

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



AN UNDERGRADUATED THESIS

**Submitted to Faculty of Tarbiya and Teaching Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirement for *Sarjana Pendidikan (S.Pd)* Degree**

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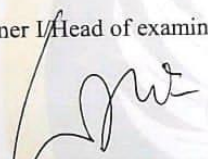
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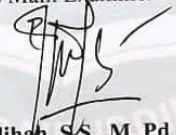

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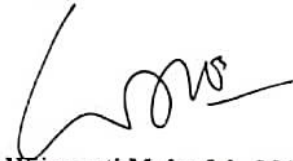
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Abstract: The purposes of this study were to obtain empirical evidence Higher Order Thinking Skills (HOTS) and to calculate the most dominant cognitive domains in the textbook. This study only focuses on the analysis of three levels of cognitive domain 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*

MOTTO

*Kalau mau menunggu sampai kita siap, kita akan menghabiskan sisa hidup kita
hanya untuk menunggu (Lemony Snicket)*

If we wait until we are ready, we will spend the rest of our lives just for waiting



DEDICATION

I dedicate this thesis to:

My beloved parents, alm. Ma'ruf Chanafi and Tuchyati Ahadiyah

My beloved Stepfather Nur 'Aeni

My beloved sister and my brother

My beloved grandfather, uncles, aunties, cousins, and families

My beloved friends who supported me

All readers who have given the time to read this thesis



PREFACE

In the name of Allah, the most graceful, the most. Praise be to Allah, for blessing me with his mercy and guidance to finish this thesis entitled an Analysis of Higher Order Thinking Skills in Reading Exercise of English Textbook Entitled *English for SMK 2* could be completed. This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto. The writer would like to express the deep gratitude and appreciation to:

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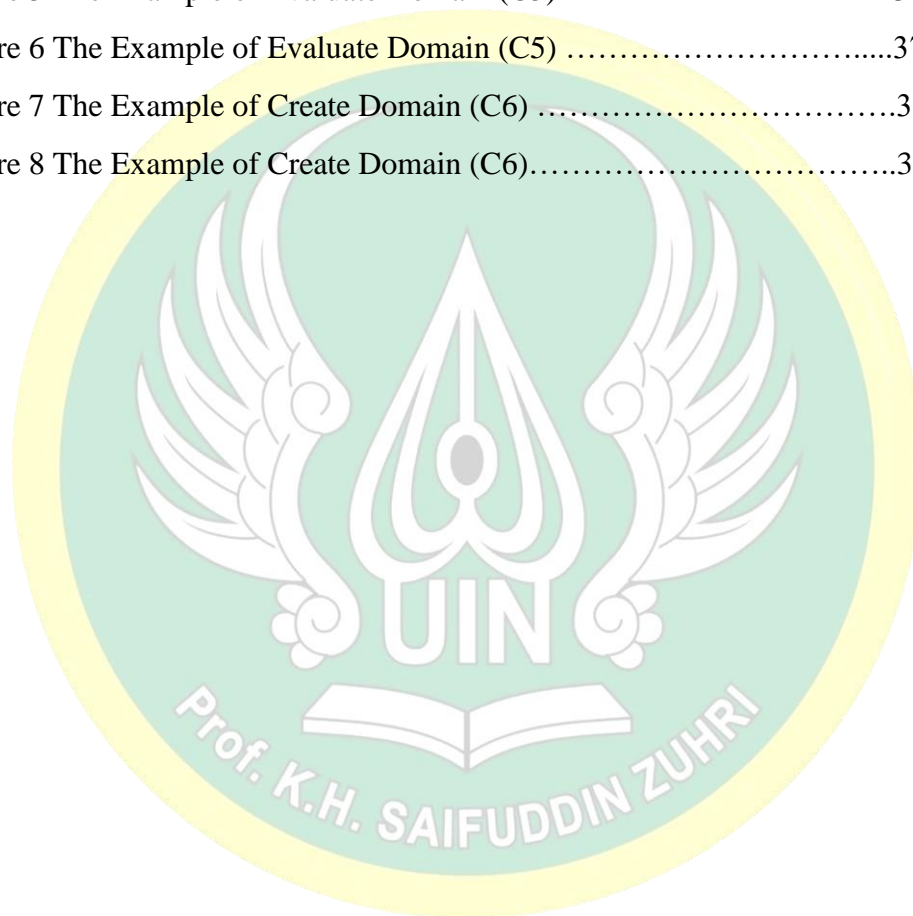
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LIST OF ABBREVIATION

HOTS : *Higher Order Thinking Skill*

LOTS : *Lower Order Thinking Skill*

ToF : *True or False*

MC : *Multiple Choice*

MT : *Matching Test*

CI : *Completion Item*

LAQ: *Long Answer Question*

SAQ : *Short Answer Question*



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

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

teaching English in the class, the teacher is assisted by textbooks to formulate it 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

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

curriculum is metacognitive intelligence which consists of the 4Cs (critical thinking 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

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

students to emphasize their critical thinking⁷. LOTS type exercises are rarely found 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

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

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

the assessment model to Higher Order Thinking Skills (HOTS). The minimum standard for the Ministry of Education and Culture's HOTS in the National 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

¹⁰ Longman, Longman Dictionary, p. 380

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

4. Textbook

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*

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

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

for the Twelfth Grade of Indonesian Senior High Schools. The source of the 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 II

THEORETICAL FRAMEWORK

A. Reading Exercise

1. Definition of Reading

Reading is discerning, analyzing, and interpreting what the reader accomplishes to obtain the message the writer requires to convey. According to Daiek and Anter (2004), “Reading is an active process that depends on both an author’s ability to convey meaning using words and your ability to create meaning from them.¹⁷ Reading is not just about reciting words, but it is essential to comprehend the contents of the reading. The purpose of reading is to capture the author's idea of a text. Reading is a critical aspect of life because it can increase knowledge and memory. This means by discerning the reading can expand wider insight from various perspectives. Therefore, it is important to learn to focus on reading comprehension.

According to Harmer there are 2 types of reading skills, namely extensive and intensive reading.¹⁸

- a. Extensive reading is a broad reading activity and where the reader is given a text according to his ability. If the text is too difficult then the reader wrestles with the meaning of the contents of the text so that information that should not be captured be absorbed at all.
- b. Intensive reading is an activity of reading with full appreciation to absorb what we have to master. where the reader is given the text in accordance with the wishes and the things that are appropriate from the text given will be able to increase their motivation in reading.

¹⁷ Dwi Permata, Hots (Higher Order Thinking Skill) In Erlangga, p. 20

¹⁸Jeremy Harmer, The Practice of English Language Teaching, (New York: Longman publishing, 1996), New Ed., p. 99

2. Purpose of the Reading

According to Rivers and Temperley, as quoted by McDonough and Shaw, explaining that the purpose of reading is to get information because the reader wants to know about a number of themes, get instructions on how to do a number of tasks, know what is happening, and get excited.¹⁹

According to Grabe and Stoller, the purpose of reading is as follows:

- a. Reading to search for sample information.
- b. Reading to skim quickly.
- c. Reading to learn from text.
- d. Reading to integrated information.
- e. Reading to write (or search for information needed for writing).
- f. Reading to critique texts.
- g. Reading for general comprehension.²⁰

Based on the explanation above, it can be interpreted that reading means having to understand the content of the text of the book. The reader must understand the meaning and the message the author expects to convey in the textbook.

3. Type of Reading Exercise

In the textbook, there are activities to students work on questions that are used for an evaluation of the learning process called exercise. According to J.B Heaton (1975), kinds of reading exercises are:²¹

- a. Matching Test

¹⁹ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT*, (Oxford: Blackwell Publishers, 1993), p. 102-103

²⁰ William Grabe and Stoller, *Teaching and Researching Reading 2nd edition*, (Great Britain: Pearson Education Limited, 2011), p.6

²¹ J.B. Heaton, *Writing English Language Test*, (London: Longman, 1975), p.105.

A matching test is a form of test which consists of two parallel columns where each column contains descriptions, information, and statements. The matching test item format is connecting words, sentences, or phrases in one column with the appropriate word, sentence, or phrase in the second column. The items in the first column are called the premises and the answers in the second column are the responses. The test is purely concerned with word and sentence recognition. It tests the students' ability to differ the words which have the same spelling. These item tests are used to develop word recognition tests.

b. True/ False Reading Test

The true/ False test is one of the most used tests of reading comprehension. Because the scoring of this test is quick and reliable with the reading comprehension. The items can also be constructed easily and quickly.

c. Multiple Choice Item Tests

In this item, the students should choose the best answer of some choices given.

d. Completion Items

Completion items measure recall rather than recognition. In this item, the students usually supply a word or short phrase.

e. Short or Long Answer Question

1) Short-answer question Short-answer question is a reading test that the students spend 3-5 minutes answering the question.

2) Long-answer question Long-answer question is a reading test that the students spend 7-10 minutes answering the question.

B. Higher Order Thinking Skills

1. Definition of Higher Order Thinking Skills

According to Brookhart, there are three definitions of higher-level thinking, (1) Explaining high-level thinking in terms of transfer, (2) Explaining in terms of critical thinking, and (3) Explaining in terms of problem-solving.

The first is higher-order thinking in terms of transfers. Brookhart explained, "The aim of teaching in cognitive taxonomy is to prepare students for transfer." Higher-order thinking is understood by students to link learning with elements that have been previously learned

The second part is higher-order thinking as critical thinking. Brookhart explained that 'being able to think' means students can apply good judgment or make argumentative arguments. "One of the characteristics of knowledgeable people is to argue, reflect and make their own decisions. Next, assessment is very important in higher-order thinking tasks such as assessing trusted sources."²²

The third part of higher-order thinking is problem-solving. According to Brookhart, "Problems are goals that cannot be equipped with known solutions". It can be concluded that lower-order thinking that requires students to remember may not help students in solving problems. Problem-solving is needed for critical thinking and practical communication. Being able to think means students can solve problems with their solutions in school work and life.²³

²² Grallet, *Developing Reading Skill...* p. 45-60

²³ 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, State Institute Of Islamic Studies Bengkulu, 2019), p. 23.

Anderson, karthwohl, and group of colleagues published a revision of the Bloom handbook in 2001 and made some changes". In fact, the cognitive process dimension looks the same with original Bloom's taxonomy but the order of the two categories which is revised slightly rearranged. The last two order is revised from synthesis and evaluation into evaluate and create.

2. Cognitive Domain

Anderson, Karthwohl, and group of colleagues published a revision of the Bloom handbook in 2001 and made some changes. In fact, the cognitive process dimension looks the same with original Bloom's taxonomy but the order of the two categories which is revised slightly rearranged. The last two order is revised from synthesis and evaluation into evaluate and create. The meaning is the same but the order is slightly rearranged. "The differences between the original taxonomy can be seen as follows:

Table 3
The Difference between Original and Revised Taxonomy

| Original Taxonomy | Revised Taxonomy |
|--------------------------|--|
| Knowledge | Remembering – retrieve relevant knowledge from long-term memory (recognize, recall) |
| Comprehension | Understanding – determine the meaning of instructional message (interpret, classify, summarize, infer, compare) |
| Application | Applying – use a procedure in a given situation (execute, implement) |
| Analysis | Analyzing – break material into parts and see how they related (differentiate, organize, attribute) |
| Synthesis | Evaluating – make judgements based on criteria and standards (check, critique) |
| Evaluation | Creating – put elements together to form coherent whole or make an original product (generate, produce) |

The cognitive domain based on revised Bloom's Taxonomy involves knowledge and the development of intellectual skills. It also includes the six major categories; remembering, understanding, applying, analyzing, evaluating, and creating (Anderson & Krathwohl, 2001). LOTS category are

remembering, understanding, and applying whereas the HOTS category is analyzing, evaluating, and creating. It's noticeable that the categories start from simple ones moving up to more complex ones which implies that one cannot master the higher levels before mastering the lower ones. Each indicator will be explained one by one as follows:

a. Remembering

This is the lowest level of cognitive process which involves remembering what has been learned before or retrieving relevant knowledge from long-term memory through recognizing and recalling (Mayer: 228)²⁴. The keywords of this level are: memorize, define, identify, repeat, recall, state, write, list and name.

b. Understanding

The cognitive process involves constructing meaning from the instructional message (Mayer: 228). Understand level is the type of questions to explain the meaning of explanation, summarize and describe in their own words without necessarily relating it to anything. The keywords of this level are: describe, distinguish, explain, interpret, predict, recognize and summarize.

c. Applying

This cognitive process involves using procedures to perform the exercise or solve problems (Mayer: 29). This category of the application process includes cognitive processes which include:

- 1) Execute is the activity of applying a procedure to a task deemed familiar.
- 2) Implementing is an activity of applying a procedure to an unfamiliar task.

d. Analyzing

²⁴ Richard E Mayer, "Rote Versus Meaningful Learning. Theory Into Practice", The H.W. Wilson Company, Vol 41, No 4, (2002): p. 228

Breaking material into constituent parts determines how the parts relate to one another and this category process includes cognitive processes of differentiating, organizing, and attributing.

e. Evaluating

This cognitive process involves making judgments based on criteria and standards. The understand category consists of cognitive processes of checking and critiquing. The evaluation category includes cognitive processes examining decisions taken based on internal criteria and criticizing decisions taken based on external criteria.

f. Creating

This cognitive process involves putting elements together to form a coherent or functional whole; that is reorganizing elements into a new pattern of structure. To achieve this goal, many students create in a sense of synthesizing information or material to create something new.

C. Textbook

1. The understanding of the Textbook

The textbook is a medium that contains materials and exercises used by teachers and students in learning. A textbook contains various parts of the material that is arranged according to the curriculum. Bacon (1935) in Tarigan and Tarigan (1986: 11) explained in more detail the textbook is a book that is designed for use in the classroom, being arranged and prepared carefully by the experts in the field, and being completed with teaching aids that are suitable and compatible.²⁵ According to Richards (2001: 254) textbooks are used in different ways in language programs. For example, a reading textbook might be the basis

²⁵ H. G. Tarigan and D. Tarigan, *Telaah Buku Text Bahasa Indonesia*, Bandung: Angkasa, 1986, p. 11.

for a course on reading skills, providing both a set of reading texts and exercises for skills practice of textbook materials.²⁶

In a textbook, there are several basic components in the form of subject matter, supporting information, exercises, and assessments. This can make it easier for teachers to deliver learning materials and help students in repeating learning materials. In addition, textbooks also be a guide for teachers on teaching materials that students must study according to their level. Textbooks also help teachers know the order of presentation of the material to be taught.

2. The category of Good Textbooks

According to Nurhadi (2004), the content of the textbook not only consists of the materials that have to be read by the students but also the learning scenario. The textbook minimal consists of:

- a. Standard of competency that will be achieved along with its indicator.
- b. Introduction about the importance of mastering competency in the real content.
- c. Materials support the achievement of competency, the materials in the form of basic concepts.
- d. Some activities should be done by the students. For example; study club to make something, exercising, presenting, practicing, etc.
- e. Evaluation of the activities and the achievement of standard competency.
- f. The product resulted (report, scientific research, picture, map, table, draft, analysis, and things).²⁷

²⁶ Jack C Richard, *Curriculum Development in Language Teaching*, Cambridge: Cambridge University Press, 2001, p. 215.

²⁷ Nurhadi, *Kurikulum 2004*, Jakarta: Grasindo, 2004, p. 215.

According to Penny Ur, a good textbook has several advantages as follows:²⁸ Clear layout, Interesting themes and tasks, Various themes and tasks, Clear instructions, systematic syllabus and The contents are arranged clearly and are graded or arranged based on complexity.

In addition, Harmer explained that "A good textbook contains material that is interesting and provides development, and shows what needs to be learned and what has been learned."¹⁷In addition, Harmer also explained that a good textbook is a textbook that helps relieve teachers from the difficulties of teaching material for each class."²⁹



²⁸ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 2009), p.186

²⁹ Jeremy Harmer, *The Practice of English*.....p.257

CHAPTER III

PROFILE OF THE TEXTBOOK

A. Identity of The Book

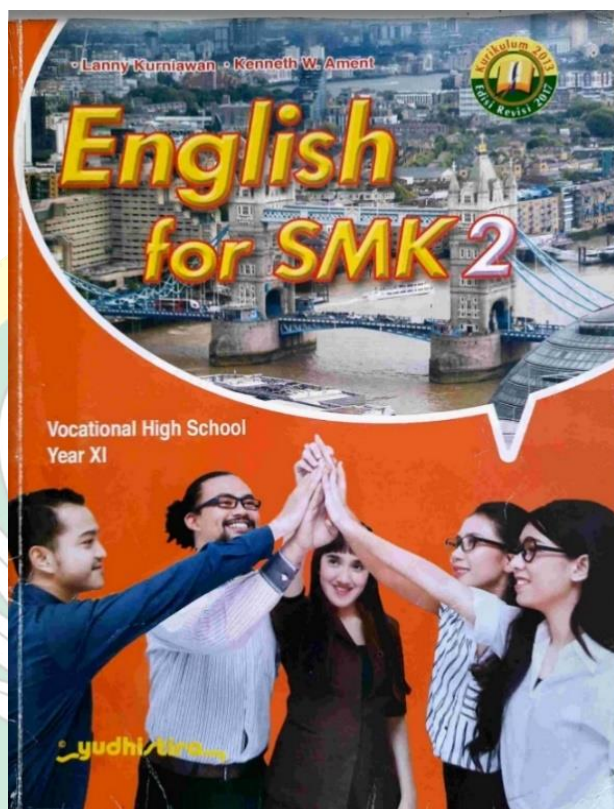


Figure 1 Cover of The Textbook

The title of the book that will be used by researchers for analysis is *English for SMK 2* and the textbook was created for XI grade of Vocational High School. The book is a work written by Lanny Kurniawan and the contributing author is Kenneth W Ament. The book was published by Yudhistira publisher in June 2018 in the second edition. The place of the publication is in Jakarta Indonesia. The book was compiled based on the 2013 curriculum to adjust the learning objectives compiled by the ministry of education and culture.

The book is used in the teaching and learning process in Indonesia. The book is not purely equipped with learning materials but also includes a learning

evaluation or exercise. The textbook completely with learning objectives description in every chapter of the textbook. There are numerous kinds of exercises in the book, such as multiple choices, short answer questions, true or false, long answer questions, matching activities so on that cover the four skills of reading, listening, speaking, and writing. The focus of this research is on exercise reading.

B. Structure of The Book

There are 234 pages in the *English for SMK 2* book studied by class IX Vocational High School. The content in the book is for the first semester and second semester which are divided into 11 chapters. There are 2 front and back covers equipped with a preface, table of contents, and English KIKD for SMK/MAK of the book based on the ministry of education and culture. The learning material in the book starts from page 1 which is explained through Chapter. Chapters in the book are described using the word "Unit". The specifics of each Unit are described below:

Unit 1 Good Advance

Unit 2 Opinion

Unit 3 On the Telephone

Unit 4 Invitation

Unit 5 Personal Letter

Unit 6 Technology Device

Unit 7 Reports

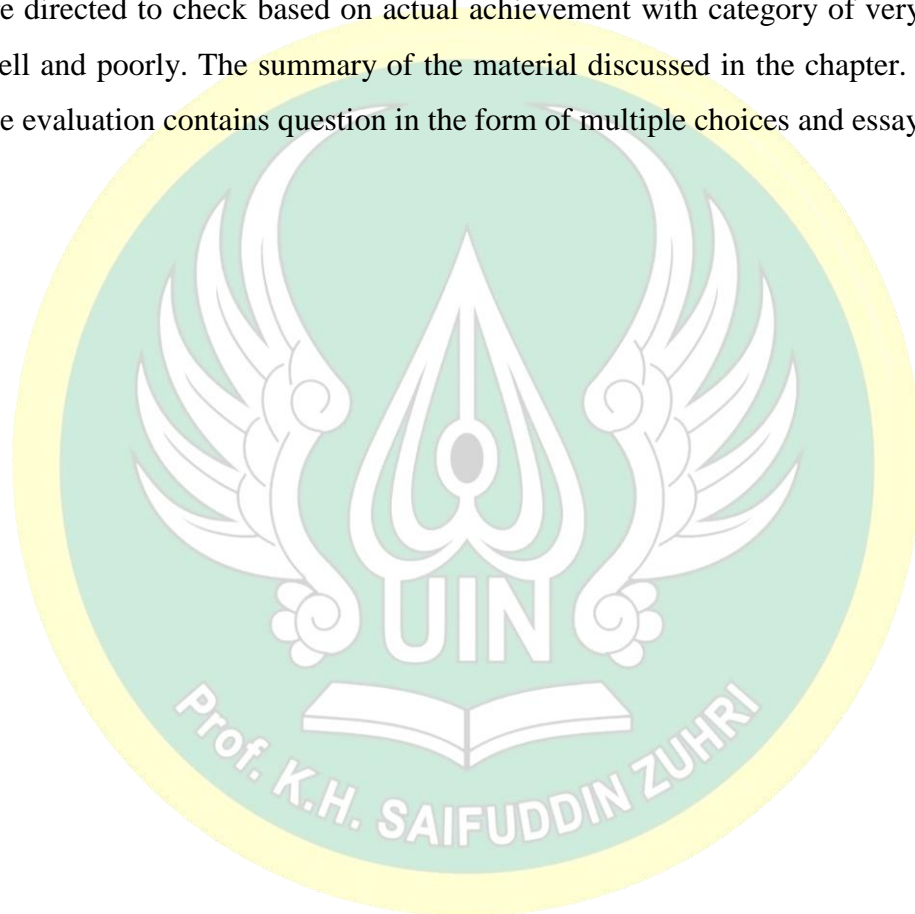
Unit 8 Conditionals

Unit 9 Here's The Fact

Unit 10 Social Issues

Unit 11 National Heroes

There are different sub-themes in several units in the textbook. The textbook is equipped with a learning objectives, starting up (opening), learning journal, summary, and evaluation in all of the Units. At the end of the book, there is also a bibliography of the book. On the first page of the chapter, there is an explanation mention of the learning objectives that will be achieved by students. In strutting up, students accomplish a brainstorming activity to provide an overview of the chapter to be discussed. Meanwhile in learning journal, students are directed to check based on actual achievement with category of very well, well and poorly. The summary of the material discussed in the chapter. While the evaluation contains question in the form of multiple choices and essay.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A reading exercise assumes an incredible part for accomplishing the target of showing educational experience. An investigation of it is expected to take a look at the significance and precision to the curriculum need. To further develop the student decisive reasoning, the application of higher order thinking skills and expertise in assessing student capacity is a must. This result is center to the higher order thinking skill that investigate in the reading exercise which applies to the 2013 revised curriculum educational.

In the study of research method, for the first steps is information collection procedure with the distribution of reading exercise. This procedure is accomplished by carefully reading with full intent to organize the materials and exercises in the textbook. The focus point of this examination is on the practice activities, so the next step is to choose reading exercises in every chapter by isolating and examining them. At that time also determine the number of activities be examined. These activities can be observed in the attached table below:

Table 4
The distribution of Reading Exercise

| Chapter | Theme | The Exercise | Reading Exercise |
|----------------|-------------------|---------------------|-------------------------|
| 1 | Good Advice | 18 exercise | 5 exercise |
| 2 | Opinions | 23 exercise | 8 exercise |
| 3 | On The Telephone | 20 exercise | 6 exercise |
| 4 | Invitations | 24 exercise | 10 exercise |
| 5 | Personal Letter | 27 exercise | 15 exercise |
| 6 | Technology Device | 28 exercise | 14 exercise |
| 7 | Reports | 31 exercise | 10 exercise |
| 8 | Conditionals | 34 exercise | 10 exercise |
| 9 | Here's The Fact | 23 exercise | 10 exercise |
| 10 | Social Issues | 31 exercise | 11 exercise |
| 11 | National Heroes | 18 exercise | 7 exercise |
| | Total | 277 exercise | 106 exercise |

There are 11 chapters in the textbook entitled *English for SMK 2* that were designed for XI Vocational High School. Entirely unit has varied themes and issues to examine the students. These topics are composed based on the syllabus and the 2013 education program prospectus. In addition, all units are equipped with various activities such as brainstorming, material content, practice or exercise, and evaluations.

After analyzing the exercise and checking in several times for evaluating entire data, the researcher found 277 complete exercises in the textbook. In every practice contain at least a fundamental language skill namely reading, writing, listening, speaking and the language component such as grammar and vocabulary. Whereas, in the reading exercise, there were 106 exercises found by the analyst. Implying that mean barely half of the practices in the textbook majority the reading exercise. The perusing expertise in this textbook contains various types of reading text such as recount, anecdote, descriptive, report, explanation text, procedure text, analytical exposition, narrative, news item, and so on.

There are 2 sections in the textbook with the least number of reading practice activities, especially chapters 1 and 11, there are only 18 types of activities. In chapter 1 the theme of Good Advice is included in the minimal category because the majority are covered with speaking skills. Meanwhile, in chapter 11, the topic of National Heroes is flooded with composing skills. Then, the other 9 sections have more than 20 or even 30 reading exercises in them. The nine sections have topics of opinions, on the telephone, invitations, personal letters, technology devices, reposts, conditionals, here' the fact, and social issues. This is because the emphasis on the subject is connected with the text and the problem so that it regulates the types of practice reading questions.

A. Analysis of Higher Order Thinking Skills in Reading Exercise in the Textbook Entitled *English for SMK 2*

After depicting and analyzing according to the prepared technique which have been discussed in the previous chapter, it is explain the analysis result of the

reading exercise. This chapter demonstrated the research results analysis and argument. The result resolved the research problems asserted in the first chapter that is “How the exercise met the Higher Order Thinking Skills (HOTS) and what kinds of HOTS dominate on reading exercise of a textbook based on revised Bloom’s Taxonomy?”. The result show that there are cognitive domains of Higher-Order Thinking based on revised Bloom's taxonomy theory in the textbook entitled *English for SMK 2* written by Lani Kurniawan and Kenneth W Ament. In the textbook, the Higher Order Thinking Skills (HOTS) covers three cognitive level which include:

1. Analysis (C4)

Analyze means decide a material into the main elements and determine how the relationship of these elements with other elements and the purpose or general structure of a material. Based on Anderson & Krathwohl the cognitive processes in this study include³⁰:

4.1 Differentiating or choosing: distinguishing parts that have a relationship with parts that do not have a relationship or separating important parts from unimportant parts of the material that has been presented.

4.2. Organize or find relationships, integrate, outline, describe and arrange structurally: determine how an element or function fits into its structure (for example: determine the suitability of facts in historical stories with appropriate facts or contradictory historical statements)

4.3. Finding implied meaning (attributing): determining the subject matter, bias, value, or hidden meaning of the existing material (eg determining the main problem or theme taken by the essay writer from the reader's point of view)

³⁰ Anderson, *a taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives*, (New York: Longman, 2001), p. 68

At the analyzing level, students will be more emphasized on how to think critically and operationally. Analyzing consists of the ability or skill to differentiate, organize, and attribute. Dividing information into distinct parts, interpreting the relationship between one part to another or the overall organizational structure. Students divide the whole complex into several parts for better understanding. Operational verbs that are commonly used are compared, analyze, divide, criticize, sort, differentiate, and determine.

This study found there are many reading exercise that are at the cognitive levels of analysis (C4). The following examples of analyzed questions in the textbook below on page 155 of Unit VIII:

TASK Listen to the following text and write down any conditional sentences you hear.

The Mystery of the Red Truck
By Sally Nicholls, local reporter

It has been confirmed that late on the night of the sixth of July, a large red truck ran into a bakery on Maryland Street. After an initial investigation by the police, it is now clear that the truck had no driver at all. The locals are asking a simple question: "Where was the driver?" If the police want to solve this mystery, they will need the CCTV footage from the street. One of the locals said: "We're all quite worried about a truck with no driver. This truck has never been seen in the neighborhood before. If we'd seen that truck before, we'd have solved this mystery by now." Many locals share the same concerns they want to know what's happening in their town.

A witness at the crime scene told the police: "There was a loud noise coming from the truck while it was going towards the building and its speed.... it was unbelievable. If it had been going slower, I would've had a chance to see the driver. However, all I saw was the truck speeding into the bakery as fast as it could."

The police have already spoken with 11 other residents, but no one knows any further details about the incident. Superintendent Amanda Slippers remarked: "This is a tough case. The truck's license plate belongs to this town, but nobody has seen it here. According to the town's records, the owner of the truck moved away from here years ago. No one knows where to. If we can locate the owner, we'll probably solve this mystery."

If a truck moves, then it has a driver. Well, maybe we should change this basic assumption on account of this mysterious red truck.

(Adapted from: photocopiables.com)

TASK Decide if the statements are true (T) or false (F) according to the text.

1. _____ The police have successfully uncovered the mystery. *1-5/CH 3/Pr-5/*
2. _____ The locals are familiar with the old red truck.
3. _____ The CCTV footage on the street will help the police.
4. _____ The red truck sped into a bakery in the middle of the night.
5. _____ The police have interviewed 11 witnesses.

Figure 1 The example of analysis domain (C4)

As indicated by Anderson & Krathwohl (2001), the analysis includes examining and breaking information into parts by identifying motives or causes. That theory is related to the question in this data.³¹ Meanwhile the command in the

³¹ Anderson, a taxonomy for learning, teaching and assessing.....p. 68

question above, the student must be able to observe the statement which is true or false according to the text. The exercise is involved in analysis domain (C4) because students need to investigate the text to obtain the answer.

The kind of the exercise above are True or False based on J.B Heaton Theory. In the context of a reading exercise, True or False is a type of question where students can identify a statement in the exercise whether the sentence is true or false based on the reading text that has been provided. In the English textbook for SMK generally, 5 statements must be done by students. True or False can be categorized as difficult or easy exercises depending on the language of the statement and the type of text.

There are another types of reading exercise with cognitive level analysis in the textbook in this study. Here is another example with the multiple choices types of analysis exercise on page 82 below:

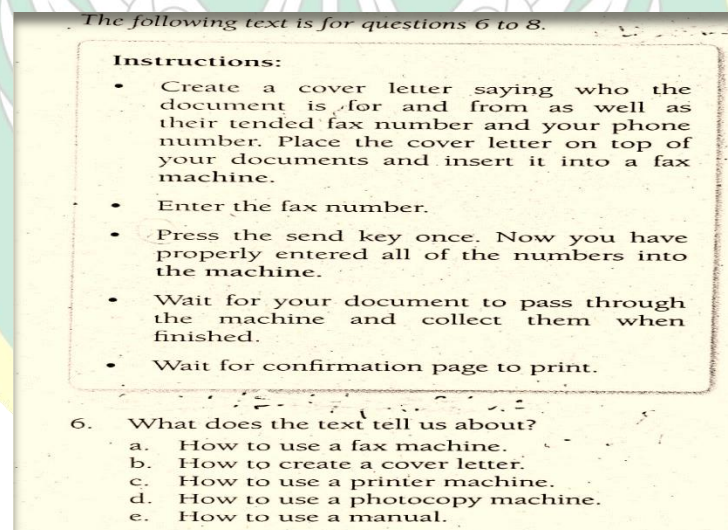


Figure 2 The example of analysis domain (C4)

The text above is a type of procedure text that has been written in a coherent way. The command in the exercise is that students find out about the text tell us about. Although students can choose an answer from the options, students need high concentration to conclude what the text is talking about. So students must observe and analyze the procedure text in order to find the right answer. The

question is categorized into the analysis domain (C4) because to answer it requires an in-depth understanding of the text.

In the picture of 1.2 are example of types of Multiple Choice reading exercise. Multiple choice is a type of question that is familiar among students and teachers. Multiple choices are frequently considered easy students because there are correct answer choices in the options. In each chapter in the textbook English for SMK 2, there is an evaluation of learning in the form of multiple choices. This evaluation is placed on the last sheet of a chapter or before beginning a current chapter. Usually, there are 10 numbers of multiple-choice questions in that textbook and there are variations in skills found such as reading, listening, and speaking.

There is another exercise of True or False types of reading question in this research. The following example of analyzed questions with True or False types in the textbook below on page 188 below:

TASK Put tick (✓) for the correct sentences and cross (x) for the wrong sentences. Write your reason of answer in the "reason" coloum.

| | Statement | Reason |
|----|--|--|
| 1. | (✓) The tiger is a dangerous animal. | This statement is true because the first paragraph says tigers are dangerous wildcats. |
| 2. | () Wildcats eat meat but domestic cats do not. | |
| 3. | () Animals that are attacked by wildcats die because they cannot breathe. | |
| 4. | () Wildcats use traps to catch their preys. | |
| 5. | () Domestic cats are dangerous. | |
| 6. | () The stripes, spots and colours on the coats of wildcats are important for their survival | |

Figure 3 The example of analysis domain (C4)

The example above uses a table where on the right side there is a statement and on the left side, there is an empty column to answer reason. The table refers to the previous text that discusses Cats. The exercise is included in the category of reading exercise of True or False because the instructions from the exercise are to

mark a tick for the correct and a cross for an incorrect discussion in the text. The exercise is a type of cognitive level analysis (C4) because students must analyze the text first to find out whether the statement is true or false. Students also explain the reason so that students do not only analyze but also criticize.

2. Evaluate (C5)

Evaluating means making decisions based on standard criteria, such as checking and criticizing. Assess knowledge or information with certain criteria according to internal or external standards. Evaluation is make judgments or decisions based on criteria or standards. According to Anderson & Krathwohl this process includes³²:

5.1. Checking or coordinating, discovering, supervising, and testing. Consists of finding discrepancies or errors between processes and results, determining that processes and results have conformity, and monitoring the ineffectiveness of an implementation method.

5.2 Critiquing or deciding. Finding discrepancies between results and external criteria, determining whether results are appropriate or not, and finding errors in a method that causes a problem.


The study show, there are several reading exercise that are at the cognitive levels of evaluate (C5). The following examples of evaluating domain in the textbooks of English for SMK can be discerned in the explanation below:

³² Anderson, a taxonomy for learning, teaching and assessing.....p. 68

TASK 6

Study these questions. Then, read the dialog below while keeping the questions in mind.

1. What are Lee and Johnny discussing?
2. Does Lee agree or disagree with Johnny?
3. How does Lee express his opinion to Johnny?
4. How does Johnny express his opinion to Lee?
5. Whose opinion do you agree with? Why?



Johnny : The city council is going to build a new parking lot under the park over there.

Lee : Oh no, why are they going to do that? It's terrible.

Johnny : You think so? I think it's a very good idea, actually.

Lee : On the contrary, I think it's a disaster.

Johnny : A disaster? I think we need more parking lots.

Lee : Well, I agree with that, but not under the park.

Johnny : Why not? It's the best place.

Lee : Do you think so? I totally disagree. Why the park?

Johnny : Well, you need a big open space for a parking lot.

Lee : I see your point, but don't you think trees are more important than cars?

Johnny : Of course I agree, but we all have cars, and we need a place to park them.

Lee : Yes, that's right, but they can build one near the station, instead.

Johnny : Oh no, that's too far away. We need a parking site in this area.

Lee : Well, that's true, but maybe walking a bit wouldn't hurt anyone.

Johnny : A bit? The station is at least 10 minutes away. Just imagine, on a rainy day...

Lee : You could be right, but I still think trees are more important than cars.

Johnny : You've got a point there, but maybe they can plant trees near the station instead.

Lee : Oh, that sounds very good, but we're talking about very old and big trees.

Johnny : Yes, but we have to choose, don't we? We can't have everything.

Lee : Yeah, I suppose you're right, but still, I think it's a very bad idea.

(Source: www.multimedia-english.com/grammar/expressing-opinions-57)

Figure 4 The example of evaluating domain (C5)

Based on the question number 5 in Figure 1.3 above. The purpose of the question is to select the opinion agreed upon by the students and their reasons. In the discussion text, there is a conversation between 2 people, namely Lee and Johnny who are discussing parking facilities and both have different opinions. Question 5 is an instance of a domain evaluation exercise (C5) because students must understand the text first so that students can examine which opinion they have to agree with and what is the reasons.

The example above is a type of reading exercise Short Answer Question (SAQ). The characteristics of the Short Answer Question in the reading exercise are normally a text where the text contains more than one question while the answers can be searched in the text. Generally, Short Answer Questions can be done within about 3-5 minutes. In addition, Short Answer Questions usually tend to have short or few answers.

This research found another types of reading exercise with cognitive level evaluate (C5) in the textbook. Here is the example with the Long Answer Question (LAQ) types of evaluate exercise can be seen below:

1. Study the following responses to the question below.

Question: What are teenagers' greatest problems?

Sarah (17):
I think the biggest problem facing teenagers today is probably peer pressure. Just because other people are smoking or skipping school doesn't mean that you should also do the same. Peer pressure can be good or bad. For example, if someone is pressuring another person to skip school, smoke, disobey their parents, etc., then that is bad peer pressure. On the other hand, if someone is pressuring another person to get good grades, obey parents and teachers, etc., then those are example of good peer pressure.

Frances (18):
I think that peer pressure is the biggest problem that teenagers face today. Everyday, life brings a lot of peer pressure to teens. Commercial ads on television advertise trendy clothes, new phones, cool technology, and so much more. Then, teenagers get to school and all of their peers have those cool new shoes and that new iPod. Teenagers feel the pressure to be cool and have those things that look "cool." When teens read magazines or watch reality TV shows, they see skinny, beautiful people. Seeing this, they feel the need to look like those "beautiful" people.

Gabriela (16):
Most teenagers face problems like smoking, stress, and a lot more. I think the greatest problem with teens today is miscommunication with family. When we don't have a healthy family relationship, eventually we end up doing things without thinking, which leads to more problems. We start to think that nobody cares for us and try to get attention by doing wrong things.

Carlos (17):
I think that the biggest problem facing teenagers is gangs. Gangs are a big problem because they give false hope to teenagers. Teenagers think they are protected by the gangs they join. They get involved in gang violence; they, then, become trouble makers. Gangs also hurt people, and they tag many places. They also steal from people's houses and stores.

The generation gap between parents and children, child abuse at home, peer pressure, and even competition at school, will start to make teens feel stress. In order to relieve stress, they take to drinking and smoking, running away from home, and playing computer games, resulting in addiction. Since they cannot find love at home from their family, they start to build relationships with friends in school, which can lead to bad things. If they cannot take the stress, it could even result in suicide. Poor grades also result from these same reasons.

(Source: wikianswer.com)

2. Discuss the following questions with your classmates.

- a. What do you think are the most critical problems faced by teenagers today?
- b. Are you familiar with the "peer pressure" phrase? Find out the meaning of this phrase.

Figure 5 The example of evaluating domain (C5)

In the representation above there is a discussion text about what are the teenagers' great problems. Four people talked about teenagers' problems based on their opinions in the text. Under the text, there are 2 long answer questions with sections a and b. Pay attention to exercise category a with the question "What do you think are the most critical problems faced by teenagers today?" The question instructs students to have an opinion regarding the issue being discussed in the text. This type of question is a category of domain evaluation (C5). Students must read the text to comprehend other people's opinions considering the issue being discussed. Then students evaluate through their personal opinions regarding the issue.

In the textbook English for SMK 2, the Long Answer Question usually write as independent practice because it has its practice column or is separate from the reading text. The answer of Long Answer Question depends on the text in before where the text in the previous practice. However, in brainstorming activities it is

usually combined with the text as in the example above. Long Answer Questions can be done within 7-10 minutes. It's mean that the Long Answer Question exercises are heavier than the Short Answer Question exercises because the process requires longer concentration.


There is another exercise of Short Answer Question types of reading question in this research. The following example of analyzed questions with Short Answer Question types in the textbook below on page 131 below:

TASK

Read these questions before you read the following texts.

1. What are the objects talked about in each text below?
2. Where can you find those objects?
3. Which one attracts your attention the most? Why?

Text 1:



Source: www.nationaltrust.org.uk

Britain's Roman Villas

Numerous monuments recall the 400 or so years when Britain was part of the Roman Empire, like **ancient** city walls, old roads, and front defenses. However, it is at the villas that one feels closest to the everyday life of Roman Britain.


The villas were homes. In their kitchens, bread was baked. Along their corridors echoed family conversations. They were well-built and **handsomely** decorated. The first villa was built around 80-90 A.D. It was a small farm. Later on, the house was extended, and kitchens and baths were added.

It is known that many villas were destroyed by fire. Their ruins remained hidden for years and it is often, by accident, that a site is discovered.

In Hampshire, a number of oyster-shells were found by a farmer, and the shells, **remnants** of a long-ago feast, led to the discovery of the villa at Rockbourne.

(Source: epu.edu.krd/mamosta/documents/133_20160503045051.docx)

Text 2:



Source: foodimentaryguy.files.wordpress.com

Pretzels

The ideal pretzel, as served in Germany, has a dark brown, crispy, salty **crust**, and inside a soft dough. It has a **plump** "body", and thin, crispy (not dry) crossed "arms."

The pretzel is traditionally made from white (wheat) flour, malt, salt, yeast, and water. In some regions of Germany, fat is added to the dough to soften it. Other variations use whole wheat flour, **spelt** flour, or a mixture of different flours. Pretzels are topped with **coarse** salt or sometimes with sesame seeds, sunflower seeds, or poppy seeds.

Before baking, the formed pretzel is dunked briefly in a mixture of sodium hydroxide and water. In German this mixture is called *Natronlauge*. This is what gives the pretzel its unique color and flavor. Because of this technique, this type of pretzel is also called a *Laugenbrezel*.

(Source: www.germanfoodguide.com/pretzel.cfm)

Figure 7 The example of evaluate domain (C5)

The exercise in the figure above, particularly in number 3 is an example of a cognitive evaluation (C5) level. Under the question, there are 3 texts with different discussions. The first text discusses Britain's Roman Villas, the second text discusses the Pretzels, and the last discusses the Ulos Batak in the next page.

The command in question number 3 asks students to choose between the three texts whose contents are the most interesting according to them, so students must evaluate and choose one of the texts. In addition, students must also give reasons why the text is the most interesting than the others, so this question is a level evaluation (C5) because it not only analyzes but also draws conclusions. This question is included in the Long Answer Question category because it takes more than 5 minutes to understand the three texts and provide conclusion answers.

3. Create (C6)

Create (C6) means making knowledge or information part of students and can solve existing problems. Create is taking all the main elements to create something that has a function or reorganizing existing elements into a new structure or pattern. The other operational verb used includes arranging, composing, creating, coding, categorizing, reconstructing, and displaying. According to Anderson & Krathwohl this process includes:

- 6.1 Generating: making hypotheses or conjectures as alternatives based on existing criteria.
- 6.2. Planning or designing: planning how to complete a task.
- 6.3. Producing: find or produce a product.³³

This study found that there are a little bit reading exercise at the cognitive levels of create (C6). The following examples of create questions in the textbook below:

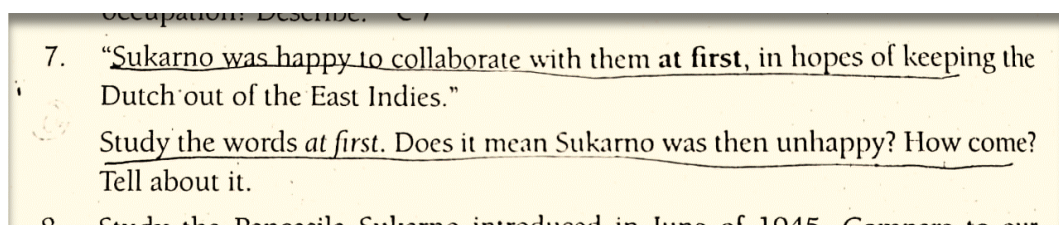


Figure 7 The example of creating domain (C6)

³³ Anderson, a taxonomy for learning, teaching and assessing.....p. 68

Based on the question in number 7 above, refers to the reading text of a biography of the first president Sukarno. The biography does not only tell the history of his life, but also his struggle for the independence of Indonesia. The question in Figure 2.5 refers to students interpreting the meaning of the word "first" in the text. Students not only analyze the text but also understand and formulate answers based on their point of view as readers. The exercise is categorized into the create domain (C6) because in this stage students can settle ideas to create a recent and different whole from the source reading. This exercise is the Short Answer Question types with 10 complete question.

This research found another types of reading exercise with cognitive level create (C6) in the textbook. Here is the example with the Long Answer Question (LAQ) types of create exercise can be seen below:

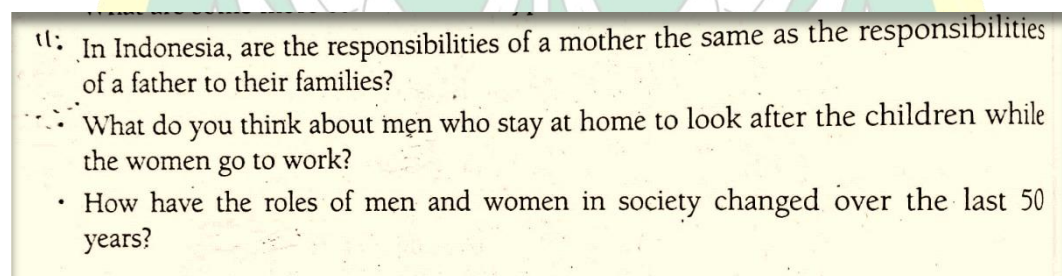


Figure 8 The example of creating domain (C6)

The exercise in Figure 4.8 is an example of a Short Answer Question (SAQ) on page 30 of the textbook. There is a text that discusses Women's roles in Estonia on the previous page. The three questions are types of exercise level cognitive evaluation (C6). The first question asks about in Indonesia, are the responsibilities of a mother the same as the responsibilities of a father to their families. The second question asks for opinions about if men stay at home and take care of their children while women work. The last question asks how the roles of men and women in society changed over the last 50 years.

Although the reading text in the previous practice discussed women's roles, the three questions did not have the answers in the text, but students gave their

opinions regarding the issue. Therefore, the three questions fall into the create category (C6). This is by the categories (6.1) generating by making estimates regarding issues, (6.2) designing by assembling answers, and (6.3) producing by giving their opinions.

B. Kinds of Higher Order Thinking Skills (HOTS) was Dominant in Reading Exercise of a Textbook Entitled *English for SMK 2*

In this study, subsequently to answer which domain is the most dominant among the three categories in the textbook entitled *English for SMK 2* by Lani Kurniawan and Kenneth W. Ament. The results of this study will be presented in the table below to demonstrate the quantity of HOTS exercises in each chapter. Then the dominant number will be examined between C4 (analysis), C5 (evaluate), and C6 (create). The number of HOTS in each chapter is explained as follows:

Table 5
The Distribution of HOTS

| Chapter | Types of Reading Exercise | | | | | Total HOTS |
|--------------|---------------------------|-----------|----------|----------|----------|--------------------|
| | SAQ | LAQ | TOF | MC | MT | |
| 1 | 1 | 1 | 0 | 0 | 0 | 2 exercise |
| 2 | 9 | 1 | 0 | 0 | 1 | 11 exercise |
| 3 | 1 | 1 | 0 | 0 | 0 | 2 exercise |
| 4 | 0 | 2 | 0 | 0 | 0 | 2 exercise |
| 5 | 1 | 2 | 0 | 0 | 0 | 3 exercise |
| 6 | 3 | 4 | 1 | 1 | 0 | 9 exercise |
| 7 | 2 | 0 | 0 | 0 | 0 | 2 exercise |
| 8 | 2 | 0 | 2 | 0 | 0 | 4 exercise |
| 9 | 0 | 4 | 1 | 1 | 0 | 6 exercise |
| 10 | 1 | 2 | 0 | 0 | 0 | 3 exercise |
| 11 | 2 | 2 | 0 | 1 | 0 | 5 exercise |
| Total | 22 | 19 | 4 | 3 | 1 | 49 exercise |

After analysis and sorting data, this research found 49 HOTS exercises out of a total of 106 reading exercises in the textbook of English for SMK 2. In these

49 exercises there are various types of reading exercises such as Short Answer Question (SAQ), Long Answer Question (LAQ), True or False (TOF), Multiple Choices (MC) and Matching Test (MT). The majority of HOTS exercises are based on Long and Short Answer Question types.

In the table above, it can be concluded that the types of reading exercises that most frequently appear are Short and Long Answer Questions with a total of 22 and 19 exercises. While in other types there are barely under 5 exercises. The SAQ and LAQ types often seem because this research focus on reading, so many long texts raise SAQ and LAQ-type questions. While other types such as True or False, Matching Test, and Multiple Choices are part of the variation of the reading exercise. The accumulation in 3 domains C4, C5, and C6 explained in the table below:

Table 6
The Accumulation of HOTS

| No | HOTS | Total Score | Note |
|----|---------------|-------------|--------|
| 1. | Analysis (C4) | 36 exercise | High |
| 2. | Evaluate (C5) | 8 exercise | Middle |
| 3. | Create (C6) | 5 exercise | Low |

The table above shows the composition of each cognitive domain of Higher Order Thinking Skills in the textbook. After accumulating the data, it can be concluded that the most dominant HOTS cognitive domain is analysis (C4) with a total of 36 exercises. Then followed by evaluating (C5) with a total of 8 exercises and creating (C6) with only 5 exercises.

Exercises at the analysis level (C4) obtain the most positions in the textbook and even in all chapters. It means that the exercise in analysis (C4) is balanced in its distribution in each chapter. Although some chapters only present 1 analytical exercise, at least there are representative HOTS-based questions in that chapter. If each chapter has text analysis exercises, it means that the quality of the exercises in

the book is good. Essentially, in reading text, students not barely reading the text but must comprehend it. Through analysis activities, these goals can be accomplished.

The exercise in the level evaluation (C5) obtains a middle position with a total of 8 reading exercises based on HOTS. Three chapters do not have a C5 cognitive type, namely Chapters IV, V, and VIII. Previously in chapter IV (Invitation), there were barely a few HOTS-based questions because the majority used LOTS exercises. Meanwhile, chapter V, which discusses personal letters, emphasizes analytical exercises on reading text and writing skills. Chapter VIII with the theme Conditionals is a chapter that discusses conditional sentences so that the majority of the emphasis is on grammar exercises.

Finally, at the cognitive create level (C6), the position with the least composition of HOTS-based questions than the others. In the textbook, only 5 reading exercises are found which are discovered in chapters II, VIII, and XI. In chapter II, it is found that the most are 3 HOTS (C6) questions, which discuss Opinion. This chapter examines an opinion, so students practice more about thinking more by utilizing their opinions. Whereas in chapters VIII and XI, only 1 exercise is found each.

Essentially because this research concentrates on reading exercises that refers to reading texts, that spare frequently the questions of analyzing (C4) reading texts will be found rather than evaluating (C5) and creating (C6) cognitive domain in the exercises. The type of evaluating and creating exercise is rarely found because this question is the most difficult category compared to others. Students certainly have to criticize an issue in the text and even formulate an opinion about what is occurring in the actual world. This exercise just is tested occasionally on students, so restrictions are found in the textbook.

Based on the data and explanation above, the three cognitive domains in the HOTS are in the reading exercise in the textbook. It indicates that the book covers all cognitive domains from the susceptible or the lowest to the difficult or highest

level. Realizing the capacity of HOTS exercises in the textbook will help the teacher in earning references in giving or creating types of exercises for evaluation. It makes it susceptible for teachers to find textbooks to be used as teaching materials.

The number of found 49 comprehensive HOTS cognitive exercises in all of the chapters in the textbook, means that the textbook authors considered them in stimulating students to use HOTS exercises in each chapter. This finding is in line with the 2013 Curriculum mindset, the Ministry of Education and Culture emphasizes that students need to learn to use HOTS. However, the use of HOTS exercises should be attended to the needs of students. Not all HOTS exercises in the textbook are good for students, the exercise must be supported by the material presented by the teacher, and the techniques and methods used. Of the 36 analytical exercises (C4), the textbook may only partially suitable the needs of students. Likewise, from 8 and 5 exercises C5 and C6, only a few are suitable for students.

As one of the educational assets in educating and developing experiences, reading materials play a major role in achieving learning objectives. Many teachers use textbooks as teaching materials and for practice. Some experts say that reading material can be improved by having activities or assignments, practicing the four language skills, and emphasizing critical thinking and higher-order thinking skills. According to Millrood, reading is the process of cognitive and visual activities that has purpose to extract meaning from the written text and process the information with existing experience. Reading comprehension is not just reading the written text, but it involves cognitive and metacognitive process in order to get the target messages from the text.³⁴

To improve students' critical thinking, teachers can design it using the cognitive level. Talking about the cognitive level, simply the cognitive level is a classification/level of students' ability to accept something that is explained. The cognitive level itself is closely related to Bloom's taxonomy. However, the bloom

³⁴ R Millrood, *Modular Course in ELT Methodology*, New Jersey: Pearson Education Inc, 2011

taxonomy is no longer integrated with the 2013 curriculum. Therefore, there is a revision to the bloom taxonomy carried out by Anderson & Krathwohl.

The revised Bloom's Taxonomy is by the basic teaching that is being applied, namely contextual-based and problem-solving. This makes the evaluation or assessment of students' cognition the highest in finding or creating something new to solve existing problems. Thus, students can be trained to be critical.

Knowing whether the textbook contains HOTS exercises is important for teachers. The textbook is one of the learning media in which it is learning material. Understanding the exercise in the textbook that is used using any cognitive domain, can help teachers in the evaluation process. Teachers will be able to find out which cognitive domains have been achieved by their students and can develop a strategy to improve the abilities of students who are still at a low level for their cognitive domains.

Measuring student understanding requires understanding and application to the cognitive level. This means that all cognitive levels must be used in the learning process. Although only a few types of HOTS questions are found in textbooks, in practice it is not only LOTS that are used but must also be applied to HOTS exercises. Meanwhile HOTS can encourage students to be able to think critically to support the learning process with the 2013 curriculum.

The findings of this research supported by Sari (2019) which found the exercises with the HOTS cognitive domain in textbooks.³⁵ The research analysis Higher Order Thinking Skills in pathway, English Textbook by Erlangga. The analytical category (C4) is the most dominant among other HOTS exercises. However, the difference of the research is that cognitive create (C6) domain training was not found. While in the textbook *English for SMK 2*, it was found even though the quantity was barely 5 questions.

³⁵ Dwi Permata, Hots (Higher Order Thinking Skill) In Erlangga, p. 392

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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