ANALYZING HIGHER ORDER THINKING SKILLS (HOTS) QUESTIONS OF READING ESSAY TASKS IN SENIOR HIGH SCHOOL ENGLISH TEXTBOOK

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ABSTRACT

English textbooks, particularly for senior high school students, should provide competent English reading activities to help students improve their English skills by simultaneously training them in reading and vocabulary knowledge. The researcher aims to investigate the Higher Order Thinking Skills (HOTS) in essay reading exercises distributed in the English SMK/MAK textbook for grades X, XI, and XII. The researcher selected the textbook published by Bumi Aksara. This study was carried out using the qualitative method. The data analysis method was sequentially started from textbook observation, question selection, data reduction, and finally the HOTS data analysis. According to the results, there are 6 HOTS reading essay questions (C4: 2, C5: 4) in the English textbook for X grade, 7 HOTS reading essay questions (C4: 5, C5: 2) in the English textbook for XI grade, and 12 HOTS reading essay questions (C5: 12) in the English textbook for XII grade. It can be concluded from the findings that HOTS reading essay questions are distributed less than LOTS. The researcher' suggestion for English teachers is to be selective in utilizing English textbooks to improve student's critical thinking and it is also suggested for the further research to investigate HOTS effects on students' achievement.

Keywords: *essay task, HOTS, reading*

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INTRODUCTION

In the recent global educational system, cognitive skill is a priority to be taught to individuals because it plays a crucial role in every domain of life to make people think critically, be more focused, and be attentive. In order to meet the demands of the twenty-first century, education must include higher-order thinking skills (HOTS) (Mursyid & Kurniawati, 2019). Higher-Order Thinking Skill (HOTS) refers to thinking at a higher level than remembering information or repeating what someone has said (Fakhomah & Utami, 2019). Curriculum 2013 upgrades its content by attracting more on students' needs of analytical and critical thinking which appropriate to International Standard. Additionally, Anderson et al. (2001) revised Bloom's Taxonomy into six categories to adjust and support the change of curriculum 2013, those are: "remembering, understanding, applying, analyzing, evaluating and creating" The first three (remembering, understanding, applying) are known as Lower Order Thinking Skills (LOTS) and the last three (analyzing, evaluating, creating) are Higher Order Thinking Skills (HOTS).

Teachers, students, and textbooks are the three basic aspects in the classroom that are related to one another. Yusoff and Seman (2018) claimed that teachers as a facilitator have an essential role in encouraging students to implement their higher-order thinking skills (HOTS). It means that teachers have to give more HOTS questions whether orally or contextually. The contextual question could come from an English textbook that students and teachers utilize in the classroom and is one of the instructional items that help students build higher-order thinking skills. Furthermore, a textbook plays an important role in the development of teachers and students' knowledge of the topics during the teaching and learning process. However, criticism of English textbooks arises in the educational field due to the content's poor quality. Some of those critics insist on the limited material that exists in the English textbook in which the content is not quiet challenging for the students and the teacher. According to Anasy (2016), many textbooks still have issues with HOTS implementation because some of the exercises in the textbook only contain a few higher-order thinking skills (HOTS) exercises. For this reason, the researcher needs to analyze the contribution of higher-order thinking skills specifically in essay reading exercises of "English SMK/MAK Edisi Revisi 2017" textbook for all grades (X, XI, XII) of Senior High

School students which is one of numerous English textbooks based on curriculum 2013.

RESEARCH METHODOLOGY

This study used the descriptive qualitative method. The researcher intended to investigate the source of data directly. In addition, the researcher used the content analysis method to analyze the textbook's content. This method is used to analyze the essay reading exercises in the English SMK/MAK Edisi Revisi 2017 textbook for grades X, XI, and XII.

English SMK/MAK Edisi Revisi 2017 textbook is the subject of this study. This English textbook, which is in its third edition, was published by Bumi Aksara. The researcher paid close attention to the distribution of higher-order thinking skills in each reading essay assignment.

The most important aspect of this study is the data collection procedure. This is due to the study's primary objective is to collect data. The researcher collected the data by observation and documentation. A thorough description of the data collection technique follows: Examining the English textbook and collecting reading tasks for essays. The supporting tools additionally include a table distribution, an analysis card, and a content analysis checklist. In qualitative research data analysis, the three processes are data reduction, data presentation, and conclusion drafting.

RESULTS AND DISCUSSIONS

Results

After sorting all the reading essay tasks and questions from English textbook of grade X, XI, and XII, the researcher analyzed about the cognitive dimension based on revised bloom taxonomy which comprises six hierarchies: C1 (Remembering), C2 (Understanding), C3 (Applying), C4 (Analyzing), C5 (Evaluating), and C6 (Creating).

Grade X

Only a few chapters of the English textbook of X grade which consists of reading essay tasks. From those reading essay tasks, only some of tasks consist of HOTS questions while most of the questions

are LOTS. In general, the English textbook of X grade has 67 total questions of reading essay: 61 (91%) LOTS and 6 (9%) HOTS. In detailed, chapter II has 9 LOTS (6 C1, 3 C2), and 1 HOTS (1 C4), chapter IV has 14 LOTS (6 C1, 8 C2) and 3 HOTS (3 C5), chapter V has 15 LOTS (14 C1, 1 C2) and 1 HOTS (1 C5), chapter VII has 15 LOTS (10 C1, 5 C2), chapter VIII has 4 LOTS (1 C1, 3 C2) and 1 HOTS (1 C4), and chapter IX has 4 LOTS (4 C2). The percentage of LOTS/HOTS total questions in every chapter of the English textbook of X grade is illustrated in a pie chart below:
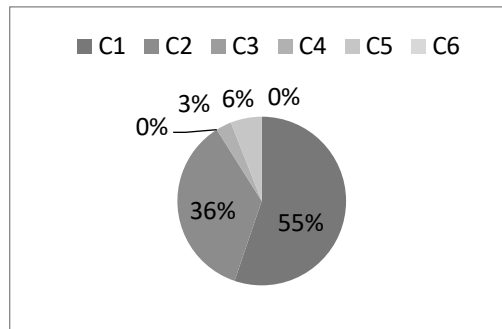

Figure 1. Domain percentage of X grade

Grade XI

Only a few chapters of English textbook of XI grade which consists of reading essay tasks. From those reading essay tasks, only some of the questions consist of HOTS questions while most of the questions are LOTS. In general, the English textbook of XI grade has 110 total questions of reading essay: 103 (94%) LOTS and 7 (6%) HOTS. In detailed, chapter II has 7 LOTS (3 C1, 3 C2, 1 C3) and 3 HOTS (3 C4), chapter III has 20 LOTS (18 C1, 2 C2), chapter IV has 24 LOTS (24 C1) and 1 HOTS (1 C4), chapter V has 20 LOTS (16 C1, 4 C2), chapter VI has 15 LOTS (10 C1, 5 C2), and chapter VII has 17 LOTS (7 C1, 10 C2) and 3 HOTS (1 C4, 2 C5). The percentage of LOTS/HOTS total questions in every chapter of the English textbook of XI grade is illustrated in a pie chart below:
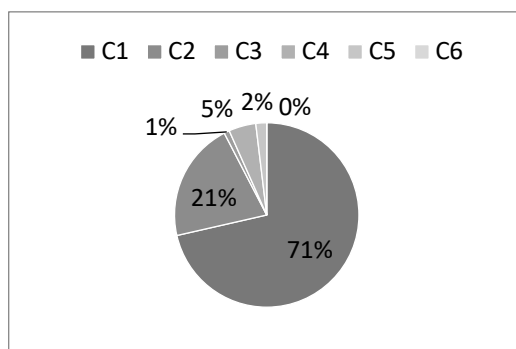
Figure 2. Domain percentage of XI grade

Grade XII

Only a few chapters of the English textbook of XII grade which consists of reading essay tasks. From those reading essay tasks, only some of questions consist of HOTS questions while most of the questions are LOTS. In general, this English textbook of XII grade has 115 total questions of reading essay: 103 (90%) LOTS and 12 (10%) HOTS. In detailed, chapter I has 45 LOTS (45 C1), chapter II has 8 LOTS (4 C1, 3 C2, 1 C3) and 7 HOTS (7 C5), chapter 3 has 5 HOTS (5 C5), chapter IV has 5 LOTS (5 C1), chapter V has 30 LOTS (29 C1, 1 C2), and chapter VII has 15 LOTS (15 C1). The percentage of LOTS/HOTS total questions in every chapter of the English textbook of XI grade is illustrated in a pie chart below:
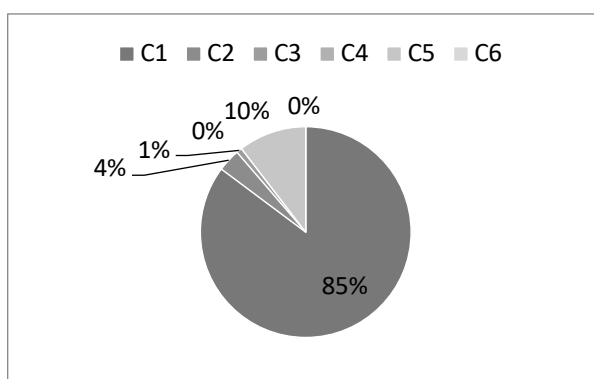

Figure 3. Domain percentage of XII grade

This section breaks down the LOTS and HOTS percentages, focusing on the percentage of HOTS questions containing C4, C5, and

C6 from grades X, XI, and XII. The detailed totals for each domain are listed below:

Table 1. Results of the HOTS questions.

HOTS	X	XI	XII
C4	2 (33.3%)	5 (71.4%)	-
C5	4 (66.7%)	2 (28.6%)	12 (100%)
C6	-	-	-

Discussions

From those elaborated percentage findings of reading essay tasks of X, XI, and XII grades can be inferred that C1 (Remembering) gained the highest percentage (55.2%). To review what has been established about cognitive skills by Anderson et al. (2001) in the revised bloom taxonomy, remembering is retrieving relevant knowledge from long-term memory (recognize, recall). This domain is less challenging for the students to upgrade their higher thinking level since they do not struggle to understand the passages unless just recalling a certain point being questioned (Airasian & Russell, 2008). Furthermore, C6 becomes the lowest domain while it is one of the HOTS indicators that can help students to improve their thinking skills. According to Anderson et al. (2001), C6 "Creating" means to put elements together to form a coherent whole or make an original product (generate, produce). This domain is one of the best techniques to improve students' critical thinking because it can boost their imagination and ideas.

Following the discovery of the number of LOTS/HOTS in English textbooks for grades X, XI, and XII, it is necessary to understand the types of HOTS question forms, the reason they are included in HOTS, and the analysis of the question. The English textbook for X grade obtained 6 HOTS questions. These questions have been evaluated in detail with the complete explanations and reasons elaborated below:

From your opinion, what is the suitable title of Budi's research?

This question is listed in the competency task in Chapter II *"Congratulations"*. This question is classified as HOTS question C4 (*Analyzing*) because it required students to examine and break down the information into parts by identifying motives or causes, then make inferences and find the evidence to support the generalizations about a

research title, which was not stated explicitly in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Assume"* is the instruction used in this question.

What are the evidences that the author's father is concerned about his appearance?

This question is listed in a task in Chapter IV *"My Father Is a Postman".* This question is classified as HOTS question C5 (*Evaluating*) because it required students to express and defend their beliefs by making judgments about the information, the validity of ideas, or the quality of work based on a set of implicitly stated criteria concerning the author's appearance. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Conclude"* is the instruction used in this question.

From your opinion, is it true that the flood of tourism can threaten Balinese culture? Why?

This question is listed in a task in Chapter IV *"My Father Is a Postman".* This question is classified as HOTS question C5 (*Evaluating*) because it required students to present and defend their opinions by making judgments about the information, the validity of ideas, or the quality of work based on a set of criteria about whether or not the influx of tourists poses a threat to Balinese culture, which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Determine"* and *"Explain"* are the instructions used in this question.

From the text above, what lesson can be taken in relation to reserving Indonesian cultural heritage?

This question is listed in a task in Chapter IV *"My Father Is a Postman".* This question is classified as HOTS question C5 (*Evaluating*) because it required students to present and defend their opinions by making judgments about the information, the validity of ideas, or the quality of work based on a set of criteria about whether or not the influx of tourists poses a threat to Balinese culture, which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Explain"* is the instruction used in this question.

What is your proposal to solve those problems above? Write it in at least five paragraphs!

This question is listed in a task in Chapter V *"I Would Like to Announce That"*. This question is classified as HOTS question C5 (*Evaluating*) because it required students to express and defend their viewpoints by making judgments about the information, the validity of ideas, or the quality of work based on a set of implicitly stated criteria concerning the solution to problems. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Conclude"* and *"Evaluate"* are the instructions used in this question.

What do you think of Joko Seger characteristic?

This question is listed in the competency task in Chapter VIII *"Once Upon a Time"*. This question is classified as HOTS question C4 (*Analyzing*) because it required students to examine and break down information into parts by identifying motives or causes, then make inferences and find the evidence to support the generalizations about the characteristic of Joko Seger that are implicitly stated in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Discover"* is the instruction used in this question.

The English textbook for XI grade obtained 7 HOTS questions. These questions have been evaluated in detail with the complete explanations and reasons elaborated below:

What must we do in the winter to avoid using a heater?

This question is listed the competency task in Chapter II *"In My Opinion, We Must Preserve Nature"*. This question is classified as HOTS question C4 (*Analyzing*) because it required students to examine and break information into parts by identifying motives or causes, then make inferences and find the evidence to support the generalizations about the tips to avoid using a heater in the winter, as stated implicitly in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Discover"* is the instruction used in this question.

What is the author's recommendation to prevent global warming in terms of consumption?

This question is listed in the competency task in Chapter IV "In My Opinion, We Must Preserve Nature". This question is classified as

HOTS question C4 (Analyzing) because it required students to examine and break information into parts by identifying motives or causes, then make inferences and find the evidence to support the generalizations about the author's recommendation to prevent global warming, which is implied in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), "Discover" is the instruction used in this question.

What is the fact about SUVs based on the text above?

This question is listed in the competency task in Chapter II *"In My Opinion, We Must Preserve Nature"*. This question is classified as HOTS question C4 (*Analyzing*) because it required students to examine and break information into parts by identifying motives or causes, then make inferences and find the evidence to support the generalizations about the author's recommendation to prevent global warming, which is implied in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Analyze"* is the instruction used in this question.

What is the characteristic of Kathryn Gomez?

This question is listed in the competency task in Chapter IV *"Writing Letters"*. This question is classified as HOTS question C4 (*Analyzing*) because it required students to examine and break information into parts by identifying motives or causes, then make inferences and find the evidence to support the generalizations about Kathryn Gomez's characteristic, which is implied in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Discover"* is the instruction used in this question.

What is the author's persuasion to the readers?

This question is listed in a task in Chapter VII *"Exposition Text"*. This question is classified as HOTS question C4 (*Analyzing*) because it required students to study and split the material into components by identifying motivations or causes, then conclude and locate the evidence to support the generalizations about the author's persuasion, which is implied in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Analyze"* is the instruction used in this question.

What is the author's argument on a sufficient number of dustbins?

This question is listed in the competency task in Chapter VII *"Exposition Text"*. This question is classified as HOTS question C4 (*Analyzing*) because it required students to examine and break the information into parts by identifying motives or causes, then make inferences and find the evidence to support the generalizations about the author's argument on a sufficient number of dustbins, as stated implicitly in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Analyze"* is the instruction used in this question.

What is the author's suggestion?

This question is listed in the competency task in Chapter VII *"Exposition Text"*. This question is classified as HOTS question C5 (*Evaluating*) because it required students to present and defend their opinions by making judgments about the information, the validity of ideas, or the quality of work based on a set of criteria related to the author's implicit suggestion of a sufficient number of dustbins. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Evaluate"* is the instruction used in this question.

The English textbook for XII grade obtained 12 HOTS questions. These questions have been evaluated in detail with the complete explanations and reasons elaborated below:

What is one of the important findings of research on measles?

This question is listed in a task in Chapter II *"Because of the Bad Weather"*. This question is classified as HOTS question C5 (*Evaluating*) because it required students to present and defend their opinions by making judgments about the information, the validity of ideas, or the quality of work based on a set of criteria about the important finding of measles research that is implicitly stated in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Select"* is the instruction used in this question.

Why are we prohibited from using ammonia too much in agriculture?

This question is listed in a task in Chapter II *"Because of the Bad Weather"*. This question is classified as HOTS question C5 (Evaluate) because it required students to present and defend their opinions by making judgments about the information, the validity of ideas, or the quality of work based on a set of criteria about the important finding of

measles research that is implicitly stated in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Select"* is the instruction used in this question.

How does alcohol damage the human brain?

This question is listed in the competency task in Chapter II *"Because of the Bad Weather"*. This question is classified as HOTS question C5 (*Evaluating*) because it required students to present and defend their opinions by making judgments about the information, the validity of ideas, or the quality of their work based on a set of criteria about how alcohol affects the human brain that is implicitly stated in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Explain"* is the instruction used in this question.

What do you think will happen to a human's liver when too much-consuming alcohol?

This question is listed in the competency task in Chapter II *"Because of the Bad Weather"*. This question is classified as HOTS question C5 (*Evaluating*) because it required students to present and defend their opinions by making judgments about the information, the validity of ideas, or the quality of work based on a set of criteria about what happens to a human's liver when they consume too much alcohol, as stated implicitly in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Opinion"* is the instruction used in this question.

Why are pregnant women prohibited to drink alcohol?

This question is listed in the competency task in Chapter II *"Because of the Bad Weather"*. This question is classified as HOTS question C5 (*Evaluating*) because it required students to present and defend their viewpoints by making judgments about the information, the validity of ideas, or the quality of work based on a set of criteria about why pregnant women should not drink alcohol, which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Explain"* is the instruction used in this question.

What is your opinion about the increase in alcohol consumption in Indonesia?

This question is listed in the competency task in Chapter II *"Because of the Bad Weather"*. This question is classified as HOTS question C5 (*Evaluating*) because it required students to present and defend their opinions by making judgments about the information, the validity of ideas, or the quality of their work based on a set of criteria about the rise in alcohol consumption in Indonesia, which is implicitly stated in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Opinion"* is the instruction used in this question.

What judgment would you make about alcoholics?

This question is listed in the competency task in Chapter II *"Because of the Bad Weather"*. This question is classified as HOTS question C5 (Evaluate) because it required students to express and defend their beliefs by making judgments on the information, the validity of ideas, or the quality of work based on a set of specific judgment criteria that was implicitly provided in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Judge"* is the instruction used in this question.

What should you do before presenting your report?

This question is listed in the competency task in Chapter II *"I Want to Present a Report"*. This question is classified as HOTS question C5 (*Evaluating*) because it required students to present and defend their opinions by making judgments about the information, the validity of ideas, or the quality of work based on a set of criteria about what to do before presenting your report, which is implied in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Explain"* is the instruction used in this question.

What should you do if you have a chance to rehearse in the room you are going to present your report formally?

This question is listed in the competency task in Chapter II *"I Want to Present a Report"*. This question is classified as HOTS question C5 (*Evaluating*) because it required students to express and defend their perspectives by making judgments regarding the information, the validity of ideas, or the quality of work based on a set of criteria implicitly indicated in the text. Based on the revised bloom

taxonomy action verbs by Anderson et al. (2001), *"Explain"* is the instruction used in this question.

What should you do to overcome nervousness during the presentation?

This question is listed in the competency task in Chapter II *"I Want to Present a Report"*. This question is classified as HOTS question C5 (*Evaluating*) because it required students to present and defend their opinions by making judgments about the information, the validity of ideas, or the quality of work based on a set of criteria to overcome nervousness during the presentation, as stated implicitly in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Explain"* is the instruction used in this question.

If English is your native language, what should you do to avoid awkward English hyper nervousness?

This question is listed in the competency task in Chapter II *"I Want to Present a Report"*. This question is classified as HOTS question C5 (*Evaluating*) because it required students to present and defend their opinions by making judgments about the information, the validity of ideas, or the quality of work based on a set of criteria to avoid awkward English hyper nervousness, as stated in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Explain"* is the instruction used in this question.

Why should you memorize a presentation like a play script?

This question is listed in the competency task in Chapter II *"I Want to Present a Report"*. This question is classified as HOTS question C5 (*Evaluating*) because it required students to present and defend their opinions by making judgments about the information, the validity of ideas, or the quality of work based on a set of criteria, such as reasons to memorize a presentation like a play script, as stated implicitly in the text. Based on the revised bloom taxonomy action verbs by Anderson et al. (2001), *"Explain"* is the instruction used in this question.

From those analysis of cognitive domains questions in every chapter of all grades gained more LOTS than HOTS, this finding has similarities with the previous study by Febrianti et al. (2020) who analyzed HOTS in all tasks of the English textbook *Bahasa Inggris*

SMA/SMK/MA kelas XII Edisi Revisi 2018. They also discovered more LOTS questions than HOTS in the textbook. Following the previous study suggestion to use various books, the researcher analyzed *"English SMK/ MAK"* for grades X, XI, and XII published by Bumi Aksara. However, LOTS questions are still more than HOTS questions. Febrina et al. (2019) also discovered the same findings that LOTS appeared more frequently than HOTS questions. However, Sucipto and Septian (2019) who analyzed *the English textbook Bright an English,* they discovered more HOTS in terms of C4 *(Analyze)* which gained the highest numbers of total questions and C3 *(Apply)* placed as the lowest rank.

From the explanation about LOTS and HOTS analysis, some of the English textbooks which have been analyzed by several researchers have a very slight number of HOTS in the reading tasks whereas reading is one of the keys to enhancing students' other skills and components. It complies with Tinto (1993) in Hermida (2009), performance at the university level is mostly determined by pre-college characteristics such as mastery of some key academic abilities. Reading, writing, critical thinking, oral presentation, and media literacy are among these abilities. Reading is also the most significant talent for everyone, as it influences all other accomplishments. The ability to read is crucial to academic success (Holloway, 1999 as cited in Kirsch et al., 2002). According to Gupta and Ahuja (2014), pupils' academic achievement is strongly linked to their reading ability. Reading is also beneficial for language learning, according to Harmer (2007). Furthermore, reading has a favorable impact on pupils' vocabulary, spelling, and writing abilities.

CONCLUSION AND SUGGESTION

This research shows that there are many handouts of English textbooks of senior high school either X, XI, and XII grade still implementing LOTS questions more than HOTS. These results implicate that mostly English textbooks are not effective in improving students' cognitive skills and critical thinking; otherwise, it might be additionally facilitated by teachers made questions that implement HOTS domain systems. Thus, All the English teachers are recommended to be more selective to pick an English textbook reversed to the importance of reading skill toward other skills improvement and the benefits of HOTS questions and the next

researcher to investigate HOTS effects on students' achievement by comparing those students who got more HOTS question treatments with those students who got more LOTS questions treatment.

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