

**HOTS (HIGHER ORDER THINKING SKILL) IN ERLANGGA ENGLISH
TEXTBOOK**

SKRIPSI

*Submitted in Partial Fulfilment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

DWI PERMATA SARI
NPM: 1502050062



UMSU
Unggul | Cerdas | Terpercaya

**FACULTY OF TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2019**



MAJELIS PENDIDIKAN TINGGI

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

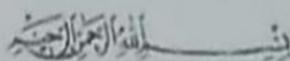
UMSU

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238

Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umhu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-I Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Jum'at, 13 September 2019, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

Nama Lengkap : Dwi Permata Sari
NPM : 1502050062
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : HOTS (Higher Order Thinking Skill) in Erlangga English Textbook

Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd.)

Ketua,

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

PANITIA PELAKSANA

Sekretaris,

Dra. Hj. Syamsuurnita, M.Pd.

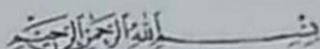
ANGGOTA PENGUJI:

1. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum
2. Pirman Ginting, S.Pd, M.Hum
3. Imelda Darmayanti Manurung, SS, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.ummu.ac.id> E-mail: kip@ummu.ac.id

LEMBAR PENGESAHAN SKRIPSI



Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Dwi Permata Sari
N.P.M : 1502050062
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : HOTS (Higher Order Thinking Skill) in Erlangga English
Texbook

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:
Dosen Pembimbing

Imelda Darmavanti Manurung, S.S., M.Hum.

Diketahui oleh:

Ketua Program Studi



Dr. H. Elfrianto Nasution, S.Pd, M.Pd.

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Dwi Permata Sari. 1502050062. “HOST (Higher Order Thinking Skill) in Erlangga’s English Textbook” Skripsi English Education Program, Faculty of Teacher Training and Education. University of Muhammadiyah Sumatra Utara (UMSU) 2019.

This research related to the content analysis at the firsts senior high school, the objective of the study analyzed the conformity of content in the Erlangga English textbook “*Pathway*”. This research used descriptive qualitative Method. The data collected for this research were from Erlangga English the textbook “*Pathway*” The authors of the textbook are M. Sudarwati and Eudia Grace. The editors of textbook are Dwi wahyu Priyanto and Raymond S. Furthermore, The textbook is published by Erlangga Publisher in the 2014. This textbook is created for Senior High school and MA Grade X (General Programme). the distribution of the higher-order thinking skill in the essay reading exercise 10 questions out 147 essay reading question or 8.6% while the distribution of the lower thinking skill 137 of 147 questions or 93.1%. The distribution of the higher thinking skill in the essay reading exercise in *Erlangga English Texbook “Pathway”* is lower than the distribution of lower order thinking skill.

Keyword: English Textbook, HOTS(Higher Order Thinking Skill)

ACKNOWLEDGMENT



In the name of allah the most gracious and the most marciful.

Firstly, the researcher would like to deliver her thanks tto almighty God who was blessed her to write this research. Secondly, blessing and peace be upon to our prophet Muhammad SAW, who has brought human being from the uncivilizedera to the fully era was we have today. The aim of writing this skripsi is as partial fulfillment of the requirements for the degree of Sarjana Pendidikan in English Department.

This research is entitled: "*HOTS(Higher Order Thinking) in Erlangga English Textbook*". In conducting this research, there were so many troubles faced by the researcher, and without much help people it was impossible for her to finifh this skripsi. Grateful thanks is due for her beloved great parents, **Bambang Sutrisno** and **Heriani**, milion words never be enought to endless love, care, attention, prayer, encouragement and heart given. Therefore, she also would like thanks to:

1. Dr. Agussani, M.AP, the Rector of University of Muhammadiyah Sumatera Utara
2. Dr. Elfrianto Nasution, S.Pd., M.Pd, the Dean of Faculty of Training and Education.

3. Mandra Saragih, S.Pd., M.Hum., and Pirman Ginting S.Pd., M.Hum., the head and secretary of English Education Program of FKIP UMSU who had help her in the administrative process in finishing the study.
4. Imelda Darmayanti Manurung S.S., M.Hum., the supervisor who had given her guidance and valuable suggestions, critics of showing her how to write a scientific writing well and giving her useful knowledge to complete the ideas of study.
5. All lectures, who had given this valuable in English Teaching during academic year at University of Muhammadiyah Sumatra Utara
6. Best friend in campus "Baby Pink" Amiratur Raudhah, Agustriani Hutabarat, Anisa Fitri, Fiona Asmara, Nina Baijura Berutu, Fitri Sakinah, Rezeky Wahyuni Melati Z.a and Widya Maharani. Thanks for your time, your support and your motivation to finish her skripsi

Finally, the researcher hopes that her study will be useful for the readers, especially for the students of English Education Program who want to do a research and also for the researcher herself. May Allah, the most almighty bless all of us

Medan, September 2019
The Researcher



Dwi Permata Sari

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENT	ii
TABLE OF CONTENTS.....	iv
LIST OF TABLE.....	vii
LIST OF APPADINCES	viii
CHAPTER I: INTRODUCTION	1
A. Background of Study	1
B. Identification of Problem	4
C. Scope and Limitation ofThe Study	4
D. The Problem of The Study	5
E. The Objective of the study	5
F. The Significance of the study.....	5
CHAPTER II: REVIEW OF LITERATURE	7
A. Theoretical Framework	7
1. Higher Order Thinking Skill	7
1.1 Comprehend of Higher Order Thinking Skill	7
1.2 The advantages of Higher Order Thinking Skill	9
1.3 The Higher Order Thinking in Bloom’s Taxonomy	9
1.4 Reading Exercise in Higher Order Thinking Skill	14
2. Textbook	15
2.1 Comprehend of Textbook	15

2.2	The Function of Textbook	16
2.3	The Common Features of A Good Textbook	17
2.4	Textbook Evaluation	18
3.	Reading	20
3.1	Comprehend of Reading	20
3.2	The Function of Reading	21
3.3	The Type of Reading Skill	22
3.4	The Aim of Reading	23
3.5	Type of Reading Exercises	24
B.	Relevant of Study	25
C.	Conceptual Framework	25
	CHAPTER III: RESEARCH METHODOLOGY	28
A.	Research Design	28
B.	Source of data	28
C.	Technique of Collecting The Data	30
D.	Technique of Analyzing The Data	30
	CHAPTER IV: DATA AND DATA ANALYSIS	32
A.	The Description of Data	32
B.	The Data Analysis	34
C.	Findings	39
	CHAPTER V: CONCLUSION AND SUGGESTION	42
A.	Conclusion	42

B. Sugestion	42
--------------------	----

REFERENCES

APPENDICES

LIST OF TABLE

Table 1	Types of Cognitive Processes by Bloom's Taxonomy
Table 2	The Difference Between Original Taxonomy and Revised Taxonomy
Table 3	The Analysis Card
Table 4	Colecting of Data
Table 5	Type of Reading Exercise
Table 6	Data LOTS and HOTS
Table 7	Host in Data Analysis
Table 8	Percentage of HOTS in Essay Reading Question
Table 9	The Questions list of Analyze
Table 10	The Questions list of Evaluate

LIST OF APPENDICES

APPENDIX 1	The Data Analysis
APPENDIX 2	K-1
APPENDIX 3	K-2
APPENDIX 4	K-3
APPENDIX 5	Berita Acara Bimbingan Proposal
APPENDIX 6	Lembar Pernyataan Hasil Seminar
APPENDIX 7	Surat Pernyataan Plagiat
APPENDIX 8	Surat Mohon Izin Riset
APPENDIX 9	Surat Keterangan Selesai Riset
APPENDIX 10	Berita Acara Bimbingan Skripsi
APPENDIX 11	Lembar Pengesahan Skripsi
APPENDIX 12	Form Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of Study

Textbook is a key part in the learning English process. In education, process teaching needs some books as the guidance students. "A coursebook provides a clear framework: and learners know where they are going and what is coming next so that there is a sense of structure and progress" Penny (2009). From the statement there, this textbook has a clear goal to help students and teachers, but not all of the books following with the needs of students. Better educational sources are books that have material that is suited to the needs of students and relevant to the curriculum. The fact many books are not relevant with curriculum the book just have discourse.

According to Cunningsworth (2001) "no coursebook designed for the general market will be ideal for your particular group of learners consequently". "Teacher" must confirm and evaluate whether the contents of the textbook match the teaching objectives, students' level and students' needs, before the textbook is suitable to the purpose of teaching, the students' level, the students' need before the textbook itself is used by the students and the teachers during the English teaching and learning process in the classroom. Textbooks that are seen as transportation for obtaining foreign language whose validity and significance are rarely challenged, they are highly respected by ambitious people who try their message about the course, that's content is suitable with curriculum or not

because learning must be corresponding from material with an object as a student. In education language have more tools for learning vocabulary and helps the students to acquire and consolidate the four skills: reading, writing, listening and speaking. However, any aspect of the coursebook needs an evaluation, one of the aspects is the exercises or the tasks. So from the above-described need to check the existence of varied exercises in the coursebook and whether or not the coursebook has been fluency practiced all the four basic language skills with the varied exercises.

From these 4 basic language skills are: "listening, reading, writing and speaking". Moreover, for the Indonesia students who learn English as a foreign language, reading is such a complex and difficult skill to learn. "Reading skill is difficult for people who use English as their mother language because of the many complex skills in reading skill" (Harmer, 1996). The teacher and students as a component of process learning need have the higher-order thinking skill as important in the reading skill because in the reading activity the students need to answer the reading questions at all levels of thinking. Some situations, students can not understand the reading questions because the sentences are ambiguity. Additionally, "the students not only understand what they are read. Reading involves the higher order of thinking skills. It is much more complex than merely decoding specific words" (Linse, 2006). Teaching the student to derive the significance of reading as analyze and synthesize what they have read is an essential part of the process of reading.

Higher-order thinking skills consist of the top three domains in the cognitive skill from “Bloom’s taxonomy, analyze, evaluate, and create. Bloom’s taxonomy is still considered as a helpful teaching tool today”. “HOTS in the learning process to increase student’s ability in critical thinking skill to evaluate information, having the higher own thinking craft is very important for preparing themselves do their thinking skill is very important for preparing themselves to do their own thinking in the real world. Indonesia has changed education curriculum. This alternation is aimed to improve education quality because curriculum is a tool which has concept and certain purpose in order make educational dreams come true. Since July 2013, Indonesia Government decided to lunch the 2013 curriculum at type level of school. Those are grade of elementary school, seventh grade of Junior High School and Senior High School.

There five step of scientific approaches in teaching and learning process: in teaching and learning process; observing questioning, exploring, associating, and communicating those scientific approaches also related with the higher-order thinking skill. The researcher believes that an analysis of the Higher-order thinking skill in the reading exercises of the resources book is important because it may improve the students’ critical thinking skill in the reading skill and may support the students to survive in the English communication Environment. To sum up, the researcher would like to find out whether the reading exercise in “*pathway*” Erlangga sourcebook the 10th grade of Senior High School students, relevant or not with curriculum in term of type of reading exercises, aim of exercises, and also analyze the distribution of higher order thinking skill to make

sure that the course book has supported the students in encouraging their competence to survive in the English communication environment by providing the higher order thinking skill in the reading exercises”.

B. The Identification of The Problem

Based on the background of study, the identification of the problem identified as follows: Many textbook not relevant with the curriculum 2013 and generally of school in medan use the Erlangga textbook as coursebook, because of that's this textbook must to analyzed The feasibility of a book as a learning guide in school for students learning, to obtain critical thinking as standardisation in curriculum 2013 revised 2017of content in the reading exercise in “ pathway erlanga textbook the X in SMA school students, that's relevant or not with curriculum in term of type of reading exercise, purposethat and analyze the distribution of higher-level thinking skills”.

C. The Scope and Limitation

“This research focuses on reading material in Erlangga’s English Textbook for a 10th grade student. The limited only the essay question of reading exercise because that essay question could give a broader insight into students’ thinking so they could train higher order thinking skills properly. The essay reading question will be analyzed are only the question precede by WH-question words (What, Who, When, Where, Why, and How) which analyzed based on the

higher order-thinking level in the cognitive domain of the revised edition of Bloom's taxonomy which consists of analyze, evaluate, and create skill".

D. The Problem of The Study

The Problem of this research was formulated how is the distribution of as follows HOTS in Pathway English Textbook?

E. The Objective of The Study

Along with Problem, the goal of study was to describe based on experience evidence of distribution of the higher-level thinking skill build upon the revised edition of Bloom's Taxonomy in the essay questions from the reading exercises in pathway to English textbook which is prepared for the Tenth graders of SMA/MA school students and was given information about the textbook, whether it is relevant to students in indonesia or else.

F. The Significancy of The Study

The output of this lesson has expected to give valuable contributions theoretically and practically. Theoretically to enrich knowledge about analysis from English textbook. Practically, the result of the research was expected to be useful. First, the school expected to be able to choose textbooks that are suitable for students and to pro have a better insight about choosing appropriate English textbook as a guideline for teaching. Second, the expect the can choose a textbook match with curriculum, the appropriate of textbook, and the materials in

the textbook implemented in the classroom and the last future researcher, to the future researcher can give significant contribution who are interested in content analysis of the textbook.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Higher Order Thinking Skill (HOTS)

1.1 Comprehend of “Higher Order Thinking Skill”

HOTS Reading skill are considered as complicated from four skill another because of much specific ability that the reader needs to do in the reading activity. “Higher-order thinking is also useful for creating meaningful learning in the teaching and learning process because it gives a broader vision of learning that includes not only acquiring knowledge but also being able to use the knowledge in a variety of new situations in the students everyday life. It enables the students not only to remember and understand the knowledge or information they got but also to use the knowledge in an increasingly more complex way” according to Brookhart (2010), “3 ategories about definition of the high-order thinking, 1) those that define higher-order thinking in terms of Transfer, 2) those that define it in terms of critical thinking, and 3) those that define in terms of problem-solving”. Critical Thinking consists of They are “analyze, evaluate, and create, according to Bloom’s taxonomy”. The first category is the higher-order thinking in “terms of transfer”. That’s mean, The purpose of teaching is equipping studentsto be able to do transfer. Here, HOST is conceived the students to beable to relate their learning to other elements the have learn before.

The second category is the higher order thinking as “critical thinking. That explains”, students can apply wise judgment or produce a reasoned critique. One of the characteristics of an educated people is “that they are reasoning, reflecting, and making decisions on their own. Further, judgment is also particularly important in higher-order thinking tasks like judging the credibility of a source. The third category is the higher order thinking as “problem solving”. It’s mean, 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. Moreover, problem solving is necessary for critical thinking and effective communication. In this case, being able to think means the students can solve problems with their own solutions in their school work and in life.

Additionally, To describe that Hots is, “the process of intellectual discipline that actively and skillfully conceptualizing, applying, analyzing, synthesizing and evaluating. It shows that critical thinking skill tends to be complex but important in today’s world. In conclusion, the HOTS is the ability to thinking difficult process that helping for transfer the knowledge in real life, think critically, and solve the problems. All the students own have Critical thinking should be able to examine assumptions and values, evaluate evidence, and present conclusions in their own words. This is also very important in the world today”.

1.2 Advantages of “Higher Order Thinking Skill”

The people have benefit of the learning process when the teachers applying high-order thinking skills to students. Teach HOTS for the students is significant for the better result of the teaching and learning process. The advantages HOTS according to Mayer (2002) “HOTS are given a broader vision of learning that includes not focus acquiring knowledge but also being able to use knowledge in a variety of new situations, promote the meaningful learning, and actively engage the students in the process of constructing meaning”. This means Critical thinking gives different mindset, not just about outcomes but also in creating meaning of learning the school.

Additional, “The HOTS not only could improve the students thinking skill but also their overall performance” by Brookhart (2010). That can happen by because of they study with building meaning and include Fresh subjects become the background of their knowledge to increase material knowledge and understanding as well. In others word, the benefit of critical thinking are helping students to learning something in meaningful process and improving the students overall performance.

1.3 The Higher Order Thinking by Bloom’s Taxonomy

The explanation of Bloom’s taxonomy about HOTS is “the way of thinking, those are three domains are cognitive, affective, and psychomotor that are useful for assessing students’ behavior in the teaching and learning process”. Hence, this study focuses only on the cognitive process of bloom’s taxonomy.

The following is the table to explain “the types of cognitive processes identified in Bloom’s taxonomy.

Table 1
Types of Cognitive Processes

Level of Taxonomy	Verbs of Related	General Overview
Knowledge	Remember, recall, identify, recognize	Memorizing facts
Comprehension	Translate, rephrase, restate, interpret, describe, explain	Explaining in one’s own words
Application	Apply, execute, solve, implement	Solving new problems
Analysis	Break down, categorize, distinguish, compare	Breaking into parts and identifying relationship
Synthesis	Integrate, organize, relate, combine, construct, design	Combining elements into a whole
Evaluation	Judge, assess, value, appraise	Judging quality or worth

Knowledge as defined here includes those behavior and test situations which put emphasis on remembering, either by recognition or recall of ideas, material, or phenomena, in a learning situations, the students is expected to store in his mind certain information and the behavior expected later is remembering of this information. This level involves remembering material without any additional verba comply used are as follows: list, define, tell, describe, identify, show, label, collect, examine, tabukate, qiute, name, etc”.

From table above “Comprehension is the ability to grasp the meaning of material. This level involves translating material from one from to another such as words to number, interpreting material by explaining or summarizing, or predicting consequences or effects. Comprehension represents the text level after

memorizing material and also the lowest level of understanding material. Operational verbs used include: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend”.

The description about application, the third level is application, it is the ability to use learned material in new and concrete situations. It includes applying rules, methods, concepts, principles, laws, and theories in appropriate situations. Learning outcomes at the level of comprehension. Operational verb used include the following: apply, demonstrate, calculate, classify, experiment, discover.

The explanation of analysis understand its organizational structure. This analysis level involves identifying parts, analyzing the relationships between parts and recognizing the organizational principles involved. “The operational verbs used include: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer, break down, contrast, create a diagram to show, deconstruct, differentiate, discriminate between, distinguish between, identify, illustrate, infer, outline, relate, select, separate, investigate, discover, determine, observe and examine”.

Synthesis is the ability to assemble components together to form a new whole. This level involves the production of unique communications, a plan of operation such as a research proposal, or a scheme for classifying information such as a set of abstract relationships. “Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures”. The operational verbs that apply include: “combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate, prepare,

generalize, rewrite. Categorize, compile, devise, design, explain, generate, modify, organize, plan, reconstruct, relate, reorganize, revise, summarize, tell, write, synthesize, imagine, conceive, conclude”.

The higher level in the cognitive domain is Evaluation. It involves the ability to judge the value of material for given purpose, based on definite criteria determined by students or teachers. These criteria may be internal organizational criteria, or evaluation involves thinking processes from all the previous ones and is therefore the highest in the hierarchy of thinking processes. The operational verb used include: “assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize, appraise, contrast, criticize, critique, discriminate, evaluate, interpret, justify, relate, support, calculate, estimate, consult, criticize, decide, discuss, and evaluate. All of statement based on “ Bloom Taxonomy” before revised as the Original Expert about “Higher-Order Thinking (HOTS)”

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

Table 2
The Difference between Original and Revised Taxonomy

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

From this table shows The differences are only shown in the last two domains: Synthesis and evaluation which become different into evaluate and create from the original taxonomy and revised”. That change because it is considered that the student needs to able to critique and check an idea before the product and generate some results. Generally, the cognitive behavior that implicates more than rote memorization or recall is considered to be higher-level cognitive behavior, therefore, the resting level of taxonomy that asks the student to carry out thinking and reasoning process more complex than memorization is included in critical thinking in the revised “Bloom’s Taxonomy looks:

1. Analyze level: means breaking apart the information into smaller ideas and determining the relation of those ideas.

2. Evaluate level includes checking and critiquing the value of material based on criteria.
3. Create level involves generating, planning, and producing the news structure from the disparate elements.

So the explication higher-order thinking skill in the revised edition of Bloom's Taxonomy has three top-end skill of Bloom's taxonomy, analyze, evaluate, and create, need students' critical thinking".

1.4 Reading exercise in Higher Order Thinking Skill

The growing emphasis on teaching and appraise the students' higher order level thinking. "the most of people be convinced that just analyzes the essay items of the reading question to see the existences of the higher order thinking level in the reading exercise" according Airasaian and Russel (2008). "The question usually starts with 5W and 1H (what, who, when, where, why, how)". In assessing higher-order thinking levels in reading exercises, 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 essay items are helpful in checking, especially in reading exercises".

Next, The question can classified into the higher or the lower levels of student's thinking. While lower thinking requires the students to recall, the higher level requires the students to perform on a more complicated process. It means that HOTS in the reading exercises. "The lower-order thinking question is more easy to be found in the test format or the exercise because they are familiar, the

easiest to answer by the student, and much easier to make by the teachers, while the higher-level questions may be rarely found because they often require the teachers to wait a considerable amount of time for the students to answer those question". There explanations above about the higher order thinking skill reading exercise, the questions which contain the analyze, evaluate, and create skill. Those questions mostly contain words like distinguish, determine, relate, solve, and many other, which need students' critical thinking in answering those questions.

2. Textbook

2.1. Comprehend of Textbook

Textbook is one of resources in the classroom for the teachers and the students during the teaching and learning process. This resource could affect the students' outcome in the teaching and learning process. "Airasian and Russel (2008) Another resource that greatly influences what is planned, taught, and learned in the classroom is the textbook. More than any other single resource, the textbook determines instructional plans in many classrooms".

Moreover, Redd, Bergeman, and Olson (1998) believe that "Textbook is the one most used instructional tool in the classroom". It means, "the textbook is one of the instructional resources that consist of pictures, graphs, text, maps, exercises, and other media of learning that is considered as the resource that is mostly used in the high and learning process". It also influences the teaching and learning process. It also gets an impact on the teaching and learning process in the classroom.

2.2. The Function of Textbook

Everyone can not deny that textbook has many advantages in the teaching and learning process. As stated before that is considered as the resource that is mostly used in the teaching and learning process, thus “Textbook is important in teaching and learning process”.in addition, Airasain and Rusel (2008) “ The instructional resources available to a teacher influence no just the nature of instruction but also the learning outcomes that re possible”. It is clearly statement “the textbook, as one of the instructional resource, could help the techers to make the better outcomes in the teaching and learning ptocess”. Moreover, the benefits for the student and teacher. Then, according to Cunningsworth(1998) course book has multiple roles in the English language high and can serve are: a) A resource for presentation material; b) A resource for activities for practice study and communicative instruction; c) A reference resource for learners on grammar, vocabulary, pronunciation, etc; d) A source of simulation and ideas for classroom language activities. e) A syllabus (where they reflectlearning objectives which have already been determined); f) A source for self-directed learning or self-access work; g)Support for less experienced hers who have yet to gain in confidence”. All of the explanation forms above the Basically the purpose of tex is to help the people to learn. Teacher can preparing and developing the teaching material and students have maintain and trace back their input learning, that’s the point from textbook

2.3 The Common Features of A Good Textbook

There are many common features of a “good textbook from many experts in the educational field”. Those common features help the teachersto be more careful in selecting an appropriate textbook for their students. As an important role in teaching and learning process, the textbook has big influence in the learning outcomeso the teachers need to be selective in the textbook selection activity If the textbook is not considered as a goodtextbook, it could influence the learning outcome. Furthermore, “the following are the common features of a good textbook based on Penny Ur (2009): (a) Objectives explicitly laid out in an introduction, and implemented in the material. (b)Approach educationally and socially acceptable to target community. (c) Clear attractive layout; print easy to read. (d) Interesting topic and task. (e) Varied topic and task, so as to provide for different learner levels, learning styles, interests, etc. (f) Clear instruction. (g) Systematic coverage of syllabus. (h) Content clearly organized and graded (sequenced by difficulty). (i) Periodic review and test sections. (j) Fluency practice in all four skills. (k) Encourages learners to develop own learning strategies and tobecome independent in their learning”

Additionally, Richard(2001) has different perception of what a “good textbook isThe followings are the characteristics of good textbook according to Richard: a) They should provide structure and syllabus for a program; b) They help standardize instruction; c) They maintain quality; d) They are efficient; e) They provide a variety of learning resource; d) They can provide effective language models and input; e) They can train teachers; f) They are visually

appealing”.The points is, “Good text book often contains lively and interesting material; they provide a sensible progression of language items, clearly showing what has to be learnt and in some cases summarizing what has been studied”. From the explanations of the experts above, “it can be seen that the common features of a good textbook are varied. The textbook has to be suitable with the learning objectives, interesting in the cover or layout, covering all of the four basic English skills in form of the content and the exercises, and having the varied exercise”.

2.4 Textbook Evaluation

Textbook evaluation could be useful for suitability. It involves matching the coursebook against a specific requirement including the learners' objectives, the learners' background, “the resource available, etc. Being able to evaluate the textbook for suitability should be a teacher's premier skill. In summary, the teachers have to do the evaluation of the textbook usage because the textbook could influence the learning outcome in the teaching and learning process. Thus, “the textbook evaluation is important and the teachers have to do it before the students using the textbook to learn”. Finally, according to Harmer(2007), “there are four alternatives that have to be considered if we decide that part of a coursebook is not appropriate. The four alternatives are, as follows

- a. Firstly, the teachers might simply decide to omit the lesson.
- b. Another alternative is to replace the coursebook lesson with one of our own. Our own material may well be more appropriate for our students.

- c. The third is to add to what is in the book if the lesson is rather boring, too controlled, or if it gives no chance for students to use what they are learning in a personal kind of way.
- d. The final option is for the teachers to adapt with what is in the book. If reading a text is dealt with in a boring or uncreative, they can adapt the lesson by rewriting, replacing some of the activities (but not all), re-ordering activities or reducing the number of activities in the sequence”.

Looking at those statements, “it can be seen that the textbook need an evaluation because as stated before that sometimes the textbook is too general and boring in term of the lessons”. On the other hand, the four criteria for evaluating the textbook which is “proposed by Cunningsworth (1998) are as follows:

1. They should correspond to learners need. They should match the aims and objectives of the language learning program.
2. They should reflect the uses (present or future) that learners will make of the language, textbook should be chosen that will help students to use language effectively for their own purposes.
3. They should take account of students need as learners and should facilitate their learning processes.
4. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner”.

“Textbook evaluation is necessary for the better outcome in the teaching and learning process in the classroom. One thing that has to be remembered by the teachers that there is no best textbook for a group of students. Thus, the

teachers need at least not too rely on the textbook but create other interesting materials with the teachers own skills”.

3. Reading

3.1 Comprehend of Reading

“Reading” is one complex skill in teaching English, needs more concentration to read. “That’s an intensive process in which they quickly move to assimilate text. Very little is seen accurately. in reading the reader has to interpret the information properly. Additionally, according to caroline “ 2006), “Reading is a set of skills that involves making sense and deriving meaning from printed word.” The mean “to proceed the meaning of the word in the text so that the reader could get the comprehension from the text.

Furthermore, Daiek and Anter (2004), “Reading is an active process that depends on both an authors ability to convey meaning using words and your ability to create meaning from them.”Hence, “there are two-way communication between the author and the reader in the reading process”.Moreover, Harne (1996) believes that, “Reading is exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages”. That’s “reading is considered as an active skill because the reader’s eyes and brain is active while reading and after reading”. In addition, according to Grabe and Stoller (2002), “Reading is the ability to draw meaning from the printed page and interpret this information appropriately”. This definition is

“more or less the same with other definitions before. It says that in reading, the reader has to interpret the information properly”.

So reading is an important skill to learn which needs an active process from the eyes and the brain to get comprehension about the text. It means that to be a good reader, student has to good thinking. If the student has good thinking, they could have a good result in the reading activity because they know the author’s goal in writing the reading text and the meaning of the text itself”.

3.2 The Function of Reading

According to Marianne (2014) “Students may be asked to read a lot with different aims”. Thus, “different readers may have different purposes and those purposes are varied. People usually read something because they have a desire to do so and some purpose to achieve the varied purposes of reading may come from the desire before the reading activity”. Hamer (1996) reader might read to get the general picture of the text, to extract the specific information of the text, to perform the text, or to confirm the expectation they have about the text. McDonough and Shaw (1993), “explain that the purposes of reading are for obtaining information because the readers are curious about some topics, obtaining instruction on how to perform some tasks, knowing what is happening, and getting enjoyment or excitement”. “It means that the purposes of reading are not only for getting pleasure and information of the text, but also for obtaining instruction. Additionally, “Grabe and Stoller (2002) they are 7 purposes of reading. (a) Reading to search for simple information; (b) Reading to skim

quickly; (c) Reading to learn from texts; (d) Reading to integrate information; (e) Reading to write; (f) Reading to critique texts; (g) Reading for general comprehension

Finally, the aim of reading is to comprehend the meaning of the text". In reading, the reader has to know the writer's purpose in writing the text. If the reader comprehends the text, whatever their expectation in reading, they would know it and they would be success in the reading activity

3.3 The Types of Reading Skill

According to Jeremy Hamer (1996) "there are five specialist skills in reading that the students have to have to be a good reader. The explanations of those skills are as follows:

1. Predictive skill means the process of understanding the text to see how the next plot of the text is.
2. Extracting specific information or scanning means the skill that needed to find the specific information in the reading text.
3. Getting the general picture or skimming means the skill which used when reader want to get the main idea of the text without being concerned to the detail information.
4. Extracting detailed information usually asked the reader to find writers point of view and answer such kind of details information.

5. Deducing meaning from context means that the reader should know how to deduce meaning of unfamiliar words from the text”.

On the other hand, from explains describe “the distinction between extensive and intensive reading as the types of the reading skill in his other book. He points out that, “The term extensive reading refers to reading which students do often (but not exclusively) away from the classroom.” Extensive reading is kind of a reading for pleasure. Students have an opportunity to choose what they want to read”. In addition, McDonough and Shaw (1993) “Types of reading skill are “...scan to locate specific information in a text and skim to extract general information from it.” “Those skills are mostly practiced in learning the reading skill. Hence, students need to learn those kinds of the specific reading skill in order to be a good reader”. The explanations above “mostly explain about two kinds of the reading skill which involve intensive reading and extensive reading. While the intensive reading refers to a reading for pleasure, the extensive reading refers to a reading for the detailed information”.

3.4 The Aim of Reading

Students may be asked to read a lot with different aims. Thus, different readers may have a different purposes and those purpose are varied. People usually read something because they have a desire to do so and some purpose to achieve. Furthermore, they generally have some expectations about what they are going to read before they actually read the text. It means that the varied purposes

of reading may come from desire before the reading activity. On the other hand, McDonough and Shaw (1993) “purposes of reading are for obtaining information because the readers are curious about some topics, obtaining instruction on how to perform some tasks, knowing what is happening, and getting enjoyment or excitement”. “That’s means that the purpose of reading is not only for getting pleasure and information about the text, but also for obtaining instruction. But in general, the main aim of reading is to comprehend the meaning of the text. In reading, the reader has to know the writer’s purpose in writing text. If the reader comprehends the text, whatever their expectation in reading, they would know it and they would be a success in the reading activity”.

3.5 Types of Reading Exercises

In education, the world have many types of reading exercises like inferring the meaning of unknown elements, understanding the sentences, predicting by guessing what to come text, etc. That is usually found in the textbook or reading test. Crawley (2000) “ the types of those exercises are identifying details or facts, recognizing main ideas, identify cause-effect, making inferences, and critical reading”. 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. Those all are the type of reading exercises that could be easily found in the various kinds of reading tests. The students have to know those kinds of reading exercises so that they could find the best way to answer it well.

B. Relevant Study

To ensure the authenticity of the ideas in this study, the researcher presents several relevant inspired by some foregoing researchers. The first the material should be appropriate to curriculum and HOTS, research conducted by Nur Pratiwi (2014) graduated of “State Islamic University Jakarta”, The title is “an analysis of reading exercise in the *pathway* to English Textbook for the Eleventh Grade of Senior High School Students”.that was found the distribution of the higher-order thinking level is lower than the lower order thinking level.

The second, study used with curriculum KTSP, research was conducted by Rusda Ayu Syafniar(2014) graduation from “State Islamic University Jakarta” entitled “The Analysis of the Reading Materials in English Alive Textbook Based on School-Based Curriculum for second Grade Students of Senior High school”. Which was found the most of the material in textbook very good as the criteria of the conformity level”.

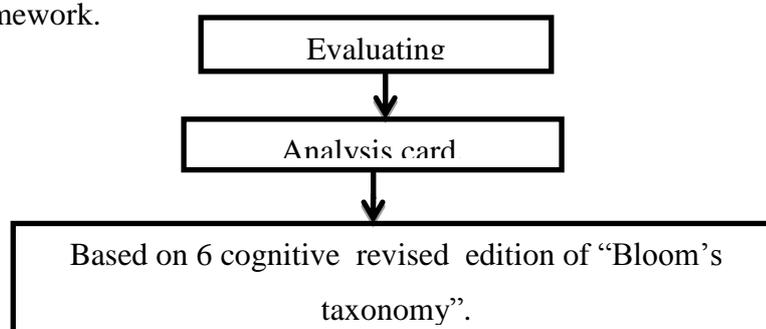
Hence, it was found there are some discrepancies between textbooks rom many published on the curriculum. Example from the first research using erlangga english textbook but not relevant with criticak thinking. So the research want to anlye with another erlangga english textbook in class x, the found same or not.

C. Conceptual Framework

The Textbook is one of the best references to study. But not all textbooks have good material and accordance with the curriculum 2013. The problem in learning always aboutMaterial for students especially for teaching

reading Exercises. In curriculum 2013 the government applies to critical thinking to the student. The student must high-level thinking in learning. To get critical thinking must pay attention to three to- end of “Bloom’s taxonomy analysis, synthesis, and evaluation”. Therefore, the researcher wants to test critical thinking in “pathway”Erlangga Englis textbook as one of many books that have applied material Curriculum 2013. “ In this study, the researcher uses the revised edition of Bloom’s taxonomy so we turn the skill to analyze, evaluate, and create. Further, the higher-order thinking skill is related to scientific approaches and networking because those approaches are also related to the problem solving and critical thinking skill which belongs to the higher order-thinking skill”.

The instruments for object analyze are; Firstly, the main data source of the “Pathway Erlangga to English textbook which is used for the 10th grade of senior high school students”. Secondly is the “analysis card”, the analysis card is used as a reference to decide what kind of cognitive domains contained in each essay reading question. The last is The analysis created by combining and collecting the understanding about six levels of a cognitive domain the “revised edition of Bloom’s taxonomy”. The researcher using qualitative description method on this study. The following diagram to explains the conceptual framework.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The study used content analysis method. Analyzed the content is a research that discusses the content of information in the textbook. According to Ary (2010) "Content or document analysis is a research method applied to written or visual materials to identify specified characteristics of the material". The material analyzed can be in the form of print media like a textbook, newspaper, media massa, media social, etc.

B. Source of the Data

There are two data source used in this study. Those data sources are used for collecting and analyzing the data to find result of the study. The explanation of those two data sources are as follow. The qualitative study intended to examine the condition of material reading exercise in the *Erlangga English textbook "Pathway"*. The author of the book are "M. Sudarwati and Eudia Grace". The editors of the textbook are "Dwi wahyu Priyanto and Raymond S". Furthermore, the textbook is published by Erlangga Publisher in 2014. This textbook is created for "Senior High school and MA Grade X (General Programme)". The reading essay exercise is limited just on the essay question that is mostly preceded by WH-word question like what, who, when, where, why, and how. The analysis

card as a reference for the cognitive domain to analyze critical thinking in this research.

Table 3.
The Analysis Card

Level	Key Words	Question
Remember: Recall data or information from long-term memory. This level emphasizes on recognizing and recalling.	Define, describe, identify, label, list, match, name, outline, recall, recognize, reproduce, select, state	<ol style="list-style-type: none"> 1. Where is...? 2. What did...? 3. Who was...? 4. When did...? 5. How many...? 6. Who were the main...? 7. How did...happen? 8. Which one...?
Understand: Determine the meaning, translation, and interpretation of instructions and problems. This level emphasizes on grasping the meaning, interpreting, classifying, comparing, explaining, and summarizing	Comprehend, convert, defend, distinguish, estimate, explain, extend, generalize, give examples, interpret, paraphrase, predict, rewrite, summarize, translate	<ol style="list-style-type: none"> A. What does it mean...? B. Which statement support...? C. What is the main idea of...? D. How would you summarize...? E. How would you paraphrase the meaning...?
Apply: Use a concept in a new situation or unprompted use of an abstraction. This level emphasizes on the ability to recognize, execute, and implement a form or a pattern as a means of understanding.	Apply, change, compute, construct, demonstrate, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, use	<ol style="list-style-type: none"> 1. What is the real example of that phenomenon? 2. What would happen to you if..? 3. What do you Think..? 4. Why do you think...? 5. do you think...? 6. How would you organize ... to show..? 7. How would you solve the problem? 8. What other way would you plan

		to...?
<p>Analyze: Separate material or concepts into component parts so that its organizational structure may be understood. This level emphasizes on detion of the relationships of the parts and of the way they are organized. It involves differentiating, organizing, and attributing</p>	<p>Analyze, break down, compare, contrast, diagram, deconstruct, differentiate, discriminate, distinguish, identify, illustrate, outline, relate, select, separate</p>	<ol style="list-style-type: none"> 1. What things would you have used...? 2. What things are similar / different? 3. What things couldn't have happened in reallife? 4. What caused...to actthe way he/she did? 5. Which of these statements are facts and which are opinions?
<p>Evaluate: Make judgments about the value of ideas or materials based on the criteria and standards. It emphasizes on checking and giving critiques about an idea or value.</p>	<p>Appraise, compare, conclude, contrast, criticize, critique, defend, describe, discriminate, evaluate, explain, interpret, justify, relate, summarize</p>	<ol style="list-style-type: none"> 1. Select the best ... Why is it the best? 2. What do you think will happen to...? 3. What judgment would you make about...? 4. Which character would you like to meet? Why? 5. Was...good or bad? Why? 6. Did you like the story?Why? What was the most important moment in the story and why? 7. What is your opinionof the...?
<p>Create: Build a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. This category involves generating, planning, and producing</p>	<p>Categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, reconstruct, relate, reorganize, revise, rewrite, summarize, tell, write</p>	<ol style="list-style-type: none"> 1. How would youimprove...? 2. How would youchange the plot..? 3. What do all these pictures have in common? 4. How would use your imagination to

		draw a picture of...? 5. How would you write a different ending of...?
--	--	---------------------------------------------------------------------------

C. Technique of Collecting Data

Collection the data is action to get information data from the object of the research. The stages of collecting data have described as follows. a) Researcher observed the material of textbook to find reading exercises in Erlangga English textbook for X senior high school. b) The data were categorized and make into list. c) After that, Continued to analyze table with a checklist of tables in accordance with 6 cognitive skill from the revised version of Bloom's taxonomy.

D. Technique of Analyzing Data

The Procedur to analyze the object data. Step one is collecting and categorize the data. Next,the checklist table from the table from essay question in the reading exercises every chapter for every cognitive skills from the revised version of "Bloom' Taxonomy was analyzed to compare the distribution of the high-order thinking skill in the reading exercises of resource data". Every cognitive skill from the essay reading questions is counted and compared to every level to find out the exact amount of the distribution of higher-order thinking skills in the reading exercises the textbook. After that, the essay reading question which only belongs to the higher-order thinking level: analyze, evaluate, and create is listed. That' just has focused on the distribution of higher-order thinking level even though it consists of all cognitive skills of the revised edition of

Bloom's taxonomy because it is the focus of this study. Finally, the result of the data are analyzed to describe qualitatively interpreted.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data of this research was signified from Erlangga English Textbook “Pathway” by M. Sudarwati and Eudia Gracear. This book was edit by Dwi Wahyu Priyanto and Raymond S. it was published in 2014. The materials in the textbook have the different in every chapter and from the data have 11 chapters. Many exercises that also practice all, the 4 basic language skills such as: “listening, reading, speaking and writing” The vocabulary Intially, grammar is one of the all also material. The textbook is created for SMA which employs the newest 2013 curriculum of the English object. The researcher choosing the texbook because mostly school in indonesia used the textbook as tools learning in the classroom,especially in Medan such as SMK Budy Satria. After analyze the book, data obtained can be shown on the table of distribution followed. This table show the some of exercises found in this textbook in each chapter. This data functioned as the source of the research.

Table 4.
Collecting Data

Chapter	Theme	Exercises in Every Chapter	Reading Exercises	Essay Reading Exercise
1	All about me	35	11 Exercise	2 Exercise (Exercise 6,33)
2	Well done	27	7 Exercise	2Exercise (Exercise 8,15)
3	Are you ok?	24	6 Exercise	2 Exercise (Exercise 7,15)

4	I will improve my English	26	5 Exercise	2 Exercise (Exercise 9,18)
5	Congratulations!	15	4 Exercise	2 Exercise (Exercise 5,11)
6	I've been there	25	4 Exercise	2 Exercise (Exercise 9,16)
7	Describing people	28	9 Exercise	1 Exercise (Exercise 27)
8	Describing places	38	6 Exercise	2 Exercise (Exercise 3,27)
9	It's missing	32	5 Exercise	2 Exercise (Exercise 4,16,)
10	A time in alife	44	5 Exercise	3 Exercise (Exercise 14,21,39)
11	Along time ago	38	5 Exercise	3 Exercise (Exercise 7,13,15)
TOTAL		332	67	24

The total data of Erlangga textbook is 332 exercises and material can be analyzed as the object is 24 from 67 exercises in reading skills, the distribution of Reading in the "*Pathway to English* textbook" is the highest if it is compared to the other test types of exercises in the textbook. to explain more about the distribution of the test types in there reading exercises like short answer question, true or false question, fill in the blank, fill the column, and essay question in the textbook following table to explains the distribution of those kinds of reading exercise.

Table 5
Type of Reading Exercise

NO.	Reading Exercise	Chapter											TOTAL EX	TOTAL Question
		1	2	3	4	5	6	7	8	9	10	11		
1	Essay	Ex. 6, 33	Ex. 8, 15	Ex. 7, 15	Ex. 9, 18	Ex. 5, 9 11	Ex. 9, 16	Ex. 27	Ex. 3, 28	Ex. 4, 16,	Ex. 14, 21, 40	Ex. 7, 13, 15	24 Ex.	147
2	True or False	-	-	-	-	-	-	Ex. 22	-	Ex. 11, 18	Ex. 4	-	4 Ex.	27
3	Match up	Ex. 9, 21.	-	-	Ex. 19, 22	-	-	Ex. 11, 9	-	-	Ex.37	-	7 Ex.	71
4	Fill in The blank	Ex. 16, 12, 23, 24, 25, 26,	Ex. 12, 18, 19, 22	Ex. 10, 18	Ex. 13, 24,	Ex. 8, 10, 14,	Ex. 12, 21, 22,	Ex. 12, 13, 14,	Ex. 4, 10, 11, 13, 24	Ex. 7, 13	Ex. 30, 34, 35	Ex. 18, 29, 30	36 Ex.	265
5	Complete the Column	Ex. 10, 11, 13	Ex. 10, 11, 13	Ex. 4, 5, 9, 13	Ex. 12,	Ex. 7,	Ex. 11	Ex. 8, 25	Ex. 6,	Ex. 17	-	Ex. 6, 35	19 Ex.	113
Total		13	9	8	7	7	6	9	8	7	8	8	90	623

Note: Ex: exercise

The table shows that there are 5 types reading of exercises in the *Pathway to English* textbook. it can be said that the distribution of the essay question in the reading exercises is spread evenly in the *source* textbook while the other test types are not.

B. Data Analysis

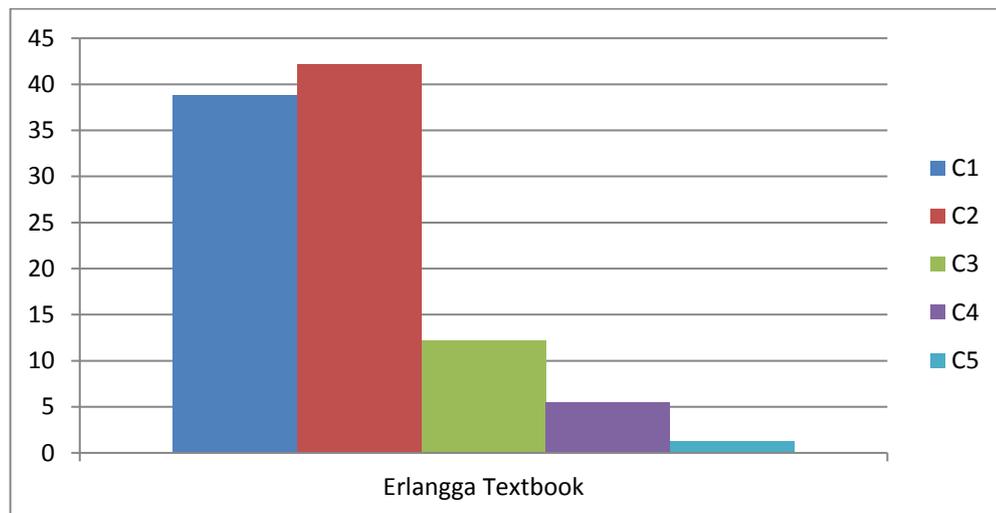
After collecting and sorting the data. It can be found the parts that are included in six cognitive such as Knowledge, comprehension, application,

analysis, evaluate, create. From 6 cognitive it is divided again into 2 parts. They are Low-Order Thinking Skills (LOTS) and Higher Order Thinking Skill (HOTS). From this explanation which is in the LOTS category is knowledge, comprehension, application and the others goes inside HOTS. The results of the analysis that researchers get after doing this research can be seen in the following table.

Table 6
Data LOTS and HOTS

Level of Thinking	Bloom Taxonomy	Data question	Percentage	Total (%)
L O T S	C1 (knowledge)	57	38.8%	93.2%
	C2(comprehension)	62	42.2 %	
	C3 (application)	18	12.2 %	
H O T S	C4 (analysis)	8	5.5 %	6.8%
	C5 (evaluate)	2	1.3 %	
	C6 (create)	-	-	
Total		147	100%	100%

From the table above it can be inferred that distribution of LOTS is higher than Hots. That can be seen from the percentage of displayed in the table. The data describing Hots was only 6.8% from all of thus chapters in the textbook and the higher distribution controlled by LOTS,at 93.2%. The comparison of LOTS and HOTS essay Reading Questions can be figured out on the chart Figure 1,The comparison of LOTS & HOTS presented as follows:



After analyzing 147 essay reading were discovered. It was identified that 5 cognitive from 6 cognitive domain of Bloom Taxonomy, there was only 5 applied in the text. The higher thinking level which consists of analyzing, evaluate and created level only gets 10 questions out 147 essay reading questions. The analyze domain (C4) gets 8 items while the evaluated domain (C5) gets 2 items and no question belongs to the create domain (C6). Following table to explain data analysis HOTS in pathway erlangga English textbook.

Table 7
HOTS in Data Analysis

Ch	No	Essay Reading Question	Higher Order Thinking		
			C4	C5	C6
2	29	What kind of person do you think the writer is?	✓		
	30	What kind of a person do you think the receiver is?	✓		
4	56	Why do you think andi manuhutuse send a letter to mr wirakusuma reserve a room for him	✓		
6	79	What kind of person do you think the writer is?	✓		
	80	What kind of a person do you think the receiver is?	✓		
8	92	After reading the text, what do you think of the "Purnama Bhakti pertiwi" Museum?	✓		

10	122	What do you think of David Beckham	✓		
	126	What can we learn from Mike's attitude?		9.	
11	132	Was the story a tragic one? why?		10.	
	137	What do you think of the end of the story?	11.		

Note : - Ch = Chapter

From table above, That's was see the result of Higher-Order Thinking" in the study so low. It can be described from the explanation below :

1. The question from number 29,30, 56,79,80,92,122, 137 is C4 because the question has been emphasizing on the detention of the relationships of the parts and of the way they are arranged. Such as to different implicate, organizing, and attributing.
2. Number 126,132 is domain evaluate. That's C5 because they are included in the categorize; emphasizes, checking categorizes and giving criticism about an ideas or values. In short of all the distribution HOTS in there table above, That's percentage is 6.8% to high-level thinking and low-level thinking gets 93.2%. The comparison between the evaluate skill and the analyze skill is far much like 1:4. The following table explains the percentage and the distribution of each skill in the higher-order thinking skill in the essay reading exercise of the "*pathway to English Textbook*"

Table 8
Percentage of Host in Essay Reading Question

No	Higher Order Thinking Skill	Essay Reading Question	Percentage
1	Analyze	8	80%
2	Evaluate	2	20%
Total		10	100%

Based on that table, it was found that total 10 HOTS essay reading questions in the textbook, the analyze skill obtains 8 questions out of 10 questions or 80%, while the evaluate skill obtains 2 items out of 147 questions or 20%, and there is no question belongs to the create skill. Moreover, the following two tables add together the essay reading questions based on their each skill so the kinds of the questions which belong to the three skills in the higher order thinking level could be seen clearly. The first table is the table for the question list of the analyze skill.

Table 9
The Question List of Analyze Skill

Ch	No	Essay Reading Question
2	29	What kind of person do you think the writer is?
	30	What kind of a person do you think the receiver is?
6	79	What kind of person do you think the writer is?
	80	What kind of a person do you think the receiver is?
4	56	Why do you think andi manuhutusend a letter to mr. wirakusuma reserve a roo for him
8	92	After reading the text, what do you think of the “Purnama Bhakti pertiwi” Museum?
10	122	What do you think of David Backham?
11	137	What do you think of the end of the story?

From the table 9 has “8 questions that include in analyze Skill because “ why do you think”, and “ ... do you think” those intruactional question were cateorized into analysis level. This involved indentifying and analyzing the relationship between parts in order to give rationale or reason. This level of thinking is referred to as HOTS.

Table 10
The Question List of Evaluate Skill

Ch	No	Essay Reading Question
10	126	What can we learn from Mike's attitude?
11	132	Was the story a tragic one? why?

From the table above, “it shows 2 question that include in evaluate Skill because in question number 126 and question 132 those instructional question were categorized into evaluate level. This involved judgments, value based on the criteria and evaluate. This level of thinking is referred to as HOTS.

C. FINDINGS

As one of the main instructional resource in the teaching and learning process, the textbook plays prominent role for accomplishing the learning objectives, However, many critics and suggestions pop out out the textbook usage. Some of those critics and suggestions say the textbook could improve by having type of exercises or task, fluency practicing the four basic language skills: “listening, speaking, reading, and writing an more emphasizing on the problem solving and the higher-order thinking skill itself is useful for students to be able to think critically in logical way solve the problems they face in everyday life which could support them in learning process with the scientific approaches in the new curriculum 2013”. The higher order thinking skills could be trained by some exercise of the exercises which engages the higher order thinking skill in the textbook is still questionable. In this study the focus in the reading skill, and chooses to analyze the reading exercises in the “*Pathway to English textbook*”

which employes the new curriculum 2013 to find out the empirical evidence distribution of the Higher order Thinking skill in essay reading exercises.

The result of the data analysis also infers that the author may more focus only on the analyze skill even though the ratio between the evaluate skill and the analyze skill is not too far. It also infers that, for the higher order thinking skill, the reading exercise has not directed the attention of emphasizing for the create skill due to the null distribution of it. Additionally, it can be seen that the range of distribution for the three skills in the higher order thinking level seems quite far and unequal. Further, by looking at the ratio between the three skills in the higher order thinking level, it seems like the distribution of the higher order thinking skill are improperly treated by the essay reading questions.

Based on object of analyze, from 147 essay reading questions in the textbook with only 10 or 8.6% questions contain higher thinking skills. These HOTS questions were categorized into 8 questions obtain analysis skills (5,5%), 2 question was categorized obtain evaluate skill (1,3%), and LOTS has 93.2%. These LOTS question were categorized obtain Knowledge skill (38,8%), Comprehension (42,2), Application (12,2) They infer that the author more focuses on analysis skill. The textbook not yet directed on creative skill because the distribution is zero. In addition, Briefly knowable on distribution to the 3 skills in the level of higher-order thinking level seems quite distant and uneven. By looking at this it is clear that the distribution of the higher-order thinking skill are not treated properly by the essay reading questions in Erlangga English textbook to class 10 senior high school. From the research finding of "Content Analysis of the English Textbook

at the First Grade of Senior High School Based on six domains of the revised edition of Bloom's taxonomy", the researcher concluded the delivery of the higher-order thinking skill in the reading essay of this textbook is lower because from total reading essay exercises there are 147 questions this textbook just have 10 question that include in HOST.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After doing the content analysis by using checklist table as instruments for collecting the data from Erlangga English Textbook "Pathway". The conclusion that distribution of higher order thinking skill in the essay reading exercise is lower than the distribution of the lower order thinking skill. Based on the results of this study, the conclusion could be drawn as followed. The distribution of HOTS on essay reading exercise at *Erlangga English Textbook "Pathway"* is lower. From data that know the result of shows which the distribution of the higher-order thinking skill in the essay reading exercise is just 6,8% or 10 questions from the 147 essay reading question. Contrary, distribution of lower thinking skill is 93,1% or 137 questions. That means ratio of analysis from this study, they are critical thinking to the lower-thinking skill is much different, 1:93.1. Finally, it was concluded that high-level thinking skills were low. The author was not very concerned with 3 categories: analyzing, evaluating, especially skill that is not in the practice of reading.

B. Suggestions

The researcher wants to provide some which be suggestion useful for him, students, and everybody who read this study:

1. For Teacher

As a facilitator in the classroom, the teacher needs to check and recheck the content of the textbook whether or not the material and the exercises in the textbook are according to the needs and level of students. The English Teachers should not rely on and take for granted the content of the textbook. It is better to adopt the material or the exercise in the textbook because the one who knows the best for the students is himself.

2. For author

As author, English Textbooks must be matched with curriculum and have HOTS to implement in that time and also create what students need and dynamic ways of learning. Therefore, they have to keep regenerating their ideas and move with the new curriculum to evaluate the textbook framework is very crucial. The author of the English textbook need to be produced more fully processes that go beyond the low-level thinking by enriching some exercises which would train the students to have higher-order thinking skill especially in Reading essay exercises.

3. For Educational Institution of School

As an education institution, school choosing an appropriate textbook for students and to give better insight on choosing the suitable English textbook as a guideline for teaching English.

REFERENCES

- Airasian, P W. and Russell, M K. 2008.*Classroom Assessment: Concepts and Applications 6th Ed.* New York: McGraw-Hill.
- Ary, D, et.al.2010. *Introduction to Research in Education 8th Ed.* New York: Wadsworth Cengage Learning.
- Anasy, Z. 2016. *HOTS (Higher Order Thinking Skill) in Reading Exercise.* TARBIYA: Journal of Education in Muslim Society. 3(1):51-63.
- Andreson, L w and david R.K. 2001. *A Taxonomy for Learning, hing and Assessing (A revision of Bloom's Taxinomy of Educational Objectives).* New York: Logman.
- Bloom, B S.1956.*Taxonomy Of Educational Objectives.* London: Logman.
- Cunningsworth, A.1998.*Choosing Your Coursebook.* London: Macmillan.
- Crawley, S J and Merritt, K. 2000. *Remediating Reading Difficulties.* New York: McGraw-Hill.
- Forehand, M. 2010.*Bloom's Taxonomy. Emerging Perspective on learning, Teaching and hnology.* The University of Georgia.
- Harmer, J. 2007. *How to Teach English.* London: Logman.
- Igbaria, A K. 2013. "A Content Analysis of the WH-question in the EFL Textbook of Horizons. Israel: Sakhin Academic College for Educational.
- Kesha, A S and Seif, Ayat. 2013. *Evaluating the Higher Order Thinking Skills in Reading of English for Palestina Grade Eight.* Asian journal of Education and e-Learning. 1(1): 47-69.
- Krathwohl, D R.A Revision of Bloom's Taxonomy. 2002. An Overview. *Taylor and francis Group and JSTOR.* Vol. 41.
- Latif, M. 2015. *An Evaluating of English Taxtbook The Eighth Graders of Junior High School.* Dissertatio, Faculty of Languages and Arts Yogyakarta States University. Yogyakarta: Universitas Negeri Yogyakarta.
- Linse, C T. 2006. *Practical English language Teaching: Young Learners.* New York: McGraw-Hill.
- McDonough, J and Shaw, C. 1993. *Materials and Methods in ELT.* London:Blackwell.

- Ur, P. 2009. *A Course in Language Teaching: Practice and Theory*. London:Cambridge
- Pratiwi, N. 2014. *Higher Order Thinking Skill in Reading Exercise (an analysis of reading Exercise in Pathway to English textbook for the Eleventh Grade of Senior High School Students)*. Dissertatio, The Department of English Education. Jakarta: The Syarif Hidayatullah State Islamic University.
- Richards, Jack C. 2001.*Curriculum Development in Language Teaching*. Inggris: Cambridge University Press.
- Sudarmawati, Th.M. 2013. *Pathway to English for Senior High School Grade X*. Jakarta: Gelora Aksara Pratama
- Syafar, R A. 2014. *The Analysis of the Reading Materials in “ English Alive” Textbook Based on School-Based Curriculum for Second Grade Students of Senior High School*.Dissertatio, The Department of English Education. Jakarta: The Syarif Hidayatullah State Islamic University.

APPENDICES

Appendix

The Data Analysis

Ch	No.	Essay Reading Question	Cognitive Domain of Bloom's Taxonomy					
			Lower Order Thinking			Higher Order Thinking		
			C1	C2	C3	C4	C5	C6
1.	1.	Where do you think jack and rosy are?	✓					
	2.	Have jack and rosy ever met before?		✓				
	3.	What does rosy do?	✓					
	4.	Where does jack come from?	✓					
	5.	What does jack do?	✓					
	6.	What does rosy think about jack's occupation?		✓				
	7.	What does jack think about his own occupation?		✓				
	8.	Who did rosy introduce jack to?	✓					
	9.	Why did rosy have to leave them?	✓					
	10.	Underline all the sentences that give information about personal information			✓			
	11.	How old is tom?	✓					
	12.	Where does tom acrually come from?	✓					
	13.	Where does maja study?	✓					
	14.	What does tom's mother do?	✓					
	15.	Who is tom's favorite musician?	✓					
	16.	Why did tom's father move to warsaw?	✓					
	17.	Why does tom want to be a computer scientist? ✓ "... it was commodore 64..." ✓ "... we have all their albums..." ✓ "...but i have never played it professionally." ✓ "...i love everyting associated with this country..." ✓ "...they will find me a		✓				

		japanese .”						
	18	In which paragraph can you find these main ideas? <ul style="list-style-type: none"> • Tom’s ideal • Tomm’s first PC • Tom’s family • Tom’s hobby 			✓			
2.	19	Where does the dialogue probably take place?		✓				
	20	Who has got a for the composition?	✓					
	21	How does the feel about iwan’s success?		✓				
	22	How does she express her happiness?		✓				
	23	Underline all the phrases that express cimoliments!	✓					
	24.	Who wrote the letter?	✓					
	25.	Who is the letter likely to be for?		✓				
	26.	Uses clues in sentences to guess the meaning of the words in bold. a. so i have <u>purchased</u> tickets for us to see one of best plays on Saturday evening. (paragraph 2) b. After we were married, though, our children <u>started arriving</u> quikly... (paragraph 4) c. How i <u>admired</u> your skills throught the years (paragraph 3) d. I <u>benefited</u> from your gudance and motherly skills almost as musch as he children did . (pargaraph 4)			✓			
	27.	Give the following details about the writer. <ul style="list-style-type: none"> • Marital status • Age • Hobby 			✓			
	28.	The writer wrote ‘i do not think i express my appreciation to you often enough for having given me so many happy years, so i have		✓				

		decided to write his letter.' What does he mean?						
	29.	What kind of a person do you think the writer is?					✓	
	30.	What kind of a person do you think the receiver is?					✓	
3	31.	Where does the dialogue probably take place ?		✓				
	32.	Where has yeni been?	✓					
	33.	Where is karimunjava?		✓				
	34.	What kind of tourism destination is it?	✓					
	35.	What did yeni do in karimunjava?	✓					
	36.	How can arum go there?	✓					
	37.	What might yeni advise arum about a trip to karimunjava?	✓					
	38.	Who wrote the card?	✓					
	39.	Who is the card likely for?	✓					
	40.	What is the purpose of writing The card?		✓				
	41	Use the clues in the sentences to guess the meaning of the words in bold and find their synonyms a. And back to your usual self: Gregarious and Cheery. b. And back to your usual self: Gregarious and cheery . c. Because we are praying for your speedy recovery. d. Because we are praying for your speedy recovery.				✓		
	42	Give the following details about the writers • Age • Class • Relationship with the card's recipient		✓				
	43	What kind of people do you think the writers are?		✓				
	44	What kind of person do you think the recipient is?		✓				
4	45	Where is rita spending her school holiday?	✓					
	46	Where does she meet dona?	✓					

	47	Who is dona?	✓					
	48	What's the dialogue about?		✓				
	49	How do they feel when they meet?		✓				
	50	Underline the expressions of intention?			✓			
	51	What is their plan afterwards?	✓					
	52	What is the letter about?		✓				
	53	What is the relationship between andi munuhutu and mr wirakusuma?		✓				
	54	Why does andi manuhutu send a letter to mr wirakususma?		✓				
	55	What does andi manuhutu expect by sending the letter?		✓				
	56	Why do you think andi manuhutu has mr wirakusuma reserve a room for him?				✓		
5	57	Why did Mr jackson cogratulation mr sunton?	✓					
	58	What is mr sunton's response?	✓					
	59	How many office branches do mr. Sunton have now?	✓					
	60	Underline all the expressions of congratulation in the dialogue.			✓			
	61	What is the letter about?		✓				
	62	To whom is the letter addressed?	✓					
	63	Whom wrote the letter?	✓					
	64	Why did he write the letter?		✓				
	65	Where did belinda graduate from?	✓					
6.	66	Where does the dialogue probably take place?		✓				
	67	What information did the women get after speaking to the man?		✓				
	68	How does the women feel after having the information about the flood in jakarta?		✓				
	69	What is the woman going to do after speaking with the man?		✓				
	70	Underline all sentances in the dialogue taht use simple past and present perfect tenses			✓			
	71	Who wrote the letter?	✓					
	72	Who is the letter likely to be for?	✓					

	73	What is the writer's purpose of writing the letter?		✓				
	74	Use the clause in the sentences to guess the meaning of the words in bold. a. Toba lake's stunning beauty is beyond words to describe. b. ... but it's worth the long journey.			✓			
	75	Give the following details about... • Nort sumatra • Lake toba • Kuala Namu Airpot • Samosir Island			✓			
	76	What does the writer mean when he wrote it was very tiring but the view of the lake was just gorgeous?		✓				
	77	What kind of person do you think the writer is?					✓	
	78	What kind of a person do you think the receiver is?					✓	
7.	79	What is the text about?	✓					
	80	What is the name of the missing person?	✓					
	81	What is his complexion like?	✓					
	82	How old is he?	✓					
	83	What is his address?	✓					
	84	What time was he last seen?	✓					
	85	What was he wearing?	✓					
	86	If someone meets this person, what should he she do?			✓			
8.	87	What is the text about?	✓					
	88	What does the writer try to describe ?	✓					
	89	The first paragraph tells the readers about?		✓				
	90	The characteristics of Purnama Bhakti Pertiwi Museum can be found Paragraph?		✓				
	91	The main idea of the third paragraph is		✓				
	92	After reading the text, what do you think of the "Purna Bhakti						✓

		Pertiwi” Museum? <ul style="list-style-type: none"> • I think Purnama Bhakti Pertiwi Museum is..... than.. • I think it is a because it has... • I think it has ... such as... 						
	93	Find a descriptive text in indonesia. Compare the text with with the above text, do they share the same structure?			✓			
	94	What is the text telling you about?	✓					
	95	What is the purpose of the writer writing this text?		✓				
	96	When was Borobudur temple built?		✓				
	97	What makes Borobudur temple built?		✓				
	98	What specific things does Borobudur have ?		✓				
	99	Does the text use adjectives? Mention them?	✓					
	100	Is the text in simple present tense?		✓				
9.	101	What is an announcement?	✓					
	102	What the purpose of an announcement?		✓				
	103	Where do you usually find an announcement?		✓				
	104	Mention several kinds of announcement?			✓			
	105	What is the text about?		✓				
	106	What is the purpose of the text?		✓				
	107	What should the participant do if he/she wants to join this activity?		✓				
	108	How much should one pay for the seminar and workshop?		✓				
10.	109	What is the diary about?		✓				
	111	When was the diary written?	✓					
	112	Where was the diary written?	✓					
	113	Why couldn't emigrants continue their journey?		✓				
	114	What is the text about?	✓					
	115	Where and when was he born?	✓					

	116	What football club did Beckham join firstly?	✓					
	117	Has Beckham ever lost a game? When?		✓				
	118	How much did he earn at Los Angeles Galaxy?	✓					
	119	What was Beckham's role as a UNICEF Good will Ambassador?		✓				
	120	"...this gave him the highest player salary."(paragraph 7) what does the word this" refer to?			✓			
	121	What is the main idea of the last paragraph?		✓				
	122	What do you think of David Beckham?					✓	
	123	What was the story about?		✓				
	124	Who did Mike give his seat to?	✓					
	125	What made Mike annoyed?		✓				
	126	What can we learn from Mike's attitude?					✓	
11	127	What was the story about?		✓				
	128	Why did Louisa order <i>Kolang kaling</i> ?		✓				
	129	Why did Tare Iuh do gambling?		✓				
	130	What was the end of Tare Iuh?		✓				
	131	What happened to Beru Sbou at the end?		✓				
	132	Was the story a tragic one? Why?						✓
	133	Answer these questions: a What made Serunting a mighty man? b What was the quarrel between Serunting and Arya Tebing about? c How did Arya Tebing defeat Serunting? d How did Serunting feel when he lost the fight? e When did Serunting get the power from the God of Mahameru? f Do you think Serunting's new power is a blessing or a catastrophe?why?			✓			
	134	What do the underlined word			✓			

	<p>refer to?</p> <p>a <u>Both young men</u> had a quarrel.</p> <p>b <u>The ones</u> which grew overliiking to arya tebing's rice paddy....</p> <p>c <u>This</u> made serunting envious.</p> <p>d Even when the wind blew <u>it</u></p> <p>e He did <u>it</u> for two years.</p>						
135	<p>Where would you put these expression in the text?</p> <p>a Serunting did not know to do and said to homself, "what a lucky man he is!"</p> <p>b "sister, please find out what is serunting's mighty power secret" begged Arya Tebing.</p> <p>c "let's fight and see who is the winner now!" Arya Tebing challenged Serunting.</p> <p>d "I may lose today but I'll come back one day and take my revenge," he thought.</p> <p>e He said "oh, mighty God, please endow me with your powerful strenght."</p> <p>f "No, nobody will despice Me," he said in his heart.</p>			✓			
136	<p>Which moral lesson is NOT appropriates for this story?</p> <p>a One should think something wisely before he takes an action</p> <p>b Foul desire breeds evil thought and even number.</p> <p>c Think twice before you do something .</p> <p>d Fighting i not a solution to overcome a problem.</p> <p>e Envy will bring you to destruction.</p> <p>f Be careful with waht you wish for.</p> <p>g Bitterness will result in revenge.</p> <p>h Hatred will result in revenge</p>			✓			

	137	What do you think of the end of the story?				✓		
	138	What did the king promise to the queen?	✓					
	139	Who were taking care of the princess after the queen passed away?		✓				
	140	How was the princess 'stepmother behaviour to the princess?	✓					
	141	How did the king send the princess' regard to the Green Knight?	✓					
	142	"...when she went through the pages of the book, he flew in as bird and courted her." What does the clause mean?			✓			
	143	Why did the Green Knight visit the princess secretly?		✓				
	144	Why did the Green Knight stop visiting the Princess?		✓				
	145	How did the princess save the Green Knight?		✓				
	146	How did the princess save the Green Knight?		✓				
	147	What do the underlined words refer to? A dying queen asked her husband to do whatever their daughter asked of him. And the king promised to do it. Meanwhile, a window of a count and her daughter everything to make <u>themselves</u> the princess' favourites. <u>They</u> persuaded the princess to have <u>them</u> stay at the castle and then the widow told <u>her</u> that they could not stay unless the king married her. The princess implored the king to do <u>it</u> and when <u>his</u> objections could not convince her, married the woman.			✓			
Total			57	62	18	8	2	-
			135			10		
Score			137/147x100% =93.2			10/147x100%=6.8		



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website <http://www.fkip.umsu.ac.id> E-mail fkip@umsu.ac.id

Form K-1

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Dwi Permata Sari
NPM : 1502050062
Pro. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
	HOTS (Higher Order Thinking Skill) in Erlangga's English Text Book	
	The Effect of Vidieo Recording on Students Speaking Ability	
	The Effectivens of Teaching Vocabulary Through Total Physical	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 16 Febuari 2019
Hormat Pemohon,

Dwi Permata Sari

Keterangan :
Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak/ Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Dwi Permata Sari
NPM : 1502050062
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

HOTS (Higher Order Thinking Skill) in Erlangga's English Text Book

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Imelda Darmayanti Manurung, SS., M.Hum

Acc 15/02/2019

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 16 Febuari 2019
Hormat Pemohon,

Dwi Permata Sari

Keterangan

- Dibuat rangkap 3 :-
- Asli untuk Dekan/Fakultas
 - Duplikat untuk Ketua / Sekretaris Jurusan
 - Triplikat Mahasiswa yang bersangkutan



Nomor : 894 /IL.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

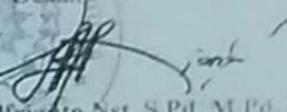
Nama : Dwi Permata Sari
N.P.M : 1502050062
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : HOTS (Higher Order Thinking Skill) in Erlangga's English Test Book
Pembimbing : Imelda Darmayanti Manurung, SS, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 20 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 15 Sya'ban 1440 H
20 April 2019 M

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Dwi Permata Sari
N.P.M : 1502050062
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : *HOTS* (Higher Order Thinking Skill) in Erlangga's English
Textbook

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 5 Mei 2019

Hormat saya

Yang membuat pernyataan,



Dwi Permata Sari

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



Unggul, Cerdas, dan Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkdp.umsu.ac.id> E-mail: fkdp@umsu.ac.id

Nomor : 7201 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 11 Ramadhan 1440 H
16 Mei 2019 M

Kepada Yth, Bapak Kepala Perpustakaan
Universitas Muhammadiyah Sum. Utara
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Pustaka Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Dwi Permata Sari
N P M : 1402050062
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : *HOTS* (Higher Order Thinking Skill) in Erlangga's English Textbook

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elrijanto Nst, S.Pd, M.Pd.
NIDN: 0115057302

** Pertiinggal **

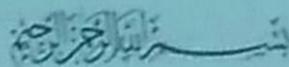


MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN

Jl. Kapr. Mukhtar Basri No. 5 Telp. 6624567 - Ext. 113 Medan 20238
Website: <http://perpustakaan.umsu.ac.id>

SURAT KETERANGAN

Nomor: 266/KET/IL&AU/UMSU-PPM/2019



Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan:

Nama : Dwi Permata Sari
NPM : 1502050062
Univ./Fakultas : UMSU/ Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris/ SI

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir skripsi dengan judul:

"HOTS (Higher Order Thinking Skill) in Erlangga English Textbook"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 29 Zulhijjah 1440 H
31 Agustus 2019 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.unma.ac.id> E-mail fkp@unma.ac.id

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Dwi Permata Sari
N.P.M : 1502050062
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : HOTS (Higher Order Thinking Skill) in Erlangga's English Textbook

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
18/3	Background of study	B.
18/3	problem / scope	B.
18/3	Review of literature	B.
29/4	Method of Research	B.
29/4	References, syllabus	B.
29/4	Goal & 15	B.
29/4	acc	B.

Diketahui Oleh :
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum.

Medan, 29 April 2019

Dosen Pembimbing

Imelda Darmayanti Manurung, SS, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umma.ac.id> E-mail : fkip@umma.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Dwi Permata Sari
NPM : 1502050062
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : *HOTS* (Higher Order Thinking Skill) in Erlangga's English
Textbook

Pada hari Kamis tanggal 09 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan, 14 Mei 2019

Disetujui oleh:

Dosen Pembahas

Pirman Ginting, S.Pd, M.Hum

Dosen Pembimbing

Imelda Darmayanti Manurung, S.S., M.Hum

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Dwi Permata Sari
N.P.M : 1502050062
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : HOTS (Higher Order Thinking Skill) in Erlangga English
Textbook

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
25/5 19	Ch. I. Review formulation of problem Ch. II. Review method of research	f	
2/7 19	Ch. III. Rasio data	f	
16/7 19	Ch. IV. Display HOTS & LOTS	f	
26/7 19	Ch. V. Analyzing the data	f	
2/8 19	Ch. VI. Conclusion & suggestion	f	
27/8 19	Ch. VII. Review, Abstract	f	
30/8 19	Acknowledgment, References	f	
3/9 19	acc	f	

Unggul | Cerdas | Terpercaya
Medan, September 2019
Diketahui oleh:
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

Imelda Damayanti Manurung, SS., M.Hum

CURRICULUM VITAE

Personal Detail

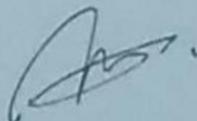
Name : Dwi Permata Sari
NPM : 1502050062
Place/Date of Birth : Medan, 10 May 1996
Sex : Female
Religion : Moslem Marital
Status : Single
Parents Name
 Father : Bambang Sutrisno
 Mother : Heriani
Address : Jl. Tombak No 54
Mobile : +6289656891508
E-mail : dwipermatasari10@gmail.com

Education Background

2002-2008 : SD Negeri 064969
2008-2011 : SMP Pahlawan Nasional
2011-2014 : SMK Tritech Informatika

Medan, September 2019

The Researcher,



Dwi Permata Sari