

**AN ANALYSIS OF HIGHER ORDER THINKING SKILLS
IN READING EXERCISE OF ENGLISH TEXTBOOK
ENTITLED *ENGLISH FOR SMK 2***



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Abstract: The purposes of this study were to obtain empirical evidence Higher Order Thinking Skills (HOTS) and to calculate the most dominant cognitive domains in the textbook. This study only focuses on the analysis of three levels of cognitive domain which include analysis (C4), evaluate (C5), and create (C6) in the reading exercise in the textbook entitled *English for SMK 2* published by Yudhistira. This study used a textbook analysis method by analyzing the information of the reading exercise in the textbook and then interpreting the data of cognitive level that has been analyzed using numbers to facilitate visible comparisons. To collect data, this study used the documentation method by selecting and sorting reading exercises in the textbook. The data was analyze using a checklist table to distribute the HOTS cognitive level. The results of this study found that there were many reading exercises in the HOTS cognitive domain with a total of 49 exercises. The results of the distribution of cognitive levels found that the most dominant in the HOTS cognitive level was analysis (C4) with a total of 36 exercises. Meanwhile, at the cognitive level, it is found that evaluate (C5) has 8 exercises and create (C6) only 5 exercises.

Key words: *Higher Order Thinking Skills, Reading Exercise, Textbook analysis*

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CHAPTER I

INTRODUCTION

A. Background of the study

Facing competition between countries in the aspect of human resources in this era of globalization, the quality of education is a determinant of competitiveness with other countries. This condition encourages education to develop the integrity of human resources. Since the Indonesian Curriculum was changed to the 2013 Curriculum, the government through the Education Quality Assurance Institute (LPMP) required teachers to support students to emphasize critical thinking. Education is required to be able to develop and improve integrity better than previously. In the world of education, teachers are expected to be able to monitor and focus on students. Students are also required to be active and independent in solving a problem. Therefore, education needs to be redesigned so that it can equip students to face the challenges of this globalization era. Based on this phenomenon, lessons in Indonesia must be constructed to be more critical including English lessons.

English is an international language used by society to communicate all over the world. Therefore, English is the most widely spoken language in the world. Around the country employs English to communicate in their life. Even some countries earn English to be their official language or main language. English is the extensive language of communication for societies from different nationalities gathered. Accordingly, the people initiate to learn English in each country including Indonesia. By learning English, it is aimed that nation will be able to keep up with the times in the globalization era.

In Indonesia, English is not only used as a communication and maintaining relations with other nations but is also used as an object of learning at school¹. When teaching English in the class, the teacher is assisted by textbooks to formulate it

¹ Nurul Fatkhuril Janah, "Lots and Hots Items Analysis Based On Bloom's Taxonomy Revision in Exercise of English Textbook Entitled Bahasa Inggris: When English Rings a Bell for Smp/ Mts Kelas VII", (Thesis, IAIN Surakarta, 2020), p. 1

clearer to expose material and exercises. The book is compiled based on a syllabus that refers to the curriculum that has been determined by the ministry of education and culture. Therefore, textbooks have an important role in the teaching and learning process. In general, the textbook is used as a guideline for the teacher to deliver learning material². States that the English textbook contains several materials, instructions, and tasks to improve student's ability in English. It is very helpful both for students and teachers. It helps the teachers to give the appropriate materials and exercises to the students systematically³. Textbooks are not exclusively in the form of package books there are also student handbooks. The handbook is prepared based on the needs of students in each region. The handbook does not purely content material but contains exercises for learning evaluation.

In learning English, teachers need to provide exercises for students to check how well students recognize the material. Exercise is defined as a set of questions in a book that tests a student's knowledge and skill in order words, exercise can be called a task too⁴. The existence of exercise will motivate students to assume the time to study independently. There are several manners for teachers to deliver exercises to their students, particularly by conveying exercises in the textbook. However, there are several aspects that teachers should consider in preferring exercises in the book. Among them, the exercises must be founded on the students' thinking skills and based on the predetermined syllabus.

Improving the quality of education can be discerned in the quality of students' thinking. This encourages students to be able to think critically in dealing with a problem to be able to solve it. Critical thinking needs to be applied and improved in English classes because one of the objectives of implementing the 2013 curriculum is metacognitive intelligence which consists of the 4Cs (critical thinking

² Febriyani, et.al, An Analysis on Higher Order Thinking Skill (HOTS) in Compulsory English Textbook for the Twelfth Grade of Indonesian Senior High Schools”, *Journal of English Education and Teaching*, Vol. 4, No.2 (2020): p. 170

³ Damayanti, “An Evaluation of English textbook for Grade X of Senior high school”, (International Seminar and Annual Meeting BKS-PTN Wilayah Barat, 2019)

⁴ Longman, *Longman Dictionary of Contemporary eight edition*, (England: Longman Group UK Limited, 1985), p. 380

and problem solving, creativity and innovation, communication, collaboration). Critical thinking skills must be embedded in the subject matter and implemented in language education. Since language is an important tool for acquiring knowledge, it is crucial to acquire on the way to the nature of students' thinking abilities and their possible affair to their language proficiency. It will help students to comprehend English faster and deeper because it is more than thinking but higher thinking which has several indicators such as analyze, create, and evaluation.

According to Benjamin S Bloom, there are two characteristics of the type of cognitive domain, namely Lower Order Thinking Skill (LOTS) and Higher Order Thinking Skill (HOTS). Through his book entitled *Taxonomy of Educational Objectives*, there are six levels of cognitive learning stages, it is knowledge, understanding, application, analysis, synthesis, and evaluation. However, the classification was revised by Anderson Taxonomy to become remember, understand, apply, analyze, evaluate, and create.

The Higher Order Thinking Skill (HOTS) is a type of question in exercise that requires high analytical skills in execution. HOTS means a high level of thinking ability⁵. HOTS trials three abilities it is analyzing, evaluating, and creating. HOTS in the learning process is operated to increase students' critical and creative thinking skill ability which is used to evaluate the information given⁶. Lower Order Thinking Skill (LOTS) is a skill that occupies three levels are remembering, understanding, and creating. The characteristic of LOTS questions is that they produce to depend on students' memorization abilities. Since the Indonesian curriculum has been changed to be the Curriculum 2013, the government through Educational Quality Insurance Institution (LPMP) requires the teachers to assist students to emphasize their critical thinking⁷. LOTS type exercises are rarely found

⁵ Suganda, et.al, "Need Analysis of HOTS Based Teaching Books in Mathematics Learning Courses", *Atlantis Press*, Vol 153, (2020): p. 303

⁶ Dwi Permata Sari, "Hots (Higher Order Thinking Skill) In Erlangga English Textbook", (Thesis, University of Muhammadiyah Sumatera Utara, 2019), p. 392

⁷ Febriana, et.al, "Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy On Higher Order Thinking Skill (Hots)", *English Education Journal*, Vol. 10, No.1, (2019): p. 2

in national exams because the government has implemented HOTS standard questions in the National Examination to improve the quality of education. However, it is important to maintain both LOTS and HOTS components in exercising the books. That way students not purely explore their ability to remember but also think critically.

Student questioning can be applied to help teachers to increase classroom interaction and to develop students' critical thinking in EFL class.⁸ Through higher thinking exercise requires to be applied in all learning to bring students to understand than memorize. To be realized, higher thinking needs to be taught comprehensively at every level of education, particularly in EFL learners. Because students thinking ability is important to be pertained and improved in learning English. Through exercise, it can encourage students to improve their thinking ability. HOTS-type exercises can be sufficient for students' thinking at a higher level to hone critical thinking skills. HOTS requires students to think critically, creatively, and dare to innovate in solving situations.

Since the learning assessment changed, the evaluation system also changed. The new evaluation system implemented is to upgrade the types of exam questions for students. HOTS-based assessment began to be applied in various subjects to improve the quality of educational in Indonesia.⁹ This type of question with Higher Order Thinking Skills was introduced in 2018 in the National High School Examination. Higher Order Thinking Skills is a concept based on Bloom's Taxonomy. The thing that starts to be inserted in the exam is the type of HOTS or Higher Order Thinking Skills. The Ministry of Education and Culture has directed the assessment model to Higher Order Thinking Skills (HOTS). The minimum standard for the Ministry of Education and Culture's HOTS in the National

⁸ Desi Wijayanti Ma'rufah, "Promoting Student Questioning in EFL Classroom: Teacher's Strategies in 2013 Curriculum Context", *OKARA: Jurnal Bahasa dan Sastra*, Vol. 15, No. 2, (2021): p. 182

⁹ Aulia Putri Ardiana and Agus Husein As Sabiq, "Hots-Based Analysis on English Reading Comprehension Formative Assessment", *Tarling: Journal of Language Education*, Vol 4, No 1, (2020): p.22

Examination (UN) is between 15% -20% and also the PISA questions which require 20%.

Not only in national exams but HOTS are also compiled in tests or exams. In the research of Ramadhana, et al. (2018) there are 33% HOTS criteria in the midtest and 17% HOTS criteria found in the semester test compiled by senior high school English teacher of Padang. Meanwhile, the results of Nafis' research (2019) showed that the test item criteria analyzing level (HOTS) was 34.28%. According to Mustika (2019), there are 26.6% of HOTS questions in the English National Standardized School Exam of SMP Negeri 36 Semarang in the academic year 2018/2019. Its means that there are quite a lot of HOTS questions found in English exams tests and English National Exams.

In addition, there are several studies of exercises that indicate how many HOTS questions contain in English textbooks. As in Nuril Fatkhuril's (2020), there are 44.4% HOTS criteria and 55.6% LOTS criteria in the exercise of English textbook entitled *When English Rings Bells for VII grade* by the Ministry of education and culture. In this book, it can be explained that there is nearly a balance between the LOTS and HOTS content in exercise. Based on Febriana et.al (2019) which shows 66.8% HOTS exercise in an English textbook for XI grade and Ervina's research (2020) which exhibits 61.8% HOTS criteria in the exercise of English textbook for X grade. Its means that several books contain more HOTS exercises than LOTS.

In this case also found some research such as Dwi Permata (2019) in the pathway book grade X established by Erlangga which indicates that the HOTS criteria are only 6.8% while the LOTS is 93.1%. According to Junita (2020) in *Practice, Your English Competence for VII grade* by Erlangga exhibits 9,1% HOTS exercise and 90,9% of LOTS. Its means that the comparison of HOTS and LOTS questions is extremely distant, so it earns students not trained with HOTS base questions. It has an impact on students because students become less experienced in solving models of exercise. As a result, students are anxious to face an exam. LOTS exercise focused on memorization, but it made difficult for students to

develop. This impact occurs due to teachers who are less selective in electing the textbooks used in the classroom. Teachers should emphasize and familiarize students with HOTS-based exercises. The goal is to achieve learning objectives based on the 2013 curriculum and make students trained to think critically and make it easier for students to solve problems and work on exams.

Based on the explanation above, it can be concluded that the exercises in the book become an important circumstance in learning English. Therefore, English teachers need to select applicable book practice content according to the students thinking needs and situations. Based on these conditions, an evaluation of the English book is crucial. Through analyzing the exercises in the book can find out HOTS components are in the book. In addition, it facilitates the teaching and learning process for teachers to adjust the analysis needs of students' thinking abilities.

The textbook used in this research entitled *English for SMK 2* for vocational high school grade XI. The textbook is written by Lanny Kurniawan and Kenneth W Ament published by Yudhistira. This book was different from the book by the ministry of education which has been designed by a group of people were integrated with the curriculum compiled and combine into the content of the book. This book is created by individual person, so this book was selected to be object of the research.

The explanations above guide this research to analyze reading exercises in the book considering criteria concerning HOTS which addresses the skills of analyzing, evaluating, and creating. This research will analyze the exercise in the textbook entitled *English for SMK 2* based on the revised Bloom's Taxonomy.

B. Conceptual Definition

To provide insight into the meaning of the title, this study presents the limitation described below:

1. Higher Order Thinking Skills

According to Brookhart, there are three definitions of higher-level thinking; Explaining high-level thinking in terms of transfer, explaining in terms of critical thinking, and explaining in terms of problem-solving. HOTS divide into 3 levels namely analyzing (C4), evaluating (C5), and creating (C6).

2. Revised Bloom's Taxonomy

According to Anderson & Krathwohl in Blooms' Taxonomy revision consists of six levels of a cognitive domain that are divided into two levels of thinking skills, namely Lower-Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS). LOTS is a thinking skill that begins from remembering usually by memorizing then being required to understand so that it can be applied. While HOTS is a thinking skill from the stage of analyzing the available data, then from the analysis it is expected to be able to evaluate it so it can build critical and creative thinking.

3. Reading Exercise

According to the Longman Dictionary of Contemporary English, exercise is defined as a set of questions in a book that tests a student's knowledge and skill in order words, exercise can be called a task too¹⁰. There are several advantages obtained from the exercise in the book, for instance, students comprehend the material better if they frequently fulfill the exercise so the teacher knows the understanding of the students' material. In addition, the exercise can be used as an evaluation of the learning process. Crawley (2000) “the types of those exercises are identifying details or facts, recognizing main ideas, identify cause-effect, making inferences, and critical reading”.¹¹

4. Textbook

¹⁰ Longman, Longman Dictionary, p. 380

¹¹ Crawley, S J and Merritt, K. 2000. Remediating Reading Difficulties. New York: McGraw-Hill.

The textbook is a medium that contains materials and exercises used by teachers and students in learning. A textbook contains many parts of the material that is arranged according to the curriculum. Reading is discerning, analyzing, and interpreting what the reader accomplishes to obtain the message the writer requires to convey.

C. Research Questions

According to the background of the research, the research questions of this study are:

1. How is the exercise in the textbook entitled *English for SMK 2* met the Higher Order Thinking Skills based on revised Bloom's Taxonomy?'
2. What kinds of Higher Order Thinking Skills (HOTS) dominate on reading exercise of a textbook entitled *English for SMK 2* based on revised Bloom's Taxonomy?

D. Aims and Significances of the Research

1. Aims of the Research

According to the research question, the purpose of this study are:

- a. To investigate the distribution of Higher Order Thinking Skills (HOTS) in the reading exercise of a textbook entitled *English for SMK 2* related to Bloom's Taxonomy revision.
- b. To analyze the most dominant of Higher Order Thinking Skills (HOTS) on reading exercise of the textbook entitled *English for SMK 2* related to Bloom's Taxonomy revision.

2. Significances of the Research

The significance of this research can be considered theoretically and practically.

- a. Theoretical Significant

Theoretically, the result of this study can provide input on the English textbook so in the future it can be adequately prepared. The second one can be used as a reference and additional knowledge for another researcher who wants to analyze the book.

b. Practical Significant

Practically, first, it is recommended for English teachers to be able to observe the exercise content in the book to what extent the exercise in the book uses the Higher Order Thinking Skills (HOTS). That means English teachers can prefer textbooks for teaching by the thinking needs of their students.

Second, it is recommended for the writer of the textbook after knowing cognitive domain of HOTS in the exercise, they can find out which cognitive domain is dominant in the textbook reading exercise so in the future, they can balance the cognitive domain both LOTS and HOTS when compiling the book.

E. Previous Studies

Since there was a revision to the 2013 curriculum, the government implemented Higher Order Thinking Skills (HOTS) into the learning process, particularly in exercise. These thinking skills are more than just memorizing and retelling as in the case of Low Order Thinking Skills (LOTS). The purpose of applying HOTS in exercise is to make students can solve problems, think critically, and think creatively. In this accordance, several researchers tried to analyze the exercise in the textbook to find out whether the textbook applies LOTS and HOTS in the exercise of English books.

The first research was from Nurul Fatkhuril Janah (2020). This study analyzed LOTS and HOTS in the exercise on the textbook entitled *English: When English Rings Bell for SMP/ MTS Class VII*. The findings of this research are the percentage of HOTS exercises is 44.4% and LOTS exercises are 55.6%. The total exercise in the book is 162, there are 72 HOTS type questions. The HOTS exercises consist of 8.6% C4 (analyzing), 6.8% C5 (evaluating), and 29% C6 (creating). Meanwhile, LOTS exercises consist of 37.7% C1, 6.2% C2, and 11.7%

C3. While in chapter V there is no cognitive level C2 and in chapter IV there is no cognitive level C4. That means that not all cognitive levels exist in all chapters but barely in certain chapters such as C2 and C4¹². The difference of this study with the researcher is that the researcher just focus analyze HOTS in the exercise in the textbook.

The second, a research conducted by Dwi Permata Sari (2019) entitled *HOTS (Higher Order Thinking Skill) In Erlangga English Textbook*. This study analyzed the number of HOTS in the essay reading exercise in Pathway established by Erlangga. The result shows which the distribution of the higher-order thinking skill in the essay reading exercise is just 6.8% or 10 questions from the 147 essay reading question. Contrary, the distribution of lower thinking skills is 93.1%, or 137 questions. That means lower-order thinking skills higher than high-order thinking skills. Eventually, it was concluded that were HOTS is low¹³. The difference in this study is in what is focused on and the object. The similarities these studies focus on HOTS on reading exercises analysis in Erlangga English Textbook and the difference is the publisher of the textbook.

Then research by Nur Pratiwi (2014) entitled *Higher Order Thinking Skill in Reading Exercise*. The object of this research is a textbook for an eleventh grade of Pathways to English by Erlangga. This study analyzed HOTS in the reading exercise. The result shows which the distribution of the higher-order thinking skill in the essay reading exercise is just 9,6% or 15 questions from the 157 essay reading question. Contrary, the distribution of lower thinking skills is 90,4%, or 142 out of 157 questions. Eventually, it was concluded that were HOTS lower than LOTS, and the result of the study was not balanced.

Another research conducted by Rezita et.al in the journal entitled *An Analysis on Higher Order Thinking Skill (HOTS) in Compulsory English Textbook for the Twelfth Grade of Indonesian Senior High Schools*. The source of the

¹² Nurul Fatkhuril, Lots and Hots Items Analysis, p. 80

¹³ Dwi Permata, Hots (Higher Order Thinking Skill) In Erlangga, p. 392

research entitled “Bahasa Inggris SMA/MA/SMK/MAK Kelas XII Edisi Revisi 2018” was published by Pusat Kurikulum dan Perbukuan Balitbang Kemendikbud in 2018. This research analyzes the HOTS question from four skills of English namely listening, speaking, reading, and writing in the textbook. The distribution of the HOTS questions is only 22,22% of 22 questions while LOTS are 77,78 of 77 out of 99 questions composition. In addition, the most dominant cognitive dimension used in the instructional questions for the task in this textbook is remembered (C1) 40,40%.

The last previous study from the journal was written by Febriana et.al (2019) entitled *Analysis of Reading Comprehension Questions by Using Revised Bloom's Taxonomy on Higher Order Thinking Skill (Hots)*. According to the data analysis towards English for SMA/MA/SMK/MAK Grade XI Semester I textbook, it can be discovered from the table that 30 questions out of 45 reading comprehension questions were categorized as HOTS level. Meanwhile, researchers only found 15 questions were categorized as LOTS level. In percentages, 66.8% are classified as HOTS while 33.4% are classified as LOTS¹⁴. That means, the result of this study is level of the cognitive domain of Bloom's revised taxonomy used in the textbook is HOTS level higher than LOTS level.

F. Methodology

1. Research Design

The design of this research used the textbook analysis method by analyzing content of the textbook. The research analyzed the information of the reading exercise in the textbook then interprets the data of cognitive level that has been analyzed using number to facilitate visible comparisons. Content analysis or document analysis is a method that is applied for written or visual data to identify specific characteristics of materials. The material can be taken from textbooks, newspapers, web pages, speeches, television programs, advertisements, musical

¹⁴ Febriana, et.al, *Analysis of Reading Comprehension Questions*, p. 13

compositions, or any of a host of other types of documents¹⁵. This research will analyze the reading exercise in the textbook and describe the data in detail to explain the results and conclusion.

2. The Object of the Research

The object of this research was the cognitive domain of HOTS in exercise in the English Textbook entitled *English for SMK 2* for Vocational High School to grade XI by Using Revised Bloom's Taxonomy.

3. Data Source

The source data on this research were collected directly. In this study, the source data was accomplished from a textbook entitled *English for SMK 2* for Senior High School grade XI. In the textbook, there are materials and exercises. The focus of this research is to analyze the reading exercises in the textbook, then examined the use of HOTS in the exercise based on the revised Bloom's Taxonomy.

4. Technique of Data Collection

For the data collection in this study used the documentation method. To collect the data with observes and scans all the exercises in the English textbook. Then the data is sort and record the question in the reading exercise. After that, the reading exercise is categorized adopt from J.B Heaton's theory because the code is in accordance with the research object.

There are several types of reading exercises in the theory, including matching tests, true/false: multiple choices and completion tests, and short or long answer questions. The codes used for Heaton's theory are Matching Test: MT, Multiple Choices: MC, Completion Test: CT, Short Answer Question: SAQ, and Long Answer Questions (LAQ). For example:

¹⁵ Donald Ary, et.al., *Introduction to Research in Education, 8th Edition*, (Belmont: Wadsworth, 2010), p.457.

Table 1
The example of types of reading exercises coding

Data	Code
1. Analyze the structure of the letter then, identify their topic, main idea, and supporting details!	11/CH.2/Pr.1/P.13/LAQ

Note:

11 = number of the data

CH.1 = number of chapter

Pr.3 = number of practice

P.7 = number of page

LAQ = code of the type of reading exercises

After the researcher finished categorizing the types of reading exercises based on the theory, then the researcher categorized them into the cognitive domain of Bloom's Taxonomy. There are six categories of cognitive levels, namely C1 (remember), C2 (understand), C3 (apply), C4 (analyze), C5 (evaluate), and C6 (create) based on Anderson revision. The focus of this research barely to formulates the questions from reading exercises into a checklist table and then arranges and inspections the distribution of each reading question based on C4, C5, and C6 in every chapter.

5. The Technique of Data Analysis

After completing the data collection, the researcher used a checklist to distribute the Higher Order Thinking Skills in the reading exercise. The checklist of the table will be used to facilitate data analysis. The technique of data analysis in this research is explained as follows:

- a. Read the entire data especially in the exercise of the textbook.

- b. Sorted out the type of exercise that will be used in the research that is the reading exercise.
- c. The data is coded according to the number of data, the number of the chapter, number of practice, number of pages, and code of the type of reading exercises including matching test, multiple-choice, completion, short answer question, and long answer question. This coding is done so that the reader understands the perceptions the researcher means.¹⁶
- d. Constructed the checklist table according to Bloom's Taxonomy revised by Anderson into six levels of the cognitive domain C1 (remember), C2 (understand), C3 (apply), C4 (analyze), C5 (evaluate), and C6 (create).
- e. Analyzed the data found referred to the research problem.
- f. Concluded the research, make the inferences that referred to the research question answer.

Table 2
The example of checklist table

Data	Code	HOTS		
		C4	C5	C6
1. What kind of person do you think the writer is?	05/CH.2/Pr.1/P.29/MC	√		
2. What kind of a person do you think the receiver is?	17/CH.1/Pr.1/P.08/MC	√		
3. After reading the text, what do you think of the "Purnama Bhakti pertiwi" Museum?	02/CH.3/Pr.1/P.41/LAQ	√		
Score		3	0	0
Total		3		

¹⁶ Junita Anggraini, Higher Order Thinking Skill In Reading Exercises, (Thesis, State Institute Of Islamic Studies Purwokerto, 2020), p. 12

G. Organization of the Paper

The systematic discussion is a framework in the thesis to facilitate the author's understanding of the thesis that will be formulated. The systematics are as follows:

The initial section contains a title page, statement of originality, legalization, official memorandum of supervisor, motto, dedication, acknowledgment, abstract, table of contents, list of tables, and list of appendices.

The main part of this thesis consists of V chapters that are related to each other, namely:

Chapter I includes the background of the study, conceptual definition, research question, objectives of the research, significance of the research, an outline of the research.

Chapter II deals with Literature review which contains the definition, function, kind, and benefit of the textbook particularly to explain the handbook, analyze the textbook, definition, and function of exercise, and cognitive level of Taxonomy Bloom's Lower Order Thinking Skills (LOTS) and Higher Order Thinking Skills (HOTS).

Chapter III consists of research design, the object of the research, the source of the data, data collection technique, and data analysis.

Chapter IV contains the finding and the discussion of the study of analysis of the English handbook entitled English Teaching Module for Junior High School grade VII.

Chapter V represents the conclusion and suggestion of the research.

The final part of this thesis consists of an appendices and curriculum vitae.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After conducting a depth analysis of the textbook entitled *English for SMK 2* established by Yudhistira, it was found that there are cognitive domains of Higher-Order Thinking based on revised Bloom's taxonomy theory covers three cognitive level of Higher Order Thinking Skills (HOTS). There are 106 reading exercises of various types. There are 6 variations of reading exercise types found based on J.B Heaton's theory. The types of reading exercises are Multiple Choices, Completion Item, True or False, Matching Test, and Long and Short Answer Question. From the whole reading exercise, only 49 items were found that were integrated with Higher Order Thinking Skills (HOTS). It means that there are limited HOTS cognitive exercises than LOTS (Lower Order Thinking Skills). However, this study just focuses on HOTS exercise, so the number of each HOTS cognitive domain category which includes Analysis (C4), Evaluate (C5), and Creates (C6) is examined. The following distribution of HOTS exercises from a total of 49 items is clarified as follows:

1. At the cognitive analysis level, it has a highest quantity of 36 exercises.
2. At the cognitive evaluation level (C5), it has a middle quantity of 8 exercises.
3. At the cognitive create level (C6) it has a low quantity, which is found in barely 5 exercises.

From the measurement data, it can be inferred that the cognitive analysis level (C4) is the most dominant HOTS level with the highest capacity among other cognitive levels. After the research is completed, it can be concluded that the textbook entitled *English for SMK 2* is a good book because all aspects of the cognitive domain are in the textbook. Although the number of comparisons of HOTS in each cognitive domain is distant, at least this book can be a recommendation for vocational teachers to teach in the classroom.

B. Suggestions

In this session, the writer would like to provide suggestions that might be beneficial for the teacher, author, and someone who read this research below:

1. For Teacher

Textbooks are one of the references for learning resources that often change over time. As a facilitator, a teacher needs to be able to develop learning resources used in the classroom. One of them is by selecting a good, update, and suitable textbook with curriculum objectives. Selecting a textbook to teach that is decent in terms of material content and the exercise. To treat students, it is crucial to utilize the HOTS exercise so that students are prevalent to understanding and critical thinking. However, it must be balanced with the needs and levels of students.

2. For the Author

As a textbook writer, it must constantly upgrade with new aspects in the world of education. The materials and exercises that are made must be integrated with the curriculum and educational objectives. Make a good book with susceptible and difficult compositions so that the schools that use it can gradually increase their competence. The material and exercise should contain a cognitive domain, either Lower Order Thinking Skills or Higher Order Thinking Skills. Both cognitive skills are crucial, particularly HOTS because not all textbooks exist and can equip students to think critically. At least in compiling a textbook it can cover all classifications cognitive from C1 to C6.

3. For Reader,

This research is a research related to the cognitive domain and barely focuses on HOTS (Higher Order Thinking Skills) exercise. This study also has a limit in sampling, which is only on reading exercises. As a reader, it can be used as additional knowledge and a reference for research.

C. Limitation of Study

In this study, there are several shortcomings in the data collection process. In the textbook entitled *English for SMK 2*, there are variations of questions based on listening, speaking, reading and writing exercise. The limitation of the research is only taking samples of reading exercise, so the research is not comprehensive in all the exercise in the textbook. The result of this study just show the number of HOTS that are counted in the reading exercise, not all the exercise in the textbook. It means that this textbook contains more HOTS that exist in order skill of exercise that have not been researched.



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