxonomy</b>
HOTS (Higher Order Thinking Skill)	1) <i>Create (C6)</i> . 2) <i>Evaluate (C5)</i> . 3) <i>Analyze (C4)</i> .
MOTS (Middle Order Thinking Skill)	1) <i>Apply (C3)</i> . 2) <i>Understand (C2)</i> .
LOTS (Lower Order Thinking Skill)	1) <i>Remember (C1)</i> .

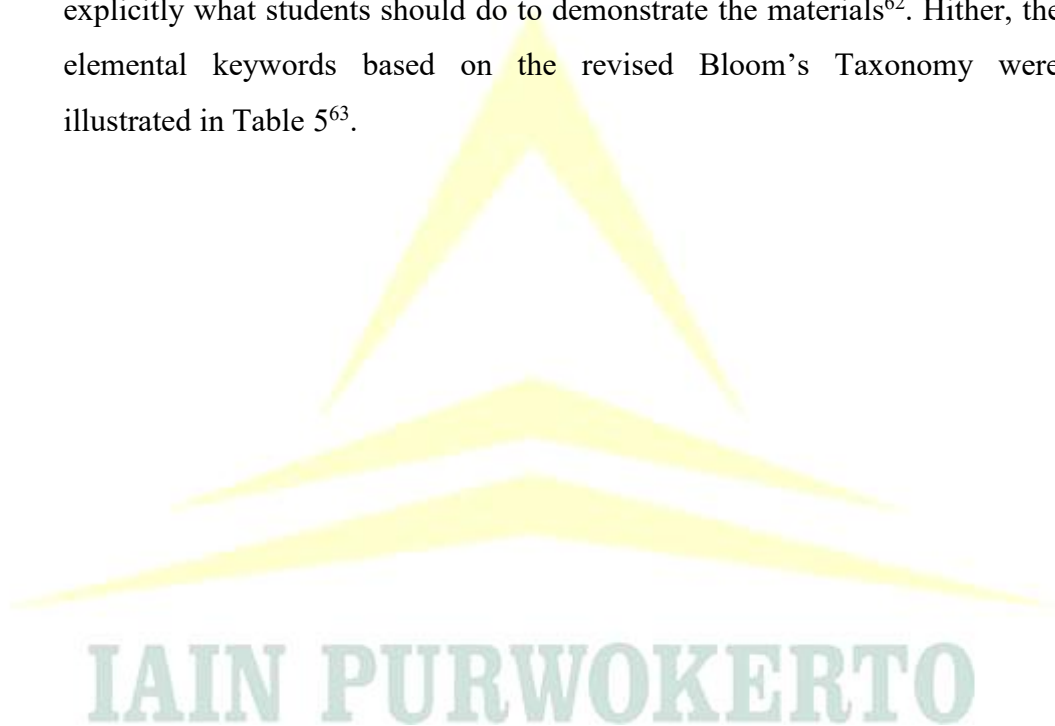
Based on the descriptions above, they can be concluded that either Bloom's Taxonomy or the Revised Taxonomy consists of three major levels of thinking (LOTS, MOTS, HOTS) which wield six categories (*Create, Evaluate, Analyze, Apply, Understand, Remember*). *Create (C6)*, *Evaluate (C5)*, and *Analyze (C4)* categories formed HOTS; *Apply (C3)* and *Understand (C2)* was MOTS, and *Remember (C1)* referred by LOTS.

<sup>61</sup> Lorin W. Anderson, et.al, *A Taxonomy for Learning, Teaching, and Assessing A Revision of Bloom's Taxonomy of Educational Objectives*, United States: Addison Wesley Longman, 2001, page 66-68.

Importantly, the revision is due to the adaptation of the education system to the new era.

### 3. Action Verbs of Revised Bloom's Taxonomy

Benjamin Bloom created the taxonomy to equip with the action verbs, skills, behavior, deportment, and abilities observably. This theory is based on the notion which portrayed the indication of an observable level of actions that happened in the brainpower (cognitive process). Through forming the learning objectives involve the action verbs, the teachers can present explicitly what students should do to demonstrate the materials<sup>62</sup>. Hither, the elemental keywords based on the revised Bloom's Taxonomy were illustrated in Table 5<sup>63</sup>.



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<sup>62</sup> Anonymous, "Bloom's Taxonomy of Measurable Verbs", *Article of Utica College*, 2004, page 1. Organized by Utica College, a private college located in Utica, New York. Publication at [https://www.utica.edu/newPDF Bloom's Taxonomy of Measurable Verbs](https://www.utica.edu/newPDF/Bloom's%20Taxonomy%20of%20Measurable%20Verbs). Accessed on April 2, 2021, at 6:52 PM.

<sup>63</sup> Wulan Izzatul Himmah, "Analisis Soal Penilaian Akhir Semester Mata Pelajaran Matematika Berdasarkan Level Berpikir", *Journal of Medives: Journal of Mathematics Education IKIP Veteran Semarang*, Vol. 3, No. 1, 2019, page 57.



<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyzing</b>	<b>Evaluate</b>	<b>Create</b>
Choose	Classify	Apply	Analyze	Agree	Adapt
Define	Compare	Build	Assume	Appraise	Build
Find	Contrast	Choose	Categorize	Assess	Change
How	Demonstrate	Construct	Classify	Award	Choose
Label	Explain	Develop	Compare	Choose	Combine
List	Extend	Experiment with	Conclusion	Compare	Compile
Match	Illustrate	Identify	Contrast	Conclude	Compose
Name	Infer	Interview	Discover	Criteria	Construct
Omit	Interpret	Make use of	Dissect	Criticize	Create
Recall	Outline	Modal	Distinguish	Decide	Delete
Relate	Relate	Organize	Divide	Deduct	Design
Select	Rephrase	Plan	Examine	Defend	Develop
Show	Show	Select	Function	Determine	Discuss
Tell	Translate	Utilize	Inspect	Estimate	Estimate
What			List	Evaluate	Formulate
When			Motive	Explain	Happen
Where			Relationship	Importance	Imagine

Which			Simplify	Influence	Improve
Who			Survey	Interpret	Invent
Why			Take part in	Judge	Make Up
			Test for	Justify	Maximize
			Theme	Mark	Minimize
				Measure	
				Opinion	

*Table 2.5. Action Verbs of Revised Bloom's Taxonomy*



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The other proportion of the action verbs stated by BSNP (*Badan Standar Nasional Pendidikan*) in 2006 are shown in Table 2.6<sup>64</sup>.

**Table 2.6**  
**Action Verbs of BSNP**

Analyze (C4)	Evaluating (C5)	Creating (C6)
Train	Prove	Blending
Blending	Choose	Build
Divide	Clarify	Make a Draft
Distinguishing	Maintain	Facilitate
Solve	Decide	Produce
Govern	Validating	Bring Up
Focus	Interpret	Showing
Choose	Support	Tackling
Organize	Directing	Create
Brighten	Check	Dictate
Detecting	Test	Find
Diagramming	Test	Abstracting
Affirmed	Coordinate	Animate
Reviewing	Criticize	Compose
Define Traits	Measure	Set
Associating	Rate	Generalize
Analyze	Weigh	Produce Work
Attribute	Assign	Connect
Auditing	Detailing	Remain
Editing	Justify	Categorize
Correlate	Blame	Encoding
Describe		Combine

<sup>64</sup> Khoiriah, et.al, "Effectiveness Of Assessment Instruments Higher Order Thinking Skills To Grow Self Regulated Students Junior High School", *The Online Journal of New Horizons in Education (TOJNED)*, Vol. 9, No. 2, 2019, page 108.

#### 4. Higher-Order Thinking Skill (HOTS) in Reading Comprehension

HOTS consists of two components, critical and creative thinking skills<sup>65</sup>. Bloom's Taxonomy is a reference to cognitive levels that have a simple to complex concept, that was revised by Anderson and Krathwohl by comparison the development of instructional media and the how the teachers think<sup>66</sup>. The availability of HOTS is often associated with the instructions of the reading comprehension tasks.

Cottrell defined that,

*“Critical reading requires you to focus your attention much more closely on certain parts of a written text, holding other information in mind. As it involves analysis, reflection, evaluation, and making judgments, it usually involves slower reading than that used for recreational reading or for gaining general background information<sup>67</sup>.”*

Rashid and Hashim believed that,

*“HOTS is part of Western culture that can be obtained by regulating an education system that is contextual understanding and adapting to the culture within itself. It helps Asian students to complete reading comprehension tasks and open their minds to world issues<sup>68</sup>.”*

The presence of HOTS is frequently associated with reading comprehension in term of the “values” that are contained in the reading comprehension tasks<sup>69</sup>. Reading comprehension is part of HOTS since contained three points, *Analyze* (C4), *Evaluate* (C5), and *Create* (C5). The insertion of HOTS can be seen in English textbooks for *SMP* (Junior High

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<sup>65</sup> S. Ahmad, et.al, “The Instruments of Higher Order Thinking Skills”, *Journal of Physics: IOP Conference Series*, organized by Universitas Negeri Padang and Universitas Ahmad Dahlan on February 3, 2018, page 2. Accessed on November 29, 2020, at 7:55 PM.

<sup>66</sup> Siti Nurul Hapizah Damanik and Yett Zainil, “The Analysis of Reading Comprehension Textbook In English Textbook By Using Higher Order Thinking Skill At X Grade Of SMAN 2 Padang”, *Journal of English Language Teaching*, Vol. 8, No. 1, 2018, page 258.

<sup>67</sup> Stella Cottrell, *Critical Thinking Skills: Developing Effective Analysis and Argument*, New York: Palgrave Macmillan, 2005, page 147.

<sup>68</sup> Randip Kaur Valdev Singh, et.al, “The Analysis of Higher Order Thinking Skills In English Reading Comprehension Tests In Malaysia”, *Malaysian Journal of Society and Space*, Vol. 15, No. 1, 2019, page 15.

<sup>69</sup> Rezita Ayu Febriyani, et.al, “Analysis On Higher Order Thinking Skill (HOTS) In Compulsory English Textbook for the Twelfth Grade of Indonesian Senior High School”, *Journal of English Education and Teaching (JEET)*, Vol. 4, No. 2, 2020, page 171-172.

School), SMA/K (Senior/ Vocational High School, and/or *MTS-MA* (Islamic Junior-Senior High School) which are not only incorporate to answer the questions, subsequently, *understand*, but also *analyze*, *evaluate*, and *create* the notions based on the combination of the student's thoughts<sup>70</sup>. Yet the complicated levels of the reading comprehension tasks are divided into a normal curve 30-40-30. Thus, the low curve tasks (LOTS) are written by 30%, the middle curve tasks (MOTS) are formed by 40%, and the high curve tasks (HOTS) are totaled 30%<sup>71</sup>.

##### 5. Advantages of Higher-Order Thinking Skill (HOTS)

Several advantages of HOTS for the students mainly can be described:

- a. Instructions to the students for exploring more their tendencies by asking something information and/or knowledge (unfamiliar, uncertainties, or dilemma) by applying 5W + 1H question<sup>72</sup>.
- b. Practicing them to utilize reference of other sources or a reference comes from a paragraph that corresponds to the text which has been learning as one of the ways the students will be proving and strengthen their statements.
- c. Training them to construct oral, writing, and communication skill in resolving the same tasks as well as the dissimilar ones.
- d. Predicting what the text about which is supported with logical reasons and relating them (logical reasons) to knowledge that the students have already gotten and/or new knowledge<sup>73</sup>.

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<sup>70</sup> Ayu Istiana Sari, et.al, "The Development of Android-Based Smartphone Learning Application on Teaching Reading Comprehension", *AIP Conference Proceedings*, organized by Doctorate Students, Professor of Educational Technology, and Lecturers of The 2<sup>nd</sup> International Conference on Science, Mathematics, Environment, and Education of Universitas Sebelas Maret on December 18, 2019, page 3.

<sup>71</sup> Ahlis Qoidah Noor, "Menulis Soal Bahasa Inggris yang Baik (1)", *Kompasiana online newspaper*, publication on January 27, 2019, at 7:31 PM, *n.p.* Accessed on March 29, 2021, at 5:10 PM. [kompasiana.com](http://kompasiana.com)

<sup>72</sup> Benidiktus Tanujaya, et.al, "The Relationship Between Higher Order Thinking Skills and Academic Performance of Students On Mathematics Instruction", *International Education Studies Journal*, Vol. 10, No. 11, 2017, page 78.

<sup>73</sup> Nani Rosmani Thamrin, et.al, "Developing Higher Order Thinking Skills (HOTS) For Reading Comprehension Enhancement", *Journal of Physics: IOP Conference Series*, publication at [researchgate.net](http://researchgate.net), organized by Universitas Kuningan and Universitas Negeri Yogyakarta on July 11, 2019, page 5. Accessed on November 11, 2020, at 09:45 AM.

## B. Reading Comprehension

### 1. Definition of Reading Comprehension

Reading is a complex process that requires rigorous criticism towards a message of the text. Notably, it (reading) entangles a foreign language<sup>74</sup>. In this case, *reading* and *reading comprehension* are two diverse activities in terms of the profundity of the text. Reading comprehension came from the Latin word *comprehendere*, it meant “to seize or take in the mind” which was the process of understanding the text<sup>75</sup>. Reading comprehension points to reading for meaning, understanding, and entertainment. Reading comprehension involves higher-order thinking skills by decoding the specific words<sup>76</sup>. The student reads to understand what the author’s point of view in the text<sup>77</sup>. Reading comprehension is the student’s path to point the information of the text to the main idea<sup>78</sup>.

Both the instruction and assessment in reading comprehension, are plausibly the prominent aftermath of the design refinement (reading concept-to-reading comprehension) to rectify the reading curriculum and instruction. Ultimately, in the 20<sup>th</sup> century, comprehension came to the modal index of reading competence. Frederick Davis found thoroughly nine conceptual categories that become the feasible factors to form an infrastructure of reading comprehension skill, chiefly, it dovetails with elementary and high school curricula. These are Davis' nine potential factors:

- a. The textual meaning of the words.
- b. The contextual meaning of the words.
- c. Comply with the arrangement of reading comprehension.

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<sup>74</sup> Beatrice S. Mikulecky and Linda Jeffries, *Advanced Reading Power (Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster)*, New York: Longman, 2007, page 22 and in the part of the introduction (v) of this book.

<sup>75</sup> Larry Ferlazzo and Keti Hull Sypniewski, *The ELL Teacher’s Toolbox*, San Francisco: Jossey-Bass, 2018, page 103.

<sup>76</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, New York: McGraw-Hill ESL/ELT, 2005, page 71.

<sup>77</sup> Nina Apriani,....., page 7-8.

<sup>78</sup> Jeff Zwiers, *Building Reading Comprehension Habits In Grades 6-12 A Toolkit of Classroom Activities 2<sup>nd</sup> Edition*, USA: International Reading Association, 2010, page 6.

- d. Primary thought.
- e. Answer text-based questions.
- f. Text-based questions are supported by paraphrase.
- g. Draw the conclusions of content.
- h. Epistolary instruments.
- i. Author's objective.

Appertains to the prologues above, the psychologist and linguistic conveyed the definitions of reading comprehension. Thorndike asserted that reading comprehension was originally defined to focus on thinking and reasoning the text. In line with Thorndike, RAND (*Research and Development Cooperation*) reported that reading comprehension is the process of scouring and compiling meaning simultaneously through entanglement in written language.

Yet the NAEP *Reading Framework Committee and National Center for Educational Statistics* defined that reading comprehension is an active and complex process that includes the perspective text; expands and construes the meaning; and complies the types, objectives, and circumstance of text. Furthermore, reading comprehension presents a proposition that decides *what, how, and when* how the components evolve<sup>79</sup>.

The excerpt of *Research Bulletin*, David Kopel wrote that,

*“Good reading ability is seen to encompass the power to think critically, skill in discovering relationships and establishing appropriate associations, the habit of weighing evidence and formulating relevant judgment, dexterity in locating reading materials pertinent to individual needs, and facility in adapting the reading technique to a different purpose.”*<sup>80</sup>

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<sup>79</sup> Susan E. Israel and Gerald G. Duffy, *Handbook Of Research On Reading Comprehension 1<sup>st</sup> Edition*, New York: Routledge, 2009, page 3-7.

<sup>80</sup> Clarence Derrick, “Three Aspects of reading Comprehension As Measure by Tests of Different Lengths”. *Thesis of Educational Testing Service*, Illinois, Chicago: University of Chicago, 1953, page 14.

In step on Kopel, the citation of *International Electronic Journal of Elementary Education*, Frederick B. Davis inscribed the sentences,

*“Among authorities in the field of reading, there is general agreement that reading is fundamentally a thinking process. The various kinds of eye-movement skills involved in reading must be regarded as mechanical aids in the process of getting meanings.”*<sup>81</sup>

In addition, Kirby wrote the definition of reading comprehension was more specific. He concluded that,

*“Reading comprehension is the application of a skill that evolved for other purposes (listening and oral comprehension) to a new form of input (text). Unlike listening comprehension, reading comprehension is not something for which our brains have evolved. Whereas oral comprehension seems to develop “naturally” with minimal deliberate intervention, reading comprehension is more challenging and requires deliberate instruction”*<sup>82</sup>.

The opinions above related to the definition of general reading and reading comprehension are the simple-complex activity. They entangle thoughts to assimilate a sentence. The students must correlate the meaning and text into the specific context, afterward, paraphrase those two. Those are “the footsteps” that cause reading comprehension to a “resourceful” activity.

IAIN PURWOKERTO

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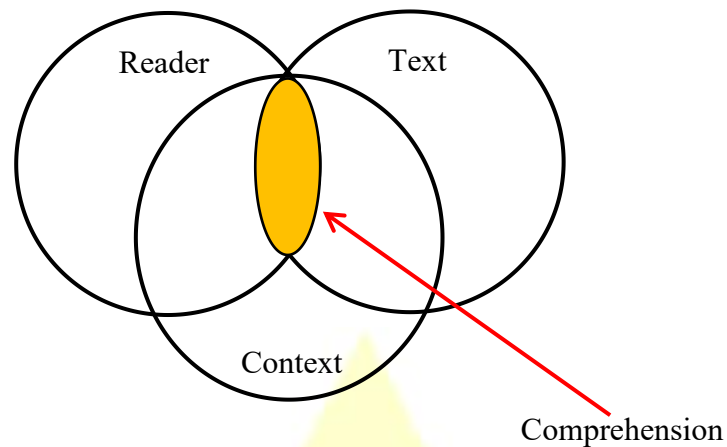
<sup>81</sup> Kouider Mokhtari and Dale S. Niederhauser, “Vocabulary and Syntactic Knowledge Factors in 5<sup>th</sup> Grade Students’ Reading Comprehension”, *International Electronic Journal of Elementary Education*, Vol. 5, No. 2, 2013, page 157-158.

<sup>82</sup> John R Kirby, “Reading Comprehension: Its Nature and Development”, *article of Canadian Language & Literacy Research Network*, organized by Queen’s University, publication at [researchgate.net](http://researchgate.net) and [literacyencyclopedia.ca](http://literacyencyclopedia.ca), uploaded on April 17, 2014, page 1. Accessed on April 18, 2021, at 23:27 PM.



## 2. The Process of Comprehension

Comprehension occurred naturally in the intersection of reader, text, and context as this figure:<sup>83</sup>



The respect to reading comprehension, schema theory did not omit the text. Based on RAND cooperation (*Research and Development*), American nonprofit global argued that comprehension entails three elements:

- a. The *reader* who is doing the comprehension.

In pondering the *reader*, this explication incorporates the elements of capacity, ability, knowledge, and experience into the reading activity. To comprehend, the *reader* possesses the capacity and capability. They associate with cognitive capacities (interest; remembrance; critical analysis; visualization; and deduction). Moreover, the encouragement (the purpose of reading; content of interest; and self-efficacy as the *reader*) and knowledge (vocabularies; linguistics; and discourse) are influential in reading comprehension activity. Indeed, they (capacity, capability, encouragement, and knowledge) used to comprehend the text by balancing between a specific activity and the text.

- b. The *text* is to comprehend.

The elucidation pertains to the printed and electronic *text*. The *text* possesses an immense influence on the *reader's* comprehension.

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<sup>83</sup> Susan E. Israel and Gerald G. Duffy,....., page 16.

Comprehension did not occur by checking the text. Yet the *reader* constructs the disparate pronouncements (the worthy words, the rationality of the *text*, and the concept of the *text*) of the authentic text. The *text* becomes convenient or inconvenient form depending on the inherent factors of the *text* and the *reader*'s capability.

- c. The *context* in which comprehension is a part.

The explanation of the *context* is accompanied by the process and purpose of the reading activity. In the portion of the *context*, the *reader* is engaged to confer the activities “what the purpose of reading is, how the *reader* forms an entity of meaning based on the instructions, and how the *reader* associate the meaning with the text” by considering the time (e.g. tenses in grammar)<sup>84</sup>.

Thus, reading comprehension involves the interaction between the *reader* and the words that trigger the construction of knowledge outside the *text* (context).

### 3. Types of Reading Comprehension

On the Google Education link site (a distinctive link site managed by Google containing reading materials contents for children) written by Marinique Wouda was from the University of Pretoria<sup>85</sup> and *Publication Script* written by Sulistyani Hidayati was from Muhammadiyah University of Surakarta<sup>86</sup> stated six types of reading comprehension, those are:

- a. Lexical comprehension, the teachers explain new words of the text that he/she has read to the students, subsequently, those new words can be used as a medium for the teacher to ask students about:

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<sup>84</sup> Anonymous, “Defining Comprehension”, *Article of General Publication of RAND Cooperation (Research and Development)*, n.d, page 11-17. Organized by RAND Cooperation (Research and Development), American Nonprofit Global, publication at [https://www.rand.org/PDF/Defining\\_Comprehension](https://www.rand.org/PDF/Defining_Comprehension) Chapter II. Accessed on April 6, 2021, at 3:08 PM.

<sup>85</sup> Marinique Wouda, “6 Types of Reading Comprehension”, n.y, accessed on March 25, 2021, at 5:41 PM. Publication at [sites.google.com](https://sites.google.com).

<sup>86</sup> Sulistyani Hidayat, "Types of Reading Comprehension Questions of English National Examination for Senior High School Students", *Publication Script of Post Graduate Program of Language Study*, Surakarta: Muhammadiyah University of Surakarta, 2015, page 6-7.

- 1) Humorous or solemn?
  - 2) The teacher provides synonyms of those new words.
- b. Literal comprehension contributes to conceive the text into the real-life. The students identify the primary concepts of the text, afterward, take the clues to supply meaning into the text. This type of comprehension is the basic comprehension in teaching reading. The students can utilize the reading text expeditiously.
- 1) What is the main theme of the story?
  - 2) What happened at the beginning middle and end of the text?
- c. Interpretive comprehension is to ask the questions such as *what if*, *why*, and *how*. The students can read the implicit meaning of the text. This type of comprehension substances:
- 1) The language's metaphor.
  - 2) The emotional state of the text.
  - 3) Presenting the disparate notions about the author's point of view.
  - 4) How do you think the text will end?
  - 5) What is the theme of the text?
- d. Applied comprehension, the teacher adopts the text into a real-life impression (e.g school activities). This type takes the information into the new notions. This type aids the students to connect their impressions into the text, afterward, evaluate the text's values, and generalize the text. Type of questions that can be used are:
- 1) What is your notion based on the text?
  - 2) What do you think about the text in your notion?
  - 3) Do you agree or disagree with the text?

- e. Affective comprehension, the students recognize “how the plot of the story works, how the characters compatible with the story, and how the characters insert the emotions”. The teachers can denote the students' social scripts to make sure that the students understand the establishment of the plot. The teacher can ask the students such as:
  - 1) What is the student’s attitude after the teacher read the text?
  - 2) What impressions do the students have after the teacher reads the text?
- f. Effective comprehension, this type supports the students to do something what they wanted to be. Yet this type involves metacognitive process. The students can potently take techniques they are fond of comprehension the text. The teachers must explicitly assist the students to become mindful to the text arrangement.

#### 4. Reading Comprehension Aspects

According to Nuttall was on Dasrul Hidayat’s *thesis*, there are five aspects of reading comprehension that are presumed as the student’s adversities to conceive the reading comprehension test.

##### a. Main Idea

The main idea is a pronouncement of the author's point of view about the topic. The main idea is normally located in a sentence, either it is at the first sentence, in the middle, or the last sentence. Hence, the main idea is quite complicated to obtain.

##### b. Reference

Reference is the antecedent of a pronoun. In identifying a reference, the students understand what the pronouns of the sentence are used such as people, place, or circumstance.

##### c. Vocabulary

Context assists the students to put the general predictions of the text. Through predictions, the students can seek words and compare them

(words) with the English dictionary as a medium to get the new words. They can acquire new vocabularies.

d. Conclusion

The students conclude the text which is formed by the combination of the student's knowledge and the clues of the text.

e. Detail Information

Detail information generally comes from the question of the text. Detail information is worthwhile for checking the student's comprehension toward the text (e.g. the utilization of scanning strategy (take the notes, underline the keywords, and paraphrase the sentences using synonym))<sup>87</sup>.

## 5. The Question's Types of Reading Comprehension in English *Diklat*

Alemi and Hazemi argued that reading comprehension has five question's types, specifically:

- a. Cognitive Task: categorizing, predicting, inducing, note-taking, concept mapping, inference, discriminating, and diagramming.
- b. Interpersonal Task: collaborating and role-playing.
- c. Linguistic Task: conversational patterns, practicing, summarizing, selective reading, and scanning.
- d. Affective Task: embodying, self-evaluating, afterthought.
- e. Creative Task: brainstorming<sup>88</sup>.

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<sup>87</sup> Dasrul Hidayati, "Students Difficulties in Reading Comprehension at the First Grade of SMAN 1 Darussalam Aceh Besar", *Thesis of Faculty of Education and Teacher Training*, Banda Aceh: Ar-Raniry State Islamic University, 2018, page 11-13.

<sup>88</sup> Mino Alemi and Zahra Hazemi, "The Presentation of Different Types of Tasks in ELT Textbooks", *Journal TELL Spring&Summer*, Vol. 8, No. 1, 2014, page 69.

Damanik and Zainil stated the dissimilarities of the Alemi and Hazemi's types, those are:

a. Multiple Choice.

By and large, multiple-choice in reading comprehension consists of a question and options (a-e) that come from real situations. Options have substances the correct answer and a dictator as a snare for students. The students will get 1 point, if they answer correctly, otherwise, 0 point is for the wrong one.

b. Complex-Multiple Choice (True/ False or Yes/ No)

This type supports the student's understanding to determine the problem comprehensively between the statement and question. The questions contain the student's stimulus toward the text. Besides, the statements are generally formed by a random arrangement so that the students obtain an occasion to convey their opinions, which the true and false is.

c. Short Answer Questions (SAQs)

As stated by Kyung-Hee, Short Answer Questions refers to the type of open ended-questions which require the participants to put an answer on it. In practice, the participants may take a format of sentence to complete a missing words. The answers probably contain one word or a few lines, and yet it used for low cognitive levels measurement. Yet, the correct answers of short-answer questions vary depending on how obviously the instructions are written despite it's incompatibility for measuring complex outcomes<sup>89</sup>. The characteristics of short answer questions are:

- 1) Using direct questions or commands.

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<sup>89</sup> Bartholomeus Budiyono, "Multiple Choice Questions (MCQs) vs. Short Answer Questions (SAQs) for Inferential Comprehension", *Journal of English Teaching and Research*, Vol. 3, No. 2, 2018, page 75-76.

- 2) Questions are obvious and command.
- 3) The length of the questions is expected to be relative. It must be underlined that avoid using a similar word, phrase, or sentence of the books. Short answer clearly remember what the book materials are, not to explore their notions to compile the answers<sup>90</sup>.

d. Long Answer Questions (LAQs)

This question type requires respondents to write detailed information in response open-ended questions. The questioner (person) can utilize multiple sentences, paragraph answer, or mathematical explanations and calculations. Open-ended questions are a question which can not be answered with a “yes” or “no”, it requires elucidations in detail. Generally, LAQs are composed by 750 -5000 words, yet 5000 words are dominant used by the researcher who provides stem questions (survey questions) to participants.

e. Picture Comprehension

Picture comprehension is one of teaching media which is utilized in reading class. It helps the students to present how their nations work about the picture and instructions. In agreement with Trehearne and Dole in Nurhayati’s journal, picture comprehension exactly forces the students to involve selected information, building a contextual connection, and constructing logical sequences both of the picture and text<sup>91</sup>.

f. Close Passage or Fill-in-the Blank

Cloze passage is a appropriate reading type to teach reading where it enjoins the students to the sampling, reconstructing, and matching the missing elements of the sentences. It is generally known as

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<sup>90</sup> Siti Nurul Hapizah Damanik and Yett Zainil, ....., Vol. 8, No. 1, 2018, page 253-254.

<sup>91</sup> Dwi Astuti Wahyu Nurhayati, “Using Picture Series to Inspire Reading Comprehension for the Second Semester Students of English Department of IAIN Tulungagung”, *Dinamika Ilmu*, Vol. 14, No. 2, 2014, page 178. Publication at [researchgate.net](https://www.researchgate.net), DOI:10.21093/di.v14i2.14.

fill-in-the-blank reading type. The students must grasp the restricted information of the sentences so that they can recognize or predict the interrelationship both of first language (L1) and second language (L2). Cloze passage procedure can help the students to build an awareness of syntax and meaning of the text and yet it is at a higher level than in normal reading<sup>92</sup>.

g. Random text

Random text is one path of teaching-reading comprehension strategy where the students must re-arrange the random sentences to obtain a correct meaning. Random text includes the analysis and organized process to grasp globally the contents in smallest parts<sup>93</sup>.

## 6. HOTS's Capabilities Assessment in Reading Comprehension Tasks

Keshta and Seif arranged 23 points to measure the capabilities of HOTS through:<sup>94</sup>

- a. Respond the factual questions, hypothesis, and evaluation.
- b. Read the familiar or unfamiliar text through the pronunciation and correct intonation.
- c. Identify the referent's performance.
- d. Produce the reading questions.
- e. Summarize the text.
- f. Predict the text.
- g. Create the conclusions of the text.
- h. Develop the synonyms and antonyms.
- i. Expand the semantic field (mapping the word).

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<sup>92</sup> Patricia Raymond, "Cloze Procedure in the Teaching of Reading", *TESL Canada Journal*, Vol. 6, No. 1, 1988, page 91-92.

<sup>93</sup> Naavila Alkhairiyah, "Using Random Text Strategy In Improving Reading Comprehension At The Eleventh Grade Students' Of SMA Muhammadiyah Disamakan Makassar (An Experimental Study)", *Thesis: Muhammadiyah University of Makassar*, 2018, page 17.

<sup>94</sup> Awad Sulaiman Keshta and Ayat Seif, "Evaluating the Higher Order Thinking Skills in Reading of English for Palestine Grade Eight", *Asian Journal of Education and e-Learning*, Vol. 1, No. 1, 2019, page 55.



- j. Identify the main idea.
- k. Identify supporting details.
- l. Compare the function the rhetorical marker.
- m. Compare the text by connecting with visual life.
- n. Deduce the sentences to the dissimilarities structure.
- o. Classify the text and graphic.
- p. Distinguish the facts and opinions.
- q. Deduce the author's point of view.
- r. Comprehend the types of content.
- s. Transfer the information of the text to reality.
- t. Interpreting the information to a diagram.
- u. Relate the text to personal's experience, opinion, or evaluation.
- v. Analyze the components of the text such as setting, themes, and the character.
- w. Investigate and integrate information from various sources.

### **C. English *Diktat***

#### **1. Definition of *Diktat***

Linguistically, *diktat* came from *dictation* which means command or instruction. *Diktat* interpreted as the teacher's notes about the instructions of a subject<sup>95</sup>, notably English subject. *Diktat* is compiled under the curriculum and syllabus which consists of chapters as the learning materials. Likewise, it is written succinctly by including the theories as the references. *Diktat* is regularly arranged about 50-100 pages which has substance three sections, the 1<sup>st</sup> section (the *diktat*'s identity, preface, and table of contents), the 2<sup>nd</sup> section (the materials), and the 3<sup>rd</sup> section (references/ bibliography and the author's bio).

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<sup>95</sup> Driyanda Litaimer, "Penggunaan Sumber Belajar *Diktat* Buatan Guru Pada Pembelajaran Seni Budaya Di MTs Padang Laweh Kabupaten Sijunjung", *E-Jurnal Sendratasik*, Vol. 7, No. 4, 2019, page 2.

## 2. The Characteristics of *Diktat*

Diktat has the characteristics as the discrepancy between the diktat and the other teaching media such as:

a. Utilization of the convenient sentences

The text must include the words that can be understood by the students (not scientific language form). The structure includes vocabularies, grammar rules, the notation, and the student's perception.

b. Graphic

The graphic is part of the physical form (size of papers, cover, layout, font, color, illustrations, printing, and so on). The physical form has the noteworthy roles in the student's activities<sup>96</sup>.

c. Teaching material for a subject.

d. The scope of the dissemination is qualified<sup>97</sup>.

e. Diktat does not explain how to learn the organized topics.

f. There are no feedback/wash-back and outcomes.

g. Diktat does not accommodate the student's learning distress.

h. The utilization of communicative writing style<sup>98</sup>.

## 3. The Purposes and Functions of the *Diktat*

The purposes of the utility of diktat in teaching activity can be described such as:

a. Provide the teaching materials under the 2013 curriculum and the student's needs which consider the students' characteristics.

b. Assist the students to obtain the alternative materials.

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<sup>96</sup> Effendi Tri Bahtiar, "Penulisan Bahan Ajar", *Conference Paper*, organized by Bogor Agricultural University, publication at [researchgate.net](https://researchgate.net), DOI:10.13140/RG.2.1.1441.6083, 2015, page 5. Accessed on December 29, 2020, at 9:18 PM.

<sup>97</sup> Giyatmi, "Membudayakan Menulis Bahan Ajar", *the PPT material of Workshop Budaya Menulis di Kampus*, organized by Islamic University of Muhammad Arsyad Al Banjari South Kalimantan, publication at Jakarta, February 10, 2016, page 7-8. Accessed on April 7, 2021, at 2:41 PM via link <https://ppj.uniska-bjm.ac.id>

<sup>98</sup> Anonymous, *Pedoman Penyusunan Dan Pengusulan Hibah Bahan Ajar Universitas Trisakti*, Jakarta: Universitas Trisakti, 2020, page 2-3. Accessed on April 7, 2021, at 2:39 PM via link <https://lmsspada.kemdikbud.go.id>

- c. Diktat is the students and teachers' facility, for instance, as the subject's reference in the teaching-learning process<sup>99</sup>.
- d. Diktat is the students' path to learn based on their abilities.
- e. The alternative of the limitations of the time, place, and the students' senses (the five senses e.g. sight, hearing, smell, taste, and touch).
- f. The educational goals can be achieved effectively.

Furthermore, Litaimer stated that the function of the diktat can be divided into three, those are:

- a. The students can select the learning process based on their abilities, either it (learning process) is assisted by the teacher or not.
- b. The students can comply the educational programs.
- c. The students can evaluate their learning outcomes on an ongoing basis<sup>100</sup>.

The diktat's functions support the students to manage their psychology either when the students look for references or arrange a theoretical benchmark. The diktat aims the students' achievements can be measured concretely. Thereto, the diktat can ensure the students to acquire the equal contents, either the teachers or students can evaluate them (diktats) equally<sup>101</sup>.

#### 4. The Diktat-Based Teaching Principles

- a. Diktat utilizes an independent instructional which is studied individually or in groups through multi-sensory observation.
- b. Diktat is true-to-life.
- c. Diktat utilizes the concatenation of knowledge and association structure.

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<sup>99</sup> Prapti Yuniarsih, *Diktat Bahasa Inggris Kelas X SMK Negeri 2 Purwokerto Seluruh Program Keahlian*, Purwokerto: SMK Negeri 2 Purwokerto, 2020, page v of roman numeral (in a page of *Tujuan Pembelajaran Diktat*).

<sup>100</sup> Driyanda Litaimer, et.al, ....., Vol. 7, No. 4, 2019, page 64-65.

<sup>101</sup> Mutiara Ayu and Rita Indrawati, "EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook", *Journal Teknosastik*, Vol. 16, No. 1, 2018, page 22.

- d. Diktat applies the miscellaneous teaching-learning media.
- e. Diktat invites the students to be active in learning process by representing the specific response.
- f. Diktat implements the strategy of knowledge mastery assessment<sup>102</sup>.

The fact, diktat infrequently used in the teaching-learning program. Though diktat can be a medium to drill the teachers' creativity by creating the teaching media. Likewise, it can be the replenishment of the personal's collection.

## **5. The Components of The Diktat**

- a. The specific objectives

Learning objectives are explicitly formulated by a distinctive instructor. Learning objectives are arranged based on the student's behaviour.

- b. Activity Sheets

Activity sheets have content learning materials that must be mastered by the students.

- c. Exercises

The exercises accommodate the tasks/questions/problems that must be solved and/or answered by the students.

- d. Summary

The summary includes a set of the concise materials to increase the student's grasp toward the materials.

- e. Evaluation Sheets

Evaluation sheets consist of the student's assessment, moreover, it is known as the enrichment.

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<sup>102</sup> Driyanda Litaimer, et.al, ....., Vol. VII, 2019, page 64.

f. Formative Test's Keywords

The students can correspond the correct answer in the diktat to the their version<sup>103</sup>.

**D. SMK Negeri 2 Purwokerto**

SMK Negeri 2 Purwokerto is located on Jl. Jend. Gatot Subroto No. 81, Sitapen, Purwanegara, East Purwokerto, Banyumas Regency, Central Java, post code: 53116.

**1. Vision**

*Terwujudnya Tamatan Yang Kompeten, Kompetitif, Profesional, Berbudaya dan Berwawasan Lingkungan.*

**2. Missions**

- a. *Menyiapkan siswa yang profesional untuk memasuki dunia kerja.*
- b. *Menyiapkan siswa memiliki karier yang kompetitif dan pengembangan diri yang unggul.*
- c. *Menyiapkan siswa menjadi warga negara yang berakhlak mulia, produktif, adaptif, dan kreatif.*
- d. *Menyiapkan siswa menjadi penggerak perlindungan dan pengelolaan lingkungan hidup dengan pelaksanaan pelestarian fungsi lingkungan, pencegahan pencemaran, dan kerusakan lingkungan.*
- e. *Pelayanan prima*<sup>104</sup>.

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<sup>103</sup> Driyanda Litaimer, et.al,....., Vol. VII, 2019, p. 65.

<sup>104</sup> Kuseno, "SMK Negeri 2 Purwokerto", publication at [smkn2purwokerto.sch.id](http://smkn2purwokerto.sch.id), organized by SMK Negeri 2 Purwokerto official website on May 13, 2020. Accessed on March 24, 2021, at 9:43 PM.n.p.

## CHAPTER III

### PROFILE OF THE ENGLISH DIKTAT

- A. The Identity of the English Diktat
  - 1. The Identifiable Characteristics of English Diktat

Figure 3.1

Yuniarsih's Authentic English Diktat



Figure 3.2

Yuniarsih's English Diktat Photocopy

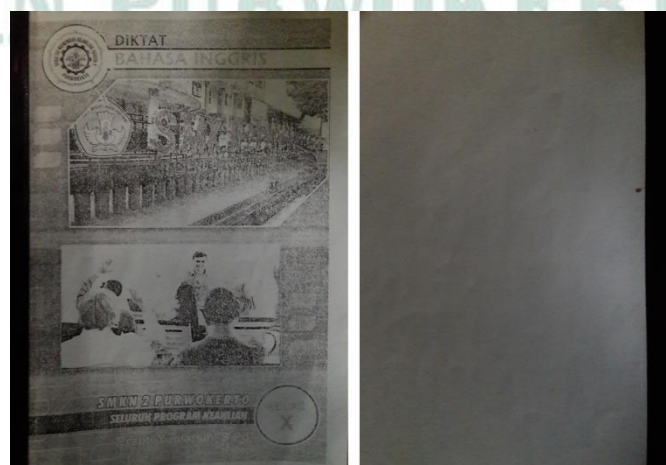


Figure 3.3

Table of Contents of Yuniarsih's English Diktat

DAFTAR ISI	
HALAMAN JUDUL	1
KATA PENGANTAR	6
DAFTAR ISI	10
TUJUAN PENGGUNAAN DIKTAT	7
Unit 1 Introduction	
Activity 1	2
Activity 2	3
Activity 3	3
Activity 4	4
Activity 5	4
Activity 6	5
Competency Test	5
Summary	8
Unit 2 Congratulation	
Activity 1	11
Activity 2	13
Activity 3	14
Activity 4	15
Competency Test	15
Summary	18
Unit 3 Invite To Do	
Activity 1	19
Activity 2	20
Activity 3	21
Activity 4	22
Competency Test	22
Summary	23
Unit 4 Inviting To Do	
Activity 1	28
Activity 2	29
Activity 3	30
Activity 4	31
Activity 5	31
Competency Test	33
Summary	35
Unit 5 Announcement	
Activity 1	42
Activity 2	43
Activity 3	43
Activity 4	44
Activity 5	44
Competency Test	47
Summary	48
Unit 6 Past and Present Perfect Tense	
Activity 1	49
Activity 2	50
Activity 3	50
Activity 4	50
Activity 5	51
Competency Test	51
Summary	55
Unit 7 Repeat	
Activity 1	57
Activity 2	58
Activity 3	58
Activity 4	59
Competency Test	59
Summary	63
DAFTAR PUSTAKA	66
PENUTUP	67

The English diktat is the staple object of this individual research. This research essentially focused on the reading comprehension tasks of the English diktat in the 10<sup>th</sup> grade of SMK Negeri 2 Purwokerto. As asserted in this research background, the English diktat is the first teaching media made by an English teacher. Indeed, the English diktat is yet used rarely in the school, nevertheless, its practicality has distributed regularly, for the 10<sup>th</sup> grade. The English diktat was published in July 2020 by SMK Negeri 2 Purwokerto, which is composed under the 2013 curriculum.

Indirectly, the English diktat is certainly the teacher's process to obtain an incumbency. The research utilized the English diktat's photocopy since the authentic one is yet used in the teaching-learning activities in online learning. Yet the author did not complete people's names who have involved in organizing the English diktat. The people's names information were obtained by interview the English diktat's author spontaneously on December 15, 2020. The researcher merely did the short interview, not including the interview scripts which made by. The information of the English diktat can be read below:

Author : Prapti Yuniarsih, S.Pd.  
Reviewer : Ummu Djarajatin, S.Pd.  
Editor and Illustrator : Tuduh Sulistowo, S. Kom.

Publishing Supervisor : SMK Negeri 2 Purwokerto

## 2. The Scope of the English Diklat

Indeed, the English diklat is the second learning media after the primary books published by the government. The publication of the English diklat is yet at SMK Negeri 2 Purwokerto area. It has not been disseminated yet on a massive scale. The English diklat becomes the teachers' medium to provide materials, samples, assignments, and methods that put the teacher's language into the chapters. Lucidly, the students merely have the English diklat's second print to take them learn at home individually.

## 3. Genealogy of Diklat

The citation of the Oxford online dictionary,

*“Genealogy is the study of family history, including the study of who the ancestors of a specific person were (= a chart with branches that indicates a person's ancestors)”*<sup>105</sup>.

The citation of *Genealogi Islam Nusantara*<sup>106</sup> and *DBpedia: Genealogi* articles wrote that,

*“Genealogy is the study of the descent's notes”*.

The genealogist utilizes the information by word of mouth, historical records, genetic analysis, and other records to receive the information about the relationship. Genealogy is frequently presented in a schematic or narrative form. Genealogists confined the genealogy as the genetic relationships, whilst, “family history” refers to providing additional details either the “family history's” life or the context ones<sup>107</sup>.

In this sub-discussion, the researcher is exhaustively concerned about the English diklat's schematic forming, including the references, the referents,

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<sup>105</sup> <https://www.oxfordlearnersdictionaries.com>, accessed on April 10, 2021, at 9:06 PM.

<sup>106</sup> <http://id.dbpedia.org/page/Genealogi>, accessed on April 13, 2021, at 15:48 PM.

<sup>107</sup> Ahmad Najib Burhani, “Genealogi Islam Nusantara”, *article of Lembaga Ilmu Pengetahuan Indonesia (LIPI)*, archived number: LIPI-17002, published on January 19, 2017, via link <http://lipi.go.id>, n.p. Accessed on April 13, 2021, at 15:52 PM.



and the users. The schematic comprises Yuniarsih's genealogy of the various books, videos, and the authors that influenced Yuniarsih's forming.

**Figure 3.4**  
**Genealogy of Yuniarsih's English Diktat**

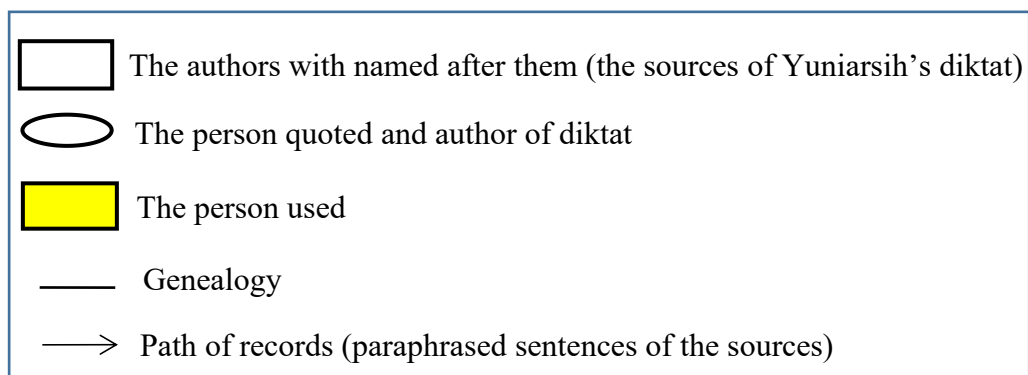
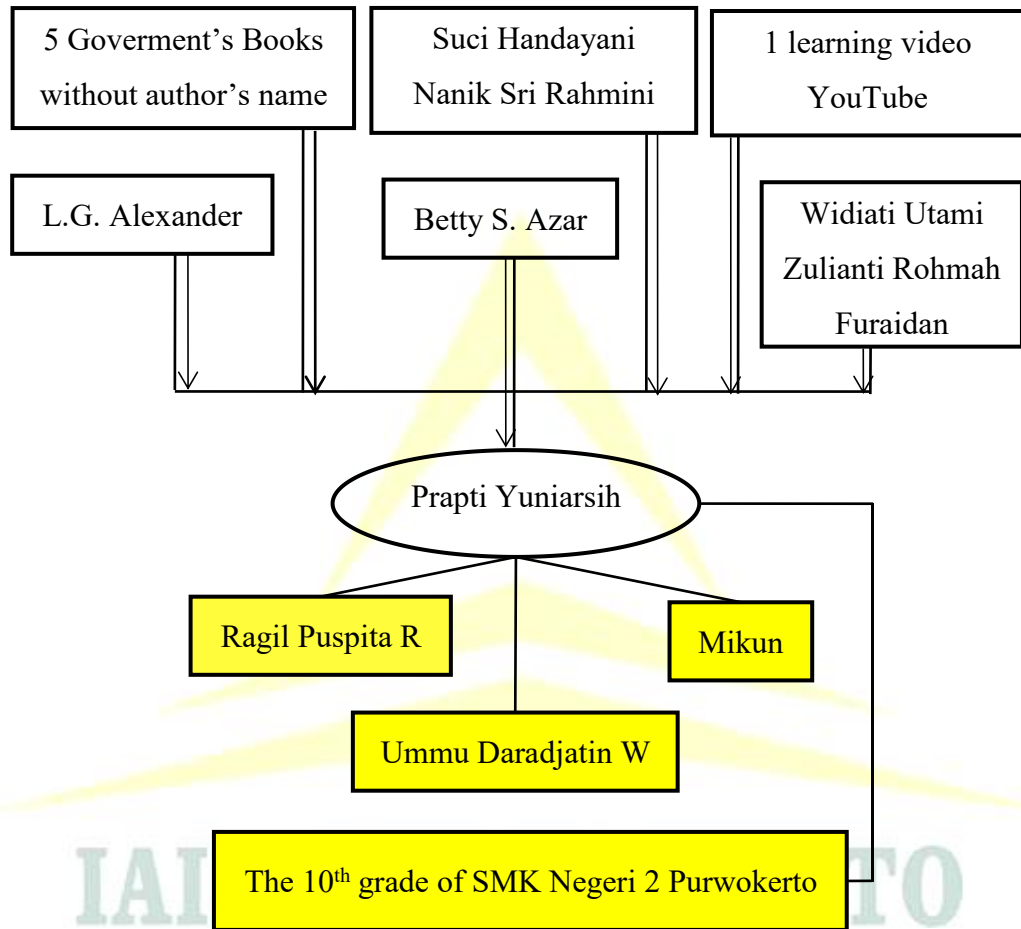





Figure 3.4 can be explained that:

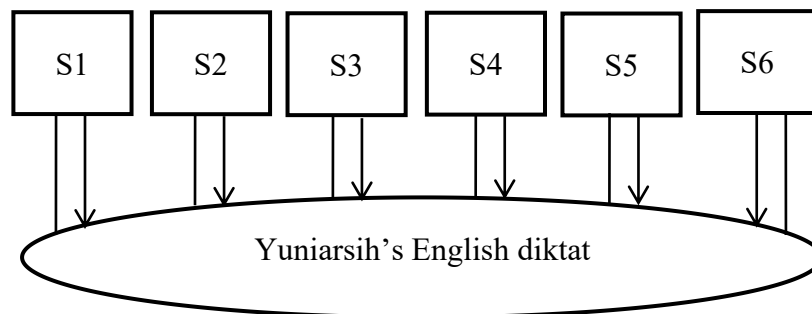
- a. The “” meant that Prapti Yuniarsih is the English diktat’s author who took, selected, and paraphrased the sources to put “her languages” into the English diktat.
- b. The “” was the authors and *vlogger* names’ who were cited by.
- c. The “—” defined they exactly have a relationship between the content and context. They applied Yuniarsih’s diktat since all they need to provide, the equal materials, have been obtained by the diktat. Hence, they do not include both the selection and paraphrasing process.
- d. The “—>” meant the relationship between Yuniarsih’s English diktat and the sources rewrite not only the authentic sentences but also change them into the specific one (teacher’s language).
- e. The “” described either someone (other English teachers) or the institution that used Yuniarsih’s diktat without selecting and paraphrasing. They are merely the users.
- f. The sources are used by Yuniarsih’s English diktat such as:
  - 1) Anonymous, “The 21<sup>st</sup> Century English for SMK Grade XI Vocational High School”.
  - 2) L.G Alexander’s book translated by Dra. Sri W. Soegodho in 1992.
  - 3) Anonymous, “Ready for English Grammar Jilid I”, publication in Erlangga, Jakarta.
  - 4) Betty S. Azar, “Understanding and Using English Grammar”, publication on Prentice hall, in1989.
  - 5) Widiati Utami, Zuliati Rohmah, and Furaidah, “Buku Guru Bahasa Inggris Kelas X edisi revisi 2017”, published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia, Pusat Kurikulum dan Perbukuan in Balitbang.

- 6) Utami Widiati dkk, “Buku Modul Bahasa Inggris Kelas X”, published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia in Jakarta.
- 7) Suci Handayani, Nanik Sri Rahmini, “The Century English for SMK Grade X”, publication in Anugrah Edukasi, Yogyakarta in 2019.
- 8) “Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X”, published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia in 2017.
- 9) “Buku Guru Mata Pelajaran Bahasa Inggris Kelas X”, published by Kementerian Pendidikan dan Kebudayaan Republik Indonesia in 2017.
- 10) YouTube video “Present Perfect Tense vs Past Simple Tom’s Story (a comical story of Tom, the ESL student)”, accessed on August 2, 2019, at 07:30 PM.  
<https://www.youtube.com/watch?v=BOX4X4UDUd0>,



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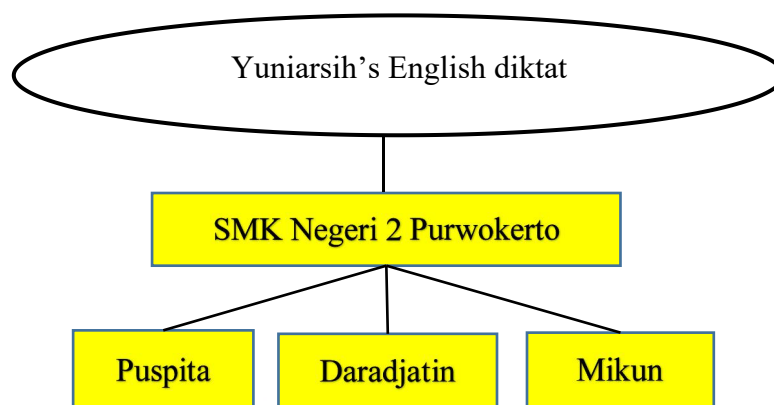
**Figure 3.5**  
**The Brief Schematic of Yuniarsih's Diktat Genealogy**




S1-S6 are the symbols of Source 1, Source 2, Source 3, Source 4, Source 5, Source 6. Those were similar to the 1<sup>st</sup> source, the 2<sup>nd</sup> source, and - the 6<sup>th</sup> source. The essential lines that must be underlined are, the square with the double lines  $\Rightarrow$  were exactly dissimilar with the yellow square with the single line  $\rightarrow$ . The double lines pointed to person/people who, or, the institution which utilized S1-S6 as the sources for. The schematic put Yuniarsih's diktat under the six S and the double lines.

Yuniarsih was a person who took the authors' "owner-occupier" into the English diktat as the references. She cited several the authentic authors' sentences, selected what needed her is, including the materials, and paraphrased the authentic sentences to the new without eliminating the authors' meaning of. Yuniarsih added 10 sources to the total. Five books were published by the Indonesian Ministry of Education and Culture, two books were Indonesian, two books others were the English, and one learning video of *YouTube*. She was not both the user and the plagiarist.

**Figure 3.6**  
**The Brief Schematic of Yuniarsih's Diktat Genealogy**



The diktat can be utilized for teaching-learning process with the institution's permit. The diktat was both published by SMK Negeri 2 Purwokerto and became the second-teaching material for the entire majors at the 10<sup>th</sup> grade. The  (oval) was connected to the yellow four through the single line. It meant that SMK Negeri 2 Purwokerto, Puspita, Daradjatin, and Mikun were the users of Yuniarsih's diktat. Although, Puspita and Daradjatin have been contributed in organizing the English diktat, Mikun is exception, they are merely the user.

#### **B. The Structure of the English Diktat**

The “*DIKTAT BAHASA INGGRIS SMK NEGERI 2 PURWOKERTO SELURUH PROGRAM KEAHLIAN KELAS XI*” written by Prapti Yuniarsih, S.Pd., was arranged by 75 pages; 2 covers on the front and back of; 3 pages for preface, the table of contents, and the objectives of the diktat's utilization. Thus, the total page of the English diktat was 70 pages as the predominant materials. *The first* page (with the roman description “i-ii” on double-sided paper format) is the cover and preface of diktat. Thereafter, *the second* (“iii-iv”) was formed by the table of contents, and *the third* (“v”) was filled with the objectives of the English diktat's utilization.

The English diktat was developed by 7 units (chapters), each unit was composed of 1-6 activities which completed with the competency tests and summaries, beside *Unit 4* had two competency tests. Yet each unit was equipped with basic competencies (*Kompetensi Dasar/KD*) and indicators of competence accomplishment (*Indikator Pencapaian Kompetensi*). Forthrightly, this English diktat merely implemented 3 skills, including speaking, writing, and reading though. Explicitly, the enlightenment above can be illustrated in the three tables below:

**Table 3.1**  
**The Structure of Yuniarsih's English Diktat**

Unit	Topic	Text Structure
1	Introduction	a. Conversation about introducing partner.
2	Congratulation	a. A dialog about congratulating partner.
3	Intend To Do	a. The social interaction text about the intention to implement an action/activity ( <i>will, be going to, would like to</i> ).
4	Descriptive Text	a. Describing someone/something through concise and convenient sentences. b. The utilization of adjective orders ( <i>how big?, how old?, what color?, where from?, what is it made of?, and noun</i> ).
5	Announcement	a. Announcement about activities at school.
6	Past and Present Perfect Tense	a. Activities occurred in the past. b. Adverbs.

7	Recount Text	a. Recount text about personal experiences incorporates MOTS and HOTS values.
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**Table 3.2**

**The Competency Test and Summary in Yuniarsih's English Diklat**

<b>Unit</b>	<b>Competency Test</b>	<b>Summary</b>
1	a. 10 multiple-choice	1) Greetings. 2) Leave Taking. 3) Introduction (personal pronouns).
2	a. 10 multiple-choice b. 5 short-answer	1) Kinds of Expression Congratulating Others and How To Respond. 2) Preposition On-For.
3	a. 10 multiple-choice b. 1 short-answer	1) Definition of Simple Future. 2) Expression of Stating Intention and Plan.
4	a. Competency Test 1 1) 3 short-answer b. Competency Test 2 1) 10 multiple-choice 2) 2 short-answer	1) Definition, Generic Structure, and Language Features of Descriptive Text. 2) Adjective Orders of Descriptive Text.
5	a. 10 multiple-choice b. 1 short-answer	1) Social Functions and Generic Structure of Announcement. 2) Language Features and Types of Announcement
6	a. 10 multiple-choice b. 1 short-answer	1) Functions and Adverbs of Simple Past vs Present Perfect Tense
7	a. 10 multiple-choice b. 5 short-answer	1) Definition, Language Features, structure, and purposes of

		<p>Recount Text.</p> <p>2) Lexicon-grammatical Features, Social Functions, and Significant Lexicon-grammatical Features of Recount Text.</p>
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**Table 3.3**

**The Total of Enrichment and Activity in Yuniarsih's English Diklat**

<b>Unit</b>	<b>Enrichment</b>	<b>Activity</b>
1	3 short-answer	6
2	3 short-answer	4
3	3 short-answer	4
4	3 short-answer	5
5	3 short-answer	5
6	-	5
7	-	4
	Total: 15	Total: 33

Nevertheless, the English diklat did not provide several sections such as the Vocabularies Addition, Grammar Adjustment, Pronunciation Practice, and Listening Practice are similar to the textbooks published by the government. Yet the English diklat implemented the convenient sentences so that the students are not inconvenient to understand the sentences. Besides, the English diklat inserted several pictures as illustrations of the units.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

The elucidations of the research method, research topic, and profile of the research object have been conveyed in chapter I-III. This chapter revealed the research analysis and result. Both of analysis and result exactly answered the two research problems in chapter I, those were (1) how is Higher-Order Thinking Skill (HOTS) implemented on reading comprehension of *Diktat Bahasa Inggris Kelas X* used by SMK Negeri 2 Purwokerto? and (2) what kinds of Higher-Order Thinking Skill (HOTS) dominate on reading comprehension of *Diktat Bahasa Inggris Kelas X* used by SMK Negeri 2 Purwokerto?

The English diktat is written by Prapti Yuniarsih who is the one of English teachers at SMK Negeri 2 Purwokerto. Yet the diktat entailed other teachers who did an essential role such as Ummu Daradjatin as the reviewer, and Tuduh Sulistowo as the editor and illustrator of the diktat. The English diktat was published by Yuniarsih with SMK Negeri 2 Purwokerto's permit. This diktat is made for vocational high school students in the 10<sup>th</sup> grade. By means of the diktat, the students learn about grammar tenses, vocabularies, the structure of a typical text, and three basic English skills, including speaking, writing, reading, and listening was the exception.

The English diktat is regulated by the revised 2013 curriculum which includes each of the units' several basic competencies (*Kompetensi Dasar/ KD*) and competency achievement indicators (*Indikator Pencapaian Kompetensi/ IPK*). The English diktat added 7 units to the total with dissimilar themes and topics. The diktat has various activities, enrichment, summaries, and competency tests, including vocabularies, grammar, and three basic English skills (speaking, writing, and reading). Nonetheless, the research merely focused on reading comprehension tasks in the diktat's activities, neither of which contained *Competency Tests and Enrichment*.

The diktat provides several kinds of reading tasks, including conversations, descriptive text, recount text, biography, and announcement. Each of the units has the places where reading tasks were inserted, yet reading tasks are dominant the comprehension tasks are dominant in *Unit 2, Congratulation* theme. Additionally, the English diktat presents two question types, short answer questions (SAQs) and long answer questions (LAQs). Each of the activities was repeatedly checked by the researcher with the HOTS's levels standardization. As the procedure of data analysis, the researcher classified the data into several items through the checklist table. The researcher identified reading tasks per unit first which the tasks are reading comprehension by following the theories used, arranged the reading comprehension tasks selection based on the reading types, coded the reading types in the tables, and analyzed the data based on the reading comprehension tasks based on HOTS levels theories.

The analysis was evidenced by the documentary to ensure they were connected with. The researcher elucidated the results by writing the obvious description as the qualitative data implementation.

#### A. The Distribution of Reading Comprehension Tasks in the English Diktat

**Table 4.1**

**The Distribution of Reading Comprehension Tasks**

<b>Unit</b>	<b>Theme</b>	<b>Reading Exercise (General Reading per Activity)</b>	<b>Reading Comprehension</b>
1	Introduction	Activity 1: - Activity 2: - Activity 3: - Activity 4: 10 tasks Activity 5: - Activity 6: -	Activity 1: - Activity 2: - Activity 3: - Activity 4: - Activity 5: - Activity 6: -

2	Congratulation	Activity 1: 1 task Activity 2: 8 tasks Activity 3: - Activity 4: -	Activity 1: - Activity 2: 8 tasks Activity 3: - Activity 4: -
3	Intend To Do	Activity 1: 1 task Activity 2: - Activity 3: - Activity 4: -	Activity 1: - Activity 2: - Activity 3: - Activity 4: -
4	Descriptive Text	Activity 1: 2 tasks Activity 2: 5 tasks Activity 3: - Activity 4: - Activity 5: -	Activity 1: - Activity 2: 2 tasks Activity 3: - Activity 4: - Activity 5: -
5	Announcement	Activity 1: 5 tasks Activity 2: - Activity 3: - Activity 4: - Activity 5: -	Activity 1: 2 tasks Activity 2: - Activity 3: - Activity 4: - Activity 5: -
6	Past and Present Perfect Tense	Activity 1: 3 tasks Activity 2: - Activity 3: - Activity 4: - Activity 5: 13 tasks	Activity 1: 2 tasks Activity 2: - Activity 3: - Activity 4: - Activity 5: 2 tasks
7	Recount Text	Activity 1: 10 tasks Activity 2: 1 task Activity 3: - Activity 4: -	Activity 1: 2 tasks Activity 2: 1 task Activity 3: - Activity 4: -
Total		59 tasks	19 tasks

The table above presented the distribution of reading comprehension tasks selection. The diktat added 59 general reading tasks to the total. The

table marks (-) meant that neither general reading nor reading comprehension tasks were in those activities. Each of the “-” activities were dominated by writing and speaking tasks the most. The researcher selected 59 tasks to 19 tasks as the reading comprehension tasks by analyzing the instruction of the questions, compared them both with *KKO (Kata Kerja Operasional)* and Anderson and Krathwohl’s theory of HOTS, and the implementation in a social environment. The fact, there were several reading comprehension tasks had the instruction which was the kind of HOTS levels, yet the answers were provided with bold sentences by the author.

For instance, in the *Unit 2, Congratulation* theme, the students must identify the expression of congratulation and responds, yet there are bold sentences such as “*it’s great, congratulation*” and “*I believe you are the best always*”. *Identify* was exactly *remember (C1)* if the student merely rewrote the text which has the available answers on. *Identify* can be HOTS levels if the question takes the students into the materials that have learned before. They must remember what the materials in the past are, grasp a correlation between both the question and material, and analyze the suitability of the question with the social environment.

The distribution reading comprehension tasks above were selected by the researcher by utilizing the revised Bloom’s Taxonomy version. The table presented the total of general reading tasks was higher than the reading comprehension tasks, for sure, there was unequal reading placement task. *Unit 1* and *3* were no one the task which contained both of reading type and HOTS levels. Based on Davis’ nine conceptual categories of reading comprehension skill, on Israel and Duffy’s *Handbook of Research On Reading Comprehension*, there are three suitable categories such as *the students’ notions, text-based questions were supported by paraphrasing, and concluded the content*. Although *Unit 1* was connected with the *answer text-based question* category, it did not mean to be reading comprehension task. The three prior categories did not put neither in *Unit 1* and *3*. Both of those units merely commanded the students to answer the available

instruction. In either of *Unit 2 (Activity 1)* and *4 (Activity 1)* were not reading comprehension tasks.

Based on NAEP and RAND's arguments, the two units merely rewrote the answer that was available in the text. *Unit 2 (Activity 1)* has the instruction "identify the expression and responses of congratulation". In contrast, *Unit 2 (Activity 2)* and *4 (Activity 2)* were appropriate with the three prior categories. *Unit 2 (Activity 2)* was the highest score of the distribution of reading tasks in the diktat. According to Alemi and Hazemi's question types, the eight tasks are a conversational text which contained reading comprehension based on HOTS levels since they appropriated with the three Pearson and RAND's categories as *the reader, the text, and the context*. The students have to complete (*Unit 2, Activity 2*) the conversations with their own words, connect with the conversations' context, and concluded the text to answer *Unit 4 (Activity 2)*.

Differently, *Unit 5 (Activity 1)*, *Unit 6 (Activity 1 and 5)*, and *Unit 7 (Activity 1 and 2)* had both general reading and reading comprehension tasks in each of the activities, however, not all of the general reading tasks were available on contained the reading comprehension. It was dissimilar with *Unit 2, Activity 2* contained the equal distribution both of general reading and reading comprehension tasks. The three prior units dominated with the "what, when, who" tasks. The students answered the tasks based on the text without paraphrase and rebuild the sentences. It was not appropriate with NAEP's argument which categorized reading comprehension tasks must comprise of the students' perspectives and interpretations (construe the meaning of the text). All of the units had equal results by the causing of the meaningful instructions.

## **B. Types of Reading Comprehension Tasks in the English Diktat**

The researcher utilized Damanik and Zainil's four types of reading comprehension (1) multiple-choice, (2) complex-multiple choice, (3) short answer questions (SAQs), and (4) long answer questions (LAQs), neither of

which involved *Competency Tests* and *Enrichment* in the diktat table selection. The types of reading comprehension tasks were classified in the table below:

**Table 4.2**  
**The Types of Reading Comprehension Tasks**

No	Type	Unit							Tot.	Freq.
		1	2	3	4	5	6	7		
1	Short Answer Questions (SAQs)	0	8	0	0	0	0	0	8	42,1%
2	Long Answer Questions (SAQs)	0	0	0	2	2	4	3	11	57,89%

The researcher classified the reading comprehension tasks (Table 4.1) into two question types of reading comprehension tasks. Yet there were not multiple choice in the activities' unit, and either were the complex multiple-choice. They were merely available on *Competency Test*. The researcher utilized Damanik and Zainil's types since they were general types the most in reading tasks. For instance, why did not the researcher choose "essay"?, it seemed more appropriate than LAQs. An essay is an open-text field used to gather longer open-text responses. The task contained essay type did not has word restriction. Generally, essays dominated to answer one or two texts by distinguishing or equalizing both of them. In line with Eunson, essay is a complex subject which necessitate sources, proofs, methods, structures, and strategies<sup>108</sup>. LAQs reading type are designed for collecting essay-style or paragraph-length processes. Thus, the selection was considered by the instruction meaning.

According to Cottrell, reading tasks can be reading comprehension since the tasks take the students into the decoding, fluency, working memory and

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<sup>108</sup> Baden Ian Eunson, *Academic writing: the essay*, Australia: Monash University, 2012, page 240. The online book was published at <https://www.researchgate.net/publication/263863946>. Accessed on June 2, 2021, at 6:56 PM.

attention, and sentence construction skills. Yet a written task is more close to the comprehension process. The written tasks involve analysis, reflection, evaluation, and making a judgment to obtain background of information. That statement is suitable with the reading comprehension types which were available on each of the units, SAQs and LAQs. A null distributional table meant that it did not put reading into those units, too, since the researcher selected the tasks in fitting with theories. LAQs were dominant of the two types.

*Unit 2* is the conversation text involved reading comprehension based on HOTS levels and SAQs. As stated by Alemi and Hazemi who exemplified five types of reading tasks, the eight tasks of *Unit 2* are suitable with *linguistic tasks* type which inserted conversational text format to be one of five categories of *linguistic tasks*. The eight tasks became the reading comprehension since the instruction and learning objectives (*KD* and *IPK*) command the students to complete not only the conversational text but also compared with a personal response and they should predict what the words are suitable with.

Furthermore, the LAQs selection was great to dominate on the table. It was in line with Day and Park's statement<sup>109</sup>, they stated that reading comprehension tasks contained *wh-*, *how-* questions can help the students to reorganize information, grasp the literal text, arrange the evaluation or, predictions or, personal responses. LAQs are dissimilar with SAQs which merely include phrases or, words (200-300 words or about 3-5 minutes to answer<sup>110</sup>), generally, they are undefined answers. In contrast, LAQs required a detailed writing answer. It is complied by (1) 750 words (max.) for

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<sup>109</sup> Richard R. Day and Jeong-suk Park, "Developing Reading Comprehension Questions", *Journal of Reading in a Foreign Language*, Vol. 17, No. 1, 2005, page 66. ISSN 1539-0578. Organized by University of Hawai'i and Gyeongsang National University. Publication at <http://nflrc.hawaii.edu/rfl>.

<sup>110</sup> J.B Heaton. Heaton's statement was obtained by the researcher through, Junita Anggraeni, "Higher Order Thinking Skill in Reading Exercises (An Analysis of Reading Exercises in "Practice Your English Competence" Course Book for the 7<sup>th</sup> Grade of Junior High School of 2013 Curriculum, Publish by Erlangga, 2016)", *Thesis: IAIN Purwokerto*, 2020, page 21.

question stem (survey question that presented the issues, usually, in the field research) and (2) 5000 words as general.

LAQs are arranged for 7-10 minutes to answer the question. According to Nuttal's who argued that reading comprehension has to comprise detailed information besides *understanding the main idea, identifying the references, paraphrasing sentences with the new vocabularies, and drawing the conclusion* strategies. LAQs take a lot of the time, too, a long explanation so that the answers which were given by the students will be following the question in detailed. That was the reason why of LAQs is essential to implement in the diktat

The table conveyed two types of reading comprehension tasks in Yuniarsih's diktat. *Unit 2* inserted eight short answer questions (SAQs) type, *Unit 7* added one short answer question (SAQ) type. Whilst, *Unit 4* was similar to *Unit 5* provided two long answer questions (LAQs) type. *Unit 6* was about four long answer questions (LAQs) type and *Unit 7* inserted two LAQs. Long answer questions (LAQs) were dominant than short answer questions (SAQs). Long answer questions (LAQs) were about 11 tasks or 57,89%, whilst short answer questions (SAQs) were about eight tasks or 42,1%. The table showed that *Unit 1* and *3* had unequal results.

The researcher elaborated the reading comprehension tasks which are the one SAQs and LAQs through the tables below:

### 1. Short Answer Questions (SAQs) in Reading Comprehension Tasks

**Table 4.3**

**Short Answer Questions (SAQs)**

No.	Data
1	U.2/AC.2/P.13-14/T.8/CP <sup>111</sup>

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<sup>111</sup> The coding meant that the data is in *Unit 2, Activity 2*, pages 13-14, and it is composed by 8 tasks in the form of Cloze Passage or Fill-in-the Blank typed task.



As stated by Kyung-Hee in Budiyo's journal, Short Answer Questions (SAQs) probably are HOTS levels depending on the obvious instructions are written. The eight conversational tasks included short answer questions (SAQs) since they enjoined the students to grasp, analyze, and evaluate the meaning of the text as a whole, yet the answer must be suitable both with the text and context. The conversation provides not only the words and phrases, but also contained an open-ended question that can not be answered by a "yes" or "no" answer merely. Yet the students did not require a paragraph to answer each of the questions. Nuttal's aspects, fill-in-the-blank or cloze passage takes the students to the *vocabulary aspect* which is used to grasp each of meaningful conversation.

This elucidation is in line with J.R Oller<sup>112</sup>, Raymond<sup>113</sup>, and Nisa and Helmanda's<sup>114</sup> opinions, cloze passage or fill-in-the-blank is reliable in reading comprehension task. To fill the blanks, the students have to grasp the reading tasks, it means, they should be more aware about the meaning of the deleted words. Probably, the students utilize a reading strategy such as scanning, for example. Moreover, the cloze passage's performance involved active reading, interactive, and prediction reading types.

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<sup>112</sup> Yuniarti Apsari, "Cloze Passage in Improving Students' Reading Comprehension", *ELTIN Journal*, Vol. 4, No. 2, 2016, page 54. Organized by STKIP Siliwangi Bandung.

<sup>113</sup> Patricia Raymond, "Cloze Procedure in the Teaching of Reading", *TESL Canada Journal*, Vol. 6, No. 1, 1988, page 91-92.

<sup>114</sup> Rahmatun Nisa and Cut Mawar Helmanda, "The Classification of Reading Comprehension Test Items", *Proceedings of the 2<sup>nd</sup> English Education International Conference (EEIC) in Conjunction with the 9<sup>th</sup> Annual International Conference (AIC)*, Banda Aceh: Universitas Syiah Kuala, September 18-19, 2019, page 138.

## 2. Long Answer Questions (LAQs) in Reading Comprehension Tasks

Table 4.4

### Long Answer Questions (LAQs)

No.	Data
1	U.4/AC.1/P.20/T.2/5W+1H <sup>115</sup>
2	U.5/AC.1/P.41/T.2/5W+1H <sup>116</sup>
3	U.6/AC.1/P.50/T.2/5W+1H <sup>117</sup>
4	U.6/AC.5/P.51/T.2/5W+1H <sup>118</sup>
5	U.7/AC.1/P.58/T.2/5W+1H <sup>119</sup>
6	U.7/AC.2/P.58-59/T.1/PRe-arr <sup>120</sup>

The table showed Long Answer Questions (LAQs) reading type in each of diktat's units by the coding process. The details of each coding are available in footnote format as the unit's and activity's names, where the page connected with, the total of reading comprehension tasks-based LAQs, and the reading comprehension forms. The six data were classified according to the related theories which determined a unit is a LAQs type. The researcher divided the six data table into five subs-elucidation, those are:

- a. U.4/AC.1/P.20/T.2/5W+1H. The data comprised of five questions, but the researcher added two to the total as the reading comprehension tasks. Those two questions included the 5W+1H.

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<sup>115</sup> The coding meant that the data is available on *Unit 4, Activity 2*, on the page 20. It inserted 2 tasks in the form of *what* and *how*-questions.

<sup>116</sup> The data is in *Unit 5, Activity 1*, on the page 41. The author inserted 2 tasks in the form of *what*-questions.

<sup>117</sup> The data is available on *Unit 6, Activity 1*, on the page 50. There were two tasks in the form of "Yes/No" and *what*-questions. "Yes/No"-question was added with the following-up "why"-question. For instance, *Do you think Cahya has some experiences with Bulan? Why?*

<sup>118</sup> The data is available on *Unit 6, Activity 5*, on the page 51. There are two tasks in the form of two *what*-questions. "Yes/No"-question and *what*-question. was added with the following-up "why"-question.

<sup>119</sup> The data is available on *Unit 7, Activity 1*, on the page 58. It inserted 2 tasks in the form of *what* and *how*-questions.

<sup>120</sup> The data is available on *Unit 7, Activity 2*, on the pages 58-59. It inserted 1 reading passage re-arrangement task.

Why were they LAQs? Based on Kwiatkowski et.al<sup>121</sup>, 5W+1H question is the natural question, including LAQs where the question looked for a piece of factual information and inferred all information. The data required detailed answers to point to the author's point of view of the text. The students wrote the paragraph (it included not only words and paraphrasing, but also more general) to explain their notions.

Wouda and Hidayat's categorized six types of reading comprehension tasks, one of them was interpretive comprehension type. It contained *what if*, *why*, and *how*-questions which enjoined the students to present both of the author's emotive words and point of view.

- b. U.5/AC.1/P.41/T.2/5W+1H. The data added five 5W+1H questions type to the total, but two questions merely were the reading comprehension level. As stated by Wouda and Hidayat's, the data were LAQs since the two required a general explanation that involved not only what in the text is about, but also enjoined the student's notions to generalize the answer with the social life context, identified the primary concepts of the text, and took the meaning's clues. These LAQs were similar to the *literal comprehension* type as the basic comprehension in teaching reading, too, *applied comprehension* type, including "what the topic of the text is ", and "what do you think a word is for". To answer those two required a paragraph to build general sentences.

The data was exactly the picture comprehension task about *Announcement*. Following Trehearne and Dole<sup>122</sup>, picture comprehension forced the students to retell and summarize

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<sup>121</sup> Tom Kwiatkowski, et.al, "Natural Questions: A Benchmark for Question-Answering Research", *Transaction of the Association for Computational Linguistics*, Vol. 7, No. 15, 2019, page 455-456. Publication at [researchgate.net](https://researchgate.net), <https://doi.org/10.1162/tacl.a.00276>.

<sup>122</sup> Dwi Astuti Wahyu Nurhayati, "Using Picture Series to Inspire Reading Comprehension for the Second Semester Students of English Department of IAIN Tulungagung", *Dinamika Ilmu*, Vol. 14, No. 2, 2014, page 178. Publication at [researchgate.net](https://researchgate.net), DOI:10.21093/di.v14i2.14.

“unclear” words/ phrases since the picture exactly did not build from the complete sentences as the text form. Picture comprehension did not involve selecting the most information, building a personal connection, and representing the information in logical sentences only, but also selected the dissimilarity both of important and unimportant notions.

- c. U.6/AC.1/P.50/T.2/5W+1H. *Activity 1* truly inserts three questions, merely two as reading comprehension level, and *Activity 5*, U.6/AC.5/P.51/T.2/5W+1H is about 13 questions, too, two as reading comprehension level. The four tasks were composed of natural questions where the tasks consisted of 5W+1H-question, including LAQs by analysis-process. That is in accordance with Kwiatkowski, et.al’s argument both the activities took not only the student’s notion into remembering, understanding, analysis, identification, and specification processes, but also evaluated the conversations based on their perceptions.

In agreement with Wouda and Hidayat, indeed, they were *interpretive comprehension* type where the tasks contained “*what*”-question to present the author’s point of view toward the meaning of the sentences. Too, “*Yes/No*”- a question which enjoined the students to build a paragraph that contained “*yes*” or “*no*” answers with the specified reasons. According to Day and Park’s, “*Yes/No*”- the question could be the reading comprehension task if the question was composed of the following-up word as the instruction. For instance, *Do you think Cahya has the same experience as Bulan? Why?* It indicated that the students answered not only a “*yes*” or “*no*”, even though, the answer was not available on the text, but also they had to analyze the text, how the plot of the story works, how the characteristics compatible with the story, and how the characters’ emotions are formed. Both of the two were identified by the student first to obtain the plot’s text.

- d. U.7/AC.1/P.58/T.2/5W+1H. The data added ten questions to the total. The researcher eliminated 10 to 2 questions as the reading comprehension level. In line with Wouda and Hidayat, the data comprised of *interpretive* and *applied comprehension* type since they inserted 5W+1H questions, and took the students to generalize and evaluate the information based on their notions. In general, the tasks inserted “what is the theme/ topic of the text” or, what the student’s notions based on the text”.

Besides, about the LAQs, the data enjoined the student to remember the materials in the past, analyzed what the suitability is, evaluated what should the student convey about, and what the correlations between context and text are. Those processes truly required the student’s deep thought to establish a general paragraph, about the student’s causative factor in several questions selection. It required detailed information.

- e. U.7/AC.2/P.58-59/T.1/PRe-arr. This natural question type was “*arrange the following random paragraph*”, it required the words despite the paraphrasing without. The students had to arrange random sentences to be the correct ones. There was no truly a “yes” or “no” answer. Yet the data took the students’ logic into the predicting process, identified the primary concept, what happened at the beginning to the end (linguistic task), and predicted what the correct align-sentences is based on the students’ notion (cognitive task). Those were Alemi and Hazemi’s five reading comprehension task types. On the other hand, based on Hidayat, the data was a reading passage re-arrangement where the data had to be arranged by analyzing the meaning of each the rows-sequence to build a great meaningful paragraph.

### C. Higher Order Thinking Skill (HOTS) in the Diktat *Bahasa Inggris*

The dimensions of HOTS were completely described by the researcher in chapter II. Learning outcomes of Bloom's Taxonomy have three categories as *Knowledge* dimension, *Affective* dimension, and *Cognitive* dimension. (1) *Knowledge* dimension is the basic cognitive aspects that point to remember what the concepts, processes, methods, and structures of the materials are. (2) *Affective* dimension involves the materials which can build the students' feeling or, values or, attitudes of a thing they interested in. For instance, the student proposed his/her group names list. Whilst, (3) *Cognitive* dimension is the process of the rational capability. Both *Knowledge* and *Cognitive* dimensions were dominant the most in this research. *Knowledge* dimension, the revised Bloom's Taxonomy conveyed four aspects as *Factual Knowledge*, *Conceptual Knowledge*, *Procedural Knowledge*, and *Metacognitive Knowledge*.

(1) *Factual Knowledge (FK)* is the basic elements about the student's materials that have been learned, including the definition of something. The students can grasp the definition of a phone, for instance. (2) *Conceptual Knowledge (CK)*, the students grasped components, structures, classifications, models which built the phone. The students recognized the correlations of the elements which build up to. (3) *Procedural Knowledge (PK)*, the students must draw a decision when they utilize their abilities or, knowledge in a particular activity, learning-teaching process. (4) *Metacognitive Knowledge (MK)*, the students are in the highest level of *Knowledge* dimension. It enjoins the students to recognize what their learning style is like, what path they have to grasp their learning problems and solve them. Those are about the students' needs.

Whilst, *Cognitive* dimension comprises six hierarchies, (1) *Remembering (C1)*; (2) *Understanding (C2)*; (3) *Applying (C3)*; *Analyzing (C4)*; (5) *Evaluating (C5)*; and (6) *Creating (C6)*. Each of the hierarchies had subcategories as the student's actions, they called *action verbs* or *Kata Kerja Operasional (KKO)*. In fact, *Remembering (C1)* and *Understanding (C2)* are

the LOTS (Lower Order Thinking Skill) level, *Applying (C3)* is the MOTS (Middle Order Thinking Skill) level, unequally, *Analyzing (C4)*, *Evaluating (C5)*, and *Creating (C6)* are the HOTS (Higher Order Thinking Skill) level.

Yet, the researcher did not completed present about the *Knowledge* dimension-table as the *Cognitive* dimension. Since the *Knowledge* dimension can be studied merely by field research where the researcher requires the students as a participant and the task as the object of the research. The result of the students' answers is the instrument to evidence the *Knowledge* process dimension in the task of the English textbook.

In the opinion of Siswaningsih et.al<sup>123</sup>, the *Knowledge* dimension can not be measured by analyzing the instruction both with the revised table and learning objectives. It requires "study material" research, including the tasks, the students, and the students' answers. In contrast, in agreement with revised Bloom's Taxonomy by Anderson and Krathwohl, in "*How An Objective (The student will learn to apply the reduce-reuse-recycle approach to the conversation) is classified in the taxonomy table*"<sup>124</sup>, Anderson et.al presented *Cognitive* and *Knowledge* relational table. Notably, the *Knowledge* dimension can be analyzed based on the learning objectives which have been organized by the teacher clearly. The researcher merely presented the *Knowledge* dimension-category from *Unit 7* since the teacher or, the author's diktat has planned in *IPK (Indikator Pencapaian Kompetensi)*.

Based on the theories and learning objectives used, the data merely provided the revised HOTS levels of thinking by Anderson and Krathwohl, including *Cognitive* dimension as *Analyzing (C4)*, *Evaluating (C5)*, *Creating (C6)*, and *Metacognitive Knowledge* dimension in *Unit 7* (one of the four *Knowledge* dimensional categories) through the table below:

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<sup>123</sup> Wiwi Siswaningsih, Nahadi, Deden Cahya Kusuma, "Pengembangan Tes Pilihan Ganda Piktorial untuk Mengukur Penguasaan Pengetahuan Faktual, Konseptual, dan Prosedural Siswa SMA pada Materi Kelarutan dan Hasil Kali Kelarutan", *Jurnal Penelitian Pendidikan Kimia*, Vol. 3, No. 2, 2016, page 120. Organized by Universitas Pendidikan Indonesia.

<sup>124</sup> *A Taxonomy for Learning, Teaching, and Assessing A Revision of Bloom's Taxonomy of Educational Objectives*, on page 32, figure 3.1.

## 1. The Distribution of *Cognitive* Process Dimension

**Table 4.5**

### *Cognitive* Dimension in Reading Comprehension Tasks

No	Data	<i>Cognitive</i> Dimension		
		C4	C5	C6
1	U.2/AC.2/P.13-14/T.8/CP <sup>125</sup>	v		
2	U.4/AC.1/P.20 <sup>126</sup> 4. What is the writer's purpose in writing the text above?	v		
	5. How do you describe Chairul Tanjung's personality?		v	
3	U.5/AC.1/P.41 <sup>127</sup> 4. What does the word "RSVP" stand for? Please explain the meaning!	v		
	5. What is the topic of the announcement? Analyze it!		v	
4	U.6/AC.1/P.50/N.1&3 and AC.5/P.51/N.10&13 <sup>128</sup> 1. What did the dialogue talk about?	v		
	3. Do you Cahya has same experience with Bulan? Why?		v	
	10. What can be inferred from the dialogue above?	v		

<sup>125</sup> The data is available on *Unit 2, Activity 2*, pages 13-14, and it is composed by 8 tasks in the form of Cloze Passage or Fill-in-the Blank typed task. This is picture scan-data format.

<sup>126</sup> The data is available on *Unit 4, Activity 2*, on the page 20. It inserted 2 tasks on the numbers of 4 and 5 out of five tasks.

<sup>127</sup> The data is available on *Unit 5, Activity 1*, on the page 41. The author inserted 2 tasks on the numbers of 4 and 5 out of five tasks.

<sup>128</sup> The data is available on *Unit 6*, comprises two activities that involved *Cognitive* dimension. The first, *Activity 1*, on the page 50. There are two tasks on the numbers of 1 and 3 out of three tasks. The second, *Activity 5*, on the page 51. There are two tasks on the numbers of 10 and 13 out of 13 tasks.



	13. Do you think Anita and Emily are a best friend? Why?		v	
5	U.7/AC.1/P.58 <sup>129</sup> 1. What is the topic about?	v		
	8. What do you think about the song “ <i>Halo-Halo Bandung</i> ”?			v
6	U.7/AC.2/P.58-59/T.1/PRe-arr <sup>130</sup>		v	
Total		13	5	1

The selected data above are reading comprehension tasks based on HOTS levels. HOTS levels generally are known as *cognitive* process dimension based on the revised Bloom’s Taxonomy by Anderson and Krathwohl which contains three cognitive levels as *analyze (C4)* level, *evaluate (C5)* level, and *create (C6)* level. The researcher classified 13 tasks as *analyze* level, 5 tasks as *evaluate* level, and 1 task as *create* level. Those classifications are explained by the researcher through five subs-elucidation below:

- a. Those eight questions are the short answer question (SAQs) and the cloze passage or fill-in-the-blank typed task. Why were those *analyze (C4)* level? They could be *apply (C3)* level. Based on the instruction of those eight tasks, indeed, the author merely enjoined the students to complete the conversations with their own words. This unit is about the *Congratulation* theme. These questions became *analyze (C4)* level since the students grasped not only what the text is, then completed the questions, but also they identified what the concepts are, selected what the tenses are (*apply (C3)*), assumed the suitability of their sentences

<sup>129</sup> The data is available on *Unit 7, Activity 1*, on the page 58. The author inserted 2 tasks on the numbers of 1 and 8 out of 10 tasks.

<sup>130</sup> The coding was made by the researcher to code the picture scan about “arrange random sentences (recount text)”. The coding meant that the data was available on *Unit 7, Activity 2*, on the pages 58-59. The data was merely composed one task in the form of passage re-arrangement type task.

both with the text and context (*analyze (C4)*) to examine what should they write on.

It was appropriated with Anderson and Krathwohl's table cognitive process dimension where the eight tasks contained one of the categories and alternative names of *analyze (C4)* level. Both of *differentiating (4.1)* category and *selecting*-alternative name<sup>131</sup>. The data commanded the students to select between relevant and irrelevant words to fill the blanks with the most suitable words in the conversational text. Too, the data has suitability with 2013 curriculum-learning objectives. The data fits with *Basic Competencies (Kompetensi Dasar/ KD)* and *Competency Achievement Indicator (Indikator Pencapaian Kompetensi/ IPK)*. KD 4.2 and IPK 4.2.1.

- b. In contrast, the data merely added two tasks to the total of five since the two were reading comprehension levels. Based on Anderson Krathwohl's *cognitive* table, the 4<sup>th</sup> task commanded the students to recall what events are in the past (*C1*), grasped the story plot (*C2*), constructed the beginning to the end of the text will be (*C3*), assumed the text with their thoughts, about the correlations of the students' notion, the author's point of view, and both of the context and text (*C4*), subsequently, the students decide the suitable sentences that were illustrated by the author's meaning, without eliminating the authentic text meaning. The students opined despite the inconstancy since the students merely argued or, imagined their notions, and the author's purpose, too, did not know what the purpose is.

In the revised taxonomy table, the *number 4* was appropriate with the *attributing*-category process (*4.3*)<sup>132</sup> and *deconstructing*-alternative name that defined both of them were determine a point of view, bias,

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<sup>131</sup> (*4.1*) is the coding of *differentiating-Analyze* category based on Anderson and Krathwohl's cognitive dimensional table. *Analyze* level has three categories that took into sub-number as 4.1 (*differentiating*); 4.2 (*organizing*); and 4.3 (*attributing*). Yet each of categories inserted alternative names with a clear definition.

<sup>132</sup> (*4.3*) is one of three *Analyze* level's categories process in the revised Bloom's Taxonomy and *deconstructing* is alternative names of *attributing* as the students' action.

values, or intent underlying presented material. Furthermore, the number 5 was *evaluate* (C5) level since the data enjoined the students to criticize (5.2)<sup>133</sup> Chairul Tanjung's personality. Yet this was not about the students judged which of two methods is the best way to solve a problem, but the students had to recall their prior views about Tanjung's descriptive text, afterward, they drawn a judgment what Tanjung looks like, chose what the sentences were suitable with Tanjung's personality based on their own words, the text, and context. The data fits with KD 3.4 and IPK 3.4.1; 3.4.2; 3.4.3<sup>134</sup>.

- c. The task added five to the total. The data pointed to reading comprehension levels merely two, those were 4 and 5 numbers. Those two fitted with KD 3.5 and IPK 3.5.2 (number 4) and KD. 4.5 and IPK 4.5.1 (number 5). To analyze both the tasks, the students had to pass through remember the process to define "what" (an action verb) the meaning of "RSVP" is, interpreted what the "RSVP" translation as (CI), identified who "RSVP" is for by comparing the "RSVP" meaning (probably the students take part in internet-searching) with the text, and opined completely the text by assuming the possibilities with their own words.

*Unit 5* is exactly picture comprehension about the *Announcement* card. In the line with Anderson and Krathwohl's table, *number 4* was *analyze* (C4) level where the task presented the intent words (*attributing* (4.3)), and the students had to determine how their notions and the intent words fitted with the announcement picture text (*organizing* (4.2)). *Number 5* was *evaluate* (C5) level, even though the task was written by the "analyze" instruction, yet this classification considered the learning objectives of this task in the RPP which was made by Yuniarsih as the diktat's author and revised Bloom's Taxonomy's table. In *critiquing* (5.2) category, the task enjoined the students to evaluate the announcement's

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<sup>133</sup> Critiquing (5.2) is one of the *Evaluate* level's categories process in the revised Bloom's Taxonomy.

<sup>134</sup> *KD* and *IPK*'s numbers are obtained from RPP.

information by analyzing. The students had to detect detailed information of the text, represent picture comprehension by the personal sentences.

The dissimilarity between the number 5's pattern and other equal text patterns was picture comprehension instructed the students to do the retelling, summarizing, and creation toward the picture. They had to represent the undefined information in a logical sequence. That was as stated by Nurhayati in *Dinamika Ilmu*'s journal. Yet the answer can not be obtained by seeking in the picture only, but also reconstructed completed picture's information to draw the newest sentences.

- d. *Activity 1* was about the three tasks and *Activity 5* was 13 tasks. Each of the tasks inserted two tasks merely as reading comprehension-HOTS level. A reason why the two were *analyze (C4)* level and the other two were *evaluate (C5)* level was accorded with learning objectives and Anderson and Krathwohl's table. The two people argued that the intent instruction of the students' tasks will be either the LOTS or HOTS levels depending on learning objectives that were arranged by the teacher.

Following the revised Bloom's Taxonomy table, the pattern of *number 1* (both of activity 1 and 5) was equal. The two tasks enjoined the students to assume what the "values" text. They can contrast the main idea to obtain detailed information. Yet the students have to predict the text based on their perspective by combining with the intent text. Furthermore, both *number 3* (activity 1) and *number 13* (activity 5) were *evaluate (C5)* level, too, concerning Anderson and Krathwohl, the two tasks invited the students to develop their imagination or, perspectives more toward the setting of the conversational text.

As stated by Day and Park, these two tasks were "yes/no"-question which was followed by "why"-question to put the students into the analysis process, afterward, judged the appropriateness of each of the characters' feelings by detecting the plot of the conversational text in the

beginning to the end. The data is suitable with KD 3.6 and IPK 3.6.2, KD 4.6 and IPK 4.6.1.

- e. The data completely contained three HOTS levels, *analyze (C4)*, *evaluate (C5)*, and *create (C6)*. The data appropriates with KD 3.7 and IPK 3.7.1 (number 1), KD 4.7 and IPK 4.7.1 (activity2), 4.7.2 (number 8). *Activity 1, number 1* presented *analyze (C4)* level in line with the revised Bloom's Taxonomy table and learning objectives of those tasks. The pattern of the *number 1* task was exactly equal with the prior tables which showed what the topic of the text is about. As stated in IPK 3.7.2 in the RPP and the revised table *attributing (4.3)*, the students have to analyze the recount text based on their perspective. They have to distinguish what information was important and unimportant, outlined the appropriate information, and determined the author's point of view through the text.

*Number 8*, the author pushed the students not only to do the processes above, but also designed the new text (recount text), the text based on the students' version, about *Halo-Halo Bandung* song. The students can combine the authentic/prior text with the sentences that they were thinking about. This task exactly trained the students to formulate their text from the beginning to the end and built a discussion by criticizing other students' text (*create (C6)*). The task enjoined the students to do in a group discussion, too, the result was presented by a student of the group.

According to Nuttal, *number 1*'s pattern was equal with *number 1* of *Unit 6, activity 1* and *5* which restricted the existence of the main idea. The recount text exactly told about world war II in Bandung. Beforehand, the text started with the elucidation of when the war happened, who was involved in that event, where the war occurred, and how the situation of the war was.

Indeed, the task enjoined the students to determine not only what the values of the text were about and detected the suitability of the prior text,

but also rearranged the newest text which explained the whole *Halo-Halo Bandung* song. Since the prior text did not show how *Halo-Halo Bandung* occurred, the students should search for the information of *Halo-Halo Bandung* first, created the text about *Halo-Halo Bandung* to grasp what the plot of the song is about, and represented their perspective of *Halo-Halo Bandung* song in the form of descriptive text. Those elucidations were underlying the task of *number 8*.

*Activity 2*, the data were *evaluate (C5)* level. Why was not *analyze (C5)* or *create (C6)* level? Since the students did not build the new text that was not available yet on the diktat. In the diktat, the students merely arranged the random sentences to be correct. The students organized not only random sentences, about recount text, but also interpreted the sentences that have been organized, in front of the other students in the classroom. The task is random passage re-arrangement. Pursuant to Alkhairiyah, random sentences enjoined the students to grasp the author's meaning, analyze and organize the random text to become correct reading material.

As stated by Rustam in Alkhairiyah<sup>135</sup>, random text provides the opportunity for the students in each group to share and building conclusion together, probably, each of the groups defended their notions and correcting the other groups' notions or, performances, too, those elucidations were appropriate with IPK 4.7, and categories of the revised Bloom's Taxonomy's cognitive table in a sub-*evaluate* level row, *checking (5.1)* and *critiquing (5.2)*.

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<sup>135</sup> Naavila Alkhairiyah, "Using Random Text Strategy In Improving Reading Comprehension At The Eleventh Grade Students' Of SMA Muhammadiyah Disamakan Makassar (An Experimental Study)", *Thesis*: Muhammadiyah University of Makassar, 2018, page 17.

## 2. The Percent Distribution of *Cognitive* Process Dimension

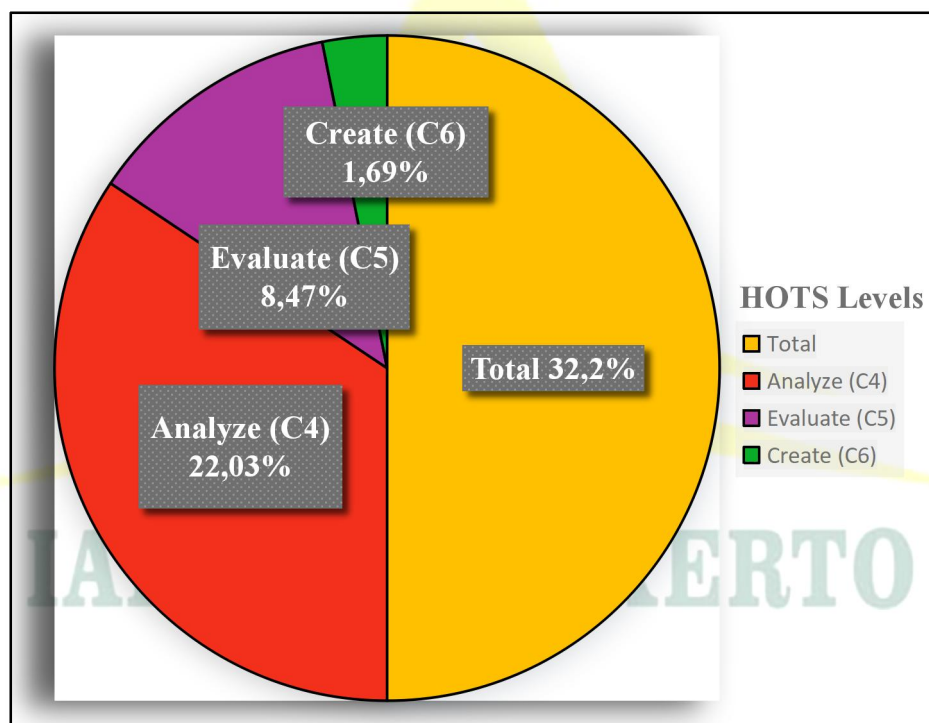
Table 4.6

The Percent Distribution of *Cognitive* Dimension

No.	<i>Cognitive</i> Dimension	Frequency	Percent
1	Analyze (C4) level	13	$(13/59) \times 100\% = 22,03\%$
2	Evaluate (C5) level	5	$(5/59) \times 100\% = 8,47\%$
3	Create (C6) level	1	$(1/59) \times 100\% = 1,69\%$
Total		19	$(19/59) \times 100\% = 32,2\%$

Figure 4.1

Diagram Pie of The *Cognitive* Dimensional Distribution



The data table above presented the percent distribution of the whole *cognitive* process dimension. Based on the data, there were Higher-Order Thinking Skill (HOTS) levels in the reading comprehension tasks of the *Diktat Bahasa Inggris* with dissimilar results. The dominant percentage is *analyze (C4)* level for 22,03% (red) or 13 reading comprehension tasks, *evaluate (C5)* is about 8,47% (purple) or 5 reading comprehension

tasks, and *create* (C6) is lower than the two for 1,69% (green) or 1 reading comprehension task. Those three levels were calculated by the  $P = F/N \times 100\%$  to formulate. The “P” is pointed to “Percentage”, “F” is “Frequency”, “N” is the sum of frequency (the total of general reading tasks in the *Diktat Bahasa Inggris*).

*Analyze* (C4) dominated the HOTS levels for 22,03% of the total 32,2% (yellow). There was a noticeable dissimilarity in either *analyze*, *evaluate*, and *create* levels. Each of the HOTS levels greatly has dissimilar percentages since the author disseminated unequal the three levels to reading comprehension tasks. The data enjoined the students to identify, opine, too, draw a distinction of the text the most by unbalancing the students to design their creation more, based on a piece of prior knowledge. The differential tendency obviously seemed on diagram pie that indicated the dominance of the red. It contrasted with the green one.

### 3. The Distribution of Knowledge Process Dimension

**Table 4.7**

***Knowledge Dimension in Unit 7***

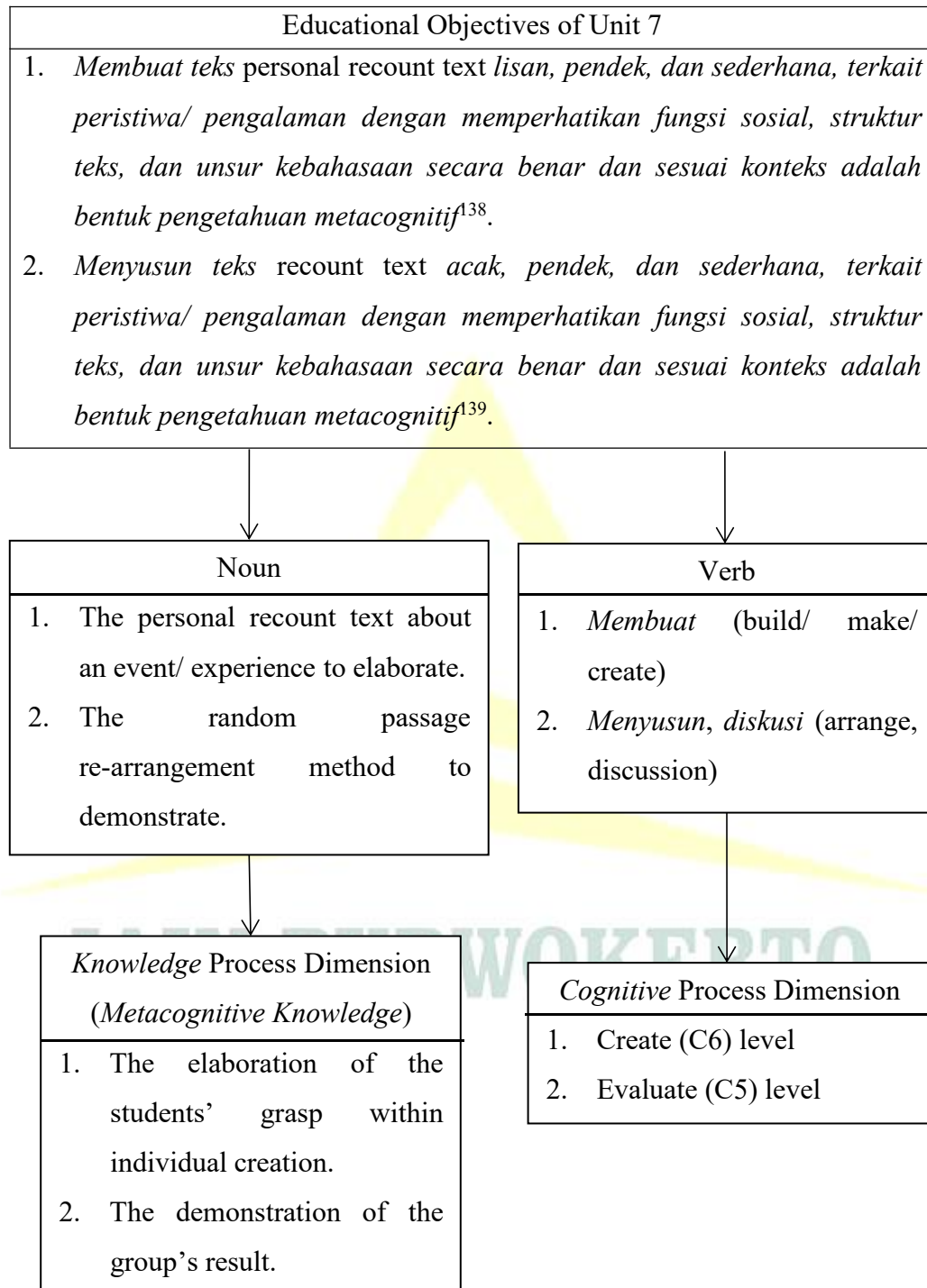
Unit	Data	Knowledge Dimension			
		FK	CK	PK	MK
7	AC.1/P.58/N.8 <sup>136</sup> a. What do you think about the song “Halo-Halo Bandung”?				v
	b. AC.2/P.58-59/PRe-arr <sup>137</sup>				v
Total					2

<sup>136</sup> The data is available on *Activity 1*, page 58. The number data is 8 out of 10 tasks.

<sup>137</sup> The data is available on *Activity 2*, pages 58-59. The task is passage re-arrangement type and picture scan-data format.



**Figure 4.2**  
**How Educational Objectives are Identified in Unit 7**



<sup>138</sup> Number 1 of Educational Objectives in Figure 4.1 has a correlation with the data “a” in Table 4.6.

<sup>139</sup> Number 2 of Educational Objectives in Figure 4.1 has a correlation with the data “b” in Table 4.6. The instructions are “arrange, discuss, and demonstrate”.

Table 4.7, the researcher took two tasks in *Unit 7* out of five selected units into the table since those numbers comprised both *cognitive* and *knowledge* dimensions based on learning objectives. As stated by the researcher before, *number 8* forced the students to create first the descriptive text about *Halo-Halo Bandung* song based on their notions and sources to grasp and answer the question. Furthermore, the data AC.2/P.58-59/PRe-arr enjoined the students to rearrange sentences to be a great meaning. The researcher merely presented the existence of *cognitive* and *knowledge* dimensions in *Unit 7* despite it could not be measure, notably, for *knowledge* dimension. Figure 4.2 is adapted from Anderson and Krathwohl's book. Yet it was in line with revised Bloom's Taxonomy, both *cognitive* and *knowledge* had a connection as a whole.

The two people called *cognitive* dimension as the verb or "x" and *knowledge* dimension as the noun or "y". Based on the figure above, the verb is "build/make/create" and "arrange/discuss" which included the six *cognitive* process categories. The noun phrases are "the new personal recount text to elaborate and the random passage re-arrangement to demonstrate". An *elaborate* and a *demonstrate* are a method to associate with *metacognitive knowledge*. Thus, those objectives were placed in the rows-table corresponding to the intersection of *evaluate* and *create*, and *metacognitive knowledge*. As stated by Risnanosanti, *metacognitive knowledge* referred to the students' grasp levels, including memories, cognitive and learning style, individual learning objectives, and personal's monitoring. Those elucidations were underlying the creation of the schematic of *metacognitive knowledge* above.

Yet *table 4.7* is connected with *figure 4.2* where *table 4.7* is the implementation of *Educational Objectives* (*figure 4.2*) in the form of reading comprehension tasks-based HOTS levels. Both the "a" and "b" data have a connection with *number 1* and *number 2* of *Educational Objectives* in *Unit 7*. The data "a" has *create* as the verb and *elaborate* as the noun which commanded the students to create the new descriptive

text based on their perspective and elaborate the notions toward that new one. Similarly, the data “b” has *arrange* and *discuss* as the verb and *passage re-arrangement method to demonstrate* as the noun. The students who are in the group discussion should rearrange the random passage sentences to be the correct ones, afterward, a student of the group demonstrates the result in front of the subject teacher and other groups.

The tables above were the completed data of reading comprehension tasks and HOTS levels distribution in Yuniarsih’s *Diktat Bahasa Inggris* used by SMK Negeri 2 Purwokerto. For types of reading comprehension tasks, the researcher inserted several theories of reading comprehension tasks-types as (1) Damanik and Zainil’s four types of reading comprehension tasks, (2) Oller’s cloze passage type in Apsari’s journal, (3) Nisa and Helmanda’s test items, (4) Alemi and Hazemi’s reading comprehension types, (5) Wouda and Hidayat’s studies, (6) Kwiatkowski et.al’s journal about natural questions, (7) Trehearne and Dole’s opinions as stated in Nurhayati’s thesis about picture comprehension, (8) Day and Park’s journal, (9) Alkhairiyah’s thesis, (10) RPP (*Rencana Pelaksanaan Pembelajaran/ lesson plan*), (11) Khoiriah et.al’s KKO (*Kata Kerja Operasional*) and (12) the *cognitive* and *knowledge* revised Bloom’s table. The data merely encompassed both general reading and reading comprehension tasks in each of the activities without the tasks that wrote on either the *Competency Test* or *Enrichment*, generally, they involved multiple choice questions more.

*Unit 1* and *3* did not obtain the point of the completed data. LAQs dominated the types despite the SAQs’ 1 points on it. Yet, the distribution of the reading comprehension tasks-types was not a good placement since the zero was yet dominant in the table. In contrast, the LAQs had an equal result despite the small-scale point. It was similar to the analysis of *cognitive* and *knowledge* dimensions. Yet, they were greatly unequal placement with *analyze (C4)* dominated most of the other two HOTS levels. The author merely enjoined the students to explain their nations. Although those were the HOTS levels, too, the

author could not provide the student's opportunity yet to evaluate not only a piece of prior information, but also presented their notions in the form of a design or, creation in front of the teacher and other students at the classroom to get feedback, wash-back, or a good critic to build the student's understanding.

As mentioned by Purwanto et.al, adoption from the original taxonomy, there was a standard for *cognitive* dimension in the students' tasks. It should be 17% of *analysis*, 13% of *synthesis*, and 10 of *evaluation*<sup>140</sup>. However, the revised by Anderson and Krathwohl did not standardize those three levels. Based on the result, it was found that the focus of *cognitive* dimension development in the *Diktat Bahasa Inggris* was *analyze (C4)* level for 22,03% out of 32,2% as a whole. In the educational system, learning media as textbooks were a tool used to aim the students to achieve the learning outcomes. Thus, the tasks of the tool should have certain *cognitive* dimension development objectives to obtain the optimum potential of the respective grades. The utilization of the revised Bloom's Taxonomy exactly as the students' initial cognitive capabilities could be evaluated to present the educational objectives.

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<sup>140</sup> Arif Purwanto, Putri meinita Triana, and Laili Etika Rahmawati, "Cognitive Process Dimension in K-13 E-Textbook for 4<sup>th</sup> Grade Students", *Journal of Education and Learning (EduLearn)*, Vol. 14, No. 1, 2020, page 56. Organized by Universitas Muhammadiyah Magelang and Universitas Muhammadiyah Surakarta. DOI: 1011591/edulearn.v14i.15000. Publication at <http://journal.uad.ac.id/index.php/EduLearn>.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study was about the distribution of reading comprehension tasks based on HOTS (Higher Order Thinking Skill) levels in the *Diklat Bahasa Inggris Seluruh Program Keahlian Kelas X* used by SMK Negeri 2 Purwokerto. Based on the result, the researcher utilized the revised Bloom's Taxonomy by Anderson and Krathwohl for selecting 59 general reading to 19 reading comprehension tasks based on HOTS levels. Yet the selection was in agreement with the learning objectives (*Rencana Pelaksanaan Pembelajaran*) and several selected theories. This study has two points as *first*, the distribution of HOTS levels on reading comprehension tasks in this diklat is exactly under the learning objectives which have been planned by the subject teacher despite the low distributed scale. *Second*, the finding of this study showed that *analyze (C4)* level dominates the HOTS levels out of the other two levels in the form of the Long Answer Questions (LAQs) type. The data can be seen as follows:

- a. *Analyze (C4)* level inserted the highest score for 13 tasks (22,03%) out of 19 tasks (32,2%) into the diklat.
- b. *Evaluate (C5)* level got 5 tasks (8,47%) out of 19 tasks (32,2%).
- c. *Create (C6)* level had the lowest score for 1 task (1,69%) out of 19 tasks (32,2%).

#### B. Suggestion

According to the result, the researcher would like to provide several suggestions for teachers, students, and everyone who read this research, those are:

1. The English teachers must check and evaluate the contents of English diklat, considering the students' needs and grades through the enhancement of reading task quality.

2. The English teachers must organize their HOTS levels standardization to develop students' cognitive skills in the teaching-learning process. For instance, the teacher builds a clear instruction in each of diktat's tasks to distinguish which are reading comprehension tasks based on LOTS (Lower Order Thinking Skill)/MOTS (Middle Order Thinking Skill) levels and reading comprehension tasks based on HOTS levels.
3. The readers of this research are hoped to obtain several perspectives such as the diktat is one of the teaching media, the criteria of reading comprehension tasks, three types of thinking skills, and the description of HOTS levels.
4. The other researchers, this research was limited by the HOTS levels implementation on reading comprehension tasks of the diktat merely. It did not present yet the percentage either of LOTS or MOTS levels. The researcher hopes this research can be developed as the notion for further research.



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