HIGHER ORDER THINKING SKILL
IN READING EXERCISES
(An Analysis of Reading Exercises in *"Practice Your English Competence"* Course Book for the 7th Grade of Junior High School of 2013 Curriculum, Publish by Erlangga in 2016)

IAIN PURWOKERTO

THESIS

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

**By:
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HIGHER ORDER THINKING SKILL IN READING EXERCISES
(An Analysis of Reading Exercises in *"Practice Your English Competence"* Course Book for the 7th Grade of Junior High School of 2013 Curriculum, Publish by Erlangga in 2016)

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Assalamu'alaikum Warahmatullahi Wabarakaatuh

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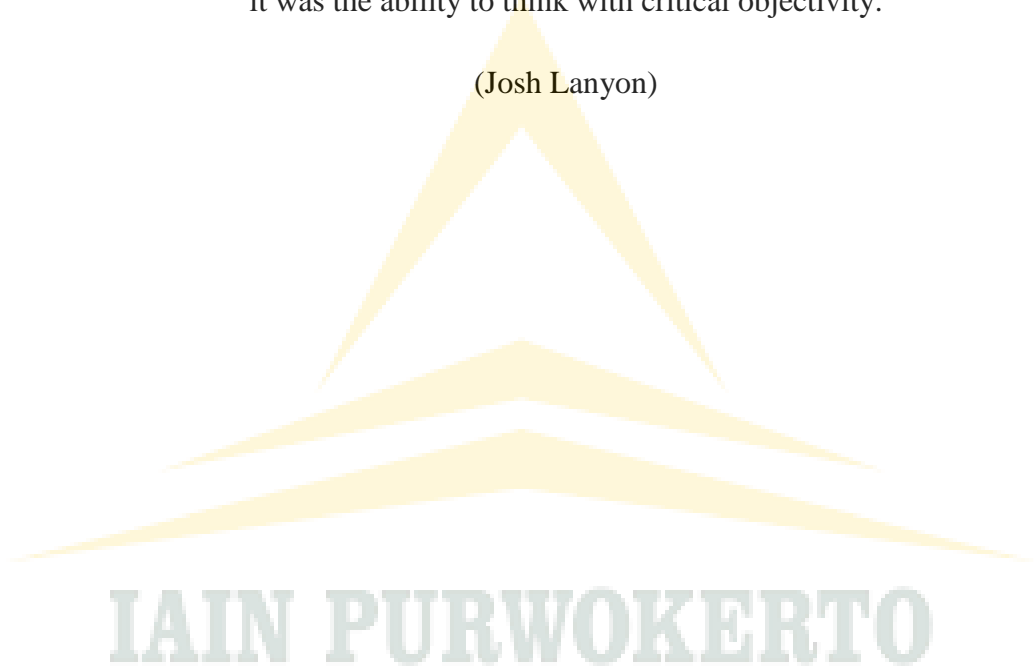NIP. 19921215 201801 2 003

MOTTO

Think before you speak.

Read before you think.

(Fran Lebowitz)

If there was one life skill everyone on the planet needed,

it was the ability to think with critical objectivity.

(Josh Lanyon)

DEDICATION

I dedicate this thesis to :

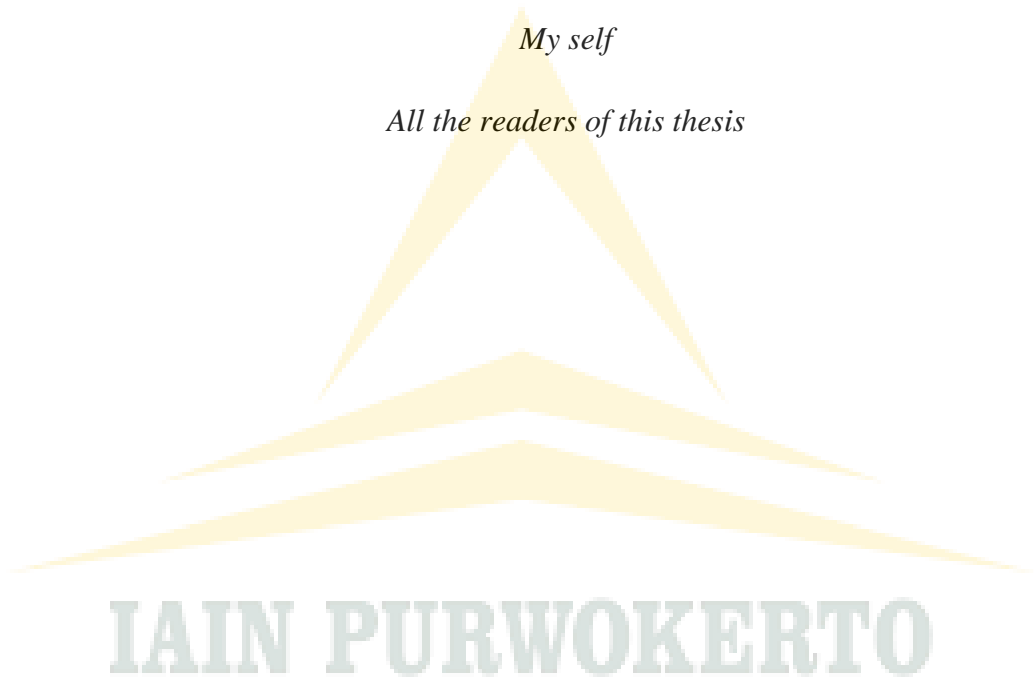*My beloved parents (Narti and Kuat Kustono)*

My beloved brother (Nur Fadli Dwi Leksana)

My Almamater, IAIN Purwokerto

My beloved friends

My self

All the readers of this thesis

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HIGHER ORDER THINKING SKILL IN READING EXERCISES

(An Analysis of Reading Exercises in *"Practice Your English Competence"* Course Book for the 7th Grade of Junior High School of 2013 Curriculum, Publish by Erlangga in 2016)

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ABSTRACT

The rapid flow of information in the current era of globalization requires people to be able to think critically. In this era for learning a language, especially English, students need to think critically. One of the learning sources in the teaching and learning process at school is a textbook that plays an important role to master the material. Critical thinking can be practiced from exercises, especially in reading exercises. The process of reading will indirectly train readers' critical thinking skills. Besides, critical thinking patterns are very important to form human resources who are intelligent in thinking, wise in making decisions, and critical in solving problems. In addition, since the Indonesian curriculum has been changed to 2013 Curriculum, the government through the Education and Culture Ministry requires the teachers to assist students to emphasize their critical thinking. One of the textbooks that provides exercises and curriculum 2013 is *"Practice Your English Competence"* Course Book for the 7th Grade of Junior High School of 2013 Edited Curriculum Revision, Published by Erlangga in 2016.

The purpose of this study was to determine the types of reading exercises and obtain empirical evidence from the distribution of higher order thinking skills based on the revised edition of Bloom's taxonomy on the questions in the reading exercises in *"Practice Your English Competence"* Course Book for the 7th Grade of Junior High School of 2013 Edited Curriculum Revision, Published by Erlangga in 2016. This study is a content analysis study that used a qualitative method as an approach. The research data were collected through documentary analysis. Data analysis was done by perusing process, marking in the checklist, classifying, coding, tabulating, and interpreting.

The results of this study get two points. First, the types of reading exercises. There were 156 exercises is multiple choice and 9 exercises is completion test. Second, the higher order thinking skills in the course book obtained 15 out of 165 on reading exercises (9%) while the lower order thinking skills obtained 150 of 165 reading exercises (91%). The results of the distribution of higher order thinking skills are: *Analyze* skill gets the highest distribution, 14 of 165 questions (8%), *Evaluating* skill gets 1 out of 165 questions (1%), and *Create* skill do not get a higher order thinking skill distribution (0%). It can be concluded that the distribution of higher order thinking skills is lower than lower order thinking skills.

Keywords: critical thinking, reading exercises, lower-order thinking, and higher-order thinking.

TABLE OF CONTENT

CHAPTER V   CONCLUSION

BIBLIOGRAPHY

APPENDICES

LIST OF TABLES

IAIN PURWOKERTO

xiii

LIST OF PICTURES

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

A. Background of Study

The rapid flow of information in the current era of globalization requires people to be able to think critically. Critical thinking can be interpreted as being able to make logical, reasoned, and accountable judgments. In critical thinking, a person is demanded not only to accept arguments and conclusions, also can make different arguments and conclusions. Currently in Indonesia, the level of critical thinking is still quite low, this statement is evidenced by the circulation of hoax news that is spread and simply believed by our society. Reading activity is a language skill that aims to understand the main ideas in certain reading material.

According to Nunan (2003: 68) reading is a fluent process wherein building the meaning, readers should combine information from the text with their own background knowledge. The process of reading requires knowledge, thoughts, and high concentration power to be able to understand the contents of the reading. After understanding the contents of the reading, the reader will be able to retrieve the messages contained therein. Of course, if the text read well it will be able to influence people to be able to think critically. The process of reading will indirectly train readers' critical thinking skills. Besides, critical thinking patterns are very important to form human resources who are intelligent in thinking, wise in making decisions, and critical in solving problems.

One of the learning sources in the teaching and learning process at school is a textbook that plays an important role to master the material. In teaching and learning process, teachers' need some books as the guidance tool for the material that teacher needs to deliver. Based on Daryanto (2014: 2), learning is the process of interaction among student to student, student with learning resources, and student with educators. In English textbook there are four skills that must be learned by students, they are: reading, listening, speaking, and writing. As a skill, reading is clearly one of important language

skill that where students have to read English material for their subject. In this case, textbooks should follow the curriculum that is used by the government.

Since the Indonesian curriculum has been changed to 2013 Curriculum, the government through the Education and Culture Ministry requires the teachers to assist students to emphasize their critical thinking. It includes analyzing, evaluating, and creating which is usually called HOT (Higher Order Thinking). One of the ways in improving higher order thinking skill is by applying it in teaching learning process. Classroom activity consists of three main elements, namely teachers, students, and textbooks. In this process, a textbook as a sources that has a big influence as a media to stimulate HOTS for students.

Ansary and Babaii (2002: 1-2) added that textbook is not the only tool for the teaching and learning process, it is still of a significant impact for achieving the language learning objectives. Since teachers find it difficult to develop their own classroom materials, have limited time and lie under external pressure that restricts their ability, it gives more emphasis on the use and utility of the textbook to compensate the loss of authentic materials. Textbook can be useful for accomplishing comprehensions about materials through tasks and exercise. According to Assaly and Igbaria (2014), a textbook is an essential source which provides the framework for activities to develop students' thinking, and contains activities; not only does it transmit knowledge and information, but it also promotes and encourages higher thinking processes. Moreover, most teachers teaching activities are oriented towards exams, so they neglect what is excluded from the exam. In this concern, it can't build productive generation based on individuals' ability to analyze, to discuss, to judge, and to evaluate real problem.

Previously, a lot of previous research (Solichatun, 2011; Pratiwi, 2014; Zaiturrahmi, 2017; Ilma, 2018) related to this discussed about higher order thinking skills in reading exercises. One of the textbooks published for Junior High School students in Indonesia is "*Practice Your English Competence*" Course book for 7th grade of Junior High School. It is published

by Erlangga in 2016 which is based on 2013 Curriculum new Revision. "*Practice Your English Competence*" covers the skills of listening, writing, reading, grammar, vocabulary, and speaking. It provides students with all those skills integrated into every activity and enables the students to practice the language. The sections in every unit in the textbook are a lot of reading exercises, listening and speaking activities, written activities, and etc. "*Practice Your English Competence*" is one of the books that are widely used in school. However, there is no research examining this book. According to this reason, the researcher intends to conduct research under the title "Higher Order Thinking Skills in Reading Exercises (An Analysis of Reading Exercises in *"Practice Your English Competence"* Course Book for the 7th Grade of Junior High School of 2013 Edited Curriculum Revision, Published by Erlangga in 2016)". This research will analyzed HOTS in the English textbook entitle **"HIGHER ORDER THINKING SKILL IN READING EXERCISES (An Analysis of Reading Exercises in "Practice Your English Competence" Course Book for the 7th Grade of Junior High School of 2013 Curriculum, Publish by Erlangga in 2016)".**

B. Research Questions

In accordance with the background of the research, the research question of this study is 'How is the compatibility of reading exercises in *"Practice your English Competence"* course book for 7th grade in Junior High School referring to Higher Order Thinking Skill based on Bloom's Taxonomy theory revision?'

C. Objectives and Significances of the Research

1. The objectives of the research

In relation to the research questions, the research attempts to analyze the compatibility Higher Order Thinking Skill of reading exercises in "Practice your English Competence" course book for 7th grade in Junior High School based on revised Bloom's Taxonomy.

2. The Significances of the research

This research will be expected to provide significant contribution both theoretically and practically.

a. Theoretical Significances

Theoretically, this research is expected to give contribution to the English teaching which hopefully could provide alternatives for teaching and learning development, especially to help the teacher improve students' critical thinking through exercises or reading test. The researcher hopes that through this research, there will be a renewal of the study of related discussion to this research.

b. Practical Significance

First, for the teachers. This research is hoped to inspire teachers to be more innovative and creative in improving and developing students reading skill through exercises based on higher order thinking skill. This research is expected to give some benefits to English teachers, because the teachers could get information on HOTS and on how to create good exercises to stimulate students' critical thinking.

Second, for other researchers. This research is hoped to give general knowledge of how to evaluate textbooks or other forms of English instructional materials. Therefore, this research could be a reference to them and hoped to develop their research results better.

D. Operational Definition

To avoid misunderstandings and to equate perceptions or views regarding the meaning of the title in the research, the researcher gives limits and affirmation of the following terms:

1. Higher Order Thinking Skill

One of the most well- known taxonomies in education is Bloom's. Anderson, Krathwohl and some colleagues then published a revision of the Bloom's taxonomy in 2001. Bloom's revised taxonomy focuses on six levels of thinking that students practice while learning or acquiring knowledge;

remember, understand, apply, analyze, evaluate, and create (Anderson & Krathwohl, 2001). According to Pickard (2007:21), Bloom's taxonomy contains three overlapping domains: the cognitive, affective and psychomotor. The taxonomy is a means to express qualitatively the different kinds of intellectual skills and abilities. The cognitive and affective domains provided a way to organize thinking skills into six levels, from the most basic to levels that are more complex. From the cognitive domain of Bloom's revised taxonomy above, three up levels are named higher order thinking skills (HOTS).

In summary, HOTS are intellectual processes where students have to activate their minds in order to understand the hidden meaning from the information, realize the relations among ideas, draw principles and rules, analyze and classify, generate and combine new ideas, evaluate and judge. Therefore, it is aimed to build citizens who are capable of thinking critically; solving problems, planning, analyzing, and making decisions.

2. Reading Exercises

The definition of reading exercise has defined by some experts. Miller (2002: 8) reports that reading comprehension is the ability to understand or to get meaning from any type of written material. It is the reason for reading and the critical component of all content learning. Reading Exercises is an interactive skill in which the reader interacts with the text and employs his experience and previous knowledge to get the intended meaning. The process of reading requires knowledge, thoughts, and high concentration power to be able to understand the contents of the reading. Teaching and learning process, a textbook or Course Book as a sources that has a big influenceas a mediato stimulation for students. Brown (2001: 141) said that textbooks are one type of texts, a book for use in an educational curriculum. Exercise in the textbook takes prominent role in the English learning process because it helps the students to practice their ability and get good outcomes in the teaching and learning process.

3. Textbook

Textbooks are very helpful for the teacher in delivering the material during the teaching and learning process in class. According to Mudzakir (2014) explained that the textbook is complete with assignments, lessons, and student teaching materials used by the school. Where understanding this textbook must be in accordance with students' abilities.

According to Cunningsworth (2009), the published textbooks have passed the qualification test from the publisher in guiding education before being released to the public. And according to Gebhard (2013) that the minimum training in EFL / ESL textbooks is carried out by publishing companies, government agencies, curriculum development teams on school labels, and classroom teachers.

From the explanation above, we can conclude that the textbook is one source of learning and is a guide for students and teachers in supporting teaching and learning activities in the classroom based on the curriculum and in accordance with the needs of students in learning.

E. Review of Relevant Studies

Based on the research about sources such as scientific papers/journal/thesis that have relevance with this research topic, the following are the results of some research that relate with this research.

First, a research conducted by Sholichatun (2011). This study used qualitative approach, and discourse analysis as the technique. The result of this research showed of the reading texts have quiet lexical densities, it means that, the text are not difficult to be understood. The similarity between her research and the researcher's is object of the research. The differences are course book and the researcher's focus on HOTS in reading exercises.

Second, a research was written by Pratiwi (2014), the objective of this study is to get empirical evidence of the distribution of the higher order thinking skill based on the revised edition of Bloom's Taxonomy in the essay question of the reading exercises in *Pathway to English* textbook which is

prepared for the 11th grade of senior high school student. The similarity of this research and researcher's study is about HOTS in reading exercises. The differences of this research, the researcher's using English textbook for seventh grade in Junior High School students and the research of Pratiwi using English textbook for eleventh grade in Senior High School.

Third, a research conducted by Zaiturrahmi (2017). This study is aimed to analyze the extent of instructional questions for listening, reading, speaking, and writing activities in the course book *Bahasa Inggris SMA/MA/SMK/MAK Kelas 1 Semester 1* emphasizing HOTS (Higher Order Thinking Skills) or LOTS (Low Order Thinking Skills); and to investigate the most dominant cognitive dimension of the instructional questions in textbook. The similarity of this research and the researcher's study are analysis textbook about HOTS and using qualitative research. The differences of this research, the researcher's using English textbook for Junior High School and focus on reading exercises. The research of Zaiturrahmi are using English textbook for Senior High School and analyze four skills.

Fourth, a research was written by Ilma (2018). This study is aimed to get empirical evidence of the distribution of thee higher order thinking skill based on the revised edition of Bloom's Taxonomy in the question of reading exercises and analysis of reading exercises in "*BRIGHT*" in term of type of reading exercises, aim of exercises, presence of examples and relevancy with 2013 curriculum. The similarity of this research and the researcher's study is about the HOTS in reading exercises. The differences of this research, the researcher's using English textbook entitled "Practice Your English Competence" and the research of Ilma using *Bright* course book.

Based on the explanation above, it can be concluded that the similarity of this study is some of study above analyzing reading exercises in a textbook and also using qualitative method. While the difference of the research are course book and kind of curriculum.

F. Research Methodology

1. Research Design

The design of this research is descriptive research. Brown and Rodgers (2002) state that in some studies, descriptive methods are used to characterize an occurrence or circumstance in numerical terms. In their reading exercises, they used content analysis to define problems. The analysis of content is a basic research method for the analysis of books, documents, and so on. The source of data is the course book entitled "Practice Your English Competence" for grade VII Junior High School students. This book was published by Erlangga in 2016 and the author's name is Nur Zaida. The editors of the book are E. Tiyas Utami and Dwi Wahyu Priyanto. The book is already appropriate with the 2013 curriculum because there is a logo on the right top of the book cover, so it can be used in the new curriculum. In this research, the researcher used human as the instrument. It means the researcher in qualitative research is a planner, implementer, data collector and analysis, interpreting data and reporting research result. It will be helped the documentation sheet and checklist table evaluation criteria proposed by Cunningsworth (2004). The researcher identified what kind of thinking level contained in each reading questions. That analysis was created by combining and collecting the understanding about six levels of cognitive domain from the revised edition of Bloom's Taxonomy. It was adapted from Anderson & Krathwohl (2001) and (Pohl, 2000).

The researcher collected and listed all reading exercises from each chapter and every practice. After collecting the data, the researcher used the checklist table to analyze the level of thinking skills based on Revised Bloom's taxonomy. Then, the researcher counted the total of every cognitive skill from the reading questions and calculated the percentage of each thinking levels to know the distribution of the higher order thinking skill level in this course book. Lastly, the researcher interprets the result of the data analysis by descriptive analysis. The Researcher analyzed the

content of the course book, particularly in reading exercises of "Practice your English Competence" English course book for the 7th grade of Junior High School students. Furthermore, the collected data are qualitative; the researcher organized the questions of reading exercises from English course book and interprets the data used qualitatively.

2. Data Collection Technique

The data collection technique in this research is documentation. Based on Hardiyansyah (2014:143) documentation is a way that can be done by qualitative researchers to get a picture from the point of view of the subject through a written media and other documents written or made directly by the subject in question. The main instrument is the researcher herself as this research applied a qualitative design. The researcher as a human instrument has the functions to determine the focus of the study, select informant as sources of data, collect the data, assess the data quality, analyze the data, interpret the data and make conclusions on its finding based on Sugiyono (2016). The theoretical framework is used as the tool of this research to support the researcher by dividing the data into categories and criteria that are used.

The data collection process in this research, firstly the researcher read all the content of the course book. Then, the researcher collected and listed all of the reading questions from reading exercises. After this, all the data were divided based on J.B Heaton's theory. The theory consists of matching test, true/false: multiple choices and completion test, and short or long answer question. The codes used for Heaton's theory are:

Matching Test	: MT
Multiple Choices	: MC
Completion Test	: CT
Short Answer Question	: SAQ
Long Answer Question	: LAQ

The table can be seen below:

Table 1.1
The example of types of reading exercises coding

Data	Code
11. Complete the blanks with subject and object pronouns. My name is Aldo. I have two brothers. (1)_____ are both older than (2)_____. Sometimes they take me to the park and (3)_____ play football together. I like playing football with (4)_____ because they are very good. We are going to the park today. Would you like to come with (5)_____? (6)_____ can all play together. After that, (7)_____ can come to my house if (8)_____ want to. I think (9)_____ will like my dad. He is very funny and (10)_____ makes great fried bananas. Do (11)_____ like fried bananas?	11/CH.2/Pr.1/P.13/CT

Note:

19   = number of the data

CH.1   = number of chapter

Pr.3   = number of practice

P.7   = number of page

CT   = code of the type of reading exercises

After the researcher divided the data based on the type of reading exercises, then the data also divided into Revised Bloom's taxonomy to found out the level of cognitive domain in each question. The theory of cognitive domain consists of six categories, those are: remember (C1), understand (C2), apply (C3), analyze (C4), evaluate (C5), and create (C6). The higher-order thinking skills in the revised edition of Bloom's Taxonomy are analyze, evaluate, and create. Meanwhile, the lower order thinking skills are remember, understand, and apply. Here an example of the table of cognitive domain:

Table 1.2
The example of cognitive domain checklistable

Data	Code	Cognitive Domain					
		LOTS (Lower Order Thinking Skills)			HOTS (Higher Order Thinking Skills)		
		C 1	C 2	C 3	C 4	C 5	C 6
11. Complete the blanks with subject and object pronouns. My name is Aldo. I have two brothers. (1)_____ are both older than (2)_____. Sometimes they take me to the park and (3)_____ play football together. I like playing football with (4)_____ because they are very good. We are going to the park today. Would you like to come with (5)_____? (6)_____ can all play together. After that, (7)_____ can come to my house if (8)_____ want to. I think (9)_____ will like my dad. He is very funny and (10)_____ makes great fried bananas. Do (11)_____ like fried bananas?	11/CH.2/ Pr.1/P.13/ CT			V			

3. Data Analysis Technique

After collecting the data, the next step is analyzing the data. In analyzing the data there are six major steps:

a. Perusing

In this first step, the researcher read all the content of the course book carefully. The researcher was focus in exercises especially in reading exercises. From the contents of the book, the researcher distinguished which ones were included in reading exercises and those which were not included in reading exercises.

b. Marking in The Checklist

After finding the reading exercises, the second step is the researcher marking and listing the data of reading exercises, so that it can be seen which data will be analyzed.

c. Classifying

After giving a checklist, then the researcher grouped the reading exercises in to the types of reading exercises and identified which the reading question is included in the HOT (Higher Order Thinking).

d. Coding

In this step, the researcher has been grouped the data of reading exercises which included of type of the reading exercises. Then the data is coded according to number of data, the number of chapter, number of practice, number of page, 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.

e. Tabulating

After the researcher coded the data, the next step is tabulated. Tabulation is a creation of a table that containing the data has been coded according to the analysis carried out. The tabulation process is to divide the data code in to LOTS and HOTS based on revised Bloom's Taxonomy's theory. Checklist used as a sign to identified the cognitive domain of the data.

f. Interpreting

Interpreting is the last step of data analysis technique. This interpretation found the results of the analysis in the form of a percentage at the level of conformity related to HOTS. These results were found to answer research questions related to the most dominant of HOTS in reading exercises. For this stage, the calculation of data as explained in Chapter 4 later was used as the basis of conclusion. The researcher used table form to analyze the distribution of the higher order thinking skill

and clustered the reading questions into the type of reading exercises. The researcher formed the reading exercises into patterns in term of type of reading exercises, aim of exercises, presence of example, relevance with the distribution of the higher order thinking skill; analyze, evaluate, create. The reading questions are grouped based on their skill in order to know how the type of higher order thinking questions from each skill is. Finally, the researcher interprets the result of the data analysis by describing qualitatively.

G. Graduating Paper Outline

The researcher discusses the research into the structure as below:

Chapter I presents the introduction, which consists of background of the problem, research questions, objectives and significance of the research, operational definitions, review of relevant studies, research method which consists of type of research, sources of data, technique of collecting data and technique of analyzing data, and graduating paper online.

Chapter II presents the theoretical basis of the analysis of reading exercises which is divided into several sub chapters. First, the definition of reading exercises which is also consist of subs topics including: definition of reading exercises, type of text, group of reading exercises, and type of reading exercises. Second, the definition of textbook, the role of textbook, and function of textbook. Third, higher order thinking skills that included the definition of HOTS based on Blooms taxonomy revision, six levels of cognitive domain and types of higher order thinking skill.

Chapter III presents the profile of the book include identity of the book and structure of the book.

Chapter IV contains the finding and discussion of data which includes; general description of English text book "Practice Your English Competence" course book for 7th grades of Junior High School, the type of reading exercises in the course book and HOTS in reading exercises in English course book

"Practice Your English Competence" course book for 7th grades of Junior High School.

        Chapter V contains conclusion and suggestion.

CHAPTER II

THEORITICAL REVIEW

A. Reading Exercises

1. Definition of Reading

Reading material is arguably the most important component that will shape and seize the teaching and learning process. A good reading material has to promote lively interaction between students and teachers as well as among students themselves to accomplish a communicative language learning process and also to stimulated student critical thinking. Reading is deemed to be difficult for students in the language learning. Reading is an activity in which readers respond to and make sense of a text being read which is connected to their prior knowledge (Spratt et al., 2005: 21). As reading is included in learning, the readers try to grasp the texts being read by interpreting, synthesizing, evaluating, and selecting the important information. Through reading, the students are able to use the information in the text, to understand the sentences, utterances, paragraph, evaluate the written ideas, and apply the ideas to actual situations.

According to Harmer (2002: 199) reading is called receptive skills and these skills basically are the ways in which people extract meaning. Also Howard (2006: 1) argue that reading is, as communicative as any other form of language". In other words, in reading, there is an interaction between the writer and the readers through the texts. The writer tries to encode the messages to the readers. Then the readers try to decode the messages that sent by the writer. Reading is the instantaneous recognition of various written symbols, simultaneous association of these symbols with existing knowledge. Moreover, Grabe (2009: 15) suggested that reading is the strategic process in that a number of the skills and processes used in reading call for effort on the part of the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair

comprehension breakdowns, and match comprehension output to the reader goals. Through reading, the students are able to use the information in the text, to understand the sentences, utterences, paragraph, evaluate the written ideas, and apply the ideas to actual situations.

Based on Grellet (1986 : 14) there there are about 4 kinds of reading exercise. Those kinds of reading exercise are; inferring the meaning of unknown elements, understanding relations within the sentences, linking sentences and ideas, and predicting by guessing what is to come next. Grellet (1986 : 5) added that to develop many skills in the reading skill, several types of exercise can be used such as the question about the function of the passage, the general organization, the cohesive devices, the implied fact, the deduced meaning, and the evaluation. Reading involved active process of making meaning. Consequently, the reader not expect to make meaning of a particular text in the same way. According to those explanations, reading is an important skill to learn which needs an active thinking process from the reader to get meaning about the text. It means that to be a good reader have to have a good thinking. If the students have a good critical thinking, they could have a good result in the reading activity because they know what the writer purpose in writing the reading text and the meaning of the text itself.

2. **Type of Text**

According to Anderson & Anderson (1997: 1), based on generic structure and language function dominantly used, texts are divided into several forms. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. These variants are referred to as genres:

a. Narrative Text

The purpose of narrative text is to amuse the readers or entertain them and tell a story. Orientation, complication, resolution and reorientation are generic structures. Past tense, action verbs, and chronological arrangements are dominant language characteristics.

b. Recount Text

The purpose of recount text is to retell and tell a series of past events about something that happened in the past. Orientation, events and reorientation are generic constructs. Typically, language characteristics are past tense, verb of action and adjective.

c. Descriptive Text

The purpose of descriptive text is to describe in detail a specific person, place or object. Identification and description are the dominant generic structures. Language characteristics include simple present tense, verb of action, adverb and special technical terms.

d. Report Text

The purpose of report text is to present data about something. General recognition and definition are generic frameworks. Language features, using conditional logical relation and simple present tense, add a group or general aspect.

e. Explanation Text

The purpose of the explanation text is to clarify the mechanism involved in the development or functioning of natural or socio-cultural phenomena. General argument, description and closing are generic frameworks. Simple present tense, action verb, passive voice, noun phrase, adverbial phrase, technical words, general and abstract noun, and conjunctions of time and cause-effect are used by dominant language characteristics.

f. Analytical Exposition Text

The purpose of analytical exposition text is to show the readers that the significant case is something. Thesis, statement and reiteration or inferences are generic structures. Modal, action verb, thinking verbs, adverbs, adjective, technical terms, general and abstract noun and connective transition are used for language characteristics.

g. Hortatory Exposition Text

The purpose of the hortatory exposition text is to convince readers to do or not do anything. The thesis, arguments and guidelines are generic constructs. Simple present tense, modals, action verbs, thought verbs, adverbs, adjectives, technical words, general and abstract nouns and connections/ transition are used as dominant language features.

h. Procedure Text

The purpose of the procedure text is to assist readers in creating or doing something entirely. Generic structures, materials/ equipment and steps/ methods are objectives/ objectives. Key language characteristics are simple present, imperative expression, advert and technical words.

i. Discussion Text

The purpose of the discussion text is to present in more than one part of the matter knowledge and views on matters. Generic frameworks are question, case for and against, and conclusion. Simple present, verb to be related to, thought verb, general and abstract noun, conjuncture transition, modality and adverb of the manner use the dominant language features.

j. Review Text

The purpose of the review text is to criticize or assess a public audience for an art work or event. Testing, evaluation, interpretive reporting, evaluation and assessment sums are the dominant of generic frameworks. Relevant participants concentrate on dominant language features by applying adjective, long and complex clauses and metaphor.

k. Anecdote Text

The purpose of anecdote text is to share with others an account of an unusual or amusing incident. Generic structures are abstract, orientation, crisis, reaction and coda. Language features are using

exclamations, rhetorical question or intensifiers, material process and temporal conjunctions.

l. Spoof Text

The purpose of spoof text is to tell an event with a humorous twist and entertain the readers. Generic structures are orientation, events and twist. Dominant language features are using past tense, action verb, adverb and chronologically arranged.

m. News Item Text

The purpose of news item text is to inform readers about event of the day which are considered newsworthy or important. Dominant generic structures are short, telegraphic information about story captured in headline, using action verb, saying verbs and adverbs of time, place and manner.

3. Group of Reading Exercises

Exercises is very important in teaching learning process. According to Kozak (2011: 7) stated that the aimed of exercises is to teach receptive skills needed so that detailed reading comprehension can be divided into several groups depending on the goals to be achieved. He pointed out that the practice is close to the learning objectives to be achieved. He also stated that there are three groups in reading exercises, namely pre-reading exercises, while-reading exercises, and post-reading exercises.

a. Pre-reading Exercise

While doing pre-reading exercise the students should see all the tasks before reading the text. The following questions may be used:

1) Can you guess what the text is about judging by the title?

2) What do you think the following names, figure or dates (if there are any) have to do with the story?

3) What do you know or what have you heard about the subject you are going to read about?

b. While-reading exercise

The next group of exercise aims to teach the students to extract specific information. These are while-reading exercise:

1) The students should scan the text to extract the information which the tasks demand. They do not have to pay attention to the parts of the text they do not understand.

2) Previewing for the topic. Ask the students to read the first sentence of each paragraph and the last sentence of the passage and guess what the text is about, or what the general idea is.

3) The teacher offers some statements and the students are to find out if they are false of true.

4) The students may be given some questions to answer.

c. Post-reading Exercise

These exercises are more concerned with summing up the content of the text, investigation into the writer's opinion and may entail some kind of follow up-task related to the text. Here you can use the following tasks:

1) Find the most important sentence in each paragraph.

2) Match each sentence of the jumbled summary with the correct paragraph.

3) Use your imagination and write your end of the story.

4) Express your attitude to the story, etc.

5) What is your attitude to the story? Write a letter to the editor.

6) Organize a press conference.

4. **Types of Reading Exercises**

Learning English is to develop four language skills; listening, reading, writing, and speaking. And they must be supported by appropriate exercise. According to J.B Heaton (1975), kinds of reading exercises are:

a. Matching Test

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. This item tests are used to develop word recognition tests.

b. True/ False Reading Test

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 to answer the question.

2) Long-answer question

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

B. Textbook

1. Definition of Textbook

There are many sources that can support the achievement of critical thinking. A good reading material has to promote lively interaction between students and teachers as well as among students themselves to

accomplish a communicative language learning process. Textbook is the most frequently used educational materials in the classroom. A textbook is usually seen an aid to teaching. Brown (2001: 141) noted that textbooks are one type of texts, a book for use in an educational curriculum. Related to Richards (2001 : 254) textbooks are used in different ways in language program. For example, a reading textbook might be the basis for a course on reading skill, providing both set of reading texts and exercises for skills practice.odify textbook materials. Celce and Murcia (2001) argued that a textbook is categorized good if it is viewed from the whole aspects of the textbook. A textbook is good if the subject matter covers variety of topics which are suitable with the curriculum, the ordering of materials are arranged in logical form; the content grade are appropriate with the students' need, the materials are accurate and up to date and stimulate students critical thinking.

One of the textbooks published for Junior High School students in Indonesia is "*Practice Your English"* Course book for 7th grade of Junior High School. It is published by Erlangga in 2016 which is based on 2013 Curriculum new Revision. *Practice Your English* covers the skills of listening, writing, reading, grammar, vocabulary, and speaking. It provides students with all those skills integrated into every activity and enables the students to practice the language. The sections in every unit in the textbook are a lot of reading exercises listening and speaking activities, written activities, and etc.

2. **The Role of Textbook**

As the learning source, textbooks have several roles in the teaching and learning process. In many situations, the textbooks provide the material in balanced skill competence and its exercises. According to Cunningsworth (2004), a textbook or course book has multiple role in ELT as follow:

a. A resource for presentation material (spoken and written)

b. source of activities for learner practice and communicative interaction

c. A reference source for learners on grammar, vocabulary, pronunciation, etc.

d. A source of stimulation and ideas for classroom language activities

e. A syllabus (where they reflect learning objectives which have already been determined)

f. A resource for self-directed learning or self-access work

g. A support for less experienced teachers who have yet to gain in confidence

Although textbooks play a significant role in learning, textbook is not the only guiding factor for successful learning in fact. The integration of the teacher and textbooks will deeply influence the achievement of teacher objectives and the students' requirements to learn a certain content. The teacher's balance with the textbook clarifies and simplifies the transmission of learning goals.

3. **The Function of Textbook**

In the teaching and learning process textbooks are very important because can help teachers in providing teaching materials as stated by Chandran (2003). Textbooks are guidelines and provide guidance to teachers about what students should learn and what students want to learn. The statement from Chandran is also in line with that Cunningsworth. According to him, the functions and roles of various textbooks consist of:

a. As presentation material.

b. Activities for implementation and interaction that can be understood.

c. As reference material.

d. As a syllabus.

e. As material for independent learning.

f. As a help for the teacher in implementing the curriculum.

The inference can be drawn that textbooks are sources and instructional content for classroom teaching and learning. Textbooks will assist teachers in designing and planning instructional materials. Whereas,

textbooks will help students understand how much the subject has been learned and how much they have learned.

4. The Advantages of Good Textbook

There are several advantages of textbooks, namely helping the process of independent learning, easy to carry, more varied, increase understanding. Textbooks have a large influence on learning outcomes so teachers must be more selective in choosing textbooks. According to Penny Ur (2009) a good textbook has several advantages as follows:

a. Clear layout.

b. Interesting themes and tasks.

c. Various themes and tasks.

d. Clear instructions.

e. Systematic syllabus.

f. The contents are arranged clearly and are graded or arranged based on complexity.

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." In addition, Harmer also explained that a good textbook is a textbook that helps relieve teachers from the difficulties of teaching material for each class." From the explanation above, it can be concluded that the advantages of a good textbook vary. Textbooks must be suitable for learning objectives, interesting in layout, and include all four basic English skills in various forms of content and practice.

C. Higher Order Thinking Skills

1. The Definition of Higher Order Thinking Skills

Thinking is mental processes which leads individual to clear obscurities, settle confusion, answer questions, define problems, describe items, recall information, analyze, combine and synthesize, evaluate and judge, make decisions and assign goals. One of the most well- known thinking taxonomies in education is Bloom's taxonomy. Reading exercises

usually use HOTS strategies to improve their abilities in thinking. Thus, good readers use higher order thinking strategies to think about, and control their reading before, during, and after reading a selection. Higher order skills include analysis, synthesis, and evaluation and require mastery of previous levels, such as applying routine rules to familiar or novel problems (McDavitt,1993). HOTS involves the transformation of information and ideas. This transformation occurs when students analyze ,combine facts and ideas and synthesize, generalize, explain, or arrive of some conclusion or interpretation. Manipulating information and ideas through these processes allows students to solve problems, gain understanding and discover new meaning (Tomei, 2005).

The current study will use Bloom's taxonomy to analyze the activities in the textbook Master Class. Blooms taxonomy is one of most well known taxonomy in the educational field which defines the learning objectives. The taxonomy is devided into three main domains; cognitive, affective and psycomotor domain. It is a general taxonomy that describes six levels for examining the fulfillment of the goals of learners' cognitive domains: knowledge, comprehension, application, analysis, synthesis, and evaluation. In the mid – nineties Lorin Anderson, a former student of Bloom revised the cognitive domain in the learning taxonomy and made some changes; the two most prominent ones are: changing the names in the six categories from noun to verb forms, and slightly rearranging them. However, The modifications which were done by Lorin Anderson do not change the core of the Bloom's cognitive levels. All evolve around the same cognitive thinking skills.

2. **The Six Levels of The Cognitive Domain in Bloom's**

Bloom et al. (1956) define the six levels of the cognitive domain in Bloom's taxonomy as follows:

a. Knowledge represents the lowest level of learning outcomes in the cognitive domain. It is defined as remembering previously learned material ranging from specific facts to complete theories. This level

involves remembering material without any additional thinking processes.

b. Comprehension is the ability to grasp the meaning of material. This level involves translating material from one form to another such as words to numbers, interpreting material by explaining or summarizing, or predicting consequences or effects. Comprehension represents the next level after memorizing material and is the lowest level of understanding material.

c. Application is the ability to use learned material in new and concrete situations. This includes applying rules, methods, concepts, principles, laws, and theories in appropriate situations. Learning outcomes at the application level require a higher level of understanding than those at the level of comprehension.

d. Analysis is the ability to break down material into its component parts in order to understand its organizational structure. This Analysis involves identifying parts, analyzing the relationship between parts, and recognizing the organizational principles involved. Analysis requires an understanding of both the content and the structural form of the material, and therefore learning outcomes using analysis constitute a higher level of thinking than comprehension and application.

e. Synthesis is the ability to assemble components together to form a new whole. This involves the production of unique communication, a plan of operation such as a research proposal, or a scheme for classifying information such as a set of abstract relations. Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structure.

f. Evaluation involves the ability to judge the value of material for a given purpose, based on definite criteria determined by students or teachers. These criteria may be internal organizational criteria, or external criteria that are relevant to the objectives. The category of evaluation involves

thinking processes from all the previous ones and is therefore the highest in the hierarchy of thinking processes.

Additionally, if using the revised taxonomy, we turn to ways to assess students abilities in the higher order thinking skill to; analyze, evaluate, and create. Moreover, Brookhart (2010: 42) states that, in general, any cognitive behavior that involves more than rote memorization or recall is considered to be higher-level cognitive behavior. Consequently, the rest level of taxonomies that ask the students to carry out thinking and reasoning process more complex than memorization are included in the higher order thinking level of cognitive domains in Bloom's taxonomy.

3. Lower Order Thinking in Revised Bloom's Taxonomy

There are three types of Lower Order Thinking Skill in The Revised Bloom's Taxonomy Bloom's looks like:

a. Remember

Remember level is the type of questions to memorize and recall terms, facts and details without necessarily understanding the concept. The keywords of this level are: memorize, define, identify, repeat, recall, state, write, list and name. Based on Allen (2013) there are some examples of questions:

- What is …?
- How is …?
- Where is …?
- When did _____ happen?
- How did _____ happen?
- How would you explain …?
- How would you describe …?
- What do you recall …?
- How would you show …?
- Who (what) were the main …?
- What are three …?
- What is the definition of...?

b. Understand

Understand level is the type of questions to explaining 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. There are some examples of questions:

• How would you classify the type of …?

• How would you compare …? contrast …?

• How would you rephrase the meaning …?

• What facts or ideas show …?

• What is the main idea of …?

• Which statements support …?

• How can you explain what is meant …?

• What can you say about …?

• Which is the best answer …?

• How would you summarize …?

c. Apply

Apply questions encourage students to apply or transfer learning to their own life or to a context different than one in which it was learned. The keywords of this level are: apply, compare, contrast, demonstrate, examine, relate, solve and use. There are the example questions:

• How would you use …?

• What examples can you find to …?

• How would you solve _____ using what you have learned …?

• How would you organize _____ to show …?

• How would you show your understanding of …?

• What approach would you use to …?

• How would you apply what you learned to develop …?

• What other way would you plan to …?

• What would result if …?

• How can you make use of the facts to …?

• What elements would you choose to change …?

• What facts would you select to show …?

4. **Higher Order Thinking in Revised Bloom's Taxonomy**

The Higher Order Thinking Skill in The Revised Bloom's Taxonomy Bloom's looks like:

a. Analyze

Analyze level means breaking apart the information into the smaller ideas and determining the relation of those ideas. In this stage students could break material into parts and see how they related (differentiate, organize, attribute). According to Anderson& Krathwohl (2001), analyzed including examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. Several verb usually appear such as create, develop, merge, break down, categorize, distinguish, compare and etc. There are cue questions based on Blooms' Taxonomy in Allen (2013) of critical thinking:

1) What are the parts or features of …?

2) How is _____ related to …?

3) Why do you think …?

4) What is the theme …?

5) What motive is there …?

6) What conclusions can you draw …?

7) How would you classify …?

8) How can you identify the different parts …?

9) What evidence can you find …?

10) What is the relationship between …?

11) How can you make a distinction between …?

12) What is the function of …?

13) What ideas justify …?

b. Evaluate

Evaluate level includes checking and critiquing the value of material based on criteria and combining elements into a whole. It mean that students able for making judgments about the merits of ideas, materials, or phenomena based on criteria. Several verb usually appear such as integrate, organize, relate, combine, construct, design. There are cue questions based on Blooms' Taxonomy of critical thinking:

1) Why do you agree with the actions? The outcomes?

2) What is your opinion of …? (Must explain why)

3) How would you prove …? disprove …?

4) How can you assess the value or importance of …?

5) What would you recommend …?

6) How would you rate or evaluate the …?

7) What choice would you have made …?

8) How would you prioritize …?

9) What details would you use to support the view …?

10) Why was it better than …?

c. Create

Create level involves generating, planning, and producing the new structure from the disparate elements. Related Verbs such as judge, assess, value, appraise and etc. In this stage students are able to putting ideas together to form a new and different whole from the source reading. There are cue questions based on Blooms' Taxonomy of critical thinking:

1) What changes would you make to solve …?

2) How would you improve …?

3) What would happen if …?

4) How can you elaborate on the reason …?

5) What alternative can you propose …?

6) How can you invent …?

7) How would you adapt _____ to create a different …?

8) How could you change (modify) the plot (plan) …?

9) What could be done to minimize (maximize) …?

10) What way would you design …?

11) What could be combined to improve (change) …?

12) How would you test or formulate a theory for …?

13) What would you predict as the outcome of ...?

14) How can a model be constructed that would change …?

15) What is an original way for the …?

Based on Brookhart (2010 : 3) there are three categories about definition of the high order thinking, (1) those that define higher-order thinking in terms of *transfer*, the first category is the higher-order thinking in terms of transfer. Brookhart believes that, "The teaching goal behind any of the cognitive taxonomies is equipping students to be able to do transfer. (2) those that define it in terms of *critical thinking*, Brookhart explains that, In this case, "being able to think" means students can apply wise judgment or produce a reasoned critique. (3) those that define it interms of *problem solving*. Brookhart (2010 : 7) stated that, "A problem is a goal that cannot be met with a memorized solution." It means that lower order thinking which forces the students to recall may not help the students in solving the problem.

Picture 2.1

The Difference between Original Taxonomy and Revised Taxonomy
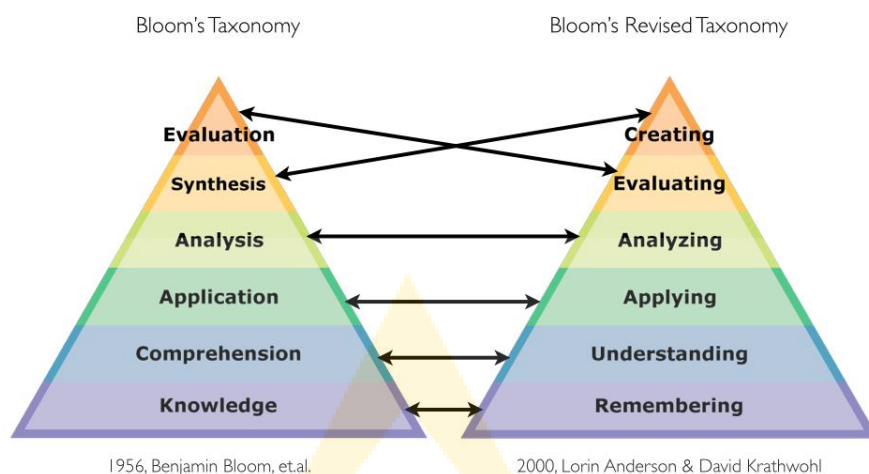
From those explanations about the higher order thinking skills in the revised edition of Bloom's Taxonomy above, we can conclude that all of the higher order thinking skills or the three top end skills of the Bloom's taxonomy; analyze, evaluate, and create.

5. **Higher Order Thinking Skills in Reading Exercises**

As one of the four basic language skills, reading is considered as the complex skill among those four skills because of many specific abilities that the reader needs to do in the reading activity. Higher order thinking skill consists of the three top ends of Bloom's taxonomy, analyze, evaluate, and create. According to Simanjuntak (2018 : 79), she argued that critical thinking enables one to work out reading texts by generalizing and interpreting, analyzing according to prior or world knowledge and synthesizing. The students who already have the higher order thinking skills should be able to examine assumptions and values, evaluate evidence, and present the conclusions about the reading exercises. It means that the higher order thinking skill in the reading exercises require the students to use their thinking skill in more complicated process.

In assessing higher order thinking level in reading exercises, mostly essay items require the students to relate their understanding of a topic in the text, make up their thinking, and show it through written text. The questions which involve into the higher order thinking level are usually the essay questions which contain the analyze, evaluate, and create skill. Those questions mostly contain words like distinguish, determine, relate, solve, and many others, which need students critical thinking in answering those questions.

Based on the definition above, the level of higher order thinking skills in reading exercise are analyze, evaluate, and create. The type of the exercises is essay question, because it's can increase the student's critical thinking.

D. The General Concept of 2013 Curricullum

Curriculum is used as the guidance of the implementation of learning activities to develop a learning system. 2013 curriculum follows learning which teachers do (taught curriculum) in the form of process which is developed in the form of learning activities in school, class, and society. And students' direct learning experiences fit to background, characteristic, and students' initial capability. Direct learning experiences of individual student become the result for themselves, while students' learning outcomes become the curriculum outcomes. 2013 curriculum is designed by the following characteristics:

1. Developing the balances between spiritual and social developed attitude, curiousity, creativity, cooperation with intellectual skill and psychomotor.

2. School is part of society which gives planned learning experience where students apply what they learn in school into society and make it useful as learning sources.

3. Developing attitude, knowledge, and skill also applying it in any situations in school and society.

4. Giving free time to develop attitudes, knowledge, and skills.

5. Competence is expressed in the form of core competence which is detailed more in subject basic competence.

6. Class core competences become organizing elements basic competence, where all basic competences and learning process are developed to achieve core competences.

7. Basic competences are developed based on the accumulative principle, mutually reinforce and enrich inter subjects and education level.

Based on Permendikbud Nomor 70 Tahun 2013, 2013 curriculum aims to prepare Indonesian people to have life skill as individual and citizen who have believe, productive, creative, innovative, and affective, and can contribute in society life, state and nation, and world civilization. 2013 curriculum uses two components of competences; they are core competence and basic competence. Core competences are description about principal competence which is grouped attitude, knowledge, and psychomotoric aspects that must be learned by students in every school level, class, and subject. Basic competence are content or competence which consists of attitude, knowledge, and skill which are sourced by core competence that must be mastered by students.

CHAPTER III

PROFILE OF THE BOOK

A. Identity of The Book

Picture 3.1

Cover of The Book
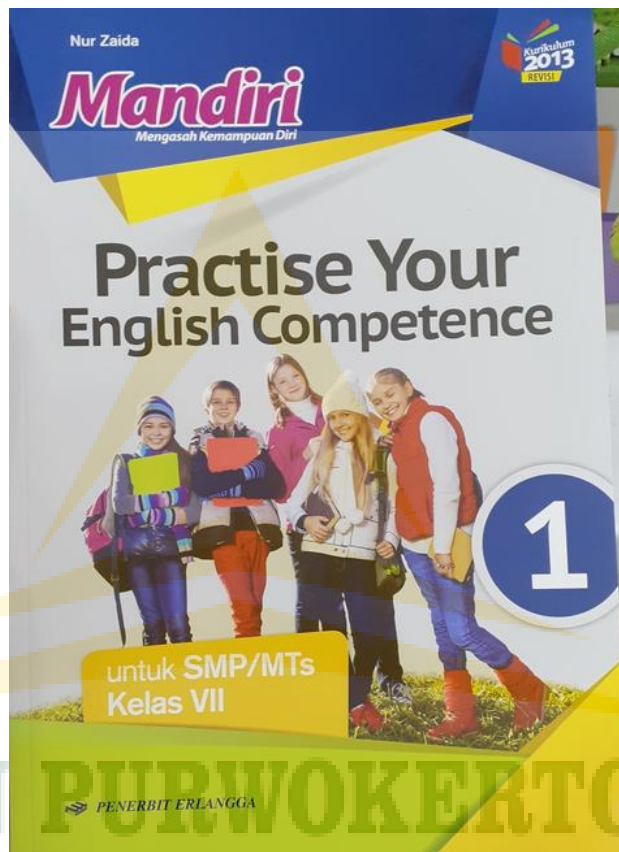
    "Practice Your English Competence" is the title of English course book that is analyzed by the researcher. The author of the course book is Nur Zaida. The editors of the course book are Yuniar Widiastuti, E. Tiyas Utami and Dwi Wahyu Priyanto. Furthermore, the course book is published by *Erlangga* Publisher in 2016. This course book is created for Junior High School and MTs grade VII. The course book facilitates the students to learn in all four basics English skills; listening, reading, speaking and writing, also the language components, grammar and vocabulary. Additionally, this course book employs the newest 2013 curriculum of English subject. There are 7 chapters,

in every chapter has different themes and topics to learn for the students. Those themes are related with the subject or material that will be learnt by the students. Moreover, there are many exercises that include in "Practice Your English Competence" an English course book. Those exercises practice all the four basic language skills, listening, reading, speaking and writing and the language components, grammar and vocabulary. However, this study is limited only on the reading exercises that also includes in "*Practice Your English Competence*" an English course book. The following table explains the distribution of the reading exercises in "*Practice Your English Competence*" an English course book:

Table 3.1

The Distribution of Reading Exercises

Chapter	Theme	The Exercises in Every Chapter	The Reading Exercises
1	Greetings, Leave-taking, Thanking, Apologizing	- Practice 1 : 5 exercises - Practice 2 : 5 exercises - Practice 3 : 40 exercises	10 exercises
2	Introduction	- Practice 1 : 11 exercises - Practice 2 : 6 exercises - Practice 3 : 5 exercises - Practice 4 : 40 exercises	19 exercises
3	Telling Time, Days, and Month	- Practice 1 : 9 exercises - Practice 2 : 40 exercises	29 exercises
4	Things Around Me	- Practice 1 : 20 exercises - Practice 2 : 10 exercises - Practice 3 : 16 exercises - Practice 4 : 40 Exercises	31 exercises
5	Lovely Things	- Practice 1 : 3 exercises - Practice 2 : 10 exercises - Practice 3 : 40 exercises	10 exercises
6	What Do Usually Do?	- Practice 1 : 20 exercises - Practice 2 : 40 exercises	24 exercises
7	Descriptive Texts	- Practice 1 : 5 exercises - Practice 2 : 5 exercises - Practice 3 : 40 exercises	42 exercises
TOTAL		**410 exercises**	**165 exercises**

The table above shows that there are 410 exercises that practice all the four basic language skill and the language components in the course book while 165 exercises practice the reading skill. However, 165 exercises come out with the exercises; *Short-Answer Questions, Long-Answer Questions, True or False Questions, Matching Item Tests, Multiple Choice, and Completion Item Tests*. It can be said that the distribution of reading exercises in "*Practice Your English Competence"* course book is the highest if it is compared to the other test types of exercises in the course book.

B. Structure of The Book

"*Practice Your English Competence"* course book for 7th grade in Junior High School consists of 74 pages. There are 7 chapters contained in this course book for the first and second semesters. Each chapter has a specific theme. The distribution can be seen below:

Chapter 1 Greetings, Leave-taking, Thanking, Apologizing

Chapter 2 Introduction

Chapter 3 Telling Time, Days and Months

Chapter 4 Things Around Me

Chapter 5 Lovely Things

Chapter 6 What DO You Usually Do?

Chapter 7 Descriptive Texts

In this course book, there are little bit materials and various exercises which are arranged according to the themes in each chapter. The contents in this course book are shown in several sections: Learning Objectives, Summary, and Practice. In the last page of this course book there were vocabulary list with the meaning in Indonesian start from chapter 1 until chapter 7. The vocabulary list is presented to add and enrich students' vocabulary. The words in this section are taken from the list are considered as new words for students.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

After describing the steps and procedures in chapter three, in this chapter explains the types of the reading text and cognitive domain there are lower order thinking and higher order thinking based on Bloom's taxonomy theory. In this chapter revealed the research analysis and result. The analysis and its result were answered the research problems which stated in the first chapter of this study, that is 'How is the compatibility reading exercises in "Practice your English Competence" course book for 7th grade in Junior High School referring to Higher Order Thinking Skill?'.

There were 165 reading exercises totally analyzed by the researcher in this research. The content analysis checklist which was checked several times by the researcher for evaluating the exercises in "Practice Your English Competence" Course Book for the 7th Grade of Junior High School of 2013 Edited Curriculum Revision, Publish by Erlangga in 2016. There were 7 chapters in the course book. Every chapter has different themes and topics to learn for the students. Those themes are related with the syllabus of the curriculum 2013. Moreover, there are many exercises that included in the "Practice Your English Competence" Course Book for the 7th Grade of Junior High School. Those exercise practice all the four basic language skills, listening, speaking, reading, and writing, and the language components, grammar and vocabulary. This research focused only on the reading exercises. The reading skill in this book contains some kinds of the reading exercises. Most of reading text appears in this book is descriptive text. The practice exercises components were checked several times by the researcher, adjusting with the standard of Higher Order Thinking Skills. To clarify the procedure of data analysis, the writer divided it into several classification items that will be analyzed. The classification starts from analysis of exercises content, the appropriate component of the exercises by analyzing one by one kind of multiple choices, arrangement test, fill in the blanks test and etc.

The analysis of this research gained by documentary was employed to find out the objective of study. The results from the analysis checklist, and document were described by the researcher in forms of words and descriptions as this research was a qualitative study. The researcher described data which had been gotten from some of data collection technique. The data were obtained from documentation. According to the observation which had been done by the researcher during the research, the researcher found some findings.

A. **Type of Reading Exercises in Course Book "Practice your English Competence" for 7th Grade in Junior High School**

This section discussed about the type of reading exercises in this course book. The data is classified into five categories of reading exercises based on J. Heaton that are matching test, true/false: multiple choices and completion test and short or long answer question. The researcher explained about matching test, multiple choice and completion text, because in this course book the researcher found the type of reading exercises are completion text and multiple choice. The type of short and long answer included in multiple choice or essay. Short and long answer question is a type of reading question which need how long the time for student need to answer the question. Short-answer question is a reading test that the students spend 3-5 minutes to answer the question and Long-answer question is a reading test that the students spend 7-10 minutes to answer the question. The example of Short-answer question is completion text.

1. Matching Test

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. According to J.B Heaton (1975), 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. This item tests are

used to develop word recognition tests. The model of matching item types based on the explanation above in this course book is not found. The researcher found the similarity model in this course book, but that exercises not included in matching test. Here an example about the types of reading exercises which have a similarity with matching test:

Table 4.1
An example of the similarity matching test of reading exercises in this course book.

Data	Code	Explanations
1. Choose the correct words to complete the text below. 	1/CH.1/Pr.2/P.4/CT/C3	The type of the exercises is essay questions because the student must be able to write the answer. The model of the exercises is similar to matching test because there are two columns. That statement relevant with the meaning of matching test *"Matching test is a form of test which consists of two parallel columns where each column contains descriptions, information, and statements".* Based on J.B Heaton the items in the first column are called the premises and the answers in the second column are the responses. Although the column relevant with that theory, but the exercises is not matching test

		because there is a blank words in the text and the other column showed the answer for the blank words it's like a completion test. Additionally, the questions instruction of the exercises is *"Choose the correct words to complete the text below"* the keywords of the question are <u>choose</u> and <u>complete the text</u>. So, that more the aim of the exercise is to know students understanding about how to express apologies and thanks. This exercise is about expressions of thanks and apology. It is relevant with English basic competence of 2013 curriculum.

The table above showed the example about the similar of matching test questions in reading exercises included the explanations. The position of that question there were in chapter 1 practice 2 pages 4 in the course book. Although that reading exercises similar with matching test and the table showed two columns, but that is not a matching test because there were blank in the text. Based on the data obtained by researchers, this finding is not based on J.B Heaton's theory because there is no suitable matching test item of the reading exercises in this course book that matched with the characteristics and descriptions contained in the theory.
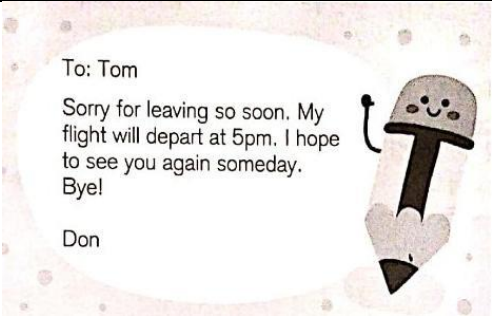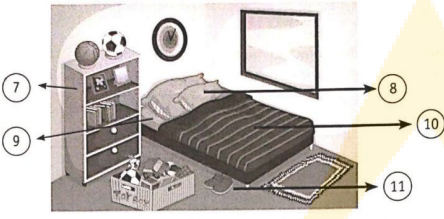
2. Multiple Choices

Multiple choices is a type of reading question asked student to choose the correct answer from 3 or 4 proposed answers. Arikunto (2013:183) stated that, multiple choices consist of information part (stem) and the part of the possible answers or alternatives (option). The options of multiple choices in Junior High School there are four options it is A, B, C, and D. Multiple choice is a type of questionnaire/survey question that provides respondents with multiple answer options. Sometimes called objective response questions, it requires respondents to select only correct answers from the choice options. Multiple choices are mostly used in educational testing, customer reviews, market research, elections, etc. Although they take different forms depending on their purpose, they have the same structure. In this course book the majority exercises is multiple choice.

Multiple choice of reading exercises in this course book there are 156 exercises. In this course book there are several types of multiple choices. First, there is a reading text that can answer more than 1 question number, then below the question and answer choices. Second, there is a picture then below there are questions and answer choices. third, the arrange the sentences model in which there is a word sequence and then students are asked to sort the unordered words into sequences and there are answer choices. There is also a model of completion text, but there are answer choices so that it enters multiple choices instead of completion text. Here some examples of the kind of multiple choices in this course book:

Table 4.2
The example of multiple choices in reading exercises.

Data	Code	Explanations
The following text is for questions 31 and 32	8/CH. 1/Pr.3 /P.9/ MC	The type of the reading exercises is multiple choice related to Arikunto (2013:183) stated that, multiple choices consist of information part (stem)

To: Tom

Sorry for leaving so soon. My flight will depart at 5pm. I hope to see you again someday. Bye!

Don

Don writes the text for….

A. Meeting again someday
B. Departing at 5 pm
C. Leaving the flight
D. Saying goodbye

and the part of the possible answers or alternatives (option). There were 4 options for Junior High School student level those are A, B, C, and D. the model of the exercises, the student presented with a reading text in the form of letters, then students answer according to the questions and cross the correct answers to the answer choices that have been presented. The aim of the exercises is for understand about the purpose and meaning of the letter for based on the text. The discussion about the letter texts relevant with English basic competence of 2013 curriculum at 7th grade of Junior High School.

For questions 38 to 40, choose the correct words to complete the dialogue below.

These boys are my best friends. (38) ... names are Deny and Luqman. (39) . . . are my classmates. They are nice. I like (40) ... very much.

28/CH.2/Pr.4/P.20/MC

The exercise included in multiple choices through that has a similar model with completion test. The kind of multiple choice there were a picture, text, and also multiple choice item (A, B, C, and D). So, that relevant with Arikunto (2013:183) theory stated that, multiple choices consist of information part (stem) and the part of the

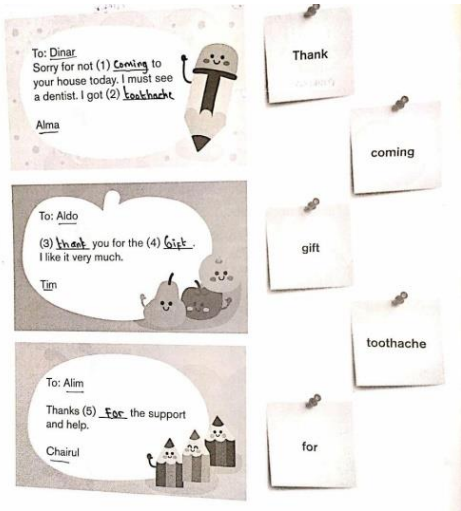|		
38. A. They ~~B. Their~~ C. Them D. Theirs		possible answers or alternatives (option). The aim of the exercise is for choose the correct answer about the using of possessive pronoun. That material on the exercises is descriptive text. It is relevant with English basic competence of 2013 curriculum.
The following text is for questions 7 to 11. What do you call it in English? A. A bookcase. B. A window. C. A box. D. A tile.	65/C H.4/Pr .4/P.3 8/MC	The type of the reading exercises is multiple choices, because there were presented an answer options in A, B, C, and D. That statement relevant with Arikunto's theory. The questions model of multiple choices is presented a picture and there were an arrow. The student must answer about the name of the things based on the picture (1 thing for 1 number). The aim of the exercises is for check about the student' vocabularies. This exercise is about described about thing around. It is relevant with English basic competence of 2013 curriculum.

The table above showed about the example of multiple choices in reading exercise. The exercises include in multiple choice because there were an options answer in that exercises and the student have to choose the best answer from four options (A, B, C, or D) through that options student only choose 1 answer for the questions. The analysis obtained the researcher in that
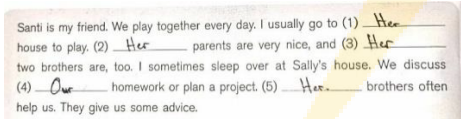
explanation is in line with J.B Heaton's theory and Arikunto's theory. The model of the multiple choice most of all used pictures, text, and also dialogue. For example in data code 8/CH.1/Pr.3/P.9/MC there were a text about short message and picture. Obtained the data which analysis through by researcher, the material in multiple choices exercises also relevance with English basic competence of 2013 curriculum.

3. Completion test

Completion test is the type of reading exercises. During completion tests, students are required to fill in the gap(s) in a lead sentence with a phrase, word, or number that best suits the context. In this case, options are not made available, and students must produce the answers themselves. This could make the task more complex than the previous tests. Completion tests are effective when testing facts and come in handy for subjects that offer less-ambiguous information. In this course book, there are two models of completion test. First, the completion test which include the choices of answer. Second, the completion test without answer, it made the student to product by themselves. Here the example of completion test which included the answer:

Table 4.3
The example of question and analysis explain of completion test

Data	Code	Explanation
Choose the correct words to complete the text below.	1/CH.1/Pr.2/P.4/CT	This exercise is about expressions of thanks and apology. The question of the exercises is "choose the correct words to complete the text below" the data showed that is included in the type of completion text question because there were a blank in a text, and the students have to complete in the blank word. The model of that exercises showed two columns. The first in the left side showed the questions and the second

		at the right side is an answer. Based on that explanations it's relevant with J.B Heaton's theory. The aim of the exercise is to know students understanding about how to express apologies and thanks. This exercise is about expressions of thanks and apology. It is relevant with English basic competence of 2013 curriculum.
Complete the blanks with possessive adjectives. Santi is my friend. We play together every day. I usually go to (1) ___Her___ house to play. (2) ___Her___ parents are very nice, and (3) ___Her___ two brothers are, too. I sometimes sleep over at Sally's house. We discuss (4) ___Our___ homework or plan a project. (5) ___Her___ brothers often help us. They give us some advice.	12/C H.2/Pr .3/P.1 4/ CT	The type of the exercise is completion test, that showed by the keyword of the question is *"complete the blanks"*. The model of the completion test without the answer options, so the student must be able to answer with her knowledge about the material. The aim of the exercise is to know the using of possessive adjectives pronoun. This exercise is introduction. It is relevant with English basic competence of 2013 curriculum.

Based on the table above, the kind of completion test in this course book there were two models. First, completion test which have an answer options in the other column like the data code 1/CH.1/Pr.2/P.4/CT also the data code 100/CH.6/Pr.1/P.53/CT, 101/CH.6/Pr.1/P.53/CT, 102/CH.6/Pr.1/P.53/CT, 103/CH.6/Pr.1/P.53/CT, 104/CH.6/Pr.2/P.55/MC which consist of answer options but there were below of the table. According to J.B Heaton's, completion test is a test items measure recall rather than recognition. In this item, the students usually supply a word or short phrase. The completion test in this course book is to supply a word or short phrase. So, that is relevant and in

line with J.B Heaton's theory. Most of completion test in this course book included in essay exercises and about the pronoun. The material in completion test of reading exercises relevance with English basic competence of 2013 curriculum. All of the explanations showed above, here the percentage from types of the reading exercises in this course book.

Table 4.4
The percentage of type of the reading exercises in the "Practice your English Competence" course book for 7th grade in Junior High School.

No	Type of Reading Exercises	Frequency	Percentage
1.	Matching Test	0	0%
2.	Multiple Choice	156	95%
3.	Completion Test	9	5%
4.	Short-answer Question	0	0 %
5.	Long-answer Question	0	0 %
TOTAL		165	100%

Based on the data obtained by researchers, there were 2 test categorized in the reading exercises. The exercises included in chapter 1 until chapter 7 based on the course book. The models of the test in this course book are multiple choices and completion test. The highest distribution of the types of reading exercises in this course book is multiple choices. In reading exercises, there were 156 exercises is multiple choice and 9 exercises is completion test. The total of reading exercises in this course book is 165 from 410 totally exercises in the course book. To develop language skills must be supported by appropriate exercise. According to J.B Heaton (1975), kinds of reading exercises are: Matching Test, True/ False Reading Test, Multiple Choice Item Tests, Completion Items, Short or Long Answer Question. It was good and in line with J.B Heaton's theory that the authors of the course book presented reading exercises in multiple choices items test and completion item test. The amount of the multiple choices is 95% and 5% for completion test. The table above shows that there are 165 exercises practice the reading skill. There were 0 matching test, 156 multiple choice, 9 completion test, 0 for short and long-answer question. It can be said that the distribution of the multiple choice exercises in the Practice Your English Competence" course book for 7th

grades of Junior High School is the highest if it is compared to the others exercises types of exercises in the course book.

B. Lower Order Thinking Skill and Higher Order Thinking Skill based on Bloom's Taxonomy Revised Edition in "Practice your English Competence" course book for 7th grade in Junior High School.

This section answers the research question 'How is the compatibility of reading exercises in *"Practice your English Competence"* course book for 7th grade in Junior High School referring to Higher Order Thinking Skill based on Bloom's Taxonomy theory revision?'. Data in the form of illustrations, sentences, reading texts, and dialogues are discussed in this section. In analyzing data with more detailed explanation, one texts are divided into some data based on its paragraph. It is because a paragraph describe about one main topic. A text can be recorded into any different dimensions in each paragraph. All the data that already divided into types of reading exercise are classified again into Bloom's taxonomy to know the exercise's cognitive domain, including Lower Order Thinking Skill (LOTS) and High Order Thinking Skill (HOTS).

Lower Order Thinking and Higher Order Thinking takes place in a hierarchy of cognitive process. According to Anderson & Krathwohl (2001), there are 6 cognitive domains in the revised edition of Bloom's taxonomy. Those six domains are divided into lower order thinking level (remember, understand, apply) and higher order thinking level (analyze, evaluate, create). Critical thinking questions that fall into the category of analyzing, evaluating and creating.

1. Lower Order Thinking Skill (LOTS) based on Bloom's Taxonomy Revision
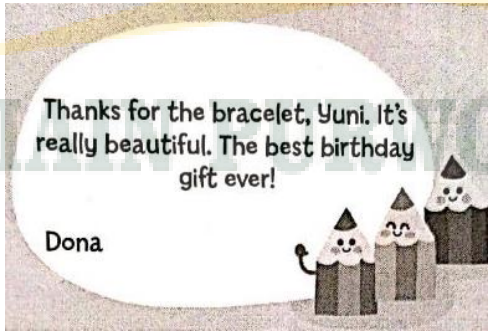
Lower-order thinking skills are reflected by the three levels in Bloom's Taxonomy: *Remembering, Understanding, and Applying.* Based on the analysis conducted by the researcher, from 165 data on reading questions the researcher found 73 questions included in the remember skill, 36 questions included in understanding skills, and 41 questions in the apply skill category. That's mean, the average of reading exercises in *"Practice your English*

Competence" course book for 7th grade in Junior High School were dominated by questions that were still included in the LOTS domain. Lower-order thinking skills are reflected by the three levels in Bloom's Taxonomy:
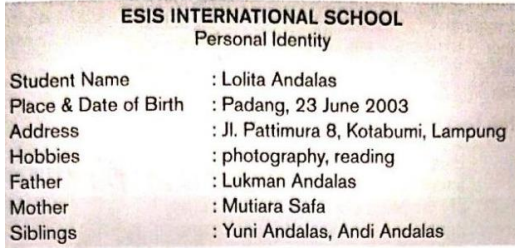
a. Remembering

Remembering (C1) is the first skill in cognitive domain that included in lower-order thinking skills. In the course book entitled "*Practice Your English Competence*" there were 73 reading question included in remembering domain. The majority questions of remember skill is multiple choice. Based on Bloom's taxonomy revision remembering skill is to remember or retrieve previously learned information. The question of remember domain are easier to found in the format of tests or practice questions because familiar and the easiest for students to answer, usually the answer to the question of remember domain is express or already in the text reading. Here the example an analysis of remember domain:

Table 4.5
The example of question and analysis explain of remembering (C1)

Data	Code	Explanation
The following text is for questions 21 to 23 Thanks for the bracelet, Yuni. It's really beautiful. The best birthday gift ever! Dona 5. Who is the text for? A. Yuni B. Dona C. Bracelet D. A birthday Party	5/CH. 1/Pr.3 /P.7/ MC	The question of the exercises is "Who is the text for?". Based on Bloom's Taxonomy revised "who" included in remember domain. So, that is relevant with Bloom's theory. Additionally, the answer from the question easy to found in the text. Because, the answer showed in the text. According to Bloom's the verb in remember skills are who, what, when, and etc. So, the question or this exercises is relevant to include in

		remembering skills. The text is about greeting card, the greeting card is about thanks giving card. Student only have to know and remember about who is the sender and who is the given. Based on that question the sender is Dona because the named of Dona there were in below and the given person is Yuni, because on the text Dona mentions Yuni. That mean, the answer question already in the text. So, that is relevance with the theory. The material in the exercises is about thanks giving card and included in thanking material which is relevance with English basic curriculum 2013 for Junior High School.
The following text is for questions 16-20 **ESIS INTERNATIONAL SCHOOL** Personal Identity Student Name : Lolita Andalas Place & Date of Birth : Padang, 23 June 2003 Address : Jl. Pattimura 8, Kotabumi, Lampung Hobbies : photography, reading Father : Lukman Andalas Mother : Mutiara Safa Siblings : Yuni Andalas, Andi Andalas Where was she born? A. Jl. Pattimura 8, Kotabumi B. Photography and reading C. Lolita Andalas	14/CH.2/Pr.4/P.17/MC	The type of exercises is multiple choices relevant with J.B Heaton's theory because there were an options answer (A, B, C, and D). The student can choose the correct answer through the options based on the questions. The question is "Where was she born?" Based on Bloom's taxonomy, the verb of

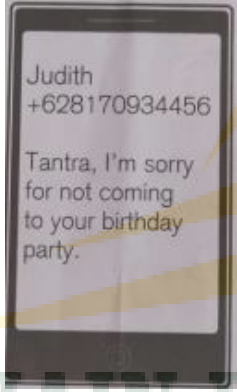|		
D. Padang		"where" is included in remembering skills of cognitive domain. The question need the student for know where is she born based on the text. The answer already on the text, so that didn't need a critical thinking. Student can read the text carefully for answer the question. The question not take the time too much, it's mean to answer the question we need a quick time. So, the question is remembering skills and relevant with Bloom's Taxonomy Revised theory. The kind of the text is personal identity and included in introduction material that relevant with English basic curriculum 2013 in Junior High School.
What is her address? A. Lolita Andalas B. 23 June 2002 C. Photography and reading D. Jl. Pattimura 8, Kotabumi, Lampung	15/C H.2/Pr .4/P.1 7/MC	The aim of the question is student know the address of her (based on the text). That question didn't need a critical thinking because the answer already in the text. Student only remember about what their read in the text. According to Bloom's Taxonomy Revised, "what, who, where,

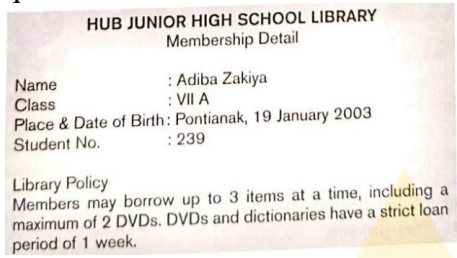|		and when" included in remembering skills of cognitive domain. So, that the reason why the question "what is her address" included in remembering skills and that is relevant with the theory. The text is about personal identity and included in introduction material, which is relevant with English basic curriculum 2013.

The table above showed the example of remembering skills, in this course book the researcher found the remembering skills included in multiple choices. The multiple choices in this course book there were a text and the text can give the questions more than 1 question, usually 3-5 questions. For example the instruction in data code 14/CH.2/Pr.4/P.17/MC before the text "the following text is for questions 16-20" that means the text is for 5 questions. The remembering skills in this course book mostly ask about what kind of the text, where, when and the answer already included in the text. According to Bloom's, remember level is the type of questions to memorize and recall terms, facts and details without necessarily understanding the concept. In this course book, the questions in remembering skills mostly in recall terms, facts and details as an example of the data explained above. So, the finding is relevant and in line with Bloom's taxonomy revised theory. Additionally, Allen (2013) mentioned that one example of a remembering skills question is "what is" in the data encoded 15/CH.2/Pr.4/P.17/MC the reading question is "what is the address?" so, that is relevant with Allen's examples of remember skills questions.

b. Understanding

Understanding (C2) is the second level of cognitive domain in lower-order thinking skills based on Bloom's Taxonomy revised. The focused of understanding domain is for comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words. In this course book, the researcher found there were 36 question included in understanding domain. The average of understanding domain included in multiple choice questions. Here the example an analysis of understanding (C1) domain:

Table 4.6
The example of question and analysis explain of understanding (C2)

Data	Code	Explanation
The following text is for questions 19 and 20 Judith +628170934456 Tantra, I'm sorry for not coming to your birthday party. 3.The text is for …. a. A birthday celebration b. Asking for apology c. Having fun with Tantra d. Coming to a birthday party	3/CH.1/ Pr.3/P.7 /MC	Understand level is the type of questions to explaining the meaning of explanation, summarize and describe in their own words without necessarily relating it to anything. The aim of the question is the student looking for the function or the aim of the text, so the question of reading exercises included in understanding domain. The different of understanding and remembering can be showed in this question. For example, that question is asked student for understand the aim and the function of what is the text for. So, that included in understand skills. But, if the questions ask the student for mention what kind of the text, it's included in

		remembering skills. The text is short message and the material is about apologizing which is relevant with English basic curriculum 2013.
The following text is for questions 21-22 **HUB JUNIOR HIGH SCHOOL LIBRARY** Membership Detail Name : Adiba Zakiya Class : VII A Place & Date of Birth: Pontianak, 19 January 2003 Student No. : 239 Library Policy Members may borrow up to 3 items at a time, including a maximum of 2 DVDs. DVDs and dictionaries have a strict loan period of 1 week. Adiba Zakiya is a …. Of HUB Junior High School Library. A. Head teacher B. Member C. Student D. Teacher	17/CH. 2/Pr.4/ P.18/M C	In this question asked the student for mention about the identity of Adiba Zakiya. The student must be understand about who is Adiba Zakiya based on the text, it is need more that remember skills. Because the student not only answer based on the text, but the student must be know and understand the status of Adiba Zakiya in HUB Junior High School. Based on the definition of understanding level according to Bloom's Taxonomy theory revised it's relevant with that theory. Because the questions need the student to understand and explain about identity status of Adiba Zakiya. The text is personal identity and the material is about introduction which relevant with English basic curriculum 2013.

The table above showed the example an analysis of understanding skill in reading exercises. Understanding skills in this course book found in multiple choice questions. The type of understanding in every question is different, for example in the data code 3/CH.1/Pr.3/P.7/MC asked the student for understands the aim and the function of what is the text for.

According to Bloom's taxonomy revised, understand level is the type of questions to explaining the meaning of explanation, summarize and describe in their own words without necessarily relating it to anything. So, the questions encode 3/CH.1/Pr.3/P.7/MC is relevant and in line with the theory. Because, the function of the question need the student for summarize what the aim of the text is for. Other example of data encoded 17/CH.2/Pr.4/P.18/MC in this course book also included in understanding level because the questions make student to understand and explain. So, that is relevant and in line with the theory and definition of understanding level.

c. Apply

Applying (C3) is the third level in lower-order thinking skill based on Bloom's taxonomy revised. Apply used a concept in a new situation or unprompted used of an abstraction. Applied what was learned in the classroom into novel situations in the work place. In the course book entitled "*Practice Your English Competence*" the researcher found there were 41 questions included in apply domain. Here the example an analysis of apply domain:

Table 4.7
The example of question and analysis explain of apply (C3).

Data	Code	Explanation
Choose the correct verbs to complete the texts.	100/CH.6/Pr.1/P.53/CT	The aim of the exercise is to choose the correct verb based on the story in the text. The kind of the exercises is choose and cross the correct answers. Based on theory of Bloom's taxonomy revised "choose" is one of the keyword of applying domain, so that is relevance. In this exercises student must answer about their understanding material of descriptive text especially about grammar. According to Bloom's Taxonomy revised, apply skills is solve the problems to new

		situations by applying acquired knowledge, facts, techniques and rules in a different way. That is relevant with this theory, because in this question the student need to apply about their grammar knowledge in that exercises to answer. The material is about descriptive text which is relevant with English basic curriculum 2013.

The table above showed the example an analysis of applying skill in reading exercises. Applying skills in this course book found 41 questions, most of them included in the type of multiple choice exercises. The type of applying skills in this course book most of them to apply about the student understanding in other way. So, the finding is according to Bloom's Taxonomy revised, that states apply skills is solve the problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

2. Higher Order Thinking Skill (HOTS) based on Bloom's Taxonomy Revision

HOTS it is a continuum of thinking skills starting with knowledge level thinking, and moving to evaluation thinking. Higher-order thinking skills are reflected by the three levels in Bloom's Taxonomy: *Analyzing, Evaluate, and Create.* Based on the analysis conducted by the researcher, from 165 data on reading questions the researcher found 14 questions included in the analyzing domain, 1 questions included in evaluate domain, and 0 questions in the create domain. The total distribution of 165 reading exercises, there were 9% of higher-order thinking skills. The distribution are: analyze (C4) has total score 8%, evaluate (C5) has total score 1%, and 0% for create (C5). That's mean, the highest distribution of HOTS in reading exercises in *"Practice your English Competence"* course book for 7th grade in Junior High School were

dominated by questions that were still included in the analyze domain. Higher-order thinking skills are reflected by the three levels in Bloom's Taxonomy:

a. Analyze

Analyzing (C4) breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing. In this course book the researcher found 14 questions of reading exercises included in analyze (C4). The type of analyzed skill found in multiple choices. Here the example an analysis of analyze domain:

Table 4.8
The example of question and analysis explain of analyze (C4).

Data	Code	Explanation
The following text is for questions 17 to 20. **ANNOUNCEMENT** A singing contest will be held on 16 June. Participants must sing two songs: one Indonesian folk song and one Indonesian pop song. The winners will get some cash and a trophy. Anyone interested, please register* with Mrs Retno. The registration will close on 12 May. *Free registration Head Teacher Which of the statements is TRUE according to the text? A. The participants must pay for the registration fee. B. The participants must register after 12 May. C. The participants will get some cheques. D. The winner will get some money.	38/C H.3/Pr .2/P.2 7/MC	The aim of the exercises is to found the true statements according to the text. To find out the true statement, the students need a critical thinking for analyze the text. According to Anderson & Krathwohl (2001), analyzed including examine and break information into parts by identifying motives or causes. That theory relevance with the question of this data. Because in this case, the student must be able to identifying the statement which is true according to the text. So, that is included in analyze skill. The text is about announcement it is relevant with English basic curriculum 2013.

	129/CH.7/Pr.3/P.62/MC	According to Anderson & Krathwohl (2001), analyzed including examine and break information into parts by identifying motives or causes. The aim of the exercise is to be able to answer the text mainly tells about. In order to find out what the entire text is about, students must read carefully which allows the question included into the domain analysis category. So, the exercise is relevant with the theory. The text in this exercise is descriptive text and that is relevant with English basic curriculum 2013.
The following text is for questions 4 to 7. Let me tell you about my bedroom. There are many kinds of furniture in my bedroom. In the centre of my room, there is my bed. The bed is made of wood. There is a nice bed cover and a warm blanket on my bed. On the right side of my bed, there is a wardrobe. I put my clothes in it. On the left side of my bed, there is a bookshelf. I put my books there. There is a table and a chair next to the shelf. I usually sit there to study. On the table, there is a desk lamp. When I study in the evening, I always turn on the lamp. There is also an alarm clock on my table. I set the alarm in the evening before I go to bed. It wakes me up in the morning. I always clean my bedroom every day. I arrange the things neatly to make my bedroom comfortable to live in. 129. The text mainly tells us about . . . A. the furniture in the writer's bedroom B. the kinds of furniture in a bedroom C. the bed in the writer's bedroom D. the writer's bedroom		

The table above showed the example of analyzing skills, in this course book the researcher found the analyzing skills included in multiple choices. The multiple choices in this course book there were a text and the text can give the questions more than 1 question, usually 3-5 questions. For example the instruction in data code 129/CH.7/Pr.3/P.62/MC before the text "the following text is for questions 4-7" that means the text is for 5 questions. The analyzing skills in this course book asked about the true statement, the mainly tells text about, and etc. The concept of the question need the student for analyze based the text. Student need to think and read carefully and analyze the answer through the choices. This statement in line with Anderson & Krathwohl (2001), analyzed including examine and break information into parts by identifying motives or causes. Additionally, several verb usually appear such as create, develop, merge, break down, categorize, distinguish, compare and etc. That can be showed in the data encoded 38/CH.3/Pr.2/P.27/MC the aim of the exercises is for categorizes

about the true statement according the text announcement. So, that is relevant and in line with the theory.

b. Evaluate

Evaluate (C5) is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria. In this course book the researcher found 1 question that included in analyze domain. Here the table analysis of evaluate domain:

Table 4.9
The example of question and analysis explain of evaluate (C5).

Data	Code	Explanation
90. The following text is for questions 29 and 30. Reyhan : Do you know Budi from 7B? Anita : Yes, I do. He is my neighbour. Reyhan : Really? What is he like? Anita : He's very kind and polite. He's diligent, too. He likes helping other kids. 29. From the text, we know that Budi is not . . . . A. kind B. rude C. polite D. helpful	90/CH.5/ Pr.3/P.48 /MC	The aim of the question is for know about the not character of Budi. This question need more than one step. First, student read carefully the text dialog. Then, the student analyze about Budi's character. Last, the student evaluates which the best answer for not Budi's character through choice of answer question. According to Bloom's Taxonomy Revised, evaluate is present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set criteria. So, that

		relevant with the theory. The text is dialogue and the material is lovely thing, so that is relevant with English basic curriculum 2013.

The table showed the examples of explanations from evaluate skills. The data showed there were evaluate skills in this course book. The model of evaluate skills in this course book already in types of the multiple choices items test. The data encoded 90/CH.5/Pr.3/P.48/MC included in evaluate skills because the question asked student to find out about not characteristic of Budi, so that need the student to evaluate the text about Budi's characters and choose the answer based on the options student must know more the vocabularies. This finding is relevant and in line with Bloom's Taxonomy Revised, which states evaluate is present and defends opinions by making judgments about information, validity of ideas, or quality of work based on a set criteria.

c. Create

Create (C6) is the highest level of critical thinking domain based on Bloom's taxonomy revision theory. Create builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. The examples of create domain are: write a company operations or process manual, design a machine to perform a specific task, integrates training from several sources to solve a problem, and revises and process to improve the outcome. In the course book entitled *"Practice your English Competence"* the create domain is not found. The sample of example in create domain likes *"What changes would you make to solve ...?", "How would you improve ...?", "What would happen if ...?", "How can you elaborate on the reason ...?", "What alternative can you propose ...?"* and so on, but in this course book the researcher didn't found the questions like that or found the formula of

the questions which relevant with the meaning of create domain. Here the distribution of reading exercises and cognitive domain in this course book.

Table 4.10
The Composition of Lower Order Thinking in Reading Questions

No.	Lower Order Thinking Skills	Reading Questions	Total Score
1.	Remembering	73	73/165x100= 44%
2.	Understanding	36	36/165x100= 22%
3.	Applying	41	41/165x100= 25%
Total		150	150/165x100= 91%

The table above showed the composition of lower-order thinking skills in reading exercises at this course book. Based on the data, the highly score of LOTS is remembering skill (73 reading questions=44%), number two is applying skill (41 reading questions=25%), and the last is understanding skill (36 reading questions=22%). The total of LOTS in this course book is 150 reading questions (91%), that is a highly score of LOTS.

Table 4.11
The Composition of Higher Order Thinking in Reading Questions

No.	Higher Order Thinking Skills	Reading Questions	Total Score
1.	Analyze	14	14/165x100= 8%
2.	Evaluate	1	1/165x100= 1%
3.	Create	0	0/165x100= 0%
Total		15	15/165x100= 9%

The table above showed the composition of higher-order thinking skills in reading exercises at this course book. Based on the data, the highly score of HOTS is analyze skill (14 reading questions=8%), number two is evaluate skill (1 reading questions=1%), and the create skill (0 reading questions=0%). The total of LOTS in this course book is 15 reading questions (9%), that is a lower score of HOTS.

Table 4.12

The data distributions of reading exercises and cognitive domain

used checklist table in "Practice your English Competence" course

book for 7th grade in Junior High School.

Chapter	Types of Reading Exercises					Cognitive Domain					
						Lower Order Thinking Skills (LOTS)			Higher Order Thinking Skills (HOTS)		
	MT	MC	CT	SAQ	LAQ	C1	C2	C3	C4	C5	C6
1	0	9	1	0	0	2	4	3	1	0	0
2	0	18	2	0	0	5	6	6	3	0	0
3	0	28	0	0	0	8	9	7	4	0	0
4	0	31	0	0	0	29	2	0	0	0	0
5	0	10	0	0	0	8	1	0	0	1	0
6	0	20	4	0	0	8	5	10	1	0	0
7	0	40	2	0	0	13	9	15	5	0	0
Total	**0**	**156**	**9**	**0**	**0**	**73**	**36**	**41**	**14**	**1**	**0**

The results of the data analysis showed that the level of thinking is low level of thinking that is higher level of distribution. This is evidenced by the results of data analysis obtained that the lower level of thinking is 91%. Meanwhile, the higher order level of thinking gets 9% out of 100%. The totally number of reading exercises is 165 question items. Lower-level thinking produces 150 questions while high-level thinking gets 15 questions. Thus, there is a numerical inequality in the distribution of high-level thinking and low-level thinking in reading exercises.

According to Simanjuntak (2018: 79), he argues that critical thinking allows a person to work on reading texts by generalizing and interpreting, analyzing previous knowledge or the world and synthesizing. However, it is much shown in this course book that the ability of critical thinking level is very little found. Brookhart (2010: 42) states that, in general, any cognitive behavior that involves more than just memorizing or remembering is considered a high-level cognitive behavior. As a result, the rest of the taxonomy that asks students to do more complex thinking and reasoning processes than rote memorization is included in the higher order cognitive domain of thinking in Bloom's taxonomy.

The number of questions that require a high cognitive domain in all chapters in this course book implied that the authors consider this in stimulating students to use HOTS even though the number has not reached the standard for educational purposes. This finding is not in line with the mindset of the 2013 Curriculum, the Ministry of Education and Culture emphasizes that students need to learn to use HOTS (higher order thinking skills). However, the author of the English corse book found it difficult to complete the task of provoking students to become HOTS, because 91% of the reading exercises in the course book only focused on LOTS. They do not realize that the expected K13 mindset can build students' higher thinking abilities. But, according to Permendikbud Nomor 70 Tahun 2013, 2013 curriculum uses two components of competences; they are core competence and basic competence. Core competences are description about principal competence which is grouped attitude, knowledge, and psychomotoric aspects that must be learned by students in every school level, class, and subject. Basic competence are content or competence which consists of attitude, knowledge, and skill which are sourced by core competence that must be mastered by students. Maybe, that the reason why the most of reading exercises in the course book entitled "Practice Your English Competence" focus in remembering skills. Whereas, there was a claim in the cover of this course book is a standard of the 2013 curriculum. When viewed from a contextual point of view, the content of the material in this course book is in accordance with the 2013 English basic curriculum for Junior High Schools. However, it is unfortunate that HOTS in reading practice in this course book is not in line with Bloom's Taxonomy Revised and the mindset of 2013 curricullum.

Questions from the lower level of thinking are very common and often encountered in multiple choice questions, these questions are also the easiest to answer by students and make it easier for students to create teachers with a limited amount of time. One's higher order thinking skills to apply new information or knowledge he advocates manipulating information to answer answers in new situations. Based on the data analysis, there is an imbalance between the distribution of high-level thinking questions and low-level thinking problems.

Additionally, according to Brookhart (2010: 7) states, "Problems are goals that cannot be fulfilled with memorized solutions." This means that lower-order thinking skills that forces students to remember cannot help students solve the problems. It can be based on this theory with the findings in this course book, that the ability to think in this book cannot make students think critically or solve problems because most of the reading practice questions in this book only ask students to remember and memorize. It is shown by a low order thinking score, especially in the lot, which is 150 out of 165 reading questions, with the following details: 73 questions are included in memory skills, 36 are included in understanding skills, and 41 are included in applied skills.

Mastery of HOTS questions in this research refers to cognitive analysis (C4), which is 9% of the questions. As the first skill at a higher level thinking skill, analysis skill is the highest number among the three higher-order thinking skills. The analysis skill obtained was 14 out of 165 questions or 9%. The highest number among the three skills at the higher level of thinking but when compared to the other six skills it is still considered a small distribution. This may be because (Brookhart, 2010) suggests that it is a must to create questions that ask students to describe and find out how one thing is related to another. In addition, analysis skills did get the highest score compared to the three high-order thinking skills, but basically this score was still less than the other 6 skills. However, it can be concluded that the type of analysis is not very varied.

Therefore, the types of analytical questions may vary more with the types of questions that ask students to relate conclusions to supporting statements or distinguish relevant ones from different material. These results prove that the types of questions in this course book are not as varied as Allen (2013) in Bloom's Taxonomy revised. The second skill is evaluation skills. There is only 1 question out of 165 questions that are included in evaluation skills. This is surprising, perhaps because evaluation skills are such a challenge. This statement is also supported by Brookhart (2010: 42), he says that evaluation skills are one of the critical thinking skills in reading skills so that they are very challenging and difficult to learn, answer or made it. But this kind of question can also be

modified by asking literary criticism about something and asking the quality of the text based on the reader and asking why. With only 1 question, it can be said that there is an imbalance in the distribution of evaluation skills with other skills. However, the evaluation questions should be more varied and the teacher should add more evaluation questions. The last category is the making skills that get 0 questions out of 165 questions. This may be because most of the questions in this book are multiple choices.

Based all of the data which researcher found, according to Cunningsworth (2004), textbooks or course book have many roles in ELT. In practice "Practice Your English" course book, every chapter contains material in the form of a summary, and many activities for learner practice and little for communicative interaction, references to grammar and vocab are also included in this book. Even at the last page there is a vocabulary list from chapter 1 to chapter 7. In this course book there is also learning objectives located at the top at the beginning of the page before entering the material (summary), so that it can make it easier for teachers and students to find out about the learning objectives. This finding is accordance with Cunningsworth (2004), this book is qualified to learn and easy for the beginner category because maybe this book is designed to make it easier for grade 7 students to adapt and get used to the exercises even though it does not contain a lot of HOTS and is not in accordance with the curriculum 2013 goals requires students to think critically.

CHAPTER V
CONCLUSION AND SUGGESTION

In the previous chapters, the researcher had discussed about the introduction of the research, the review of related literature, the method of the research, the analysis, and the result. In this final chapter, it is presented that conclusions and suggestions were derived from analyses and discussions which had been conducted in the previous chapter of the research.

A. Conclusion

Based on the result of the data analysis of type of the reading exercises and cognitive domain in the *"Practice Your English Competence"* course book for 7th grade of Junior High School published by Erlangga, in this course book the total of reading exercises is 165 from 410 exercise. From those reading exercises, there are 15 reading questions that included in higher order thinking skill and 150 reading questions are included in lower order thinking skill. The higher order thinking skills obtains 15 reading questions. For the *Analyze* level there are 14 (fourteen) questions, for the *Evaluate* level there is only 1 (one) question, and for the *Create* level there is 0 (null) question. The lower order thinking skill obtains 150 questions. For the *Remember* level there are 73 (seventy three) questions, for the *Understand* level there are 36 (thirty six) questions, and for the *Apply* level 41 (forty one) questions. Additionally, the composition of higher order thinking skill looks like:

1. The *Analyze* level (C4) gets the highest number by obtaining 14 of 165 questions or 8.5%.

2. The *Evaluate* level (C5) obtains 1 of 165 questions or 0.6%, and

3. The *Create* level (C6) obtains null composition.

The data showed the composition of the higher order thinking skill is lower than the distribution of lower order thinking skill. It can be concluded that the important of the higher order thinking skill is not properly treated and practiced by the reading exercises in the *"Practice Your English Competence"* course book for 7th grade of Junior High School published by Erlangga, particularly by the creating skill which is not exist in the reading

exercises. In the types of reading exercises, the researcher found that from 165 reading exercises there are 157 exercises in Matching Item Tests and 8 exercises in Completion Item Tests. From this result, it can be concluded that all the type of reading exercises are covered in *"Practice Your English Competence"* most dominant exercises is multiple choices.

B. Suggestion

In this occasion, the researcher would like to give some suggestions that might be useful for the teachers, students, and everyone who read this study:

1. The English teachers need to evaluate the content of the course book whether or not the materials and the exercises in the course book are appropriate for the students' need and level.

2. The English teachers should not too rely on and take for granted the content of the course book. It is better to adapt rather than to adopt the material because the one who knows the best for the students is the teacher himself.

3. The author of the course book and the English teacher needs to be generating a more complete range of educational objectives which involve cognitive processes that go beyond the lower order thinking skill by enriching some exercises which could train the students to have the higher order thinking skill.

4. The teachers should also encourage the students to train their higher order thinking skill outside the school so that their critical thinking skill could be better.

5. The teacher must encourage students to practice their thinking to be more critical and logical.

6. The readers of this study are hoped to get some references or perspectives about the course book selection, about the reading problem, and the importance of the higher order thinking skill in the educational or the social life.